

SCON

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Currents of change

Brent Corish is Manager, Curriculum Support and Technology Unit, Curriculum and Educational Programs Directorate.

The present restructuring of the Department of School Education along the lines set out in **School-centred education** has changed the way we manage school library support services. The Review believed '... there is a good case for maintaining a review and cataloguing service to schools. Information provided to schools through publications such as *scan* and through databases such as ASCIS should logically remain a Central Executive activity. On the other hand, library consultancy support and inservice training for teacher-librarians and/or other school staff should increasingly become a responsibility of regions.' The Review recommended that central functions should cover liaison with major organisations, the development of policy on the **role and operation** of school libraries, involvement in strategic planning and audits and the provision of review and cataloguing services.

From the commencement of the 1991 school year the Directorate of Curriculum and Educational Programs has moved to reflect these recommendations. 'Library Services' as such has been reshaped into 2 teams, one to concentrate on policy and planning (the School Libraries team led by an SEO2 soon to be appointed) and the other to provide central review and cataloguing services (the Curriculum Resources Information team led by Ann Parry). Both teams will have other responsibilities and will work together closely.

The Curriculum and Educational Programs Directorate now directs its services primarily to regions. Regions, in turn, direct their support to schools. The Review anticipated that regions would provide adequate levels of library consultancy to schools and requests for consultancy advice, inservice and related matters should now be directed to regional offices.

School Libraries team

Niki Kallenberger is Acting Leader, School Libraries team.

The 1991 agenda for the School Libraries team promises to be busy and challenging. Concerns related to the policy aspects of school libraries and teacher-librarianship will be our main focus. We hope to continue our already close liaison with regional officers who have responsibilities for school library development, as well as pertinent sections of Central Executive directorates.

Congratulations to the 10 teachers selected to complete the Graduate Diploma of Applied Science (Information/Teacher Librarianship) course at the University of Technology, Sydney this year. Further congratulations are awaiting delivery to the 15 teachers who are soon to be selected for sponsored part-time study of the same course, the beginning of what we hope will be more opportunities for both current and potential teacher-librarians to gain professional qualifications. We look forward to working with officers of Human Resource Development Directorate who will be running these programs.

The School Libraries team has responsibility for managing the production of *scan*, the **Handbook for school libraries** and other publications. In doing so, we will cooperate closely with the Curriculum Resources Information team. *scan* becomes a quarterly this year, but with approximately the same total number of pages as in 1990. Expect *scan* to arrive within the first 4 weeks of each term.

Curriculum Resources Information

Ann Parry is Leader, Curriculum Resources Information team.

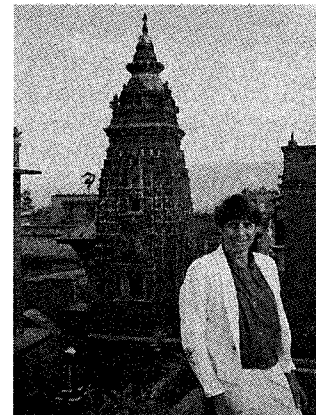
The Curriculum Resources Information team will continue to do its utmost to bring useful current information about learning resources to schools in NSW. In 1991 we will focus on three major programs:

- review information service
- cataloguing information service
- NCIN (NSW Curriculum Information Network), and will use two major vehicles to deliver information:
 - *scan*
 - ASCIS database.

Our hope and expectation is that these services will continue to provide essential support for teacher-librarians in their collection building, information management and cooperative planning and teaching roles while at the same time reaching out to support teachers directly. We are confident that both *scan* bibliographies and the ASCIS database have great riches to offer teachers and are hopeful that during 1991 more teachers will make the connection.

The national character of the ASCIS database adds to its value for schools and teachers in NSW who have access to reviews, document profiles and catalogue records created by other state systems as well as to those input by our team. We will continue to work closely with the Information Services staff of the Curriculum Corporation and other states to promote consistent standards of input and provide effective access to timely information about curriculum resources.

Journey into the imagination



Diana Kidd is the author of *The day Grandma came to stay* and *Onion tears* which was shortlisted for the Children's Book Council Book of the Year for Younger Readers. This article is based on a talk given by Diana at a seminar, *Imagine if you will . . . everybody reading*, held at Macquarie University on 30 July 1990.

My journey began when I started writing children's stories 25 years ago, after the birth of my first child. During those 25 years I've also journeyed in and out of a multitude of different occupations and, throughout it all, my bewildered husband has regularly asked, 'What are you going to be when you grow up?'

I always managed to smile at the joke, but secretly I've felt slightly concerned at the inference about my lack of maturity. I've never really stopped to think about why or how I write, but the invitation to speak at Macquarie University set me off on a journey of self-analysis, and I started to consider the idea that maybe 'not having grown up' could be seen as a plus. It was something of value for someone who wanted to write for children: to be able to listen to the wind and hear it talking; to still experience childhood fears of darkness and witches lurking under your bed; to watch the foaming surf and still see snarling creatures there.

Would I still experience all these things if I'd 'grown up'? Would I still be able to write stories for children?

I came to the conclusion that 'never growing up' has value if writing for children is your ambition; 'never growing up' in the sense that you still have the ability to see the world through the eyes of the child that you were: that you can still feel the joy and the pain of your childhood years, and can unlock the door of your imagination as you did as a child and journey there to create new worlds.

This journey into the world of your imagination is a pretty complex business. There are no roads, no maps to guide you, and no-one else has, or ever will, travel there but *you*.

I decided to begin by examining the journey I take whilst writing a story.

I opened *The day Grandma came to stay* and *Onion tears* at random. I was surprised to find that tucked away amongst all the fiction that my imagination had invented, there was so much that had grown from fragments of reality. These fragments had sprung from my life's experiences - from my childhood, my children's lives, my feelings, my dreams. Some I was aware of having consciously used as I was writing, but when I looked closely there was a lot that was real that I had subconsciously drawn on from reality to create my story. What an amazing kaleidoscope of sub-plots there were stealing secretly through my stories. Fortunately only I, or an expert psychoanalyst or clairvoyant, would ever be able to identify them.

The first page that I opened was page 39 of *Onion tears*. There was a letter there from Nam to her little yellow canary describing the day they said goodbye to each other. 'I couldn't take anything with me, little yellow canary - only the clothes I was wearing. And when I opened the door of your cage, I whispered, 'Goodbye, my best friend in all the world' and I watched you fly away above the trees like a lonely leaf blown by the wind.' It was only then that I realised that this scene and the feeling evoked by it, which I thought I had created with my imagination, had really grown from reality.

Our budgie, Cecil, had lived in our kitchen for a couple of years. He was one of the family. He had complete freedom of the kitchen but most times preferred the security of his cage. But one dreadful day Cecil had a personality change. He became an adventurer. I stood helplessly as in a flutter of feathers he flew out of the open kitchen door. My horror was mixed with the rapture of that joyous moment of freedom as he fluttered towards the sky, which on that morning was as blue as he was. Little Cecil looked so brave and yet so alone out there as he soared with the wind over the top of the weeping willow tree.

This example of making fiction out of reality was done subconsciously, but sometimes I consciously use an experience or emotion, although the final product created by the imagination is of course different from the original, and in lots of cases almost unrecognisable.

When I was working in a coffee shop, one of our regular customers was a tattooed, blue-singleted biker. He was a really wild looking bloke, and we girls always marvelled at his rippling muscles and the mermaids, the 'I love mums' and fiery dragons displayed on his arms and chest. He was so fearsome that we secretly drew lots in the kitchen to decide whose turn it was to serve him.

Seven years later, this character turned up in my first book as Mango, the tattooed, bearded, bikie with muscles like emu's eggs. But behind his fearsome appearance Mango turned out to be a gentle, sensitive human being.

And of course there are emotions that a writer can draw on from reality and use in an imaginary world.

I opened *Onion tears* at a page that describes Nam's fear of the sea ... The children are all going to the beach. 'Want to come, Nam?' Mary said, 'I'll dink you. Come on.' But I didn't go. I don't ever want to go near the sea again. I don't want to see the sun burning on the water or the giant waves with white, ugly teeth.'

In Nam's fear, I recognised my own fear that has lingered on since childhood days at the beach, when the big kids delighted in ducking us frightened little kids. Nam's reasons for fearing the ocean, which are revealed later in the story, make mine pale into nothing. But in the imaginary life that I was creating, I was able to give Nam both the opportunity and the courage to face up to her fear.

The senses, taste, smell and touch, that you have experienced can also be conjured up and transferred from reality to fiction. It's a challenge sometimes to convey the experience simply; to paint it with a few brush strokes so that young readers can experience it in their imagination as you, the writer, did in reality.

It's just on 30 years now since I was working in Spain. That balmy summer evening when I rode 100 kilometres on the back of a motor bike to see a bullfight is as clear now as it was then: the feeling of intense joy and freedom; the touch of the warm wind; and the sweet, lingering perfume of the wild jasmine growing beside the road. All these years later, I found myself using this moment in *The day Grandma came to stay* - except it was my bikie character Mango who recalled the experience. And the setting was Italy, not Spain. 'I had good times in Italy', Mango said, '... flying through the night on my bike past moonlit olive groves, with the warm wind on my face and the sweet scents of summer.'

Sometimes an image or a phrase or a word can be the inspiration for the development of a character.

Travelling on the train was a woman wearing an enormous necklace. It was made of large, round, shiny pink plastic beads. They were absolutely crazy. I



Diana Kidd

couldn't take my eyes off them. So for the rest of the journey I tried to write a description of them from a child's viewpoint. And I came up with 'big pink pearls like plums.' And for some reason those words grabbed me - and I decided there and then that somewhere in my book I'd have someone wearing those beads. And when, one day, Sophie's Grandma turned up in the paragraph I was writing, wearing shoes with spiky heels, I excitedly put the beads around her neck. They suited her perfectly.

I also enjoy linking imaginary characters with people I know. I gave Miss Lily, Nam's teacher, my friend's dangley red parrot ear-rings to wear, and I gave Grandma my great aunt's moth-eaten fur coat. These are just simple examples of how an idea or character can grow, either consciously or subconsciously, from reality, from fragments of many different people, observations, feelings, or experiences, and then the imagination is used to twist and mould and recycle all this material into an entirely new, unique fiction.

However, most of the people and events in *Onion tears* and *Grandma* seem as far as I know, to be purely imaginative. They emerged from somewhere in the depths of my subconscious. Characters like Mr Newton who dunks all the bread in his soup, and Nam's Grandpa who gives her his small share of rice and dies on the journey to Australia, and her adopted aunty who stamps her feet when she's angry, are all fiction. But of course a clairvoyant might disagree.

In her book, *Dear writer*, Carmel Bird uses a quote which I feel sums up my experience of the creative process: 'It is like a flowering dream. Ideas grow, budding silently, and there are a thousand illuminations coming day by day as the work progresses. A seed grows in writing as in nature. The seed of the idea is developed by both labour and the unconscious, and the struggle that goes on between them.'

It's this wild, chaotic struggle that makes the first stage of writing so difficult for me. It certainly isn't fun. I find that getting that first rough draft down on paper is a really painful process. It's been said that you need someone to chain you to the chair and put a padlock on the fridge during this gestation period. And for me it's certainly true. In fact I'd do anything rather than have to go through those tortuous months. There are often times when I want to give up. It's only that urge to write that makes me persist. It's during this stage that I'm looking for a rough structure, a satisfying way of approaching the idea I want to express.

During this period with both *Onion tears* and the book I'm working on at present, I have had to read and re-read the material I'm using as background until it almost becomes part of me. It's important that I become saturated with the feeling of what I want to say. I might only use a minute portion of an enormous amount of research material but it's the overall feeling or idea that I need to keep alive in me as I write.

Of course a lot of the material I write in that first draft eventually ends up in the bin. But it's best to keep it all until the book's finished. Often just a word or a phrase from what I thought was useless material can spark off a new idea or fit in somehow later on in the story. Once the painful first rough draft is finished and with it a possible structure has emerged, then comes the exciting creative time when I really start writing. I find my mind is absorbing sights and sensations like a sponge, and ideas start flowing and turning up at odd times: when I'm just going to sleep; or in the early hours of the morning; in the middle of a conversation at a party, or at a meeting, or any old time. It can be a word or even a whole sentence. Often it doesn't belong anywhere, but I have a good feeling about it and an urgency to get it down on paper.

There are times when it's as if someone else is dictating it to me. This can be dangerous if I'm driving in peak hour traffic and this 'person' starts dictating so urgently that I have to write it all down there and then. And of course there's no paper handy, so I grab a parking ticket from my handbag; and the usual dozen pens that are always floating around the bottom of my bag have suddenly disappeared, so I somehow manage to get it all down with my lipstick and eyebrow pencil.

I wish I could say that ideas for children's stories flowed out as quickly as this. But they don't for me. All I really have to start with when I sit down to write is the urge to write and a feeling or emotion about a particular thing I've experienced or observed or researched. I have no plot, no characters. So I sit there and start writing anything until a blurred character turns up on the page. And then another character might appear and they start interacting and the beginning of a plot emerges. So the characters seem to take over. I watch them in my mind as they jump from scene to scene. In a way it's like watching a film, and as they say their lines I write them down. I leave it to the characters to work out the story themselves. I certainly don't write the story from beginning to end; I just write bits as they come and then juggle a huge collection of scenes and ideas around like a jigsaw puzzle until they fit together.

The very first lines I write can even end up being the last lines of the book. That happened to me with *Onion tears* and I knew straight away that that was how I wanted the story to finish. It really helped having a final point to aim for.

I'm constantly aware of a need to make my style simple, and I work very hard to distil my writing - I cut and cut and cut in order to get down to the essence of what I'm trying to communicate. I also spend a lot of time working on the rhythm and pace of the text and especially the sound of the words. I try to keep in mind the importance of these elements in creating the necessary tension, atmosphere or feeling. It's just like writing a poem really - but a very long one. Again I refer to Carmel Bird's *Dear writer* where she says: 'The strength of fiction seems to lie as much in what is left out as in what is included, as much in the spaces between the words as in the words.'

I feel this is pretty important when writing for children because what is unsaid leaves room for them to use their imaginations and play a creative role alongside

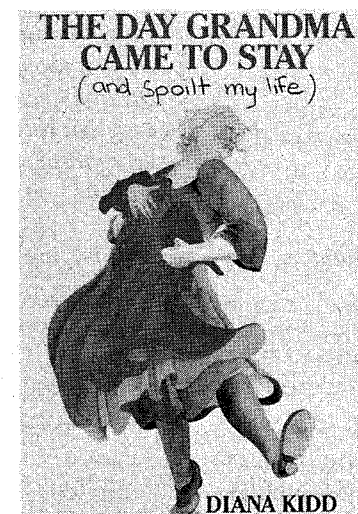
that of the author. In order to achieve this there can be heartbreaking moments. Having to chop out a wonderful description that I've spent hours writing and re-writing is like having to say goodbye to a dear friend. For example, when Nam had to say goodbye to her mother, and leave her family to escape from Vietnam by boat with her Grandpa, I wrote copious descriptions and farewell dialogue, but somehow the use of so many words managed to disguise the intense emotion of that moment. So I eventually came up with one sentence which I felt said more about the moment by leaving a space for the readers to experience and imagine the scene in their own

way: 'When my mum put her arms around me and held me close to her I wanted to stay there forever.'

This self-editing process goes on and on and on with every word, phrase and sentence, and it's probably one of the most important aspects of the process I use when writing for children.

There are also spaces at the end of both my books, for both have an open ending.

I wasn't too sure whether this was a good or bad way to end a book for the younger reader. But as long as the stories ended on a positive, hopeful note, I felt it would be acceptable. It certainly seemed more realistic in *Onion tears* to leave the reader with some unanswered



DIANA KIDD

questions, and anyway, the story just ended naturally at that particular point. There are many ways to respond to the last paragraph in *Onion tears* ... Nam sees the swallows leaving their nest outside the classroom window: 'Swallows', I whispered, 'please fly over my country. Tell my Mum and Dad and Lan and Tri and Son and Tho that I am waiting for them here. Tell them that I love them. Tell them that I will love them forever and wait for them always.'

In the two books I have recently had published, I have wanted them to work on more than one level. I wanted somehow to present issues and ideas that I felt were important, to tuck them away between the lines for the reader to discover. I imagine that children won't all discover the same things, but if they experience an emotion, awareness or insight I feel that is of value.

I feel I have a great responsibility to young readers. The pen (and I do write with a pen) like television and film, can reach out to children in their most vulnerable and impressionable years.

I heard Robin Klein speaking last week and she quoted this verse from Matthew Arnold's poem, *Dover beach*:

*'Ah, love, let us be true
To one another! for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new,
Hath really neither joy, nor love, nor light,
Nor certitude, nor peace, nor help for pain;
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night.'*

This poem was published in 1867 but it seems to aptly describe the world in which our children are growing up today.

So I can't think of a better reason for writing books for children: to be able to journey through the world with them; to create a land of dreams for them, so various, so beautiful, so new, and on the journey there perhaps to touch a child with some light, some help for pain, some certitude and, above all else, some joy and hope.

So what inspired the writing of *The day Grandma came to stay*? I came across an interview with American actress/musician, Eva Jessye, recently. She said: 'They say you should not suffer through the past. You should be able to wear it like a loose garment, take it off and let it drop.'

That kind of idea was the underlying theme of *The day Grandma came to stay*; the idea that one's past, one's culture, is something of value, to be nurtured rather than taken off and dropped like a loose garment. So

when Lucy asks why her Grandma wears black clothes all the time, Mrs Timmings says: 'It's tradition, like eating spaghetti and pizza ... and Christmas plum pudding and Easter eggs. Grandma is in mourning for Grandpa and so she wears black, just like her mother and her grandma and her great grandma did. Grandma's traditions are precious - it's not easy for her to throw them away. Every time she does she throws away a bit of herself too ...'

Although I didn't write the book until 1987, the seed of the idea had been planted 13 years before when I was teaching English to primary school migrant children. Since that time, there has been a big swing towards multicultural education in schools, but I believe the theme is still relevant in Australian society today.

The idea for *Onion tears* grew out of a poem I read some years ago.

In Bruce Dawes' poem *The not so good earth*, the family are watching a TV film about China.

*'For a while there we had 25-inch Chinese peasant families
famishing in comfort on the 25-inch screen
and even Uncle Billy whose eyesight's going fast
by hunching up real close to the convex glass
could just about make them out - the riot scene
in the capital city for example
he saw that better than anything, using the contrast knob
to bring them up dark - all those screaming faces
and bodies going under the horses' hooves - he did a
terrific job
on that bit, not so successful though
on the quieter parts where they're just starving away
digging for roots in the not-so-good earth ...'*

A commercial break follows with an advertisement for Craven A cigarettes and the poem finishes -

*'We never did find out how it finished up ... Dad
at this stage tripped over the main lead in the dark
hauling the whole set down smack on its inscrutable face,
wiping out in a blue flash and curlicue of smoke
600 million Chinese without a trace ...'*

The poem - and its implication of our society becoming desensitized to suffering and violence - remained with me until I came across a publication that a friend of mine sent me in the early 1980s.

It was a collection of stories, called *Why must we go*, written by south-east Asian students at Richmond Girls' High School in Melbourne about their lives and journeys to Australia. Several of the stories were written by Vietnamese students. I read these again and again, and suddenly there was a link in my mind between these stories and Bruce Dawes' poem.

I decided I wanted to write a story for young children that would present a child from another culture as a 'real' - rather than a stereo-typed - human being with whom the reader could empathise, with feelings, hopes, fears and joys just like their own. I wanted the young reader to experience real emotions and compassion.

I wrote and asked permission to use these stories as background material, for they gave me first-hand insight into the minds of Vietnamese children. I discovered what a sensitive, sentimental people they are and the poetic nature of their language, and I tried to imbue my story and characters with these qualities.

My first personal contact with Vietnamese was in Melbourne in the 70s when I taught English to a family of boat people. Whenever I visited their home to give my lesson, I was always greeted with the fragrant smell of cooking and some new, exotic Vietnamese food to sample. Here in Sydney I made contact with some Vietnamese who kindly made themselves available for advice and checked the final manuscript.

With just 2 books published I'm still only a beginner. However, the large bottom drawer of my desk is testimony to the 25 years that I have spent trying. It's groaning with stories about elephants and dragons and koalas and robots, some of which have been published in magazines, but most of which have done the rounds of all the publishers and will probably never see the light of day again. The one thing that has kept me writing is this urge to create with words.

If you're writing because you want to have a book published then more than likely you'll be disappointed, but if you are blessed with the urge then, like me, you probably won't mind too much receiving all those cold form letters that many publishers' computers spit out these days ... 'Dear Ms Kidd - Thank you for sending us your manuscript - blah blah blah - We have enjoyed your work but regret ... blah blah blah.' Those computers have no conception of the agony and the ecstasy of writing; the agonies you and your family have endured for months or years during the conception, gestation and birth of your masterpiece; the ecstasy as you round the bend into the straight and the finishing line is in sight; the excitement of having battled your way through what seemed at the time like a primeval jungle and of having made order out of all that chaos; the thrill of fingering and flipping through the pages of the final typed pristine manuscript before you pop it in an envelope and post it off. Nor has the computer experienced that intoxicating rush of adrenalin as you race to the letter box day after day, week after week, month after month, hoping that maybe this time ...

Anyway, even when my manuscript has done the rounds of all the publishers and I concede defeat and

finally put it away in the bottom drawer, I somehow feel just the same about that story as I did on the day it was completed. Because it's the journey itself that is so exciting and fulfilling for me: the writing and re-writing and cutting and refining until eventually I'm able to put together all the pieces in that huge jigsaw. And most exciting of all is the knowledge that there are no limits in the world of your imagination, that everything and anything is possible. Especially if you're writing for children.

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☆ Literature for the wary

The seminar at which Diana spoke was also the venue for the launch of a new book which will be a help for classroom teachers, teacher-librarians, support teachers and parents:

MCMURTRIE, Gai *Real books for the (less) successful reader*. Macquarie University Special Education Centre, 1990.

ISBN 0-858376-93-8

[011]

Finding books for students who are not avid readers is always challenging. Gai McMurtrie, who is a teacher at Macquarie University Special Education Centre, has compiled a very useful annotated list of titles (many of which are Australian), at 4 levels and covering a variety of genres. As well as the annotation, notes relating to other books on the subject, the author, awards etc, appear as is relevant for each book. There are also indexes by author, illustrator, genre and title, and lists of resources which parents and teachers would find useful. F. Gardiner

AUD: Parents Professional

AVAIL: \$15.00 Special Education Centre Macquarie University 2109 ASCIS 651171 ❖

☆ The multiskilled teacher-librarian



Darelyn Dawson, teacher-librarian at Kadina High School, was deployed to Library Services in Terms 3 and 4, 1990.

Teacher-librarians are ideally placed to demonstrate their ability in meeting the above criteria because of the multiskilled nature of their role in the school. Just as the employment market requires multiskilled personnel in a variety of professions so too the Department of School Education seeks multiskilled educators for promotion positions. The use of the term *multiskilled* in this article refers to the range of skills which the teacher-librarian develops.

In addition, issues of teacher accountability and demonstrated performance outcomes are a reality for people in promotion positions; therefore it is important for teacher-librarians to analyse the skills associated with their roles.

Three main areas of a teacher-librarian's responsibility are examined in Figure 1 developed from the model used in the *Handbook for school libraries* (Section 3 Curriculum Development). This model can be used to analyse the teacher-librarian's role through a self-appraisal checklist.

Developing and using a checklist

Determining what you do and identifying your strengths as well as those areas requiring further development provides a positive management tool which can assist you to set priorities and analyse tasks. It is a valuable means of identifying and acknowledging the multiplicity of skills you possess.

The headings in Figure 1 have been used to develop a detailed checklist to assist you in analysing your skills. This sample checklist includes not only skill statements but also *indicators*, which will help you identify other skills. In other words, they *indicate* an area of skill. For example, a highly rated response to the indicator 'Students are able to research independently' reveals that the teacher-librarian has skills which have led to this outcome and further skills analysis will be required. In this instance, the teacher-librarian should ask 'What skills do I have which have enabled this to happen?'

Apart from completing this checklist for your own professional development, it can also provide your principal or supervisor with insights into the range of activities you perform each day and the role you fulfil in the effective functioning of the school. The 1987 policy statement, *Libraries in NSW government schools*, clearly defines the role of the school library and the teacher-librarian. The policy also requires an evaluation to be designed to monitor the school's use of the library. A self-analysis checklist could provide a basis for such an evaluation.

Living in an information age, where change is rapid and inevitable, teacher-librarians need to develop strategies to adjust to new circumstances and to compete in a changing job market. Therefore it is important for teacher librarians to analyse their skills and relate them to their role in the school.

For instance, one of the more significant changes to take place in the NSW Department of School Education is progressive implementation of the merit selection process. Under this process all teachers will need to demonstrate their ability in relation to the following criteria in order to gain appointment to a position:

- 1 Demonstrated leadership skills with a capacity to initiate improvement.
- 2 Evidence of personal qualities which indicate sensitivity, enthusiasm and confidence in educational settings.
- 3 Proven ability to communicate with students, teachers, parents and the community. Success in resolving conflict. Particular ability to consult, negotiate and liaise effectively with groups and bodies outside the school.
- 4 Record of successful teaching experience and curriculum development. Ability to develop and monitor high educational standards.
- 5 Ability to develop personnel, achieve effective staff performance and demonstrate commitment to equal employment opportunities and the merit principle. Sensitivity to issues relating to the employment of disadvantaged groups.
- 6 Evidence of well developed organisational and administrative skills and the ability to manage resources (*Human resources bulletin* vol 1 no 1 p 2).

A checklist will enable you to:

- analyse your skills as a teacher-librarian
- prepare material for your curriculum vitae
- provide your principal or supervisor with information about the range of activities you perform each day
- demonstrate the role the teacher-librarian plays in the effective functioning of the school's teaching/learning program
- compare your own perceptions of reality with others who work with you (eg, clerical assistants, teachers, students, community members)
- provide a focus for a professional development activity with other teacher-librarians in your cluster or region
- support a case for increased clerical time
- inform staff of the range of management tasks for which the teacher-librarian is responsible
- demonstrate the multiskilled nature of the teacher-librarian's role.

The checklist presented here is not intended to be exhaustive, but rather represents a range of ideas which can be amended, as appropriate, and adapted to the needs of your school and library. The numbers

after each point in the checklist refer to the criteria for merit selection, thus clearly helping you make the links between your role as the teacher-librarian and the skills and abilities you bring to the merit selection process. The checklist will also help you to identify the many ways in which you are multiskilled.

It is important to note that the checklist is not intended to make you feel guilty about what you don't do, or add to an already over-burdened agenda. The reality of being human is that not everyone can (or should) do everything! However, this checklist can assist you to set new priorities, adopt new strategies and acknowledge areas needing further development.

Being well prepared for change

Because self-appraisal is an ongoing process, regular revision of the checklist will need to be made. By taking positive steps to identify the multitude of skills associated with your role in the school and being proactive in your own professional development, you, as teacher-librarian, will be well prepared for the significant changes taking place in education.

