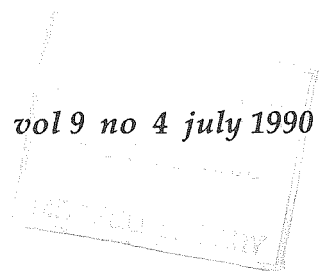




SCOD

- Gwen Gawith
- Helping students to become researchers
- Textiles and design



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scan is a journal published by the NSW Department of School Education which supports the effective use of resources and information services in the school curriculum.


scan is published 6 times per year and is available on subscription from Resource Services Distribution Private Bag 3 Ryde 2112 (02) 808 9444.

Contributions and correspondence are welcomed and should be addressed to:
The editor, *scan* Library Services Private Bag 3 Ryde 2112 (02) 808 9444

This issue was edited by Fay Gardiner and Kevin Channells. Typist Loris Kemble-French.
ISSN 0726 4127

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 The Editor, *scan*

I just thought I'd let you know how great it was to read the article in *scan* 2 about OASIS at Mimosa Public School. It was as though I was reading a report on the implementation of the program in my own school library. It was reassuring to read that planning and procedures in other schools have been similar to ours.

Like Mimosa, we began entering data in April 1989. There are now 6,200 items entered. By the end of term 2 we hope to have entered the whole general collection, leaving only the Teachers reference and Audio-visual sections to go.

Our dual circulation system, computer and manual, has been in operation since the beginning of 1990 with very few problems occurring.

While implementation of OASIS has meant hard work, so many of us have benefited professionally. Teachers, pupils and parents have all developed renewed interest in the acquisition of information skills. Also pupils love to use the Enquiry function and get a printout of the books written by their favourite authors.

All pupils in Year 6 have learned to use the circulation system and the 15 library monitors each have a half day duty when they have total charge of circulation. Not one problem has occurred in allowing pupils access to the barwand for lending and returning resources.

In total, I feel that my decision to automate has meant the realisation of the library being the 'hub of the school'. Staff members have been totally supportive and the advantages far outweigh any disadvantages that may have occurred during implementation. There has also been wonderful support from parents.

Implementing OASIS in the library has been a great learning experience for all involved, and to anyone procrastinating about whether or not to automate, I'll just say, take up the challenge, the rewards are great.

Linda Veiman
Teacher-librarian
Eleebana Public School
5 May 1990

CONTRIBUTIONS TO *scan*

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

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

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

Address all correspondence and contributions to:

The Editor, *scan*

Ann Parry is Acting Principal Education Officer, Library Services.

Gwen Gawith

The first feature in this issue of *scan* is a stimulating and challenging article by Gwen Gawith. Congratulations are due to the Australian Library and Information Association School Libraries Section (NSW Group) for organising the May-June visit by Gwen to New South Wales. Gwen's fame as an educator with a clear-eyed view of the centrality and significance of the information process in individual learning had preceded her to Australia. Her visit has confirmed a reputation as a first-rate advocate for school libraries and teacher-librarians. Her talent for stimulating, inspiring and empowering teacher-librarians was demonstrated many times over in a series of seminars and workshops throughout the state. Library Services was delighted to have Gwen Gawith as our guest at the second term Statewide Meeting on School Libraries on 4 June.

ALIA

The ALIA School Libraries Section initiative in bringing Gwen Gawith to New South Wales typifies the work done by professional teacher associations and highlights the value to individuals of belonging to supportive associations.

In applauding the role of ALIA in providing this series of seminars and workshops I realise that this is not a flash in the pan but part of a solid continuing tradition, and a consequence of much unpaid work and voluntary effort on the part of dedicated professionals over many years. Since the 1960s the ALIA School Libraries Section has been a focus for professional leadership in this state, indeed the country, and I am proud to have been a member throughout that time.

The ALIA 1990 Biennial Conference will be held in Perth 30 September - 5 October. This is the first national conference of the association since it changed its name from the Library Association of Australia and is expected to attract a large number of delegates from all states and all branches of the profession. I do hope there will be a strong contingent representing school libraries in New South Wales.

ASLA and SLANSW

The School Library Association of New South Wales also dates from the 1960s and continues a proud tradition of association and support for teacher-librarians in New South Wales. As a member of the federal Australian School Library Association the SLANSW contributes to the national advancement of the profession.

Planning is already well advanced for the next biennial ASLA conference which will be much closer to home for NSW teacher-librarians and should attract large numbers of locals as well as interstate and international visitors. ASLA XII is to be held at Leura in the Blue Mountains 30 September - 3 October 1991.

Early differences between the two groups representing teacher-librarians have become blurred over the years and we find increasing cooperation and joint activities. At the state level it is encouraging to observe more and more committee liaison and collaboration.

Management Review

Both the associations mentioned above and the many other professional teacher associations in NSW will be heartened by the acknowledgement given their contribution to education by the recently issued report of the Management Review. School-centred education affirms the value of professional associations and recommends official encouragement and meaningful support of them.

ACLIS

If association is the lifeblood of professional people it is no less important for institutions. Libraries and information services look to the Australian Council of Libraries and Information Services to speak for them on matters of common concern. ACLIS is a national organisation established to offer advice to governments and other authorities responsible for libraries, to facilitate cooperation and coordination of library services in the national interest and to represent libraries and information services in relevant arenas.

Membership of ACLIS is open to school libraries along with all other categories of libraries and agencies involved in the information industry. Membership is not open to individuals.

School libraries are a vital section of the information community and it is important that they are represented in ACLIS so that the information needs of students and teachers are given due consideration in policy development. Membership fees are based on a library's budget and most school libraries will be able to join for a fee of \$50.00. If you are interested in more information about ACLIS, please contact me or Beth McLaren (Telephone: (02) 561 1303; Address: Head Office Library NSW Department of School Education PO Box 6000 Parramatta 2150).

features ☆

☆ Beyond promotion to survival



Gwen Gawith, New Zealand teacher-librarianship educator, visited NSW recently under the auspices of the NSW Group of the School Libraries Section of the Australian Library and Information Association. For the past 5 years Gwen has campaigned passionately for teacher-librarians in NZ — first for their recognition and training and then for their survival. This article formed the basis of a seminar in Sydney in May.

'... we do a vital job, and we do it well. But we are appallingly bad at telling and showing the world, and need all the help we can get!'

In the introduction to her book *Beyond survival to power for school library media professionals* Eleanor Kulleseid says:

And when we speak of the survival of the nation's school library media centers, we are concerned with the continued existence of programs and services which provide access to information vital to children's learning and growth . . .

In this decade of management restructuring and destructuring, it is timely to look at what we do in the name of promotion using Kulleseid's context of survival - 'the continued existence of programs and services . . . vital to children's learning and growth' - and in the context of our school libraries, whatever we call them.

The traditional context for promotion in the professional language and thinking of teacher-librarians has not traditionally or historically been seen as survival. By virtue of our training, our literature and our practice, we have been conditioned to seeing promotion as an integral part of our role, but in fairly specific ways:

- creating warm, friendly, attractive, bright library environments
- creating programs and publicity to encourage library use
- creating programs and publicity - displays, book talks, booklists, book events, book weeks, author visits - to encourage lifelong reading, love of reading, etc.

While everyone could cite exceptions, it is nevertheless true to say that much of our promotional effort has focussed on:

- making the library look good and feel good
- encouraging students to read - preferably fiction, and preferably 'good'!
- encouraging students to use the library.

Is there anything wrong with this?

Absolutely not! But if we don't ask accountability questions like 'Can we prove that what we do works?', someone else will. The context for survival has changed as dramatically as the whole structure and management of education. We need to re-examine what we do in this new context, so that we can survive the scrutiny of accountability.

Often when someone challenges something that we, as teachers, do, or asks us to challenge it ourselves, the immediate reaction is a defensive one. 'So, are you telling us we shouldn't make the library look and feel good, encourage students to read or encourage students to use the library?'

No, no and no! But that is not the point. The point is that if you cannot come up with concrete, measurable, describable, long or short-term outcomes expressed in terms of educational benefit, it will be difficult

Promoting

Define the product

What?

- Libraries /services
- Reading / information literacy
- Books



Promoting

- a place, a service
 - a process / cultural values and attitudes
 - a commodity
- require different marketing strategies

Define the audience

To whom?
For whom?

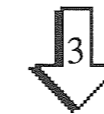
- Do we target adults who determine policy and \$
or
- Do we target children as the ultimate beneficiaries of our efforts
or
- Do we consciously target both?



Define the purpose

Why?

- What do we want to achieve:
- lifelong readers and library users?
 - the survival of teacher-librarians?
- Are these objectives realistic and achievable?



Define the environment

Where?

- Library based?
- Classroom?
- School-wide?
- Community - parent?
- Community - general?



Define the timing

When?

- Once off events?
- Regular?
- Ongoing?
- Target groups?



Define the methods and media

How?

Time = money. How much are you prepared to invest in promotion?

How do you get maximum effect for minimum effort? How can you ensure that scarce resources (time, money, people, materials) are used to achieve measurable results? If you can't, how can you justify it? Can you be accountable in an area like promotion?



Define the outcomes

So what?

With what result? Who benefited? How?

- long term?
- short term?
- planned outcomes?
- spinoffs?



to convince the non teacher-librarians (the providers of policy, funding, staffing) that the output is worth the input! Your survival might depend on more than how intrinsically worthy and valuable you feel your services and programs are. Communicating this perception of value (educational value and value for the money) needs to become an integral part of our professional role, just as encouraging students to read and use libraries has been to date.

We need to ask ourselves some key questions, and to phrase these questions in the language of this new management and accountability-driven world. We need to reshape our promotion orientation to the language and concepts of marketing. We need to broaden our professional conceptualization and practice of promotion.

The framework on page 5 has been designed to help teacher-librarians to:

- look at our approach to promotion from a management and marketing perspective
- validate and describe the good things we do in the concrete, measurable terms mentioned above
- differentiate between outcomes and methods - establish that what we want for our clients is valid and valuable, but that there may be easier or more economic (time and money) ways of achieving these outcomes
- distinguish between the type of promotional efforts needed to convince the providers of our budgets, and our consumers so that we can target our promotional efforts to cover both.
- see what we do to support learning, for example resource-based learning and cooperative planning and teaching, not as self-evidently an important part of our role, but as needing to be made evident, not in global terms like lifelong learning, but in specific terms like what the student will be able to do as a result.

Each of the 7 stages in the framework is really a hornet's nest of unasked and unanswered teacher-librarianship questions and problems! Each is, in fact, a chapter in a book on promotion I am writing, and could be the focus of a separate workshop. At best this can only be a whistle-stop tour of a vast, complex and relatively unexplored area of our professional territory. What it attempts to do is to provide a context for questioning. Often the problem for teacher-librarians is not finding the answer, but finding the time to ask the right questions!

There is nothing new in this framework. All it does is to express in 7 stages what most of us do, consciously or unconsciously, when we organize anything. Its value lies in the extent to which it complements and integrates with other planning methods, permeating our management practices with a marketing perspective and orientation. Promoting becomes a way of thinking channelled through this framework. It is an act of mind which pervades everything the teacher-librarian does. There's no magic in marketing. It starts with planning, gathering and using information systematically. This is something our training prepares us for well.

The framework assumes 4 professional givens:

1. That to most teacher-librarians promotion represents something that is integral to our role but also extra, over and above; something we'd do more of if we had more time.
2. That for most teacher-librarians promotion is synonymous with the activities listed previously:
 - making the library look and feel good,
 - encouraging students to read,
 - encouraging students to use the library.
3. That for most teacher-librarians these efforts are directed at students because:
 - we want students to become lifelong library users,
 - we want students to enjoy reading, become lifelong readers,
 - we want students to become lifelong learners, and we see this relating closely to the first two outcomes.
4. That most teacher-librarians have not received training in marketing. While most of us see promotion as an integral part of our role, we tend to resist marketing, possibly because it has overtones of selling, commercialism and dishonesty? I'd like to be proved wrong, but there is a conspicuous lack of material on marketing and school libraries/teacher-librarians, and an abundance of distinctly ho hum books on the practice of promotion. These books tend to reinforce the first 3 assumptions. An underpinning of rigorous marketing theory is evidently seen as not necessary for us. We know what we're promoting and why, so let's just get on and do it!

Do we?

Do we know enough about what we're promoting and why?

Do we know enough to ignore marketing theory?

The short introduction to each of the 7 segments of this marketing framework for teacher-librarians which follows provides the context for challenging these 4 assumptions. It does not do so in a negative and critical sense. It does it in the positive and firm belief that we do a vital job, and we do it well. But we are appallingly bad at telling and showing the world, and need all the help we can get!

1. What? Define the product

What are we promoting books? libraries? user-friendly systems? information technology? our services? catalogue use? independent, confident library use? independent, confident information use? reading as a habit? enjoyment of reading? love of story, oral and written? lifelong learning? study skills?

This is a jumbled, fuzzy mess! We need to clarify the product we are promoting. There are 3 main products:

1. **The library and what it does:** place and services
2. **Reading and information technology/information literacy:** processes, cultural values, attitudes
3. **Books and media:** commodities

If we see promotion as synonymous with book talks, displays, etc, the tendency is to respond to challenges by saying that we need more money, staffing and time for more of these displays, book talks, book events, etc.

Do we?

Challenge: We should examine what we do within the context of this place/process/commodity frame, and ask ourselves whether the range of our products is adequately covered by what we already do. Do you promote a place in the same way as a service and a process and a commodity?

2. Whom? Define the audience

To whom are we promoting these products that we promote?

If we wish to survive, surely it would make sense to target what we do promotion-wise to the audience most likely to guarantee our survival?

Most of our promotional efforts, admirably and reasonably, are directed at the ultimate consumers: the students. No one is suggesting that promoting libraries and reading to students is wrong, but to promote it only to the consumers and not to the providers, the adults who provide policy, funds and staffing, is shortsighted to the point of wanton self-destruction!

Challenge: What we need to ask (and answer in quantifiable terms) how much time, money and effort we expend on each? How much do we spend on students (group by age, level, ability, interest etc), and on adults (group by functional relationship with school - teacher, parent, authority etc)? Are we shaping our promotional efforts to the perceived and researched needs and priorities of each group?

3. Why? : Defining the purpose

If we can't explain why we do what we do in terms that express clearly and concisely the educational outcomes we achieve with our resources, we will find to our cost that the term 'resource management' has more than one meaning!

We must learn to state our goals and objectives in terms that are:

- **measurable** or **describable** in precise behavioural terms (*will be able to...*)
- **achievable** within a **specified time frame** (no more 'lifelong' learning!)

We must state them clearly and publicly for **providers** and **consumers**. We must:

- tell them what we are going to do
- do it
- evaluate it (hard facts, figures and descriptions of achieved behaviours)
- tell them we have done it and how well it worked.

Promotion is the way we communicate what we do to achieve specific results.

Challenge: Are our current objectives spelt out clearly and precisely? To whom? In what form? Where? When? How? If we can link everything we do to an educational outcome, have we **told** people and **shown** people?

4. Where? Define the promotional environment

We tend to put our emphasis on promoting the library within the library. While no one would suggest that a grothole was a substitute for a bright, well laid-out, user friendly environment, we need to examine the dimensions of the promotional environment.

We can promote:

- within the library itself
- within classrooms - all or selectively
- within the staffroom
- in communal areas - hall, corridors, etc
- within the parent community
- school-wide
- within the wider community
- to the media (local, daily, national, professional)
- to educational authorities (Ministry, whatever)
- to community figures, politicians, high profile businesspeople, etc

Challenge: We need to do the same analysis of time and effort here as we did in defining the audience of our promotional efforts. We must ask ourselves (and answer in quantifiable terms) how much time, money and effort is devoted to each of these segments of our promotional environment. This is not to suggest that each segment warrants equal time and effort, but it does suggest that failing to communicate with each of these groups regularly is not a sensible survival strategy!

5. When? Define the timing

It is easy to say that promoting the library and its services is only effective if it is done as much as possible and as often as possible! It is not so easy to **do** because timing equals time, and time equals person hours, and person hours are never enough! Time is the one thing we would all agree to being short of. And time is the most expensive of all resources. Authorities may well be persuaded to boost the book budget occasionally, or to give one-off funding for library automation or security systems, but increased staff time is an ongoing financial commitment, and significantly harder to achieve.

So, if promotion needs to be continuous, ongoing to all target groups in all environments and consciously targeted to each group of consumers and providers with specific promotions, then clearly we are going to have to learn to do more with less.

Challenge: Are we sure that everything we do now is absolutely necessary and totally effective? Can we **prove** it? If not, why do we go on doing it? How do we get more marketing mileage out of what we do all day and every day, instead of regarding promotion as something we need extra time for? How can we get more people hours without paying for them?

6. How? Defining the methods and the medium

Information expands exponentially. Time doesn't. We need to look at what we do, but also **how** we do it to get maximum effectiveness and efficiency, in the language of management! Simply, we need to ensure that what we do, **everything** we do, serves as many purposes and reaches as many audiences as possible, ie minimum effort for maximum effect; work smarter not harder!

A major difference between marketing commercial goods and a 'public good' like education is in the extent to which the audience can be involved in the promoting. Like theatresports versus traditional theatre, the more the audience participates, the more they become the medium and communicate the message.

Challenge: How do we replace in deed our traditional mindset of promotion equals entertainment, with a view of promotion as a pervasive and integral part of marketing, and a view of marketing as a pervasive and integral part of management?

How do we make our promotional dollars and time stretch further and cover as many of our audience groups and environments as possible by involving these groups so that they are not just the targets of our promotion, but participants in it.

7. So what? Define the outcomes

Asking who benefited? how did they benefit? why? is a necessary part of any evaluation process — self and external. Because the objectives of our promotion have often been articulated (where they've been articulated at all, that is) in global and fuzzy terms (like lifelong learning), we assume that it is impossible to appraise/evaluate/assess the effects of our promotional efforts.

Evaluation has, by definition, to do with value. If what we do is valuable, it must be worthwhile to establish exactly what value, to whom and why, so that we can **show and tell** the providers. If they don't see the value of something, why should they go on providing?

Challenge: Can we plan, implement and evaluate objectives with measurable, describable long and short term outcomes, with the understanding that promotion begins with everything we do? It is not the cherry on the top, but an integral part of the way we **present** everything we do, saying and showing how it supports learning, and providing evidence that it does.

Anyone who has lived through the traumatic and tragi-comic story of teacher-librarianship the New Zealand way for the last 4 years cannot be accused of being an alarmist doom-monger! I don't think any of us can take survival for granted. While there's some justification in the notion that Kiwis in glass houses should not market catapults - or boomerangs, it was the application of a marketing approach which persuaded the New Zealand government to restore some sort of teacher-librarianship policy. Our situation is still tenuous, but it was our systematic and sustained campaign of providing evidence of our educational effectiveness that helped win the battle - or rather, helped to avoid total annihilation. It is cold comfort, but it does say something for marketing. And it is in this context of survival that I hope this marketing framework will say something to you in your situation.

