

SCoIN

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☆ The teaching of critical thinking : assumptions, aims, processes and implications

Fostering the development of students' critical thinking skills is an important task for the teacher and teacher-librarian.



Helga A. H. Rowe is Chief Research Officer for the Australian Council for Educational Research. This paper is based on a presentation at the University of Sydney for the Teaching of Critical Thinking

Conference on May 27 1988. The Conference was sponsored by the NSW Institute for Educational Research and the Australian Institution of Philosophy for Children.

The task

Solutions to the significant problems facing modern Australia demand a widespread, qualitative improvement in the thinking ability of all members of our society.

Contemporary challenge relating to diverse issues such as population, energy, health, the economy, employment, environment, the social and personal well-being of individuals and the meaningful education of our young people are not being met by the mere accumulation of more government commissioned reports, or the expenditure of more time, energy and money. Nor can we afford to be sitting back in the hope that some technological invention might cure our social and economical problems. What is likely to help us, is a breakthrough in the *quality of thinking* employed by decision makers at all levels and by each member of our society in his or her daily affairs. In this paper I will briefly touch on some characteristics of the 'fuzzy concept' of critical thinking and examine certain assumptions, aims, processes and implications of its inclusion in the curriculum to facilitate this qualitative improvement in thinking ability.

What is critical thinking?

A suitable working definition of the term 'critical thinking' is provided by Robert Ennis (University of Illinois), a leading theorist in the field:

Critical thinking, as I think the term is generally used, is a practical reflective activity that has reasonable belief or action as its goal. There are five key ideas here: practical, reflective, reasonable, belief and action. They combine into the following working definition: Critical thinking is reasonable reflective thinking that is focussed on deciding what to believe or do. Note that this definition does not exclude creative thinking. Formulating hypotheses, alternative ways of viewing a problem, questions, possible solutions, and plans for investigating something are creative acts that come under this definition. (Ennis, 1987:10)

Critical thinking is thus a complex endeavour. It involves intuition as well as reasoning. It is both reflective and creative. It involves self-consistent characteristic modes of perceiving, remembering, synthesising, problem solving, and learning. Critical thinkers are more attuned to diversity and seem more effective in processing dissonant information. They have a greater chance of permeating boundaries and categories. More simple thinkers being primed for regularities in tasks and the environment, tend to compartmentalise and try to reach closure simply and quickly.

Another way of describing the characteristics of critical thinking is as a set of cognitive preferences, or characteristic ways in which a person conceptualises and organises his/her stimulus environment. Critical thinking is a way of approaching tasks (issues, etc.), a way of organising information and experience.

Conceived in this way, critical thinking involves a set of information processing habits. Not simple habits in the technical sense of learning theory, because they are not directly responsive to behaviourist principles of acquisition and extinction. Rather, critical thinking behaviours are more generalised habits of thought, not just a tendency towards specific behaviours that have become relatively enduring and automatic through repeated performance, but rather the enduring structural basis for such behaviours.

Defined in this way, critical thinking involves both dispositions and abilities/skills. These are discussed below.

Teacher assumptions

The goal of teaching thinking skills is based on assumptions which differ somewhat from the assumptions inherent in the teaching of content. Here are some of the assumptions made by teachers who encourage critical thinking in their students:

1 Individual differences abound in the thinking and learning strategies of our students, what works for one student may not work for another.

2 Students may ultimately learn to think critically, but not because the teacher taught them. In a very real sense, students must teach themselves, ie they must find out what methods of problem finding and problem solving work for them. All the teacher can do is to provide every possible means to enable this self-instruction to take place.

3 Some teachers are so used to scoring products, ie 'what really counts is the right answer' attitude, that they ignore the processes which are taking place. In critical thinking it is the thought process that counts. Very often there are no right answers. Ultimately, students who think well will be in a position to generate good answers, however, good answers are not necessarily the result of good thinking.

4 Traditionally, thought was regarded as something that originates in the individual's mind, ie 'inside' the individual, and is then expressed socially. More recently, psychologists have come to recognise the importance of social interaction in the formation of thought. To a large extent thought emerges as a social process and is internalised by the individual only after it has been expressed socially. A substantial portion of our ability to think originates outside ourselves. Interaction and interchange of ideas in discussions with others is essential.

In our society, there is still a tendency to value most those individual efforts of thought which yield a concrete (often written) product. Such a value system does not provide the best basis for the teaching of critical thinking.

5 To enhance critical thinking we need to serve not strictly as teachers, but as models and facilitators, or as 'communicative learners' (a term preferred by Sir Hermann Black, long-time educator and now Chancellor of Sydney University). We must recognise that we too are learners, and that we facilitate critical thinking in our students by fostering and taking part in collective efforts to identify problems and possible solutions. Class discussion is more than a peripheral part of a thinking-skills program.

In critical thinking it is a legitimate and important end in itself, because ideas are produced. The critical thinking ability of the individual is enhanced as a result of the group's producing the best possible collective product. Have you ever noticed how hard it is for members of a group to identify who first had which idea?

Hence, to accomplish the goal of enhancing critical thinking in our students we need to abandon some of the assumptions of traditional instructional design, which is rooted largely in behavioural theory in favour of new designs, which tend to be rooted in cognitive theory. We abandon such assumptions as:

- . The teacher is the trainer and the student is the learner.
- . Critical thinking is a task for the student, and (in class) only for the student.
- . What really counts is the correct answer.
- . Class discussion is primarily a means to an end.

What is it we are trying to achieve?

The first objective for teachers who wish to develop critical thinking dispositions and skills in their students is to make their students aware of the fact that they (the students), and only they are in control of what and how they think, how they go about a task, act in a situation, and how they learn and study.

There is no generally agreed upon taxonomy of essential good thinking skills. Yet, as previously noted, the research literature contains many, and quite overlapping lists of **dispositions and abilities** which can be regarded as essential components of critical thinking. For example:

Dispositions

- . Being open-minded
- . Seeking a clear statement of the task, question or assertion
- . Seeking reasons
- . Trying to be well informed
- . Using credible sources and disclosing them
- . Taking into account the total situation
- . Trying to adhere to the main point
- . Keeping in mind the original or basic concern
- . Looking for alternatives

Abilities

- . Listening to others
- . Interacting with others
- . Focusing on a question
- . Analysing arguments
- . Asking and answering questions of clarification and challenge
- . Judging the credibility of a source
- . Observing and judging reports
- . Deducing and judging deductions
- . Inducing and judging inductions
- . Making and judging value judgments
- . Defining terms and judging definition (three dimensions)
- . Identifying assumptions
- . Deciding on an action

Educators have tended to select the abilities which represent what they want their students to acquire and have made these dispositions and skills the objectives for their curricula and class programs.

Planning classroom experiences

In planning classroom experiences in critical thinking (as in all instructional planning), it is important to consider the developmental levels of the students, the mode in which the information will be presented, and the subject matter the thinking is ultimately to be related to.

Tasks used in the training of thinking and learning skills generally move from simpler to more complex operations, from more concrete and observable to abstract dimensions, and from an emphasis on working with known materials toward creating or inventing new, previously unfamiliar approaches. Some aspects of critical thinking appear to develop slowly and experientially, but their development is facilitated by tuition and practice.

Some components of critical thinking, both dispositions and abilities, can develop in the early years of schooling. Primary school students can benefit from early exposure to a variety of thinking processes, and the different ways of presentation and their relevance to particular situations and tasks. Year 5 and 6 students can be made aware of

their own thought processes and of the fact that they can monitor and control their thinking to some extent. More complex aspects of critical thinking are unlikely to become meaningful to students unless they can gain experience of the applicability of similar skills in multiple content areas. Obviously, this type of experience becomes more readily available in secondary school.

Components of critical thinking should probably be introduced in limited number at each year level, and ideally, their application should be practiced across all appropriate subject areas. Classroom practice in critical thinking could focus on the acquisition of some of the dispositions and component abilities listed above, however, the emphasis would be on the use of these to achieve particular aims and purposes.

Practising critical thinking in different curriculum areas

Some aspects of critical thinking might be perceived to be having more relevance in some subject areas, rather than in others. For example:

In mathematics and science classes one might focus particularly on such components as the identification of the task, levels of explanation, determining additional information required, the inferring of alternative solution paths, accounting for discrepancies, assessing generalisability to other tasks.

Analysing arguments and generating insights into particular meanings, interpretations and phenomena, practice in the development of cohesive, logical reasoning patterns and understanding the assumptions and biases underlying particular positions taken, achievement of a credible, concise and convincing style of presentation of arguments to others, probably has particular relevance to the English curriculum, to philosophy, debating, history, as well as to mathematics and science.

Considerations of how to go about choosing an appropriate option among several possible ones, assembling the information required in the relevant area, identifying the major relevant and/or contributing factors, comparing advantages and disadvantages of alternative approaches and/or decisions, determining what additional information is required, judging the implications of different responses may be particularly useful in the social sciences, in languages, and in the design of projects.

The development or invention of novel (aesthetic, practical, constructive) ideas (these can relate to objects, percepts or concepts), encouraging intuitive

aspects of thinking will enhance critical thinking in all subject areas, as well as being particularly meaningful in literature, writing, art and music, etc.

Teacher behaviours which can facilitate students' critical thinking

Teachers interact with students and are able to touch them in many ways. They implement educational policy and curriculum content. Even more importantly, they establish the educational climate, and structure learning experiences. They have almost complete power over the processes that take place in the classroom, and it is possible that in the final count these processes contribute more to education than does the imparting content knowledge and skills.

What is being said in the classroom and how it is being said, and what teachers do in the classroom greatly affects the thinking processes of students. Certain teacher behaviours have a strong and direct influence not only on their students' learning and educational achievements, but also on self-concept, social relationships and thinking abilities in, and beyond the school.

Many of the teacher behaviours which have been shown to invite, enhance and maintain high levels of critical thinking by students, fall into one or more of the following four major categories:

- 1 **Questioning** to help students acquire new and access previously learnt information (input), attaching that information and transforming it into meaningful relationships (processing), and applying what has been acquired and processed in a variety of different, including novel situations (output).
- 2 **Structuring the classroom** flexibly, to allow for individual, small group and total group interaction as may be required. Managing the resources of time, space, materials, energy, interest and motivation to facilitate participation by all students. Making 'thinking for themselves', 'taking charge of their learning' an important and acceptable educational objective for the students.
- 3 **Responding** to make students aware of their ability to think, to help them extend their power of thinking and, above all, maintain their interest in continuing to acquire more effective ways of learning and thinking.
- 4 **Modelling** of the types of cognitive behaviours you wish your students to acquire. As part of the day-to-day activities in the classroom, speak about and demonstrate the strategies you use as you go about tasks, and encourage class discussion about the strategies different people are finding effective (or not effective).

A few details about each of these:

Questions and responses that enhance student thinking

Aspects of teacher questioning which have been found to have significant effects on initiating critical thinking in class, include the types and levels of questions asked, teacher wait-time (ie the pause between the end of a teacher's question and the beginning of a student's response or after a student response and teacher feedback), and teacher follow-up to student answers.

Dillon (1984) made the distinction between two types of classroom interaction to which he refers as *recitation* and *discussion*. Recitation is totally teacher-centred and characterised by recurring sequences of teacher questions and student answers, in which students 'recite' what they have learned previously or what they are currently learning in response to the teacher's questioning.

Discussion, however, involves group interaction in which students discuss what they know as well as what they do not know or understand. More than one point of view is put forth and considered. The teacher acts as a facilitator, by creating a non-threatening atmosphere of equality for students, by providing clarification and guidance, by unobtrusively moving the discussion into desired directions. Capable, adept use of discussion is an important tool for the facilitation of critical thinking.

The way in which teachers respond to and interact with students in the classroom determines the degree of trust, warmth, openness, rapport and psychological safety in the classroom. It also influences strongly the preparedness of students (especially the more reticent ones) to take risks in problem solving and other cognitive tasks.

Some teachers responses, eg. criticism (and other ways in which students are put down) and praise result in the termination or temporary closing down of interaction with the student. Other teacher responses result in extending or opening the interaction process. Examples in the latter category are using silence, acceptance, clarification and facilitation. Selective use of these behaviours by teachers certainly facilitates critical thinking, but one needs to consider the implications of such behaviours.

Implications of certain teacher behaviours and responses

Criticism is the expression of a negative value judgment. There is an abundance of research evidence to show that criticism does not promote cognitive or affective learning, and that it lowers students' self esteem and achievement.

When a teacher reacts to a student's performance with brief, negative words such as 'poor' or 'wrong', he/she is likely to terminate interaction with the student as well as the thinking process of the student. More subtle and less negative signals of the inadequacy of a response might be 'you are almost right', 'can anyone improve on this answer?' or 'you are getting close'. Ridicule, sarcasm and other responses which are designed to put the student down should be avoided at all cost. Criticising students and making them feel a failure certainly

does not enhance independent thinking and learning skills. Responses that are more useful than criticism in promoting student thinking and learning tend to be the ones which represent extending and opening behaviours. Prominent amongst these are the appropriate and not too frequent use of praise, large amounts of acceptance, clarification, facilitation and the skilled use of silence.

Praise might be seen as the opposite of criticism. It manifests itself in the expression of positive value

judgments such as 'good', 'excellent', 'very useful', 'great', etc. While most educators strongly advocate the use of praise to reinforce desired behaviours and for the building of self-esteem in students, there are some problems related to the indiscriminate use of praise. Praise builds conformity, but at times our goal is diversity. The effect of praise on some students is to make them dependent on others for their feelings of self-worth rather than on themselves. Also, praise, like criticism, tends to terminate the interaction between student and teacher. It is important for teachers to recognise this, and use praise judiciously in those circumstances with those students and in relation to those objectives for which it is suitable (eg. with reluctant and unmotivated students, young children, in rote learning of low level cognitive tasks).

The teacher's long term goal should be to decrease the use of terminal behaviours including praise and criticism. Teachers can replace their habit of offering praise too frequently with an enlarged repertoire of response behaviours which have been shown to be more conducive to developing student thinking, learning and self-esteem. Amongst these are acceptance of a variety of views, clarification, facilitation and last but not least, silence.

'Teachers can replace their habit of offering praise too frequently with an enlarged repertoire of response behaviours which have been shown to be more conducive to developing student thinking, learning and self-esteem.'

Acceptance describes teacher behaviours which are non-judgmental and non-evaluative. Neither words nor gesture, posture, etc., are intended to give clues as to whether the student's response or idea was 'correct', 'good', 'bad', 'worse', 'better', etc. Alternative ways of reacting to a student's answer is by acknowledging it, paraphrasing or summarising it, applying it or comparing it with another idea.

The intention of acceptance is to build a psychologically safe classroom climate in which

students can take risks, feel that they are entrusted with the responsibility of making decisions and can explore the consequences of their own actions. An atmosphere of acceptance encourages students to examine and compare their own views, feelings, reactions, values and criteria of success with those of other students as well as with those of the teacher. Even when students' views, feelings, etc. differ from those of the teacher in a seemingly 'unacceptable' way, the teacher can still accept them temporarily, because he/she

realises that only the student is able to modify them. The task of the teacher is to provide information and to guide the discussion in the classroom in such a way that it facilitates the processes which lead to students' modifying their feelings, criteria for action, etc. making them more consistent with reality and the demands of the task or the situation.

The classroom where critical thinking is fostered, is one where a spirit of inquiry prevails. Student questions and intellectual challenges are valued. The teacher admits uncertainty: 'We are not really sure how evolution comes about', 'I am not sure of my interpretation of this poem, I continue to find new things in it'. In this way the teacher emphasises education as an exploration of the unknown, as well as teaching what is known. It is important that the teacher repeatedly conveys his/her own belief in the value of critical thinking.

Teacher acceptance encourages **problem finding** on the part of students. In many classrooms quick answers and solutions are sought, encouraged and valued. In a thinking oriented classroom, students are taught and encouraged to identify problems, to wonder and to speculate. The unthinking person may observe graffiti and either smile or frown. The thinking person wonders about why in Europe graffiti is so often political while in the USA it is

more commonly scatological and in Australia childish? The teacher nurtures a problem finding disposition by encouraging students to ask questions of their own, not just answering the questions posed by others. 'Here some data about income distribution in Australia, what questions could we ask?', 'We'll be looking at the role of the nuclear family in Aboriginal communities, what questions would you like to have answered?'

Note that acceptance can be demonstrated in different ways, eg. it can be quite passive, active or even empathic.

Passive acceptance refers to instances in which the teacher merely receives and acknowledges what the student says, without making any value judgment. It shows the student that his/her response has been heard. Examples of passive acceptance behaviours teachers can use are: 'That is one possibility', 'I understand', 'could be', 'Hmm'. Non-verbal passive acceptance behaviours including nodding of the head or writing the student's statement on the blackboard.

Active acceptance refers to instances in which the teacher demonstrates an understanding of the student's response. The teacher actively accepts by reflecting (not merely repeating), extending, building on, comparing or giving an example based on the student's response. While rewording the student's response, the teacher strives to maintain the intent and accurate meaning of the student's idea: Active acceptance is stronger than passive acceptance because the teacher not only acknowledges that the student's message has been received, but also that the intent of the message has been understood.

Empathic acceptance is an acceptance of feelings as well as the products of thought. It means that the teacher not only hears the student's ideas but is also sensitive to the emotions underlying or accompanying these. Teachers can show empathy when they express similar feelings to those of the student from their own experience. Empathic acceptance does not mean that the teacher condones acts of aggression or destructive behaviour. Rather, it demonstrates an understanding and acceptance of the emotions that produce such behaviours.

Clarification is similar to active acceptance in that both behaviours are concerned with the teacher's understanding of the student's idea. While active acceptance conveys that the teacher understands, questions of clarification convey that the teacher is seeking understanding but requires more information. Nearly 30 years ago, Flanders showed that student achievement is higher in classes where

teachers use, build on, extend or clarify students' responses. When teachers encourage students to elaborate on their answers and use other methods of clarification, students tend to increase the consistency of their thinking, ie they become more task oriented and purposeful in their problem solving and learning.

One of the most compelling reasons why teachers should make frequent use of clarification is that it contributes to the development of students' **metacognitive skills**. There is a high correlation between the degree of metacognitive awareness and the level of performance on complex problem solving tasks. Students become better problem solvers and learners if they are able to become aware of and talk about the strategies and steps they use in their problem solving and learning.

Some students follow instructions and perform tasks without questioning themselves why they are doing what they are doing. They seldom, if ever, evaluate their own learning strategies or the efficiency of their own performance. They have virtually no idea what they are doing when they perform a task, and are thus unable to explain the strategies and steps they used in problem solving.

When the teacher asks students to explain their answers, to show how they arrived at them or to share their rationale for a certain view expressed, the teacher causes the student to use metacognition. For 40 years research evidence has been building up for the view that thinking and talking about thinking begets more thinking. Causing students to talk about their thinking and learning processes during and after performance enhances their ability to think.

