

# SCAD

- Bob Graham
- PD, Health and PE
- Information skills, technology and whole school commitment



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## Endings and beginnings: scan in 1992 and beyond

This issue of *scan* marks the end of one era and the beginning of another. From the beginning of October 1991, *scan* will plunge into the world of cost recovery and user pays. For people in NSW government schools to whom *scan* has always been sent free of charge, there will be a big change: if you want to continue to receive *scan*, you'll have to subscribe.

Changes to NSW Department of School Education Central Executive-staffing and funding which have seen the demise of the School Libraries and Curriculum Resources Information teams meant that *scan* would disappear, too, unless it could pay its own way. Those of us associated with *scan* believe it offers a valuable and unique service to teacher-librarians and teachers alike, and so we've taken a calculated gamble that we can continue to provide this service and meet the costs associated with the journal's production.

You'll find a subscription form among the inserts in this issue. NSW government schools will have the opportunity to take advantage of a special introductory offer on a 1992 subscription — we've tried to soften the blow a little. But hurry, because the offer ends at the end of Term 1, 1992.

Our current subscribers (who number about 450 and come from across Australia and even from across the Tasman) will be pleased to know subscription rates have not increased for 1992. Subscribers from outside NSW will be even more pleased, we hope, to see the interstate rate has decreased! A renewal form is included in this issue for you.

We hope you'll notice few differences in *scan* when the first issue arrives next year. While there will be some advertising in the journal, and there may be some changes to its format and design, we're confident the quality you're used to in both articles and reviews will continue. An editorial committee, under the leadership of the Senior Curriculum Adviser — Library Education from the new Curriculum Directorate, will oversee policy and editorial direction. The production and sale of *scan* will be carried out in conjunction with the Curriculum Resources and Marketing unit (formerly Resource Services) also from the new Curriculum Directorate, and we look forward to benefiting from

their expertise. Of course, readers' comments are vitally important. Let us know what you'd like to see more — or less — of in 1992. Your comments should be addressed to *scan* Private Bag 3 Ryde 2112.

Public education is changing and many of the things we've taken for granted over the years are disappearing. For schools this means greater visible financial resources, greater flexibility in their use and more choices but also greater financial responsibility. Changes like these are challenging and can easily be seen as threatening. Alternatively, such changes can be seen as exciting opportunities to do new things, to do things better, to do things differently. Those of us who have been involved in the production of *scan* for the past two years have chosen to be excited and stimulated by new opportunities coming our way. We hope you will too. More than ever, we look forward to your support.

## Vital information for teacher-librarianship training

A survey inserted in this issue of *scan* has been prepared by officers of the Department's Human Resource Development Directorate to gather information regarding the qualifications of personnel currently working as teacher-librarians in NSW schools and training preferences for teacher-librarians hoping to further their qualifications. This information is vital if realistic plans are to be made for the provision of training for teacher-librarians next year and beyond. It is in your interests to respond to this survey!

The survey asks for information regarding the kind of school in which you work, the town or suburb in which you work and your current qualifications. This information will not be used to identify you, but rather to 'map' the territory as it were, to establish baseline data for planners to work from. We know many of you are seeking to upgrade your qualifications, but we need to know more: where you are, whether you're primary or secondary, what your current qualifications are. Supplying this information now will ensure the characteristics of your situation are taken into account as training options are planned, and thus you'll be more likely to benefit from these plans.

Take a few moments now to respond to the survey and return it — your future and the future of the profession will benefit.

## Employment criteria for teacher-librarians

Recent changes to the employment criteria for teacher-librarians will affect new applicants and may affect applicants seeking to transfer from casual to permanent or permanent part-time positions. The changes reflect a long-term strategy of ensuring all teacher-librarians in NSW government schools have professionally recognised qualifications in teacher-librarianship. The phrase 'professionally recognised qualifications in teacher-librarianship' refers to qualifications which have been endorsed by the Australian Library and Information Association (ALIA). The ALIA accredits teacher-librarianship courses at degree and graduate diploma level and maintains a register of accredited courses.

