

SCAR

- Roald Dahl
- Recent fiction
- Carol-Ann Haycock

contents

currents ≈

- 2 Janet Hansen
3 What's happening around Australia

features ☆

- 5 Talking with Mr Dahl
Penny Hall
10 Roald Dahl and Keylink
Vicky Lowery
11 Integrating information skills and technologies into the curriculum, part 2
Toni Downes

teaching learning ∞

- 15 Carol-Ann Haycock interview
INSERT series
18 Haycock conference report
Ian Balcomb and Michelle Ellis
19 Two approaches to RFF
Fay Gardiner and Maggie Roche
24 School-based support course
Diana Collins
25 School-based support course : a participant's report
Wendell Purss

search <

- 29 NCIN : it's not too late!
30 IEL's No Frills File

management △

- 31 OASIS - not for us?
Beth McLaren and Murray McLachlan
32 Telecommunications and the ASCIS database, part 2
Alan Ferguson

resources ■

- 34 Recent fiction K-12
39 Poetry 7-12
42 Computing studies 7-10

columns ▮

- 46 Staff development : KCAE study modules, computer conference, courses in teacher-librarianship
47 Staff Development booklet, KOALA, Multicultural Education resources
48 Awards, Australian encyclopedia, ALIA/ASLA statement, Dorothea Mackellar poetry competition

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Telecourse

Coming soon will be a course in term 3 on developing a school library program for executive, teachers and teacher-librarians. The course is designed to be flexible and delivered in a variety of modes for a range of staff development activities. Components of the course are video, support material and a teleconference. See page 4 for more information.

Metropolitan South West Region

With the leadership of Trevor Wootton, inspector for school libraries, a group of teacher-librarians met recently to establish a regional committee. The committee represents all parts of the region and has a brief to develop submissions for staff development courses and to assist in the delivery of these courses. If you have any suggestions contact any of the committee members: Del Beasley Bankstown PS, Carol Carlin Birrong PS, Peter Day Fairfield PS, Chris Edmeades Ashcroft HS, Vic Playford Sarah Redfern HS, Don Reid East Hills Boys HS, Kay Spittal St Johns Park PS, Helen Wardega Thomas Acres PS and Dora Zajaz Elderslie HS.

LINOS (Learning and Information Needs of Schools)

The publication commissioned by the Commonwealth on school libraries will be available soon. The document provides a very useful strategy for developing or renewing a school wide library program. The NSW Department of Education has had considerable input to the development of the document and a number of public meetings were held in 1988 to provide interested educators with the opportunity for input. An article about the project will appear in the next issue of *scan*.

ASCIS information

900 schools now use ASCIS and 500 find NCIN invaluable for information about curriculum documents. Two ASCIS information packages - **ASCIS getting started** and **ASCIS information management** - have been updated and reprinted. If you would like to obtain a copy of one, or both, send your request to ASCIS clerk, Library Services.

CPPT

A very successful course and evening lecture on cooperative program planning and teaching was given by Canadian consultant Carol-Ann Haycock. Organised by ALIA, each region funded at least 3 people. For further information about the course contact your regional consultant, refer to the list of

participants on page 17 or call Niki Kallenberger on (02) 808 9462. If you missed these you can read an interview with Carol-Ann or listen to an audio cassette. An edited version of the interview and details of the cassette are on pages 15-17.

New sections of the Handbook

In May you should have received section 1 of the Handbook which includes a copy of the Library Policy (pre-punched) for adding to the Handbook. As well there were additional copies of the policy for distribution to the school executive. It is hoped that the extra copies will focus attention on the need for Head Teachers to implement the policy through their programs with assistant teachers. Additional copies of the policy can be purchased for \$10 from Resource Services, Ryde. In the second half of the year you will receive sections on cataloguing, archives, circulation and collection development.

People

- Penny Hall, teacher-librarian at North Sydney Demonstration School, has had her novel, *Paper chaser*, reprinted as part of the new Angus & Robertson series Thumbprints.
- Libby Hathorn, formerly a teacher-librarian and well known children's author, has published her first book of short stories for adults, *Better strangers*.
- Jenny Peasley, coordinator of the education program at the State Library, will study overseas education programs in public libraries and cultural institutions on a Thomas T Roberts Fellowship (Sydney CAE).
- Joyce Kirk is now a senior lecturer in the School of Library and Information Studies at Kuring gai CAE.
- Dr Barbara Poston Anderson will represent Australian teacher-librarians at the IFLA conference in Paris in July.

Information to schools

Recent publications and notices which may be of interest are:

- Memorandum to Principals - Freedom of Information legislation;
- Memorandum to Principals - computer equipment for schools, 1989;
- Information kit - implementing Computing Studies K-10;
- Girls technology strategy - book and folder;
- Memorandum to Principals - *Streetwize* comics.

What's happening around Australia?

Janet Hansen is Principal Education Officer at Library Services.

In April, the leader of the school library service in each state participated in a teleconference to discuss a number of issues including follow-up activities to the Australian Libraries Summit (October, 1988). Although the professional associations of ASLA and ALIA are nominated to undertake action on many of the Summit decisions (refer to *scan* vol 8 no 2 March, 1989 pages 14 - 15 for a full report), Department of Education personnel consider that they have an important part to play in providing educational leadership in teacher-librarianship.

During the teleconference considerable time was spent discussing the issue of educational indicators and statistics for the evaluation of school library programs. As part of the teleconference each state reported on current developments in school libraries and teacher-librarianship. In the following, I have highlighted the most significant of these. Common themes to all states and territories were ASCIS, the role of the teacher-librarian and cooperative program planning and teaching (CPPT).

All states and territories are committed to CPPT and have been involved in sponsoring Carol-Ann Haycock, a Canadian consultant, to deliver courses on CPPT (see pages 15-17 in this issue for the interview with Carol-Ann during her visit to Sydney).

Northern Territory

A recent appointment of the new Director of Library Services in the Territory is Naida Tattersal, who you will remember as a Sydney teacher-librarian and later audio-visual librarian at Woolahra Public Library.

Automation

All high schools and secondary college libraries belong to the Territory-wide LINNET network which includes the university library, the state library, TAFE libraries, some special and public libraries. The larger primary schools are being linked to LINNET and the 45 smaller primary libraries have installed an automated school library system similar to OASIS. LINNET is a mainframe computer system using DOBIS/LIBIS library software (ASCIS uses the same software) which each school can use online. The system allows for centralised cataloguing and circulation. No school has to do original cataloguing as they can access, via a gateway, ASCIS or the National Library of Australia cataloguing database (ABN) through LINNET. For items without ASCIS records Library Services will undertake the cataloguing.

Publications

The *School library handbook* was produced and distributed to schools in 1988. Some of the handbook is reprinted from the New South Wales *Handbook for school libraries*.

Education for Teacher-Librarians

There is difficulty in recruiting trained teacher-librarians. A number are enrolled in an external course.

Australian Capital Territory

Trish Wilkes became leader of the school libraries section when Brenda McConchie transferred to the Department of Health.

Automation

Currently there are 3 library software systems being used in schools but it is expected that very soon only one system will be recommended. As with any automation project, teacher-librarians are finding it time consuming. To ensure all schools use ASCIS cataloguing every school is allocated \$350 for this purpose.

Curriculum Documents

Liaison with the curriculum branch is leading to the inclusion of information skills in curriculum framework documents. The branch is producing a curriculum framework for school libraries similar to other curriculum areas. Part of the document will include a section on library management.

Staff Development

Due to difficulties in providing relief for inservice, most courses are now held after school.

Staffing

All teacher-librarians have dual qualifications as teacher and teacher-librarian. There is a reduction in staffing of school libraries, although no school over 150 has less than 0.5 teacher-librarian.

Community library

A new college (school, public library and TAFE) is being built. Different working conditions between school and other staff is a difficulty in existing colleges and solutions are sought to overcome these in the new college.

Victoria

In 1988 the school library services was restructured and relocated in one of the 8 regions, the Southern Metropolitan Region. The new unit, called the Statewide School Library Support Centre (SSLSC), provides advice to schools on the establishment and development of school library systems and operations. The new branch is very similar to that of

New South Wales with a similar staffing level (13 education officers). John Marsh is the coordinator of the unit.

Publications

Information about curriculum implementation and information management is provided in *School library news*. Reviews of resources are published in *Review bulletin*. Work is underway for the development of a statewide school library policy.

Automation

SSLSC is involved in consultations about a school library management software.

Curriculum

The unit is assisting teacher-librarians to cooperatively plan and teach new curriculum programs for year 10 and the Victorian Certificate of Education (years 11 and 12).

Issues

Issues in common with other states, include the lack of consultancy support for teacher-librarians, reduction in the number of teacher-librarians and a reduction in the number of qualified teacher-librarians appointed to schools, and the implications of these changes for the role of the teacher-librarian and the function of school libraries.

South Australia

The Library Resource and Information Services Group consists of 2 units providing services to school libraries and Head Office. They are led by Anne Hazell.

Automation

The Department has bought the site licence for Dynix library management software and is only supporting this system. The hardware contract is being renegotiated with Ultimate.

Publications

Partners in learning : school library resource services: position paper was distributed to all schools in 1988. A **Pic-a-print pack** on cooperative program planning was also produced. Work is continuing on a guidelines document and video which suggest implementation strategies for CPPT. The **Pic-a-print pack** is available from EPS, Banksia Avenue, Seacombe Gardens. South Australia 5047 for \$62.20 including postage.

Queensland

Helen Coglan is the Head of the school library services which was known as Library and Resource Services Branch (LARS) and has been renamed Curriculum Resource Services as part of a restructure.

In 1989 there has been a devolution of responsibility to schools for funding and staffing. This means that

the resourcing of the school library depends on planning and advocacy at the school level. The Queensland Government at the end of 1988 released a policy document, **Quality Queensland : building on strength : a vision and strategy for achievement**, on the economy and strategies for growth which has major implications for education.

Automation

Contracts have been established for 3 library management software: AIMS, ALARM (OASIS version) and Prolib. The Learning Access Program started in 1988/89 with the first \$6 m of a special \$20m new technology program for Queensland schools. This program has a number of interesting features including an Information Access Project which appears to be heading towards mainframe-based information networks.

Coming soon to your staff development day

A whole-day course which the school can run which looks at:

- . information skills
- . cooperative program planning and teaching.

The course will feature :

- . a 30 minute introductory program with workshop activities for all school staff introducing information skills and showing primary and secondary examples of information skills units;
- . 3 short video segments and workshop materials for all staff looking at: selecting the best information for curriculum use; cooperative planning; cooperative teaching;
- . 1 video segment and support materials on library management for the teacher-librarian and his/her supervisor.

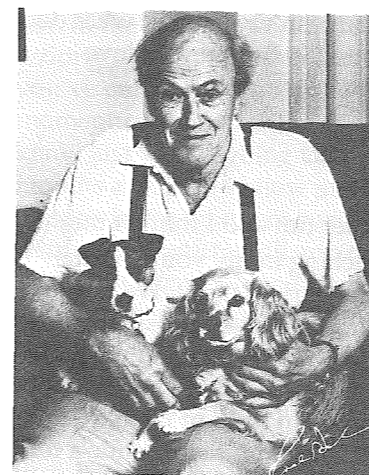
Course filming and materials development is now underway. The course package will be available on loan from term 4 1989.

Watch *scan* and **Broadcast news** for further information. Telephone inquires: Merran Dawson (02) 808 9465 or Phillip McNabb (02) 568 2222.

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

features ☆

☆ Talking with Mr Dahl



Penny Hall, teacher-librarian at North Sydney Demonstration School, spoke to Roald Dahl in April, 1989. She was assisted by her daughter, Susie Hall, a copywriter and Dahl enthusiast. Andrew Harrison took some photographs, also for the love of Dahl.

PH I thought I'd start with you, the person. Over the past week, I've reread every single book that you...

RD What, 17 children's books?

PH No, it's 18, plus *The gremlins*, which I've never seen.

RD I signed a copy today. A fellow's grandfather had given it to him. It's very rare and worth about \$5 000 now when it comes up at auction, once a year in London, because very few were published. I don't think it's worth reading : it's just an old first book.

PH At the end, I had an impression of you as a person who really looks upon the world, particularly the natural world, with a great sense of delight and wonder and a great sense of outrage at what people - human 'beans' - have done.

RD You're right on the button there. I don't think very much of the human 'bean' really, particularly the male 'human bean'. He causes all the trouble everywhere. And that's not entirely his fault, because he's born with such built-in aggressions. He's aggressive; he makes wars; he's very sexually aggressive. If you're going to marry someone, you've got to find a gentle male, you really have.

PH You've created some fairly ferocious female characters.

RD Yes, but in real life, they're nothing like so numerous as the males, are they? Nothing like it.

PH Do you read any children's books?

RD No, I don't. I've read a few in the last few years and I'm sorry to say I don't think very much of many modern children's books: they're too soft for me. I think a child has so little concentration compared with an adult and is apt to rush away to the television or go out and play or something, so you've really got to grip them by the throat to keep them reading.

PH When I was trying to work out some questions to ask you, one of the notes I made to myself was 'gutsy versus gentle writing'.

RD It's quite true, actually. With children you've got to make everything bigger than life-size for them. They love that.

PH I wondered how on earth you found a publisher who'd take on James...

RD I didn't have any trouble with that. I was a fairly well known short story writer by then, so that helped. *James ...* was first published in America and then over in England. It did moderately well when it first came out - not terrific - it probably sold about 10 000 copies. And then I followed it very quickly with *Charlie ...* which absolutely took off. I mean, it was phenomenal, like a rocket. It seemed to be a revelation to readers everywhere.

PH Was that how it was accepted or was it because a lot of people said 'oh, there's this awful children's book on the market'?

RD No, it made them laugh. No other reason. It made them roar with laughter. Nobody took it seriously, you see. It was just very funny. But, in America *Charlie...* took off and went up, up, up. I can't remember exactly, but in the first year it sold about 20 000 copies in hard cover. It didn't go into paperback for twenty years. The second year it sold 40 000, the third year it sold 80 000, the fourth year it sold 130 000. It went like that, just like that. And then they made a lousy film out of it. It's so ridiculous because, if you get any book with a successful formula, why tamper with it? It's typical of Hollywood, absolutely typical.

AH I saw your name credited as screenwriter.

RD I know, I nearly took it off. I wrote the original

screenplay for them and I did it straight, just like the book, and then the director, primarily, got hold of it and redid it and I wondered whether to leave the name on or take it off. In the end, I said 'oh, hell, leave it on'. There are 4 films being made now : *The BFG*, *The Witches*, *The wonderful story of Henry Sugar* and they've made *Danny...* . That'll come out in England in July, for our summer holidays. It might be all right. It has Jeremy Irons playing the father and his own son, Sam, playing Danny and Sam's real grandfather, Cyril Cusack, playing the doctor. So you've got 3 generations there.

Roald Dahl THE BFG



Illustrations by Quentin Blake

PH Does the raisin trick really work?

RD I'll tell you a secret. Have you ever thought deeply about it? It's very interesting - no-one's questioned this. I'm the only chap who finally questioned it and I went to ask an ornithologist, a very good one. I started thinking: if a pheasant, any bird, can roost in a tree and fall asleep - which is becoming unconscious - how does it stay there? Because if you and I sit on the branch of a tree, hanging on with our hands, the moment we fall asleep we'd fall off, wouldn't we, immediately?

SH That's where your argument got to in the book.

RD Yes, I did get to it in the book and I risked it and carried it through ...

SH And we got a thump, lots of them.

RD This ornithologist told me when a bird, any bird, roosts on a branch, there's a tendon that goes right from the neck all the way down to the feet and when he puts his neck in, which all birds do when they go to sleep, the claws grip. And when he puts

his neck out, the claws go out. So when he goes to sleep, he sinks his neck in and the claws grip the branch hard and don't let go, although he's unconscious. So these sleeping pills, they only made him more unconscious and he had a tighter grip, you see. So basically, it doesn't work. But what does it matter? Nobody spotted it. But they do love raisins, I can tell you that.

SH I liked the sticky hat.

RD I think that's rather fun and I think it might work. I did a lot of poaching in my youth, in the woods around us, in the dark of night. We never caught one pheasant, not one. They roost quite low down. We used to go in with torches and we had a rabbit snare on the end of a bamboo, a long bamboo. We'd hold the rabbit snare in front of the old pheasant who was fast asleep up there, shine a torch on him and go 'psst' and he'd wake up. He's meant to stick his neck out into your snare and you pull him down. Well, we missed every time. And then the keepers used to chase us - and they did have guns. It was very exciting. Go on with your questions.

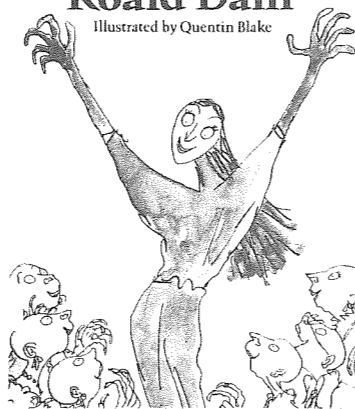
PH Your writing itself : do you have rituals?

RD Oh yes, all writers have rituals. No one else is making you do it. You don't have to report to the office and the boss. Mine always has been - when I'm into a book - 10 in the morning till 12 and then down for a couple of gins before lunch. You're pretty whacked after that. You can't do more than 2 hours of first-class stuff. And then a light lunch and then a rest to get ready for the next session which is 4 to 6. I've always worked 7 days a week: you can't get away from it once you're in it, you just can't.

THE WITCHES

Roald Dahl

Illustrated by Quentin Blake



PH So there has to be an enormous amount of self-discipline?

RD A good bit but, Hemingway told me the most marvellous thing when I was hanging around with him in the war. He said 'if you're going good, stop writing'. You see you've got 200 pages to do and you've only done 50. You've got to keep the momentum going for the next 6 months and if you know just what's going to happen in the next 6 months and if you know just what's going to happen in the next scene and you go on writing and writing and writing till you come to the end of it and you don't know where it's going after that, you're not keen to start again. So when you going good, right in the middle of it, you stop and then you can't wait to get back to it. It's good advice for everyone, that, on anything, not just on writing. I think if you've got a long job to do and you're going good, stop, because you'll go back to it with pleasure. I said that to Henry Moore once and I asked 'does that apply to sculpting too?' 'oh, it's just the same,' he said, 'exactly the same. But Hemingway didn't invent that phrase'. And I said 'well, who did?'. He said 'hold on, the book's by my bed and I'm reading it for the second time'. He was then about 83 and he went upstairs, 2 at a time, and I sat there, drinking my whisky, wondering what he was going to bring down. I was certain I'd have read it because I'm a jolly well read chap. He brought down a book I'd not only not read, I hadn't even heard of it! I'll bet you haven't read it either. It's called *Conversations with Goethe* by Erlichmann and it's a classic. Don't dash out and buy it. I don't like Goethe much and so I wouldn't get it if I were you.

