

# **SCON**

- Senior fiction
- Supporting Writing K-6
- Margaret Mahy interview



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## 1989

Welcome back to school! As this is such a short term you will be well underway with the library program for 1989. If you haven't yet decided what your goals are for the year it is now time. Focus on what you want to achieve and improve on last year. Have you asked the principal and staff what changes they would like? Has your school discussed the Library Policy and considered a whole school approach to the library?

## On the Move

During February Library Services is moving to Smalls Road Ryde to join other branches in Services Directorate, including the Inservice Education Library, Film and Video Library, Resource Services (Burwood) and Curriculum Support Branch (produces Insert radio programs among its many services). Ryde High School closed in 1986 and has been refurbished to provide modern and chic offices. Parking for cars is plentiful and will enable more people to visit the Directorate. The new telephone number is (02) 808 9444 and the postal address is Private Bag 3 Ryde 2211.

## CICG Conference

In the past year the Library Policy Curriculum Implementation Coordination Group (CICG), a group with members from Head Office and Region, has been planning a statewide action plan for the implementation of the Library Policy over the next two years. The culmination of the planning exercise was the conference held in late October at Bronte. Each region sent two people, an inspector and a teacher-librarian. The conference was opened by the Assistant Director-General (Development), Ian Vachinni and lectures were presented by Services Director, Joan Healy and Dr Barbara Poston-Anderson, Kuring-gai College of Advanced Education. Workshops involved participants in designing resources and publicity material to promote the implementation of the Policy. This year the CICG will develop these resources and it is anticipated that you will see some of them by term 3. Watch *scan* for more information.

## New staff

With the move to Ryde and the end of the four year secondment for three senior education officers in 1988, this year has brought new staff. These include Joy Wilkinson (Denistone East Public School), Ingrid Simpson (Miller High School) and Maxine Rennie (Beverly Hills Girls High School). As well, the branch has two new deployment positions this year, one for NCIN and the second to assist in the implementation of the Library Policy.

## Video on Library Policy

A valuable resource for starting discussion about the Library Policy is the SBS TV program made by Services Directorate and screened on 28 November. If you missed it, the video is available for loan from the Film and Video Library, Ryde. Congratulations to all those involved, Maggie Roach (Chatswood Public School), Liz Bowring (Kingsgrove North High School) and Merran Dawson, Tim Knowles and Niki Kallenberger (Library Services).

## Evaluation of *scan*

Last year was a major change for the format of *scan* with the introduction of articles and a reduction in the number of reviews. We were keen to hear your evaluation. Overall the response to the questionnaire was small but we valued your comments which were very positive. Feature articles seemed to be the most popular, particularly author interviews. Many respondents also felt that there should be more articles by practicing teachers and teacher-librarians. So please share your opinions, ideas, and experiences with us. Unfortunately another indication was that Columns is not read widely. I do recommend you read this section of *scan* as it always has important and interesting snippets of information, for instance awards, conference dates and LAA information. If you forgot to send in the questionnaire it is not too late, or you may wish to telephone and tell us what you think.

## ASCIS 1989

At the beginning of December there was a Memorandum to principals which included the form to order ASCIS products for 1989. You now have the choice of ordering ASCIS, NCIN and other microfiche products from the requisition or direct from ASCIS. This will continue in 1989 for the 1990 requisition.

## Staff development for teacher-librarians

1989 should provide a number of teachers and teacher-librarians with the opportunity to update their qualifications. The Department is considering offering a range of courses, including 2 of seven weeks for primary and central schools and the Kuring-gai CAE course. As well the Department may sponsor some teacher-librarians in one unit of their Kuring-gai studies under the Tertiary Liaison Program. Further information will be made available when budgets and other arrangements are confirmed.

A number of people have taken the plunge and enrolled in correspondence courses in teacher-librarianship. Don't forget the Inservice Education Library exists for teachers, particularly those engaged in formal study.

## ☆ A conversation with Margaret Mahy

Award-winning New Zealand author Margaret Mahy was interviewed by Rachel Grahame at Library Services during August 1988. Rachel is teacher-librarian at Crows Nest Boys High School.



**Q** The question everyone asks first, is where do you get your ideas from?

**A** Well I suppose from a variety of sources really, but basically because of things that have happened to me which quite frequently take on some sort of extension.

**Q** I have heard the story of the librarian stamping a little boy's hand with the date stamp and how you worked that into the marking of *Jacko* by Carmody Braque in *The changeover*.

**A** Yes, and also into another very simple book which is used as part of the Ready to Read books in New Zealand. It is called *The crocodile in the library* and at the end of that the crocodile gets a stamp on its hand and the crocodile is due back to the library in a fortnight's time. So there the idea is used in a very playful jokey sort of way. It's not meant to be frightening or anything like that.

Another interesting thing is that some time after I had written *The changeover*, and after it had been published, I was listening to somebody on the radio talking about the film *Labyrinth*. They said a fourteen-year-old girl sets out to save her little brother who has fallen into the power of the Goblin King. This marks her transition from childhood to womanhood. I was absolutely electrified as you can imagine, because that is virtually the plot of *The changeover*. I have seen *Labyrinth* a couple of times now and it is of course very different. But it indicates that what happened to me, when I came to write it, actually made a connection with the folk tale level.

I have since thought of similar folk tales like Grimm's fairy tales and the Andersen one, *The twelve swans*. Another, *The seven ravens* for

example, is a very different sort of story about a wood cutter who cursed his sons and they turned into ravens and flew away. The girl had to go through a series of tests to find her brothers again and release them from their spell. All I am saying I suppose, is that having got an idea like that, which came out of real life, it actually makes connection with all sorts of literary sources.

**Q** It's an interesting thing to be able to relate books to each other in that way.

**A** Yes, I think it is interesting because people often think about some of the picture books as if they were entirely disconnected from the older books. To me at any rate, they're not disconnected and even one that is simple, for example, *A lion in the meadow* is really a bit like say, *The tricksters*, because it is about an imagining individual whose imagination alters the environment. Harry, (in *The tricksters*) does that and so does the little boy in *A lion in the meadow*. I don't think I have got a really wide range of ideas but I do think they're sufficiently adjustable ideas to be able to be altered and shown in a great variety of ways.

**Q** Your women characters are always strong characters. Is that deliberate?

**A** Well sometimes deliberate, but it is actually, I think, because I have grown up with a lot of strong women one way and another. I mean I had a mother who had five sisters so I had a lot of aunts. I have sisters and I have two daughters. I'm a librarian and I belong to a profession where there are a lot of strong women, and a big proportion of women.

I think it took quite a long time for it actually to come to me, but what did happen, was I saw certain adventurous roles, usually masculine, as being

highly desirable. In the very early games I played I pretended to be a boy and a lot of girls do that. It was many years before I realised there were one or two women pirates. The idea of the female outlaw started to affect me probably from when I was nine on, but in films I saw at the time or in books, outlaws were men.

I liked to play with boys rather than girls although that didn't mean that they would like to play with me. I was going to school in days when the boys played in one playground and the girls played in another and the public humiliation in the classroom was to be made to sit with a boy.



The sexes were separated and the roles were certainly very separated, but in my father's family, the men were very domestic. Not only my father but his brothers were all domestic men and I can remember my father bottling and making jam and mending toys and doing all that sort of thing. His brother actually made a coat for his oldest daughter.

It's quite interesting that when I published *A lion in the meadow* and was writing a few books about that time the editorial advice given to me was that I should tend to emphasise boy characters because it made books sell better. It was commercial advice, obviously not sociological advice. But by the time *Ultra-violet catastrophe!* was published, there had been a great change and it was a change over a relatively small number of years. The same editor wrote to me and said 'Would you think of turning the hero, the boy in the story, into a girl and the great uncle into a great aunt?' I thought about it quite a lot and I found that once I changed the boy, who was originally in that story into a girl, he actually became a better character. I quite liked the idea of changing him into a girl and now he is in there as Sally, but I didn't want to change the uncle. Somehow he'd got sufficiently established.

**Q** *How long do books lie around in your head before you put them on paper?*

**A** Sometimes for quite a long time. The *catalogue of the universe* I wrote in one form in 1976. I didn't really work on it until about ten years later, but it was in 1976 I was first thinking about it.

**Q** *Do you work on more than one at a time?*

**A** Yes. Usually I am writing some short stories and a long story and television scripts. I do write a lot and I work very long hours, perhaps less over the past two years. When I was a librarian it was nearly all short stories.

**Q** *Do you mean the picture books?*

**A** Yes, but they were originally written as short stories to be told aloud, rather than picture books as such. I think some of them make rather attractive picture books and I'm very happy to see them as picture books, but I think my own initial preoccupation is with the way they sound.

I think that even with long books. I write it down and there comes a time I read it to myself, and then I read it to my daughter Bridget. It's quite interesting to see the difference between reading it to yourself and reading it to someone else. There is an alteration in the critical faculty - I mean you pick up a lot of faults when you are reading it to yourself, but when



you are reading it to somebody else I think you tend to pick out times when descriptions have got too long.

I think that as well as doing the reading, you're also putting part of yourself to that person who is hearing it for the first time and it is a bit easier to imagine what it is like to hear it for the first time.

Another device to achieve this is to have somebody type it. When it comes back all neatly typed out and has got the mark of somebody else on it, it is easier

to read, as if somebody else has written it. The look of the page is much closer to the page of a book. But as I say, it is artifice. It is a way in which to trick yourself. It can be very fruitful to do that.

Some time after *A lion in the meadow* was published, I was thinking 'I wonder what it would be like to read the story for the first time?' and I picked it up. I opened it up at random and I read the line that said, 'Mother, there is a great big roaring yellow whiskery lion in the meadow'. Then for the very first time, suddenly in one of those flashes of memory that one has, I remembered when I was about three years old, my father used to tell me a story which began 'Once upon a time there was a big roaring black-maned Abyssinian lion'. I hadn't thought about that story when I was writing it, but I do think, when I picked it up and read that line at random, I actually for the first time made a connection with that memory which was instrumental in the form my story took. That was a mysterious experience for me.

It is very important I think, particularly that children's books, and quite a lot of adult books too, should be read aloud. Reading it aloud is a different experience from reading it silently, even though you do get some sort of idea of how it sounds when you are reading it silently.

**Q** *How do you write? In longhand?*

**A** I mostly do.

**Q** *Do you revise your work?*

**A** Yes. I write them (the short stories) in one hit and sometimes some of the earlier versions are very different from their final forms. With the novels, sometimes I put them aside for a while but it's usually because I have to go on to do something which I know is going to be a commercial proposition.

When I started *Memory* I did write a first chapter which dealt quite a lot with Jonny's family, I wrote quite a bit about them. But as the book got too long, and also as it became really a story of a single central relationship between Jonny and Sophie, they became a bit less relevant.

**Q** *In your books, whatever the form of the family, it is usually very supportive and loving.*

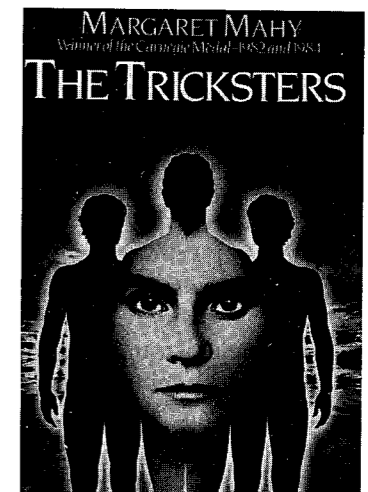
**A** Yes. I think that since my own family experiences are such positive ones it is very natural for me to write about families. Their interactions really interest me.

*Memory* is a story that doesn't have a family, nor does the novel that I am writing at present, it is much more of a direct fantasy in that it takes place in a sword and sorcery type of kingdom, which is new for me. There is a contrast between one of the heroes who has no adequate experience of a family and one of them who has had a very strong experience of a family but has been taken away from his family. He is in effect, that second one, a domestic man where the other one is much more political.

I have another idea for a story - I haven't started writing it yet - but it will go back to being a simple novel again, about the level of *The haunting* and will deal very strongly with the family and the support of the family. So it's not that I have given up writing about it.

**Q** *The supernatural is often important in your books. Is it important in your own life?*

**A** Not as such. I like stories of the supernatural. I've always read a lot of fantasy and stuff like that, and a lot of books by people like Iris Murdoch and Angela Carter, where even if they are writing about real life, it still has fantastic elements in it. I must say that seems to be a true way of looking at life. It matches up with my own personal experience.



One of the things that I suppose we do when we read, is to search for something of ourselves in books, something of our own experiences which we can recognise and take a personal stand, as it were, within the story and then move out into anything new that the author has to show. I think I am a very rational person really and of the stories I have written, *The changeover*, *The tricksters* and *The haunting* all deal with the supernatural, *The catalogue of the universe* and *Memory* don't.

**Q** *Landscape is very vivid in some of your books. Is it your landscape?*

**A** Yes. Carnival Bay (in *The Tricksters*) is very much the landscape that I live in. The changeover and of course *The catalogue of the universe* are city landscapes and they are local to me in a way.

I sometimes copy signs and things that I see, but I think they are things you could see in a lot of different cities. I have always been very keen on landscapes that I have lived in. I was actually one of those people who was affected by the fact that when I was growing up there were very few books that acknowledged the New Zealand landscape available to me. The same must have been true for a lot of Australian people too at a certain stage. I think we have passed that stage now.

**Q** *What about films or television?*

**A** *Aliens in the family* was done as a television film by the BBC. Somebody in New Zealand did *The haunting* which has been shown here in Australia as a one-off fifty minute program. It's rather a long story to put into fifty minutes.

There is so much more in the way of special effects and things like that on television, whereas with a book, quite a lot of the scary things are made scary because you're told that somebody is scared by them. Somebody comes and just stands on the doorstep and that's frightening. In the film they have to have some special effect to make it frightening.

I write television scripts and of course it is quite different from writing a book. When you're writing for television you tend to be writing as a member of a team. I did a series called *Cuckoo land* which was a sort of nonsense especially done for television. It was a rather surrealistic series of six nonsense stories, I enjoyed doing that, at least I enjoyed doing it when it was finished. It's not as interesting as writing books and stories.



**• I have had such wonderful reading experiences that to think I've caused other people to have them in any degree is wonderful. That's one of the main reasons for writing, to keep the energy of story and pleasure going •**

tradition of telling stories and also into the picture book tradition, particularly in Great Britain.

**Q** *One of your readers told me today that when he finished reading *The changeover*, as it was not time to put his light out, he started to read it all over again. That seems to me the highest compliment.*

**A** I think it is too, because I love it when I read a book that makes me do that. I think I have had such wonderful reading experiences that to think I've caused other people to have them in any degree is wonderful. That's one of the main reasons for writing, to keep the energy of story and pleasure going.

You have got to engage the viewer's attention within about the first two and a half minutes or they will switch to another channel. The frustrations are things like taking breaks for commercials, and writing to the signal - 'We want a high point here because we are going to a break.'

On the other hand, sometimes when you see somebody's taken something you have written and put their own skills to it, and have actually made it more interesting than you had in mind in the first place, added something to it, that's nice. That's interesting.

**Q** *What writers have had an influence on you?*

**A** The short stories tended to be sometimes quite literary stories and in fact I would have been very influenced by people like Eleanor Farjeon - some of the stories from *The little bookroom*. My early stories, because of my reading, translated straight into the

## ☆ Resources and Writing K-6



*Michelle Ellis is teacher-librarian at Bexley North Public School*

terms of an area of the writing syllabus that it could support.

Audiovisual materials need to be considered in terms of the usual standards for such resources, but further consideration needs to be given to their suitability for use as a writing support. The ability of some audiovisual materials to be used with whole class groups will make their use worthwhile as a writing resource.

Computer software offers the possibility of some very exciting resource material for children to use. It needs to be considered in terms of its objectives, its ease of use particularly for young children and its flexibility (that is, can different users, both teachers and students, use it in different ways?).

### Examples of useful resources

The syllabus itself contains a number of headings which provide a suitable focus for selection of resources to support Writing K-6. The following are some of those headings, providing a basis for a bibliography of the types of resources that I have found useful.

### ESL and writing

Writing K-6 emphasises the importance of working from the cultural context of the students. Writing resources which show that their culture is valued will build confidence and also model effective writing. Folk and fairy tales, particularly from their country of origin would be useful to use with students whose first language is not English.

The series *City kids* (Nelson, 1980) comes in English, Greek, Italian, Turkish and editions with no text. This series provides a writing model for the everyday situations in which migrant children can find themselves.

Some fiction, for example Libby Hathorn's *Lachlan's walk* (Methuen, 1980), comes in a range of languages, English, Greek, Italian, and Spanish, sometimes with the two texts side by side.

### Aboriginal perspectives

The importance of working from the cultural context of Aboriginal children is emphasised in the syllabus. Resources need to show that the school values their cultural background.

Dick Roughsey and Percy Trezise (Collins), have produced a number of picture books based on Aboriginal Dreamtime stories.

### Selecting Resources for Writing K-6

The syllabus provides a very effective pointer to important criteria which must be considered for all resources that support Writing K-6, all must demonstrate effective writing. There is an enormous range of material which models and demonstrates effective writing and could be used to support Writing K-6. Single resources cannot hope to model the many forms of writing that the children need to experience, so emphasis in the library collection must be given to providing as wide a range of resources as possible. Resources should involve the children and enrich their writing experiences. They should be appropriate to the age abilities, interests and cultural backgrounds of the students and take into account Non-sexist, Multicultural and Aboriginal education policies.

The syllabus emphasises that there is a very close connection between reading and writing. In practical terms resources should therefore be considered in the light of their flexibility for use within both curricula. This is not difficult since those resources which encourage children to read are also those where language and illustration combine to create fresh and imaginative models of different writing styles.

### Some general selection criteria

Non-fiction materials in any format particularly when used to support the writing syllabus must be suitable for the age and ability level of the students. The information must be well organised and compiled and if possible a number of ways of presenting material should be included.

Fiction materials should be considered in the usual general terms; plot, theme, and characterisation must all be appropriate to the users. Format must be attractive and consideration should also be given to providing a range of formats. The language of the fiction materials chosen to support the writing program needs very close inspection. The language needs to be fresh and imaginative and considered in

An Ashton Scholastic series written by Pamela Lofts, for instance *The rainbow snake*, *How the birds got their colours*, *The echidna and the shade tree* (all Ashton Scholastic, 1984), provides very effective models since Aboriginal children have been directly involved in the illustration of these stories.

### Writing to learn

Writing can be a powerful means of learning in all curriculum areas. Children need writing models which show the ways their knowledge can be organised in a variety of ways. Effective writing models in the curriculum areas will also be those which will facilitate effective learning of information skills.

Posters can illustrate different ways of writing and presenting factual material. One set already in many schools is the *Heritage Collection of Posters* produced by Woolworths Limited. These cover a variety of topics such as emblems of Australia, coinage of Australia, the Prime Ministers, the Governors-General.

Book series such as *First sight* (Watts, 1987) demonstrate a number of ways in which factual information can be presented, for instance ways of labelling a picture, diagrams and use of headings.

Another useful series is *The Indo Pacific library* (Macmillan, 1986). These demonstrate ways of presenting written factual information, for example graphs, main headings, sub-headings and a facts page. J. Short, J. Green and B. Bird *The Platypus* (Ashton Scholastic, 1987) also demonstrates various ways of presenting written factual information such as labelling, the use of headings and sub-headings.

### Writing for a purpose, for a readership, in a number of forms

Young writers need to be aware that they can and will write for a wide variety of purposes, and they need to have these purposes demonstrated for them. The library can build up a file which could contain examples of the following: news stories, headlines, rules, certificates, book reviews, sport reports, recipes, signs, advertisements, movie reviews, brochures, lists, slogans, letters. Other resources can also model effective writing for a purpose.

Janet and Allan Ahlberg's *The jolly postman* (Heineman, 1986) shows a number of different forms of letter writing designed for different readerships.

Different sections of the library can be unexpected sources of writing models. For example Anne Emerson's *Peter Rabbit's Cookery Book* (Penguin, 1986) provides an interesting model for instruction writing.