Criteria for employment as a teacher-librarian are twofold: first, an applicant must meet the current criteria for employment as a primary or a secondary teacher. Second, an applicant must have an ALIA accredited qualification in teacher-librarianship. Applicants who meet the first criterion but have other kinds of teacher-librarianship or librarianship qualifications may still be approved for employment, but such decisions are at the discretion of the Director of Human Resources in each region and will usually be based on an interview. These changes do not affect teacher-librarians already approved for employment or those currently appointed to permanent positions as teacher-librarians.

Questions about these criteria should be directed to the Director of Human Resources in your region. Information regarding professionally recognised teacher-librarianship qualifications can be requested from the ALIA PO Box E441 Queen Victoria Terrace ACT 2600. Tollfree telephone: (008) 02 0071.

## Advertising in scan

As noted above, *scan* is changing. Beginning with the first issue for 1992, *scan* will now accept advertising in its editorial pages, as well as via inserts in each issue. Enquiries should be addressed to *scan* Private Bag 3 Ryde 2112; telephone (02) 808 9457; fax (02) 809 6341

## ASCIS services

Ann Parry is Leader, Curriculum Resources Information

### What is happening?

'The cataloguing services and curriculum services driven by the ASCIS database have been the subject of intense scrutiny in recent weeks ...'

So began my contribution to *currents* in the last issue of *scan*.

Then the mood was one of purposeful planning and energetic activity to meet the economic and professional challenges of supplying specific information services to schools. I was confident that the Curriculum Corporation and collaborating systems had grasped the nettle, that decision-making and communication mechanisms were functioning well and that, with goodwill and a sensible approach to maintaining resource levels, schools in NSW, indeed schools nationwide, would continue to have access to the most innovative curriculum and cataloguing support services in the world.

Now the statement is also apt but it carries a different truth. The mood has changed and the nature of the scrutiny has changed. By now, I think, all readers of *scan* will be aware that the restructuring of the Department's Central Executive saw the abolition of all positions within the Curriculum Resources Information team. We were instructed to wind up operations and pack our gear by the end of September. (In the event we have not been able to meet this deadline but we are nearly finished.) This is not the place to speculate on the management imperatives which dictated such swift and total surgery. The reaction, however, has been overt and clear cut. Teacher-librarians, teachers, parents and many others were quick to see the significance and potential implications of the closure of the NSW database input agency and wasted no time in taking the scrutiny into the political arena. As the questioning continues, solutions are being sought.

Senior officers have assured me that the department will maintain its commitment to ASCIS and that NSW schools can expect to continue to have access to ASCIS services at the same rates of charge as schools in other states. The ways in which this commitment will be realised have not yet been worked out. They may or may not include provision for a data entry agency in NSW. My hope is that when the options are identified they will be

subjected to informed professional scrutiny so that the solution which emerges will be a genuine improvement on what we had before the restructuring and not merely change or the sake of . . . , or a cobbled compromise. My fear is that the decision makers will tire of the conflict and settle for a quick resolution which may not serve the long term interest.

### Do not hesitate!

Given the department's assurance, schools should not hesitate to continue placing orders for catalogue cards or machine readable records in Term 4. And, as soon as possible, schools should subscribe for products and services in 1992. I expect there to be an order form mailed with this copy of *scan* but if that does not eventuate you should contact the Curriculum Corporation directly.

### Services in 1992

Prices for most services will increase in 1992. The cataloguing microfiche service and the subject authority file will cost \$99, or \$85 and \$20 if purchased separately. The curriculum information subsets such as ACIN and NSCU will cost \$30 each. Two new subsets will be available: Asian studies and Environmental education. Dial-up access charges will also increase. The subscription option will cost \$125 with \$30 per hour thereafter, while the pay-as-you-go option will cost \$40 per hour. Card sets will still cost \$0.60 while ASCIS 80 records will rise to \$0.60. ASCISRECON will cost \$110 plus \$0.15 a record and a new minimum order charge will apply to encourage schools to use ASCISRECON for new acquisitions as well as retrospective conversions.

