

SCOL

- Selecting non-fiction
- Implementing OASIS
- Dictionaries



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International Perspectives

If June, with the visit to NSW of Gwen Gawith, had us looking at ourselves through New Zealand eyes, July gave some of us a chance to look through Canadian eyes.

The University of Toronto Study Tour 1990 brought a group of teachers and teacher librarians from Ontario to study Australian school librarianship and children's literature in Melbourne and Sydney. While the Study Tour is a regular Canadian summer vacation activity this was the first such tour to study Australian school librarianship. After 9 days in Melbourne the group spent 9 days in Sydney. During the Sydney program we arranged for them to visit metropolitan schools; on one day they split into pairs and spent the entire day in a selected school. By all accounts these visits were a tremendous success. Congratulations to the principals, teacher librarians and their colleagues who made such a splendid impression. And to the visitors who shared Canadian books, stories, poems, pictures, games and gifts with classes in many schools.

The group also visited Library Services which gave staff here an opportunity to see afresh, through our visitors' eyes, some of the fine work being done in NSW school libraries and to learn about conditions and programs in Ontario.

Because I believe that international exchange is always professionally stimulating I am pleased I was able to coordinate the Sydney program of the first University of Toronto Study Tour to Sydney. The experience confirmed my view that sharing observations with colleagues from different cultural and professional perspectives can renew enthusiasm, generate ideas and help one focus clearly on issues.

Local Perspectives

It is always interesting to read the minutes and newsletters of local teacher librarian groups. For Library Services it is not merely interesting but essential reading. The mail-bag delivers a vital current awareness service which keeps us informed about issues of local and general concern. If you are a minutes/newsletter secretary for your local group you should know that the staff at Library Services are among your most avid readers.

It has been especially interesting this year to observe how groups are adjusting to the structural changes within the Department. Many are adopting new names to reflect cluster identity, some appear to be changing membership boundaries, and new groups

are forming. Activities and concerns are as diverse as ever but the sense of sharing, of mutual support and encouragement is constant. Therein lies the strength of the networks and a source of professional power. One urgent concern confronting all, especially those in regions without a school library consultant, is how to establish effective support structures and services within clusters and regions. I urge you all to discuss your needs (consultancy? staff development? resource sharing?), establish your priorities and communicate those needs and priorities to those with responsibility for regional planning. The future depends on action now.

Because Library Services relies on regular input from teacher librarians and their networks, I was concerned to discover that some groups are finding the cost of distributing minutes a burden. Please do not drop us from your mailing list; if necessary we can supply pre-paid envelopes.

Teacher Librarianship Courses 1991

Teachers who are interested in becoming teacher librarians will be looking for information about courses being offered in 1991. The 3 most accessible courses for NSW teachers are:

- *Graduate Diploma of Education (Teacher Librarianship)* Charles Sturt University - Riverina The course is offered externally. Closing date for applications is 1 November. Contact: James Henri Course Coordinator Charles Sturt University - Riverina PO Box 588 Wagga Wagga NSW 2650 Telephone: (069) 22 2468 or (069) 22 2584

- *Graduate Diploma of Applied Science (Information/Teacher Librarianship)* University of Technology, Sydney The course may be studied part-time. Closing date for applications is 26 October. Contact: School of Library and Information Studies University of Technology, Sydney Kuring-gai Campus PO Box 123 Broadway NSW 2007 Telephone (02) 413 8336

- *Graduate Diploma of Applied Science (Teacher Librarianship)* Western Australian College of Advanced Education The course is offered externally. Closing date for applications is 1 November. Contact: Extension Service Western Australian College of Advanced Education Churchlands Campus Pearson Street Churchlands WA 6018

Subject to the availability of funds the Department of School Education may again offer places in the UTS (Kuring-gai Campus) course in 1991. Look in the September issue of the *Education Gazette* for details. ❖

☆ The birth of Maggot: information skills at Dapto H S

Cheryl Barnes is teacher-librarian and Rod McClure teaches history at Dapto High School. The unit of work described here is featured in the telecourse Information skills through the library.

The conception

In 1987 we both attended a South Coast Library Task Force meeting where we focused on creating methods that would successfully promote **Libraries in New South Wales government schools policy statement 1987** amongst teachers and teacher-librarians. We both had an interest in the 'new' information skills component of the policy. We were also both interested in the concepts of cooperative teaching and student-centred, resource-based learning.

The enthusiasm and commitment of Bryan Cowling, then Inspector of Schools, to the Library Policy with its emphasis on cooperative program planning and the teaching of information skills to promote student learning set us to thinking about what we could do at a classroom level at Dapto High.

Why we began an information skills approach

Rod:

- Students were reaching year 11 lacking basic information skills that are essential to success in the senior school.
- It was an approach that allowed me to meet the requirements of the junior history syllabus more effectively.
- I was bored with marking 30 identical assignment answers.

Cheryl:

- I was appalled by students mindlessly copying out slabs of information from references such as the *World book encyclopaedia*.
- I believed in the information skills approach as an effective learning strategy.
- I missed all of the positive values and feedback gained from working closely with students and classroom colleagues in a learning situation where I had a definite role.

So, Maggot was born!

An information skills -based, cooperatively taught unit on convicts in Australia for all year 9 students

Fred Maggot is an imaginary character based on the typical experiences of many of the convicts who were unwilling residents in Australia from 1788 onwards. The series of 6 units traces Fred's life as a petty thief on the streets of London, his transportation to Australia with the First Fleet and the way he was able to build a life for himself and his family in the new colony as a free man.

Each unit builds on the one that goes before it. The students are encouraged to form their own judgements about the early colony and the people in it, based on the information they have researched and the discussions that they have with us, their fellow students and, often, their parents. The information gained by the students in each unit builds a picture of Fred and the colony at various stages between 1788 and Fred's 'death' in 1860. In this way the historical concepts of continuity and change are developed, for example, the idea that by the 1820s and 1830s, the children of convicts like Fred were bitterly opposed to transportation from England being continued.

Students practise the very important history skill of empathy while constantly using the information process. Many questions are carefully designed to ensure that students must answer in their own words. Such a question might relate to students placing themselves in the position of Fred's son Frank and explaining why he was so against the continuation of transportation. Students must base their answers on the information they have researched and demonstrate the skill of empathy while using their own words.

The students are ushered back and forth through the information process by the questions within each unit. They are forced to use the information gained and built upon by preceding units to answer the questions posed by the unit they are currently working on.

The delivery

Rod:

- had a long history of using imaginary characters to motivate students. Fred was born out of Spot the dog, Ug the caveperson and Johnno the Athenian.
- had to teach a 10 week unit on convicts anyway: so, why not!
- developed empathy by creating a character who, in the first unit, was the same age as the students.
- wrote the first Maggot units (the easy bit) and designed the questions to go with them (the hard bit!).

Cheryl:

- thought the whole idea was just insane enough to be effective.
- knew little about convicts but was interested in learning more, having been quite taken by Jon English in *Against the wind*!
- searched out the library's resources on convicts and the early colony and began to frequent bookshops in a constant search for resources pitched at the right level.
- acted as a sounding board. Made sure new resources had subject headings which reflected the content of the units.

Rod and Cheryl:

- discussed how to introduce the Maggot units to each new class and decided upon the procedure outlined below in **The child**.
- discussed how to assess the course and decided that all units would be marked with the student present wherever possible. Both of us would mark, using the same marking scale (shown as letter grades).
- decided to always praise students as much as possible.
- decided to give students as much independence and responsibility for their own progress as possible.
- decided that students learn skills well only by practising them when they are in a situation where they need to use them! We planned to demonstrate these skills on a one-to-one basis as these needs arose.
- discussed the more unusual places information on some of the topics can be found. We decided that students should be given 'hints' on where to locate such material.

The child

We begin the Maggot units by following the steps outlined below. Many of the same steps are repeated lesson after lesson.

- Explain the information process in simple terms. Point out that it is a process that they will use every day of their lives and one that is essential for success in the senior school and in their future employment. Indicate that the information process is also a very important part of the skills section of the junior history syllabus.
- Explain that these units are resource-based and that all classes will be held in the library. Within reasonable parameters students are told that they may work at their own pace.
- Outline the assessment system that will apply for the duration of the course. More recently a letter has been written to send home with the students explaining the course and its purpose to parents.
- Explain the meaning of empathy and then read the first Maggot story around the class. This generates discussion and leads to a comparison between life now and life then. In this way the concept of empathy is reinforced and the idea of change across time is developed.

- Mark a class roll. This is done at the start of every lesson. It settles the students and allows us to talk to the group. It also gives us a record of absenteeism, which is important in terms of evaluating student work output. General questions relating to current units are answered. Students are then set to work.
- As the students work we both engage in one (or more!) of several activities. Assessing student work is one of these. The mark given is a reflection of how well the student is mastering the information process given his or her level of ability. We both give all students as much encouragement and praise as possible while we mark. This makes discussion of problem areas much less threatening for students and therefore they are more willing to act on our advice. During the assessment process the students are encouraged to examine their strengths and weaknesses in specific information skills as well as content areas and to build on their strengths and eliminate their weaknesses. In addition we have noticed that students compare current performance with their results in previous units. We encourage this process and further, consciously praise it and help students to set new goals.

We also demonstrate the skills involved in the information process when students seek help. This often involves having students realise that they too are an important source of information. Students are encouraged to help each other. We have discovered that students increasingly demonstrate skills for other students as the course progresses.
- At the end of the lesson, very precise instructions are given on packing up and making sure that books and other resources used are returned neatly to their correct places. Before the class leaves, students are praised for their efforts and individuals are singled out when they have demonstrated improvement.

Maggot's best qualities

For the student:

- The first students who experienced Maggot have now reached year 12. They are much better users of the information skills process and confidently demonstrate their skills.
- Students have commented that they learn a great deal of additional information which fills gaps in the topic area being studied. They also feel much of this is retained as they find out about it themselves.
- Students cooperate much more with each other.
- Students have the freedom and opportunity to work either as individuals or as a member of a group. They can find their preferred learning style.
- It's fun and it works. Maggot is someone that the students get to know and love!
- Student self-esteem increases as they experience success.
- Marking is a much more meaningful process for students.
- Within reason, students are able to work at their own pace. They only receive help when they request it, yet their progress is monitored. They are becoming independent learners.

For Rod:

- Senior students are much more confident users of the information process.
- I have ready-made units that clearly meet the skills objectives of the junior history syllabus.
- I am freed from the tyranny of content and this allows me to develop units in the junior school which are student-based and skills-oriented.
- Marking is more meaningful and far more rewarding. I know that I am helping students to learn.
- I have a much better idea of how the library works and can really appreciate the work involved in establishing and maintaining a collection.
- I have a colleague who can help me to evaluate my work.
- My own information skills have improved a lot: I am much more aware of what I ask students to do.

For Cheryl:

- I'm applying what I believe in: the information skills approach to student learning, and as with Rod, my own information skills have improved.
- The resources of the library are used more effectively.
- I am no longer isolated from mainstream teaching and learning because of my position in the library. I can share ideas and experiences with my fellow teachers.
- Students now recognise me as a teacher not 'just the librarian. . .'
- Teachers I work with appreciate me as a fellow teacher.
- Selecting resources for this unit is much easier. I have had to replace reference books because they are literally wearing out!

Maggot's worst qualities

Rod

- It takes a long time to write and develop units that lock together across 4 years.
- When the teacher-librarian is not available meeting the needs of all students can be difficult. A partial solution has been to involve the support teacher (learning difficulties) with the classes.

Cheryl

- Other demands on my time mean that I cannot always work with the students and help the teacher.

Cheryl and Rod

- Teachers who do not appreciate the value of information skills get upset because they feel that the library and the teacher-librarian are being monopolised by the one teacher and/or subject area.
- Valuable books go missing, although this is a common problem in any library with any unit. Information on cannibal convicts suffers an especially high attrition rate.
- At times students give in to the temptation to actually copy each other's work. This has been solved by storing the student's work books in the library.
- Because the units are totally library-based other arrangements have to be made if the library is being put to another use. Generally we box the resources required, but the students' routine is disturbed.
- Teachers have often wanted to simply adopt Maggot into their own classrooms. This is dangerous. For an information skills-based unit to work, the teacher and/or teacher-librarian must ensure that the unit is adequately resourced. You understand best what is your own creation. Your own creation can only be based on your own resources. These include your own preferred learning style, your library's resources, your subject knowledge and that subject's skills requirements.

Proud parents

While a difficult child in the beginning, Maggot has developed into an adolescent who continues to surprise us. Students are suspicious of the approach during the first few lessons: it's so different! Yet most come to value the information skills approach as a useful and interesting learning experience. As teachers we are constantly rewarded by the success that our students achieve. This success relates to their improved self-esteem as well as their information skills competency.

As teachers, we have both re-assessed how we use the information process ourselves. Further, our attitude to group work, marking, formulating questions, program evaluation and student learning as a whole, has been dramatically revised.

Developing units like those about Fred Maggot is only 1 possible approach utilising information skills. It works and is fun to teach. The important point, however, is that regardless of the content vehicle, teaching units using an information skills approach develops teacher and student alike. The skills of both are enhanced and the working relationship is much closer.

Working in this way, the teacher is truly a facilitator of learning.❖

The telecourse, **Information skills through the library**, shows clearly the kind of work Rod and Cheryl have been doing at Dapto HS, as well as information skills development at Thomas Acres PS.

A reprint of this popular resource for staff development is being planned. The kit contains a video, workshop notes and background material.

Order your copy now through Resource Services Distribution Private Bag 3 Ryde 2112
Price: \$40.00

☆ Discrimination is the better part of selection

Niki Kallenberger, Senior Education Officer at Library Services, recently read some thought-provoking observations of non-fiction materials. She shares them here.

What separates really good non-fiction from the rest of what's available? Why is it that there always seems to be only 1 or 2 really good titles on a topic? Why does every student want *that* book — the one that everyone else wants too?

Content is certainly an important factor. Having the best information for one's purpose is critical; and *best information* can mean many things: up-to-date, unbiased, understandable, thorough, . . . the list goes on.

But there's more to good non-fiction than simply the information it contains. A number of articles which have appeared over the past couple of years in journals concerned with children's books and school libraries offer some interesting clues and insights into what makes really good non-fiction.

One of the best I've encountered was written by Eleanor von Schweinitz, the non-fiction editor of the British journal **Books for keeps** and one of the founders of the **Times Educational Supplement Information Book Award**, the only award for information books. What follows is my summary of her article.

Facing the facts

In her article 'Facing the facts' (**Books for keeps** No. 55 March 1989), von Schweinitz begins by asking 4 key questions:

Why is it that many of us find it difficult to name an outstanding information book for children or to list half a dozen outstanding information book writers? Would we have the same difficulty if the question related to children's fiction? Why is there such a plethora of awards for children's fiction and only one for information books? And why is so much more critical attention paid to imaginative literature for children?

Von Schweinitz's examination of 7 aspects of information books reveals her comprehensive knowledge of information books currently

published for children in the UK. Her analysis of certain trends is presented here; it appears equally relevant to children's publishing in Australia. The sub-headings used are hers, as are the examples. A note at the end of von Schweinitz's article indicates she has deliberately not identified the books referred to as 'they are mentioned as illustrations of trends evident in many books from a wide range of publishers'.

The series format

The economics of publishing (many information books have a very short lifespan) have encouraged a series approach, where a team of editor, writer, illustrator and designer produce a work of such standardised approach that individual character is often missing. While there are undoubtedly excellent

series, von Schweinitz believes the series format too often 'imposes unhelpful constraints, quality varies from book to book, and (perhaps most damaging) information, uniformly packaged, appears undifferentiated'.

Publishers often promote a series, rather than individual titles, and busy teachers (and teacher-librarians) often select accordingly. The assumption that all titles in a series are of equal quality simply isn't accurate.

Range, scope, pace

Many books targeted at the lower to middle primary level lack focus. Von Schweinitz cites the example of a book on money for 7 - 10 year olds which in one double page opening (4 short paragraphs and 3 captioned illustrations) confronts these young readers with the concepts of a national economy, capitalism, socialism, inflation, share dealing and the stock exchange! Trying to do too much is a common downfall of many texts.

Equally damaging are those books which introduce facts rapidly, one after another, and expect young readers to immediately understand and apply them to additional unfamiliar concepts. 'A successful book will explain, expand, illustrate and reinforce key ideas, often through the close interaction of text and illustration,' von Schweinitz observes.

Words and pictures

The high quality of illustration in many books cannot be denied; visual sophistication is becoming the norm rather than the exception. But no matter how impressive the artwork, how breathtaking the photographs, how clear the diagrams, 'they must play an appropriate part in *explaining the subject*'. Von Schweinitz points out the constraints of page design often make this difficult, so that in one place illustrations are used as fillers and elsewhere text labours to explain a complex process simply because there is no room for an illustration.

Also crucially important, says von Schweinitz, is the choice of illustrative style. She reproduces a page from a book on railways: the text explains how a steam engine works, but the accompanying photograph of a steam train at full speed contributes nothing to the understanding of the process. In this instance, a clear, well-labelled diagram would have been much more useful, she believes.

But even labels and captions have traps for the unwary: if the terminology in the labels doesn't match that in the text, the reader has another obstacle to overcome. Captions can identify, discuss, explain or question, but if they are written separately to the text, they will do little to 'form a bridge between the illustration and the text, facilitating interaction and furthering understanding'.

Writing readable text

Writing good text is a challenge for a writer, 'who must often condense and simplify yet at the same time try to avoid distortion or inaccuracy' — and often for inexperienced readers. The result frequently is a text that is readable, but is pedestrian in style with a restricted vocabulary, stilted sentences and lacks the flow of normal communication. Attempts to solve this problem by using a narrative or first-person approach are not always successful.

Von Schweinitz is not impressed by the results of involving reading experts in the editing of text or by the use of readability formulas and asserts 'the way a text is structured is more significant than the so-called "difficulty" of individual words and sentences'. Structure also refers to the overall organisation of ideas and information, often difficult to achieve in a well-integrated manner when the content is wide-ranging and varied as it so often is in information books for young readers.

Structural coherence can also be missing even in a relatively short passage, as in this sample von Schweinitz quotes:

The music of carnival in Rio is the Samba. The dance of the same name is performed to this music and is made up of tilting and rocking motions of the body. In the parade the Samba is usually danced in groups, but can be danced in couples. Today, the parade is as much for the tourists as for the local people. Brazil is the largest Catholic country in the world and after twenty-one years of military rule the people of Rio are poor. They see this as God's will, but everyone is equal at carnival and judged only on their ability to parade. Points are given under headings including songs, choreography, floats and rhythm.

Intended for students 10 and above, the poorly structured content in the passage presents, in von Schweinitz's opinion, 'a formidable barrier to understanding'.

Von Schweinitz is ready to praise where it is due, believing the following passage by Heather Couper and Nigel Henbest reverberates with enthusiasm for astronomy and, 'for once the browser attracted by dramatic illustrations will not lose interest when turning to the text nor lack clear, accessible information':

The Sun is now a middle-aged star, about half way through its life. In about 5,000 million years time the centre of the Sun will run out of the hydrogen gas that powers its nuclear reaction. The 'ash' of helium from the nuclear reactions will then form into a small dense core at the Sun's heart.

When this happens, the Sun's outer layers of gas will swell up to compensate, and the Sun will grow a dull red colour. The Sun will then be a red giant star.

The outer layers of a red giant are not stable, however. They pulsate in and out; and eventually the Sun will puff off its outer gases in a ring-like cloud called a planetary nebula.

Left behind will be the Sun's core, now exposed as a tiny, brilliant and very hot star called a white dwarf. The white dwarf will be very dense, and no larger than the Earth. But it will have no supplies of energy. Like an ember on a fire, it will gradually cool down, and eventually become a dark star invisible except at very close quarters.