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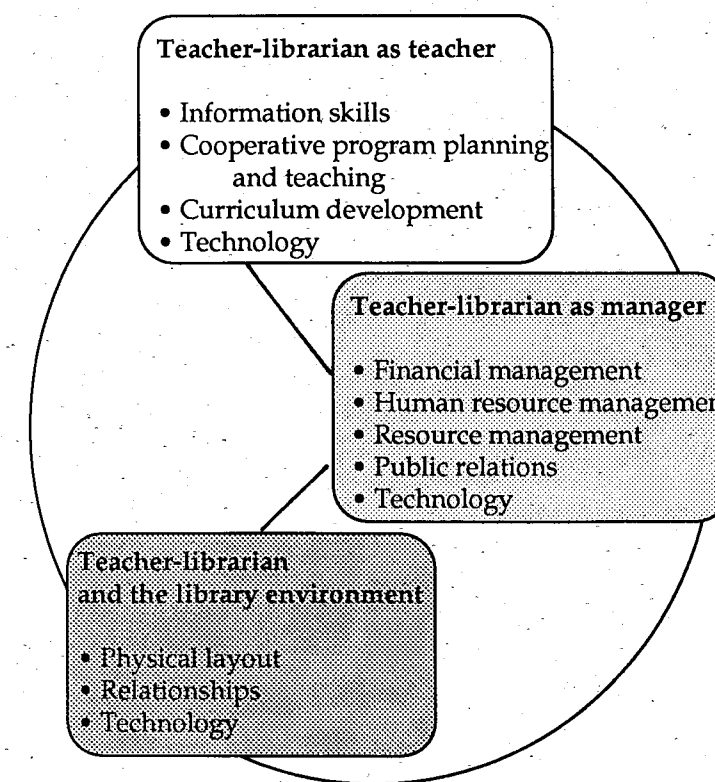


Figure 1

Checklist for teacher-librarians

Suggested rating scale: 1 = This happens frequently. 2 = This usually happens. 3 = This seldom happens.

| | Rating | Comment |
|---|--------|---------|
| <p>Teacher-librarian as teacher</p> <p>Curriculum development</p> <ul style="list-style-type: none"> • The teacher-librarian inservices staff on the school's library policy. (2, 4) • The teacher-librarian is actively involved in school policy development. (1, 2, 4) • The teacher librarian is actively involved in school curriculum development. (1, 2, 4) • The teacher-librarian has a thorough knowledge of syllabus content. (4) • The teacher-librarian is involved in total school program. (1, 2, 4) • Discriminating reading habits are developed in students. (4) • Adequate access to curriculum documents is provided for staff. (3, 6) • The school's information skills program is incorporated into an across-the-curriculum approach to syllabuses. (2, 4) • The teacher-librarian associated with a number of professional associations, in particular ones connected with the key learning areas. (2) • Other: <p>Cooperative program planning and teaching</p> <ul style="list-style-type: none"> • Teachers are cooperatively planning and teaching units using the library; staff are adequately inserviced on this approach. (2, 4) • Students are taught using a variety of resource formats (eg print, multi media) acquired from various places (eg, regional library networks). (4) • Existing school subject programs are adopted to incorporate library resources. (1, 2, 4) • Resource-based learning opportunities are provided for individuals, small groups, whole classes. (1, 4) • Other: <p>Information skills</p> <ul style="list-style-type: none"> • Students access the library confidently. (4) • Students are able to research independently. (4) • Students are assisted in becoming life-long learners by the provision of an effective information skills program relevant to each year. (4) • Information skills are part of the across-the-curriculum program in the school. (4) • Staff are inserviced on information skills. (1, 2, 5) • An evaluation of teaching/learning programs is implemented by the teacher and the teacher-librarian. (2, 4) • Other: <p>Technology</p> <ul style="list-style-type: none"> • New technology is available to students using the library. (6) • Staff are adequately inserviced in use of new technology. (5) • Students learn to make best possible use of new technology for research purposes. (1, 4, 5) • Students are aware that new technology will increase their ability to become independent learners. (3, 4) • Other: | | |

| | Rating | Comment |
|---|--------|---------|
| <p>Teacher-librarian as manager</p> <p>Public relations</p> <ul style="list-style-type: none"> • A practical school library policy is developed. (4) • The teacher-librarian communicates effectively with staff, executive, pupils and parents. (1, 3) • Library services are promoted in the school community. (1, 2, 3) • There is effective communication to achieve change and resolve conflict. (3) • The teacher-librarian is involved in curriculum development across the school. (1, 2, 4) • The teacher-librarian is involved in school policy development. (1, 4) • Written and oral communication skills are used to effectively promote the library in the school community. (3) • The teacher-librarian actively promotes student success. (3, 4) • Other: <p>Resource management</p> <ul style="list-style-type: none"> • A well-organised information retrieval system is operating. (6) • An effective system for accessing and locating resources is available. (6) • An established library network for inter-library loans and resource sharing is available. (3, 6) • The development of an archives/museum collection is underway. (6) • Resources are relevant and up to date. (6) • Acquisitions are a result of collaborative decision-making with teachers. (3, 5) • Other: <p>Financial management</p> <ul style="list-style-type: none"> • The school has a Library Committee comprised of staff and parents. (1, 3, 6) • The library budget reflects the priorities in the library program. (6) • The various sources of funds to finance the library are recognised. (6) • An adequate ordering and accessioning procedure exists. (6) • All business records are kept. (6) • A stocktake of resources is conducted every 2 years. (6) • An organised, systematic collection of statistics is available. (6) • A yearly report on the library program is prepared for school executive. (6) • Procedures in the School manual on financial management pertaining to school libraries are adhered to. (6) • Other: <p>Human resource management</p> <ul style="list-style-type: none"> • There is adequate supervision of students using the library. (1, 4) • Students and teachers develop skills to use the library effectively. (1, 3, 4) • Voluntary library assistants are well trained. (5) • Teachers are assisted in planning and evaluating teaching programs using library resources. (1, 4) • Teachers are assisted to develop skills in selecting resources most appropriate to their needs. (4) • Teachers working with the teacher-librarian develop independent learning habits in their students. (1, 3, 4) | | |

| | Rating | Comment |
|---|--------|---------|
| <ul style="list-style-type: none"> • School assistants working in the library are adequately supervised in their delegated tasks. (5) • School assistants working in the library are encouraged to develop their skills and experience and are given ample opportunity to do so. • Other: <p>Technology management</p> <ul style="list-style-type: none"> • Use of latest technology benefits the overall management of the library. (6) • Staff are inserviced on the management benefits of library technology. (5, 6) • Library clerical staff are given opportunities to be updated on technological advances. (5, 6) • Other: <p>Teacher-librarian and the library environment</p> <p>Physical environment</p> <ul style="list-style-type: none"> • The layout of the library is aesthetically pleasing. (6) • An appropriate complement of library furniture is used. (6) • Promotional activities are displayed in the library. (6, 3) • Location aids and directional signs are well presented. (6) • Equipment and resources are well maintained. (6) • Other: <p>Relationships</p> <ul style="list-style-type: none"> • Positive relationships are developed with students by the teacher-librarian and other members of the library staff. (2, 3) • Students develop responsive learning attitudes. (2, 3, 4) • Opportunities are provided in library programs and activities for the development of student self esteem. (2, 3) • Students develop a sense of ownership of the library. (3) • Parents and community members are involved in library programs and activities. (3) • Positive attitudes towards the library and the teacher-librarian are held by the staff. (1, 2, 3) • Other: <p>Technology</p> <ul style="list-style-type: none"> • The teacher librarian keeps up to date with the latest technology applicable to schools. (6, 4) • School assistants working in the library are well-versed in the use of technology, eg OASIS Library. (1, 5, 6) • Technological resources for staff and student use are accessible and presented in such a way as to make them easy to use. (1, 6) • Technological resources as used to ensure the efficient operation of the library. (6) • The teacher-librarian acts as a change agent informing staff about planned change, particularly in the area of technology. (1, 4, 5) • Other: | | |

☆ Library Policy CIGG final report

Sandra Sleeman served as Executive Officer of the Library Policy CIGG in 1990.

The Library Policy Curriculum Implementation Coordinating Group (CIGG) was formed in October 1987 to oversee statewide implementation of **Libraries in NSW government schools policy statement**. Chaired for its duration by Jean Koshemakin, Director, Marrickville Cluster, the group counted some well-known school library identities among its membership over the years — names such as Robyn Laverack, Merran Dawson, Alison Glasscock, Heather Davie and Maggie Roche spring to mind.

One of the Group's first tasks was to have the Policy reprinted to ensure that it was available in sufficient numbers to distribute widely among teachers. Other resources developed through the CIGG were:

- Library Policy video
- Information skills in the school
- INSERT audiocassettes
- Information skills through the library (Telecourse)
- Off the shelf (Implementing the Policy in Class 3 and 4 schools)
- Information Skills Display Kit
- Parent pamphlets - 'Libraries Are For Life' and 'Developing Information Skills'
- Information skills in the school: an introduction.

All except the pamphlets (which were distributed to schools and ERCs) are on sale at Resource Services.

By far the most valuable resource for the CIGG was its Regional Contact Network. Dedicated representatives in each region, including inspectors, principal education officers, library consultants and teacher-librarians, formed a communication channel between the CIGG and regions and schools to provide information to the CIGG, to contribute to the development of support materials and to act as a resource to regions. Network members were brought together regularly at statewide conferences where a wide range of matters relating to the implementation of the Policy in schools was discussed.

The final conference, held in conjunction with Library Services in November 1990, was yet another opportunity for important issues to be discussed and for recommendations to be made to regions, now taking on full responsibility for the Policy's implementation. Before the conference, the CIGG sent a survey to each network representative asking for feedback on topics such as staff development, support materials, future resource development, the need to update the Policy and areas of concern. Regional

responses became major discussion topics at the conference.

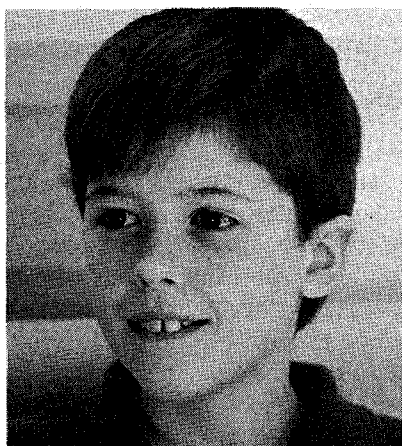
As a result of these discussions the following suggestions for central and/or regional action on the following topics were made:

- The role of the teacher-librarian: participants agreed on the need to emphasise the teaching role of the teacher-librarian and to take appropriate action to maintain this unique position in our schools. In particular it was suggested that leading teachers' induction courses contain a section on information skills and the role of the teacher-librarian. It was also suggested that teacher-librarians should be inserviced on new syllabuses early in the process, perhaps at the same time as principals.
- The development of students' information skills is the responsibility of every teacher, not just the teacher-librarian. Participants were of the opinion that an information skills section should be included in every syllabus and that through consultants, school monitoring and staff development, the relationship of information skills to all curriculum areas can be stressed.
- Training for school assistants working in the library needs to be addressed. School assistants should be selected by the school; typing skills should be a prerequisite for selection.
- OASIS Library implementation is an area of concern across the state. The handbook for school libraries needs to incorporate a section on OASIS. The role of OASIS Library needs to be recognised in information skills programs. Schools fully exploiting the potential of OASIS Library should be identified and methods found to share their expertise with other schools.

The Library Policy CIGG came to the end of its term at the end of December 1990. As of January 1, 1991, responsibility for the implementation, management and oversight of Library Policy matters rests with regions. Looking back on the CIGG's activities over the past 3 years revealed many satisfying successes and a few 'if only we'd been able to's'. Members of the CIGG realised more than ever that policy implementation is not something that is ever finished, but rather something which is continually worked toward. While there is still much to be done, the calibre of committed, active people in regions is a very encouraging sign: Library Policy implementation will continue! ♦

☆ Will you please listen: I have something to say

Fay Gardiner from Library Services recently spoke to Jonathan by phone.



Jonathan Wilson-Fuller is an 11 year old boy who, after a bout of gastroenteritis as a baby, developed a severe allergy to the pollution of our industrialised world. He is forced to spend most of his life in 3 rooms of his house which are specially cleaned; no products which have a smell (shampoos, scents, deodorants) can be used either by Jonathan or by those with whom he comes into contact; and he suffers chronic pain. Asked if he ever becomes so accustomed to the pain that it stops hurting, his answer was a resounding 'No!'

Of course Jonathan's allergy means that his pain cannot be relieved by the use of drugs, but . . . 'music and poetry help; and friends help a lot.'

It is his faith in God that helps Jonathan to turn the noise of his life into music.

Life

*The violin's like life,
For without some special skills
It makes no sense at all.*

*Yet with a lot of patience
And daily practice of the skill,
A noise can end up music
And express our inner self.*

*So life will only grate
Till we see it as it is
And learn to play the practised skills
Of how to play the game.*

Jonathan does have a respirator which gives him only the most marginal protection, however. So life for Jonathan is mostly lived indoors, but when I asked him if he felt it was unfair that he, who so loves nature, is divorced from it, he said 'I have a beautiful garden right outside my window. . . and how can a window make me apart from it?'

'It can't really, but then you can't touch it, can you?'

'I can touch it with my mind.'

Perhaps it is his positive attitude that helps to keep Jonathan buoyant:

'We mustn't feel sorry for ourselves, because when we start feeling sorry for ourselves, it's like a bog: we sink deeper and deeper into it and can't get out.'

Insensitive

*Why don't you smell our
polluted air?
Why doesn't your nose
tell of danger there?*

*Why don't you taste our
polluted fare?
Why doesn't your tongue
tell of danger there?*

*Why don't I notice my red
hair?
I'm just used to it being
there!*

Jonathan's love for nature and his desire to save it is stunningly illustrated by the publication of his first book, *Will you please listen: I have something to say*. He sees us all as the perpetrators of the problem. . .

'It's individual as much as industry. Individuals contribute as much as industry; they've got to realise that it's everyone's problem. You have to learn from nature and not be at war like we think we are.

'We sit at the top of nature's structure and by pulling pieces out, we will weaken the structure and we'll fall. We are running out of time. If we don't do something now, there's no hope; it's our last chance.

'We must not destroy nature at such a rate that it's not having time to rejuvenate itself. Nature is able to rejuvenate itself, but slowly. We can't pour all the pollution in that we are pouring in, otherwise nature will just collapse. The rate of damage since the Industrial Revolution is ever increasing.

'We can't say 'Oh well, we're not polluting much, but look at them, they're polluting so our water should be clear. Water and air don't say 'Oh national boundary. I'm Canadian water so I don't go past the Canadian water boundary. We have the same amount of water that we had when the planet was formed. We can't just pollute it, it's the same water going round and round. It's really an overload of waste.

'Look at Albania: that's what happens when you push pollution under the carpet and don't do anything about it.'

Also on Jonathan's agenda is the damage wrought by developed countries as they demand the payments from their Third World debtors.

' . . . we must pay it off; we can't just say 'You mustn't log, find some other way to pay off your foreign debt' because they can't. And we can't just say to them 'You mustn't log' because they're logging for firewood as well as for foreign debt.

'We have logged, so [we need to] take so much off the foreign debt because money is just not in it. The whole world's at stake, money doesn't matter.'

Nor, says Jonathan, can we necessarily afford to log selectively:

' . . . this forest has so much timber in it, we'll log half of it and that'll be good for the economy. But economics doesn't come into it. The whole world's at stake and we can't just say 'Oh we'll log just 3/4 of the forest and the other part will grow back; there is

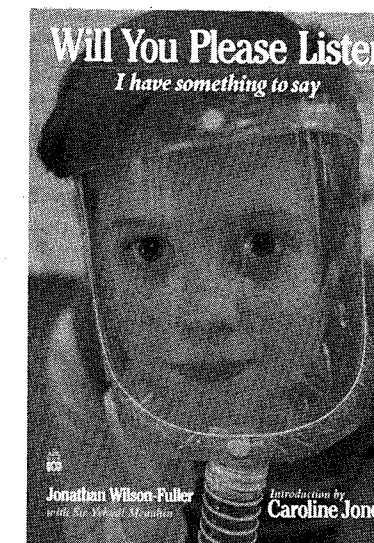
a certain breaking point. Past that, the forest cannot grow back.

'We are dependent upon nature, we are a part of it. It's not separate from us; we are a mammal . . . an animal, so we must live together with nature, otherwise we'll all be destroyed.'

And if Jonathan woke tomorrow morning and discovered his allergy had disappeared, what would be the first thing he'd do?

"I think I'd go and scale a tree.'

WILSON-FULLER, Jonathan *Will you please listen: I have something to say*. ABC Enterprises/David Lovell Publishing, 1990
ISBN 0-7330-0100-2 [821]



Jonathan Wilson-Fuller suffers from severe allergy to the 20th century and its chemical pollution. The book consists of an introduction by Caroline Jones; correspondence between Jonathan and Sir Yehudi Menuhin; and Jonathan's poetry. It is the latter which is extraordinary and rivetting: whilst the language has the engaging naivete of a child, the concepts transcend those of the majority of adults. An ardent environmentalist, Jonathan sees with a clarity and vision unclouded by the years, cynicism or greed of his elders. If you need to be galvanised into helping save us from ourselves, read this book: Jonathan does have something to say. F. Gardiner
LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$19.95 ASCIS 650905 ♦

Jonathan's poems are reprinted with the permission of David Lovell Publishing

⊞ Literacy across the curriculum: School Development Day at Liverpool Girls High



Brian Miller is teacher-librarian at Liverpool Girls High School.

How often does the chance to focus an entire School Development Day on the library present itself?

Through the auspices of the DSP program at Liverpool Girls, the library was presented with the opportunity to be the focus of the school's collective attention for a day. The prospect of such a day was the result of considerable work to raise the library's profile.

Given that the chance is available, it must be seized.

Carpe diem!

Perhaps the single most important issue that the day was to address was the status of the library and teacher-librarians. Often this status is problematical as the misconceptions about our role and performance are endless. Nobody apart from other teacher-librarians seems to understand the pressures under which we all work. The all too typical negative image other staff have of the library often tends to undermine the excellent work carried out by teacher-librarians. The School Development Day was an avenue to increase the awareness and status of the library. To do this it had to be special and, from my viewpoint, a raging success in order to rectify the misconceptions school libraries have had to endure.

What follows is a recount of the efforts and events that led to our School Development Day. It cannot be separated from what had transpired before in the library, as each past effort contributed in some way to the structure of the day. Nor was it the result of a grand overall plan; opportunities were taken as they presented themselves.

The library's place in the curriculum

Liverpool High Schools' Library is a joint use facility shared between the Girls and Boys High Schools and caters for approximately 1800 students and staff. The library houses 23,000 resources and is currently being converted to OASIS Library. While there are some problems in the sharing, these are overcome by one outstanding advantage - 2 teacher-librarians. This means, in essence, that the managerial tasks are also shared so the teacher-librarians have time to pursue cooperative program planning and teaching (CPPT). It is our policy that teachers and teaching are priority number one.

From 1988 strenuous efforts have been made to raise staff awareness of the library's role as a natural part of the school curriculum. To this end the following had been undertaken:

- * inservices on how to use the library
- * regular faculty tours of available resources
- * 2 faculty meetings per year for each faculty to discuss library issues -- with more if needed
- * a first year out teacher program focusing on library services and resources
- * 2 staff meetings devoted entirely to CPPT
- * executive meetings discussing library issues
- * an inservice on resource-based learning
- * numerous cooperatively planned units of work in the classroom and library which were jointly assessed.

However, despite the hearts and minds campaign, the library was still regarded by many staff as a curious anomaly in the school routine, little understood and mostly under-utilised.

In late 1989 Liverpool Girls was officially deemed to be a disadvantaged school. The greatest benefit that DSP can provide is that it buys the most important element in a teacher-librarian's life — time! A proposal was written to implement an information skills program which came under

the umbrella term 'basic skills across the curriculum'. Included in this submission were 2 other components which dealt with technology and literacy. These, although separate, were to greatly influence the direction of the library and information skills at Liverpool Girls. In trying to limit the actual number of proposals, information skills, literacy and technology were thrown together quite by chance but it proved to be a happy combination and one with a surprisingly high degree of inter-relatedness.

'... information skills, literacy and technology were thrown together quite by chance but it proved to be a happy combination and one with a surprisingly high degree of inter-relatedness.'

The information skills program consisted of 20 release days, 10 for the teacher-librarian and 2 each for teachers from 5 faculties: English, science, social science, home economics and history, who happened to be the library's best customers. Five separate 2 day inservices took place over one and a half terms, where the teachers brought topics or syllabus areas on which they wanted to develop library-based research. The structure of the inservice involved:

- * looking at the theoretical background of resource-based learning
- * examining Information skills in the school in detail
- * examining what constitutes good/poor library teaching practice
- * constructing well-planned units of work that were timetabled to be taught
- * preparing an overview of the inservice for discussion at the next faculty meeting.

Units were written into that faculty's programs so that they became part of the faculty's method of instruction. These one-to-one inservices generally produced 3 or 4 units of work which were well received by the teachers of that subject. The best outcome was that they were of practical value to teachers because they had prepared work well in advance that was actually going to be taught and was still going to be relevant in future years. The time DSP provided allowed around 18 teachers to be actively involved in the information skills program. Five HSC assessment tasks were among the research-based units produced, which amounted to 16 in all.

The second element of the information skills proposal was the provision for a School Development Day. This ostensibly was to be on information skills and an extension of the individual inservices so that the rest of the school could be made aware of what was happening in the library. With the generous allowance of 2 days release time, the library was committed along the road to school development. It must be noted that the submission was written in late 1989 for 1990. As 1990

unfolded it became apparent that to focus solely on information skills on the School Development Day would be too narrow an emphasis. The reasons for this were the previously mentioned DSP programs other components, literacy and technology.

In early 1990 the first School Development Day was held dealing with technology in the classroom and literacy across the curriculum. A session on each ran half a

day, and was then repeated with half the staff attending each time. As part of that day, a session on information skills was mooted as it was a part of the basic skills submission. As the one-to-one inservices had only just begun, the invitation was declined. Later, in the year when the information skills School Development Day was raised, the deputy quizzically inquired, 'You can't really want a whole day on information skills?' He was assured that the School Development Day would reflect the DSP submission on basic skills. This assurance was given as the 1991 DSP submission began to take shape. The 1991 program is a major extension of the separate literacy, technology and information skills components into an integrated literacy across the curriculum package. This combining of all 3 became the theme of the School Development Day. In essence, it is a program to develop factual writing skills, to reinforce those skills with student-centred approaches like resource-based learning and to expose students to technological resource-based applications like online information retrieval and word processing. The attention then was not on the library as a special place, but as a place that has a natural part in the school's curriculum.

Organisation for the day Responsibility

Obviously, it is important to decide who is going to organise what on the day. This governs how the day will unfold. The responsibility for planning is not a straightforward issue. Despite advice to the contrary, the decision taken was that all organising would be done by me. This approach has distinct disadvantages as well as practical benefits. The welter of detail, the checking and rechecking, the booking of personnel, the setting-up of equipment, arrangement of furniture, making overheads, funding submissions, application forms, collating materials for handouts all took their toll. It was an exhaustive process. However, it is my feeling that all these are out-weighed by the fact that I personally set the agenda. I could get what I wanted, the way I wanted it. While this created pressure it relieved me of the task of organising other people. It was simply expedient. Another benefit was the learning

process that took place. For those attempting a similar feat, it is useful to know the parameters of organising such a day.

Programming

It is essential to try to get through what is planned for the day. Part of the success of any day must rely on having enough time to complete the day's activities. To ensure this, every detail must be timed virtually down to the minute. By approximating the duration of each part, large or small, we ended up with a fairly tight timetable. On the day itself, a close watch on the time was kept even to the extent of interrupting some demonstrations so that the program could run on time. The nature of School Development Days is such that there is a tendency for information overload. It is probably a good idea to balance hands on active sessions with more passive ones.

Catering

This again is an important ingredient. To make the day run as smoothly as possible, no staff should have to run around organising food or refreshment. For morning tea, chocolate biscuits were laid on and for lunch a catering firm was engaged. They set up, served and cleaned up which meant the entire staff plus the ancillary staff could sit down to a comfortable meal without anyone having to worry about anything. The funding for the catering came from money allocated to the principal for professional development. The rationale behind this is that it helps people to feel professional if they are treated like professionals.

Booklet

A booklet was produced covering the entire content for the day. Throughout the sessions it was continually referred to and acted as an 'insurance policy' as it contained all the overheads that were used on the day. If staff couldn't read the overheads then they could read the booklet.

Contained in the booklet were

- * the day's program
- * aims and objections for each session
- * all overheads
- * sample assignments
- * small group organisation
- * material to be read as part of the activities
- * note space
- * the assignment each staff member had to do.

Each booklet had the individual names of staff members so that the appropriate assignment could be allocated

to the correct person. The booklet minimised the disruption distributing handouts causes and helped with the smooth running of the day. It also provided a permanent record for later reference.

The day Session 1

The first session was concerned with the information environment and its technological applications. The purpose of this was to communicate the educational implications such as the need for information skills in the face of the burgeoning mountain of information. This was emphasised by quickly examining the change in all syllabus documents over the past 15 years. The transformation from content-based to skills-based documents meant that the role of teachers had also undergone change. From 'founts of knowledge' teachers were now facilitators of learning concerned with providing students with the necessary skills. To support these opening comments, a series of overheads was displayed.

The overheads were selected due to their 'believe it or not' qualities. The best ones were from Ken Haycock (Pollock, p.8) where 4 stunning examples of the exponential increase in information were given. No comment was made about them, they were simple shown. Another example was taken from the Library access resource kit showing the increase

'... it helps people to feel professional if they are treated like professionals.'

in the numbers of physics abstracts that are available to be searched online. The purpose of this was to underscore the whole day. That is, it is impossible to master content any more, thus shifting the educational emphasis to skills which allow people to be in control of information. This theme of a skills-based approach was emphasised throughout the day. A last overhead called 'What do we want students to be able to do?' was shown. This was lifted directly from Gwen Gawith's *Information Alive* (p.12). Again, no commentary was necessary, it said it all.

All of this took approximately 10 minutes. The next stage was a series of demonstrations on information technology to try and make real the dire warnings aired beforehand. A CD-ROM player, an online ACIN/NCIN search and OASIS Library enquiry, all of which are information retrieval applications were demonstrated. The staff had been allocated 30 minutes for each demonstration. OASIS library was a 'hands on' demonstration where the staff undertook a search using Enquiry. The online search of ACIN/NCIN had to be done through overheads as unfortunately the library had just converted to the NEC commander telephone system and online connection proved

impossible. The CD-ROM was a demonstration of its incredible retrieval abilities as well as its potential for teaching reading. Nigel Paull of Library Services and Greg Butler, Metropolitan South West computer consultant, agreed to structure their sessions according to the information process of defining, locating, selecting, etc, so that the relevance of the process could be reinforced. The ideas for this technology display came from Ian Mair, teacher-librarian at Busby High who organised a similar demonstration for Busby's School Development Day on information skills. The evaluation of this session revealed that over 80% of staff felt that the technology was very relevant to teaching and over 95% felt that technology should be further pursued in the demonstrated areas. The Busby staff had also given an enthusiastic response to the technology session. It seems a sure-fire way to illustrate the importance of information skills.

Session 2

The objectives here were to examine the dynamics of setting successful library assignments, constructed around resource-based learning principles. The staff were asked to do an individual, simulated library assignment which, unknown to them, was different from the other staff members' tasks. There were 6 different 'assignments' in all and each had previously been given by teachers to the students. They were distributed on a non-expertise basis so that a science teacher received an art assignment or a maths teacher explored a home science topic. They were given 30 minutes to try to find the relevant information. This meant that they had to search in (presumably) unfamiliar subject areas, under time pressure in direct competition with other people. Sound familiar? To help them (and again to reinforce the information process) each of the tasks was accompanied by an adapted summary of the process in which some clues or hints were given under each step. For example, under 'Defining', there were suggestions like, 'Are there any special dictionaries?' or 'Have you asked an expert?' or 'Are there any words which need definition?' Each of the steps in the process had some practical advice that would help solve the information task.

While the staff were engaged, several observers were circulating distributing small packets of Smarties to anyone who did a 'smart' thing in information gathering. Rewards were given if there was consultation with the teacher-librarian, dictionaries, experts in the subject, use of OASIS Enquiry and so on. After the time had elapsed the staff (who were quite successful) were asked to recount their experiences and particularly their problems, in seeking information. The discussion that followed was conducted by Helen Wardega, the Metropolitan South West information skills consultant. The issues raised here accurately reflected many of the

difficulties students face when given information tasks. Problems identified included:

- * overcrowded catalogues
- * no prior discussion for asking questions
- * lack of knowledge about where to start
- * lack of knowledge about resource organisation
- * too little time
- * too competitive
- * the difficult language of the assignments
- * lack of a sense of commitment to task
- * not enough Smarties.

The next step was an examination of 2 of the given assignments. The purpose of this was to suggest, 'these are the problems, here are the solutions.' These 2 assignments had been constructed during the one-to-one inservice. Each was presented in its entirety including 'warm up' exercises; the assignment in the unit of work and an evaluation by teachers and students. These 'road tested' assignments had been completed earlier in the year and their purpose was to illustrate the strategies that would overcome many of the suggested problems. Staff were asked to read a 2 page summary called 'Setting library assignments' from the booklet. This summary outlined some practical strategies necessary for successful library teaching and stressed the following points:

1. Consultation with the teacher-librarian is of paramount importance. Cooperative planning and teaching has a high success rate because it involves 2 teachers planning and teaching. The teacher-librarian can ensure that there are adequate resources for the students.
2. Students must be involved through being given responsibility for their own learning. This is critical in a library setting where they are moving around from place to place, making supervision difficult. By taking on board some responsibility the students' approach to their work is improved. This can be achieved by:
 - * Thorough explanations as to why they are doing the assignments, as nobody can be expected to assume responsibility without knowing the underlying reasons for doing it.
 - * Giving students room to negotiate aspects of the assignment (time/marks/methods of presentation/length). If an objective is to make students more responsible for their learning they must be allowed to participate in decision-making.
 - * Students must be 'immersed' in a wide variety of resource material before and during the actual assignment work.

- * The tasks must be interesting.
- * Students must be given 'warm-up exercises' to help them locate information. These can take the form of questions, word games or crosswords that involve the students by their very nature and show them where the relevant resources are housed.
- * Under no circumstances should students be able to fulfil assignment requirements by merely copying out of a book. The tasks they undertake must make them apply their findings.
- * The assignments must be challenging at their level because information skills require considerable thought processes.
- * All sources of information need to be acknowledged as this makes for better responses.