### NCIN in 1992

#### Photocopy service

As I write this column the future of the master file of NCIN documents is still uncertain so I cannot give a firm assurance about the possibility of the revival of the Document Delivery Service though that is certainly being explored.

#### Loan service

Users of the ASCIS database on-line will of course continue to have access to all the NCIN data entered since the beginning in 1986. We ceased adding new material in September. Users will need to be conscious that the document availability information on the database is no longer valid and should be interpreted in the light of the above notes about the photocopy service.

### Microfiche

The Curriculum Corporation has advised that it does not intend to publish the NCIN/ACIN microfiche in 1992 so schools should hang onto their copies of the August 1991 microfiche. Subscribers need to be aware that the ACIN microfiche does not include all the materials indexed by NCIN. Of the 3841 NCIN documents on the database at the end of September, only 1454 were also included in ACIN.

### Apology

In the last issue of *scan* I said I would report in this issue on decisions taken on professional issues by the Information Services Standards Committee. Please accept my apology for not having done so. I think readers will understand that our time line for this issue has been telescoped and other concerns have claimed a lot of attention.

### Appreciation

Finally, I should like to say a sincere thank you to all those who, in the context of the protest against the cessation of cataloguing, reviewing and NCIN services provided by the Curriculum Resources Information team, have praised the work of our small group. We have enjoyed our part in supporting schools in NSW and were heartened by the appreciation of our colleagues. For our departing team – Nigel, Anne, Jolanta and Barbara – and our extended family of part-timers – Ann, Neryle, Jill, Fay, Lois, Faye, Ingrid, Michelle, Kevin and review panel members – I thank you.

### Acknowledgements

For permission to reprint book covers, the editors are indebted to:

Brooks Waterloo for Foundations of physical education; UQP for Sporting injuries; Pan for VCE physical education (Macmillan Aust) and Me & my mates; Magabala for Raparapa kularr mattuwarra; McVitty for Hist! and Things; Baker & Taylor for The marvellous journey through the night (Farrar, Straus & Giroux); Random Century for Reynard the fox (Walker), The wizard in the woods (Walker), Can't you sleep little bear (Walker) and Pen friend from another planet (Andersen); Hodder & Stoughton for Boobook and Kat's goblin; Ashton Scholastic for The Littles & the lost children and Change the locks; Collins/A&R for Nim's time (Harper Collins); Doubleday Aust for The story of Tracy Beaker (Doubleday); Octopus for Tallahassee Higgins (Heinemann); Penguin for Against the storm, High banks, heavy logs, The red woollen blanket and Grandad's magic (Viking Kestrel); Turton & Chambers for A good hiding and other stories; Omnibus for Peter; Lothian for Crusher is coming and Greetings from Sandy Beach.

## features ☆

### ☆ Greetings from Crusher's best mate

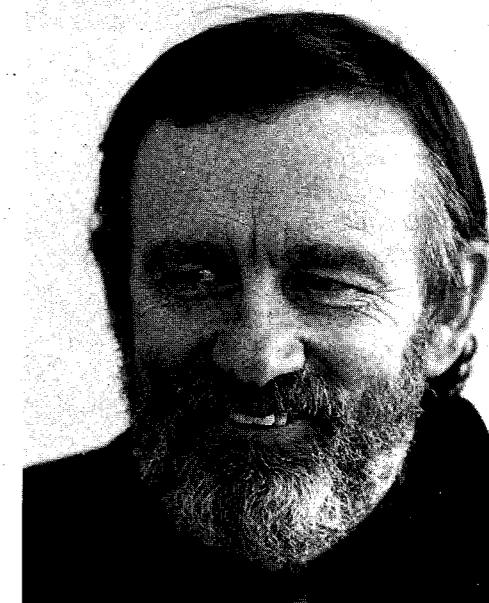
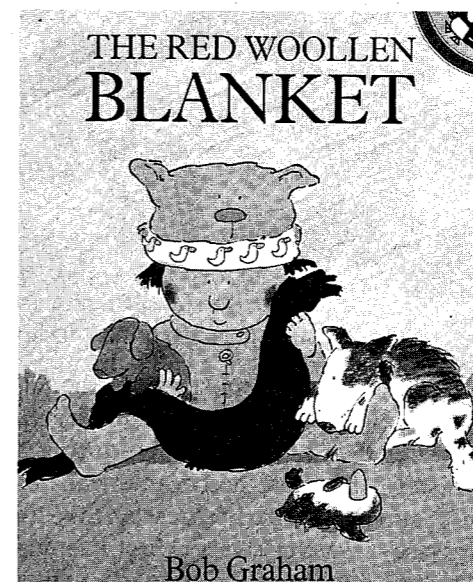
Because children's writers have a unique gift for empathising with children, various theories about the origin of the gift have been advanced: that, for instance, children's writers had an unhappy childhood; or that a particularly memorable or traumatic experience in childhood forever froze that moment, enabling the person to return to it and all the feelings aroused. Bob Graham, whose books so delightfully celebrate the mundane but universal aspects of family life could surely not have had an unhappy childhood?