Some of the most lively writing for children can be found in books on controversial topics, when publishers are willing to tackle them. While a dispassionate, balance sheet approach is unlikely to provoke interest or thought, von Schweinitz believes 'there are one or two writers for older children who examine difficult social and political subjects by skilfully juxtaposing factual statements in a thought-provoking manner and challenging the reader's attitudes by posing questions'. Other writers tackle contentious issues with 'open concern' and 'refreshingly readable prose':

'... whale is found under H (for hunting) and the greenhouse effect under W (for weather) ...'

Questions of morality. The moral issues surrounding terrorism are not always as clear as one might think. Is all human life equally sacred, or are there circumstances when murder is justifiable? On 20 July 1944, an attempt to blow up the Nazi leader Adolf Hitler failed. If the tyrant had been killed, how many lives would have been saved?

Is there a moral difference between murdering an innocent bystander and murdering the soldier of an oppressive army of occupation? Is there a difference between a soldier killing an enemy and a terrorist killing an enemy? Or between the murder of a child and the murder of an adult? Is *risking* human life as evil as *taking* human life?

Eye-catching design

Presentation sometimes becomes an end in itself. Von Schweinitz is critical of the trend to divide material up into sections which fill a double-page spread, topped with a bold heading. Few subjects,

she suggests, 'lend themselves to being chopped up into these uniform pieces'. Condensing or padding may well be necessary and each page opening appears to be of equal weight to the one before. Strident page design can block the development or flow of ideas.

These are catchy books, visually exciting and able to arouse interest. They may provide a sentence or 2 for a project, but von Schweinitz observes that for 'the browser who gets hooked and wishes to learn bewilderment may follow. Where is the starting point? How does this illustration relate to that? How does it all add up?'

Contents, index: retrieving information

Catchy headings reproduced on the contents page result in mystification for someone hoping to find a clear outline of the subject. 'Subversive agents', 'What about the kids?', 'Villains to order', 'Whose freedom, anyway?' — von Schweinitz cites these headings from a book on the media as evidence of just how unhelpful a contents page can be.

Indexes, she claims, are also often woefully inadequate. Confronted with the wide range of topics in many books, the indexer faces real difficulties. Too often terms indexed may have been selected for no apparent reason — or similarly, omitted for no apparent reason. Von Schweinitz cites a recent book on the secret service which fails to index the word 'spy'. Often the reader is directed to a word in the text only to find there is no 'real' information there.

Von Schweinitz is highly critical of indexes which hide important terms by entering them not in a direct alphabetical sequence but as sub-divisions of broader terms. As an example she cites an index where whale is found under H (for hunting) and the greenhouse effect under W (for weather).

Other indexes may list '20 or more undifferentiated page references following an entry term' and then have further entry terms subordinated as well.

A glossary can provide useful support for the text, but it does not, von Schweinitz believes, 'make up for fundamental deficiencies in the text. It is not the place to define key concepts. . . Nor is the glossary the place to introduce new information which should have been included in the text.'

Further reading

One recent series von Schweinitz claims provides a model of how lists of further reading can be presented: 'The selection is imaginative and the succinct appraisals of content, viewpoint, authority and so on, are sufficiently skilful to whet the appetite.' It is, she says, a rare exception to bibliographies that are dry, faceless and less than appealing. Some suggestions for further reading are thoughtlessly included — a reference to the 13-volume 1936 edition of *The golden bough* lacks appeal to most students and its availability at the local library level seems limited.

Von Schweinitz believes much more imagination is shown when recommending organisations to contact and places to visit. Such imagination would be welcome when lists of further reading are drawn up.

Some improvement, could do better

Von Schweinitz believes publishers have shown a growing awareness of the needs of young readers and the issues which affect them and are slowly changing the way information books are put together. She cites increased support of the multicultural nature of our society in published materials as evidence of change. She also commends publishers for their willingness to tackle tough subjects such as AIDS and drugs. Another welcome development she notes is that a few publishers are now producing information books for the very youngest children — a need rarely addressed.

'But, overall, the picture is rather a dispiriting one,' von Schweinitz observes. 'So many bright and attractive books are fundamentally incoherent; texts are mundane; words and illustrations fail to achieve their full potential because they fail to interact; retrieval devices are seriously deficient.'

Von Schweinitz concludes with the thought that only when teachers and librarians exert discrimination through the selection of information books will publishers be forced to address issues such as those raised here.

Discriminating selection

The challenge, then, is there for all of us who work in school libraries. How can we help to ensure only

the best is produced for our students? On what basis do we select non-fiction? What feedback do publishers receive from us? The bottom line is that when publishers find their items don't sell, they may well be forced to reconsider the processes they employ and the standards they accept.

'... teacher-librarians are in an important position to influence what is published...'

Regular readers of *scan* reviews may be interested to know that a copy of each review is forwarded to the item's publisher as part of the review process. Some publishers subscribe to *scan* as well, thus getting a wider picture of the quality of available resources. Undoubtedly, the majority of

publishers are concerned and do want to produce the best possible material.

There are some excellent non-fiction books currently available. The point is, however, there can be more, and better ones, and teacher-librarians are in an important position to influence what is published.

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Also of interest

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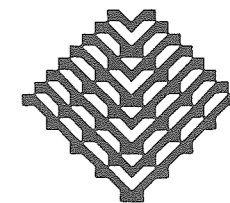
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The articles cited above are available through the Inservice Education Library. ❖

☆ Research skills programs for the 90's

Rosemary Moon is Education Officer (Schools) at the State Library of NSW.



STATE LIBRARY OF NSW

The State Library of NSW has several newly designed programs which may interest teachers and which open up state information resources to high school students.

Positive approach

Many challenges have always existed for library education officers: make it easy, make it friendly, make it relevant and make it interesting. One of our objectives at the Education Service is to break down student resistance to using a large and complex organisation such as a major research library so that successful teaching of library research skills can begin on a positive note. This resistance is usually based either on the students' fear of failure or on the prospect of a boring hour of library tuition. Fear can be countered to some extent by friendly approachable staff and by building student confidence through ensuring successful application of research skills. Boredom is another matter. Luckily the State Library has a concentration of new and exciting technology which appeals to students of all ages and spices up our programs.

Recently while taking a group of excited year 6 students on our free 'Discovering the State Library' tour I thought that the D'Italia videodisc on demonstration had achieved a major educational breakthrough. The group was desperate to look up Italian Renaissance artists, Donatello, Michelangelo, Leonardo... my eyes lit up until I realised the Ninja Turtles had struck again! Still, they all learnt how to use the disc.

Economic necessity of library research skills

So in the 1990's there are a few very effective carrots on offer to enliven library research skills programs which did not exist in previous decades, and which the State Library emphasises in its student programs. The first of these relates to economic necessity, the second to technological innovation. The relevance of information to the wider world of commerce and professional life is emphasised by education officers. While high school students particularly in years 11 and 12 have been primarily motivated to use the library in order to pass an exam or to complete an assignment, they are even more receptive if shown the long term value of accessing information effectively. They are well aware of the

uneasy economy and the increasing need to obtain a competitive edge when they enter the workforce. Within this context library research skills can be presented as important life skills which allow self-education on any subject long after formal schooling has been completed.

During the program, education officers talk about the necessity of informed decision-making in all employment sectors.

The techniques of collecting commercial information are not widely known by many businesses even though better information assists the private sector to find new markets, contain costs, increase quality and assess competitors and future risks. Understanding competitors is critical to successful corporate and career strategy. Similar advantages can be gained whether the student enters public administration, the trades or the professions.

In domestic and leisure areas, the same principles of sound information apply but are used to improve quality of life. An example of this is the Library's new Legal Information Access Centre designed to explain the law in terms the layperson can understand. High school groups are introduced to this service during their tour and encouraged to use it.

Technological innovations

Secondly, and by far the most dramatic and immediate incentive to use the Library is the use of new forms of automated systems and digital technology for information storage and retrieval in the reading rooms. Many students who have spent hours with a computer either at home, school or in Time Zone arcades feel immediately at ease when they see terminals in the library and are stimulated to learn. Students who have no computer experience want to try the automated catalogues because peer pressure dictates that this is the smart way to go and besides, you can find out all sorts of information in a library our size. 'Type in any subject you find

interesting' I said blithely to a class of year 9 girls new to automated catalogues. Five minutes later, a male client with a deeply shocked expression tapped me on the shoulder and whispered 'Have you seen what they're displaying on the terminals?' If I hadn't seen, I could have guessed!

Technological change is constant at the State Library and students will learn by using state of the art systems. The latest user-friendly equipment and software are available and updated regularly for the benefit of clients. These include sophisticated computerised catalogues capable of Boolean searching, international online databases, CD-ROMs, interactive videodiscs, Kurzweil Personal Readers (which read print to the visually impaired), electronic mail systems and a variety of specialised databases accessing anything from local newspaper articles, to genealogical records and amendments to corporate law. In addition to these there is a microcomputer room and a variety of software freely available for public use. Other technologies of great interest to students include the colour photocopier and the microfilm readers which fast forward and photocopy newspaper articles.

All State Library research programs for students deal with automated systems in advance of basic computerised information services which students may well have experienced at their school or public library.

Research programs for students

The Introduction to Research program is offered at 2 levels. The Basic level (\$2.00 per student) is 1 hour long and takes students through several information databases with a course focus as well as all other library resources such as newspapers. The Intensive level (\$5.00 per student) goes for 2 hours and includes journal indexes on CD-ROM so that a class can access and retrieve recent and detailed information on any subject nominated by the teacher. Both programs offer hands-on experience. The Current Information Technology program (\$5.00 per student) offers a 90 minute overview of the latest information technology and is aimed at students of Computing Studies. It includes a tour of the Special Needs Service. At the forefront internationally, the Service assists people with disabilities to gain equal access to information.

Here students will see the Kurzweil Personal Reader which reads a large variety of printed text in several voices and can transfer text to braille which is then dumped onto disc for use in the client's computer at home. The program also offers hands-on to the latest

videodisc technology for picture storage and interactive public information about the law.

Finally, for students who require an expert approach to computerised systems in libraries, or who are studying the social implications of technology, The Leading Edge: State of the Art Information Systems program includes talks by specialists on all automated systems plus some hands-on activities. Coverage includes remote databases, local area networks, electronic mail and gateway systems in addition to the technologies demonstrated in Current Information Technology. At \$30.00 per student, the program offers access to library specialists who chose, and now work with, the technologies and will discuss the social impact on library clients, staff and managers.

The road to wisdom

The State Library education program is based on the premises that if you know how to find information in a major library, if you know how to analyse it, how it's packaged and why, where it comes from and whom it's designed to reach, you're further along the road to wisdom, to earning a better living and having the resources to lead a more interesting life.

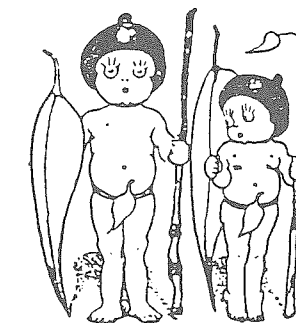
All our programs involve students in this analysis. The Education Service will post you a Schools' Bulletin which lists details of new programs, kits, exhibitions, free education previews, activity sheets and school holiday activities.

Telephone on (02) 230 1517 to get your name on our mailing list or to book any of the programs outlined in this article. ❖

Acknowledgements

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☆ Read In: help save Nutcote and promote International Literacy Year



During May Gibbs Week, 29 October - 3 November, readers across Australia will be participating in the Nutcote Read In to help raise funds to save Nutcote and to promote the value of reading and Australian writing. The NSW Department of School Education will be supporting this exciting project.

Here's how it works

Each registered reader has the opportunity to read aloud an excerpt from a favourite Australian author. Registration costs \$1.00 for adults or 50c for children and pensioners; the funds thus raised are donated to the fund to save May Gibbs' home, Nutcote, for the nation. Everyone can participate, from the very youngest readers to the oldest members of the community. By reading aloud their favourite authors, readers share the value of reading and the joys of Australian literature. Taking part in the Read In not only helps to save Nutcote but promotes reading at the same time, particularly appropriate during International Literacy Year.



Organising your school's participation is easy, but you might want to start planning now. Choose a variety of strategies from the ideas below or think up some of your own. Involve as many people as possible. Send participation details and the money raised to the Nutcote Trust. The Trust would especially like to know how many people participated. This, in relation to how much money you raised, may win you an award donated by Australian authors. Money raised can be deposited directly in the Nutcote Trust account at the Commonwealth Savings Bank (branch # 2271; account #908 916). Costs incurred by the school in promoting the Read In (eg, printing, posters) can be deducted from the funds raised.

Read In ideas for schools

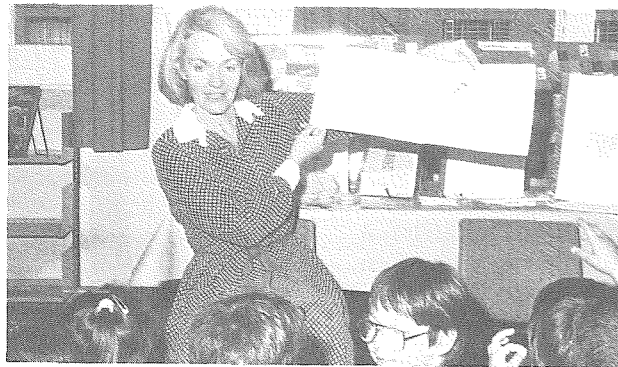
- Invite a favourite author or local identity to launch the Read In: his or her registration and reading at a school assembly will encourage students to participate.
- If your school has DEAR or USSR programs, turn them into Read In times during May Gibbs Week.
- Visit a local nursing home or retirement village and let students read to the elderly residents and vice versa.
- Encourage families to participate.
- Have a staff Read In at a staff meeting (what a way to break the monotony!).
- Build the Read In into Australian studies or literacy programs already in progress.
- Have a staff member read at each day's assembly; schedule students to follow.
- Turn the Read In into Reader's Theatre.
- Work with class teachers to integrate the Read In with existing units of work. What a great opportunity to promote the school library's collection of Australian writing.
- Non-fiction writing can be every bit as Australian as fiction — don't neglect those readers who aren't great lovers of fiction.
- Select popular Australian authors as the focus of each day of the week — their fans can participate on those days. For example, Monday May Gibbs, Tuesday Robin Klein, Wednesday Simon French, etc.
- Use library lunchtimes as a Read In participation venue. Tee up a few students and staff members on the first day to start the ball rolling.

Let's make it hum, by gum!

If every student in a school of 400 takes part, that's \$200. Add a few staff members, parents and local residents and another \$50 could be added. If every school in the state — and the nation — can do as well, not only will the future of Nutcote be assured, but we'll also benefit from the promotion of reading.

Further details about this important venture will be coming from the Nutcote Trust, or contact them at PO Box 12 North Sydney 2060; telephone: (02) 954 5935. ❖

Theory is fine, but practice is infinitely better



Carolyn Griffin is teacher-librarian at Belmore South Public School.

'The aim was to extend and enhance the library's role as a centre for resource-based learning and to develop students' capabilities for self-directed and collaborative learning.'

Belmore South Public School is a fairly large school with approximately 510 students, is on the Metropolitan East Region Disadvantaged Schools Program and has many students who come from non-English speaking backgrounds.

1987 I arrived at the school as teacher-librarian in 1987 and during that year worked with a set library timetable. Kindergarten to year 2 had 30-minute lessons and years 3 to 6 had 60-minute lessons. Teachers stayed with their classes and borrowing and returning books occurred within this time.

1988 In 1988 with the support of the principal and executive, I organised a staff development day and several staff meetings to introduce the library policy, concepts of resource-based learning, cooperative program planning and teaching (CPPT) and flexible timetabling. As a result the staff (all but one) voted for flexible timetabling to begin in 1989.

1989 Theory is all very well, but putting it into practice is a different matter altogether. By the end of term 3 it was obvious various issues needed addressing. To obtain a clear picture an evaluation was done. Results indicated that while many teachers were happy with flexible timetabling and the added input and support of another teacher, others were concerned with such issues as:

- extra time needed for planning
- confusion over roles and responsibilities (eg, teacher-librarian's role, who writes up the unit, who leads lesson when the teacher-librarian is away and there is a casual in)
- equal time for all classes
- more staff development needed in resource-based learning and CPPT.

Another factor adding to the concerns and confusion was a school DSP program called the Collaborative Learning Centre (CLC). This Centre was to be set up in the library during 1989. Resources included 2 Apple GS computers with printers, various software, materials to produce resources such as books, photographs, slides etc. The aim was to extend and enhance the library's role as a centre for resource-based learning and to develop students' capabilities for self-directed and collaborative learning.

Allowance had not been made for the considerable re-organisation of physical resources within the

relatively small library to accommodate the centre. Staff with limited computer literacy (myself included) were confused about the role of the CLC and how best to utilise it as part of the school's teaching/learning programs. As well, staff changes meant our 2 computer experts had been transferred and about half the staff had not had the benefit of staff development in this area during 1988.

Fortunately the new principal and deputy principal were as supportive as their predecessors.

These issues were addressed by the CLC coordinator, Stephanie Searle and me (as a member of the DSP committee) in one of our DSP proposals for 1990. Our objectives included:

- equipping all staff with the skills to effectively use classroom publishing hardware and software
- effectively using the CLC for classroom writing and publishing
- students and staff producing high quality school-based resources
- focusing on the role of the library and providing a model for staff to follow for CPPT and resource-based learning.

1990 I would like to point out at this stage that achieving objective number 4 has proved a little more difficult because, due to falling enrolments this year, my position as teacher-librarian changed from being 5 days a week to 4 days. The 5th day is used to provide relief from face to face teaching. Nevertheless, strategies to achieve the above objectives began in week 2 of term 1.

Over 2 days, 4 units were planned, each having a half day allocation. Three teachers planned each unit. The kindergarten, year 2 and year 6 units had their class teacher, an ESL teacher and me involved, while year 3 involved 2 class teachers and me.

Prior to the planning sessions, I had collected all library-held resources in the previously identified topic areas. In all but the kindergarten unit we managed to complete planning and timetabling. Two factors hindered us. We spent considerable time in examining resources, some of which I was not familiar with, as these were held in the K-2 area; others, the K and ESL teachers were unfamiliar with. In addition, it proved extremely difficult to timetable lessons when the ESL teacher and I were both available.

Implementation of the planned units proceeded in weeks 3 to 9. It was necessary for teachers of each of the units to meet at least twice during this time to

ensure they were on target and roles were clearly defined. This was particularly important because we were aiming first to produce a model for others to follow, and second, to produce high quality information in a variety of ways.

Overview of units

My involvement (apart from the initial planning) varied with each unit, as can be seen in the following descriptions.

Kindergarten

This was a language / social studies unit called 'Who am I?' Application and communication skills were emphasised. Tactile senses, tasks performed by feet and hands and different types of feelings were explored. Students were familiarised with simple body parts. Resources included the Peabody Kit, the Qantas and Koori Kits, a variety of objects used for tactile exploration (eg, sandpaper, velvet, cottonwool), the open area outside the library, computers, Multiscribe software, camera and film.

Individual books were developed for each child in the class. These books, titled *All About Me*, with a coloured photograph displayed on the cover, followed an agreed format. The class teacher and I used the computers, transcribing the text, dictated by students, while the ESL teacher ensured illustrations matched the text, eg. 'I have black hair', 'I am happy when....', 'I am sad when'. Clerical aids stapled, bound and covered the books with contact plastic.

Year 2

This class worked on a science unit called 'How we Grow and Change'. The class was divided into 3 groups: Group 1 studied the lifecycle of the butterfly; Group 2 worked on the lifecycle of the frog; Group 3 worked on how humans grow and change.