### Writing tools

Computer software such as story generators, databases and adventure games, can stimulate writers' imaginations and provide a variety of formats and purposes for writing.

**'Single resources cannot hope to model the many forms of writing that the children need to experience, so emphasis in the library collection must be given to providing as wide a range of resources as possible'**

An excellent software list can be found in T. Downes and C. Hingerty 'Children and Writing in the Electronic Age' *PEN 67* (PETA, 1988). *PEN 67* also has great ideas for using the various software programs listed.

This year, at Bexley North Public School, Victor Ziegler, a fourth class teacher, and myself developed an integrated unit based on the IBM compatible PFS file. We used this database to integrate a reading, writing, and computer skills program with book reviews as the writing project.

### Conventions of Writing

The conventions of writing such as spelling, grammar, and punctuation are a very important part of the writing process. Resources must be provided to support this part of the syllabus.

Picture dictionaries encourage vocabulary extension and also help children to spell words correctly. Two useful examples are: *The Macquarie children's everyday word book* (Macquarie Library, 1985) and *The Macquarie children's everyday scene book* (Macquarie Library, 1985).

Fiction material, particularly picture books can illustrate many of the conventions of writing. Pamela Allen's *Who sank the boat* (Nelson, 1982) could be used to show and discuss the use of the question mark, full stops, quotation marks, commas, the apostrophe and capital letters. This book is also available as a Big Book allowing whole class instruction of a particular convention to be better illustrated.

### Using fiction for writing K-6

Fiction provides some of the best and most attractive resources for stimulating writing. Many books as well as providing general stimulus, can also model particular elements of written stories.

At Bexley North I provide a 'writing box' which contains a large selection of fiction resources. All resources are annotated on the front to show the element they illustrate. Teachers are able to borrow all the material or just examples of the particular element they want to demonstrate in the classroom.

A more extensive bibliography than the following can be found in 'Resources to support the writing process' (supplement in *Reviewpoint 37*, Library and Resource Services Branch, Queensland Department of Education, 1985).

1 Events in a story which show a time lapse. They also show ordinary things children might do themselves. Jan Omerod *Sunshine* Penguin, 1983; S. Garland *Having a picnic* Bodley Head, 1984; S. Watanabe *I'm going for a walk* Bodley Head, 1984.

2 Cumulative sequence - each new line adds a new item before repeating everything that went before. J. Burningham *Mr Gumpy's outing* Penguin, 1978; J. Kent *The fat cat* Penguin, 1984; Jan Omerod *Chicken licken* Hodder & Stoughton, 1985.

3 Simple plot structure - helps to illustrate basic sentence structure. Pat Hutchins *Rosie's walk* Bodley Head, 1970 and A. Lobel *Days with frog and toad* Penguin, 1984.

4 Familiar happenings - knowledge brought to school, for instance number and the days of the week. Kerry Argent & Rod Trinca *One woolly wombat Omnibus*, 1983 and E. Carle *The very hungry caterpillar* Penguin, 1974.

5 Interlocking sequence - each new line relates to the previous one. The pattern is broken when a solution is found. R. Brown *The big sneeze* Andersen, 1985; P. Lamont *The troublesome pig* Hamilton, 1983 and W. Stobbs *There's a hole in my bucket* O.U.P., 1982.

6 Simple sentences allow a word building activity - underline words - improvise on words underlined and write new sentences. E. Sutton *My cat likes to hide in boxes* Penguin, 1978.

7 Problem-centred stories - the problem is outlined at the beginning of the story and several solutions are tried before the right solution is found. D & A Armitage *The lighthouse keeper's lunch* Penguin, 1980; W. Gage *The crow and Mrs Gaddy* Bodley Head, 1984 and S. Hughes *Alfie gets in first* Bodley Head, 1976.

8 Repetitive stories - students can improvise on the refrain. Quentin Blake *Mister Magnolia* Collins, 1981 and R. Brown *A dark, dark tale* Scholastic, 1983.

9 Literary forms of writing

a) Fables. For instance Aesop.

b) Fairytales. Collections such as Grimm.

An interesting variation here for older Years 4-6 is to use an original fairytale and compare it with a 'fractured' fairytale such as: Raymond Briggs *Jim and the beanstalk* Puffin, 1973; B. Cole *Prince cinders* Hamish Hamilton, 1986; B. Cole *Princess smartypants* Hamish Hamilton, 1987 and Roald Dahl *Revolt rhymes* Penguin, 1984.

c) Folklore

d) Poetry. For instance *The Walker book of poetry for children* Walker, 1983.

10 Layout variations. Students can imitate these in their own writing.

a) Comics. Raymond Briggs *Father Christmas* Penguin, 1973.

b) Flaps. E. Hill *Where's Spot?* Penguin, 1983.

c) Half pages. Brian Wildsmith *Daisy* O.U.P., 1983.

d) Pop-up. J. Pienkowski. *Dinnertime* Gallery Five, 1980.

### Contributions to scan

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

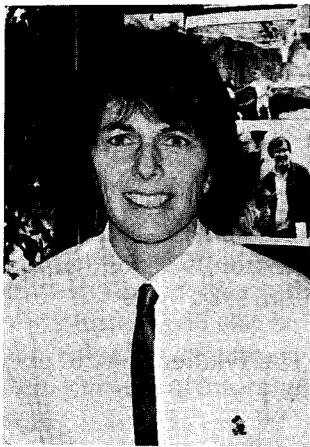
We welcome your contribution typewritten, double spaced, with your name, school and a contact number. There are approximately 800 words per page of text and a suggested maximum size for articles is 4 pages. The editors reserve the right to edit for space and style.

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

Address all correspondence and contributions to:

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Ryde 2211

## Literature across the curriculum: what does it mean in secondary schools?



Marjorie Lobban was a Senior Education Officer at Library Services. This article is adapted from a talk given at an inservice course for teachers and teacher-librarians in Metropolitan West Region during October, 1988.

The concept of literature across the curriculum has gained particular currency with the advent of Cooperative Program Planning and Teaching. Particularly in primary schools, the CPPT philosophy has threatened the status of the teacher-librarian as the specialist literature teacher in the school, as there is no longer sufficient time for this role as well as being a CPPT partner to many teachers. Nor are classes necessarily timetabled regularly into the library for a literature lesson. So in response to the cry 'what will happen to literature in the school?' the answer 'literature across the curriculum' was given. This seems to mean that books will be integrated into many curriculum areas and classroom programs and that all teachers will be responsible for ensuring that children do not miss out on exposure to the books they used to encounter in their library lessons.

In this article I would like to examine how well this approach translates into the secondary context, and what the implications of a vigorous literature program in a secondary school are for teachers, teacher-librarians and the library collection.

### What do we mean by the term literature?

What is it we want to put across the curriculum when we talk about putting literature across the curriculum? This is where I come to grief in trying to understand the concept of 'literature across the curriculum'. I do not know what people mean when they say the word 'literature'.

The Concise Oxford has it as 'writings whose value lies in beauty of form or emotional effect'.

Macquarie prefers 'writings in which expression and form, in connection with ideas of permanent

and universal interest, are characteristic or essential features, such as poetry, romance, history, biography, essays etc'.

Ezra Pound said that 'Literature is the news that stays news'.

Aidan Chambers says that, bearing in mind that literature is a unique relationship between language and form, 'Literature offers us images to think with' (Booktalk p3).

Dr Glenna Sloan says that 'Literature gives shape to human experience' (The child as critic p7).

Northrop Frye describes literature as 'the range of articulate human imagination from its heights to its depths, man's revelation to man' (The child as critic p13.).

Here we have 6 definitions or views of what literature is. The dictionaries try to define the 'what' of literature; the teachers try to capture its 'why'. There are however certain elements that all the definitions share:

- i that literature contains ideas which are of lasting impact and universal human interest
- ii that those ideas are expressed in certain recognisable forms using expression which may be notable for their beauty.

In other words literature has both content and structure. If we study only one and ignore the other then we are not regarding the work as literature but as something else. If we ask children to read a book simply for its content - perhaps as a way of understanding how peasants lived during the Middle Ages or to learn of children's experiences during the Second World War for instance - we are ignoring the other vital component which makes this book a work of literature - its structure.

There are two ways we relate to text - we experience the story (its content) and we can explore how it works and how it relates to other texts (critical examination of its structure and use of literary devices and its place in the literary web). The first cannot be taught - it's personal and unique to each reader and their emotions and experience and may have nothing to do with the literary quality of the text. The second however is learned and therefore teachable.

Therefore on the basis of these shared elements of these definitions I'm going to argue 3 things:

- i that in secondary schools the notion of literature across the whole curriculum is a nonsense
- ii that literature should be taught in secondary schools at all levels to all students
- iii that the fostering of positive attitudes towards reading can and should be a whole-school commitment and that this is perhaps the closest thing to the concept of 'literature across the curriculum'.

Let's take those three arguments in turn starting with literature across the curriculum being a nonsense in secondary schools. What do people usually mean when they use the term? Do they mean all teachers teaching literature, or integrating literature into their programs, or having wide reading schemes, or programs such as DEAR or USSR?

All these approaches either concentrate on the content of the literary work, or the inherent worth of the act of reading itself, or make the quite unfair and unrealistic expectation that every teacher in the school should become an expert in the teaching of literature. We do not demand that English teachers conduct scientific experiments nor that Maths teachers dissect rats. However appealing such a holistic curriculum may be, it is far from reality in secondary schools. However this does not mean that every teacher does not have a responsibility towards reading in the school - that's argument number three and we'll return to that. But for now my point is that these things are not literature across the curriculum - they are not talking about the study of literature in which a close examination of structure and content are indivisible. Books across the curriculum, yes - literature across the curriculum, NO. What I'm talking about is not using books as a means to an end - rather I'm talking about literature as an end in itself.

On the second of my arguments - that all students should be taught literature at all levels. Again I think there is some possible confusion here with the idea of what it means to actually teach literature. We don't expect a child to gain a knowledge of, or skills in, the information process by sitting and reading an encyclopaedia or even by talking about what he or she has read to a friend. Why then would we think that reading an imaginative work and talking about the content of that work would constitute a study of literature?

The parallels between the teaching of an enquiry

process, including information skills, and the teaching of literature is an interesting notion to explore. As the amount of information has exploded out of the reach of any individual in any field we have decided that what is important is not simply teaching children immutable facts which lie dormant and unchanging in books, but rather that it is important to teach them the skills they will need throughout their lives to find out what they want to know when they want or need to know it. We think it is important to teach them the skills of independent learning - information skills.

Nor do we think children will learn these skills or see the pattern of the enquiry process without a great deal of teaching and practice of the skills. In exactly the same way children don't learn about literature simply by reading it. They may learn how to read, they may learn to satisfy various needs through reading, but unless they are taught how they won't learn to be thoughtful, participatory, literate readers because those are learned skills.

Furthermore, the development of literate and critical readers does not happen just because a school or classroom is full of books or someone reads them a story every day - someone has to teach them how. A problem can be the attitude that experiencing literature is a very personal and private thing and that we ruin books by studying them. How often does one hear 'I loved that book until we had to study it for the Inter/Leaving/HSC and now I can't stand it'? Perhaps that is because we save exhaustive analysis of literary works until the final two years of school when it becomes a necessity forced on students by the public examination system. If it had always been a part of their language development since primary school it would be a natural extension of their response to literary works made against an extensive background and experience.

A proper study of literature is a key to the deeper enjoyment of all that literature has to offer and it is the way to make children truly literate.

### Is it possible to teach children literature, and if so, what does teaching literature mean?

To quote Glenna Sloan again 'The experience of literature is not directly transmittable from one to another. But the knowledge of what literature is and how it works can be taught. What we teach and learn when we study literature is criticism - all the verbal trappings used to talk about it... Criticism is an approach to literature that gives shape and structure to experience: it is not esoteric;... It is what happens anywhere literature is treated as art' (The child as critic p13).

So what we are going to teach children is how to look critically at works of literature - to discover how they work, to discern patterns and connections within and between them - and to give them the opportunity and vocabulary to communicate those insights.

In her book, *The child as critic*, Glenna Sloan does not just talk about teaching literature in a theoretical sense. The book contains both theoretical and practical frameworks for the teaching of literature to children from kindergarten up. Hers is a structuralist approach based on the philosophies of Canadian critic Northrop Frye. Frye's basic premise is that the recurring structural patterns of literature - characters, images, themes, story shapes, events, and symbols - are archetypes. Thus all stories are either comedies, romances, tragedies, or irony-satires or a combination of any two of these. Images and symbols are common to each archetypal structure - images of spring in comedies, winter in tragedies - and stock characters can also be detected within and across the archetypal structures. Thus 'the evil goddess of the myth is related to the witch of the romance, to the evil stepmother of the fairy tale, and to the impossible female parent as depicted in a number of modern ironic stories for children' (*The child as critic* p86). (Dinky Hocker's mother springs to mind in the latter category).

I find Dr Sloan's approach a most coherent and persuasive one, and one which just feels like common sense. Part of the reason for this is that it gives shape and pattern, as does any critical framework, to what sometimes seems almost arbitrary - why a work of art makes us feel a certain way. Since reading her book my own appreciation of books I have read and films I have seen has been increased by looking for the elements she describes. I have spent pleasurable time thinking and talking in an effort to establish if I was disappointed in a film I saw because it was an ironic satire when I was expecting it to be a romance, in fact trying to decide if the director was putting an ironic or tragic construction on the events he showed.

There is a good deal of satisfaction in knowing why and how a work of art makes you feel as it does - and a good deal of strength and safety too. A person who understands why a certain work makes them feel a certain way is unlikely to be too easily manipulated by propaganda either political or commercial. A child who understands the elements of a fairy story and the literary conventions of the comic structure is unlikely to take at face value an advertisement which uses the same structure - an ignored Cinderella figure at a party who suddenly wins all the princes or princesses by offering them the correct drink. To the experienced literary critic that one definitely has whiskers on it.

A quite different approach to the teaching of literary appreciation and criticism (based however on very similar philosophy) can be found in Aidan Chambers' wonderful book *Booktalk* in the chapter 'Tell me: Are children critics?'. Aidan does not advance the same rigorous approach to structure but he also encourages the close examination of text in order to understand how it works and to discover its connections to other works. In *Booktalk* he suggests a series of literary questions that can be asked of any work of literature that will send readers back into the text to try and tease out how the text works and how it produces the sorts of feelings and reactions it does in its readers.

There are two important beliefs that both of these writers share. The first is that learning to be a literary critic is best done as a corporate activity. Both advocate the use of guided discussion as the best way to look at books, and believe that a group can together find out things about a work that no individual alone could have. Aidan Chambers quotes a telling comment from a eight-year-old reader in his book, who said after one such discussion 'We don't know what we think about a book until we've talked about it.' Aidan himself says that 'The act of reading lies in talking about what you have read.' And talking involves other people both to listen and to talk back, to disagree or to build on what another has said.

The second important belief is that literary discussion is possible from kindergarten onwards. It is not something reserved for the secondary school or as a preparation for examinations. The sooner a child starts thinking and talking about what they read or hear or write, the greater their enjoyment of those activities and the more depth and experience they will obviously bring to later studies.

Rather than giving the ultimate way to teach literary criticism, my object here is to point out that there is such a thing, that it can and should be done in schools and that it is a very different thing from reading, no matter how enthusiastically and widely that is done. Armed with a knowledge of what literature is and how it works, children will make infinitely greater sense of everything they read, even if they are not reading in the classroom of the teacher of literature. The reader who understands how literature works is comfortable with it - just as a mechanic understands the principles of how an engine works and doesn't panic when confronted with a new one to fix - so a literate reader can confidently take on a new novel or poem or play and bring more to it and get more from it than the untrained or naive reader.

We now come to the third of my original arguments:

that the fostering of positive attitudes towards reading can and should be a whole-school commitment and that this is perhaps the closest thing to 'literature across the curriculum'.

Enthusiasm for books and reading should not be perceived by students as the province of librarians and English teachers. Every teacher can carry that message in their behaviour and participation in the school's reading program. It is tremendously important that reading is seen by children as an activity which is natural and important to the adults around them. The value of this positive attitude towards books and reading in the formation of children's own attitudes cannot be over-emphasised. It is hard to be a reader if one is surrounded by non-readers or people who pay the activity lip-service only; for one thing the child has no role models on which to base their development and behaviour as a 'reader'. I'll return to this important idea.

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### What are the implications for teachers and teacher-librarians?

I have isolated two separate and different things - firstly the actual teaching of literary criticism in schools at all levels, and secondly the creation of a reading-rich environment in the school - and each has different implications.

### Of teaching literary criticism:

**1 There are implications for the collection**  
To support the teaching of literary criticism there will need to be strong collections of: poetry; traditional literature such as Bible stories, the Bible itself, myths and legends, folk and fairy stories, creation stories from many cultures; fiction; picture books. Picture books are incredibly valuable in illustrating literary points because they are short, can easily be examined within a lesson, and like poetry invite and even demand the participation of the reader in establishing their meaning. Teachers will also need access to books and journals which will help them to develop their programs such as the books I have been referring to and journals such as PETA and ETA.

**2 There are implications for the teaching of English in the school**  
There will need to be a common philosophical approach to the teaching of literature in the school and a planned course of literary experiences rather

than random allocations of class novels according to what is in the book room at the time. For instance in any year a class might ideally encounter a range of books which exemplify each of the four basic structures if a structuralist approach is adopted. Class sets of poetry may need to be acquired. The library may need to supply sets of supplementary titles according to specific literary needs rather than on the basis of a box of popular titles for year seven boys. Any serious study of literature also has implications for students' own writing. As they learn how literature works, they will become more aware of what they are trying to do with their own writing and how to achieve certain effects and results. Writing is a vital component of any study of imaginative literature.

**3 There are implications for the cooperative planning and teaching between English teachers and the teacher-librarian**  
If there is to be cooperative teaching of literary criticism there again has

to be a shared philosophy of what this means. It seems to me a wonderful opportunity for cooperation for it allows for the participation in the planning of someone with a wide knowledge of the literature which is available in the school; during the teaching phase it allows for smaller discussion groups to operate; throughout the whole exercise it gives the perspective of another experienced literate reader. Of course most of these advantages apply equally to any team-teaching of literature, not just with the teacher-librarian.

**4 There may be cooperative teaching of literature with other arts such as music, art and drama.**

As part of understanding how a piece of literature works it is valid to dramatise parts of it or represent its action or emotion in pictures. Music too works within structures: investigations of how musical and literary structures affect individual works can illuminate them. Expressions of similar emotions or action in poetry, painting and music may be found. Collaborative production of picture books will show how text and illustration must work together and will necessarily be preceded by close examination of successful picture books.

### Of making the school a reading-rich environment;

I've mentioned boxes of books rather dismissively but now I'd like to look at them rather more



seriously. We cannot ignore the content of books and very often we can use it to great advantage to bring vividly to life an historical period or event, life in another country or culture, to give a human perspective to an event or scientific discovery or great adventure. The subject matter of books can also provide a springboard for discussion on a multitude of topics. We can show how different sorts of writing are used for different purposes - fictionalised biography as opposed to biography where only recorded conversations are reported; the presentation of scientific discovery as mystery and adventure as is done in *The double helix* rather than in straight, dry reportage. By including in any box of books a variety of types of writing and approaches to a subject, we are broadening students' knowledge of writing and providing a variety of models for their own writing.

This obviously has implications too for the sorts of resources we acquire to support the curriculum and it may mean a greater acquisition of literary non-fiction such as biography, personal accounts and analyses of events or social trends or historical periods. I would never want to argue against the integration of the reading of imaginative texts anywhere in the curriculum as long as such a practice is not a substitute for the teaching of literary criticism.

The school can also undertake as a whole to present a united front on the importance of reading for life. Students have to see that reading is a valuable and valued activity by all the people in the school. It is this idea that underlies the whole-school reading programs such as DEAR and USSR when everybody in the school from the canteen supervisor to the Principal reads and is seen to be reading. At this time the school is saying 'there is nothing more important to anyone in this school than reading'. Teachers are also saying 'Do what we do, not just what we say!'

