

SCORN

- OASIS
- Child Protection K-12
- Preparing for inspection

contents

viewpoints

- 2 Letters to the editor

currents

- 3 Janet Hansen reports

features

- 4 Preparation for OASIS
Library
Beth McLaren
- 8 So much to tell you...
John Marsden
- 11 An interview with Paula
Danziger

teaching learning

- 14 Preparing for inspection
*Kevin Channells and Ingrid
Simpson*
- 18 Teleconference report
- 18 The Library Policy and staff
development courses

search

- 19 The impact of library
automation on services to users
Robyn Owens
- 20 Using ASCIS dial-up for
selection
Murray McLachlan

management

- 22 Streamlining management in the
library
Robyn Laverack
- 26 Cataloguing computer software
*Niki Kallenberger and Carol
Scott*
- 28 ASCIS on annual requisition!

resources

- 29 Child Protection K-12
- 33 Recent fiction K-12
- 39 Resources in Aboriginal Studies
- 45 Periodical update part III

columns

- 48 Music list, people, Aussie pics,
A co-operative venture
- 48 Dates for your diary

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 The Editor, *scan*

All I will say is how disappointed I now am in *scan*. Where are the reviews? From/On what do I now compile my order and want lists? Not Reading time alone - oh for the *scan* of old on which I could utterly trust.

Yes the articles are interesting and useful but - ?

Yours faithfully,
Katrina Avery
Teacher-librarian
West Kempsey Public School

PS And please what was wrong with K-2 or 2-4 for level instead of the written word - so much easier to see at a glance.

Dear Katrina

Thank you for writing to us to express your disappointment with *scan*.

scan still has a commitment to providing review information regarding resources, but has decided to present that information in a rather different form.

The decision to change the scope of *scan* was reached only after long and considered deliberation. The following points shaped our judgment.

Feedback from teachers, teacher-librarians and consultants indicated that the inserts, that is the thematic and subject lists of resources to support specific curriculum, are the most useful. Responses have indicated that notes and articles on how to use resources to teach specific curriculum are also highly regarded. Review information alone is not sufficient for the effective use of resources.

Information about ASCIS, ACIN/NCIN and other curriculum information should be made available to teachers.

Information to schools through a smaller but more frequent publication of *scan* is possible for the same allocation of funds. Increasing the frequency to twice a term would provide teachers and teacher-librarians with more current information than a once-a-term issue.

ASCIS plans to establish a review information service. This information will be current and extracted from the ASCIS database. *scan* is unable to


provide immediate review information as the time lapse between a review and receipt of *scan* in a school is approximately six months. ASCIS, however, has the facility for providing more reviews which are very recent, either online or through a newsletter service on sale from ASCIS. When the decision to change *scan* was taken, it was thought that the ASCIS review service would have commenced during 1988, but it has unfortunately been delayed.

The current staffing establishment at Library Services was experiencing increased difficulty trying to produce two journals (*Notes and miscellany* and *scan*) so thought their amalgamation sensible.

You have also questioned the terminology used to indicate the level of the material being reviewed. The use of terms such as Lower primary, Middle primary was a national decision for abstracts added to the ASCIS database because numerical grades do not indicate the same level from state to state. It was decided to reproduce reviews in *scan* in a format as close to that of the database as possible

I hope that the above response answers some of your concerns and that *scan* proves itself to be a valuable professional resource in your school.

Yours sincerely,
Joan Cobb
Senior Education Officer
Library Services

 The Editor, *scan*

I am writing on behalf of a Canadian teacher-librarian who has missed out on an exchange to Australia because no one on our side has applied for British Columbia. Exchange can be rewarding both professionally and personally and Canada is one of the few places available on the exchange list that has primary teacher-librarians.

I would like to encourage more people to apply for 1990.

Yours faithfully,
Suzanne Leslie
Teacher-librarian
Lindfield Public School

(Suzanne's article describing her exchange experience appeared in *scan* vol 7 no 2)

stop press

Due to printing difficulties, this page has been inserted after the completion of printing.

Janet Hansen is the Principal Education Officer, Library Services

Role of Library Services

In the light of recent developments I would like to explain the role of Library Services.

The purpose of the Branch is to provide advice, information, materials and staff development to teachers and teacher-librarians to assist in the selection, organisation, management and use of materials in schools. One of the functions of a Head Office unit is to be proactive and to advise senior officers and the Minister on the implications of proposed and existing procedures and systems. Library Services is very active in this role and this year has made submissions on a range of issues including staffing of school libraries, new courses for teacher-librarians, development of library management software and the Scott Review.

You may not be aware that officers in the Branch cannot make decisions about personnel and industrial issues which are the province of the Personnel and Industrial Relations Directorates. However, the Branch has a good working relationship with administrators in other parts of the Department and often has the opportunity to help develop policy and procedures in these areas and strives to keep you informed of the latest information and policy.

As Head Office staff, the officers at Library Services have the responsibility of translating Government and Departmental policy into operational terms for schools. The staff will continue to support your work in implementing the Library Policy and provide assistance in the form of a telephone service, *scan*, courses, teleconferences, ASCIS cataloguing, reviews and NCIN curriculum document information.

Significant achievements in 1988

With a staff of 11 teacher-librarians, 4 library staff and 8 support staff, the Branch has had a busy and productive year. I am proud of the achievements of the Branch and acknowledge the professionalism and hard work of the staff in 1988. It is with regret that three teacher-librarians, Marjorie Lobban, Robyn Laverack and Mary Jane Stannus end their four-year secondments with the Branch. A resume of significant achievements will appear in the next *scan*.

Library Services planning for 1989

Just as you will be starting to evaluate and plan for 1989, we are also in the process of evaluating

Library Services program for this year, and planning for 1989. It is necessary for us to start at this time of the year so that members of staff who are leaving can be involved. A second reason is to be able to inform regions about our plans so that they can plan services for schools knowing what Library Services activities will be in 1989.

As part of our evaluation and planning exercise, consultants and representatives of Head Office units with whom we work closely - Studies Directorate, Management Information Services Directorate and the Computer Education Unit - will attend a meeting to discuss the effectiveness of the 1988 program and suggest ways of improving our services in 1989. Teleconferencing will be used to provide country regions with the opportunity to participate in the evaluation process. During September each taskforce evaluated its program and discussed improvements for 1989. All this evaluation information will be used as the basis for a planning and priorities day.

Communication is a two-way process

I wish to thank those teacher-librarians who have telephoned or written to let me know how their school is implementing the Library Policy and the reductions in staffing. Based on this information we can better plan support services and inform you through *scan* about strategies other schools are using. If you are too busy now, perhaps you could call us during the holidays on (02) 925 8147.

LINOS

A second draft of the Schools Commission (now called the Department of Education, Employment and Training) report on information needs of schools was discussed in September. A final draft will be discussed at a teleconference in October. The report is a practical document and aims to assist schools in planning and implementing a school library program. The first part is aimed at administrators and discusses the rationale for a school library program and facilities. The second part is a planning aid for school library programs. It is envisaged that the report will be printed before the end of the year and distributed by early 1989.

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

features ☆

☆ Preparation for OASIS Library

Beth McLaren is deployed to the School Administration Unit, Management Information Services Directorate

OASIS Library is part of a school administration software package developed by Softlink Australia Pty Ltd to meet Department of Education specifications.

The Department will supply OASIS software without charge to NSW state schools and will be providing assistance in the purchase of hardware. Schools should not purchase any equipment without advice from the School Administration Unit. Details of the hardware required for OASIS, as well as the peripheral costs associated with library automation, were published in *scan* vol 7 no 3 1988.

Schools wishing to install OASIS should write to the School Administration Unit detailing any funds available for purchase of equipment, outlining staff expertise which would assist automation, and, if applicable, giving any special circumstances which indicate a need for automation. All letters should be signed by the Principal and addressed to:

Mr Denis Dale
Manager, School Administration Unit
Level 10
50 Hunter Street
Sydney 2000.

The points below are intended to suggest some of the ways in which teacher-librarians might prepare for OASIS prior to installation.

Getting ready for OASIS Library

Consider the options

Consider how OASIS can best meet the needs of the library and its clients. Previous management decisions and budgetary constraints might determine which option best suits a particular library. Another factor to be considered is the amount of time available to enter records. Conversion of *all* records from the traditional card catalogue to OASIS might require years, not weeks! However, it is possible to automate the library systems in a number of ways which will give immediate benefits to library users. Some possible options include:

* Close off the card catalogue and enter all new items onto OASIS. Operate a dual catalogue and circulation system.

* Enter all new materials into OASIS as suggested above, and in addition enter those items already in the collection which are borrowed most frequently.

* Enter limited bibliographic details for all items, (eg title, authors, accession number, barcode, ISBN), plus details of borrowers, and use OASIS for circulation. This option will allow a title/author search and use of the stocktaking module. The addition of subject headings at a later stage would allow more effective searching.

* Identify sections of the collection which would benefit most from automation, eg the audiovisual collection; or sections which could be entered more easily, eg the fiction collection; and enter records for these sections first.

* If the library already has records in machine-readable form it is probable that these can be transferred directly to OASIS. Therefore it would be unwise to prepare data entry sheets, or to re-order the records from ASCIS, for any material for which you have machine-readable records, before this possibility is investigated.

It should be remembered that the automated system has immediate benefits in terms of time saved...as the amount of data increases, so too does the potential time saving.

Once the records have been transferred into OASIS the addition of a barcode (if one has not already been allocated) would allow these items to be circulated. As well, you will be able to search on whatever information has been entered. You may wish to upgrade these records when they have been transferred to OASIS if the system previously used has limited the amount of data which could be included.

* Libraries which have been ordering cards from ASCIS will be able to re-order records in machine-readable form for all items already identified as being on the ASCIS database, using the

ASCIS order number on the lower right hand corner of the shelf list card. The shelf list provides a more accurate guide as to exactly which record you wish to re-order than a copy of the ASCIS order form, as some items may have been lost or destroyed since the original cards were purchased.

* Use OASIS for a complete automation of the library. This option implies a longer time span (possibly several years), and some decisions as to priorities in the organisation of work within the library, but will result in a fully automated and integrated acquisition, catalogue, circulation and stocktaking system. It should be remembered that the automated system has immediate benefits in terms of time saved: overdue notices are automatically printed; each record is entered once only; there is no filing; bibliographies will be produced from bibliographic details entered in OASIS, rather than as a separate typed list. As the amount of data increases, so too does the potential time saving. This may assist the retrospective conversion of records.

Single user or network?

Factors affecting this decision will include:

- * Functions planned for the system. Will all systems be automated, or only some?
- * Needs of the library. How many users are there?
- * Amount of finance available.
- * Consider the possibility of implementing the system in stages:

Stage 1: A single-user system

Stage 2: Upgrade to a network with a minimum configuration of terminals. Consider the cost-effectiveness of completing all cabling at this stage.

Stage 3: Add additional terminals to the network.

Location of the system

When OASIS is installed in a library there will be opportunity for discussion as to the best location for the equipment. There are, however, a number of factors which library staff should consider prior to this discussion. These include:

If the library is to have a number of terminals the teacher-librarian should consider what functions will be performed on each terminal before deciding where best the terminal might be located. For

example terminals being used for circulation will need to be located at the circulation desk, those used for on-line public access to the catalogue need to be available to all library users. Although it is possible to perform all functions from each terminal it is anticipated that in a multi-user system each terminal will primarily be used for a single function.

If the library has only a single user system it will be necessary to consider what access students will be given to OASIS. This in turn has implications as to where the system should be located.

It is mandatory that at least one terminal be placed on an ergonomic work station so that clerical staff may enter data.

Access to power is essential for each terminal.

Terminals which are widely separated incur greater cabling costs.

In a multi-user system the file server is best located in a reasonably secure area. It will, however, need to be accessible to administrative staff.

Barcodes

OASIS allocates barcode numbers automatically to each record. There is therefore no advantage in placing barcodes on material *before* the bibliographic details are entered into OASIS.

Do not order barcodes before checking the form of barcode required by OASIS.

A decision will be required as to where the barcode will be placed on the item. If the teacher-librarian wishes to continue using a date due slip there may be an advantage in placing the barcode near this slip. This will assist the circulation process which probably outweighs the disadvantage of having to open all books during stocktake.

Preparation of data for OASIS Library

Stocktake and weed

Before beginning to enter any section of the library collection onto OASIS the librarian should be confident that the shelf list accurately reflects the items held and that any out-of-date, unused materials have been removed and written off. The criteria for writing off out-of-date, damaged material should be those specified in the school's library policy. It is best to cull each section immediately prior to entering the records on OASIS, given the anticipated time span for conversion of all library records.

Identify records available from ASCIS in machine-readable form

If you are planning to order records from ASCIS, identify as many ASCIS order numbers as possible and write them on the shelf list cards. If ASCIS has a different classification number from the one currently on the item change the call numbers in line with ASCIS. Remember that if you have more than one copy of a book you only order the ASCIS record once. Copy information will be added after the ASCIS record has been received.

Prepare data for manual entry of records on OASIS

For materials which are to be entered manually all details which the librarian wishes to include in OASIS should be added to the shelf list card. Before beginning this task consider the other information included in this document related to the form of data, particularly the information about the available fields (listed below in *Manual entry of bibliographic records*) and the form of ASCIS records which have been transferred onto OASIS (See *Form of entry* below).

OASIS fields available for entering bibliographic information

Title
Statement of responsibility
* Names *OASIS allows up to 19 names to be added for each item.*
Edition
Additional edition details
Publisher
Place of Publication
Year of Publication
Collation
* Series
* Subjects *There is no limit to the number of subjects which may be added but teacher-librarians are advised to remain within the accepted guidelines. If it would be useful to highlight a particular element of the material consider using the Notes field.*

Notes *There is no limit to the amount of information which may be included in this field although extensive notes will require greater disk space. This must be weighed against the benefits to users when deciding what information should be included.*

Location
Dewey classification number
Dewey suffix
* GMD *General Material Designation*
ISBN/ISSN
ASCIS Number
Copies *Added automatically by OASIS*

In addition, the following information may be added for each copy of an item.

Barcode *Allocated automatically by OASIS*

Manual entry of bibliographic records

Policy decisions to be considered include:

How much bibliographic detail is needed to meet the needs of the library's users? The lists below represent the fields available for data entry on OASIS. Each field is large enough to meet expected needs. Those items in the lists marked with an * have Look-up Authority Files. This means that once a name or subject, etc has been used for an entry it will be in the file and does not need to be retyped when it is used in another bibliographic record. The ease with which these items may be entered is a consideration when deciding how much bibliographic detail to include;

The only fields in which information must be entered are Title, GMD (General Material Designation) and Loan Type. The information in Loan Type is dependent on decisions associated with the Circulation Module and will be unique to each school as OASIS allows users to define their own terms in this file.

Accession number *Allocated automatically by OASIS but may be overtyped for retrospective cataloguing.*

Loan Type *Linked to decisions related to circulation*

Status *Allocated automatically by OASIS*

Date received *This defaults to the date the copy information is entered but may be overtyped.*

Date missing

Comment *For reason why item was written off.*

Cost

* Supplier

Order No.

Account

Dissection

Does the ease of accessing information in an automated system mean that there is an advantage in including additional bibliographic detail? OASIS users may search on title, names, subjects, series, accession number, barcode and classification number. In addition each word in the title will be indexed in a keywords list. Any word which is tagged in the notes will also be indexed.

Form of entry

Before preparing data for entry onto OASIS teacher-librarians should consider the format to be used. If records are being ordered from ASCIS teacher-librarians may wish to enter data in the same format for consistency.

ASCIS machine-readable records will display in the following form:

Title: Lower case except for the first letter of:
the initial word;
the second word if preceded by a, an or the;
proper nouns.

Note that the first word in a title main entry is no longer in upper case.

Names: Lower case except for the initial letter of each word.

Subjects: Lower case except for the initial letter of the first word in each section of the heading and the initial letter of proper nouns.