Reference

KULLESEID, Eleanor *From survival to power for school library media professionals* Hamden, Connecticut: Library Professional Publications, 1985. ❖

☆ Library links : public and school library cooperation

Jennifer Burrell, Reference Librarian at Blue Mountains City Library, and Jenny Foster, teacher-librarian at Winmalee Public School, both acknowledge the support and professional expertise of Marie Jackson, Children's Librarian at Blue Mountains City Library.

From the public library perspective

Community needs

Public libraries crawl with schoolchildren after 3 pm, while schoolchildren's parents pop up at all hours regardless. When I took on the position of Reference Librarian in 1986, I decided one of my highest priorities should be to attempt to better serve the information needs of this large section of the community.

Blue Mountains City Library, in common with many other public libraries, is woefully understaffed. There is 1 person in the Reference Department and 1 person in the Children's Department to serve a population of more than 65,000 spread over a ribbon development served by 6 branch libraries as well as the central library at Springwood. Although a recent influx from Sydney is changing the pattern of the community, it is still in many ways a country area with low expectations of its library service, which only opened in 1974 anyway. The public library as a 'gateway to information' is a concept which has yet to be fully accepted even by most library members (approximately 60% of the total population).

can phone the teacher-librarian and discover:

- the school library has loads of specialised resources on this topic, so I can refer the student back to the school
- the teacher-librarian hadn't been told of the assignment, so (s)he can tactfully approach the teacher responsible about the problems of providing relevant resources
- the teacher-librarian and I can work together to provide resources jointly. Our Closed Access service may be appropriate, or perhaps the public library's resources are more detailed than the school's (eg in art, English literature, etc).

It has also been possible for me to work directly with interested teachers to provide specialised booklists and pathfinders, teacher resource material, etc, and I actively canvass teachers for buying suggestions to improve our bookstock. I hope much more lies ahead in the future: cooperatively chosen reference resources? union lists of serials / periodical indexes? shared vertical file resources? an expansion of the public library's existing annual program of subject seminars for H.S.C. students?

'... it's great to have a library card ...'
Cassie, year 6.

Using the resources

Of course provision of resources is only half the picture. The other half is providing the students with the skills to access them. We're all familiar with the child who breezes in for 'a book on the environment' and can probably conduct the ensuing reference interview in our sleep - but oh! the difficulties of dealing with parents who ask the same question but have no idea what the assignment actually is, or even which subject it's for!

'Before you taught us how to use the microfiche I couldn't find the right book, but now I can, thank you ...'
Katie, year 6.

Then there are the kids who ask 'Has this book got what I want in it?'; the ones who get lost because they don't know their alphabet but are struggling to

Cooperative ventures

These were some of the considerations which led me to decide to concentrate on those information seekers already in the library - the students. With the generous support and professional expertise of our Children's Librarian, Marie Jackson, and of the extremely hard-working and dedicated network of teacher-librarians in the Blue Mountains (whose meetings Marie and I attend), some success has been achieved.

It's been of tremendous benefit to me to establish these links with schools and teacher-librarians. Now, when a student presents with an 'impossible' assignment, I

research an assignment; the ones who try to use the catalogue but don't understand the difference between title and subject; the ones who spend hours vaguely browsing the shelves because they're too shy to ask.

'Very reliable source of info. My H.S.C. is saved. Thanks ...'
Marivic, year 12.

Information skills in the public library

Resource-based learning is definitely a Good Thing, but it's not easy; and it seems part of the problem is that students fail to transfer skills learned in their school library to the bigger, less cozily familiar public library. It was for this reason that Marie and I put together a package of information skills and aimed it at students in year 6, a transition year. Although originally intended for young students, I have also used it successfully as a basis for work with Tertiary Preparation and Welfare Certificate students at the TAFE College. It has been expanded and clarified by Jenny Foster, teacher-librarian at Winmalee Primary, in her booklet *Library links*.

Ideally, and in order to facilitate the primary aim of familiarising the students with their public library, the students come for 3 visits. This takes a tremendous amount of organisation, but where possible is really worthwhile.

The first visit is that old faithful, the library tour with time to join, browse and borrow.

Visits 2 and 3 are taken up with small group activities, and the students are cycled through so that each person has a turn at everything. *Everything* is 4 options, balanced so that there is one easy and one more demanding on each visit.

Easy options include:

- filling in a map of the library with simple orientation questions
- watching a demonstration of the automated circulation system

More demanding options include:

- learning how to use the microfiche catalogue with the children's librarian
- using the microfiche reader
- filling in sheets and then finding carefully-seeded books on the shelves
- learning to use the Reference section, involving a quick refresher on how to use an index, then finding the answers to set questions using (carefully selected) reference books. Learning to ask me for help is a built-in part of this.

The pace is frenetic, but the kids thrive on this. 'I thought a visit to the library would be boring, but it was fun' is a typical comment.

Shortened visits

When it is impossible for a school to organise 3 visits, the easy options are dropped and after a whizz-bang tour

the pace is even more frantic. I sometimes wonder how much they learn, but the main points we want to get across, that public libraries are friendly places with approachable, helpful staff, seem to stick. After a group has 'done' the package, the place seems full of children showing their parents how to use the catalogue, and confidently asking staff for assistance when they need it.

All this produces a nice warm glow, but there are more practical benefits as well. Students who are competent library users are easier to assist, and it is infinitely less stressful to assist those who know what they want and how to ask for it.

In the short term, the information skills package, and our emphasis on reader education generally, has meant a lot of time organising, contacting people, devising and updating exercises, and working with the students. In the longer term, the library service has been promoted both to schools and the wider community, the teachers have been involved and teacher-librarians supported, while the

public library has been seen to be an educational resource and skills provider, and so many students have had at least an introduction to using our resources on site.

Although some problems have been encountered in the past year or so as teacher-librarians have lost management time to plan and organise excursions, local schools have remained supportive. The production of *Library links* by Jenny Foster has given new impetus to the program. I have found the enlarged and illustrated steps in the information process from *Information skills in the school* (defining, locating, selecting, organising, presenting, assessing) most effective as a display. It has tremendously facilitated the school-public library liaison, and the community-public library liaison as well.

I hope that public-school library liaison will continue to expand in the Blue Mountains, and continue to improve our joint effort to enhance life-long learning within our community.

From the school library perspective

Information Literacy

A challenging role facing the teacher-librarian in today's information society, is to assist our school community to acquire the information skills needed to locate and utilise information necessary to function efficiently in this Information Age. To help students acquire these skills is to help them build the foundations of information literacy for lifelong learning. The introduction to **Information skills in the school** emphasises how essential it is for students to develop information skills.

The framework provided in **Information skills in the school** leads the school community to develop a teaching/learning program for information skills across school curriculum areas. In the Blue Mountains we are fortunate to be able to extend school programs to include the public library, so providing a link between:

- information
- students
- information skills
- schools
- public libraries

Building on the common ground

Teacher-librarians and librarians in public libraries have a common goal in the provision of resources and services to meet the needs of their user communities. The school community also forms part of the public library's user community, and so both groups are looking to provide resources in common areas.

The common ground extends further. Jenny Burrell points out that provision of resources is only half of the picture for public libraries. It is the same for school libraries. The skill to access the resources forms the other part of the resource provision picture. So both the teacher-librarian and the librarian in the public library are concerned with the implementing of information skills to locate and to access resources.

From this common ground, school libraries and public libraries can build cooperative links that can offer advantages to libraries and to their user groups. Communication of needs and goals can lead to a better understanding between teachers, teacher-librarians and librarians of the differing functions, programs, difficulties and constraints their individual roles have.

Benefits of cooperative ventures

Schools need to consider cooperating with the wider community, both to supplement the school's resources and so provide access to outside information sources, and to facilitate the transfer of information skills to information sources in the wider community.

The emphasis on information literacy and resource-based learning stresses access to information sources and skills to retrieve the information needed. With the increase in published information, and with technological advancements, the volume and availability of information has increased rapidly. In the science field alone, over 7000 articles are written each day, and figures from 1982 show that technological literature was then doubling every 5 1/2 years. (Bahnisch: 1987)

Economically, the burden of the increased demands being placed on school libraries makes the provision of adequate resource in all subject areas difficult for individual school libraries. Cooperation with the public library and other schools can increase the range of materials available to students and teachers to support the school's educational program.

Further, by encouraging students to seek information from sources other than the school library, the teacher-librarian is encouraging the students to recognise the importance of what Henri (1988) refers to as 'global information'.

Finally, visiting the public library with student groups and working there with

the librarians helps students to transfer the information seeking techniques taught in school to other information sources. The students are encouraged to recognise that they have the skills to pursue independent learning outside the school.

'People who are aware of information sources and services, who have the confidence to approach them, and the flexibility of thinking to use them, have the basis for a better quality of life than those who are unable to pursue their information needs.'

Information Skills in the School.
Sydney: NSW Department of Education,
1989, p.1

A public library - school library cooperative experience

As a primary school teacher-librarian, I saw a need to assist year 6 students to make the transition from using the familiar primary school library to fulfil their information needs, to using the public library as another information source for their school assignment work. The need involved applying the information skills learnt in school to the public library and learning how to use the library's microfiche catalogue. A library orientation visit, complete with worksheets, was organised with the librarians at the Blue Mountains City Council Library and a successful library excursion followed.

The students met the library staff, saw the resources that the library housed and, to the surprise of some, some enjoyed their visit. Many had not been inside the library, were unaware that it was free, and took home membership forms for themselves and their parents.

The teachers and parents who accompanied the classes were also enthusiastic about the visit and along with the students, learnt how to use the microfiche catalogue as well as the resources and services that the public library offered the school.

The librarians were happy to promote the library's resources and services and to assist the students to become independent library users.

From this beginning, library visits became a regular and popular feature in the school library program. The format of the visits has changed and developed to accommodate differing school needs and **Information skills in the school**.

The opening of two-way communication channels that have developed from the initial cooperative venture have led to increased school - public library liaison. I feel happy to approach the librarians to ask for help, to discuss problems and trial new ideas. Their attendance at cluster meetings and their involvement in MARSS (Mountain Area Resource Sharing Scheme), has led to an increased understanding of each others' roles and made contact easy.

The results of our links have included:

- a happy, personal working relationship with the public library and a knowledge of the resources and services that it offers students and teachers in the school
- a copy of the public library's microfiche catalogue in the school library for student and teacher use, both to see what resources the public library holds and to learn how to use such a catalogue
- class orientation visits to the public library, an alternate information source

- skills lessons in the public library to help transfer skills learnt in school to another information source
- a carry over of the information process terminology: defining, locating, selecting, organising, presenting and assessing to information seeking in the public library
- student contact with approachable library staff leading to increased student usage of the public library
- opportunities to discuss and collect resources available to complement school assignment work
- the opportunity to discuss curriculum trends and needs with the librarians
- the use of public library booklists to promote reading themes
- the promotion of recreational reading at the public library to extend readers and for times when the school library is closed
- the opportunity for our children to participate in literary functions organised by the library: Readers Theatre and the Theatre of the Deaf
- the promotion of library membership which can be of lifelong value for our students

It can be seen that the results of working cooperatively with the librarians from the Blue Mountains City Council Library have been positive. The liaison is now a valuable part of the school library program and in 1989 I wrote **Library links** to add to the successful school library - public library cooperative program. It supports the program with background information and worksheets based on the information process outlined in **Information skills in the school**, and is intended as a resource for the librarians in the public library when conducting skills programs with primary children. The liaison is indeed a joint effort in assisting students to build the foundations for information literacy needed for lifelong learning.

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☆ Towards May Gibbs Week 29 Oct - 3 Nov 1990: buying our literary heritage

Jean Hart is a former Principal Education Officer, Library Services

May Gibbs' home, Nutcote, is registered on the National Estate along with Uluru, Fraser Island and other heritage treasures. Until North Sydney Council bought it in March 1990 from the owner/developers, its rightful future as a permanent home for the May Gibbs Museum Collection and a gallery for the exhibition of contemporary Australian writers and illustrators, for book launchings, storytelling and literary gatherings could never be assured.

Buying Nutcote

Nutcote for the Nation is now a real possibility. The realisation of the vision that fired the imagination of countless supporters over past years now relies on unstinting support in dollars for the Nutcote Trust over the next 18 months.

When North Sydney Council bought 5 Wallaringa Avenue Neutral Bay for \$2.86 million it voted \$600,000 towards the project and made the condition that if the balance could not be raised in 18 months, Nutcote would be back on the market. It invited the cooperation of the May Gibbs Foundation to set up the Nutcote Trust to raise funds to secure the house and gardens in perpetuity. Council found an empathetic tenant for Nutcote and set about restoring the house which May commissioned in 1923 from renowned architect Bertrand Waterhouse and where she lived and worked until her death at 93 in 1969.

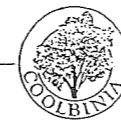
Buying Nutcote is a challenge to Australians who as yet have nothing to compare with such treasures as Hans Christian Andersen's Copenhagen home, Beatrix Potter's farmhouse, L M Montgomery's Green Gables or Chiharo Iwasaki's studio in Tokyo. Jean Chapman, author and enthusiastic NSW Children's Book Council representative on the Committee, sees it as a rare opportunity for this generation of Australian children to preserve their literary heritage for succeeding generations.

Australians generally acclaim May Gibbs' significant part in creating a complete bush fantasy world that brought magic to the very doorsteps of Australian children. The creation of May's first gumnut babies in 1913 proved to be a catalyst for 'the psychological annexation of the Bush' for many accustomed to alien fairies, and enabled May Gibbs to carry on her conservationist crusade. Who now can walk in the Australian bush without glimpsing a Bad Banksia Man? Architects, historians, literary critics agree that May Gibbs' images have powerfully shaped the national consciousness.



the artist at ye work.
Thank you for note - please collect money for me & send through your bank. soon - love May.

Teacher-librarians, teachers and parents have ever been to the forefront in introducing Australia's children to their literary heritage and are now asked to take up the cause of the Nutcote Trust and make May Gibbs' Week 29 October - 3 November 1990 the focus of a fund-raising campaign in school communities across the nation. The message that Nutcote needs your money now can be made as thrilling as any national call to arms has ever been. Teacher-librarians have shown great imagination in the past, organising fund-raising appeals which got the campaign to save May Gibbs' house off the ground in 1987. Letters (all carefully preserved in the Nutcote archives) like this recent one below have continued to arrive with their cheques.



COOLBINIA PRIMARY SCHOOL

Phone: 444 3798 444 1777

Bradford Street,
MT. LAWLEY, 6050

21.5.90
May Gibbs Foundation.
P.O. Box 500 Drummoyne
N.S.W. 2047

To Whom It May Concern,

Enclosed is a cheque for: \$108.50
Our school raised this money to
"Help save Nutcote!"

We hope it helps!

From the May Gibbs fans at
Coolbinia P.S.
Written by Jessica Room 10

They are the irrefutable indicators of May Gibbs' relevance to contemporary Australians.

Will readers of *scan* please pencil in May Gibbs Week 1990 now? Meanwhile the Nutcote Trust will beaver away at gaining nationwide media coverage for May Gibbs Week which coincides with the publication of Snugglepot and Cuddlepie in 1918. The Trust will continue to lobby in high places for the recognition the Nutcote for the National Campaign merits. Planning is underway to take advantage of illustrator Donna Rawlins' generous offer to design and donate a special May Gibbs Week 1990 poster which it is intended will be available for promotional purpose. Will you, dear *scan* reader, invite the cooperation of your school community in imaginative planning to ensure that the family collection of May Gibbs memorabilia finds its rightful permanent home in Nutcote where it will be accessible to future generations? Nutcote should and can become a literary oasis in a burgeoning metropolis, a tribute to a great Australian and a symbol of Australia's care for the imaginative nurturing of its children.

Further information from The Nutcote Trust No 1 Oval The Colonade Miller Street North Sydney 2060 or phone (02) 954 5935. ♦

Helping students to become researchers: beyond the project

Trevor Cairney is Associate Professor and Acting Dean, School of Education, University of Western Sydney, Nepean.

'I've got to do a project.' These words have sent chills down the spines of countless parents. The humble project has probably been one of the most abused learning strategies in recent times. Parents and children have frequently spent countless hours struggling with the complexities of a process requiring sophisticated research skills.

The purpose of this paper is to outline an approach that can be used for integrating the reading and writing of factual texts and which can help students to cope with research activities. As a teacher, I have been constantly frustrated by my students' inability to write reports, or even just summarize factual texts. In my first years of teaching I constantly set projects only to find that my students' efforts were very poor. For example, if I asked my grade 6 students to 'Do a project on China' they would typically look for 1 encyclopaedia or book with information on this country, and indiscriminately copy out great slabs of information. Frequently, students failed to use the library or the teacher-librarian. The project simply became an exercise in copying and regurgitating information, with little long term growth in the students' abilities to learn independently.

After some time I began to question my own practices in this area. When I said 'Do a project' what did I expect? What type of written text did I expect them to produce? Was I expecting them to write a report, a piece of exposition, an outline? What were my students' expectations of 'doing projects'? I began to observe my students and noticed that when asked to complete a project a common pattern was followed:

- They spent a large amount of time planning and drawing a title page.
- They would begin to plan the format for the presentation of their work - how many pages, where the illustrations would go, what type of borders would be used, how headings would be written, and so on.
- A search would be made for suitable pictures in old travel magazines, newspapers and brochures.
- The project layout would be completed, pictures cut out and pasted in the preferred place in the project book, and the odd picture copied or traced.

- A search would begin for a book that mentioned the topic. Often beleaguered and somewhat frustrated parents would do most of this searching in public libraries. Frequently, the resources of the school library were totally ignored.
- Finally, the finishing touches would be made to the presentation of the project - sub-headings finished, borders completed etc.

As I reflected upon this common pattern it became apparent that my students were more concerned about the look of their projects than the content. I realised I had been inadvertently contributing to this attitude by commenting mainly upon the appearance of their completed work and failing to specify the written form expected for projects. As well, I was not helping them to develop the necessary research strategies that would enable them to become effective readers and writers of factual texts.

Examining my assumptions about project work

This critical incident in my teaching career made me more aware that my students needed a great deal of help if they were to become effective users of factual texts. When I asked my students to 'Do a project on China' I was assuming that they were able to:

- locate suitable source books relevant to a topic
- use a wide range of reading strategies to search for relevant information
- extract information from a variety of sources using a table of contents and an index
- record relevant information in some form, eg. notes, outline
- translate rough notes into an appropriate text form, eg. a report
- produce illustrations, maps, diagrams and tables to support their texts
- maintain a strong commitment to a topic which was not of their own choosing

When I realised that these assumptions were incorrect I set about helping my students to become more proficient readers and writers of factual texts. My first attempts to help students largely involved the use of learning activities requiring them to engage with factual texts for some specific purposes. For example I would give my students the name of a book and ask them to find 3 others in the library covering a similar topic (see Cairney, *Balancing the basics*). While these activities provided some help in specific location and study skills, I found that my students still had difficulty integrating the various strategies when faced with a project.