*No, I didn't have an unhappy childhood at all, I had an ordinary middle class childhood in suburban Sydney. Looking back, my childhood really is totally irrelevant in my work: I don't draw on any particular childhood experiences that I'm aware of. I do think that children's writers place great importance on their childhood and remembering what it's like to be a child etc. But it doesn't really apply with me; I can't sort of reach back that far anyway, and I think maybe the material I work with is more relevant to what's happened more recently. I draw on observations of things around me now. So my childhood is not really prominent in my work.*

In fact, the enjoyment of reading a Bob Graham book is not limited to any age; the parent or teacher will have just as enjoyable a time as the 4-year-old:

*I hate to use that word 'target' it seems to be a commercial word somehow, but I don't 'target' books, as they say, at particular age levels; that seems to take care of itself; it results from the story I write. And the group certainly should include adults or parents. I hope that the parents get as much out of the books as the children do.*

The Graham family provides much of the source material for these excursions into everyday life and, although Graham's two children are now in their twenties, and thus removed from the sensitivity of the teenage years when depiction in print of one's foibles, or even one's talents, is viewed as betrayal rather than portrayal, the Graham picture books began some years back. How did the Graham children feel about their appearance in books?



*Bob Graham is one of Australia's foremost author-illustrators. He won the Children's Book Council Picture Book of the Year Award for the second time in 1991 with Greetings from Sandy Beach. Fay Gardiner from the scan team caught up with him when he visited Sydney for the award presentation.*

*I guess when I started doing books like Pete and Roland which was about my son Peter, he was 10 or 11 but he was just changing schools, so I guess he didn't [experience] all the things that went along with having a book brought out about him. My children are always very interested in my books and I guess you write books mostly because you're interested in reactions of certain people who are close to you. That includes my wife and my kids. I have an idea and I sketch it out. They'll be the first ones to see it and they'll be the ones whose reactions I'm really interested in.*

*Afterwards if the children and other people happen to like them that's nice as well, but that seems to be something that follows on much further down the line.*

The foibles of parents are visibly but affectionately dealt with in Graham's books. Should we mothers be comforted by the apparent universality of our desire to

plant unwelcome kisses upon our children, as exemplified by the mum in *Crusher is coming*, or mortified by the embarrassment we cause our children?

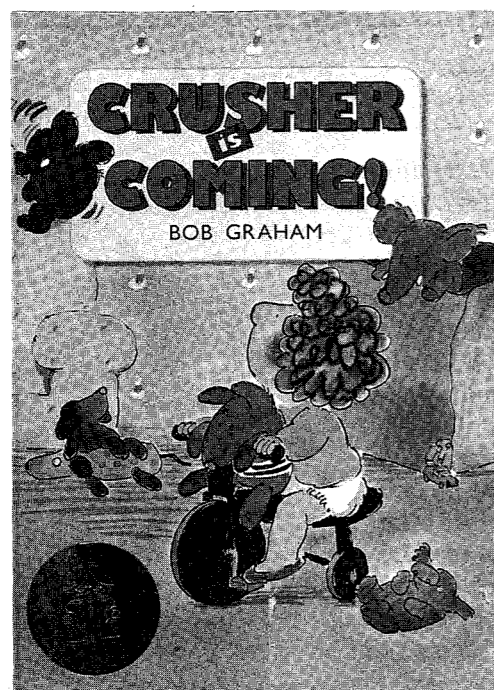
That's a subject I find rather interesting and I'd like to take that a bit further, how children are embarrassed by their parents, particularly sons with mothers. That goes back into my early experience, if I can ever go back into it. I still haven't sorted my way through all of that. I have asked school children what things they find embarrassing about their parents and have a bundle of letters as a result of it. But I haven't unravelled it enough to know just how to use all of it.