A typical ASCIS record will appear in OASIS in the same form as the one below:

```

<F1> for Help          GENERAL RESOURCES          Palm Tree Cent.
Title      : I see no end to traveling
Names     : Millar, Ann
Edition   :
Pblshr/Distr: Bay Books          Place: Sydney          Year: 1860
Phys. Descp : 287 p., ill. (some col.), maps, ports.
Series    :
Notes     :
Subjects  : Australia - Discovery and exploration - Personal accounts; Explor
Location  : GMD
Dewey Classn: 994.02092          ISBN/ISSN : 0858358131
Dewey Suffix: MIL              Ascis No  : 246918
                                           Copies   : 1
  
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<F>nd <N>xt <P>rv <+> <-> <E>dit <A>dd <D>el <C>at <K>opies <L>ink <Esc>

☆ John Marsden has so much to tell you ...

John recently won the 1988 Australian Children's Book of the Year Award for older readers with his book *So much to tell you*. He is a teacher of English at Geelong Grammar School.



As there are champions in everything these days, I'd like to stake my claim now, before someone else beats me to it. My secret ambition is to be the World's Greatest Reader, and although I'm probably not eligible yet, I'm training hard and getting closer all the time. I know how hot the competition is. I mean, John Stuart Mill, according to reports, had read Virgil, Horace, Thucydides, Sophocles, Aristophanes, Terence, Ovid, Cicero, Demosthenes, Homer, Enid Blyton, and Euripides, all by the age of 12. I'd only read one of those; I couldn't even master the Classic Comics versions of the others. But I wonder what little Johnny made of some of those epic ancient scenes, like Lysistrata's plans for bringing peace to the Greek states. I guess one way or another he was getting an education.

Still, I was a manic reader as a kid. Several times I had to have surgery to remove books that had become grafted to my skin. Walking to school every day with my head in a book caused many accidents. I walked under trucks and trains, into cars and brick walls, and frequently dropped into uncovered manholes. Half the time I didn't even notice. Under the sheets at night, while other boys were doing much more innovative things, I was reading by torchlight. When they took the torch away I used a desk lamp with an extension cord. My mother found me and got hysterical, thinking I'd electrocute myself. They took away the desk lamp. I lit a fire in my bed and read by the light of its flames. They gave me back the torch.

At some stage I think I must have reached puberty, but I really don't remember. I had a vague awareness of being in new houses, in new towns, in new states, from time to time, so I guess we were moving around a bit. I think I sat for the HSC some

time in the late sixties. Wasn't that the exam in the big hall, where they wouldn't let me bring any books in, and I had to go without them for three hours? I do remember that.

By the time I'd left school I couldn't eat without reading a book, I couldn't travel without a book, I couldn't go to the toilet without one, I couldn't ...well, I think that's as personal as I want to get. But you get the picture. I'd lived in country towns where I'd read the town dry in less than twelve months, and they had to freight books in from America. In Devonport, Tasmania, I used to borrow the maximum three books from the town library after school, read them and bring them back before the Library closed at five o'clock, so I could borrow another three. That would be in addition to the books I'd have out from the school library, and the books we had at home. I remember a bitter dispute with the school library, which was divided into sections: Grade 2, Grade 3, Grade 4, and whatever came after that. I was too busy reading to learn Maths. As soon as I'd read all the Grade 3 ones I wanted to move straight on to Grade 4, but it wasn't that easy. I was still only half-way through first term in Grade 3. My mother had to come to the school to sort that one out.

All of this reading had significant consequences for me, as you can imagine. I didn't have too many social relationships. I knew my parents by name but I wasn't too sure about my brothers and sisters. I didn't really do anything except read.

I suppose one thing that was unusual was that I read all my sisters' books as well as everyone else's. So I was as familiar with the *Billabong* books, *Daddy Long Legs*, and *Little women* and its sequels as I was with *Biggles*, *Bulldog Drummond* and the *Bobbsey Twins*. I didn't care and I didn't discriminate.

As you can see from the names I've mentioned so far though, I read only 'junk'. I loved Enid Blyton, and read most of the *Secret Seven*, most of the *Famous Five*, and all the ones starting with the words 'The Mystery of....'. I loved those ones the most. The only junk I didn't read was comics, because my parents had an objection to them. Oh well. They wouldn't let me chew gum either, or put Brylcreem on my hair, or eat Choo Choo Bars, because the black stuff always ended up on my clothes.

I'm not sure when I first discovered 'literature', as opposed to 'junk', and assuming that you accept that there is a difference. I remember hearing the record of *The snow goose* on radio and thinking that it was incredibly moving. Does *The snow goose* count as literature? The record of it seems pretty corny nowadays, but I still have a sneaking liking for it, and I certainly still like the book. I tried to read Charles Dickens once or twice, because I had a vague idea that it would be a smart thing to do, but found it unintelligible. John Stuart Mill would have polished off the *Collected works* whilst still in his cot.

I had an absolute binge of Agatha Christies when I was in Grade 6 and read about twenty-five of them on the trot before the attraction started to pall. My next big passion was for Evelyn Waugh, a couple of years later. At about the same time I discovered Bob Dylan, *Brave new world*, Alastair Maclean, and cigarettes. I read a book called *The Cardinal* by Henry Morton Robinson, and was deeply immersed in it for many months. I think it was only fear of Archbishop Loane that stopped me from turning Catholic right away. Then I found *The catcher in the rye*, and nothing was ever the same again. Once I read those opening sentences... 'If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don't feel like going into it. In the first place, that stuff bores me'. I felt a wonderful sense of excitement and relief. Thank you J.D. Thank you Holden.

The real question is, what harm did all that junk reading do me? And what good? It's impossible to isolate causes and effects, but I'll do the best I can.

I think the worst effect it had was that I developed an aversion to long and difficult books. In other words, I'm a lazy reader. I get impatient with books that I can't ready very quickly, and I think because I read everything quickly I sometimes miss out on the richness that comes with a slower and more detailed approach.

I'm probably overstating the case a bit, because I have read most of the classics and love many of

them, and I've read many of the new and interesting writers. But given the choice between Proust and Readers' Digest...well, I'm a bit inclined to take the easy line. By the way, have Readers' Digest condensed *Remembrance of things past* yet? I could use a copy.

That aside, I really don't think my junk diet did me much harm. I teach English at a senior level, and write novels, so I suppose by any objective criteria I'm reasonably literate. Despite the stale vocabularies and syntaxes of the writers I gorged on as a child I think I'm capable of using words in a lively enough way when the mood's on me. I do have a deep love for language and a deep respect for the things that language can achieve. And I think those books, stereotyped as they were, did give me a

I don't like the typically American attitude that everything can be analysed, broken down to its component parts, and then a formula produced which will guarantee an endless production line of successful imitations...

The artistic and creative forces that move so powerfully and beautifully within us should not become the property of scientists.

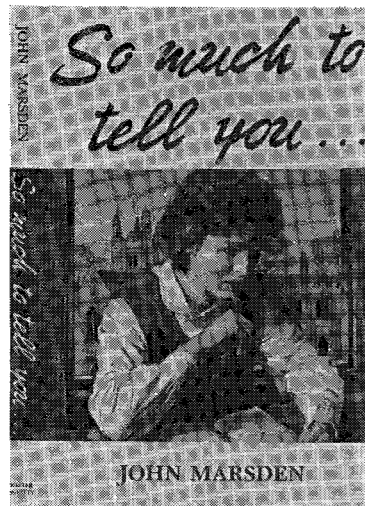
sense of the rich and infinite possibilities of life, a sense of healthy dissatisfaction with my own situation, and an assurance that there were wonderful adventures waiting out there for anyone with the initiative to go and seek them.

Of course as I said earlier you can't separate cause and effect, and there were other factors at work, such as my parents' insistence on high standards of language usage. What that meant in practice was that I wasn't allowed to

swear or say 'yeah' or 'fillum'. But my real point is that when you see your fifth grader reading Nancy Drew under the desk, you shouldn't necessarily start beating her around the head with copies of Alan Garner. The anti-Blyton brigade and other assorted loonies keep popping up from time to time but I don't think we should give them too much airplay. On the other hand, I don't think libraries should spend too much of their budgets on junk, either. It's not unreasonable to expect kids to supply their own.

There are a few disturbing trends in education that don't really help produce better readers and better writers. There are a lot of things about the Moffett approach that alienate me. I don't like the typically American attitude that everything can be analysed, broken down to its component parts, and then a formula produced which will guarantee an endless production line of successful imitations. What would have happened to Virginia Woolf in a Moffett classroom? To Ezra Pound? To James Joyce? The artistic and creative forces that move so powerfully and beautifully within us should not become the property of scientists.

Every writer, every artist, every musician works differently. I certainly don't write the way Graves or Moffett say I should, and I never have. Every attempt to standardise always results in the loss of something. Every attempt to define is also an attempt to limit, to circumscribe. I've often had quoted at me the Aidan Chambers' dictum that a story is about 'what happened, to whom, and why'. But is it? Why should it be? As soon as we reduce it to that, or any other formula, we exclude all kinds of other interesting things that we could be doing in fiction.



Of course Moffett and Graves and others have given us lots of valuable ideas. They've increased the amount of respect that teachers pay to students' writing and they've encouraged the development of a personal voice and the use of personal experience in writing. They've stimulated greater interaction in some classrooms, and students are now more accustomed to choosing their own topics. But they were not the first to advocate these advances. Sensitive teachers, with a responsive approach to their students, have always taught this way.

I've got reservations about the value of peer-editing though, and I think an over-insistence on multiple drafts can make for stale writing.

Another thing that's disconcerting is the lack of critical response among Australian educators when the latest overseas guru arrives on our shores, either in person or by proxy, with the latest 'wunnerful' technique that's going to make our classroom into 'wunnerful' educational Edens. We seem a little naive in our attitudes to these people.

To make our students more literate we have to have literate teachers. And if you're reading this and

you're a teacher of English and you're not particularly literate, then do something about it! You have no right to be an English teacher unless you read a lot and write a lot. And by writing, I mean writing poems, songs, stories, recording incidents in your own life, keeping a journal or diary, writing letters to friends that say more than just 'Hello, how are you? We are well. The garden looks lovely....'. And yes, of course write with your class when you give them an assignment. It doesn't matter whether you think it's embarrassing or undignified or too trendy or anything else. Just do it.

You must make sure you keep up to date with whatever is around in children's and adolescent literature. You should have read Rubenstein, Voigt, Garner, Spence, Jennings and French, as well as the junk, like *Flowers in the attic*.

If you're not prepared to do these things then quit. Resign. You couldn't possibly be an effective teacher of English and you should leave now, before you do any more harm.

Well, I've gone the full spectrum, from defending junk to endorsing Voigt and Garner. From complaining about the prescriptive approaches of Moffett to being extremely prescriptive about the obligations of English teachers. But I'd hate to see a culture where everyone writes only from personal experience (where does that leave Mervyn Peake?), where students write less because they know they'll have to do three drafts, where work is judged by the standards of a ten-year-old whose knowledge of literature is confined to reading the messages on T-shirts.

There's something almost mystical about what happens when we read and write creatively, and I for one am happy for it to stay that way.

Bibliography

So much to tell you Walter McVitty Books, 1987
ISBN 0-949183-12-1
ASCIS 403803 \$ 13.95

☆ An interview with Paula Danziger



Paula Danziger was interviewed by Niki Kallenberger at Library Services in June, 1988.

Q. How much of you as an adolescent is there in your novels?

A. It's a great deal, a great deal. I write from my

observation and from imagination and from experience, especially in the earlier books. It's a lot like my growing up.

Q. Now that you're an adult, are you still there in your books?

A. Yes I am, in a lot of ways. Because a lot of things don't change. I think we still worry about our looks and our families. Our families change, our relationships and the toys change, but they're still the same things. We all deal with death. You know there are kids who deal with it, there are adults who deal with it, we all deal with it in some way. On the silly side, when I got my ears pierced for the third time I remembered that feeling you have when you first get your ears pierced. They could get infected, and the infection could spread into your head, into your brain and the stuff is going to come out through your eyes. So I used that in the book, *Can you sue your parents for malpractice?* But it's a real mix. Things will happen and I'll think, how can I use that in the book, or it'll happen to me and I think how will it be useful to me both as an adult or as a child's part, because I write adult characters also. So I can put a lot of things that I like and care about which are things that kids still do. I still like pinball, and video games and things like that and I can use them. I seem to respond by not forgetting as I grow up the parts that are very childlike and real and close to the edge and it's funny, all of it.

Q. Is it harder now that you're not teaching to keep track of kids and what's important to them?

A. In some ways. I mean, I do pretty well just talking to kids. I went back and taught in Columbus, Georgia, for a week because it's been a long time away. I'd spoken at the school the year before and I really loved it. That helped a great deal. Then I spent a couple of days at a school in Denlo, New Jersey,

then I went out to Wisconsin. I try to go to different areas but the kids are pretty much the same no matter where you go. Some of the scenes are a little bit different. It's funny to say that things don't change much, but I don't think they do. I think there are certain issues - about sex, drugs - that are much more profound now than a lot of the other issues and they're happening earlier. Things that mattered to the kids that I taught in 1977/78 as eighth and ninth graders now concern sixth graders. That's the difference, that's the major difference, and you sort of worry, oh no, where's it going to stop?

Q. How do you actually go about writing? Are you a longhand writer, a typewriter writer, a wordprocessor writer?

A. I write longhand. I write longhand first and then I used to switch to a typewriter, an IBM Selectric. I just got a wordprocessor about a month and a half ago, and I bought one of the ones with a typewriter attached to it. Patricia Reilly Giff, who is a wonderful writer, convinced me to buy that because it still has a typewriter with it, and so this is my interim. Eventually I'm going to get a Macintosh, and I'll play games on it I know. This is a problem with me!

Q. Are you a disciplined writer?

A. No, no, I'm very undisciplined. I used to get 'incompletes' in college a lot. I was one of those who used to pull 'all nighters'. I'm not quite that bad now because you can't write a book in one night, obviously. It takes me a year to three years to write a book, but there are long periods when I'm not writing when I'm thinking about it, when I'm living my life and doing other things. I'm never not writing, but I don't have that discipline. I have friends who get up at six in the morning and work till twelve and then work again and take the afternoon off. Everybody keeps saying that I should do that. However, I do have eight books written and I keep saying I've got to be doing something right, leave me alone.

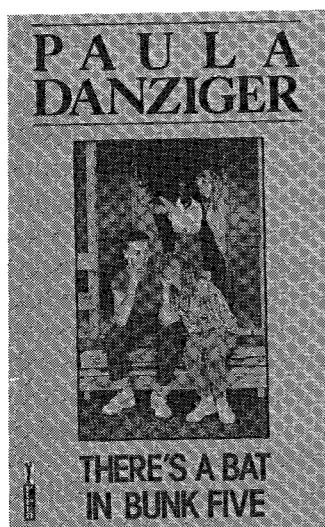
Q. Something that fascinates me about writing is that authors sometimes say 'I had to keep writing because I had to find out what was going to happen to those characters because even as the writer I didn't know'. Do you have that sense of characters taking over?

A. Yes. Absolutely. I taught during the year I wrote *Can you sue your parents for malpractice?* and I'd go to school and I'd say to the kids 'Guess what Lauren did today?' They'd say, 'But you're

writing it, what do you mean, guess what Lauren did today?' Characters take on their own lives and they take over. You sit down and you think it could be about one thing, but I don't even think it's going to be about one thing anymore. I just start and I write. You know, *The cat ate my gymsuit* had four different endings and I just wasn't sure which to use. If you know at the beginning of the book what it's going to be like in the end, that's not a real book to me, that's a different kind of book.

Q. So, when you start, you've got something.....

A. Yes, I use acting techniques a lot. I establish a character that way. I worry first about the character, knowing the character, knowing what's in the character's closet, knowing what posters are on the wall. Even if I don't mention all those things in the book, I have a pretty clear idea. Once I've worked all that out, then I can start and I have some idea of how they'll handle a situation. Probably the most important thing is, what is more important than anything else to this character? Once I know that I really do have a strong base. So when Rosie in *It's an aardvark-eat-turtle world* says 'What I want more than anything else is a family who stays together', then that told me everything else that was going to happen in that book. Until I got to that point, Phoebe was the main character. Sometimes it seems easier for me to do a sequel but not always. For example, *There's a bat in bunk five* I thought might have been somewhat easier. It wasn't because it's about kids at a different age and they've grown and changed. You know Marcy Lewis - she grows and changes. The new book that I'm working on now is fun because it's new to me too. That just reminds me, it reinforces how I've done each book differently in some ways.



Q. Can you tell us more about the new book or is it top secret?

A. Well it's not, I'm very open about that. It's called *If Jennifer Newton ruled the school*. It's about a sixth grader who gets into lots of trouble in school because she's bored. She has a teacher who makes her do everything a certain way. It was not hard to find bad things that the kid did. I just had to remember being a teacher. It actually opens with

something that I did. The teacher said, 'Danziger, get rid of the gum'. I said, 'But the flavour's not gone'. He said, 'If the gum's not in the garbage in three minutes you have detention'. This was senior year, you know how lunatic you get in the senior year...grades don't count - so I said, 'If I stand in the garbage can, the gum'll be in the garbage can and I can still chew it' never thinking he'd say yes and he did. So I had to stand in the garbage can all period. It was so funny. I didn't care, those were my frantic senior years. But I moved it back to sixth grade for this new book. The book after that is going to be a sequel to another book that Pan will be publishing, called *Remember me to Harold Square*. The sequel is going to be set in England. Now we're just trying to figure out how we're going to set one here, in Australia, so we can come back again.