Facilitating the acquisition of information, knowledge and skills is a major aim of teachers. To do this the teacher must be sensitive to and able to perceive students' needs, provide information and make it possible for students to do so themselves. For this purpose the teacher creates an environment and climate that is responsive to the students' needs. Such an environment is facilitated by the following:

- . responding to a student's direct request for information;
- . providing information (feedback) about a student's performance;
- . providing personal information (self-exposure) with which the student may identify or which he/she may use as a model;
- . surveying the group about their reactions or for input of information;

making it possible for students to find information for themselves, through experimentation with equipment or materials, by questioning others, consulting reference books, dictionaries, etc.

Knowledge of results, ie **feedback**, is the most important variable governing the acquisition of skill, but also in the development of good learning dispositions and effective habits of thinking. Note that there is a difference between rewards and feedback. As was discussed previously, rewards can either control behaviour or give information about competence. If students perceive the teacher's praise as controlling, their intrinsic motivation is likely to decrease. If, however, students perceive rewards as providing feedback about their skill or competence, intrinsic motivation is likely to increase.

Silence and waiting time are important aspects of teacher/student interaction. Many classrooms could do with a more deliberate pace rather than encouraging impulsiveness. The teacher asks a question, expects an immediate answer and calls on the first student who puts up his/her hand. Such rapid-fire recitations can be useful in several ways. They facilitate the assessment of a single student's knowledge, permit rehearsal of facts and keep students attentive.

However, if the aim is to develop thinking, this style of interaction is counterproductive. Students need time to deliberate, ie to reflect about alternative possibilities, to weigh the evidence and to come to a tentative conclusion. One useful way to reinforce such deliberation is to wait until all students have raised their hands before calling on anyone, then call on three or four and have the class discuss the differences in their answers.

Research has shown differences in student behaviour in classrooms where teachers waited after asking a question or after a student responded. Teachers who wait just a short time, ie one or two seconds, tend to receive from their students short, often one word, responses. Teachers who wait for longer periods tend to elicit responses based on more complete thought, and in whole sentences. Also, there is an increase in the creativity or responses as shown by the more frequent use of

descriptive and modifying words, and an increased speculativeness in students' thinking. Interactions among students in the group are increased, the number of questions students ask increases and most important of all reticent, shy and slower thinking students begin to contribute.

Teachers can communicate their expectations to students through the use of silence. Teachers who ask questions and then wait before they invite a student to answer show that they expect an answer but also that they have faith in the student's ability to answer, given sufficient time. Teachers who ask a question of a student, wait only a short time, and then give the answer, call on another student or give a hint, only demonstrate to the student their belief that he/she is really unable to answer the question, is considered too poor a student to offer an answer or to reason independently.

Obviously, examinations should also allow for reflection and discourage guessing. Some students seem to refuse to learn to think despite strong encouragement, unless they are convinced that thinking 'will improve their marks'. It is inconsistent to encourage thinking in the classroom and to discourage it on tests.

A warning to teachers
In his study of schooling which involved 1016

classrooms in a variety of communities throughout the USA, John Goodlad (1983) found that only 4 to 8 per cent of class time was spent on discussion as defined here. Among other findings reported by him was that an average of 75% of class time was spent on instruction. Approximately 70% of this time involved verbal interaction between students and teachers, with teachers 'out-talking' students by a ratio of 3:1. Less than 1% of this 'teacher talk' required students to engage in anything more than mere recall of information. To allow students to think for themselves less than 1% of time would certainly not be conducive to the development of critical thinking dispositions and abilities!

Structuring the classroom

Here we are considering ways in which the physical environment of learning, environmental resources such as time and materials, and human resources such as energy, interest, motivation, etc. are used.

'Implications of teaching critical thinking include the enhancement of student learning and thinking strategies, the enrichment of teacher conceptions and behaviours, the improvement of instructional methods, the broadening of educational goals and outcomes, and a deliberate tuning of the demands of the learning environment by the school community as a whole.'

Every classroom is structured in one way or another, either consciously or unconsciously, either directly or indirectly. Even an 'unstructured' classroom imposes a structure to which and within which students and teachers react and interact.

Structuring the classroom for high level thinking should be conscious, deliberate, and clearly based on the desired objectives for the students. Having planned in advance which learning tasks are to be accomplished and what types of interaction are to be achieved, the teacher states ground rules, describes and explains objectives, places limits and constraints, and creates an organisational pattern which he/she expects to best accomplish the desired objectives.

Central aspects of structuring on the part of the teacher include:

- . the clarity of verbal and written instructions, contents etc;
- . the effective management of time, energy and resources;
- . the effective organisation and arranging of interaction in the classroom;
- . teacher responses and interactions;
- . the presentation of models and critical thinkers.

Research has shown that allowing students to work cooperatively promotes the use of higher reasoning strategies and greater critical thinking competencies more than do competitive and individualistic learning strategies.

Teachers who encourage and promote critical thinking dispositions and abilities tend to provide a classroom climate where students:

- . are able to see themselves as being in the decision making role;
- . decide on the strategies they will use to accomplish given tasks;
- . determine the correctness or error of an answer based on data they themselves are producing and are able to validate;
- . are involved in the setting of their own goals and means of assessing accomplishment of those goals.

Also, the reward system in such classrooms is

intrinsic rather than extrinsic (ie derived from internal motivation to learn, an intellectual curiosity about phenomena, a striving for competency and accuracy, a sense of responsibility to be a productive member of a community of learners, and a desire to emulate significant respected others).

Models

How do our students know what to emulate? We need to present them with models and case studies of critical thinkers. Students can learn a great deal by studying detailed accounts of good thinkers at work. They can see the model at work and understand why the processes are operating differently in different situations and with respect to different tasks. Students will learn that good thinking is not limited to a given age group, to certain professions, to particular ethnic groups or social classes, or to scientific and other scholarly effort. They need to see that the best thinkers, including their teachers, school principal, parents and other significant adults can be wrong, and that the path to truth is often uncertain and full of torture.

Implications

Implications of teaching critical thinking include the enhancement of student learning and thinking strategies, the enrichment of teacher conceptions and behaviours, the improvement of instructional methods, the broadening of educational goals and outcomes, and a deliberate tuning of the demands of the learning environment by the school community as a whole.

To conclude, I leave you with some food for critical thinking. Education, as experienced by students today, resulted from **three revolutionary breaks with the past**: (1) written language having become available to everyone, (2) the invention of the printing press, and (3) the transfer of instruction from the home to the school. There is no question about the tremendous gains derived from all these for mass education, but some things were lost in the transfer of the centre of learning from the family and community to the school.

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☆ **Small school libraries : three case studies**

New South Wales Department of Education schools vary greatly in size, from the large, well-stocked secondary school library, to the cupboard or corner in some small schools. Brungle Public School, Murrami Public School, and Woomargama Public School face many of the creative challenges common to most, if not all, school libraries, such as the best use of space, time and resources. They are all small schools in the Riverina Region.

In each of these schools, the effective use of the library and resources is seen as an integral part of the school programme. The range and scope of available resources is not limited by size, since each library actively participates in resource sharing.

Human resources are also used effectively. The teacher-librarians have all planned and achieved a great deal, given the number of hours allocated to each library. Students are both users and monitors, getting work experience while operating borrowing systems independently of teachers. Parental and community involvement in the libraries is in both providing resources and using them. Such participation gives parents and students an evident sense of pride and ownership in their resource centres, and an informed knowledge of the library's importance.

Woomargama's experiments with Dbase and Appleworks show that size is no barrier to the use of computers in the library.

In all three reports there are ideas, approaches and solutions relevant to many other school libraries.

Brungle Public School

Dianne Strong is teacher-in-charge

Brungle Public School is a Special Fitness class 4 school, midway between Tumut and Gundagai. It is a 2 teacher school, with a present enrolment of 36. Children come from 17 families and we have 58% Aboriginal enrolment. We are also on the Disadvantaged Schools Program.

The library resource area is situated on an enclosed verandah adjacent to the main classroom and office. The library is divided into 2 sections - the main library being at one end and the teachers' resources, including the adult community fiction library, at the other.

There is a small separate work area used by the teacher-librarian for library administration, as well as by the teachers when released from face-to-face teaching. With expanding resources we have found it necessary to store our picture file stand in the general store/computer area.

The library also doubles as an area that can accommodate the watching of television, videos and films, by either the whole school, or pupils working independently or in groups. It is also used to hold weekly Literary Club meetings.

The 2 hour library allocation is undertaken by Patricia Jackson, a casual teacher.

The community is involved in the school library in a number of ways. The P&C has raised funds to purchase books as well as attractive, stimulating library curtains. Book covering, picture stripping,

shelf tidying and repair work has been done by 6 Aboriginal students from Tumut TAFE, 2 Aboriginal students on work experience, other community members and parents. Members of the local community frequently borrow from the adult fiction section. Parents encourage their children to be involved in the book club, which is run by the teacher-librarian at lunch time.

The students are also involved in running the school library. Library monitors assist with returning books that have been borrowed and placed in a book bin. Homework reader monitors change readers daily for infants children.

The Small Schools Box Library has been a valuable resource, as it provides a variety of books. These are kept in a book bin and are used for DEAR (Drop Everything And Read) time. They are not borrowed. We also borrow videos fortnightly from the Burwood Film and Video Library, which are sent to Tumut by rail.



Murrami Public School

Tim Edwards is Principal and Barbara Letheren is teacher-librarian

Murrami Public School is a 2 teacher school situated 22 kms from Leeton and 41 kms from Griffith in the centre of the Murrumbidgee Irrigation Area. Forty pupils currently attend the school. The school is staffed by 2 permanent teachers, Tim Edwards and Sue Yeo and is supplemented by Barbara Letheren (2 hours library and 4 hours release from face-to-face).

The school is housed in 1 building. There are 2 classrooms, 1 storeroom/staffroom, an office, 1 small storeroom and a verandah that doubles as the music room and hat room.

We have developed cooperative use of the library area. Our teacher-librarian withdraws groups of children from the classroom for specific library lessons. This small group work is necessary because of the lack of space in the library for the whole class. Year 6 students assist with loans, returns and some processing.

This year we were fortunate enough to have new library shelving approved. The P&C also purchased and erected curtains for the library. Members of the P&C are helpful in processing books. As with many libraries funding is limited. This year we were able to allocate \$1000 to the purchase of library books and equipment. The P&C is also willing to purchase equipment for our library.

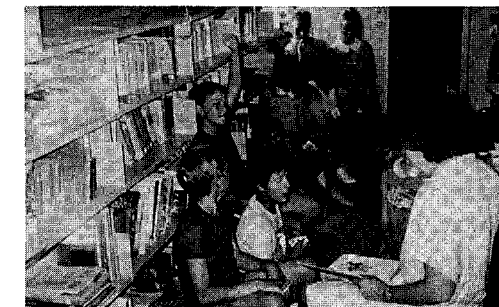
Since 1984, when Barbara was appointed teacher-librarian at Murrami Public School, we have overcome many difficulties to upgrade the existing facilities. There has been the addition of new books and shelving, the reorganisation of the shelf list and a weeding of the collection. In spite of limited time and space (the verandah of the school is also used as an entrance and hat room), the improvements in the library have been a fine cooperative effort of children, staff and parents.

The 6th class children act as library monitors. There is always someone available and eager to help in accessioning, tidying, covering books and other tasks. This involvement has meant that these children have gained extensive experience in the clerical aspects of library work, as well as the satisfaction of completing these tasks. Where possible these children, as well as teachers, help in selecting library materials.

The borrowing system is streamlined for ease of use. We do not operate a dictionary catalogue, but we

have an up-to-date shelf list. In the future we hope to be able to share a microfiche reader and ASCIS subscription with other schools, so time spent cataloguing can be saved.

The Leeton Shire Library provides the use of their bookvan for the children as well as providing bulk loans to the school. We also use the Small Schools Box Library.



The library at Murrami operates as an effective unit because of many reasons:

Staff

- all members of staff plan units of work cooperatively
- all members of staff are consulted when books are to be purchased

Students

- senior students act as library monitors
- students do request books for the library

Community

- parents/community are invited to use the library
- parents/community are invited to help prepare the books for use
- P&C helps maintain library appearance (eg. new curtains, display boards, school flag, cushions)
- donations of books

Finances

- money allocated in school budget
- P&C purchases books (eg shortlisted books)
- donations from community bodies (eg CWA, Apex)

- book fairs (eg Ashton Scholastic)

Library displays

- class or grade displays of current units
- special occasions (eg. Earth Week, Book Week)
- authors
- special books
- highlight sections of the library

Woomargama Public School

Tim Putland is teacher-librarian

In 1985 I was appointed to Holbrook Public School and Woomargama Public School, spending 4 days per week at Holbrook on release from face-to-face and craft, and every Tuesday at the small class 4 school of Woomargama. It was only on arrival that I learned my duties in this quaint little one room school included the duties of teacher-librarian.

The library consisted of 3 small shelves, arranged in an interesting fashion in the corner. It was about this time new words and phrases began adding themselves to my vocabulary, including accession register, policy development, stocktake and more.

Appointed at the same time as myself was the teacher-in-charge, Susan Allen. Together we worked out a timetable of organisation for the library that began with the establishment of formal borrowing procedures. This immediately gave the children a strict routine to follow that was not dependent on the teacher being present.

The development of a school-based policy was seen to be the next priority. As neither of us had had any previous experience in this area we called on the resources of the surrounding schools of Holbrook, Gerogery and Jindera. From discussion with the teacher-librarians from these schools and examination of their respective policies as well as Departmental guidelines we have been able to put together a working policy that is very much based on the 9 to 14 children enrolled at the school.

Over the past 3 years the number of books in the library has doubled. The P&C supplied large sums of money to purchase not only books but a wide range of resources including computer software, audio equipment and a photocopier. In a small town such as this, most, if not all community activities involve the school. Other sources of new materials have been the service clubs of Apex, Lions and Rotary who make regular donations to the school and book fairs organised through major publishing houses during Book Week and Education Week each year. We also received, recently, a windfall donation of 60 books from Library Services.

As book numbers grew the need for more shelf space arose. This was initially catered for by using milk crates stacked on their sides. In time, 9 new wall shelves have been installed as well as 2 large

free standing units. The new shelving gave me the opportunity to re-arrange the books. All sections of the library are now organised using Dewey, although we do not operate a card catalogue.

The children in upper division are involved in many facets of the day-to-day running of the library; assisting with accessioning, covering and repairing, reshelving resources, telling stories to younger children and assisting with stocktaking.



Along with the books permanently housed in the library, the children's exposure to other literature is supplemented by fortnightly visits of the Upper Murray Regional Library book bus. This wonderful resource supplies a welcome change of titles and provides much useful additional information for the children, teachers and community as a whole. The

arrival of the Small Schools Box Library, which changes about 3 times a year, and contains both book and audiovisual resources, is also eagerly anticipated by pupils and staff. The Holbrook Public School library and its teacher-librarian, June Bahr, provide a wealth of inspiration and additional resources including video equipment, extra encyclopaedias for research activities (we only have one set of old *World Book*) and many new titles we could never afford. Use is also made of the Holbrook town library.

I have been keen to utilise our Apple IIe as much as possible in the library. I began to examine the possibilities of using a database to accession books, as well as using it for the daily duties of recording books borrowed and returned. The second part of our computer hardware grant in early 1988 and the assistance of the P&C allowed us to upgrade the Apple IIe to 128k, which allowed us to use Appleworks. The purchase of an Imagewriter II colour printer has also rejuvenated everyone's interest in computing.

Running a school library is not a job that can ever be finished, it is continuous and never-ending, even in a small class 4 school. When I complete this database I have my first full stocktake to look forward to, and by that time the school library policy will need review and revision.

Our library has come a long way in 3 1/2 years, and I am confident that it will remain the centre point of Woomargama Public School, as it is now an organised, effective resource that can be used by children, staff and community whenever necessary.

☆ The School Magazine

Anna Fienberg is Editor of the School Magazine

Becoming Editor of *School Magazine* is like walking into the landscape of a well-known painting - a painting rich in tradition, forever unfinished, open to new colours and brush strokes of future generations. There is a sense of awe, and the excitement of possibility.

Orbit
SCHOOL MAGAZINE
THE NEW SOUTH WALES DEPARTMENT OF EDUCATION
 NUMBER 10 ■ VOLUME 73 ■ 1988



And that is what the Magazine, I feel, should do for its readers: inspire them with the quality and magic of its literature, and help them to understand the essential ingredients that create that magic.

Understanding the process of literature heightens one's ability to enjoy it - and enjoyment has always been a keyword in *School Magazine* policy.

It was with this idea in mind that the staff and I have planned a series of articles for 1989 called 'In the Spotlight'. Taking five well-known Australian authors - Ruth Park, Robin Klein, Max Dann, Max Fatchen and Ivan Southall - we have conducted our own investigation into literary lives! We hope that the children's enjoyment of their work will be enhanced by these glimpses behind the scenes.

Promotion of Australian writers has always been a natural function for *School Magazine*. The inclusion, also, of overseas material is extremely important in that other cultures and ways of life, different styles and values are presented, and above all, the range of quality writing is immeasurably broadened. The *School Magazine* has always been a

literary magazine of international standard, where quality writing is the main criterion of selection.

Variety of material is the breath of life in the Magazine. In recent years in Australian publishing for children, there has been a strong emphasis on social realism - perhaps, occasionally, resulting in the neglect of good fantasy. The Magazine has always included realistic material, but we are conscious, too, of the necessity of presenting fantasy: just as metaphor intensifies the description of an object by linking it with something foreign, so life itself can be illuminated, and assume new perspectives, when seen in the light of fantasy. A literary magazine, I think, should offer a variety of *ways of seeing*.

School Magazine is a treasure that is unique in the world of children's literature.

Like all treasures, it should be shared - as widely as possible! The Magazine, I think, is in constant need of promotion and the possibility of its having a wider audience throughout Australia is something that I would like to investigate.

In the meantime, the staff of *School Magazine* plans to visit schools, in order to talk about the marvels of Magazine reading, and to collect invaluable feedback from its readers.

We hope to see you soon.

Touchdown
SCHOOL MAGAZINE
THE NEW SOUTH WALES DEPARTMENT OF EDUCATION
 NUMBER 10 ■ VOLUME 73 ■ 1988



☆ Report on the Australian Libraries Summit

Janet Hansen is Principal Education Officer at Library Services

Introduction

One hundred and forty invited delegates attended the Australian Libraries Summit in Canberra, 16-19 October, 1988. They represented all types of libraries.

Prior to the Summit a discussion paper was issued on 17 topics including school libraries. During the first half of 1988 a series of meetings was held in each state at which a set of recommendations was developed for discussion at the Summit.