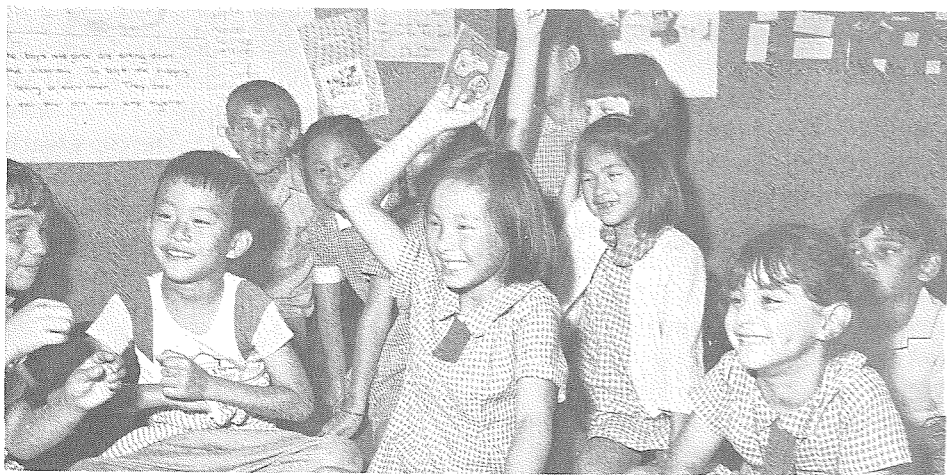
The unit involved the students following the information skills process. They located resources using the *Subject index for NSW schools*; were briefly introduced to the dictionary catalogue; recognised stages of development; analysed, selected and recorded information; matched illustrations to text, used notetaking techniques and presented information in a variety of forms.

Groups 1 and 2 produced a big book, each with 4 little books and a set of sequencing cards.

Group 3 produced a set of very large black and white photographs with text. All text was typed by the teachers using **Multiscribe**.

Parents, grandparents, baby brothers and sisters were officially invited by year 2 students to visit the school for a photographic session. A letter explaining what the class was doing was composed by the class teacher and me, and an invitation was designed by the students using **Print shop**. Both were sent to parents. During this time parents and other visitors had the opportunity to observe groups working on the lifecycle books and to join in an afternoon tea held in the library and organised and prepared by the students. We had an excellent response - one grandmother even came down from the Central Coast, and another was a visitor from England.

While many of the processes were extremely gratifying and the end products were something we were very proud of, I found myself becoming increasingly unhappy with the selection and recording stage of information process. Children in



my group struggled with the language and sentence structure. Eventually I spoke with the class teacher, Stephanie Searle, who has a strong background in ESL teaching and was surprised to find she also wasn't happy with the process. We discussed it at length, but didn't really come up with a satisfactory solution.

Term 2 arrived and the second project of our DSP program commenced with **Teaching factual writing**, a package designed by the Metropolitan East DSP team. One School Development Day later, coupled with a staff meeting where we were introduced to activities designed to foster this genre-based approach of modelling joint negotiation - and **WE HAD OUR SOLUTION**. The class teacher has since followed the model for another unit and the

difference in the quality of writing is amazing. I strongly recommend the package, and am looking forward to using it with other teachers.

Year 3

The unit planned for 2 classes of year 3 was an integrated unit involving language, social studies and personal development. It was called 'Rules in class, at school, home and in the community'.

The first stage concentrated on notetaking skills. Using a series of photographs called **Survival at school**, key words were selected, then used to write a sentence or sentences describing the scene factually.

Neither class teacher had used this process before, so the first lesson involved a demonstration by me. The second and third lessons saw the class split into 2 groups and the process repeated. Three similar lessons followed, this time with the children working independently. One class teacher chose to keep her group in the classroom while I worked

with my group in the library. Meanwhile, over this time in the classroom, rules in the other areas were discussed, analysed and recorded. Comparing and contrasting differences in rules at home in their specific cultural communities brought in a multicultural perspective. Girls Education Strategy was introduced by critically evaluating the photographic resources for stereotypes using clothing and behaviour cues. Environmental and Aboriginal perspectives were included by considering rules for the protection of the environment and those which govern the Aboriginal communities.

Once these activities had been completed and rules had been documented using a word processor (students and teachers shared this task), the visual arts and media components took over. Students

analysed a professionally produced publication; identified parts of a book and decided on the layout, title, cover design and title page components. I led this lesson as well as the initial lesson where students experimented with text graphics and backgrounds and completed a sample page in preparation for the major session in compiling their books. **Garfield**, **Crossword Magic** and **Multiscribe** software were used as well as much cutting and pasting.

Not content with this, we had decided to develop 4 board games for each class. This incorporated mathematics, language, design, personal development and social studies. Students needed to measure and design tessellations to map out spaces on the board between start and finish. Sample game rules defined in books were changed into positive and negative action statements and degrees of reward and punishment were determined by students.

This categorisation proved extremely interesting as student values differed markedly from those of teachers. For example, on a scale of 1-4, stealing a teacher's stickers was worth 4 backward steps, while being rude and uncooperative to visiting teachers was worth 1. Never swearing rated 4 forward moves, while wearing the school uniform only 1.

Four students from year 3 were interviewed some 2 months after completion of the units by Bronwyn Stafford, editor of **Scope**, the Met East regional journal. They spoke with (she reports) 'enthusiasm and insight'. When questioned they clearly described the processes and reported they enjoyed working in groups.

Dimitra said, 'we were caring about each other no one was screaming, yelling or fighting.'
Helen thought, 'if people didn't know about rules, this helped them a lot.'
Minh reported, 'we know all about facts.'
Petros thinks, 'we need a lot more practice in measuring.'

The final lesson when students played the games they had made was greatly enjoyed by all.

Year 6

This unit was on dinosaurs and integrated with a main focus on science. The class followed the information skills process. During implementation, it was noted by the class teacher particularly that there was a transition from teacher-directed to learner-directed activities. In fact in the latter stages both the teacher and I started to feel rather superfluous.

Emphasis was on notetaking skills. Students used a proforma designed by me to develop these skills. Students worked in pairs; fifteen different dinosaurs were studied and data collected under such headings as Habitat, Food, Appearance. The information was finally collated under the eras in which the dinosaurs lived, eg Triassic, Cretaceous. Students studied book components and decided on title cover designs for their big books. All word processing was done by students.

The subject dinosaurs is very interesting to children - kindergarten and year 1 being no exception. I was aware that there are very few factual books designed for reading by children of this age, and therefore asked the class teacher during the planning stage of the unit if he would be interested in having students modify the information gathered to make books suitable for K-1 children. He was, and we now have a series of books on dinosaurs that young children can read. Each book follows a set text and format. Concepts such as big/small; sharp/blunt; quickly/slowly; two/four were used in the text. Foundation style print was used for the final word processed text.

Presentation

At a staff meeting in week 10 the classroom and specialist teachers reported on the planning and implementation of the units and processes involved in the production of resources.

Staff were impressed by the quality of work produced and all resources now hold pride of place in the library. Teachers involved thought the process extremely valuable and worthwhile.

Future directions

The next stage is for each class or grade to cooperatively plan and program a unit with specialist teachers and produce information in a variety of ways.

The model and resources will be presented to the staff during term 3.

For myself I found the project/s during term 1 very satisfying and rewarding. Components of the units involving the specialist teachers were an integral part of each unit and not something tacked on.

However, I must own up - by the end of Term 1, with these units as well as the additional units planned and taught cooperatively, I really was exhausted!! ❖

☉ Reading to learn: using big books in the library

Marguerite Kramer is teacher-librarian at Marrickville Public School.

'Using big books is mesmeric. Children are never bored and teachers think you are Santa Claus when they go away with a terrific resource and skills for making the best use of it.'

There have been lots of changes in school libraries since 1977 when the teachers at my eastern suburbs school would off-load their charges at the door of the library on the third floor of the topmost building and go off to mark their classes' dictations and smoke a cigarette. We in the library were doing a good job with 'literature' and we made sure that our primary children borrowed. (Not the infants though! They didn't even know where the library was. I remember one aged teacher-librarian - I suppose she was only as old as I am now - who declared to this new chum who was letting year 2 borrow: 'Don't do that, they'll ruin the books!') But we didn't have a focus, a 'raison d'être'.

Now we have:

Libraries in NSW government schools policy statement
cooperative program planning and teaching
Information skills in the school
ASCIS
teleconferences
Handbook for school libraries
area library meetings
OASIS

as well as:

genre writing
whole language philosophy
non-fiction big books

not to mention our Graduate Diplomas in Applied Science (Teacher-librarianship) . . . you know you've been around for too long when they have even changed the name of the degree as well as the institution (again!)

We struggle to keep up: kiss the preschoolers goodnight, wipe away the tears and promise them a story on the weekend and off to another inservice course/conference/author talk/meeting to organise the next meeting. I was recently called an 'inservice junkie' by a publisher's representative.

And I fully identified with the editor of *Magpies* (vol 5 no 3 p3) who wrote: 'I am rapidly becoming a reluctant reader as I feel the weight of all these dead, flattened trees pressing me into the ground.' After listing one week's worth of paperwork propagating in his mail box, he added 'and I'm not talking about the junk mail which goes straight into the bin . . . And forever waiting for me to finish with this mass of home officework is a pile of tempting books I never seem quite able to get open.'

What, in fact, is it all for?

Margaret Gretz in 'Literature-based reading and writing programs' (*Access* vol 4 no 2 p 16) wrote of her school philosophy: 'We wish every child to achieve literacy skills for life, which means not just achieving reading and writing, but knowing the pleasures and uses of reading and writing.'

Gwen Gawith at a recent Australian Library and Information Association inservice course, 'Information skills and the missing links', challenged participants to consider whether or not we should teach reading. Interestingly, the group came up with far more reasons why reading was not of crucial importance. Watch the rich and famous on 'Burke's backyard'; do you ever see any books?

Those of us who work in school libraries must mirror current educational philosophy and incorporate educational changes into our programs, or we perish. We have had to relearn how to be teachers. Our administrative role must be subordinate to our teaching and teacher support roles. Resource-based learning and literature-based reading bring the teacher-librarian's skills back into appropriate focus. Our role must be seen to be, as Carol-Ann Haycock said: 'to assist students to be informed decision makers and life long learners.'

The teaching of writing has moved in the last 20 years through 4 directions,

from a teacher-centred approach→

→ to an objectives approach→

→ to a thematic approach →

→ to a integrated learning experience approach (LEA).

Better writers - better learners (pp 8-9) compares the elements of task, time, product, purposes, skills, role of teacher and role of students under each of the 4 approaches, with the inexorable implications that we must move along the continuum, until we reach the LEA approach. The task was 'composition', it now involves 'the processes of writing'; skills were 'isolated from writing lessons' and are now to be 'taught in context when and where needed'; the purposes were 'limited' but now there is an 'emphasis on appropriateness of response to [the] language situation'; the role of the student was 'passive (empty vessels to be filled)' and is now 'active: encouraged to talk, to interact with peers, to strive for personal best, to engage in collaborative and individual learning and to use experiences and environment as [the] basis for further learning'.

The types of lessons that we teach in the library have also changed. No longer do we talk about library skills lessons, but rather of the incorporation of information skills into the class teachers' integrated across-curriculum programs. Teacher-librarians must be seen as teachers by the children, as well as by the teachers, and we must participate fully in the school's programs; not that I suggest that we go as far as Carol-Ann Haycock and get a bus driver's licence so that we can drive the school bus.

It is not easy to add an Environmental/Aboriginal/Multicultural/Talented Child/Girls Education Strategy/Child Sexual Assault dimension to our own library programs, and to ask 'what are you doing with the Maths policy in the library?' It is not easy to have a 'whole language' library, or to participate fully in the classroom's recount, discussion or procedural genre, but it is vitally important that we do so and we are in a prime position to foster these developments throughout the school.

For many teachers the emergence of the 'big book' format is a quaint idiosyncrasy to be isolated down there in the kindees. I did hear an apocryphal story about an assistant principal (infants) who said about big books that they didn't have that reading scheme at their school! They had Rigby.

Why use big books?

Often in the library there is only one encyclopaedia or book that is exactly what is needed on a topic. We have in the past rewritten the passage onto cardboard, used the overhead projector or enlarged it on the photocopier. But it is a bit like turning the page of a book which is displayed on a visual display unit by flicking a switch. There is something magical about a book: handling it, sharing it, re-reading the parts. Reading aloud to the children is the first step in the reading process.

'So what,' says the skeptic. 'I read . . . to my kids everyday and they still can't read.'

'Ah-ha,' the devotee will answer, 'but can your children see the print?'

The answer, of course, is 'no'. If books are to be fully shared with children, Libby Handy reminds us in 'Shared book experience: alive and well in the eighties' (*Classroom* vol 5 no1 p 4), the print has to be large enough for all of them to see it.

Even when the children all have their own book or photocopy you still cannot be sure that they are looking at the right spot. One of the main problems children have in focusing on print is that there is so much detail to take in, often they are not looking at what the teacher is talking about. Using the big book the teacher can use a pointer or mask out the irrelevant details.

How to use non-fiction big books

Steve Moline, alias David Drew, the author of the **Informazing** series of big books, gave these words of wisdom at a 1989 inservice course:

- Think of the big books as writing books
- Use pen and paper all of the time
- Write while reading (How, in fact, do you take notes? underlining, key ideas, using a highlighter, rewriting interesting quotations?)
- When reading non-fiction take out the specifics
- We read non-fiction for a specific purpose
- Remember that we take information from one genre and give it back in another
- Remember that we do not read non-fiction from cover-to-cover

An interesting strategy for introducing the big book to the children is to share the information with the other half of the class. Each time you share the big book with the class, focus on a different point. On the first reading it could be just to look at all of the diagrams, next time the photographs or subheadings or answering a question using the key words from the contents and locating the possible answer from the index.

Recommended action plan

Do a situational analysis: find out what are the characteristics of big books used in your school. We teacher-librarians provide the resources but mostly we do not know what goes on in the classroom.

- Are they used only in the infants?
- Are they used only for fiction shared reading?
- Are they used for a range of purposes?
- Are they used to teach information skills?
- Are they used as a model for teaching writing?
- Are they used as a model for different genres?

With this information as your starting point you will be able to set your priorities to foster the use of big books in your school; including

- advertising the library's holdings of big books
- modelling the use of big books to teachers during team-teaching sessions
- circulating computer lists of titles by theme and Dewey number
- organising some infants teachers' lessons as demonstrations for primary teachers.

Library management

Amalgamate your school's holdings of big books. I started off with 7 big books in the library. After recalling the rest from ESL, ST(LD), and all infants classes there were over 300 at last count, and because of the school's previous 'ad hoc' buying system there were many multiples. The big books are now available to all, and heavily borrowed.

Storage and borrowing

There was an unused Multiplan picture stand in the school. Purchasing Multiplan bags meant that I could store all of the relevant parts in the one bag: big books, little books, cassette, stencils and teaching ideas plus the borrower's card. This is, however, expensive and you may need more than one stand but to my knowledge there is no other system as easy to use or as efficient.

Processing

Across the Multiplan strip you can record not only title/author, but also the contents list. The media designation could be **BB** as there is no official general material designation.

Use

If you encourage the use of the big books then you must also provide an efficient stand so that the books are easy to handle. There are several different types on the market and all of these will hold several books at one time.

Learning to read

Big books can be used for both learning to read and reading to learn. It is usually the class teachers' province to use them for the former, looking for such things as:

- left-to-right momentum
- finding opposites
- letter-sound associations
- substitutions
- structural analysis
- spellings
- chunking
- words to support the look-(say)-cover-write-check
- morphemes
- commonly used words
- common patterns
- sound groupings
- plurals
- silent letters
- compound words
- contractions
- synonyms/antonyms
- unusual words.

This list comes from the 1990 Metropolitan East Primary Only Literacy Inservice Course (POLIC).

Reading to learn

The focus in the library, however, is on reading to learn.

Model how to use non-fiction by using big books and remember: always write while reading. The children can write down new words of interest, words to look up, key words, something interesting, interesting spellings.

Depending on the topic and the big book the teacher-librarian can model for the class teacher many more ways of using the books to incorporate the information process:

Defining

- Brainstorm questions that the children would like to have answered by just displaying the cover
- Read the big book to introduce the topic
- Find the meanings of some of the keywords using a proforma from Bookshelf:

Word	Contextual clues	Guess the meaning	Dictionary meaning

Locating

- Can the children locate the answer to their own questions using the table of contents or index?
- Locate information from picture labels, diagrams.
- If the big books are on the Multiplan file, the children can find the book using the Dewey number.

Selecting

- Use 'Post-its' to cover the key words.
- Demonstrate notetaking using text, labels, photographs, diagrams
- Demonstrate notetaking by making the information more visual: use dashes, arrows, dots, layout, printsizes, abbreviations, numerals.

Organising

- Model forms of writing.
- Classify information: many non-fiction big books have examples of information that is organized under headings.
- Use the big book's information for the basis of amalgamating information from 2 or more resources.
- Take information from one genre and transform into another genre: text into diagram or graph.
- Model layout and format from the book.

Presenting

- Innovate on a big book text
- Model index, contents, glossary, captions, headings, diagrams, graphs, size/location of print/text.

Promotion of big book use

'Any piece of literature can be used to highlight aspects of language and learning. Big books just make it easier,' says Robyn Wild, Metropolitan East Language Consultant and POLIC coordinator. Teacher-librarians are well-placed to promote big books to their classroom colleagues. Work with them and the books they regularly use to design strategies which help students refine and develop information skills. Be sure your school is well supplied with the variety of big books now available.

Using big books is mesmeric. Children are never bored and teachers think you are Santa Claus when they go away with a terrific resource and skills for making the best use of it.

References and further reading

- 1989 **Better writers -- better learners**. NSW Department of Education Sydney.
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 Handy, Libby 1985 'Shared book experience: alive and well in the eighties' *Classroom* vol 5 no 1 pp 2-5
 Holdaway, Don 1979 **The foundations of literacy** Scholastic Sydney.
 Jenkins, Rhonda 1989 'Using big books with big kids' *Classroom* vol 89 no 3 pp 22-24.
 Lynch, Priscilla 1987 **Using big and predictable books** Scholastic Sydney.
 Mappin, Alf 1990 'Editor's comments' *Magpies* vol 5 no3 p 3.❖

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1 reproducible sheet of bookmarks	

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

search <

< NCIN in high schools

Part 2 of *Introducing NCIN at your school* was written by Sue Fraser, teacher-librarian at Ingleburn High School.

The theory

As a classroom teacher, I had never heard of NCIN. It was only when applying for a course at Kuring-gai CAE that I first heard of it, thinking ... 'What a great idea!'

I always vowed that teachers in the school I was appointed to would know about this valuable resource. So, I didn't hesitate to order the NCIN microfiche when I started at Ingleburn High School this year.

The reality

All teacher-librarians reading this will remember their first few days and weeks in the job. So many things you thought you would always do when you got into the job just get pushed aside in the need to learn how to survive. Many of the wonderful plans you had before 'day one', get lost along the way. However, once I started to get my head above water there was time to remember my 'vow' to let staff know about this wonderful curriculum tool.

Preaching to the converted

Ingleburn High is very fortunate to have had a leading teacher appointed this year. This was great for 2 reasons: he had actually heard of NCIN, and his role in the school was staff development.

Combining these 2 points meant that I had a ready avenue for letting people know about NCIN, and that I had a person in the school who, through his role of staff development, would create many opportunities for me to introduce people to NCIN.

To ensure that I could use this avenue, I joined the Staff Development Committee, so that I knew what the needs of the school would be in this area.

We have had one School Development Day so far this year, on assessment and reporting. I was able to search the microfiche and prepare a list of documents which seemed useful. Some of these were ordered and added to the teacher reference collection; others were listed in a bibliography for those staff who wanted to go further on this subject after the School Development Day. I am sure that a similar process will take place for other School Development Days.

Preaching to the unconverted

While having the leading teacher on side has been great, there are many other teachers who need to be introduced to NCIN. High schools present a problem in this respect, with such a large number of teaching staff and various faculties to visit.

The microfiche reader is not something you can show to a large group. In fact, 2-3 is about the maximum number to which it can be effectively demonstrated at any one time. So I have taken the approach that I have had to do some of the legwork to get staff interested in using it. I did (and am still doing) this in the following stages:

- I talked briefly about NCIN very early in the year when I talked to the executive about my role as teacher-librarian. This included only a brief description of NCIN, focusing on what it could do for them and their staff.
- This was developed in meetings with the various faculties. In these cases, I prepared a sheet for each teacher in the faculty to list the various ways in which I could help them. An important part of this list was NCIN. Before these meetings, I had spent time searching the microfiche for titles which could be useful and relevant to their subject area. These were listed on the sheet.
- New teachers were also seen as a group, and given an explanation of this service.