There are many ways a school can indicate its belief in the value of books and reading. These are rather different from literature promotion, being more concerned with creating attitudes and climate in a school. Here are a few that I've heard of operating in schools:

- \* introducing or supporting a whole-school reading program such as DEAR or USSR
- \* storytelling and reading or readers theatre by staff members as public events
- \* reading clubs for staff, for students or for both. This can also be a between-schools activity

- \* match a favourite poem with a teacher competition
- \* limericks about school life or personalities competition
- \* any literary competitions, especially for both staff and students
- \* having a writer-in-residence in the school
- \* author visits
- \* writing to authors about their work
- \* play readings and poetry readings
- \* book endorsements - 'My favourite book' from members of the football/netball/school musical/maths staff - anyone in fact except the English staff and the librarian!
- \* booktalks on assembly
- \* quotes of the week from novels, poems or plays
- \* film showings and discussion groups.

Ideally of course both books and literary study should abound in our schools. Ensuring that students can not only read but are literate people when they leave our schools is no small responsibility. We can do it by attacking on many fronts: by ensuring books and reading are everywhere in the school curriculum, both formal and informal; by showing through example that reading is a valuable and valued activity; by equipping all students with the ability to look critically at a work of literature and to see how it fits into the whole, giving them a vocabulary for talking about literature and letting them know from experience the intense pleasure of doing so.

#### References:

- Chambers, Aidan *Booktalk : occasional writing on literature and children* Bodley Head, 1985 ISBN 0-370-30858-1
- Sloan, Glenna Davis *The child as critic : teaching literature in the elementary school* Teachers College Press, 1984 ISBN 0-8077-2705-9
- (Both these titles are available for loan through the Inservice Education Library).

## ☉ Library Policy CIG Conference

*Niki Kallenberger is a Senior Education Officer at Library Services and Leader of the Library Policy Curriculum Implementation Coordinating Group.*

The Library Policy Curriculum Implementation Coordinating Group (CIG) held its first statewide conference October 27 and 28, 1988, in Sydney at the Bronte Inn. Participants numbered as many as forty over the two days, and included representatives from all regions (inspectors, consultants, teacher-librarians and other school personnel) as well as staff from other areas of the NSW Department of Education.

Following a welcome from Jean Koshemakin, CIG chairperson, Ian Vacchini, Assistant Director-General (Development), gave the opening address. He spoke of his own enthusiasm for libraries and of his efforts at a very young age to classify his personal library. Mr Vacchini also peered into a crystal ball to forecast the future of school libraries in the 1990s. It is a future, he said, 'where cooperative planning and teaching will enable teachers and teacher-librarians to maximise resource use and foster the development of students' information skills in the context of their learning in all curriculum areas.' School libraries and teacher-librarians have major roles to play in the integration of new technologies into student learning. The Library Policy provides schools with a basis for evaluating existing programs and activities and for identifying future directions. Such programs and activities should have a whole-school focus, with teacher, teacher-librarian and school executive all having essential roles to play, he concluded.

Next on the agenda was Barbara Poston-Anderson, Head of the Department of Information Studies, Kuring-gai College of Advanced Education, and member of the LINOS (Learning and Information Needs of Schools) Project Team. Barbara shared the processes and some of the outcomes of the team's investigations under a Commonwealth Schools Commission brief to update *Books and beyond*. Her talk gave participants an insight into school library issues nationwide and generated many questions.

After lunch, participants were divided into four groups and given the task of identifying issues affecting implementation of the Library Policy and suggesting strategies to address these issues. Although many problems were identified, positive solutions to them were generated at an almost equal pace.

Joan Healy, Director, Services, began Friday's session by outlining a comprehensive and exciting range of possibilities to consider in the production and distribution of resources for staff development.

Her ideas were immediate impetus for the next small group deliberations: detailed planning of six of the strategies suggested the previous day. Groups considered these resources: an implementation package for district inspectors to use with principals and related package for principals to use with their staffs; an evaluation checklist for schools to apply to their library program; the development of a document which links the concerns of the Library Policy to all K-6, 7-10 and 11-12 curriculum areas; a package of resources to use to introduce the policy to the wider school community; a cooperative planning and teaching resource kit; and a compilation of materials and strategies to use with regional directors and inspectors.

These stimulating and detailed plans have set the CIG a big agenda for 1989. It is the group's intention that these resources will be produced and made available to their respective clientele as soon as possible. Writing workshops are planned for this purpose.

Like all conferences, unplanned happenings are often the most memorable. A fire in the motel's laundry filled the carpark with smoke and delayed dinner Thursday evening, although no serious damage resulted. The delayed meal enabled participants to extend their pre-dinner conversation and thereby strengthen the important, informal contacts such occasions provide. The establishment of a network of key regional people is a high priority for the CIG Conference. Events, both planned and unplanned, facilitated its development.

The conference fulfilled the CIG's expectations in most ways, and, we hope, the expectations of all who participated. The work of implementing is far from finished, but the conference has provided the CIG with both directions and expectations for 1989.

### ☉ Library Policy on video

'Library Policy and support' is a 17 minute video produced by Resource Services for the Education Today series on SBS. Cooperative planning and teaching and resource-based learning are highlighted through episodes showing one school's teacher-librarian working with staff and students.

The CIG and Library Services are currently designing staff development workshop activities to use with the video, and these should be available soon. The video is available for loan from the Film and Video Library (catalogue number FVL 25051).

## < International Federation of Library Associations : 1988 conference papers

The following is a list of papers from the IFLA conference held in Sydney during September 1988. They are available for loan from the Inservice Education Library.

Agenjo Xavier (Spain) *Problems of retrospective conversion in national and research libraries : the experience of the western countries.*

G. Allen Geoffrey (Australia) *Australian academic libraries approach the millenium : the record and the prospect.*

G.G. Allen & F.C.A.Exon (Australia) *The study of reading activity in the context of Australian libraries.*

Nancy S. Allen (USA) *The art and architecture program committee of the research libraries group.*

Sven Allerstrand (Sweden) *The Swedish national archive of recorded sound and moving images : the ALB.*

Nick Bannenberg (Australia) *A modern metamorphosis : recent in the Queensland Parliamentary Library*

Marianne Broadbent (Australia) & Michael Koenig (USA) *The convergence of management attention upon information : lessons for librarianship.*

Rowland C.W. Brown (USA) *Networking potentialities and limitations : achievements, potentialities and limitations for library networking in Europe and North America.*

Philip Bryant (UK) *'What is that hyphen doing anyway?' : cataloguing and classification of serials and the new technologies.*

Bryan Harrison (Australia) *The history of national library provision in Australia.*

Thye Seng Chan (Singapore) *Towards a regional library journal.*

Mary C. Chobot (USA) *Improving the quality of continuing education.*

D.W.G. Clements (UK) & J.M. Arnoult (France) *Preservation planning in Europe.*

Laurel A. Clyde (Australia) *Online information services and the information needs of the school community.*

Tom Cochrane (Australia) *Living together in the Australian bibliographic network : a member's view.*

Michael von Cotta-Schonberg (Denmark) *Automation and academic library structure.*

P.St.J. Dawe (Switzerland) *International co-operation in the creation of a library and documentation service for the National Assembly of Djibouti.*

Sharon E. Dell (New Zealand) *South Pacific books and the concept of rarity.*

F.C.A. Exon & J. Eccleston (Australia) *Statistical data-gathering in Australian libraries : a resume.*

F.C.A. Exon (Australia) *The inter-library loan scene in Australia : 1988.*

Geoffrey Ford (UK) *Performance measurement : principles and practice.*

Rudolf Frankenberger (FRG) *Retrospective conversion and its significance for interlibrary loan.*

Hans-Peter Geh (IFLA President) *Opening speech*

Jacques J.M.van Gent & Cees A. Klapwijk (Netherlands) *PICA, from project to institution : a participant's view.*

Peter Haddad (Australia) *Retrospective conversion in national and research libraries : the Australian experience.*

Elaine Hall (Australia) *Australian directions in subject access.*

Henry J. Heaney (UK) *Guidelines for the security of loan exhibitions.*

Warren Horton (Australia) *IFLA in the Antipodes : a regional perspective*

N. Igumnova (USSR) *Retrospective conversion in the libraries of socialist countries : a survey.*

Peter Jacso (Hungary) *Living together with microcomputers and computer readable materials in libraries.*

Richard Landon (Canada) *Australiana and Canadiana : the exile narratives.*

Tzu Pheng Lee (Singapore) *Attitudes to children's reading in Singapore.*

Joachim-Felix Leonhard (FRG) *Decentralising central national acquisition policies : illustrations from...*

Maurice Line (UK) & Peter Scott (New Zealand) *Commercial and revenue raising activities in national libraries.*

Prue Lovell (Australia) *The newspaper in the community : The age information service as a supplier of community and business information.*

Christian Lupovici (France) *Networking potentialities and limitations in developing countries.*

Neil McLean (UK) *Information control : OSI and networking strategies.*

Carmel Maguire (Australia) *Good, bad or irrelevant : quality, price and value of library journals.*

S. Michael Malinconico (USA) *OSI and distributed applications.*

S.W. Massil (UK) *The history of the National Library of Indonesia : the bibliographical Borobodur.*

Takeshi Mizutani (Japan) *The new trend to share the research materials and information among national art museum libraries in Japan.*

Ulrich Montag (FRG) *Differential pricing in the international book market.*

Olivia M. Mutibwa (Uganda) *Access to agricultural information by the rural women in Uganda : present structure, problems and hopes for the future.*

Pat Oddy (UK) *Problems of retrospective conversion in national and research libraries : the conversion of the British Library Catalogue to machine-readable form.*

Sue Phillips (Australia) *An Australian approach to continuing professional education.*

Dorothy F. Prescott (Australia) *Promoting maps to the Australian public : nationwide map week.*

Paule Rolland-Thomas (Canada) *Relations with the power structure : integration of this concept in...*

Bendik Rugaas (Norway) *The end of all and forever : on the acquisition policies of national libraries and the future of legal deposit material.*

Dieter Schmidmaier (GDR) *Networking potentialities*

*and limitations : special library networks in socialist countries : an overview.*

Alan Smith (New Zealand) *The post occupation evaluation of the new National Library of New Zealand building.*

V.D. Stelmakh (USSR) *The image of library*

Beth Stone (Australia) *Interlibrary loan traffic in the South West Pacific and South East Asia.*

Robert D. Stueart (USA) *Human relations in library education : relationships among colleagues.*

David Toll (Australia) *Selection and acquisition of serials : the impact of new technology.*

Ian Tucker (Australia) *Let us enjoy a book.*

Clarence R. Walters (USA) *The use of performance measures by public libraries in the United States.*

Patricia Willard (Australia) *Human relations in library education : developing and maintaining good relations with users.*

John Willemsse (South Africa) *Library effectiveness : the need for measurement.*

Nancy J. Williamson (Canada) *Classification online : present and future.*

### Information Services Branch is moving!

The Film and Video Library, Inservice Education Library, Music Collection, and the Smalls Schools Library, will close due to relocation during January-February 1989.

The new address for returns is Services Directorate Private Bag 3 Smalls Road Ryde NSW 2112 (02) 808 9444 Fax: 809-6341 Keylink: Owens..Ro Filmvid.Lib

## < HSC English: 1989 bibliography

Fran Worthington, a former teacher-librarian, has been deployed to the Inservice Education Library for 1988 to produce this bibliography and establish a borrowing collection.

### History of the collection

The annual **HSC English: a select list** is a special bibliography of critical material which is available for loan from the Inservice Education Library. The bibliography is part of the library's wider senior English collection and is aimed specifically at teachers and students of the current HSC English syllabus.

The current bibliography developed as a result of the success of a simple list which first appeared in Library Services' **Notes and miscellany**. As a result of the response to this service, it was decided to create a separately published bibliography which would also allow material to be borrowed through the Inservice Education Library. This project has been undertaken as a joint effort for the past 5 years between Library Services and the Inservice Education Library.

### The 1989 approach

In 1988 a deployed teacher-librarian was employed by the Library to: re-evaluate the existing collection; search for new critical material; establish a new database for the entire collection; and assist in reorganisation of the circulation system. As the Library is moving to Ryde in early 1989, the service will be suspended until the library re-opens with a fully automated circulation system.

### Searches and sources

The new bibliography is a diverse, up-to-date collection of periodical literature, books and audiocassettes. The search for critical material was complicated by the lack of a comprehensive literature index which included Australian literature. This problem has been resolved by the new AUSTLIT database at the Defence Force Academy in Canberra. It will be accessed through Austpac on a subscription basis. It is a major online bibliographic reference system for Australian literary studies and currently holds more than 40,000 records for creative and critical works. Over 700 periodicals and newspapers are indexed, which includes international works on Australian literature.

Online searches were also conducted through the MLA (Modern Language Association) database. This literature database is part of the larger Dialog network and is excellent for current American literature as well as 'international' authors such as Patrick White.

Traditional indexes such as APAIS and the annual **Australian literary studies index** were also used.

A variety of libraries was scoured, from university

libraries, which often provide a good overview of the different literatures as well as obscure journals, to municipal libraries participating in the Municipal Subject Specializations network. The Sydney Opera House Library provided a fascinating collection of program notes, drama journals and an extensive newspaper clippings file of past productions.

The Australian Film, TV and Radio School Library at Ryde has an excellent media-based collection as well as a clippings file of Australian productions. While these sources may not always provide 'academic' criticisms of the texts, they are certainly valuable in highlighting different interpretations.

### How to obtain your copy

Two copies of the bibliography will be distributed to all government schools when available. Extra copies may be purchased through Resource Services Sales Distribution at Ryde.

### How to borrow from the Inservice Education Library

- All material in the bibliography is available for loan to NSW teachers.
- Requests should be submitted in writing on the order form included at the front of the bibliography.
- Loans are for a period of 2 weeks. Six items may be borrowed per request.
- Inquiries regarding senior English texts other than those on the current syllabus should be directed to the Library on the same form.

### Using the list as a bibliographic tool

This bibliography may also be used as a select collection from which to purchase and, if so, it is strongly recommended that you contact your bookseller regarding current availability of items.

### New features of the 1989 bibliography

- An **availability** statement will be included for items available elsewhere, eg The Film and Video Library (all enquiries should be directed to those sources).
- The new **Contemporary English** syllabus will be supported by a list of resources for loan.
- The topic areas, **Cultural diversity in Australia** and **Overcoming adversity**, will include material on specific texts as well as broader background reading and current issues from the press.
- The 3 unit language theme, **Language variation**, will also be covered for the first time.

## management

### Australian journals as selection aids

Ingrid Simpson prepared this article with the assistance of Joy Wilkinson. Both are teacher-librarians, newly seconded to Library Services as Senior Education Officers.

#### Background

Since the first issue of 1988, *scan* has broadened the range of issues it addresses. It now contains articles of interest to teachers, teacher-librarians, school executives, Head Office and regional personnel. Coverage has been given to issues such as curriculum support; teaching and learning programs; library management initiatives; ASCIS information; regional and Head Office activities and new publications. Therefore, with the broadening professional scope of the journal, reviewing is no longer *scan's* primary purpose. However, *scan* will continue to have a significant coverage of primary and secondary fiction, reprints and curriculum-related resources.

#### Where are the reviews?

There are numerous Australian and overseas reviewing journals available which may be used as selection aids. This article only examines the major Australian journals which review children's literature.

#### Magpies

A glossy, interesting and well-illustrated journal of a high standard, which contains articles, author interviews, thematic bibliographies, letters, new books and publishers' information. The comprehensive reviews cover more fiction books than non-fiction. Reviews are arranged in sections which reflect a combination of age and interest suitability, for instance beginning readers, independent readers, extending readers and books for adults. Titles are not indexed.

**Format:** A4, approximately 32 p. **Frequency:** Five issues per annum **Subscriptions:** Magpies c/- The Singing Tree 10 Armagh Street Victoria Park WA 6100 (09) 361 8288 \$20.00

#### Reading time

This long-running journal of the Children's Book Council of Australia includes articles and publishers' information. The many and detailed fiction reviews are arranged as picture books, younger readers, older readers and collections. Non fiction and professional literature are included, but receive less emphasis. Reviews are arranged in alphabetical order by the resource's author, and there is no index. An inviting journal containing a wealth of information about children's literature. There is an annual index.

**Format:** A5, approximately 74 p. **Frequency:** Four issues per annum **Subscriptions:** Subscriptions secretary, Reading time PO Box 62 Turvey Park Wagga Wagga NSW 2650 \$16.00

#### Review bulletin

This journal, produced by the Statewide School Library Support Centre, Victorian Ministry of Education, contains numerous detailed reviews of recent resources. Primary and secondary Australian fiction and picture books are reviewed with notation as to the appropriate usage level. Symbols are used to indicate whether a resource is outstanding, recommended, worthy of consideration or not recommended. Although the larger part of the publication is taken with reviews, there are also interesting articles on topics related to children's literature, feature reviews over two pages, and thematic bibliographies. Reviews are arranged in alphabetical order by main entry, and there are separate author and title indexes.

**Format:** A4, approximately 100 p. **Frequency:** Four issues per annum **Subscription:** Articles may be obtained through the Inservice Education Library and individual copies of the journal may be requested from the Editor. It should be available on subscription in the near future. Editor, Review bulletin Level 6 Rialto Towers 525 Collins Street Melbourne 3000.

#### Reviewpoint

This appealing journal is produced by the resource evaluation team, Library and Resource Services Branch, Division of Curriculum Services, Queensland Department of Education. Interesting articles on current awareness, new resources and special features precede the reviews, the larger proportion of the journal. Reviews are in sections, with the junior fiction and fiction resources arranged in alphabetical order by author; non fiction, ready reference and professional reading are arranged in Dewey order. Access is facilitated by a main entry index.

**Format:** A4, approximately 80 p. **Frequency:** Five issues and a cumulative index per annum **Subscription:** Library and Resource Services Branch PO Box 33 North Quay QLD 4002 (07) 224 2804 \$25.00

#### ASCIS

i **Online.** The method which ensures selection of resources from the most up-to-date reviews is searching the ASCIS database online. Searches online enable the user to locate reviews, for instance the most recently reviewed resources on a particular theme.

ii **Journal.** ASCIS has also been undertaking the development of a reviewing journal. Production is anticipated for early 1989. Specific information will be made available through *scan* and distributed by ASCIS as the launching date draws closer. Present proposals for the journal are: 4 issues per year; 400 reviews per issue; available on subscription.

## △ Checklist of cataloguing tools

This checklist has been prepared for those teacher-librarians who have just transferred to a different school and those who are in their first appointments. However, since it is two years since the checklist was last published (Notes and Miscellany February 1987) others may find it useful.

**1 Abridged Dewey Decimal Classification and Relative Index.** 11th ed. Albany, N.Y., Forest Press, 1979. (Price approx. \$62.00 from: James Bennett Library Services, 4 Collaroy Street, Collaroy 2097.)

Copies were issued to Departmental schools (excluding P3s and P4s) in October 1980. New schools are issued with a copy when they open. Funds were not, and are not, available to allow Library Services to issue a copy to all third and fourth class schools. If you are managing a P3 or P4 school library and believe there are circumstances which would justify the issue of ADDC11 write to Library Services. If your original copy has been lost Library Services cannot supply a replacement and the school must buy its own replacement copy. Copies lost through fire, flood or vandalism can be replaced on written request from the Principal to Library Services explaining the circumstances.

**2 Classification Changeover: guidelines for adopting Abridged Dewey....** edition. North Sydney, Library Services, 1980.

This 10 page reprint of notes published in *Notes and Miscellany* (September, 1980) was distributed with each copy of Dewey. It is no longer essential but may help to explain some of the old ways of doing things.

**3 Subdivisions for Literature for Secondary Schools.** North Sydney, Library Services, 1981.

This 10 page booklet was distributed to all high schools at the beginning of 1981. It introduces the *Dewey Decimal Classification ... 19th ed.* expanded numbers for literature which Library Services recommends high schools use in classifying literature.