During the 3 day Summit each set of recommendations was considered by all delegates working in small groups. The groups proposed amendments which were then debated and voted on, for inclusion in the final report from the Summit.

The following is a list of issues discussed at the Summit. In particular, I have listed the resolutions of the school libraries group. The list includes the name of the organisation or group responsible for the carriage of the recommendation. In the case of these school library recommendations, Library Services, NSW Department of Education, will have input through the Library Association of Australia (LAA), Australian Council of Libraries and Information Services (ACLIS), Australian School Library Association (ASLA) and the Conference of Directors-General.

General issues of significance for school libraries

The Summit discussions covered a wide range of issues, including:

Coordinating the development of and access to the national collection;

Preservation strategies for Australian libraries;

National guidelines for technology;

A national database for Australia;

Document delivery system for Australian libraries;

Public libraries and the Australian library and information system;

Effective access to government information;

Serving users with special needs (multicultural

services, Aborigines and Torres Strait Islanders, remote users, people with disabilities);

Access to Australian information and data in electronic form;

Education for library and information services;

User pays principles;

National strategy for school libraries;

Coordination of library and information services in Australia.

A National Strategy for School Libraries

Objectives: The objectives of this group were concerned with integrating school libraries into national education, library, and information structures; achieving a more equitable share of educational resources for the school library sector, and improving the understanding within the education community of the role of the teacher-librarian.

Outcomes: The outcomes are seen as:

- * Standards development for school libraries;
- * Development of statements on the role of school libraries, the functions and tasks of teacher-librarians, the levels of resources provision and resource sharing;
- * A strategy for improved distribution of resources;
- * Guidelines for selection and implementation of automated systems;
- * A strategy for continuing support and enhancement of ASCIS.

Resolutions:

1 That LAA/ASLA work with the appropriate education authorities and other bodies to develop a national policy on information literacy by 1990 in time for active participation by school libraries in the International Literacy Year and the Year of the Reader. That this policy be included on the agenda of the Australian Education Council, the Conference of Directors-General of Education and other appropriate educational bodies.

Organisation: LAA/ASLA

Deadline: 1990

Priority: High

2 That equity of access to information for school communities be taken up as a national issue; factors to be considered include staffing, funding, physical facilities, access to learning resources and technology.

Organisation: LAA/ACLIS/ASLA with referral to appropriate educational authorities.

Deadline: 1990

Priority: High

3 That LAA and ASLA jointly develop strategies for school libraries to participate in the development and use of the national collection and of appropriate databases.

Organisation: LAA/ASLA

Deadline: 1992

Priority: Medium

4 That performance indicators be developed for school libraries within the context of the National Agenda for Education by the appropriate government educational bodies in association with LAA/ASLA.

Organisation: LAA/ASLA

Deadline: 1989

Priority: High

5 The Summit urges representatives of government and non-government school library services to develop and implement a common approach to the collection of statistics. That ACLIS write to the Conference of Directors-General of Education and non-government educational authorities expressing the importance of a common approach to the collection of statistics because of their importance as a basis for policy formulation, development of standards and planning for school library resource services.

Organisation: LAA/ASLA in consultation with ACLIS

Deadline: 1990

Priority: Medium

6 That the LAA/ASLA/ACLIS approach State and Federal governments to ensure that curriculum priorities are supported with appropriate funding for school libraries.

Organisation: LAA/ASLA

Deadline: 1989

Priority: High

7 That strategies for the further development of cooperative networks between school and other libraries be formulated by education authorities and library authorities.

Organisation: ACLIS

Deadline: 1992

Priority: Medium

8 That the LAA/ASLA lobby educational authorities to implement the LAA policy on professional qualifications for teacher-librarians.

Organisation: LAA/ASLA

Deadline: Continuous

Priority: High

9 That LAA/ASLA in each state review ways of bringing teacher-librarians into more professional contact with colleagues in other library sectors.

Organisation: LAA/ASLA

Deadline: Continuous

Priority: Medium

10 That the LAA/ASLA develop and promulgate statements on the role of the teacher-librarian and the role and functions of school libraries to the State education and non-government education authorities and teacher-training institutions.

Organisation: LAA/ASLA

Deadline: Continuous

Priority: High

11 That the LAA/ASLA negotiate agreements with all school-related education authorities on a formal reassessment of the needs of school libraries in the areas of funding, staffing and the promotion of support services.

Organisation: LAA/ASLA

Deadline: 1988

Priority: Very high

12 That the Information For The Nation campaign promote an understanding of the importance of school libraries in the education process to education authorities, administrators, teachers, parents and children.

Organisation: LAA

Deadline: Continuous

Priority: High

Conclusion

I was very involved at all stages of the pre-Summit process and with development of a discussion paper and recommendations on school libraries.

Attendance at the Summit was professionally stimulating and has enabled me to inform teacher-librarians of future trends through staff development courses and *scan*.

Resource-based learning



Sue Lynch is teacher-librarian at Peter Board High School

The key role of the library in providing resources and the means of access to them to support the school's educational program is widely acknowledged. Teachers and students would no doubt rate this as No. 1 in their priorities for service.

The teacher-librarian's role can require different levels of involvement. At one level, we have all been asked to provide lists of resources for use by a teacher in a particular unit of work. In such instances, the teacher is the key decision maker, having considered the purpose for which the resources are required, their topic relevance, the information needs and other characteristics of the students in the class. The teacher-librarian is a facilitator or resource manager.

The resources in such a situation are most likely to be used in one of three ways:

- * to reinforce the teacher's presentation in class
- * to extend the class's understanding through a medium other than the teacher's spoken word
- * to extend the class's knowledge by setting particular questions to which they have to find an answer using print or other media or setting a 'library assignment.'

The focus in each case is on their use as teaching aids.

This approach may well be the appropriate one at certain times, but it would be a mistake to equate it with what is encompassed by 'resource-based learning'.

Resource-based learning occurs when resources are used as an integral part of a learning process. It requires that resources be chosen not simply because they provide relevant information for the student, but because they are matched to the student's

learning style, present level of mastery of skills, and because they will provide an opportunity to consolidate or build further on those skills.

Norman Beswick, in *Resource-based learning*, says the following:

'Resource-based learning is a term with a variety of meanings ... Some people use the term to mean learning that is closely sequenced, teacher directed and programmed; others use it for very open ended work based on enquiry and discovery techniques, with a considerable element of student choice...

Essential to all varieties however is the assumption that the student will learn from his own direct confrontation, individually or in a group, with a learning resource or set of resources, and activities connected with them, rather than from conventional exposition from the teacher. He may work in a classroom, in a laboratory, in a library, in a separate 'resource area' or outside the school altogether, exploring the environment with some particular task or problem in mind. In all cases he will be active, whether proceeding through a series of planned steps or making his own decisions in a problem solving predicament'.

In *Partners in action*, the following definition is given:

'Resource-based learning refers to planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print and human resources.'

In *Models of learning and their effect on school practice and resource service*, Maurice Balson compares resource-based learning with teacher orientated learning. The models he has developed are adapted and presented in table form by James Henri in *The school curriculum: a collaborative approach to learning*.

The table, which appears on the next page, is useful in drawing out the contrast between the role and use of resources as well as the role of the teacher and teacher-librarian. Most important, however, is the consideration of the individual student's needs.

Teacher-oriented learning	Resource-based learning
Resources are selected according to subject matter.	Resources are selected on their potential to achieve specific learning outcomes.
Resources are regarded as 'aids to teaching only' and are a supplement to the classroom teacher.	Resources are regarded as 'mediated learning materials' and assume the responsibility of achieving certain outcomes.
Resources are primarily group-based and heavily print-orientated.	Resources are designed for either individual or group learning and utilise a number of modalities.
Resources utilise a one-way instructional mode.	Resources utilise an interactive mode.
Resources are largely of commercial origin.	Resources are frequently adapted or produced by schools to meet particular needs.
Resources enter the curriculum process at the implementation level.	Resources enter the curriculum process at the development or planning level.
Resources are largely unvalidated.	Where possible, resources are sought which have evidence of validity.
Pupil use of particular resources is specified by the classroom teacher.	Pupil use of particular resources frequently is a student decision.
Management emphasises the availability of resources at a central facility.	Management emphasises the indexing of resources at a central point and the availability of resource services wherever such services are needed.
There is little need for the teacher and teacher-librarian to be cooperatively involved in curricular decisions.	It is essential that the teacher and the teacher-librarian be cooperatively involved in curricular decisions.
The management and use of learning resources is designed to support a teaching program.	The management and use of learning resources is designed to facilitate learning.

Henri points to a number of factors which support a resource-based learning approach. These may be summarised as:

1 Emphasis on the learner rather than the teacher:

- * Awareness that the teacher working alongside an individual or a group, is a better resource than the teacher in front of a large class operating as instructor.
- * Developments in learning theory - teachers have begun to adapt their instructional technique to the learning characteristics of each child.

2 Emphasis on the individual:

- * Schools are encouraged to meet the individual needs of students.
- * Students must be able to discover and learn for themselves.

3 Changes in the curriculum:

- * The need to provide a wide range of resources to support this.

4 Changes in instructional methods:

- * Recognition that small groups and self paced learning are, in many cases, preferable to large-class instruction.

A reading of Beswick reinforces the suitability of resource-based learning in achieving goals related to the above. In particular, Beswick identifies the following as some of the aims of resource based learning:

- * 'It hopes to replace the essential passivity of the teacher in class teaching with an active learning mode stimulating interest and involvement.
- * 'It hopes to increase student motivation by presenting varied possibilities of
 - a. subject matter
 - b. method of working and
 - c. medium of communication,

in contrast to the class lesson where all must learn one thing in one way.

- * 'It hopes to allow and induce students to work at the pace best suited to them as individuals, rather than having to proceed at the standard class rate.

- * 'It seeks to contribute to the development of self confidence and ability in continuing education: the student who is able to pursue further studies in later life and with at least a latent readiness to do so.

- * 'It seeks to give the student insight into the wide range of information sources, and practice in their creative deployment.'

As a teaching/learning strategy, resource-based learning has many implications for teacher-librarians, and in particular, for the teaching component of their role. The most important implications are these:

1 Resource-based learning is an approach which *emphasises learning rather than teaching* and in doing so focuses on the need to be aware of each individual learner's characteristics, in particular their preferred learning style - and to provide resources and learning situations which take these into account. Think about your own characteristics as a learner - Do you prefer to discuss issues with a colleague or reflect on them alone? Do you prefer to read material to gather information or to listen to it on audio tape? Do you prefer to reflect on issues or to be actively involved in a learning situation? Do you prefer structured learning situations or situations where you have freedom of choice?

If you would like to follow up on learning styles the following references, available from Inservice Education Library, are recommended:

KOLB, D *Organisational psychology : an experimental approach*. Prentice Hall, 1976

TURNER, P.M. *Helping teachers teach : a school library media specialist's role*. Libraries Unlimited, 1985

The latter provides samples of learning styles inventories for use in determining children's learning characteristics and preferred learning environments, whilst Kolb has devised a Learning Style Inventory for adults.

2 Resource-based learning is an approach which *recognises the need for each individual to develop information skills* which will enable them to continue to learn throughout their lives. Students require not just location skills which will provide them with access to resources, but the whole range of skills which will allow them to use the resources once they are located to satisfy their particular information need - be it purely curiosity or a need related to a task set by the teacher, or a need related to any other aspect of their lives. For more on information skills, see the articles by Joyce Kirk and Robyn Laverack in *scan* (vol 7 no 2 and vol 7 no 6).

3 Resource-based learning *requires a planned approach to the selection and production of resources* and matching of those resources to the particular learner. The teacher and teacher-librarian must develop a partnership for this to occur. Such a partnership is possible through cooperative program

planning and teaching (CPPT). Many articles on CPPT have appeared in *scan* during 1988. In particular I would recommend Margaret Eden's articles in vol 7 no 1 and vol 7 no 2.

In conclusion, resource-based learning is not a new concept. Beswick's book was published in 1977. Nor is it meant to be an exclusive approach. However, it is appropriate at this time to reconsider the implications of such a learning strategy for our educational program. In view of the increasing support available for the management function of the teacher-librarians role through services such as ASCIS, and the provision to schools of the OASIS software package, we should re-evaluate our goals and priorities. We can now more easily focus on the contributions we can make as teachers with a special knowledge of resources, to the development of each student within the context of the learning programs.

References

Ontario Ministry of Education *Partners in action : the library resource centre in the school curriculum*. Ministry of Education, 1982
ISBN 0-7743-7532-9 ASCIS 216883

BESWICK, Norman *Resource based learning*, Heineman, 1977
ISBN 0-435-80077-9 ASCIS 66817

HENRI, James *The school curriculum : a collaborative approach to learning*. 2nd ed. Riverina-Murray Institute of Higher Education, Centre for Library Studies, 1988
ISBN 0-949060-78-X ASCIS 436753

You should also look at

BARTON, Margaret *Using resources*. PEN No 56. New South Wales Primary English Teaching Association, 1985

GAWITH, Gwen *Information alive : information skills for research and reading*. Longman Paul, 1988
ISBN 0-582-87770-9 ASCIS 434791

⊙ Society and culture implementation study

This document reports on the implementation of the 2 unit HSC society and culture syllabus in NSW secondary schools. It describes the method of research used to evaluate the implementation; the impact of the new syllabus on teachers and students; the Personal Interest Project (PIP); the necessary in-service training; and the importance of available library resources. Its recommendations can also be used as a general guide in across curriculum planning and it has implications for teacher-librarians and the provision of resources to support the syllabus.

Summary

Even though teaching resources do not appear to have presented major problems, the Society and Culture experience does provide some guidance for future curriculum developers. Firstly, if the syllabus requires teachers to use teaching resources in a new way and/or change conventional teaching methodologies, then advance in-service training is essential. This research suggests that although most teachers successfully made the transition it required a big investment of their own time. Clearly it would help teachers if each new syllabus included a specification of which teaching resources should be bought first. This could take the form of a suggested 'Beginners kit' as used with the Asian social studies syllabus in the 1970s.

Teacher-librarians play an essential part in the learning process. They need to receive advance warning and information about the needs of a new syllabus so that they can provide the necessary services.

Recommendations

(i) All new syllabuses should be accompanied by a list of desirable teaching resources and in particular with a 'Beginners kit' setting out a suggested priority order for the purchase of resources.

(ii) The introduction of a new subject, such as Society and Culture, requires a big investment of teacher time in searching for relevant materials at the appropriate level. Teacher-librarians could help greatly in this area if they were adequately briefed and funded at least a year before the subject was introduced.

(iii) When a new subject is introduced steps should be taken well in advance to build up the necessary library resources. Additional funding for this purpose should be provided.

(iv) Adequate in-service courses must be provided for teachers *well in advance of the introduction of a new syllabus*. This must include both a review of available resources and training in new approaches to resource use.

(v) Information about a new syllabus needs to be directed not only to principals, head teachers and the teachers concerned but also to other members of schools' staffs. Other teachers need to know at least what a new syllabus involves, especially one which draws on many areas of knowledge. In particular, teacher-librarians need special support. The

Libraries in New South Wales government schools : policy statement 1987 stresses the important role the teacher-librarian has to play in the teaching and learning of a school. The collaborative role of teachers and teacher-librarians is stressed. Teachers, on the other hand, need to know about the changes that have taken place in libraries and the resources they now are able to command. Students and parents also need to be informed about new curricula.

Much more information is required for a new syllabus than was available for Society

and Culture. This information should be tailored to the needs of the people concerned, namely principals, head teachers, teacher-librarians, students, parents, tertiary institutions and employers.

The complete report is available on microfiche from NCIN (send cheque to library Services, \$3.00 state schools \$6.00 others), and for loan from the Inservice Education Library.

DEER, Dr. C.E. and THOMPSON, Dr. H. **Society and culture implementation study : a report prepared for the NSW Department of Education**, Macquarie University, School of Education, June 1988.

ISBN 0-85837-622-9

ASCIS 439447

'Teacher-librarians play an essential part in the learning process. They need to receive advance warning and information about the needs of a new syllabus so that they can provide the necessary services.'

search <

< The NSW Department of Education music collection

The Department of Education has established and funded a music collection to serve the needs of its schools. The music collection is one of the largest in NSW and has been designed as a comprehensive support to all areas of the primary and secondary music curricula. It includes printed and recorded music, as well as reference books and resources for the non-specialist teacher.

Printed Music

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

Recordings

Recordings are available on LP, audio cassette and compact disc. They represent the complete spectrum of music, including orchestral, chamber, jazz, popular and ethnic music. Recordings and papers of HSC aural music exams for previous years are also available.

Other Resources

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

A **Music accessions list** is produced approximately every 2 months, listing resources recently acquired. It is available to interested teachers. Resource lists on specific areas are also produced from time to time.

Borrowing from the collection

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

Library hours: Monday-Thursday 9am - 5.30pm
Friday 9am - 6pm

The library is open during school vacations, but closed on public holidays. Telephone: (02) 808 9444

Courier address: Services Directorate
Smalls Road, Ryde 2112

Postal address: Private Bag 3, Ryde 2112

Keylink: OWENS.. RO

< Information online 1989

'Information Online 89' the fourth Australasian online information conference and exhibition was held at the Hilton International Sydney Hotel on 17-19 January. The conference was sponsored by the Information Science Section of the Library Association of Australia.

As in previous years, the conference featured a series of sessions at which papers were delivered, with conference participants being given the opportunity to raise matters of interest which were then addressed by the speakers. The exhibition included product demonstrations and the chance to discuss with information specialists the range of services now offered through online systems, ranging from Dialog to the Australian Bureau of Statistics to the Australian Surveying and Land Information Service.

A feature of many of the presentations by speakers compared with previous years, where the newness of the technology and its potential was of prime consideration, was that issues and questions related to the quality of information, how it is provided and how it is to be paid for are now being discussed.

The keynote speaker of the first day, Phil Ruthven from the IBIS Group, claimed that it is the information itself, not the hardware or the software, which is of critical importance, with respect to the quality of the data which is being provided. He asked the telling question as to whether our current levels of education are adequate to sort out what is meaningful in information and what isn't.

The session which dealt with CD-ROM technology saw three academic and one special librarian discussing the ways in which CD-ROM products can be evaluated (not surprisingly, using many of the criteria teacher-librarians are familiar with from evaluation of other information products), and the means by which their institutions provide access to the technology, and to the information thus provided.

Eric Wainwright, Deputy Director-General of the National Library of Australia, challenged the conference to ask what it is that users of online information need. He suggested that there is a requirement for both 'self help' and mediated channels, with users being satisfied to receive sufficient information for their purposes, preferably immediately. Eric's presentation held much of relevance to school libraries and to teacher-librarianship.

management △

△ Leading question

Q *Recently we received several sets of ASCIS cards which had call numbers different from those on the microfiche. Because the books were already in circulation we adjusted the numbers on the cards. Can you please advise on an appropriate procedure for the future.*

A Your question highlights the fact that the ASCIS database is a living, dynamic instrument which is constantly growing and being brought up to date. The files are not static and if errors are detected ASCIS cataloguers make amendments. It is for this reason that what appears online (to dial-up users) is the most current and correct information at any time. Cards are more current and correct than the microfiche from which they were ordered because amendments may have been made during the time between printing the fiche and printing the cards.