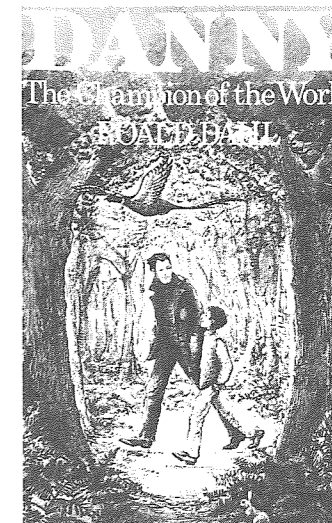
PH Do you have to do lots of rewriting?

RD Yes, all the time. It's a pain in the neck. I never get it right first time: it reads dreadfully. It reads worse the next day. You manage to get about a page done, morning and afternoon. The next day, you come back and look at it and it's absolute rubbish. You start the whole thing again and you make it twice as good and you do that probably 3 or 4 times. It's a very laborious process, it's a painstaking process - it always is. It's putting words together in the right place and choosing the right words. You take a lot of trouble choosing the right words. I've got my secret notebook around here somewhere - I've had it beside me for 40 years or more. When I was younger, I made lists of words. I mean, the number of different words there are for a simple thing like 'bad' or 'good'. If I was at a loss for a word I'd look at my own little dictionary. The first page is headed 'angry, rude or nasty' and there are columns of alternatives. I mean, there's 'malicious, brutal, cruel, dangerous, ...' - it goes on and on and on. So,

instead of saying 'he was a bad man' which is very corny, I used to whip this open and I'd have all those choices and I'd always try to find exactly the right one. In a children's book, you will take a slightly unusual one, hopefully to teach them a new word.

PH And that's your reference book?

RD I don't use it much now - I think I know most of them. I used to admire D.H. Lawrence madly and when I read his books, whenever I came across a magical phrase I'd write it in here, or any phrase. I have a list here of little known and curious facts which I love. 'A guppy's first approach to mating is to bite the rear end of the other fish'. You didn't know that, did you?



SH Yes, I did. It's in *Danny the champion of the world*.

RD Well, then I used it! I took it out of here! How marvellous. 'The little yellow clover butterfly often carries his wife around on his back.' That's a nice thing, isn't it?

SH That's lovely.

RD I've never tried it myself. This one I like: I haven't used this. 'The first flush lavatory was invented in 1883 by a man who, as a result, handed his name down to posterity.' Do you know his name? It's true stuff this. His name was Thomas Crapper. How about that? (To Susie) She won't put that in her piece, will she? So at first, they called it the crapper and from that came the verb ... Come on, we'd better get on with your questions, hadn't we?

PH Criticism from grown-ups, like the entry for you in *The Oxford companion to children's literature*, which claims many adults find your stories objectionable on the grounds they're a mixture of 'the glutinous and the cruel'. How do you react to statements like that?

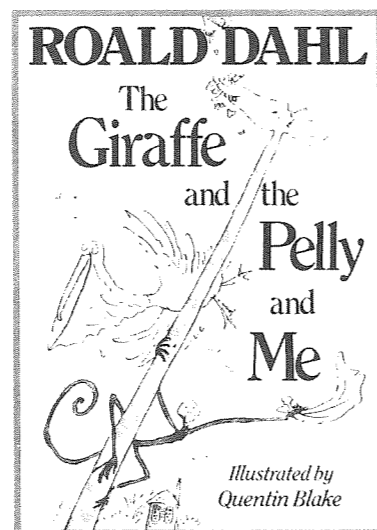
RD There's a literary establishment in every capital. London, particularly London, has a literary establishment composed mainly of 'intellectuals'. They are writers but they're very boring writers. They don't understand children's books. There's a lot of jealousy in this, you know. I don't know of any serious writer who hasn't tried to write a children's book. They all have - and I mean, very, very good writers like Graham Greene. He's a beautiful writer but he can't write for children. I only just learnt last week that Hemingway wrote them too and I've read them and they are appalling, absolutely appalling. The main reason they have a go is because if you're lucky enough to hit an enduring children's book, it lives far, far longer, with big sales, than comparable adult novels.



SH Do you think their inability to turn out what you consider decent children's literature is their inability to look at the world from a child's viewpoint?

RD Yes. I don't think there's an awful lot of writers who can thrust themselves right back and see exactly what it's like to be a child aged 7 or 8. Everyone says 'oh, I know children' but they really don't know what it's like to be that high, surrounded by giants, who are disciplining you all the time and telling you what to do. You have your own little world, you're half-civilised and really quite insecure. You love to laugh and you love to be made to feel frightened. And you're much cruder

and coarser than a fully civilised adult, so you like coarser jokes. There's a lot of factors in it.



PH The feedback that you get from children?

RD It's fairly 'e-nor-mouse'. I asked Wendy, my marvellous secretary, just before I left, what the letter rate is now from all over the world. It's about 4 000 a week 200 000 a year. And just as many come from this country as from any other country, like the United States. It's quite extraordinary, which makes me think that there's some jolly enthusiastic teachers around, stimulating to children. There must be. If I say this to reporters, the first thing they say is 'oh no, we do nothing but criticise our teachers. They're not much good'. I say 'they must be marvellous in primary schools...'

PH We are!

RD They read a lot to the kids, and then they ask the kids to write to me and the teacher writes a lovely letter on top and they put them in an envelope and send them over - big, brown envelopes come pouring in. Wendy has to work jolly hard to get through them all and then I sign them. We can't answer them all. We answer all teachers and school letters but we can't answer individual letters from children. It's very sad. Wendy opens every one and if there's a letter from a child in hospital or one who has been seriously ill or anything like that - they have to get an answer. But the ordinary ones - we can't do anything.

PH Postage!

RD The postage bill is enormous - about \$20 000 a year - but I reclaim it off tax - and it's genuine!

PH It seems to me, particularly in the hardcover books, an enormous amount of care goes into the finished products. Do you have any say in what will be the final products?

RD They've got a very good art department at Jonathon Cape. I've done a new book of filthy rhymes - but more for adults, I think - and they've been several months laying it out. Quentin Blake is still altering the drawings.

PH Do you work closely with Quentin Blake?

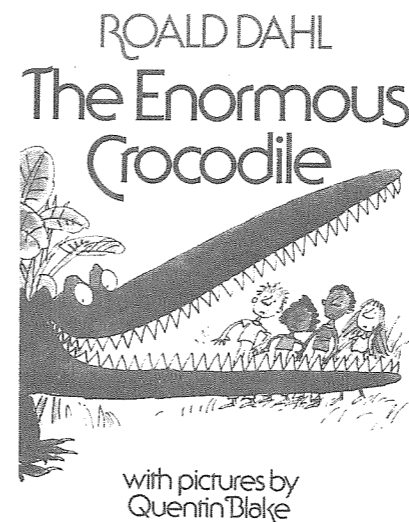
RD Yes. He's such a nice man. He does his roughs first and comes to my house and has supper. Illustrators are not very imaginative, you know, and they need your help - 'that woman's not very funny doing this, why don't you have her doing that?' But once he's got it, he's wonderful.

PH So you're thinking visually as well as in words?

RD Well, when you write the words you're thinking visually anyway, aren't you? You're visualising a scene.

PH The children of course, have a question for you: 'when's the next one coming out, please, Mr Dahl?'

RD They won't let me put this latest one - Rhyme stew it's called - in the children's section. They say parts of it are too fruity. I haven't the faintest idea what to do next. I haven't the foggiest.



Bibliography

The following is a list, in chronological order, of Roald Dahl's children's books. Unless otherwise indicated, all are, at the time of publication, available from Penguin.

- | | |
|------|---|
| | The gremlins (out of print) |
| 1964 | Charlie and the chocolate factory |
| 1967 | James and the giant peach : a children's story
(Clio, distributed in Australia by Harker) |
| 1968 | The magic finger |
| 1970 | Fantastic Mr Fox |
| 1973 | Charlie and the great glass elevator |
| 1975 | Danny the champion of the world |
| 1978 | The enormous crocodile |
| 1979 | The wonderful story of Henry Sugar and six more |
| 1980 | The twits |
| 1981 | George's marvelous medicine |
| 1982 | The BFG |
| 1983 | Dirty beasts
The witches |
| 1984 | Boy : tales of childhood |
| 1985 | The giraffe and Pelly and me |
| 1986 | Going solo |
| 1988 | Matilda (Jonathan Cape, distributed in Australia by Random House) |

☆ *Roald Dahl and Keylink*

Vicky Lowery is a Senior Education Officer, Information Services, at the Computer Education Unit. The following article first appeared on Keylink during April, 1989.

'Mr Dahl looks a bit like the BFG' said Helen, a student from Belmore South PS. Helen was one student who interviewed Roald Dahl, during his recent visit.

It appears that Australian children are amongst his greatest fans and that sales of his books here are extremely high. The news of his visit created a lot of excitement but also some disappointment that he was only visiting Sydney. The challenge for the Computer Education Unit (CEU) was to enable as many students as possible to share in his visit.

Although Dahl's schedule was very crowded, he knew of the School of the Air (SOTA) and expressed a wish to use it to talk to children living in remote areas. Normally one can only speak on School of the Air from Broken Hill, but as Dahl could not go to Broken Hill, Telecom came to the rescue and agreed to set up a special telephone link to the Royal Flying Doctor Service (RFDS) radio telephone network, which SOTA uses. An interview was therefore arranged at the Sebel Town House, where Dahl was staying. Keylink was the ideal medium to extend Dahl's audience across the state to all schools using electronic mail. To do this, it was planned that a group of students would also be part of the interview.

Twelve students from Years 5 and 6 at Belmore South Primary School in Sydney formed the lucky group which was to meet Roald Dahl personally and act as intermediaries between him and students using Keylink. The students planned a message requesting the involvement of other schools. This message was sent to FORUM and STUDENTS. Even though the time frame for questions to reach Belmore South was very short, partly due to the Easter holiday, the response was enthusiastic and rapid. Schools from as far away as Lord Howe Island, Hay, Dubbo, Temora and Bemboka sent messages. Dahl's books are especially popular among upper primary and lower secondary students. The chance to 'talk' to such a famous author was clearly very exciting. A teacher in Wagga sent a message including the comment 'have a great time talking to him. We are green with envy'.

The children from Belmore, with the help of John Walters, CEU, Wayne Roberts, the Year 6 teacher and Carolyn Griffin, the teacher-librarian, worked hard to coordinate the list of questions from the many sent to them. They also prepared a map showing the location of the schools from where the questions came.

Then came the great day for the nervous children and teachers. We had hoped to give ourselves half an hour before Mr Dahl arrived to make contact with SOTA for

all the children to chat informally before the interview started. However that was not possible. We had barely settled down around a large table, with unfamiliar loud speaker telephones in front of us, when the man himself arrived. He agreed that he does look like Blake's illustration of the BFG (Big Friendly Giant).

He is charming and fascinating to listen to. He enjoyed talking to the children who had to cope with technical necessities like picking up a telephone handset to ask a question and then replacing it before Mr Dahl could respond. They had no rehearsal.

After these children had asked the questions that had been sent on Keylink, it was the turn of the SOTA audience. When I invited them to say hello, there was a cacophony of sound. No wonder. I found out later that 190 children were listening in, not to mention parents and other adults (including RFDS pilots) who, it appears, regularly listen to SOTA. Unfortunately only a few children had the chance to talk to Dahl.

Towards the end of the interview, I invited Roald Dahl to read from *Revolting rhymes*. He chose *Little Red Riding Hood*. There is definitely something special about an author reading aloud from his own work.

Mrs Brenda Hodgkinson, Principal of SOTA, was then able to talk to Dahl and we could all listen in. Dahl felt she must have a wonderful job - never having to see the 'filthy little beasts'. She was able to tell us of the 'galah session' before the broadcast from Sydney started when the children excitedly discussed their favourite Dahl books and characters. She later told me that parents enjoyed the broadcast just as much as the children. She conjured up a wonderful picture of parents 'up to their knees in mud from looking after pigs, racing in to sit glued to the radio'.

The students at Belmore South and their teachers are still working hard to consolidate the replies to the questions which were put to Roald Dahl. The answers were up on FORUM and STUDENTS just as soon as they were ready. Our thanks to Belmore South Primary, Telecom, School of the Air and to Roald Dahl. Close cooperation from everyone was necessary to make the project the success it was. The interview was videoed by Mike Pensini, Computer Education Unit and Resource Services and will be shown on SBS television during Term 4.

Hopefully similar interviews can take place in the future, so that Keylink can be the medium for many schools to share in an activity which otherwise would be limited to only a lucky few.

☆ *Integrating information skills and technologies into the classroom - part 2*

Toni Downes is a lecturer at Macarthur Institute of Higher Education. Part one of this article appeared in scan vol 8 no 4 pages 3-10.

3 Using databases as tools for reorganising information and for presenting information in support of ideas or generalisations.

Students can use databases for reorganising information in a variety of ways to help them analyse their information or find answers to questions. When the information is analysed students can use tables and graphs as supporting evidence for conclusions they have reached. These can either be presented to an audience on the screen or printed out to paper. Both of these features makes the database package a valuable tool in the middle and final stages of the information handling process.

Reorganising information

Students using database packages can reorganise information in a variety of ways, by sorting, grouping, making tables and making graphs.

Sorting

Records can be sorted on a selected field eg AGE in ascending or descending order. Some packages, such as *Fredbase*, allow for more than one layer of sorting. Records can be sorted by 2 categories, the user determining the priority. The sorting function is generally undervalued by teachers and students, yet it provides both the simplest and often most appropriate method for comparing and contrasting subgroups within the collection.

Grouping

Records can be grouped using 2 different methods. In *Fredbase* the 2 functions are FIND and SEARCH. FIND groups all records that have a matching string of characters anywhere in the record. FIND 'son' will find all records that have the letters 'son' anywhere in the record, even in the middle of a longer word. The process often produces unexpected results when users do not uniquely define the string to be matched. Year 4 students who were looking for all records of female convicts (found in a field SEX: F) typed in FIND F. This resulted in the grouping of all records containing an F in name, sex, ship (eg Friendship) or any other field. SEARCH requires the user to specify in which field the string is to be found eg SEX contains F, and allows a number of conditions to be joined together using AND or OR, eg SHIP contains F and SEX contains F produces a group of all females who were transported on the ship Friendship.

The database packages found in schools use a variety of logical operators within the SEARCH function. These include: begins with; contains; equalises; greater than; is less than; and their negatives, does not begin with; does not contain; does not equal.

Some packages require users to define the relationship in terms of the mathematical symbols: =, <, > and <> for both numeric and non-numeric fields. Some packages, such as *Factfile* which is designed for use with younger students, use simpler language such as 'is the same as' or 'is not the same as'. In general the packages found in schools vary tremendously in their ease of use, both in terms of language employed and steps required to define the search.

Making tables

This function allows the user to display the records in a table form on the screen or to print them out to paper. The default setting on most packages found in schools is in single record layout. One record is displayed on the screen at a time. Table or multiple record layout displays many records at once, each row of the table being a single record and each column heading a field name. In *Appleworks* a single key stroke switches the screen from table to individual record. Very few packages found in schools give users such direct access to tables. Some allow access to tables through REPORT or PRINT functions, some give you no access at all. Yet the power of such a function is obvious and would be of benefit to younger as well as older students as they search and sort the collection. In *Fredbase* after students have sorted the collection of convicts by AGE or CRIME they must then BROWSE each individual record in order to note trends or count subgroups unless they get into the REPORT mode of the package. How much easier it would be if students could easily choose between browsing individual records or selecting a table format where trends and patterns could be more easily spotted.

Making graphs

This function offers the user the opportunity to create graphs of information contained in the collection. Some packages allow for only simple frequency graphs such as pie, bar or column graphs while others can create complex graphs showing 2 characteristics at once. Some packages have users define their fields as numeric or non-numeric

at the record design stage. These packages often restrict the type of graph that can be made depending on the field selected for graphing. Others make no attempt to evaluate the appropriateness of the user's choice of graph for the selected information. Students who do not understand what they are doing may make a pie graph for displaying numerical data such as height.

Most databases found in schools support all 4 of these functions while a few only allow sorting and grouping. The ability of the database package to search and sort and create tables and graphs is potentially the most useful feature in terms of helping students develop concepts and make generalisations. In most Science and Social science classrooms teachers are always looking for new ways of helping students see patterns, make

connections, describe relationships and make and test generalisations. In most classrooms these are the very areas with which students have most difficulty. In classrooms where database packages have been successfully used to facilitate such processes, students:

- * are given time to immerse themselves in the details as well as the general characteristics of the collection being studied;
- * are given opportunities to look for patterns and relationships in both structured and unstructured situations;
- * are presented with tasks where they need to describe the relationships in a variety of ways and communicate their findings to 'real' audiences.

This list is not unfamiliar to most teachers. It further highlights the fact that it is how the database package is used that finally determines its worth in the classroom. The database can be of specific help to students by reducing the amount of time and effort (both physical and mental) they need to spend sorting, grouping and reorganising information as they 'play' or seek answers to specific questions. These functions allow students to speedily and easily manipulate the information in ways they have defined. 'New' information can be created by the very process of putting different bits of information together in different ways. The choices of individual

record layout, table (or multiple record layout), or graph provide new possibilities for students to find or come across patterns and trends. Yet Guttormsen's (1986) study found that primary age students had difficulty recognizing patterns and trends when using database packages in the classroom. One possible reason could be that these

students had little experience with these types of tasks away from the computer and so brought 'incorrect' or 'incomplete' understandings to the task.

While sorting, grouping and labelling tasks are commonly found in K-2 maths classrooms, few teachers directly apply these skills in their Science and Social studies classrooms and fewer still develop them throughout the primary

years into the complex skills needed to recognise patterns or describe relationships in nature or in social settings. The interrelatedness of language and mathematics to both concept development and the making of generalisations in Science and Social studies needs to be more fully exploited by teachers.

Classroom practices: case study

In the Year 4 classroom described earlier in this article, students sorted convict cards into groups, compared size of piles and described their findings. At other times students themselves took on the identity of a convict and formed themselves into groups based on which ship they travelled in. Within these groups they further explored the numbers of males and females, describing what they found. The understandings derived from activities such as these form the basis of students' abilities to develop generalisations such as 'most female convicts were transported to Australia for crimes of ...'. Students who do not bring these understandings to a computerised database will have difficulty exploiting the powerful functions available to them. In fact they are likely to become even more confused as they generate meaningless tables and graphs or get lost in the significance of the OR and AND operators in the SEARCH function. This does not mean that primary aged students cannot use these functions, rather that their success at using these functions rests with the knowledge and skills they bring to the task.

'Students can use databases for reorganising information in a variety of ways to help them analyse their information or find answers to questions. ... Both of these features makes the database package a valuable tool in the middle and final stages of the information handling process.'

In 1986 Year 1 students at Arncliffe Public School successfully used a simple database about themselves to answer questions such as 'Do all students who have blue eyes have blonde hair?' During the course of the unit of work these students had been involved in many sorting, grouping and labeling activities about their hair and eye colour using miniature painted replicas of themselves.

They were comfortable with the task of composing sentences beginning with 'most children...' and 'few children...'. They had explored the intersection of sets when trying to decide where to put children with hazel eyes when they already had a hoop for green eyes and brown eyes. By the time these students used the computerised database, they brought a rich understanding of the subject matter to the task and they were familiar with the details contained in the collection. Their work with the searching, table making and graphing functions were an extension of existing sorting, grouping, labelling and comparing activities.