Contributions please!

Apart from introducing staff to NCIN, I have felt that it is very important that all those who are familiar with it should further its development by contributing to it.

I was impressed with some of the documents put out by Ingleburn High School. So rather than just compliment the authors and editors, I asked for copies to send in to NCIN. For example, I have sent in the following 3 documents which I felt would be useful for staff in other schools to see: a booklet on school policies, a booklet on school goals and a booklet on assessment from our School Development Day.

It is only by making such contributions of resources developed within schools, that NCIN will continue to develop and keep up with the changes in education.

The future

All the above is only a start. Staff have heard a bit about NCIN now, but along with all the other things they do, it is likely to be forgotten if it is not constantly shown to be useful to them. I propose to do this by:

- keeping in touch with school needs through the staff development committee and leading teacher
- getting around and talking to staff about their needs and showing them how NCIN can meet these needs, for example in developing units of work or in writing policies
- trying to show as many individuals as possible how to use the microfiche so that they can look it up themselves and browse through files, rather than being dependent on me.

Investigate the possibility of going online to ASCIS. This would allow access to NCIN and all other subsets of the database for one fee. Searching would become more specific and effective.

A word of caution

I am thoroughly convinced of the value and usefulness of NCIN, as have been most people who know about it. However, there are things you need to keep in mind:

- you need to get to know the microfiche yourself before you try to show others how to use it
- you need to know ahead of time if documents will be needed as ordering takes a couple of weeks by the time you get cheques from the front office, send these through the mail and then wait for copies you've requested to be sent back
- there is usually a cost involved when ordering documents.

While some items are only available by sale from the point of origin, most are available as photocopies from NCIN at Library Services. Many items can also be borrowed from the Inservice Education Library.

For more information on NCIN contact your regional NCIN coordinator or:

Nigel Paull
State NCIN Coordinator
Library Services
Dept of School Education
Private Bag 3
Ryde 2112 ph (02) 808 9466

A valuable resource

Despite these words of caution, NCIN is a valuable resource for all teachers and administrators in the high school. It is up to teacher-librarians to ensure that classroom teachers at least know about its existence and uses, and at best are able to use it independently and feel confident enough to contribute documents to the database. ❖

What's new on NCIN?

Over 600 new curriculum items have been added to the NCIN database during 1990, bringing the total to over 3200 items. Some recent additions from schools include:

Canterbury Boys HS
Legal studies programme
Hilltop Road PS
Visual arts policy
Ingleburn HS
New staff member booklet
Whitebridge HS
German years 7-10
Bankstown PS
Child protection program
Cardiff HS
Environmental education policy
Boorowa Central
Student welfare policy
Deniliquin North PS
Staff development policy
Maitland Grossman HS
Literacy initiatives
Longneck Lagoon FSC
Booklet for visiting teachers

Details of how to obtain copies of any of these resources are part of the NCIN database. ❖

< INSERT: inservice radio for teachers and community

Sandra Jones is INSERT coordinator, Curriculum Support Branch.

INSERT is a 15 minute radio program, produced by the Curriculum Support Branch 6 times each school term. It was originally designed to provide support and up to date information for teachers who were isolated by geographic or other factors and to provide awareness of available resources and programs. However, as the program is broadcast through 10 community AM/FM radio stations across the State, it provides a service to all teachers.

Additionally INSERT is a valuable community source of information about education today as it disseminates information about educational policies, curriculum, practices and change.

The radio stations that broadcast INSERT are listed below, with the day and time of broadcast.

ALBURY (and area)	2REM-FM (107.9 MHz)	WEDNESDAY	4.15 p.m.
ARMIDALE (and area)	2ARM-FM (92.3 MHz)	THURSDAY	7.15 p.m.
BATHURST (and area)	2MCE-FM (92.3 MHz)	MONDAY	6.15 p.m.
ORANGE (and area)	2MCE-FM (94.7 MHz)	MONDAY	6.15 p.m.
BOURKE (West/North West)	2WEB-AM (576 KHz)	TUESDAY	2.45 p.m.
LISMORE (and area)	2NCR-FM (92.5 MHz)	WEDNESDAY	9.00 p.m.
NEWCASTLE (and Hunter)	2NUR-FM (103.7 MHz)	FRIDAY	12.30 p.m.
TENTERFIELD	2TEN-FM (107.5 MHz)	TUESDAY	2.00 p.m.
SYDNEY (South/West)	2GLF-FM (89.3 MHz)	WEDNESDAY	7.45 p.m.
SYDNEY (North/East)	2RRR-FM (88.5 MHz)	THURSDAY	6.45 p.m.
WAGGA WAGGA (and area)	2AAA-FM (107.1 MHz)	WEDNESDAY	5.45 p.m.

A flyer with program details is sent each term to all government schools. However, audio cassettes of each series are available, upon request and free of charge, from the INSERT co-ordinator.

To complement INSERT a new style of program is available. Initiated in 1989, INSERT 'Specials' are 30 minutes in length and do not go to air. The programs deal with specific staff development issues and topics and are available upon request.

The following list gives details of INSERT programs and 'Specials' currently available (including back issues to 1988).

INSERT Programs 1988

Board of Secondary Education	ACAP
Curriculum implementation support materials	Personal professional development
The National Trust	Programs for schools from the ABC
Environmental education	Educative leadership
The Computer Education Unit	Teaching students who are refugees
The Film and Video Library	School/industry link
The Primary Purpose	The teacher-librarian and the executive: designing roles and developing programs
The Values We Teach	Writing K-12: programming K-6
The Australian Reading Association	2 Unit Contemporary English
The Powerhouse Museum	Staying On
The library and the curriculum (1)	Beyond 1988
The library and the curriculum (2)	
Girls and computers	

INSERT Programs 1989

Dance syllabus 7-10	Computer education: learning about computers and learning with computers
The Environmental education curriculum statement	Child protection curriculum materials
The education of students with severe intellectual disability	Child protection mandatory notification

Performances for schools and Musica Viva
 Performing arts opportunities for schools
 Girls technology strategy
 Integration
 Broad learning areas
 Resource Services
 Girls technology strategy - in the schools (Part 1)
 Girls technology strategy - in the schools (Part 2)
 Music K-6

The Australian Museum
 Music in high schools
 Sponsorship and schools
 The role of the leading teacher
 Support for small schools
 Debating in high schools
 Maths K-6
 Expanding girls careers options
 Using schools clusters in 'StayingOn'

INSERT Programs 1990

Term 1

Drama in the secondary school
 Directions in primary curriculum
 Girls education strategy: home economics
 International Literacy Year
 Role of the language advisor
 Active learning in senior geography

Girls education strategy K-12
 Learning difficulties packages
 Technical drawing 7-10

Term 2

Business studies
 Programming across the primary curriculum
 Aboriginal perspectives in industrial arts

Term 3

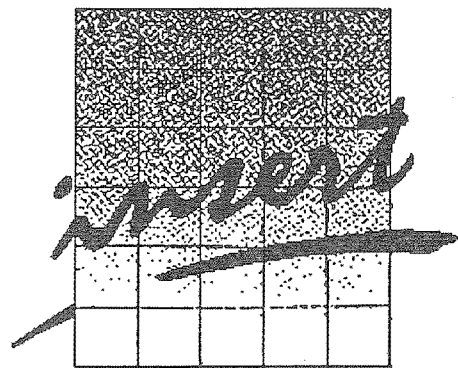
scan
 Visual arts K-12
 Teaching in small schools
 Reading Recovery
 Relevance of the modern history syllabus
 Multicultural education policy (specific programs)

INSERT 'Specials' (followed by recording date).

Interview with Matthew Miles March 1989
 Interview with David Istance April 1989
 Why invest in performance indicators? Alan Ruby June 1989
 Using education indicators Sarah Shrubbs, Anne Stevens and Brian Davies Special Programs Directorate August 1989
 Cooperative program planning and teaching Carol-Ann Haycock June 1989
 The relationship between education and the economy Professor Henry Levin August 1989
 Information skills in the school Niki Kallenberger November 1989
 Design in education March 1990
 Sydney Symphony Orchestra's Education Program: School Composers Competition March 1990
 Programming across the primary curriculum June 1990

For more information about INSERT and to obtain copies of any of the above, contact:

Sandra Jones
 INSERT Coordinator
 Curriculum Support Branch
 Private Bag 3
 RYDE. 2112
 (02) 808 9563



management

Juggling OASIS and schoolwide responsibilities



Rita Nash is teacher-librarian at Vacluse High School.

I was quite happy with my previous responsibilities - teacher-librarian, editor of the school magazine, member of various committees as well as some work in the region. These jobs kept me very busy and professionally fulfilled. In 1988 I was inspected and placed on List 2. This meant, when the previous supervisor of students went to better things in early 1989 (was she more sensible than I?), I was a suitable candidate for the position. Having heard that Vacluse High School was not going to get OASIS Library for some time I felt that the position would be a challenge and would extend my skills. Thus I agreed to become supervisor of students, only to find a short time later that OASIS was to arrive within a month or so.

And so it began . . .

The work load

- teacher-librarian - you know what that involves!
- supervisor of students - responsible for:
 - student welfare including individual student problems as well as the whole school welfare policy and its implementation
 - organising and chairing welfare committee and student adviser meetings
 - representing student advisers on the school executive and liaising with both about individual students
 - initiating and supervising health programs such as scoliosis checks, rubella vaccinations and nit picking (literally)
 - needy students
 - school uniform
 - school clinic organisation and supervision
 - liaising with Home/School Liaison Officer and itinerant teachers
 - liaising with school counsellor
 - supervision of girls toilets and smoking problems

- girls education strategy - responsible for initiating girls programs in the school
- liaison person for local police initiatives
- member, various school committees
- member, organising committee for area teacher-librarians meetings

How does all this fit together?

Very few of these responsibilities occur in a regulated manner apart from organised meetings. Generally speaking most situations need to be dealt with as they arise, especially crises with students. Consequently my work with OASIS Library is more often slotted in when the time is available rather than organised on a regular basis. Miraculously there are some days when I can work fairly uninterrupted on OASIS but these are very rare. After school can be a relaxing, quiet time for OASIS work but in winter it gets dark early and schools are spooky places at night so that is not always an option, especially when one likes to see one's family every now and then!

A typical day

A girl from year 10 has come to see me in tears - she has left home and the counsellor isn't here today.
 A year 8 boy has been sent by the office staff because they think he has chicken pox.
 There's a year advisers meeting this afternoon and the agenda hasn't been prepared yet.
 A head lice epidemic has started in year 8 and students have to be sent home (after having their heads examined).
 A year 7 boy doesn't seem to be eating properly - need to organise breakfast and lunch with the canteen.
 Photos of the assembly for the school magazine have to be organised, developed and printed in the darkroom by yesterday.
 The clinic is overcrowded and there isn't enough room for the new cases.
 Is it Wednesday? - oh no, another executive meeting and I haven't prepared the Girls Education Strategy presentation yet.
 The principal wants to discuss a special case some time today.
 Must remember to confirm the speaker for the next area teacher-librarians meeting.
 The girls are smoking in the toilets again . . .

Now wait a minute . . . I'm a teacher-librarian aren't I? What about cooperative planning and teaching, information skills, consulting with teachers about new books, booktalking with year 7, displaying year 9 geography projects, still wondering how to find out what Burkina Faso used to be called when you only have a 1984 gazetteer, showing seniors how to use indexes and where the 1987 *Time* magazines are kept, cataloguing some urgently required material which hasn't appeared on ASCIS yet; locating some long overdue books and I haven't done the accounts for ages . . .

All this and OASIS too?

OASIS . . . now that has been a challenge. Some of the more interesting situations included:

- in the beginning our library workstation did not have a tape unit. As a temporary measure the library system was wired up (through a concrete floor) to the computer in the front office with a tape unit. This worked quite well except we usually forgot which cable went into which plug
- driving out to Management Information Services at Parramatta twice with the fileserver perched delicately on the back seat
- faulty monitor which 'hung' the system causing us to lose several days' work and taking 3 hours to recover
- having to leave the machine on all night because it was getting just too late to solve the problem
- spending 3 days 'cleaning up' the publisher's authority file and losing it all in a 'crash' because that part of the data is not saved onto floppy disk and a tape backup had not been done during the process...

Well, every OASIS user has their tales of woe. We sometimes even get a perverse delight in seeing whose tale is more disastrous! (Don't get me wrong. OASIS is great and I am enjoying the experience and certainly learning a lot.)

Leaving aside the dramas, there are the management decisions to be made such as:

- new furniture, electrical cabling - where does it all go?
- setting up systems for data entry
- which sections of the collection should be entered first
- how to run a dual circulation system until the whole library has been entered into the system
- when the ASCISRECON records arrive how to insure that Dewey numbers are not at

variance with those you have previously assigned to resources

- and a myriad of minor details which flick around the mind faster than the speed of light.

So, what's the answer?

To be honest I'm not sure there is one. The management consultants would say that time management is the key and theoretically I would agree with them. I've even done a time management course and have applied (even effectively sometimes) some of the principles. But that was BO and BSS (Before OASIS and Before Supervisor of Students). For example, it's very difficult to prioritise activities (one of the basic tenets of time management) when OASIS decides it can't save your afternoon's work or when a year 12 girl decides that she can't possibly sit for the HSC and is ready to commit suicide. All your plans, no matter how well prioritised or organised are no longer viable in those circumstances.

But there must be a way!

Yes, there is, otherwise I wouldn't still be doing it, let alone writing an article about how to do it. But I must confess that most of the 'methods' I employ are not particularly tangible nor teachable. Most of them have to do with attitudes and changing the way one thinks about oneself, one's job and the process of automation. Many of them are common sense ideas which should be utilised no matter how many other responsibilities you have. And, of course, everyone develops their own methods and systems which suit their individual styles. What follows are some things that have worked for me.

*** Have a grand plan but be realistic.** In other words map out a proposed time line for OASIS implementation starting from the arrival of the hardware to the completion of the entries for the whole collection or for different sections of your collection. However be aware that you will probably underestimate the time it will take and you will be unable to take into account time lost due to difficulties with hardware and software as well as other interruptions to school routine. You should certainly be thinking in terms of several years. (It has been said that 5 years is not an unreasonable expectation to complete the process fully.)

*** Educate others.** Make sure that the principal, staff, parents and students understand that the advent of all that hardware in the library doesn't mean that automation is automatic. This is a common misconception and while I don't believe

that you have to justify why the process is such a time-consuming one, I do think it's important that people understand what's involved without becoming too technical. Speak at staff, executive and P & C meetings or whatever your school system offers. At the same time, however, show them how valuable the system will be once it's operating, not failing to stress the educational value above all other benefits. (I have done this quite successfully to a full staff meeting by 'screen dumping' a variety of procedures, putting them on overhead transparencies and pacing the staff through them as though they were actually sitting at a terminal.) This suggestion does not necessarily assist in dealing with a heavy work load but does contribute to a general understanding of OASIS implementation and can reduce some of the possible antagonism from staff when your library service is reduced.

*** Train well.** Patient and careful training of the school assistants who will be working on OASIS Library is essential. If you are in my position then you will have to be leaving them to continue without you for varying lengths of time. It's important that they feel comfortable and confident with OASIS. Further, if you are in a position to employ other help (paid or otherwise) then select carefully. Don't just take any offer of help without making sure that the person can offer appropriate assistance without too much spoonfeeding. I found myself in a position where the P & C had voted a substantial amount of money towards data entry. After searching fruitlessly for a person with keyboard and/or library skills I eventually employed one of our own school assistants (whose hours had been reduced) to take over the non-OASIS work (such as shelving, covering etc) of the permanent library assistant so that the more experienced and skilled person could devote herself to OASIS. It also saved me much time in that I didn't have to train the new person on OASIS. This has worked particularly well in my library.

*** Set up viable systems and work flows** (so that data entry can continue without you). Whether you do this in writing or on work flow diagrams depends to a large degree on the people you have helping you. If they can work fairly independently written documentation of processes may not be necessary. If they need more direction, draw up the processes on charts, etc that can be easily referred to. You should also give thought to the following:

- cull the collection first or as you go along and set fairly strict guidelines about culling. You should feel confident that everything

you put into the automated system will be of use for some length of time. There is no point in wasting time and energy on an out-of-date item. Certainly it can easily be removed but thought must be given to how much time was spent on putting it in

- close the card catalogue - you simply won't have the time or resources to operate 2 cataloguing systems and users will have to accept that there will be a hiatus in their access to the newer books via the catalogue
- decide which area of the retrospective collection should be entered first, eg for non-fiction do you want to start at 000 or do you want to get the history section in first because it is used more frequently?
- be aware that even with the valuable ASCISRECON (which, by the way, still takes quite a lot of time to prepare) or conversion from another system such as Librarian's Apprentice a lot of work still has to be done such as barcoding and entering the accession number for each book. Make sure that you don't underestimate the time required.

'... be patient, hasten slowly and enjoy the experience!'

* Pace your implementation.

Once you feel you have enough data in the system to make circulation and enquiry viable, get it up and running so that it is visible and useful. Apart from the value to the students this is an important PR exercise especially if

you are being funded by the P & C.

Some attitudinal ideas to try

*** Learn to say no.** It's no secret that automating is an enormous task which in most other work situations (library or otherwise) would take place with either increased staff or plant closure until the job was complete. We are not only implementing this new system with comparatively little training* but also continuing our normal tasks as well. So don't take on any other tasks. (In other words do as I say, not as I do. I thought I was very wise when I gave up the editorship of the school magazine at the end of 1989 in order to implement OASIS more efficiently. Within a month, however, I found myself in charge of Girls Education Strategy!) There will be other people to do the jobs that are required and if not, it doesn't mean that it has to be you.

* Editor's note: Schools installing OASIS Library are provided with 1 day's training for the school assistant, 1 day for the teacher-librarian and 1 day for the systems administrator, who will usually be the teacher-librarian.

* **Lower your expectations of yourself.** This has been a hard lesson for me to learn. I have a tendency to be a bit of a perfectionist, to concern myself with minute details. But I am gradually realising that while the results are worth it, the time expended is definitely not. Further, I've learned to accept (albeit slowly) that if things aren't done by the projected time, there are sound reasons which are not usually within my ability to control. To put it crudely, the world won't end if a job is not completed on target. Now that might be a difficult concept to accept, but I think it's worth some thought.

* **Re-evaluate your priorities.** Let's face it, most teacher-librarians work hard; OASIS adds even more to that workload. We are not superhuman and some things may just have to go by the board or happen more slowly. You may find that to implement OASIS effectively, you may just not have as much time to cooperatively plan and teach as you used to or that some services may have to either be reduced or discontinued. It is up to you, your principal and staff to negotiate what level of services you are all prepared to accept given that automation is such a big commitment and that you are doing it without much extra assistance, if any. And if you have other responsibilities in the school such negotiation becomes even more vital. This is where educating the staff and others becomes so important. But most of all **you** have to be comfortable with the level of OASIS work and other services you have decided on. Although this might be considered controversial you might give some thought to the consideration that these short term costs are worth paying for the long term benefits.

* **Be patient.** I was a committed computer-phobe about 5 years ago until circumstances forced me to become familiar with the technology and marvel at its capacity to manipulate words and data. Similarly, with OASIS the library staff moved from what was often a state of immobilising fear when something went wrong to a sanguine acceptance that not only could we deal with many problems ourselves, but, provided that basic steps such as regular saving occurred, nothing terribly drastic would occur anyway. And if it did there was always the splendid backup team at Management Information Services to help. In other words, once you learn to trust the system and more importantly yourself, your anxiety levels should decrease and you can get on with your other tasks.