I began experimenting with integrated approaches requiring students to select a topic for research and to apply a wide range of reading and writing strategies. The following description is of an integrated approach to the reading and writing of factual texts which has proven very effective as a means to improve student competence in this area.

Helping students to become researchers

This approach to factual reading and writing requires a number of sequenced lessons. It can be used by teachers and librarians independently, or in a collaborative way. It is not a quick and easy method to turn students into researchers; there is no such method. However, it is an effective way to engage students more purposefully in the reading of factual texts leading to the production of a variety of written text forms.

It should be stressed that the sequence of lessons that follows (see summary in Figure 1) will be varied in accordance with student abilities, the context in which it is being used (class or library, whole class or group etc), student age and prior reading and writing experiences. The sequence outlined is one of many that could be followed and has been used (as outlined) with a grade 5 class.

The first lesson in this cycle begins with the announcement that the class is to learn how to be researchers. I ask them to comment upon their previous experience with project work and if necessary raise a number of problems that I have observed with work of this kind. I usually show an example of a project (from another class group) which contains copied sections of information, and little evidence that the work reflects the student's understanding. I then show another which is substantially the student's work. The examples are compared and a brief comment made indicating that I am going to help them conduct research work leading to written reports that reflect their learning.

Summary of the Research Writing Process

Step 1 Outline intention of doing research, set broad topic area, model brainstorming, ask students to brainstorm own topic.

Step 2 Model discovery draft and ask students to attempt their own.

Step 3 Discuss the text genre to be used (e.g. report) and outline sub-headings to be used to organize information. Model the procedure to be used to categorize information using own discovery draft.

Step 4 Discuss notemaking skills and formats and demonstrate basic techniques for the class. Discuss the location skills necessary to find information and take students to the library to obtain information on topics.

Step 5 Demonstrate methods for reorganizing notes in order to produce cohesive texts. Ask students to reorganize their notes and attempt a draft of one section.

Step 6 All students complete the draft of their reports.

Step 7 Provide opportunities for the revision and proof-reading of drafts.

Step 8 Discuss the use of illustrative material and presentation formats. Show some finished reports. Allow students to begin to plan a format for presentation.

Step 9 Approve each student's format for the report and allow him/her to complete the work.

Step 10 Share the reports and display them for others to read.

Figure 1

Following this discussion I offer the class a number of broad subject areas for possible research and ask for their opinions about each (transportation, animals, countries of the world and so on). After each option has been explored one area is chosen for further study.

The final choice is made by the class after considering a range of factors such as interests, school curriculum priorities, resources available etc. At this stage of the lesson I suggest to the class that it is now necessary to brainstorm a suitable topic from within this broad area. Before asking my students to do this I first demonstrate how it is done. This is a procedure followed throughout the sequence of lessons, with demonstration of the techniques on the board or overhead projector preceding the students' attempts to do the same.

I begin brainstorming topics commenting upon each as I go. Why did I think of this one? Would it be interesting? Would others want to read about it? Do I know much about the topic? And so on. I finish the demonstration by selecting a topic and explaining why it has been chosen (see the result of such a modelling session in Figure 2). I then ask students to brainstorm their topics and share them with a partner before making a final decision about the topic to be researched in future lessons.

The result of the modelling of topic brainstorming for students using an overhead projector

Topics (Animals)

Sheep
Cats
Possums
Kangaroos
Aadvarks
Spiders
Frogs
Praying Mantis
Dinosaurs
Camels

Figure 2

In the second lesson I begin by showing the class the topic I chose in the previous lesson from the brainstorming process. I then explain that I am going to attempt a discovery draft for this topic, pointing out that a discovery draft involves writing everything already known about a topic. I explain that it should be done quickly with little concern for correctness (because it is not for publication) so that ideas can flow freely. I write the discovery draft (see Figure 3) making the occasional comment if I am unsure about the accuracy of my statements, for example, 'I think they're mainly brown'.

Following my demonstration I ask the students to attempt their own discovery drafts. Once completed they are read to a partner and a discussion held concerning the knowledge that is already possessed about the topic: 'How much do I already know?' 'What do I need to find out?'

In the third lesson I point out to the class that we are going to continue our research on the topic of our choice and eventually present our learning about the topic in report form (see Collerson, *Writing for life*; Derewianka, *Exploring how texts work*). It is important to stress that report form is just one genre that could be used. Nevertheless, it is a simple form and one that is commonly used. As such its use represents a good starting point when introducing this integrated approach.

I then read several examples of reports pointing out their major features. That is, they usually commence with a general classification that defines the topic of the report to a wider body of knowledge (eg. 'Snakes are reptiles ...'). This is followed by a series of details about the topic, categorized in some way. A discussion is held concerning the likely categories of information that could be used for the topic in question.

A series of categories is then given that is suitable for all students' topics. The categories need to be sufficiently generic to match each child's topic. Later, students will determine their own categories, but in the early stages the teacher provides them. These effectively become sub-headings within the report.

A discovery draft that has been coded to demonstrate to students how information can be categorized under specific sub-headings

1. The praying mantis is green. 1. It is an insect.
1. It looks like it is praying. 1. It's about 10cm long.
4. I think the female eats the male after they mate. 3. It lives in trees.

Possible sub-headings

1. Description
2. Diet
3. Habitat
4. Life cycle
5. Enemies

Figure 3

Once more I show the class my discovery draft and suggest that the information can be categorised under the headings outlined. This exercise is done using one of several strategies, for example, colour coding, a numbering system, or some form of coding for statements that match each category.

The class is then asked to suggest places where my knowledge seems deficient. It is pointed out that it is now necessary for me to seek further information in these areas. It is also necessary to stress that the accuracy of information written in the discovery draft may also need to be tested as the research is conducted. The students are then asked to examine their discovery drafts, code them, and finally discuss with a partner areas where the knowledge seems deficient.

In the fourth lesson the students are told they are going to visit the library to obtain additional information. It is assumed that at this point the class has had experience with notemaking skills often as part of library activities. If not, it is important that help be given before proceeding. Students should have been introduced to a variety of methods for recording notes: using outlines, card systems, list formats etc. In the first lesson it is often useful to aid this process by providing printed sheets with separate sub-headings printed on each. In this way, students are given a simple format for recording information.

At this stage I demonstrate notemaking skills using a single reference book relevant to my topic. The notes are recorded on the board or overhead talking to students about the notes as I proceed. For example:

'You'll notice how I don't write complete sentences, that's so I can record information quickly.'

'Notice how I write the points in my own words.'

'Notice also that I copy down the exact spelling of unusual words. You can't check these easily in the dictionary later.'

'Sometimes I copy the exact words from the book because I can't say it another way, this is called a quote and is placed in quotation marks.'

'Don't forget to copy down the author and title of the book. This is called a reference and needs to be listed at the end of your report so everyone knows where your information came from.'

For several lessons after this students are taken to the library to find out more about their topics. It is assumed they have previously learnt the Dewey

system and can use indexes and tables of content. If not, it is important to provide help in this area. You need to be aware that many of the books children are asked to use have incomplete indexes (or none at all) and brief outlines of content. This can prove a major stumbling block for students. They need to be taught coping strategies. It is at this stage your students will need lots of help. It is important to circulate to all students and employ other helpers where possible. The collaboration of teacher and teacher-librarian at this stage makes this much easier. This part of the process may take many lessons but can usually be achieved in about 3 sessions.

During this stage students are also encouraged to make sure their discovery draft statements are accurate. If so, they are added to their sheets in the relevant category. It is useful to demonstrate how this is done using your own discovery draft.

At intervals during this research section of the process it is important to have class sharing sessions. Have they experienced any problems? How did they solve them? Were some references more useful than others?

In the next lesson, I usually share my own notes and discuss the importance of the information. Have I included insignificant details? Is there overlap between the categories? Are there still gaps in my information? Have I repeated myself anywhere? And so on. I then demonstrate how these notes are turned into a cohesive portion of my final report. To do this it is important to stress that the notes have been written almost in random order and that a more natural order is necessary.

A simple way to start this process is to read through the notes numbering each point in the order in which they are to be incorporated into the text. I demonstrate this for the class inviting their involvement and discussing the decisions as they are made. Finally, I point out that these points need to be connected. I demonstrate how this is done and ask the class to repeat the process for 1 sub-heading. It is important once again to move around the room providing help where needed. Once this has been completed, the section of text is shared with a partner and finally a general class discussion held. In several following lessons this process is replicated for all sub-headings.

Once all students have completed their draft reports it is important that each has an opportunity to edit and proof-read work. This can be done in a number of ways and will reflect the procedures employed in writing generally in your classroom. For the editing of meaning some teachers provide opportunities for

individual conferences, others put groups together to help each other go over draft material, use buddy systems etc. In the early stages of research writing it is important for the teacher to have a conference with each student, providing assistance where necessary.

The proofreading stage of the process is much simpler and requires students to check their work thoroughly for spelling, punctuation and grammar. Once again, it can be done in a variety of ways including individual and group conferences, parent helpers, use of partners etc.

Once the students have a final draft of the report it is time to talk about the presentation of the work. It is important to note that this only occurs after everything else has been done. At this stage I usually show examples of completed reports done by other students and published commercially. I point out the variations in format, the use of illustrations, maps, diagrams etc. The use of these devices is discussed, and the need to ensure that they support the text is stressed. I always point out that illustrative material is not there just to make the work attractive, it is primarily to share additional information.

Once these issues have been discussed in detail students are encouraged to come up with a plan for presenting their work as well as a list of possible illustrative material. This should at least be shared with a partner and may also need to be discussed with the teacher. Once that plan has been shared and approved students are ready to complete the final report. This may take several lessons. Alternatively, some of the copying, illustrating and writing of headings might be done at home.

Once all students have completed their work the reports are shared and displayed.

Variations to this strategy

As suggested earlier the process outlined in this paper is only one of many formats. However it is one which I have found useful. In choosing another method it is important to ensure that the essential features of the method is maintained.

Briefly, the procedures outlined:

- permit the integrated use of both reading and writing
- involve a repeated cycle of teacher modelling, discussion of real texts, jointly constructed texts, and pupil controlled reading and writing (see Cairney, *Teaching reading comprehension: meaning makers at work*; Cairney, *Other worlds: the endless*

possibilities of literature for more details concerning this cycle)

- provide students with an opportunity to pursue a topic of interest within fairly broad parameters
- permit students to help each other as part of the processes of reading and writing
- provide opportunities for students to revise their work and negotiate meanings

Even when using the strategy as outlined there are many potential variations. The complete process can be conducted by the teacher-librarian in library time or by a teacher in class time. Ideally, there will be collaboration between class teachers and the teacher-librarian. In this way leadership for different parts of the process could be assumed by either the teacher or teacher-librarian. At other times both could work together to assist students as they are engaged in the process.

Other variations might include narrowing the process by asking students to research only one aspect of their topic. For example, they might simply research the habitat of the praying mantis, rather than all of the possible sub-topics. Another alternative is to invite students to work collaboratively on the one topic. Specific groups might even attempt different sub-topics but present only one final product.

Irrespective of the final format used, such an integrated approach to research has great potential for improving the reading and writing skills of your students. One of the major aims of course is to develop a community of learners who can pursue topics of personal interest. If this can be achieved the focus then moves from the student consuming other people's knowledge to making knowledge his/her own.

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∞ The Reading Recovery Pilot Project: an initiative in International Literacy Year

Meree Reynolds and Steve Richards, are Senior Education Officers in the Learning Difficulties program at Special Education Branch.



Reading Recovery is a preventative strategy directed at students who, after 1 year at school, are experiencing difficulties in acquiring basic literacy skills. It is an early intervention program which provides intensive individual tutoring for Year 1 students who are at risk of reading and writing failure.

Reading Recovery began in New Zealand in the mid 1970s under the leadership of Dame Marie Clay, an internationally acclaimed educator and psychologist. The principles and teaching procedures of the program were developed and refined over a 4 year period, with a follow-up study indicating that almost all children were continuing to maintain their progress.

The success of the Reading Recovery program in New Zealand has been repeated in several other education systems, notably Victoria, and the ACT, as well as Columbus and Ohio. Research from these different education systems indicates that more than 95% of students who enter the program are successfully discontinued (they reach average class level). In addition longitudinal studies have revealed that the students who have been successfully discontinued maintain their progress at class level or better. That is, they do not require any further remediation.

Features of the Reading Recovery Program

Early intervention

Students who have been in regular classroom programs for 1 year are eligible for Reading Recovery assistance.

Intensive individual instruction

Reading Recovery teachers allocate 30 minutes per day every day for individual instruction for each student in the program. Each child has a different program which focuses on his/her areas of strength.

Additional to regular class instruction

The student remains in the regular class programs for the entire day apart from the 30 minutes with the Reading Recovery teacher. Regular liaison occurs between the Reading Recovery teacher and the classroom teacher to discuss and monitor the child's progress.

Reading and writing are treated as complementary processes

The sub-skills of reading and writing are taught in the context of real books and the child's own experiences. There is a focus on reading for meaning throughout the program.

The child is carefully matched to print

The Reading Recovery teacher has a large number of books from a wide variety of publishers and thus is able to match the child to printed material. It is important for the child to see himself as a successful reader so the books are chosen so that the child will be able to use his existing reading strategies to gain meaning whilst still allowing for new learning opportunities. The child is not given texts which are too hard (those books in which he reads more than 1 word in 10 incorrectly).

Accelerated progress

Reading Recovery children are expected to make accelerated progress so that they can catch up with other children in the regular classroom.

Independence

Children learn to be independent because they are taught how to solve problems using strategies such as self-monitoring, cross-checking and predicting.

Entry into the Program

The selection of students for entry to the program is non-categorical. No children, with the exception of first phase ESL students, are excluded for any reason. The students who are placed in Reading Recovery Programs are the lowest performing on Clay's Diagnostic Survey, a series of assessment procedures which are designed to identify those students who are 'at risk' of reading and writing failure. The Diagnostic Survey is given to the lowest 15-25% of a first grade as identified by the classroom teacher/s. The Diagnostic Survey has 6 components: running records; a letter identification test; a word test; a test of writing vocabulary; a concepts about print test; and a dictation test (which gives an understanding of the student's ability to hear and record sounds in words).

Reading Recovery lessons

Each 30 minute session includes the following lesson components:

- re-reading 2 or more familiar books
- letter identification
- writing a story
- sound analysis of words for that story
- cut-up story to be re-arranged
- new book introduced
- new book attempted

The teaching procedures are those recommended by Clay as a result of her extensive research into the way in which children emerge as readers and writers.

Training of Reading Recovery teachers

Reading Recovery teachers are trained by a qualified Reading Recovery tutor over a 1 year period. Each tutor trains 12 teachers at one time. The training begins with a 3 day inservice in assessment techniques, the Diagnostic Survey. Following this the tutor provides fortnightly inservice courses at a training facility which includes an observation room with a one-way mirror. The teachers take turns in teaching behind the viewing window while the tutor leads discussion about the lesson with the other members of the training group. In addition, the tutor makes regular school visits to the Reading Recovery teachers-in-training.



During the training year Reading Recovery teachers are provided with relief from classroom teaching to attend the fortnightly inservice courses and to work with 4 students at any one time.

Program operation

The student remains in the program until:

- he/she reaches the average level of literacy in his/her regular classroom and
- he/she is able to function as an independent reader.

As one student is discontinued, another child enters the program. This continues throughout the year. The average time that a student stays in the program is 12-20 weeks. However this is a general guide only and progress depends totally on the individual student.

After leaving the program each student is monitored for a further 6 weeks and there is a follow-up test at the end of the year to ensure that progress has been maintained.

School operation

The implementation of Reading Recovery within a school requires a full school commitment because there are many organisational adjustments to be made. Generally teachers work for half a day as Reading Recovery teachers and operate as regular class teachers for the remainder of the day. This may mean that class-sharing must take place between the Reading Recovery teacher and another teacher.

Reading Recovery in NSW

In NSW the training of Reading Recovery teachers began in 1986 when the Catholic Diocese of Wagga Wagga appointed a Reading Recovery tutor. In 1988 the South Coast Region of the Department of School Education approved the training of a Reading Recovery teacher from Wollondilly Public School at Canberra CAE. In 1989, 14 teachers from Riverina Region were trained by the tutor from the Catholic Education Office at Wagga Wagga.

This year, which is International Literacy Year, Special Education Branch (formerly Student Support Services Directorate) put forward a proposal to train teachers in 3 regions. The proposal was supported by the Department and the Government, additional funds being made available by Curriculum Development Branch (formerly Studies Directorate) to support and enhance the program.

In 1990 six major initiatives are being undertaken:

- The training of 6 teachers in Metropolitan East Region and 6 teachers in Metropolitan North Region. These teachers are being trained by a tutor at a special training facility established at North Sydney Demonstration School.
- Seven teachers from the Goulburn and Queanbeyan areas of the South Coast Region are being trained at the University of Canberra (formerly Canberra CAE) with a group of teachers from the ACT.

- Two tutors are being trained at LaTrobe University in Melbourne. One of these tutors will return to Riverina Region to continue the program there. The other tutor will be used in the expansion of the pilot project to new regions in 1991.
- An independent evaluation will take place. The evaluation will provide qualitative and quantitative information about the effectiveness of Reading Recovery in the context of NSW schools.
- A cash grant has been provided to each of the 19 Reading Recovery teachers-in-training to establish Reading Recovery in each participating school.
- A Senior Education Officer (Meree Reynolds) has been appointed to oversee the implementation of the Reading Recovery Pilot Project in NSW schools.

Future Directions

Reading Recovery has now been introduced by the Department of School Education in 4 regions. Over the next 3 years it is planned to expand Reading Recovery to all regions, though this will need to be viewed in the

light of Schools Renewal and the devolution process. By providing an opportunity for each region to participate in the pilot project it is hoped to establish a demand for the program and provide personnel and resources to carry on the program using school and/or regional funding sources. Special Education Branch is currently investigating ways of maintaining and supporting Reading Recovery in regions where it has been established while planning an equitable expansion to all regions as soon as possible.

Reading Recovery is designed to be implemented across an education system. The Pilot Project will not provide the capacity to operate on this scale but, if Reading Recovery is proven to be effective in our school system, it may provide the initial stage in full implementation in some regions or, indeed, across the entire state system.

Full state implementation would necessitate a large training commitment. There are currently over 72000 year 1 students in NSW government schools. If we were to provide Reading Recovery for 15% of our Year 1 students we would need 1000 Reading Recovery teachers. The cost of such implementation, if the New Zealand experience is replicated, would be more than offset by the economic and social benefits to the community as a whole. ❖

Information skills display kit

Product No : 5159

To enable teacher-librarians and class teachers to reinforce information skills in their classrooms a display kit featuring the key elements of the document is now available. The kit includes 6 posters highlighting each of the key words:

Defining, Locating, Selecting, Organising, Presenting, Assessing.