From Guttormsen's (1986) study it would seem evident that even senior primary students still need to make links between the traditional sorting, grouping, labelling and comparing activities with concrete objects and the more abstract functions of sorting, searching, table making and graphing on the computer.

Sequences from this unit of work undertaken at Arncliffe Public School, along with a collection of other K - 12 classrooms that use databases can be found on the video - *Fostering enquiring minds: databases in the classrooms*. Sydney University Television Unit, 1987.

4 Presenting information in support of conclusions

The use of the database package as a tool for helping students present information to support their findings or conclusions is not common in classrooms. Although the task of presenting findings and conclusions to audiences occurs in some classrooms, many units of work finish before most students are able to formulate their own conclusions. Often the end point of the unit has been class-based conclusions or generalisations. This is often a teacher response to the perceived difficulty of having the

children formulate their own generalisations or justify their own conclusions. The skills are indeed difficult ones, but they can be worked on from a very early age. In the early years of schooling it is possible to ask students simple questions about how they found out that 'most children in Year 1 have brown hair' or about what part of the graph told them that 'the least common hair colour in Year 1 is

'The greatest challenge of all seems to be *time!* Time for teachers and teacher-librarians to plan and evaluate and time for students to grapple with the three components of such a program - the subject matter itself, the information handling tasks and the technology being used.'

blonde.' This form of questioning and explaining be developed throughout the grades until older students are asked to identify what information is needed to test a generalization or to explain how they reached a particular conclusion. In fact this type of questioning is an excellent evaluation exercise giving insights into a student's understandings of both the subject matter under investigation and the

thinking processes the student is using.

At the end of the unit on convicts 4 Year 4 students, who volunteered themselves as confident and competent database users, were interviewed. The 4 students all readily stated a number of naive theories/generalisations about the convicts. They made statements starting with 'most convicts ...' 'some convicts ...' 'not many/few convicts ...'. The generalisations related to age were: most convicts were fairly old (you know like mum and dad); most convicts were in their 20s and 30s; most convicts were young.

In general the students had difficulty describing the evidence upon which they had based these generalisations. When questioned they spoke of individual instances that supported their findings, naming convicts and ages. Only one student, who had had some success with SORTING to find the oldest convict, spoke in terms of groups. It may be possible to improve students' thinking processes at this stage of the task by helping them to refocus their attention on groups rather than individuals. The use of tables and graphs could help this process.

Just as we do not restrict the stories students read to the level of stories students write, maybe we should expose even the youngest student to tables and graphs as ways of presenting information. Often teachers restrict graph and table reading to those that students construct themselves. The graph- and table-making functions of database packages could

be one way of integrating these forms into information handling tasks. With the physical demands removed, students can make and remake tables and graphs as they refine their information needs. They can make many different tables, without physical hardship, maybe supporting a finding in a number of different ways.

Younger students should also have access to graph making as a way of presenting their information. Some graphs although easily understood by young students are too complex to construct pie graphs in particular are powerful 'pictures' of proportion that young students could use to support their findings about topics such as popular pets in Year 1. Regardless of the topic, when students compare and contrast subgroups within a collection, tables and graphs can support both the initial analysis and the presentation of evidence. With the help of a computerised database even the youngest students can construct tables and graphs.

Conclusions

All of the above uses of database packages present further challenges to the teacher and teacher-librarian as they plan units of work which integrate information handling skills with the knowledge and concept development central to subjects like Social studies and Science. The greatest challenge of all seems to be *time!* Time for teachers and teacher-librarians to plan and evaluate and time for students to grapple with the 3 components of such a program- the subject matter itself, the information handling tasks and the technology being used. All of these ingredients are vital and in today's society, no one of them can take precedence over another. The use of the simple database package, found in most schools, is only one way of integrating technology into the classroom. When used with a well-defined and appropriate information handling task it becomes a powerful tool for integrating information skills and technologies into the classroom.

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Talking with Carol-Ann Haycock.



During her recent visit, Carol-Ann, Canadian lecturer and school library consultant, was interviewed for a special INSERT program. Teacher-librarians talking with her were Sue Lynch, Peter Board HS, Michael Laing, Doonside PS and Janet Hansen, Principal Education Officer at

Library Services. This transcript is an edited version of the program. The full interview is available from the INSERT coordinator, Private Bag 3 Ryde 2112.

JH To start with Carol-Ann would you like to tell us a little bit about your background?

CH I have been both a primary and secondary classroom teacher and primary and secondary teacher-librarian, a curriculum consultant working at the school board offices level, a coordinator of Library Services and a supervisor of instruction.

I have had extensive involvement in teacher education programs for a number of years. Currently I am working as an independent educational consultant and I work with Department of Education school boards, professional associations, colleges and universities, virtually right across North America.

This, as you know, is my second working tour of Australia and I will be going to New Zealand as well. I'm delighted to be here.

SL In secondary schools in New South Wales the traditional role of the teacher-librarian has been described as one of a team teacher.

I was wondering if you might be able to elaborate on your view of the role of the teacher-librarian in cooperative program planning and teaching (CPPT) and how it differs from the team teaching role in which the teacher consults the teacher-librarian after he/she has organised the unit of work.

CH The intent of the CPPT process is to best help teachers work to meet their learning objectives. The teacher-librarian really needs to be involved at

the stage of establishing those learning objectives through to making some decisions, along with the teacher, about what the teaching message is going to be, the learning activities, and how the students' progress might actually be evaluated. There is a vast difference between this and teacher-librarians providing resource support.

Many teacher-librarians and many class teachers will probably initially question this level of cooperation. That's very valid to do because of the classroom or subject teacher's responsibility for determining the learning objectives. However, the entire emphasis of the cooperative partnership is that we are really recognising more and more the need to look at the duality of objectives, not only those that are related to the subject or content area but also process skills or information skills, and how students go about gathering, recording, communicating, sharing and presenting that information.

SL As I see it, the team teaching role is only one part of the whole process involved in CPPT.

CH CPPT is not the same as team teaching. Often when I try to define the concept it's useful to say not only what it is but also what it isn't. The intent of the cooperative partnership is that whatever the students are doing in the school library is an integral part of what's happening in the classroom in terms of the subject area.

The term, cooperative program planning and teaching (CPPT) was chosen quite carefully and it was chosen to represent the fact that it is a way of thinking about teaching and learning, or a way of programming for the teaching and learning function rather than a set program or curriculum.

The library is unlike any subject or any other curriculum in the school. It is like a learning laboratory. It's an extension of the classroom and the teaching and learning process. The word cooperative or collaborative, which I'm also comfortable with, was selected because it is not the same as team teaching.

The cooperative process is pervasive. It means that the teacher-librarian and the class teachers are working together so that everything that's going on in both the school library and the classroom is integrated, truly integrated.

SL My second question is what aspects of CPPT would you say the teachers with whom you have worked have most appreciated?

CH First of all I'd be inclined to say I don't wish to respond to it because the entire emphasis, I think, should be a focus on learning rather than on the advantages to the teacher or in terms of teaching. My second response is that there are a number of advantages and benefits not only to teachers but to students and the whole learning process itself. I think those teachers who have been involved have certainly found that the experience of working together right from planning through preparation, teaching and the evaluation process has been an extremely challenging one. In my own experience as a classroom teacher, the programs we developed we've all felt have probably been the best we could produce and therefore they have been more effective for student learning. The sharing of the planning and preparation does tend to make the workload easier and once you become fairly efficient at the process itself many people find it very, very satisfying.

I think the second major benefit for many teachers is the satisfaction that they get out of seeing students' response to learning and how learning occurs through this whole process of CPPT.

ML How are information skills being defined today?

CH In the past, the focus has been very much on physical access to resources and I think that has been an emphasis that we have found being challenged more and more. The current thinking is that there is *no* access to information if you are simply putting a resource, whether it's print or non print, into a student's hands. We have to go way beyond that and we have to be placing much greater emphasis on intellectual access to the information contained in those resources. By intellectual access we mean the ability of students to be able to process and use that information in some way, whatever the purposes of the particular assignment or project may be. That's probably the clearest definition I can give you of information skills.

ML So information skills is actually an extension of the old term research skills? It's more communicating and expressing skills?

CH Very much so. I think you could probably say that information skills, as they are currently being defined, are very much reflected also in the current attention and focus on thinking skills, the critical thinking skills, as well as the whole language area.

There is a significant shift to the whole integrated approach to reading, writing, thinking, and speaking.

The term metacognition, is one that is very prevalent in the whole language movement today. What do I mean by metacongnition? It's thinking about how I think. It's examining my thought processes and being much more conscious of them. Information skills, the processing and use of information, are really very similar to the whole idea of thinking skills. It's pervasive right throughout the curriculum. They are not bound by subject area and they are not bound by grade level. Thinking goes on all the time whether we like it or not and so does information processing, so does information use.

ML So from that you would probably be able to say there is a fairly strong link between information skills and CPPT?

CH Absolutely.

ML Can you pinpoint anything in particular that you think shows this?

CH What are the links? Because of the pervasiveness of information skills as we are defining them, and recognising the need to emphasise this whole intellectual access to information, we need to focus on information skills in some kind of meaningful context so they are integrated with the classroom curriculum and various subject areas. We have at least 26 years of research to suggest that approaching skills in isolation, whether it is library skills (locating information and resources physically) or the research process or study skills, is not a meaningful context. The skills are *not* being transferred. They are not even being retained by students and without retention you can't have transfer.

I guess the question we will have to address more and more today is if we're not teaching for transfer, why teach? Definitely the link there is that through the cooperative partnership both the classroom teachers and the teacher-librarians are better able to ensure that both the skills teaching and skills learning are being integrated into the classroom curriculum rather than being handled in isolation. Information skills really provide the foundation or the framework then for the whole cooperative partnership to actually take shape in a school.

JH We have read a lot in the literature recently about the educational leadership that the Principal should provide in implementing change in the school. I would like you to comment on the Principal's role in CPPT.

CH Again the entire concept is one of a partnership and one of working together as a team in a school towards the shared goal of providing the most effective education that we can for students.

As you have indicated, there is a lot of literature right now on the effective schools movement and one of the roles of educational leadership is helping to facilitate change. So what that really means for the Principal is the acceptance of some responsibility for 3 areas:


- 1 understanding what we mean by information skills and their pervasive nature;
- 2 understanding something about this partnership and what it looks like and then, most importantly;
- 3 making sure that he or she also understands this whole area of creating expectations for classroom teachers and their role and responsibility and involvement in the partnership. My experience suggests that it is often the third aspect that tends to be missing.

When Principals have information and knowledge they are very supportive of the concepts. They are also very supportive generally of the teacher-librarian and their role but usually that support is

implicit. It means that the teacher-librarian can show up at the Principal's door and they will find a responsive or sympathetic ear but what is needed is more explicit support for that role of partnership and some delination by the Principal for class teachers as to their role and responsibility. Otherwise teacher-librarians will often find themselves trying to take on the sole responsibility for creating a partnership in a school when no one has told the other partners that they need to play too. So the Principal's role definitely is very key.

JH I think that the message is very clear there for Principals, that they need to be very proactive in fostering CPPT in their school. I am not suggesting that's easy but obviously from what you have said it's vital for its success in the school.

CH Yes, the whole process of the partnership and working together as a team in a school is again one of the key factors they have identified in the effective schools literature. I think the majority of Principals are certainly well aware of that. In my experience, many are often looking for something to build that team on and of course the CPPT concept is the perfect 'it'!

 *The NSW School Libraries section of ALIA is keen to encourage follow-up activities and the networking of participants who attended the recent Haycock course at Ryde. The following NSW Government school teacher-librarians attended.*

Ian Balcomb, Tempe HS;
 Bev Barnett, Hunters Hill HS;
 Kate Butler, Boronia Park PS;
 Carol Carlin, Birrong PS;
 Gloria Cassidy, Wade HS;
 Gwenda Charlson, Bankstown Boys HS;
 Marilyn Davies, Wanniasa PS;
 Patricia Elliott, Tamworth West PS;
 Michelle Ellis, Bexley Nth PS;
 Robert Ferry, Young PS;
 Fay Gardiner, Library Services;
 Allan Gill, Library Services;
 Sandra Hackett, Gynea North PS;
 Toni Henry, Coogee PS;
 Cathy Hill, Toongabbie PS;
 Diana Hurley, Lansvale East PS;
 Helen Judd, Arian Park Central;
 Robyn Karakasch, Mittagong PS;
 Lynn Keys, Murray HS;
 Marguerite Kramer, Marrickville PS;
 Jean Langley, Lurnea PS;
 Linda Leslie, Balgownie PS;
 Laraine Lucas, Consultant Met East;
 Sandra Lucas, Consultant Riverina;

Marie McGuire, Putney PS;
 Pat Mahoney, Westfields HS;
 Julie-Ann Milne, Parramatta HS;
 Alex Mills, Chatham HS;
 Virginia Nursey, Middle Harbour PS;
 Muriel O'Hara, Cromer PS;
 Jennifer Phillips, Urambi PS;
 Coral Reilly, Unanderra PS;
 Ramona Ripphausen, Parramatta Nth PS;
 Anne Robertson, Panania North PS;
 Jane Robinson, Consultant Met West;
 Bev Rogers, Ballina PS;
 Edna Rollings, Mulyan PS;
 Mary Russo, Elmore Vale PS;
 Kathy Schmitt, Consultant Met North;
 Anthea Scholes, The Entrance HS;
 Patricia Sofios, Mascot PS;
 Jayne Sutton, Punchbowl PS;
 Megan Thompson, Higgins PS;
 W.J.Toomey, Wallsend HS;
 Joy Wilkinson, Library Services;
 Christine Woolner, Woy Woy PS;
 Dora Zajaz, Elderslie HS.

☉ A report on the Carol-Ann Haycock workshop

Ian Balcomb, teacher-librarian at Tempe High School and Michelle Ellis, teacher-librarian at Bexley North Public School, were two of sixty participants who attended the workshop on cooperative program planning and teaching (CPPT), presented by Carol-Ann Haycock on 29 and 30 April, 1989 at Ryde.

'Oh no, you look positively enthusiastic!' This might well have been the reaction to those teacher-librarians returning to school on the Monday after a hectic weekend workshop with Carol-Ann Haycock. The workshop was attended by participants from all over NSW and the ACT.

Teacher-librarians in NSW have for a number of years worked towards cooperative program planning and teaching (CPPT). This was partly inspired by Carol-Ann Haycock's visit in 1986, so it was with keen anticipation that participants met for the present workshop. For some people it was a first chance to hear Carol-Ann's ideas, and for others it was an opportunity to reaffirm what CPPT was about. We were not disappointed. Carol-Ann, throughout the first 12 hour day, constantly challenged and stimulated participants.

Role definition

School libraries are more than beauty spots on the body politic, they are essential for increasing the effectiveness of teaching and learning in schools. We were required to examine our role as teacher-librarians and establish for ourselves clear role definitions that would allow us to work effectively within our schools. The role of the teacher-librarian is to cooperate with teachers in the planning, implementing and evaluating of teaching/learning programs. It is vital to have a defined role, to articulate it and to practise it.

Role of the Principal

Our position as partners with the Principal and classroom teachers was emphasised. The role of the Principal in the partnership is to provide explicit expectations and support for cooperation between teachers and teacher-librarians. The role of the classroom teacher in the partnership is to cooperate with the teacher-librarian to facilitate the integration of information skills in learning experiences.

Information skills

The necessity for the effective teaching of information skills has always been a concern of teacher-librarians. Through this workshop we discussed the importance of information skills as the generics of learning that are pervasive throughout all subjects. We also discussed the most effective ways of teaching and learning skills: in context, sequentially and with opportunities for practice throughout schooling and in all subjects.

CPPT

Carol-Ann presented the model of CPPT as a process which begins not at the activity stage, but at the planning stage. The teacher-librarian brings to the process the knowledge of both resources and ways of integrating the teaching of information skills into the school curriculum. The classroom teacher brings to the process knowledge of both their students and the subject.

Practical examples of the ways in which teacher-librarians and classroom teachers could plan together were workshopped. The fact that this came towards the end of an intensive day gave participants a practical demonstration of how teachers probably feel when confronted by cooperatively planning units: at first the task seems impossible but then as elements of the unit fall into place there is a great deal of satisfaction and commitment.

Priorities

It is a tribute to Carol-Ann that participants returned to the workshop on the second day with as much enthusiasm as they had on the first. We started the second day with the idea that we need a roadmap for information skills so we know where we are going and how to get there. This roadmap is the school information skills plan. We could have been overwhelmed by the task of developing a whole school plan, but we were buoyed by Carol-Ann's description of how she approached the task over several years at 2 different schools.

An information skills plan should meet the needs of all students. Learning at all levels requires the whole information process, but it will look different at various grade levels. For example, notetaking at the year 2 level looks very different to notetaking at the year 12 level. The plan enables students to develop increasingly sophisticated skills and allows teachers to measure growth in the development of skills.

The final task was to establish 2 priorities for the year which were written down and sealed in envelopes to be mailed to participants later in the year.

The value of such workshops cannot just be measured by what one learns in the formal proceedings. The informal networks that are established and the exchange of ideas that take place over lunch and dinner are also invaluable and add significantly to the whole learning process.

☉ Two approaches to RFF

Fay Gardiner, formerly teacher-librarian at Wentworth Falls Public School, is deployed to Library Services for 1989. Maggie Roche, formerly teacher-librarian at Chatswood and Marsfield Public Schools, is Education Officer at the Multicultural Education Unit resource centre.

Wentworth Falls Public School

We began our journey into (cooperative program planning and teaching) CPPT almost as soon as I took up the position of teacher-librarian at Wentworth Falls Public School, at the beginning of 1986. At first the journey was not only on foot but through virgin bush for both class teachers and me. Although I was given, if not a bulldozer, at least a scythe after attending the course for teacher-librarians at School and Executive Development Branch at the end of the same year.

One of the just changes was to give borrowing time its own discrete timetabled slot to eliminate its intrusion into the teaching of information skills. Although changing books does of course involve the knowledge and use of information skills its nature is such that it can preoccupy a greater share than is desirable of precious time in the library. Ideally of course, borrowing would proceed independently of formal visits to the library but I felt that was a block or two further down the track as yet. So, Tuesdays were devoted to 15 minute fixed-slot borrowing times.

By 1988, the other 3 days were available for flexible scheduling - available because permanent fixed bookings were still the favoured option for many teachers. Others maximized their use of the flexibility, for example the Year 3 who used the library each of those 3 days for the just 2 terms in a cooperatively taught venture to develop both information skills and literacy. Children worked on a series of cards which directed them to all areas of the library and sought responses on a variety of topics and in a variety of modes. The class teachers and I were delighted with their progress both in information skills and literacy.

During science week I set up the library as a science resource centre with enough activities for every child in a class to be involved either independently or with a partner. Each class made a booking, visited and had fun, and I hope learned something. I did!