* **Get support.** I have been very fortunate while implementing OASIS in having 2 very supportive principals who have been willing to expend a lot of money for the process as well as having enough

confidence in me to assume that I will carry out my other school-wide responsibilities satisfactorily. This is an enormous plus for someone in my position and I am cogniscent of the fact that this may not always occur in other schools. But if you are in such a fortunate position then utilise it to the fullest and make sure that the trust placed in you is justified. I have also been lucky to have the services of a very competent and knowledgeable library assistant who is enjoying the OASIS challenge. But remember, no matter what your situation, patience and careful training of assistants is essential.

There is other support available as well. For example, the Office System Administrator at the school has been very helpful during panicky and other times; other teacher-librarians in your area who are also implementing OASIS will usually be able to offer advice or assistance (or commiseration!) and each region is now establishing a group of trained personnel to provide assistance and support. In other words, find out where your support networks are and use them - you don't have enough time to struggle through problems alone.

Summing up

I think I can honestly say that I have never worked as hard as I have in the last 18 months. The combination of OASIS and being Supervisor of Students has produced many periods of stress and tension. And yet it has also been one of the most challenging times of my professional life. When I acknowledge this, the stressful times seem to dissipate. (Mind you, a mid-year holiday in Bali has some beneficial contributions to make!) I have learned more about computers than ever before; I have learned much about students and their problems and have acquired more skills in dealing with them than I had previously. I've also learned a lot about myself and the way I operate under stress. Putting into practice some of the suggestions I've made can help the process. Deriving personal benefits makes it even more valuable. For me the most important benefit has been the development of a wider range of expertise in different areas of my professional life. This, together with the knowledge that automating the library will provide great educational benefit to the students and staff at Vaucluse High school, has made the advent of OASIS a most stimulating event.

So - be patient, hasten slowly and enjoy the experience!❖

△ Some commonly asked questions about OASIS

To meet with the increasing interest in automation of school libraries, Management Information Services (MIS) has outlined the procedure for applying to install OASIS. Other areas of common interest addressed are the availability of OASIS support mechanisms, the updating of the OASIS program and the number of schools with OASIS already installed.

Q Our school is interested in automating the library. To whom should we apply to have OASIS installed?

• While MIS is responsible for the implementation of OASIS throughout the regions, government schools should direct all their enquiries or expressions of interest about OASIS Library to the regional computer officer at the address listed below:

Hunter	Barry Elkin PO Box 488 Newcastle 2300 (049) 26 9723; fax (049) 26 2081
Met East	Gary Thorn PO Box 357 Kings Cross 2011 (02) 339 8587; fax (02) 332 2472
Met North	Brian Ferry PO Box 450 Hornsby 2077 (02) 477 0202; fax (02) 476 1896
Met South West	Helen Rokobauer PO Box 324 Liverpool 2170 (02) 600 3109; fax (02) 602 3137
Met West	Steven Bailey PO Box 877 Blacktown 2148 (02) 671 8719; fax (02) 671 8703
North Coast	Graham Howie PO Box 422 Lismore 2480 (066) 21 1740; fax (066) 21 8504
North West	Debbie Barnes PO Box 559 Tamworth 2340 (067) 67 2356; fax (067) 66 7539
Riverina	Alan Bradbury PO Box 478 Wagga Wagga 2650 (069) 23 0649; fax (069) 21 2375
South Coast	Steve Gardner PO Box 1232 Wollongong 2500 (042) 26 8111; fax (042) 26 8234
Western	Bob Buckley PO Box 143 Bathurst 2795 (063) 33 4345

• For non-government schools, all enquiries should be directed to Softlink Australia, the company which developed the program in consultation with MIS

Softlink Australia
Ground Floor
IBM Centre
348 Edward Street
Brisbane 4000
(008) 832 3629

Q What support is available to school libraries to purchase, install and operate OASIS?

• For government schools with a student population of 300 or more, a grant of \$5000 is made by the Dept of School Education in the form of computer hardware (eg, a fileserver and a printer) for the library. Suggested hardware configurations are provided by MIS.

• The OASIS software is provided free of charge to government schools.

• After processing an application for installation at regional level the school receives a document entitled OASIS library prep which is designed to assist in the preparation for the automation of the library

• A regional support structure has been established in each region. Officers in each region have been trained in all aspects of OASIS including OASIS Library. This support structure will provide initial training, ongoing telephone support and school visits where necessary.

• At least one representative from each of the 10 regions has been trained to use OASIS by MIS. These representatives will then be available to train school personnel in the installation and use of OASIS.

• Support for schools, eg telephone support service, will be provided by these trained regional representatives.

- Listed below are the regional representatives trained in OASIS Library:

Hunter	Linda Veiman	(049) 26 9870
	Jann Wittig	(049) 26 9723
Met East	Lorraine Lucas	(02) 597 0049
	Pamela Winkless	(02) 339 8502
Met North	Christine Bellchambers	(02) 477 0202
Met South West	Helen Wardega	(02) 607 9888
Met West	To be advised	
North Coast	Peter Mair	(066) 85 8288
North West	Stephanie Blackstock	(067) 67 2356
Riverina	Sandra Lucas	(069) 23 0649
South Coast	Doug Jenkins	(042) 26 8235
Western	Sue Fletcher	(063) 623803

- While some telephone support may presently be available from MIS, regions will become completely responsible for providing this service.

Q We would prefer to wait till the OASIS program is completed before installing it in our library. How long will it be before no further updates are necessary?

- The OASIS software package is being continually enhanced, just as all good programs are. For example, PageMaker 4.0 is the latest in a series of upgrades of the program used in the preparation of *scan*.
- Enhancements to version 1 of OASIS will be completed this year. Work will immediately begin on version 2 and it will then be constantly updated.
- All upgrades of the OASIS software will be provided free of charge.

Q How many schools have installed OASIS in their libraries so far, or will have it installed in 1990?

- At present there are approximately 500 sites throughout Australia and New Zealand with libraries using OASIS.
- In NSW there are presently 165 government school sites which have OASIS installed in their libraries.
- By the end of this year, 100 further government school libraries (10 per region) will have commenced automation using OASIS.
- On the following page, listed by region, are NSW government schools at some stage of implementation of OASIS in their libraries.

Hunter
 Eleebana PS
 Elernmore Vale PS
 Forster PS
 Glendale HS
 Morisset HS
 Mount View HS
 Muswellbrook PS
 New Lambton PS
 Plattsburg PS
 Redhead PS
 Toronto HS
 Waratah Technology HS
 Wingham PS

Metropolitan East
 Balmain HS
 Bangor PS
 Canterbury Girls HS
 Double Bay PS
 Fort Street HS
 Heathcote HS
 Kensington PS
 Marrickville HS
 Menai HS
 Newtown HS
 Penshurst Girls HS
 Randwick Girls HS
 South Sydney HS
 St George Girls HS
 Summer Hill PS
 Sydney Boys HS
 Sydney Technical HS
 Tempe HS
 Vaucluse HS

Metropolitan North
 Artarmon PS
 Asquith Boys' HS
 Bilgola Plateau PS
 Cheltenham Girls HS
 Cromer HS
 Elanora Heights PS
 Galston HS
 Harbord PS
 Hornsby Heights PS
 Kambora PS
 Karonga House SSP
 Killara HS
 Kincumber HS
 Lane Cove PS
 Middle Harbour PS
 Mimosia PS
 Mona Vale PS
 Mosman PS
 Newport PS
 Peter Board HS
 Pittwater HS
 Pymble PS
 Roseville PS

St Ives HS
 The Entrance HS
 Warrawee PS
 Willoughby PS
 Willoughby Girls HS
 Woy Woy South PS

Metropolitan South West
 Ashcroft HS
 Bankstown PS
 Bossley Park HS
 Cabramatta PS
 Edensor Park PS
 Elizabeth Macarthur HS
 Fairfield PS
 Fairfield Heights PS
 Holsworthy HS
 Holsworthy PS
 Lansvale PS
 Liverpool Boys HS
 Prairiewood HS
 Robert Townson HS
 Robert Townson PS
 Rosemeadow PS
 Thomas Acres PS
 Westfields HS

Metropolitan West
 Auburn Girls HS
 Baulkham Hills North PS
 Blacktown South PS
 Blaxcell Street PS
 Blaxland HS
 Cambridge Park HS
 Castle Hill HS
 Castle Hill PS
 Colyton HS
 Dunheved HS
 Evans HS
 Hawkesbury HS
 James Erskine PS
 Jasper Road PS
 Katoomba HS
 Macquarie Boys HS
 Merrylands HS
 Minchinbury PS
 Samuel Gilbert PS
 St Marys Senior HS
 William Dean PS
 Winmalee HS
 York PS

North Coast
 Alstonville HS
 Ballina HS
 Bellingen HS
 Byron Bay HS
 Casino HS
 Coffs Harbour HS
 Frank Partridge PS

Grafton HS
 Kingscliff PS
 Kyogle HS
 Maclean HS
 Orara HS
 Toormina HS
 Westport PS
 Woolgoolga PS

North West
 Armidale HS
 Farrer Agricultural HS
 Glenn Innes HS
 Manilla Central
 Narrabri HS
 Oxley HS
 Peel HS
 Tamworth HS
 Tamworth PS
 Tamworth West PS
 Walcha Central

Riverina
 Balranald Central
 Coolamon Central
 Finley HS
 Koorringal HS
 Mount Austin HS
 Temora HS
 Wade HS
 Wagga Wagga HS
 Wagga Wagga South PS
 Yanco Agricultural HS

South Coast
 Albion Park PS
 Batemans Bay HS
 Bulli HS
 Dapto HS
 Narooma HS
 Oak Flats HS
 Queanbeyan PS
 Shoalhaven HS
 Smiths Hill HS
 Warrawong HS
 Woonona HS

Western
 Bathurst West PS
 Blayney PS
 Calare PS
 Canobolas HS
 Dubbo HS
 Forbes PS
 Gilgandra HS
 Kelso HS
 Lake Cargelligo Central
 Mudgee HS
 Orange HS
 Young HS❖

■ Dictionaries

Although not comprehensive in scope, the representative collection of dictionaries reviewed here includes items suitable for students of varying levels, skills and interests. All should be readily available for purchase. Liz Bowring, teacher-librarian at Kingsgrove North High School, reviewed them.

BECROFT, John Australian economics dictionary for students. VCTA, 1989
ISBN 0-86859-013-4 [330.03]

Designed particularly for students of Economics in years 11 and 12, this paperback dictionary contains concise explanations of essential terms in simple language. An additional feature is a table of commonly misspelt words. The use of humorous illustrations, clear printing and cross references make it accessible to these students and suitable for purchase as a class set.
LEV: Upper secondary
AVAIL: Paper \$8.00 ASCIS 603847

The Australian national dictionary: a dictionary of Australianisms on historical principles/edited by W.S. Ramson. Oxford University Press, 1988
ISBN 0-19-554736-5 [427]

Providing the reader with sources of a vast number of Australianisms, this comprehensive, authoritative work traces words which either have their sources or prevalent use in Australia or have special significance to Australians because of their historical usage. Each entry has a brief definition or explanation and grammatical use guide followed by extensive quotations which illustrate the derivation of the term.

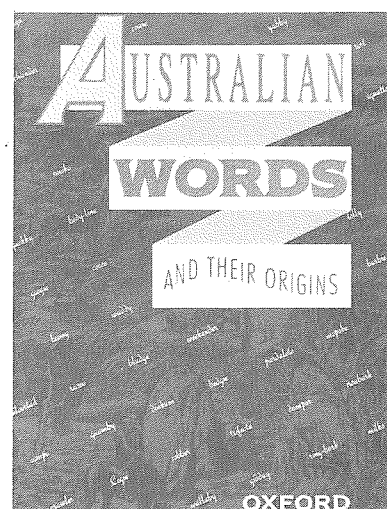
LEV: Middle secondary Upper secondary
AVAIL: \$75.00 ASCIS 437335

The Australian Oxford paperback dictionary/edited by George and Beryl Turner. 1st Australian ed. Oxford University Press, 1989
ISBN 0-19-553102-7 [423]

Featuring an encyclopaedic style, giving not only meanings and usage of words and phrases, this dictionary also gives brief information about a limited number of personalities, places and land features. Covering over 50,000 words and phrases, the work is general if not comprehensive. The original British work has been revised in Australia. It is suitable for a range of users. The printing is clear. Pronunciation does not use the phonetic alphabet and is given only for words which the editors identified as difficult to pronounce.

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$11.95 ASCIS 619918

Australian words and their origins/edited by Joan Hughes Oxford University Press, 1989
ISBN 0-19-553087-X [427]



This work is the abridged version of the **Australian national dictionary**. It is a comprehensive, authoritative work which provides the reader with sources for the vast number of words which either have their source of prevalent use in Australia or have

special significance for Australians because of their historical usage. Each entry has a brief definition or explanation and grammatical use guide followed by quotations which illustrate the history of the term's use. The reduction for abridgement has been made only in the number of illustrative quotations used for each entry.

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$35.00 ASCIS 619716

Basic Japanese-English dictionary. Oxford University Press [1986], 1989
ISBN 0-19-864162-1 [495.6]

Developed by the Japan Foundation for speakers of English learning to speak Japanese, this dictionary aims to address the difficulties found in Japanese/English dictionaries produced for native Japanese speakers learning English. The dictionary covers basic vocabulary with words chosen from those in everyday use in Japan and those taught in Japanese language

schools. The entries are romanised then written in Kanji and/or Hirigana as appropriate. Meanings are clearly explained and analysis is provided of how words are used in different senses. An essential table of sounds is found in the front endpaper.

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$29.95
EVAL: Highly recommended ASCIS 490205

BREWER, Ebenezer Cobham Brewer's dictionary of phrase and fable. Cassell, 1989
ISBN 0-304-31835-3 [803]

A standard reference work on terms and phrases used in literary contexts which extends in scope beyond that suggested by the title, this dictionary of literary miscellany provides definitions or explanations of terms often illustrated by examples. This edition contains new entries and some revisions of past entries. A selective index assists in locating information found under unpredictable headings.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$42.95 ASCIS 612309

Chambers first picture dictionary. Chambers, 1988
ISBN 0-550-10644-8 [423]

The alphabet down the outside of the page with the appropriate letter highlighted makes finding sections in this picture dictionary easy and models the guides in some other more sophisticated dictionaries. Although the definitions are clear and simple and contain a sentence showing usage, it is limited in scope and old fashioned in presentation. Some definitions, such as that of koala as an animal like a small bear, are of concern.

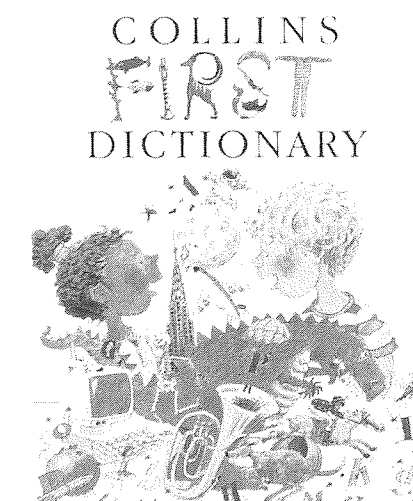
LEV: Lower primary
AVAIL: \$14.95 ASCIS 476735

Chambers illustrated dictionary. Chambers, 1989
ISBN 0-550-10648-0 [423]

An easy to use reference tool with 10,000 entries enriched by occasional labelled illustrations, this dictionary has brief, simple definitions. An appropriate range of terms is covered for independent learners. Each entry has abbreviated grammatical forms and gives any variations in meaning. It does not give examples of usage in sentence form. Tables at the back give lists such as tenses of verbs and plural forms of words.

LEV: Upper primary
AVAIL: \$16.95 ASCIS 628194

GOLDSMITH, Evelyn Collins first dictionary. Collins, 1989
ISBN 0-00-190070-6 [423]



Simple, full sentences which specifically define appropriately chosen head words feature in this excellent dictionary for young learners. An example of the word's use is also shown. Delightful illustrations by Penny Dann, while not

labelled, enliven the page and add to the user's enjoyment and understanding of the dictionary.
LEV: Lower primary Middle primary
AVAIL: Paper \$9.95
EVAL: Highly recommended ASCIS 612148

LANE, Dianne Collins picture dictionary. Collins, 1989
ISBN 0-00-190054-4 [423]

Arranged by familiar appealing scenes, this essentially British work is designed for 2 kinds of users. Firstly, for younger users, illustrations by Andy Cooke depicting busy scenes from everyday life are comprehensively labelled. For more sophisticated users, a word list with simple definitions accompanies each scene. There is an alphabetical index to the defined words in this hard cover book.

LEV: Lower primary
AVAIL: \$11.95 ASCIS 614510

SCHUR, Norman A dictionary of challenging words. Penguin [1987], 1989 (Penguin reference books)
ISBN 0-14-051222-5 [423]

The author has chosen 1000 words which are encountered in literature but not usually found in daily speech and explains their source and meaning and demonstrates their use by a number of examples, providing more detail than can be obtained from a standard dictionary. These words are either from classical or foreign languages or have been derived from name of people or places. The explanations are academic and may assist senior students in their analysis of poetry, literature or primary sources in history.

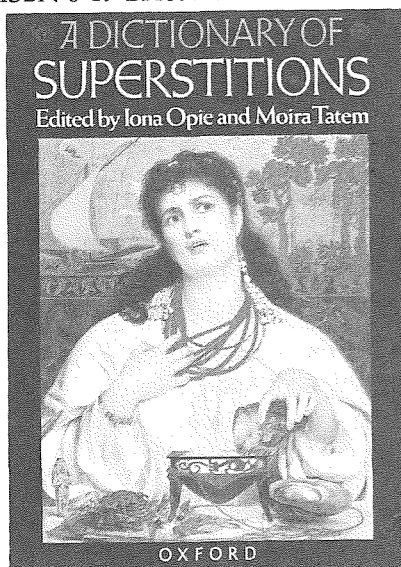
LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95 ASCIS 622061

URDANG, Laurence **The dictionary of confusable words.** Facts on File, 1988
 ISBN 0-8160-1650-X [423]

More than 5,000 words are included in this hardcover work which provides distinctions between words that are commonly confused, for example: cape/isthmus/bay/cove/peninsula/gulf; diagnosis/prognosis; compare/contrast. Although these distinctions may be obtained by using a dictionary, this work collects the information together into one source with academic explanations. The work is organised alphabetically and has a cross-referenced index.

LEV: Upper secondary
 AVAIL: \$45.00 ASCIS 453052

A dictionary of superstitions/edited by Iona Opie and Moira Tatem. Oxford University Press, 1989
 ISBN 0-19-211597-9 [398]



If you are looking for primary source reports of people's superstitions, this academic work will provide you with many quotations and their sources. The references are drawn from a broad time frame with selective representative examples. Some examples attempt

to show the current form of the superstition. As the language of the time is used, some of the quotes may be difficult to understand. There are no illustrations. There is an analytical index which does not give page numbers.

LEV: Middle secondary Upper secondary
 AVAIL: \$49.95 ASCIS 627289

Dictionary of the theatre/editor, David Pickering. Sphere, 1988 (Sphere reference)
 ISBN 0-7474-0019-9 [792.03]

A handbook for aficionados of the western theatre, this work presents information on all aspects of the theatre from personalities on stage as well as behind it to technical staging terms. Entries are brief, in alphabetical order and cross-referenced. Few Australians rate an entry, for example the Melbourne

Theatre Company does, whereas the Sydney Theatre Company doesn't. However, this is a valuable basic reference to significant western theatre people and productions.

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$19.99 ASCIS 472161

JOHANSEN, Lenie **The dinkum dictionary: a ripper guide to Aussie English.** Viking O'Neill, 1988
 ISBN 0-670-90051-6 [427]

Beware of this comprehensive work on Australian idiomatic language. It provides valuable, accessible meanings for the wide range of colourful colloquialisms used by Australians, providing a particularly useful tool for those whose first language is not English or did not grow up in Australia. However, its range may be too broad for your users and some colloquialisms too vulgar and unduly emphasised, for example the illustrated parts of the body. Some people may be concerned that validity is given to terms by having them in print. There is no indication of the appropriate level of usage.