The posters are designed as strips to allow for display in a variety of ways and can be arranged to suit any classroom situation.

Each poster features the keyword, an attractive graphic and the major question for each of the steps in the process.

Also included are smaller versions of the posters which can be used as shelf/desk displays or hung together as a mobile. As well, each kit provides a reproducible sheet which can be copied to produce bookmarks.

Curriculum relevance is K-12

Components:

- 6 posters
- 2X6 shelf/desk displays
- 1 reproducible sheet of bookmarks

Price: \$25

Discount price to NSW government schools: \$20

Available now from: Resource Services Private Bag 3 Ryde 2112

< Lu Rees Archives Database

Margaret Hyland is Lecturer in Information Retrieval at the University of Canberra.

The Lu Rees Archives, established by the Children's Book Council of Australia in the University of Canberra library (then the Canberra College of Advanced Education) in 1980, consists of 170 archival files of biographical, bibliographical and illustrative material about many prominent Australian children's authors and illustrators. It is a joint responsibility between the two organisations.

The files hold a unique and valuable collection of materials. Individual folders are maintained on authors and illustrators and filed in alphabetical order by surname. Original manuscripts and artwork are filed together with biographical and bibliographical information. Other information which can be found in the folders includes transcripts of authors' and/or illustrators' talks, details of various awards won by authors and illustrators, articles by and about them, and letters written by and to them, lists of their works translated into other languages, galleys, posters, exhibition materials and photographs.

In 1988 the Lu Rees Archives materials were catalogued and entered onto the ASCIS database in order to make the wealth of information more widely available to the educational community.

Database structure and content

The Lu Rees Archives database is a subset of the Australian Studies Collection within the ASCIS database. The archival files are represented on the database as records composed of a number of fields. The record for each archival file is divided into 2 sections. The first part is standardised information tailored to fit the ASCIS cataloguing format for books containing some data such as author, title and publisher, which was created to meet ASCIS cataloguing standards. The Lu Rees files did not fit exactly into an ASCIS pattern which was intended for cataloguing of monographs.

Names		
Full information	Document	469425
Mem Fox archival file. Canberra CAE Library. Lu Rees Archives Canberra, 1984-1 file of documentation		
Title series:	Lu Rees Archives Collection	
Names:	Fox Mem ()	
Titles:	Mem Fox archival file	
Publishers:	Canberra CAE Library. Lu Rees Archives Canberra	
Subjects:	Children's literature, Australian Biography / Drama Study and teaching / Animals Australia Fiction / Fox Mem	
Class Numbers:	823.3 a11 / 823.309 19	
Notes:	collation: 1 file of documentation	

In order to adapt to the standard, the files have been given titles eg, *Mem Fox archival file*. The publisher was deemed to be the Canberra College of Advanced Education. A date of publication was more difficult to determine. The date assigned is either the year in which the file was first opened, or the date of the earliest material which is contained within the file.

Subject headings were limited to 4, and all archival records carry the subject heading *Children's Literature*, *Australian biography* and the author's or illustrator's name to provide subject access since the file contains information both by and about that person. The remaining 2 subject headings are chosen to reflect the

literary or illustrative styles of the authors and illustrators. All these subject headings are derived from the ASCIS subject headings list (first edition).

The files are arranged in the Archives alphabetically by author or illustrator's last name, rather than by classification number which is 823.309 or 823.3 .

Abstracts

Although a search on author's or illustrator's last name, on title, on subject, or on the appropriate Dewey Decimal Classification number will locate the files in the online database, it is the second part of the file, the abstracts, which hold the detailed content information. The abstract field must be searched for information combining awards and translations with other criteria, such as genre or year of publication.

ACTSA CCAE LUREES AUST STUDY RESOURCES

1 file contains copies of biographical, bibliographical and illustrative material. Includes: 5 articles by author, 10 articles relating to publications, 1 bibliography, 3 biographical notes, 14 book reviews, 1 cassette of author's talk, 1 correspondence, 4 photographs, 1 program, 3 promotion materials.

LITERARY STYLE:Picture story book text, fantasy, animal stories, adventure stories, drama., educational text, non-fiction.

AWARDS: 1984: Possum magic/written by Mem Fox and illustrated by Julie Vivas.

Omnibus. Children's Book Council of Australia/ Picture Book of the Year Award, Highly Commended/ Premier of New South Wales/ New South Wales Premier's Literary Award/ 1986:International Board on Books for Young People/IBBY Honour/ Young Australians Best Book Award Council/ YABBA Award, Picture Story Books?1987: Kids Own Australian Literature Award Council/ K.O.A.L.A. Infants/Primary/

ACTSA CCAE LUREES AUST STUDY RESOURCES (cont)

Story Books. 1985: Wilfrid Gordon McDonald Partridge/ written by MemFox and illustrated by Julie Vivas. Children's Book Council of Australia/ Picture Book of the Year Award. Short Listed/American Library Association/Association for Library Service to Children/notable Children's Book.

INQUIRIES: CCAE Library Ly REes Archives CCAE PO BOx 1 Belconnen ACT 2616

PHONE: 062-522111 **Fax:** 062-522999 **TELEX:** 062-62267 CANCEL AA

The abstract provides a listing regarding the contents of each file. A heading *Literary Style* or *Illustrative Style* has been assigned as appropriate and these headings, not derived from the ASCIS subject headings list, are intended to enrich the information found in the subject headings assigned in the first half of the record. The abstract provides a list of translated works for each author and illustrator and a list of their awards. In the case of the translations held by the archives, the date of the translation together with full bibliographical details of the translated work in the language of the translation, and the title in English is documented on the database. For award winning books the title of the book, the publisher and date of publication of the winning edition and the name of the award with the year in which the award was won, is provided.

In searching the abstract, a search can be achieved using author, title, publisher and subject including any terms listed in *Literary* and *Illustrative Style*, or any of the allocated ASCIS subject headings, or indeed any term which is meaningful and not a stop word such as *and*, *or*, *in*, *from* etc. It is possible to search on an award name, on a language (of translation) and on a year. Combinations of search terms can be made. For example you can find all the books which won the Griffin Award during the 1980s.

Document supply

At the end of each archival file record in the online version and the microfiche version is an 'availability' statement indicating how to contact the University of Canberra Library should photocopies of items from the archives be required. Photocopies of archival file items will be supplied on the basis of cost recovery.

Using the Lu Rees Archives

The Archives are used in a number of ways by a range of people including students, librarians, teachers and researchers for preparation of biographical and historical research and teaching materials. How might this collection be useful for teacher-librarians?

If you were compiling information about a literary theme such as *family life fiction*, or *wit and humour in children's literature*, the database will provide the names of authors and illustrators who have concentrated on such areas in their work. The online database is very flexible and can be interrogated in various ways. It is possible to obtain a list of the authors and illustrators whose works have been translated into other languages.

If you were preparing material based around award winning books the database identifies Australian and international awards won by authors and illustrators included in those archival files. The online version of the database can readily provide answers to questions such as:

- Which Australian authors have won the YABBA award?
- With how many book awards have the publishers Omnibus been connected since 1983?
- Are there any books on the database combining fantasy and water colour wash?
- Are there any books on the database about animals also translated into German?

Access to the database

Microfiche

The Australian Studies microfiche on which the Lu Rees Archives database is located is available from ASCIS 325 Camberwell Road Camberwell Victoria 3124 and costs \$15.00 per annum. In 1990, 1 issue only has been released. The Lu Rees Archives database is also available via the ASCIS Main Entry Catalogue which provides a microfiche cumulation for the entire database, supplemented with cumulating monthly updates. This service costs \$66.00 per annum.

Online

The ASCIS database can be accessed using a standard microcomputer equipped with a modem the speed of which can be either 300 bauds per second or 1200 bauds per second. To become an online subscriber to the database, initial contact must be made with the ASCIS office in Camberwell. If problems occur in connecting to ASCIS or while carrying out an online search, a telephone 'hotline' is available for connection to the appropriate people at Ferntree Computer Corporation.

The printed guide

The printed guide entitled *Lu Rees Archives of Australian Children's Literature: a guide to the collections* is self indexing in that the authors and illustrators are listed alphabetically. For each person the following information is provided, as appropriate:

- ASCIS subject headings chosen to describe the nature of their work
- a list of archival file contents
- literary and/or illustrative style
- a list of translations
- a list of awards

This information has been taken directly from the database and the ASCIS cataloguing format edited out, thus providing the information unique to each author or illustrator. Separate lists of Australian and international awards are also provided in the printed guide. It is available from the University Co-operative Bookshop, University of Canberra PO Box 1 Belconnen ACT 2616. Cost is \$15.00 and \$4.50 for packaging and postage.

The Lu Rees Archives is a resource which is invaluable for the vast and growing numbers of people who are interested in children's literature. ❖

< Why NCIN online is value for money

Nigel Paull is the NCIN/ACIN State Coordinator. Alison Glasscock has been deployed from Balgowlah Boys High School to Library Services for Term 2.

When contemplating becoming an online user of NCIN/ACIN (and therefore ASCIS), weigh up the value of the educational services you can supply against the cost of your budget.

The value

• One online fee covers access not only to NCIN/ACIN but to the entire ASCIS database. This includes curriculum information and catalogue records from other states and systems. You no longer have to purchase all the specialised microfiche subsets.

• Ease of use: it is much quicker to locate materials online than it is using microfiche.

• Online, you can search in ways impossible on the microfiche:

- . on any word appearing in the document's abstract
- . by subject, title, issuing body, names or ISBN.

• Boolean searching provides a list of resources tailored to a specific need. For example, you could print information about a list of possible support material for a staff development day or a list of recent resources to support the introduction of a new course in your school.

• Currency of information: information about documents entered onto the database today is immediately available. You do not have to wait for microfiche updates.

• The hardware and software allows access to other online services for your staff and users, for example, Keylink (electronic mail) and the AAP (Australian Associated Press) database.

• Information can be printed and handed to users.

• Every item on NCIN/ACIN has a statement about availability.

• Most NCIN/ACIN items are now available, in photocopy, from NCIN, Library Services.

• Some items are available on loan from the Inservice Education Library.

Online demonstrations

Online demonstrations may be available. Contact your regional NCIN coordinator or visit one of the more than 150 NSW primary and secondary schools already online.

The cost

You need:

• A telephone line: some people have dedicated phone lines but most users can go through their school switch without problems. If you do not have a phone in the library you might:

- . do your searching in another part of the school at a convenient time
- . request the school to install a line to the library.

Telecom currently charges approximately \$240 for a new installation and around \$35 a quarter for non business rental. This might or might not be part of your library budget.

• A computer: many personal computers can be successfully used online to ASCIS (Apple 11e, IBM, Macintosh). The computer you use does not have to be dedicated to online use. You may need some modification (eg, an APPLE 11e would need a communication card).

• A modem: modem technology is rapidly getting easier to use and cheaper. The current contract prices range from \$350 for an *Avtec* model to around \$500 for NetComm modems.

• Software: there is public domain (free) software available, but allow \$100 for good software that allows you to download data and print while online.

- Additional costs for using ASCIS online: for details see *scan* vol 9 no 1 February 1990.
 - Casual users pay \$22 an hour
 - Subscribers pay \$15 an hour
 - Country users should add STD charges or use *Austpac*

For further information, contact your school computer coordinator or regional computer consultant regarding technical details.

Austpac

Schools in country areas can access the database through Telecom's *Austpac* and so save STD charges. The fee for the telephone call is at the local rate. No STD line is needed to access *Austpac*.

For *Austpac* users there are extra Telecom charges. You need a Network User Identification Number (NUI), a \$65 one off charge and \$70 per annum. You then pay \$4.20 an hour online and a data transmission charge of \$1.20 per kilo segment. (This equates to approximately 25 screens of information).

The cost effectiveness of *Austpac* would be determined by the individual school. Compare STD charges with *Austpac* charges. For example STD usage from a school 165 km to 745km from Sydney during business hour costs \$23.40 per hour.

When accessing the database through *Austpac*, you cannot order records online or use the quick search option.

Contact your local Telecom Business Office for more details and an *Austpac* information kit.

Putting plans into action

Each school will have to produce a cost-benefit analysis regarding going online to the ASCIS database. Remember that being online allows access to NCIN/ACIN as well as the ASCIS cataloguing records, NSCU computer software reviews, Aboriginal and Torres Strait Islander Resources (ATSIR), fiction reviews, Australian Studies, and curriculum networks from other states.

Using NCIN/ACIN online will save teachers valuable time by providing them with recent, relevant curriculum material produced by their colleagues across the state and throughout the nation.

A detailed submission to the principal could be the most appropriate starting point to commence going online. The submission should contain:

- brief background information
- benefits to teachers and students accrued from being online
- costs associated with hardware, software and ongoing costs. Ongoing costs may be part of the school's general budget or apportioned from the library budget and reviewed each quarter.
- brief recommendations (about purchasing hardware and/or software, subscribing to ASCIS and/or *Austpac* and arranging for the installation of a telephone line) should follow this information.

To register as an online user photocopy the form in *scan* vol 9 no 1 February 1990. Upon receipt of this form, ASCIS will send your sign-on code and instructions manual.

For more information on NCIN, make enquiries:

- through your regional NCIN coordinator
- to Nigel Paull, State NCIN coordinator Library Services NSW Department of School Education
Private Bag 3 Ryde 2112 Phone (02) 808 9466 ♦

management

ASCIS subject headings list

Ann Parry is Acting Principal Education Officer at Library Services.

New edition

At the end of 1989 D.W. Thorpe published a second edition of ASCIS subject headings list. Layout is more compact than the first edition (seen from references are entered as a paragraph rather than one to a line) and the whole now fits into 870 pages compared with the earlier 1032.

The decision to publish a second edition rather than a supplement to the first edition was a controversial one. Not all of the cataloguers working within the ASCIS cataloguing agencies were convinced that a second edition was desirable so soon and in such a hurry. Not all of us are greatly impressed with the result. Many librarians continue to believe that an expensive tool such as ASHL (or Dewey) should have a life longer than 4 years and that it would have been fairer to buyers of the first edition to issue a supplement rather than a new edition. Moreover, a genuine new edition should have addressed more of the known conflicts and weaknesses as well as offering new headings and changes in defined areas. Professionally the new edition is less than it might have been. Careful cataloguers will not be pleased or appeased by the new foreword's acknowledgement that 'it must still be considered a work in progress'. That is true of any subject headings list of course.

Certainly it was time to expand the subject headings list. Within 2 years of publication of the first edition it was evident that we needed more and better headings in fields such as computing and computer education, curriculum, educational administration and staff development. The need was particularly evident to cataloguers handling Departmental publications, the very materials being sought and captured for the NCIN/ACIN subset of the ASCIS database. A supplement was mooted in 1987.

The process of identifying topics not adequately covered by the first edition, finding and testing appropriate terms and reference structures was protracted and poorly organised. Participating agencies were surprised in 1989 by the sudden decision to publish a second edition.

To buy or not to buy?

Now that the new edition is a reality teacher-librarians must come to terms with the impact of the changes on

their administrative systems. None of us can ignore the changes. First, each must decide whether it is desirable to buy the new version or whether it is possible to manage without it.

You may well be able to manage without buying the second edition of ASHL depending on the kind of catalogue you have and whether you are using ASCIS cataloguing services to the best advantage. Some of the options are canvassed below.

No free copies

Library Services will not be issuing the new edition to schools as it did the first edition. Current policy places decisions about expenditure on resources firmly with schools.

To assist government schools to purchase copies of the new edition at the best possible price Library Services has arranged a bulk purchase at discount rates and will make these copies available through Resource Services Distribution for \$55.00 rather than the RRP of \$70. Stocks are limited and there is no guarantee that we will be able to repeat this offer.

Why buy?

There are 2 reasons why one might need to own the second edition of ASHL in order to come to terms with the changes contained in it:

1. Original cataloguing: to assign subject headings for works about topics affected by the changes.
2. Subject authority work: to make references to and between new headings.

Original cataloguing

How much original cataloguing are you doing? If you are using ASCIS cataloguing services and obtaining most of your cataloguing records as cards or machine readable records you may not be doing much original cataloguing at all. Most schools are reporting a high hit rate these days.

If your need for headings for original cataloguing is marginal you may decide it is cheaper to refer to the subject headings in another form.

Two other forms are:

- online — the database subjects file contains the entire **ASCIS Subject Headings List** plus all headings assigned according to instructions in the list. By entering the command 'd' (detail) followed by the number beside the relevant heading you can access the authority notes and references attached to the heading. If your budget is tight and you have to choose between registering as a Dial-up User and buying the second edition of ASHL don't hesitate — become a Dial-up User.
- microfiche — a subscription to the **ASCIS Subject Authority** on microfiche currently costs \$15.00. This listing contains all the headings and references from the database. It does not contain scope notes and instructions to cataloguers but it does include all 'See' and 'See also' references and all 'seen from' and 'seen also from' terms.

Incidentally, if you are not finding a very high proportion of your new materials on the ASCIS database please contact Library Services. We may be able to offer to include you in our Cataloguing Extension Service which is one of our strategies for extending the coverage of the database.

Subject authority work

Making references in your catalogue requires access to an up-to-date list of headings and references to use in conjunction with your own subject authority file. If you have access to the ASCIS database (specifically the Subjects file) online or to the **ASCIS Subject Authority** on microfiche you can manage authority work without buying the second edition of ASHL.

Subject authority file

If you maintain your subject authority file by ticking and annotating the pages of your copy of ASHL (first edition) you will be in two minds about how to cope

with the new headings and changed reference structures.

One approach is to continue with your existing subject authority file and let the changes creep up on you: as new headings or apparent conflicts appear write in additional headings and references you find from the database or the microfiche.

Another approach is to continue with your existing subject authority file and, still adopting the policy of allowing change to creep up, buy a copy of the second edition for reference and use it as a source of headings and references to write in or photocopy and paste in your authority file.

A third approach of course is to buy the new edition, copy all your existing authority ticks and notes from the old into the new, effect all necessary changes and reconciliations in your catalogue and the authority file and proceed with the new. This approach involves a considerable commitment of staff time and will not be undertaken lightly.

Paradoxically, the better your existing subject authority file is the less inclined you will be to rush to change it. You will recognise new and changed headings as they appear on ASCIS records and will be able to track the changes through, make adjustments in your catalogue and adjust your authority file gradually. You will be making changes on the margin of an effective system.

If you do not yet have a well kept subject authority file and are about to embark on one there may be merit in starting with the new edition of ASHL.

ASHL first edition

Library Services still has some copies of the first edition of ASHL which we can issue to government schools. If you need one of these you should address your request to Cataloguing Information Services, Library Services 3a Smalls Road Ryde NSW 2112. ❖

Placing orders

If you decide you need and can afford to buy the second edition of ASHL and wish to take advantage of the bulk purchase discount, please send your order on a school order form to

Resource Services Distribution Private Bag 3 Ryde 2112

Price (includes postage and handling charge):
\$55 NSW government schools \$70 Others

Please attach a cheque payable to *NSW Department of School Education*.