For Book Week we cooperatively planned and taught on the theme of Australian Literature (primary) and the short-listed picture books (infants) The class teachers inspired their children to produce some magnificent displays.

These were some of the successes of 1988; there was still a long journey ahead but at least I felt the road was constructed.

Then the road blocks were set up: teacher-librarians were to provide some of the relief from face-to-face component. The burgeoning program fell apart as the borrowing day vanished in a cloud of dust of 1/2 hour fixed library times. Library time became a borrowing period (with little opportunity for reader guidance) followed by a wished activity centred on the development of information skills or literature - CPPT: chaos, pessimism and panic time.

By the end of first term however, many teachers were unhappy with what they perceived now as their loss: the opportunity to use the library and the teacher-librarian as resources and to be a full and active participant in the library. So now this library is relinquishing its role as a place where children come to borrow books and hear a story (if there's time) and is resuming its role as a place where the adults are involved in the learning process, consulting and planning for that process and where the children are active learners.

Chatswood and Marsfield Public Schools

From 1986-1988 I have been at Chatswood Public School and Marsfield Public School as teacher-librarian. In this time Chatswood has completed the transition to cooperative planning and teaching with full flexible scheduling and integration of resource-based learning, information skills and literature-based reading into the curriculum.

The process has been incredibly exciting. Once a week, isolated, or at best, related library lessons were familiar to all of us. Knowing that what we were aiming for was worthwhile, we nonetheless had no local models, so we took an experimental tack and tried to better student use of the library one step at a time. The results far exceeded my expectations.

Success

Collection development was planned by a library committee to meet requirements of the school curriculum. Liaison took place with the resource teacher so that our roles and junctions complemented each other. An information skills continuum for K-6 was developed by the staff (and later abandoned). Eventually I sat on all

curriculum committees. Teachers took responsibility for book exchanges while increasingly including me in the planning and implementation of units. Topic sheets were circulated and compiled to gain information about classroom programs, so that now there exists a systematic and thorough record of the actual school curriculum. Access to the library was maximised, with individuals and small groups encouraged to use the library whenever needed. A large scrapbook containing booking forms became hot property as the realisation dawned on teachers that they could indeed use the library at whatever time was appropriate to them, and however often they wished. Some feared survival of the fittest, but interestingly class needs were evenly balanced over the year.

'What was exciting about this was that, consistent with learning theory, we were all learning by doing. ... we were discovering the most effective ways to educate our students. This was enhanced by our working together...!'

By trial and error we refined our understandings, developed working relationships, improved communication and discovered effective strategies and also developed our confidence and became more discriminating and demanding. For instance I was more able to ask teachers to participate in preparation of library components of what were, after all, their units. By the same token teachers started to expect me to be more involved in marking and evaluation and began to depend on my contribution to the recording of the unit as an inherent part of their program.

Evolution of an information skills program

At the same time, as everything became more effective, it also became simpler and more straightforward. A wonderful example of this was our information skills program. After looking at examples from Canada and the United States, I coordinated grade meetings where teachers indicated skills they wanted students to develop at appropriate levels. This resulted in an extensive document which reflected the learning process with an accompanying great deal of detail. Many teachers and parents found the process of establishing expectations helpful, and enjoyed ratifying the final product. However, as the ensuing year progressed the list of skills for the most part stayed filed in teachers' programs, and acted more as background than as a direct reference point. It was in reality far too complex to be useful as a planning and evaluation guide.

What happened then was an interesting development. Despite the informal 'shelving' of the information skills continuum it became very clear that the awareness of teachers of the inquiry learning process had been raised and concepts clarified. Many said they enjoyed the process and learned a lot from it. While waiting for the NSW Department of Education taxonomy, I had made copies of processes devised in other states and England. Attention was now being given more and more by teachers and myself to this actual entire inquiry process. We would focus on stages if skills needed developing, but no stages were treated out of context. The same process was merely applied time after time, unit after unit, in all years.

The only variable was the amount of independence that could reasonably be expected by students for appropriate output. It was happening far less often that teachers would set assignments to be

done independently, both at home and often outside the class program content. Now activities were being planned carefully, and (just as importantly) supervised carefully, fully integrated into the teaching/learning program. All that was required was knowledge of the inquiry process, and a shared agreement about the level of complexity appropriate at each stage.

What was exciting about this was that, consistent with learning theory, we were all learning by *doing*. Whether or not we made mistakes along the way, we were discovering the most effective ways to educate our students. This was enhanced by our working together, and by the fact that as a specialist with a specific focus, I could coordinate the program from K-6.

The information skills program was evolving in other ways as well. I had needed to be heavily involved in the development of some basic skills without which inquiry learning was hampered. Teachers had been setting research tasks, and teacher-librarians had been taking classes in the library but the twain had evidently not met. Within the context of the inquiry process and the unit in progress, we focused on skills such as identifying relevant information, recording main points in note form, combining and resequencing units of information, holding small groups discussions, writing sentences from key words. After 3 years of intensive skill development a difference began to be noticed. Several parents for example commented that students would voluntarily use

strategies and techniques, even if not directed or if confused about a task. This was a decisive factor for me. I had worried that I was too involved in developing basic language skills; I was looking forward to more open options of information use. Now I knew that it was worth it.

But there appeared to be a further transition. Teachers had always known that students needed these skills. Now that they had confidence in strategies that worked schoolwide, they began incorporating them into reading/writing programs where it could be argued, they belonged. It look as though I could support teachers in the planning for this basic skill development, including the provision and production of materials, but that I could extricate myself from the total responsibility for its implementation and switch my attention back to the wider potential of resource-based learning.

A smaller school

Meanwhile at Marsfield, where my only contact with teachers and students was once a week, 3 teachers had expressed interest in integrating previously isolated library lessons into their programs, and team teaching with me. But somehow I never became as fully involved in these teachers' units as I had at Chatswood. Lessons were not able to be in context since they were scheduled at a specific time each week. Perhaps teachers couldn't see the point in involving me beyond the point of making that one lesson as meaningful as possible. Even more significant it was harder to overcome preconceptions about my role, with expectations limited to the 'once-a-weeker'. I couldn't be involved in every step of the inquiry process, even when it was required or relevant.

New conditions

When the allocation of staffing for RFF changed, and I discovered that I might need to provide RFF, I was disappointed. The success of cooperatively planned and taught units relied on flexible scheduling. Instead of resources being used in the library as an integral part of classroom programs, access to the library would be reduced and lessons in the library would become artificial. (As with many primary schools, the library only really contained space and seating for one class).

Change of thinking

After the initial realization that I would be unable to be involved in curriculum development as I had, I thought about what it would mean for me personally. I was already burning the midnight oil,

working long hours in the evenings, on weekends and during holidays. As well as having an additional teaching load, I would now need to increase planning with teachers outside school hours plus manage the resources, services and systems. This realisation was to be my saving grace as I saw that I would have to rethink my approach to the job. I wouldn't be able to implement the Library Policy as I had been plus provide RFF it was physically impossible. How then could I cope?

A wise friend once commented that chaos precedes change. After my initial disappointment, I turned the situation upside down and started with a new beginning point. First and foremost it was clear that if I had to provide RFF, that was the base from which I would work. My responsibility would then be threefold: to provide RFF; to implement the Library Policy; maintain my health and well-being so that I could continue to carry out the first 2.

Comparison with the past

At first glance, it was not so different to days gone by when we provided the only relief that was available for teachers. Teacher-librarians from those times are familiar with the format: literature promotion; storytelling; book exchanges; games; competitions; displays; elaborate library orientation programs. There's no doubt about it, it was fun! (Apart from the strain of taking class after class and attempting to make the library time meaningful in the vacuum in which it existed, as well as manage the resources and provide services).

However, times had changed! This was significant in 4 major ways:

1 Research has shown that skills are not learnt effectively in isolation.

2 The Writing K-12 syllabus states that: 'Teachers should ensure that students write and read every day...read literature aloud every day.'

Teachers and students were indeed reading widely every day in the classroom. Whatever I did would need to be within that context and besides teachers wanted by support to ensure that their program went well. They wanted the cream of children's literature to use themselves and wouldn't appreciate me hogging my 40 favourite books for each grade. They were more interested in my passing the goodies along to them.

3 My days of 'tickling cards' and checking out books all day were over. I'd grown beyond being

'custodian', chained to the circulation desk. Those well-known cliches didn't sit well with my growing self-esteem and self-respect as a professional specialist involved in curriculum development.

4 Mostly importantly I now *knew* that which I had no way of knowing in 'the old days' was now a concrete reality.

Cooperative planning and teaching and integrated programs worked far more successfully than I had ever dreamt. The difference between an integrated lesson and the old 'one-a-weeker' was as noticeable as that between stale bread and strawberries with cream.

Never again would I teach isolated lessons as I had in the past. When time is precious, none should be wasted. And I would want to conserve all of my energy for meeting real teacher and student needs.

New approach

What then would be my approach towards RFF lessons in library? It is clear that they were to be lessons in the library, using the library. I was confident that a well-coordinated integrated library program is needs-based. Hopefully programs would coincide with prescheduled lessons quite often. I would need to extend my communication with teachers. Rather than be restricted to specific resource-based units, dialogue would need to be ongoing, to ensure that prescheduled lessons met needs and were meaningful. But I knew that I could not hope to meet with every teacher every week. What would I do with classes when there was no identified curriculum need?

I strengthened my resolve. Teaching in isolation would not be useful to students, or teachers, or myself. If I were to conserve the largest possible amount of time and energy for meeting teachers' and students' needs within the school curriculum, I would need a new attitude towards the content of weekly lessons. As I cast my eyes over the services listed on pages 2 and 3 of the *Libraries in NSW schools a policy statement*, I could see that the central theme was that of use of resources. What if I relaxed my old, outdated philosophy of using weekly lessons to reflect the pinnacle of my teaching prowess, and literally gave the time to the classes. Why not allow students to use and enjoy the time for their own self-identified purpose? Then if the time coincided with a real need, off we'd go. If not, who was I to get in the way of students enjoying their library, in their time, as they wanted. I trusted them and the validity of time in libraries. Were we not after all, leading students towards 'perceptive

understanding, mature judgement, responsible self-direction and moral autonomy?' (The aims of education in New South Wales, 1977). Rather than creating need where there was none, I would remember that it is my role to implement cooperative planning and teaching. Therefore I would use RFF lessons for classroom program support wherever possible and applicable. For the remainder I could weigh up and balance the benefits of low priorities albeit high enjoyment activities, such as:

Browsing

More active than Drop everything and read (DEAR) time, but more relaxed than borrowing time, the allocation of browsing time is often, for the best of reasons, neglected (crowded timetables, curriculum demand etc). Students need to be given ample opportunity to browse the shelves, becoming familiar with library layout and resources, reading, looking, selecting, enjoying, sharing. It is often useful to have browsing time separate to borrowing, where children's attention can be focused on selecting books to take home and filling out cards rather than a broader, more relaxed enjoyment of the library.

Drop everything and read

I could use DEAR time to read resources and professional literature related to teachers' programs, and commence thinking and planning activities using resources. Still providing an excellent model for DEAR time, I would have a rich contribution to make to the teacher's unit.

Teacher-librarian expertise can be better used, however this off-peak approach could have many advantages, for instance:

- . promotion of enjoyment of the library;
- . development of interpersonal relationships;
- . opportunities for reading guidance;
- . potential to involve students in selection of class loans;
- . modelling of library use;
- . opportunity for planning with teachers at the same time if needed;
- . opportunity for having small groups 'on the side'.

I started to see the potential for off-peak library time develop further. We had process writing. What about process research or enquiry time! In an exciting stimulating classroom environment, questions are endlessly generated. Teachers could encourage classes to develop a bank of questions and tasks throughout the week. Rather than attempting to answer them on the spot (library access would be curtailed by RFF lessons), they could be identified and recorded as areas for

possible further enquiry. Students could look forward to RFF time in the library as a time when they would be able to pursue their own directions and follow up areas of interest that had been sparked in the classroom.

Questions could be written on cards, and kept permanently in a box, written on a chart, or written into a special section of learning journals (see Writing K-12, p 29). Students could be encouraged to develop their own personal lines of enquiry.

Advantages:

- . a community of enquiry is fostered;
- . the aim of education is attained;
- . the curriculum is enriched;
- . students' thinking and learning is stimulated and extended.

There would be pitfalls to avoid. Pulling questions out of a hat, or using commercially produced kits would not be useful. Also, any question or task requiring a student to work through the whole enquiry process is no small matter, and requires high level skills. This approach would need to be backed up by a concurrent information skills program and the opportunity for previewing questions so that concerns could be addressed at the beginning of the lesson. All in all, I discovered as I reflected, off-peak lessons could be very fruitful.

Open access

If teachers still wanted open access to the library, there would be a good case for rethinking the manner in which RFF time in the library could be provided. It was obvious from the original guidelines for RFF teachers that schools were being encouraged to consider flexible and creative staffing within the school to provide the greatest possible educational value to students.

Could we develop creative ways of providing RFF in the library to maximise open access? For instance could I:

- . show a film to a number of classes at once?

Given the increased efficiency (thanks to Medianet) of the Film and Video library, films could be selected carefully to be educationally valuable and relevant, for example a conservation theme during Earth Week with *The battle of Billy's pond*. I could access

or prepare discussion guides and/or activities to be used by classroom teachers for follow-up.

- . join 2 or more classes together for a simple activity such as DEAR time, story time, or a quiz?

- . overlap classes, holding a simple concurrent activity with both classes as well as seeing each class separately.

. provide independent quiet activities for RFF classes so that I would be available for: planning with teachers; cooperating in the teaching of small groups or classes who had an immediate need for library time?

. negotiate with a teacher requiring a library lesson to take my scheduled RFF class allowing me to work with another class with a greater need?

Whilst none of these alternatives could match the benefits we were realizing with flexible scheduling, they would be consistent with the school's library policy which states: 'Cooperatively developed programs take precedence for teacher-librarian time and available space'.

Resolution

Feeling satisfied with having started to think of some creative solutions to match RFF allocation with our changing educational environment, I was able to face negotiations with the Principal, executive and part-time teacher with a lighter heart. All were reluctant to see the part-time program deteriorate, but it became clear immediately that staff valued highly the use of resources in the school curriculum and were unwilling to lose the library programs. Before I could say 'Carol-Ann Haycock' it was established that the part-time teacher would do the RFF, and the teacher-librarian would do any that was left over, which happened eventually to be none.

So, cooperative planning and teaching with the flexible scheduling necessary for its success goes on at Chatswood Primary. And what of the future? There is still a chance I may be required to provide RFF as teacher-librarian in a new appointment. I hope I will remember that for every problem there is at least one elegant solution.

'Before I could say 'Carol-Ann Haycock' it was established that the part-time teacher would do the RFF, and the teacher-librarian would do any that was left over, which happened eventually to be none.'

⊙ School-based support course for primary and central school teacher-librarians

Diana Collins is the coordinator of this course at the School and Executive Development Branch, Services Directorate, Leichhardt.

This year the School and Executive Development Branch (formerly the Professional Development Unit) of the Services Directorate is conducting 2 school-based support courses for primary and central teacher-librarians. The former 7 week training course has been discontinued.

The course intends to develop participants' skills, knowledge and attitudes related to:

- 1 the Library Policy and its development;
- 2 the development, implementation and evaluation of the educational program;
- 3 the effective management of services, personnel, materials, equipment and space;
- 4 their personal development as effective teacher-librarians.

Accordingly, the course materials are divided into 4 areas:

- 1 policy;
- 2 educational program;
- 3 management;
- 4 personal development.

What is a school-based support course?

A school-based support course is an external studies course with a difference. The name says it all: it is *school-based* and has a *support* structure built into it.

The course participant does not attend a learning institution for the duration of the course. The course begins and ends with a 4 day residential in Sydney. The intervening period is spent at school where the participant works through the course material.

Unlike other external courses, the participant is not alone. He/she is supported by a school colleague, 2 regional personnel and the course coordinator at the centre.

Why were school-based support courses developed?

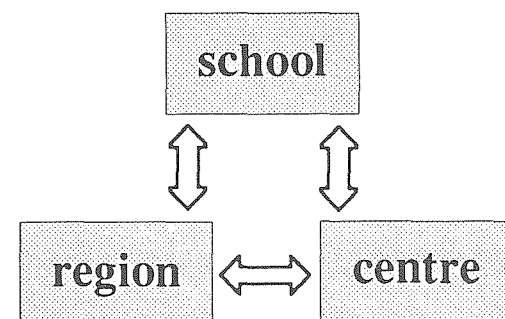
The school-based support course model was developed as a solution to the problem of providing central inservice courses to teachers, both country and metropolitan, who could not attend face-to-face courses. Previously, teachers had been disadvantaged by a number of factors, such as:

- . difficulties of travel;

- . long-term absence from families;
- . the appropriateness of course objectives to isolated teachers' needs;
- . the unavailability of support both during and after the course;
- . difficulties in finding suitable long-term relief staff;
- . difficulties in providing appropriate child-care over an extended period of time.

The school-based support course model

The model can be illustrated in the following way:



The model takes an interactive form in which the school, the region and the centre (the School and Executive Development Branch) have specific, but interdependent roles.

School

The course materials provide for practical activities to be completed by the participant in conjunction with the school staff. He/she is assisted in this by a colleague (called the school-based support person) who provides moral support, listens and discusses problems, and helps to organise any staff meetings or other ways of liaising with the school staff.

Region

The region provides support through a facilitator and a contact person.

Each participant is attached to a regional facilitator (usually the library consultant or an experienced teacher-librarian), who assists with the content of the course materials and coordinates the activities of all the participants from the region in the 2 inservice days during the 'back-at-school' phase.

The contact person is usually located at the regional office and supervises the travel arrangements and any other administrative tasks required.

Centre

The coordinator guides the overall direction of the course which the regional facilitators will help to translate into action. The coordinators are responsible for developing and distributing the course materials, organising the residentials and teleconferences, administering and evaluating the course and communicating with all the participants and other associated personnel.

What is happening in 1989?

Two training courses are being conducted for primary and central school teacher-librarians. Twenty people have been selected for each course from a total of 142 applications. The details of the residential courses are in the following table.

	Course A	Course B
Coordinator	Fran Moloney	Diana Collins
Dates of 1st residential	June 3-6	July 15-18
Dates of 2nd residential	September 16-19	October 28-31

For further information, please feel free to contact the course coordinators, Diana Collins or Fran Moloney, on (02) 568 2222 or 008 45 1225.

⊙ School-based support course for permanent part-time teacher-librarians : a participant's viewpoint



Wendell Purss is teacher-librarian at Kootingal Public School.

So often we hear or read about the need for professional development and I have always considered it one of my aims as teacher-librarian at Kootingal Public School. I had not realised however, the great significance it holds until I had the opportunity to participate in the school-based support course for permanent part-time teacher librarians.

When the course was first offered many approached the challenge with doubts, some excitement and

certainly trepidation. There were those of us who were embroiled in tertiary studies and those, like myself, who had not experienced extended periods of study for many years. The challenge was ahead of us and we all learnt to cope in many and varied ways.