AUD: Professional
 AVAIL: Paper \$16.99
 EVAL: Consider before buying ASCIS 429335

Environmental science. Collins, 1990 (Collins reference dictionary)
 ISBN 0-00-434348-4 [333.703]

Drawing from the fields of physical geography and biology with the addition of some economic and planning terms, this academic work contains sophisticated explanations of many technical terms associated with the physical and human environment. Roles of national and international organisations are also explained. In some cases illustrations aid the explanations. The dictionary is particularly useful for students investigating scholarly, overseas references in the area of environmental science.

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95 ASCIS 617783

The first dictionary/compiled by Diane Snowball and Robyn Green. Oxford University Press, 1988
 ISBN 0-19-554931-7 [423]

Of limited use, other than to show young learners bold type headwords and their order in vertical columns, this dictionary does not contain definitions. Rather, it contains everyday words followed by sentences using them. Unfortunately these sentences do not always give a clue to the word's meaning. Where a word has multiple meanings a separate sentence is provided to include each meaning. It does not model dictionary use for later years and would not assist a student who,

coming with a word from a sentence to investigate, is only confronted by another sentence.

LEV: Lower primary
 AVAIL: Paper \$9.95
 EVAL: Consider before buying ASCIS 428149

MANSER, Martin H. **The Guinness book of words.** Guinness, 1988
 ISBN 0-85-11284-X [422]

Dip into this book to explore many aspects of English words: sources, links, meanings and amusing anecdotes. It is selective rather than comprehensive, and as such is entertaining, readable and informative. A highlight is a section of word games. The work is divided into chapters and has a good index.

LEV: Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$27.95 ASCIS 461542

Ladybird dictionary. Ladybird, 1988
 ISBN 0-7214-1112-6 [423]

This compact, hardcover British dictionary gives prominence to the grammatical form of each headword by naming its form of speech and feminine form (eg, actor, actress). Limited in scope, the 4,000 definitions are brief but often complex terms are used. Examples of usage in sentence form are not included. Each page has a labelled illustration. A symbol is used to identify frequently confused words; homonyms are given.

LEV: Upper primary
 AVAIL: \$7.99 ASCIS 472074

Longman dictionary of English idioms. Longman, 1979
 ISBN 0-582-55524-8 [423]

Of particular value to students of English language or English literature, this hardback book is a comprehensive collection of British idioms, many of which are in current use in Australia. Once the user has mastered the searching technique, by the first noun (or if there is no noun by the first verb), the clear explanations become accessible. A valuable guide to whether the term is formal, informal or colloquial is another asset. More functions of this volume are to be found in the complex and daunting introduction.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$34.95 ASCIS 218740

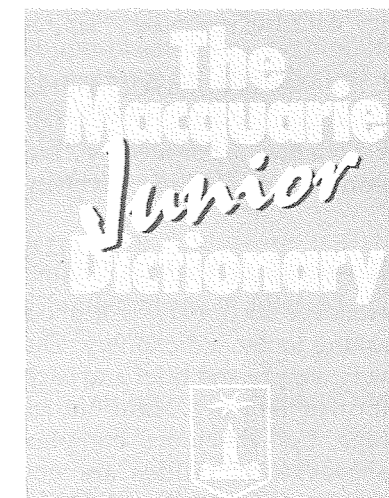
The Macquarie children's dictionary. Macquarie Library, 1983
 ISBN 0-949757-12-8 [423]

The Australian references and illustrations by Louis Silvestro make this picture dictionary more applicable

for use with students than the others of this type. The headwords are in alphabetical order, followed by simple sentences which either give simple definitions or work with the context or illustration to identify a meaning. The format is attractive and young users will enjoy reading for interest as well as using the volume as an elementary reference tool.

LEV: Preschool Lower primary
 AVAIL: Paper \$10.95 ASCIS 216668

The Macquarie junior dictionary. Jacaranda, 1985
 ISBN 0-7016-1929-5 [423]



Suitable for a class set in both upper primary and lower secondary, this dictionary fills the gap between the My first Macquarie dictionary and the Macquarie dictionary. Pronunciation guides are provided for most words, but do not use phonetic script.

Definitions are sophisticated, but do not have the overpowering detail of a comprehensive dictionary.

LEV: Upper primary Lower secondary
 AVAIL: Paper \$15.95
 EVAL: Highly recommended ASCIS 201523

My first Macquarie dictionary. Jacaranda, 1987
 ISBN 0-7016-2244-X [423 MY]

Excellent for young learners, this clearly printed beginning dictionary not only provides simple definitions but also gives students the opportunity to extend their skills in using this type of reference tool. Each word is given a pronunciation guide and some have examples of usage. Distinct sections under the headings of 'word building' and 'word use' extend the user without being confusing. The format is scholarly and prepares the user for the more sophisticated Macquarie junior dictionary. This volume is suitable for purchase as a class set.

LEV: Middle primary Upper primary
 AVAIL: Paper \$10.95 ASCIS 388524

Oxford advanced learner's dictionary of current English. 4th ed Oxford University Press, 1989
ISBN 0-19-431136-8 [423]

Designed with foreign students of English in mind, this authoritative dictionary of current English always provides examples of the use of each headword in sentence form. Idiomatic usage and derivatives whose meanings are often difficult to find are explained and exemplified. Occasionally illustrations are included to clarify a meaning. Pronunciation guides use phonetic script with a key conveniently located on the front endpaper.

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$24.95 ASCIS 490123

The Oxford children's dictionary/compiled by Alan Spooner and John Weston. 2nd ed. Oxford University Press, 1985
ISBN 0-19-861183-8 [423]

This small format, hardcover dictionary is a good starter for students learning to use a dictionary. The 12,000 definitions are very simple and brief and each entry gives the plural form of the word. Many entries give examples of usage, but the more complex pronunciation and abbreviation guides are not included. Although the print is small, occasional illustrations assist with making the dictionary attractive to users.

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$17.95 ASCIS 220973

The Oxford-Duden pictorial Chinese & English dictionary. Oxford University Press, 1989
ISBN 0-19-582786-4 [495.1]

Used with guidance this unique pictorial dictionary with many clear, detailed and sophisticated illustrations of a wide range of subject matter could be invaluable. The index allows its use as a Chinese/English, English/Chinese dictionary providing a valuable supplement to a more comprehensive language dictionary. The illustrations are clear but do not reflect a multicultural society. Workplace roles are stereotyped and some situations are out of date. As the work is based on the revised German 'Bildwörterbuch' the selection of plants and animals are European. Other languages, including French and Italian are available in this series of pictorial dictionaries.

AUD: Parents
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$49.95 ASCIS 629104

The Oxford illustrated junior dictionary/compiled by Rosemary Sansome and Dee Reid. Oxford University Press, 1989
ISBN 0-19-910244-9 [423]

Clear print and many attractive, colourful illustrations by Barry Rowe make this hardcover dictionary appealing for young users. Definitions are suitably brief but only some words have examples of usage. Plurals, pronunciation or other grammatical forms are not often included. Each page has the alphabet at the top with the appropriate letter highlighted instead of guide words. This should reinforce alphabetical order skills. Unfortunately not all illustrations are given a label. This book has been produced for the British market and attempts to be non-sexist and multicultural.

LEV: Middle primary
AVAIL: \$22.50 ASCIS 613102

DAINTITH, John The Penguin dictionary of mathematics. Penguin, 1989 (Penguin reference books)
ISBN 0-14-051119-9 [510.3]

In handy paperback format, this dictionary for high school and university students provides explanations of concepts in pure and applied mathematics and brief biographies of mathematicians. There are many examples and diagrams. A system of cross-referencing identifies terms encountered in the explanations which are dealt with elsewhere. Computer terminology is not addressed in this volume.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 602346

PAXTON, John The Penguin dictionary of abbreviations. Penguin, 1989
ISBN 0-14-051229-2 [423]

A useful decoding tool for the abundance of acronyms, groups of initials and abbreviations encountered in our reading, this paperback dictionary provides a handy, quick reference. Because it is predominantly British in scope, you will not encounter terms such as 'ASCIS' or 'OASIS', only major Australian associations or abbreviations which are consistent with international usage are covered.

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.99 ASCIS 480889

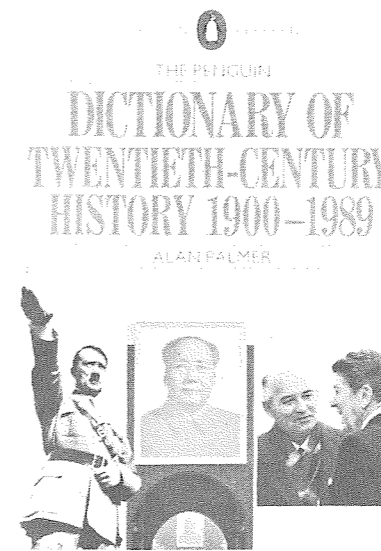
WELLS, David The Penguin dictionary of curious and interesting numbers. Penguin, 1986
ISBN 0-14-008029-5 [511]

For the mathematics enthusiast this comprehensive work provides absorbing background reading that would daunt anyone else. Organised by number order, the work gives easy to read explanations of all kinds of numbers, from well-known to obscure ones. Where possible, the discoverer or first known report of the finding is acknowledged. It is indexed and contains useful mathematical tables.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$13.95 ASCIS 384519

PALMER, Alan The Penguin dictionary of twentieth-century history. Penguin, 1990 (Penguin reference books)
ISBN 0-14-051188-1 [903]

An accessible up-to-date supplement to texts for students of modern history or general studies, this dictionary contains pithy entries on the political, economic and social events and concepts of the 20th century. Broad in scope, the work



encompasses a worldwide perspective. Individual entries are academic and contain cross-references which allow access to other entries when needed.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.99
EVAL: Highly recommended ASCIS 629312

The Penguin spelling dictionary. Penguin, 1990 (Penguin reference books)
ISBN 0-14-051230-6 [423]

Divided into 3 sections (general words, first names and biographical names) this soft cover dictionary provides handy reference to the correct spelling and syllabification breaks of more than 70,000 words. Many of the words are given a synonym or a 2-word definition to assist in identifying the correct word. There is a section with the rules for spelling.

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.99 ASCIS 625944

Puffin first picture dictionary. Penguin, 1988 (Picture Puffins)
ISBN 0-14-050777-9 [423]

Featuring colourful illustrations by Celia Berridge, this is an alphabet book with only 2 aspects of a dictionary: the meaning of the word can be found only by identifying what is in a picture and the alphabet runs across the top and bottom of each page with the appropriate letter highlighted. The words are not presented in alphabetical order, nor given any definition.

LEV: Preschool
AVAIL: Paper \$8.95 ASCIS 429029

MURRAY-SMITH, Stephen Right words: a guide to English usage in Australia. Viking, 1989
ISBN 0-670-82825-4 [428.1]

The author's penchant for the nuances of the English language as spoken in Australia as distinct from standard English usage is apparent in this guide to a variety of words and phrases. Organised alphabetically, each entry demonstrates pronunciation and Australian usage and sometimes gives clues to the origin of the word. Although there is no index there are cross-references. The entries are authoritative and often include anecdotes or examples which illustrate the writer's point and entertain the reader.

LEV: Middle secondary Upper secondary
AVAIL: \$29.99 ASCIS 467324

REES, Nigel Why do we quote? Blandford Press, 1989
ISBN 0-7137-2101-4 [080]

Entertaining rather than authoritative, this hardcover guide to an eclectic collection of quotations provides some information as to why each quote is used, where it came from and how it is used. Originally selected from quotations appearing in a BBC radio series, the organisation is alphabetical by keyword and while there are cross-references, there is no index.

LEV: Middle secondary Upper secondary
AVAIL: \$24.95 ASCIS 609442*

Visual arts K-12

This collection of resources to support Visual arts in both primary and secondary schools has been drawn from materials received recently at Library Services. The resources, which are arranged alphabetically by title, were reviewed by Libbi Baillie (Blaxcell St PS), Marianne Matthews (Jannali Girls HS) and John Wilkinson (Bankstown PS). Louise Pratt from the Aboriginal Education Unit examined the materials for the Aboriginal perspective.

Aboriginal art : picture selection and notes.
Australian National Gallery, 1988 [709.94]

Despite its bias to Arnhem Land, the excellent format for classroom use, good reproductions, and extensive notes (explaining the relevance of the work to Aboriginal people), make this a valuable resource. Also included are maps showing the locations of the artists. J. Wilkinson
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$15.00 ASCIS 456575

Aboriginal vision [pictures]. Resource services,
NSW Dept of School Education, 1986. [709.94]

An essential aspect of the curriculum is the study of Aboriginal art. This kit, which focuses on the work of contemporary artists, is an excellent resource for this topic. The versatility of Aboriginal artists is shown with both traditional and urban style painting featured as well as ceramics, photography and screen printing. The detailed teachers' notes provide lesson plans years K-6 and activities suitable for years 7-10 and years 11-12. There is also a good introduction and information on the artists featured. L. Pratt
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$52.00 (govt schools) \$65.00 (non-govt schools). Order no. 05317
EVAL: Highly recommended ASCIS 638284

ISAACS, Jennifer Aboriginality : contemporary Aboriginal paintings & prints. University of Qld., 1989
ISBN 0-7022-2220-8 [760.0994]

Relevant for the Visual arts syllabus K-12, this is a wonderful resource for contemporary Aboriginal art. The text is excellent in its detail of the artists' personal statements about their artmaking; their themes and the development of their images and ideas. Colour reproductions of all works are splendid. M. Matthews
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$39.95
EVAL: Highly recommended ASCIS 489908

MALCOLM, Lisa About art. Science Press, 1989
ISBN 0-8558-3161-8 [700]

An integrated and well organised program of learning experiences in Visual arts, this is suitable as a guide for a class program. It is easy for the non-specialist teacher to follow: language is concise and simple; technical explanations are diagrammatic. The colour reproductions, of both Australian and international artists' work are of a good size, and biographical information and quotations about particular artists' artmaking provide an interesting study. Student-centred activities follow closely the philosophy of the Visual arts syllabus. L. Baillie
Only traditional Aboriginal work (Western Desert and South Australian) is included. The inference is made that in Aboriginal art, because design and motifs are culturally standardised, no Aboriginal artists depict their own personal experiences and ideas. L. Pratt
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary
AVAIL: PAPER \$21.95 ASCIS 485713

RICHARDSON, Donald Art in Australia. Longman
Cheshire, 1988
ISBN 0-5828-7304-5 [709.94]

Many references are made to artmakers from all media and times in Australian art in this comprehensive study. It would provide a good extra resource book on Australian artmaking though the text is often biographical and historical rather than analytical and the placement of colour prints is unrelated to the main body of text. M. Matthews
Although Aboriginal art is defined in the introduction, traditional Aboriginal art is not examined, and many well known contemporary Aboriginal artists are omitted from the chapter dealing specifically with Aboriginal art. L. Pratt
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$21.95 ASCIS 450013

HOFFERT, Bernard Art in diversity : studies in the history of art. Longman Cheshire, 1988
ISBN 0-5828-7268-5 [709]

A well organised book with a clear text, this is relevant for all of the syllabus, especially the focus areas in the senior syllabus. The text, which outlines the most

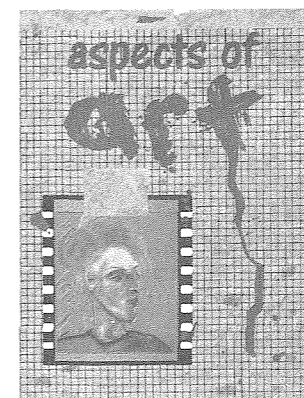
important breakthroughs in modern art, is interesting and contains ideas and philosophies as well as historical content. Activities for students are included at the end of each chapter. One chapter is devoted to Australian art and Aboriginal culture. M. Matthews
LEV: Middle secondary Upper secondary
AVAIL: Paper \$27.99 ASCIS 453824

Artexpress: a selection of 1988 Higher School Certificate artworks [slide]. Resource Services,
N.S.W. Dept. of Education, 1988
ISBN 0-72405-479-0 [707.4]

This set of 60 slides of 1989 HSC artworks is a good resource to use as a motivational tool for the attainment of excellence in schools. It explores the myriad of media, images, ideas and techniques that are presented as submitted works to the year 12 final examination. M. Matthews
LEV: Middle secondary Upper secondary
AVAIL: \$30.00 (govt schools) \$36.00 (non-govt schools). Order no. 05342 ASCIS 605623

TESORIERO, Lina Aspects of art. Science Press, 1990
ISBN 0-855803165-0 [700]

A concise outline of visual qualities, art types, artists and techniques is presented in this resource which provides a good reference for the person who knows little about art. Although the suggested activities are not sequenced in any way, the ideas afford starting points in programming. L. Baillie
LEV: Middle primary Upper primary
AVAIL: Paper \$17.95 ASCIS 615696



Lina Tesoriero
Helga Nilson

CARUANA, Wally Australian Aboriginal art : a souvenir book of Aboriginal art in the Australian National Gallery. The Gallery, 1987
ISBN 0-64208-1441 [709.01]

More than 60 colour plates are included in this catalogue of a good cross section of the works from the Australian National Gallery collection. Brief notes written by an Aboriginal curator explain different aspects of Aboriginal art. L. Pratt
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$18.00 ASCIS 398622

The beach & the bush. Resource Services, N.S.W.
Dept. of Education, 1988
ISBN 0-72405-472-3 [707]

The 16 large prints which make up this kit consist of contemporary Australian artworks which have themes relating to either the beach or the bush, plus a useful set of background notes for using each print. As well as being relevant to the suggested activities in the curriculum, the kit is easily integrated with other curriculum areas. L. Pratt
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$65.00 (govt schools) \$80.00 (non-govt schools). Order no. 05418 ASCIS 480646

ROUKES, Nicholas Design synectics : stimulating creativity in design. Davis, 1988
ISBN 0-87192-198-7 [745.407]

Design theory is combined with a creative approach to artmaking in this book which is useful as a starting point or stimulus, but not to be followed as a sequenced set of experiences; little reference is made to the direct experiences of our environment. There is a collection of 'brain starting' activities, statements and issues to stimulate creative thought, as well as a good section on signs and symbols and their importance in artmaking. M. Matthews
LEV: Middle secondary Upper secondary
AVAIL: Paper \$34.95
EVAL: Highly recommended ASCIS 433664

Dreamings [videorecording]. Film Australia, 1988
[759.994]

Made and narrated by Aboriginal people this video shows art from Western and Central Australia, explaining clearly the meaning and tradition behind their work and linking their life and culture to their artwork. Visually, it is very stimulating and the narration is clear, with subtitles when Aboriginal people are using their native language. L. Pratt
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$29.95
EVAL: Highly recommended ASCIS 457007

SUTTON, Peter Dreamings : the art of Aboriginal Australia. Viking, 1988
ISBN 0-67082-449-6 [709.01]

Whilst explaining that it doesn't intend to cover all aspects, this excellent book discusses different views of Aboriginal art, both traditional and modern. It looks at political and cultural aspects of Aboriginal life and

analyses the non-Aboriginal view of Aboriginal art over the past 200 years. The works are discussed in association with the Aboriginal artists' lifestyle, and there are extensive notes on the different views held by people of Aboriginal and non-Aboriginal backgrounds and by anthropologists. L. Pratt
LEV: Middle secondary Upper secondary
AVAIL: \$65
EVAL: Highly recommended ASCIS 437484

MUGNAINI, Joseph Expressive drawing : a schematic approach. Davis, 1988
 ISBN 0-87192-207-X [741.2]

A good resource book on basic anatomical structures for drawing, this explores the visual qualities of the human form, and how to render these in graphic media. The student is given an easy-to-follow explanation of the structure of the human body focusing on main lines and shapes, but the most valuable section is that on schematic drawing. The 'how to' approach rather than an experimental one and the lack of emphasis on the interpretive nature of drawing do limit its use. M. Matthews
LEV: Middle secondary Upper secondary
AVAIL: \$35.00 ASCIS 453045

RICE, Melanie I like painting. Kingfisher, 1989
 ISBN 0-86272-447-3 [759]