Q. Your books are very American. Does it surprise you that they are popular here and elsewhere out of the States?

A. It always surprises me, in that I was always told that they were too American for England so I would assume for Australia, too, but they've been very good for us in both countries. I don't think it makes any difference where we live, kids are still kids. In the South in Georgia, if those children called me 'ma'am' one more time I threatened to slug them. In England the kids started out very polite, but the sort of polite you're taught to be, not because you want to be. They lost it very fast because I wanted them to and they realised that and they saw there was a sort of lunatic soul in me.

However, some things like the Pledge of Allegiance you have to explain. My favourite example of misunderstanding is in the English edition of *There's a bat in bunk five* where there's an apology that they killed the bat with the bat. It's an endangered species in England so I have a local apology that American bats are bad but not the English, they're our friends.

Q. Your recently published novel, *This place has no atmosphere* is quite different from your other work in that it's set in the future and in a pioneering moon community. It occurs to me the story could successfully have been set in the present and in more conventional surroundings. What propted you to do it as you did?

A. Did it work?

Well yes, I think it worked, yes!

A. I'm not sure how different the world's going to be. I mean, obviously it's different from covered wagons to now, but they still had to leave people behind, they still had to deal with the whole

exploring adventure and those things haven't changed. That's part of what I wanted to talk about that I thought was really important. Why did I do it? I love science fiction. Boys in my classes were always very surprised that I let them do book reports on science fiction. I not only let them do book reports but I'd usually read the books, too. The



basis for *This place has no atmosphere* is wondering what it will be like in a hundred years. I thought the future would be great fun. I flunked earth science in college and I believe that the only rocks and minerals we need are snowy diamonds and amethysts and once you have those you can stop. The fact that I even attempted a book like this still

amazes me. I couldn't go for these great new worlds in a scientific way. I did a lot of reading and the moon's a pretty boring place - there's not going to be much to do there no matter what. The moon's just a way station to get further out. But somebody had to get there and explore. It was also a great chance for puns. I love puns!

Aurora interested me as a character. Because she was so self-centred in the beginning, she was hard to make likeable for me. I wasn't sure I could like her, but I do, I care a great deal. When I came to the point of setting up how you would get to the moon I went to see the cinemax called *The dream is alive* at the Museum of Natural History about going to the moon, then I based my writing on a ferry trip that I took to Alaska. I thought it would be the same sort of thing. I mean it's really beautiful, but after a while you need a place to shop! I don't feel the novel is such a departure, but I think other people do. But I think once they read it they don't, because it's about a kid who learns she's not the centre of the universe. She grows and changes, and in some ways I think every one of my kids is like that. They don't all have as a best friend the first child conceived in outer space as Aurora does. That made a difference.

Q. Your books have won lots of readers' awards. What do they mean to you?

A. It means a lot to me if the kids vote on it and the kids love it. A librarian came up to me once while I was autographing books and she leaned over and said, 'I just have to tell you - I don't have time to

stand in this line - I just have to tell you, it doesn't matter whether I like your books or not, if I don't have them in the library, the kids are going to kill me'. I thought that's nice, that really is. Most important to me is that kids care and if they think it's honest, if they think it's funny or if they think that they can learn something from you, it means a lot to me.

Q. Do you have a favourite amongst your books?

A. No. I like them in different ways. I have a phone listed in my Woodstock house under my name and one that's private that's listed under Marcy Lewis's name (from *The cat ate my gymsuit*). So Marcy has her own phone. She even got an obscene phone call recently. That's true! But I can't pick a favourite. There are different things I like about each book. Sometimes I like how the writing has grown, and sometimes I like that raw honesty and sometimes the humour. I also think it depends on what editor I have in terms of remembering the writing of it because I have favourite books in terms of the actual writing. If I've had an editor that I've loved and I've really worked with, then that makes me feel good about the book.

Books are so important, you know. It's real important for kids to know they can settle things with books and that books can be an important part of your life forever no matter what else you're doing. It's also a good way if you're having trouble with your family to hand a book to your parents and say read this and discuss it. I think it's good for parents to try to do that with kids too. And to know there are teachers and librarians you can go to who know the books and hopefully will know you too and can get you all together in some way that helps. That's fun. Books are fun.

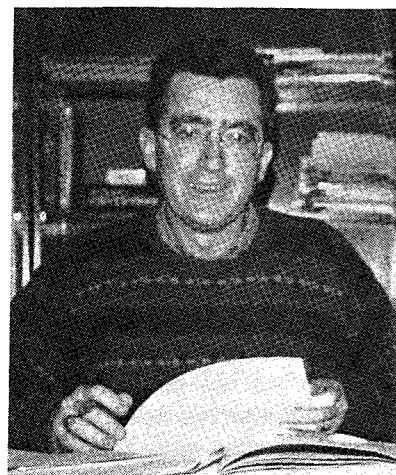
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Preparing for inspection

Preparing for inspection can be a daunting prospect, especially in the relative isolation of the library. In this practical article a primary and a secondary teacher-librarian each give their perspective on the experience. Kevin Channells is a deployed primary teacher-librarian at Library Services and has been successful in List 1 and List 2 inspections. Ingrid Simpson is the teacher-librarian at Miller High School and was successfully assessed for placement on List 2, in 1987. Much of the preparation and many of the strategies used by these two candidates are equally applicable to classroom teachers.

The primary perspective



Kevin Channells

Deciding to apply

If you're thinking about applying for inspection for promotion to list 1 or 2, the first person to talk to is the member of the school executive who supervises the library. If your supervisor is the principal, so much the better, because you'll need to discuss the matter with the principal as well.

Your discussions with your supervisor and principal should help you decide if you will proceed. If you decide to proceed, your discussions should help you identify your strengths, as well as any aspects of your professional development that need to be concentrated on before your inspection.

Criteria for assessment

The purpose of an inspection is for the inspector to assess how good you are at your present job, and how good you might be in a promotions position. The criteria remain the same for all teachers: teaching ability; interpersonal relationships; organisational and administrative ability; professional awareness; personal qualities.

The teacher-librarian has every opportunity to develop an organisational and administrative ability. But it's important that you don't just concentrate on your administrative role, since every

candidate has to present as a teacher as well as an administrator.

Teacher-librarians are also at some advantage in the development of teaching ability. In order to work effectively with classes and teachers in grades K-6, teacher-librarians develop, and are able to demonstrate, a wide range of teaching strategies.

Development of the school library as a major educational resource for the teachers and students of the school, which in practice is just the implementation of the Library Policy, is dependent on sound interpersonal relationships between teacher-librarian and staff and students, and on the professional awareness of the teacher-librarian. This can also be to the teacher-librarian's advantage at the time of an inspection.

A point to be emphasised in the teacher-librarian's professional awareness is not how well you might be equipped to meet present needs of the staff and students, but what measures you might be taking eg professional reading, to meet your own perceived future needs and those of the school.

The inspection date

Since inspectors plan their year well in advance, you will be given plenty of notice of your inspection date. If there is some alteration to the inspector's timetable, your inspection date may be changed, but it is required that you be given at least 3 weeks notice.

Inspectors are happy to answer questions and discuss your inspection with you, in fact you would be very well advised to take the initiative and make yourself known to the the inspector well before your inspection.

Documentation

Documents that should be presented as being relevant to your assessment are:

* Curriculum vitae

Some care should be taken with the preparation of your curriculum vitae. Remember that it is meant to provide a synopsis and indication of your professional development, not a blow-by-blow account of your teaching career. A heading and point style is an easy format to work with. The recommended time frame is to start from the present and work back. How far back you want to go could be determined by the relevance of past experiences/events to your development as the teacher-librarian that you are today.

Some points to include in your curriculum vitae:

- . tertiary qualifications
- . schools to which you've been appointed
- . courses you've undertaken
- . contributions you've made to staff development
- . contributions you've made to curriculum development
- . positions of responsibility you've held
- . professional associations you belong to
- . participation in inspectorate and regional groups, networks and committees

* Your philosophy of education

* School library policy

* Procedures manual

* Units/programs of work presented to or prepared for classes

* Articles that you have contributed to professional journals

* Documents in which you've had some input eg regional or school policies

Planning the day

The most important thing to remember is that the inspector is there at your invitation so you should plan activities that will show you in your best light. It will not be to your advantage to wait for the inspector to suggest an activity, with your asking 'What will I do for you now?' Since you have extended the invitation, it should be assumed that you already have your program worked out.

To demonstrate your proficiency with a wide range of teaching strategies, it is a good idea to have both Infants and Primary classes timetabled for the inspection day. If you have a very productive relationship with a particular class or teacher, be sure they are included on the timetable.

Other activities you could choose from to plan for the day are:

- . a staff meeting to discuss implementation of the Library Policy
- . a grade meeting to cooperatively plan a unit of work
- . a meeting of the library committee to discuss some aspect of the school library policy
- . a meeting with parents to discuss their role in the development of their children's reading interests.

On the day

Be ready to explain why you are going for your inspection. You obviously feel that you have something to offer in a promotions position, and needn't feel shy about speaking confidently of your abilities.

Make sure the library is open for the usual period at lunchtime. Since one of the purposes of the school library is to promote the social and recreational development of students, you would provide evidence of how you perform this part of your role, besides, the inspector would probably be grateful for the chance to join in a game of chess or read a story to students.

If you've timetabled a meeting in the library for the first half of lunch, arrange supervision of students in the library in case the meeting goes overtime.

Administrative documents such as the accessions register, stocktake record and any circulation statistics should be readily available.

At the end of the day

Whether or not you are successful in your assessment for promotion, the whole process can be seen to have a positive effect on your professional development.

If you are successful, then someone else obviously agrees that you have something to offer in a promotions position.

If you are not successful, then you will have had identified for you those elements of your professional development that need to be concentrated on before your next inspection.

The secondary perspective



Ingrid Simpson

Eligibility

Teachers may apply to be inspected for placement on the second secondary promotions list after they have a total of 9 years service, including training. The NSW Department of Education's document **Criteria for assessment for**

promotion within the NSW teaching service outlines the assessment process and the areas which will be used as the basis for judgement in the selection of teachers for promotion.

Promotion positions

Teacher-librarians may elect to be inspected for either or both of positions of Head Teacher, Administration and Head Teacher, Girls. A knowledge of the role, duties and attributes of the positions for which you apply is essential. To satisfy the requirement for promotion to list 2, you will be assessed both to determine that you are good at the role that you are currently undertaking, and that you have the potential to be good at the role that you are seeking, with knowledge of what the job entails and of your abilities.

Preparing for the inspection

Speak with people who have recently been for inspections, to enable you to obtain a clear view of what can be expected. Ask to look at a few curriculum vitae documents. These may give you ideas for presentation, amount of detail and setting out.

As with all inspections, you must demonstrate your skills as an exemplary teacher. Plan to involve teachers and classes with whom you interact well. Remember that you must present yourself to highlight your skills and abilities. It is your responsibility to ensure that the inspector sees the effects of your professional development.

The inspector is visiting your school to inspect you at your invitation. You must emphasise and draw his/her attention to any aspects of your work that particularly need to be seen or that you feel should be examined in greater depth.

Curriculum vitae

There are no strict rules for the arrangement and content of a curriculum vitae. The arrangement of

information may be chronological, with the most recent schools and achievements listed first; or skills and areas of professional involvement may be identified and the duties which have been undertaken under those headings. The following aspects are usually included:

- * Personal details - name, address, interests, serial number, years of service
- * Qualifications - training - degrees, diplomas, certificates
- * Academic records - include a copy
- * Membership of professional associations
- * Professional involvement eg regional teacher-librarians groups; published articles
- * Career resume - names of schools and dates of appointments; classes taught; faculty/school/regional responsibilities; positions held; committee involvement
- * Professional reading
- * Continuing education and inservice courses attended
- * Community involvement.

Other statements you would include would be:

- * Roles and duties - Head Teacher, Administration
Head Teacher, Girls
- * Educational philosophy - a personal statement of your views and beliefs on education which provides the basis for your teaching and school involvement
- * References.

Assessment considerations

There are no definitive criteria checklists for library or school involvement which will automatically assess your readiness for inspection. However, you may consider your awareness, knowledge and/or involvement in the following areas:

- * total school awareness
- * administration - library and whole school
- * school involvement - committee work, programs such as DSP, student adviser
- * policy making and writing - policy and procedures manual; aims and objectives, reflecting Departmental policies in the collection and library activities
- * staff development - of library ancillary staff, on an individual, faculty or whole staff basis
- * curriculum development
- * financial management
- * organisation - of functions, excursions
- * communication liaison and involvement with faculties

- * promotion of the library resources and services
- * Higher School Certificate and School Certificate requirements
- * assessment procedures
- * program writing
- * evaluation and follow-up of student progress and learning; remediation to improve identified skills
- * record keeping and registration - evaluate lesson effectiveness and reinforcement
- * supervision of written work
- * devising strategies for a variety of abilities within a class
- * pupil welfare
- * interaction with staff, pupils and community.

For the inspector

* Prepare a timetable of your classes, meetings and other commitments. Remember to include supervision, reader guidance and liaison with teachers before school, recess, lunch and after school as part of your role.

Also assemble:

- * worksheets that the students will receive
- * a plan of the school
- * bell times
- * all your documentation and evidence: the onus is on you to demonstrate to the inspector why you should be placed on the second promotions list.

The interviews

Areas which may be covered by the inspector's questioning include your teaching, work in the school, the library's collection, preparation for and knowledge of the head teacher role, curriculum expertise, organisation, knowledge of school policies and procedures, Departmental policy areas, professional knowledge, administrative ability and documentation. You may also have to suggest strategies for dealing with problems.

Be prepared to explain to the inspector your strategies, school involvement and to discuss and support your points of view. It would be beneficial to invite members of the executive to pose possible questions for you to think through and formulate your replies.

On the days

* Plan all lessons in detail. Demonstrate a variety of lesson types and teaching techniques with a variety of classes and levels.

* Your days will be busy, so have all worksheets, overheads and other teaching aids ready and arranged on your desk.

* Check all equipment that you are intending to use. Spare globes, double adaptors, etc., nearby may

help to cover emergencies.

- * Introduce the inspector to all classes.
- * Your relationships with staff and pupils as well as personal qualities are also being assessed.
- * Have all your documentation, policies, programs, accession register and other evidence readily available, perhaps in boxes.

Why apply for inspection?

As well as gaining eligibility for the head teacher position, there are many other reasons for applying for inspection.

The inspection should be a worthwhile and constructive experience. There is the opportunity for professional development involved in the preparation for inspection and the forum for consolidation of ideas and practices. The perception of the teacher-librarian within the school may be enhanced. It is also very pleasant and positive to have the opportunity to present your beliefs, explain your library's systems and rationale, all to a captive audience!

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 800 words per page of text and a suggested maximum size for articles is 4 pages. The editors reserve 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 Editor, *scan*
Library Services
35 Mitchell Street
North Sydney 2060

⊗ **Library Services teleconferences with network groups**

On 26 July, 136 teacher-librarians from 9 country locations participated in the second teleconference conducted by Library Services. The major purpose of the teleconference was to provide opportunities for network groups to receive information on topics of current concern, as well as to have contact with Library Services. It was planned that network groups would also report on one or two activities run this year. Network groups were invited to suggest agenda items, and the resulting teleconference agenda was made up from the most frequently suggested topics.