The course requirements were: attendance at pre and post course residentials; attendance at 2 meetings with a regional facilitator (a teleconference was run at this time); satisfactory completion of module requirements including a school-based assignment.

There were set activities in each module. A major project was to be completed using one of the modules as the basis for the project. This allowed participants to concentrate in the field in which they saw most need.

The first residential, which was held over 4 days, helped us a great deal in that we were able to share our worries and fears, of which there were many, with our colleagues and the very supportive course organisers.

At this time we were introduced to the 'babies' - our modules - and at times throughout the course there were misgivings shown, similar to the doubts one has when faced with the frustrations of bringing up one's own offspring.

Our group was many and varied with backgrounds ranging from no experience to the very experienced, and from 2 hours a week to 4 days a week. Some of us came from very well stocked new libraries, others worked out of a small cupboard on the verandah. Some were from non-English speaking communities in the city, but with DSP allowances enabling for major purchases of resources; while others taught in small country schools where very little money was made available for the purchase of library resources. Taking all this into consideration each module catered for the individual needs of the participants and their schools in many ways.

At the first residential we were introduced to the writers of the modules and were a little overwhelmed at the task in front of us. Each of the 4 modules contained current papers on the particular module topic. Throughout each module were activities which were closely related to the role one hopes to fulfil as a teacher-librarian. These activities helped the participant and the school-based support colleague evaluate the teacher-librarian's effectiveness in his/her own situation and allowed for future planning in areas which were seen to be in need.

The course comprised 4 broad modules which were then sub-divided into smaller units.

1 Policy

Within the policy module there were 3 units: current curriculum documents and the curriculum development process; developing networks; developing a school library policy statement.

Unit 2 raised our awareness about other information agencies which can feed into and extend the resources of a school library. The activity 'using the NCIN/ACIN microfiche - a short exercise to guide new users' helped us gain knowledge in an area which was unfamiliar.

I found the unit covering current curriculum documents very interesting as it made me consider their implications for the role of the teacher-librarian and developed a realisation that these documents

provide part of the context for schools to make decisions about the nature of their own school library services.

The unit developing a school library policy was used by some of our course participants as the basis for their major project and considered this very helpful. My own copy has already been used by other schools in our district to assist the teacher-librarian in formulating a policy with his/her school colleagues.

2 Personal development

The personal development module consisted of: time management; personal development; written communication and submission writing. The time management unit I read, but did not complete all the set tasks, feeling some weren't applicable and that maybe it was too late to 'teach an old dog new tricks'. I find it interesting that since the completion of the course I have been more aware of time management and have been making a concerted effort to establish my goals, set objectives, decide my priorities and plan my time efficiently with continual reference to this particular unit - a unit which previously had not been one of my priorities.

The activity on submission writing I found most beneficial. This unit has been used by another school in Tamworth as a worthwhile reference.

3 Library management

The management document proved helpful because of its practical approach.

'In a one person operation, it is impossible to undertake and execute all of the potential services which are possible in a vital school library. It is therefore essential to establish priorities and then do well those tasks that contribute directly to the library objectives that have been identified.'

Using this statement as the foundation of the module we received guidelines for essential management strategies. Activities led us through personnel management, budgeting, selection and library systems, taking into account acquisitions, processing, circulation and stock control.

4 Library education program

The library's educational program covered a variety of units which were both theoretical and practical. The unit with tape, documents and sample programs on cooperative program planning and teaching was a particularly stimulating one and I'm sure was the incentive participants needed to introduce this strategy into their schools.

Some units in the module which created discussion were: the teacher-librarian as a member of the school's educational team; learning styles; documenting the library's educational program; children's literature; censorship and information skills.

This module really encouraged the teacher-librarian to realise the library is not meant to function as an isolated unit within the school but is related to the total educational program and should provide support for it.

It also encouraged an ongoing process of evaluation which should be designed to monitor the school's use of the library. After perusal of the documents in this module teacher-librarians became aware that the library's educational program is not static. It is a program which must adapt to, as well as provide leadership for, the school's educational program.

Each member of the course had benefited from individual modules according to his/her own needs and the needs of his/her school.

Content in the modules sometimes overlapped, only going to prove that policy, management, personal development and the library educational program are interdependent and must be developed concurrently if a library program is to flourish within the school and its community.

The study plan of the course was organised in such a way that the participants were not expected to complete one module before progressing to the next. Instead sections from the 4 modules were offered in conjunction with one another.

This approach had many advantages, one being that each module having been written by independent bodies offered a variety of learning experiences and so allowed the participants to concentrate on particular areas which they considered of most benefit to themselves and their school.

As professional people our needs continue to grow and the modules have provided a great service to my school and to colleagues in this district. The modules may be used with all members of staff and are not something to be put away and discarded after the completion of the course.

Each module was divided into sections and the

participants were required to work through sections from each module over a 3 week period. At the completion of this time we all met at our nominated region to share in a teleconference. Although this form of communication was unfamiliar to us all, we

still benefited from time spent together and concluded that time was the biggest hurdle. Many found it very difficult to share the activities suggested with their staff and support-based colleagues, but as mentioned previously there is no reason why these activities can't be offered to the staff at a later date.

Another opportunity to share was following the teleconferences when each group had time to discuss major projects or other

activities we found worthwhile. The opportunity to visit larger centres was beneficial to the more isolated participants in that they were able to use microfiche readers, ASCIS online and involve themselves in the general running of a large library.

Another teleconference was held just prior to the last residential. Many participants were really buzzing and finding the course extremely satisfying.

Many of the activities and documents offered in the modules and during the residentials enabled participants to gain experience in areas aside from library management. Through the personal development module and our sessions with Sandy Green we had all gained enough skills and confidence to communicate strategies with our staff.

By the time we had reached the final residential many of us had already led staff meetings to discuss such topics as cooperative planning and the advantages of NCIN and ACIN.

We now regarded ourselves as a valuable resource in our schools. We felt our credibility as teachers was evident by the services we could provide. Our professional development was enhancing our self-esteem and we regarded our libraries as an integral part of the school not as an isolated resource centre. As teacher-librarians we are there to service the entire school and its community and now that we have the skills and support through our course organisers and peers and a ready-reference, in the form of the modules, we are able to offer a very professional service.

There were many positive features of the course ... the wonderful experience of being with an enthusiastic group of people, the participants and the organisers, all having experienced such different work situations and with so much to offer.

One of the areas which teacher-librarians had found challenging was the introduction of cooperative program planning and teaching (CPPT) into their schools. During the course we received a lot of very positive support on CPPT. Both practical and theoretic documents assisted us greatly in our own attempts to introduce CPPT into our schools. CPPT had been working successfully in a few of our schools before the course so we were able to benefit from others' experiences.

With such support more of us felt confident in negotiating a CPPT program with staff members. Everyone felt very positive and many had CPPT working successfully in their schools by the end of the course. It was with regret therefore that during the final residential many teacher-librarians admitted that due to education cut backs many schools had decided to use teacher-librarians in their release from face-to-face (RFF) and to sacrifice CPPT. The course organisers can take some solace from the fact that through negotiation with the executive and staff a number of teacher-librarians had succeeded in retaining their CPPT programs and were looking forward to extending them in 1989.

Throughout the 8 weeks there was very little feeling of isolation although we came from all parts of the state. We had become a very supportive group in the short time spent together at the first residential thanks to Sandy Green and her 'getting to know you' sessions. We eagerly awaited news from Di Collins, our very special and supportive coordinator, and we had even set up our own newsletter which members awaited eagerly.

We met for our final residential with a lot more confidence and self assurance than at the first - we had made it! Each member of the group presented his/her major project and then as a worthwhile conclusion spent time with the writers of the modules to discuss the activities and the overall structure of the course.

There were many positive features of the course: opportunities to share experiences through residentials and teleconferences; the opportunity to meet very professional people while visiting such places as the State Library, Library Services and Inservice Education Library and having these people visit and talk with us. No less positive was the wonderful experience of being with an enthusiastic group of people, the participants and the organisers, all having experienced such different work situations and with so much to offer. The organisation of the course continually allowed for a well-balanced timetable of formal lectures and informal chats from which so much was gained. We

were continually encouraged to evaluate the course and express our needs. In many ways it was a 2 way learning experience with module writers, course coordinators and participants all giving and taking in a variety of ways.

At the final residential our lecture room was filled with displays as part of the culmination of our course. So many of us benefited from this session as we swapped CPPT programs, lists of recommended books, ideas for library circulation, research and information skills, craft ideas and library displays.

So often we are conditioned into feeling the need for acclamation and recognition for our accomplishments and I think we all felt a little this way on our arrival at the final residential. However, as the projects were presented and each member discussed their own project, I began to realise the aim of adult education and professional development: to set our own goals and strive for achievement to the best of our abilities.

Many of our colleagues at the course worked tirelessly to complete all activities. Others set themselves goals that they felt were achievable and completed those tasks which catered to their needs. Neither group could be criticised for their approach as it is the goals we set ourselves as individuals that really count.

We did not receive marks or levels or even gold stars but the sense of achievement that we all felt, the camaraderie we shared having overcome all the hurdles, the professional confidence we had gained all went to prove that not all guinea pigs suffer. I can safely say with confidence these guinea pigs had grown from within and were well equipped as teacher-librarians to face the world with an identity and new found confidence.



search <

< NCIN : It's not too late!

More than 1 000 new items were added to NCIN (NSW Curriculum Information Network) and ACIN (Australian Curriculum Information Network) since the August 1988 update. Of these 672 are ACIN items from across the nation, and 429 are NCIN documents with specific relevance to NSW schools.

The NCIN/ACIN database provides access to a wide range of materials of specific benefit to teachers in schools. These include:

- school developed policies;
- programs;
- units of work.

A few sample titles are given below to indicate the variety of material provided in each category.

School developed policies

Primary

Visual Arts curriculum K-6 Werrington Public School.
Ringrose Public School Personal Development policy.
Marsden Park Primary School Social Studies policy.
Redfern Primary School Aboriginal Education policy.

Secondary

Life and career studies 7-10 individual development, social development vocational development, policy and guidelines. Dunedoo Central School.
Pupil welfare and discipline policy. Berkeley High School.
Cross curriculum Aboriginal Studies and perspectives Enmore High School.
Broken Hill High School welfare document.
Library Policy statement 1987 Plumpton High School.

Programs

Year 11 Economics program 1989 Albury High School.
Programs for gifted & talented children : exemplary practices school-based and system-based.
Integrated learning experiences : a whole language approach to programming writing K-12.
Environmental Studies a one unit Board Approved Course - Albury High School.

Library program Asquith Boys High School.
Herstory : a 6 month year 10 history course.

Units of work

Wetlands are not just for the birds.
Strategies for teaching the new Geography syllabus.
Aboriginal women : a unit for teaching language across the curriculum.
Famous scientists, Year 7.

Department of Education support documents

In addition curriculum support documents prepared by the functional directorates and by regions are included. The following titles are indicative of the nature of these:
Implementing Writing K-12;
Visual Arts programs for K-6;
Developing a whole school language policy;
Basic skills for junior secondary students.

All current Resource Services materials are included on the database.

Other departments

Other government bodies which produce support documents submit these for inclusion on the database. Some examples are:
English activities : are you in control (Traffic Authority);
Planning for a better environment (Department of Planning).

Most of the NSW information is available for loan to State schools through the Inservice Education Library as well as on microfiche. Just cite the NCIN number and title when making your request or placing your order.

For just \$25 you can have access to information about these and all the 1871 NCIN items and 2946 ACIN documents on the March 1989 update of the microfiche!

Contact the NCIN coordinator Maxine Rennie on (02) 808 9446 for subscription forms (or write to Private Bag 3, Ryde 2112).

It's not too late!

< The Inservice Education Library's No Frills File :

What is it? What can it do for you?

The Inservice Education Library supports teachers' professional, curriculum and staff development needs with a book collection of 100 000 items and a range of special collections such as: NCIN; Music; HSC English; PEP; ERIC. In mid 1988, the No Frills File was established. This vertical file contains journal articles, pamphlets, teaching units and bibliographies, to supplement these collections.

In the Information Age with its rapidly expanding bank of information, it is increasingly important for libraries to provide very current, succinct information in formats that can be updated or replaced very easily. Such flimsy materials are considered more suitable for a vertical file than a main book collection where considerable processing would be required. Hence the 'no frills' concept of this collection.

Selected reprints of requested journal articles are added to the No Frills File to build up a collection of current useful materials for teachers. Reprints are gathered from the journals of the Library's reference collection and from libraries throughout Australia. This is in response to a growing trend towards the sharing of resources between libraries using inter-library loan facilities.

The No Frills File also contains units donated by teachers. Most schools have an invaluable resource in their file of shared lesson notes. The No Frills File collection provides a facility for a statewide sharing of these school-based policies, programs, teachers' units and lesson notes.

Most donated items that are assessed as useful to NSW teachers are added into the No Frills File. Some quality items from the No Frills File may later be added to the NCIN collection.

The success of such a venture depends very much on the generosity of the participating teachers. We are all teaching similar curricula and the sharing of resources lightens all our loads in that we then have access to many new ideas which may be easily adapted to meet the specific needs of our particular schools.

Donations do not need to be presented in publication standard formats, lesson notes stapled together are of value to other teachers. As loan items are stapled into manilla folders, flimsy format items are easily accommodated. All teaching units produced by NSW Department of Education teachers are covered by an educational copyright

statement. Please send donated teaching units to: Katherine Smith, Teacher Liaison Officer.

The No Frills File also contains bibliographies of current materials on educational topics. Journal and newspaper articles are indexed in large computerised databases. The Library provides a service of searching such databases as ERIC (Educational Resources Information Clearinghouse), AEI (Australian Educational Index) and APAIS (Australian Public Affairs Information Services). These are added to the File as they are requested by teachers. In-house subject bibliographies are created, on request.

The HSC English collection is separate from the No Frills File. Other HSC courses will be catered for by subject searches and by journal articles for topics that require current information, for example the rainforests and Antarctica topics of the new Geography syllabus.

The NCIN collection also contains many school-based policies, programs and teaching units of a high quality. Such items provide ideas that can be adapted to meet the specific needs of your school. All items submitted to NCIN are assessed for inclusion into the national database on the basis of relevance to the current NSW curricula and for quality of production and presentation.

The No Frills File is organised using ASCIS subject headings and is available for all visitors to browse. No catalogue of this collection will be distributed to schools because the File is continually being added to and culled. We recommend to teachers that they ask for either the current list of resources on the topic of interest or a selection of relevant resources.

The library is open: Monday to Friday,
8.30 am - 5.00 pm (including school holidays).
Requests can be made by contacting :
Inservice Education Library
Smalls Road
Ryde 2112
(02) 808 9572
keylink INSERV.LIB

< New ASCIS order forms

It is expected that there will be a postal increase in July. ASCIS will be issuing new order forms to reflect the increased charges. Please be prepared to use the new forms when you receive them.

management

OASIS - not for us ?

Beth McLaren is a systems analyst with the School Administration Unit, Management Information Services Directorate. Murray McLachlan is a Senior Education Officer, Library Services.

In Preparation for OASIS library, *scan* vol 7 no 7 1988, a number of options for implementing OASIS in the library were suggested. The purpose of the present article is to consider in more detail the management issues associated with the first of these options, closing off the card catalogue and entering all new items into OASIS.

Selection of this option for OASIS implementation addresses an important concern of school executives and teacher-librarians, namely, that automation will become the only focus of the school library program. Using this option, schools should be able to automate their library systems while other educational programs are being maintained.

More importantly, this option allows automation without placing an additional burden on the library staff. Rather schools should view automation as a *long term* process which even in its initial stages brings benefits to both the educational program and to library management.

Many of the decisions associated with the implementation of OASIS must be made in the light of the budgetary decisions associated with expansion of the system with additional hardware, for example, workstations (computer terminals linked to a fileserver which has the OASIS software and all data on a hard disk), printer and barcode readers. Such decisions imply the development of a long term plan for library budgeting.

For most schools, total automation of the library collection is likely to take a number of years. At the end of this process schools will have records for all items in the library collection entered into OASIS, with a fully developed reference structure for the subject headings. OASIS then is the means by which teacher-librarians will finally be able to provide for library users properly developed and structured 'see' and 'see also' references, allowing for more efficient information retrieval. For all who inherited a reference structure leaving much to be desired, here is the chance to start again, leaving the mess behind!

The completion of all data entry will:

- allow on-line public access to all resources through the use of workstations for enquiry;
- provide a fully automated circulation system in which all records of loans, reservations and returns are kept by OASIS. Associated overdue, reservation

and recall notices will be produced by the system;

- automate all acquisition procedures, including periodical acquisition;
- produce a wide variety of bibliographies to enrich the school's educational program;
- fully automate the stocktaking process;
- print a variety of reports to assist the management of resources;
- produce a hard copy of the accession register which will replace the current accession book.

All schools on receipt of OASIS should initially close off their card catalogue and/or shelf list, and enter all new materials into OASIS. The implications of selecting this as the first step in the automation process vary depending on whether or not the school already has a card catalogue or is operating with a shelf list only.

For schools with a shelf list only

There will be a more efficient use of time, as data entry for each item takes no longer than typing a shelf list card and allows the production of book catalogues should the school so desire. The cost of updating these catalogues is limited to the cost of paper. These catalogues may be tailored to the school's needs as options are available for subject, title and author catalogues as well as departmental catalogues. In addition, specific bibliographies to meet the needs of staff and students can be readily produced.

For schools with a card catalogue

Data entry will take *less* time than typing catalogue cards and there will be no associated filing. Decisions about filing are carried out automatically by OASIS. The library catalogue will no longer contain the sometimes interesting idiosyncrasies, the result of human foible, but will be accurate and consistent.

It will be possible to reproduce all, or part, of the library catalogue in book form, for placement in other areas of the school, or to provide additional points of access to the catalogue in the library.

Bibliographies of items in OASIS can be produced on demand. These may be compiled using a simple subject search, or by using the advanced search capability. The latter allows a combination of terms and/or limitation by material type, to produce listings of resources to meet more specific needs.

All schools will be able to:

- automate circulation for all items entered;
- close off the accession register and produce a print-out of all new accessions;
- stocktake all items entered into OASIS;
- automate the acquisition procedure, including the periodicals accession register and associated follow-up of missing periodicals;
- produce reports based on material already entered. These include statistical information on circulation, book catalogues by subject, title or author and catalogues of materials identified as appropriate for specific subject departments and/or curriculum areas.

For those schools already purchasing ASCIS cards there is no saving in data entry time for records available from ASCIS. All the other benefits remain, including saving of filing time, provided future records are purchased as machine-readable records instead of cards. Such schools should consider re-purchasing records in machine-readable form to increase the entries in OASIS.

An important implication of closing off the card catalogue is that teacher-librarians will need to provide adequate access for students and staff to all new materials. If the school budget does not allow immediate purchase of a workstation for on-line enquiry then OASIS should be used to print book catalogues which may be used in conjunction with the card catalogue.

Other options

Schools with additional resources (for example, volunteer assistance, special funding, previously

purchased ASCIS records) should consider the other options listed in **Preparation for OASIS library**. In determining which of these to implement, consideration needs to be given to special needs such as:

- user demand for specific sections of the collection;
- limited access to sections of the collection eg video collection;
- development of programs eg wide reading programs.