**4 ASCIS Subject Headings Lists.** Melbourne, Thorpe, 1985. (Current price \$55.00 from: D.W. Thorpe, PO Box 146, Port Melbourne 3207.)

Copies were issued to secondary schools, central schools and first class primary schools in December 1985. Other schools were asked to apply in writing explaining why they needed copies. If your school does not yet have a copy and you need one for cataloguing or vertical File organisation please write to 'Attention: Cataloguing Information Services' at Library Services. If your original copy has been lost you must buy your own replacement copy. If a copy is lost through fire, flood or vandalism Library Services can replace it on written request explaining the circumstances from the Principal.

**5 Subject Index for NSW School Libraries.** 3rd ed. North Sydney. Library Services, 1988. (Price \$8.00 within NSW \$9.60 elsewhere from: Resource Services Distribution, 2 Railway Pde, Burwood NSW 2134.)

This is not, strictly speaking, a cataloguing tool but an information retrieval device. Since it was first published in 1978 this booklet has been particularly popular in primary schools without dictionary catalogues. Departmental schools may obtain copies by writing to Library Services. Non-government schools can purchase copies from Resource Services.

**6 Handbook for School Libraries.** North Sydney, Library Services, 1986.

Section 6 includes papers which can be regarded as cataloguing tools. For example, 6.7 Filing Rules is a key instrument. Copies of the Handbook were issued to most schools in 1986 and 1987. See *Columns* in this issue of *scan* for further information regarding the availability of the Handbook.

**7 ASCIS Cataloguing Standards for school Libraries.** Schools ed. Melbourne, ASCIS, 1986. (Price \$5.00 from: ASCIS, 325 Camberwell Rd, Camberwell 3124.)

This booklet is an introduction to the cataloguing standards used by ASCIS cataloguers. It explains how ASCIS interprets the *Anglo-American Cataloguing Rules 2nd ed.* Although AACR2 is the basis for ASCIS cataloguing standards it has not been issued to schools. Library Services issued copies of *ASCIS Cataloguing Standards ...* to all Departmental schools in 1987 for inclusion as an Appendix in the Handbook.

**8 ASCIS Main Entry Catalogue** on on microfiche (January cumulation and monthly updates, Current price \$60.00 from: ASCIS).

Schools must purchase their own subscriptions to the ASCIS microfiche service. Subscriptions may be arranged by sending an order to ASCIS or from the Schedule of Contract Items on the Annual Requisition.

**9 ASCIS Database Online.** (Current charge \$15.00 per hour plus telecommunications cost.)

If your school is a registered Dial-Up ASCIS User you have faster, more current and easier access to the ASCIS catalogue records than the microfiche service provides. In addition you have access to a wealth of information on curriculum resources. Forms for registration as a Dial-Up User are available from Library Services.

## △ Leading question

**Q.** We are planning to register as a Dial-up User of ASCIS in 1989 and have discovered that it will cost \$20 per annum to use the product ordering function. What are the advantages and disadvantages of product ordering online?

**A.** Online ordering has a number of advantages but if you are ordering large numbers of cards or machine readable records the time taken to key in the ASCIS order numbers may exceed the time saved in preparing the paper order, arranging for a cheque to be drawn, etc.

The major *advantages* of online ordering are:

- \*A reduction in the time between despatch of order and receipt of cards (or machine readable records)
- Eliminates the time it takes for the mail to reach Melbourne
- Eliminates the time for handling in the ASCIS office
- Eliminates the time for keying at ACI Computer Services.
- \*An elimination of errors made by other people (any errors are your own!)
- \*An elimination of the necessity of sending a cheque with each order. If you order online ACI sends an invoice each month which itemises the products ordered (as well as the dial-up connect-time charge).

The *disadvantages* of online ordering are:

- \*Keying in the ASCIS numbers takes staff time. Whoever searches the database will need to record the ASCIS numbers in some way - perhaps by making a printout, perhaps by writing the numbers on a slip of paper. When searching is finished the operator selects the product ordering function and types in the order numbers. If you are ordering hundreds of records it may be simpler and less time-consuming to write the numbers directly on to an ASCIS order form and avoid the keying task.
- \*Keying in the ASCIS numbers uses dial-up connect-time. A skilled operator can probably order 40 card sets in 5 minutes which will cost \$1.25.

## △ ASCIS and OASIS demonstrations

Teacher-librarians and teachers in Government schools will have the opportunity throughout 1989 to examine ways in which ASCIS and OASIS can be used to improve a school's library and information services.

Demonstrations, discussions and hands-on experience will be available at Library Services on the first Wednesday of each month during term time from 4-6 pm: 1 March; 5 April; 3 May; 7 June; 2 August; 6 September; 1 November; 6 December. For attendance at any of these times, please advise Murray McLachlan on (02) 808 9444. It may be necessary to limit the number of participants in each session.

Library Services is organising a similar program for those regions outside the Sydney area. Details of this program will be provided as they are finalised.

## △ ASCIS presents Quicksearch

Dial-up users of the ASCIS database have had, since November 1988, access to the Quicksearch facility. Quicksearch is the means by which searches of the database designed to produce specialised listings of resources can be obtained more quickly and easily than through the process previously required. The facility to use the Combine/Limit search function of the database still exists, allowing users greater flexibility with their online searching.

Quicksearch provides for searches on the following files: Names, Titles, Subjects and Abstracts (the file that contains the words used in the reviews or summary/descriptions attached to the bibliographic detail on an ASCIS record). A search can be carried out on one or a number of these files.

Quicksearch allows for three types of combination if more than one listing is being searched. These combinations are 'AND' (the common entries from 2 saved lists), 'OR' (all entries from 2 saved lists) and 'BUT NOT' (entries from the first list not in the second). In this way, quite specific listings of resources can be obtained.

Should a searcher desire, the listing can also be limited by General Material Designation (for example, producing a listing of videos, or of computer software, only) or by date (for example, the listing could include only items published before the end of 1988, or after the beginning of 1987 or between 1986 and 1988).

ASCIS has produced a guide to Quicksearch. Teachers and teacher-librarians in Government schools can obtain both this guide and further advice on use of Quicksearch by contacting Murray McLachlan on (02) 808 9444.

### △ ASCIS : 1989 prices

Microfiche products	
ASCIS fiche	\$60.00
ACIN fiche	\$22.00
ACIN/NCIN fiche	\$25.00
Computer software review service	\$22.00
Aboriginal and Torres Strait Islander Curriculum Information Service	\$22.00
Australian studies	\$ 9.00

At the beginning of December there was a Memorandum for Principals which included the form to order ASCIS products for 1989. If you are unable to locate this form please contact Library Services.

### △ ASCIS catalogue card ready reckoner

To assist you when placing card orders, Library Services has produced the following table. The new charges were current from December 1988.

NUMBER OF CARD SETS	COST @ 49c EACH	POSTAGE	TOTAL	NUMBER OF CARD SETS	COST @ 49c EACH	POSTAGE	TOTAL
1	\$ .49	\$ .87	\$1.36	21	10.29	2.35	12.64
2	.98	.87	1.85	22	10.78	2.35	13.13
3	1.47	.87	2.34	23	11.27	2.35	13.62
4	1.96	.87	2.83	24	11.76	2.35	14.11
5	2.45	1.20	3.65	25	12.25	2.35	14.60
6	2.94	1.20	4.14	26	12.74	2.35	15.09
7	3.43	1.20	4.63	27	13.23	2.35	15.58
8	3.92	1.20	5.12	28	13.72	2.35	16.07
9	4.41	1.30	5.71	29	14.21	2.35	16.56
10	4.90	1.30	6.20	30	14.70	2.35	17.05
11	5.39	1.30	6.69	31	15.19	2.35	17.54
12	5.88	1.30	7.18	32	15.68	2.35	18.03
13	6.37	1.30	7.67	33	16.17	2.35	18.52
14	6.86	1.30	8.16	34	16.66	2.35	19.01
15	7.35	1.30	8.65	35	17.15	2.35	19.50
16	7.84	1.30	9.14	36	17.64	2.35	19.99
17	8.33	1.30	9.63	37	18.13	2.35	20.48
18	8.82	1.30	10.12	38	18.62	2.35	20.97
19	9.31	1.30	10.61	39	19.11	2.35	21.46
20	9.80	1.30	11.10	40	19.60	2.35	21.95



## PRIMARY LIBRARIES CONTINUING TO COOPERATIVELY PLAN AND TEACH PART 2

*Merran Dawson, Kevin Channells, Tim Knowles*

*In this second liftout on cooperative planning and teaching in primary libraries, the focus is on strategies that allow the teacher-librarian as much time as possible to provide curriculum support in the school.*

### INDEPENDENT LIBRARY USE BY TEACHERS

If the teacher-librarian frequently leaves the library to teach or consult with classroom teachers, or if the teacher-librarian is not present on all days of the school week, schools can choose to set up a scheme for independent library use by teachers to maximise the use of the valuable resources held in the library.

When it is decided that the school will institute such a scheme the following issues need to be considered:

- ★ The need to streamline library systems such as circulation (borrowing), so that teachers can easily operate them (it has been found that teacher-sponsored borrowing can actually increase student library use).
- ★ Identifying aspects of the library environment for which teachers will take responsibility, including:
  - security of resources (e.g. the teacher takes responsibility for ensuring that all resources used are either formally borrowed, or returned to the shelves).
  - furniture arrangement (e.g. returning library furniture to its usual layout at the end of the lesson)
- ★ Determining responsibility for resource losses when stocktake occurs - all staff using the library independently would share in this responsibility with the teacher-librarian (NB Schools that have successfully operated independent use systems which have been carefully negotiated have not found that resource losses have increased significantly).

- ★ Any staff development that will be required in order to establish the scheme, focusing on inservicing teachers about areas such as:
  - circulation (borrowing) system
  - location of particular resources e.g. quartos, pamphlet file, picture file etc
  - specific finding aids such as subject indexes, catalogue (if maintained), bibliographies etc
  - hints on shelving books
  - any aspects of library systems or services that have been computerised.

### INDEPENDENT LIBRARY USE BY STUDENTS

Independent library use by students involves individual students using the library during classroom hours for a specific purpose, without direct instruction by the teacher-librarian.

The classroom teacher briefs the student on the information task to be carried out in the library, ensures that the student is capable of carrying out the task without assistance from the teacher-librarian, then sends the student to the library. The student should carry something such as a permission slip or library tag to indicate that the visit to the library has the teacher's approval. When the student arrives at the library the teacher-librarian does not have to interrupt any current activity, knowing that the bearer of the tag will work on the set task responsibly and return to the classroom when it is completed.

#### ADVANTAGES OF SETTING UP AN INDEPENDENT-USE SCHEME

- ★ Students are able to use the library at the point of their information need, rather than having to wait for a scheduled or booked lesson.
- ★ Students are encouraged to take responsibility for carrying out and completing their own information task, and at the same time take the broader responsibility for respecting the activities of others in the library and the care of resources held by the library. Lifelong learning skills are therefore being fostered.

★ The direct supervision of the teacher-librarian is not required for the student to use the library. Time saving for the teacher-librarian and the wider use of the library as an important school resource are important benefits.

★ Student borrowing, previously attached to the scheduled library lesson, can take place at any time.

#### REQUIREMENTS FOR SETTING UP AN INDEPENDENT-USE SCHEME

The following points should be considered when setting up an independent use scheme for students:

★ The library's circulation system (i.e. borrowing system) should be extremely simple, allowing unsupervised borrowing by all students, including kindergarten.

★ The scheme should be carefully negotiated with school staff, to ensure that all rights and responsibilities are clearly delineated.

★ If independent usage is to continue on days when the teacher-librarian is not in attendance, staff should look carefully at issues that this will raise, e.g., implications for library stocktaking and responsibility for resource loss.

#### AN EXAMPLE OF AN INDEPENDENT-USE SCHEME

★ The teacher-librarian negotiates a contract with teachers regarding the conditions required for independent library use by students. The contract takes account of:

- Information tasks suited to independent library use, and those tasks, e.g. extended searching through a variety of resources, which are not suited to this strategy
- Library systems and resources that students will be allowed to use during independent use; also, those systems and resources that will not be made available
- Realistic time limits for independent use (after which time the student could, without questioning, be directed back to class because the task is obviously not suited to independent use)
- Particular conditions required for infants' independent use of the library e.g. sending two students each time
- Behaviour required of students using the library independently e.g. not talking to members of other classes that are in operation in the library when an independent visit is made
- Sanctions that will be operated if students do not comply with behaviour requirements e.g. direct return to class and feedback to teacher who then follows up with the child
- Training of students for independent use as a classroom as well as library activity
- The number of students that each teacher can send to the library at any one point in time.

★ Each teacher is given library tags. The number of tags will depend on the number of students that can be sent to the library by that teacher at any time. Since the tag is reusable, it needs to be made of durable material. The library tag can bear information such as:

- The teacher's name
  - Details of the independent-use time limit and other aspects of the contract agreed upon, to act as a reminder to the teacher when briefing students about independent use
- Tags can be carried by students, or can be hung around their necks, in the case of infants students.

★ When students arrive at the library with a library tag, they can show their tag to the teacher-librarian and then proceed without interrupting the teacher-librarian's activity. On the other hand, it may be decided that they do not have to make contact with the teacher-librarian at all.

★ Students leave the library once their task is completed or if they find that they cannot complete their task. When students are unable to complete the task, the responsibility for follow-up falls to the teacher.

★ On return to the class, students give their tag to the teacher, who can then give the tag to another student when necessary.

## STREAMLINING LIBRARY ADMINISTRATION

In all schools, regardless of the internal arrangements made for the use of the teacher-librarian, it is important that library systems and administrative practices are streamlined to provide as much time as possible for the teacher-librarian to take part in activities directly associated with students' learning. Some time must be set aside to allow the library collection to be developed and managed, however it is desirable that this time is used as effectively as possible.

The following are strategies that schools can choose to institute to ensure that administration time is minimised and used effectively.

★ The teacher-librarian performs professional tasks only. Clerical tasks which cannot be delegated to clerical or volunteer staff can be reviewed and, if necessary, given higher priority for clerical/volunteer attention or scrapped. Time should be set aside (and clearly indicated in advance on the library booking sheet or diary) for the teacher-librarian to carry out administrative tasks without interruption.

★ The teacher-librarian can be made aware of good time management practices, e.g. planning for effective use of time, handling each piece of paper once, placing priorities on issues and dealing with each in order of importance as well as urgency. S/he could give away 'volunteer' jobs that are not directly associated with promotion of the library to others, e.g. operating the uniform pool or Book Club. The mounting of library displays could become a task rostered out to different teachers and their classes.

★ Functions given to the library clerical assistant can be regularly reviewed to ensure that the best use of clerical time is being made. Issues such as the worth of spending clerical time on book covering and repairs instead of on curriculum tasks such as assisting with compiling bibliographies, locating books for and operating a closed reserve, have to be constantly weighed. Clerical time can be maximised if the teacher-librarian organises tasks for the assistant before s/he arrives. (See Robyn Laverack's article in *scan* 7.7)

★ Some of the teacher-librarian's time may be well spent on teaching others, e.g. adult and student volunteers, to carry out a variety of management tasks. Organising working bees to carry out large tasks is another strategy for relieving the load on library staff.

★ A decision can be made to dispense with major processing, apart from labelling and pocketing, of many books. Practice has shown that generally the pages inside the book fall out before the cover gives way, yet much clerical time in libraries is spent on preserving covers.

★ Tasks concerned with the purchase of and accounts for resources can be undertaken by the front office clerk(s) rather than the teacher-librarian.

★ Teacher-librarian time spent on cataloguing and clerical time spent on generating cards can be cut by using ASCIS, the database of information which is subsidised by the Department of Education

-By adding 50 odd cents to the cost of a resource (perhaps deciding to dispense with book covering to meet the cost), the teacher-librarian can purchase ready-made catalogue cards from ASCIS

-The school can decide to bypass having a catalogue and simply maintain a shelf list with a subject index (a copy of the **Subject index for NSW school libraries** was recently distributed to all schools by Library Services). Cataloguing for the shelf list can be obtained by purchasing the ASCIS microfiche and a microfiche reader (a number of schools could share in this purchase, and use the fiche and reader for, say, 3 weeks at a time). Older students or parent volunteers are easily able to look up resources on the fiche on behalf of the teacher-librarian.

-If the school has a micro computer and a modem, it is possible to go online to ASCIS. Cards can be ordered from online searches, and reviews of recent materials are also available on line to assist teacher-librarians with purchasing library resources. Costs for online searches involve the cost of the telephone call and an hourly search fee.

Further information about ASCIS can be obtained from Library Services on (02) 808 9444.

★ A one-card borrowing system, which is simple, quick and easily operated by library users, can be instituted.

★ Poorly used services can be cut, e.g. pamphlet or picture files.

★ Tracking and follow-up on overdues can be reduced. A book return drive once or twice per year frequently has more impact than steady reminders. Reservations is another area which could be cut if time is short.

★ Stocktaking of different sections of the library can be staggered over a two-year period (the section of the collection which is the focus of stocktaking is cordoned off, but other parts of the collection can still be used). This means that the library does not have to be closed for periods of time for stocktaking, and that the teacher-librarian is not removed from curriculum support for long periods of time.

★ Teacher-librarians can plan their days if bookseller visits are arranged in advance. Booksellers learn to make appointments when they discover that the teacher-librarian is not otherwise available.

★ Phone messages to library staff can be intercepted at the front office, and messages taken as often as possible. This allows staff to respond at a time when the teaching or administrative program permits.

★ Consideration can be given to the layout of workspaces to increase productivity. Drawing flowcharts of resource and people movement can assist with better workroom and library layout.

★ If it is decided that a computerised management system will be purchased for the library, consultation with personnel at Management Information Services, is necessary. A Departmental administration package, OASIS, is being developed and installed in schools by Management Information Services.

## USE OF DEAR FOR SOME RFF LESSONS

DEAR is an acronym for Drop Everything And Read, a school-wide approach to the development of reading skills and reading pleasure. At a predetermined time each day, all of the school, including teachers and ancillary staff, stop other activities and read. An important aspect of the DEAR program is that the adults in the school model the reading behaviours that they wish students to emulate.

### DEAR and RFF

Where a teacher-librarian has been allocated a relief from face to face teaching load, an arrangement can be made for the teacher-librarian to take a class a day for the DEAR period.

**Note:** If the school elects to take up the option of running DEAR every day, the teacher-librarian is able to take a maximum of five DEAR classes per week (i.e. one per day for a five day per week teacher-librarian). Modification of the DEAR program to enable the teacher-librarian to fill long periods of RFF time with DEAR classes would be contrary to the intent and spirit of the DEAR program, and would be inappropriate use of the teacher-librarian's expertise.

## STAFF DEVELOPMENT

Approaches to inservicing the Library Policy should be devised according to the school situation. For example, in one school it may be that teacher-awareness of the Policy is slight, so effort is put into giving teachers information about Policy concepts (using articles, visits to grade meetings, informal discussion etc.). In another school, staff may be very aware of the Policy and be convinced of its relevance to the curriculum, so that implications for the library collection and program are always considered as part of any Staff Development day program, regardless of the issue or document discussed.

Assistance in gauging staff readiness and identifying appropriate strategies for Policy implementation can be gained from:

★ *scan* articles, especially the 1988 issues

★ regional consultants (including process consultants who are not necessarily directly associated with libraries) and inspectors.

## resources

### Recent fiction for older readers

This is a select list of fiction resources suitable for readers in the middle or upper secondary years. Items are arranged alphabetically by title. A similar listing for younger readers will appear in the next issue.