There are several reasons why call numbers are changed by ASCIS cataloguers. Sometimes old records contain a Dewey number which no longer has the same meaning as it did when assigned. For example some items on the microfiche with numbers between 914 and 919.9 have been changed to the 940-999 equivalents because of the Dewey Decimal Classification (DDC) editors' decision (in DDC 19 and ADDC 11) to relocate description of contemporary civilisation from geography to history. More recently the editors introduced new numbers for some aquatic sports: For example, 797.3 Other aquatic sports including surfing, water skiing (both formerly 797.1) and windsurfing

Several older surfing books are still on the microfiche with 797.1 but as ASCIS cataloguers handle them they will be upgraded to the new number. Teacher-librarians are advised to adopt the new number.

Human error is another reason for changed records. Alas, cataloguers are fallible and sometimes get it wrong. Despite the best efforts of everyone concerned the January cumulation (and February, and March and...) contains some errors. As soon as they are identified we try to remove them so that the cards come out right.

As far as procedure is concerned we would recommend that you take the trouble to change your books to match the cards rather than vice versa. The probability of changes to call numbers is really very low, so low that we do not recommend that you change your practice of processing and circulating materials before the cards arrive. As you become more familiar with ASCIS practice you may judge it

prudent to hold some categories of items if you suspect the records may be volatile. Some likely categories are: history with a geography number; surfing with 797.1; folklore with F (a primary problem); Shakespeare without a special book number (a secondary problem).

△ ASCIS and electronic mail

Electronic mail has all the convenience of normal telephone communication as well as the added advantages of being cost efficient, timesaving and providing written confirmation of your communication.

The software used by ASCIS, IBM's DOBIS, has an electronic mail facility which is now available to any school. You can benefit from the electronic mail (E-Mail) service for just \$55 a year. Once you have joined up, the only charge you pay is the standard hourly connect rate which is levied in the same way as for search or product ordering. There are no extra storage costs.

The E-Mail service could be used by a cluster of schools to share information about meetings, resources etc. Individuals within institutions can communicate with one another from anywhere in Australia and users can exchange messages with the ASCIS secretariat, their state education system and any regional centres which are ASCIS electronic mail users.

△ ASCIS - a database by any other name

ASCIS, formerly the Australian Schools Catalogue Information Service, is now known as the Australian Schools Cooperative Information Service.

The change of name, which came into effect in late 1988, reflects the widening nature of the ASCIS database and the services it offers. From a specifically library catalogue-related system at its inception in 1984, ASCIS has become a unique and irreplaceable information source for teachers and students, contributed to by an increasing range of Australian education sources.

Thus subsets such as NCIN/ACIN, New South Wales Library Services review information, and the National Software Review Service are being used by teachers to support educational programs in schools, while teacher-librarians continue to make use of ASCIS services such as cataloguing information on microfiche, or online ordering of products.

△ ASCIS online: 1989 subscriptions

If you are considering registering as an online user, or renewing your registration, ASCIS is now offering three options.

Registration forms are available by contacting Library Services: Private Bag 3 Ryde 2211 (02) 808 9444 .

Note that previously registered dial-up users will be limited to search only facilities and charged \$20.00 per hour unless resubscription forms (and payment) are received before February 28, 1989.

Option 1.

All inclusive subscription to Searching, Product Ordering and Electronic Mail.

If you require access to all On-line services, pay one low cost of

January–December\$135.00

Subscribing throughout the Year?

All subscriptions expire December 1989. Late subscribers pay the pro-rata prices as follows:

April–December\$102.00

July–December \$69.00

September–December..... \$36.00

Additional \$15.00 per connect hour charged by ACI

Option 2.

Separate Subscriptions. You choose any of the following and pay according to the pro-rata price.

	Jan–Dec	Apr–Dec	Jul–Dec	Sep–Dec
Searching	\$65.00	\$49.00	\$33.00	\$17.00
Product Ordering	\$30.00	\$23.00	\$16.00	\$9.00
Electronic Mail	\$55.00	\$41.50	\$28.00	\$14.50

If your subscription comes late in the year.

Additional \$15.00 per connect hour charged by ACI

Option 3.

Pay as you use (no annual subscription)

Pay \$20.00 per hour for on-line use (consisting of \$15.00 per hour ACI charge and \$5.00 per hour ASCIS search fee).

You may also choose to subscribe to Product Ordering and/or Electronic Mail, as per the rates in Option 2.

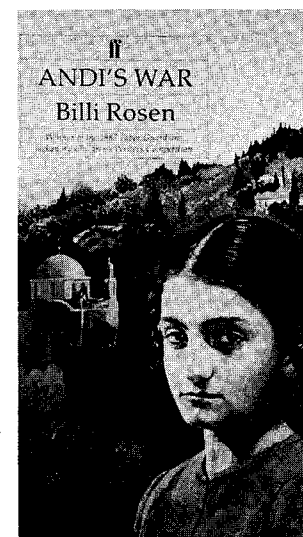
resources ■

■ Recent fiction for younger readers

This is a select list of fiction resources suitable for lower secondary and primary level readers. Items are arranged alphabetically by title.

ROSEN, Billi *Andi's war*. Faber, 1988
ISBN 0-571-15144-2

Andi's war is the Greek civil war, fought after the second world war had ended. She really has no interest in it except that her parents are away fighting for the communist cause so she must live with her grandmother. For Andi what is important is the daily and seasonal round of life, but it is impossible to escape from the war for, sooner or later, everyone in the village seems to take sides. There is easy charm in Andi's ingenuous descriptions of characters and incidents and the countryside; however it only makes more shocking the inevitable violence which brings a bleak and abrupt end to her childhood innocence. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: \$19.99 ASCIS 433496



RUBINSTEIN, Gillian *Answers to Brut*. Omnibus Books, 1988 (Puffin)
ISBN 0-14-032754-1

The fierce strength and independence of Brut, a bull-terrier, appeal both to Caspian, his owner, and Kel, a local boy who 'borrows' him for a weekend. Brut is later sold to engage in bull-terrier fighting, forcing the children to confront a fearful adult world attempting to save him. Rubinstein's short novel uses simple language and authentic dialogue to raise complex moral questions. Adult characters, not the middle class parents often depicted, provide a background for Caspian's gradual character development. A multi-layered story, suspenseful build-up and realistic view

of child-adult relationships contribute to a powerful novel. J. Buckley
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$5.95 ASCIS 417733

GRAY, Nigel *A balloon for Grandad*. Orchard, 1988
ISBN 1-85213-125-X

Sam's balloon escapes from his house, causing him some distress until his father suggests that it will travel until it finds his grandfather. The balloon's progress over land and sea is evocatively depicted with simple text and detailed colour illustrations. Sam's balloon is another link with his grandfather Abdullah, who although far away, is well loved. The full-page illustrations, many with decorative borders, add to the appeal of this picture book which deals with its multicultural theme in a simple manner. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$16.95 ASCIS 434065

TRELOAR, Bruce *Beware, take care*. Ashton Scholastic, 1988 (Baggables tales)
ISBN 0-86896-399-2

Ginger and Periwinkle are 2 Baggables (tiny people) who are constantly warned to take care and never to wander from home. When their curiosity gets the better of them, they do wander off and are captured and teased by a human child. A rescue party frees the young Baggables and reminds them that they really should take care. The story has a high interest level and the lively, coloured illustrations will facilitate young readers' identification with the characters. The text is in large print, with some rhyming verse. K. Channells
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 421895

HUGHES, Shirley *The big Alfie and Annie Rose storybook*. Bodley Head, 1988
ISBN 0-370-31120-5

Shirley Hughes again accurately captures the interests and concerns of preschool-age children in this large format book. Five stories, combined with 4 short poems, recount further events in the lives of Alfie and Annie Rose. The stories range from simple domestic

events, such as eating breakfast, through to birthdays, visits from Grandma and taking part in wedding celebrations. Colour illustrations of the characters are faithful to the original Alfie stories. The stories have a distinctive English context, yet universal appeal. This is a suitable collection for reading to young children.

J. Buckley
LEV: Preschool Lower primary
AVAIL: \$19.95 ASCIS 434541

BOURGEOIS, Paulette *Big Sarah's little boots.* Ashton Scholastic, 1988
 ISBN 0-86896-691-6

Splashing about in the rain and wearing favourite boots can be special to a toddler. Sarah loved jumping into puddles with her shining yellow plastic boots. But there was a problem. Little feet grow. Shoes do not. The picture book depicts Sarah's vain attempts to stretch her boots and the ensuing visit to the shoe store. This is a warm realistic story with bright colour illustrations ideal for adult sharing or for beginner readers. P. Ward
LEV: Preschool Lower primary
AVAIL: Paper \$5.95 ASCIS 415935

GILES, Barbara *Bill.* Penguin, 1988
 ISBN 0-14-032553-0

It's the Depression. Bill's dad has gone north looking for work, his mum has tuberculosis, and so Bill has no choice but to leave Melbourne and go to live in rural Wombat Springs with the grandfather he's never known. His grandfather, stubborn and reclusive, is not pleased either. The uneasy truce Bill and his grandfather establish is destroyed when Bill is blamed for the accidental destruction of his grandfather's truck. It takes yet another accident, this time to his grandfather, before Bill realises things may actually work out. The care and concern of a small community is well drawn in this novel. N. Kallenberger
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 422325

BYARS, Betsy *The burning questions of Bingo* Brown. Bodley Head, 1988
 ISBN 0-370-31186-8

Bingo is on the brink of adolescence and the world is an amazing place. To try to bring order to what seems to him arbitrary chaos he poses questions - some merely curious: 'Has there ever been a successful writer with freckles?' Some existential: 'Is my life as a happy person over?' His first mixed sex conversations, his brushes with authority and the influence of his brilliant but emotionally unstable teacher all contribute to the gradual change in Bingo's questions

and his view of the world. The author explores with characteristic delicacy, the difficult area of suicide as one facet of a delightful novel. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 425333

JENNINGS, Paul *The cabbage patch fib.* Penguin, 1988
 ISBN 0-14-032897-1

The responsibilities of parenting are raised in this funny, fast-paced story in which 8-year-old Chris, believing his father's explanation, finds a baby in the cabbage patch. Jennings explores subjects of great interest to young readers, covering parental deception, the burning question of where babies do come from and embarrassment in front of classmates. The economical language uses short sentences and a strong narrative voice to assist newly independent readers. Black-and-white illustrations by Craig Smith add to the humour of the work. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$5.99 ASCIS 432243

GEORGE, Rob *Captain Johnno.* McPhee Gribble, 1988 (Touch the sun)
 ISBN 0-14-011064-X

Johnno's deafness has resulted in severe communication problems, but his close relationship with his sister Julie enables him to manage. Julie's departure from home to attend high school is the first in a series of events contributing to Johnno's misery, which culminates when he runs away from home. A number of identifiable themes run concurrently through the book: the attitudes of people towards deafness, prejudice against immigrants and family relationships are some. This is an enjoyable and thought-provoking story with well-developed plot and characters. The story has been filmed for television as part of *Touch the sun* series. J. Wilkinson
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 418413

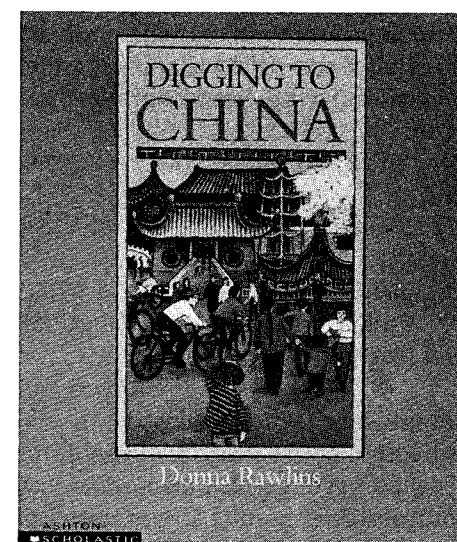
PHILLIPS, David *Devil's Hill.* McPhee Gribble, 1988 (Touch the sun)
 ISBN 0-1411062-3

Badge Lorreny loves, fears and respects the wild Tasmanian bush which surrounds his parent's isolated farm. Survival is precarious, especially after their cattle disappear into the bush. This precipitates a search during which Badge and his cousins, even spiteful, uncooperative Sam, eventually realise that cooperation is essential if the dangers of the bush are to be overcome. This well-paced story provides a vivid

portrayal of life in the Gordon River area of Tasmania and is based on the novel of the same name by Nan Chauncy. It has been filmed for television as part of the *Touch the sun* series. J. Wilkinson
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 418417

RAWLINS, Donna *Digging to China.* Ashton Scholastic, 1988
 ISBN 0-86896-427-1

A familiar whimsy of childhood, digging through to the other side of the world, is imaginatively developed in this picture book. The text builds up themes of friendship between young and old, contrasts between the familiar and exotic, commonality of interests amongst children and resourcefulness. Striking colour illustrations focus on the characters, setting them in detailed backgrounds. The book's neat conclusion is carried entirely by the illustrations. Well-designed borders and end papers combine with uncluttered pages to increase the work's impact. Text and illustration work well together to produce a strong, cohesive yet gentle fantasy. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 ASCIS 437784

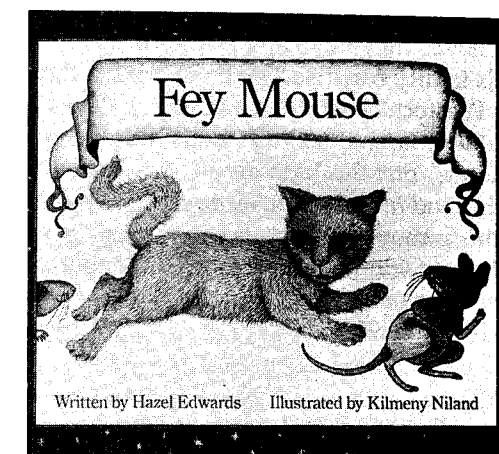


BAILLIE, Allan *Drac and the gremlin.* Viking Kestrel, 1988
 ISBN 0-670-82271-X

Highly recommended

Drac, the Warrior Queen of Tironol Two is in terrible danger, and must capture the Gremlin of the Groaning Grotto. As a tyre swing becomes an Anti-Gravity Solar-Powered Planet Hopper and a dinky a Supersonic Jetbike, the brother and sister protagonists

of this story engage in a brisk fantasy adventure across their backyard universe. Allan Baillie's raucous text is well matched by Jane Tanner's dynamic and wryly humorous illustrations; author and illustrator alike have captured the exuberance and involvement of the children in their game, where imagination needs no expensive props. S French
LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.99 ASCIS 437418



EDWARDS, Hazel *Fey mouse.* Nelson, 1988
 ISBN 0-17-007209-6

This picture book tells of the odd one out, in this case a kitten born into a family of competent and cheerful mice. Fey Mouse feels inferior and isolated while other family members participate with gusto in the work, sporting and social life of their society. Fey Mouse and her parents recognise reality, and, with love and support, Fey Mouse moves into feline society. She remains, however, a cat with a difference. Detailed colour illustrations by Kilmeny Niland contribute much to the impact of the story. This fantasy, with an appealing theme for young readers, is resolved with warmth and charm. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 424784

SCHEIDL, Gerda Marie *Flowers for the snowman.* North-South Books, 1988 (A North-South picture book)
 ISBN 3-85539-002-9

The snowman, wanting only to see some flowers, encounters a variety of animals and situations in his search. He eventually does find his flowers, but faces danger in doing so. The simple text is enhanced by a strong rhythmic refrain and full colour crayon

illustrations. Text and illustrations work well together to develop the character of this gentle yet persevering snowman. J Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$15.95 ASCIS 432630

DUNN, Roger **The gift.** McPhee Gribble, 1988
 (Touch the sun)
 ISBN 0-14-011063-1

Growing up isn't easy, and growing up in a Greek-Australian family has special difficulties. When Sophia and Nikos enter the Devco Special Draw, only Nikos believes they have any chance of winning and even he is totally surprised by their prize: a thousand acres of Western Australian bushland. Their father immediately plans to sell the land in order to buy a bigger house, but the kids aren't so sure. A trip to inspect the land reveals even more complications. This is a good-humoured, fast-moving story from the **Touch the sun** telemovie series. N. Kallenberger
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 418412

FOX, Mem **Goodnight, sleep tight.** Hutchinson Australia, 1988
 ISBN 0-09-169060-9

Vivienne Venn, with her babysitter Skinny Doug, enjoys a number of nursery rhymes before going to bed. The rhymes are linked by repetitive verses which add to the story's warmth and sense of fun. Lively colour illustrations by Helen Semmler convey Vivienne's excitement and pleasure as she and her toys enjoy their bedtime romp. Changes of perspective add to the interest of the illustrations. This inventive picture book puts traditional nursery rhymes in a fresh and original context. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 427042

FOX, Mem **Guess what?** Omnibus Books, 1988
 ISBN 0-949641-27-8

Brief, repetitive question and answer style text combined with powerful and humorous illustration develops the character of a witch with a difference. The teasing and rhythmical nature of the text creates a sense of inevitability which is extended by Vivienne Goodman's detailed and full-page colour illustrations. These are the strengths of the work, full of both visual puns on familiar Australian objects and surreal detail which will delight readers. J. Buckley
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 427055

TAYLOR, John Robert **Hairline cracks.** Collins, 1988 (An Armada original)
 ISBN 0-00-692959-1

Told in staccato prose, this is a fast-moving tale of kidnapping, skulduggery and youthful sleuthing. A land developer wants to site a new subdivision near a nuclear reactor and suppresses a report which says the reactor may be leaking. Sam and Mo gradually unravel the mystery but are neither unrealistically clever nor successful at single-handedly outwitting the villains. The emphasis throughout is on action, making this an accessible, high-interest adventure, refreshingly free of stereotypes. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: Paper \$5.95 ASCIS 425900

GRAHAM, Bob **Has anyone here seen William?** Viking Kestrel, 1988
 ISBN 0-670-82212-4

An atmosphere of warm and chaotic domestic life surrounds the adventures of William as he explores his new skills in walking. His ability to move with speed and purpose leads to humorous situations. Graham's colour illustrations convey detail, humour and characterisation. Their visual puns and recurring images repay careful examination. Well-used end papers and double-page illustrations without text advance the story in an entirely visual manner. The brief text combines narration with dialogue, working with the illustrations to produce another example of Graham's warm and gently ironic approach to family life. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$12.99 ASCIS 426190