The benefits of OASIS are so apparent that many schools will wish to automate in the least possible time. In considering the ways in which this might be done, all current library activities should be reviewed carefully.

Those that do not contribute to the school's educational program should be rationalised. Planning should recognise that present needs of student and staff are as important as any long-term benefits OASIS will bring to future members of the school community.

Conclusion

From the above it should be apparent that if the option of closing off the card catalogue and entering all new items into OASIS is chosen then immediate benefits are available to staff and students through greater access to all new resources. Library management will also become increasingly efficient. Achieving this will require no greater time allocation for the processing of new materials than is currently required. Future expansion may be based on the work carried out under this implementation program.

△ Telecommunications and the ASCIS database part 2.

Or is 42 or 45 the answer to life?

Alan Ferguson is an Education Officer with ASCIS in Melbourne.

Part one of this 3 part series pointed out why teletype (TTY) emulation is inappropriate and why use of terminal emulation software such as VT100 or VT52 is preferred.

Assuming now that you have obtained telecommunications software which can offer more than simply TTY emulation let's consider what this implies in terms of establishing communication with the ASCIS database.

Different databases have different requirements for accessing them and therefore software does not come already set up for use with any particular database. As well, users have a wide range of computers, modems and software which they will want to use to access databases. ASCIS took this into consideration when introducing its dial-up service and sought from ACI Computer Services, which manages the telecommunications system, a solution which would allow users to continue to use a diverse range of equipment and software.

The solution came in the form of a protocol convertor, a box of electronics which translates signals sent by a user's personal computer (PC) into signals which can be understood by the ACI mainframe computer and vice versa. While this has the positive benefit of allowing a wide range of equipment and software to be used to access the database, it does have its contra side in that it places a greater responsibility on users to ensure that their equipment and software is configured correctly.

You might, by now, be wondering what all this has to do with terminal emulation. The answer is that because users do have a variety of equipment and software (and terminal emulations) and because the protocol convertor is able to translate signals from various PCs, it also needs to know which dedicated terminal type your PC and software are mimicking. Figure 1 shows the terminal preferences screen from Red Ryder, a program which can be used on an Apple Macintosh. As you can see it supports TTY, VT100 and VT52 emulations, the setting shown is for VT100.

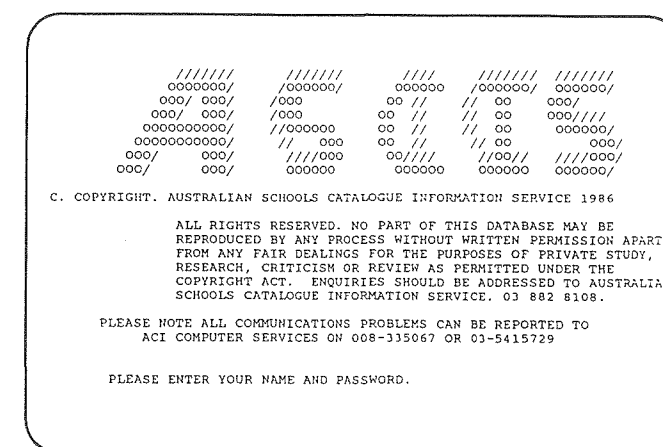
Figure 1: Red Ryder terminal preferences

As was pointed out in the previous article preferred terminals to be emulated are those which allow for full screen editing, ie the ability to move the cursor around anywhere on the monitor screen. Among these are such terminal types as: VT52; VT100; IBM 3101 or 3270. Many communications programs can support more than one of these emulations.

This brings us to the answer to the meaning of life! If you have set your software to emulate a DEC VT100 terminal, for you, the answer to life would be 42; for users who had set their emulation to DEC VT 52 the answer would be 45 and for the person who had set

the software to emulate an IBM 3101 or 3270 terminal the answer would be 44. In other words, after you have telephoned the ACI computer and received the prompt: 'Hello ACI Host=', by typing 42 you are telling the protocol convertor that you have set up your PC and software to mimic a VT100 terminal. Likewise, if you had typed 45, you would be signalling that you were imitating a VT52 terminal, and 44 would indicate an IBM 3101 terminal.

Figure 2: ASCIS logo as it should appear if terminal emulation is correct



If you have used the number which agrees with the way your terminal emulation has been set up then you should see a clear image of the ASCIS logo as illustrated in Figure 2.

If you can get your emulation settings correct you are 90% along the way to successful communication with the ASCIS database.

In the final article in this series, other parameters which are important in the setting up of telecommunications software will be considered.

Acknowledgements

For permission to reproduce book covers in this issue of *scan* the editors are indebted to: Random House for *Backlash* (Walker Books), *The BFG* (Jonathan Cape), *Computer programming* (Kingfisher), *Danny* (Jonathan Cape), *The enormous crocodile* (Jonathan Cape), *The giraffe and the pelly and me* (Jonathan Cape), *Going solo* (Jonathan Cape), *The witches* (Jonathan Cape); (Penguin) for *Inside the personal computer* (Penguin), *Nailing the shadow* (Viking Kestrel); Hodder and Stoughton for *The moon is shining* (Hodder and Stoughton); and Ashton Scholastic for *The trouble with elephants* (Ashton Scholastic).

■ Recent fiction K-12

This a select list of fiction resources, suitable for K-12, reviewed at Library Services. Items are listed alphabetically by title. Note that the position and wording of highly recommended materials has changed to reflect the current ASCIS format.

HOLABIRD, Katharine *Alexander and the dragon*. Aurum Books for Children, 1988
ISBN 1-85406-008-2

A delightful story about 'brave' Alexander and his one fear - the dark. Many children will identify with Alexander's monsters of the dark, and enjoy reading about how he overcomes this fear, especially of one particular dragon. The colourful illustrations complement the text, helping to convey both Alexander's fear and his final triumph. S. Fraser
LEV: Preschool Lower primary
AVAIL: \$9.95 ASCIS 437521

COOPER, Clare *Ashar of Qarius*. Simon & Schuster, 1988 (A Sprint book)
ISBN 0-671-69932-6

Kate and William are genetically engineered children who are part of a colonisation experiment on Pliocetus. An accident partially demolishes a pyramid left by an unknown, previous alien inhabitation and unleashes a chain of potentially cataclysmic events. Kate and William hypothesise and find a hoped-for solution in summoning Ashar - the warrior ship of the ancient, forgotten Qarius empire. Although superintelligent, Kate and William remain likeable and believable. The superimposing of ancient Egyptian motifs and mythology provides an analogy whose elegance is a commendable feature of this well-crafted, futuristic fantasy. A. Jones
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 ASCIS 452958

FISK, Nicholas *Backlash*. Walker, 1988
ISBN 0-7445-0808-8

Mina, Leo and Boo find themselves stranded on the planet Argosy IV which is inhabited by Doops, robots banished from Earth because they were regarded by their makers as dangerous technological failures. Adventures ensue; finally the galactic Paxforce arrives, as do the children's parents and after a vicious battle the Doops are overcome. As well the novel explores what it means to be human, particularly through the relationship between the children and the beautiful Doop leader Princess Supa. The plot falters at

times when the author seems more interested in ideas than action. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: \$22.95 ASCIS 428390

B A C K L A S H



NICHOLAS FISK

READ, Lorna *City sax*. Virago, 1988 (Virago upstarts)
ISBN 0-86068-994-8

In spite of her parents' disapproval, Chris perseveres with her tenor saxophone and her musical ambitions. The difficulties and personal discords involved in trying to succeed in the pop music world are interwoven with her growing affection and adulation for her music teacher Lester Mulley. This is a romantic story set in a vividly drawn music scene but its heroine is refreshingly independent and talented enough to prevent any oversweetness. R. Grahame
LEV: Middle secondary
AVAIL: Paper \$12.95 ASCIS 428359

FORWARD, Toby *Dead young*. Simon & Schuster, 1988 (A Sprint book)
ISBN 0-671-69947-4

Geoff lives in a depressed housing estate with his father and grandfather: a disintegrated family after Geoff's mother's death. Geoff's oppressed life is relieved by the aspirations Grandfather holds for his

future. However, Geoff's involvement with Scab, Wallo, Mandy and Julie lead him to make adult decisions when faced with prostitution, child sexual assault and social responsibility. The author provides lucid insights into adolescent sexuality, family and romantic relationships and development of personal ethics, as Geoff grapples with new concepts in his quest to come to terms with his intellectual potential. A. Jones
LEV: Upper secondary
AVAIL: Paper \$7.95 ASCIS 453013

Electric heroes / compiled by Mick Gowar. Bodley Head, 1988 (A Bodley Head paperback original)
ISBN 0-370-31181-7

The surrealism of the rock music world is reflected in this collection of short stories, all written by well-known authors. The winners and losers in the fast-moving, do-or-die world of bands, stars, disc jockeys and fans come to life in a manner not unlike the video clips that are so much a part of this industry. The language and style of the stories are typical of this music sub-culture, but are blended here with traditional literary conventions. This mix will appeal to many teenage fans, but may be difficult for less able readers to understand. N. Kallenberger
LEV: Middle secondary
AVAIL: Paper \$14.95 ASCIS 425300

MOORE, Inga *Fifty red night-caps*. Walker, 1988
ISBN 0-7445-0794-4

Nico lives with his nan in the hills. One day she knits 50 red woollen caps which she gives to Nico to take and sell at the markets. The day is hot, the bag is heavy and Nico has a nap in the jungle. When he wakes there are 49 monkeys wearing 49 caps. Nico tries various things to retrieve his caps but it is by accident that a solution is found. The illustrations which fill every page of this picture book are lush, gently humorous and add to the appeal of the story. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 437560

GRINDLEY, Sally *Four black puppies*. Walker, 1988
ISBN 0-7445-1064-3

Words are almost superfluous in this picture book which shows the innocent antics of 4 pups and the havoc they create. Each double-page picture uses strong line and colour and is cheerfully boisterous. The puppies and their surroundings dominate the pictures, focussing the reader's attention on the action and creating an intimate identification with them. This

book is an action-packed, colourful tale of mess and misdemeanours. M. Morton
LEV: Preschool Lower primary
AVAIL: Paper \$5.95 ASCIS 437593

DANEMAN, Meredith *Francie and the boys*. Walker, 1988
ISBN 0-7445-0809-6

Francie is unexpectedly one of 6 girls chosen from her girls' grammar school to act in a play at a local boys' comprehensive. She first has to battle parental opposition, then her own timid nature in order to establish herself in the boisterous, male-dominated group. The novel is distinguished by its fine observations of family dynamics, its intimate and convincing picture of ensemble theatre and lightened by Francie's first star-crossed romance. The very English setting and culture does not detract, especially for readers interested in theatre and performance. M. Lobban
LEV: Lower secondary Middle secondary
AVAIL: \$22.95 ASCIS 428402

DENTON, Terry *Home is the sailor*. Oxford University Press, 1988
ISBN 0-19-554899-X

Claude and his penguin friend Sparky set off on a sea voyage to return an old seal to his home in southern waters. Despite adventures, their voyage is successful, with the seal awarding Claude the title of master of the sea. Denton's colour illustrations convey the excitement of the voyage as well as the warm friendship between characters. Vivid colour and changes of perspective add interest to his detailed illustrations. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 437672

DOBSON, Jill *The inheritors*. University of Queensland Press, 1988
ISBN 0-7022-2133-3

Protected by a self-contained dome, a small community is all that remains of civilisation after a nuclear war. In the totalitarian, utilitarian society that strictly guides their lives, 16-year-old Claudia and her friends are shown only a corrupt past. Questions are not encouraged, but Claudia grows increasingly curious, especially after meeting the more openly subversive Davina. She can ignore her inner struggles only so long and when she comes to the attention of the omnipotent Mentargh, Claudia realises she must act. This is a chilling but compelling first novel with an

ending open enough for optimism. N. Kallenberger
LEV: Middle secondary
AVAIL: Paper \$8.95 ASCIS 429002

AIKEN, Joan *The last slice of rainbow and other stories*. Penguin, 1988 (Puffin books)
 ISBN 0-14-032301-5

Nine of Aiken's simple yet magical stories are well-presented in this volume. Her tales deal with all types of fantasy creatures, including a wicked tooth fairy, stone goblin and queen of the butterflies. The stories gently highlight aspects of human behaviour, rewarding generosity of spirit and punishing evil. Simple language, realistic dialogue and plenty of action make the stories suitable for reading aloud.

J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$7.95 ASCIS 440570

ALEXANDER, Sue *Leila*. Hamilton, 1986
 ISBN 0-241-12265-1

Leila, wilful daughter of Sheik Tariq, holds the answer to living with grief in this evocative picture book. Her beloved brother is lost in the desert, leaving the family to cope with their grief. Her father's decree, that no one shall mention his name, proves impossible for Leila. This adaptation of a Bedouin story is simple and strong. The presence of the desert echoes through the pages. Simply written yet poetic text, narrated in the past tense, works well with superbly designed colour illustrations. Placement of text within the softly hued artwork adds further interest to this beautifully cohesive, multi-layered work. J. Buckley

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 431084
EVAL: Highly recommended by the NSW Department of Education

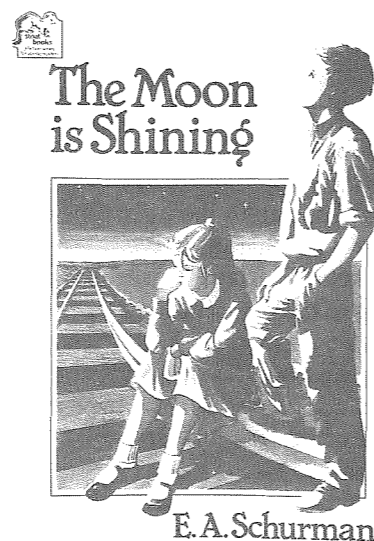
SMITH, Keith *The migrant mouse*. Little Lilyfield, 1988
 ISBN 0-7301-0236-X

The voyage of the First Fleet is the historical setting for this fictional account of the arrival of mice in Australia. On board the Scarborough, Tess manages to avoid Big Ginger, the ship's marmalade tomcat, in her search for food scraps from the galley. When the ship drops anchor Tess discovers an innovative means of transporting herself and her offspring safely to shore to become the first migrant mice. The book is well-illustrated and provides an interesting perspective to Australia's early white settlement; it could also be

used to stimulate discussion of the impact of introduced animals on the natural environment.
 J. Wilkinson
LEV: Lower primary Middle primary
AVAIL: \$12.95 ASCIS 428560

SCHURMANN, Edwin A. *The moon is shining*. Hodder and Stoughton, 1988 (Stoat books)
 ISBN 0-340-41934-2

Willie Kohlmann, his family and friends, and Mrs Sankey, all the characters from *Charlie up a gum tree* are back in this story set in the 1930s in a small country town. Ants on the cricket pitch and the discovery of an echidna are the catalyst for an adventure which teaches Willie about the nature of friendship and growing up. The writer makes ordinary incidents realistic, compelling and at times humorous. The large text and the black-and-white illustrations make this a very appealing book and an excellent resource for young readers making the transition to novels. M. Ellis
LEV: Middle primary Upper primary
AVAIL: \$9.95 ASCIS 438477
EVAL: Highly recommended by the NSW Department of Education



KROPP, Paul *Moonkid and Liberty*. Simon & Schuster, 1988 (A Sprint book)
 ISBN 0-671-69905-9

Rick is a father caught in a flower-power time warp whose energies are directed towards reforming social attitudes and living a muesli and yoghurt existence. Liberty, his 16-year-old daughter is desperate to be respectable, popular and to fit in. Moonkid (Ian), Liberty's intellectually gifted brother, is convinced that he is an alien on an information gathering mission. Upheaval occurs in their lives when their mother reappears offering all Liberty desires. At times witty

and amusing, reflective and humane, the quirky plot moves to a satisfying conclusion. A. Jones
LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 ASCIS 453043

PATERSON, Katherine *Park's quest*. Gollancz, 1988
 ISBN 0-575-04487-X

Triggered by Vietnam Veterans' Day, 11-year-old Park is determined to find out about his father who was killed in Vietnam. It is a quest through both his own uncertainty and the blame and guilt of the adults around him. His visit to his father's family and the meeting and subsequent sparring with the part Vietnamese Thanh eventually triggers the understanding that will allow the healing process to begin for all. Park's Arthurian fantasy world and several literary references are cleverly interwoven into this sensitive exploration of the need to know one's background. M. Ellis

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 467919
EVAL: Highly recommended by the NSW Department of Education

KLEIN, Robin *Penny Pollard's passport*. Oxford University Press, 1988
 ISBN 0-19-554868-X

Penny embarks on a bus tour of the United Kingdom, accompanying competition winner Alistair. Her unique approach to life proves equal to the task of interpreting aspects of the history, geography and culture of the British Isles. She is however, most interested in the lives of her fellow travellers, especially the boastful Heidi. Penny's adventures are again amusingly recounted in the familiar diary style with many black-and-white illustrations, colour photographs, postcards and other tourist memorabilia. The mix of writing styles includes diary entries, letters, notes and school assignments. These could provide models for writing in different genres.

J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$14.95 ASCIS 435451

HONEY, Elizabeth *Princess Beatrice and the rotten robber*. Viking Kestrel, 1988
 ISBN 0-670-82272-8

Small Princess Beatrice loves to dress up particularly in jewels. Fortunately for her, jewels are scattered throughout the castle like dust and she is allowed to wear anything she wants. One day a robber chances past and grabs Beatrice and the hundreds of jewels she

is wearing. Displaying intelligence and agility, Beatrice is able to subdue the robber and find her way home. The bold bright illustrations in this picture book complement the wit and humour of the text. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.99 ASCIS 440156
EVAL: Highly recommended by the NSW Department of Education

ODGERS, Sally Farrell *Rosina and Kate*. Hodder and Stoughton, 1988 (Stoat books)
 ISBN 0-340-41940-7

This is another story about Rosina and her best friend Kate. Rosina is forced to face holiday and school without Kate who is in hospital with a broken leg. The problems of making new friends, and the conflict of loyalties that then arises, are examined briefly in this story set in the country. Large text, and a scattering of black-and-white illustrations add to the appeal.

M. Ellis
LEV: Middle primary Upper primary
AVAIL: \$9.95 ASCIS 426162

SMITH, Rukshana *Salt on the snow*. Bodley Head, 1988
 ISBN 0-370-31203-1

This is a book with a message, but one which does not offer any easy answers. Bored and lonely, Julie decides to help at a local volunteer agency. She finds herself teaching English to Rashmi, a middle-aged Indian woman who is as shocked by Julie's English ways as Julie is by her Indian ways. The friendship which slowly grows between them is threatened by Julie's family's hostility, and leads her to question what is really of value. The destructiveness of racism is the key concern of this well-told, sympathetic story.