This provides a very good start for looking at artists and their works and relating this to the way students can use these techniques in their artworks. It looks at a wide variety of subject matter and processes, training the eye to observe what is around them as well as heightening their appreciation of the way others perceive. The abundant colour plates include the work of students as well as that of artists, and provide simple student activities. There is, however, no reference to Aboriginal or other Australian artworks. L. Baillie
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 ASCIS 475105

Images K-12 [slide]. Resource Services N.S.W. Dept. of Education, 1985
 ISBN 0-72405-414-6 [750.7]

The slides present a good range of 2-dimensional work K-12 and recognise individual differences and development of students. The set would be useful for staff and parent meetings. J. Wilkinson
AUD: Professional Parents
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$23.00 (govt schools) \$29.00 (non-govt schools). Order no. 05213 ASCIS 231928

WILLIAMS, Donald In our own image : the story of Australian art, 1788-1986. McGraw-Hill, 1990
 [759.994]

Australian artists and their works are examined in detail in this resource. There is a good outline of periods, styles, art types, artists and a useful art guide for the discussion of artworks. Maps show the architecture and sculpture of the major Australian cities and a guide to Australian art galleries is given. The glossary is useful as are the activities suggested to motivate observation. The section on Aboriginal art is very brief: it looks only at WA and Northern Desert art works; Koori and urban artists are omitted. L. Baillie
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$29.99 ASCIS 630264

Kuruwarri. Yuendumu doors. AIAS, 1987
 ISBN 0-85575-179-7 [759.994]

Each of the 30 doors at Yuendumu school has been painted by the members of the Warlukurlangu Artists group; the book not only reproduces the doors but provides descriptions of them in traditional language and in translation as well as explanatory diagrams. The introduction by the Warlpiri people is written in both their traditional language and English. L. Pratt
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$22.95 ASCIS 392545

Light and shadow [videorecording]. Resource Services, N.S.W. Dept of Education, 1984 [701]

This 10-minute video looks at various ways of depicting light and shadow in painting and sculpture. The catchy script and its unusual approach enhance its appeal. M. Matthews
LEV: Upper primary Lower secondary
AVAIL: \$16.00 (govt schools) \$20.00 (non-govt schools). Order no. 05241 ASCIS 452856

BJORK, Christina Linnea in Monet's garden. R & S, 1987
 ISBN 91-29-58314-4 [759.4]

This delightful, simply-written story recounts the story of Linnea who visits Paris to see Monet's house and garden. Her visit gives the reader an insight into Monet's life and work. We learn where he painted, what he painted and how he painted, documented not only by the text but also by reproductions of his artwork, photographs of the artist and his family and colour illustrations by Lena Anderson. J. Wilkinson

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$17.95. Era Publications PO Box 231 Brooklyn Park 5032
EVAL: Highly recommended ASCIS 425089

Look 'n' see [videorecording]. Resource Services, N.S.W. Dept. of Education, 1985 [750.1]

Many Australian (but no Aboriginal) artworks are used in this interesting and amusing way of looking at artworks. It would be very useful for motivating students. L. Baillie
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$16.00 (govt schools) \$20.00 (non-govt schools). Order no. 05245 ASCIS 225310

Looking at Australian paintings. Resource Services, N.S.W. Dept. of Education, 1985
 ISBN 0-72405-412-X [759.994]

This excellent set of 12 prints plus discussion papers, paper masters and teachers' booklet is very relevant to the curriculum and exemplary in approach and presentation. The kit reflects the historical periods from colonial to modern and the reproductions of the artists' works are splendid. J. Wilkinson
LEV: All primary and secondary
AVAIL: \$65.00 (govt schools) \$80.00 (non-govt schools). Order no. 05246
EVAL: Highly recommended ASCIS 233214

LARKIN, Jack Manipulating space : basic design and layout studies for graphic communication. Nelson, 1988
 ISBN 0-1700-7340-8 [741.6]

To be used as a resource book for basic visual communication techniques in graphic design, this explores basic visual communication techniques in graphic design. It has relevance and would be a useful resource for the Art and design area of the syllabus. Although it leaves little room for an individual, intuitive response, the language is clear and concise and the illustration deals specifically and successfully with one 'type' of artmaking. M. Matthews
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$17.95 ASCIS 479767

DUPAIN, Max Max Dupain's Australia. Viking, 1986
 ISBN 0-6708-1525-X [994]

This collection of photographic images of Australia

was made by Dupain from between World Wars I and II to the present time. It is a series of beautifully produced images with great historical and aesthetic relevance. It demonstrates how one Australian has responded to his environment by exploring texture, composition, light and shade. As well as being a valuable photography resource book on an Australian artist, it is also useful as a motivational tool for further learning experiences. M. Matthews
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$49.99 ASCIS 379873

ELLIOTT, Christine New approach to graphic media [slide]. Audio Visual Resources, 1988 [760.09945]

A good resource for the Art and design focus area in the senior syllabus, as well as for the exploration of graphic media, these slides demonstrate the expressive possibilities of graphic media. The presentation is inviting, using clear colour, and there are notes which concentrate on the techniques used. M. Matthews
LEV: Middle secondary Upper secondary
AVAIL: \$45.00. Audio Visual Resources, 626 Glenferrie Rd Hawthorn Vic 3122 ASCIS 469373

FAINE, Brad The new guide to screenprinting. Simon & Schuster, 1989 (A Quarto book)
 ISBN 0-73180-121-0 [764]

A most comprehensive work on screenprinting, this is an excellent starter resource for the medium. The layout and design which uses high quality colour reproductions is attractive; language and explanations are clear and concise. There is, however, no mention of the individual intuitive response, the focus being on skills acquisition. M. Matthews
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$29.95 ASCIS 610146

TOFTS, Hannah The Print book. Ashton Scholastic, 1990
 ISBN 0-86896-549-9 [760.28]

The large, coloured prints of students' work and simple explanations of basic techniques make this an attractive resource. Whilst it would be useful for primary teachers with no printing expertise, it would be advisable for teachers to consult the curriculum in order to make optimum use of this resource in implementing the Visual arts syllabus. J. Wilkinson
LEV: Lower primary Middle primary Upper primary
AVAIL: \$5.50 ASCIS 629466

Processes in action [videorecording]. Resource Services, N.S.W. Dept. of Education, 1985
ISBN 0-72405-425-1 [707]

The viewer is able to identify visual arts processes in action in this introduction to the Visual arts syllabus. Students from a range of grades are shown working their way through a variety of processes; the students also discuss their own works. L. Baillie
LEV: Lower primary Middle primary Upper primary
Lower secondary Middle secondary Upper secondary
AVAIL: \$16.00 (govt schools) \$20.00 (non-govt schools). Order no. 05697 ASCIS 632461

The Readymade Boomerang : certain relations in 20th Century art. The Biennale, 1990
ISBN 0-95966-196-4 [709.04]

A wonderfully detailed look at the concept of the 'readymade' in Visual arts images, this can provide motivation and stimulation for art students, particularly those in senior years. Although it concentrates on a small area in artmaking, work is included from both Australian and international artists. M. Matthews
LEV: Middle secondary Upper secondary
AVAIL: \$32.00 ASCIS 637565

GODDEN, Elaine Rock paintings of Aboriginal Australia. Reed, 1988
ISBN 0-7301-0206-8 [709.01]

Good, clear colour plates and extensive notes dealing with cultural life, Dreamtime stories and the relevance of sites make this a useful resource for this aspect of Aboriginal art. It also touches on Aboriginal history and politics. L. Pratt
LEV: Upper secondary
AVAIL: \$35.00 ASCIS 450168

ROWAN, Sandra Teaching visual arts K-6. Horwitz Grahame, 1988 (Martin educational)
ISBN 0-72531-027-8 [707]

Four thematic units (trees, our bodies, cars, Aboriginal art past and present) are presented in this handy publication. The units can be adapted for any primary grade and there is a good sequencing of lessons which will cover all curriculum areas. Lesson notes are copyright free. J. Wilkinson
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$17.50 ASCIS 420783

ROBERTSON, Bruce Techniques of fantasy art. Macdonald, 1988 (A Macdonald Orbis book)
ISBN 0-35615-324-X [741.2]

The sources, ideas and techniques associated with fantasy art are examined in this book. It explores the manipulation of images in everyday life and in the dream world, and demonstrates how these images can be transformed. Little use is made of the environment as a source of ideas and images. It needs to be used as a resource book, not as a 'how to do it' manual.
M. Matthews
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$34.95 ASCIS 448680

FELDMAN, Edmund Burke Varieties of visual experience. Abrams, 1987
ISBN 0-81091-735-1 [701]

An extremely comprehensive look at Visual arts, thematically, culturally and in terms of media and visual qualities, this book is impressive in its detail and material covered. It approaches the study of visual arts from many angles and supports views with a myriad of illustrations, both colour and black and white. Unfortunately, only one Australian artmaker is represented: by far the majority of artists are North American and European. It is, however, a great resource book for Visual arts educators. M. Matthews
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$72.00 ASCIS 631650

Visual arts (K-6). Services Directorate, N.S.W. Dept of Education, 1989 (Curriculum starters) [707]

Very relevant to the curriculum, this is an excellent walk-through document for the school coordinator of Visual arts K-6 to use when inservicing teachers.. Using sequenced activities the 11 modules cover all aspects within the syllabus and beyond; masters for OHT's and worksheets are included. L. Baillie
AUD: Professional
AVAIL: \$24.00 (govt schools) \$30.00 (non-govt schools). Order no. 05595
EVAL: Highly recommended ASCIS 610469

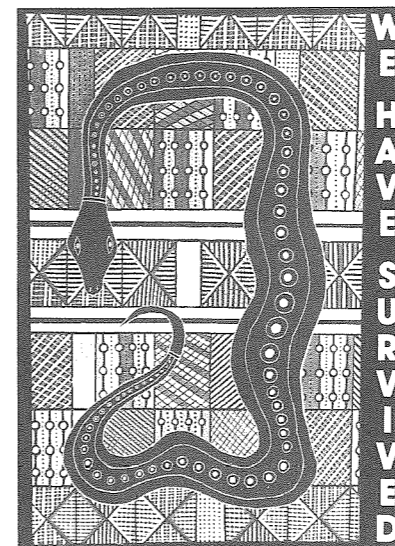
PALMER, Frederick Visual elements of art and design. Longman, 1989
ISBN 0-58203-335-7 [701]

Concise outlines of the visual elements of art and design are followed by numerous examples which allow for discussion, interpretation and application to students' own works. A wide variety of art, including

photography, printing, posters, sculpture and Aboriginal art, is surveyed. Although there are few colour plates, and there is limited information on artists or cultural aspects of works, this would be an excellent starting point for discussion and a good resource for planning broader programs. L. Baillie
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$31.99 ASCIS 636819

We have survived [kit]. Northern Land Council, 1988 [994]

This excellent set of posters shows not only the variety of styles of contemporary Aboriginal artists but also demonstrates the artists' ability to portray a powerful message through their work. An excellent resource for showing the



variations of art works around a particular theme it would promote a lot of classroom discussion. Neither the name of the artist nor the title is written on the poster, but a set of notes is available on request.

L. Pratt

LEV: Lower primary Middle primary Upper primary
Lower secondary Middle secondary Upper secondary
AVAIL: \$120.00 (set) \$10.00 each
EVAL: Highly recommended ASCIS637944

What is visual arts education? [videorecording]. Resource Services, N.S.W. Dept. of Education, 1984
ISBN 0-72405-415-4 [707]

This succinct look at the processes involved in Visual arts is an excellent means of introducing parents, other community members and teachers to the syllabus, familiarising them with its content and implementation. Students can be seen at work and examples of their art show development of visual understanding. Underlying participation in the practical experiences of Visual arts is the promotion of self-esteem. L. Baillie
AUD: Professional parents
AVAIL: \$16.00 (govt schools) \$20.00 (non-govt schools). Order no. 05342 ASCIS 197620

CARUANA, Wally Windows on the Dreaming : Aboriginal paintings in the Australian National Gallery. Ellsyd Press, 1989
ISBN 0-90819-796-9 [759.994]

A well documented book which discusses the political and cultural relevance of Aboriginal art from an Aboriginal viewpoint, this looks at the works of a number of leading Aboriginal painters who are represented at the National Gallery. The strong introduction discusses cultural and political issues related to the individuality and sale of work. Well written, brief notes on each work and artist are included. Although it shows none of the National Gallery's collection of NSW urban Koori artists, the book is essential reading in order to understand Aboriginal art as part of the broader study of Australian art. L. Pratt
LEV: Middle secondary Upper secondary
AVAIL: \$45.95
EVAL: Highly recommended ASCIS 470411

BISHOP, Margaret Young artist: visual arts activities for young artists at home and at school. Piper, 1989
ISBN 0-95879-841-9 [702]

Directly linked to the syllabus, particularly K-6 and 7-10, this book, which includes a variety of art and architecture, is an excellent starting point for developing sequenced programs. The approach is thematic and would be easily integrated with other subject areas; the language focuses on the enquiry approach. Good background information about the artist and his/her work is provided, and students' work is acknowledged. Aboriginal artists are included and traditional culture is treated carefully. L. Baillie
LEV: Lower primary Middle primary Upper primary
Lower secondary
AVAIL: \$29.95
EVAL: Highly recommended ASCIS 475873

Art Education Society of NSW

This is a professional society of art educators, with membership drawn from primary, secondary and tertiary teachers. Membership entitlements include inservice courses, gallery visits and weekend workshops as well as receipt of newsletters (1 per term) and the journal *Art in education* (published once a year).

Annual membership fee is \$30.00 (individual or school); \$10.00 (students). Contact Sue Field, Membership Officer, Art Education Society of NSW, 16 St Georges Crescent Drummoyne 2047 ❖

Picture books

This collection was drawn from items recently received at Library Services and is arranged alphabetically by title.

KEEPING, Charles Adam and Paradise Island. Oxford University Press, 1989
ISBN 0-19-279842-1

Progress, in this case a motorway, reaches Paradise Island while all those involved try to cope with the change and find something positive in it. In this picture book Charles Keeping examines the forces of local government and gently satirises the various pressure groups involved. The motorway is built, former shopkeepers relocated, official opening held and local dignitaries returned to suburbia. The children and 2 old residents of the island use the situation to build a new playground. The watercolour illustrations capture an interesting urban environment within which issues of conservation and environmental protection are raised. J. Buckley
LEV: Upper primary
AVAIL: \$16.95

ASCIS 475262

CARRICK, Carol Aladdin and the wonderful lamp. Scholastic, 1989
ISBN 0-590-41679-0

[398.20939]

The traditional tale is told with simplicity and dignity. Each right-hand page illustrates an important scene and adds imaginatively to the text. David Carrick's drawings are naturalistic and varied, full of colour and emotion. E. Beckett
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95

ASCIS 617798

DENNIS, C.J. The ant explorer. Lothian, 1990
ISBN 0-85091-379-9

[821]

Vaughan Duck has given C.J. Dennis's classic poem an update in this appealing picture book. Gone are the paddocks, rocks and desserts of the country to be replaced with the trials and tribulations of a journey from a pot plant on the verandah to the vast expanse of the tiled kitchen floor. The little sugar ant must face the vagaries of marbles, drainage pipes, steps and doormats on his journey. Small humorous details to be found in the illustrations invite the attention of the reader. M. Ellis
LEV: Lower primary
AVAIL: \$16.95

ASCIS 620462

COWCHER, Helen Antarctica. Georgian House, 1990
ISBN 0-85585-600-9

[591.998]

Superb colour illustrations depict the lives of Adelie penguins, Emperor penguins and Weddell seals in the Antarctic in this picture book. The sparsely written text highlights the natural cycles of feeding and protecting the young. The arrival of helicopters and ships in the area makes the animals uneasy about the future. The beautifully designed pages and the changing perspectives of the artwork contribute much to the beauty of the story. They command attention yet do not overwhelm the strong conservation message, which flows easily from the text. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$14.95

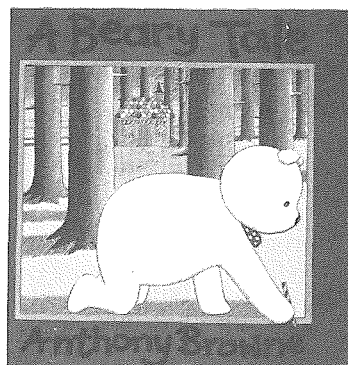
ASCIS 622656

TIMLOCK, Jason Basil, the loneliest boy in the block. Viking Kestrel, 1990
ISBN 0-670-82608-1

Basil could do with some excitement. There's nothing for him to do inside and it's unsafe for him to go outside on his own. When he discovers that there are 11 other children in his block in exactly the same predicament, all sorts of methods are employed to establish friendships and make life more fun. The large print text is very well supported by plenty of full and double page colour illustrations which portray life in a flat with great humour. K. Channells
LEV: Lower primary
AVAIL: \$16.99

ASCIS 622049

BROWNE, Anthony A bear-y tale. Hamilton, 1989
ISBN 0-241-12805-6



Bear meets Wolf, Giant, Witch and Three Bears in the forest. With his magic pen he turns the tables on their threats. Simple? Not if you look carefully at the details in the drawings - but you need to know your fairy tales. This is a

small but most interesting and clever book. E. Beckett

LEV: Preschool Lower primary
AVAIL: \$2.99

EVAL: Highly recommended ASCIS 607987

MATTINGLEY, Christobel The butcher, the beagle and the dog catcher. Hodder & Stoughton, 1990
ISBN 0-340-52191-0

Mr Worthy the butcher is worthy in many respects - always friendly and helpful, kind to children, enjoys caring for animals, and sells good meat. His problem is the dog catcher, who wants to trap Belle, the beagle who spends her day near Mr Worthy's shop. With a bit of luck, some help, and some of his tasty meat, Mr Worthy is able to resolve the situation. Colour illustrations by Carol McLean-Carr, set within decorative borders, add to the humour of the story. The text is long for a picture book and may be more suitable for independent readers. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$16.95

ASCIS 627384

SMITH, Linda Jane The cat's wedding. O'Mara, 1989
ISBN 0-948397-74-8

Barney the alley cat meets Suki the pampered house cat and it's love at first sight. Due to Barney's class origins, Suki's father has initial misgivings, but finally consents to the nuptials. They wed, and presumably live happily ever after. Not even the most fervent cat lover could be impressed by this unimaginative plot, with its unfortunate stereotyping of the human behaviour ascribed to the animals. The wonderful full and double page colour illustrations are the highlight of the book. K. Channells
LEV: Lower primary
AVAIL: \$19.95

ASCIS 621173

A Christmas carol/adapted from the story by Charles Dickens. Orchard, 1989
ISBN 1-85213-146-2

The original story suffers in this rather stilted simplification, but the essence of Christmas joy and generosity remain. Illustrations by Kareen Taylerson are richly colourful and evocative of Dickensian England. The circular changing pictures merge one detailed scene into another with suitable intrigue, but lift-the-flap pictures reveal few surprises. Care is needed when handling although the pages appear to be sturdy. E. Beckett
LEV: Lower primary Middle primary
AVAIL: \$19.95

ASCIS 604699

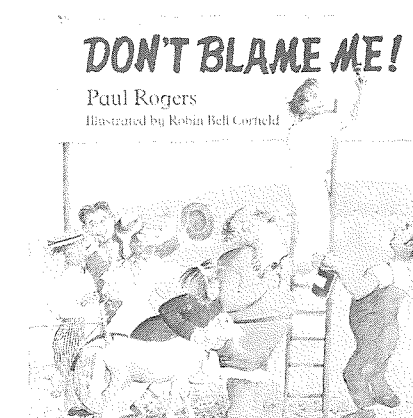
WILDSMITH, Brian A Christmas story. Oxford University Press, 1989
ISBN 0-19-279872-3

Superb use of colour and striking design are usual in Brian Wildsmith's picture books. His version of the

Nativity is, however, outstanding for the richness and beauty of its illustrations. Vivid blue and gold foil feature the rich artwork, which contrasts with the simple story of the young girl Rebecca and the donkey entrusted to her care. They follow Mary and Joseph to Bethlehem and are the first of the evening's visitors. The focus on the child adds fresh interest to this often told story and an appealing perspective to this beautiful picture book. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.95