BRIGHTON, Catherine **Hope's gift.** Faber, 1988
 ISBN 0-571-14741-0

Highly recommended

Set in the 16th century, this story tells of 3 children who are members of a travelling theatre company, touring the Low Countries. Mercy and Hope are sisters, Mercy who relates the tale is the clever one whilst Hope is the one who forgets her acting lines and does not seem to realise when she is being teased. But it is Hope who takes a boy's lame parakeet and mysteriously heals it. Mercy attempts to make money out of Hope's gift, but what results overwhelms the children. The serene and vividly detailed watercolour illustrations complement this beautiful, enigmatic tale, where Hope's gift is neither understood or explained. S. French
LEV: Lower primary
AVAIL: \$18.99 ASCIS 437410

DICKS, Terrance **Jonathan's ghost.** Piccadilly Press, 1988
 ISBN 1-85340-011-4

On the stroke of midnight on the first night in his new home Jonathan is visited by the ghost of Dave Morris who was killed by a buzz-bomb during World War II. Dave's assistance to Jonathan on his first day at school results in some startling achievements, both in the classroom and on the field. When Jonathan attempts to repeat these performances unaided his confidence in his own ability is tested. An amusing story for newly independent readers, this is the first title in a proposed Jonathan's Ghost series. The book is in chapter format and is amply illustrated with black-and-white line drawings. J. Wilkinson
LEV: Lower primary Middle primary
AVAIL: \$19.95 ASCIS 433132

MACDONALD, Caroline **Joseph's boat.** Viking Kestrel, 1988
 ISBN 0-67082243-4

Living on an island and having no one to play with becomes a problem for Joseph who wants to visit the mainland. He has several attempts at making a boat and eventually rows out to sea. His actions lead his father to an appreciation of his changing needs. The beauty and pleasures of life on the island are captured by full-page colour pencil illustrations by Chris Gaskin. Simple language is used in this short, large-format novel. Text and illustration work well together, offering a satisfying experience to newly independent readers. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$16.95 ASCIS 418453

BAWDEN, Nina **Keeping Henry.** Gollancz, 1988
 ISBN 0-575-04256-7

Highly recommended

Henry is an orphaned squirrel who becomes the focus of the lives of a family evacuated from London during the Blitz to live on a farm near the Welsh border. The mother especially adores Henry but he has an individual and important relationship with each of them. It is an uneventful book but is nevertheless a warm and intimate creation of a family and a time, humorous and affectionate with an irresistible central character. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: \$22.95 ASCIS 427590

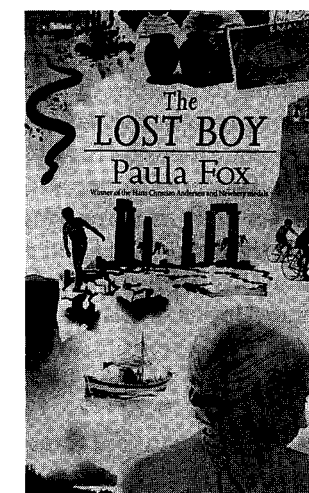
JOY, Margaret **The little lighthouse keeper.** Viking Kestrel, 1988 (Read alone)
 ISBN 0-670-81864-X

Ray, the lighthouse keeper, shares the chores and concerns of lighthouse keeping with 2 companions, his dog Croup and a bird he rescues from an oil slick. The 4 chapters of this short novel focus on their warm relationship. A simple plot, large clear print and black-and-white illustrations throughout the text make this work suitable for newly independent readers. J. Buckley
LEV: Middle primary
AVAIL: \$12.95 ASCIS 432058

FOX, Paula **The lost boy.** Dent, 1987
 ISBN 0-460-06271-9

Highly recommended

Paul and Lily find the months they spend living with their parents on a small Greek island to be a golden time, a time out from their suburban American childhood. The arrival of Jack, an unhappy lonely boy shatters the calm friendship between the 2 as Paul becomes Jack's follower and fellow adventurer. No synopsis can do justice to Paula Fox's writing: to her acute observation and construction of character; the beauty and vividness of description; her capturing of the subtle changes in people and their relationships. This is a book to be savoured; compassionate and wise yet also direct and engaging. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: \$29.95 ASCIS 431846



BAILLIE, Allan **Megan's star.** Nelson, 1988
 ISBN 0-17-007183-9

Megan's life is ordinary - school, a brother to mind, a worn-out mother, an absent father - but not satisfying. Cries for help no one else can hear lead her to a ruined house where she rescues Kel. Kel, on the run, possesses

rare powers and believes Megan does too. Together they use their minds to explore their world and the universe. Kel finds his solution, but Megan realises she risks losing her ordinary world. This is an unusual and compelling story which, although satisfying, leaves the reader with many questions. N. Kallenberger
LEV: Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 472070

RUBINSTEIN, Gillian *Melanie and the night animal*. Omnibus Books, 1988 (Puffin)
 ISBN 0-14-032753-3

Melanie learns to open up to those outside her family circle in this understated yet complex work. Coping with a new house, school and neighbours challenges Melanie's self perception. The unknown night animal, eating household scraps, becomes the focus for Melanie to try out her new confidence. The mystery to be solved adds to the theme of personal growth. Rubinstein's perceptive view of children and endorsement of a variety of approaches towards friendship add to the warmth and honesty of this work. Simple language and realistic dialogue offer newly independent readers a satisfying experience in a short novel. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$5.95 ASCIS 419016

WALLACE, Ian *Morgan the Magnificent*. Hamilton, 1988
 ISBN 0-241-12208-2

Morgan, an independent and competent girl with ambitions to be a tightrope walker, becomes entranced by the magic of a visiting circus. She puts on a costume and tries out the tightrope herself. Soft colour illustrations on every page focus on her determination and danger. Details from the illustrations capture images of the past, as well as conveying Morgan's perspective from the tightrope. Text and illustrations work together well in this gentle fantasy. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$19.95 ASCIS 427028

STEPTOE, John *Mufaro's beautiful daughters : an African tale*. Hamilton, 1988
 ISBN 0-241-12228-7

Highly recommended

This is the story of two sisters, Manyara, beautiful but bad tempered and jealous, and Nyasha, also beautiful but kind, happy and unselfish. Both have the opportunity to be the one chosen to marry a great king, but must first make a journey to the city close by. Text and illustration have been beautifully integrated in

this outstanding picture book. Rich, full-colour, glowing illustrations fill every page and reflect both the lush vitality of Zimbabwe, where this African tale is set, and the characters of the 2 daughters. M. Ellis
LEV: Lower primary Middle primary Upper primary
AVAIL: \$24.99 ASCIS 436001

SCHINDLER, Regine *Napoleon the donkey*. North-South Books, 1988 (A North-South picture book)
 ISBN 0-8050-0740-7

Highly recommended

Hispanic in its setting, this is a happy folk-style story about Maria, and Napoleon, the donkey who carries her woven cloth to market. Illness forces Maria to sell Napoleon to have money to feed herself and her baby. Napoleon becomes an overworked beast of burden to a new master. Good fortune smiles when pieces of hay, shared by Napoleon with a friendly crow become threads of gold for Maria's weaving. The narrative reads well, complementing the excellent full-page colour illustrations, rich in drawing detail and with endearing pictures of the donkey. P. Ward
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 417018

STEVENSON, James *No need for Monty*. Gollancz, 1988
 ISBN 0-575-04295-8

Monty, an alligator, gives the children a ride to school. Everyone is perfectly content until a group of interfering adults try to improve the situation by using boats, a flying fox, stilts and other devices. All these techniques fail, leaving Monty and the children to sort things out. Stevenson's coloured cartoon-style illustrations gently poke fun at adult officiousness, aligning the reader with Monty and the children. This humorous look at adult self importance has a clear message presented in a satirical manner. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$12.95 ASCIS 429747

GLEESON, Libby *One Sunday*. Angus and Robertson, 1988
 ISBN 0-207-15621-2

Highly recommended

This deceptively simple account of a trip to the tip will delight any reader who has encountered difficulties disposing of household junk, or has empathy with the collectors of this world. Amy and her father spend an hour at the tip, acting independently of one another, and exactly demonstrate that 'junk' is in the eye of the

beholder. Detailed colour illustrations work closely with the sparse, large print text, leading the reader to make the meaning of the story. Similar in concept to *Rosie's walk*, this well-designed book actively involves the reader, providing a cohesive and enjoyable experience. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$12.95 ASCIS 420447

HARRIS, Nicholas *Owlbert*. Keystone Picture Books, 1988
 ISBN 0-908507-96-8

Nicholas, in search of a pet, finds a baby owl which he keeps in his treehouse, away from presumed parental disapproval. After competently nurturing Owlbert, Nicholas frees him and finds that his owl returns to become an accepted family member. Large colour illustrations work well with the text in this gentle story of a resourceful boy's relationship with his pet. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 426189

WILLIAMSON, Kristin *Princess Kate*. McPhee Gribble, 1988 (Touch the sun)
 ISBN 0-14-011061-5

The diversity of family relationships, coupled with the adoption issue, is explored in this novel which has been filmed as part of the *Touch the sun* series. The central character is Kate McLelland whose 14th birthday present, a 7 metre yacht, typifies her indulged upbringing. When she inadvertently discovers that she is adopted she rebuffs her parents' kindness in her determination to find her natural mother. The sensitive portrayal of a variety of lifestyles allows the reader to develop an appreciation of family life and relationships which transcends social and economic boundaries. J. Wilkinson
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 418372

HARDCASTLE, Michael *Quake*. Faber, 1988
 ISBN 0-571-14698-8

Caroline Abberlee is eagerly awaiting the arrival of her half sister Tarrian; her brother Benjamin's attitude is nonchalant while her mother is apprehensive. As the children walk to meet the train an earthquake strikes, devastating the town centre and submerging the train. The author creates a vivid impression of both the destruction of the town and the reactions of the people affected. Although the dual circumstances of a step

family involved in an earthquake are somewhat contrived they do provide an ideal vehicle for the author to demonstrate his skill at portraying a wide range of emotions. J. Wilkinson
LEV: Upper primary Lower secondary
AVAIL: \$24.95 ASCIS 430397

SIS, Peter *Rainbow rhino*. MacRae, 1988
 ISBN 0-86203-348-9

This beautifully illustrated story describes the adventures of Rhino and his three companions, the rainbow birds, as they wander and experience different coloured environments found in nature: blue lake; yellow bananas; red poppies. The theme is the safety and security of the home environment. The use of colour is excellent as the illustrations change to correspond to each bird's colour, and to the moods of Rhino. The story uses simple and brief language to convey a sense of excitement as each animal experiences danger. J. Thomas
LEV: Preschool Lower primary
AVAIL: \$19.95 ASCIS 438116

WORTHY, Judith *Regina's impossible dream*. Penguin, 1988 (Puffin)
 ISBN 0-14-032746-0

Regina, a battery hen, dreams of a better life than her present crowded, unnatural conditions. When culled from the hen coop she escapes to discover the pleasures and hazards of a life of freedom. Her adventures provide a fast-moving plot and the opportunity for character development. The ending is, however, abrupt and not clearly linked to the story. The work is well presented, with large, dark print combined with black-and-white line drawings by Rae Dale. The novel raises interesting issues in an enjoyable form for younger readers. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 ASCIS 424253

BRESLIN, Teresa *Simon's challenge*. Blackie, 1988
 ISBN 0-216-92405-7

Simon's father is away - looking for work after the closure of the town's coal mine. As a result his family are struggling to make ends meet, and there is no way that they can afford the computer that Simon desperately wants. When the local computer shop is burgled, Simon is close at hand and is thus able to assist police, who use their computers in the capture of the thief. Simon gets his reward - a new computer. This story is very British and predictable in its conclusion. Nevertheless, it is an uncomplicated and fast moving

story that covers some rather complex issues, such as self-esteem, unemployment and family relationships, in a simple readable manner. A. Gill
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 424452

BEVAN, Bill *Simon's magic bobble hat*. Penguin, 1988 (Read alone)
 ISBN 0-670-82067-9

The title refers to one of Simon's 5 adventures in a variety of situations. Simon deals with a difficult supermarket trolley, a litter of piglets, a naughty puppy, being lost at an airport and rescuing a lost duckling. The realistic stories present positive family relationships in an amusing context. Black-and-white line drawings on every page are well synchronised with the text, aiding readers to make meaning. Simple language, short self-contained chapters, large print text and high interest themes make this work appropriate for newly independent readers. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$12.95 ASCIS 429212

LISLE, Rebecca *Sparks will fly*. Viking Kestrel, 1988
 ISBN 0-670-81879-8

Even from the first time she met him, Maggie Sparks thought Stigwort Squibb was more than just a little odd. Disappearing valuables, an army of robot-like gnomes and a huge homemade computer in Squibb Castle pose both mystery and danger for Maggie and her cousin Eddie. Stigwort, of course, is at the centre of it all. It takes just a little magic and some good luck for Maggie and Eddie to get even with Stigwort and discover the literal truth of the family motto 'Sparks will fly'. Marketa Prachaticka's pen-and-ink drawings, both sinister and humorous, are most suitable for this light-hearted mixture of magic and mystery. N. Kallenberger
LEV: Upper primary Lower secondary
AVAIL: \$18.95 ASCIS 430392

ROSS, Tony *Super dooper Jezebel*. Andersen Press, 1988
 ISBN 0-86264-221-3

Jezebel, the girl too good to be true, meets an untimely end in this tale of virtue taken to excess. Brief text and humorous colour illustrations work well together in building reader response towards Jezebel, a paragon of tidiness with no unsocial habits. Ross's quirky illustrations build tension, gradually depicting Jezebel as gloating and less than benign. The abrupt conclusion relies on reading both text and cartoon-

style captions in order to appreciate its meaning. This book uses a widely enjoyed theme in a fast-paced and entertaining manner. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 ASCIS 427093

STEWART, Maureen *Tall tales from the Speewah: Australian stories that are bigger and better*. Penguin, 1988 (Puffin)
 ISBN 0-14-032917-X

The Speewah is dominated by larger than life characters and settings: six-legged chooks; dogs the size of bulls; Crooked Mick, ringbarked to slow his growth down; paddocks so full of rabbits they have to be herded out before sheep will fit in; lighter-than-air pies, to name but a few. These Australian tall tales are told with gusto and good humour, and are well illustrated with plentiful cartoons. Simple language and appropriate design make this book suitable for less able readers. N. Kallenberger
LEV: Upper primary Lower secondary
AVAIL: Paper \$9.99 ASCIS 432357

MORGAN, Alison *The wild Morgans*. Viking Kestrel, 1988
 ISBN 0-670-81929-8

Set in Wales in a pre-industrial period this story provides an insight into the responsibilities and expectations of children from quite a young age. Ten-year-old Alun and his father are driving their sheep to market when they are intercepted by members of the notorious Wild Morgans gang, who manage to steal the flock. When his father breaks his leg Alun is forced to go on to the markets alone and locate the sheep on which their livelihood depends. The ingredients of danger, excitement and courage are blended well in this satisfying short novel. J. Wilkinson
LEV: Middle primary
AVAIL: \$18.95 ASCIS 430406

LOFGREN, Ulf *Witch Tipp and her wicked witchcat*. Dent, 1988
 ISBN 0-460-06275-1

Witch Tipp does not live up to her new cat's expectations. She is kind and hospitable, even to Hansel and Gretel and Red Riding Hood, travels by bicycle and likes flowers. This causes increasing disgust and disdain in her cat, whose attempts at wrong doing are overcome. Witch Tipp does, however, teach her cat a lesson. Imaginative colour illustrations add to the humour of the text. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$15.95 ASCIS 432601

■ In sickness and in health

This collection of K-12 resources was drawn from items recently arrived at Library Services for review. A wide range of health-related topics is canvassed. Resources are arranged alphabetically by title.

Fiction

DINAN, Carolyn *Ben's brand-new glasses*. Faber, 1987
 ISBN 0-571-14567-1

Ben's need for glasses coincides with starting at a new school and seeking new friends. His refusal to wear glasses and his attempts to lose them are the means by which he meets new friends. Ben gradually comes to appreciate the benefits of glasses, helped by patient parents and helpful friends. The text follows a simple repetitive pattern, with colour illustrations which contribute to the storyline. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$18.95 ASCIS 402302



CHARLTON, Michael *Wheezy*. Bodley Head, 1988
 ISBN 0-370-31150-7

William is asthmatic and he is away when his class starts a new project. When he returns his teacher suggests he choose asthma as a topic, a subject he knows all too well. His project is presented in the book as well as the story of his own successful treatment to manage the disease. Presented in an attractive picture book, useful information is given about asthma in a sympathetic way to engender greater understanding amongst readers. N. Orme
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 425296

Non fiction

LANDAU, Elaine *Alzheimer's disease*. Watts, 1987
 ISBN 0-531-10376-5 [616.8]

Information on the diagnosis, progress and treatment of Alzheimer's disease is interspersed with personal stories detailing the upheaval caused by having a relative suffering from the disease. From these experiences the reader can gain insight into the problems and compassion for the victims. N. Orme
LEV: Lower secondary Middle secondary
AVAIL: \$15.95 ASCIS 412568

SHILTS, Randy *And the band played on*. Penguin, 1988
 ISBN 0-14-011130-1 [616.97]

In documenting the progress of AIDS from 1980 to 1985 in the US, the author, a professional journalist, condemns the indifference of public institutions including medical and research bodies, public health agencies, gay political groups and the media, which allowed the unchecked spread of the disease. By using a chronological approach to follow the personal stories of AIDS sufferers, doctors and a few dedicated health officials who fought to draw public attention to the disease, a powerful history of AIDS in the United States is presented. In doing so frank descriptions of gay sexual activities in San Francisco's bathhouses and uncensored language make this a highly controversial book for school libraries. N. Orme
AUD: Professional
AVAIL: Paper \$24.95 ASCIS 429164

BERGER, Melvin *The artificial heart*. Watts, 1987
 ISBN 0-531-10409-5 [617]

An introduction describing the normal functioning of the heart is followed by the history of heart transplantation and artificial implantation in medicine's search to overcome heart disease. Individual medical histories are used to personalise the subject and a large section discusses the ethical, psychological and legal issues involved. N. Orme
LEV: Middle secondary Upper secondary
AVAIL: \$18.95 ASCIS 413595

MACKENZIE, Frances **The Australian Women's Weekly family health and medical guide : the A-Z complete guide to family health for your home.** Viking O'Neil, 1987
ISBN 0-670-90048-6 [613.03]

The editors have not aimed at assisting self diagnosis, but at providing explanations of medical terminology for the ordinary reader. Basic answers to common questions about health, diseases, injuries, first aid, medical tests and medical support groups are set out in this well-indexed and illustrated book. It is broader in scope than a medical dictionary and would be more useful in a school library or personal collection.