N. Kallenberger
LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 ASCIS 440809

RUBINSTEIN, Gillian *Skymaze*. Omnibus Books, 1988
 ISBN 0-14-034140-4

Andrew, Ben, Mario and Elaine of *Space demons* reunite to challenge the next computer game in the series developed by Professor Ito. The character traits previously established are enlarged and garnished with inclusion of Andrew's step-brother Paul and Ben's older brother Darren who, due to lack of mastering *Space Demons*, jeopardises all the players' lives in the new terrifying, unpredictable *Skymaze*. Tension and suspense build to a frightening crescendo of reality versus fantasy, blurring the perceptions of

the players. The skilfully constructed characterisations and relationships are the threads which bind to make a compelling tale.

A. Jones
LEV: Middle secondary
AVAIL: Paper \$7.99 ASCIS 451546

ACKERMAN, Karen *Song and dance man*. Knopf, 1988 (A Borzoi book)
ISBN 0-394-89330-1

The warm and loving relationship between a grandpa and his grandchildren is explored in a surprising way in this picture book. Grandpa was on vaudeville and each time his grandchildren visit he transform his attic into a stage. He sings, dances, jokes and taps his way through a show that has his grandchildren shouting for more. The excitement and brightness of the vaudeville stage is reflected in the brightly coloured illustrations. At the same time they manage to evoke both the nostalgia of the old man and the admiration and love of his grandchildren. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$17.95 ASCIS 468339
EVAL: Highly recommended by the NSW Department of Education

WRIGHT, Mary *Sugar and spice*. Penguin, 1988 (Puffin books)
ISBN 0-14-032970-6

Fastidious Pixie Robertson, and unpretentious Molly Wilson, are in the same class in a small country school but share only a strong mutual dislike. Despite this animosity they are forced to accommodate each other's foibles when they board with Pixie's grandmother to attend high school. Set in the 1920s the book provides an unusual perspective to both the early high school years and to lifestyles and social attitudes of the period. However the problem of adjusting to new situations and the associated adolescent turmoil are timeless and are blended well in a satisfying book. J. Wilkinson
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.99 ASCIS 435718

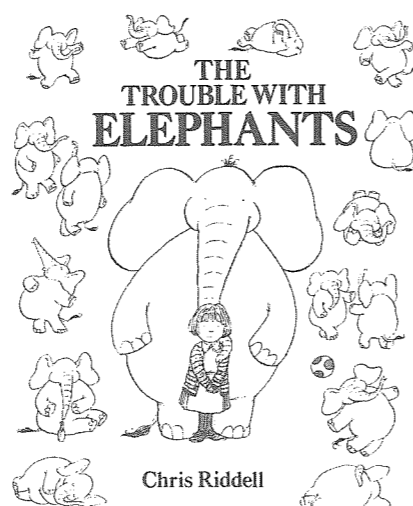
RUFFELL, Ann *Sun and rain*. Penguin, 1988 (Story book)
ISBN 0-14-032173-X

England is in the grip of drought and the Smallwoods are using their bathwater to water the garden. Susan sends for a rain making kit and suddenly the rain is falling, but only on their house and they don't know how to stop it. Finally a solution is found and while it rains everywhere else the Smallwoods enjoy sunny

weather. A humorous story suitable for beginning independent readers. M. Ellis
LEV: Middle primary
AVAIL: Paper \$5.95 ASCIS 440677

RIDDELL, Chris *The trouble with elephants*. Ashton Scholastic, 1988
ISBN 0-86896-690-8

For elephant lovers this picture book is a feast for the eyes. Elephants are to be seen spilling bath water, sliding down bannisters, occupying tiny cars and sunbaking, all accompanied by a small long suffering child who is trying to decide what is the real trouble with elephants. The illustrations are a delight, even the endpapers convey the wit, humour and absurdity of the story and prepare one for the real trouble of the final page. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 424128
EVAL: Highly recommended by the NSW Department of Education



EYLES, Heather *Well I never!* Andersen, 1988
ISBN 0-86264-203-5

This is the fantastic tale of Polly who as usual isn't dressed for school. She cannot get dressed, she tells her mother, because there's a witch in the bedroom, a vampire in the bathroom, a werewolf on the stairs, and a ghost in the cupboard. Her mother refuses to believe her and visits each place only to be terrified by each of the apparitions. The bold bright illustrations in this picture book evoke both the humour and the fantasy of the story. M. Ellis
LEV: Lower primary
AVAIL: \$15.95 ASCIS 438364

■ Poetry 7-12

This selection of poetry collections is suitable for students in Years 7-12 and should be read in conjunction with Poetry K-6 which appeared in the previous issue of scan. As each bibliography contains items suitable for both primary and secondary students, together they provide a broad coverage of recent poetry resources. Note that the position and wording of highly recommended materials has changed to reflect the current ASCIS format.

Australian poetry 1988 : the finest of recent Australian poetry / edited by Vivian Smith. Angus and Robertson, 1988
ISBN 0-207-15802-9 [A821.308]

A challenge for the senior student in this quality collection. It includes recent works by writers such as Foulcher, Wright, Hewitt, Murray, Dawe and others on the senior syllabus. These poems would provide stimulation and extension particularly for interested and more able students. C. Foley
LEV: Upper secondary
AVAIL: Paper \$12.95 ASCIS 434243

SCOTT, Margaret *The black swans*. Angus and Robertson, 1988
ISBN 0-207-15889-4 [A821.3]

Probing, creative imagery illuminates the ordinary in this thoughtful collection, imbuing the reader with an increasing sense of the depth of these poems in their explorations of daily human experience. Several pieces are worth exploring with a senior class. It could be well used in the library by browsing seniors and would have some value as a teachers' resource. C. Foley
LEV: Upper secondary
AVAIL: Paper \$12.95 ASCIS 434247

Dark Somme flowing : Australian verse of the Great War 1914-1918 / selected and introduced by David Holloway. Andersen, 1987
ISBN 0-949133-16-7 [A821.208]

Over 70 poets recreate their experience of this war, both overseas and at home. Diverse attitudes to the war are included in the poetry which is complemented by evocative photographs, in themselves a powerful teaching tool. The poetry would provide an effective starting point for class discussion across all years. Although the collection is not based on poetic worth, it is however, a valuable source book containing many items useful as teaching stimuli, in many areas of the secondary curriculum. K. Bryant
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$15.95 ASCIS 430272

KEFALA, Antigone *European notebook*. Hale & Iremonger, 1988
ISBN 0-86806-335-5 [A821.3]

The focus of this collection is meditative poetry of appeal to a capable readership. The initial section presents a series of images of Europe in easily grasped poems. Subsequent sections are more difficult and challenging, rich in personal imagery. K. Bryant
LEV: Upper secondary
AVAIL: Paper \$10.95 ASCIS 440584

PAGE, Geoff *Footwork*. Angus and Robertson, 1988
ISBN 0-207-15841-X [A821.3]

Sophisticated and witty poems are offered in this collection. The poems explore a range of philosophical subjects using assured imagery and innovative form. This, and their Australian nature, makes them a worthwhile inclusion in a reading collection to extend capable senior students or for teacher resources. J. Stevens
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$12.95 ASCIS 434250

NEWSOM, Vera *Midnight snow*. Hale & Iremonger, 1988
ISBN 0-86806-331-2 [A821.3]

Although of limited relevance to senior English this collection contains pleasant reading. It explores feelings and events in 3 sections predominantly dealing with the aging of the poet and her observations of change through life. She considers her environment and makes reference to other cultures in imagery which is clear and potent. This title would be appropriate for senior students interested in reading poetry from a wide range of sources. K. Bryant
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$10.95 ASCIS 440512

HUGHES, TED *Moon-whales*. Faber, 1988
ISBN 0-571-14742-9 [821.914]

The moon provides the catalyst for a collection of poems about the weird, sinister and extraordinary creatures which the poet has imagined inhabiting the

moon. The poems display an extraordinary imaginativeness which is sometimes humorously inventive in poems such as *The adaptable mountain dugong*, but is more often less appealing and more macabre in other poems such as *Visiting the moon*. The somewhat bitter humour which pervades the collection is matched by the haunting illustrations.

M. Ellis

LEV: Upper primary Lower secondary

AVAIL: \$19.99

ASCIS 440158

McGOUGH, Roger *Nailing the shadow*. Viking

Kestrel, 1987

ISBN 0-670-81801-1

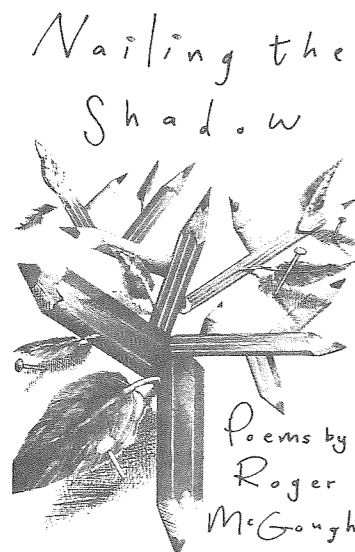
[821.914]

A love and celebration of language is characteristic of all of McGough's poetry and this volume is no exception. From gazebos to old wives' tales, from spring to hamburgers, from lady wrestlers to worry, from elephant jokes to uncles, no subject is sacred. Laughs abound, but perceptive insights into human nature do too. Poetic conventions are re-invented, long-held opinions challenged, the serious poked fun at and the absurd taken seriously. Marketa Prachaticka's illustrations, humorous in their own right, complement the lively words. The delight in words evident here is infectious. N. Kallenberger

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$18.95

ASCIS 416960



MARTIN, Philip *New and selected poems*.

Longman Cheshire, 1988

ISBN 0-582-87375-4

[A821.3]

Poetry from a broad spectrum of sources including history and the arts is included in this quality

collection. It conveys a rich interesting experience often with an historical theme, is arranged chronologically and would be a valuable addition to a wide reading collection as well as teaching resource.

K. Bryant

LEV: Upper secondary

AVAIL: Paper \$6.95

ASCIS 420059

SCOTT, Denise *Poetry involves*. Heinemann

Educational Australia, 1987

ISBN 0-85859-468-4

[821.009]

A wide range of poetry is included for consideration through a variety of tasks. Emphasis is on activity, developing skills and acquiring understanding through doing. It is well organised and makes use of traditional and contemporary poetry as well as a substantial number of works by student poets. It is a very useful teaching tool and a source of ideas for meaningful classroom activity, particularly group work. K. Bryant

AUD: Professional

LEV: Upper secondary

AVAIL: Paper \$14.95

ASCIS 418494

EVAL: Highly recommended by the NSW

Department of Education

Rhythm and rhyme : from the ballads to prose

poetry / compiled by Elaine Hamilton. Oxford

University Press, 1987

ISBN 0-19-554800-0

[821.008]

A mixture of both traditional and contemporary poems is provided in this well organised and presented collection which would be useful as either a class or teacher resource book in junior secondary English. It begins with poems with strong rhyme patterns and moves to those with little and no rhyme. Many of the poems are coded according to their strongest feature, for example alliteration or rhythm, which makes the book an effective aid in lesson preparation. Sample questions and activities are an additional, though limited feature. K. Bryant

AUD: Professional

LEV: Lower secondary Middle secondary

AVAIL: Paper \$12.95

ASCIS 403557

EVAL: Highly recommended by the NSW

Department of Education

Running with fire : an anthology. Round Table,

1987

ISBN 0-7316-1468-2

[A821.308]

There is a depth of experience reflected in this contemporary anthology, predominantly by women

writers. The mix of form and diversity of subjects make it a worthwhile addition to the library as it provides stimulating reading for the interested student.

K. Bryant

LEV: Upper secondary

AVAIL: Paper \$10.95

ASCIS 422780

School's out / compiled by John Foster. Oxford

University Press, 1988

ISBN 0-19-276078-5

[821.008]

Poems which range from the humorous to the poignant and cover a wide range of topics, exams, recess, homework, excursions, being in trouble, to name a few, are included in this English anthology about school. The section on school dinners is obviously English but the rest of the collection displays a universality of theme and feeling. The wide variety of styles and formats in the collection and its familiar themes make it a useful stimulus for poetry writing. Black-and-white illustrations help create the atmosphere of the poems. M. Ellis

LEV: Upper primary Lower secondary Middle

secondary

AVAIL: Paper \$13.50

ASCIS 438989

O'CALLAGHAN, Julie *Taking my pen for a walk*.

Orchard Books, 1988

ISBN 1-85213-109-8

[821.914]

As the opening line of the first poem in the collection suggests, the poet has taken the leash off her pen. This is an intriguing collection of poems which deals with a range of subject matter in a vibrant and sensitive manner. They offer a valuable starting point for discussions in the classroom. J. Stevens

LEV: Middle secondary Upper secondary

AVAIL: \$15.95

ASCIS 433761

BARTHOLOMEUZ, Raymond J. *Too many crayfish not enough brains : collected verse 1956-1988*.

McPhee Gribble, 1988

ISBN 0-14-011095-X

[A821.3]

Bartholomeuz presents a zany collection of poems which are a refreshing diversion to read. It contains a series of incongruous observations, thoughts and opinions on Australian and other experience. The poetry is satirical and often irreverent. The accompanying photographs maintain the poet's humour. K. Bryant

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$9.95

ASCIS 420614

MILLUM, Trevor *Warning, too much schooling can damage your health*. E.J. Arnold, 1988

ISBN 0-560-55016-2

[821.914]

The focus of this volume is on topics certain to appeal to adolescents. With the odd exception, it has some excellent starting points for discussion and activities on the themes of both school and teenage life. The 'ideas for writing' section provides some valuable general hints and suggestions for responses to specific poems. Creative experimentation with print and format, the use of language which both appeals to and challenges adolescents, and supportive black-and-white illustrations, make it worthwhile for inclusion in a poetry unit or for leisure reading. C. Foley

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$9.95

ASCIS 437786

Words on water : an anthology of poems. Penguin, 1987 (Puffin books)

ISBN 0-14-032398-8

[821.008]

The tremendous variety of poems with the theme water included in this anthology was selected from entries in the 1986 Young Observer Children's Poetry Competition. The collection takes student writing very seriously indeed, and this seriousness is supported by a high-quality presentation. The students whose work appears here range in age from 4 to 18; difficulty levels of their poetry has an equally wide range. This volume will find a ready home wherever the creative impulse of poetry may inspire - perhaps even in the science department.

M. Piddington

AUD: Professional

LEV: Middle primary Upper primary Lower

secondary Middle secondary Upper secondary

AVAIL: Paper \$7.95

ASCIS 404902

Wordspells / chosen by Judith Nicholls. Faber, 1988

ISBN 0-571-14891-3

[821.008]

Poets as diverse as Shakespeare and Blake, Emily Dickinson and Ted Hughes are represented in this collection which is drawn from a variety of sources. Poems touch on a variety of moods and subjects including the humorous, the serious, the fantastic and the everyday. Black-and-white illustrations scattered through the pages complement the poems. Indexes of poets and first lines are included. M. Ellis

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$22.99

ASCIS 435719

■ Computing studies 7-10 : items to support the syllabus

This listing provides resources relevant to the syllabus which was released in 1987. An overview of the syllabus appeared in scan vol 7 no 2 March 1988.

Teachers and teacher-librarians are directed to scan vol 8 no 3 April 1989, which contained a bibliography of resources to support the Computing Studies 11-12 syllabus, as many of the items are also relevant to the junior course.

Some of the items included in the listing are no longer available, as indicated by the absence of an availability statement, but are likely to be in many school library collections.

The resources are listed alphabetically by title. Classification numbers are taken from the *Abridged DDC 11* except for those in the 001.6 classes which have been given the *DDC 19* numbers published in 004 - 006 data processing and computer science. See scan vol 7 no 7 October 1988 page 26 (*Cataloguing computer software*) for a discussion of the use of 004-006 numbers.

Preparation of the bibliography has been coordinated by Murray McLachlan, with reviews contributed by Clancy Benson (Yanco Agricultural High School), John Farmer (East Hills Boys High School), Howard Gould (Penrith High School), Murray McLachlan (Library Services), Johanne Male (Hurlstone Agricultural High School), and Carmel Walker (Wee Waa High School). The assistance of Bob Baker (Computer Education Unit), Martha Heeren (Computer Education Unit), Fiona McAllister (Computer Education Unit), Susan Samuels (Cronulla High School), Jim Smith (Westfields High School) and Mavis Sourry (Computer Education Unit) is acknowledged.

BRADLEY, Ray **Basic computer awareness.**
Macmillan Education, 1987
ISBN 0-333-43771-3 [004]

Interspersed with tasks and questions for student use, the information in this introductory resource is presented in a clear and simple manner. The text is straightforward, covering a very wide range of topics from 'what is a computer' to 'communications' to 'computers and privacy'. It is well supported by black-and-white line drawings, diagrams and photographs. M. McLachlan
LEV: Lower secondary Middle secondary
AVAIL: Paper \$11.95 ASCIS 423567

GODMAN, Arthur **Cambridge illustrated thesaurus of computer science.** Cambridge University Press, 1984
ISBN 0-521-26207-0 [004.014]

Both an illustrated dictionary and a thesaurus, this wide-ranging listing has good quality colour diagrams and easy-to-read text, with clear instructions for use. The words and terms are grouped in content areas, eg programs, memory, data operations, each one being further divided into smaller areas. An alphabetic index is provided. J. Farmer
LEV: Lower secondary Middle secondary
AVAIL: \$16.95 ASCIS 201333

LAMPTON, Christopher **CD ROMs.** Watts, 1987 (A First book)
ISBN 0-531-10378-1 [004.56]

Comprehensive and readable, with applications and future prospects dealt with in separate chapters, this is a sound introduction to CD ROM technology and its relevance to the information age. Diagrams and pictures support the information. A CD ROM vocabulary is provided. C. Walker
LEV: Lower secondary Middle secondary
ASCIS 422195

JACKSON, Peter **The chip.** Kingfisher, 1986 (Science in action)
ISBN 0-86272-151-2 [621.381]

The scope of this resource covers the development and applications of the silicon chip. It is a useful background resource, well presented with illustrations, without being too lengthy or detailed. A glossary and index are included. C. Benson
LEV: Lower secondary Middle secondary
ASCIS 233055

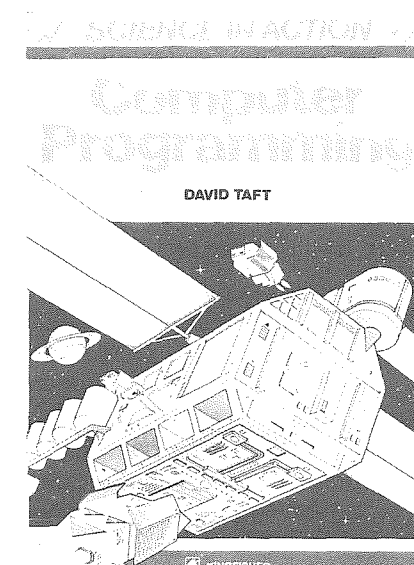
DUNCAN, Neil **Computer awareness.** Coghill, 1988
ISBN 0-949168-67-X [004.028]

Covering the broad range of topics of the syllabus, this updated edition uses a variety of approaches and examples. The information is clearly organised and presented, its Australian emphasis makes it particularly valuable. J. Male
LEV: Middle secondary
AVAIL: Paper \$14.95 ASCIS 434192