△ Introducing NCIN at your school

Part 1: the primary school

Annette Brown is teacher-librarian at Toongabbie Public School.

As a classroom teacher, uninitiated into the world of databases, I had never heard of ASCIS, let alone NCIN. I was introduced to the ASCIS database and its subsets during my year of retraining as a teacher-librarian at Kuring-gai C.A.E. in 1989. So, my strategy for introducing NCIN to the staff at my new school was based on the assumption that they knew no more about it than I formerly did. Preliminary questioning confirmed this. In fact, the previous teacher-librarian had already told me that the NCIN microfiche needed 'promoting'.

How to begin?

Using the database's full name, the NSW Curriculum Information Network, when introducing it to the staff, made more sense to everyone than did the acronym, NCIN.

Both planning and inservicing had to be done quickly because of the very limited time available to both myself and other staff, and the presentation needed to be immediately relevant and useful.

On several occasions, members of staff had requested assistance in implementing the recently released curriculum documents, **Mathematics K-6** and **Visual Arts K-6**. Documents containing practical ideas compiled by teachers are listed on NCIN.

Two members of staff had requested copies of departmental publications published outside our region, and 1 of these was listed on the database. It had also been suggested that we obtain copies of policy documents from other schools to assist us in the development of our own policies.

Since policy development is given a very high priority at our school, I decided to target Mathematics, Visual arts and Environmental education as areas where policies were currently being developed and where teachers were looking for ideas.

What does NCIN offer?

While working on the online NCIN Database at Library Services last year, I was made aware of the resource centres which contributed documents to the database. These include Metropolitan West Publications, the Miller Computer Education Centre, the Aboriginal Education Unit, Greater Western

Education Centre and other resource centres teachers would be interested in. Some publications such as those from Field Studies Centres are free.

The NCIN abstract has an availability statement for every item. Material unavailable elsewhere can be bought in photocopy format from NCIN, Library Services. The Inservice Education Library also holds some NCIN items which are available for loan.

The database provides a means of locating those sometimes elusive departmental documents, that staff, in particular executive staff, are often looking for. Only those published from 1986 onwards are on the database, however.

Using NCIN online you can print bibliographies of items under both subject and source of publication. For example, you could obtain a list of items available from the Miller Computer Education Centre.

When should I introduce it?

I could not afford to wait until I was thoroughly familiar with the content of the database. I simply needed to understand how the microfiche worked, and then search the key subjects I had already identified as being of interest to staff.

Staff inquiries provided a good starting point. For example, when the newly appointed computer coordinator was considering renewing our subscription to the NSCU Database, which reviews computer software, I explained how NCIN could assist her as well. On another occasion the deputy principal was requested to forward copies of policy documents to NCIN for inclusion on the database. She requested a demonstration of the microfiche.

The interest shown by these staff members encouraged me to organise grade meeting inservices, where I could work with small groups of staff. The initial more informal inservices also highlighted the importance of providing time for staff to browse through the microfiche independently, following an initial introduction. Therefore following the grade inservices I have planned for Term 2, each staff member will be given time to browse through the database during their next information skills lesson.

*Teacher-librarian:
I'd like to introduce
NCIN ...*

Teacher: Who?

We will cooperatively plan these lessons to allow one teacher, myself, to take the lesson.

How will I introduce it?

Like most unfamiliar technology, some staff seem to respond to microfiche with a sense of awe, and having only recently mastered its use myself, I can appreciate any initial apprehension staff may feel. Therefore, I propose to present a step-by-step introduction to locating abstracts from the subject index and linking these abstracts back to the main catalogue, so staff feel at ease using the microfiche. I will also translate the bibliographic details which are part of each entry, relating these to the explanation provided on the folder in which the microfiche is delivered. Although not essential for effective microfiche use, I believe the better staff understand the microfiche, the more likely they will be to use it efficiently, a prerequisite to its continued use.

How can I encourage its continued use?

Make it easy to use

Ensure staff feel the microfiche is for their use and not just a library management tool.

Make the microfiche reader accessible to staff at all times. Set it up on its own desk, with instructions for use and jotting paper on hand. If possible, place it near a phone, with a departmental phone book.

Make NCIN part of your library's retrieval systems

Add titles and sources of documents from NCIN to bibliographies compiled for staff.

Talk NCIN

Let staff know when you use the database to find a document that has been requested.

When appropriate, suggest staff look for particular documents they require on NCIN.

Advertise how you use NCIN.

Check NCIN updates

Skim and scan the microfiche for new documents in subjects of current interest to staff. This need not be a time-consuming exercise. Having found something of interest, communicate it to staff.

Contribute documents to NCIN

Approach your executive about forwarding school-based documents to your regional NCIN coordinator for inclusion on the database, and show staff when they appear on the next update.

Plan to succeed

Rationalise these suggestions to suit your situation, to ensure NCIN meets the needs of your staff, and this initiation will demonstrate NCIN as the very useful, time-saving tool I have found it to be.

And finally, make plans to have the school go online to the database. ♦

Part 2: Preaching to the unconverted: NCIN/ACIN in high schools by Sue Fraser will appear in *scan* vol 9 no 5 september 1990.

△ Time-saving tips for busy teacher-librarians

✓ Keep a small alphabetically indexed book by the phone. Record immediately any phone numbers you acquire. Not only will you save time by not having to search for that scrap of paper you scribbled the number down on, but you're also likely to find that number will come in handy in the future for an altogether different reason.

✓ Prepare for ASCIS microfiche searching by roughly sorting the items to be searched into alphabetical order by main entry.

✓ Try not to handle a piece of paper more than once. Sort the mail: attend to that which is urgent; throw away the junk and set aside one time each week to attend to all the rest. A clerical assistant could open the mail and do some preliminary sorting for you.

✓ Process materials in sizable groups — searching online for ASCIS order numbers for 40 items doesn't take much longer than searching for 20 once you're online and into the routine of it.

✓ Establish a series of shelves that records each step in the workflow and label accordingly (ie 'for microfiche searching', 'to be covered', 'awaiting cataloguing', etc). Then, at a glance, you'll know exactly at what stage of processing a given resource is. Part-time assistants will be able to slot into the workflow more easily.

✓ Become an online ASCIS user. The article by Nigel Paull and Alison Glasscock on page 27 of this issue provides all the justification you'll need! ♦

resources ■■

■■ Textiles and design 7-10

The Syllabus

The Textiles and design syllabus 7-10 is composed of 3 content areas: structures and properties, design and construction, and social significance. Each content area has a compulsory core as well as suggested extensions. In developing programs, students are encouraged to develop knowledge and skills in design, manufacture and application of textiles.

Core components Year 7

Structures and properties

- textiles
- basic care of garments

Design and construction

- selection and correct use of equipment
- construction techniques related to garment/article

Social significance

- importance of textiles in meeting the needs of people

Core components Years 8, 9, 10

Structure and properties

- classification of fibres in general use
- preliminary study of one fibre from each group: cellulosic, protein, synthetic
- fibre blends and yarn structures in use
- fabric construction
- investigation of fibres, yarns and fabrics for their suitability to use
- investigation of colour application through dyeing, printing
- requirements for the labelling of fibre products

Design and construction

- functional and aesthetic aspects of design
- elements of design
- design folio
- selection and adaption of patterns of specific design(s)
- selection of textiles for clothing and articles
- interpretation and use of directions for designing and constructing textile items
- construction techniques appropriate for fibres, yarns and fabrics as related to use
- methods of colouring and decorating textiles

Social significance

- reasons for change in fashion
- cultural influences affecting fashion and textile arts
- factors influencing consumer selection of textiles
- budgets for clothing and other textile items
- responsibilities and rights of the consumer

As well as the contents overview, the syllabus also provides guidelines for assessment of objectives and a framework for evaluating programs.

Textiles and design 7-10 resources

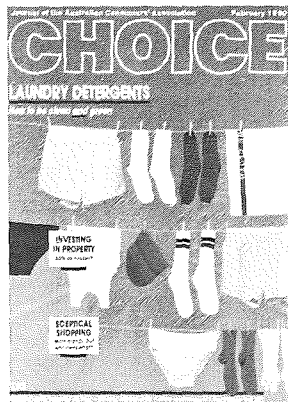
This list of resources, with people to consult and places to visit, will facilitate the use of a variety of approaches in the implementation of the syllabus. In compiling the list, every effort was made to include businesses and excursion sites from around the state. Naturally, the list is not exhaustive, but could serve as a guide for further additions. The list was compiled by Kevin Channells, Library Services, Helen Cooper, Curriculum Support Unit, and members of the Home economics CIG.

Art Gallery of NSW

Address: Art Gallery Road
The Domain
Sydney 2000
Contact Person: Mathew Baker
Phone: (02) 225 1740
Service Offered: Occasional relevant displays. Must give at least 2 weeks notice for guided tours. Notice also preferred for visits to the gallery.
Fee: None

Australian Consumers Association (ACA)

Address: 57 Carrington Road
Marrickville 2204
Contact Person: Jenny Collins-White
Jackie Isles
Phone: (02) 558 0099



Service Offered: Demonstration of the association's testing criteria and techniques. Small groups are preferred. Book well in advance. Before visiting, read Choice magazine and devise questions for students to ask.

Fee: None.

Australian Cotton Foundation

Address: PMB 24
Marrickville 2204
Contact Person: Barbara
Phone: (02) 558 2260
Service Offered: *Natural threads*, a teacher resource kit for primary and secondary schools will be available in January 1991. A project resource kit, *Cotton reels* kit is already available.
Fee: *Natural threads*, approximately \$45, *Cotton reels*, \$2

Australian Museum

Address: 6 College Street
Sydney 2000
Contact Person: Education Officer
Phone: (02) 339 8163
Service Offered: Exhibitions include:

Rituals of the human life cycle: clothing, artifacts

Abelam people of Papua New Guinea: women's weaving, string making

Aboriginal Australians: art and fibre illustrating Dreamtime stories, baskets and string bags.

Book through the Museum Education Centre. Suggested that teachers visit exhibitions before the excursion and devise worksheets.
Fee: None

The Australian Opera

Address: 480 Elizabeth Street
Surrey Hills 2010
Contact Person: Joy Sotheran
Phone: (02) 699 1099
Service Offered: 1-2 hours tour of workshop preparation for a production, from design to storage phases of costumes and sets. Hat making, jewellery making and special effects are included.
Fee: Opera members \$2, non members \$4.

Australian Wool Corporation

Address: Communication Department
PO Box H274
Australia Square
Sydney 2001
Contact Person: Eleanor Ridge
Phone: (02) 269 3911
Service Offered: For teachers, a comprehensive resource kit including written material and posters. Access is also provided to the corporation's video library which includes subjects from sheep handling to the production of woollen products. For students, packages include written information.
Fee: None.

Birkmyre Pty Ltd

Address: PO Box 408
Mount Druitt 2770
Contact Person: Jo-Anne Roderick
Phone: (02) 832 1666
Service Offered: Demonstrations of weaving, dyeing and finishing of natural and synthetic fibres.
Fee: None.

Bulli Spinners

Address: 11 Franklin Ave.
Bulli 2516
Phone: (042) 844607
Service Offered: Small group tour includes demonstration of jet and open end spinning.
Fee: None.

Butterick/Vogue

Address: 1 Queen Street
Auburn 2144
Contact Person: Carolyn Noyce
Phone: (02) 649 2777
Service Offered: For schools in the Sydney metropolitan area, an in-school presentation of *History of fashion* program which includes slides and a fashion parade by 4 members of the class group. Patterns from the poster mailed to all schools are also offered at a discount rate.
Fee: \$3 per student, minimum of \$90 for the presentation.

Craft Council of Australia

Address: 88 George Street
Sydney 2000
Contact Person: Craig Boaden
Phone: (02) 247 9126
Service Offered: Display in the retail section of broad range in many craft mediums. A small information pack is provided when visiting. Book well in advance. Small groups are preferred, larger groups would need to be staggered.
Fee: None.

Dalgety Farmers Ltd

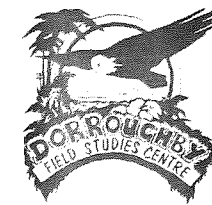
Address: Denniston Avenue
Guildford 2161
Contact Person: Sam Yates
Phone: (02) 681 5655
Service Offered: Students may view a range of activities including delivery, clipping and classifying of wool, preparation of wool for sale and the auction system.
Fee: None

Darling Harbour

Contact: Darling Harbour Authority
Phone: (02) 267 2027
Service Offered: No organised excursion is available, but students can view the range of Australian themes in clothing stores.
Fee: None.

Dorrroughby Field Studies Centre

Address: Mullumbimby Road
Dorrroughby
Via Lismore 2480
Contact person: Ian Clements
Phone: (066) 895286
Service Offered: Suitable for incorporation of the natural environment in programming for design. Consult with Centre staff when planning objectives and activities for the excursion. Overnight accommodation is available. Visiting groups provide their own food.



Fee: For accommodation \$3 per night per student. The laundry charge per visit is \$2.50 per student

Embroiderers Guild, Wollongong Group

Address: 36 Joanne Street
Woonona 2517
Contact Person: J. Langton (Pres.)
Phone: (042) 845569
Service Offered: Exhibition at Cram House, Crown St. Wollongong October 13-20. For Guild members, access to resource collection and monthly meetings.
Fee: Entry fee for exhibition: \$0.50 per student, \$2 for adults. Membership of guild: NSW Embroiderers Guild fees + \$5.00.

Exhibits Boutique Fashion Designers Gallery

Address: 8 Lawson Street
Byron Bay 2481
Contact Persons: Kate Platt, Meg Fletcher, Sarah Lysaght
Phone: (066) 858203
Service Offered: Work of the owners and guest designers is featured. Excellent for comparison of methods of applied design.
Fee: None

Fabrics From Bangalow

Address: 64 Byron Street
Bangalow 2479
Contact Person: Tamar Holman
Phone: (066) 871263
Service Offered: Tamar will deliver lectures on the fashion industry, garment design and fabric qualities. It is also possible to visit the shop to view exclusive imported fabrics.
Fee: Lecture fee : \$120.

John Kaldor Fabric Makers

Address: 110 McEvoy Street
Alexandria 2015
Contact Person: Meredith or Rita
Phone: (02) 698 7700
Service Offered: Visit the studio to observe seasonal range and current designs. Book well in advance.
Fee: None.

Ken Done

Address: 17 Thurlow Street
Redfern 2016
Contact Person: Sandy Matheson
Phone: (02) 698 8555
Service Offered: Ken Done Kit containing general information about Ken and how his business started.
Fee: None. An A4 stamped addressed envelope for postage of kit.

La Bomba Handprints

Address: Old Bangalow Road
Byron Bay 2481
Contact Person: Graham Webber
Phone: (066) 856880
Service Offered: Students are able to view screen printing on furnishing fabrics of Australian inspired designs commissioned by some of the exclusive interior designers.
Fee: None

Liberty Handcrafts

Address: PO Box 51
Thornleigh 2120
Contact Person: Helen Ricardo
Phone: (02) 875 1155; 088 251529
Service Offered: Catalogues and samples are supplied to teachers. A representative calls to Sydney, Newcastle and Canberra schools for demonstrations to teachers.
Fee: None.

Lois Lane Footware Factory

Address: 17 Banksia Drive
Industrial Estate
Byron Bay 2481
Contact Person: James Dods
Phone: (066) 857147
Service Offered: Students are able to observe operations of a large leather footwear factory using

Field of Mars Field Study Centre

Address: PO Box B82
Boronia Park 2111
Contact Person: Chris Koetting or Kerry Cooper
Phone: (02) 816 1298
Service Offered: Available for government schools in Metropolitan North. Though it hasn't been requested yet, the potential is there to incorporate the centre in planning units for Textiles and design. The staff is available for consultation either at the centre or at school to plan a unit relevant to the syllabus. After planning, relevant materials such as draft field notes and suggested lessons are made available. The staff further assists teachers in implementing a unit by providing sites either at the centre or as near as possible to schools in MetNorth, and helping carry out field work.
Fee: None.

Flamingo Park

Address: Suite 102,
2nd. floor Strand Arcade
George Street
Sydney 2000
Contact Person: Noreen Giles
Phone: (02) 231 3027
Service Offered: Profile + biography on Jenny Kee.
Fee: None. Just a stamped addressed envelope for postage.

Japan Information and Cultural Centre

Address: 1st. floor Aussat House
54 Carrington Street
Wynyard
Contact Person: Helen Kennedy
Phone: (02) 29 4349
Service Offered: Includes films on textiles in Japan, an address to students and library. membership on application for students.
Fee: None.

up-to-date technology. James will deliver a lecture on his involvement in the industry with particular emphasis on export. Booking is essential.
Fee: None.

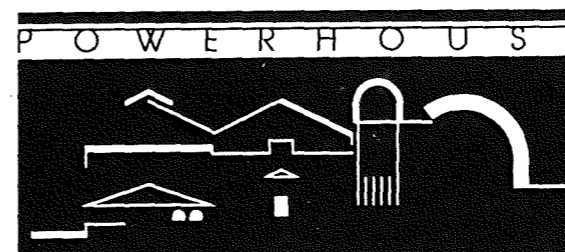
McCall's Pattern Service

Address: 18 Newtown street
Alexandria 2015
Contact Person: Roberta Young
Phone: (02) 550 1044
Service Offered: An in-school program includes fashion building, colour analysis and new season designs. The session consists of a slide presentation and demonstrations, as well as modelling by students. Teachers are provided with a follow up lesson plan and students have the chance to win a McCall's pattern. A discount is also provided for McCall's patterns.
Fee: \$2 per student or minimum of \$60 for the presentation.

NSW Embroiderers Guild

Address: 76 Queen Street
Concord West 2138
Contact Person: Mrs Helen Marsh
Phone: (02) 73 2501
Service Offered: Exhibition of embroidery from the seventeenth to the twentieth centuries. Addresses on particular themes may be booked. Members current works are on display. October 25-28, 1990 is the annual exhibition of all members' works. Booking is essential. Members of the guild have access to the library, slides, study boxes, the guild collection by appointment and to regular meetings.
Fee: No fee for schools. Membership fee \$10. Subscription fee: \$40 for city members, \$30 for country members.

Powerhouse Museum



Address: PO Box K 346
Haymarket 2000
Contact Person: Craig Browne, Education Officer

Phone: (02) 217 0322 : Education Officer
(02) 217 0222 : Booking office
Fax: (02) 211 0932
Service Offered: Education staff at the Powerhouse Museum Community Services Department can help teachers tap into then museum's great learning resources. There is an enormous potential for teachers and students. A Powerhouse teachers kit is sent to each school library. Book by phone, mail or fax.

school visit packages are units of work that students carry out during their visit.
topic trails are teacher-guided walks that follow a particular theme through three or more exhibitions
Fee: None

Reverse GarbageTruck Cooperative

Address: Hut 8
Addison Rd Community Centre
Addison Road
Marrickville 2204
Contact Person: Pru Wylie
Phone: (02) 569 3132
Service Offered: An interesting environmentally friendly alternative is provided, with good examples in saving items. There are demonstrations of how the most unusual things can be reused. Industrial off-cuts which are available for sale provide an alternative to retail sources. These items are often used by students participating in the statewide Annual Design competition conducted by the Textile Educators Association of NSW. An information sheet about the cooperative are available. A set of 12 craft books is also available for sale. Dont forget to book.
Fee: Information sheet is free. Craft books are \$3 and \$4.