R. Grahame
LEV: Middle secondary Upper secondary
AVAIL: \$29.95 ASCIS 402215

SPROULE, Anna **Body watch : know your insides.** Cambridge University Press, 1987
ISBN 0-521-33239-7 [612]

Colour diagrams and photographs give life to the text on the mechanics of the human body - the systems, the skeleton, the muscles, the senses and reproduction. The format is excellent, each topic given a double page, scientific terms are printed in bold and labelling is clear. Included is a good glossary and index. P. Ward
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$11.95 ASCIS 396004

METOS, Thomas **Communicable diseases.** Watts, 1987
ISBN 0-531-10380-3 [616.9]

Information is offered in a straightforward, unemotional way concerning the causes of communicable diseases, the body's reaction to attack, as well as means of diagnosis and treatment. Diseases described range from colds and influenza to childhood diseases, plagues through the ages, sexually transmitted diseases and AIDS. N. Orme
LEV: Lower secondary Middle secondary
AVAIL: \$14.95 ASCIS 407408

MACFARLANE, Aidan **The diary of a teenage health freak.** Oxford University Press, 1987
ISBN 0-19-286083-6 [613]

Writing in the comic, diary style of Adrian Mole, 2 British doctors have packaged abundant factual material about many of the physical, medical and emotional problems that torment the teenage years - from warts and acne to drugs and sex - into a very, very funny book. Peter Payne, 14-year-old, reveals all in his

diary and allows us a female perspective by snooping into his 13-year-old sister Susie's diary as well. It may be didactic, but the sugar coating makes it most acceptable. N. Orme
LEV: Lower secondary Middle secondary
AVAIL: Paper \$6.95 ASCIS 401320

LEE, Sally **Donor banks : saving lives with organ and tissue transplants.** Watts 1988 (A First book)
ISBN 0-531-10475-3 [617.95]

Medical science has advanced considerably to allow the successful transplantation of the variety of body organs described in this book. Case histories of several people are used effectively to illustrate the processes involved in acquiring each organ, transplantation and the recovery of the patient. Some problems associated with maintaining an adequate supply of donor organs are also discussed. Facts are clearly explained and are supported by a glossary and index. The illustrations, although black and white are sufficiently graphic for their purpose. This is a useful resource. J. Wilkinson
LEV: Lower secondary Middle secondary
AVAIL: \$15.95 ASCIS 429321

ANDERSON, Madelyn Klein **Environmental diseases.** Watts, 1987
ISBN 0-531-10382-X [616.9]

An introduction examines the internal physiological factors in the individual which interrelate with external environmental influences to cause disease. This is followed by a list and description of the main forms of radiation and chemicals which are hazardous to human health with brief indications of the symptoms they cause. N. Orme
LEV: Lower secondary Middle secondary
AVAIL: \$14.95 ASCIS 407410

WARD, Brian R. **Exercise and fitness.** Watts, 1988 (Life guides)
ISBN 0-86313-667-2 [613.7]

An overview of the importance of fitness and exercise in the promotion of good health is provided in this resource, which is one of a series on health education. A simple definition of fitness is provided; each aspect is explained in some detail and is supplemented by exercises designed to develop fitness. This is a comprehensive, well-illustrated volume which contains a glossary and index. Although a useful resource, some of the concepts and vocabulary are more difficult than the size of the print would suggest. J. Wilkinson
LEV: Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 434157

PLUCKROSE, Henry **Faces.** Watts, 1987 (Look at)
ISBN 0-86313-567-6 [612]

First quality photographs are used to focus attention on the way we analyse people's faces to receive non-verbal messages. Constant questions and suggested simple experiments are designed to ensure reader involvement and understanding. Included at the end are a page of facts, a range of simple experiments and an index. N. Orme
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 413574

In the same series:

PLUCKROSE, Henry **Feet.**
ISBN 0-86313-553-6 [612]
ASCIS 413965

THOMSON, Ruth **Hair.**
ISBN 0-86313-568-4 [612]
ASCIS 413562

THOMSON, Ruth **Hands.**
ISBN 0-86313-554-4 [612]
ASCIS 413564

ROCKWELL, Anne **Going to casualty / Anne & Harlow Rockwell.** Hamilton Children's Books, 1987
ISBN 0-241-12131-0 [362.1]

This account of a child's visit to casualty with a sprained ankle aims to demystify the role of the casualty department. Accurate colour illustrations of equipment used are combined with explanations of its purpose. Staff roles are simply explained. The short large print text is well synchronised with the clear, yet detailed illustrations. This simple personal narrative works well in dealing with this topic. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$17.95 ASCIS 412547

BALDWIN, Dorothy **Health and hygiene.** Wayland, 1987
ISBN 1-85210-010-9 [613]

The message is that good hygiene habits help you to feel good and be healthy. It is promoted by an inviting presentation of text and coloured illustrations that feature children carrying out the practical daily routines for body cleanliness. Text also covers simple explanations and advice on problems such as acne, headlice and athlete's foot. Included are a simple glossary and index. P. Ward
LEV: Middle primary Upper primary
AVAIL: \$16.95 ASCIS 392516

WARD, Brian R. **Health and hygiene.** Watts, 1988 (Life guides)
ISBN 0-86313-666-4 [616]

This book contains an overview of the means by which disease is transmitted and some examples of both preventative and curative medicine. The common childhood diseases are described in some detail and a short section is devoted to AIDS. The book is attractively presented and illustrated with colour photographs and diagrams. However some of the concepts and vocabulary are more difficult than the format of the book and the size of the print would suggest. J. Wilkinson.

LEV: Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 434312

DALLAS, Dorothy **Health for you.** Hutchinson, 1987
ISBN 0-09-140901-2 [613]

This text on human biology takes as its thesis, if young people are to care properly for their own bodies, they must know how their body works. Information on the body systems is made relevant to daily living, for example, in common ailments cited - hiccups, constipation, dislocations, fibrositis. Bold text, abundance of diagrams and cartoon-style diagrams, and evocative headings make a lively basic presentation. P. Ward
LEV: Upper primary Lower secondary
AVAIL: Paper \$19.95 ASCIS 402634

BROWN, Fern G. **Hereditary diseases.** Watts, 1987
ISBN 0-531-10386-2 [616]

The highly complex field of hereditary disease is approached first by a simple introduction to Mendel's laws and a description of the process of cell division in reproduction. Chapters on suggested causes of birth defects and the value of genetic counselling are followed by the nature and treatment of 4 hereditary diseases, namely cystic fibrosis, sickle cell anaemia, Lay-Sachs disease and diabetes. Finally, both sides of the moral and philosophical disputes over genetic engineering are presented briefly. N. Orme
LEV: Middle secondary Upper secondary
AVAIL: \$14.95 ASCIS 422126

PETTENUZZO, Brenda **I am deaf.** Watts, 1987 (One world)
ISBN 0-86313-571-4 [617.8]

Sympathy and understanding for sufferers of deafness are created by presenting the day-to-day happenings in the life of a 10-year-old English girl who has been

deaf from birth. Each page is introduced by a statement from her about her activities and feelings at home and at school followed by factual explanations about her disability and how it affects her. Obviously useful for an adult working with a child or a group of younger children, the book can still be managed independently by older primary readers. N. Orme

LEV: Upper primary

AVAIL: \$15.95

ASCIS 411860

In the same series:

PETTENUZZO, Brenda **I have diabetes.**

ISBN 0-86313-561-7

[616.4]

ASCIS 411856

PETTENUZZO, Brenda **I have Down's syndrome.**

ISBN 0-86313-572-2

[616.85]

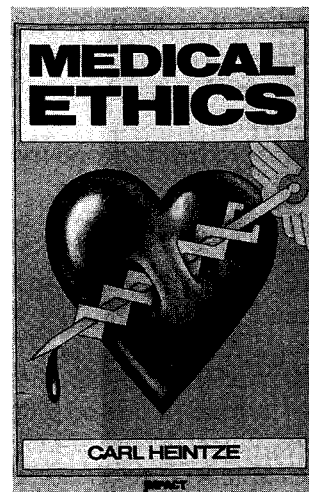
ASCIS 411852

PETTENUZZO, Brenda **I have spina bifida.**

ISBN 0-86313-562-5

[616.7]

ASCIS 411850



HEINTZE, Carl **Medical ethics.** Watts, 1987

ISBN 0-531-10414-1

[174]

Using the US case histories as examples, such difficult moral and ethical issues as: euthanasia; human and animal experimentation; genetic engineering; I.V.F.; abortion and transplantation are examined. All sides of each issue are presented clearly and unemotionally with relevant sections of the American Medical Association codes provided to give an official medical ethical standpoint. N. Orme

LEV: Upper secondary

AVAIL: \$18.95

ASCIS 422157

WOOD, Tim Nurse. **Watts, 1988 (My job)**

ISBN 0-86313-713-X

[610.73]

The daily activities of a nurse in a general hospital ward are well set out in this resource. Daily tasks, for example dispensing medication, keeping records, taking temperatures and treating patients are simply and clearly explained. Information is conveyed via large colour photographs combined with a single sentence on each page. Colour photographs and short, large print text work well together to give a realistic view of this occupation. A glossary and index aid access to information. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: \$13.95

ASCIS 427415

EAGLES, Douglas A. **Nutritional diseases.** Watts, 1987

ISBN 0-531-10391-9

[616.3]

The introductory chapters examine the physiology and biochemistry of digestion and look at the effects of starvation. Some of the deficiency diseases are described as well as diseases from malfunction such as diabetes, and the eating disorders, anorexia and bulimia. The description is quite detailed and technical and with presentation being in small print and long paragraphs, all but the highly motivated readers may be deterred. N. Orme

LEV: Middle secondary Upper secondary

AVAIL: \$14.95

ASCIS 407415

SONNETT, Sherry **Smoking.** Watts, 1988 (A First book)

ISBN 0-531-10489-3

[613.8]

The message that smoking is detrimental to health is explained clearly and effectively without emotive language. The book explains the health problems which arise from smoking, and the associated cancer risk. Effects of both active and passive smoking are documented and well supported by statistics. A brief history of the tobacco industry explains the role of Christopher Columbus in the spread of smoking throughout Europe. Black-and-white photographs, diagrams and cartoons reinforce the message. J. Wilkinson

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$15.95

ASCIS 429198

■ Reprint round-up

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

Non-fiction

DANAHER, Paul **Australian leadlighting** / Paul Danaher & Dexter Jackson. Viking O'Neil, [1987]

1988

ISBN 0-670-90125-3

[748.5]

For the hobbyist and craftsperson this is an illustrated description of equipment, skills and techniques for making leadlight. Includes examples of designs from Victorian to Art Nouveau styles.

AUD: Professional

LEV: Upper secondary

AVAIL: \$34.99

ASCIS 430443

COBB, Vicki **Bet you can't! : science impossibilities to fool you** Penguin, [1980] 1988 (Puffin)

ISBN 0-14-032533-0

[507]

Based on the premise, science can be fun, this is an entertaining collection of tricks that look dead easy but which your audience will find scientifically impossible. Text includes simple explanations of scientific principles and concepts.

LEV: Middle primary Upper primary Lower secondary

AVAIL: Paper \$5.99

ASCIS 432471

BAILEY, Adrian **The book of ingredients** / written by Adrian Bailey, Elizabeth Lambert Ortiz, Helena Radecka. Michael Joseph, [1980] 1988 (Mermaid)

ISBN 0-7181-343-X

[641.3]

A valuable reference book on the raw materials of cooking such as spice, vegetables, fruit, meat, fish, pasta and offal, combining 200 pages of superb colour photographs with accompanying text on their properties and usage in cooking.

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$29.95

ASCIS 424741

NILSON, Eleanor **A bush birthday.** Omnibus books, [1985] 1988 (Picture Puffins)

ISBN 0-14-050928-3

[A821]

Kerry Argent's illustrations add a dimension to this happy little poem about the animals gathering to celebrate Koala's birthday.

LEV: Preschool Lower primary

AVAIL: Paper \$6.95

ASCIS 434926

RICH, Robert **Earth garden building book : design and build your own house** / Robert Rich and Keith Smith. Viking O'Neil, [1987] 1988

ISBN 0-670-90127-X

[693]

An illustrated, practical reference manual covering the range of building tasks is provided for Australian home builders who opt to use such traditional methods of construction and natural building materials as earth, stone, timber and good recycled materials.

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$29.99

ASCIS 432303

Golf tips from the pros / compiled by Trevor Grant. Viking O'Neil, [1984] 1988

ISBN 0-670-90088-5

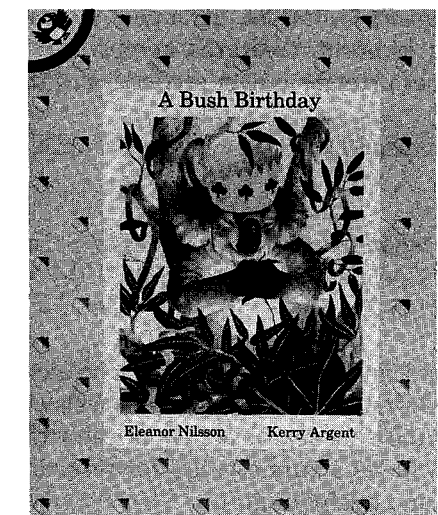
[796.352]

Taken from the compiler's regular sports column in *The Age*, this selection of 100 tips offers the average golfer practical advice from club professionals and stars. It includes easy-to-follow illustrations, unfortunately all depicting male golfers.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$12.99

ASCIS 429543



KINDER, Gary **Light years : the best documented UFO case ever.** Penguin, [1987] 1988
ISBN 0-14-01042-7-5 [001.9]

A gripping account about the investigation into the extraterrestrial experiences of Edward Meier, a Swiss farmer who since 1975 claims to have had UFO sightings and encounters with 'beamships' from the Pleiades.

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$9.95 ASCIS 430933

HUNT, Helen **The Puffin book of Australian reptiles.** Penguin, [1983] 1988 (Puffin)
ISBN 0-14-032351-1 [597.9]

A simple well organised guidebook to Australian reptiles which has information on species, homes, food etc. with illustrations, some in colour. Indexed.

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 424258

In the same series:
HUNT, Helen **The Puffin book of Australian spiders.**
ISBN 0-14-032349-X [595.4]
ASCIS 424256

SHEARS, Richard **Ripley's believe it or not of Australia and New Zealand /** edited by Richard Shears. Viking O'Neil, [1983] 1988
ISBN 0-670-90087-7 [001.9]

'Truth is always strange; stranger than fiction'. For proof here is a fascinating scrapbook of Australasian curiosities and wonders, arranged thematically in groups eg. pioneers, creatures, heroes.

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$9.95 ASCIS 429780

COE, Sebastian **Running for fitness /** Sebastian and Peter Coe. Pavilion, [1983] 1988
ISBN 1-85145-256-7 [613.7]

The authors, an Olympic champion and a coach, give expert and practical advice on all aspects of running whatever the age, sex or ability of the runner. This edition includes a runner's log for recording times, distances and evaluation.

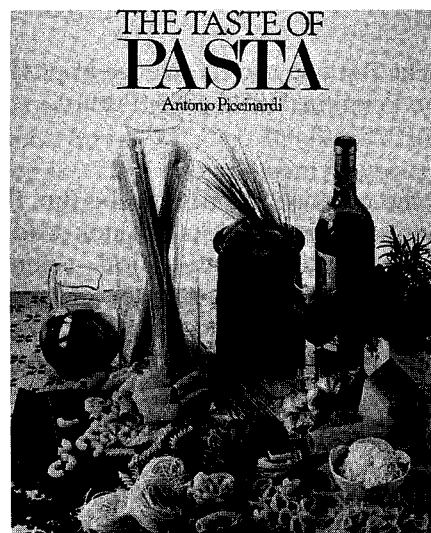
AUD: Professional
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$29.95 ASCIS 427051

ROSEN, Michael **Smelly jelly smelly fish /** Michael Rosen and Quentin Blake. Nelson, [1986] 1988 (Scrapbooks)
ISBN 0-17-007354-8 [828]

Entertaining observations on holidaying at the seaside in a child's world, expressed through jingles, poems, silly sayings and wacky pictures by Quentin Blake.

LEV: Lower primary Middle primary
AVAIL: Paper \$24.95 ASCIS 430516

In the same series:
ROSEN, Michael **Under the bed /** Michael Rosen and Quentin Blake.
ISBN 0-17-007353-X [828]
ASCIS 430514



PICCINARDI, Antonio **The taste of pasta.** Webb and Bower, [1987] 1988
ISBN 0-86350-247-4 [641.8]

This is an excellent presentation of 120 recipes based on traditional Italian cookery, using pasta with meat, vegetables, cheese and eggs. Step-by-step instructions are illustrated in colour.

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$29.95 ASCIS 432304

Fiction

LOWRY, Lois **Anastasia on her own.** Collins, [1985] 1988 (Lions)
ISBN 0-00-6-672871-5

When Anastasia and her father drew up the Krupnik family nonsexist housekeeping schedule to organise her mother, they did not anticipate they would be running the household for 10 days while Mrs Krupnik went to California. There are some hilarious and unexpected predicaments for a novice 13-year-old housekeeper.

LEV: Upper primary Lower secondary
AVAIL: Paper \$5.95 ASCIS 430287



STORR, Catherine **The boy and the swan.** Pan, [1987] 1988 (Piper)
ISBN 0-330-30426-7

A moving sensitive story about a lonely boy's secret friendship with a swan which he has cherishingly nurtured from cygnet to beautiful maturity. Things fall apart when he is sent to live in a children's home after his grandmother is hospitalised. Winner of the Friends of the Earth first Earthworm Award in 1987.

LEV: Middle primary Upper primary
AVAIL: Paper \$6.50 ASCIS 431867

HILL, Deidre **A bridge of dreams.** Hodder and Stoughton, [1982] 1988 (Knight books)
ISBN 0-340-43026-5

The bridge of the title is the Sydney Harbour Bridge and the dreams are those of the men building it; of the city which sees the Bridge's erection as an act of defiance against the Depression; and of two girls from differing family backgrounds whose friendship

intertwines the events of the period, 1923-32.
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 432650

WERSBA, Barbara **Crazy Vanilla.** Pan, [1986] 1988 (Pan horizons)
ISBN 0-330-30340-6

Tyler is a loner, the more so when the family discover his beloved older brother is gay. But over the summer holidays Tyler meets a tough independent 15-year-old girl who shares his passion for nature photography. A tender love story touching universal adolescent concerns and emotions.

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$6.99 ASCIS 431518

LOWRY, Lois **Find a stranger, say goodbye.** Collins, [1980] 1988 (Teen tracks)
ISBN 0-00-673263-1

'I need to know. Who was I born to? Why did they give me away?' A sensitive compelling story of 17-year-old Natalie who is obsessed with finding her natural mother.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$5.95 ASCIS 435311

ATTERTON, Julian **The fire of the kings.** Arnold, [1984] 1988 (Cadenza)
ISBN 0-560-55009-X

A powerful novel about the feuding and rivalries of the many small Anglo-Saxon kingdoms in 7th century Britain, the battles against the surviving Celts and the conversion to Christianity. Several famous historical incidents are skilfully used in the plot.