Since this was only the second teleconference conducted by Library Services, there was some degree of experimentation with the whole procedure and in particular with the times and format of the agenda. During preparation, it became obvious that one objective - creating contact between groups - would be difficult to achieve, due to limitations of the technology.

Despite the wide range of interests and concerns of the participating groups, there was a favourable response to the teleconference. The issues covered were generally seen as relevant and meeting specific needs. In some cases, issues which were considered as not having met a need by some groups were considered pertinent and well covered by other groups.

Points for future teleconference:

• **Agenda topics**

Time is needed for discussion by groups before topics for the agenda are submitted to Library Services.

• **Question time**

Suggestions were made that more time should be set aside for questions. Pre-teleconference meetings by groups to draw up a list of questions would ensure that there was sufficient material for each group to make a contribution to an extended question time.

• **Availability of teleconference phones**

Now that the value of the teleconference concept has been demonstrated, network groups could encourage their regions to make teleconference phones more available. Teleconferences could then be initiated by network groups not only within their regions, but also between regions.

• **Teleconference technique**

Library Services will provide more information on how to conduct a teleconference. Keep your eye on this column!

• **Teleconferences can be fun!**

We'd like to thank all network groups that were adventurous enough to participate in the experimental teleconference. We hope that it was as enjoyable an experience for you as it was for us here at Library Services.

⊗ **The Library Policy and staff development courses**

Earlier this year, Library Services negotiated with regional personnel such as consultants and inspectors to determine the preferred method of Library Services support for implementation of the Library Policy. Different regions negotiated different options. Most regions contacted Library Services to make arrangements for visits by Library Services and so far Library Services has been involved in staff development courses in most regions in the state.

• **Participants**

Groups who have participated in courses have included consultants, principals, classroom teachers and teacher-librarians. Library Services has also maintained contact with inspectors with responsibility for school libraries throughout the regions.

• **Course content**

A wide variety of issues has been covered in the courses, from an introduction to the Library Policy, to more specific topics involved in implementation of the Policy eg managing change, role negotiation, CPPT and information skills.

• **1989**

Library Services has yet to negotiate with regions to determine preferred methods of support to be offered in 1989. Library Services will continue to experiment with teleconferencing as one possible strategy.

search <

< The impact of library automation on services to users

In this brief introduction to the automation of library catalogues, Robyn Owens sets the context for her article in scan vol 7 no 8 about OPAC and the Inservice Education Library.

• **Introduction**

Computers and new information technologies have brought tremendous advancement in information storage and retrieval. In recent years, the traditional card catalogue has given way first to the COM (computer output on microform) catalogue, then to the online catalogue. Now, many libraries are shifting to the new form in order to provide better and faster services to their clients. This new development is an exciting event for the library profession and library users. Surveys and studies indicate that a majority of library users prefer computer catalogues to the traditional catalogue form, whether it be card, microform, or book.

Teacher-librarians and librarians are meeting the challenges presented by the new technology, including the myriad of acronyms that have emerged. One that is a relatively new acronym is OPAC - Online Public Access Catalogue - which will be introduced into school libraries in the near future. Many public and tertiary librarians have already introduced OPACs to their users with outstanding success. Many special libraries including the Inservice Education Library have also introduced OPACs to provide new services and new features for their clients.

The Inservice Education Library as a member of the CLANN network of libraries provides client access to OPAC facilities. Not only can clients access holdings of our individual library but also the collections of all libraries of the network. Access points include the ability to search on: author, title, a combination of author and title, subject heading, call number and ISBN, or any keyword on title, author or subject.

• **What is OPAC?**

The online catalogue is changing forever the way people use their libraries. No longer is it necessary to sort laboriously through endless indexes, card files, listings and bibliographies to locate information. Instead, people can use the computer to sort quickly through mountains of raw data to get at facts and figures. As computers become increasingly affordable, and as library automation becomes commonplace, most libraries will be able to online catalogues to their users.

Libraries are at a critical point in their history. They have tremendous investments in their existing collections, catalogue card files and manual

procedures. But society and funding agencies will not wait for libraries to accommodate themselves gradually to the changing world of computer technology. Information technology is here to stay, and libraries must join the mainstream of progress or find themselves slowly disappearing into the background attempting to compete with the speed of the technology by providing antiquated products and services. It is too costly and too time consuming for libraries and their clients to continue to provide and to use traditional library services in the traditional way.

• **How libraries have utilised information technology**

Thus both users and providers of information have turned to computer technology for assistance in overcoming this problem. The move toward library automation occurred in three major phases. In the first phase, which began in the mid 1960s, computers were used as high speed typewriters in the processing of library materials. The earliest efforts were in catalogue card production and the preparation of book catalogues and microform catalogues. This use of computers in libraries permitted extraordinarily labour intensive tasks to be performed more rapidly and cheaply, and with a much lower error rate. Further, by producing book and microform catalogues the library could make its catalogue available in more than just the one card catalogue location.

The next step came when libraries realised that they could save even more if they shared the cost of cataloguing their materials. The shared cataloguing services allowed libraries to convert their card catalogues to machine-readable form. Once machine-readable, the data could then be used as the basic data file for a large number of library operations, including the online catalogue.

The third major phase in library automation occurred when library administrators began to realise that the computer could also be used to automate many of the tedious, expensive record-keeping functions involved in the daily operation of a library: namely circulation, acquisitions and serials receipt control. But this phase of library automation, beneficial as it is, has been aimed mainly at the library staff. Although users have received better service because of online circulation systems, none of the automated library functions comprising this phase has given the user much assistance in locating information.

< Using ASCIS dial-up for selection

Murray McLachlan is a Senior Education Officer at Library Services

The ASCIS database is a rich source of information for teachers and teacher-librarians. Dial-up access to the database provides information which is up-to-date and instantly available. Such access is an option for schools with a telephone, computer, appropriate communications software and modem. Registration as a dial-up user can be simply organised by completing a form available from Library Services. Current rates for dial-up are \$15.00 per hour, plus telecommunication costs.

Online searching

Online searching provides much more flexible use of the information that constitutes the ASCIS database. Being online has positive benefits for the curriculum support that a teacher-librarian can offer classroom teachers. Searches can be made on the database to produce listings of resources relevant to the content of a curriculum area and to the level of schooling at which it is being taught.

Up-to-date information

Online access also means that selection decisions can be based on the most recently available information. As soon as information is entered, whether it be subsets of the ASCIS database such as review information from Library Services, or NCIN/ACIN, NSCU or Australian Studies abstracts, it is available online. The number and range of items on the database with review information attached to them has grown dramatically during the last twelve months as a result of the inclusion of all reviews written by Library Services' reviewers.

Free text searching in the abstracts function of the ASCIS database means that the teacher and teacher-librarian can produce tailored bibliographies which

will indicate a far wider listing of resources than may have been previously considered. As an example, a recent search for fiction items appropriate to lower and middle primary years which deal with friends and friendship resulted in 34 items being listed. If such a search were done in a school, the teacher-librarian could indicate which items were already in the collection, and consult with the teacher as to which of the others were of relevance and worthy of purchase or inter-library loan.

A sample ASCIS abstract (see below) shows the type of information that dial-up access provides. The item is one of those identified in the search referred to.

The search process

The teacher-librarian's role in the search process is to act as an intermediary between the enquirer and the database, to assist in the development of a search strategy and, in most cases to actually carry out the search of the database itself. As costs are incurred only for time online, it is suggested that the parameters of a search are defined beforehand. A sample request form for teacher use has been included with this article.

The search itself should preferably be done with the teacher present so that any modifications to the search strategy can be made in the light of the information that the database is providing.

The skills required to develop search strategies and to carry out searches of the database itself can be quite quickly learned and developed. Library Services can provide advice to teacher-librarians in Government schools through its telephone consultancy service, and at its regular dial-up users' meetings which are detailed in this issue in *dates for your diary*.

Full information	Document	412226
Woof! Allan Ahlberg pictures by Fritz Wegner. Penguin Harmondsworth, 1987 154 p. Ill		
ISBN/ISSN	0140319964	
Names	Ahlberg Allan ()	
Titles	Woof! Allan Ahlberg pictures by Fritz Wegner / Puffin books	
Publishers	Penguin Harmondsworth	
Subjects	Dogs Fiction	
Class numbers	F a 11	
Notes	collatn. 154 p. Ill	
NSWED LS 1988 06		
A boy turning into a dog is a very extraordinary event, nevertheless, the story of 10-year-old Eric's adventures as a Norfolk terrier has many ordinary elements - school, friendship, parental concern, the school bully and sports day. P. Ward		
LEV: Middle primary Upper primary		
AVAIL: Paper \$ 5.95		

PLEASE NOTE: FOR SCHOOL USE ONLY - DO NOT SEND TO LIBRARY SERVICES

REQUEST FOR ONLINE SEARCH OF THE ASCIS DATABASE

NAME:

DEPARTMENT/CLASS:

DATE:

SUBJECT OF THE ENQUIRY:

(Please describe the exact subject of your search)

.....
.....
.....
.....

LEVEL:

(Please circle the year level the material is for)

Preschool Lower primary Middle primary Upper primary

Lower secondary Middle secondary Upper secondary

AUDIENCE:

(Please circle if teacher-oriented material is required)

Professional

SUGGESTED KEYWORDS:

(Please list words which you think may have been used in the abstract and which could be used as search term/s)

.....
.....

TIME SPAN:

(Please indicate any restrictions on the age of material required, eg no material published before 1987)

.....

Please state the last date on which the information from this search will be of use to you:.....

Would you like to be present during the search? Yes No

Have you any other special requirements for the search?

.....
.....

For office use only:

Date Received:..... Date Searched:.....

Time online:..... Searcher:.....

Comments:.....
.....

management

Getting the job done - streamlining management in the library

Robyn Laverack is a Senior Education Officer at Library Services

The school library's resources include human as well as material resources. Although much has been written about the role of the teacher-librarian, very little has been written about the role of the school assistant in the library. A memorandum to principals (88/178 [S100]) outlined the changes to ancillary staffing in schools which will come into effect from the beginning of Term I, 1989. A statement of duties for school assistants is appended. In the light of these changes and the impact of the implementation of the Library Policy it is appropriate to examine the administrative tasks in the school library. For some schools the introduction of OASIS, the school library management software developed by the Department, will require some further considerations. However, the aim for all schools should be to streamline administrative tasks to allow as much time as possible for both the teacher-librarian and the school assistant to take part in activities directly associated with students' learning. The School assistant statement of duties lists in the range of duties 'Assisting teachers in classroom and other activities, under the immediate supervision of a teacher including implementation of learning and other programs, including library' (Point 11)

The Library Policy states that the 'management systems of the library should be designed, implemented and evaluated to ensure that services, personnel, materials and equipment are available to the school and reflect the purpose of the library' (**Libraries in NSW Government schools: Policy statement 1987**). In order for the teacher-librarian and school assistant to work together most effectively to implement the library program it will be necessary to streamline the management systems of the library and to eliminate any unnecessary administrative tasks. One process for accomplishing this is :

- Step 1 evaluate current systems
- Step 2 streamline systems
- Step 3 implement new systems
- Step 4 carry out ongoing evaluation and if necessary return to Steps 2 and 3.

Step 1: Evaluation

The following grid presents one method of evaluating management systems within the library program. The example used is only one system, however, other systems which may need evaluating include accessioning, cataloguing, processing, A/V recordings, circulation, overdues and so on.

System: Acquisitions

TASKS	Essential Desirable Unnecessary	Who Performs Task	Who Should Perform Task	Efficient Satisfactory-needs improving Inefficient-needs revision
Check supplier/ availability				
Place orders				
Follow up orders not filled, wrongly filled				
Record lost or damaged records				
Maintain records- orders receipts invoices budget allocation expenditure				

The set of tasks listed should reflect the system you currently have in operation. The aim is to identify how relevant the tasks are to the library's program and then how efficiently the tasks are being performed. Efficiency can be based upon a number of criteria: degree of difficulty of task; time taken; amount of work done. However, a task which takes several people a long time, produces little to show for it, but is a very difficult task could still be efficient. Conversely, a task which takes several people a long time, produces little to show for it (or even a lot) but is a very simple task could be inefficient. If a task is essential to the program but needs improving or revision then you will need to look at some strategies for saving administrative time or using the time more efficiently.

Step 2: Strategies for streamlining

Having evaluated your current systems and identified those areas which need some streamlining (eg an essential task which is inefficient) the following list provides some suggestions on how to reduce administrative tasks:

- * teacher-librarian performs professional tasks only
- * timetable tasks - for both the teacher-librarian and the school assistant
- * stop wasting time doing cataloguing and use the ASCIS services - buy the cards, consider going online
- * off-load non essential tasks eg book clubs, archives
- * cut down on processing tasks eg covering paperback fiction - is it worth the effort?
- * are the magazines used enough to justify the amount of time spent on acquiring and processing them - cut out the poorly used ones
- * cut out poorly used services eg pamphlet or vertical files - are there other ways (to provide this information) which are more efficient? eg better magazines
- * restrict or don't offer reservations
- * follow up overdues less frequently - occasional big effort rather than constant small efforts
- * limit the number of booksellers you deal with, make appointments and restrict the time you are available
- * reshelve once a day; have a weekly blitz to keep it under control
- * use a computer and word processing or database programs to do form letters, lists, bookings, orders
- * examine the layout of the workroom carefully - could it be better organised to make it more efficient
- * spend time on developing manuals for the most complex tasks - helps to simplify the task, to identify each person's responsibility and assists when personnel changes
- * use a one-card borrowing system - simple, quick, and easily operated by library users
- * leave all tasks concerned with accounts etc. to the front office staff
- * make good use of working tools which are available, eg the **Handbook for school libraries**, *scan*, **School manual on financial management**
- * rationalise student and staff access to photocopier - can you remove it from the library?
- * eliminate any duplication or double-handling of work eg checking orders and accessioning.

Step 3: Implementing the system

Having evaluated your current systems and decided on the appropriate changes to be made, you will need to place some limits on how you will implement the changes. If you have decided on several major changes the first task should be to develop guidelines for both the teacher-librarian and the school assistant on how to implement these changes. Ensure that all people affected (teachers, front office staff, students, cleaners, etc.) are aware of the new system. The following grid provides one approach to organising the tasks.

System : Acquisitions

TASKS	Time Scale	Priority	Urgency	Who Performs
	Daily Weekly Monthly	High Medium Low	High Medium Low	Name
Check supplier/ availability Place orders Follow up orders not filled, wrongly filled Reorder lost or damaged records Maintain records orders receipts invoices expenditure				

Decide whether tasks need to be done daily, weekly or monthly. This will help you to draw up individual timetables. Assign a priority to the task based upon how important it is to the library program, assess each task in terms of how urgently it needs to be done. Most daily tasks will probably fall into the high or medium category - they *have* to be done each day in order for the system to operate efficiently. If a daily task falls into the low urgency category then assess whether it really needs to be done each day. In addition if a task has a low priority and a low urgency rating, reassess to see if it is a necessary task or one that could be dropped or given to someone else.

Step 4: Ongoing evaluation

It will be necessary to continue to evaluate how administrative tasks are performed and how essential they are to the library program. Changes in staffing and changes in priorities within the library program will affect both how the tasks are performed and who does them.

Appendix : Memorandum to Principals 88/178 [S100]

SCHOOL ASSISTANT STATEMENT OF DUTIES

Title: SCHOOL ASSISTANT