Next, an overhead containing the information process summary's 6 steps without any other details was shown. Staff were referred to the assignments in the booklet and another overhead was developed using 6 paragraphs which neatly overlaid the 6 steps in the information process. Each paragraph outlined the principles of setting resource-based learning assignments as they corresponded to the particular assignment in the booklet. The rationale behind this was to illustrate that the information process had a valuable practical application if given with sound library teaching practice. To further illustrate this, a HSC assessment task (worked out in the one-to-one services) that actually used the 6 steps headings in its instructions to students was shown via the overhead.

The evaluation of this session was quite revealing. 70% of teachers felt they were better equipped to use the library. 88% felt they had understood resource-based learning better. 82% felt they would at least like to try resource-based learning with 70% (eeekkk! — there's a tall order for me there) indicating some enthusiasm to do so. 92% felt they had a better perception of student problems in seeking and obtaining information. The session was wound up with some evaluations of my own. In assessing the units of work that were generated by the one-to-one inservices, there were concerns expressed about the quality of the students' written work. In nearly all cases we agreed that the students' enthusiasm and commitment to their work was excellent. It was apparent that their writing skills did not quite match their willingness to participate. The last session of the day was designed to examine the greatest information skill of them all - literacy.

Session 3

This session came about through a number of different factors which luckily combined at the right time. As mentioned, evaluations of the cooperatively planned and taught units of work had shown up weaknesses in the students' written presentation. Some attempt was made to correct this by providing, along with the assignment sheets, 'models' to try to give the students something upon which to base their responses. However, the issue here was something even more fundamental than any resource-based learning or information skills program could address. As part of Liverpool Girls DSP literacy program, professional reading material was purchased, including a series of books from Metropolitan East DSP, dealing with approaches to teaching factual writing based on genre. These approaches provide a series of structured steps where students can learn to write in a manner appropriate to the genre. The genres of factual writing include recounts, procedures, reports, discussions, explanations and expositions. All these forms have tremendous relevance to any research work. How many times are students asked to recount, report on or discuss? If there were an effective method to help students write more proficiently then their overall performance in resource-based learning could be improved.

When discussing the program of the day with Helen Wardega, she mentioned that she had heard Joan Rothery speak on factual writing and that there were a number of student modules being developed on each genre. Having just read the Metropolitan East DSP material on that subject, we realised we had our last session. This fitted in beautifully with the other aspect of our 1990 DSP submission, literacy, as had the information technology in the morning. Biting the bullet, we rang Joan Rothery, a leading proponent and author of much material on the genre based approach. She agreed to speak at the School Development Day and to help with the 1991 submission through some professional development. Joan's fee was funded by the professional development money given to schools.

The session again went well. Joan based her discussion on 2 of the modules developed for the report genre. Her publishers, Harcourt, Brace, Jovanovich, kindly forwarded enough copies of the modules for each staff member to follow Joan's talk. The genre-based approach relies on immersing the students in all kinds of text, providing models upon which to base their writing, joint construction of a text where both the student and teacher work together to build up a written factual piece. Lastly, there is an independent stage

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'The overwhelmingly positive view of the majority of the staff was borne out over the next few days when a steady procession of teachers visited the library wanting to talk about or make plans for library use.'

where students write by themselves. It is here that the library and resource-based learning complement this writing process. This genre-based writing approach shows much promise as a method to overcome some deficiencies the students may have in this area.

The evaluation revealed that 80% of the staff felt that this approach to literacy was very relevant to their teaching and that 69% would like to try this approach in the classroom. Joan's talk prompted the most diverse comment of any session. Some teachers at a later staff meeting, where the evaluation of the day was undertaken, commented that there would not be enough time to get through their course if that method of factual writing were adopted. However, many staff defended it, claiming that 'content' should not necessarily dictate teaching especially when it's debatable whether traditional methods have provided the necessary skills.

Evaluation of the day

The evaluation was held at a staff meeting a week after the School Development Day. Judging from past experience, evaluations at the end of the day are met with resentment when people just want to finish and go home. The delay in assessing the relative merits of the whole exercise can also provide more objective deliberation. The staff meeting allowed extra time for teachers to think about the day. The evaluation sheets were drawn up by the deputy principal and was really the only aspect of the day over which I had no control. The questions covered all 3 sessions and the day as a whole. The format was to respond on a scale of 1 to 5 as well as to respond to open-ended statements. The questionnaire was based on the examples given in the **Module Bank on School Development Days**. 90% felt the day was well organised and the link between technology, resource-based learning and literacy was well developed. 90% felt that the school was addressing the correct areas in its DSP program and that such days should continue. Two staff out of the 60 recorded a negative response for every question with many corresponding comments like, 'so what', 'boring', 'irrelevant'. The overwhelmingly positive view of the majority of the staff was borne out over the next few days when a steady procession of teachers visited the library wanting to talk about or make plans for library use.

Directions for 1991

The DSP program for 1991 reflects the issues raised on the day. It provides for the introduction of an across the curriculum genre-based literacy program in science, social science, history and English for year 7 students. Accompanying this is an integrated library resource-based learning scheme. To further the technology aspect, a CD-ROM facility will be

introduced into the library as well as online search capabilities. To achieve these ends, release time of one day per week for the teacher-librarian and 2 days per week for a science teacher (who did the one-to-one inservice) will be funded. The time will be used to coordinate the programs, team teach and to inservice other staff in all 3 areas. Hopefully, the School Development Day and the DSP involvement has placed the library in its rightful place, that is, as an integral part of the school's curriculum. The library has a role to fulfil as a place where teachers feel welcome to come and where students can feel they are being actively involved in their own learning.

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☉ The challenges of small school teacher-librarianship

Bev Rogers coordinated this collection of articles while she was teacher-librarian at Ballina Public School. She has worked extensively with teacher-librarians from small schools in North Coast Region. Niki Kallenberger, School Libraries Team, wrote the introduction and edited the articles.

All students of NSW government schools, regardless of the size of the school they attend, are entitled to the services of a teacher-librarian. In the very smallest schools, a teacher-librarian is appointed for .084 of a teaching week, or approximately 2 hours; in other schools a teacher-librarian may work one day each week. Many of the teacher-librarians filling these positions also provide relief from face-to-face teaching for the staff of these schools as well as filling other fractional positions. Many have little or no teacher-librarianship training and most of those who seek to upgrade their qualifications must do so through external study. The School-based Support Course for Primary and Central School Teacher-librarians run by Human Resource Development Directorate has been a great boon to these people.

Small schools are commonly in isolated positions, far removed from the support and services those of us who live in larger centres take for granted. The challenges of providing effective school library and information services in small schools are enormous, but the creativity and energy with which these teacher-librarians meet these challenges is remarkable.

Because many of us who work in bigger, less isolated schools know little about this side of the profession and because small school teacher-librarians don't always have a ready forum in which to exchange ideas, *scan* hopes to publish a series on articles on teacher-librarianship in small schools in 1991. We begin with a collection of reports written by teacher-librarians from small schools in North Coast Region which identify many of the difficulties they face and some of the solutions they've found. Contributions to *scan* from teacher-librarians in small schools throughout the state (and regional support personnel) are eagerly sought and can be sent to The Editor, *scan* Private Bag 3 Ryde 2112. In particular, we'd like to share your successes and good ideas.

Teven-Tintenbar Public School



Geraldine White works 2 days per week at Teven-Tintenbar Public School, where her library allocation is one day per week.

I was appointed in 1987 to 2 small schools for 2 hours per week each, as teacher-librarian. This was my first permanent work as a casual teacher since completion of my studies and I felt not only inexperienced as a teacher

but very inexperienced as a teacher-librarian!

Having no clearly defined idea of what my position entailed, I saw myself as being both a library manager and a teacher. As a manager I would be expected to keep the library in good order, monitor borrowings and circulation, accession books and assist in the purchasing of resources (neither school made large purchases due to limited funds). My teaching role would involve assisting children to develop the skills needed to find information in the library and in books.

I surmised that the staff saw the teacher-librarian as a fairly separate entity within the school, whose role was to look after the library, keep children immersed in a

variety of quality literature and teach 'library' skills. These skills included locating, summarising, sequencing, alphabetical ordering and extracting main ideas. There was an awareness that such skills should preferably be taught in a cooperative situation but none of us at that time had strategies for implementing cooperative program planning and teaching.

Challenges and difficulties

Partnering the challenges of this new position were other difficulties, some of which were inherent in the supply casual nature of my employment. Time was one such difficulty. The 2 hour per week schedule allowed virtually no time to plan with teachers, very little time to carry out management duties and limited my possible involvement with whole school activities. Being a supply casual also meant that there was a tendency for me to be viewed in a different light to teachers on the full time teaching staff. I felt that this detracted from their perception of the teacher-librarian's role in the school.

Another difficulty seemed to be that of making the library a focal point in the school when I was only there for 2 hours a week.

The lack of time and opportunity to plan with teachers regarding forthcoming units made it more difficult to relate my work to their classroom teaching. I also felt

that in making my work relevant, I was largely dependent on the classroom teachers for 'direction' in my own programming. This tended to stifle my planning initiative and resulted in a sense of frustration in my teaching role.

Compounding my problems was a lack of knowledge concerning the overall role of teacher-librarian in the school and a lack of understanding of those information skills so often mentioned (but not elaborated on) in those days.

In an effort to gain more information on those matters, I attended our local teacher-librarians' meetings, only to find that these were geared more for teacher-librarians from large schools, with large scale problems, and that the meetings were conducted in acronyms, not English! My most beneficial discussions at these meetings came from the few specific small schools group discussions we had and during the morning tea breaks!

Adding to my confusion, the promised policy statement which might clarify the information process and information skills, was, like tomorrow, always coming but never arriving! The result was frustration in all my efforts to learn about teacher-librarianship and its practical application in my small school situation.

Solutions and re-directions

Libraries in NSW government schools policy statement 1987 finally arrived! It did indeed contain facts and ideas, but it also heightened my awareness that professional development was the only way for me to acquire a range of teaching strategies, and a sound understanding of the information process, the role of the teacher-librarian, cooperative program planning and teaching, and library management.

As a result I secured a place in the Western Australia CAE Graduate Dipoloma Course in Teacher-librarianship and prepared to study externally. However I relinquished this in favour of the Department's more practical (and more applicable to my situation) School-based Support Course for Primary and Central School Teacher-librarians. I participated in this 18 week course from June to October 1990.

The course made available a whole range of ideas and strategies to me through professional reading, lectures, school-based activities and informal discussions with very experienced teacher-librarians. I now have a clearer understanding of my role as teacher-librarian.

Time, or the lack of it, still presents difficulties but I have acquired time management skills that assist me in planning everything I do, and in using my hours more

efficiently. My planning with staff has become more purposeful, more productive and more supportive of their classroom work.

My supportive role provides me with many new and exciting initiatives. These focus on creative planning with teachers to provide children with a range of activities that will enable them to practise information skills, and to use as wide a variety of resources as there are individual learning styles and rates.

My newly developed school library policy I now see as the basis of my library educational program. This program is supported by my management policies, (for example, I will not have effective resource-based learning without varied and stimulating resources), and is assisted in its implementation by my newly acquired personal skills. These include skills in negotiation, stress management and communication.

In my present school situation I have an increased involvement with the whole school, not simply because I have 2 days at the school, but more importantly because I am now aware of a variety of ways of making the library a focal point in the school. I use written and verbal communication (displays, notices, items in newsletters, reports/awards at assembly) to make the school community aware of the library's program, activities and services. I also attend staff meetings whenever possible (these are not held on my days at the school -- another difficulty of the supply casual position) and have the opportunity as a result to be much more involved in school programs, policy implementation and budgeting.

As a result of such activities, including my presentation on a School Development Day of the telecourse, **Information skills through the library**, the teachers have a different and clearer understanding of the teacher-librarian's role. In such a climate, cooperative planning and teaching becomes easier, more successful and much more likely to become the preferred way of teaching information skills.

I now look forward to local library meetings as an opportunity to share ideas and knowledge and to encourage the development of local support groups for teacher-librarians (especially amongst teacher-librarians from similar sized schools) and the formation of networks for the sharing of resources.

Professional development has increased my knowledge of teacher-librarianship and my skills enormously, leading to gains in self-confidence and professionalism. As my school grows and changes, no doubt different difficulties and situations will arise, but I now feel enthusiastic about dealing with change. In fact, I now view change as an opportunity to provide direction, possibly as the result of my own instigations!

The view from two schools

Libby O'Connor works in 3 small schools and is teacher-librarian in 2 of them, Bexhill and Goolmangar, both of which are in the Lismore area.

Bexhill Public School

I was fortunate at the beginning of term 1, 1985, to be employed as supply casual at this lovely country school. I have been employed there since then, barring one year (1988), when my husband was on teacher exchange in Lincolnshire, England.

When I commenced work at Bexhill I felt quite at home as I had worked in another small school for 5 years prior to my resignation. I did however feel quite inadequate and unskilled to take on the job as teacher-librarian as I had no previous experience or skills in this field.

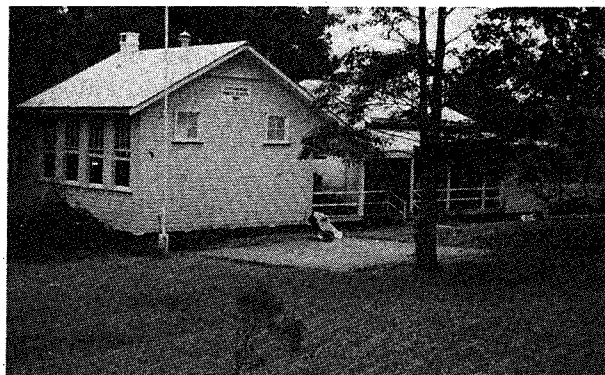
However, I saw it as a new challenge and direction in my teaching career and was determined to give it my 'best shot'. I was unsure of what was expected of me as teacher-librarian other than my initial thoughts of 'promoter of literature and manager of resources'.

I began by making contacts with other teacher-librarians and would bombard them with questions and pick their brains on various aspects of my new job. I began attending our local teacher-librarian collegiate meetings and learnt quite a lot about the educational role of the teacher-librarian both from my informal contacts and from these formal gatherings.

I was very lucky at Bexhill to have a clerical assistant who had worked for many years in a high school library. Her vast experience in library management procedures was invaluable. We started both a shelf list and dictionary catalogue. I discovered very early the importance of a good working relationship. We worked together, learnt from each other and supported each other in our various roles within the library. With the teacher-librarian only in attendance for 1 day per week at Bexhill, the ongoing use of the library and its efficient functioning relies heavily on the school clerical assistant who is employed for 5 days per week. The present assistant does a wonderful job in the library in my absence.

Goolmangar Public School

I commenced work at this school as a supply casual employed as release from face to face (RFF) teacher and teacher-librarian at the beginning of term 1, 1990. As I write this, I have had almost 1 year in the job. When I started at the school I discovered that the library, which was located at the back of the primary



classroom, was quite inaccessible, cramped and needed a complete revamp. This is not unique to Goolmangar as I have discovered many small schools exist under the same conditions. Within the first few weeks I had assessed the management needs of the library at Goolmangar and prioritised these. They included:

1. Classifying all non-fiction resources and assigning call numbers to all resources.
2. Arranging reference, fiction and non-fiction into separate areas and shelving them.
3. Identifying all resources with spine labels.
4. Commencing a shelf list.
5. Commencing a stockbook.
6. Writing in call numbers not listed in accession register.

This was a long list of tasks which is by no means complete even after 1 year's work in the job. The greatest inhibiting factor to progress is the insufficient clerical assistance given to the school. A school of this size is allocated a clerical assistant for 1 day per fortnight. This is insufficient time to meet the administrative needs of the school let alone the library. Library clerical time is virtually non-existent at Goolmangar. Coupled with this is the fact that even with my combined library and RFF time I only work 1 day per week. Progress at Goolmangar will be slow!

We have however made many inroads in the educational sphere of the library. I have introduced both cooperative planning and teaching, and information skills with the primary grades and this has been most successful. Compiling a unit on Japan as my major assignment for the School-based Support Course for Primary and Central School Teacher-librarians (which I completed this year) gave me the opportunity to introduce the concept of cooperative planning and teaching into the school. It was so successful that it is included as part of our Library Policy and Programming for 1991.

Problems

I encounter quite a few problems that arise as the result of my only being in attendance 1 day per week:

- Cooperative planning and teaching is difficult to carry out. Time for planning is non-existent and cooperative teaching is impossible as my responsibilities for RFF mean there is no time in the day when both the class teacher or I can get together in the classroom. We can however carry out the planning and programming component together if we meet before or after school. I am keen to encourage this with as many teachers as are willing.
- Keeping abreast of new curriculum documents, etc is very difficult as these are often discussed in my absence.
- I often feel isolated from the general running and happenings in the school as so much can happen from one week to the next during my absence.
- The feeling of isolation is also exaggerated by the lack of interaction between other members of staff and myself because of the fact that I am only in the school 1 day per week.
- Lack of continuity plagues me. For example, we start a research topic but can only continue it for a short lesson once a week during library time. This very disjointed manner is hardly the most beneficial way to proceed with research on any topic!

How I cope

I enjoy my work at Bexhill and Goolmangar very much. Both schools have very professional, caring and helpful staff and principals to work with and I am encouraged whenever I try out new ideas in the library.

I have just completed the School-based Support Course for Primary and Central School Teacher-librarians. This has been extremely beneficial in assisting me in not only how to cope but how to progress, improve and advance in my skills as a teacher-librarian. This course has assisted my professional development in a very practical way. Each of the 4 modules (Policy, Personal, Management and Educational) which I worked through during the 18 week course were full of activities to complete which often involved extensive reading but then had practical applications for both the schools I work in. In particular, completing a School Library Policy gave me much satisfaction.

In the early days of my teacher-librarian and release from face to face career back in 1985 I experienced times when I only just managed to keep my head above water. These days are few and far between now and

when they do occur I benefit from the supportive fellow teacher-librarians who are my best assistance, along with the sympathetic ears of 2 excellent principals.

Blakebrook Public School



Dianne McInnes is teacher-librarian at Blakebrook Public School where there are 90 children. She provides 8 hours of relief from face to face teaching each week, 4 of which are the library allocation.

The role of the teacher-librarian is not generally understood by those outside of the profession.

It was such a naivety that I brought with me to my present position. It was not long, however, before I realised how little I knew about the job, how much the library had to offer the school community and consequently how much I would have to learn in order to be personally satisfied with my own performance as a teacher-librarian.

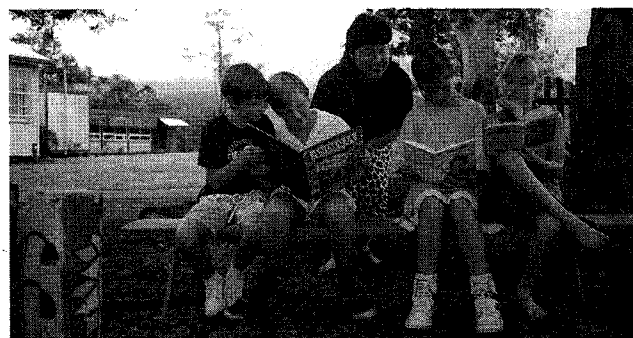
Five years ago there was very little offered to teacher-librarians in the way of inservice. Small school librarians were not included on invitation lists to local professional meetings and the isolation from professional development prompted me to enrol in the Graduate Diploma in Teacher-Librarianship offered through Charles Sturt University (at the time RMIHE). As I studied and eventually graduated (the course is 2 years external), I not only learned how to manage my library efficiently but also developed a more positive professional attitude which gave me the courage to take a higher profile within the school community.

Every teacher-librarian faces the constraints of insufficient funding, lack of time, and organisational dilemmas. The isolation of being in a small school library exacerbates these problems for the small school teacher-librarian. Additionally we are mostly in the school for such a few hours each week that we experience difficulties communicating with other teaching staff and becoming an integral part of the staff. Concepts such as cooperative planning and teaching seem impossible in view of these time constraints but are essential in terms of departmental policy and the demands for the provision of RFF by the teacher-librarian. The lack of job security and the need to keep the staff happy often forces many teacher-librarians to assume a quiet and unassuming profile within the school. This has negative consequences for the importance placed upon the role of the library in the whole school environment.

Some simple assistance can be very beneficial to teacher-librarians new in their jobs. I was involved in 2 inservices for small clusters of teacher-librarians from local small schools last year. My school hosted the first and I convened the second at another small school. The participants evaluated the exercise and agreed resoundingly that more and more frequent meetings would go a long way toward meeting their needs for current professional information and trends in teacher-librarianship.

A transfer of duty is another highly practical training method which could be considered for all newly appointed teacher-librarians without experience in the running of a school library. With the devolution of funds to schools for professional development to meet their own needs this is a feasible form of training.

Barkers Vale Public School



Christine Ray works 3 days a week at Barkers Vale public school, a 3 teacher school nestled in the foothills of the Border Ranges between Kyogle, Lismore and Murwillumbah. She says the road is rough and there is only one house in sight! Four hours is her library allocation.

While at university I toyed with the idea of becoming a teacher-librarian, but only became serious in 1988 when I enrolled externally in WACAE's Graduate Diploma of Applied Science (Teacher Librarianship) course. I have completed 3 of 8 units, but am on leave at present as I have found the work-load and isolation from fellow students stressful. I have 10 years to complete the course.

By early 1989 I had completed only the introductory unit of my course but was offered a day a week as a teacher-librarian. I was the most qualified applicant!

I was immediately confronted with being unable to find anything in the library unless I knew the author's name or the non-fiction subject area classifications. I now recognise this system as a shelf list supported by the **Subject index for NSW school libraries**, a very appropriate system for a small library, but confusing to an inexperienced person with little personal knowledge of the collection.

I was also confronted by the lack of records. I had no idea how many volumes were in the library, (for some reason people kept asking), knew nothing about how to complete a stocktake and record stock levels, where the money came from, or how one selected the best books to fit the needs and expectations of all. I'd thought I was going to have a lovely time swapping books, reading to children and guiding them with their projects.

Finding a way through

Where would I find time to do all that needed to be done in my weekly 30 minutes administration time? I didn't want merely to maintain the present system, I wanted to expand the retrieval system so anyone could find their way around the collection when the library was unattended for half of each week.

I made some important, semi-educated decisions very quickly. The school ancillary had worked in Kyogle High School Library with The Librarian's Apprentice processing system. I had decided on a dictionary catalogue where all information is interfiled in one place and was impressed that this system allowed the printing of up to 7 different cards per book from one typing. If you subscribe to ASCIS then most cataloguing records can be taken directly from the microfiche.

With a supportive principal, an inspector willing to spread a few ancillary vouchers around, a Microbee computer and a printer, (the system also runs on Apple), we went ahead. We reprocessed every book in the library, a time-consuming exercise I recommend only to the most dedicated. However, it has put us in good stead for OASIS Library as we have sorted, culled, repaired, reclassified where necessary, and added ISBN numbers and subject headings to our records. These records are machine-readable, which should save time in the changeover to OASIS Library. Eighteen months down the track we have only teachers' reference resources to go and we have entered 2,400 units and generated almost 10,000 cards.

In 1990, with my exploding interest in school resource centres and information skills, I had the good fortune to be offered a place on the School-based Support Course for Primary and Central School Teacher-librarians. I met many supportive, informative and inspiring people during this practical course. As my major project I coordinated a grand 'Library Opening and Information Skills Launch' celebrating both the extension of our library by capital works and the educational program it offers.

Now I would like nothing better than a full-time position as teacher-librarian in a school with OASIS Library. That way I'd really be able to sharpen my skills! ♦

search <

< AV copyright hits the screen

A comprehensive set of guidelines relating to the copyright of radio and television broadcasts has been established for use in NSW Department of School Education schools. Rather than provide a summary, and in so doing risk the exclusion of important information, the whole set of guidelines and list of relevant questions and answers have been included here to ensure their wide circulation amongst teacher-librarians.

Copying radio and television broadcasts

In January 1988 the Department issued Memo 88/053, 'Copyright Update' which foreshadowed a scheme of copying television broadcasts for educational purposes. The scheme has now been introduced into the Copyright Act, 1968.

The Department has agreed to pay equitable remuneration to the Audio-visual Copyright Society Limited (AVCS) for copies of broadcasts made by or for schools. The Department has also reached agreement with AVCS which enables schools to retain all copies of radio and television broadcasts made before 1 July, 1990.

This scheme does not permit the copying of pre-recorded material (ie non-broadcast) such as commercially purchased or hired video cassettes or records. Such copying is strictly prohibited.

Guidelines

The following guidelines must be strictly observed:

A. Purpose

Single or multiple copies from radio or television may be made solely for the educational purposes of the school making the copy or for another educational institution.

'educational purposes' includes being made in connection with a particular course of instruction provided by the school or for inclusion in the library.

B. Amount

There are no limits on the type of program that may be copied or the number of copies that may be made (whether directly off-air or duplicated from the first off-air copy).

Any television or radio broadcast may be copied. This covers everything from a brief commercial to a full length feature film.

C. Marking

All copies, or the container in which they are kept, must be marked. The marking requirements are:

- Made for (name) school under Part VA, Copyright Act
- Date of broadcast
- Date copied

D. Copies made before 1 July, 1990

All these copies may be retained but they must be marked and you are not permitted to make further copies of these. The marking requirements are:

- Made for (school) before 1 July, 1990
- Do not copy

E. Preview copies

Schools have the right to make a preview copy of a broadcast.

A preview copy is one made for the purpose of deciding whether or not the copy should be used in the provision of education to students.

Preview copies may only be viewed by staff and cannot be shown to students.

If the preview copy is not wanted it must be erased within 14 days of it being copied otherwise it must be marked in accordance with the marking requirements.

F. Records

No records need be kept unless the school is selected to participate in a sample scheme. Schools selected will be advised of the sampling procedures and participation is mandatory.

G. Unauthorised use

Schools must not engage in any copying or use of radio and television broadcasts outside the guidelines of this memorandum. Any use not in accordance with these guidelines will remove the copying from the protection of this scheme and an action for infringement of copyright may be available.

Attached for your assistance is a list of frequently asked questions with appropriate answers.

This memorandum, must be brought to the attention of all staff and the school must institute a policy to ensure compliance with the guidelines.

If you have any queries or requests for further information you may contact Mr W Kyrios on (02) 561 8524.

Questions and answers

1. Can I copy absolutely anything broadcast on television and radio, eg news, movies, talk-back radio, football games, station promos, commercials?

Yes. *Provided the copy is made off air, solely for educational purposes of the school and the copy is marked with the required information.*

2. Can I copy the whole broadcast?

Yes. *Under the same conditions as 1 above.*

3. Can I copy part of a broadcast?

Yes. *Under the same conditions as 1 above.*

4. Can anybody copy or is copying restricted to teaching staff?

Any staff member may copy or indeed any person or centre so requested by the school may copy, under the same conditions as for 1 above.

5. Can copying occur outside school hours?

Yes. *Under the same conditions as 1 above.*

6. Can copies be lent to other schools?

Yes. *Under the same conditions as 1 above. (If the loan is to a non-government school, you must first verify that it is covered under the scheme).*

7. Whose responsibility is it to mark copies made?

The person copying subject to any administrative arrangements within the school. If copied outside the school the person who copies the broadcast must mark the copy.

8. Can copies be made of the original copy? How many?

Yes. *Unlimited. So long as the copies are made solely for educational purposes of the school, and so long as*

they are copies of programs broadcast on or after 1 July, 1990.

9. Can I retain existing copies of radio and television broadcasts?

Yes. *The Department has agreed to pay an indemnity to AVCS to cover copying done before 1 July, 1990.*

10. Can I make further copies of broadcasts which were copies before 1 July, 1990?

No. *The indemnity payment only covers copies of broadcasts made before 1 July, 1990, not copies of these copies.*

11. Can I obtain copies of broadcasts from Departmental centres outside the school?

Yes. *So long as they are copies of programs broadcast on or after 1 July, 1990 and that they have been copies at the request of a school.*

12. Can copies be lent to students overnight?

Yes. *So long as viewing the copy is a part of that student's educational instruction. Clear directions are to be given that there must be no copying or further distribution by the student or anyone on his/her behalf.*

13. Can preview copies be made at any time, anywhere and by anybody?

Yes. *So long as it is for the purpose of enabling a staff member to decide whether or not a copy should be retained for educational purposes of the school.*

14. Can an ancillary staff member decide to retain preview copies?

Yes.

15. What should happen if there is no decision to retain preview copies within 14 days of the copying?

Copies must be erased immediately the 14 days have expired.

16. Can teachers borrow copies for private use?

No.

17. Can copies be made of pre-recorded video or audio tapes?

No. ❖

< Promoting NCIN/ACIN in your school

Nigel Paull is state coordinator of the NSW Curriculum Information Network (NCIN).

NCIN/ACIN provides access to thousands of varied curriculum items for use by teachers, consultants and other educators. Teachers in your school should be aware of these units of work, syllabuses, programs, educational kits and videos when they are refining current programs and units of work or writing new ones.