MAZER, Norma Fox *After the rain*. Morrow, 1987  
ISBN 0-688-06867-7

When Rachel's grandfather is dying her world becomes focused on the old man as his illness takes hold and his defences crumble. There is a tender, tentative relationship and when he dies Rachel grieves not only for him but also for the short time he had allowed her to love him. The heightened emotional climate of his final weeks of life makes Rachel aware of all the relationships within her family and brings her to understand and value them. This is an unsentimental portrait of a difficult old man softened by his granddaughter's care and affection; it is lyrical, understated and extremely moving. M. Lobban

LEV: Middle secondary Upper secondary  
AVAIL: \$26.95 ASCIS 416135

ZINDEL, Paul *The amazing and death-defying diary of Eugene Dingman*. Bodley Head, 1987  
ISBN 0-370-31128-0

Eugene Dingman is decidedly more angst-ridden than his British counterpart Adrian Mole, and the people he encounters are nastier. He is bright, neurotic and friendless, still bewildered by his father's rejection and his mother's determination to pursue her own life. The diary spans the summer Eugene is 15 and working in a resort hotel. He is mercilessly bullied, suffers from unrequited love, is introduced to Indian mysticism and, against all odds, makes peace with himself. There is a bitter edge to the wisecracking humour and a brittle, worldly feel to the novel at odds with the cautious optimism of its conclusion. M. Lobban

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$14.95 ASCIS 412661

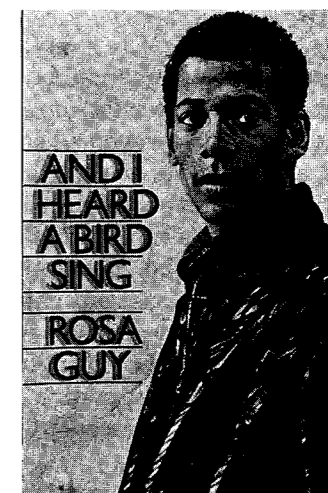
GUY, Rosa *And I heard a bird sing*. Gollancz, 1987  
ISBN 0-575-03768-7

Imamu Jones, hero of *The disappearance and New guys around the block*, is young, black and poor and has the knack of being around trouble. This time it's the murder of a wealthy white girl, an invalid whose body he finds while making a delivery to the Muldoon mansion. Circumstances are incriminating and Imamu a convenient scapegoat, and the only way to clear his name is to solve the mystery himself. The odds and prejudice stacked against Imamu ensure the reader's involvement with the sleuthing and his

strength and determination not to fulfil other people's negative expectation earn the reader's respect.

M. Lobban

LEV: Middle secondary Upper secondary  
AVAIL: \$24.95 ASCIS 390751



SACHS, Marilyn *Baby sister*. Oxford University Press, 1987  
ISBN 0-19-271567-4

This is a disturbing portrait of two sisters - Cass who is beautiful, clever and wild and Penny, dull, inhibited and jealous - and the changing nature of the relationship between them. The story is told by Penny, the baby sister, whose account of events appears transparent but leaves the reader with a sense of unease rather than empathy. A previous novel by this author *The fat girl* also explored an obsessive personality and, like that book, this demands considerable maturity on the part of the reader.

M. Lobban

LEV: Upper secondary  
AVAIL: \$19.95 ASCIS 397942

WERSBA, Barbara *Beautiful losers*. Bodley Head, 1988 (A Bodley Head paperback original)  
ISBN 0-370-31104-3

The romance of Rita Formica and Arnold Bromberg charted through *Fat: a love story* and *Love is the crooked thing* comes to a traditional conclusion in this novel. To her parents' horror Rita and Arnold set up

house together, living in poverty-stricken bliss till Rita rebels. Despite the couple's eccentricity, the tensions and conflicts they experience are universal, and considerable compromise is necessary before they can achieve their happy ending. Less flippant and funny than the previous novels, this book reflects instead Rita's growing maturity and awakening female consciousness. M. Lobban

LEV: Upper secondary

AVAIL: Paper \$14.95

ASCIS 426695

ADLER, C.S *Binding ties*. Hamilton Children's Books, 1987

ISBN 0-241-12413-1

Anne has always been a serious and thoughtful young woman, the delight of her extended family of mother, aunt and grandmother. However when she falls in love with Kyle, an attractive, wayward senior at her school, the result is tension and arguments as he vies with her family for Anne's time and affection. Their conflicting claims hurt and bewilder her until finally she makes her inevitably disastrous choice for Kyle. The author explores family, sexual and romantic relationships frankly and thoughtfully. This is a cautionary tale with a happy ending, but it does realistically chart genuine adolescent dilemma.

M. Lobban

LEV: Middle secondary Upper secondary

AVAIL: \$19.95

ASCIS 420536

SCHWARTZ, Jane *Caught*. Virago Press, 1987

(Virago upstarts)

ISBN 0-86068-949-2

At a time when she finds her own life and family treacherous, 10-year-old Louie becomes a chaser for 40-year-old Casey's rooftop pigeon flock. Pigeons and Casey become her whole life and when her mother and stepfather tell her the family is moving away from downtown New York she is devastated. The seedy, exhilarating world of pigeon-flying is captured with warmth and sympathy and Louie's obsession is made understandable, if disturbing. This is a fine portrait of a confused unhappy child in a complex relationship which, perhaps contrary to the reader's fears, enriches her. M. Lobban

LEV: Upper secondary

AVAIL: Paper \$9.95

ASCIS 407196

JONES, Rhodri *Different friends*. Deutsch, 1987

ISBN 0-233-98096-2

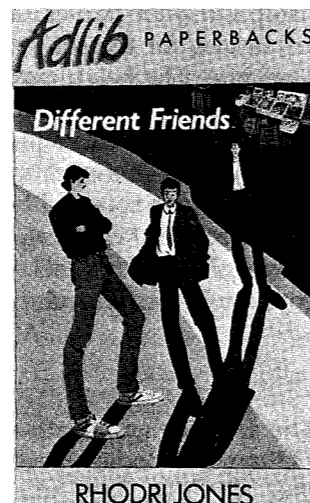
The narrator Christakis muses on the friends of his childhood, his gang of 4. By the time they are 16 Shaun is into drugs and petty crime, Danny has moved away

from his white friends and become involved in black politics and Chris himself is working in his father's shop and trying to make sense of life. It is the fourth member of the group, Azhar, who has the greatest influence on Chris when he reveals his homosexuality and meets his father's rage and violence with dignity and pride. The theme of tolerance is subtly conveyed in a well-crafted and understated novel. M. Lobban

LEV: Upper secondary

AVAIL: Paper \$9.95

ASCIS 413729



KHAN, Rahila *Down the road, worlds away*.

Virago Press, 1987 (Virago upstarts)

ISBN 0-86068-932-8

This is a strong collection of stories about young people in contemporary Britain, taking as one of its themes the distance between the lives of children of Asian and Middle Eastern families and their Anglo-Saxon counterparts. The other common theme is love in its many guises and all its complexity. M. Lobban

LEV: Upper secondary

AVAIL: Paper \$9.95

ASCIS 405142

TOWNSEND, John Rowe *Downstream*. Walker, 1987

ISBN 0-7445-0818-5

All is upheaval in Allan's life - he and his parents have moved to the country, he has to change schools, his parents' marriage is disintegrating and he can't stop thinking about sex. When the object of his unrequited passion turns out to be his father's lover, Allan feels utterly betrayed. Adult relationships are dealt with in unusual depth but Allan's emotional turmoil is still the focus. Allan severs the bonds of childhood when he lashes out at his father; there is a sense of both

cleansing and renewal at the end of the novel which is an articulate and honest portrayal of an adolescent boy moving into adulthood. M. Lobban

LEV: Upper secondary

AVAIL: \$22.95

ASCIS 428349

GORDON, John *The grasshopper*. Bodley Head,

1987 (A Bodley Head paperback original)

ISBN 0-370-31159-0

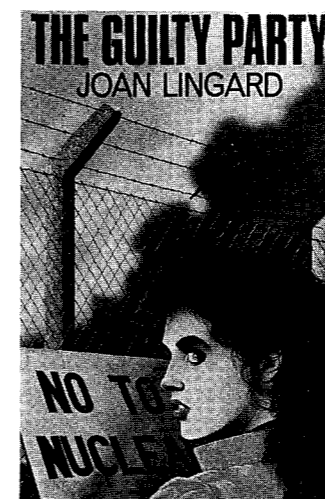
In Weldelph there was a scandal. Just what this scandal was is slowly revealed to us by the young narrator. It is a scandal that involves corrupt officials and raises such issues as social class, child/parent relationships, and small town attitudes. At the centre of all this is a large mechanical grasshopper. Gordon has skilfully constructed this unusual but intriguing and suspenseful story for more able young readers.

A. Gill

LEV: Middle secondary Upper secondary

AVAIL: Paper \$14.95

ASCIS 412556



LINGARD, Joan *The guilty party*. Hamilton, 1987

ISBN 0-241-12081-0

Forced to live in a British seaside town with relatives after her father's violent death in Belfast, Josie continues, in her memory, to fight against injustice wherever she sees it. Her headstrong protests against a nearby nuclear power plant lead to her and her mother's eviction, to arrest and finally to a gaol sentence. As well as being a story of youthful idealism there is also a satisfying element of romance. Josie's gaol experience is the strongest part of the book; elsewhere her self-righteous passions and unflinching charisma are a little irritating. M. Lobban

LEV: Middle secondary Upper secondary

AVAIL: \$19.95

ASCIS 413243

CREW, Gary *The house of tomorrow*. Heinemann Educational, 1988

ISBN 0-85859-472-2

Peter Cooper finds his fulfilment in a Buddhist monastery, while Liz still tries to solve her relationship problems. For Mac, the head English teacher and narrator of this story, his life is too predictable and there is also the tragic death of his wife and child. Schoolboy Danny, the main protagonist, has many problems compounded by pressures from peers, teachers and a strict religious family. In helping Danny come to terms with his problem, each character is able to overcome their own personal crises. This story is immediately gripping and moves quickly to its tragic, if somewhat contrived, ending. Further interest is maintained with the author's effective use of letters and other writings to detail the plot. A. Gill

LEV: Middle secondary Upper secondary

AVAIL: Paper \$8.95

ASCIS 425573

KEMP, Gene *I can't stand losing*. Faber, 1987

ISBN 0-571-14773-9

The narrator, the astonishingly arrogant and selfish Patrick Gates, is concerned only for himself and his active love life. Then his mother leaves home to join the women's camp at Greenham Common and Patrick and the rest of the family are left in turmoil. He tries desperately to maintain his carefree lifestyle but is unable to escape the chaos of home. Patrick is a character who amazes rather than engages and the family's disintegration is fairly extreme; however the story has vitality and black humour and a sense at the end that Patrick may be starting to grow up.

M. Lobban

LEV: Upper secondary

AVAIL: \$21.95

ASCIS 408961

*If you lose, you're dead*. Millennium, 1988

ISBN 0-85574-874-5

**Highly recommended**

Superb stories are gathered here, each refreshingly honest and uniquely reflecting its author's youthful experiences. All are prize-winners in The Sydney Morning Herald's Young Writer of the Year competition and serve as valuable evidence of the very literate and articulate students in our schools today. Timely subjects, relevant characters and familiar situations sit side by side with the worries of tomorrow and the concerns of humankind. This is very fine writing indeed. N. Kallenberger

LEV: Middle secondary Upper secondary

AVAIL: Paper \$9.95

ASCIS 423322



BROOKS, Bruce **The moves make the man.** Pan, 1988 (Pan horizons)  
ISBN 0-330-30236-1

Despite the extremely American setting and culture of this novel (told by a black boy living in North Carolina at the time of school integration) its concerns are universal - the individual's need for friendship and acceptance, and the nature of truth. The narrator Jerome is a clever, perceptive boy, the token black at a big white high school. He befriends another outsider, Bix, who is unhappy and disturbed by his mother's mental illness. Basketball becomes a metaphor for life as Jerome coaches Bix in how to win. It is a long and demanding novel, as emotionally and intellectually uncompromising as its protagonists. M. Lobban  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$16.50 ASCIS 425707

OLDHAM, June **Moving in.** Viking Kestrel, 1987  
ISBN 0-670-81007-X

Another quirky offering from this author, this is a funny, sophisticated novel, full of witty dialogue and bizarre people. Ellen, the central character, is determined to assert her independence by moving into a run-down flat by herself despite the fact that she has no money, is still at school, and is meant to be living with a friend's family until she finishes school. Chaos ensues but Ellen survives and emerges confident in her ability to handle the adult world. M. Lobban  
LEV: Upper secondary  
AVAIL: Paper \$18.95 ASCIS 413470

KLEIN, Norma **Older men.** Women's Press, 1988 (Livewire)  
ISBN 0-7043-4128-X

Elise basks in the warmth of her father's extravagant devotion, but the growing realisation of the conditional nature of that love and the awareness of his emotional inadequacy with adult women lead to her feeling confused and unhappy. Although there is no physical incest, this is definitely a portrait of a distorted relationship. Elise's breaking free of the oppressive bonds of her father's manipulative love is only partially successful, but her understanding of her relationships with both her parents gives hope for the future. The situation portrayed may be extreme but the characters behave believably. The book contains descriptions of sexual activity. M. Lobban  
LEV: Upper secondary  
AVAIL: Paper \$12.95 ASCIS 429012

CASEY, Maude **Over the water.** Women's Press, 1987 (Livewire)  
ISBN 0-7043-4905-1

Mary is 14, Irish and lives in England where she feels a reviled foreigner. Over the long summer holidays the family returns to Ireland to her grandparents farm where she feels an English outsider. Mary's alienation is also from her parents who cling desperately to their Irishness, and even from herself as she sinks into a well of loneliness and despair. This is a long and moving account of her initiation over the summer into adult secrets and an acceptance of her lot and herself. Her particular cultural dislocation is not a familiar one, but many young Australians will recognise the dilemma of being caught between 2 cultures. M. Lobban  
LEV: Upper secondary  
AVAIL: Paper \$9.95 ASCIS 402359

**A quiver of ghosts** / compiled by Aidan Chambers. Bodley Head, 1987 (A Bodley Head paperback original)  
ISBN 0-370-31008-X

Eight new stories by well-known authors such as Aidan Chambers, Joan Aiken, Louise Lawrence and John Gordon constitute a superior collection. They are unsettling rather than terrifying, sometimes humorous, and several are likely to linger in the reader's mind long after reading. M. Lobban  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$9.95 ASCIS 386759

CROSS, Gillian **Roscoe's leap.** Oxford University Press, 1987  
ISBN 0-19271557-7

Stephen and Hannah live in a bizarre old house designed by their great grandfather Samuel Roscoe. It is actually 2 joined houses built on either side of a stream and waterfall and the divided house is a metaphor for the children's family which has been divided by another part of Samuel's legacy. Into this strange house and family comes an outsider, a young man researching Samuel, and through him the jealousy and anger of the past is finally released. There is genuine suspense, and tension which builds to a gripping climax; however it is the skilfully drawn interpersonal relationships which lie at the heart of this intriguing and satisfying mystery. M. Lobban  
LEV: Middle secondary  
AVAIL: \$22.95 ASCIS 434156

CORLETT, William **The secret line.** Walker, 1988  
ISBN 0-7445-0813-4

This is a mysterious metaphoric story about alienation and disassociation, and finally about acceptance and reconciliation. Jo is 15 and regards her coffee-coloured skin as a barrier between her and the world, her inescapable badge of difference. Yet skin colour is only a symbol of the isolation many adolescents feel, and Jo's journey to the seductive edge of madness also captures their confusion and despair. Although the reader may find the line between reality and fantasy blurred at times the book is not obscure; rather it is an intriguing and compelling read, sensually descriptive and emotionally powerful. M. Lobban  
LEV: Upper secondary  
AVAIL: \$25.95 ASCIS 428416



LEESON, Robert **Slambash wangs of a compo gormer.** Collins, 1987  
ISBN 0-00-184787-2

#### Highly recommended

Arnold, dreamy and clever, spends his days physically at Denkfield Comprehensive School but mentally as a sword wielding hero on the planet Klaptonia. Plots and intrigues on Klaptonia result in Arnold's forcible substitution for Prince Dornal who takes Arnold's place on Dirt (Earth). For each, remarkable adventures ensue, and for the persistent reader who is not fazed by the extremely derivative Klaptonian argot an inventive and entertaining fantasy. This is a humane and funny satire of both a contemporary British school and the fighting fantasy phenomenon. M. Lobban  
LEV: Middle secondary Upper secondary  
AVAIL: \$17.95 ASCIS 413246

PILLING, Ann **Stan.** Viking Kestrel, 1988  
ISBN 0-670-81770-8

Stan is just unlucky that the night he chooses to run away from home is the night his foster father Victor is arrested by the police. Before his arrest Victor had hidden a package of drugs in Stan's packed rucksack, so when Stan leaves he unwittingly carries the valuable and incriminating package with him. Stan is a decent, likeable boy, frighteningly caught up in events outside his experience but grimly determined to find physical and emotional sanctuary with his half brother in Ireland. This is taut suspenseful adventure, graphically, but not gratuitously, violent at times and ultimately hopeful. M. Lobban  
LEV: Middle secondary  
AVAIL: \$19.95 ASCIS 433487

BERRY, James **A thief in the village.** Hamilton, 1987  
ISBN 0-241-12011-X

Present-day Jamaica comes alive in this collection of short stories about growing up. Becky wants a bicycle so she can join the Wheel-and-brake boys. Nenna and Man-Man keep watch to catch a coconut thief. Tukku-Tukku, nicknamed because of his small size, grows into his real name. Fanso seeks the father he has never known. These, and the other situations explored here, are variants of universal themes of adolescence. They take on new dimensions as well-crafted writing recreates the sights and sounds of Jamaica. Uniqueness of setting, speech and culture, however may make these stories somewhat remote to Australian readers. Winner of the Smarties Grand Prix. N. Kallenberger  
LEV: Middle secondary Upper secondary  
AVAIL: \$19.95 ASCIS 402188

WESTALL, Robert **Urn burial.** Viking Kestrel, 1987  
ISBN 0-670-81537-3

Thousands of years ago the peoples of many worlds worked together to defeat the evil Attock. The final battle took place on earth and the victorious warriors were buried where they fell. When Ralph, shepherding his sheep on the Fiend's Fell, discovers and opens the tomb of one of them he unwittingly releases forces which could destroy the planet. The author shows little sympathy for violent destructive humanity, Ralph and Ruby do however display a mitigating bravery and dignity. This is inventive, philosophical and tough science fantasy tightly plotted and menacing in atmosphere. M. Lobban  
LEV: Upper secondary  
AVAIL: \$19.95 ASCIS 398183

## ■ The sky's the limit

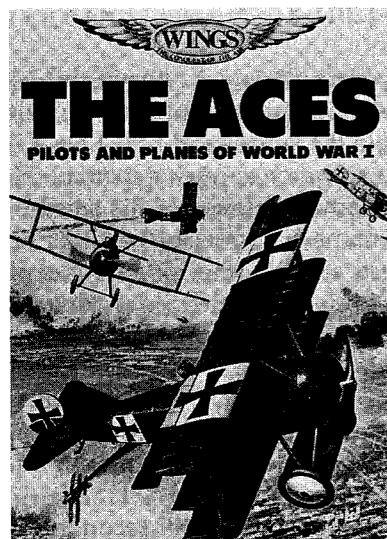
This collection of K-12 resources have an aeronautical theme and was drawn from items recently received at Library Services. It was coordinated by Kevin Channells and items were reviewed by Jill Buckley and Kevin. Items are arranged alphabetically by title.

MAYNARD, Chris **The aces.** Watts, 1987  
ISBN 0-86313-519-6 [940.4]

The work of the pilots of World War I is clearly presented in this large format text. Chapters outline the newly developed aircraft and the strategies devised by pilots to use them in combat. Pages are well set out using large print and colour illustrations. Illustrations are synchronous with the text and well captioned, carrying much of the information. Language is straightforward. The resource is well supported with a glossary and an index.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$16.95 ASCIS 405283



In the same format:

MAYNARD, Chris **Air battles.** Watts, 1987  
ISBN 0-86313-520-X [940.54]

A clear account of the use of aircraft in World War II is presented in this large format text. Comprehensive information on specific battles, fighting strategies and the atomic bomb is simply presented.