School Assistants are responsible to the Principal for undertaking a range of duties, as determined by the Principal, from the following list.

RESPONSIBLE FOR:

1. Undertaking routine telephone duties, taking messages, noting appointments and other reception duties.
2. Maintaining filing, indexing or record systems.
3. Collecting, distributing and posting mail.
4. Recording, transcribing and collating information.
5. Ordering, purchasing, receiving, despatching and stock taking materials, goods and consumables, including compiling orders, unpacking, checking, sorting, shelving and storing items and maintaining inventories.
6. Operating and maintaining office and/or classroom equipment and machinery including keyboard, audio-visual, computing, photocopying, duplicating and printing equipment and machinery.
7. Preparing and maintaining learning environments and materials including:
 - . maintaining equipment, learning material and resources at a suitable standard;
 - . maintaining work areas in a clean and tidy state;
 - . assembling furniture, goods, equipment, materials, utensils and apparatus for use in classes, displays or demonstrations and assisting teachers with the clean and safe storage of items after classes or other activities;
 - . preparing chemicals, and biology specimens including caring and feeding animals, aquaria, plant and specimens.
8. Caring and comforting sick students.
9. Administering first aid where in receipt of a first aid allowance.
10. Assisting Senior Clerical Assistants in banking, bookkeeping and general accounting duties.
11. Assisting teachers in classroom and other activities, under the immediate supervision of a teacher including:
 - . implementation of learning and other programs, including library, physical education, sport and recreation activities and educational excursions;
 - . settling in new students;
 - . helping students with toilet, ablution and dressing.
12. Managing lost property and clothing pools.
13. Undertaking other duties as determined by the Principal.

The school must not require a School Assistant to accept responsibility for class management and control, playground supervision or teaching pupils.

△ Cataloguing computer software, or, how to avoid a slipped disc

Niki Kallenberger and Carol Scott are members of Library Services' ASCIS cataloguing task force.

The cataloguing and classification of computer software may seem intimidating, but it really isn't as difficult as you think. Don't think of it as something entirely different from the rest of your collection, it's just a resource in another format. In this article, we'll share some tips to make managing the software in your collection as easy as possible.

ASCIS and NSCU to the rescue!

You may not have to do any original cataloguing. A component of the ASCIS database is the National Software Review Database, initiated by the National Software Coordination Unit (NSCU). Besides reviews, NSCU records, of which there are now more than 1,000 on ASCIS, also contain cataloguing information. These records can be ordered like any other ASCIS records.

Online ASCIS users are able to find these records quite easily, but ASCIS fiche users may encounter some difficulties because the main entry is not always readily identifiable. Computer software records are not found under title main entry as often as you might think. Most software has a creator or designer who is responsible for the intellectual content and thus becomes the main entry. The names of such people are most commonly found in accompanying documentation. Look for phrases like 'created by...' or 'designed and developed by...'. The rules about corporate bodies as main entry are applied here, too. Therefore it will be rare to have a corporate body as a main entry. Programmers, however, only translate the ideas into machine-readable form and thus are not credited in any way. Below is a typical ASCIS main entry card for a piece of computer software, *Teasers by Tobbs*.

513.076 O'BRIEN, Thomas C.
Teasers by Tobbs [computer software] / authored
by Thomas O'Brien. - Version 1.3. - Pleasantville,
N.Y. : Sunburst Communications, 1982.
2 discs : sd. + 1 booklet.
System requirements: Apple IIe; 64K.
Second disc is backup.

1. Arithmetic - Problems, exercises, etc. I. Title.

ISBN



423408

Separate NSCU fiche is available from ASCIS for \$20.00 per year. The NSCU fiche contains only computer software records and reviews and lists them in four sequences: main entry, title, subject and machine (computer) type. These additional sequences greatly facilitate searching. NSCU subject headings are enhanced by the addition of curriculum terms and software types. See *scan* vol 7 no 3 for more information about NSCU and examples of NSCU records.

Before ordering ASCIS records for computer software, check carefully to make sure you order the record which matches the machine type and version of the software you have. Much software is available for several different makes of computer. Information about the version will be found where you'd normally find an edition statement.

Resources about computing

When ordering records from ASCIS for resources *about* computing, whether they be in software or other formats, you may want to consider requesting DDC 19 classification for resources on computing. The 19th edition has been expanded in this area and thus all items are no longer classified at 001.64. Be sure to use a separate order form to clearly indicate those records requiring DDC 19 classification.

Original cataloguing made painless

When original cataloguing is your last resort, refer to section 6.4.14.2. of the *Handbook for school libraries* which is based on ASCIS interpretation of the AACR 2 rules for cataloguing computer software. The key ASCIS authority is *Anglo-American cataloguing rules (2nd edition) Chapter 9: computer files draft revision, 1987*. This slim volume, available from library suppliers for approximately \$7.00, sets out in comprehensive detail the rules for cataloguing computer software. Note that ASCIS uses the general material designation (GMD) 'computer software' instead of AACR 2s 'computer file'. Note also that ASCIS, in order to simplify records, does not apply all the rules and options provided in the *Draft revision*.

Descriptive cataloguing

The first point to note for descriptive cataloguing is that the title screen/s is the chief source of information. This means you'll have to load the software into the appropriate computer to check the title screen/s. While this may seem inconvenient, it is consistent with using title pages in books, title screens for videorecordings and the label from the record itself for a sound recording. If the title screen doesn't supply enough information, you may use other sources such as labels, documentation or information on the container. The points we made earlier about identifying the main entry obviously apply for original cataloguing too. Remember, there is often a person responsible for the intellectual content of the software.

Some points to remember when cataloguing software:

Version

The version of a piece of software is equivalent to the edition of a book and is stated similarly. You may find updated software is accompanied by documentation for an earlier version. This is another reason it is important to check title screen/s.

Physical characteristics

Describe the *physical characteristics* of the software, such as number of discs, whether they have sound or colour, and any accompanying material, such as leaflets, worksheets or users' guides. Note ASCIS uses 'disc' instead of 'disk' and omits 'computer' in describing a disc. For example, 1 disc : sd., col. indicates a disc with sound and colour.

System requirements

System requirements (in other words, the make and model of the computer, amount of memory, name of the operating system, any software requirements and recommended peripherals) are given in a note. For example: System requirements: Apple II, IIe, IIc; 64K; PRODOS 1.1.1.

Classification and the assigning of subject headings

When classifying computer software, remember to assess the subject content of the item and not its form. Computer software is not classified together; rather it joins other resources on the same subject. For example:

The bushrangers database	994.03
The factory : strategies in problem solving	153.4
Dream house	643

Some software items do not classify easily to subject areas and belong legitimately in the numbers for data processing. The *Abridged DDC 11th* class 001.6 and its subdivisions are still used by ASCIS, but a full revision of the *DDC 19th* schedules for data processing and computer science has been published. Schools with a sizable collection of resources on computing or who are planning to build up their holdings may wish to begin using these numbers before the new *Abridged DDC* is published. The revision, *004-006 data processing and computer science and changes in related disciplines*, costs approximately \$15.00. Examples of numbers from each edition are shown here:

	ADDC 11	DDC 19
Using spreadsheets in the classroom	001.64	005.369
Signwriter	001.64	006.686
Introduction to programming languages	001.64	005.13

In order to keep together workbooks, instruction manuals, and other items designed to be used with particular software, it will be necessary to create a call number which is not necessarily formed from the main entry, but instead uses the call number of the software itself. For example,

Teaching notes and source materials for The bushrangers database	994.03 BUS
Teaching ideas for Science toolkit	502.8 ELL
(The main entry for Science toolkit is ELLIOTT, Lauren.)	

You may also need to assign a locational prefix to indicate where computer software is shelved if it is not stored with the main collection.

When assigning subject headings, be sparing in the use of the subdivisions 'Computer-assisted instruction' and 'Study and teaching'. In particular, the use of the term 'Computer-assisted instruction' was discussed in *scan* vol 7 no 2. Use this term for items about computer-assisted instruction. 'Study and teaching' is used as a subdivision only for 'works which deal with methods of teaching and study of a subject' (ASCIS subject headings list, p. 909).

Don't despair, ASCIS is there!

If original cataloguing seems complicated, remember that there's plenty of assistance at hand with ASCIS and NSCU. The rapid growth of the database means there's a good chance you'll be able to order records for computer software. But, if original cataloguing is the only alternative, take heart: the more you do, the easier it becomes!

ASCIS stop press

ASCIS microfiche products are available on requisition for 1989 as contract items!

A significant development in the provision of services for and by teacher-librarians has been achieved with the inclusion of 1989 ASCIS microfiche products on annual requisition.

The relevant details are to be found on page 9 in the **Schedule of contract items, 1989 annual requisition**, released to schools in September. Microfiche readers are also on page 9.

The microfiche subscriptions available will be:

Microfiche	Item No	Price
ASCIS cataloguing information	0791	\$60.00
NCIN/ACIN	0796	\$25.00
NSCU	0797	\$22.00

Schools should place their order for the products in the same way as they would order any other item from the **Schedule**.

resources ■■

■ Child protection : an update of resources

Child protection involves extremely sensitive issues and there is a need to critically review resources available in this area for teachers, parents and students.

The Department's Child Protection Task Force, chaired by the Director, Schools Directorate, has a sub-committee responsible for reviewing material. This committee comprises: K. Donnelly, Schools Directorate; B. Gallagher, Services Directorate; S. Genner, Studies Directorate; A. Gill, Services Directorate; C. Laws, Schools Directorate and B. Thorne, Metropolitan East Region.

The committee has reviewed many resources including videos, books and kits. Some of these resources would be most valuable for schools implementing prevention programs and raising awareness of parents and staff in issues related to child protection. It is extremely important that these resources are not used as 'stand alone' materials but presented in a total context of a program which addresses positive relationships, self-esteem, communication, values clarification, decision-making and assertiveness skills. In this appropriate context the resources can be used to support ongoing programs which enhance the personal development of students.

The reviews listed here are a supplement to the Department publication **Child sexual assault - a review of resources**, 1986. Print copies have been distributed to all state schools. Copies may be obtained on microfiche from NCIN (ASCIS 247183) or extra print copies from the Personal Development Unit Schools Directorate PO Box A605 Sydney South 2000. It is planned to update this publication later this year incorporating the following reviews plus others.

Titles are divided into fiction and non-fiction and then listed alphabetically by title. Those resources accompanied by a reviewer's name were reviewed at Library Services.

Fiction

BASS, Ellen **I like you to make jokes with me, but I don't want you to touch me.** Lollipop Power, 1985
ISBN 0-914996-25-8

The child in this story feels uncomfortable about the way an adult friend of the family cuddles her, even though she really likes this person in other ways. There is good modelling for adults about how to respond to a child who expresses these feelings and how parents can handle this situation. Children are encouraged to be assertive in expressing their feeling. Unfortunately this resource is presented in an uninviting manner and it also reflects the American culture. If used, it would be best to ensure that children are given the opportunity to discuss any issues arising from a reading of this book. Could be of value as part of an ongoing program which addresses personal development issues.

AUD: Parents Professional

LEV: Preschool Lower primary Middle primary
Upper primary

AVAIL: Feminist Bookshop 315 Balmain Road
Lilyfield NSW (02) 810 2666. Paper \$7.95

ASCIS 421274

MORGAN, Lynda **Katie's yukky problem : a story about trusting your feelings and making decisions.** Papers Inc., 1986
ISBN 0-908780-20-6

Katie's problem is her dilemma of whether to tell someone about her friend's child sexual assault experience, involving an adult known to both girls. A problem solving model is presented with alternatives to consider and build on, and actions that can be taken. However, the story reinforces the notion that adults know what to do in such a situation. Teachers will need to give thought to the ways in which they can address the issue of inappropriate responses by adults if children discuss sexual assault with them. Although 'good' and 'bad' touching and 'consider the alternatives' approaches have merit, this story on its own would not be sufficient treatment of the issues involved. The value of this resource lies in its use as part of an ongoing program.

AUD: Parents Professional

LEV: Preschool Lower primary

AVAIL: Papers Inc. PO Box 47-398 Ponsonby
Auckland New Zealand. Available locally through
the Feminist Bookshop. Paper \$5.45

ASCIS 421280

MORGAN, Lynda *Megan's secret*. Papers Inc., 1987
ISBN 0-908780-35-4

Megan's secret is that she is being sexually abused by her father. In this didactic story Megan's crisis is told in detail, beginning with her initial guilt and describing the help of a social worker, healing group, defence group and the assistance of an understanding teacher, mother and aunt. This is a specific case and the support and procedures may be particular to a country (New Zealand), but there is still plenty of useful information for a young reader facing this type of problem. The author makes her points clearly, but has produced a story that is really only a case study. The poor editing could prove a barrier to understanding by some younger readers. A Gill

LEV: Upper primary Lower secondary
AVAIL: Available locally through the Feminist Bookshop. Paper \$7.50 ASCIS 415256

BAILEY, Anne *Scars*. Faber, 1987
ISBN 0-571-14806-9

Tanya has been an elective mute since a traumatic incident connected with her father 2 years earlier. After her mother's remarriage she begins to recover by starting to speak again but she is still tortured by the lonely knowledge of what really happened between her and her father. Until that mystery is solved and confronted her emotional healing cannot begin. Despite a rather self-conscious and uneven telling, Tanya's story is an affecting and finally positive one. The story has an emphasis on psychological trauma, and a negative aspect of the book could be a reader's inference that assault automatically leads to the victim's psychosis. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: \$18.95 ASCIS 416958

MIKLOWITZ, Gloria D. *Secrets not meant to be kept*. Delacorte, 1987
ISBN 0-385-29491-3

Two black clouds darken Adri's otherwise bright teenage horizons. She can't understand why she is repelled by any physical contact with her boyfriend Ryan. And her 3-year-old sister, Becky, who attends Treehouse Preschool, is increasingly troubled by nightmares, violent outbursts and a refusal to attend preschool. Adri, too, had attended Treehouse and now her own memories return in frightening glimpses. She comes to believe Treehouse is a place of sexual and child abuse and, aided by Ryan, is determined to reveal the truth. Well-rounded characters and a believable plot ensure an important issue is

successfully tackled in another of Miklowitz's high interest adolescent novels. N. Kallenberger
LEV: Middle secondary Upper secondary
AVAIL: \$12.95 ASCIS 419986

What's Wrong with Bottoms?



Jenny Hessel ILLUSTRATED BY Mandy Nelson

HESSELL, Jenny *What's wrong with bottoms?* Century Hutchinson, 1987
ISBN 0-09-173536-X

The difficult area of child sexual abuse is handled in a straightforward yet sensitive way in this story. When a young boy has sexual approaches made to him by an uncle who lives with the family he turns to his mother for help and finds sensible steps are taken to handle the problem. The behaviour of both the boy and his mother provides helpful role models for anyone caught in this situation. Mandy Nelson's gentle, realistic crayon drawings emphasise the mood of warmth and support within the family. N. Orme
LEV: Preschool Lower primary Middle primary
AVAIL: \$14.95 ASCIS 388749

ELLIOTT, Michele *The Willow Street Kids : it's your right to be safe*. Pan, 1987
ISBN 0-330-29701-5

This book is designed to help children become aware of how they can physically and emotionally protect themselves from bullying, sexual abuse, obscene telephone calls and similar threatening situations. This is done through a presentation of a collection of fictionalised accounts of a group of students and their caring teacher. Believable characterisation and plenty of humour in the dialogue ensures the readability of the stories which emphasise positive action and support available for young people. The crisis telephone numbers in the back of the book are British

but could be replaced by the purchaser with local numbers. P. Hall
AUD: Parents Professional
LEV: Upper primary Lower secondary
AVAIL: \$5.95 ASCIS 394297

Non-fiction

Better safe than sorry I [videorecording]
Educational Media Australia, 1978 1 cassette (VHS)
(15 min.) [362.7]

Strategies that children can use to keep themselves safe are explored using several 'stranger danger' situations with which children may be confronted in their daily lives. Some positive aspects are: that the hosts are children; they are from varying cultural backgrounds; heavy scare tactics are not used. However, the language used and activities presented reflect American culture. As well, the style of presentation is didactic and this may inhibit clarity of the issues. There is a fair amount of presumed knowledge that children would not have if the video were shown in isolation. It could be used effectively if each section were used as a trigger for further discussion. Suitable for use with students with special learning needs.

LEV: Lower primary Middle primary Upper primary
AVAIL: Educational Media Australia 7 Martin Street South Melbourne Vic 3205 (03)699 7144. \$345
ASCIS 415291

Better safe than sorry II [videorecording]
Educational Media Australia, 1983 1 cassette (VHS)
(14 min.) [362.7]

View before buying
Adult hosts explore unsafe situations for children. The presentation moves from 'stranger-danger' to include people children may know. Importantly there is an emphasis on the 'no, go, tell' and 'good and bad' touching concepts. The great deal of knowledge that is presumed may limit the video's use. It would only be suitable for students who had already participated in an extensive prevention program.