Part of the role of the teacher-librarian is to match the information needs of users to the most useful and relevant resources available. By encouraging teachers to make use of NCIN/ACIN, they will have access to over 3500 curriculum items from this state alone, as well as several thousand more from other Australian states.

Ideas for Promotion

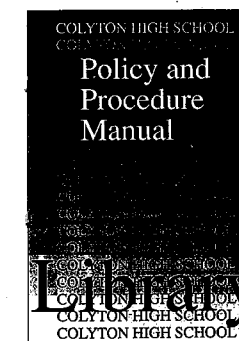
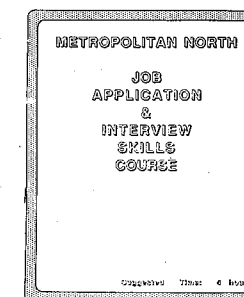
As teacher-librarian, you are in a key position to promote the benefits of using NCIN/ACIN. To assist you, the following resources have been included with this copy of *scan*:

- an NCIN poster
- a reproducible 2 page flyer (See pages 31 and 32)
- a list of items recently added to NCIN and ACIN.

- • An ideal position for the poster is in a high use area such as the staffroom notice board or near the sign-on book. The flyer can be photocopied for each teacher, along with a copy of the recent additions to the database. There is a space on the flyer to tick the box which indicates the type of service offered in your school: online, microfiche, or using the Inservice Education Library to conduct searches.
- • Another way to promote the use of the database is to borrow a copy of *The ASCIS trainer's manual* from your closest Education Resource Centre or from the Inservice Education Library. This manual contains a 5 minute promotional video which could form the basis of a staff meeting presentation on using NCIN/ACIN in your school.
- • If your school has not subscribed to NCIN/ACIN because of funding priorities you could create interest by borrowing some relevant NCIN material from the Inservice Education Library to display at a staff meeting.
- • Look through some back copies of *scan* for articles on using NCIN in schools, going online, staff development etc.

New subscriptions

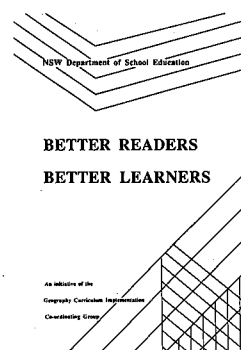
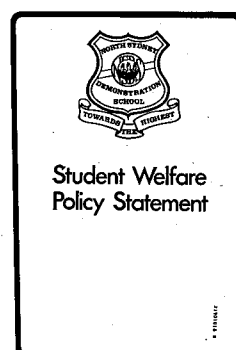
A microfiche subscription to NCIN/ACIN costs just \$33.00. Forms for microfiche subscriptions were included with the previous issue of *scan*; forms for online usage are included in this issue.



New additions to NCIN

Over 1000 new items were added to NCIN during 1990. Here are some of the most recent:

Student welfare policy statement (North Sydney Dem School)
 Me, school & work: year 7 career education units (Met West Region)
 Nutrition education program for primary schools (North West Region)
 Job application & interview skills (Met North Region)
 Mathematics policy (Blaxcell St Public School)
 Riverina Field Studies Centre information booklet (Riverina Region)
 Health education curriculum (Malvina High School)
 Enjoying science: teacher tested activities K-6 (Western Region)
 But I can't draw: visual arts made easy (Fairfield Heights Primary)
 Teacher guide to welfare and discipline (Cromer High)
 Calmsley Hill City Farm teachers handbook (Met South West)
 Library policy (Richmond River High School)
 Pirates: an information skills unit (South Coast Region)
 Japan as a case study (Society and Culture Association)
 2 unit Aboriginal studies syllabus (Dept of School Education)
 Student representative council kit (South Coast Region)
 Careers and the total curriculum (Met North Region)
 Preparing a curriculum vitae (Berkeley Vale High School)
 Better readers better learners (NSW Dept of School Education)
 Literature based reading programs: a select list (Met North Region)
 Individualised reading program (Lithgow Public School)
 Library Policy and procedure manual (Colyton High School)
 Science in years 7-10 (Met South West Region)



New additions to ACIN

Some of the recent additions to ACIN from other states include:

Wind and percussion instruments (Qld Dept of Ed)
 Assessment and evaluation for teacher-librarians (ACT Dept of Ed)
 Lower school syllabus Japanese (WA Ministry of Ed)
 Journalism years 11 and 12 resource list (Qld Dept of Ed)
 The importance of reading at home (Vic State Board of Ed)
 Environmental education (WA Ministry of Ed)
 Anti racism (SA Ed Dept)
 CADD/CAMM program (Port Lincoln High School)
 Equity program focus on girls (Elizabeth North PS)
 Basketball module unit (WA Ministry of Ed)
 Technology and fashion unit (WA Ministry of Ed)
 Infants on computers (Qld Dept of Ed)

Teachers:

Planning new policies or programs?

You need NCIN!

- **What is NCIN?**
 NCIN is the New South Wales Curriculum Information Network. Funded and staffed by the Department of School Education, it is a database of over 3,500 curriculum documents and educational materials.
- **Who uses NCIN?**
 NCIN is for teachers, consultants, cluster staff and committees involved in curriculum planning.
- **What is in NCIN?**
 NCIN assists in reducing teachers' workload by providing up to date, relevant curriculum information. The NCIN database provides information about curriculum resources produced by:
 - schools: school based programs, policies, units of work
 - clusters: curriculum material
 - regions: curriculum-related publications
 - Central Executive: curriculum statements, policies, syllabuses and support documents.
- **Australia-wide information**
 NCIN is part of the Australian Curriculum Information Network (ACIN) and provides access to curriculum documents from all Australian states.
- **Where can I find NCIN?**
 Your school library:
 - has NCIN on microfiche
 - has online access to NCIN
 - can request NCIN searches from the Inservice Education Library.
- **How can I locate the items themselves?**
 Every NCIN abstract has information about obtaining the item described.
 - Many Departmental documents have been distributed to all schools or all schools in a particular region. They may already be in the school.
 - Some items are available for sale, for example from Resource Services or a professional association.
 - Some items are free on request from an organisation.
 - Documents which are otherwise unavailable can be purchased as photocopies from NCIN.
 - Most items are also available for loan from the Inservice Education Library (Telephone: (02) 808 9572).

• **What does an NCIN profile look like?**

An NCIN profile consists of 2 sections. The first is the cataloguing record for the item. The document number is the ASCIS number used for ordering records.

The second section contains the unique NCIN number used when ordering a photocopy of borrowing from the Inservice Education Library. The abstract describes the item and its intended use. When using online searching any word in the abstract maybe used to aid retrieval. The availability statement indicates where the item can be obtained.

Full information Document 634023

Greening your school prepared by Chris Koettig & Kerry Cooper illustrated by Kerry Cooper. Metropolitan North Region, N.S.W. Dept. of School Education Hornsby, N.S.W., 1990
91 p. i11.

ISBN/ISSN: 073057282X

Names: Koettig Chris () / Cooper Kerry () / New South Wales Department of School Education Metropolitan North Region ()

Titles: Greening your school prepared by Chris Koettig & Kerry Cooper illustrated by Kerry Cooper

Publishers: Metropolitan North Region, N.S.W. Dept of School Education Hornsby, N.S.W.

Subjects: School grounds / Environment Study and teaching

Class numbers: 333.7 a11 / 333.72 20

Notes: collatn: 91 p. i11.

Abstract

NCIN 21900678 NSWED

This environmental education resource outlines initiatives that primary and secondary schools can use to improve the quality of the school environment and its use as an environmental resource. Practical suggestions to implement appropriate initiatives are described. Contents include: why we are greening our schools; curriculum relevance; planning; budgeting; resources within the school; plants; case studies; work management; conserving resources; and references.

AVAIL: Resource Services Distribution NSW Dept of School Education Private Bag 3, Smalls Rd Ryde NSW 2112. NSW state schools \$15.00; other NSW \$18.00; interstate \$22.00. Quote product no. 05736.

• **Contributions please!**

Contributions of school-based curriculum material are most welcome.

• **How can I find out more about NCIN?**

For more information about NCIN or ACIN talk to your teacher-librarian

or contact State NCIN Coordinator
Directorate of Curriculum and Educational Programs
Private Bag 3
RYDE 2112 Telephone: (02) 808 9466❖

management

CD-ROM buyer: be informed or beware

Peter Day is teacher-librarian at Fairfield Heights Public School.

'CD-ROM' is a term increasingly buzzing around the ears of teacher-librarians. Reactions vary from those who would prefer to duck for cover to those who can't wait to get their hands on as much as they can. As with many technological innovations that explode into a new marketplace, a great deal of confusion and uncertainty about CD-ROM is clouding the educational scene. Kevin Channells' article in *scan* vol 9 no 6 (November 1990) pp 3-6 is a good starting point for anyone contemplating CD-ROM purchase. CD-ROM software reviews can be found on page 68 in this issue.

A complicating issue with regard to CD-ROM is that the setting up of a CD-ROM system requires the combination of various **compatible** hardware and software components - including all the cables, cards and interfaces to connect them - which may not be all available from the one source of supply. The teacher-librarian who therefore decides to find out more about CD-ROM and/or begin the process of purchasing equipment may encounter some of the following circumstances:

- Computer terminology that is freely used in the computer world can leave the uninitiated feeling totally confused, frustrated and discouraged.
- Educational needs and curriculum requirements are often not understood or accommodated by those not directly involved in education.
- The educational marketplace has a unique set of factors that distinguish it from commercial and industrial settings. Because the commercial world has for some time been subject to wide scale exposure to new and changing computer technology, many suppliers geared to supply such markets may incorrectly assume that schools have developed similar levels of expertise and financial support. Installation and maintenance of systems may therefore prove to be more expensive and difficult than suppliers suggest.
- A certain amount of misunderstanding appears to exist between hardware suppliers, software suppliers and educational advisors. In other words, it is quite common to be given contrary and thus misleading advice from different parties about the type of hardware that is required to operate specific software and the suitability of systems to operate within schools. Common responses to a teacher-librarian's questions include these: 'I don't know about that, you will have to ask the hardware/software supplier'; 'I'm not really sure, but they will know back at the office' and 'No problems!'. The last response can be dangerous!
- It is also disappointing to find the lack of product knowledge that some suppliers demonstrate when attempting to answer questions, especially from an educational viewpoint. On several occasions I have been given completely contrasting advice from people working for the same company, selling the same product. It can be disconcerting to say the least to invest several thousand of your school's dollars in CD-ROM hardware and software on the basis of 'professional' advice only to discover that your purchases are not compatible, require additional equipment, need costly specialist support or are not suitable for the curriculum needs of the school.
- All school purchases must be made according to the regulations in Section 5 of the School manual on **financial management**. Within these regulations there are 2 options a buyer can pursue. The first option is to find a reliable suppliers who will supply, install and support all of your hardware and/or software. In this case, a great deal of computer expertise is not necessary as you are leaving many of the decisions to the supplier and if problems arise, (which they will), help is always at hand from the one source. However, this may be more expensive and may result in a system not fully compatible with other systems within the school, eg, OASIS, etc.

A second option is to 'shop around' and purchase separate components from suitable suppliers. This will allow for negotiation for the best price and support packages and choosing equipment best suited to the school's needs. However, in this case, it is essential for the buyer to do some homework. There is not much

point in saving a few hundred dollars out of a purchase of several thousand dollars only to find that the system does not work as it should. Similarly, if the user has a difficulty with setting up or operating the system built from components supplied by several suppliers, the user may not be able to determine which component is giving the trouble, who should be contacted and whether support is available.

Setting up

The process of buying equipment to set up a CD-ROM system is a little like purchasing a car. There are many different makes and models from which to choose, suited for different applications and available from numerous suppliers in a very competitive market. However, basically, a CD-ROM system is comprised of:

- a computer with a floppy disk drive and a hard drive
- a monitor
- a CD-ROM player
- cables and interface cards
- and probably a printer.

Other optional equipment to run some of the 'Multi-media' equipment may include a mouse and audio facilities such as speakers or headphones which may also require additional cables, speech boxes and interface cards. The CD-ROM operates software which comes in the form of a Compact Disk. The CD software requires installation software on a floppy disk which loads information onto the hard drive to tell the computer how to access information on that particular CD. Similarly, the CD-ROM player should come with software to allow the computer to be able to operate that particular CD-ROM player.

Hardware

The biggest problem with hardware is compatibility. Unlike a home sound system, you cannot just insert any compact disk into any CD-ROM player and plug any CD-ROM player into any computer and expect everything to work. One Sydney CD-ROM retailer estimates over 95% of CD software is available for MS-DOS computers (ie, IBM compatible). The remainder is mostly Apple Macintosh and a few for Atari and Commodore Amiga. There is some software that will actually operate on both Macintosh and MS-DOS machines with different installation software but these are few and far between.

With a compatible CD-ROM player almost all Macintosh machines equipped with a hard drive should be suitable for CD-ROM. However, as a great deal of CD-ROM software features extensive use of colour and/or graphics, a high quality colour monitor is almost essential. At the time of writing prices, features and availability of the new colour model Macintoshes was not totally clear.

MS-DOS computers can be very confusing for those who are not familiar with the terminology used. When buying a car it is relatively easy to identify the model, a 1972 6-cylinder Holden Kingswood. This description enables the buyer to associate the model, capacity and age or version with a particular shape and style of car. With MS-DOS computers, which more or less all look very similar, different models, versions and capacities are identified by numbers and letters. It is essential to be able to identify and understand these details as it relates to whether specific software will work successfully or not.

MS-DOS and CD-ROM

There are 2 basic considerations when discussing MS-DOS machines and CD-ROM usage. First, if existing hardware is to be used, then it would be best to clearly identify the equipment and establish what software is suitable.

Second, if you are to establish a system by purchasing new equipment, it would be advisable to buy a computer with the following specifications:

- 286AT (The 286 refers to the main processing chip on the motherboard of the computer. More advanced, and more expensive, chips are the 386 and 486. Common earlier models without the 286 chip and with a different keyboard are known as XT as opposed to AT.)

- 16 megahertz. (This refers to the speed of the computer)
- 640K RAM. (This refers to the inbuilt memory in the computer and may be expanded.)
- DOS version 3.3. (This refers to the version of the Disk Operating System running the computer. Other versions include 3.1, 3.2 and 4.01 but are not as compatible with all CD software.)
- VGA colour monitor with appropriate card
- A 20 megabyte or 40 megabyte (preferred) hard disk.

A computer with these specifications should operate all MS-DOS CD software at or close to an optimum level. As at November, 1990, such a computer on NSW government contract costs under \$2,500.

Setting up a CD-ROM player

There are 2 basic methods of setting up a CD-ROM player. The first is to have the player installed inside the computer. This has the advantage of being a little more secure, is less expensive and has fewer external cables. However, a CD-ROM player may be purchased as a separate unit to plug into the computer. This has the advantage of being able to be moved to different computers.

Different makes of CD-ROM players connect into the computer in different ways. Some brands require the installation of a special card into the computer (*Standard Proprietary Interface Card*). These players will only operate with MS-DOS machines. However, other brands operate by connecting into a standard SCSI port (Small Computer Systems Interface and pronounced scuzzy). The advantage of using SCSI connections is that the player, with appropriate data compatibility format (ie High Sierra, ISO 9660, Apple Mac HFS), will operate with both Macintosh and MS-DOS machines and that up to 7 devices using the SCSI system can be connected or 'daisy-chained'. Using this system the computer can also sense if devices are attached and will communicate this to the user.

It is also wise to check the audio output facility of a player if you intend using 'Multi-Media' type software. Players with 'jukebox' style CD stacking facilities may be set up so that the computer has a main menu of the CDs available and the user may choose the appropriate software, then exit back to the menu. Your supplier can assist you to set up such a function.

When a player is purchased it would have included in the price a connection kit with all required cables, etc, ready to connect to the computer and appropriate software such as Microsoft MS-DOS CD-ROM Extensions. Certain CD-ROM players are available on government contract. In general, as at November 1990 prices range from just under \$1000 to \$1800 for a 6 stack, jukebox style.

Networking, OASIS Library and other considerations

When so much is invested in one CD-ROM unit it would be beneficial if users could access the information from a CD in a network ie, several users on different computers at one time. Unfortunately there is a great deal of misinformation regarding CD-ROM and networking. At this stage networking a CD-ROM, in the true sense of the word, is not viable. When a user is using CD software the CD-ROM player is being accessed almost continually. Therefore, if it was on a network, whenever more than one person tried to access information, there could be a queue. The waiting time would defeat the purpose of the quick access of CD-ROM. Furthermore, networking software and networking charges to the software company would prove very costly.

However, it would be suitable to place a CD-ROM on an existing network so that one user could access the CD software at a time from any workstation while other users carried on with other software.

It is not possible to run a CD-ROM network using the networking software used for OASIS Library. However, if the computer used for the CD-ROM system is compatible as an OASIS workstation, by adding a suitable networking card, the computer will become more versatile in the library - subject to demand.

During times when the CD-ROM is not being used, the machine may act as an additional Enquiry terminal for OASIS. Who knows, it may be possible in the future to set up your CD-ROM computer as an Enquiry terminal at the same time, with a DOS menu to select either CD-ROM software or OASIS Library.

Also, as the hard drive on the OASIS Library fileserver is totally dedicated to OASIS Library the hard drive on the computer used for the CD may be used for storing various programs and data unrelated to OASIS or CD-ROM. Similarly, the buyer may choose to obtain a more expensive 386SX computer to add to the versatility of use. This machine, although faster than a 286 machine, will not operate the CD-ROM any faster, but will successfully operate the new 'Windows' MS-DOS software.

Software priorities

One of the most important steps to take before purchasing software is to clearly identify priorities for using CD-ROM in the library - Why, What, When and Who. There are problems such as satisfying the information needs of the school population with only one CD-ROM system.

For the maximum number of users to access the CD-ROM unit, therefore, information should be able to be retrieved in an efficient way. This may include downloading large amounts of data quickly onto floppy disk to use on wordprocessing software on another computer or printing to paper small amounts of information. It is difficult to justify purchasing CD software that requires single users to tie up such a valuable resource for long periods at a time.

CD-ROM software companies and software suppliers are obviously in the business of selling software and are in a very competitive market. Therefore, software demonstrations are often geared to display the most spectacular and entertaining features of the product in a relatively short period of time. It is possible to spend hours exploring the various features of some software packages. Unfortunately, the exciting, spectacular and entertaining nature of some software packages may overshadow other priorities such as ease and speed of information access and suitability of information content especially in relation to the NSW curriculum emphases. The reviews of CD-ROM software on page 68 of this issue of *scan* will help you make the best decision for your school.

Be informed

The decision to buy a CD-ROM system is relatively easy. The purchase and setting up process is a little more difficult. As at November 1990, a complete system, including printer should cost around \$4,000. In addition software may range from \$100 to \$1000. Reliable specialists in CD-ROM market do exist and it is essential, when buying, to be selective and informed. Ensure inexpensive back-up support is available for both hardware and software. Seek at least 2 opinions from suppliers when asking technical questions. Speak to someone who has been through the process. Get as much 'hands on' experience as possible and be wary of anyone who says 'No problems!' ♦

Contributions to *scan*

scan offers you an opportunity to share your opinions, ideas, experiences or position on major or minor issues within its brief to support 'the effective use of resources and information services in the school curriculum'.

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

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

Address all correspondence and contributions to:

The Editor, *scan*
Curriculum and Educational Programs Directorate
Private Bag 3
Ryde 2112

△ ASCIS subject headings list update

Changes and additions to December 1990

Ann Parry is Leader, Curriculum Resources Information Team.

The following summary is provided to assist teacher-librarians who are using the printed version of ASHL 2nd ed. Those who are using the microfiche ASCIS Subject Authority or the online subject file may find the summary useful too as a guide to potential trouble spots in inhouse authority files as a consequence of loading recent ASCIS catalogue records.

The ASHL 2nd ed. was published at the end of 1989. Since then ASCIS cataloguers have implemented several changes. This is as it should be. No subject headings list is immutable and if ASCIS cataloguing services are to continue to meet the needs of schools then subject headings, reference structures and subject cataloguing practices must be constantly reviewed and amended or extended as necessary to correct errors and accommodate shifts in the language and literature of relevant fields.

The summary is deliberately succinct. Space does not allow all references to be printed out in full. Users of this summary who wish to annotate their copies of ASHL fully by noting all references will need to create all the appropriate references and tracings. For example, the summary includes an entry for the new heading FAMILY VIOLENCE which will generate 3 references and 2 tracings, as shown in the box opposite.

The changes and additions which follow are grouped into 4 categories:

- 1 Simple changes and deletions
- 2 New headings to replace references
- 3 New headings
- 4 Additional references to existing headings.

1. Simple changes and deletions

ANIMALS
[Delete See also DOLPHINS]

Antarctic region
[Change region to plural]

ANTARCTICA
[Change x Antarctic region to plural
Delete xx POLAR REGIONS]

DOLPHINS [Replacement entry]
See also PORPOISES
xx MAMMALS
xx PORPOISES

POETS
[Add to entry]
(May subdiv. geog. adjectival form)

POLAR REGIONS
[Delete whole entry and remove related references. Polar regions becomes a nonpreferred term and the formerly nonpreferred Arctic regions becomes the new heading. See 2 below]

POP SCENE
[Delete whole entry and remove related references. Pop scene becomes a nonpreferred term and the formerly nonpreferred Popular culture becomes the new heading. See 2 below]

New entry

FAMILY VIOLENCE
See also CHILD ABUSE; WIFE ABUSE
x Domestic violence
xx CRIMES AGAINST THE PERSON;
VIOLENCE AND NON-VIOLENCE

Consequent references

Domestic violence
See FAMILY VIOLENCE

CRIMES AGAINST THE PERSON
See also FAMILY VIOLENCE

VIOLENCE AND NON-VIOLENCE
See also FAMILY VIOLENCE

Consequent tracings

CHILD ABUSE
xx FAMILY VIOLENCE

WIFE ABUSE
xx FAMILY VIOLENCE

PROBLEM SOLVING

[Add to entry]

Use for general works about, or consisting of, activities which develop independent creative and complex thinking and learning skills in students.

See also LOGIC

xx LOGIC

WORLD WAR, 1939-1945 - CHILDREN

[Delete xx WORLD WAR, 1939-1945 - EVACUATION OF CIVILIANS]

2. New headings to replace references**ARCTIC REGIONS**

x Arctic Circle; North Pole; Polar regions

xx REGIONAL GEOGRAPHY

BIOTECHNOLOGY

Use for works on the application of living organisms or their biological systems or processes to the manufacture of useful products

See also BIOCHEMISTRY; BIONICS; GENETIC ENGINEERING; MICROBIOLOGY

xx BIOCHEMISTRY; BIONICS; GENETIC ENGINEERING; MICROBIOLOGY

POPULAR CULTURE

Use for works on the culture associated with literature, art, music, motion pictures, etc. produced for the mass audience

3. New headings**DRUGS AND SPORT**

Use for works on the use of drugs to affect sporting performance. For works on the use of drugs to treat sporting injuries use SPORTS MEDICINE

See also DRUG ABUSE; SPORTS MEDICINE; STIMULANTS

x Doping in sports

xx DRUG ABUSE; SPORTS MEDICINE; STIMULANTS

EDUCATIONAL CERTIFICATES

Use for general works on the requirements and procedures for granting certificates of educational competency. Works on courses relating to a specific subject, are entered under the subject with the subdivision CURRICULUMS

See also names of particular educational certificates, e.g. VICTORIAN CERTIFICATE OF EDUCATION

WORLD WAR, 1939-1945 - EVACUATION OF CIVILIANS

[Delete both See also references]

WORLD WAR, 1939-1945 - REFUGEES

[Delete xx WORLD WAR, 1939-1945 - EVACUATION OF CIVILIANS]

YUGOSLAV LITERATURE

[Change Scope note]

Use for Yugoslav literatures with the exception of MACEDONIAN LITERATURE

See also RECREATION

x Culture, Popular; Mass culture; Pop culture; Pop scene

xx CIVILISATION; COMMUNICATION; MASS MEDIA; RECREATION; SOCIAL LIFE AND CUSTOMS

PORPOISES

Use for works on the genus Porpoises.

See also DOLPHINS

xx DOLPHINS

xx MAMMALS

RESUSCITATION

See also ARTIFICIAL RESPIRATION

x Cardiac resuscitation; Cardiopulmonary resuscitation; CPR; Heart resuscitation

xx FIRST AID

See also names of branches of study with the subdivision EXAMINATIONS, QUESTIONS, ETC., e.g. MATHEMATICS - EXAMINATIONS, QUESTIONS, ETC.

See also EDUCATIONAL TESTS AND MEASUREMENTS; GRADING AND MARKING (STUDENTS); MATHEMATICS - EXAMINATIONS, QUESTIONS, ETC.; VICTORIAN CERTIFICATE OF EDUCATION

x Certificates, Educational; Certificates, School and College; College and school certificates; School and college certificates

xx EDUCATION; EDUCATIONAL TESTS AND MEASUREMENTS; GRADING AND MARKING (STUDENTS)

EDUCATIONAL EXCHANGES

Use for works dealing with exchanges of educational personnel (students, educators, research scholars, specialists, etc.), supplies and materials

See also STUDENT EXCHANGES; TEACHER EXCHANGES

x Exchanges, Educational; International educational exchange; International exchange of students; International exchange of teachers

xx EDUCATION

FAMILY VIOLENCE

See also CHILD ABUSE; WIFE ABUSE

x Domestic violence

xx CRIMES AGAINST THE PERSON; VIOLENCE AND NON-VIOLENCE

SKILL DEVELOPMENT

Use for general works on the development of complex techniques through practice, particularly in an educational context

See also names of individual skills and classes of

skills, e.g. HANDWRITING; LIFE SKILLS

See also HANDWRITING; INFORMATION SKILLS; LIFE SKILLS; PSYCHOMOTOR SKILLS; READING SKILLS; STUDY METHODS; WORD STUDY SKILLS

x Basics (Education); Functional competency; Learning skills; Process education; Skills; Skills, Learning; Skills, Study; Study skills

xx EDUCATION

STUDENT EXCHANGES

x Exchange of students; International exchange of students; Students, Exchange of

xx EDUCATIONAL EXCHANGES; STUDENTS

TEACHER EXCHANGES

x Exchange of teachers; International exchange of teachers; Teachers, Exchange of

xx EDUCATIONAL EXCHANGES; TEACHERS

VICTORIAN CERTIFICATE OF EDUCATION

xx EDUCATIONAL CERTIFICATES

4. Additional references to existing headings**AGED - CARE AND HEALTH**

x Respite care

CHILD ABUSE

xx CRIMES AGAINST THE PERSON

EDITING

x Proof-reading; Proofreading

ELECTRONIC MAIL SYSTEMS

x E-mail

GREENHOUSE EFFECT

x Ozone layer, Depletion of

HANDICAPPED - CARE AND HEALTH

x Respite care

HOUSE BUYING

x Conveyancing

POISONS

x Toxic waste; Waste, Toxic

PRINTING

x Proof-reading; Proofreading

REAL ESTATE

x Conveyancing

RETRAINING PROGRAMS

xx EMPLOYMENT

SCHOOL PRINCIPALS

x Principals, School

SICK PERSONS - CARE AND HEALTH

x Respite care

STUDY METHODS

x Homework

TEACHING METHODS

x Cooperative planning and teaching; Cooperative program planning and teaching; Cooperative programs, Planning and teaching; CPPT; CPT

TERMINAL CARE

x Respite care

VOCATIONAL EDUCATION

x Employment skills

WASTE PRODUCTS

x Toxic waste; Waste, Toxic

■ Science for life years 11-12

Science for life years 11-12 is a 2 unit, integrated course of study which emphasises the relationships that exist between science, technology and society. It is designed to develop scientific literacy.

The course assumes that increased motivation from the interest, enjoyment and challenge of studying situations that involve science, rather than the science itself, will promote effective learning. For many students, investigating and interacting with people, the environment and equipment is more effective than learning abstractions. Language plays an important part in formulating and expressing scientific ideas, and thus is an integral part of the course. Students studying Science for life will be involved in practical investigation, research, reporting, discussion and writing. The course emphasises scientific issues and processes rather than the memorisation of specific content.

The course is organised into modules which fall into 3 broad areas. *People, work and leisure* focuses on the application of science and technology to work and leisure and includes modules on fashion and science, horticulture, human body, science fiction, science of toys and sports science. *People and the environment* emphasises the interrelationships among people, their culture and the biophysical surroundings, the effects of these interrelationships. Modules include disasters, managing natural resources and marine or river studies. *People and technology* uses modules on biotechnology, communication, consumer science and space science to investigate the impact of the interactions between science, technology and society in students' lives.

Coordination with other learning areas such as social sciences and mathematics is recommended. Teacher-librarians have an important role to play in the provision and use of resource material; careers advisers should be consulted in relation to the science used in various occupations.

Resources to support Science for life years 11-12 were collected by Ann Burke (Homebush Boys HS) and were reviewed by Sharon Ford (Burwood Girls HS), Ann Nielsen (Curriculum and Educational Programs Directorate), Margaret Watts (Endeavour HS) and Glenn Yates (Rooty Hill HS). The resources are listed alphabetically by title within the broad subject areas noted above.