ASCIS 405281

COCHRANE, Jennifer **Air ecology.** Wayland, 1987  
ISBN 0-85078-893-5 [574.5]

The work combines information on a range of topics concerning the atmosphere with experiments designed to elucidate these topics. The greenhouse effect, for example, is linked with an experiment on absorption and reflection. The activities require

experience of scientific method, and in some cases, access to laboratory equipment. They are unlikely to be undertaken by a reader alone. Experiments conclude by stating expected outcomes and reasons for these, leaving little room for inference and deduction. The text is concisely written, linking scientific processes with the effects of human activity. Clear diagrams, a glossary and index aid use of the text.

LEV: Upper primary Lower secondary Middle

secondary Upper secondary

AVAIL: \$19.95 ASCIS 387315

GREEN, William **Aircraft.** Warne, 1987  
ISBN 0-7232-3458-2 [629.133]

This is a comprehensive pocket-sized guide to 140 aircraft. Detailed technical information on each craft is provided, under such headings as performance, weight, dimensions and status. The text is dense and closely typed. Imperial measurements are used, with metric conversions. Small black-and-white photographs and silhouette illustrations accompany each description. This work is aimed at the aviation enthusiast, being of limited interest to the general reader.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$9.95 ASCIS 396808

In the same format:

GREEN, William **Airliners.** Warne, 1987  
ISBN 0-7232-3400-0 [629.133]  
ASCIS 395235

CAWTHORNE, Nigel **Airliner.** Gloucester, 1987  
ISBN 0-86313-627-3 [629.133]

The work involved in aircraft design and construction is discussed in this well set out resource. Focusing on the engineering aspects of flight, chapters cover how aircraft and their engines are designed, manufactured and tested. Layout is clear, with good use of graphics and colour photographs. Excellent, well-captioned colour illustrations explain much of the information. An index and glossary support the accessibility of the text. This work would complement any collection on aviation because of both its subject orientation and clear information.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$16.95 ASCIS 415540

BERLINER, Don **Airplanes of the future.** Lerner, 1987  
ISBN 0-8225-1580-6 [629.133]

This specialised work examines the design, development and possibilities of future aircraft. The author, an experienced aviation writer, suggests directions for personal, commuter, cargo and military aircraft. Of most appeal to enthusiasts, its language assumes knowledge of the principles of flight and general familiarity with the aviation field. Text takes the form of continuous narrative, although major concepts are highlighted by different type. An index aids access, but a glossary is not included. Photographs and illustrations are synchronous with the text and accurately captioned. This is a useful work for browsing or for those with a more developed interest in the subject.

LEV: Upper primary Lower secondary Middle

secondary Upper secondary

AVAIL: \$24.95 ASCIS 403536

LANGLEY, Andrew **Airports.** Watts, 1987  
ISBN 0-86313-602-8 [387.7]

After a brief glimpse of early airports, there is an explanation of the more complicated features of a modern airport. Pre-flight preparations, the role of the control tower, ground services and emergency services are described. The large print text, in short sentences with simple vocabulary, is well supported by the colour photographs and illustrations. A table of contents is included, as is an index and glossary. The simple and straightforward style, with such easily accessible information makes this a good introduction to the subject.

LEV: Lower primary Middle primary

AVAIL: \$15.95 ASCIS 411443

VOGT, Gregory **An album of modern spaceships.** Watts, 1987  
ISBN 0-531-10397-8 [629.45]

The title of this work does not indicate its contents, in which the author investigates, from an American viewpoint, aspects of space shuttle and flight. His experience in the field is not stated by the publisher. The Challenger flight and its aftermath are discussed in detail as well as the future of satellite technology. Technical terms are used, but no glossary is included. Black-and-white photographs, line drawings and an index help to make the text more accessible.

LEV: Middle secondary Upper secondary

AVAIL: \$18.95 ASCIS 422145

HERDA, D.J. **Communication satellites.** Watts, 1988  
ISBN 0-531-10473-7 [621.38]

The development of communication satellites is approached from an American perspective. The possibility of overcrowding in space is dismissed with the claim that space is vast enough to cope. Military satellites are judged crucial to world peace for their deterrent effect. The potential use of satellites as propaganda tools is considered more a problem for Third World and Communist Bloc countries than for the US. Photographs and illustrations are in black and white and a table of contents, index and glossary are included. The American perspective leads to a lack of objectivity which colours the content.

LEV: Middle secondary Upper secondary

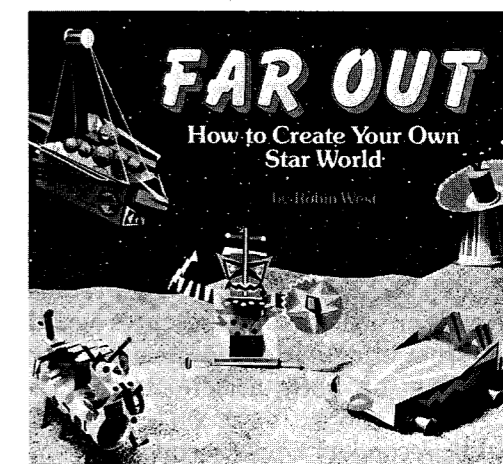
AVAIL: \$14.95 ASCIS 423078

JEFFERIS, David **Epic flights.** Watts, 1987  
ISBN 0-86313-521-8 [629.1309]

The advances in aviation technology of the 1920s and 1930s are detailed in this large format text. Comprehensive information on individual flights and aviation breakthroughs is simply presented. Clear, well-captioned diagrams, large headings and good page layout aid ease of use. Illustrations are synchronous with the text and carry much of the information. A glossary and index aid the accessibility of the resource.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$16.95 ASCIS 412657



WEST, Robin **Far out : how to create your own star world.** Carolrhoda, 1987  
ISBN 0-87614-463-6 [745.592]

Instructions for creating models of space craft and

creatures are accompanied by stimulating colour photographs in this comprehensive text. The author sets out information in 4 areas: materials needed; how to build; how to decorate and further ideas. Target age group is 5-10 year-olds, but the instructions are too lengthy for this age group. Many items have 15 steps in constructions, and imperial measurements are given. Commonly available craft materials are used. The major value of the work lies in the well-presented photographs which would stimulate the creativity of both children and teachers.

AUD: Professional

LEV: Middle primary Upper primary

AVAIL: Paper \$9.95 ASCIS 402729

POLLARD, Michael *From cycle to spaceship : the story of transport.* Cambridge University Press, 1987

ISBN 0-521-33238-9 [380.5]

This resource covers a broad range of topics, dealing with aspects of land, sea, air and space travel. Each double page covers a new topic, including: wheels; bicycles; trains; aircraft; cars and spacecraft. The text is simple and well set out in column format, but deals with many concepts on one page. Subheadings and boxed definitions highlight important information. Colour photographs and clear illustrations are well used to elucidate the text. This comprehensive yet compact work is well supported by a clear index and glossary.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$11.95 ASCIS 395897

VOGT, Gregory *Halley's comet.* Watts, 1987

ISBN 0-531-10304-8 [523.6]

This detailed discussion of Halley's comet covers its history, orbit and structure. The use of space satellites to gather information about the comet on its orbit in 1986 is the major emphasis of the work. The language used is technical and complex in structure. An index and glossary improve access to the text, which is presented in lengthy chapters. Tables, diagrams and an experiment are included. The resource would be of most interest to readers with an existing understanding of both astronomy and space technology.

LEV: Middle secondary Upper secondary

AVAIL: \$14.95 ASCIS 422050

BARRETT, Norman *Hang gliding.* Watts, 1987

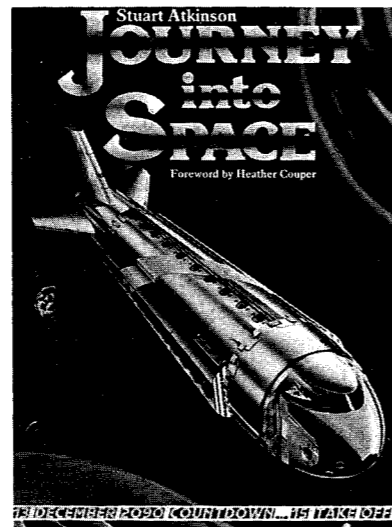
ISBN 0-86313-513-7 [797.5]

This is an attractively presented text which aims to

stimulate interest and inform. The large type text is clear and straightforward. Vivid colour photographs are used abundantly to convey the excitement of the sport. Clearly labelled diagrams are also included. Introductory information on parts of a hang glider is followed by chapters on take off and landing, history and types of flying. The work is well supported by a sound glossary and index.

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$14.95 ASCIS 401461



ATKINSON, Stuart *Journey into space.* Viking Kestrel, 1988

ISBN 0-670-82014-8 [523.2]

This resource provides comprehensive information on space and the solar system, in the form of a space adventure story. The story of a space journey is well presented and based on fact. Closely written chapters are well illustrated with line drawings, colour diagrams and colour photographs. The language used is accessible, and although the text is long, it is supported by an index. Current astronomical ideas and future possibilities are well discussed. The work is a successful approach to making scientific information accessible to readers, although those with some familiarity with the subject would benefit most.

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: \$19.95 ASCIS 430631

AVERY, Derek *Modern civil aircraft.* Collins, 1987

ISBN 0-00-458853-3 [629.133]

A pocket-sized guide to 110 aircraft, this clearly set out work provides information on each craft on a double-page spread. Detailed, mainly statistical information on aircraft production, performance, dimensions and

history is accompanied by clear line drawings and colour illustrations. Terms used in the index make locating information difficult. The Concorde, for example, is entered under Aerospatiale-British Aerospace Concorde. This compact work would be of most interest to aviation enthusiasts.

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$6.95 ASCIS 412759

LANGLEY, Andrew *The moon.* Watts, 1987

ISBN 0-86313-575-7 [523.3]

Facts about earth's nearest neighbour in space are presented in simple, easy-to-understand vocabulary. The minimal text is in large print. As well as describing lunar features, exploration of the moon and the possibility of future moonbases are mentioned. The text is very well supported by the colour and black-and-white photographs and illustrations. A table of contents is included, as are an index, a moon atlas, a table of moon facts and a glossary. Such a simple and straightforward book with such easily accessible information would be an ideal introduction to the subject.

LEV: Lower primary Middle primary Upper primary

AVAIL: \$15.95 ASCIS 411400

WOOD, Tim *The night sky.* Watts, 1988 (Spotlight on)

ISBN 0-86313-689-3 [523]

Facts about the solar system are presented in simple, easy to understand vocabulary. Subjects covered are: the planets and the moon; comets and meteors; eclipses and auroras; suggestions for sky watching. The large print text is very well supported by colour photographs and illustrations, as well as maps of the southern and northern skies. There are a table of contents, an index, a glossary and a table of night facts. Such a simple and straightforward book would make an ideal introduction to the subject.

LEV: Lower primary Middle primary Upper primary

AVAIL: \$15.95 ASCIS 425806

BRAYBROOK, Roy *Pocket book of aircraft.*

Kingfisher, 1987  
ISBN 0-86272-274-8 [629.133]

A summary of civilian and military aircraft past and present, this resource is aimed at readers with existing knowledge of the subject. Details of individual aircraft are summarised in column format, accompanied by colour illustrations. Pages are packed with detailed

information. Although a glossary is included, the index emphasises names of particular craft rather than general concepts. The dense text is supported by clear colour illustrations and photographs. Reference lists of aviation information are included.

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$8.95 ASCIS 405545

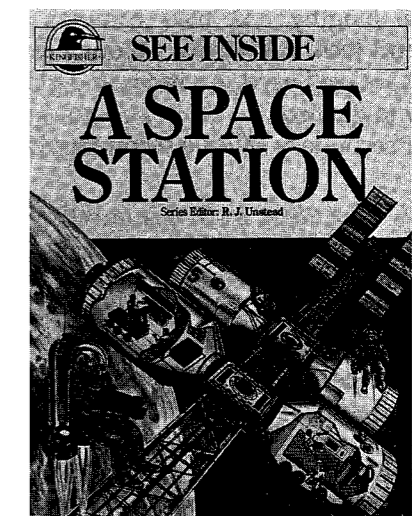
JEFFERIS, David *Satellites.* Watts, 1987

ISBN 0-86313-517-X [629.43]

This clear presentation defines basic terms, outlines the purposes of satellite technology and examines types of satellites and their uses, eg weather reporting, mapping and communication. The role of satellites in espionage is also discussed. Language used is simple and clear. Large print text is presented in block format, but definitions are not clearly differentiated within the text. Diagrams and photographs are well presented, and carry much of the information. They are explained well using captions and numbered points. A comprehensive index aids accessibility. Technical terms are explained simply in a small glossary.

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$12.95 ASCIS 391195



KERROD, Robin *See inside a space station.*

Kingfisher Books, 1988  
ISBN 0-86272-345-0 [629.4]

Information on living, working and travelling in space is well-presented in this work. Short, well-illustrated chapters explain how space stations and satellites operate. Excellent cutaway diagrams and colour photographs from NASA convey both information and a sense of excitement at the achievements of space technology. The comprehensive text is presented in

long paragraphs, undifferentiated by subheadings, although an index and glossary improve accessibility. The language used is straightforward, using technical terms but avoiding jargon.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$6.95 ASCIS 426696

BARRETT, Norman *Skydiving*. Watts, 1987  
ISBN 0-86313-512-9 [797.5]

In this well-presented work the sport is introduced via clear text and vivid photographs. The well-captioned colour photographs stimulate interest and convey excitement. Large-type text defines the sport, covers learning to jump, competition jumps and the history of sky diving. Clearly labelled diagrams are also included. The work is well supported by a sound glossary and index.

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$14.95 ASCIS 401467

VOGT, Gregory *Space satellites*. Watts, 1987  
ISBN 0-86313-479-3 [629.44]

This title discusses the development and use of satellites and future directions for satellite technology. It is aimed at readers with an existing knowledge of the subject. The lengthy text uses complex language structures and technical terms. Colour photographs from NASA are well used. An index and glossary aid accessibility to the text.

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: \$16.95 ASCIS 396997

LAMPTON, Christopher *The space telescope*.  
Watts, 1987  
ISBN 0-531-10221-1 [521]

Information on the development and use of the telescope is combined in this work with a discussion of the possibilities for telescope use in space. The author, credited as an American science writer, assumes that such technology is inevitable. The resource would be of most value to readers with an existing interest in astronomy. Although technical terms are used, no glossary is included. Black-and-white photographs and an index increase accessibility of the lengthy text.

LEV: Middle secondary Upper secondary

AVAIL: \$14.95 ASCIS 393844

MASON, John *Space travel*. Macmillan Education,  
1986  
ISBN 0-333-40942-6 [629.4]

Well-captioned colour illustrations, colour photographs and a straightforward text explain major aspects of space travel in this compact work. The text outlines how spacecraft operate, the role of astronauts, moon missions, space stations and satellites. The focus is on US space activity. Language is clear, using technical terms but avoiding jargon. Access to information is improved through use of short paragraphs and subheadings. Technical terms explained in the glossary are highlighted in bold type.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$14.95 ASCIS 237320

VOGT, Gregory *Space walking*. Watts, 1987  
ISBN 0-86313-480-7 [629.45]

The author discusses the equipment needed for astronauts to work in space, detailing types of space suits, training for weightlessness and tasks astronauts perform. Aimed at those with a specific interest in the subject, the lengthy text uses complex language structures and technical terms. Colour photographs from NASA are well used. An index and glossary aid accessibility to the text.

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: \$16.95 ASCIS 397001

LANGLEY, Andrew *Spacecraft*. Watts, 1987  
ISBN 0-86313-630-3 [629.4]

A brief description is provided of human ventures in space, from the first space flight in 1957 to conjecture about the future. There are examples of types of rockets that have been used and while the role of satellites in space is also covered, their military purpose is overlooked. There is a table of contents, an index, a glossary and a table of space facts. The text is well supported by the colour photographs and illustrations. The simple and straightforward style with such easily accessible information makes this a good introduction to the subject.

LEV: Lower primary Middle primary

AVAIL: \$15.95 ASCIS 411452

COUPER, Heather *Spaceprobes and satellites*.  
Watts, 1987  
ISBN 0-86313-528-5 [629.44]

An overall picture of human endeavour in space is provided with such issues as: exploring space; using

satellites; future missions; Russians in space and Americans in space. There is an explanation of the uses made of satellites and it is noted that over half the satellites in space are there for military purposes. Large print text is well supported by the wide range of captioned, colour photographs and illustrations. There is a contents pages, as well as an index and glossary. Only British institutions are listed as sources of further information.

LEV: Upper primary Lower secondary

AVAIL: \$16.95 ASCIS 411122

LAMPTON, Christopher *Star wars*. Watts, 1987  
ISBN 0-531-10314-5 [358]

The chilling world of the Strategic Defense Initiative (SDI), complete with particle beam weapons, smart rocks, terminal phase defense and killer satellites is described in this work. The author, credited as a science writer rather than scientist, attempts to explain the SDI's complex technology and raise questions regarding its viability. Arguments against SDI are investigated, including military security, national pride and brinkmanship. Black-and-white photographs and illustrations clarify the long discursive text. An index and glossary support the work, which aims both to inform and stimulate discussion.

LEV: Middle secondary Upper secondary

AVAIL: \$14.95 ASCIS 393847

COUPER, Heather *Telescopes and observatories*.  
Watts, 1987  
ISBN 0-86313-527-7 [522]

This slim, large-print volume details the uses of telescopes and observatories in gaining information about outer space. The types of instruments used, and the types of information they collect are described. There are also some practical suggestions on how to photograph the sky with an ordinary camera, and how to choose a telescope. The text is well supported by the wide range of captioned, colour photographs and illustrations. There is a contents page as well as an index and glossary.

LEV: Upper primary Lower secondary

AVAIL: \$16.95 ASCIS 404347

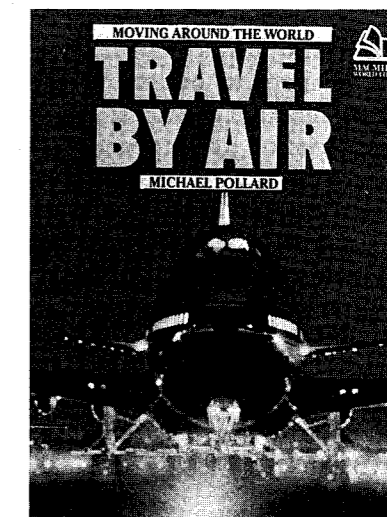
POLLARD, Michael *Travel by air*. Macmillan  
Education, 1986  
ISBN 0-333-40939-6 [387.7]

This is a compact basic reference text which covers aspects of the history, operation and types of flight in simple, direct language. The mechanics of flight are

clearly explained. Information is comprehensive, with content well set out. Text is made accessible through the use of short paragraphs and subheadings. Terms explained in the glossary are indicated by bold type in the text. Clear, well-captioned diagrams and photographs elucidate the text. This is a useful overview of the subject.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$14.95 ASCIS 232729



STERN, Alan *The US space program : after Challenger where are we going?*. Watts, 1987  
ISBN 0-531-10412-5 [387.80973]

The author examines, from a NASA viewpoint, the future of the US space program in the light of the Challenger disaster. Chapters outline the history of space flight, reasons for space travel, costs and aspects of space commercialisation. A detailed discussion of the implications of the Challenger disaster focuses on decisions needing to be taken regarding types of satellite payloads and directions for future research. Subheadings within chapters and an index improve access to the text. The few black-and-white photographs add to a thought-provoking work.

LEV: Middle secondary Upper secondary

AVAIL: \$17.95 ASCIS 422119

## ■ Biography and autobiography K-12

This list of biographies and autobiographies has been selected from items received and reviewed at Library Services over the past months. Entries are arranged alphabetically by title and were prepared by Joy Wilkinson.