LEV: Lower primary Middle primary Upper primary
AVAIL: Educational Media Australia \$315
ASCIS 415293

Better safe than sorry III [videorecording]
Educational Media Australia, 1985 1 cassette (VHS)
(19 min.) [362.7]

Not recommended
This program attempts to address child sexual assault within the family by presenting some factual information. The vignettes are dramatically presented, but some heavy scare tactics are used. There is the danger that this resource may be superficially appealing because of its initial dramatic impact. What is reinforced are the many myths about child sexual assault and incest and there is some concern about the manner in which the dynamics of incest are presented. For example, incest occurs in families where there is a weak mother, and fathers offend as a way of finding tenderness.

ASCIS 231209

Beyond the scare [videorecording] : looking behind the headlines / with Rolf Harris. Rolf Harris Video, 1986 1 cassette (VHS) (28 min.) notes [362.7]

View before buying
Intended as a training video for staff in British schools, this title follows a school through its planning of a response to the issue of child sexual assault, in a series of orchestrated meetings. It explores issues of notification, preventative education, and how to involve parents. Notes provide topics for discussion. The video is of limited use in New South Wales schools, as procedures for notification are totally different from those presented. For teachers with a sound background in the issues around child sexual assaults, parts of the video could be used in awareness-raising sessions. Generally, however, it is of very limited use.

AUD: Professional
AVAIL: Maxwell's Collection PO Box 362 Forestville NSW 2087 (02)411 6949 \$18 ASCIS 413009

BodyRights [kit] : a DUSO approach to preventing sexual abuse of children. American Guidance Service Circle, [1984] 1986 4 books, 15 cards, 12 black line masters, 3 col. cards, 1 sound cassette, 1 hand puppet
ISBN 0-886711-74-6 [362.7]

Highly recommended
This kit provides tangible information and protective skills for students, including the 'no, go, tell' strategy. These strategies are presented in an appropriate positive relationship context, with an emphasis on recognising and expressing feelings. For schools using DUSO it provides an excellent extension in the area of

child sexual assault. For other schools it may become an integral part of lessons which address relationship and safety issues. Specific names are used for genital areas. However the balance of gender of offenders and victims is not accurately represented on the picture cards. Useful inclusions are the booklet for parents and sample letters to send home to involve parents in the program. While it may be used to teach basic concepts and skills of child sexual assault prevention, this kit is perhaps best used in the wider context of programs which address positive relationships and self-esteem issues.

AUD: Parents Professional

LEV: Lower primary Middle primary Upper primary

AVAIL: Australian Council for Educational Research 9 Frederick Street Hawthorne Vic 3122. \$246 ASCIS 428640

ARMSTRONG, Louise Kiss daddy goodnight : ten years later. Pocket Books, 1987
ISBN 0-671-64934-5 [306.7]

This book examines incest in society and the implications of the worldwide program that has helped to lift the secrecy surrounding child sexual assault. It centres on women discussing in some detail their incest experiences.

AUD: Professional

AVAIL: Distributed by Simon and Schuster. Paper \$6.95 ASCIS 421285

No more secrets. No more secrets : a discussion [videorecording]. Ministry of Education (Schools Division), Vic., 1988 1 cassette (VHS) (ca. 57 min.) [362.7]

This video is comprised of 2 distinct sections. In the dramatised section, Terry physically and verbally abuses his cousin Jane, and forces her to steal for him. The story is a little long, however it could be of value if used as part of a total prevention program. It treats the assertiveness aspect of prevention as well, and would be useful for schools already implementing a Protective Behaviours program. The discussion section does not relate directly to the story, with experts discussing aspects of child abuse. The latter section is oriented towards Victoria and as such would be of little value to New South Wales schools.

AUD: Parents Professional

LEV: Upper primary Lower secondary

AVAIL: Clearing Centre 117-121 Bouverie Street Carlton Vic 3053 \$19.95 ASCIS 428692

The secret [videorecording] Short Film Marketing Division, South Australian Film Corp., [1987?] 1 cassette (VHS) (ca. 23 min.) [362.7]

This well-produced dramatisation presents 2 children, Daniel and Rachel, who are being sexually assaulted by their uncle. The children attempt to tell their parents but are unsuccessful. The secret is finally revealed to Rachel's teacher who uses some very perceptive questioning. The appropriate community service departments are notified and the video ends with the parents questioning themselves because they were unaware of what was happening. The value of this production lies in its use as information and stimulus for discussion by staff and parents. The issue of parents blaming themselves should be explored in discussions and the video could be used to promote appropriate questioning and listening techniques.

AUD: Parents Professional

AVAIL: Short Film Marketing Division 113 Tapley's Hill Road Henden SA (08)452 277 \$235.00 plus \$6.00 postage ASCIS 428690

Standing strong. Whangarei Rape Crisis and HELP Foundation, 1986 3 vol. ISBN 0-473-00415-1 [364.1]

Consider before buying

These 3 booklets and the teacher's booklet (ASCIS 428598) are presented in an attractive magazine style, likely to attract adolescent readers. They all include sexual information and explicit language, and it is suggested that parental approval is sought if these titles are to be used directly by students. The issues explored include stereotypical behaviour of boys and girls and the emphasis in the information to students is on such protective strategies as self-defence and telling someone about a problem. Although the list of support agencies are specifically for New Zealand, sections of these booklets could be carefully selected and presented in a balanced way in the appropriate personal development context.

AUD: Professional

LEV: Upper secondary

AVAIL: Whangarei Rape Crisis PO Box 913

Whangarei New Zealand

Paper \$NZ6.50 each Paper \$NZ3.50 teacher's book ASCIS 428593

■ Recent fiction K-12

This is a select list of fiction resources, suitable for K-12, from those reviewed at Library Services over the past few months. Books are arranged alphabetically by title.

HALL, Willis The Antelope Company at large. Bodley Head, 1987
ISBN 0-370-31151-5

The adventures of 3 Lilliputian sailors, only survivors of their wrecked miniature ship, continue in this story. They are left behind after the children who have befriended them go away. Pursued by an evil opportunist and assisted by a street urchin and a workhouse orphan, they continue their efforts to get back to the sea and one day to Lilliput. Imaginative and humorous, it moves along at a jaunty pace and keeps the reader's attention. It is also a good read-aloud story. The language is sometimes complex but still visually evocative. The historical setting provides an opportunity to discuss the social conditions in England prior to convict settlement in Australia. F. Moloney

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$22.95 ASCIS 407202

ORAM, Hiawyn Anyone seen Harry lately? Andersen, 1988
ISBN 0-86264-198-5

Harry has the smartest ploy for avoiding all those things he just doesn't want to do - he simply uses one of his disguises to disappear. When his tricks eventually get the better of him, Harry has quite a time arranging his reappearance. Coloured illustrations by Tony Ross contribute greatly to the humour of the tale. K. Channells

LEV: Lower primary Middle primary

AVAIL: \$15.95 ASCIS 424178

BYARS, Betsy A Blossom promise. Bodley Head, 1987
ISBN 0-370-30783-6

Things aren't going well for the Blossom family. Pap is missing, Junior's dog is bitten by a snake, Vern's raft is out of control on flooded Snake Creek and Maggie is distressed by her mother's growing attachment to rodeo rider Cody Gray. But then Pap has a heart attack and his dog, Mud, refuses to move or eat, and things seem even worse. The Blossom family is nothing if not resourceful - a trait fully realised in this good-humoured continuation of the adventures of a warm and caring family. N. Kallenberger

LEV: Upper primary Lower secondary

AVAIL: \$14.95 ASCIS 417746

SNAPPE, Juliet The boy with square eyes. MacRae, 1987
ISBN 0-86203-290-3

Despite Mum's warning, Charlie goes on watching television non-stop until his eyes go square. The doctor suggests exercise of the eyes as the only cure - such activities as reading, drawing and walking in the park. This cautionary tale is told in large print with full-page and double-page coloured illustrations which relate directly to the text. Young readers will enjoy the wit of the story and could benefit from being made aware of the alternatives to watching television. K. Channells

LEV: Lower primary Middle primary

AVAIL: \$16.95 ASCIS 401548

VOIGT, Cynthia Building blocks. Collins, 1988 (Lions)
ISBN 0-00-672929-0

Brann finds his father's character a puzzle and cannot understand how passive he is in his relationship with his fiery wife. Then Brann travels back in time and meets and befriends his father as a child. He learns first-hand of the abused and unhappy childhood his father suffered and when he returns to the present can relate to him in a quite different way. His insight allows him to see the strength of his parents' relationship and also how to resolve the conflict which is threatening it. Although a much slighter work than the author's Tillerman books, this is a perceptive story of real people told with characteristic grace and precision. M. Lobban

LEV: Middle primary Upper primary

AVAIL: Paper \$5.95 ASCIS 413886

GATHORNE-HARDY, Jonathan Cyril of the apes. Cape, 1987
ISBN 0-224-02401-9

Cyril Bonhany's success as an author is at a low ebb. With no money to pay the bills, things are getting desperate, so when his agent finds him a job as a script writer on the remaking of a Tarzan movie, Cyril reluctantly heads off to the film location in the jungles of Brazil. Quentin Blake's black-and-white illustrations set the scene for the fun as Cyril seeks to extricate himself from a series of amusing predicaments. K. Channells

LEV: Middle primary Upper primary

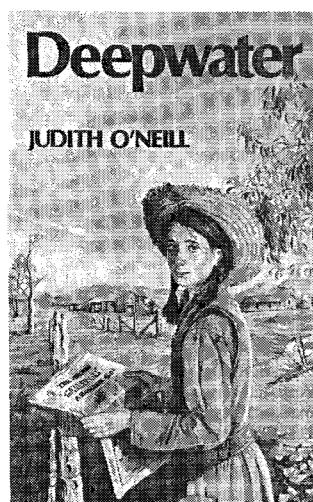
AVAIL: \$22.95 ASCIS 399029

O'NEILL, Judith *Deepwater*. Hamilton, 1987
ISBN 0-241-12362-3

Highly recommended

Deepwater is a small rural community in the grips of severe drought. When 14-year-old Char's brother enlists, she has to leave school to help her father on their farm. O'Neill has vividly and accurately captured life in the Australian outback during World War I. In this absorbing story we experience the hardships of country life, the results of misguided nationalism and persecution because of anti-German feeling as well as the tragedy brought to many families after Gallipoli. Char is a believable and likeable young character whose understanding and maturity is evident in her relating of these and other incidents. A.Gill

LEV: Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 413223



FRANCES, Helen *Deepwaterman*. Omnibus Books, 1988
ISBN 0-14-032868-8

Tom's anger-induced arson attempt lands him in jail, where Sven, a Finnish sailor, helps him escape. Together they join the crew of the Astrid Johansson, one of the last square-riggers to carry grain between Australia and Europe. The journey itself, around Cape Horn, is filled with excitement and danger, but it is his fellow crew members and their relationships and tensions which provide even greater challenges for young Tom. A map, sail plan and glossary ensure the authenticity of this well-told adventure.

N. Kallenberger
LEV: Middle secondary
AVAIL: Paper \$6.95 ASCIS 423728

BARBER, Antonia *The enchanter's daughter*. Cape, 1987
ISBN 0-224-02399-3

Highly recommended

This is a quality production of narrative and artwork. In the tradition of fairytale and legend, it is about an enchanter and his beautiful daughter who live alone in a secluded valley encompassed by icy impassable mountains. There comes a time when the enchanter, despite his skills, cannot satisfy Thi-Phi-Yen's growing longing for companionship, freedom and a mother whom she has never known. The rich illustrations of Errol le Cain reflect the decorative, ornamental patterns of Chinese silk paintings and have a striking, dramatic effect of movement and poetic atmosphere. P. Ward

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 407499

WERSBA, Barbara *Fat: a love story*. Bodley Head, 1987
ISBN 0-370-31103-5

Rita Formica is, against all odds, an irresistible heroine - fat, neurotic and a compulsive eater. A chronic case of unrequited love for a mindless fitness fanatic drives her to a series of desperate weight loss endeavours, none of which is particularly successful. Then she discovers true requited, consummated love with an older man and suddenly nothing else is important any more. This is a humane, witty and funny story told by a writer accomplished in making the off-beat totally credible. M. Lobban

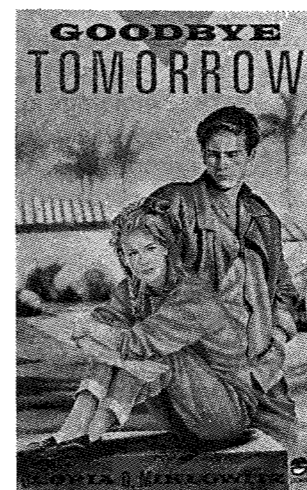
LEV: Upper secondary
AVAIL: Paper \$12.95 ASCIS 405140

BALL, Duncan *The ghost and the gory story*. Angus and Robertson, 1987
ISBN 0-207-15501-1

When Kit and his mother move into 40 Wattle Street, the roguish ghost of Arnold Taylor goes through his usually successful routine for scaring new tenants out. When this tactic is unsuccessful, the ghost exploits Kit's efforts to write a ghoulish horror story by having the plot enacted in real life. Aware of the ghost's efforts, Kit is anxious to leave the house before his story reaches its terrible climax. The text is in large print, chapters are short and vocabulary is straightforward. There is suspense, drama and humour in the plot, and the high interest level is maintained throughout.

K. Channells
LEV: Upper primary Lower secondary
AVAIL: \$12.95 ASCIS 395972

MIKLOWITZ, Gloria D. *Goodbye tomorrow*. Collins, 1987 (Lions)
ISBN 0-00-672913-4



Alex is a handsome, popular and happy 17-year-old until he is diagnosed as being AIDS antibody positive as a result of a blood transfusion a year earlier. The author's purpose is to examine the issue objectively in a fictional context and she achieves this admirably in a high-interest, compassionate novel. M. Lobban

LEV: Middle secondary
AVAIL: Paper \$5.95 ASCIS 416372

MAHY, Margaret *The horrible story and others: a collection of stories from the Margaret Mahy story books*. Dent, 1987
ISBN 0-460-06273-5

Here are 21 short stories, funny, moving, warm, and outrageous to delight young and not so young readers. This collection, illustrated by Shirley Hughes, will give the reader a chance to sample some of Margaret Mahy's formidable talents as a storyteller. The stories are also good to read aloud. F. Moloney

LEV: Lower primary Middle primary Upper primary
AVAIL: \$18.95 ASCIS 413187

COLE, Hannah *In between times*. MacRae, 1987
ISBN 0-86203-295-4

Timothy dislikes his mother looking after other people's children: he can ignore the babies but not Karen and Stacey, 2 girls of his own age who come to his home before and after school. This is a contemporary story about 3 English children of very different temperament forced together in their free time. Their character development is handled well but it is a pity that the portrait of Timothy's father is so unsympathetic. P. Hall
LEV: Upper primary
AVAIL: \$16.95 ASCIS 392938

PIERCE, Tamora *In the hand of the goddess*. Oxford University Press, 1986
ISBN 0-19-271551-8

In this, the second of the 'Song of the lioness' series, Alanna continues her quest to become a warrior maiden. Disguised as Alan, squire to Prince Jonathan, Alanna has developed a reputation as the smallest, but most competent of the squires. She still has many challenges ahead, including the defeat of the powerful Duke Roger, whom Alanna believes poses a threat to the royal family. Her skills as a warrior, her power as a woman and as one chosen by the Goddess are all put to the test. Thoughtful characterisation, well-paced adventure and a consideration of sex-role stereotyping make this a quality fantasy novel.

N. Kallenberger
LEV: Middle secondary
AVAIL: \$26.95 ASCIS 391507

SMUCKER, Barbara *Jacob's little giant*. Viking Kestrel, 1987
ISBN 0-670-81651-5

Jacob is the youngest and smallest in his family and is growing resentful of always being 'little Jakie'. A pond on his family's farm is selected as a trial breeding ground for a pair of giant Canada geese and Jacob takes responsibility for them and grows to love the beautiful creatures. When the goslings hatch he identifies strongly with the undersized fifth gosling whom he nicknames Little Giant. The gosling's inevitable departure becomes a metaphor for Jake's own growing independence. The rhythms of the changing seasons and the farm routines are captured in lyrical prose and the conservation theme is subtly conveyed. M. Lobban

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 416928

McAFEE, Annalena *Kirsty knows best*. MacRae, 1987
ISBN 0-86203-289-X

Highly recommended

Though her father may be unemployed, her mother's job is a drudge and the school bully is ever present, Kirsty uses the power of her imagination to emerge from a world that is dull and tedious to a fantasy world of colour and change. She is able to overcome the difficulties of the real world by empowering her daydreaming to work for her, not against her. The fantasy aspects of this intriguing tale are told in rhyming verse. The coloured illustrations and ornate

decorations of some letters are special features. The book should serve as an interesting basis for group discussions. K. Channells
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: \$15.95 ASCIS 411890

KEILLOR, Garrison *Leaving home*. Faber, 1988
 ISBN 0-571-15155-8

Gentle humour, insight into the capacities and foibles of human nature and an eye for detail are characteristic of all Keillor's Lake Wobegon stories: this collection is no exception. Originally broadcast on the radio series 'The prairie home companion', the stories translate well into a written format. This is small town, middle America, unique but familiar, epitomising a culture often forgotten in our dash for the future, but quietly providing an enduring strength which supports that future-oriented push. Keillor's style, a sort of tamed stream of consciousness, is in keeping with his characters and setting. N. Kallenberger

AUD: Professional
LEV: Upper secondary
AVAIL: \$26.95 ASCIS 423003

WERSBA, Barbara *Love is the crooked thing*.
 Bodley Head, 1987
 ISBN 0-370-31102-7

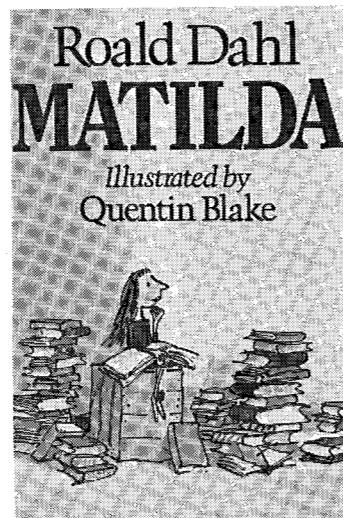
Rita Formica, the larger than life heroine of *Fat: a love story*, is determined to travel to Zurich to find her true love Arnold Bromberg. To finance the trip she decides to write a steamy romance novel for a rather unsavoury pot-boiler series. However, writing badly enough and explicitly enough proves an enormous challenge. Again the story is wise and funny and a great antidote to the saccharine superficiality of formula romances. M. Lobban
LEV: Upper secondary
AVAIL: Paper \$12.95 ASCIS 405294

DAHL, Roald *Matilda*. Cape, 1988
 ISBN 0-224-02572-4

Highly recommended

In which the precociously brilliant Matilda ensures that various hideous adults get their comeuppance, that the beautiful and kind Miss Honey has her rightful inheritance restored and Matilda organises herself a new family. Dahl is at his outrageous and funny best describing the business practices of Matilda's crooked used car salesman father and the reign of terror of Miss Trunchbull, demonic headmistress of Crunchem Hall Primary School. Through this landscape of violence and skulduggery marches the tiny but prodigious

Matilda, establishing beyond doubt the power of right to overcome might. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: \$21.95 ASCIS 425299



CRESWELL, Helen *Moondial*. Faber, 1987
 ISBN 0-571-14805-0

A mysterious sundial in the grounds of a grand old English house is the key to travel in time for 3 children separated by hundreds of temporal years. But it is Minty Cane in 1988 who has the power to release the other 2 from the unhappy pasts in which they are forever caught, and to discover happiness in her own present. The reader is drawn into the magic as willingly as Minty is, there is an intriguing blending of the extraordinary with the mundane and a satisfying sense of change and growth in Minty. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 419629