People, work and leisure

LEVIS, Don **Australian guide to good toys: educational toys for children from birth to twelve years.** Hampden, 1987
ISBN 0-9587861-00 [649]

As long as the student is prepared to look for the information, this would be a valuable book for the science of toys module. The book examines the play and toys of the developing child from infancy to adolescence. Also included is a section on the exceptional child. The language is suitable and the amount of detail will enable students to find the information they need. Part III, organising for play and toys, is very useful as a reference and the toy safety section is directly relevant to the focus idea on safety. Poorer students will find the wealth of detail overwhelming. A. Nielsen
LEV: Upper secondary
AVAIL: Paper \$22.95 ASCIS 448636

A supplement is available:
LEVIS, Don **Australian guide to good toys: toys and games for children from birth to twelve years.** Hampden, 1989
ISBN 0-9587861-35 ASCIS 484963

EINON, Dorothy **Creative play: play with a purpose from birth to ten years.** Penguin, 1986
ISBN 0-14-007489-9 [649]

The difficulty of the language in this book restricts its use somewhat, but since it relates specifically to the focus idea 1 in the Science for life syllabus, it would be useful as a parent/teacher reference, or as a reference for students who are literate to a high level. The book provides a highly detailed study of how children use play at different developmental stages; a wide variety of toys and activities is discussed. G. Yates
AUD: Parents Professional
AVAIL: Paper \$20.99 ASCIS 231086

The day of the Triffids. [videocassette] 94 min.

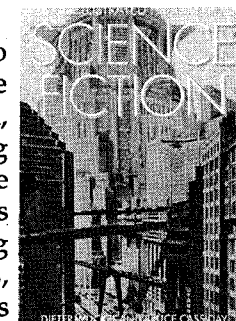
Once past the introduction, this video is very gripping; it offers a different type of science fiction story and although there are few special effects, the story is good. S. Ford
LEV: Middle secondary Upper secondary
AVAIL: NSW Dept of School Education Video Library

WALSH, Prue **Early childhood playgrounds: planning an outside learning environment.** Martin Educational, 1988
ISBN 0-949133-23-X [796.06]

This book focuses on designing playgrounds to satisfy the developmental needs of children, recognising children's play as well as their general physical needs, and considering safety aspects. There are many interesting ideas and the book provides useful background reading for teachers or for students interested in a project on the science of toys. M. Watts
LEV: Upper secondary
AVAIL: Paper \$20.95 ASCIS 435663

WUCKEL, Dieter **The illustrated history of science fiction.** Ungar, 1989 (Ungar writers' recognitions series)
ISBN 0-8044-2984-7 [809.3]

A German text translated into English, this book traces the development of science fiction, and provides an interesting background resource for science fiction ideas used in the past. It is very readable, contains interesting black-and-white photographs, and valuable background notes on famous science fiction writers. G. Yates
LEV: Middle secondary Upper secondary
AVAIL: \$24.95 ASCIS 643797



JEFFREE, Dorothy M. **Let me play.** Souvenir, 1985 (Human horizons)
ISBN 0-285-65016-5 [371.91]

Written essentially for parents, this would be an excellent resource for teachers or for Science for life students who are doing their student project based on the module, toys. The book describes how play changes with age; it provides a detailed guide to help parents encourage play; and it outlines the importance of play in a child's development. S. Ford
LEV: Upper secondary
AVAIL: Paper \$16.95 ASCIS 449829

GUNN, James **The new encyclopedia of science fiction.** Viking Penguin, 1988 (A Promised land production)
ISBN 0-670-81041-X [809.3]

The volume contains information in 3 general categories: author entries (writers, illustrators, actors, directors); film titles; and essays that outline themes and historical developments. The essays cover a wide range of topics including alien worlds, catastrophes,

machines, scientists as authors, time travel and utopias. It would provide a very good teacher's resource especially for those with little science fiction background. S. Ford
AUD: Professional
AVAIL: \$44.95 ASCIS 642544

Robots for Australia. [videocassette] 5 minutes

The use of robot technology in Australian industry is investigated in this short video. The realistic evaluation of what robots can currently do provides a good contrast with science fiction novels and films. S. Ford
LEV: Middle secondary Upper secondary
AVAIL: NSW Dept of School Education Video Library

KENNEDY, DayAnn M. **Science & technology in fact and fiction: a guide to children's books.** Bowker, 1990
ISBN 0-8352-2708-1 [016.5] ASCIS 642034

KENNEDY, DayAnn M. **Science & technology in fact and fiction: a guide to young adult books.** Bowker, 1990
ISBN 0-8352-2710-3 [016.5] ASCIS 641975

The detailed summaries and evaluations in these volumes give readers a clear insight into the nature and value of each of the hundreds of books listed. The books are listed under science and technology (fiction and non-fiction in each) followed by the indexes which include suggested reading, author, title, illustrator, subject and readability. These are excellent resources for selecting appropriate reading material, keeping in mind that they are American publications. M. Watts
AUD: Professional
AVAIL: \$65.00

JOHNSON, Ian **Science through the looking glass.** [sound recording] Australian Broadcasting Corporation, 1990 [809.3]

Broadcast on the ABC Science Show, these 4 audio cassettes provide a thorough and insightful examination of science fiction. Tape 1 uses 4 novels from different periods in history to show how science fiction is firmly rooted in contemporary science. Tape 2 asks 'who reads and writes science fiction?' Tape 3 surveys the image of the scientist as projected through science fiction while tape 4 asks 'what does science fiction tell us about the society we live in?' Dramatised readings of the literature under consideration and interviews with authors provide variety and interest. The roles of women, particularly as writers of science fiction, are highlighted. A. Nielsen
LEV: Middle secondary Upper secondary
AVAIL: \$44.00 ABC Radio Tapes PO Box 444 Crows Nest 2067 ASCIS 654095

ARNOLD, R.B. **Sport.** Thornes, 1988 (Extending science)
ISBN 0-85950-671-1 [612]

A very good reference for the module, science of sport, this publication specifically relates science concepts (for example, impulse, momentum) to different sports. The questions relating to different concepts are very useful. Unfortunately, there is a dearth of female role models. G. Yates
LEV: Middle secondary Upper secondary
AVAIL: Paper \$11.25 ASCIS 467834

Towards 2000 robots. [videocassette] 30 min.

Although this is a little out of date, it is a good introduction to the use of robots in modern times. The use of robots and computers in the home and in industry (including car manufacture) illustrates some of the ways in which robots have released people from many routine tasks. G. Yates
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: NSW Dept of School Education Video Library

FISHER, John J. **Toys to grow with: hundreds of play ideas for babies and toddlers.** Collins, 1988
ISBN 0-00-412387-5 [649]

Any Science for life student considering a project on toys would find this a very useful resource, which contains play ideas for the developing child and full instructions for the making of a variety of toys, play ideas, language stimulants. Toys and activities are matched with the developmental stage of the child, and safety is a constant consideration. J. Watts
LEV: Upper secondary
AVAIL: Paper \$17.95
EVAL: Highly recommended ASCIS 444140

ESDAILE, Susan **Toys to make.** Viking O'Neil, 1987
ISBN 0-670-90011-7 [745.592]

Primarily comprised of the instructions for making 63 different toys, this book also has some good information on play and the levels of development. It would be useful for part of the module, science of toys, relating to children's development and making toys, especially for those students choosing to do their project in this area. The usefulness of each toy is discussed, instructions for making them are clear and the materials used are inexpensive, often recycled materials. S. Ford
LEV: Upper secondary
AVAIL: Paper \$17.95 ASCIS 393863

The Veldt [videocassette] 24 minutes

Challenging, interesting and thought-provoking, this science fiction video takes a look at family life in the future and child rearing by computers and/or robots. It examines a range of computer-controlled household appliances and fixtures and looks at the problem of an excess of leisure time. G. Yates
LEV: Upper secondary
AVAIL: NSW Dept of School Education Video Library
EVAL: Highly recommended

The visitor. [videocassette] 22 minutes

A quarantine planet in the 21st century is visited by a person with telepathic powers. This video, as well as being entertaining has a thought-provoking theme; the parallel with leper colonies and AIDS is apparent. As stimulus material, the video would be a useful start to the scripting of student stories. S. Ford
LEV: Upper secondary
AVAIL: NSW Dept of School Education Video Library

People and the environment

HARE, Tony **Acid rain.** Gloucester, 1990 (Save our earth)
ISBN 0-7496-0198-1 [363.7]

The perspective of this book is global; Australia has little or no acid rain but it is useful for students to be aware of the possibilities if we do not take measures to prevent it. The chemistry is explained with very simple text and with diagrams. Information is set out clearly in small sections under large sub-headings. Fact files and the glossary are easy to understand. A. Nielsen
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95
EVAL: Highly recommended ASCIS 647050

RAMSDEN, E.N. **Air.** Thornes, 1983
ISBN 0-85950-388-7 [551.5]

Our dependence upon clean air is the focus of this book. The British/European perspective is a minus, but the simple language, which nonetheless does not sacrifice technical terms, and the many experiments and activities make it a useful resource. The examples of air pollution are practical and topical and the treatment of the subject is comprehensive. M. Watts
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$11.25
EVAL: Highly recommended ASCIS 161381

BECKLAKE, John **The climate crisis: greenhouse effect and ozone layer.** Watts, 1989 (Issues)
ISBN 0-86313-946-9 [363.7]

As well as being useful for junior science, this book would be appropriate for part of the disasters, and managing natural resources modules. Simple language and attractive, complementary photographs and diagrams make it very useful for less confident readers. S. Ford
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$17.95 ASCIS 490234

A consumer's guide to safer pest control. Total Environment Centre, 1988 [632]

Although only a pamphlet, this easy-to-read sheet contains a wealth of information in areas including types of pesticides, their hazards, ecology rating, persistence; as well as low hazard means of pest control. S. Ford
LEV: Middle secondary Upper secondary
AVAIL: Pamphlet \$2.00 Total Environment Centre
18 Argyle St The Rocks 2000 ASCIS 647103

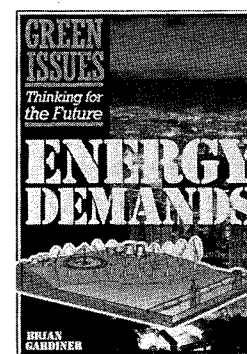
SEIDENBERG, Steven **Ecology and conservation.** Belitha, 1990 (Belitha information library)
ISBN 1-85561-010-8 [574.5]

Suitable for the modules, natural resources and, very marginally, marine/river studies, this book examines food chains, water cycle, pollution, soil erosion and atmospheric gases all in the context of this planet's uniqueness in its ability to support life. There is sufficient detail and range of information which is well supported by colour photographs, illustrations and diagrams, and a useful glossary. S. Ford
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 646271

McKIBBEN, Bill **The end of nature.** Penguin, 1990
ISBN 0-14-01230607 [363.7]

The adult language level of this book makes it suitable either as background reading for teachers or for outstanding students. It has some relevance for the modules: disasters; human body; managing natural resources. The information on environmental issues, past, present and near future, is detailed and social issues are discussed in a scientific context, although the language is emotive. M. Watts
AUD: Parents Professional
AVAIL: Paper \$12.95 ASCIS 642477

GARDINER, Brian **Energy demands.** Gloucester, 1990 (Green issues)
ISBN 0-7496-0122-1 [333.79]



Simple but technically correct language, well illustrated by colour photographs and diagrams, is used in this resource to discuss the world's energy needs, fossil fuels, the greenhouse effect, sustainable fuels, energy and the future. The treatment of alternative energy resources is particularly good. M. Watts

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$18.95
EVAL: Highly recommended ASCIS 626202

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

This is a simple book which will provide a good grounding for this focus idea. It includes a broad list of chemicals and the effects of exposure to them. The text is easy to read and the glossary provides an explanation of many terms that the students will encounter. G. Yates
LEV: Middle secondary Upper secondary
AVAIL: \$17.95 ASCIS 407410

JOHNSTONE, Hugh **Facts on nuclear waste and radioactivity.** Gloucester, 1990 (Facts on)
ISBN 0-7496-0123-X [621.48]

Nuclear radiation, power and medicine, waste, dangers and risks and safety measures are dealt with in this book which could be used for the disasters module as well as for junior science. S. Ford
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 627198

TAYLOR, Ron **Facts on pesticides and fertilizers in farming.** Gloucester, 1990 (Facts on)
ISBN 0-7496-0126-4 [632]

This very valuable subject matter is presented in a way that makes it accessible to all students. Small sections of text on each page are interspersed with abundant photographs and diagrams. Both sides of the arguments are presented. A. Nielsen
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95
EVAL: Highly recommended ASCIS 631511

LAMBERT, Mark **Farming and the environment.** Wayland, 1990 (Conserving our world) ISBN 1-85210-828-2 [338.1]

Although its usefulness is reduced by the fact that the Australian situation is not discussed, this is an interesting and well-written book. It briefly looks at the history of farming and then examines the effects of poor farming practices and uses of pesticides, the effects of farming on wildlife, farming and food, farming and the future. The language is simple, and colour photographs and diagrams are excellent. A reading list, glossary and useful addresses are included.

M. Watts
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 639959

DUFTY, Helen **Greenhouse alert! a learner's handbook.** Dellasta, 1989 ISBN 0-947138-18-8 [363.7]

The modules, human body and managing natural resources, possibly even disasters, are well served in this excellent book which examines the causes, effects and possible solutions to the greenhouse effect. The information, which is presented in a very readable way, is up-to-date and complemented by useful diagrams. Reproducible masters are included. G. Yates
LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95
EVAL: Highly recommended ASCIS 487982

The greenhouse effect. [videocassette] 15 minutes

Its failure to address the actual effects of global warming is a weakness which is, however, compensated to some degree by the colourful, interesting and accurate presentation, and the high Australian content.

G. Yates
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: NSW Dept of School Education Video Library

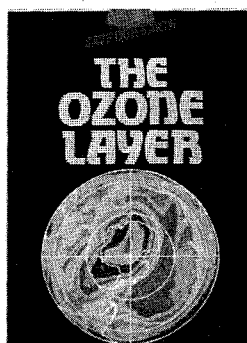
GRIBBIN, John **The hole in the sky: man's threat to the ozone layer.** Transworld, 1988 (Corgi books) ISBN 0-552-99329-8 [363.7]

This book offers a detailed discussion of the ozone layer and the problems associated with its disappearance. Its structure; complex language; technical treatment; and density of text (no illustrations) make it useful as background reading for teachers or for exceptional students. M. Watts
AUD: Parents Professional
AVAIL: Paper \$12.95 ASCIS 432823

LEE, R.E. **Nuclear power.** Thornes, 1986 ISBN 0-85950-554-5 [333.79]

This is a good starting point for student reading on nuclear energy. Unfortunately the perspective is British but the presentation of the uses of nuclear energy is fairly balanced. The clear diagrams assist the researcher and enhance the readable text. G. Yates
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$11.25 ASCIS 380609

HARE, Tony **The ozone layer.** Gloucester, 1990 (Save our earth) ISBN 0-7496-0090-X [363.7]



The simple language in this book will assist poorer readers wanting to investigate where the hole in the ozone layer came from, what could happen and what is being done about it. Other concepts such as solar radiation, food webs, the atmosphere, ozone eaters, where ozone eaters come from and alternatives are also introduced.

Attractive diagrams and photographs aid the reader. It is also a useful resource in the study of the management of natural resources, disasters, and consumer science. S. Ford
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$17.06 ASCIS 626135

EGERTON, Louise **Planet habits.** Reed, 1990 ISBN 0-7301-0308-0 [333.7]

The format of this publication, which contains numerous short articles on many and various environmental issues, implies that coverage will be fairly superficial. This however does not obviate its usefulness as a resource generally as well as for specific areas of the Science for life syllabus. A. Nielsen
LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 ASCIS 640542

BECKLAKE, John **The population explosion.** Gloucester, 1990 (Green issues) ISBN 0-7496-0121-3 [304.6]

Although this book lacks depth in its examination of population growth and density, it is easy to read, and the sections on population and associated pollution problems are particularly worthwhile. It is also up-to-date and the comparison charts are useful. G. Yates
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 626194

BAINES, John **Protecting the oceans.** Wayland, 1990 (Conserving our world) ISBN 1-85210-827-4 [333.91]

Because it covers issues dealt with in primary and junior secondary science as well as aspects of Science for life, this would be a useful acquisition for the library. It describes the physical and biological features of oceans and the impact of human activities upon them. As befits the simplicity of the language, the topic is dealt with fairly superficially but there is a useful list of further readings. Discussion issues are presented and many case studies are included. M. Watts
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 639963

HARE, Tony **Rainforest destruction.** Gloucester, 1990 (Save our earth) ISBN 0-7496-0199-X [333.75]

Superficially covering a small section of large topics, this book defines and describes rainforests, their uses, people of the rainforest and the problems of deforestation. The language is simple but appropriately technical and well complemented by an abundance of colour photographs and diagrams. M. Watts
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 647048

People and technology

TEASDALE, Jim **Biotechnology.** Thornes, 1987 (Extending science) ISBN 0-85950-555-3 [660]

A spot-on resource for the biotechnology module of the Science for life course, this softcover book examines the areas of the history of biotechnology, including wine and cheese; genetic engineering; and industrial techniques with food such as bread, vinegar, cheese, beer; and with fuels and water treatment. It provides good diagrams, a variety of student activities, and sufficient detail whilst remaining readable, making this a useful resource. S. Ford
LEV: Middle secondary Upper secondary
AVAIL: Paper \$15.05
EVAL: Highly recommended ASCIS 437277

KATZ, Jonathan **Biotechnology in focus.** Watts, 1990 (In focus books) ISBN 0-7496-0325-9 [660]

A good range of industrial and medicinal uses of biotechnology is outlined in this book. The language is at an appropriate level and is supported by an

abundance of useful photographs, diagrams and illustrations. G. Yates
LEV: Middle secondary Upper secondary
AVAIL: \$19.95
EVAL: Highly recommended ASCIS 647073

FURNISS, Tim **The exploitation of space.** Wayland, 1989 (World issues) ISBN 1-85210-608-5 [523]

Although this book covers only part of the module, space science, the appropriateness of the language and the information, coupled with the good diagrams and photographs, make it a useful resource. Topics covered include satellites, space research (costs and benefits), space debris and the military use of space. S. Ford
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 600027

RAMSDEN, E.N. **Food.** Thornes, 1989 (Extending science) ISBN 0-85950-820-X [641.3]

A wide variety of issues is covered: food groups; balanced diets; food spoilage and preservations; the actions of microbes; food distribution throughout the world; labels and additives. The detail is sufficient for the purpose, the language level is acceptable and plenty of student activities are included. S. Ford
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$11.25 ASCIS 606461

LORD, Barbara **The green cleaner: how to clean nearly everything environmentally safe.** Schwartz & Wilkinson, 1989 ISBN 1-86344-006-2 [648]

Useful in the area of consumer science, this book offers alternatives to modern cleaning compounds. Invitingly presented, it provides some very good ideas for non-polluting cleaning agents. G. Yates
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$7.95 ASCIS 623972

ELKINGTON, John **The green consumer guide.** Penguin, 1989 ISBN 0-14-02947-2 [640.73]

The wide and detailed coverage of consumer issues leaves readers to make decisions. The book would be useful for introducing debate and discussion of issues which are not easily resolved. The adult-level language and the lack of illustrations may prove a problem for

low ability students. M. Watts
 LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.99 ASCIS 603711

FURNISS, Tim **Our future in space**. Wayland, 1985
 ISBN 0-85078-504-9 [629.4]

As a resource for sections of the module, space science, this book would prove useful. It covers the design, control and functions of satellites and gives examples of benefits, including space stations. The language level is easy and there are plenty of good colour photographs and diagrams. Topics are not examined in depth but a reading list is included. M. Watts
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$18.95 ASCIS 196825

BARRETT, Norman **The picture world of rockets and satellites**. Watts, 1990 (Picture world)
 ISBN 0-7496-0305-4 [629.4]

When used as a supplementary resource, this would be suitable for less able Science for life students. Not only is the language simple and well complemented by good clear photographs, new words are introduced with explanations and acronyms. The corollary of the simplicity is a lack of depth. A. Nielsen
 LEV: Middle primary Upper primary Lower secondary Middle secondary
 AVAIL: \$17.95 ASCIS 646833

APFEL, Nacia H. **Space law**. Watts, 1988 (A First book)
 ISBN 0-531-10599-7 [341.4]

The readability of this book is not diminished by its detail, which deals with the historical aspects of law and land; the place of earth in the solar system and galaxy, including space treaties; geostationary satellites; uses of outer space; star wars; and space weaponry. Its relevance to the Science for life syllabus is marginal: it contains several sections that are applicable to parts of the syllabus, although from a different angle. It would be worthwhile for brighter students or those who are interested in extension, or for those who could use it for a project. A. Nielsen
 LEV: Middle secondary Upper secondary
 AVAIL: \$15.95 ASCIS 448705

WRIGHT, Pearce **The space race**. Watts, 1986
 ISBN 0-86313-388-2 [629.4]

Space programs, space agencies, surveillance, spying, military and commercial use of space are all examined in this book. Although it covers only about half of the module, space science, the appropriate level of information and language and good photographs make

it a satisfactory resource. S. Ford
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$15.95 ASCIS 384041

GRAHAM, Ian **Space shuttles**. Gloucester, 1989 (How it works)
 ISBN 0-86313-937-X [629.44]

Although relevant for only part of the module, space science, this book is particularly appropriate in language and level for focus ideas 1 & 2; the text is well supported by excellent photographs and diagrams. S. Ford
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$17.95 ASCIS 478961

APFEL, Nacia H. **Space station**. Watts, 1987 (First books)
 ISBN 0-531-10394-3 [629.4]

The basic science of rocketry (Newton's 3rd law) and escape velocity; information on living in space; and space exploration from early speculation and science fiction to manned space flights and space stations are all examined in this book. The language level is appropriate as is the level of scientific detail. Less appealing is the format which, with the solely black-and-white photographs, resembles a textbook. S. Ford
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$15.95 ASCIS 434281

MORRISON, Rob **Space technology**. Jacaranda, 1990 (Jacaranda young inquirers)
 ISBN 0-7016-2693-3 [629.4]

This slender volume would provide a good starting point for the module, space science. As well, there is specific content for focus ideas 1, 3 and 4. The bibliography is useful. G. Yates
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$5.95 ASCIS 648064

Space travel. [videocassette] 32 minutes

The development of the rocket engine and the science behind space flights are the 2 areas with which this video deals. The actual footage of early rocket research, the exceptional shots of rocket launches, and the footage of living in zero gravity are of great value which is further enhanced by the Australian narration. G. Yates
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: NSW Dept of School Education Video Library
 EVAL: Highly recommended ♦

■ Crackerjacks

The following resources have been assessed as highly recommended during the past 2 years. Because they have been the subject of another article (see 'On the Shortlist' scan vol 9 no 3 pp 11-17 June 1990), books shortlisted for the Children's Book Council 1990 Book of the Year Awards have not been included.

DUDER, Tessa Alex. Penguin, 1989 (Plus)
 ISBN 0-14-034056-4

Talented, individualistic Alex is engaged in fierce competition with mother-dominated Maggie for selection in the New Zealand Olympic Games swimming team. The competition, coupled with a heavy school schedule is taking its toll when real tragedy overtakes her, leaving her totally bereft. Although Tessa Duder does succumb a little to sentimentality, overall the novel is powerfully written and addresses issues which are important to teenagers. Winner of the 1988 New Zealand Storybook of the Year. F. Gardiner
 LEV: Middle secondary Upper secondary
 AVAIL: Paper \$6.99 ASCIS 486324

A highly recommended sequel is also available:
 DUDER, Tessa Alex **in Winter**. Oxford University Press, 1989
 ISBN 0-19-558207-1 ASCIS 631508

CARROLL, Lewis **Alice's adventures in Wonderland**. MacRae, 1988
 ISBN 0862033241

Carroll's classic is beautifully presented in this large-format volume. Alice's experiences in Wonderland provide a perfect vehicle for Anthony Browne's detailed and surreal illustrations. The familiar motifs and visual puns of his work add a fresh and lively dimension to Carroll's text. Full-colour plates in each chapter focus on the characters at dramatic moments, while smaller illustrations convey further detail. Browne's Alice displays intelligence and spirit. His multi-layered work offers readers joyful illustrations to pore over which well match the imaginative nature of this classic text. J. Buckley
 LEV: Upper primary Lower secondary
 AVAIL: \$29.95 ASCIS 438023

BROWNE, Anthony **A beary-y tale**. Hamilton, 1989
 ISBN 0-2411-2805-6

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 ASCIS 607987

WESTALL, Robert **Blitzcat**. Scholastic, 1989 (Scholastic hardcover)
 ISBN 0-5904-2770-9

Lord Gort, an erroneously named female cat, enriches the lives of many people suffering the tragedy of World War II in England. Robert Westall has created a memorable, brilliantly-crafted story highlighting the subtle strengths, frailties and foibles humans often don't suspect they have. The tenacious cat journeys towards the master, whose presence she can sense, leaving a legacy of hope, fulfilment and satisfaction to many whose paths she crosses. A powerful portrayal of embattled England, well-defined characters, and touches of wry humour, alleviating the darkness of the times, combine to make this novel outstanding. B. Mitchell
 LEV: Lower secondary Middle secondary
 AVAIL: \$24.95 ASCIS 631543

WESTALL, Robert **Echoes of war**. Viking Kestrel, 1989
 ISBN 0-670-82896-3

Five stories give interesting perspectives on the effects World War II had on those in England. A modern teenager's thoughtlessness endangers an old war-hero; a 13-year-old explores off-limits coastline, making unexpected discoveries; a contemporary pilot experiences the horrors that sent war pilots insane; a maniacal anti-Nazi finds peace; an archaeologist explores the origin of his career in his grandfather's souvenirs. The stories are realistic, nostalgic, and suspenseful. Characters reflect the wide variety of good human traits that balance the atrocities war creates, but moralising is left for the reader. E. Beckett
 LEV: Middle secondary
 AVAIL: Paper \$12.99 ASCIS 607756

WIGNELL, Edel **Escape by deluge**. McVitty, 1989
 ISBN 0-949-18324-3

A bunyip has long been trapped in a drain below a building in inner Melbourne. It obsesses Shelley, recognising her as another creature at home in the water. Shelley is unable to concentrate either at home, school or swimming training. The novel spans a week in 1972, culminating with the torrential floods then experienced. Flashback chapters develop the history of the Yarra River from the viewpoint of Aboriginal people. This carefully structured and well balanced handling of Aboriginal mythology within an urban setting is absorbing and exciting. Exact historical and

geographical placement add to the underlying tension of this fantasy. J. Buckley
 LEV: Upper primary Lower secondary
 AVAIL: \$14.95 ASCIS 475511

MACLACHLAN, Patricia **The facts and fictions of Minna Pratt.** MacRae, 1989
 ISBN 0862034035

'Are all your stories lies?' asks Minna of her author mother. 'Some of them are and some of them are not. But they are all true.' Once again Patricia MacLachlan's light-as-thistledown touch has created an exquisite novel. She gives us prose that is refined to the purest simplicity, characters who are not only engagingly eccentric but who nourish each other with love and solicitude, and a story that is endearing but untinged by even a whiff of sentimentality. F. Gardiner
 LEV: Upper primary Lower secondary
 AVAIL: \$19.95 ASCIS 631625

MYERS, Walter Dean **Fallen angels.** Collins, 1990
 ISBN 0-00-184211-0

When Richie Perry joined the army at 17, it was to ensure he'd have money to keep his younger brother in school. Despite a bad knee, Perry is sent to Vietnam, something for which his previous life in Harlem is no preparation. This is a tough story of a brutal and senseless war. Strongly drawn characters, a pace which reflects the alternate boredom and intense action of the war and a well-developed sense of the soldiers' alienation from the real world are hallmarks of this prize-winning novel. Adult language and vivid descriptions of fighting and death are sensitively used and highly appropriate but could be disquieting for some readers. N. Kallenberger
 LEV: Middle secondary Upper secondary
 AVAIL: \$18.00 ASCIS 631226

KLEIN, Robin **The ghost in Abigail Terrace.** Omnibus, 1989
 ISBN 1-86291-014-6

Mr Claude is the ghost who had happily haunted Abigail Terrace for 50 years until a new noisy family moved in. His efforts to frighten them away are disastrous as he becomes tangled in their thoughts of tablecloths, shawls and blue denim mobiles and is consequently washed, drycleaned and worn. The gentle humour of the story builds to a satisfying, humorously inventive conclusion. Mr. Claude's distressing but humorous changes of form and his final triumph are marvellously captured in Margaret Power's bright realistic crayon illustrations in this truly delightful picture book. M. Ellis
 LEV: Lower primary Middle primary
 AVAIL: \$16.99 ASCIS 488419