- TRICKER, Andy **Accidents will happen.** Deutsch, 1987  
ISBN 0-233-98095-4 [362.4092]  
Teenager Andy Tricker's life changed dramatically the day his motorbike skidded under a truck. His resulting quadriplegia meant a long time in bed and then a long period learning to care for himself again. He tells his story here, unselfconsciously: his initial disbelief, the boredom, his sense of achievement from small advances, the changes to his confidence and self-esteem, his determination to walk again, and through it all, his appreciation of supportive family and friends. We share his growing maturity and, like him, remember to appreciate things too often taken for granted. Andy's story is told in a simple, but genuine, way. N. Kallenberger  
LEV: Middle secondary  
AVAIL: Paper \$9.95 ASCIS 418464
- RANDOLPH, Blythe **Amelia Earhart.** Watts, 1987  
ISBN 0-531-10331-5 [629.13092]  
Amelia Earhart is probably the world's best-known female aviator. This biography tells not only of her adventures in aviation, but also of her lonely childhood, her interest in medicine and social work, her marriage to publisher George Putnam and of her efforts to encourage women to seek careers in areas usually reserved for men. Extracts from the writing of Earhart herself, Putnam and other key figures is used extensively. Photographs and maps illustrate the text. This is well-researched, serious biography, but nevertheless most accessible and interesting for the reader. N. Kallenberger  
LEV: Middle secondary  
AVAIL: \$17.95 ASCIS 393355
- GISH, Lillian **An actor's life for me!** Viking Kestrel, 1987  
ISBN 0-670-80416-9 [791.43]  
Lillian Gish tells the story of her childhood spent travelling throughout the US with various theatre troupes. Explosions in melodramas, working on stage with real lions, a Christmas in a caboose, losing all her possessions while rushing to catch a train - her memories are clear, vivid and often bittersweet. While she sometimes appeared with her mother and sister (they, too, were on the stage), more often than not Lillian was on her own. She tells her story simply but with the wisdom of age and experience. This book ends where many would say her career really began, with her first movie roles. Family photographs and tender illustrations by Patricia Henderson Lincoln complete this delightful autobiography. N. Kallenberger  
LEV: Upper primary Lower secondary  
AVAIL: \$19.95 ASCIS 423092
- WOODS, Donald **Asking for trouble : autobiography of a banned journalist.** Penguin, 1987  
ISBN 0-14-009319-2 [079]  
The transition from a Xhosa-speaking white boy in the Transkei to the internationally known anti-apartheid journalist and defender of Steve Biko is related in fascinating detail. The account of his escape from South Africa in 1977 is as gripping as any thriller. The book is indexed and provides a personal but nonetheless devastating condemnation of the South African government's methods of preventing criticism of its policies. This book was first published in 1980 but it remains relevant to any discussion of apartheid. R. Grahame  
LEV: Upper secondary  
AVAIL: Paper \$9.95 ASCIS 387554
- LOEWALD, Uyen **Child of Vietnam.** Hyland House, 1987  
ISBN 0-947062-15-5 [959.704092]  
With vivid clarity, the author tells of her childhood and adolescence in the Vietnam of the 1940s and 1950s through its turbulent period of military occupation and civil war. It is an intensely personal story which in revealing the daily life and culture of the people, offers insight into the effects of hardship, torture, chaos and famine on the sensitive girl as she grows up. There are searing descriptions of events such as rape, torture and childbirth included, which are integral parts of her experience. Yet her Vietnamese childhood with its loneliness, anxiety and unhappiness offers wider understanding of universal experience. N. Orme  
LEV: Upper secondary  
AVAIL: \$24.95 ASCIS 400757
- STEWART, Douglas **Douglas Stewart's Garden of friends.** Viking, 1987  
ISBN 0-670-81628-0 [A828]  
This journal of garden observations and musings,

written over a 4 month period, provides a very personal portrait of the poet Douglas Stewart at the end of his life. Sweetly illustrated by his wife Margaret Coen, it is a delicate example of the diarist's art of detailed description and connected recollection. R. Grahame  
LEV: Middle secondary Upper secondary  
AVAIL: \$24.95 ASCIS 400154

BULL, Angela **Elizabeth Fry.** Hamilton, 1987  
(Profiles)  
ISBN 0-241-12084-5 [365]

English Quaker Elizabeth Fry made major contributions to prison reform in the 19th century, including improving conditions for women being transported to Australia. Her story is told in a simple yet effective way in this slim volume with black-and-white line drawings. Description of her gentle and loving childhood and staid London Quaker society with its fixed ideas about the place of women provide sharp contrast to the story of her determined battle with prison authorities to improve the health, hygiene and education of prisoners. This title is one of a series designed to make biography interesting to primary school children by presenting the most exciting or attractive episodes in the subject's life and severely summarising the rest. N. Kallenberger  
LEV: Upper primary Lower secondary Middle secondary  
AVAIL: \$13.95 ASCIS 420407

In the same series:

BAILEY, Eva **Amy Johnson.**  
ISBN 0-241-12317-8 [629.13]  
ASCIS 420406

BUCHAN, Elizabeth **Beatrix Potter.**  
ISBN 0-241-12051-9 [823]  
ASCIS 400073

LANGLEY, Andrew **Ian Botham.**  
ISBN 0-241-12293-7 [796.358]  
ASCIS 433509

PARTRIDGE, Eric **Frank Honeywood, Private : a personal record of the 1914-1918 war.** Melbourne University Press, 1987  
ISBN 0-522-84340-9 [940.4]

First published in 1929, and now republished with an introduction and notes by Geoffrey Serle, this autobiography is written in the third person, and gives an unusually distant picture of the main character. It

uses a more consciously literary style than most students would have encountered and may for this reason have a limited appeal. Nevertheless, his accounts of Gallipoli, Pozieres and Bullecourt are vivid and his story of dutiful endurance may be more true of war experience than other more dashing tales. R. Grahame  
LEV: Middle secondary Upper secondary  
AVAIL: \$22.50 ASCIS 391636

KOSOF, Anna **Jesse Jackson.** Watts, 1987  
ISBN 0-531-10413-3 [323.4092]

This is an insightful biography of US civil rights leader Jesse Jackson, examining both his motives and methods, as well as the more controversial aspects of his life. Highlighted are Jackson's charismatic manner, his popularity with young people and his growing involvement in national and international politics, culminating in his Presidential candidature. The biography is well researched, illustrated with black-and-white photographs and written in a straightforward way. It also offers an interesting view of the US civil rights movement. N. Kallenberger  
LEV: Middle secondary Upper secondary  
AVAIL: \$16.95 ASCIS 422118

NOTTRIDGE, Harold **Joan of Arc.** Wayland, 1987  
(Great lives)  
ISBN 1-85210-170-9 [944]

After a brief general statement of the subject's importance and place in history, there is a more detailed account of her life, associates and work. Important dates are listed at the end and there is an index, glossary and list of further books to read. Although the story is simplified, complex language and syntax make the book more challenging than the large print and many illustrations at first suggest. R. Grahame  
LEV: Middle primary Upper primary  
AVAIL: \$14.95 ASCIS 424658

In the same series:

BLACKWOOD, Alan **Beethoven.**  
ISBN 0-85078-979-6 [780.92]  
ASCIS 387574

HUNTER, Nigel **Karl Marx.**  
ISBN 0-85078-978-8 [335.4092]  
ASCIS 403507

YOUNG, Percy M. **Mozart.**  
ISBN 1-85210-172-5 [780.92]  
ASCIS 424655

**BODDY, Gillian Katherine Mansfield : the woman and the writer.** Penguin, 1988  
ISBN 0-14-008632-3 [823]

The biographical section, illustrated with many photographs captioned by quotations, makes up only one third of this book. The remainder is a selection of letters and journal entries and many of the short stories for which Katherine Mansfield is best known. After each short story there are references to it from her journals and brief extracts from contemporary critical comment. There is an index, an extensive list of sources and footnotes. R. Grahame  
LEV: Upper secondary  
AVAIL: Paper \$24.99 ASCIS 429163

**HARRIS, Nathaniel Leonardo and the Renaissance.** Wayland, 1987 (Life and times)  
ISBN 0-85078-981-8 [945.05]

Leonardo da Vinci, artist, inventor, scholar, symbolises the greatness of the Renaissance. His life serves to introduce a picture of Italy of the 14th and 15th centuries and its flourish of art, culture and learning. As in other titles of the series the content focuses on the social history of the period: people and children at work and play, science and medicine, the church, and fashion and manners. Illustrations, index, glossary and simply written text make this a useful resource.

P. Ward  
LEV: Upper primary Lower secondary  
AVAIL: \$16.95 ASCIS 395589

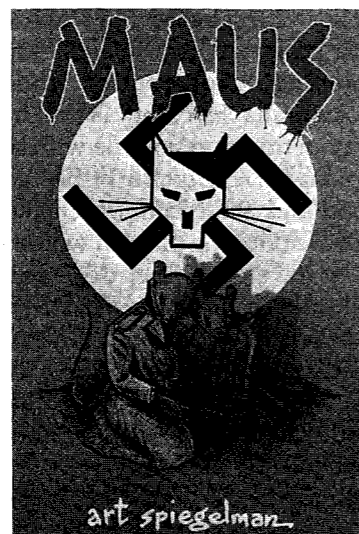
**LITTLE, Jean Little by little : a writer's education.** Viking Kestrel, 1987  
ISBN 0-670-81649-3 [813]

Claiming she has always liked stories better than fact, Canadian children's author Jean Little tells the story of her childhood in a most memorable way. Her uneasy acceptance of her partial sightedness, the loneliness of being different, discovering the joys of reading and the struggles and satisfactions of writing - all are related from a unique viewpoint, blending the freshness of a child's vision with the insight of maturity. Her story is both funny and moving, and like her other writing, immensely appealing. N. Kallenberger  
LEV: Lower secondary Middle secondary  
AVAIL: \$16.95 ASCIS 423073

**SPIEGELMAN, Art Maus : a survivor's tale.** Penguin, 1987  
ISBN 0-14-010414-3 [940.53]

Told in cartoons, this is the story of the author's Jewish

father and his survival in Poland during World War II. It is also the story of the present-day relationship between father and son. Spartan in style, the cartoons portray the Jews as mice and the Nazis as cats. Both narrative and dialogue are used to tell the tale. The medium of cartoons, however, seems sadly under-utilised and the end result is disappointingly lacking in effect. The story is nevertheless very readable and the concept unique. Undoubtedly some readers will value this unusual volume's role in understanding the horrors of World War II. N. Kallenberger  
LEV: Middle secondary  
AVAIL: Paper \$18.95 ASCIS 420429



**GIFF, Patricia Reilly Mother Teresa : sister to the poor.** Penguin, 1987 (Women of our time)  
ISBN 0-14-032225-6 [266]

Mother Teresa is well known for her work with the homeless, starving, sick and dying in India, and now throughout the world. This is the story of her childhood in Skopje, her decision to join the Sisters of Loreto and her work in India as a teacher. It is also the story of her decision to found a new order of nuns and to live and work amidst the poor, work which grew and grew. Giff tells the story simply and with care. Mother Teresa's own words are used frequently. Ted Lewin's illustrations capture the quiet, enduring spirit of this remarkable woman. N. Kallenberger  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$5.95 ASCIS 406372

**ONEAL, Zibby Grandma Moses : painter of rural America.** Viking, 1987 (Women of our time)  
ISBN 0-14-032220-5 [759.13]

The portrait of Grandma Moses which emerges from this delightful biography is of a woman as busy and full of life as her paintings. Oneal confesses she is a fan of Grandma Moses and of painters in general and her

interest is clearly evident in this thorough, but easily read, biography. Oneal recreates in words the life and scenes of rural New England last century as convincingly as Grandma Moses did in her paintings. Black-and-white reproductions of Grandma Moses's paintings and line drawings by Donna Ruff are most appropriate illustrations. N. Kallenberger  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$5.95 ASCIS 412066

**FALK, Barbara No other home : an Anglo-Jewish story 1833-1987.** Penguin, 1988  
ISBN 0-14-010262-0 [929]

The process of integration into Australian, particularly Melbourne, society of 4 related Jewish families is recorded in this family history. Analytical, demanding in language and concept, it surveys 7 generations against the social and intellectual background of Melbourne. The people chronicled are of interest to the reader in varying degree, and the detail is heavily weighted to the male side. The book is footnoted and indexed and provides an unusual viewpoint on a minority group in Australia over the last century. R. Grahame  
LEV: Upper secondary  
AVAIL: Paper \$14.95 ASCIS 425432

**BUSNAR, Gene The picture life of Tina Turner.** Watts, 1987  
ISBN 0-531-10297-1 [784.5]

As implied by the title, the emphasis in this biography (which sketches in a straightforward manner the main events of the subject's personal and public life), is on photographs. However, their arrangement detracts from the text as the photographs have been placed somewhat haphazardly. Likewise, the selected discography lists recordings but gives no indication of the year of production. M. McLachlan  
LEV: Upper primary Lower secondary Middle secondary  
AVAIL: \$15.95 ASCIS 394913

In the same series:

**SCARIANO, Margaret M. The picture life of Corazon Aquino.**  
ISBN 0-531-10296-3 [959.9009]  
This is a simplified account of how Corazon Aquino became president of the Philippines. It is uncritical of Aquino and the United States. R. Grahame  
ASCIS 422203

**LEATHER, Michael The picture life of Steven Spielberg.**  
ISBN 0-531-10497-4 [791.430233]  
ASCIS 429411

**BUSNAR, Gene The picture life of Whitney Houston.**  
ISBN 0-531-10498-2 [784.5]  
ASCIS 427495

**WHITE, Kate A political love story.** Penguin, 1987  
ISBN 0-14-00978-99 [994.04092]

This story of Joe and Enid Lyons goes to the heart of a warm human relationship and to the centre of some of Australia's most painful political struggles. Joseph Aloysius Lyons was Tasmanian Minister of Education when he fell in love and married a school teacher 17 years his junior. He owed as much of his political durability and triumphs to his wife as to the leaders who pushed him to the foreground of Australian public life. The parts played by Menzies, Bruce, Casey, Ricketson, Murdoch and Scullin are treated vigorously. But this is his story - a sincere, overworked man who died while Prime Minister and of the woman who did so much to make his achievements possible. J.M. Ward  
AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$9.95 ASCIS 394629

**HAMMOND, Mark J. Remembered with pride : the recollections of an Australian gold-digger.** Cambaroora Star Publications, 1988  
ISBN 0-9596573-2-0 [994.403]

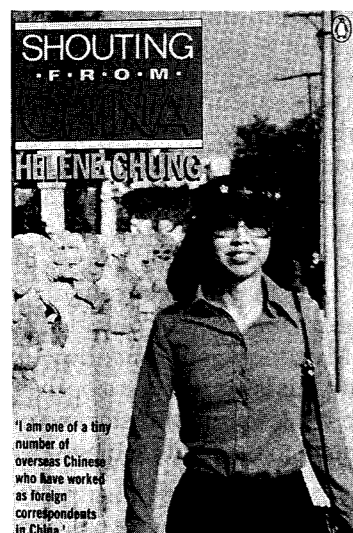
Mark John Hammond worked for 20 years as a gold miner on the fields of New South Wales. From there he moved to Sydney, and local, state and national affairs: mayor of Ashfield; state member for Canterbury and involvement in the Federation movement. His memoirs, and the research of editor Brian Hodge, make for interesting reading of one man's life in a significant period of Australia's development. M. McLachlan  
LEV: Middle secondary Upper secondary  
AVAIL: Cambaroora Star Publications 5/10 St Georges Road Penhurst NSW 2222. \$24.95  
ASCIS 415410

**CHUNG, Helene Shouting from China.** Penguin, 1988  
ISBN 0-14-011031-3 [951.05]

The title refers to the poor telephone connections which hampered Helene Chung's work as ABC correspondent in Beijing between 1983 and 1986. Her account and analysis of conditions, politics and change in the People's Republic of China is interwoven with a personal story. Even for an overseas Chinese, trying to understand and unravel the complexities of

China can be frustrating and difficult. The book is illustrated with photographs, indexed and easy to read. R. Grahame  
 LEV: Upper secondary  
 AVAIL: Paper \$14.99

ASCIS 429018



HOOK, Jason **Stephenson and the Industrial Revolution.** Wayland, 1987 (Life and times)  
 ISBN 0-85078-999-0 [941.081]

George Stephenson's success as an engineer of locomotives and railway systems is only part of the story of the industrialisation of Britain as it is of this title. The focus is on the dramatic changes in agriculture, manufacture and transport and life in the cities, factories and mines. It describes the human toll of poverty, wretched working conditions and the call for reform. The sweep of history is told in well-laid out sections, readable text and with colour illustrations.  
 P. Ward

LEV: Upper primary Lower secondary  
 AVAIL: \$16.95 ASCIS 387655

BAILEY, Hilary **Vera Brittain.** Penguin, 1987  
 (Lives of modern women)  
 ISBN 0-14-008003-1 [823]

Generations of women have read and wept over Vera Brittain's autobiographical *Testament of Youth*. This brief biography takes us only to 1942, leaving out the last third of her life which was devoted to working for peace through nuclear disarmament. She aspired to, and won, independence before and within marriage, and produced a considerable body of work over 40 years. This is one of a series of books designed to celebrate those women whose lives and achievements

have contributed to the changed status of women in society. R. Grahame  
 LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$9.95 ASCIS 396571

In the same series:

APPIGNANESI, Lisa **Simone de Beauvoir.**  
 ISBN 0-14-008737-0 [843]  
 Her relationship with Jean Paul Sartre and her contribution to his philosophy and work in post-war France are covered, and her work is set in context.  
 ASCIS 424648

CASTLE, Barbara **Sylvia and Christabel Pankhurst.**  
 ISBN 0-14-008761-3 [324.6]  
 The relationship between these two sisters and their famous mother, Emmeline Pankhurst, is dealt with as part of the account of the struggles for women's suffrage in England, in which they all took part.  
 ASCIS 398660

HUNTER, Nigel **Twenty campaigners for change.**  
 Wayland, 1987  
 ISBN 1-85210-136-9 [323.4092]

Both historical and contemporary campaigners for social change are profiled in this 48 page volume, ranging from Thomas Paine and Mary Wollstonecraft to Lech Walesa and Bob Geldof, and including 7 women. A biographical sketch of approximately 300 words, a chronology and portrait is presented for each reformer on a double-page spread. Information is accurate and easily read; a glossary, index and bibliography are included. Artwork is somewhat dreary; use of more paintings and photographs from the appropriate time would be preferable. Campaigners chosen for inclusion are notable but not always commonly known, thus making this a useful resource. N. Kallenberger  
 LEV: Upper primary Lower secondary  
 AVAIL: \$19.95 ASCIS 401887

In the same series:

BLACKWOOD, Alan **Twenty names in art.**  
 ISBN 1-85210-137-7 [709.22]  
 ASCIS 432700

LANGLEY, Andrew **Twenty names in crime.**  
 ISBN 1-85210-139-3 [364.10922]  
 ASCIS 432704

## ■ Consider before buying

*In the process of evaluating resources for scan, or the ASCIS database, our reviewers sometimes identify items that require special consideration. If a resource is judged to have content or language that may be considered controversial, then it is categorised Consider Before Buying. Not recommended materials are those which may be considered suitable by virtue of the reputation of the author or publisher, usefulness of the subject covered, or attractiveness of packaging, but in fact they are found to have serious drawbacks. These could include contraventions to NSW Department of Education policies and perspectives.*

Items identified during 1988 in these categories are listed alphabetically by title.