AIKEN, Joan *The moon's revenge*. Cape, 1987
 ISBN 0-224-02477-9

Because he is the seventh son of a seventh son, the moon has to grant Seppy his wish to be the best fiddler in the country. For 7 nights he has to throw a shoe at the moon, but when his wish is granted, the moon is angry about the scars left on its face by the shoes. The lengthy text, with complex sentences and formal language is in large print. Coloured illustrations reflect the variety of moods and the Tudor setting. Magic, mystery and mythical beasts ensure a high interest level throughout. K. Channells
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 ASCIS 405297

CONRAD, Pam *Prairie songs*. Oxford University Press, 1987
 ISBN 0-19-271570-4

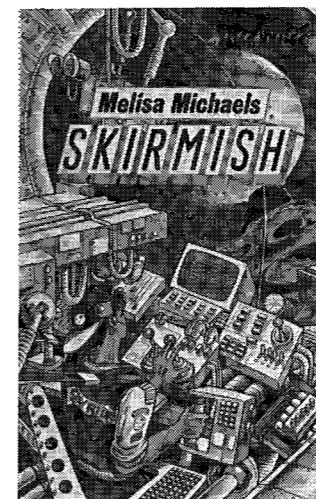
Highly recommended

The vast Nebraska prairie dominates this magnificent, compassionate story of pioneer life. The narrator, Louisa, is a young adolescent who has never known another home than the harsh but beautiful prairie. When a new doctor and his young, delicate wife arrive they are a tantalising glimpse of a new world and stir nameless longings in Louisa. But books and learning and fancy clothes prove inadequate to meet the demands of life in a hostile, alien environment and for the doctor and his wife the prairie brings only tragedy. For Louisa's family there is renewal and growth and an affirmation of the dignity and value of their spartan life. M. Lobban

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$22.95 ASCIS 419762

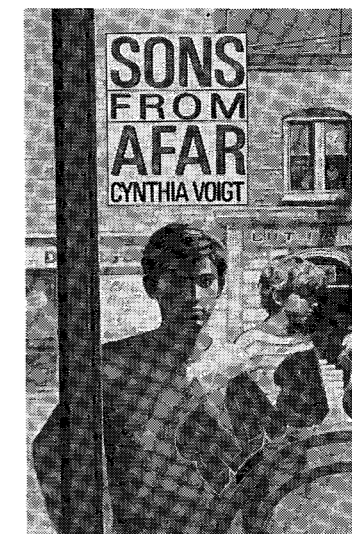
GILMORE, Kate *Remembrance of the sun*. Viking Kestrel, 1987 (Kestrel)
 ISBN 0-670-81010-X

American expatriate Jill Alexander fell in love with Shaheen Rohani when they were both playing French horn in the band of their senior high school in Tehran. The revolution which would eventually overthrow the Shah and put Ayatollah Khomeini in power was starting to spill into the streets and the novel is as much about politics as about adolescent romance. Shaheen's devotion to the revolutionary cause is total, overshadowing his ambition, passion for music, even his love for Jill. Life in Tehran is described in finely observed detail and the inevitable separation of the young lovers adds poignancy to a highly romantic, rather idealised story. M. Lobban.
LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 419552



MICHAELS, Melisa *Skirmish*. Women's Press, 1987 (Livewire)
 ISBN 0-7043-4906-X

Skyrider is aggressive, fearless and highly respected as an interplanetary pilot and smuggler. A floater, she is able to live both in Earth's gravity and in the free fall of space. When she is called upon to help rescue a passenger liner which is headed towards the sun, she forms an uneasy friendship with Jamin, another pilot, and his son. As they prepare for their rescue mission, incidents occur which raise Skyrider's suspicions about the accidental breakdown of the liner. The story relies as much upon the personal relationships as the plot to create tension and suspense. R. Laverack
LEV: Middle secondary
AVAIL: Paper \$12.95 ASCIS 405395



VOIGT, Cynthia *Sons from afar*. Collins, 1988
 ISBN 0-00-184295-1

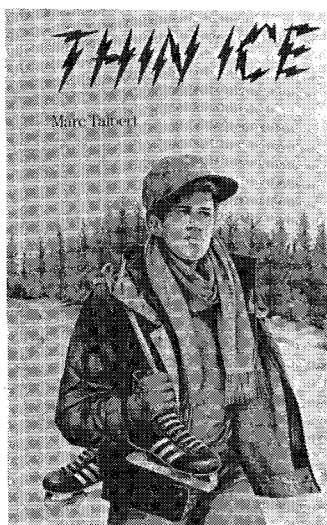
Cynthia Voigt does not write for a television generation. Her books are long, slow and thoughtful, but also complex, involving and emotionally satisfying. This is the third book, with *The homecoming* and *Dacey's song*, about the Tillerman family, focussing this time on the 2 brothers. James is 15, brilliant but socially inept and desperately feeling the need for a father. Sammy is 12, untroubled and content, but feeling obliged to help James in his efforts to track down their father. Their interweaving stories form a rich narrative and emotional fabric in a beautifully crafted novel. M. Lobban
LEV: Middle secondary Upper secondary
AVAIL: \$17.95 ASCIS 419039

TALBERT, Marc *Thin ice*. Hamilton, 1987
 ISBN 0-241-12420-4

Ever since his dad left home Martin has felt at odds with the world, as if it were a dangerous and

treacherous place. His mother is preoccupied with her job and college course, his sister is adapting quite successfully and no-one seems to realise how disturbed Martin still is when his mother starts dating his teacher. Martin feels angry and betrayed, but it is Mr Raven who finally breaks through the barrier of his hurt. Martin's turmoil and unhappiness are sensitively portrayed, as are those of his teacher Mr Raven. The novel's resolution is reassuring and optimistic but the rest of the story suffers a little from unrelieved intensity. M. Lobban

LEV: Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 413239



DUNCAN, Lois *The twisted window*. Hamilton, 1987
ISBN 0-241-12306-2

A boy, his mind distorted by guilt, plans to kidnap a child he believes is his little sister. He knows he cannot do it alone and enlists the help of Tracy, a lonely unhappy girl he has just met. Events are described from Tracy's perspective but it is Brad who holds the key to the truth. The story unfolds with just the right balance of mystery and menace and maintains suspense until the last page. M. Lobban
LEV: Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 416926

GORDON, Sheila *Waiting for the rain: a novel of South Africa*. Orchard, 1987
ISBN 1-85213-070-9

Frikkie is an Afrikaner boy, stolid, unimaginative, wanting nothing more from life than to inherit and work his uncle's farm. Tengo, his childhood companion on the farm, is black, intelligent and always asking questions about the world. Each has his place in the South African social order but as he grows older Tengo realises he must challenge and fight the

system which oppresses his people. Although her sympathy is obviously with Tengo, the author allows us to understand the forces which have shaped both young men, making their inevitable adult confrontation both painful and moving. This is a fine novel told with clarity and insight unclouded by sentiment. M. Lobban

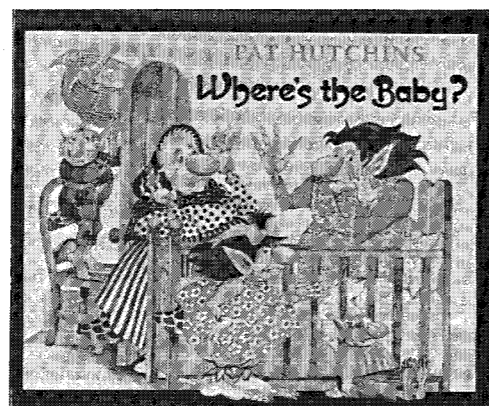
LEV: Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 422425

HUTCHINS, Pat *Where's the baby?* Bodley Head, 1988
ISBN 0-370-31177-9

Highly recommended

Billy the baby monster wreaks havoc as he wanders through the house from one room to another. Hazel and Mum are not impressed, but for Grandma, the baby is a sweet little boy who can do no harm. The tale is told in rhyming verse and the witty, coloured illustrations are spread across double pages. The wonderful humour of the plot and particularly of the illustrations should appeal greatly to young readers. The book should prove successful as a read-aloud story. K. Channells

LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 418321



KASZA, Keiko *The wolf's chicken stew*. Methuen Children's Books, 1987
ISBN 0-416-03562-0

Cunning Mr Wolf has a plan for preparing the local chicken for the cooking pot. He delivers all sorts of fattening delicacies such as pancakes and doughnuts to the chicken household. When he discovers he's been feeding a whole brood of chicks, Mr Wolf isn't too disappointed, in fact he is shown to be quite a softie. This is an amusing tale, with the text in large print and full-page and double-page coloured illustrations contributing greatly to the fun. This is an ideal book for reading aloud. K. Channells

LEV: Lower primary
AVAIL: \$14.95 ASCIS 396241

Resources in Aboriginal Studies

During 1987, Library Services and the Aboriginal Education Unit (AEU) produced the third edition of *Resources in Aboriginal Studies*. This document is freely available from the Aboriginal Education Unit, 9-13 Young Street, Sydney (02) 20584 or your regional consultant. Since the publication of this bibliography many new items have been published, hence this supplementary listing. Listed are both recommended and not recommended material, arranged alphabetically by title under the same headings as used in the original publication.

The earlier six issues of *scan* this year also contain resources relevant to Aboriginal Studies. Allan Gill coordinated this listing, with the assistance of Lyn Hall from the AEU.

Culture and Society

KENNY, Joan M. *Australian family life in 1788*. Nelson, 1987
ISBN 0-17-007212-6 [994.02]

Consider before buying

The overall concept the exploration of Australian family life at 50 year intervals, and the presentation of this series is excellent. However much of the Aboriginal content could be considered unacceptable to Aboriginal people. For example, some of the problems include: the use of terms such as 'tribe' and 'part Aboriginal'; correct acknowledgement for Aboriginal craft is not given, incorrect spellings (Eora not Iora); suggestions in the pilot interview are obviously directed towards non-Aboriginal people. Overall, the references to Aboriginal people are minimal and when there is mention it would often require the intervention of an aware and sensitive teacher to ensure that a positive perspective is achieved. Although there has been an attempt to provide an Aboriginal perspective, it is not acceptable. K. Price

AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$7.95 ASCIS 420456

Australian family life in 1838.
ISBN 0-17-007213-4 [994.02]
ASCIS 420472

Australian family life in 1888.
ISBN 0-17-007214-2 [994.03]
ASCIS 420478

Australian family life in 1938.
ISBN 0-17-007215-0 [994.04]
ASCIS 4200480

A teachers' resource book.
ISBN 0-17-007216-9 [994.007]
ASCIS 420512

EDWARDS, W.H. *An introduction to Aboriginal societies*. Social Science Press, 1988
ISBN 0-949218-65-0 [994]

This work was written to meet a need created by increased study in secondary and tertiary institutions of traditional Aboriginal societies. The author introduces only general features such as Aboriginal past (including archaeological evidence as well as the Dreaming), economic, social, and political organisation, as well as communications, art and religion. Some more specific references are made to the Pitjantjatjara people of central Australia. The text is at a level appropriate to senior students, and is illustrated by diagrams and black-and-white photographs of fair quality. Each chapter is concluded with suggestions, some more useful and practical than others, for assignments, discussions, projects and appropriate supplementary audiovisual resources. The list of additional references and index are useful inclusions. A. Gill

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$16.95 ASCIS 417966

Contact History

DINGLE, Tony *Aboriginal economy*. McPhee Gribble / Penguin, 1988
ISBN 0-14-011322-3 [330.994]

Detailed footnotes, bibliography and index accompany this long essay by a university lecturer in economic history. The work draws on much of the recent research that has been done in this area, investigating the economic systems developed by Aboriginal people. He concludes that Aboriginal people were sophisticated in their management of their resources. This is a scholarly and very specific investigation of Aboriginal people since contact, written by a non-Aboriginal academic. A. Gill
LEV: Upper secondary
AVAIL: Paper \$9.95 ASCIS 423113

CAMPBELL, Alastair H. **John Batman and the Aborigines.** Kibble [1987?]
ISBN 0-908150-08-3 [1994.5]

The traditional view of John Batman as an honest pioneer, sympathetic to the position of the Aboriginal population, is destroyed by this scholarly examination of his life. The picture that emerges is of an ambitious man, battling against his father's origins, a participant in Tasmania's infamous Black line, and establishing white settlement in the Port Phillip area not through a legal treaty but by fraud. Campbell's research is thorough, with the advantage of access to documents previously not generally available. This is an important contribution to the growing body of work which is detailing the tragic story of Australia's race relations. M. McLachlan
LEV: Upper secondary
AVAIL: Paper \$26.00 ASCIS 403733

ROBSON, L.L. **The Tasmanian story.** Oxford University Press, 1987
ISBN 0-19-554778-0 [1994.6]

This simply written, brief account of the history of Tasmania focuses strongly on social history. After a short introduction describing the culture of the Tasmanian Aboriginal people and early chapters discussing the influence of the early colonial convict history, the events of Tasmania's history and its social development are examined against the background of wider Australian and world events. Well-illustrated in black-and-white, the text includes a substantial reading list and index. Simple discussion questions at the end of each chapter unfortunately create a text-book feel which distracts from the attractiveness of this well-produced book. N. Orme
LEV: Lower secondary Middle secondary
AVAIL: Paper \$12.95 ASCIS 407200

Contemporary issues

TATZ, Colin **Aborigines in sport.** Australian Society for Sports History, 1987 (The ASSH studies in sport no.3)
ISBN 0-85837-603-2 [796.0994]

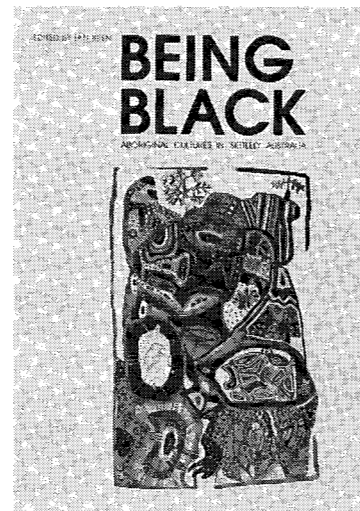
This is not only a detailing of the involvement and successes of (predominantly male) Aborigines in sport but an examination of the role racism (and sexism) has played, and continues to play, in that involvement. The factual detail and statistical information is of interest in itself; the book's real value lies in its analysis of Australian race relations. M. McLachlan
LEV: Middle secondary Upper secondary
AVAIL: Distributed by R&A Book Agencies
Paper \$12.95 ASCIS 418337

Aborigines : land rights and culture. Sydney Morning Herald, [1988?]
ISBN 0-949054-71-2 [333.20994]

This is a series of articles which have appeared in the Herald from 1985 to 1987 and covers such topics as Aboriginal history, landrights, religion, law, health, education and the results of contact. Articles present many of the negative aspects of Aboriginal communities and provide viewpoints by writers that many Aboriginal people would disagree with. It is therefore suggested that this resource should be used by students with teacher guidance, otherwise it may simply reinforce long-held stereotypes about Aboriginal people. Used correctly this is a valuable collection of material reflecting the media's, and our society's treatment of and attitudes to Aboriginal people. A. Gill
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Herald in the classroom Box 506 GPO Sydney NSW 2001 (02) 282-3166.
Paper \$6.00 ASCIS 414019

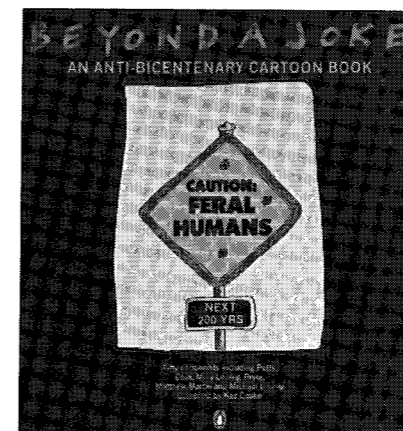
Australia's too old to celebrate birthdays / photographs by Alanna Harris. Aboriginal Studies Press, 1988
ISBN 0-85575-192-4 [322.40994]

The commencement of Australia's bicentennial celebrations also saw thousands of Aboriginal people from around Australia converge on Sydney to march in demonstration. This demonstration aimed at drawing attention to past and present injustices, and has been admirably recorded in photographs by Alanna Harris. The small format book has full-page glossy coloured photographs and minimal text that capture well the atmosphere of this significant event. A. Gill
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$5.95 ASCIS 430481



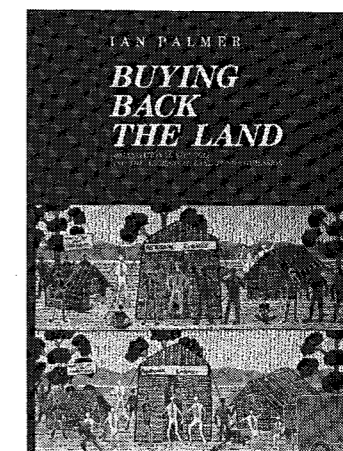
Being black : Aboriginal cultures in settled Australia / edited by Ian Keen. Aboriginal Studies Press, 1988
ISBN 0-85575-185-1 [305.8]

This scholarly resource refutes the notion that Aboriginal communities in 'settled' areas of Australia have lost their cultural identity. Papers, many by anthropologists, include such issues as language, attitudes and beliefs, responses to dispossession, kinship, economic process. Many areas around Australia are discussed, and each paper has extensive references. There is also an index and useful introduction. Notes provide the history of each paper. A. Gill
LEV: Upper secondary
AVAIL: Paper \$19.95 ASCIS 425325



Beyond a joke : an anti-bicentenary cartoon book / compiled by Kaz Cooke. McPhee Gribble/Penguin, 1988
ISBN 0-14-011320-7 [741.5]

The foreword by Galarrwuy Yunupingu sets the scene for this collection of cartoons: that for Aboriginal people the celebration of the invasion of their country is a joke. The compiler has collected many cartoons, by such well-known artists as Petty, Cook and Leunig, and arranged them under appropriate headings that cover such issues as the arrival of Europeans, re-enactments, Aboriginal death while in custody, the Maralinga tests, landrights and the highlighting of the inconsistencies that are apparent in the white celebration of the Bicentenary. There is a brief index by artist. A. Gill
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95 ASCIS 422476



PALMER, Ian **Buying back the land : organisational struggle and the Aboriginal Land Fund Commission.** Aboriginal Studies Press, 1988
ISBN 0-85575-178-9 [333.20994]

This resource details the work of the Aboriginal Land Fund Commission and in so doing relates details of the struggle for and resistance to the purchase of land by Aboriginal communities. Tables, graphs, bibliography and an index support the detailed text. A. Gill
LEV: Upper secondary
AVAIL: Paper \$19.95 ASCIS 425330

Eora [videorecording] Smith St Films, 1986 1 cassette (VHS) (6 min.) [333.209940]

The voice of an Aboriginal woman speaks of the vital place of the land in her culture. Two Aboriginal people dance in a park, contrasting with images of a young urban Aboriginal man walking through city streets, warned by a wise woman to fear the influence of the non-Aboriginal people and the despoilation they have brought with them. The message is strong, even more so in its conclusion that perhaps when non-Aboriginals feel there is nothing more of value left they will sail away again and leave the land to the Aboriginal people who can heal the wounds and return to peaceful ways. The artistic qualities of the dance and music are matched by the creative visual images. N. Orme
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Smith Street Films 67 Probert Street Newtown NSW 2142 (02) 513-484.
\$50 ASCIS 401527

Images and language '88 : Aboriginal perspectives on a celebration. Inner City Education Centre and N.S.W. Teachers' Federation, 1988 [994]

This publication has as its main theme 'the recognition of the mood surrounding the Bicentennial celebrations'. The magazine-style layout, with a variety of page presentations, text often in point form, and plenty of accompanying illustrative material, make this a visually appealing and easy to use resource. In the presentation of the Aboriginal viewpoint, a variety of sources are used to provide an historical perspective as well as investigating the media's reaction to this celebration and other Aboriginal issues. Useful accompaniments include lists of organisations as well as background reading.

A. Gill

AUD: Professional
LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Inner City Education Centre 37 Cavendish Street Stanmore NSW 2048 (02) 516-3550.

Paper \$8.00 ASCIS 423657

ROSS, Helen **Just for living : Aboriginal perceptions of housing in northwest Australia.**

Aboriginal Studies Press, 1987

ISBN 0-85575-183-5 [363.5]

Housing and health policy makers are the intended audience for this book but it will also interest teachers and students of Aboriginal or general studies. Aborigines trying to maintain traditional relationship patterns have housing needs different from people of European descent and Helen Ross shows how poorly these differences have been understood or acted on in the past. The study is confined to the Halls Creek area of Western Australia and is based on a doctoral thesis and is therefore of little relevance to the NSW situation. The text is easily read and well organised under sub-headings, illustrated and indexed.

R. Grahame

LEV: Upper secondary

AVAIL: Paper \$19.95 ASCIS 410834

DEWDNEY, Andrew **More than black and white : racism and everyday life / Andrew Dewdney and Debby Michels** Inner City Education Centre, 1988

ISBN 0-908274-81-5 [305.8]

The material here was first used in a special exhibition, 'More than black and white: racism in everyday life', however it may be used separately. The book is mostly montage and brief text, divided into four sections: 1 Race, racism and the media; 2 Racism and history; 3 Six themes (dispossession, displacement, migration, generation, gender and identity) are taken and shown

how they influence people and society; 4 Follow-up activities, bibliography, and details regarding borrowing of this particular exhibition. As well as Aboriginal people, Greek, Vietnamese, British and other nationalities make contributions. For the casual reader, this is a thought-provoking resource. For the teacher it is a valuable collection of ideas and material easily integrated into units of work. A. Gill

AUD: Professional

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Inner City Education Centre