GOULD, Deborah **Grandpa's slide show.** Viking Kestrel, 1989
 ISBN 0-670-82232-9

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 ASCIS 618304

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

Katherine feels that she is the odd one out when her family moves from the city to the country, prompted by a need for her father to enjoy a healthier, less stressful lifestyle. Attention focuses on Katherine's reactions and adjustments as she copes with a new school, the disintegration of previous friendships and a tentative boy-girl relationship. Gillian Barnett deftly handles her subjects, drawing well-developed characters, a warm atmosphere of supportive family life, a storyline with appeal and effective creation of reader empathy. Share Katherine's joys and pain as she contends with the challenges which arise. B. Mitchell
 LEV: Upper primary Lower secondary
 AVAIL: \$15.95 ASCIS 607573

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

Set in the 16th century, this story tells of 3 children who are members of a travelling theatre company, touring the Low Countries. Mercy and Hope are sisters, Mercy who relates the tale is the clever one whilst Hope is the one who forgets her acting lines and does not seem to realise when she is being teased. But it is Hope who takes a boy's lame parakeet and mysteriously heals it. Mercy attempts to make money out of Hope's gift, but what results overwhelms the children. The serene and vividly detailed watercolour illustrations complement this beautiful, enigmatic tale, where Hope's gift is neither understood nor explained. S. French
 LEV: Lower primary
 AVAIL: \$18.99 ASCIS 437410

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

Leila, wilful daughter of Sheik Tariq, holds the answer

to living with grief in this evocative picture book. Her beloved brother is lost in the desert, leaving the family to cope with their grief. Her father's decree, that no-one shall mention his name, proves impossible for Leila. This adaptation of a Bedouin story is simple and strong. The presence of the desert echoes through the pages. A simply-written yet poetic text, narrated in the past tense, works well with superbly designed colour illustrations. The placement of text within the softly hued artwork adds further interest to this beautifully cohesive, multi-layered work. J. Buckley
 LEV: Upper primary Lower secondary Middle secondary
 AVAIL: \$19.95 ASCIS 431084

SHEMIN, Margaretha **The little riders.** MacRae, 1988
 ISBN 0-86203-400-0

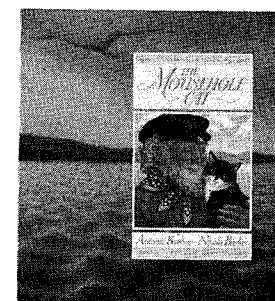
Eleven-year-old Johanna, holidaying with her grandparents is trapped in Holland when the Germans invade at the beginning of World War II. Hunger and cold seem small privations in comparison with the possible destruction of the ancient riders that signal the hours in the town clocktower. The essential humanity of individuals trapped in a uniform is explored when a German officer assists in the hiding of the riders. Occasional black-and-white drawings add to the power of this sensitively told story of the courage of ordinary people faced with the dangers and cruelties of war. M. Ellis
 LEV: Middle primary Upper primary
 AVAIL: \$17.95 ASCIS 468882

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

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

BARBER, Antonia **The Mousehole cat.** Walker, 1990
 ISBN 0-7445-0703-0

In the village of Mousehole lived a cat, Mowzer, with her pet, an old fisherman, named Tom. Their life together is filled with patchwork-cushioned rocking chairs and fresh fish for dinner, until the Great Storm-cat turns the sea into a



most unwelcoming place. Based on a Cornish legend, this tale is told with exquisite beauty: the language, whilst simple, is metaphoric and highly expressive; Nicola Bayley's illustrations, as well as complementing the text, are stunningly evocative works in their own right. These features, plus a most attractive format make this a very special book. F. Gardiner
 LEV: Lower primary Middle primary Upper primary
 AVAIL: \$19.95 ASCIS 641883

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

This is the story of 2 sisters, Manyra, beautiful but bad tempered and jealous, and Nyasha, also beautiful but kind, happy and unselfish. Both have the opportunity to be the one chosen to marry a great king, but must first make a journey to the city close by. Text and illustration have been beautifully integrated in this outstanding picture book. Rich, full-coloured, glowing illustrations fill every page and reflect both the lush vitality of Zimbabwe, where this African tale is set, and the characters of the 2 sisters. M. Ellis
 LEV: Lower primary Middle primary Upper primary
 AVAIL: \$24.99 ASCIS 436001

VAN KAMPEN, Viasta **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 ASCIS 631912

McCAUGHREAN, Geraldine **A pack of lies: twelve stories in one.** Oxford University Press, 1988
 ISBN 0-19-271612-3

Illusion and allusion are at the heart of this intriguing novel in which the failing antique shop owned and mismanaged by Ailsa's mother is invaded by MCC Berkshire from Reading. MCC's standard sales pitch is to weave so fascinating a story about the item being appraised that avarice triumphs and the customer leaves laden. Each item attracts a story of a different genre, giving the reader a potpourri of tastes from

romance to horror. But McCaughrean who won the Carnegie Medal and Guardian Children's Fiction Award for this novel saves the best for last: the reader is left not only with a pack of lies (perhaps) but a kitbag of questions over which to ponder. F. Gardiner
LEV: Upper primary Lower secondary
AVAIL: \$26.95 ASCIS 478274

PATERSON, Katherine *Park's quest*. Gollancz, 1989
ISBN 0-575-04487-X

Triggered by Vietnam Veterans Day, 11-year-old Park, short for Parkington, is determined to find out about his father who was killed in Vietnam. It is a quest through both his own uncertainty and the blame and guilt of the adults around him. His visit to his father's family and the meeting and subsequent sparring with the part Vietnamese Thanh eventually triggers the understanding that will allow the healing process to begin for all. Park's Arthurian fantasy world and several literary references are cleverly interwoven into this sensitive exploration of the need to know one's background. M. Ellis
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 467919

WADDELL, Martin *The park in the dark*. Walker, 1989
ISBN 0-7445-0716-2

Three soft toys go adventuring every night in the park. They brave the dangers of the haunted hall, dustbin alley and the man-eating trees to reach the play equipment. Here they slide, swing, dance and chase until, suddenly, the thing comes whistling and roaring, sending them running back to the safety of the house and bed. The rollicking rhythm of the few lines of text on each page create both the fear and joy of their nightly excursion. Soft pastel full-page illustrations by Barbara Firth are a delight and invite the reader to empathise with the 3 characters of this charming picture book. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 455104

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 ASCIS 624329

SHEPPERSON, Rob *The Sandman*. Andersen, 1990
ISBN 0-86264-265-5 [F]

For those not familiar with the traditional role of the Sandman an explanation appearing in a prologue is helpful. Pictures and text blend harmoniously to tell a delightful story of Jay, a small boy, waiting up to see the Sandman. Sparing use of text, elaborated on by full watercolour illustrations, is a judicious choice. The zest and fantasy qualities of Jay's experience are capably depicted as the well-known ploys of getting children to sleep are tried. Reminiscent of *There's a sea in my bedroom* this title is worthy of acclaim. B. Mitchell
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 637771

RYLANT, Cynthia *Silver packages and other stories*. Orchard, 1987
ISBN 1-85213-065-2

Six stories relate the Christmas experiences of a variety of people. Some are adults and children downtrodden by circumstances, others are witnesses to, or participants in, acts of compassion for others. The book's title is ironic, as none of the stories relate to neatly wrapped presents; rather the gifts exchanged between the characters reflect a hunger for acceptance and understanding. These beautiful, ethereal stories are memorable reading - Rylant's view of Christmas effectively transcends the hype of television ads and the gloss of shop catalogues. M. Ellis
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$ 14.95 ASCIS 435115

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

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

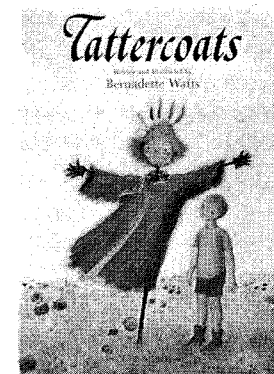
ACKERMAN, Karen *Song and dance man*. Knopf, 1988 (A Borzoi book)
ISBN 0-39489-330-1

The warm and loving relationship between a grandpa and his grandchildren is explored in a surprising way in this picture book. Grandpa was a vaudeville star and each time his grandchildren visit he transforms his attic into a vaudeville stage. He sings, dances, jokes and taps his way through a show that has his

grandchildren shouting for more. The excitement and brightness of the vaudeville stage is reflected in the brightly coloured illustrations. At the same time they manage to evoke both the nostalgia of the old man and the admiration and love of his grandchildren. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$17.95 ASCIS 468339

WATTS, Bernadette *Tattercoats*. North-South, 1989 (A North-South picture book)
ISBN 1-55858-002-6

Tattercoats is a scarecrow flapping in frayed clothes in the middle of the field. The highlight of his life was the Sunday the farmer's children brought him feathers, gloves and a scarf as protection against the winter. Winter is long, cold and lonely and spring finds Tattercoats fallen and more frayed. The children and the farmer rescue him and bring him to the kitchen garden where he is arrayed in fine new clothes. The full-page illustrations in this picture book mirror the seasons, the gold of autumn, the sleety greyness of winter and finally the vibrant green of spring. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$10.95 ASCIS 468297



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

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

SCIESZKA, Jon *The true story of the 3 little pigs*. Penguin, 1989 (Viking Kestrel)
ISBN 0-670-82759-2

The familiar tale is turned on its head by this, the wolf explaining his side of the story. Alleging that he was the victim of a media beat-up, the wolf explains he was

only visiting his neighbours, the 3 pigs, to 'borrow a cup of sugar.' Whether this is a plausible case is up to the reader! The text is brisk and conversational, the illustrations quirky and well detailed. A humorous and thought-provoking alternative to the traditional counterpart. S. French
LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.99 ASCIS 622229

BROWNE, Anthony *The tunnel*. MacRae, 1989
ISBN 0-86203-374-8

A brother and sister could not be less similar. The brother plays outside, the sister creates her own dreamworld inside, and when they are together they argue. Forced to play together they discover a tunnel which the boy goes off to explore. He doesn't return and the sister displays true courage and love by following his path through the tunnel and out into a dark and threatening fantasy world. Children will be fascinated by the visual humour, the symbols, and the allusions which carry the many layers of meaning in this powerful picture book, which explores sibling rivalry and stereotyping. M. Ellis
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 ASCIS 604894

GLEITZMAN, Morris *Two weeks with the queen*. Pan, 1990
ISBN 0-330-27183-0

Colin is egocentric, a divergent thinker and one of the world's great doers; he is also a 12 year old whose brother is dying of cancer. To reveal that Colin's search for the best doctor in the world leads him to a dying AIDS patient and his homosexual partner, would infer that this novel is unrelievedly sad. In fact, it is full of humour, with strong messages about compassion. F. Gardiner
LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.99 ASCIS 618472

DICKINSON, Mike *Wherever can I be?* Deutsch, 1990
ISBN 0-23398-402-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 ASCIS 631791 ❖

■ A feast of fiction

The following bibliography is a selection of the fiction that has arrived at Library Services over the past few months. Titles are arranged alphabetically by title, within 3 divisions: picture books; fiction for younger readers; and fiction for older readers. Fay Gardiner compiled this selection.

Picture books

TULLOCH, Richard Danny in the toybox. Ashton Scholastic, 1990
ISBN 0-86896-610-X

Danny's resolve to stay in the toybox for the rest of his life is not weakened by successive approaches by different family members, and the pet dog, to coax him out. As long as the fuss and entreaties continue so does Danny's self-imposed exile. It is only when reason and wisdom prevail, giving Danny time for calm reflection, that normality is restored. The characters' reactions and events described will strike chords of recognition in both adults and children, providing wonderful stimulus for discussion. Armin Greder's large colour illustrations complement the text. B. Mitchell
LEV: Preschool Lower primary
AVAIL: \$15.95 ASCIS 645611

GARLAND, Sarah Going swimming. Bodley Head, 1990
ISBN 0-370-31450-6

The effort and pleasures involved in taking a preschooler and a toddler swimming are warmly and accurately depicted in this picture book. The reluctant toddler is coaxed into the water, and is then indignant when it is time to leave. Full-page colour illustrations tell the story, while a minimal text records the mother's comments and the children's observations. The interaction of the simple text and the detailed illustrations will assist beginning readers, while Sarah Garland's perceptive evocation of life with young children ensures the book's wider appeal. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 637069

GRAHAM, Bob Greetings from Sandy Beach. Lothian, 1990
ISBN 0-85091-422-1

The weekend at Sandy Beach doesn't start auspiciously when the whole family (Mum, Dad and the 2 kids, one of whom is the narrator) leave home in a flood of tears. Sharing the beach with a motorcycle gang, The Disciples of Death, and a busload of school children does not further enhance the holiday although the Disciples prove to be considerably less formidable than the school children. Bob Grahame's integration of text and

illustration, his ability to make a captivating story from the most mundane of incidents and his translucent humanity make this another book for the biggest, as well as the little kids to savour. F. Gardiner
LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.95 ASCIS 648975

McLEAN, Andrew Hector & Maggie. Allen & Unwin, 1990 (A Little ark book)
ISBN 0-04-442245-8

Hector, a farm rooster, considers himself in charge of all the other farmyard animals. Nobody has the sense to stand up to his bullying arrogance until Maggie, the new sheepdog arrives. Maggie is encouraged to assert herself with Hector and after a frantic chase, Hector is taken down several notches. This well-told story is complemented by humorous pictures, alive with colour and movement. S. French
LEV: Preschool Lower primary
AVAIL: Paper \$7.00
EVAL: Highly recommended ASCIS 639501

GOFFE, Toni Joe Giant's missing boot: a Mothergooseville story. Walker, 1990
ISBN 0-7445-1508-4

Joe Giant, truly a gentle giant, makes thoughtful restitution to the inhabitants of Mothergooseville who inadvertently suffered during his search for his missing boot. New to the neighbourhood, Joe succeeds, in a novel way, in complying with his tiny, but bossy, wife's admonition to make friends. Nursery rhyme aficionados will welcome meeting old favourites in a new context and will approve of the way in which they stay in character. Text and illustrations blend harmoniously in a wholesome and amusing story for young readers. B. Mitchell
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 637785

HAWKINS, Colin Jungle sounds. Walker, 1990
ISBN 0-7445-1753-2

Delightful illustrations enhance a well-organised text, conducive to making predictions, oral joining in and generally having fun with an appealing picture book in the style and presentation familiar to Hawkins' fans. Authentic animal sounds are accompanied by zany

interaction between the animals depicted. Features include large, brightly coloured illustrations, humorous animal antics and a comfortably repetitive format which appeals to the youngest audience. B. Mitchell
LEV: Preschool Lower primary
AVAIL: Paper \$6.95 ASCIS 6499086

LINGARD, Joan Morag and the lamb. Walker, 1990
ISBN 0-7445-1201-8

Russell and his dog Morag are left by Mum to stay with Russell's grandparents in their country cottage. Neither grandparents or the neighbouring farmer trust Morag not to 'worry' the sheep - to chase and harrass them - but in fact Morag becomes worried about a newborn lamb she discovers and so goes to alert everyone to its plight. Text and illustrations are straightforward and well presented - and how refreshing to see colourfully dressed, youthful grandparents and a farmer who is a woman! S. French
LEV: Preschool Lower primary
AVAIL: \$14.95
EVAL: Highly recommended ASCIS 641880

McKEE, Chuck The mystery of the blue arrows. Andersen, 1990
ISBN 0-86264-267-1

Following the trail of the blue arrows drawn on the footpath is exciting and mysterious. Dad accompanies the children willingly, although he is always a step behind as they prowl through a slightly bizarre urban environment into the forest. David McKee's illustrations abound with humorous detail, using perspective and colour to invite close examination. The developing expectation of the quest, and the imaginative possibilities considered by the children demonstrate a sure understanding of how children think. This intriguing picture book offers fun to readers at many levels. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 ASCIS 641971

HAYES, Sarah Nine ducks nine. Ashton Scholastic, 1990
ISBN 0-86896-602-9

The perennial struggle between duck and fox is given a new interpretation in this picture book. The 9 ducks walk out in a line and have plans to trick Mr Fox. Rhyming text sets the scene, with further information supplied by the cartoon-style captions of duck dialogue; the well designed full-page illustrations will assist young readers to anticipate and enjoy the ducks' deception. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 642704

FOREMAN, Michael One world. Andersen, 1990
ISBN 0-86264-289-2

The environment is becoming an increasingly popular subject both in works of fiction and non-fiction. In this one, (almost a companion volume to Jeannie Baker's *Where the forest meets the sea*) Michael Foreman cleverly melds imagination and reality, and the environment in microcosm and macrocosm, to create a book which asks, and, to some extent, answers, the important question 'What can we do?' The well-paced, beautifully descriptive text, shimmering, haunting illustrations and powerful message make this book special. F. Gardiner
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 640396

SAXBY, Maurice Russell and the star shell. Margaret Hamilton, 1990
ISBN 0-947241-20-5

Love, warmth, shared secrets and family traditions are conveyed in a nostalgic haze of fond remembrance of Russell's Sunday visits to his grandparents. The family photo album layout of Astra Lacis' watercolours captures treasured memories of little gestures and family activities so that the reader feels privileged to witness a special relationship between a young boy and his grandparents. Linking the reminiscence is the story of a star-shaped shell which Grandpa had found years before. The heart-warming storyline, attractively presented, has emotional and visual appeal. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 639423

DODD, Lynley Slinky Malinki. Era, 1990 (Keystone picture books)
ISBN 0-947212-54-X



Slinky Malinki is a cheeky black cat who amuses himself at night by thieving various items all over town and bringing them home. One night, after an orgy of theft, Slinky's pillage is discovered and he is disgraced. The

family's displeasure cures him of his criminal leanings but one suspects that Slinky Malinki may discover other outlets for his feline energy. Delightful full-page colour illustrations enhance the appeal of descriptive rhyming text conducive to reading aloud. B. Mitchell
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 640052

SWINDELLS, Robert Tim *Kipper*. Macmillan Children's Books, 1990
ISBN 0-333-51749-0

Tim receives an anti-smoking message with a vengeance. Disregarding initial symptoms, he can't ignore a chimney sprouting on his head which grows taller as additional cigarettes are consumed. Strength of addiction is acknowledged and some contributing factors to smoking are offered. Positive results after stopping smoking are emphasised, reinforcing a firm resolve to abstain forever. Despite some concern that the portrayed effect is so outrageous that it is easy to dismiss the message, this cautionary tale could be useful to stimulate discussion in a primary health program. Anderson's illustrations, presenting unpleasant aspects of Tim's habit, complement the text. B. Mitchell

LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 648968

SIBLEY, Irena *When Herb's mess grew*. Heinemann, 1990
ISBN 0-85561-360-2

Detailed linocuts featuring the rich chaos of Herb's bedroom dominate this picture book. Herb is almost trapped inside this exotic mess of toys, clothes, stickers and other essential equipment, but comes to a new understanding of the value of tidiness as the story reaches its own neat conclusion. The European style illustrations are full of interest, using vivid colouring and strong design, but are not matched by the simple story. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$24.95 ASCIS 635486

BROWN, Ken *Why can't I fly?* Andersen, 1990
ISBN 0-86264-263-9

Suffer as the ostrich rails against nature in a series of futile attempts to fly. The ostrich denigrates himself by making unrealistic comparisons without taking specific circumstances into account. Determination and imagination cannot defeat basic structural inadequacies but resourcefulness is rewarded by compassionate assistance from caring friends. Positive attributes are emphasised and the conclusion demonstrates that cooperation can surmount obstacles too daunting for an individual. Attractive, full pages of colour enhance the appeal of a charming story. B. Mitchell

LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 622777

Fiction for younger readers

TULLOCH, Richard *The brown felt hat*. Omnibus, 1990 (Omnibus dipper)
ISBN 1-86291-045-6

The brown felt hat is elegant, expensive and 'will really go places'. Unfortunately, its moment of glory is brief and its adventures don't exactly fulfill the hatmaker's expectations. The hat eventually finds the royal owner for whom it was intended and accepts the changes it experiences in life. The fast pace and humour make this story appealing to newly independent readers, as do the numerous line drawings by Craig Smith. They do much to amplify the text. Especially appealing are the cheeky eyes of the hat, peeping down from above its floral garland. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$6.99 ASCIS 631442

MOONEY, Bel *But you promised!* Methuen Children's Books, 1990 (A read aloud book)
ISBN 0-416-15072-1

Adults will be familiar with the rejoinder comprising the title of Bel Mooney's 4th book about Kitty in which Kitty learns that when an adult says, 'I promise', they usually mean, 'I hope'. Children will identify with the situations as they crop up in the course of family life: a promised Christmas present, reluctance to have an injection and the death of a pet. Likeable, caring characters, realistic events, episodic organisation of readable text and Margaret Chamberlain's black and white drawings combine in an attractive format for young readers. B. Mitchell

LEV: Middle primary
AVAIL: \$18.95 ASCIS 641851

WAKEFIELD, S.A. *Captain Deadlight's treasure*. Angus & Robertson, 1990
ISBN 0-207-15835-5

Jumbling past and present, reality and fantasy, this treasure hunt voyages in an imaginary Pacific Ocean with a crazy collection of characters. The new pacifist owner of Peppermint wants to refit her as a tourist cruiser, but the piratical crew of Wobbegong wants the long-dead Deadlight's treasure, and so the chase begins. There's a highly-kidnappable gourmet cook, an immeasurably-IQ'd professor, an eyeless ghost, an heroically humble ship's boy, a parrot, of course, and a plot as silly as it is fast good fun. Many line drawings visualise the humour well. E. Beckett

LEV: Upper primary Lower secondary
AVAIL: \$15.95 ASCIS 619965

BRADMAN, Tony *Dilly the angel*. Piccadilly, 1990
ISBN 1-85340-076-9

When Dilly the dinosaur is around, nothing works out quite as planned, whether it is the day at the fun fair, or the annual Christmas play at his preschool. Dilly would like to keep up with his older sister, but his capabilities never quite match his ideas. Usually, however, his super scream turns disaster to triumph much to everyone's surprise. The large text, and scattering of black-and-white illustrations, make this an appealing collection of 4 short humorous stories for newly independent readers. M. Ellis

LEV: Lower primary Middle primary
AVAIL: \$19.95 ASCIS 637084

ODGERS, Sally Farrell *Drummond: the search for Sarah*. McVitty, 1990
ISBN 0-949183-28-8

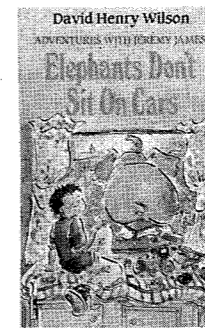
Drummond, a long lost teddy bear, comes alive when it suits him, displaying his single-minded determination to find Sarah, the little girl who owned him. He becomes part of the lives of 3 children who eventually find Sarah, but Drummond's sense of time hasn't allowed for the fact that Sarah is now old and Drummond needs the company of children. This handsomely presented story is set out in large format with uncluttered pages and well-designed illustrations by Carol Jones. This charming fantasy explores the idea of a toy which becomes alive with style and humour. J. Buckley

LEV: Lower primary Middle primary
AVAIL: \$19.95 ASCIS 636988

WILSON, David Henry *Elephants don't sit on cars*. Pan, 1990 (Adventures with Jeremy James)
ISBN 0-330-26005-7

Readers who enjoyed meeting Jeremy James in *Beside the sea* with Jeremy James will not be disappointed with further adventures of the lively, perceptive little lad who manages to turn everyday family activities into a wonderfully funny child perspective of an adult world. The chapters focus on a variety of events, usually commonplace, and a young audience readily identifies with the views expressed by Jeremy James regarding the strange behaviour and attitudes of adults, particularly parents. Delightful to share aloud, this title makes a welcome reappearance in its new edition. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: Paper \$6.99 ASCIS 641967



GIRLING, Brough *Dumbellina*. Penguin, 1990 (A Young Puffin)
ISBN 0-14-032401-1

Rebecca's dismay at her mother's news that the family will be moving to a new neighbourhood is interrupted by a minor traffic incident resulting in a painful bump on the forehead for Rebecca. That night Rebecca meets Dumbellina, a tough little iron fairy, who offers emotional and practical support to Rebecca during a difficult time. Lively action, slapstick humour and satisfying outcomes abound in this appealing fantasy which is conducive to enticing newly independent readers and to keeping listeners entertained. Caroline Sharpe's drawings, interspersed throughout the text, add to the fun. B. Mitchell

LEV: Middle primary
AVAIL: Paper \$5.99 ASCIS 627809

McCALL SMITH, Alexander *Jeffrey's joke machine*. Blackie, 1990 (Blackie snappers)
ISBN 0-216-92874-5

Jeffrey loves his Saturday job working amidst the chaos of Mr Pendergast's secondhand shop stacked with an amazing variety of goods. Jeffrey discovers a machine that looks like a cash register but actually produces an endless stream of side-splitting jokes. Jeffrey sets up a joke service in the shop and soon the Saturday queues extend for blocks. Everyone is delighted except the grouchy Mr Jenkinson who soon finds a method of meddling with the machine. The humour of the story is infectious and is matched by the occasional black and white illustrations in this story for newly independent readers. M. Ellis

LEV: Lower primary Middle primary
AVAIL: \$19.95 ASCIS 642794

CROMPTON, Richmal *Just - William*. Macmillan Children's Books, 1990 (William)
ISBN 0-333-53408-5

William, the 'boy' who wants everything a 'boy' could want and does everything most 'boys' would not be game to do, has been resurrected in a facsimile of the original 1922 edition. The William stories which appeared in the Ladies Home Magazine are very English and middle class and so are laden with the values appropriate to that place and time. William delights the reader with exploits which terrorise his family and neighbourhood. These stories that won't appeal to every child but will give the right reader plenty of fun. L. Bowring

LEV: Upper primary
AVAIL: Paper \$6.99 ASCIS 627666

DICKS, Terrance **Max and the quiz kids**. Piccadilly, 1990 (A cat called Max)
ISBN 1-85340-058-0

Max, the cat from outer space, is still living with Timmy Tomkins and his family. Max has decided to coach Timmy's school team in the big Inter-School Quiz Championship. Since Max has incredible powers and the most extraordinary general knowledge this is not a problem and Timmy's team makes the final. Max's suspicions are aroused by the robot-like opposition from Hi Tech in the drawn final and he decides to investigate them before the rematch. This is a humorous adventure story, with occasional black-and-white illustrations for newly independent readers. M. Ellis

LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 631449

PEGUERO, Leone **Mervyn's revenge**. Margaret Hamilton, 1990
ISBN 0-947241-10-8

Mervyn is an egocentric, finicky cat who is most put out when the family flies away to a tropical holiday without him. His dismay is aggravated by being left in the care of kind-hearted, thoughtful Elsie, the family's neighbour. Mervyn, a likeable rogue, plans a series of vengeful acts to vent his displeasure at the family's treachery but finds that his schemes either rebound or are thwarted. Graphic black-and-white illustrations by Shirley Peters, aptly complementing the text, add to the humour of Mervyn's antics. The 10 episodic chapters of clear type comprise an attractive presentation for young, independent readers. B. Mitchell

LEV: Lower primary Middle primary
AVAIL: \$13.95 ASCIS 639468

AIKEN, Joan **The moon's revenge**. Arrow, 1990 (A red fox picture book)
ISBN 0-09-975010-4

Sep, the 7th son of a 7th son, is learning his father's trade as a coach maker, but longs instead to be the best fiddle player in the country. Consulting the mysterious voices in a deserted house leads Sep to the granting of his wish - in exchange for his baby sister having no power of speech. When a terrible danger comes to Sep's village from the nearby ocean, he must apply both skill and bravery to vanquish the evil he has helped create. Joan Aiken's mastery is proven yet again in this tale where the fantastic seems utterly plausible. Alan Lee's illustrations are beautifully executed, conveying the same detail, power and magic of the text. S. French

LEV: Lower primary Middle primary
AVAIL: \$7.95
EVAL: Highly recommended ASCIS 642144

DICKS, Terrance **My brother the vampire**. Piccadilly, 1990 (The MacMagics)
ISBN 1-85340-080-7

Life is never dull in the MacMagic family. This title in the series focuses on Murdo, Mike MacMagic's brother, who is suffering pangs of first love. Murdo's attempts to impress Jane, the vicar's daughter, are thwarted as black magic interferes. It is only when Mike finds himself in trouble at school that the source of the evil emanations is discovered. Appealing to independent readers and for reading aloud the story is told with a good sense of fun as the action romps through 7 chapters with Celia Canning's line drawings supporting the text. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$22.95 ASCIS 648358

IRONS, Jane **The other Marietta** Stubbs. Blackie, 1990 (Blackie snappers)
ISBN 0-216-92872-9

Marietta is plagued by the appearance of a double, but the likeness is in looks only. Marietta finds herself in all sorts of trouble as the other Marietta misbehaves and the naughty pranks are ascribed to Marietta. Worst of all Marietta is mute witness to the havoc being wreaked, unable to communicate or even be seen while her double is in action. An explanation for the phenomenon is offered but even Marietta herself expresses doubts about its plausibility. The text is arranged in 11 chapters and drawings by Valerie Littlewood are sprinkled throughout. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$19.95 ASCIS 642804