Schools' VIP

Address: Private Bag 938
North Sydney 2059
Contact Person: Diane Robinson
Phone: (02) 963 7558
Service Offered: This business and education links program provides visits for students to business and industry. At this stage, visits are limited to Years 11 and 12. To participate in a Schools' VIP visit, a teacher needs to ring the secretariat to discuss requirements. The secretariat then matches the school with an appropriate business.
Fee: None.

Simplicity Patterns

Address: 25 Violet Street
Revesby 2212
Contact Person: Jackie Cummins
Phone: (02) 774 5855
Service Offered: A promotional poster listing patterns is sent to schools twice a year. Teachers are offered for free a pattern of their choice and discounts are offered on other patterns. A discount is also offered for *Simply the best sewing book*.
Fee: *Simply the best sewing book*: \$14.95.

Streetwise Leather Designs

Address: 15 Banksia Drive
Industrial Estate
Byron Bay 2481
Contact Person: Stephen Packer
Phone: (066) 857536
Service Offered: Students are able to observe operations of a small factory producing casual, evening and daywear in leather. Booking is essential. It is also necessary to confirm bookings.
Fee: None.

Sydney Theatre Company

Address: Pier 4
PO Box 777
Millers Point 2000
Contact Person: Sue Moran
Phone: (02) 2501700
Service Offered: Students are able to view all aspects of the organisation of a production including preparation of sets, costumes and the overall organisation of a theatre.
Fee: None.

Textile Educators Association of NSW

Address: PO Box 187
Rozelle 2039
Contact Person:
Phone: (02) 8182599; (02) 818 2346
Service Offered: The association was formed by Textiles and design teachers in NSW. Membership entitles receipt of the monthly newsletter, attendance at regular meetings, as well as access to resource kits, library facilities and suggested HSC answers. A statewide Annual Design Competition for Textiles and design students is also conducted by the association.
Fee: Membership fee for schools: \$55.
For individual teachers: \$40.
For students: \$15.

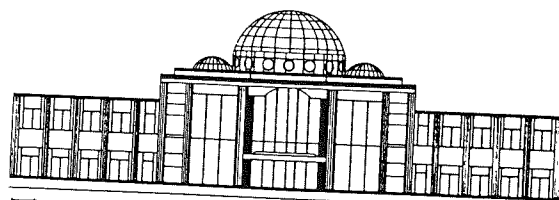
Textile Industry Australia Ltd

Address: 12-28 Arncliffe Street
Arncliffe 2205
Contact Person: Ann Weddell
Phone: (02) 597 7855
Service Offered: A 5-6 page brochure on textile company activities is available.

Western Region Media and Resources Unit

Address: PO Box 143
Bathurst 2795
Contact Person: The Coordinator
Phone: (063) 31 8590
Service Offered: In the video *Creative design: the new approach to textiles and design*, students and teachers from the 3 Dubbo high schools demonstrate dyeing fibres with natural dyes, techniques for fabric painting, fashion through the ages and integrating a unit of work.
Fee: Video + worksheet cost \$30.

Whitehouse School of Design



THE WHITEHOUSE SCHOOL

FASHION DESIGN - DRAWING

Address: Level 3
53-55 Liverpool Street
Sydney 2000
Contact Persons: Caterina Skvorc, Kathy Power
Phone: (02) 267 8799
Service Offered: An in-school lecture on fashion design and fashion design principles with slides, information on courses offered at the Whitehouse School and entry forms for a scholarship competition. If time permits, there may also be some practical work after the lecture. Visits to the school may also be organised. This year's Open Day is from September 1-2.
Fee: None.

Wollongong Art Gallery

Address: 85 Burelli Street
Wollongong 2500
Phone: (042) 27 7111
Service Offered: The gallery welcomes school tours and regularly sends information sheets about latest exhibitions to local schools.
Fee: None. ♦

■ Fiction for younger readers

The books in this collection are divided into 2 sections: those for beginning readers and those for independent readers.

Fiction for beginning readers

HARRISON, Margaret *Angels on roller skates*. Walker, 1990
ISBN 0-7445-1524-6

Six stories about Bigun, Middlun and Littlun beckon the young reader in this slender volume. Harrison does not make concessions to the young reader where language is concerned and although the level generally is commendably challenging, it does occasionally slip beyond this. The relative difficulty of language is offset however, by simple plot construction; and the many pencil drawings add both to the book's charm and delineation of characters.

F. Gardiner
LEV: Lower primary
AVAIL: \$14.95 ASCIS 627463

LIMB, Sue *Big and Little at home*. Orchard, 1989
ISBN 1-85213-141-1

Here are 3 more short stories about Big and Little, 2 friends totally different in size. Their adventures together range from an unsuccessful attempt at baking a cake to a somewhat fantastic cure for a cold. Colourful illustrations interspersed throughout the text add to the appeal of this text for newly independent readers.

M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 606303

HOFFMAN, Mary *Dog powder*. Heinemann, 1989 (A Superchamp book)
ISBN 0-434-93059-8

Colin's desire to own a dog is thwarted by the regulations of the housing estate where his family lives. His family is generally tolerant when Colin compensates by creating an imaginary dog, Rover. Mr Parrott, a mysterious, kindly character, sells Colin a tin of dog powder, with the warning that it only has a 'dawn to dusk' effect. The powder produces a real dog, resulting in trouble for Colin. Enjoy this attractively presented fantasy in which dreams are fulfilled, though not without some difficulty along the way. The story is interspersed with colour illustrations by Paul Warren.

B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$8.95 ASCIS 485768

CREBBIN, June *Finders keepers*. Viking Kestrel, 1989 (Read alone)
ISBN 0-670-82731-2

Hannah and her father rescue a large, white rabbit, lost and confused on the road as the first snow of winter falls. Hannah hopes that she will be able to keep the rabbit even though she has not been allowed to have a pet before. The realistic storyline has a judicious mix of hope and disappointment, tempered by optimism and family warmth. The attractive cover, large type, 4 chapter format and Shelagh McNicholas' appealing black and white illustrations make this book well-suited to those readers just progressing to novels.

B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$12.99 ASCIS 616161

WELD, Ann *Fractured fairytales & ruptured rhymes*. Omnibus, 1990 (An Omnibus/Puffin book)
ISBN 0-14-034402-0 [821.008]

Enjoy the delightful sense of fun permeating this collection of comic, cautionary and macabre parodies of traditional rhymes and tales. Craig Smith's illustrations enhance the appeal of the succinct, witty compositions contributed by well-known writers, including Robin Klein, Colin Thiele, Bill Scott, Michael Dugan and Max Fatchen. The collection is indexed by author and by poem title. Responses will vary from out loud chuckles to 'Hey, listen to this one!' Share the pleasure of playing with our language and its heritage.

B. Mitchell
LEV: Middle primary Upper primary
AVAIL: Paper \$6.00 ASCIS 616133

FORSYTHE, Anne *The ginger tree*. Hamilton, 1990 (Gazelle)
ISBN 0-241-112817-X

Colin's well-intentioned purchase of a replacement for his Gran's storm-damaged tree has the opposite effect. The fantasy elements begin when the tree produces an unexpected crop of ginger products: biscuits, ginger beer, gingerbread - and also attracts media attention and unwelcome sightseers. Gran is not pleased with the intrusion the tree brings into her life. The 5 chapters are interspersed with black and white drawings by Julie Park. With its cosiness and fairytale qualities this is a warm, happy story for beginning readers.

B. Mitchell
LEV: Lower primary Middle primary
AVAIL: Paper \$8.99 ASCIS 629126

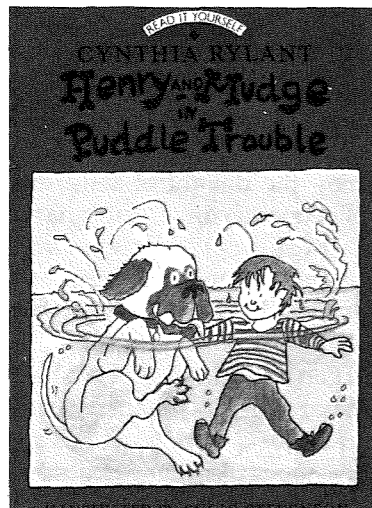
SEFTON, Catherine **The haunted schoolbag.** Hamilton, 1989
ISBN 0-241-12646-0

Josh's problems start the day he reads a strange sign on a tree on his way home from school. Before he understands what is happening, a very small ghost takes up residence in his schoolbag and accompanies him home with amusing results for Josh and his unsuspecting family. The 4 short chapters accompanied by Catherine Crossland's numerous black and white illustrations make this a charming and humorous story for newly independent readers.

M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$7.99 ASCIS 485140

RYLANT, Cynthia **Henry and Mudge in puddle trouble.** Gollancz [1980], 1989 (Read it yourself)
ISBN 0-575-04603-1

Tales of flower eating, the attraction of a huge muddy puddle, and the appeal of 5 new born kittens again reveal the warm, loyal and humorous relationship of Henry and his large dog Mudge. The simple vocabulary, the repetition of words and phrases and the colourful and appealing pictures that



accompany each page of text make this a worthwhile addition for newly independent readers. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$12.95 ASCIS 620088

BLACKER, Terence **In control, Ms Wiz?** Piccadilly, 1990
ISBN 1-85340-061-0

Class 3 are dismayed to discover that their local library is to be closed, but are determined to fight the decision. Their ally and best weapon is the magical Ms Wiz who has a special fish powder that brings book characters to life. Using the powder, Ms Wiz produces members of the Royal Family (an incident with which Australian children may not readily identify), Frankenstein and various ghosts in order to convince the chief leisure

officer that the library should remain open. Newly independent readers will find the humour of the story and the accompanying black and white illustrations appealing. M. Ellis

LEV: Middle primary
AVAIL: \$16.95 ASCIS 623007

BLACKER, Terence **In stitches with Ms Wiz.** Pan [1987], 1990 (Young Piper)
ISBN 0-330-31222-7

In this, the second of the Ms Wiz stories, Ms Wiz, a modern day witch, causes fun and mayhem in the local hospital when her young friend Jack undergoes an emergency appendectomy. Determined that she will be there to help him, she pretends to be a doctor, with hilarious and unpredictable results. The large text and accompanying black and white illustrations make this an appealing story for newly independent readers.

M. Ellis
LEV: Lower primary Middle primary
AVAIL: Paper \$4.99 ASCISX 622900

MAYNE, William **Netta.** Hamilton, 1989 (Gazelle books)
ISBN 0-241-12708-4

William Mayne writes with sympathetic humour and insight of Netta, her family, friends and school in this collection of 5 short stories for the newly independent reader. We accompany Netta on her school minithon as she discovers that 4 miles is further than she thinks; we see her trying not to reveal that she has misplaced her mother's favourite pudding bowl; and we sympathise as she misses selection in the soccer team. Through all her adventures and occasional setbacks Netta retains a determination that brings warmth and humour to each of the stories. A large number of black and white illustrations add further appeal. M. Ellis

LEV: Lower primary Middle primary
AVAIL: \$9.99 ASCIS 618326

TURNBULL, Ann **Never a witch's cat.** Ladybird, 1989 (Paperbird)
ISBN 0-7214-1197-5

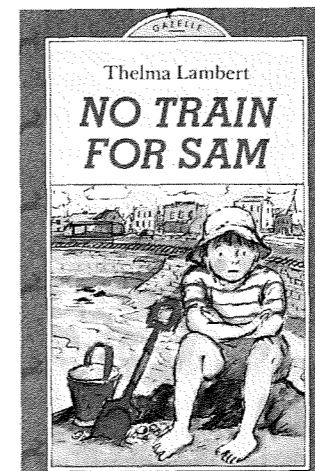
Willow, Ginger, Bella and Lucky, 4 cats, ignore the warnings of Tabitha and respond to the call of moonlight on Halloween. After being captured by the witch, they must escape or join the witch's slave cats. Willow, the most timid, finds that she must conquer her fears to save her friends. Teamwork, intelligence, faith and steadfast behaviour combine to combat the wicked power and trickery of the witch. With appealing characters, a satisfying triumph of good over evil and Tony Morris' delightful coloured

illustrations at every page opening, this 8-chapter novel is a worthy addition for young readers.

B. Mitchell
LEV: Lower primary Middle primary
AVAIL: Paper \$3.99 ASCIS 610067

LAMBERT, Thelma **No train for Sam.** Hamilton, 1989 (Gazelle books)
ISBN 0-241-12641-X

Sam finds the reality of his seaside holiday with his aunt and uncle a disappointment, a contrast with his expectations. The brightest spot in an unwelcoming environment is Sam's enthusiasm for a little red train which takes children for rides along the seafront.



Sam returns from a week away to find the train gone, sold to a wealthy man for his children's exclusive use. The plot moves, predictably, towards resolution of this selfishly motivated act. Interspersed with black and white illustrations by the author, the 5 chapters of clear text tell a simple story with a satisfying tone. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$7.99 ASCIS 618322

BLAKE, Jon **Oddly.** Viking Kestrel, 1989 (Kestrel kites)
ISBN 0-670-82725-8

Darren's parents suddenly decide to take a holiday, without him, so Darren calls on his Auntie Beth, an inventor. Darren, accompanied by his neighbour, Jackie, is intrigued to meet Oddly, Auntie Beth's robot butler. When Oddly returns to Darren's flat to care for him in his parents' absence, power corrupts as Jackie and Darren become increasingly odious in their domination of Oddly. Underlying the superficial humour of the adventure are provocative issues of taking advantage of vulnerability, loss of dignity and misuse of power. The clear text and 4-chapter format, complemented by John Farman's line drawings, will appeal to newly independent readers and the zany storyline also will attract older readers intimidated by more demanding novels. B. Mitchell
LEV: Middle primary Upper primary
AVAIL: \$14.95 ASCIS630236

OAKLEY, Graham **Once upon a time : a prince's fantastic journey.** Macmillan Children's Books, 1990
ISBN 0-333-51532-3

Whilst the idea of a couple of ordinary individuals meeting up with a succession of storybook characters is appealing, it is far from unique. But whereas Alison Lester and the Ahlbergs pitched their versions exactly at the intended audiences, Graham Oakley falters with a text that is long, occasionally convoluted and full of over-subtle humour. The illustrations are certainly rich in detail, colour and contribution to plot development, but they do have a nightmarish quality. F. Gardiner

LEV: Middle primary
AVAIL: \$16.00 ASCIS 622235

GREGORY, Phillippa **Princess Florizella.** Penguin, 1989 (Puffin books)
ISBN 0-14-032657-X

We have here the increasingly familiar, liberated, socialist princess. Although Princess Florizella starts life as the ugliest baby anyone had ever seen, her parents are gracious enough to love her anyhow. Fortunately the book does improve after this bad start and children will probably enjoy the comparatively unconventional roles played by conventional fairytale characters. Plot and language is simple, making it an acceptable addition to the collection for newly independent readers. F. Gardiner

LEV: Lower primary Middle primary
AVAIL: Paper \$5.99 ASCIS 621095

SHARMAT, Marjorie **The princess of the Fillmore Street School.** Pan [1989], 1990 (Young Piper)
ISBN 0-330-31427-0

Meet Olivia Sharp, a privileged young girl who runs a business, solving secret problems. The staccato, reporting style of writing echoes the stereotyped narration of private investigators in films. The technique is effective in creating an atmosphere of fun and involvement. The accompanying black and white pictures by Denise Brunkus almost tell the story on their own, and continue the reporting style as they resemble newspaper photographs. The droll humour and satirical style make this a good choice for both older readers not adept at coping with more demanding novels and younger readers capable of appreciating a facetious parody. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: Paper \$4.99 ASCIS 622884

HOBAN, Julia *Quick chick*. Gollancz, 1989 (Read it yourself)
ISBN 0-57504642-2

Enjoy the faith of mother hen that her last chick to hatch will fulfil his potential when ready to do so, and not a moment before. The hen is unwavering in her belief despite contrary comments by others. Little Chick is a comical character whose behaviour, at odds with the rest of the brood, is treated with tolerance and affection. Attractive full-colour illustrations, by Lillian Hoban, enhance the text. Little Chick's performance, when sufficiently motivated, results in his name change. Add this wholesome, comforting tale to your collection for your youngest audience to share.