ASCIS 607869

ROGERS, Paul Don't blame me! Bodley Head, 1990
ISBN 0-370-31204-X



Don't blame me! is the cry of all when Jethro, the sign painter, seeks to find the person responsible for his ruined sign. Jethro, in high dudgeon, begins a long walk through the village to

accost those responsible as disaster builds on disaster, but, in an amusing twist, the story comes full circle and a very embarrassed Jethro realises that the series of disasters began with him. Robin Cranfield's soft watercolour illustrations combine with the text to create the reality and atmosphere of a small English seaside village and the interrelationship of its inhabitants in this gently humorous picture book. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95

ASCIS 626144

SMALL, Mary The enormous hole. Buttercup, 1989
ISBN 0-949447-86-2

The wit and humour of the imaginative story of the Scuttles and the enormous hole that appears suddenly in their yard comes from the absurdly humorous notion that a hole can be dug out and carted away. This notion provides the background for a series of amusing incidents which range from the arrival of a Hole Removing Machine to the subsequent dropping and shattering of the hole on the road, a boon for those seeking holes for their doughnuts or key-holes. The absurdity of the story is matched by Hal Slater's colourful and imaginative illustrations in this appealing picture book. M. Ellis
LEV: Lower primary
AVAIL: \$14.95

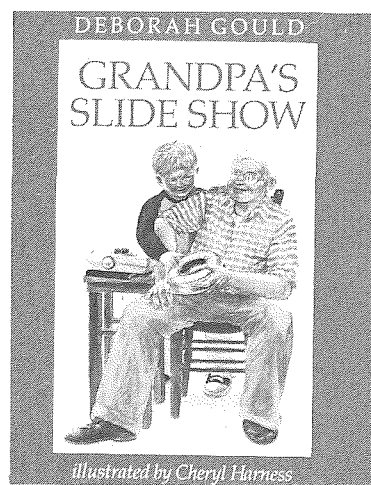
ASCIS 624731

ORMEROD, Jan **The frog prince**. Walker, 1990
ISBN 0-7445-1287-5 [398.20943 GRI]

Jan Ormerod's distinctive drawings combine with a vigorous retelling of this old story to produce a cohesive picture book. The story of the princess who must honour her promise is simply narrated, with verse well integrated into the text each time the frog addresses the princess. Each well-designed double page illustration features a central picture and a wide decorative border with repeats motifs from the text. The delicate drawings use a limited colour range and convey humour and emotion. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$16.95 ASCIS 622787

GOULD, Deborah **Grandpa's slide show**. Viking Kestrel, 1989
ISBN 0-670-822232-9

The aim of this simple but dignified story is to help children with bereavement. Sam and Douglas often stay with their grandparents (their parents are apparently divorced) and enjoy watching their old slides. But Grandpa dies. The text and illustrations focus



positively on Sam's relationship with his grandfather, but don't avoid the sadness and solemnity of the death and the funeral. Cheryl Harness's coloured drawings are particularly realistic in their depiction of emotion, both sorrowful and happy. E. Beckett
LEV: Lower primary Middle primary Upper primary
AVAIL: \$17.99
EVAL: Highly recommended ASCIS 618304

WADDELL, Martin **The hidden house**. Walker, 1990
ISBN 0-7445-1266-2

Three wooden dolls, created by a lonely old man sit on the window sill of his small, isolated cottage. When the old man leaves, the house and the dolls are forgotten, and all but subsumed by nature until a new family arrives. In this picture book Angela Barrett's exquisite, finely detailed illustrations mirror the history of the house and its inhabitants. They move from the subdued colours of the old man's twilight years

through to the grey hues of neglect and cobwebs and finally to the vibrant colour of the young family and the renewed house, dolls and cottage garden. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 622690

BAUM, Louis **Joey's coming home today**. Andersen, 1989
ISBN 0-86264-233-7

This plaintive tale reflects a small girl's longing and excitement on the day her brother returns from boarding school. Feminists should hate it: Joey leads an active and interesting life; his return is anticipated with cleaning, cooking and days off school and work; when he arrives, he feeds and sleeps without a trace of personality while his nameless servile sister dreams of putting on high-heels and heading from home for adventure. While eager longing is vivid in the text and in Susan Varley's drawings, the book would be less stereotyped if it were about 'Josie' not 'Joey'. E. Beckett
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 617773

BEDARD, Michael **The lightning bolt**. Oxford University Press, 1989
ISBN 0-19-540732-6

The motifs and images of traditional folk stories are used in this powerful story of enchantment and honesty. An old woman frees a magic spirit from the roots of a tree and receives two gifts - a stick which is able to grant wishes, and a cap which allows her to understand people's thoughts. Her life and her relationship with her cruel and greedy husband change as the gifts are used. Dramatic colour illustrations by Regolo Ricci work well with the text. They convey the stormy, windswept forest atmosphere, emotional tension and sense of anxiety which pervade this Canadian picture book. J Buckley
LEV: Middle primary Upper primary
AVAIL: \$19.95 ASCIS 626264

GRAY, Nigel **Little Pig's tale**. Walker, 1990
ISBN 0-7445-1097-X

Little Pig's mum is to have a birthday and he tries hard to think of a present. He imagines several impossibilities, tries vainly to afford something, meets disaster when his handiwork goes wrong, and finally puts a ribbon on himself as a gift! Mary Rees' illustrations faithfully follow each step of this process, amplifying the joys and frustrations of Little Pig's hopes and failures. The tentative lines of the coloured

drawings contribute to the imaginative aspects of the tale. E. Beckett
LEV: Preschool Lower primary Middle primary
AVAIL: \$14.95 ASCIS 622779

MARTYR, Andrew **The magic hiccup**. Hamilton, 1989
ISBN 0-241-12623-1

When Baby Bean hiccups, toys and dogs and other people's babies turn into unusual things. But when one hiccup transforms his parents into 2 fat frogs, Granny Bean is forced to concoct a Magic Medicine. Paula Martyr's illustrations are big, bright and colourful, every page inviting further exploration of details to discover. Key words in the larger-print text are repeated in the pictures. Good fun, with a little twist at the end. E. Beckett
LEV: Preschool Lower primary Middle primary
AVAIL: \$22.99
EVAL: Highly recommended ASCIS 620093

McKEE, David **The monster and the teddy bear**. Andersen, 1989
ISBN 0-86264-258-2

Angela wants a monster and is unhappy with her teddy bear. When a monster arrives one evening she finds, however, that monsters have some unappealing habits. She joins the monster as it causes chaos in the kitchen. The threats of the monster, and its monstrous behaviour, grow steadily worse until her teddy bear takes the initiative and rescues Angela. David McKee's bright colour illustrations are full of funny detail as they chart the shifting power relationships between monster and teddy in this humorous picture book. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 617652

HAWKINS, Colin **Mr Bear's plane**. Orchard, 1989
ISBN 1-85213-156-X

Mr Bear goes for a joyride in his shiny red plane. He buzzes his friends who are forced to clamber dangerously aboard and they all end up crash-landing in a tree. Everyone has enjoyed being terrified. If young readers transfer this metaphor to their own driving in 10-12 years time, we can kiss road-safety goodbye. Text is minimal and characters speak in easy rhymes ('Silly old Bear! You gave me a scare!'). Illustrations are bright and simple, full of action meant to be funny, but they don't extend the text at all. E. Beckett
LEV: Preschool Lower primary
AVAIL: \$12.95 ASCIS 611748

CHURCH, Kristine **My brother John**. Collins, 1990
ISBN 0-7322-4923-6

The courage of her brother John is explained by the young narrator of this picture book. John is older, bigger, braver and willing to help his sister deal with ghosts under her bed, monsters in the bath and dragons in the tree house. However, he is not so fearless when it comes to a green frog in the garden. Kilmeny Niland's illustrations, using pink, blue and green pencil, contribute greatly to the warmth and appeal of this gentle story. The text is well arranged on the pages and its simplicity and repetition will assist young readers. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$17.95 ASCIS 620652

BRADY, Tess **Nobody's granny**. Ashton Scholastic, 1989
ISBN 0-86896-434-4

Fences prevent communication and create loneliness. Nobody's Granny acts with initiative to breach the unexpected barrier around her garden. The bright illustrations by Kay Stewart integrate well with the text, and each page varies interestingly in layout. E. Beckett
LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 ASCIS 616177

ROSEN, Michael **The nose: lying**. Firefly, 1989 (Experiences)
ISBN 1-85485-001-6

This picture book is one of a series by Michael Rosen which attempts to focus on children's emotions by using stories. Suzanne, with her father's help, goes through the process of sorting out lies from stories and imaginative dreams. Her father tries to curb her tale telling with the story of Pinocchio, but Suzanne finds out that this is a story as well. Colour illustrations by Carme Peris highlight the action, and a short preface defines lying in simple terms. The story provides imaginative involvement and a means of exploring childhood fears, and could promote discussion in personal development and social studies lessons. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 621131

In the same series:

The formula: intelligence. Firefly, 1989 (Experiences)
ISBN 0-904724-99-9 ASCIS 621137

Isabel: shyness. Firefly, 1989 (Experiences)
ISBN 1-85485-000-8 ASCIS 621134

ALLEN, Linda **Oh no! Not again.** Buttercup, 1989
ISBN 0-949447-88-9

Just occasionally Mrs Jenkins has a strange spell, and whatever she says comes true, with amusing but unwanted results. Mr Jenkins and the neighbours can cope with a kitchen full of dirty pots and pans but they are not amused when her chance remark means that it literally rains dozens of barking, fighting, meowing cats and dogs. All seems lost when after a visit from a policeman the distraught Mrs Jenkins mentions pink elephants with inevitable results. Elizabeth Honey's bright, bold illustrations combine with the text to create a witty and humorous picture book. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 628537

EDWARDS, Hazel **Oinkabella.** Margaret Hamilton, 1990
ISBN 0-947241-18-3

Encountering real animals on his aunt's farm is a scary experience for a small boy from the city. He has to feed Oinkabella, a large pig, as well as learn to live with Annie the goat and help Auntie Jane build her house. He copes with all these challenges with imagination. Well designed colour artwork by Dee Huxley imbues the animals with personality and the situations in this picture book with humour. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 627390

VAN KAMPEN, Vlasta **Orchestranimals.** North Winds, 1989
ISBN 0-590-73161-0

One by one, animal orchestra members arrive for a performance, each with his/her instrument and a line of appropriate music. Each double-page spread contains movement, resplendent natural colours, and surprises like lion's walkman and kangaroo's twin joeys. Activity intensifies as the orchestra tunes. The text maintains suspense too as the conductor worries about opening time and the non-appearance of Crash, a star performer. This is an entertaining and well-disguised introduction to the instruments of the orchestra. E. Beckett
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95
EVAL: Highly recommended ASCIS 631912

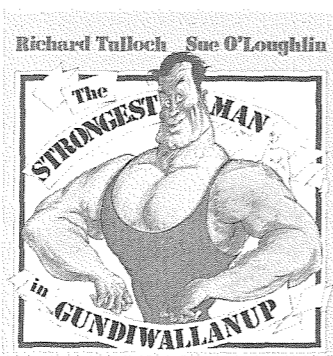
Peter Piper's practical principles of plain and perfect pronunciation. Dell, 1989
ISBN 0-86824-357-4 [398]

The picked peck of peppers rhyme was copied alliteratively in 1813 for every letter of the alphabet, and here each is reproduced with an accompanying illustration. All the rhymes require agility to pronounce because the first 3 lines create a pattern that the last line reverses. Rodney McRae's illustrations are appropriately bright and bizarre; there is much to investigate in them and they strike a good balance between historical and contemporary costumes and environments. E. Beckett
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: \$12.95 ASCIS 609607

HOLCROFT, Anthony **Rosie Moonshine.** Century Hutchinson, 1989
ISBN 1-86941-041-6

A fairytale that gently draws a moral: let well alone. The farm of Eric and Ada flourishes while the mysterious Rosie helps them. When they try to force her to stay, their land is blighted. The story of this 'bush gypsy' is told with simplicity and dignity, beautifully sustained and extended by Lyn Kriegler's pastel drawings; their pale tones and washes and tentative outlines add interest to each page. E. Beckett
LEV: Middle primary Upper primary
AVAIL: \$15.95
EVAL: Highly recommended ASCIS 624329

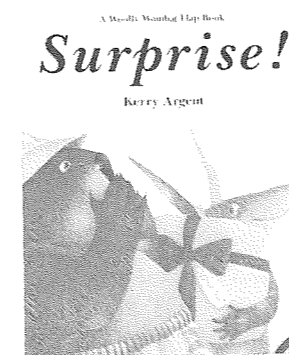
TULLOCH, Richard **The strongest man in Gundiwallanup.** Cambridge University Press, 1990
ISBN 0-521-36651-8



Big Dan Drummond boasts he can carry a bag of wheat from Gundiwallanup to Narrabri. And he does, helped by an accident that we can see but he can't. The illustrations by Sue O'Loughlin are bright and bold and amplify the sparse text, both blending to sustain

the joke and the suspense. The moral about boasting is gently drawn, and the flocks of birds are a delight. Entertaining outback Australiana. E. Beckett
LEV: Preschool Lower primary Middle primary
AVAIL: \$15.99
EVAL: Highly recommended ASCIS 616579

ARGENT, Kerry **Surprise!** Omnibus, 1989 (Picture Puffins)
ISBN 0-14-054192-6



Kerry Argent's Woolly Wombat receives a pleasant birthday surprise in this lift-the-flap picture book. Wombat's friends prepare a present and try to keep it hidden as he investigates hiding places throughout the house. The reader lifts the flaps as Wombat continues his search. The flaps are well designed within the colour illustrations, which create a nostalgic, domestic mood. The brief text focuses on Wombat's thoughts. The combination of the subject of birthdays and surprises with the lift-the-flap technique make the book appealing to young readers. J. Buckley
LEV: Preschool Lower primary
AVAIL: Paper \$9.99 ASCIS 609056

THALER, Mike **The teacher from the black lagoon.** Scholastic, 1989
ISBN 0-590-41962-5

Although in the form of a dream with a predictable ending, this funny tale about a new boy at school is quite suspenseful. Mrs Green is a fire-breathing dragon, gruesomely and humorously realised by Jared Lee's illustrations. In minimal text with complementing coloured drawings she annihilates her pupils one by one. Horror movie fans of the future will enjoy this tale. E. Beckett
LEV: Lower primary Middle primary
AVAIL: Paper \$5.95 ASCIS 617683

BISHOP, Gavin **The three little pigs.** Ashton Scholastic, 1990
ISBN 1-86943-016-6 [398.20942]

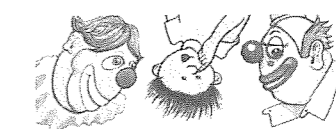
From the first page where we spy the 3 pigs lolling by the swimming pool as their mother mows the lawn, to the very dapper wolf in monogrammed jacket and designer sunglasses Gavin Bishop has created a humorous and witty version of an old tale. Many small details in the illustrations for this picture book, such as the proliferation of turnip motifs, or the spiders' takeover of the attic invite close scrutiny from the reader. The adherence to the traditional text combined with the contemporary flavour of the witty

illustrations make this an interesting addition to any folk or fairy tale collection. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 626420

MAGORIAN, Michelle **Waiting for my shorts to dry.** Viking Kestrel, 1989
ISBN 0-670-82194-2 [821]

These 30 poems deal with day-to-day aspects of the child's life from the child's imaginative perspective; most are jolly and positive, with rhythm and repetition to enjoy. Some British references jar a little. The format is attractive: each poem, from 3 lines to 8 stanzas, has its own page and colourful drawing. Jean Baylis's realistic illustrations add visual detail and most invite further exploration. E. Beckett
LEV: Preschool Lower primary Middle primary
AVAIL: \$19.99 ASCIS 618314

DICKINSON, Mike **Wherever can I be?** Deutsch, 1990
ISBN 0-233-90402-X



Rhyming text invites the reader to find the boy in each opposite picture. The eye-catching illustrations therefore elaborate the text, challenge the reader's observation powers, and are also absorbing in their own right. In the final collage, it's quite a task to find the boy! Characters include aliens, Roman soldiers, an orchestra, clowns, wrestlers, Vikings and a royal family. E. Beckett
LEV: Preschool Lower primary
AVAIL: \$16.95
EVAL: Highly recommended ASCIS 631791

RICHARDSON, John **The wild bears.** Hutchinson, 1989
ISBN 0-09-173800-8

Five wild teddies invade the house and the 2 tame residents are powerless to prevent destruction and damage. Not a pleasant message: vandalism is fun and unpunishable. Nevertheless, the drawings are colourful and detailed enough to invite further exploration of the bears' activities. E. Beckett
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 609051

Children's Book Council Awards 1990

Picture book of the year

The very best of friends by Julie Vivas and Margaret Wild (Margaret Hamilton).

Honour books: **Grandad's magic** by Bob Graham (Viking Kestrel); **The journey home** by Alison Lester (Oxford University Press)

Book of the year — younger readers

Pigs and honey by Jeanie Adams (Omnibus).

Honour books: **Papa and the olden days** by Ian Edwards and Rachel Tonkin (Heinemann Australia);

The dragon of Mith by Kate Walker (Allen & Unwin)

Book of the year — older readers

Came back to show you I could fly by Robin Klein (Viking Kestrel)

Honour books: **Merryl of the Stones** by Brian Caswell (University of Queensland Press);

Thunderwith by Libby Hathorn (Heinemann Australia).

New Zealand Aim Book Awards

Picture story book

Annie and Moon by Marcia Smith and Lesley Moyes (Mallison Rendel)

Story book

Alex in winter by Tessa Duder (Oxford University Press)

Smarties Book Prize

Grand Prix Winner 1989

We're going on a bear hunt by Michael Rosen and Helen Oxenbury (Walker Books); also the winner of the *Under-5s* category

6-8s category

Bill's new frock by Anne Fine (Methuen)

9-11s category

Blitzcat by Robert Westall (Macmillan)

The 1989 Times Educational Supplement Information Book Award

Senior award

The way things work by David Macaulay with Neil Ardely (Dorling Kindersley)

Junior award

Why do people smoke? by Pete Sanders (Franklin Watts)

Whitbread Book Awards

Children's novel category 1989

Why weeps the Brogan? by Hugh Scott (Walker Books)

Libraries for Life

The theme for Australian Library Week, 14-21 October 1990, is 'Libraries for Life'. Posters and stickers are available at nominal cost through the Australian Library and Information Association PO Box E441 Queen Victoria Terrace ACT 2600 Telephone (06) 285 1877 Tollfree (008) 02 0071.

Pamphlets for parents

Two pamphlets, 'Developing information skills . . .' and 'Libraries are for life', have been produced by the Library Policy CIG and will be distributed to government schools during Term 3, 1990. Designed to be easily reproduced, these pamphlets are for parents and focus on how parents can help their children develop information skills and positive attitudes to libraries.

Fancy Free

The ACT Branch of the Children's Book Council will hold their 26th annual conference on writing and illustrating for children on Saturday, 20th October 1990, at the University of Canberra. Speakers are Allan Baillie, Alison Lester, Margaret Wild and Walter McVitty. Fees: \$35 students, \$45 CBC members, \$55 others.

For details contact Dr Belle Alderman (06) 252 2062, Margaret Stone (06) 252 2312 or Lynn Fletcher (06) 281 3292.

Treat Yourself Professionally

ASLA XII is scheduled for 29 September - 3 October 1991 at the Fairmont Resort, Leura, in NSW's Blue Mountains. Four theme days will focus on: The Future; Technology; Literature; Education -- Students, Staff, Self. Further details are available from the organising committee: PO Box 89 Winmalee 2777 Telephone: (047) 51 5137.

Withdrawn book

Ticklepot: how it all began by Henry Salter (ABC), based on the popular ABC radio series, has been withdrawn from publication because of the potential hazard pictured on page 15. Contact the retailer from whom you purchased the book for a refund.❖