POWER, Una **Poor Jack**. Orchard, 1990 (Orchard readalouds)
ISBN 1-85213-244-2

Jack has an idyllic life with loving and wealthy parents, until tragedy strikes and he is left in the care of the beautiful but wicked Aunt Selina. She and her children make his life increasingly miserable and try to get rid of him to inherit his wealth. Designed for reading aloud, the story moves briskly and is divided into clear chapters, the characters are satisfyingly good or bad, and the tension and humour build as Jack's situation becomes more perilous. Numerous line drawings by Sonia Holleyman capture the high points of the action and provide lots of funny detail. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$17.95 ASCIS 646431

STORR, Catherine **The spy before yesterday**. Hamilton, 1990 (Antelope)
ISBN 0-241-12790-4

Ben inflates his own importance amongst his friends, attracting vicarious attention, by inventing a secret life

for his father whom the children all know as their maths teacher and headmaster. Mystery surrounds Mr Harris' sudden departure after a visit by 2 men to the school. Rumours abound as Ben's friends speculate about Mr Harris' absence. Misconstrued circumstantial evidence has even Ben wondering about his father's possible involvement as a secret agent. The story of Ben's becoming enmeshed in his web of fabrication is presented in 10 readable chapters, supported by John Prater's illustrations. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$11.99 ASCIS 629128

KAYE, Geraldine **Summer in Small Street**. Mandarin, 1990 (Mammoth)
ISBN 0-7497-0246-X

Searching for Spot, an escaped rabbit, gives Ben the opportunity to meet the children of the neighbourhood he and his family have just moved into. The families of Small Street come from a diverse assortment of cultures harmoniously enriching their little community. Focusing on school and family life each child features in a chapter. Black-and-white drawings by Joanna Carey accompany the text. B. Mitchell

LEV: Middle primary
AVAIL: Paper \$5.95 ASCIS 635375

Fiction for older readers

SMITH, Robert **Kimmel Bobby Baseball**. Pan, 1990 (Piper books)
ISBN 0-330-31400-9

A knowledge of baseball is not prerequisite to enjoying the story of Bobby's resolution of conflict both within and without. Despite clear warnings that on the field player-coach takes precedence over their father-son relationship, Bobby chooses to join the team coached by his father. Bobby has difficulty accepting that his hopes of fame and glory will not be realised through baseball prowess but gains insight and maturity in the process. A helpful glossary and diagram of baseball positions are provided for the uninitiated. B. Mitchell

LEV: Upper primary Lower secondary
AVAIL: Paper \$6.99 ASCIS 640095

JONES, Diana Wynne **Castle in the air: the sequel to Howl's moving castle**. Methuen Children's Books, 1990
ISBN 0-416-15782-3

Abdullah, a daydreaming carpet seller, becomes embroiled in a huge range of adventures when the purchase of a magic carpet allows his dreams to come true. This imaginative fantasy involves a beautiful princess, a genie in a bottle, the actions of a magic spirit

and all sorts of trickery and intrigue. Virtue ultimately has its reward, but only after the machinations of a complex plot. The exotic atmosphere of the Arabian nights stories, good humour and fast pace characterise this engaging tale. J. Buckley

LEV: Lower secondary Middle secondary
AVAIL: \$24.95 ASCIS 642055

MARINO, Jan **Eighty-eight steps to September**. Blackie, 1990

ISBN 0-216-92971-7



Told from the viewpoint of 11-year-old Amy, this involving story describes the emotions she experiences as her elder brother is diagnosed as having leukaemia. Her anger, denial, rejection and stages on the way to accepting reality are carefully depicted, as Amy's relationships with friends and family change. Sensitively

written, the story squarely faces the issues of illness and death, yet is positive, authentic, and full of action. J. Buckley

LEV: Lower secondary
AVAIL: \$22.95 ASCIS 643559

STRACHAN, Ian **The ferryman's son**. Scholastic, 1990 (Hippo books)
ISBN 0-590-76279-6

Rob Davey, the ferryman's son, is dismayed to acknowledge that his easy relationship with Kim, for years a regular summer visitor, has changed. When Kimberley, as she now insists on being addressed, becomes involved with 2 suspicious characters who enjoy a luxurious lifestyle Rob discovers that her life is in danger and risks his own safety in a rescue attempt. With action, a likeable hero, appropriately sordid villains and a realistic, admirable girl to balance the beautiful airhead, the plot maintains interest as the drama unfolds to a satisfying conclusion. B. Mitchell

LEV: Lower secondary Middle secondary
AVAIL: Paper \$4.00 ASCIS 648466

CARROLL, Jane **First born**. Omnibus, 1990
ISBN 0-14-034561-2

Initially 11-year-old Merry feels shunted out when arrangements are made for her to spend Easter holidays with her aunt in Sydney. Merry's mother is in the last months of pregnancy and needs rest. A car accident in the city leaves Merry with a badly broken leg and, during her stay in hospital, Merry discovers insight into her own position in her family and comes to value the lifestyle she has. Merry weathers the experiences,

maturing and appreciating things of true value. Thought-provoking issues are addressed in easy reading style. B. Mitchell
 LEV: Upper primary Lower secondary
 AVAIL: Paper \$6.00 ASCIS 637398

COLE, Hannah *In at the shallow end*. Walker, 1990
 ISBN 0-7445-1477-0

Dawn and Lisa are nervous about their first visit for some years with their father. Dawn's lack of self confidence is not improved by the activities organised for them by their father, nor by his general demeanour. Meanwhile, Lisa, a self confident and inquisitive girl, is soon at ease. As Dawn becomes increasingly involved with Daniel, a small handicapped boy, the overall family relationship also develops. The issues of single-parent families, sibling relations and care of the disabled are all treated sensitively. Short chapters and large print will ensure the reader's interest is maintained. K. Channells

LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$6.95 ASCIS 633774

ECCLESHARE, Julia *Perhaps you should talk to someone, and other stories*. Viking, 1990 (Kestrel)

Totally absorbing! For older readers, this collection of outstanding and appealing short stories by recognised contemporary writers explores a wide range of subjects. Adolescents experience uncertainty, share the bravado of a first sexual experience, realise the reality of racism, are transformed by supernatural or miraculous events, deal with death, experience cultural change and explore aspects of relationships. Significant on its own, this work also stimulates the reader to seek out more by these exceptional writers. L. Bowring

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.99
 EVAL: Highly recommended ASCIS 631459

DARKE, Marjorie *A rose from Blighty*. Collins, 1990
 ISBN 0-00-184686-8

The experiences of Emily and Louise, unlikely friends who meet during their involvement in the suffragette campaign, give a feminine view of the first world war and the struggles facing young women of the time. Louise, of higher social status than Emily, discovers that snobbishness threatens to supersede friendship and Emily seeks to expunge imagined guilt by seeking a nursing position in France. Each character has to come to terms with inner burdens and meet the challenges thrown up by a world in flux. A readable style, dramatic events and characters evoking sympathy

combine in an absorbing, informative account of an interesting time. B. Mitchell
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$17.95 ASCIS 630304

OSWALD, Debra *The return of the baked bean*. Penguin, 1990 (Puffin books)
 ISBN 0-14-034424-1

Life is terrific for Gina Terrific. She has a loving, democratic and eccentric Dad, a great best friend, and is surviving Year 7 at her new school. Everything changes, however, when Dad falls in love and Rhonda, her friend, breaks their vow of friendship. Gina escapes in the Baked Bean, a caravan fitted out with Dad's inventions and decides to become a tragic girl of mystery. Narrated from Gina's view, the story is immediately involving, funny and abounding with improbable adventures. It displays both an understanding of the emotional world of adolescents and of the fast-paced humour they enjoy. J. Buckley

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$6.99 ASCIS 639412

COSGROVE, Marilyn *The skateboard kid*. Hodder & Stoughton, 1990
 ISBN 0-340-53574-1

The coloured cover photograph, explanatory title and slim format will attract an interested readership to Marilyn Cosgrove's latest book based on a popular sport. Undercurrents of tension build in a tale of jealousy, sabotage, threat and theft, climaxing in a Skate Out competition. Black-and-white photographs as well as the storyline reinforce positive safety measures and the hero of the story, Bart, is a favourable role model. A useful glossary of the skaters' jargon is provided. B. Mitchell

LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$7.95 ASCIS 637619

CHAMBERS, Aidan *This place is haunted*. Pan, 1990 (Piccolo true stories)
 ISBN 0-330-31108-5 [133.1]

The hauntings described vary from folklore fantasy to a quasi-scientific style presented in the form of research. Attempts are made to explain some of the phenomena, and other tales are left to stand as related by their tellers. While none are spinechilling, the 15 stories comprising the collection will intrigue and entertain devotees of this genre. B. Mitchell

LEV: Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$6.99 ASCIS 618377 ❖

■ Presenting information K-6

This collection of information resources, selected in areas of interest to K-6 readers, has been chosen from items recently submitted by publishers for review at Library Services. The resources, except when part of a series, are arranged in Dewey order. Kevin Channells compiled this bibliography.

COOKE, Jean *Codes and ciphers*. Wayland, 1990 (Signs & symbols)
 ISBN 1-85210-858-4 [001.54]

The use of codes as a way of abbreviating information or sending information quickly is explained. Examples of everyday use of codes are included, eg in shops, libraries, with flag codes, morse code, maps and weather charts. Several interesting deciphering exercises are also included. The large print text is well supported by colour illustrations, and the index and table of contents ensure easy access to the information. K. Channells

LEV: Middle primary Upper primary
 AVAIL: \$19.95 ASCIS 639873

SIMPSON, Maureen *The first Australians*. Jacaranda, 1990 (Jacaranda young inquirers)
 ISBN 0-701-2691-7 [305.8]

Although written simply, this resource discusses the past and present lives of Aboriginal people carefully, using few generalisations, and not 'talking down' to young readers. The diversity of Aboriginal people's lives in the past and present is highlighted. Descriptions of contemporary lifestyles include the 'ordinary' as well as the famous, and the values of community and harmony with the environment are emphasised. An outline of white contact focuses on the Sydney area, the fight for land, and questions the concepts of discovery and invasion. A clear glossary, index, subheadings, discussion questions and sensible arrangement of text provide good information retrieval. J. Buckley

Whilst this is basically a worthwhile resource, there are a number of opportunities to present up-to-date facts and figures, which have not been taken. Only a few years ago stone tools were discovered just outside Sydney which were at least 40,000 years old; the Dreamtime is not the dim, dark past but is present today for traditional Aboriginal people; the 300,000 figure for the Aboriginal population in 1988 is acknowledged as too low; a modern conservative estimate is 750,000. This is important because it illustrates the magnitude of the genocide experienced by Aboriginal people. It is good to use 'Koori' but it needs to be acknowledged that regional Aboriginal groups have other words for themselves. S. Altman (Aboriginal Education Unit)

LEV: Middle primary Upper primary
 AVAIL: Paper \$5.95 ASCIS 648075

POLLARD, Michael *Your family*. Wayland, 1989 (Your world)
 ISBN 1-85210-760-X [306.8]

A brief description of what makes a family is followed by an explanation of how families differ from each other. The support provided by a family is treated, as are some of the ways in which this support is developed. There are plenty of colour illustrations to accompany the large print text, and some suggested further reading is included with the glossary and index. K. Channells

LEV: Lower primary
 AVAIL: \$14.95 ASCIS 622812

REYNOLDS, Tony *Cities in crisis*. Wayland, 1989 (World issues)
 ISBN 1-85210-610-7 [307.7]

What's wrong with our cities? This question is attacked in a general way in this hardcovered book which draws many examples from around the world. The major issues identified are growth, services and infrastructure, pollution, housing, government and planning. A chapter is dedicated to the divisive issues of race and religion, poverty and wealth. The content is balanced and questions within the text call on the reader to consider implications and predict outcomes. There is an index which contains errors, which unfortunately doesn't always take the user to useful information. L. Bowring

LEV: Upper primary Lower secondary
 AVAIL: \$19.95 ASCIS 621052

HITCHCOX, Linda *Refugees*. Watts, 1990 (Issues)
 ISBN 0-7496-0172-8 [325.21]

Tough issues are presented in an appropriate manner for middle school learners in this volume of the series 'Issues'. Why there are refugees, where they are currently coming from, why they need to leave and what their lives are like are sensitively explained. Using sometimes complex language but simple sentence structures, and a well designed layout with many exceptional colour photographs, this book provides information which otherwise is not available in an accessible form to learners at this stage. L. Bowring

LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$19.95 ASCIS 643547

BECKLAKE, John **Pollution**. Gloucester, 1990 (Green issues)

ISBN 0-7496-0246-5 [333.7]

Major polluting disasters and everyday causes of pollution are dealt with in this up-to-date, thought-provoking book which is part of the 'Green issues' series. Pollution is defined and its causes, effects and methods of control are identified. The urgent need for human response is emphasised. There is enough information to start researchers on further investigations of more local case studies, or in-depth studies of those major events pictured. The language is appropriate and sometimes sophisticated though the print is large and most sentences are simple in construction. There are many well-labelled colour photographs, a glossary and an index. L. Bowring

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 650283

PECKHAM, Alexander **Resources control**. Gloucester, 1990 (Green issues)

ISBN 0-7496-0245-7 [333.7]

Humans are exploiting, consuming and disposing of resources at an ever increasing pace. Issues affecting renewable and non-renewable resources are introduced, providing enough information to start researchers on their investigations. Part of the 'Green issues' series written from a British perspective with emphasis on developed nations, this book also makes comparison with resource consumption issues of less developed nations. The implications for the future are clearly stated. The language is appropriate and sometimes sophisticated though the print is large and most sentences are simple in construction. There are many well-labelled colour photographs, a glossary and an index. L. Bowring

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 650279

PARKER, Steve **The drug war**. Watts, 1990 (Issues)

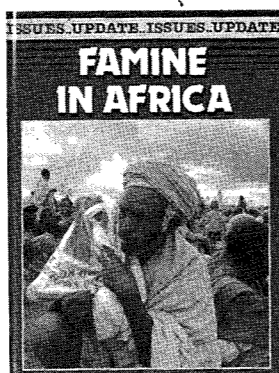
ISBN 0-7496-0171-X [363.45]

Tough issues are presented in an appropriate manner for middle school learners in this volume of the series 'Issues'. The menace of the drug cartels, the owners, suppliers, the political protection and the private armies are all clearly and unemotionally explained. Strategies employed to oppose those forces are also presented. Using sometimes complex language but simple sentence structures and a well designed layout with many exceptional colour photographs, this book provides information which otherwise is not available in an accessible form to learners at this stage. L. Bowring

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 643546

TIMBERLAKE, Lloyd **Famine in Africa**. Watts, 1990 (Issues update)

ISBN 0-7496-0306-2 [363.8]



Tough issues are presented in an appropriate manner for middle school learners in this volume of the series 'Issues update'. The reasons for famine, the essential link between environmental disaster and political factors, the implications of deforestation, the encroachment of deserts, and cash cropping are explained. There is a grain of hope at the end. Using sometimes complex language but simple sentence structures, and a well designed layout with many exceptional colour photographs, this book provides information which otherwise is not available in such an accessible form to learners at this stage. L. Bowring

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 650174

RIDDLE, Scott **Free stuff for kids!** Periscope, 1990

ISBN 0-949714-05-4 [371.3]

Information about promotional and project materials available for free (or almost free) is listed in this small guide. Page layout is clear, with simple descriptions and a single entry per page. Specific instructions are given where necessary. Listings are by subject, including: consumer affairs; energy, industry and resources; communications; and environment. Primary and secondary sections are included. This resource encourages students to locate information from a range of sources. Humorous illustrations by Maya add to its appeal. J. Buckley

AUD: Parents Professional
AVAIL: Paper \$5.95 ASCIS 633370

MATHIAS, Beverley **Christmas**. Watts, 1990 (A to Z)

ISBN 0-7496-0363-1 [394.2]

Clear colour photographs of the activities and symbols of the Christmas season form this alphabet book. Intended as a discussion starter, it uses simple sentences and large print to assist young readers. The photographs, however, depict a very English Christmas, with robins, holly and warmly clad carol singers. Some of the associations seem forced, for example 'e' for evergreen plants and 'q' for the Queen's message. The use of signed English and the finger-spelling alphabet assist non-hearing readers and provide an interesting discussion point. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 649956

PLUCKROSE, Henry **Change it!** Watts, 1990 (Ways to...)

ISBN 0-7496-0161-2 [500]



The concept of change is examined using clear colour photographs of numerous examples in this well designed resource. These include cooking, colour mixing and the changing shapes of objects. Change through growth is demonstrated using human, animal and plant examples. The short text is

clearly set within the high quality photographs which are a highlight of the book. Questions and activities to develop the concept are provided and vocabulary listed and discussed. This resource explores one idea with care and style.

J. Buckley
LEV: Preschool Lower primary
AVAIL: \$15.95 ASCIS 650157

In the same series:

PLUCKROSE, Henry **Build it!** Watts, 1990 (Ways to...)

ISBN 0-7496-0162-0 [690] ASCIS 650144

BARRETT, Norman **Volcanoes**. Watts, 1989 (Picture library)

ISBN 0-86313-876-4 [551.2]

Photos of spectacular eruptions accompany much of the text in this resource. Information is well organised under headings which form a logical sequence to provide basic information on volcanoes, their origins, and effects. Further interest is added by information on volcanoes in other worlds and a short history of some famous eruptions. Large print, simple language, the use of well labelled diagrams, maps and photographs, and an index and glossary aid the reader. M. Ellis

LEV: Middle primary Upper primary
AVAIL: \$16.95 ASCIS 485866

MATTHEWS, Rupert **Record breakers of the sea**. Ashton Scholastic, 1990 (Wishing Well books)

ISBN 0887054021 [551.46]

Providing an opportunity for readers who enjoy browsing, this book of 'ests' - biggest, smallest, saltiest, most poisonous, etc is full of short pieces of information about the sea and sea creatures. Pages contain a lot of information in small type set against colour background illustrations. Some small photographs and maps are

included. Although the facts are arranged in chapters, there is no contents page, index or glossary and browsing is the only way to find information. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$4.00 ASCIS 629526

ROWLAND-ENTWISTLE, Theodore **Prehistoric life**. Belitha, 1990 (Belitha information library)

ISBN 1-85561-011-6 [560]

A lot of information is contained in this introduction to the evolution of plants and animals, use of fossil records, age of the dinosaurs and evolution of prehistoric people. Each chapter is divided into sections designed to fill a double-page spread, with a central column of text surrounded by lengthily, and sometimes inappropriately captioned photographs and illustrations. Long sentences and a pedestrian writing style are used. Boxed sections of information highlight facts and concepts. The impression is of crowded page design in this overview of many subjects. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 646307

In the same series:

POLLOCK, Steve **Animal life**. Belitha, 1990 (Belitha information library)

ISBN 1-85561-009-4 [591] ASCIS 646309

BENTON, Michael **All about dinosaurs**. Kingfisher, 1990

ISBN 0-86272-549-6 [567.9]

Large, well designed illustrations by Ann Winterbotham dominate this collection of facts about dinosaurs. They provide interest and information for younger and less print oriented dinosaur fans, showing dinosaur size against a contemporary setting and demonstrating aspects of their lives and behaviour. The brief text provides basic information and focuses on one feature of each dinosaur type. Matching illustrations explain and extend the text. The contents page also uses illustrations and a simple index is included. J. Buckley

LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 642438

RIEHECKY, Janet **Anatosaurus**. Childrens Press, 1989 (Dinosaur books)

ISBN 0-516-06251-4 [567.9]

Young children are fascinated by dinosaurs and this book is one of an authenticated series which is designed particularly for those keen younger readers. Featuring large print and Diana Magnuson's large colourful illustrations, the physical characteristics, probable food, behaviour and environment of a particular dinosaur,

in this case the Anatosaurus are revealed. Some information is given regarding the discovery of the dinosaur. Although measurements are imperial, most comparison items would be familiar to Australian children. L. Bowring
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 644362

In the same series:

RIEHECKY, Janet **Brachiosaurus**. Childrens Press, 1989 (Dinosaur books)
 ISBN 0-516-06252-2 [567.9] ASCIS 644359

RIEHECKY, Janet **Iguanodon**. Childrens Press, 1989 (Dinosaur books)
 ISBN 0-516-06253-0 [567.9] ASCIS 644354

RIEHECKY, Janet **Maiasaura**. Childrens Press, 1989 (Dinosaur books)
 ISBN 0-516-06254-9 [567.9] ASCIS 644364

WHITE, Mary E. **Muttaborrasaurus: an Australian dinosaur in its time and space**. Houghton Mifflin Australia, 1990 (Prehistoric natural history series)
 ISBN 0-86770-100-5 [567.9]

The story takes the reader back in time to a day when the great southern land, Gondwana, still existed. The reader is encouraged to visualise the probable environment in which the Muttaborrasaurus lived and is introduced to contemporary animals and vegetation. The facts on which the narrative is based are listed at the end of the book for easy reference. Valuable as a read-aloud resource which doesn't avoid using technical terms, this hardcovered book has beautiful illustrations by Robyn Muche. L. Bowring
LEV: Middle primary Upper primary
 Lower secondary
AVAIL: \$19.95 ASCIS 630534

BURTON, Jane **Animals eating**. Belitha, 1990 (Animal activities)
 ISBN 0-947553-88-6 [591.53]

Various aspects of animal behaviour such as eating, fighting, learning and communicating are dealt with in this series. While the many colour photographs are a feature, there is an inconsistency in level of vocabulary, and it is often difficult to relate text to illustrations. No Australian fauna is included. An index is included, but young readers may be confused by the absence of numbering on some pages. K. Channells
LEV: Lower primary
AVAIL: \$12.95 ASCIS 645213

In the same series:

BURTON, Jane **Animals fighting**. Belitha, 1990 (Animal activities)
 ISBN 0-947553-86-X [591.51] ASCIS 645214

BURTON, Jane **Animals learning**. Belitha, 1990 (Animal activities)
 ISBN 637377 [591.51] ASCIS 637377

BURTON, Jane **Animals talking**. Belitha, 1990 (Animal activities)
 ISBN 0-947553-87-8 [591.59] ASCIS 645215

GREENWAY, Shirley **Burrows**. Belitha, 1990 (Animal homes)
 ISBN 0-947553-91-6 [591.56]

Descriptions of the habitats and behaviour of a limited number of animals is provided in the series. The large print text is well supported by clear full-page and half-page photographs. Reference to Australian fauna is limited. A glossary of highlighted words is combined with the index. K. Channells
LEV: Lower primary Middle primary Upper primary
AVAIL: \$12.95 ASCIS 644345

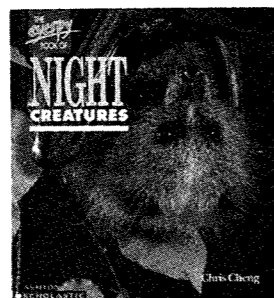
In the same series:

GREENWAY, Shirley **Forests**. Belitha, 1990 (Animal homes)
 ISBN 0-947553-92-4 [591.52] ASCIS 644338

GREENWAY, Shirley **Jungles**. Belitha, 1990 (Animal homes)
 ISBN 0-947553-89-4 [591.52] ASCIS 644346

GREENWAY, Shirley **Water**. Belitha, 1990 (Animal homes)
 ISBN 0-947553-90-8 [591.52] ASCIS 644336

CHENG, Chris **The eyespy book of night creatures**. Ashton Scholastic, 1990
 ISBN 0-86896-590-1 [591.994]



Two complementary strands run through this book - information about Australian nocturnal animals, and activities designed to increase understanding of these animals. Each of the 15 animals is clearly described in several paragraphs which accompany an excellent colour close up photograph and simple line drawings. Information covers animal behaviour, habitat, predators and appearance. The following page suggests activities which include making animal masks, craft and games which demonstrate such aspects of animal life as echo location, night vision, and animal movements. This is a well designed attempt to involve young readers in the subject. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 ASCIS 638899

STIDWORTHY, John **Simple animals**. Facts on File, 1990 (Encyclopedia of the animal world)
 ISBN 0-8160-1968-1 [592]

Animals included in this resource are all invertebrates that live in the sea, fresh water or moist land habitats, and range from protozoans to squids. Each animal group is introduced by a fact panel that provides a variety of information, through symbols and notes, including habitat, size, distribution and number of species. More extensive information is organised under headings and subheadings. Clear, well-labelled photographs and diagrams accompany the text. Measurement is, however, imperial. An extensive index includes both common and scientific names. M. Ellis
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$27.95 ASCIS 640216

In the same series:

BAILEY, Jill **Fish**. Facts on File, 1990 (Encyclopedia of the animal world)
 ISBN 0-8160-1966-5 [597] ASCIS 640210

O'TOOLE, Christopher **Insects and spiders**. Facts on File, 1990 (Encyclopedia of the animal world)
 ISBN 0-8160-1967-3 [595.7] ASCIS 640207

KERROD, Robin **Pets and farm animals**. Facts on File, 1990 (Encyclopedia of the animal world)
 ISBN 0-8160-1969-X [636.08] ASCIS 640213

WATTS, Barrie **Caterpillars**. Watts, 1989 (Keeping minibeasts)
 ISBN 0-86313-844-6 [595.78]

Clear close up colour photographs accompany the well organised information in this guide to collecting, observing and keeping caterpillars. The photographs inspire interest in caterpillars, demonstrate the steps involved in their collection and care and illustrate stages in their life cycle. Large photographs are well synchronised, with the exception of a warning about caterpillar hairs causing skin rashes followed by a close up photograph of a caterpillar on a bare hand. A contents page, index and highlighted page numbering assist information retrieval, although there is no glossary. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.95 ASCIS 480421

In the same series:

WATTS, Barrie **Beetles**. Watts, 1989 (Keeping minibeasts)
 ISBN 0-86313-845-4 [595.76] ASCIS 480422

LOSITO, Linda **The ant on the ground**. Belitha, 1989 (Animal habitats)
 ISBN 0-947553-58-4 [595.79]

Featuring easy-to-read text and many superb, well-balanced colour photographs, these informative books cover many aspects of the life of the subject including habitat, body features and behaviour. A chapter also addresses the impact of humans on the life of the subject. Although organised in short chapters, the user is hampered by the lack of an index, for which the glossary with page numbers is no substitute. L. Bowring
LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: \$15.95 ASCIS 644613

In the same series:

RILEY, Helen **The bat in the cave**. Belitha, 1989 (Animal habitats)
 ISBN 0-947553063-0 [599.4] ASCIS 644615

SCOTT, Jim **The eagle in the mountains**. Belitha, 1989 (Animal habitats)
 ISBN 0-947553-61-4 [598] ASCIS 644688

REDMOND, Ian **The elephant in the bush**. Belitha, 1990 (Animal habitats)
 ISBN 0-947553-59-2 [599.6] ASCIS 644616

O'TOOLE, Christopher **The honeybee in the meadow**. Belitha, 1990 (Animal habitats)
 ISBN 0-947553-57-6 [595.79] ASCIS 644611

FOSTER, Susan Quimby **The hummingbird in the flowers**. Belitha, 1990 (Animal habitats)
 ISBN 0-947553-56-8 [598] ASCIS 646056

BANKS, Martin **The polar bear on the ice**. Belitha, 1989 (Animal habitats)
 ISBN 0-947553-60-6 [599.74] ASCIS 644619

LINLEY, Mike **The snake in the grass**. Belitha, 1990 (Animal habitats)
 ISBN 0-947553-62-2 [597.96] ASCIS 644614

STODART, Eleanor **Reptiles**. Weldon, 1990 (Australian junior field guides)
 ISBN 1-86302-082-9 [597.9]

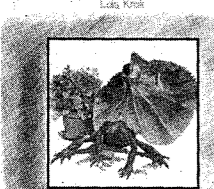
A short informative outline to the 3 distinct Australian reptile groups introduces this useful resource. Further, more specific information prefaces each section on specific groups of reptiles. This is followed by more detailed information on examples of reptiles from each of the groups. Descriptive information covers appearance, habits, food and distribution of the particular reptile. Information is arranged under clear

headings and subheadings and is accompanied by clear colour photographs to aid identification. A comprehensive index, a short bibliography, a glossary and notes section add to the usefulness of this resource. M. Ellis

LEV: Middle primary Upper primary
AVAIL: Paper \$6.50 ASCIS 639550

KROK, Lois **Reptiles alive!** Jacaranda, 1990 (Jacaranda young inquirers)
ISBN 0-7016-2694-1 [597.90994]

REPTILES ALIVE!