B. Mitchell
LEV: Preschool Lower primary
AVAIL: \$12.95 ASCIS 620091

MACLACHLAN, Patricia *Seven kisses in a row*. MacRae, 1989 (Redwing books)
ISBN 0-86203-341-1

Left at home with her brother, Zachary, whilst her mother and father are away, Emma is at first wary of her babysitters, Uncle Elliott and Aunt Evelyn. She soon finds however that they conform to her babysitter criteria. Using language which is distilled to the utmost simplicity, Patricia MacLachlan has drawn 4 delightful characters who interact with great warmth and mutual care and are the centre of a series of episodes with which the young emerging reader will empathise. Unfortunately the illustrations are not of the same standard as the text. F. Gardiner

LEV: Lower primary Middle primary
AVAIL: \$9.95 ASCIS 485544

FINE, Anne *Stranger danger*. Hamilton, 1989
ISBN 0-241-12545-6

Following the standard police lecture, Joe is left somewhat bamboozled by strangers and dangers and commits a few faux pas. He does however also remember the policeman's suggestion about using common sense, and the young reader is able to see Joe's gradual sorting out of the contradictions in his own mind. Although didactic at times, the simplicity of the narrative, plus well-drawn characters make this a worthwhile addition to the stock for newly independent readers. F. Gardiner

LEV: Lower primary Middle primary
AVAIL: \$7.99 ASCIS 487445

MURDOCK, Hy *There was an old woman who swallowed a fly*. Ladybird, 1990 (Read it yourself)
ISBN 0-7214-1266-1 [398]

The instructional questions supplied on the right side pages interface with the rhythm and continuity of the familiar absurdity of the old woman's successive swallowings. Despite the foreword regarding the split text use of the book: left side for children, right for adults, it is intrusive to have a subordinate text and series of illustrations detracting from the primary text. The format interrupts the flow of improbable events and the appeal of the traditional rhyme is diminished by this linking with everyday concerns. B. Mitchell

LEV: Preschool Lower primary
AVAIL: \$3.25 ASCIS 621096

GEBLER, Carlo *The TV genie*. Hamilton (Antelope books)
ISBN 0-241-12639-8

Rosie accidentally unleashes a genie from the school's television set and, in ensuing incidents, learns that having the traditional 3 wishes is not the joy one may expect. The deceptively simple cartoon style illustrations, by Rollin McGrail, portray the outlandish performance of the genie. The English terminology, landmarks and setting may impede thorough comprehension of the author's intent, especially for younger readers; for example, the class is taken to Piccadilly Circus when a circus visit is wished for. Other episodes do not depend on special knowledge and Rosie's last wish leads to a satisfying conclusion. B. Mitchell

LEV: Middle primary
AVAIL: \$11.99 ASCIS 618401

GORDON, Margaret *Willie Whiskers*. Viking Kestrel, 1989 (Read alone)
ISBN 0-670-82728-2

Willie is an endearing, fat, little mouse who loves to eat. The 4 stories contain enough repetition to be comfortable but not so much that it becomes boring. The plots conform to a formula in which Willie is irresistibly lured by food, falls asleep sated, followed by a funny incident and a happy resolution. The presentation of this book with its attractive illustrations and format of 4 short stories listed on a contents page, makes it an appealing choice for both individual readers and for sharing aloud with a young audience. B. Mitchell

LEV: Preschool Lower primary
AVAIL: \$12.99 ASCIS 622050

Fiction for independent readers

FURMINGER, Jo *As if by magic*. Scholastic, 1989 (Jugglers)
ISBN 0-590-76194-3

Natasha begins the day with an eerie feeling that she is being followed. This sensation is confirmed when a strange black cat suddenly appears on Natasha's desk. The magical elements of this entertaining fantasy are introduced with Natasha's realisation that she is the only one who can see the cat. An unusual train of events is unleashed with the arrival of Harriet, an odd, black-clad girl. Savour the tricks played upon some deserving victims, balanced by positive acts regarding kindness. Alice Englander's illustrations support the appealing humour of this enjoyable short story. The fast-paced action and funny episodes guarantee an attentive audience for sharing aloud. B. Mitchell
LEV: Middle primary Upper primary
AVAIL: Paper \$4.50 ASCIS 620764

VOIGT, Cynthia *The Callender papers*. Collins, 1989 (Lions)
ISBN 0-00-672983-5

Bidden by her aunt's friend, Mr Thiel, to sort out her family papers, Jean accepts the task willingly, eventually learning much more than she had expected, but only as much as the reader could have told her half way through in this very predictable novel. Cynthia Voigt's boundless talent for telling real stories about real people is not evinced; it is an inferior 20th century imitation of the Bronte genre, full of dark and brooding mystery, peopled with characters who are poorly drawn. Not one for the Tillerman fans. F. Gardiner
LEV: Upper primary
AVAIL: Paper \$6.95 ASCIS 607369

DANN, Max *Dusting in love*. Oxford University Press, 1990
ISBN 0-19-553030-6

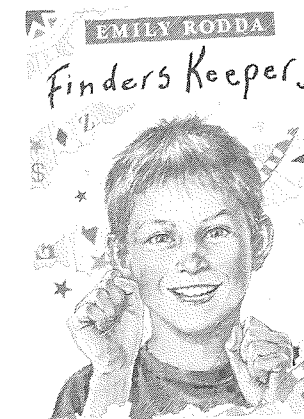
The very idea of *Dusting in love* is, to say the least, paradoxical, but apart from the blossoming hormones, nothing has changed: *Dusting* is still less than salubrious, Roger Thesaurus is still his willing, though naive, partner in crime and both are supported by the full cast of similarly lateral thinkers. The plot does thicken a little more than is necessary, but not enough to spoil a lively and funny novel. F. Gardiner
LEV: Upper primary
AVAIL: \$15.95 ASCIS 620873

MacLachlan, Patricia *The facts and fictions of Minna Pratt*. Macrae, 1989
ISBN 0-86203-403-5

'Are all your stories lies?' asks Minna of her author mother. 'Some of them are and some of them are not. But they are all true.' Once again Patricia MacLachlan's light-as-thistledown touch has created an exquisite novel. She gives us prose that is refined to the purest simplicity, characters who are not only engagingly eccentric but who nourish each other with love and solitude, and a story that is endearing but untinged by even a whiff of sentimentality.

F. Gardiner
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 631625
EVAL: Highly recommended

RODDA, Emily *Finders keepers*. Omnibus, 1990
ISBN 1-86291-032-4



There must be an explanation for the myriad of odds and ends, notably socks, that vanish from our households. When

computer addict Patrick stumbles over the Barrier, he discovers the resting place devised by Emily Rodda. Not entirely without flaws in its execution, this science fiction novel is nonetheless engrossing in plot, has well-drawn characters and

is sprinkled with tidbits of wry humour. F. Gardiner
LEV: Upper primary
AVAIL: Paper \$7.50 ASCIS 629405

BARNETT, Gillian *Gumboots and other risks*. Oxford University Press, 1989
ISBN 0-19-553085-3

Katherine Spence feels that she is the odd one out when her family moves from the city to the country, prompted by a need for her father to enjoy a healthier, less stressful lifestyle. Attention focuses on Katherine's reactions and adjustments as she copes with a new high school, the disintegration of previous friendships and a tentative girl-boy relationship. Gillian Barnett deftly handles her subjects, drawing well-developed characters, a warm atmosphere of supportive family life, a storyline with appeal and effective creation of reader empathy. Share

Katherine's joys and pain as she contends with the challenges which arise. B. Mitchell
 LEV: Upper primary Lower secondary
 AVAIL: \$15.95
 EVAL: Highly recommended ASCIS 607573

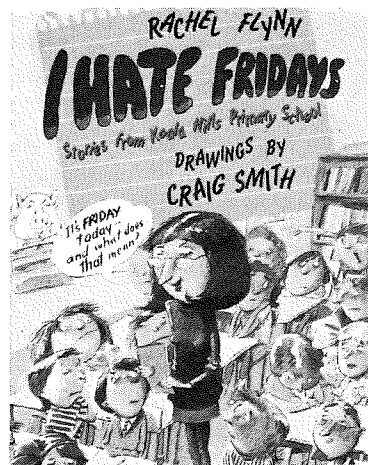
ROCKWELL, Thomas **How to fight a girl.** Pan, 1989
 (Piper books)
 ISBN 0-330-306162

Using the same characters as the much-loved **How to eat fried worms**, the author is less successful this time in capturing the interactions of a group of children. Alan, the loser of the worm bet is out to get even with the winner, Billy. In a fairly complicated plot he tries to embarrass Billy by pretending that Billy has a girlfriend. The book still has much to say about friendship and has some gentle insights into first romantic feelings, but short chapters, almost cinematic fast scene changes, and a large cast of characters make it at times disjointed and difficult to follow. M. Lobban
 LEV: Middle primary Upper primary
 AVAIL: Paper \$6.50 ASCIS 479770

FLYNN, Rachel **I hate Fridays stories from Koala Hills Primary School.** Penguin, 1990 (Viking)
 ISBN 0-670-83243-X

Children and teachers will recognise themselves, their peers, sayings, problems and actions in this collection of amusing and clever sketches of school life, written from the perspective of students of Koala Hills Primary School. Craig Smith's drawings, often captioned with speech balloons, provide a delightful accompaniment to an entertaining text. The teacher is presented in a refreshingly positive, uncontrived manner and there is a ring of authenticity to the events recounted. An effective device is the reporting of the same event, or character, by different observers. By the end of this most appealing collection the reader feels a sense of membership of the class.

B. Mitchell
 LEV: Middle primary Upper primary
 AVAIL: \$16.99 ASCIS 628863



STEED, Ben **Kappatoo.** Armada, 1989
 ISBN 0-00-693149-9

Kappatoo, from the 23rd century, illegally uses time travel to swap places with Simon Cashmere in the 20th century. Humans in Kappatoo's time are cosseted, lazy and unfit, rarely leaving the haven of their bedrooms. Kappatoo wants a 20th century double to take his place in an important round of the Droid Eliminator competition. Simon is a fit football player, captain of a team about to compete in a semi-final. Wit, sarcastic interplay and the plights suffered by the characters combine to create an enjoyable, entertaining story for competent readers with a good sense of humour. A sequel is already available.

B. Mitchell
 LEV: Upper primary Lower secondary
 AVAIL: Paper \$5.95 ASCIS 603088

NORMAN, Lilith **The Laurel and Hardy kids.** Random House, 1989
 ISBN 0-900882-57-3

Emily's life seems out of control since some impulse made her try to drown Peter, the boy next door. However, she is treated as a heroine. Peter then blackmails her. This complicates her life as she also copes with a feminist mother with an embarrassing job, a distant father and a sarcastic teacher. Humour and skilful characterisation combine to make this short novel enjoyable and engaging. The action is fast paced yet there is subtlety in the portrayal of both Emily and Peter. The inclusion of line drawings and division of the text into chapters would have increased the novel's appeal. J. Buckley
 LEV: Upper primary
 AVAIL: \$12.95 ASCIS 605399

DUFFY, James **Missing.** Oxford University Press, 1989
 ISBN 0-19-271608-5

The police are reluctant to act immediately when 10 year old Kate is reported, by her sister, as missing. Kate had run away twice previously, during a period of family upheaval. The persistence of her older sister convinced that this disappearance was not voluntary, and the efforts of Agatha Bates, a retired police officer, reveal a sinister, increasingly serious situation as Kate is held captive by her abductor. The reader is readily engrossed in the tightly written plot, credible, strongly-drawn characters and a compelling atmosphere of suspense as the tension builds to a climax of genuine danger. B. Mitchell
 LEV: Upper primary Lower secondary Middle secondary
 AVAIL: \$23.95 ASCIS 627835

THOMAS, Ruth **The new boy.** Hutchinson, 1989
 ISBN 0-09-173799-0

Donovan Grant is trouble the minute he hits Amy's class, but that doesn't stop her from desperately wanting him as her friend. Despite his outrageous behaviour, Amy persists in believing in him, realising his awful family background is the source of his unhappiness. Since the protagonists in the novel are only 11, this is a ponderously long novel at 260 pages, despite its accurate depiction of the age group's concerns and behaviour. M. Lobban
 LEV: Upper primary
 AVAIL: \$14.95 ASCIS 605535

LOWRY, Lois **Number the stars.** Houghton Mifflin, 1989
 ISBN 0-3955-106-00

Caught up in the attempt to smuggle the Jewish community out of Nazi-occupied Denmark, Little Ellen displays maturity, inventiveness and courage. The atmosphere of tragedy and menace which permeates the story, highlights the danger in which the community, especially its young people, placed itself to effect this operation. Lois Lowry uses simple language to tell her story dispassionately (although an afterword is contrastingly emotive), and to draw her very credible characters. Winner of the 1990 Newbery Medal. F. Gardiner
 LEV: Upper primary Lower secondary
 AVAIL: \$24.50 ASCIS 622183

WHITE, Mary Sally and Rebecca. Margaret Hamilton, 1989
 ISBN 0-947241-14-0

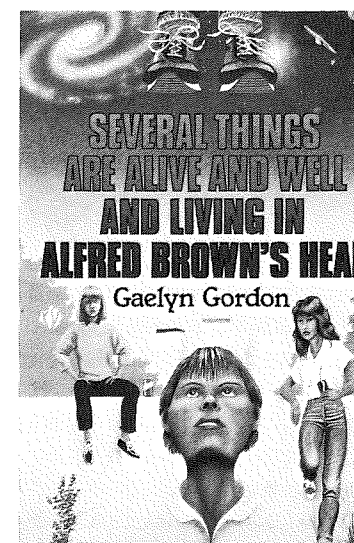
When she is evacuated from Germany just before the outbreak of World War II, Rebecca is put into Sally's care at school in England. Though from very different backgrounds the 2 girls establish a lifelong friendship. Told as a flashback when Sally's granddaughter is researching her ancestors, the story is reasonably interesting but the characters are drawn with so little colour and distinction that the reader does not experience emotional involvement. F. Gardiner
 LEV: Upper primary
 AVAIL: \$15.95 ASCIS 605005

PEARCE, Margaret **The secret in the compost bin.** Omnibus, 1990 (An Omnibus/Puffin book)
 ISBN 0-14-034423-3

The 'secret' is Ulp, a friendly creature of indeterminate species, kept as a pet by Jeremy. Jeremy's parents, slaves to the payment and maintenance of a new

house, overlook important needs of their child. When Jeremy's coveted place in the football team is jeopardised by his lack of boots he and his resourceful cousin, Kate, aim to raise the money needed. The account of their schemes, complemented by black line drawings, is interspersed with humour, realistic setbacks and some timely assistance from Ulp. A satisfying, optimistic conclusion augurs well for Jeremy's future. The storyline and style sustain interest for both independent reading and reading aloud. B. Mitchell
 LEV: Middle primary Upper primary
 AVAIL: Paper \$6.99 ASCIS 621129

GORDON, Gaelyn **Several things are alive and well and living in Alfred Brown's head.** Hodder and Stoughton, 1990
 ISBN 1-86950-017-2



Alfred becomes an involuntary host to an alien intelligence, an 'operator' conducting a field study of human experiences. 'Oppy', as the alien is dubbed, exhibits a smug quality, belying the claimed technological and cultural superiority. The remarkably 'human' foibles provide a subtle undercurrent of droll humour, adding depth to the slapstick

style of incidents in which Alfred and his 2 sagacious sisters find themselves involved. The fast pace, interesting characterisation and episodic organisation make this book most suitable for serialisation or promotion by sharing an extract. The conclusion leaves scope for a sequel and Gaelyn Gordon should find an audience eager for more entertainment. B. Mitchell
 LEV: Middle primary Upper primary
 AVAIL: Paper \$7.95 ASCIS 618316

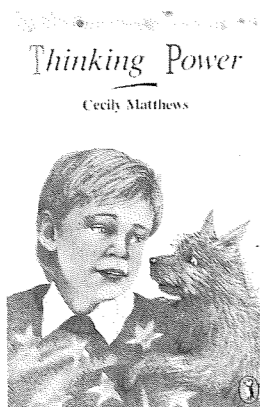
MARSDEN, John **Staying alive in year 5.** Pan, 1989
 (Piper books)
 ISBN 0-330-27146-6

Scott and his fellow Year 5 students are far from enthusiastic about school until they meet their new teacher Mr Murlin. Mr Murlin is not all he appears and

school suddenly becomes an exciting, unusual and at times, magical place where learning is fun. Not everyone, however, approves of his methods and Mr Murlin is under threat for his lack of conformity. Stories of individuals and their problems are interwoven into the main plot making this an amusing and sensitive tale of school life. M. Ellis
LEV: Middle primary Upper primary
AVAIL: Paper \$7.99 ASCIS 479382

MATTHEWS, Cecily **Thinking power.** Omnibus, 1990 (An Omnibus/Puffin book)
 ISBN 0-14-034403-9

A fall from a skateboard results in more than the obvious 10 stitches and concussion. After the accident Jamie gradually realises that he has a special power: his wishes come true. From the outset Jamie is wary of his ability but his attention to his conscience is eroded by his friend, Boris, who goads Jamie into actions which cause trouble. The characters are well



defined and engender empathy as they are embroiled in difficult situations. Katherine Brafield's line drawings add to the appeal of this fast-paced, humorous story, which will be a popular choice for reading aloud. B. Mitchell
LEV: Middle primary Upper primary
AVAIL: \$12.95 ACIS 621128

CORRIN, Sara **A time to laugh : funny stories for children.** Faber, 1989
 ISBN 0-571-15499-9 [808.8]

Fifteen funny traditional tales are retold in this compact volume. The collection includes extracts from such well known stories as Mrs Pepperpot and Winnie the Pooh. Russian, West African and Indian folktales, as well as extracts from Aesop and Grimm are included. The extracts are short, directly told, and suitable for reading aloud. Line drawings add to the appeal of this collection. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$5.99 ASCIS 483775

RICHEMONT, Enid **The time tree.** Walker, 1990
 ISBN 0-7445-1447-9

Joanna and Rachel are on the brink of adolescence and are apprehensive of the inevitable changes looming. Simultaneous with the erosion of their friendship is their precarious communication with Anne, a hearing-impaired girl living in Elizabethan times. The crossover between centuries is temporary but leaves a legacy of enrichment for Anne. Joanna and Rachel's briefly restored intimacy disintegrates just as Anne's ability to maintain contact diminishes, then disappears. The transition from childhood is treated compassionately, acknowledging without derision, the excitement, confusion and mixed emotions experienced in this dynamic stage. B. Mitchell
LEV: Upper primary
AVAIL: Paper \$6.95 ASCIS 622990

CORBALIS, Judy **Your dad's a monkey.** Deutsch, 1989
 ISBN 0-233-98465-8

Robert is swept along, unwillingly, when his father makes an arbitrary decision that the family is too ordinary and that drastic change is called for. Robert is the butt of teasing once the news spreads that his family has moved to a treehouse in a public park. Caught in an emotional role reversal Robert endeavours to get his parents to behave responsibly. The behaviour of the characters raises questions about theory failing in practice, being limited by one's own perceptions and testing how far loyalty exceeds reason. Suspend credibility and respond to the superficial playfulness of a boy's struggle to conform with social norms. B. Mitchell
LEV: Middle primary Upper primary
AVAIL: \$22.95 ASCIS 609418 ❖

Acknowledgements

For permission to reproduce book covers and illustrations, the editors are indebted to: Omnibus Books for *Finders keepers*; Hodder & Stoughton for *Several things are alive and well and living in Alfred Brown's head*; Penguin for *I hate Fridays* (Viking), *The tail of the trinosaur* (Puffin), *Thinking power* (Omnibus/Puffin) and *No train for Sam* (Hamish Hamilton); Random Century for *Henry and Mudge in puddle trouble* (Victor Gollancz); Allen & Unwin for *In the backyard*; Scholastic Publications for *Penguin Pete's new friends* (Hippo).

■ Paperback preferred

Paperback preferred makes its first appearance in scan with this issue. All the books reviewed are paperback; some are new titles, others are reprints. Titles represent a cross-section of fiction and non-fiction and will be of interest to students K-12, parents and teachers.

This first collection was prepared by Christine Spink. Titles are divided into fiction and non-fiction and listed alphabetically by title.

Fiction

LESTER, Alison **Clive eats alligators.** Oxford University Press [1985], 1989 (Large book format)
 ISBN 0-19-554938-4

An innovative juxtaposition of text and picture combine to give us a snapshot look at Clive and his friends as they breakfast, get dressed, eat lunch, play, go shopping and go to bed. We are cleverly, but gently, shown that not only is everyone different but that it is okay to be so. Highly Commended Picture Book of the Year 1986.