LEV: Middle secondary Upper secondary Lower secondary
AVAIL: Paper \$10.95 ASCIS 437709

DAVIDSON, Alan **A friend like Annabel.** Viking Kestrel, [1983] 1988
ISBN 0-670-81846-1

Annabel is a 13-year-old English school girl embracing what life offers with enthusiasm, often to excess! These are 5 highly entertaining stories about her escapades in the town and at school.

LEV: Middle primary Upper primary
AVAIL: \$16.95 ASCIS 427088

BAKER, Jeannie **Grandfather**. Deutch, [1977] 1988
ISBN 0-233-96864-4

A little girl visits grandfather's shop and happily explores the pot-pourri collection that lends itself to the book's collage illustrations.

LEV: Lower primary Middle primary

AVAIL: \$15.95 ASCIS 91266

DOHERTY, Berlie **Granny was a buffer girl**. Heinemann Educational, [1986] 1988 (New windmill series)
ISBN 0-435-12328-9

When Jess is preparing to leave home and boyfriend for the first time for a year in France, she learns at her farewell party of the past secrets of 3 generations of her family, their grief and problems, their joys and adventures. This helps to expunge the sorrow of the death of her adored older brother Danny.

LEV: Middle secondary Upper secondary

AVAIL: \$8.95 ASCIS 430875

JONES, Maurice **I'm going on a dragon hunt**. Penguin, [1987] 1988 (Picture Puffins)
ISBN 0-14-050711-6

A child's imaginative walk to find a dragon takes him through grasslands, rivers, ravines and inside a cave. All the time he talks to himself 'Hello, what is this?...it's mud...have to squelch through it' and each such scenario is matched by action illustrations.

LEV: Preschool Lower primary

AVAIL: Paper \$6.95 ASCIS 434924

VOIGHT, Cynthia **Jackaroo**. Collins, [1985] 1988
ISBN 0-00-191113-9

Jackaroo is the Robin Hood figure, the Talisman, of an over-taxed, illiterate people of a fictitious medieval country. The story revolves around Gwyn who comes to lead 2 parallel lives, that of the hard-working innkeeper's daughter and of the legendary Jackaroo.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$14.95 ASCIS 420672

FAVILLE, Barry **The keeper**. Penguin, [1986] 1988 (Puffin)
ISBN 0-14-032655-3

An exciting, chastening story of the post-nuclear world. The setting is a community living on the shores of a lake in the North Island of New Zealand, its people still carrying the physical and emotional scars of the holocaust of 100 years ago. Young Michael becomes

the keeper of a dramatic secret that has powerful consequences for him and the people. Winner of the New Zealand Story Book of the Year Award 1987.

LEV: Lower secondary Middle secondary

AVAIL: Paper \$5.95 ASCIS 434521

ARMITAGE, Ronda **The lighthouse keeper's catastrophe** / Ronda and David Armitage. Penguin, [1986] 1988 (Picture Puffins)
ISBN 0-14-050663-2

Mr Grinling (of *The lighthouse keeper's lunch*) through a series of mishaps has lost the keys to the lighthouse. With the threat of stormy night sky and rolling seas, Mrs Grinling devises an intrepid way her husband can gain entry to the lighthouse and switch on the light.

LEV: Preschool Lower primary Middle primary

AVAIL: Paper \$6.95 ASCIS 434920

ALLEN, Pamela **A lion in the night**. Penguin, [1985] 1988 (Picture Puffins)
ISBN 0-14-050939-9

Rhythmical text and illustrations flowing across the pages, tell the story of how one moonlight night the royal baby is snatched from her cot by a lion and the royal household gives chase.

LEV: Preschool Lower primary

AVAIL: Paper \$6.99 ASCIS 434922

SMITH, Wendy **The lonely, only mouse**. Penguin, [1986] 1988 (Picture Puffins)
ISBN 0-14-050651-9

An only child, Thelonus often wishes for brothers and sisters but when cousin Charlie (one of 26 children) comes to stay he discovers some advantages in his singular lifestyle.

LEV: Preschool Lower primary

AVAIL: Paper \$5.95 ASCIS 427222

CRESSWELL, Helen **Moondial**. Penguin, [1987] 1988 (Puffin)
ISBN 0-14-032523-9

Minty is spending her summer holidays in her aunt's cottage. Opposite is National Trust mansion Belton House, the scenario for a terrifying mystery and strange events when Minty discovers the secret power of the moondial. This is an exciting timeslip novel.

LEV: Upper primary Lower secondary

AVAIL: Paper \$6.95 ASCIS 426150

NORMAN, Lilith **My simple little brother**. Collins, [1979] 1988
ISBN 0-7322-7213-0

A very funny book of stories about 'dumb' Fieldsy and the despair of his family over the misunderstandings and problems that occur by his taking literally English expressions such as 'raining buckets' and 'butterflies in the stomach'. Good read-aloud book.

LEV: Lower primary Middle primary

AVAIL: Paper \$5.95 ASCIS 425796

BRANFIELD, John **Nancekuke**. Murray, [1972] 1988 (Gryphon)
ISBN 0-7195-4514-5

Helen is convinced that her father's death resulted from his work at the Cornish chemical weapons research station. She is unable to prove this but through a creative sixth form drama project, she and her friends express their feelings and protest, stirring community and Nancekuke reaction.

LEV: Lower secondary Middle secondary

AVAIL: \$7.95 ASCIS 423652

BAUER, Marion Dane **On my honour**. Pan, [1986] 1988 (Piper)
ISBN 0-330-30459-3

A dare and a broken promise to parents lead to a tragic result when two young boys go swimming in the treacherous Vermillion River. A realistic portrayal of the circumstances and the boys' behaviour and the aftermath for the survivor.

LEV: Upper primary Lower secondary

AVAIL: Paper \$6.50 ASCIS 435905

MARSHALL, James **Rapsallion Jones**. Pan, [1983] 1988 (Picture piper)
ISBN 0-330-29798-8

A zany picture book about a roguish, vain, lazy fox in search of an easy way to make money.

LEV: Lower primary Middle primary

AVAIL: Paper \$7.99 ASCIS 431408

ROGERS, Paul **Sheepchase**. Penguin, [1986] 1988 (Picture Puffins)
ISBN 0-14-050561-X

A merry chase recounted in verse of an errant sheep, Flossie, through the countryside and the village, market place and fair.

LEV: Preschool Lower primary

AVAIL: Paper \$5.95 ASCIS 424228

KING, Clive **The sound of propellers**. Penguin, [1986] 1988 (Puffin)
ISBN 0-14-032106-3

A high adventure story set just before World War II. An Indian boy in an English boarding school located near an aircraft factory, is caught up in a spy mystery.

LEV: Upper primary Lower secondary

AVAIL: Paper \$5.95 ASCIS 435020

GREENE, Bette **Summer of my German soldier**. Murray [1973] 1988 (Gryphon)
ISBN 0-7195-4513-7

Patty Bergen, a young Jewish girl living in Arkansas in the early 1940s, befriends an escaped German prisoner-of-war. A moving compassionate story of the conflicting worlds of prejudice and bigotry, and of love and human understanding.

LEV: Middle secondary, Upper secondary

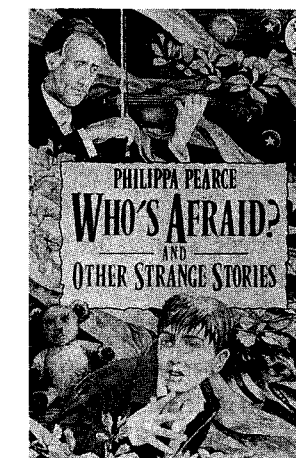
AVAIL: \$7.95 ASCIS 423688

PEARCE, Philippa **Who's afraid? : and other strange stories**. Penguin, [1986] 1988 (Puffin)
ISBN 0-14-032057-1

A collection of 10 short stories with supernatural themes and plenty of surprises, these are gripping, chilling and at times whimsical.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$5.95 ASCIS 429275



IBBOTSON, Eva **The worm and the toffee-nosed princess and other stories of monsters**. Pan, [1983] 1988 (Young piper)
ISBN 0-330-29500-4

Five amusing stories of improbable encounters with monsters. Good for reading aloud.

LEV: Preschool Lower primary

AVAIL: Paper \$5.99 ASCIS 431337

■ Supporting home science 7-10

The resources included in this bibliography were reviewed by Helen Cooper (Studies Directorate), Colleen Taylor (Home Economics Consultant, Metropolitan North Region), Noela Lewis (Lake Illawarra High School), Cheryl Holden (Penrith High School) and Cathy Dawe (Sydney Girls High School). The list was compiled by Kevin Channells and Joy Wilkinson.

In 1988 the Board of Secondary Education released the Home science syllabus years 7-10. The content of the revised syllabus is divided into 3 strands: *Individuals and families; Nutrition and food; Management of resources*. Most of the resources available for review were suitable for the first 2 syllabus strands while few dealt specifically with the management of resources strand. This imbalance in available materials will be overcome when the course is taught by integrating the strands, since many of the items below are useful for units where a management perspective has been adopted.

Appropriate technology and children. [kit]

UNICEF Committee of Australia, 1988 19 sheets, 5 pictures, 2 wall charts, 3 booklets, 1 pamphlet, 1 sheet of stickers

ISBN 0-949346-00-4 [306]

Highly recommended

The needs of children in both developed and developing countries and the levels of technology appropriate in each are examined in this kit. Considerable emphasis is placed on the technology used to provide clean water supplies, adequate food and housing and other basic needs. The term 'appropriate technology' is defined and numerous examples from developing countries are illustrated. The contents are well organised and each sheet could be used as the focus of a lesson; the pictures and wallcharts are ideal for classroom use.

LEV: Lower secondary Middle secondary

AVAIL: UNICEF GPO Box 4045 Sydney NSW 2001 (02) 2337915 \$4.00 ASCIS 436222

KENNY, Joan M. Australian family life in 1788.

Nelson, 1988
ISBN 0-17-007212-6

[994.02]

Case studies of 3 different families are provided in this book which is one of 4 with an accompanying teachers' manual. Aspects of domestic and community life are illustrated covering topics such as clothing, school, shopping and recreation. One chapter only deals with Aboriginal families and little attempt has been made to provide a balanced portrayal. The chapter headings and order in this book are repeated throughout the series allowing ease of use and comparison between time periods.

AUD: Professional

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$7.95 ASCIS 420456

In the same series:

Australian family life in 1838.

ISBN 0-17-007213-4

[994.02]

ASCIS 420472

Australian family life in 1888.

ISBN 0-17-007214-2

[994.03]

ASCIS 420478

Australian family life in 1938.

ISBN 0-17-007215-0

[994.04]

ASCIS 4200480

A teachers' resource book.

ISBN 0-17-007216-9

[994.007]

ASCIS 420512

The Australian home [kit]: a look at domestic technology.

Educational Media Australia, 1983

18 col. slides, 1 sound cassette, 1 notes in folder

[640.0994]

The history of domestic appliances and the role of domestic help is outlined in this slide set. Colour and black-and-white photographs illustrate old equipment and advertisements. Relevance to the compulsory content of home science 7-10 is limited, but the set would be useful as an extension topic related to changes in the roles of family members. The set is more directly related to the home science 11-12 syllabus in the areas of management of work or the changing roles of women. Detailed descriptions of the slides are included in the teacher's notes but classroom activities are limited.

LEV: Middle secondary Upper secondary

AVAIL: \$42.00

ASCIS 209019

BOSWORTH, Michal Australian lives: a history of clothing, food and domestic technology.

Nelson,

1988
ISBN 0-17-007415-3

[640.994]

This book addresses a need so far not met by other

home science books. It looks at aspects of the subject from an historical perspective and traces the development of specific products and items; each topic is placed in its broader sociological or economic context. While the book would not be suitable as a text it would be a useful reference point for research and extension activities. It contains an abundance of black-and-white illustrations, photographs and tables and although the print is quite dense, access to information is facilitated by an index and a detailed table of contents.

AUD: Professional

LEV: Lower secondary Middle secondary

AVAIL: \$16.95

ASCIS 433206

Beaut food for kids: nutrition for children in infants and primary school.

Australian Nutrition Foundation, 1987

[641.1]

Highly recommended

The nutrition and health section of the new home science syllabus years 7-10 is effectively introduced. Topics covered include: eating habits; healthy diet pyramid; dietary guidelines; 5 food groups and health; diets and food consumerism. Easy-to-read information is well illustrated. Recipes are easy to prepare in a school kitchen, cost of ingredients has also been considered.

LEV: Lower secondary Middle secondary

AVAIL: Australian Nutrition Foundation Royal

Prince Alfred Hospital Missenden Road

Camperdown NSW 2050 (02) 5168191

Paper \$3.00

ASCIS 381997

COX, Edith M. The book of food for health and pleasure / Edith M. Cox Cheryl E. Francis.

Longman Cheshire, 1988

ISBN 0-582-87272-3

[641.5]

Highly recommended

The nutrition and food, and management of resources strands are well supported in this comprehensive book. Introductory chapters on nutrition, food preparation and kitchen management support the recipes which comprise the bulk of the book. The kitchen management strategies promote efficient food preparation practices while the nutrition and meal planning section gives positive direction for implementing recipes. All recipes are suitable for school conditions; quantities are listed and steps are easy to follow. Information is current, relevant and easy to find with a comprehensive index.

AUD: Professional

LEV: Middle secondary

AVAIL: Paper \$18.95

ASCIS 429570

Child survival [chart]: four key elements.

UNICEF Committee of Australia, 1987 1 col. wall chart.

[614.4]

Highly recommended

Designed more for information than display purposes this chart is well designed for student use. Information is concise and up-to-date and is supported by tables, diagrams and illustrations. The material is easy to read, is suitable for both junior and senior students and may be copied for educational purposes.

LEV: Middle secondary Upper secondary

AVAIL: UNICEF \$2.00 for set of 5 charts. Available only as a set (other titles listed below).

ASCIS 435966

In the same package:

Child survival [chart]: some prerequisites. [614.4]

ASCIS 435977

Food and nutrition [chart]: the facts. [338.1]

ASCIS 436088

Water and health [chart]: the facts. [614.4]

ASCIS 436064

Women of the world [chart]: the facts. [305.4]

ASCIS 436144



The complete school canteen book / The Australian Nutrition Foundation. Reed, 1985

ISBN 0-7301-0080-4

[641.5]

Highly recommended

Specifically designed for canteen managers, this book is also useful for students and teachers as it places a strong emphasis on dietary guidelines and the role of the canteen as a supplier of nutritious food. Also included are useful hints on canteen management and over 100 recipes and ideas for canteen food. This

practical book is suitable as a teacher reference and for students preparing canteen meals or doing case studies. It is clear and easy to read and liberally illustrated. A comprehensive list of resources is included.

AUD: Parents Professional

LEV: Middle secondary

AVAIL: Australian Nutrition Foundation

Paper \$8.95

ASCIS 196582

COUPE, Robert **The family.** Horwitz, 1987

ISBN 0-7253-0781-1

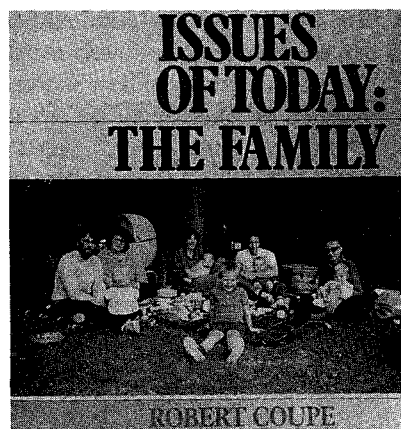
[306.8]

After a brief historical perspective, more recent information on the family in Australia is provided. Topics covered include: structures and types of families; roles in the family; the future of families. Relevant case studies which should stimulate students' discussion are included as is current statistical information and a range of colour and black-and-white illustrations. Follow-up activities could be developed from the information provided.

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$5.95

ASCIS 401366



Food [videorecording] / producer, Catherine

Campbell. Classroom Video, 1988 1 cassette (VHS)

(23 min.)

[641.1]

Highly recommended

Changing Australian dietary habits are traced from traditional Aboriginal groups to the present, to demonstrate the factors influencing dietary trends; these include the development of agriculture, the expanding use of technology in food processing and packaging and the increasing sophistication of domestic appliances. Emphasis is also placed on Australian dietary problems and some solutions are proposed. Appropriate language is used throughout and participation of students in the production adds

relevance. Teacher's notes contain discussion starters and activities. The topics covered by the video make it suitable for both senior and junior home science syllabuses.

LEV: Middle secondary

AVAIL: \$65.00

ASCIS 435936

Food decisions for teenagers : dietary guidelines

for good health [videorecording] / prepared by

Rosemary Hepburn on behalf of the Australian

Nutrition Foundation. Educational Media Australia,

1986 1 cassette (VHS) (ca. 27 min.)

[613.2]

The content of this video provides teenagers with a sound basis for making informed food decisions. The issues of why we should eat, which foods and how much are addressed. Good eating habits are promoted using the framework of dietary guidelines and the healthy diet pyramid. Nutrition and food content are covered well using language which is at an appropriate level. Although the production is slow moving and lacks creativity it is well structured to allow teachers to develop worksheets for use in conjunction with program.

LEV: Lower secondary Middle secondary

AVAIL: \$55.00

ASCIS 438067

Food for a healthy heart : making changes in your diet can improve your chances of living a long and healthy life. Australian Nutrition Foundation, 1988

[613.2]

Highly recommended

The emphasis in this book is on the healthy heart diet which is designed to reduce the diet-linked factors associated with heart disease. Information relating to heart disease is relevant and concise and is supported by humorous illustrations designed to appeal to students. Active participation is provided in the form of checklists and questions and the book also contains recipes which could be implemented in practical classes.

LEV: Middle secondary

AVAIL: Australian Nutrition Foundation

Paper \$1.00

ASCIS 447789

SMITH, Barbara **Food power : a secondary school nutrition education programme.** Longman

Cheshire, 1988

ISBN 0-582-87314-2

[641]

Although this book covers only a small part of the home science course it presents an interesting treatment of the food groups in relation to Australian dietary guidelines. Of particular value are the student and teacher sections which provide activities and

worksheets that enhance both the teaching of home science and the usefulness of the book. The amount of detail provided in the activities is not sufficient for more than a surface coverage of the topics, requiring some teacher input to enhance its usefulness.