### Consider before buying

#### Fiction

BAILEY, Anne **Burn up.** Faber, 1988  
 ISBN 0-571-15005-5

17-year-old twins, brutalised by an uncaring, vicious father and an environment of crime and violence, are taken in, after their father's conviction for murder, by their gentle vicar step uncle and his family. Conflict follows. A motorcycle accident provides the catalyst for an unrealistic and immediate change of heart on the part of all the bad characters. The language is coarse, the attitude to violence ambivalent and the characterisation shallow, but the fast action and teenage rebellion may attract readers. R. Grahame  
 LEV: Lower secondary Middle secondary  
 AVAIL: \$19.95 ASCIS 430399

ST. GEORGE, Judith **Haunted.** Methuen, 1987  
 ISBN 0-416-02452-1

Alex relishes the thought of caretaking a secluded mansion in the American south for the summer, but a series of mysterious events convinces him that the house is haunted and one of the former owners is seeking his help to right a dreadful wrong. Stock characters, predictable plot and no real spookiness make this a pedestrian offering. M. Lobban  
 LEV: Lower secondary Middle secondary  
 AVAIL: \$24.95 ASCIS 399846

#### Non-fiction

**Australian republicanism [kit]: a self-funded 1988 Bicentenary education kit prepared by the Coalition of Republican Organisations (C.R.O.) / executive producer Peter W. Consandine.** Coalition of Republican Organisations, 1988 1 book, 1 booklet, 1 sound cassette, 2 leaflets, 6 sheets

[320.99]

The material in this kit, described as broaching all aspects of the issue of Australian Republicanism, is a peculiar mixture both in level of difficulty and relevance. It ranges from a learned article on the historic meaning of the word republic which has 127 footnotes in 10 pages, to an audiocassette on which 2 members of the NSW Legislative Council give their personal views on monarchy and republicanism. There are several other articles and books included but the kit would provide no assistance to teachers wishing to discuss constitutional change or republican sentiment. R. Grahame  
 LEV: Upper secondary  
 AVAIL: Coalition of Republican Organisations  
 PO Box 343 Strathfield NSW 2135 \$25.00  
 ASCIS 425465

HUGHES, Wade **Exploring Australia by land.** Martin Educational, 1987 (Discovery and exploration series)  
 ISBN 0-7253-0945-8 [994.02]

In an informal manner, the author narrates the exploits of some early Australian explorers, up to the late 19th century. He begins with Arthur Phillip and includes Blaxland, Wentworth and Lawson, Oxley, Sturt, Mitchell, Leichhardt and others. The author's style makes for easy reading, but despite an index, the informal style and text layout would make information retrieval difficult for many students. The text is accompanied by many adequate, colour and black-and-white illustrations by Matthew Ottley.  
 A. Gill  
 LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$12.95 ASCIS 400974

In the same series:

HUGHES, Wade **Exploring Australia by sea.**  
 ISBN 0-7253-0946-6  
 ASCIS 400973

GAVAZZI, Peppo **How far away are the stars?**  
Cambridge University Press, 1987  
ISBN 0-521-33516-7 [520]

Included in this introduction to astronomy is a description of some of the implements used by astronomers and of methods of collecting and interpreting data. The large print text consists mostly of a tour of an observatory. It is sometimes difficult to distinguish text from captions. There is a great variety in size and quality of colour photographs and illustrations, and black-and-white line drawings. As well, it is sometimes difficult to relate illustrations to the text. Information is not easily accessible because of the lack of a table of contents and an index.

K. Channells  
LEV: Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 419732

LAWSON, Don **Libya and Qaddafi.** Watts, 1987  
(An Impact book)  
ISBN 0-531-10329-3 [961]

The geography and history of the country are briefly detailed, with an emphasis on the involvement of the United States in the region, from the nineteenth century through to the 1980s. This analysis tends to the jingoistic, although an attempt at even-handedness is adopted when discussing the position of Qaddafi as Libyan leader and international figure. The information and stance of the author need to be balanced by more wide-ranging and comprehensive accounts. M. McLachlan  
LEV: Middle secondary  
AVAIL: \$17.95 ASCIS 393839

CLAYTON-FELT, Josh **To be seventeen in Israel : through the eyes of an American teenager.** Watts, 1987  
ISBN 0-531-10249-1 [306]

This is a personal comparison of Israel and the USA by a young American who has visited Israel for a total of 12 weeks over 3 years. It is poorly written with sweeping generalisations. R. Grahame  
LEV: Middle secondary Upper secondary  
AVAIL: \$16.95 ASCIS 389048

RUTLAND, Jonathan **UFOs.** Kingfisher, 1987  
(Kingfisher explorer books)  
ISBN 0-86272-302-7 [001.909]

This slim volume is a mixture of information and speculation on UFOs padded out with information on space craft and satellites. The text is placed in boxes within dramatic full-page illustrations designed to

stimulate rather than inform. The emphasis of the work is on sensationalism with the artist's interpretation taking precedence. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: Paper \$5.95 ASCIS 402477

## Not Recommended

### Fiction

MOORHOUSE, Jocelyn **C/o the Bartons.** Penguin, 1988 (Puffin plus)  
ISBN 0-14-032792-4

Based on episodes from a television series of the same name, the book is full of stereotyped characters and sexist assumptions. 'Paul had to kiss a girl to prove he wasn't a pofter' and 'even in sleep, boys are messy' are 2 examples. R. Grahame  
ASCIS 416097

JOHNSON, Pete **Catch you on the flipside.** Deutsch, 1987 (Adlib paperbacks)  
ISBN 0-233-98074-1

Brad is a 15-year-old self-confessed spunk, sexually highly experienced but emotionally lacking. It appears that true love may make him reassess how he relates to the opposite sex, but at the end of the book he appears to be as crude, sexist, obsessed with appearances and as narcissistic as he was at the beginning. There is no growth or change in Brad; the novel is as damning of adolescent boys as it is dismissive of females. The book does not reflect anyone's reality, good or bad, and it is ugly and exploitive in language and incident. M. Lobban  
ASCIS 424556

WHITBY, William **The golden valley and other exciting stories.** Common Sense Publications, 1988

A forgettable writing style, content which may be offensive to many, unattractive illustrations and small, unappealing print sum up this collection of short stories. N. Kallenberger  
ASCIS 425387

GRIEVE, Prudence **Happy birthday Australia.** Hyland House, 1988  
ISBN 0-947062-21-1

In an attempt to explain the meaning of the Bicentenary to a young child, this book follows the planning of a 200th birthday street party by families

from diverse cultural backgrounds. The opportunity for a perceptive look at the Bicentenary has been missed and the end result is a trivialised and tokenistic view of the people who make up Australian society and especially of the Aboriginal position. F. Moloney  
ASCIS 412002

AKRILL, Caroline **Stars don't cry.** Collins, 1987  
ISBN 0-246-12958-1

There is a ghostly fascination in reading this book: can the next chapter really be worse than the one being read? The heroine, Grace Darling, will be given the lead in a television series if she learns to ride horses. The riding stable she goes to is run by a handsome brute with a beautiful sister who is in love with a competing horse trainer. Ms Darling has been having an on-off affair with a handsome brute in the city who catches her kissing the brute at the stables. Needless to say, the book is badly written, trite and sexist, with the added insult of being poorly proofed. P. Hall  
ASCIS 395591

### Non-fiction

ODELL, Carol **Amazing mysteries.** Ashton Scholastic, 1987  
ISBN 0-86896-367-4 [001.9]

Information on the 14 mysteries in this work is poorly presented and inaccessible due to lack of an index or clear setting out. Experiments accompanying each chapter require a significant investment of time, energy and equipment for a marginal learning outcome. They do little to elucidate the text. The text itself is simplistic and presents an over romanticised and sensationalised view of such subjects as Stonehenge. J. Buckley  
ASCIS 391642

HUNIG, Klaus **The Astro Dome.** AE Press, 1987  
ISBN 0-86787-070-2 [520]

This package aims to encourage young astronomers to study the stars. It comprises a booklet of detailed astronomical information and a kit-form cardboard star dome. Construction of the dome requires patience and skill, as the 37 pieces used need to be precisely assembled. The result would be suitable only for individual use and unlikely to stand up to classroom conditions. This resource would be of most interest to enthusiastic individuals. J. Buckley  
ASCIS 432868

**Language arts activity cards.**  
Courier-Mail, 1987? [428]

This series of 27 student activity cards is intended to develop language skills. However, in an attempt to allow students to work independently, the activities are irrelevant, isolated and of dubious purpose. The activities are not appropriate in the context of current NSW curriculum documents. The activities all require access to the Brisbane Courier-Mail or Sunday Mail. T. Yates  
ASCIS 416371

LERNER, Ethan A. **Understanding AIDS.** Lerner, 1987  
ISBN 0-8225-0024-8 [616.97]

Each chapter starts with a folksy story written in the first person to illustrate concepts such as homosexuality, blood transfusion, and infection. Each finishes in a more didactic, third person style to drive home the message of the story. The illustrations are unattractive and the text simplistic. R. Grahame  
ASCIS 402740

## Acknowledgements

For permission to reproduce book covers in this issue, the Editors are indebted to: Capricorn Link for **Far out** (Carolrhoda); Dent for **The tricksters** (Dent) and **Ultra-violet catastrophe** (Dent); Franklin Watts for **The aces** (Watts) and **Space walking** (Watts); Hutchinson for **And I heard a bird sing** (Gollancz) and **Different friends** (Andre Deutch); Macmillan for **Travel by air** (Macmillan Education); Penguin for **The guilty party** (Hamish Hamilton), **Journey into space** (Viking Kestrel), **Maus** (Penguin) and **Shouting from China** (Penguin); Random House for **The Secret line** (Walker) and **See inside a space station** (Kingfisher)



## **International Association of School Librarianship: 1988 conference report**

*Maggie Roche is teacher-librarian at Chatswood primary school.*

The seventeenth Annual Conference of the International Association of School Librarianship was held in Kalamazoo, Michigan, USA from 24-29 July. Spending long service leave in New York during a heatwave was challenging, so I caught the Lake Shore Overnight Express and joined 130 school library personnel at Western Michigan University (also in the middle of a heatwave). By day, we dared to propel our students into the twenty-first century. By night, while fireflies flitted against a full moon, we enjoyed punchbowls, banquets, square dancing, local hospitality and singalongs into the wee small hours.

They call themselves many different things: media specialists; media generalists; school librarians; teacher-librarians, however what is 'going down' in all schools appears to be universal. Countries represented included Australia, Britain, Bermuda, Canada, Finland, Iceland, India, Jamaica, Japan, Malaysia, Norway, Papua New Guinea, Philippines, South Africa, Sweden, United States of America, West Germany, Venezuela and Zimbabwe. Concerns identified in association reports included image, course cutbacks, the implications of having two associations, (library and school library), need for preservice, and inservice training, lobbying for improved library services, decreasing budgets, loss of key leadership positions, encouragement of good library programs, timetabling, representation on education committees, input to government regarding budget decisions, strategies for educating principals, networking and publications. Interestingly, there wasn't an Australian report. However, we certainly share many of the above concerns.

The conference program was based on the theme **Great Expectations; standards, innovative programs and new technologies**, with American keynote speakers addressing each stand. Phyllis Land Usher set the scene by juxtaposing the implications of new learning technologies with our long-standing responsibilities in curriculum and in working with individuals. Jacqueline Morris presented 'Information power', the new guidelines published by the American Association of School Librarians, and Lucy Ainslie identified the characteristics and components of responsive, innovative school library programs. Kent Voigt presented a stimulating paper exploring the way rapid technological change is prompting significant changes in the way people work and think, predicting some changes yet to come and concluding with thought-provoking ramifications for schools.

The keynote papers were supported by a wide variety of concurrent small group seminars. Joyce Kirk reported on Australian guidelines with a paper on the Learning and Information Needs of Schools (LINOS) project. Other seminars included computer literacy, centralised services, informative writing, cooperative planning, new technologies, staff development and the state of the art in many countries.

Two significant sessions dealt with research in school librarianship and education for school librarianship. Recent research studies supported the need for staff, showed program impact, showed need for operational changes, clarified roles and supported need for role change. Informal small group discussions identified some priorities for library education: awareness of changing technologies and their implications; literature; attraction of funding; use of research; continuing education/in-service training; the teacher-librarian in the teaching process of the school team-teaching; student use of information; in-school/community communication; the philosophy of the learning society; change management; preservice education for teachers; liaison between education and library schools.

One afternoon was spent visiting local libraries. Kalamazoo Public Library was particularly interesting. For a town of 80,000 plus university and college populations, the size and services offered were considerable indeed. I was quite envious. The legendary summer reading program was in full swing. This one was titled 'Passport into adventure'. Interestingly, the schools lend part of their collection to the public library for the summer.

The Annual General Meeting of IASL was held on the last day. Michael Cook (Wales), the International President, urged members to be active rather than 'passengers' and indicated that funds are available for special projects. Any ideas?

The 1989 IASL Conference is to be held in Malaysia, July 22-26. This is a great opportunity for Australians to attend and the organisers are looking forward to seeing lots of us there. I think I have discovered a new addiction! There was such a great sense of community, meeting people from all over the world in the same profession with a *joie de vivre* and many common interests. IASL Malaysia 1989? It is very tempting.

### **scan on subscription in 1989**

The subscription rate for *scan* volume 8 is \$32.00 for eight issues. Enquires and orders should be forwarded to: Subscriptions Section Government Printing Office PO Box 75 Pyrmont 2009.

### **scan index**

*scan* is now indexed in **Guidelines** and the **Australian Education Index**. In addition to these external indexes, Library Services proposes to prepare and publish an index to *scan*. As plans are firm, details will be published.

### **Handbook for school libraries**

All government schools should have received a copy of the Handbook including the following sections:

- 1 The library in the school: 1.1 - 1.5
  - 3 Curriculum development: 3.1 - 3.3; 3.5
  - 4 User services: 4.1 - 4.10
  - 5 Resource services: 5.1 - 5.4; 5.6 - 5.8
  - 6 Resource management: 6.4 - 6.5; 6.8; 6.17
  - 7 Financial management & stock control: 7.1 - 7.10.
- For 1989, a number of sections have been identified for completion and revision.

If your school does not appear to have its copy of the Handbook, or all the above mentioned sections, contact your Regional library consultant or the officer with responsibilities for libraries.

### **International Association of School Librarianship**

IASL has a new publication, **Books and borrowers**. It contains essays on children's literature and school libraries by authors from many countries. Copies may be ordered direct; Secretariate PO Box 1486 Kalamazoo MI 49005 USA \$US12.00; or from Ms. Anne Taylor School of Education The Queen's University of Belfast Belfast Northern Ireland BT7 INN £UK7.00. Postage is included.

### **Real life rules**

Memorandum to principals 88/55030 stated that the resource **Real life rules** contained material that was not consistent with the values and policies of the Department. It was also noted that if it is distributed to your school then it is *not* to be placed in the school library for student use. It *may* be useful as a teacher resource.

### **Gippsland Institute of Advanced Education**

The Library Association of Australia has recognised both the Bachelor of Education (School Librarianship) and the Graduate Diploma of Librarianship courses at this institute. Both courses are available by external studies. For further information contact: Joe Hallein Head, School of Librarianship Gippsland Institute Churchill Victoria 3842 (051) 220-357.

### **Literacy in developing countries**

Ranfurly Library Service is an organisation aiming to promote literacy in developing countries. It does this by sending second-hand books to schools, libraries and welfare agencies within the SW Pacific region. Further information may be obtained from: Ken Horler Ranfurly Library Service 14 Jane Street Balmain 2041 (02) 909 3379.

### **New library journal**

**Australian libraries** is the official publication of the Australian Library Promotion Council, and replaces **Australian library news**. It carries news, reports, articles and comments on libraries in all fields. Subscriptions are \$22.50 for six issues. ALPC PO Box 18 Flinders Lane Melbourne 3000.

### **Rolling Stone**

*scan* vol 7 no 8 provided the incorrect details for this periodical. The correct address is: **Rolling Stone** 3rd Level 46-54 Foster Street Surry Hills NSW 2010. Thirteen issues per annum cost \$32.00.

### **The Tasmanian story**

*scan* vol 7 no 7 contained the bibliography **Resources in Aboriginal Studies** which included the title **The Tasmanian story** by L.L. Robson (ASCIS 407200). The Aboriginal Education Unit of the NSW Department of Education has since examined this resource and noted that it does not support the Department's Aboriginal Education Policy. It is therefore *not recommended* for the following reasons: it contains inaccurate generalisations about Tasmanian Aboriginal people; it presents a negative picture of Aboriginal life; it stereotypes by using such terms as 'simple' and 'wanderer' and there are no references given for Aboriginal sources of information.

## Awards

### The Carnegie Medal

*Winner:* *The ghost drum* Susan Price (Farrar)

### The Kate Greenaway Medal

*Winner:* *Crafty chameleon* Adrienne Kennaway (Little)

### Kids Own Australian Literature Award

KOALA is a readers' choice award inaugurated in 1987. The award aims to promote the enjoyment and critical appreciation of Australian literature by young readers, by involving them in nominating and voting for books to receive the KOALA. There are two awards: infants/primary and secondary.

#### 1988 Top Ten

##### Infants/Primary

- 1 *Winner: Sister Madge's book of nuns* Doug McLeod and Craig Smith (Omnibus)
- 2 *Hating Alison Ashley* Robin Klein (Penguin)
- 3 *Animalia* Graeme Base (Viking O'Neil)  
*The 27th annual African hippopotamus race* Morris Lurie (Penguin)
- 5 *The complete adventures of Snugglepot and Cuddlepie* May Gibbs (Angus & Robertson)
- 6 *Playing Beatie Bow* Ruth Park (Angus & Robertson)  
*Selby's secret* Duncan Ball (Angus & Robertson)
- 9 *Space demons* Gillian Rubinstein (Penguin)
- 10 *Penny Pollard's letters* Robin Klein (OUP)
- 10 *All about Anna and Harriet and Christopher and me* Elizabeth Hathorn (Hamlyn)

##### Secondary

- 1 *Winner: Animalia* Graeme Base (Viking O'Neil)
- 2 *Harp in the south* Ruth Park (Penguin)
- 3 *A fortunate life* A.B. Facey (Penguin)  
*My sister Sif* Ruth Park (Viking O'Neil)  
*People might hear you* Robin Klein (Penguin)  
*Playing Beatie Bow* Ruth Park (Angus & Robertson)
- 8 *Poor man's orange* Ruth Park (Penguin)
- 8 *Taronga* Victor Kelleher (Viking O'Neil)
- 9 *Eleanor, Elizabeth* Libby Gleeson (Penguin)
- 10 *Ratbags and rascals* Robin Klein (Dent)

### Children's Book Award

This is presented by the International Reading Association in two categories.

#### Young readers

*Winner:* *The third-story cat* Leslie Baker (Little)

#### Older readers

*Winner:* *Ruby in the smoke* Philip Pullman (Knopf)

### The Earthworm Award 1988

The Earthworm Award was established in 1987 by Friends of the Earth to encourage the writing of children's books which reflect concern about environmental issues, and books to celebrate the wealth, variety and beauty of our earth while highlighting the many threats to our natural world.

*Winner:* *Where the forest meets the sea*  
Jeannie Baker (Julia MacRae)

*Runner-up:* *One-eyed cat* Paula Fox (Pan)

## Library Association of Australia School Libraries Section (NSW Group)

### 1989 Executive:

**President:** Murray McLachlan;

**Vice-president:** Alison Glasscock;

**Secretary:** Niki Kallenberger;

**Treasurer:** Graham Spindler;

**Branch representative:** Sheila Hawkins;

**Minutes:** Maggie Roche;

**Newsletter:** Liz Bowring.

Enquiries regarding membership should be directed to Secretary, Niki Kallenberger Library Services Private Bag 3 Ryde 2211 (02) 808 9444 or 66 George Street Homebush 2140 (02) 76 7889.

## Spellbinders

All you wanted to know about NSW children's authors and illustrators but have had difficulty finding out! This joint publication by the Illawarra School Librarians Association and the School Libraries Section (NSW Group), contains information on over 60 authors and illustrators who are NSW born or based.

The publishers suggest the sharing of the books with children and colleagues and encourage the reading of the publications listed and contacting the authors and illustrators concerned. It provides valuable information for organising author/illustrator visits to schools, and support for literature programs in schools.

*Spellbinders* will be available at any of the seminars organised by the School Libraries Section, or from LAA House 376 Jones Street Ultimo 2007 (02) 692 9233.

LAA members \$10.00, non-members \$15.00.

*The views expressed by contributors to this issue of scan are not necessarily those of the Editors or the New South Wales Department of Education.*