TAFT, David **Computer programming.** Kingfisher, 1984 (Science in action)
ISBN 0-86272-167-9 [005.133]

Very simple text and large colour illustrations, including details of programs, are used to illustrate the potential of BASIC. J. Male
LEV: Lower secondary

ASCIS 231395



PIZZEY, Steve **The computerized society.** Wayland, 1985 (Tomorrow's world)
ISBN 0-85078-580-4 [004]

From a series which gives basic information on the effects of computers on society, this general introduction to the world of computers is well supported by colour pictures. The information is easily accessible in clearly defined chapters, and is easy to read. A brief glossary is provided. C. Walker
LEV: Lower secondary
AVAIL: \$16.95 ASCIS 222416

LITTERICK, Ian **Computers and you.** Wayland, 1983 (The age of computers)
ISBN 0-85078-260-0 [303.4]

Although a little dated, this is a good introduction to the effects of computers on society. Some of their advantages and disadvantages are discussed, with chapters on computers and the environment, employment, education and the developing world. The information is easy to read, supported by numerous colour illustrations, providing good stimulus material. C. Walker
LEV: Lower secondary
AVAIL: \$16.95 ASCIS 190862

Computers at work / Heather Scott...and others.
Bell and Hyman, 1987
ISBN 0-7135-2767-6 [004]

A series of programs covering a range of computer applications is presented as problems for students to try out. The clear, well-designed illustrations support the text. J. Male
LEV: Lower secondary Middle secondary
AVAIL: Paper \$17.95 ASCIS 416965

ELLIOTT, Sharon **Computers in action.** Wayland, 1984 (Discovering computers)
ISBN 0-85078-463-8 [004]

Designed to provide basic information, this introductory resource combines bold, colour illustrations with simple, large print text. J. Farmer
LEV: Lower secondary
ASCIS 196623

Computers in banking, retailing & communications [slide]. Audio Visual Resources, 1985 (The computer revolution unit 2) 24 col. slides, notes [651.8]

Computer applications in shopping through the use of credit cards and product numbers for stock control, in banking through autotellers, and in communications with systems such as videotext and Viatel are presented through well-chosen and appropriate slides, and a clear, straightforward commentary. The accompanying booklet includes discussion questions. M. McLachlan
LEV: Lower secondary Middle secondary
AVAIL: Audio Visual Resources Suite 2A 497 Burke Road Camberwell Vic 3124 \$45.50 ASCIS 219322

From abacus to micro [slide]. Audio Visual Resources, 1985 (The computer revolution unit 1) 24 col. slides, 1 sound cassette, 1 booklet [621.3819]

The development of computing devices from ancient times to the modern desktop machine is presented through slides and a cassette commentary. The slides show examples of different machines and significant personalities involved in their production. The commentary is clearly spoken and succinctly outlines machine development. The accompanying booklet includes discussion questions. M. McLachlan
LEV: Lower secondary Middle secondary
AVAIL: \$45.50 ASCIS 219321

FEIL, Chris **How computers communicate** [slide]. Audio Visual Resources, 1986 24 col. slides, 1 sound cassette, 1 booklet [004.6]

A clear overview, with straightforward information supported by appropriately selected slides, is given of the processes and equipment involved in the use of the telephone system for computer communication. Some of the technology referred to, such as the acoustic coupler, is a little dated. Other types of communication such as microwave and optical fibre technology are referred to. Explanations of terms such as 'baud rate' and 'protocol' are given, and applications such as Viatel, Local Area Networks and automatic bank tellers are explained. A set of discussion questions allows for classroom follow-up, providing a good basis for a 1 period lesson. M. McLachlan
LEV: Lower secondary Middle secondary
AVAIL: \$45.50 ASCIS 240880

Implications of computers for society [slide]. Audio Visual Resources, 1985 (The computer revolution unit 3) 24 col. slides, 1 sound cassette, 1 booklet [303.4]

Issues such as job loss and creation, security of information and personal finances and the protection of privacy are raised in the context of the ways in which computer technology is used in society. The slides and accompanying commentary are an appropriate means of presenting the issues, supported by a booklet which includes a set of discussion questions. M. McLachlan
LEV: Lower secondary Middle secondary
AVAIL: \$45.50 ASCIS 219324

SLATER, Don **Information technology**. Watts, 1986 (Modern technology) [621.38]
ISBN 0-86313-423-8

The electronic office, information technology at home and in the street, interactive video, electronic publishing, computer graphics and CAD/CAM are all covered in this good introduction to the various information technology systems and how they affect ways of living and working. The information is well supplemented by colour illustrations and diagrams and is easy to read. C. Walker
LEV: Lower secondary Middle secondary
ASCIS 241066

DOYLE, Stephen **Information technology for you**. Hutchinson, 1988 [004]
ISBN 0-09-172981-5

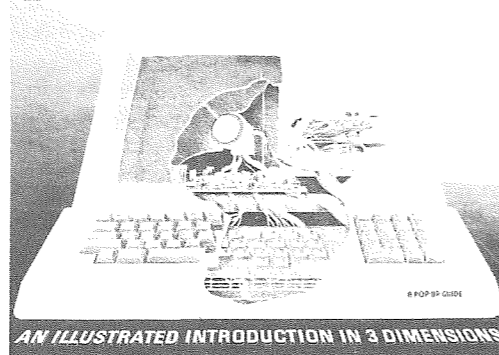
Despite its English orientation, this is a sound introduction to information technology, and its

implications for society generally and individuals in particular. A wide range of applications is covered through simple text, numerous black-and-white illustrations (including humorous captioned cartoons) and 'test yourself' and 'things to do' sections in each chapter. M. McLachlan
LEV: Lower secondary Middle secondary
AVAIL: Paper \$14.95 ASCIS 469107

GALLAGHER, Sharon **Inside the personal computer: an illustrated introduction in 3 dimensions: a pop-up guide**. Penguin, 1984 [004.16]
ISBN 0-670-80114-3

This highly motivating and tactile book graphically explains what happens inside a computer. The pop-up approach lends itself well to the information presented, but has the general limitations of the format. J. Male
LEV: Lower secondary Middle secondary
ASCIS 205306

INSIDE THE PERSONAL COMPUTER



KING, Dennis **Introducing computers**. Longman Cheshire, 1985 [004.16]
ISBN 0-582-87231-6

Divided into 2 sections, this slim book deals with the history and effects of computers, and provides a series of elementary programming exercises. The presentation of information is assisted by black-and-white photographs and line drawings and a glossary. J. Male
LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.50 ASCIS 201579

WINCH, Jack **A look at computers**. Addison-Wesley, 1986 [004]
ISBN 0-201-19072-9

The ways in which computers can be used in a wide variety of situations are detailed in this introductory resource. The information deals with both individual and wider community use, and with personal and

industry use. A glossary and teaching activities are included. Reference is made to BBC computers and BBC television programs. J. Farmer
LEV: Lower secondary
ASCIS 243050

HOLLAND, Penny **Looking at computer programming**. Watts, 1984 (An Easy-read computer activity book) [001.642]
ISBN 0-531-04876-4

The basic concepts of programming are presented in a simple, easy to understand way, through straightforward text and appealing colour illustrations. C. Benson
LEV: Lower secondary
ASCIS 193395

Holland, Penny **Looking at computers**. Watts, 1984 (An Easy-read computer activity book) [004.16]
ISBN 0-531-04877-2

This simply written book has many colour illustrations and large, easily-read text. Activities are included that simulate the functioning of a computer in a concrete, operational sense. J. Farmer
LEV: Lower secondary
ASCIS 196021

DUBLIN, Peter **Macmillan computer literacy / Peter Dublin, Peter Kelman**. Macmillan, 1986 [004]
ISBN 0-02-200000-3

Although adopting a textbook approach with chapter divisions into lessons and review questions, this is a useful general overview of many aspects of the syllabus. The information is clearly and simply presented, amply supported with appropriate colour photographs and diagrams. Each chapter includes a 'computer careers' page which provides questions and answers regarding specific aspects of computer-related employment. M. McLachlan
LEV: Lower secondary Middle secondary
AVAIL: \$29.95 ASCIS 471805

STURRIDGE, Helena **Microcomputers**. Kingfisher, 1983 (Science in action) [001.6404]
ISBN 0-86272-058-3

Covering a number of topics in the syllabus, this is a basic introductory resource. The information is British in orientation, and the colour illustrations of people making use of computers tend to be sexist. M. McLachlan
LEV: Lower secondary Middle secondary
ASCIS 162166

O'NEILL, Paul **Practical computing**. Longman Cheshire, 1986 [004]
ISBN 0-582-8727-8-2

Clear text, well supported by simple illustrations and line diagrams make for a sound introduction to fundamental concepts. Questions and exercises for student use are included. J. Male
LEV: Middle secondary
AVAIL: Paper \$8.95 ASCIS 383078

STORRS, Graham **The robot age**. Wayland, 1985 (Tomorrow's world) [629.8]
ISBN 0-85078-540-5

The easy-to-read text is well supported by colour pictures in this basic introduction to robotics which examines how robots learn, robot senses, robots working for us and prospects for the future. C. Walker
LEV: Lower secondary Middle secondary
AVAIL: \$16.95 ASCIS 203657

KURTH, Heinz **Robots**. World's Work, 1983 [629.8]
ISBN 0-437-53621-1

Readable text and excellent pictures and illustrations make for a good introductory resource. The emphasis is on concepts rather than specifics. H. Gould
LEV: Lower secondary Middle secondary
ASCIS 224181

STORRS, Graham **The telecommunications revolution**. Wayland, 1985 (Tomorrow's world) [384]
ISBN 0-85078-505-7

Particularly relevant to the syllabus, this useful resource examines the past, present and likely future of telecommunications. The information is presented in a succinct manner, with a colour illustration on each page. C. Benson
LEV: Lower secondary Middle secondary
ASCIS 196822

Your world, computers / edited by Ian Renwick. Macmillan, 1989 (Southern Cross 3) [004]
ISBN 0-333-50092-X

Frequent, colourful illustrations support a simply-written text which covers a wide range of topics. An Australian orientation and a simple glossary are both positive features. The lack of an index may limit the ease-of-use of the item, although the attractiveness of the format should encourage use. M. McLachlan
LEV: Lower secondary
AVAIL: Paper \$6.95 ASCIS 471810

KCAE study modules

The School of Library and Information Studies is making available its expertise, to those who cannot attend workshops, through study modules which can be completed at home. The first of these study modules is on interpersonal communication.

A certificate of completion is issued to those who submit a satisfactory written assignment of 2000 words. The topic for this first module is 'your own interpersonal communication style'.

The external study module involves 4 units of study at a rate of 1 unit per week (approximately 2 hours per unit). The cost is \$20.

Enquiries should be directed to Helen Gilkes, School of Library and Information Studies.
(02) 467 9336.

Computer conference

The Fifth World Conference in Computer Education (WCCE/90) is to be held in Sydney on July 9-13, 1990. Held only every 5 years, it is the major international conference in the computer education field.

WCCE/90 is organised under the auspices of the International Federation for Information Processing (IFIP). It will be a conference for all aspects of computer-related education in all education environments.

For further information, please contact:
WCCE/90
PO Box 319
Darlinghurst 2010.

Courses in teacher-librarianship

School-based support course for primary teacher-librarians

Two school-based support courses will be run for 20 primary and central school teacher-librarians in term 3 and a second time in term 4. The pilot course held last year was evaluated by participants as a great success. The course consists of a 4 day residential in Sydney, 13 weeks of school-based modules concluding with a 4 day residential. Fran Maloney and Di Collins at School and Executive Development Branch are the coordinators. In excess of 150 applications made selection of participants very difficult. The course is also being run in Riverina Region this year and I hope that other regions can do so next year.

So you want to work in libraries

Published by ALIA the yellow booklet was distributed to all high schools in May with *scan*. This publication lists everything you need to know about tertiary courses in librarianship. The careers adviser will find this document useful. For another copy of SYWTWIL, contact Library Services.

Graduate Diploma in Teacher-Librarianship

Each year 15 teachers and teacher-librarians are funded by the NSW Dept of Ed, to attend the full-time course in teacher-librarianship at Kuring-gai CAE. The advertisement for the course was in the *Education Gazette* no 10, 13 July 1989, and applications must be at Library Services by 25 September. Preference is given to those who are prepared to work in those regions most difficult to staff and where qualified teacher-librarians are scarce, specifically Met West and Met South West, North West region and isolated country locations. Although it is preferable for you to nominate your return to any school in a region, consideration will be given to those wishing to return to their previous school particularly in the country.

Tertiary Liaison program at Kuring-gai CAE

A second way for metropolitan teachers and teacher-librarians attending the course at Kuring-gai CAE is through the Tertiary Liaison program. This requires you to attend classes during the Easter holidays and undertake practice studies in the July or October holidays. The Department provides 5 days for you to undertake practice studies in another school and a subsidy for the HEC fees. This has been a successful program in 1989 and advertisements for the 1990 program will be in September. Please register your name and address for further information by calling (02) 808 9437.

Correspondence courses

Both Riverina Murray Institute of Higher Education (Wagga) and Western Australia CAE offer correspondence courses. Both institutions liaise closely with the Department to ensure that the program is relevant to NSW teacher-librarians. You will need to register enrolment for these courses early October so write for information now at the addresses listed in SYWTWIL. There will be a tertiary course information day on 25 September at Library Services when you can meet the lecturers and discuss the courses. To register for the day, address your letter to: Tertiary course information, Library Services or call (02) 808 9437.

Staff development booklet July - November 1989

What does the booklet contain?

The Staff development booklet outlines the Department of Education's staff development program. It describes the range of staff development courses, modules, resources and other activities provided or supported by the Department during July to November 1989, with particular emphasis on Head Office provision.

Who is it for?

The booklet details information about courses and activities for: classroom teachers; school executive; ancillary staff in schools; Teaching Service and Public Service staff in Regional and Head Office Directorates; ministerial staff.

How can it assist you?

This booklet will assist you to: identify courses, modules, resources and other available staff development activities; identify contact people who can provide you with more information; select staff development activities which meet your needs.

How do you apply for a staff development activity?

- . Locate the booklet. It was distributed to your Principal or supervisor.
- . Locate the application forms and contact names, addresses and telephone numbers which are all included in the booklet.
- . Refer also to your Regional staff development program which has already been sent to your school or workplace.

What are the areas of staff development?

Staff development activities are conducted within these program areas: current initiatives in education; curriculum and effective teaching; leadership in education; job and career skills; management development skills; occupational health and safety.

Who conducts staff development activities?

Staff development activities are conducted by: Head Office; Regions; schools; external bodies including tertiary institutions.

KOALA

It is now time to vote on the shortlist for the 1989 Kids Own Australian Literature Award.

This is the third year of KOALA for readers in NSW and the ACT. It is time to start your readers evaluating the books on the shortlist. If you haven't participated in KOALA why not start this year?

What to do

Photocopy enough voting/evaluation forms for your readers, and remember that only secondary students may vote on the secondary list and only primary/infants on the primary list. Display the appropriate shortlist and/or the books and encourage their reading. Promote KOALA with classroom teachers.

Students may evaluate as many of the shortlist books as they read, indicating that the book is either awful, OK, good or terrific. Students can keep reading until mid August.

Compile your school's result on the tally sheet provided and sent to the KOALA Council by August 31, 1989. It is not necessary to send in the evaluation forms.

The 1989 KOALA will be presented during Children's Week, in October. Friends of KOALA will receive personal notification of the winner in time for 'in school celebrations'.

If you wish to find out more about becoming a friend of KOALA or just to send in your tally sheet contact:

Liz Bowring, teacher-librarian,
Kingsgrove North High School
St Albans Road
Kingsgrove 2208
(02) 50 6283

Resources to support Multicultural Education

The Multicultural Education Centre has for 10 years been collecting materials to support the NSW Multicultural Education Policy. Sections of the collection such as English as a Second Language education and community language education apply to teachers who have students with special interests or needs. However, there is one collection of socio-cultural materials which would interest all schools since it represents aspects of multicultural education which are mandatory, ie multicultural perspectives to curricula and intercultural education. This collection is currently being re-organised to create a display which is more accessible to teachers. In the meantime, you may find the following item helpful.

Australia's people: a resource collection of curriculum materials 2nd ed. Curriculum Branch, Victorian Ministry of Education (Schools Division), 1987.

This is an annotated bibliography which was produced in Victoria as part of the Australia's

People Project, a joint initiative of the Australian Institute of Multicultural Affairs and the then Victorian Ministry of Education's Multicultural Education's Services (now Statewide Multicultural Education Coordinating Unit). The bibliography lists book and non-book materials (classroom and teacher reference), bibliographies and directories. Criteria for inclusion were that at the time of publication items were currently in print and easily accessible. Australian produced materials reflecting an Australian context were favoured.

Send a cheque for \$2.50 made out to Inner City School Support Centre to
SMECU Bookshop
c/- SMECU
270 Highett Street
Richmond Victoria 3121

If you wish to see materials listed in the Australia's People project and the range of others available contact the Multicultural Education Resource Centre to make an appointment with an education officer from the relevant unit (socio-cultural, ESL, community language). Please note that this is a display collection only and that loans are not possible.

Multicultural Education Resource Centre
Level 5 9-13 Young Street Sydney 2000
(02) 240 8233

Awards

Whitbread Award

Winner of the children's novel section: *Awaiting Developments* by Judy Allen (Julia MacRae).

Smarties Prize

Winner under fives: Can't you sleep, Little Bear by Martin Waddell, illustrated by Barbara Firth (Walker).

Winner 6-8 years: Can it be true? by Susan Hill, illustrated by Angela Barrett (Hamish Hamilton).

Winner 9-11 years: Ruxhavenn time by Theresa Whistler (Brixworth Primary School).

Grand prix winner: Can't you sleep, Little Bear?

Australian encyclopaedia

Dick Smith, the publisher of Australian geographic magazine, has assigned to Grolier Australia Pty Ltd the exclusive rights to sell and distribute *The Australian encyclopaedia* (1988 ed.) to schools and libraries throughout Australia. The price of the 1988 edition through Grolier is \$490.00 per set and is available on approval for lengthy examination. Enquiries should be directed to: Grolier Australia Pty Ltd PO Box 410 Crows Nest 2065 (02) 428 3722

Joint ALIA/ASLA statement on library and information services in schools

- 1 School library and information programs and services are integral to the goals of the school and the aims of the curriculum.
- 2 As a member of the school's teaching team, the teacher-librarian has a role in the planning implementation and evaluation of educational 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 the 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 ASLA and ALIA endorsed statements.

The national annual Dorothea Mackellar memorial poetry competition for schools

- the 1989 subject is 'colours';
- poems must be the original work of the entrant;
- entries must be submitted through the school.

Awards

Awards for the primary and secondary sections consist of: inscribed statuette of Dorothea Mackellar by Dennis Adams; \$250 cash; accommodation and free return travel to the award presentation ceremony on Australia Day, 1990. There are other special awards as well. The National Dorothea Mackellar memorial poetry competition is conducted by the Memorial Trust and coordinated by Cr. Mikie Maas PO Box 63 Gunnedah 2380 (067) 42 0556 or (067) 42 0422 ext. 30