LEV: Lower secondary Middle secondary

AVAIL: Paper \$13.95

ASCIS 434387

Food preservation [transparency]. Educational

Media Australia, 1983

5 sheets, 9 col. overlays, notes

[664]

Highly recommended

The history of food preservation, causes of food spoilage, methods of food preservation, preservation of nutritional value and minimisation of nutrient loss are covered in this set. Topics are relevant to the influences on food choice, food and the consumer, and food preparation sections of the new syllabus. Information is clear and well illustrated and could be used as an introduction, discussion starter or for review and revision.

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: \$50.00

ASCIS 198583

Food, the socialiser [slide]. Educational Media

Australia, 1984 19 col. slides, 1 sound cassette,

1 booklet

[394.1]

A diverse range of social customs and manners associated with food are introduced. It emphasises the fact that the role of food changes within the family and in the community according to the social situation; historical as well as modern examples are included. Although little attention is given to eating customs around the world there is sufficient to provide stimulus for further work in this direction. Accompanying the slides are detailed teacher's notes and a good range of suggested classroom activities.

LEV: Lower secondary

AVAIL: \$45.00

ASCIS 437487

Games around the world [game] : instructions for playing forty games from thirty countries around the world. UNICEF Committee of Australia, 1981

41 game instruction sheets

[796]

An unusual approach to the individuals and families strand of the syllabus is presented in this set of 40 double-sided black-and-white photographs. Aspects of life in each country are depicted on the front; on the back are game instructions, a photograph of people at work or leisure and some information about the country. The set is indexed by the type of game and by the country. Presentation is uniform throughout the

set and the instructions for the games are clear. Although the information about the country is very brief it would be suitable as a discussion starter or as a stimulus to independent research.

LEV: Middle secondary Upper secondary

AVAIL: UNICEF \$7.00

ASCIS 130199

CAMERON, Mary Cooper **Goals, objectives and life skills management for living.** Longman

Cheshire, 1986

ISBN 0-582-87243-X

[640]

Highly recommended

It is seldom that one is able to read a management book written with such clarity and related so well to everyday life. Relating specifically to the management strand of the syllabus this book examines the components of the management process and the way these components can be put into practice in daily life. Written in a way that is understandable and readable it could be used for both junior and senior home science syllabuses as a management text.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$10.95

ASCIS 237763

The good elf way to good health [kit]. Australian Dairy Corp., 1986 4 booklets, student's activity sheets, teacher's lesson plans, 1 teacher's resource guide, 1 videocassette

[641.1]

The 5 food groups provide the basis for this kit which also examines the functions of food, recommended daily consumption and planning a balanced diet. The worksheets are very clear and designed to appeal to students. Information presented in the video is excellent and relates well to the nutrition aspect of the syllabus, however the method of presentation in the video lacks the sophistication required to sustain the interest of discerning students.

LEV: Lower secondary

AVAIL: Australian Dairy Corporation Suite 7

2nd Level Concord Centre 103 Majors Bay Road

Concord NSW 2137. \$35.00

ASCIS 248615

HLEDIK, Susanne **Home economics workbook.**

Science Press, 1988

ISBN 0-85583-151-0

[640]

As denoted by the title, this book is suitable for both home science and textiles and design courses. The home science component includes: introduction to the home science laboratory and management of its resources; food needs and nutrient information for Australian children; planning and preparation of meals. It is attractively designed with illustrations to appeal to students. Plentiful practical suggestions are

included to suit classroom requirements of time, space and equipment. Opportunities for student participation in both written and practical activities as well as extension exercises are provided.

AUD: Professional
LEV: Lower secondary
AVAIL: Paper \$7.95 ASCIS 43970

VULKER, Judy **Housing in Australia.** Jacaranda Press, 1986
ISBN 0-7016-2042-0 [728.0994]

The broad coverage of the topic has meant that some areas such as the history of Australian housing are glossed over. However this is compensated for the detailed sections on housing alternatives, design and construction, special purpose housing and finance. The inclusion of many black-and-white photographs, diagrams and plans enhance the text and clearly explain concepts such as interpretation of floor plans and solar design. Extensive bibliographies for students and teachers include organisations as sources of information.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$15.95 ASCIS 375714

RIDDELL, Ruth **Human development and Australian families.** Longman Cheshire, 1986
ISBN 0-582-87259-6 [304.5]

Aspects of individual development including genetics, reproduction, life span, nutrition and decision making are examined in a manner which integrates both the family and nutrition strands of the syllabus. Of particular value is the way in which nutrition is considered as only one aspect of human development and is related to individual needs.

AUD: Professional
LEV: Middle secondary
AVAIL: Paper \$18.95 ASCIS 375797

Live and grow free : celebrating forty years of children's progress. UNICEF Committee of Australia, 1986
ISBN 0-9493460-0-4 [362.709172]

Both the individuals and families and nutrition and food strands are encompassed by this book which devotes individual chapters to several aspects of the UNICEF program. Using case studies, the book aims to help students understand the measures being taken to ensure that the basic needs of children around the world are being met. Activities, information sheets and games are provided in each chapter; relevant photographs, statistics, tables and diagrams are included. The content of the book relates well to senior

home science but is more limited in its applicability to the junior course.

LEV: Middle secondary Upper secondary
AVAIL: UNICEF Paper \$8.00 ASCIS 248019

Low energy housing [slide] / developed by Paul Masterson and Olga MacKenzie. Educational Media Australia, 1982
23 col. slides, notes, 1 blackline master [720.47]

The process of decision making and the importance of accepting responsibility for one's actions is clearly and simply presented in this resource. Both in the management of resources strand and also in senior home science it would be useful as a prelude to further discussion and work. The slides are clear and well presented but sometimes the link between the slides and the commentary is tenuous. The accompanying booklet lists objectives and contains suggestions for classroom activities. This resource would also be suitable for personal development courses.

LEV: Middle secondary
AVAIL: \$45.75 ASCIS 182004

Nutrition [videorecording] : eating well / produced by National Geographic Society. Key Book Services, 1985
1 cassette (VHS) (25 min.) [613.2]

A comedy approach is used to describe nutrients and their function. Included are proteins, carbohydrates, fats, water, fibre, minerals and vitamins. Sources of these nutrients are well covered. A nutrient approach to diet is used rather than food selection according to dietary guidelines. The content of the program is suitable for middle secondary students however the humorous style of presentation would hold more appeal for younger students. On balance this is a useful resource for teaching the nutrition component of the syllabus.

LEV: Middle secondary
AVAIL: \$59.95 ASCIS 435625

Nutrition and children [kit]. UNICEF Committee of Australia, 1988 16 sheets, 4 pictures, 3 booklets, 1 pamphlet, 1 poster, 1 sachet oral rehydration salts
ISBN 0-9493460-0-4 [641.1]

Detailed information on a variety of nutrition-related topics is included in this kit which has 2 main purposes: it emphasises the need to understand and improve the quality of personal nutrition; it also provides information on the problem of child malnutrition in developing countries, and actions taken to reduce it. While many of the worksheets and wallcharts are not presented in a visually attractive

manner the information is sound; the accompanying booklets are more attractively presented and contain games and activities to reinforce good nutrition habits.

AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: UNICEF \$4.00 ASCIS 435677

Nutrition and food habits [transparency] : resource material for teaching nutrition Educational Media Australia, 1981 5 col. transparencies with overlays, notes [641.1]

Five units relating to food and nutrition are presented and are supplemented by teacher's notes and student activities; the units may be used individually or in sequence. The transparencies use overlays which allow the teacher flexibility of approach; they are clearly drawn, colourful and will stimulate discussion. The accompanying booklet contains clear instructions for using the overlays and provides both ideas and useful, relevant information.

LEV: Lower secondary Middle secondary
AVAIL: \$50.00 ASCIS 124881

GREENLAND, Jack **Passive solar design in Australia /** Jack Greenland and Steve Szokolay. RAI Education Division, 1985
ISBN 0-909724-64-4 [728]

The principles underlying this book are that climatic factors should be considered in building design so that solar energy is used to maximum advantage. Introductory chapters define the term thermal comfort, explain the dominant climatic influences in Australia and suggest design strategies for passive control. Numerous examples of solar applications are accompanied by black-and-white illustrations and detailed explanations. The book is especially suitable as a teacher reference as the syllabus addresses environmental and pollution concerns.

AUD: Parent Professional
LEVEL: Middle secondary
AVAIL: Royal Australian Institute of Architects, Education Publications GPO Box 4812 Melbourne Vic. 3001 Paper \$18.95 ASCIS 232378

Pauline of Malaysia [kit]. UNICEF Committee of Australia, 1988 30 slides, 28 sheets, 2 booklets, 1 pamphlet [959.5]

Aspects of life in a Malaysian village are explained by 12-year-old Pauline Bala in this interesting and informative presentation. Both traditional customs and modern lifestyles are portrayed. Background

information about Malaysia in general and Pauline's particular ethnic group, the Kelabit, is provided. Pupil worksheets are well structured and relate directly to the individual and to families. As the background information contains quite a lot of reading this resource would be suitable for teacher use, for more advanced students or for group work.

AUD: Professional
LEV: Middle secondary
AVAIL: UNICEF \$13.00 ASCIS 436437

In the same series:
Fatimettou of Mauritania. [966] ASCIS 436426

Oscar of Peru. [985] ASCIS 436436

Precious junk [kit] : the ingenious use of scrap in the Sahel. UNICEF Committee of Australia, 1988 30 slides, 14 sheets, 3 booklets, 1 pamphlet [363.7]

Appropriate for the management of resources strand, this kit uses life in the Sahel desert as a case study in recycling and adaption of material. The package examines the impact of technology on farming practices with the most useful section relating to the famine trap. The selection of resources is varied, including well structured activities and decision making exercises. Although much of the information is not specifically related to home science it does fill a need in the strand for which resources are scarce.

AUD: Professional
LEV: Middle secondary
AVAIL: UNICEF \$13.00 ASCIS 436383

Short cuts to health and living [kit] : managing food in our lives. Australian Meat & Live-stock Corp., 1987 7 booklets, 2 identical copies of one recipe book, 19 blackline masters, 1 videocassette, 1 teacher's guide
ISBN 0-642-11204-5 [641.1]

Highly recommended
This kit aims to promote good nutritional and food management practices in young Australians; this is achieved by the effective combination of a video presentation, student books and activities. Past and present food consumption patterns and practices ranging from traditional Aboriginal societies to modern multicultural Australia are included. Information is clearly set out and is supported by diagrams, graphs and tables. Well designed activities are based on the decision making process, but for

students with limited understanding of English some of the terminology and content may need to be adapted.

LEV: Lower secondary Middle secondary

AVAIL: Australian Meat and Livestock Corporation
GPO Box 4129 Sydney 2001. \$40.00

ASCIS 383257

WADDELL, Jenny Schlencker **Resources for living.**
Macmillan, 1988
ISBN 0-333-43089-1 [640]

The focus of this book is twofold: it is well suited to the individuals and families strand of the syllabus, covering families, human development and also housing; to a lesser extent it is suited to the textiles and design syllabus covering textile and clothing needs and pattern designing. Information is concise and well presented and could be used as a text for year 8 students, serving the basic needs of both syllabus areas. However, as the book attempts to cover 2 syllabuses neither one is prepared in depth and too few activities are included.

LEV: Lower secondary Middle secondary

AVAIL: Paper \$15.95 ASCIS 432955

food decisions, packaging and shopping, kitchen resources and food safety. Each chapter contains activities and questions which are integrated with the text; illustrations and diagrams enhance appeal for students, but in places are over-used. Although published in England the ideas and activities are useful for teachers and students alike and it would be a suitable student text as its language is simple.

AUD: Professional

LEV: Lower secondary

AVAIL: Paper \$ 13.95 ASCIS 437179

The state of the world's children 1988 / James P. Grant. Oxford University Press, 1988
ISBN 0-19-261723-0 [362.7]

Issues covered in this collection of papers include: children's death rate and causes of death; immunisation; health care strategies; children and recession; support for women. Statistical information is current and clearly presented in charts and graphs. A table of contents and glossary are included.

AUD: Professional

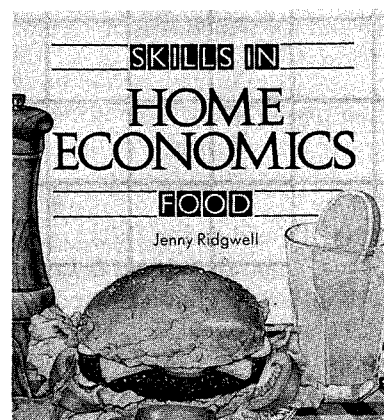
LEV: Upper secondary

AVAIL: UNICEF Paper \$10.50 ASCIS 430218

Acknowledgements

For permission to reproduce book covers in this issue, the Editors are indebted to:

Ashton Scholastic for *Digging to China* (Ashton Scholastic); William Collins for *Anastasia on her own* (Collins); Dent for *The lost boy* (Dent); Martin Educational for *The family* (Horwitz); Nelson for *Fey mouse* (Nelson); Penguin for *Andi's war* (Faber), *Ben's brand new glasses* (Faber), *A bush birthday* (Omnibus), *The taste of pasta* (Webb and Bower) and *Who's afraid?* (Puffin); Reed Books for *The complete school canteen book* (Reed); Franklin Watts for *Medical ethics* (Watts).



RIDGWELL, Jenny **Skills in home economics : food.** Heinemann Educational, 1988
ISBN 0-435-42000-3 [641.30076]

Highly recommended

This activity based book adopts an investigative approach to food and provides many opportunities for student decision making. Its emphasis is on dietary guidelines and food group studies, meal planning,

columns

LAA Statement on library and information services in schools

This statement was revised by the General Council of the Library Association of Australia in December 1988.

1 School library and information programs and services are integral to the goals of the school and the aims of the school curriculum.

2 As a member of the school's teaching team, the teacher-librarian has a role in the planning, implementation and evaluation of education policies, curricula, outcomes and programs, with particular reference to the development of students' information literacy.

3 As a member of the school's management team, the teacher-librarian has a role in ensuring the school community's access to an organised collection of teaching and learning resources and services designed to meet the educational, recreational and cultural needs of that community.

4 As a significant sector in Australia's total information resources, school libraries should provide access to a network of library and information programs and services at the local, state, national and international levels.

5 So that the library and information services offered through the school library both shape and reflect the school's goals, professional staff should be qualified in teacher-librarianship on entry to the profession, and have the opportunity to undertake continuing professional development. Appropriately qualified technical and clerical staff should assist professional staff.

6 Library and information programs and services in schools should be developed within the context of other LAA endorsed statements.

1990 Prescribed texts

Three copies of 1990 Higher School Certificate Examination : Prescribed texts, topics, projects and works were sent to the Principal of every school and college of TAFE during Term IV 1988. The intention is that one copy should be placed in the library. Any enquiries should be directed to the Board of Secondary Education (02) 925 8266.

Emergency librarian

The journal *Emergency Librarian* is now available to new subscribers at \$A35. Renewals are \$A45. Cheques should be made out to **Emergency Librarian** (Aust.) and forwarded to PO Box 38 Turvey Park NSW 2650.

Mohammed

The Australian Federation of Islamic Councils draws your attention to the following title: **Mohammed** by Brett Bernard (Collins 1972) ASCIS 27522. This title is now out of print but there may be copies in your school library. The Federation points out that it 'contains gross errors relating to the work and life of Prophet Mohammed. The information presented is insulting to all Muslims...'

Year of the reader

1990 has been designated the Year of the Reader. The concept of a campaign to improve awareness of literacy in Australia was developed by the National Book Council in consultation with representatives from book and literacy organisations.

Planning for the Year of the Reader is being undertaken by a national secretariat established in June of 1988. It is expected that 1990 will also be declared the United Nations Year of Literacy and the secretariat will aim to coordinate Year of the Reader activities with this event.

The specific objectives of the Year of the Reader are enumerated as follows:

- 1 To increase the value of reading for education, information, leisure and pleasure;
- 2 To increase the number of new readers in the community;
- 3 To emphasise the crucial importance of reading for every individual in an increasingly complex economy;
- 4 To encourage access to reading for all sections of Australia's multicultural society;
- 5 To improve access to reading at home, at school and in the community;
- 6 To demonstrate the importance of the written word in cultural expression and communication in a technological society.

In brief, the Year of the Reader aims to convince more Australians to read more books, and to encourage those of us who do not read to develop a reading habit.

International Federation of Library Associations (IFLA)

IFLA has a school libraries section that: develops publications and articles relating to library service in schools; plans and participates in the Annual Conferences of IFLA; enhances the status of school libraries and librarians throughout the world; improves school library services everywhere.

The school libraries section has a bi-annual newsletter and is working on projects such as **Guidelines for the planning and organisation of school libraries and media centres, Managing school libraries and Information handling in school libraries.**

Membership and other information from Anne M. Galler Chair School Libraries Section c/- Concordia University 7141 Sherbrooke St West AD420 Montreal, Canada M4B1Q6 (514) 848 3956.

Future conference sites are Paris (1989), Stockholm, (1990), USSR (1991), and India (1992).

dates for your diary

Book Week

Book Week this year will be July 22-29 with the theme **Dream Time**.

Book Week 1990 will be July 28 - August 3 with the theme **Imagine if you will**.

1989 Australian National Word Festival Young People's Day

As part of the 1989 Word Festival, Young People's Day will be held on 13 March 1989 at the University House, Australian National University. The program will include the following panel sessions, open to both students and adults. Judy Blume will also be speaking during the day.

The future of history

Panelists: Morag Loh, Donna Rawlins, Nadia Wheatley

Funny, fast and real

Panelists: Gillian Rubinstein, Paul Jennings, Lisa Berryman

Off on tangents: here to now?

Panelists to include Walter McVitty

For further information on the Word Festival and Young People's Day please contact: Australian National Word Festival, PO Box 150 Lyneham ACT 2602. Phone (062) 49 7068

ASLA XI

Organised by the Australian School Library Association, the conference theme will be developed through keynote and concurrent papers and reactive workshops, with the opportunity for participation.

Speakers will include: Dr J. Liesener (US Chairperson of 'Information power: guidelines for school library media programs'); John Marsden (author); Dr D. Bretherton (senior lecturer in psychology at Melbourne Institute of Education); Dr L. Smith (education consultant).

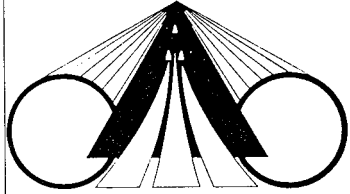
For registration forms or further information, contact: ASLA XI PO Box 570 Belconnen ACT 2616

**AUSTRALIAN
SCHOOL
LIBRARY
ASSOCIATION**

**CANBERRA CAE
SEPT 30-OCT 1
1989**

77th

Biennial
Conference



- Motivate
- Inspire
- Lead

People, print and paper

This new exhibiton at the State Library celebrates the fact that Australians are the biggest readers, per capita, in the western world. A free exhibition, it is open 7 days a week until March.

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