The common characteristics of all reptiles are first outlined before addressing the different reptile families. Each section on a reptile family begins with the general facts about each group followed by specific examples from each subgroup. Information on distribution, physical appearance, food,

habitat and reproduction is well organised under clear headings and subheadings accompanied by coloured illustrations or photographs. A glossary contents and index pages, and a bibliography add to the usefulness of the resource. The questions section may provide ideas for use of this well-designed resource. M. Ellis
LEV: Middle primary Upper primary
AVAIL: Paper \$5.95 ASCIS 648060

GOUGH, Susan **Unique mammals of Australia.** Jacaranda, 1990 (Jacaranda young inquirers)
ISBN 0-7016-2692-5 [599.0994]

Information is presented in a variety of formats in this excellent resource on some of our less well known Australian mammals. The book begins with descriptions and photographs of 6 principal habitats in which Australian mammals live. The is followed by information on mammals from each habitat. Information on each animal is presented through a distribution map, symbols (for which a key is provided), short notes and paragraphs making it an excellent resource for the teaching of information skills. A glossary, bibliography, index and a questions section, which may provide ideas for use adds to the effectiveness of this resource. M. Ellis
LEV: Middle primary Upper primary
AVAIL: Paper \$5.95 ASCIS 648046

PETTY, Kate **Kangaroos.** Watts, 1989 (Baby animals)
ISBN 0-86313-993-0 [599.2]

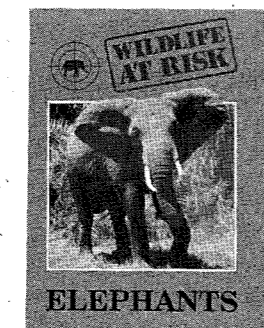
Arranged under headings such as, babies in pouches, feeding, and growing up, this book looks at the early life of the kangaroo from birth to independence. Six or 7 lines of large print text present basic information in simple language. Full page photographs face each text

page. The illustrations could be better as, occasionally, they more closely resemble the head of a fox or rabbit rather than that of a kangaroo. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 609036

FINNEY, Dot **Who's this?** Ashton Scholastic, 1990
ISBN 0-86896-594-4 [599.209941]

Simply constructed, brief text closely follows beautiful close-up colour photographs in this carefully designed story about the life of a honey possum. Information on the behaviour of the possum is well conveyed within the story, as the reader observes the possum's activities. However, the story's focus falters with the abrupt introduction of Henry, another honey possum, as he searches for a home. This technique of presenting information provides an interesting model for story writing, and attempts to make non-fiction accessible to young readers. J. Buckley
LEV: Preschool Lower primary
AVAIL: Paper \$6.95 ASCIS 647930

REDMOND, Ian **Elephants.** Wayland, 1990 (Wildlife at risk)
ISBN 1-85210-900-9 [599.6]



The elephant, its 2 species, habitat, distribution and lifestyle are examined in the first half of this resource. The second half looks more closely at the dangers to its survival. Poachers and the ivory trade are examined closely but threats to survival from habitat destruction are mentioned only briefly. Text is large and

simply written with difficult or technical words explained in the glossary. Pictures and maps are fully labelled. Additional information is provided by insert boxes, tables and diagrams. An index is also included. M. Ellis
LEV: Middle primary Upper primary
AVAIL: \$19.95 ASCIS 648342

In the same series:

RILEY, Helen **Tigers.** Wayland, 1990 (Wildlife at risk)
ISBN 1-85210-937-8 [599.74] ASCIS 648341

ODGERS, Sally Farrell **Frizzle sizzle sunbusters are cool!** Ashton Scholastic, 1990
ISBN 0-646-00089-6 [613]

Aimed at providing advice on protection from the sun, this small paperback uses bright cartoon style illustrations, 2 characters to give advice, and a short text. The language used is simple, with lots of questions

and short answers and examples easily understood by children. Skin damage and strategies for sun protection are covered. Useful suggestions are made for countering the effects of peer pressure. This is an excellent discussion starter. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$6.50 ASCIS 648539

SHONE, Venice **Wheels.** Orchard, 1990
ISBN 1-85213-225-6 [629.2]

All types of vehicles and their associated equipment are illustrated and labelled in this straightforward book. Ranging from prams, bicycles and skateboards to trains, trucks and planes, the colourful, well designed illustrations are designed to promote discussion and develop concepts. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$17.95 ASCIS 647080

WAKE, Susan **Advertising.** 1990 (Media story)
ISBN 1-85210-898-3 [659.1]

Although generalised, the information in this book covers aspects of the advertising industry. Indexed, and illustrated with colour photographs, some of which seem trivial, the chapters deal with how advertising works, and the work roles involved. Readers are asked to design and research their own advertisement, and to analyse television and magazine advertisements. These activities are inserted into the text and are not differentiated in any way. The language used is straightforward, but the text layout in columns and page design don't encourage easy reading. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$19.95 ASCIS 638799

YOUNG, Caroline **Castles, pyramids and palaces.** Usborne, 1989 (Usborne beginner's knowledge)
ISBN 0-7460-0463-X [728.8]

This large format paperback features crowded pages of captioned illustrations by Colin King, which attempt to convey information on the building construction of most ancient civilisations. Breadth, rather than depth of coverage is apparent, with the sensible arrangement of information secondary to the layout of the illustrations. The text is disjointed and trivialised by such captions as 'this is the President's swimming pool' superimposed on a drawing of the White House. Although this style of presenting information has its fans and may provide opportunities for browsing and ideas for illustrations, it is inadequate for effective information retrieval. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 ASCIS 632133

CALDECOTT, Barrie **Kites.** Watts, 1990 (Fresh start)
ISBN 0-7496-0139-6 [745.592]

Beginning with simple projects and progressing to complex ones, this introduction to kite making demonstrates a range of projects. The 6 kites chosen illustrate stages in the development of the craft of kite making. Well organised text and carefully captioned colour photographs clearly show each step involved and close up photographs show the detail of the finished works. Individual designed and creativity are encouraged. Information on equipment and materials and an index are included. J. Buckley
LEV: Middle primary
Upper primary
AVAIL: \$19.95 ASCIS 646852

LANCASTER, John **Decorated lettering.** Watts, 1990 (Fresh start)
ISBN 0-7496-0140-X [745.6]

Unlike others in the Fresh start series, this volume develops the techniques of calligraphy outlined in an earlier title, **Lettering.** The instructions given and examples used are demanding for readers without prior experience. Sample alphabets and colour photographs show the detail of the calligraphy process and the finished works. Information on equipment and materials, a brief history of calligraphy and an index are included. J. Buckley
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 635606

In the same series:

DEVONSHIRE, Hilary **Christmas crafts.** Watts, 1990 (Fresh start)
ISBN 0-7496-0141-8 [745.594] ASCIS 646920

DEVONSHIRE, Hilary **Moving art.** Watts, 1990 (Fresh start)
ISBN 0-7496-0142-6 [745.54] ASCIS 650434

LANCASTER, John **Paper crafts.** Watts, 1989 (Fresh start)
ISBN 0-86313-896-9 [745.54] ASCIS 609191

BAILEY, Vanessa **Magic tricks.** Watts, 1990 (Rainy days)
ISBN 0749602163 [793.8]

Clear colour photographs are well used in this introduction to magic tricks. The tricks begin with simple sleight of hand, and would appeal to a wide age group. The required equipment is readily available, and instructions for making costumes and props are provided. Instructions are easy to understand,

explanations are included, pages are well designed, and each stage of the trick is photographed. Readers will be inspired by the clarity of photographs and instructions to try out these tricks. J. Buckley
LEV: Middle Primary Upper primary
AVAIL: \$15.95 ASCIS 649907

In the same series:

Bailey, Vanessa **Card tricks**. Watts, 1990 (Rainy days)
 ISBN 0-7496-0217-1 [795.4] ASCIS 649899

BLACKWOOD, Alan **The age of exploration**. Wayland, 1990 (Beginning history)
 ISBN 1-85210-782-0 [910]

This series of books looks at different aspects in the life of groups of people in the past. Simple information is presented, concentrating more on aspects of life rather than a chronological history of events, or political or social themes. Information is simply presented in large type. Full page illustrations and clearly labelled photographs accompany the text. A glossary, index, and a limited bibliography are provided. M. Ellis
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 636503

In the same series:

KERR, Jim **Egyptian farmers**. Wayland, 1990 (Beginning history)
 ISBN 1-85210-906-8 [932]
AVAIL: \$19.95 ASCIS 643581

COOTE, Roger **Roman cities**. Wayland, 1990 (Beginning history)
 ISBN 1-85210-781-2 [937]
AVAIL: \$16.95 ASCIS 637905

TRIGGS, Tony D. **Viking warriors**. Wayland, 1990 (Beginning history)
 ISBN 1-85210-907-6 [948]
AVAIL: \$19.95 ASCIS 643567

MATTHEWS, Rupert **The first settlements**. Wayland, 1990 (Prehistoric life)
 ISBN 1-85210-769-3 [930.1]

Attractively presented with colour photographs and illustrations by Bernard Long, this refreshingly non-sexist book gives elementary details about the first human settlements around the world. The entries are informative, and while aimed at young learners, the language is appropriate with significant words in bold type and explained in the glossary. This book is part of a series on prehistoric life. L. Bowring
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 622892

HARRIS, Geraldine **Ancient Egypt**. Facts on File, 1990 (Cultural atlas for young people)
 ISBN 0-8160-1971-1 [932]

Maps are essential in the study of history. These atlases combine selected maps with brief descriptions of the lives of the people which are general and easy to understand. Accompanying illustrations are plentiful and include photographs of significant sites and objects. A gazetteer and table of contents facilitates access to the information. L. Bowring
LEV: Upper primary Lower secondary
AVAIL: \$27.95 ASCIS 640221

In the same series:

POWELL, Anton **Ancient Greece**. Facts on File, 1990 (Cultural atlas for young people)
 ISBN 0-8160-1972-X [938] ASCIS 640373

CORBISHLEY, Mike **Ancient Rome**. Facts on File, 1990 (Cultural atlas for young people)
 ISBN 0-8160-1970-3 [937] ASCIS 640381

CORBISHLEY, Mike **The Middle Ages**. Facts on File, 1990 (Cultural atlas for young people)
 ISBN 0-8160-1973-8 [940.1] ASCIS 640365

OSBORNE, Christine **The Netherlands**. Wayland, 1989 (Countries of the world)
 ISBN 1-85210-047-8 [949.2]

A fairly concise and interesting overview of the Netherlands, this work provides general information on most aspects of its geography and the social, cultural and economic life of its people. Colour photographs are matched to the text and sensibly captioned. Information is generally divided into double-page chapters, each accompanied by several photographs. The text is easy to read. An index and glossary assist information retrieval. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 647449

HUNTER, Nigel **The expeditions of Cortes**. Wayland, 1990 (Great journeys)
 ISBN 1-85210-861-4 [972]

The journeys of individual pioneers are the main focus for this series, although 2 of the books concentrate on the exploration of a particular area. Information is supplied on the background economic, social, or political imperatives which inspired the journeys. Detailed information on the journeys and their consequences is arranged under major headings. The inclusion of maps, photographs, illustrations and

contemporary drawings from the period add further interest. A glossary, index, and bibliography are included. M. Ellis
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 632140

In the same series:

ROSEN, Mike **The journey to the North Pole**. Wayland, 1990 (Great journeys)
 ISBN 1-85210-337-X [919.8] ASCIS 642488

ROSEN, Michael **The journeys of Hannibal**. Wayland, 1990 (Great journeys)
 ISBN 1-85210-635-2 [939] ASCIS 631997

HOOK, Jason **The voyages of Captain Cook**. Wayland, 1990 (Great journeys)
 ISBN 1-85210-330-2 [910] ASCIS 642496

GOODWIN, Marineke **New Zealand family**. Black, 1989 (Beans)
 ISBN 0-7136-3097-3 [993.103]

Joshua Taylor tells us about many aspects of his middle-class life in Auckland. His family, from a European background, feature in the many coloured photographs of this short, hardcover book. Although Joshua refers to the Maori heritage and the multicultural nature of New Zealand's population, the overall perspective of the book is his, which is limited to only one lifestyle in New Zealand. L. Bowring
LEV: Middle primary Upper primary
AVAIL: \$14.95 ASCIS 625824

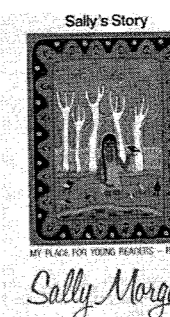
DAWSON, Sarah **The Penguin Australian encyclopaedia**. Penguin Australia, 1990
 ISBN 0-670-83148-4 [994.003]

Arranged alphabetically and cross referenced, this small yet comprehensive resource provides brief and accessible information. It covers a wide range of topics, with entries from authoritative Australian contributors. Extended entries comment on and analyse major issues in science and technology, the environment, sociology, politics, economics and the arts. Text is arranged in 2 columns per page, with clear type, good subheadings and space between each entry. See and see also references are easy to use. This excellent resource on all things Australian will promote discussion as well as provide information. J. Buckley
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$35.00
EVAL: Highly recommended ASCIS 647449

MORGAN, Sally **Sally's story**. Fremantle Arts Centre, 1990
 ISBN 0-949206-78-4 [994.104092] ASCIS 647939

MORGAN, Sally **Arthur Corunna's story**. Fremantle Arts Centre, 1990
 ISBN 0-949206-77-6 [994.104092] ASCIS 647952

MORGAN, Sally **Mother and daughter**. Fremantle Arts Centre, 1990
 ISBN 0-949206-79- [994.104092] ASCIS 647955



Sally Morgan's **My place**, presented in 3 separate volumes and edited for young readers by Barbara Ker Wilson, retains its power and authenticity. Skilful editing highlights scenes which appeal to children, keeps the story flowing and ensures Morgan's lively and courageous voice is heard. There is little autobiographical material

written for young readers, especially from the viewpoint of Aboriginal Australians, and this well-presented adaptation provides an inspiring, thought provoking and accessible resource. J. Buckley
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$8.99 per volume
EVAL: Highly recommended

LOW, Jim **Crossing the Blue Mountains**. Jacaranda, 1990 (Jacaranda young inquirers)
 ISBN 0-7016-2689-5 [994.402]

Focusing on the need to cross the mountain barrier and the journey of exploration, this small format paperback is clear and easy to read. Information is written simply yet fluidly and well set out on each page. Sections of information are carefully arranged and illustrations, which include photographs, paintings and colour drawings by Susy Rigby, matched to accompanying text. Terms highlighted in the text are well explained in the glossary. An index, discussion questions and activities are included. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$5.95 ASCIS 648154

■ CD-ROM reviews

This is the first time that software in this relatively new information format has been reviewed in scan. Review criteria cover both content and software considerations. Equipment necessary to operate each of the CDs has been listed. Andrew Barber, Randwick North High School, and Peter Day, Fairfield Heights Public School, prepared these reviews.

Compton's multimedia encyclopedia

[Computer software] Compton's Learning Company, 1990

ISBN 1557301255

[030]

Version: 1.1

Equipment required: PS/2 or MS DOS 286 AT (IBM compatible) with 640 K RAM; 20 mgb hard disk drive (40 mgb preferred); VGA colour monitor and VGA card; mouse with related card and software; compatible CD-ROM drive with card and software (some players may require compatible speech adaptor and card); speakers or headphones; floppy disk drive.

Contents of package: 1 x CD-ROM; 1 x 3.5" diskette containing operating software; 1 x 5.25" diskette containing operating software; instruction manual.

Network access: Network access is not viable. This is a stand alone unit.

Introduction

Although published by Britannica, this is not **Encyclopaedia Britannica** on CD-ROM. There are many initially appealing features about **Compton's multimedia encyclopedia**: it has pictures, graphs, maps and charts; there are animated sequences; it has sound sequences; a voice will speak certain vocabulary.

Access to information is through 1 of 8 areas: ideas search, title search, topic tree, picture search, U.S. history timeline, world atlas, science feature articles, and researcher's assistant.

Information

Content and scope: This encyclopaedia has a limited range of information, especially on Australia. Everything seems told from a U.S. perspective: the article on Sydney commences with the American Revolution. The depth, details and structure varies greatly between articles. It is difficult to say how current information is as few details are cited for statistics.

Authority: Photograph credits are given. Individual articles are not signed. A list of staff is included in the manual, but there is no indication of their qualifications. Bibliographies are occasionally included.

Arrangement and presentation: The initial screen offers 8 initial access paths. Some of these provide relatively easy access to the body of information. There is also a dictionary. Cross-referencing between related articles is inconsistent: the article on classical music contains brief accounts of composers' lives but does not direct the reader to the lengthier articles on the individuals. Some lengthy articles have a brief contents page that helps in identifying structure. However, many articles do not have an identifiable structure.

Graphics: Charts and line drawings are generally good. The digitised photographs are lacking in clarity. The graphics are frequently not directly related to the text. Maps are lacking in detail and 'zooming in' just enlarges the little detail contained.

Writer's style: Much of the prose is in a florid overwrought style similar to a poor travelogue. Information may be difficult to locate beneath this style. Articles are rarely well structured.

General assessment of information: Initially, this encyclopaedia appears to provide an in-depth information source with wide-ranging scope and excellent graphics and sound. Closer examination and greater familiarity reveal limitations in appropriateness, cross-referencing and detail.

Software considerations

Access to information: Access to information can be difficult. Although the program is user friendly because it is generally mouse-driven, there are some inconsistencies with the location of icons. Some commands are mouse-driven and some keyboard-driven. There are inconsistencies of commands in different menus. There is inconsistent cross-referencing. The program does not permit Boolean searches (the linking of search words by AND, OR and NOT). Its capacity for browsing for search terms is limited to ideas mode, and then so long as spelling is correct. A moderate amount of staff time and expertise is need to operate this software. **Compton's multimedia encyclopedia** has limited printing and downloading facilities.

General assessment of software: Search time is not instantaneous. Some searches in some areas seem to take a long time. As the program does not return automatically to enquiry menu, subsequent users in a library may have some difficulty in starting a search. Different access points do not necessarily locate all information on a topic, partly because of limited cross-referencing.

Overall evaluation of program

Because access to the information contained in this encyclopaedia depends on the initial choice of 1 of the 8 paths, the first step of the information skills process (defining) is difficult. Browsing to assist in defining can be limited. Quick access to the key facts is limited. The sequences used in demonstrating this program to schools are not typical of the program as a whole. Trade-in updates are estimated at \$300-\$400.

A. Barber, P. Day

LEV: Upper primary, Lower secondary, Middle secondary, Upper secondary

Avail: \$949

Eval: Consider before buying

ASCIS 628043

Information finder

[Computer software] World Book, 1990

No ISBN

[030]

Version: 2.0

Equipment required: PS/2 or MS.DOS (IBM compatible) XT, AT with 640k RAM (1 floppy disk drive and a 20 mgb hard disk drive), MS.DOS version 3.1 or later; MS.DOS compatible CD-ROM player with interface and cable; Microsoft MS.DOS CD-ROM extension software version 2.0 or later (should be supplied with CD-ROM player); monitor: CGA, EGA, VGA (preferred).

Contents of Package: 1 x CD-ROM; installation and program disks; instruction manual in folder and box.

Network access: Networking is possible. It is estimated as at November 1990 that network access for up to 10 terminals will be possible for an additional charge.

Introduction

Information finder is a CD-ROM reference based on **The World Book Encyclopedia**. It offers many of the features of the paper edition of **World Book** including Quick Facts Tables.

Access to information is through one sequence that enables either topic search or keyword search. Searching is quick and the display always gives a clear indication of where one is in a longer article.

Information

Content and Scope: There is a wide range of information, similar to the main volumes of **World Book**, but not the depth contained in the 2 Australasian volumes. Articles reflect the well-structured and disciplined style of **World Book**. Information is relatively current: the list of Academy Award winners includes 1987; there are results of the 1988 Olympics; however, the Berlin Wall is intact.

Authority: Articles are signed and are written by authorities in the area: Donald Bradman wrote the article on cricket; Madhur Jaffrey wrote the article on curry. Reference sources and dates are given for statistics. Additional resources are listed for further reading.

Arrangement and presentation: Information is readily accessible in one sequence. There is a dictionary that may be accessed concurrently. Cross-referencing is very good. It is very easy to retrieve all information on a subject and make informed decisions on possible relevance.

Graphics: No pictures or maps are included. There is an excellent, readable text with relevant, meaningful use of colour. Screen layout is clear and easy to follow.

Writer's style: Authors have a well-organised, structured and information-rich prose. It is easy to follow and assumes little or no prior knowledge. Controversial topics include both sides of an issue in a clearly identifiable way.

General Assessment of Information: Despite the American spelling and emphasis and the limitations on Australian content, this is an easily accessible and readily understandable resource. Good graphics and maps would enhance the presentation and comprehension of information.

Software considerations

Access to information: Access to information is easy. Commands and menu items are readily understood. On-screen prompts are provided and are consistent. The keyboard and cursor keypad enable great flexibility on screen. Boolean searching, the refining of searches by linking search words with AND, OR and NOT, is possible; browsing is possible; keyword searching is possible; truncated searching is possible. All of these are relatively easy to operate: inexperienced users could readily achieve search success. Information retrieval is rapid. **Information finder** can easily print to paper or download information to disk, either a screen or entire article. That disk may be loaded into most MS.DOS Word processing packages.

General assessment of software: Searching **Information finder** is extremely easy and rapid. All information on a topic can be located. The program is always accessible for enquiry when left unattended, so later users in a library will find it easy to use.

Overall evaluation of program

Information finder is an excellent, easily accessible, information-rich resource. The initial steps of the information skills process are assisted by features in this program. As of November 1990, World Book estimate that trade-in/updates will be available for approximately \$150 in 1991.

A. Barber, P. Day

LEV: Upper primary, Lower secondary, Middle secondary

AVAIL: \$749 (\$499 if you have current edition of encyclopaedia)

ASCIS 630677♦

Acknowledgements

For permission to reproduce book covers, the editors are indebted to:
 ABC Enterprises for *Will you please listen: I have something to say*; Ashton Scholastic for *The Eyespy book of night creatures*; Buttercup Books for *Tattercoats* (North-South Books); Collins Publishers Australia for *Onion tears and The day Grandma came to stay (and spoilt my life)* (Collins/Ingram); ERA for *Slinky Malinki* (Keystone Picture Books); Franklin Watts for *Energy demands and The ozone layer* (Gloucester Press), *Famine in Africa and Ways to change it!*; Fremantle Arts Centre Press for *Sally's story*; Jacaranda for *Reptiles alive!*; Lothian for *Eighty-eight steps to September* (Blackie); Pan Books for *Elephants don't sit on cars* (Piper); Random Century for *The Mousehole cat* (Walker Books); Ungar for *The illustrated history of science fiction* and Wayland for *Elephants*.

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

ASCIS dial up

Users of ASCIS online information services who use the Sydney telephone numbers should note the numbers have changed: the 300 number is now (02) 313 6122; the new 1200 number is (02) 313 6144.

Award winners

YABBA

Picture story books

The monster who ate Australia

Michael Salmon (Lamont)

Fiction for younger readers

Paw thing

Paul Jennings (Penguin)

Fiction for older readers

Space demons

Gillian Rubinstein (Penguin)

Whitbread Prize 1990

Children's novel

AK

Peter Dickinson (Gollancz)

Boston Globe-Horn Book Awards 1990

Fiction

Maniac Magee

Jerry Spinelli (Little, Brown)

Non-fiction

The great little Madison

Jean Fritz (Putnam)

Picture book

Lon Po Po: a Red-Riding Hood story from China

Ed Young (Philomel)

Award for Creative Excellence

Valentine and Orson

Nancy Ekholm Burkert (Farrar/A Floyd Yearout Book)

ABC schools' television 1991

Because 1991 will be the last year of the schools' service as we know it and therefore the last opportunity for schools to acquire copies from broadcast of ABC education programs, the ABC will broadcast as many programs as possible in the time available this year. Accordingly, the schedule has been changed in some ways. The following points are worth noting:

- Broadcasts will commence the week of February 4 and continue until Friday, December 13, with holiday weeks in April, July and October.

- A few series will be broadcast in the holidays breaks. The **ABC daytime guide 1991** (available through ABC Mail Order, ABC Shops and Centres and selected newsagents) contains the details. Some programs classified as 'adult education' will also run throughout the year. Check the **Guide**.

- Programs will be run once only.

Professional associations

The **School Library Association of NSW** meets monthly at the Joint Council Meeting Rooms Darling Street Rozelle. For specific dates and more information, contact June Wall (047) 542554 (W) or (047) 51 2252 (H).

The **School Libraries Section (NSW Group) of the Australian Library and Information Association (ALIA)** meets at 7.00 pm in the first week of each month at the Joint Council Meeting Rooms Darling Street Rozelle. For specific dates and more information, contact Alison Glasscock (02) 949 4200 (W) or (02) 419 2585 (H).

We have survived

This highly recommended set of posters produced by the Northern Lands Council and reviewed in *scan* vol 9 no 5 pp 45 is now available from Redback Graphix 2a Young Street Annandale 2038 Phone: (02) 560 0066.

Resources for teacher-librarians

GAWITH, Gwen Gwen Gawith alive! on issues for teacher-librarianship in NSW and NZ. School Libraries Section, N.S.W. Group, ALIA, 1990 ISBN 0-86804-453-9 [027.80993]

This slim publication grew from New Zealander Gwen Gawith's highly successful series of seminars in NSW during 1990. Chapter 1 is her account of recent developments in teacher-librarianship in New Zealand and sets the scene for what follows. Chapter 2 examines how teacher-librarians do what they do with a view to explore innovative ways of doing these things. The final chapter draws on marketing principles to develop a framework for teacher-librarians to employ in promoting themselves and their services. Gawith's ideas, while tough and challenging, are positive in outlook. This is

important reading for anyone committed to teacher-librarianship. N. Kallenberger

AUD: Professional

AVAIL: Paper \$5.00 ALIA members \$8.00 others
ALIA PO Box E441 Queen Victoria Terrace 2600
ASCIS 655071

The New classics a selection of award-winning children's books/edited by Ena Noel School Libraries Section, N.S.W. Group, ALIA
ISBN 0-86804-081-9 [028.5]

Award-winning children's literature from Canada and New Zealand has been added to that of Australia, the US and the UK in this second edition of a well known selection aid. Entries have been updated to 1988 (or 1989 where possible); space is provided for the user to record winners in subsequent years. Also listed are winners of the international Han Christian Andersen Awards. A select bibliography of articles about children's book awards and extensive index round off this comprehensive tool which is sure to find a warm welcome in schools, public libraries and tertiary institutions. N. Kallenberger

AUD: Professional

AVAIL: Paper \$12.00 ALIA members \$16.00 others
ALIA PO Box E441 Queen Victoria Terrace 2600
ASCIS 635981

Promoting learning challenges in teacher-librarianship/edited by Maureen Nimon and Anne Hazell Auslib, 1990
ISBN 1-875145-09-5 [027.8]

This collection of papers offers a broad and, at times, challenging examination of teacher-librarianship in Australia and New Zealand. Some of the subject matter is predictable: a history of school libraries, the role and education of teacher-librarians, literature. Other areas such as advocacy, marketing and program budgeting are important issues not readily addressed elsewhere. Written by lecturers, practitioners and administrators, these papers reflect their predominantly South Australian and Victorian origins. While styles vary, the majority are of a high academic standard but easily read. There is important food for thought here for all teacher-librarians as well as those who work alongside them, particularly in today's educational climate.

N. Kallenberger

AUD: Professional

AVAIL: Paper \$28.00 ASCIS 652424

Dates for your diary

Professional activities

School Libraries Section (NSW Group) of ALIA: Annual General Meeting

5 March; 5.15 pm; The Story of Sydney 100 George Street The Rocks

Contact: Denise Hoeflake (02) 680 4844 (W),
(02) 634 6581 (H)

School Libraries Section (NSW Group) of ALIA: An evening with Libby Gleeson and Nutcote

18 March; 7.30 pm; Newtown High School for the Performing Arts Library

Contact: Christine Hingerty (02) 569 6111

Australian Reading Association National Conference

7-11 July; Adelaide

'Literacy: making it explicit, making it possible'

Contact: Interlink PO Box 168 Glen Osmond 5064

International Association of School Librarianship Conference

23-27 July; Everett, Washington, USA

Contact: Lalita Brond IASL Director, Australasia

5/16 Tennyson Street St Kilda VIC 3152

Phone: (03) 534 1582

ASLA XII

29 September - 3 October; Fairmont Resort, Leura NSW

'Treat yourself professionally'

Contact: ASLA XII PO Box 89 Winmalee 2777

Phone: (047) 51 5137

Community events

| | |
|--------------------|---|
| 3-10 March | Senior Citizens Week |
| 8 March | International Women's Day |
| 11 March | Commonwealth Day |
| 17-23 March | Youth Week |
| 7-14 April | Heritage Week |
| 16-22 June | Refugee Week |
| 27 July - 2 August | Book Week 1990: 'Book into the future' |
| 29 July | Arbor Day |
| 4-10 August | Education Week (proposed) |
| 11 August | City to Surf Race |
| 2-8 September | Earth Week (proposed) |
| 5-20 October | Carnivale |
| 19-27 October | NSW Children's Week |
| 23 October | Universal Children's Day |
| 24 October | United Nations Day |
| 29 October | HSC commences |
| 28-29 November | Schools Spectacular❖ |