LEV: Preschool Lower primary Middle primary
AVAIL: Paper \$7.95
EVAL: Highly recommended ASCIS 455294

BLUME, Judy **Freckle.** Pan, 1990 (Piper books)
 ISBN 0-330-30829-7

Andrew, envious of Nicky's freckles, buys a secret freckle formula. When this doesn't work, he paints freckles on his face and goes to school. Delivered from this new predicament by his teacher, Nicky learns the value of being himself. Short and easy to read, this story will appeal to newly independent readers.
LEV: Middle primary Upper primary
AVAIL: Paper \$4.99 ASCIS 622882

GRAHAM, Bob **Has anyone here seen William?** Penguin, 1990 (Picture Puffin)
 ISBN 0-14-054132-2

William has learnt to walk and causes his family, on many an occasion, to repeat frantically the words of the title of this book. Delightfully evocative of family life, both the text and the illustrations gently and lovingly show how parents and siblings cope with an adventurous toddler.
LEV: Preschool Lower primary
AVAIL: Paper \$6.99 ASCIS 618317

PERSHALL, Mary **Hello, Barney!** Penguin [1988], 1989 (Picture Puffins)
 ISBN 0-14-054136-5

Cockatoos enjoy great longevity, and Barney is no exception. He shares William Jackson's life from boyhood to old age. Rescued by a young girl when William dies, Barney will presumably become her friend and confidant just as he had been William's. Strong colour in Mark Wilson's oil painting illustrations evoke the Australian setting.
LEV: Middle primary Upper primary
AVAIL: Paper \$6.99 ASCIS 626057

OAKLEY, Graham **Hetty and Harriet.** Macmillan Children's Books, 1984
 ISBN 0-333-35844-9

Hetty and Harriet are the youngest chickens on an English farm. Harriet, bored with the farm, is convinced that the grass is always greener 'just over there'. When the chance comes to escape she leads Hetty out of the farm, across the stream and into a series of adventures which almost end in disaster. Graham Oakley's characteristically detailed illustrations enhance his text.
LEV: Middle primary Upper primary
AVAIL: Paper \$6.99 ASCIS 161028

SMITH, Roger **How the animals saved the ark and put two and two together.** Penguin [1988], 1990 (Puffin books)
 ISBN 0-14-050918-6

A resourceful Mrs Noah organises the animals to assist Noah in building the ark. She continually attempts to teach the animals basic arithmetic, but is really only successful with multiplication. This interesting retelling of the well known Bible story of Noah is at times a little obvious in its mathematical references and its play on words.
LEV: Lower primary Middle primary
AVAIL: \$6.99 ASCIS 625093

CORRIN, Sara **Laugh out loud : more funny stories for children.** Faber and Faber, 1989
ISBN 0-571-14177-3

This is a collection of humorous short stories suitable for inclusion in any teacher's repertoire for reading aloud. Folk tales are represented as well as favourites such as the Tar-Baby, Brer Rabbit and the elephant's child. Authors represented include Rudyard Kipling, Eleanor Farjeon, C. Nesbit and Leila Berg.
LEV: Middle primary Upper primary
AVAIL: Paper \$6.99 ASCIS 618732

BROWNE, Anthony **The little bear book.** Macmillan Children's Books [1988], 1990 (Minimac)
ISBN 0-333-49520-9

The magical pencil of Bear assists him as he encounters various animals on his walk. This mini-sized picture book will enchant beginning readers.
LEV: Preschool Lower primary
AVAIL: Paper \$2.99 ASCIS 627639

KLEIN, Robin **The Lonely Hearts Club.** Oxford University Press, 1989
ISBN 0-19-554877-9

Donovan and Scuff, 2 boys at boarding school are anxious to meet some girls. The formulation of a lonely hearts club seems the perfect solution to their problem. Their escapades as they try this venture make entertaining reading. Cleverly interspersed with the storyline are letters exchanged between the authors Robin Klein and Max Dann as they collaborated on the book.
LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 ASCIS 603224

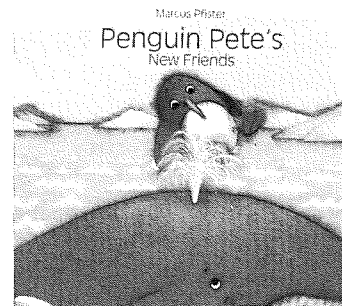
COLE, Joanna **The magic school bus inside the human body.** Scholastic, 1989
ISBN 0-590-72508-4

Readers join the imaginative Ms Frizzle and her class on an innovative excursion inside the human body. The storyline, facts about the body, exclamations and asides from the pupils, excursion notes and detailed illustrations jostle for space on each page. This clever presentation of the science of our bodies will appeal to a wide audience.
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$4.50
EVAL: Highly recommended ASCIS 626346

SHRAPNEL, Pamela **Meannie and the min min.** Angus and Robertson, 1989
ISBN 0-207-16702-8

Meannie Prickleburr is an Australian witch who lives out beyond Ayers Rock and collects lizards to eat. Trouble starts when she steals a thorny devil from Bindii and Mike. The children set out to recover this lizard. The off-beat black-and-white illustrations by Terry Denton add to this tall tale.
LEV: Upper primary
AVAIL: Paper \$5.95 ASCIS 608797

PFISTER, Marcus **Penguin Pete's new friends.** Scholastic, 1989 (Hippo books)
ISBN 0-590-76137-4



Young Penguin Pete sets off by himself to go fishing. On the way he meets Walter the whale, a boy fishing in the ice, an elephant seal and a colony of sea lions and is returned home safely on Walter's back. The simple storyline is made

memorable by the gentle, soft blue-grey watercolour illustrations which capture perfectly the polar landscape.
LEV: Preschool Lower primary Middle primary
AVAIL: Paper \$5.95 ASCIS 624376

In the same series:

PFISTER, Marcus **Penguin Pete.** Scholastic, 1989 (Hippo books)
ISBN 0-590-76123-4 ASCIS 616155

KLEIN, Robin **Penny Pollard's passport.** Oxford University Press, 1989
ISBN 0-19-553108-6

Never doing anything by half measure, Penny is the original tourist when she travels to the U.K. with her friend Alistair and his mum. Her exuberance, curiosity and her ingenuous response to, amongst other things, Stonehenge and the Loch Ness monster are infectious. Her diary, as always, is a scrapbook of notes, tourist brochures, photos, letters and entries.
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 ASCIS 602449

CROSS, Gillian **Roscoe's Leap.** Penguin, 1990 (Puffin books)
ISBN 0-14-034013-0

An engrossing, strongly told mystery, this novel relates the story of Hannah and Stephen and the quite fantastic house of their great grandfather Samuel Roscoe. Skilfully drawn family relationships are at the heart of this novel and intrigue the reader until the powerful climax.
LEV: Lower secondary Middle secondary
AVAIL: Paper \$6.99 ASCIS 620767

FRENCH, Fiona **Snow White in New York.** Oxford University Press, 1989
ISBN 0-19-272210-7

An innovative retelling of the tale of Snow White set in the gangster era of the 1920s in New York, has Snow White taken in, not by dwarfs, but by 7 jazzmen for whom she becomes the singer. Stunningly bold art deco illustrations enhance the clever, but sparse, text. Retellings such as this highlight the perennial message fairytales and fables have for all ages. Winner of the Kate Greenaway medal.
LEV: Middle primary Upper primary
AVAIL: Paper \$8.95
EVAL: Highly recommended ASCIS 618402

MACDONALD, Caroline **Visitors.** Penguin, 1985 (Puffin books)
ISBN 0-14-034198-6

Terry, bored and lonely, seeks escape in watching television. And it is through the television set that the Visitors contact him. Much to Terry's annoyance, Maryanne, the physically handicapped girl next door, finds out about his alien visitors. However, his attitude to her alters as she assists him in unravelling the mystery of the visitations. A fast moving adventure story, this will appeal to a wide readership.
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.99 ASCIS 620669

FISK, Nicholas **The worm charmers.** Walker [1989], 1990
ISBN 0-7445-1448-7

This is a fast moving adventure story involving 4 kids, Shanta, Jan, Harrie and Crump known as the WCs. They inadvertently become enmeshed in drug trafficking, which leads to Shanta's inexplicable disappearance. A satisfying resolution to the mystery is aided by the unorthodox character of Detective

Inspector Pollitt. The characterisation of the gang and the interplay of personal relations is appealingly portrayed.
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 622902

Non-fiction

LOVELOCK, J.E. **The ages of Gaia: a biography of our living earth.** Oxford University Press, 1989 (Oxford paperbacks)
ISBN 0-19-286090-9 [508]

A detailed examination of the theory of Gaia is provided in this scholarly book. Arguing that the earth is a living organism and that we should therefore be nurturing the earth itself and not the people on it, this is fascinating reading for those concerned for the planet's future. Arguments for the freedom of individual scientific thought and development are also presented.
LEV: Upper secondary
AVAIL: Paper \$14.50 ASCIS 615707

HILL, Susan **The collaborative classroom: a guide to cooperative learning.** Curtain, 1990
ISBN 1-875327-00-2 [372.1395]

Written in a very lucid style, this is a practical guide to establishing cooperative and group learning in the classroom in many subject areas. Although referring to the primary situation, the principles of collaborative learning can be adopted as teaching strategies for secondary classrooms. Chapters cover teaching cooperative skills, forming groups, from working in pairs to working with the whole class as a group, problem solving, negotiating and dealing with differences and assessment. Four very useful appendixes cover cooperative games, activities for pairs and groups and a literature bibliography of cooperation in picture books and novels.
AUD: Professional
AVAIL: Paper \$16.95
EVAL: Highly recommended ASCIS 620579

COTTEE, Kay **First lady: a history-making solo voyage.** Pan, 1989
ISBN 0-330-27174-1 [910.4]

Kay Cotee recounts, with extracts from her diaries and poems, the tale of her daring solo sea voyage around the world.
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.99 ASCIS 620355

BEECHER, Sabine **Happiness, it's up to you.** Collins Dove, 1988
ISBN 085924-501-2 [158]

Arguing for self acceptance, rather than self esteem, this is a practical guide to achieving the most out of your relationships and your life. The elements of successful parenting and a successful marriage are considered, as well as interpersonal skills.

AUD: Parents
LEV: Upper secondary
AVAIL: Paper \$16.95 ASCIS 438411

ATKINSON, Kathie **In the backyard.** Allen & Unwin [1989], 1990 (My animal books)
ISBN 0-04-442122-2 [591.994]

In the Backyard



My Animal Books

Brilliantly sharp and unusual colour photographs of animals are supported by a short paragraph of text in this unassumingly effective little book. The language used is concise and clear.

A wonderful introduction to the genre

of factual writing is provided for young readers.

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$4.95
EVAL: Highly recommended ASCIS 620489

In the same series:

ATKINSON, Kathie **At the beach.** Ashton Scholastic, 1990
ISBN 0-04-442121-4 [591.52]
ASCIS 618993

TURNER, Gwenda **Once upon a time.** Penguin, 1990 (Picture Puffins)
ISBN 0-14-050949-6 [529]

The routine of a child's day at home with mum and dad and new baby provides the framework for this picture book. A clear black and white clockface occupies each page, whilst opposite is an appropriately timed activity. The non-stereotyped depiction of the parents and the gentle illustrations offer many discussion points for young readers. This should not be dismissed as yet another book on telling the time.

LEV: Preschool Lower primary
AVAIL: Paper \$7.99 ASCIS 625922

HAWCOCK, David **Paper Dinosaurs.** Sterling, 1988
ISBN 0-8069-6890-7 [736]

Not for the casual user of paper and scissors, these detailed instructions accompanied by a grid of paper shapes show paper construction as an intricate and precise artform. Brief scientific descriptions of the 20 dinosaurs are also included.

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$19.95 ASCIS 622822

DODD, Craig **The Puffin book of dance.** Penguin, 1989 (Puffin books)
ISBN 0-14-032530-1 [792.809]

This is a potted, yet comprehensive, guide to the world of dance. An historical outline including time charts, bibliographical information on people associated with dance and a glossary are also given. There is, however, no index.

LEV: Upper primary Lower secondary
AVAIL: Paper \$5.99 ASCIS 610249

GIOVANNI, Nikki **Spin a soft black song : poems for children.** Farrar, Straus and Giroux, 1985 (A Sunburst book)
ISBN 0-571-12114-4 [811]

A deceptively simple collection of Afro-American poems covers the subjects of a child's world: mothers, friends, school and play. The black colloquial language and rhythm of the poems is quite striking. However, these characteristics and the American references in the poems mean this collection will have a limited place in the Australian classroom.

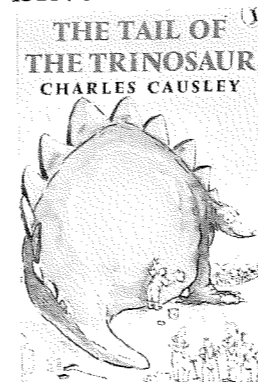
LEV: Middle primary Upper primary
AVAIL: Paper \$7.99 ASCIS 625916

HORVATH, Ronald **Sydney : a social atlas.** Sydney University Press, 1989
ISBN 0-424-00144-6 [305.09944]

Taken from the 1986 Australian Census of population and housing, the information presented includes population, families and households, housing, socio-economic status, gender and geography and ethnicity. It provides an extremely readable and well set out presentation of the social makeup of Sydney. Eighty computer generated colour maps are also included.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95 ASCIS 619746

CAUSLEY, Charles **The tail of the trinosaur : a story in rhyme.** Penguin [1973], 1990 (Puffin books)
ISBN 0-14-034110-2 [821]



In this marvellous tale in verse we learn how the English town of Dunborough coped the morning a dinosaur arrived at the Town Hall. This illustrated narrative poem would be suitable for serial reading aloud.

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$6.99 ASCIS 625852

RYAN, Denise **That's impossible!** Oxford University Press, 1990
ISBN 0-19-553050-0 [821.008]
ASCIS 620840

RYAN, Denise **Nobody likes me! everybody hates me!** Oxford University Press, 1990
ISBN 0-19-553052-7 [821.008]
ASCIS 620858

RYAN, Denise **Yickity-yackity yickity-yak poems to chant.** Oxford University Press, 1990
ISBN 0-19-553051-9 [821.008]
ASCIS 620833

RYAN, Denise **What's so funny?** Oxford University Press, 1990
ISBN 0-19-553049-7 [821.008]

Zany colourful illustrations give added dimension to this small collection of humorous poems. They would be great starters to introduce students to the absurdities possible in verse and to inspire students to write their own poems. Authors such as Michael Rosen, Ogden Nash and Max Fatchen are represented. Also available in big book format.
LEV: Middle primary Upper primary
AVAIL: Paper \$23.80 (set of 4) ASCIS 620668

BEDDIS, R.A. **The Third World : development and interdependence.** Oxford University Press, 1989
ISBN 0-19-913329-8 [330.9172]

Well laid out pages with maps, graphs, texts, photographs and questions make the information in this book extremely accessible. Issues such as contrasts and dependency in development, resources, people

and future prospects are covered in part 1, while in part 2 individual countries are considered. There are 45 pages of exercises which relate to the issues of part 1. There is a place and subject index. Geography and General studies teachers and students will find this book provokes thoughtful discussion of this multifaceted topic.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$20.95 ASCIS 605559

ROCKWELL, Anne **Trains.** Penguin, 1989 (Picture Puffins)
ISBN 0-14-050883-X [385]

The variety of trains and the services they provide are colourfully presented in this basic picture book. However, this world of trains is occupied by foxes dressed as people. Unfortunately, these foxes depict stereotyped gender roles.

LEV: Preschool Lower primary
AVAIL: Paper \$6.99 ASCIS 620324

KOSS, Amy Goldman **Where fish go in winter and answers to other great mysteries.** Dell, 1990 (A Dell young Yearling special)
ISBN 0-86824-409-0 [811]

Using catchy verse with catchy rhyme, scientific explanations are offered for everyday occurrences such as why onions make us cry and why cats purr. While this is an interesting approach to science, the glib explanations offered tend to belittle the natural phenomena they are describing.

LEV: Lower primary Middle primary
AVAIL: Paper \$6.00 ASCIS 626349 ❖

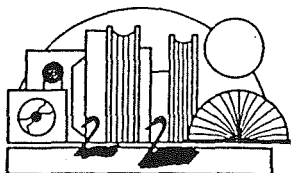
The views expressed by contributors in this issue of scan are not necessarily those of the Editors or the NSW Department of School Education.

International Board on Books for Young People (IBBY) news

The Hans Christian Awards for 1990 have been announced by the IBBY International Jury. The award is given to a writer and to an illustrator for the whole stream of their work, which in the opinion of the judges has made a lasting contribution to literature for young people. Ten countries submitted nominations and the awards, known as the 'Little Nobel Prizes for Children's Literature', have gone to Tormod Haugen of Norway (writing) and Lisbeth Zwerger of Austria (illustration).

The IBBY Honour Diplomas have also been announced. Each IBBY National Section is invited to nominate 1 book in each of the 3 categories: Writing, illustration and translation, which will automatically receive this diploma. The book must be of outstanding quality, representative of the nominating country, and have been published no earlier than 3 years before the awards are made. The IBBY Diploma for writing will go to *My place* by Nadia Wheatley and Donna Rawlins; the IBBY Diploma for illustration will go to *Where the forest meets the sea* by Jeannie Baker, who has been doubly honoured by having one of her illustrations from her book selected to appear on the cover of the booklet documenting the awards.

ALIA conference



The ALIA 1990 1st Biennial Conference will be held in Perth September 30-October 5 1990. Themes include:

- 'Inform, Educate, Entertain' presented by John Berry III, editor *Library journal*.
- Lifelong information-seeking skills
- Effective management of library and information services
- 'The profession' presented by Margaret Cameron, Pro Vice Chancellor and Librarian at Deakin University
- Access to information: technological and economic issues

During the 5 days, other sessions such as the ALIA Annual General Meeting and the Annual General Meeting of the School Libraries Section will be held.

Fees are \$500 for ALIA members; \$575 for non-members. Late fees (after 30 June 1990) will incur a \$40 penalty. Further details are obtainable from School Libraries Section (WA Group) ALIA Technology Park 2 Brodie Hall Drive Bentley WA 6102

Computer Education Unit publications

Three publications you may not have seen are described below. They are available from Resource Services Distribution Private Bag 3 Ryde 2112.

Resources for computer education (2nd ed). This reference document provides assistance to both primary and secondary schools planning and developing computer studies courses and across curriculum computing programs by discussing such issues as the selection and management of hardware and software, surveying software and general resource information and providing technical notes and a list of contract equipment and prices. Its looseleaf format enables it to be easily updated. Price: NSW government schools \$64.00; others \$80.00.

The coordinator's kit. This resource folder includes information about the Computer Education Program and the role of the school coordinator; local, regional and state resources; course materials; information about publications and computer suppliers and lists of professional contacts. Also included are policy statements and information on software copyright. Price: NSW government schools \$24.00; others \$30.00.

ComputEd is the newsletter of the Computer Education Unit and provides up to date information on various aspect of computer education. It is published once a term and is distributed to each government school, marked 'Attention: Computer Coordinator'. Additional subscriptions are \$10.00 for NSW government schools; \$12.00 for others.

KOALA Awards

You will have received, with *scan* 9 vol 3, the information and voting forms for the 1990 Kids Own Australian Literature Awards. Tally sheets are due to KOALA Council 31 August 1990. Phone Miranda Harrowell (02) 808 0586 if you have any enquiries.