Paper \$12.00 ASCIS 427486

Past and present : the construction of Aboriginality / edited by Jeremy R. Beckett. Aboriginal Studies Press, 1988.

ISBN 0-85575-190-8 [305.8]

The editor has collected a wide ranging selection of papers, by authors from diverse professions, that were mostly presented at a bicentennial meeting of the Australian Institute of Aboriginal Studies in 1986. The theme of this conference was 'the ways in which Australian society and Aboriginal people have, since the beginning of European colonisation, maintained and reproduced the notion of Aboriginality'. The text is unadorned, but readable. Each paper has notes and extensive references and there is a useful introduction.

A. Gill

LEV: Upper secondary

AVAIL: Paper \$19.95 ASCIS 430203

Oral Traditions

POULTER, Jim **The secret of dreaming.** Red Hen, 1988

ISBN 0-949196-01-0 [298]

Not recommended

This story is a non-Aboriginal's interpretation and synthesis of many Aboriginal religious and traditional stories. The author fails to acknowledge the origin of his story - what area of Aboriginal Australia - and thus his story is more of a fairytale than an Aboriginal creation story. As well, the artistic quality of the illustrations fails to add any feeling of Aboriginality to the story. L. Hall

ASCIS 424247

Art and material culture

Kuruwarri Yuendumu doors / Warlukurlangu Artists. Australian Institute of Aboriginal Studies, 1987

ISBN 0-85575-179-7 [759.994]

In 1983 the principal of Yuendumu school commissioned senior men of the Warlpiri people to paint the school doors with traditional designs. This book documents that significant activity. For each door painting there is a double-page spread with a full-page coloured photograph and an explanation in the Warlpiri language on the facing page. As well, on the next page, there is the same explanation in English and a 'map' of each painting with many of the symbols explained. An introduction by Tess Napaljarri Ross gives considerable insight into this community. All works and retellings are appropriately acknowledged in this appealingly presented, important documentation of the paintings and Dreaming stories from the Yuendumu region of the Northern Territory.

A. Gill

AUD: Professional

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$22.95 ASCIS 392545

Contemporary literature

Connections : essays on black literature / edited by Emmanuel S. Nelson. Aboriginal Studies Press, 1988

ISBN: 0-85575-186-X [809]

A scholarly collection of essays discusses the works of Australian Aboriginal people and other black writers from New Zealand, Africa and the United States. The Australian writers include Colin Johnson, Jack Davis, Archie Weller and Kevin Gilbert. As well there are more general papers discussing such things as the relationship between repression and literature, and the need for Black publishing houses and publications.

A. Gill

LEV: Upper secondary

AVAIL: Paper \$8.95 ASCIS 416616



DAVIS, Jack **Honey spot.** Currency Press, 1987

ISBN 0-86819-163-9 [A822]

This short dramatic piece relates the developing friendship between non-Aboriginal Peggy and Aboriginal Tim. Their cultural differences cause conflict when Peggy tries to organise a dance for her scholarship examination. Eventually what emerges is a dance that incorporates both modern ballet and traditional Aboriginal movement. As well, Peggy's father, the Ranger, has to come to terms with Aboriginal use of the natural environment. The simple plot points out the need for tolerance and understanding between people - between young and old and between cultural groups. Ellen Jose's black-and-white line drawings and Aboriginal motifs decorate the text. A. Gill

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$9.95 ASCIS 421825

Inside Black Australia : an anthology of Aboriginal poetry / edited by Kevin Gilbert. Penguin, 1988

ISBN 0-14-011126-3 [A821.008]

Well-known Aboriginal author Kevin Gilbert has compiled this important and well-presented collection of poetry by more than 40 Aboriginal people. All the better-known authors are presented: Colin Johnson, Jack Davis, Archie Weller, Oodgeroo Noonuccal (Kath Walker), Hyllus Maris and others; as well as some not well known to non-Aboriginal readers. The poetry is concerned with such important issues as loss of identity, landrights and pleas for justice. Each poet has a brief biography provided, including details of their literary work and involvement in Aboriginal issues. The introduction by Gilbert, discussing Aboriginal writing in general, is most interesting. An important resource for teachers developing Aboriginal studies courses or those readers simply concerned with such vital issues. A. Gill

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$12.95 ASCIS 422731

La Perouse : the place, the people and the sea : a collection of writing by members of the Aboriginal community. Aboriginal Studies Press, 1988

ISBN 0-85575-191-6 [A828]

This is a collection of brief prose pieces that describe the area of La Perouse from early contact to recent times, the people who lived there and how they used the sea as a resource. All the writings are simply related and written by Aboriginal people who were part of the La Perouse community. Each piece is also accompanied by an interesting photograph. This is an

important collection as the writing and photographs combine to create a vivid portrait of the people and the place and ensure that neither will be forgotten. A. Gill
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$7.95 ASCIS 430025

Biography and autobiography

COHEN, Bill *To my delight: the autobiography of Bill Cohen, a grandson of the Gumbangarri.* Aboriginal Studies Press, 1987
 ISBN 0-85575-177-0 [994.404]

It was only a few years before his death that Bill Cohen began work on his life story, a work that was completed by the Australian Institute of Aboriginal Studies. Bill was a member of the Gumbangarri tribe of northern NSW, and tells us of his early life, including his family and his own initiation, as well as his later employment as a stockman, boxer, soldier and railway worker, to name but a few. Bill's style of short, and often abbreviated sentences may not be easy to read, and could prove a barrier to some readers. However, this is an interesting and important documentation of one Aboriginal's life, a primary source for Aboriginal contact history of this century. A. Gill
LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95 ASCIS 406717

WARD, Glenyse *Wandering girl.* Magabala Books, 1987
 ISBN 0-7316-1623-5 [994.104092]

Highly recommended

After being raised in an Aboriginal mission to the age of 16, having been taken when a baby from her mother who was deemed unfit to raise a child, Glenyse Ward was assigned as a servant to a Western Australian pastoral family. She tells of the 12 months where she was considered virtually a slave. She displayed a sense of humour and bravado which allowed her to cope with the appalling treatment given to her until she was able to escape to establish a life of her own. The power of the story lies in its simple, straightforward prose, and in the knowledge that it occurred in 1960s Australia. M. McLachlan
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$12.95 ASCIS 423238

Bibliographies

Annual bibliography 1987 / Australian Institute of Aboriginal Studies. The Institute, 1988 [016.994]

In this volume, over 2000 entries list the items added to the Institute's library during 1987. Included are published books, manuscripts, theses, sound recordings, photographs and periodical articles. All items are listed alphabetically by author and under appropriate subject headings. Each entry has details such as author, title, publisher, dates and page numbers. Unfortunately details on how to obtain these resources from the Institute are not included in this publication. A. Gill
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$5.00 ASCIS 424923

Aboriginal film and video guide. Awareness Through Films Group, [1988?] [016.994]

This bibliography lists over 200 films covering the period from the early 1970s to early 1988. Items are listed alphabetically by title and included are details such as title, director, year, running time, an evaluation, and recommended viewing level. Other information includes maps of Aboriginal language areas most frequently filmed, sacred sites, uranium mining and missile bases, as well as a distributors list. The index provided is cross referenced. This is a useful compilation that should make the identification of film resources on Aboriginal issues much easier. A. Gill
AUD: Professional
LEV: Upper secondary
AVAIL: Community Aid Abroad Offices, or, Awareness Through Films GPO Box 1323 Canberra ACT 2601.
 Paper \$10.00 plus postage ASCIS 425640

Acknowledgements

For permission to reproduce book covers in this issue of *scan*, the editors are indebted to: Aboriginal Studies Press for *Being black* (Aboriginal Studies Press) and *Buying back the land* (Aboriginal Studies Press); for *What's wrong with bottoms?* (Century Hutchinson); Currency Press for *Honey spot* (Currency Press); Collins for *Goodbye tomorrow* (Collins) and *Sons from afar* (Collins); Doubleday for *This place has no atmosphere* (Delacorte); Nelson for *Deepwater* (Hamilton) and *Thin ice* (Hamilton); Pan for *There's a bat in bunk five* (Pan); Penguin for *Beyond a joke* (Penguin) Random House for *Matilda* (Cape), *Skirmish* (Women's Press) and *Where's the baby?* (Bodley Head); Walter McVitty Books for *So much to tell you* (Walter McVitty)

■ Periodical update part III

This continues the update of the 1981 LAA publication *Periodicals for school libraries*. The update will finish in scan 7.8. It must be emphasised that prices given here are at best a guide only and should always be checked before any subscription is placed.

HOBBIES

Australasian stamp catalogue
AVAIL: Seven Seas Stamps Pty Ltd 62 Wingewarra St Dubbo NSW 2830
 1 p.a. \$9.95

Australian coin review
AVAIL: Australian Coin Review GPO Box 994 Sydney NSW 2000
 12 p.a. \$29.00

Australian stamp bulletin
AVAIL: Australia Post PO Box 302 Carlton Sth Vic 3053
 4 p.a. Gratis

Australian stamp monthly
AVAIL: Ramsay Ware Stockland 552 Victoria St North Melbourne Vic 3051
 12 p.a. \$26.00

Chess in Australia
AVAIL: Peter Parr PO Box C274 Clarence St Sydney NSW 2000
 6 p.a. \$20.00

Electronics Australia
AVAIL: Federal Publishing Co 180 Bourke Rd Alexandria NSW 2015
 12 p.a. \$35.40

Military modeler
AVAIL: Challenge Publications Inc 7950 Deering Ave Canoga Park CA 91304 USA
 12 p.a. \$US 22.50

Model boats
AVAIL: Model & Allied Publications Ltd Wolsey House Wolsey Rd Hemel Hempstead Herts HP2 4SS UK
 12 p.a. £stg 11.60

Model engineer
AVAIL: Model & Allied Publications Ltd Wolsey House Wolsey Rd Hemel Hempstead Herts HP2 4SS UK
 26 p.a. £stg 21.00

Model railroading
AVAIL: Rocky Mountain Publishing 3000 Larimer St Denver CO 80205 USA
 12 p.a. \$US 25.00

Practical electronics
AVAIL: IPC Magazines Ltd Practical Group Westover House West Quay Rd Poole Dorset BH15 IJG UK
 12 p.a. \$US 20.80

Scale modeler
AVAIL: Challenge Publications Inc 7950 Deering Ave Canoga Park CA 91304 USA
 12 p.a. n.a.

Scale models
AVAIL: Model & Allied Publications Wolsey House Wolsey Rd Hemel Hempstead Herts HP2 4SS UK
 12 p.a. £stg 13.68

Stamp monthly (formerly Gibbons stamp magazine)
AVAIL: Stanley Gibbons Publications Unit 5 Parkside Christchurch Rd Ringwood Hants BH24 3SH UK
 12 p.a. £stg 17.60

Stamp news
AVAIL: Macquarie Publications 51-59 Wheelers Lane Dubbo NSW 2830
 12 p.a. \$27.00

Your model railway (formerly Model railways)
AVAIL: Argus Specialist Publications Ltd 1 Golden Square London W1R 3AB UK
 12 p.a. £stg 14.52

HOME ECONOMICS

Choice
AVAIL: Australian Consumers' Association 57 Carrington Rd Marrickville NSW 2204
 12 p.a. \$36.00

Journal of food and nutrition (formerly Food and nutrition: notes and reviews)
AVAIL: Dieticians' Association of Australia PO Box 11 O'Connor Canberra ACT 2601
 4 p.a. \$30.00

HOUSE AND GARDEN

Australian house & garden
AVAIL: Australian Consolidated Press Box 4088 GPO Sydney NSW 2001
 12 p.a. \$50.00

Belle
AVAIL: Australian Consolidated Press Ltd Box 4088
 Sydney NSW 2001
 6 p.a. \$21.00

House and garden
AVAIL: Conde Nast Publications Ltd Vogue House
 Hanover Square London W1R OAD UK
 12 p.a. £stg 22.00

Vogue living
AVAIL: Bernard Leser Publications Ltd 49 Clarence
 St Sydney NSW 2000
 10 p.a. \$47.00

Your garden
AVAIL: Southdown Press 32 Walsh St West
 Melbourne Vic 3003
 12 p.a. \$24.00

HUMOUR

Cracked
AVAIL: Major Magazines 235 Park Ave South No5D
 New York NY 10003 USA
 4 p.a. \$US 10.00

Mad
AVAIL: E C Publications Inc 485 Madison Ave New
 York NY 10022 USA
 8 p.a. \$US 10.75

Punch
AVAIL: Punch Publications 23-27 Tudor St London
 EC4Y OHR UK
 4 p.a. £stg 20.00

INDUSTRIAL ARTS

The Australian woodworker
 This magazine will be of interest to woodwork
 students interested in extending their knowledge and
 skills. It provides well-illustrated plans and
 instructions for woodworking projects as well as
 articles about materials, tools and techniques.
LEV: Middle secondary Upper secondary
AVAIL: Skills Book Publishing PO Box 421 Rozelle
 NSW 2039
 6 p.a. \$13.50

Fine woodworking
AVAIL: Taunton Press Inc PO Box 355 Newtown CT
 06470 USA
 6 p.a. \$US 18.00

Woodworker
AVAIL: Argus Specialist Publications Ltd 1 Golden
 Sq London W1R 3AB UK
 12 p.a. £stg 21.00

Working with tools and equipment
Highly recommended
 This recent publication aims to review a wide variety
 of tools and equipment relevant to the building trades
 in Australia. Articles presented in an easy-to-read
 format are concerned with the latest trends and
 equipment used in the construction industry, practical
 uses of building products, product reviews, hints for
 the handyman, timesaving techniques and work
 practices. The photographs and diagrams are
 excellent. A high quality journal of undoubted value to
 industrial arts students.
LEV: Middle secondary Upper secondary
AVAIL: 281 Wattle Tree Rd East Malvern Vic 3145
 4 p.a. \$18.00

INDUSTRY

Advance
Advance is published by the NSW Department of
 Industrial Development to promote the use and
 development of advanced technology and the
 informed discussion of technology-related issues.
 Typical articles focus on product design innovations
 and the work of technologically advanced industries.
 The style is not overly technical and should be
 accessible to the senior student.
LEV: Middle secondary Upper secondary
AVAIL: NSW Department of Business and
 Consumer Affairs Technology Branch 139
 Macquarie St Sydney NSW 2000
 4 p.a. Gratis

Aluminium in use
AVAIL: Comalco Ltd Corporate Relations
 Department 55 Collins St Melbourne Vic 3000
 2 p.a. Gratis

Industrial research news
AVAIL: CSIRO Editorial and Publications Service
 PO Box 89 East Melbourne Vic 3002
 6 p.a. Gratis

Mining review
AVAIL: Australian Mining Industry Council PO Box
 363 Dickson ACT 2602
 6 p.a. n.a.

Petroleum gazette
AVAIL: Australian Institute of Petroleum Ltd 227
 Collins St Melbourne Vic 3000
 4 p.a. Gratis

LANGUAGES

Al Watan
AVAIL: PO Box 269 Marrickville NSW 2204
 52 p.a. 60c each

Allions, Bonjour, Cava, Chez nous
AVAIL: Mary Glasgow & Baker Ltd c/- Ashton
 Scholastic PO Box 579 Gosford NSW 2250
 6 p.a. various

An - nahar
AVAIL: Qana Holdings Pty Ltd PO Box 66 Dulwich
 Hill NSW 2203
 52 p.a. 60c each

El Espanol En Australia
AVAIL: Europa Kurier Pty Ltd 1 -3 Seddon St
 Bankstown NSW 2200
 52 p.a. 80c each

El- telegraph
AVAIL: 7 Garners Ave Marrickville NSW 2204
 3 p.wk 60c each

Greek national vema
AVAIL: Service Press Pty Ltd 211 Botany Rd
 Waterloo NSW 2017
 2 p.wk 25c each

Il globo
AVAIL: SEI Pty Ltd 224 Faraday St Carlton Vic 3053
 52 p.a. 60c each

Le courrier Australien
AVAIL: 396 Kent St Sydney NSW 2000
 12 p.a. \$13.20

New country
AVAIL: Foreign Language Publications Box 146
 Broadway NSW 2007
 52 p.a. n.a.

Novo doba
AVAIL: Nova Doba PO Box K376 Haymarket NSW
 2001
 52 p.a. \$36.40

Paris match
AVAIL: 99 rue d'Amsterdam 75008 Paris France
 52 p.a. Fr 420

Scala international
AVAIL: Frankfurter Societaetsdruckerei GmbH,
 Frankenallee 71-81 6000 Frankfurt 1 W. Germany
 12 p.a. Dm 24

Spanish herald
AVAIL: Foreign Language Publications PO Box 146

Broadway NSW 2007
 52 p.a. 80c each

LAW

Legal service bulletin
AVAIL: Legal Service Bulletin Co-operative Monash
 University Faculty of Law Committee of Australian
 Academics Clayton Vic 3168
 6 p.a. \$50.00

LITERATURE

Australian literary studies
AVAIL: Department of English University of
 Queensland St Lucia Qld 4067
 2 p.a. \$15.00

Brouhaha (formerly New Poetry)
AVAIL: Corporate Image Box N110 Grosvenor St
 Sydney NSW 2000
 4 p.a. \$24.00

Critical review
AVAIL: Australian Academy of the Humanities and
 the History Ideas Unit Australian National
 University GPO Box 4 Canberra ACT 2601
 1 p.a. \$8.00

Free spirit
AVAIL: Free Spirit Thomas Bertsler PO Box 803
 Massillon Ohio 44648 USA
 3 p.a. \$US 2.50

Isaac Asimov's science fiction magazine
AVAIL: Davis Publications 380 Lexington Ave New
 York NY 10017 USA
 13 p.a. \$US 19.50

Meanjin
AVAIL: Meanjin Company Ltd 211 Grattan St
 Parkville Vic 3052
 4 p.a. \$22.00

Overland
AVAIL: S. Murray-Smith Ed PO Box 249 Mt Eliza
 Vic 3930
 4 p.a. \$40.00

Poetry Australia
AVAIL: South Head Press Market Place Berrima
 NSW 2577
 4 p.a. \$27.00

Quadrant
AVAIL: Quadrant Magazine Co Ltd 404 Kent St
 Sydney NSW 2000
 12 p.a. \$32.00

Music accessions list

The Inservice Education Library Music Unit has started producing a Music Accessions List. It is distributed approximately every 2 months, and lists all music resources recently added to the Library's collection. It includes: recordings; scores for instrumental ensembles, orchestras, concert bands, etc; miniature scores, vocal scores; and books about music and music education. Any teacher interested in keeping up to date with the new resources available for loan, can be placed on the mailing list by contacting the Music Officer.

Inservice Education Library
Level 1, 35-51 Mitchell Street
North Sydney, NSW 2060

Keylink: OWENS.RO
Telephone: (02) 925-8261

People

Ingrid Simpson of Miller High School is at Library Services in a temporary position for four weeks. She is working on assessment of resources and also has an article in this issue of *scan*.

The cataloguing unit has been training Christine Miller of Hurlstone Agricultural High to be an online ASCIS cataloguer. Teacher-librarians who have been reviewing for *scan* include Patricia Ward, Nedra Orme, Rachel Grahame, and Jill Buckley. Teachers Mark Piddington and Tony Yates looked at Writing resources K-12 with Studies consultants Rhonda Jenkins and Mark McFadden, and Stuart Jacob, Ted Kramer and consultant Barry Collier assessed materials to support the new senior Economics syllabus.

Seventeen permanent part-time teacher-librarians have completed the first part of their course which involved them in a four-day residential in Sydney. They have gone back to their schools to complete a number of modules and assignments before returning to Sydney for the next four-day residential in December. A number of teacher-librarians and Library Services staff lectured at the course.

20 primary and central teacher-librarians have finished the seven week course at the Professional Development Unit, Leichhardt.

Of the 60 applicants for the Kuring-gai CAE course in 1989, 15 have been selected.

Hazel Vickers, who was at Willoughby Girls High School is lecturing part-time at Kuring-gai CAE and Mary Mortimer, formerly of Heathcote High School, is lecturing to library technicians at Sydney Technical College.

Aussie pics

A wide range of Australian fauna, as well as Ayers Rock, the Olgas and some of the tall ships are presented in full-colour posters and/or photographs. While information is not always provided about the animals, landscapes and ships featured, the posters and photographs would be a useful resource for such curriculum areas as Social Studies, Science and Visual Arts.

The posters are available either laminated or un laminated and measure 64x46cm. Laminated \$3.65 each; un laminated \$1.50 each. The laminated photographs measure 25x20cm and are \$3.50 each.

Contact Ian Heath Agencies, 18 Keston Avenue, Mosman 2088 (02) 969-5885.

A co-operative venture

The publication, *A co-operative venture : teachers and teacher-librarians working together*, is available for sale from the LAA Office, 376 Jones Street, Ultimo 2007 for \$10.00 for LAA members, \$15.00 for others.

dates for your diary

ASCIS dial-up: demonstrations and practice sessions

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

When? At 4.00 - 6.00pm on Wednesdays
Nov 2, Dec 7

Where? Library Services 35 Mitchell Street
North Sydney

How? RSVP Murray McLachlan 925 8136

Available to Department of Education personnel only