But yes, that did crop up a little bit in *Crusher*, and in *Sandy Beach* the girl is embarrassed by her parents, when they're close by and other kids are around. I've just made a couple of little allusions to it, but I'd like to take it a bit further one day if I could. There could be all sorts of things buried in there. It might be largely a matter of trying to find some independence as children do more and more as they grow up. But there are other things as well which I'm not too sure about.

To have the twin gifts of facility with words as well as illustration, enables an integration of text and picture that is impossible when two people are involved.

I guess being in charge of the pictures and the words, I approach it from a different angle than if I were just an illustrator and working with somebody else's text. I don't illustrate anyone else's picture books, I'm full time doing my own. If I look at someone else's [unpublished] text, because I'm approaching it from the outside, straight away I think of how to break it up into little blocks and get it on to 32 pages.

But when I'm approaching my own stories I simply turn to text and pictures and mesh them together so my thinking is from completely different points of view. I guess that comes out in the picture books, that one interchanges with the other, I can use words there and pictures there. The pictures can equal the words there but they can add to them somewhere

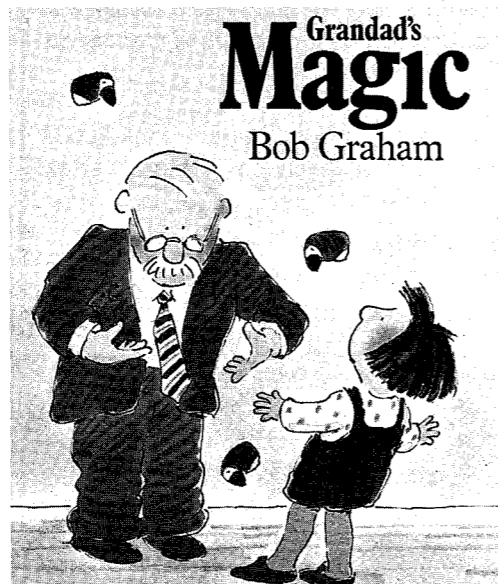


else. So that process goes on and I don't think I'd have access to that so much in just illustrating someone else's text.

It's a matter of pacing I guess. It's quite often a mystery to me as well. I can't work out how my books work. I just really sit down and do them.

As a child, Graham used to copy the Emile Mercier cartoons that appeared in a daily newspaper and it is to this practice that he attributes his appreciation of sparsity. He trained at art school and at one stage during his working life...

... I used to do those safety posters of men falling from great heights off scaffolding and being electrocuted and that kind of thing. I then went to work for TAFE where I spent 6 or 7 years designing resource materials, doing overhead transparencies, layouts of text books and learning programs and that type of thing.



We then went down to Melbourne to get away from the city; the outskirts of Melbourne seemed to be the only place that was workable for us. I worked with the Five Mile Press there for a couple of years. I eventually managed to get away from all of that and began to work at home. That's what I've been doing now for 5 or 6 years.

In his acceptance speech at the Children's Book Council awards, Bob Graham spoke about the origins of the Disciples of Death who feature in *Greetings from Sandy Beach*. He explained how, during a lunchtime stopover at Berrima, he became transfixed by a large group of bikers parked nearby. Like the dad in *Sandy Beach*, he was very wary at first, keeping his observations strictly to himself, but he gradually became aware that the group represented a cross-section of society, even to the inclusion of both ends of the age spectrum, grandparents to babies. The apparent ferocity of the group began to diminish.

Were there other real-life experiences in the book?

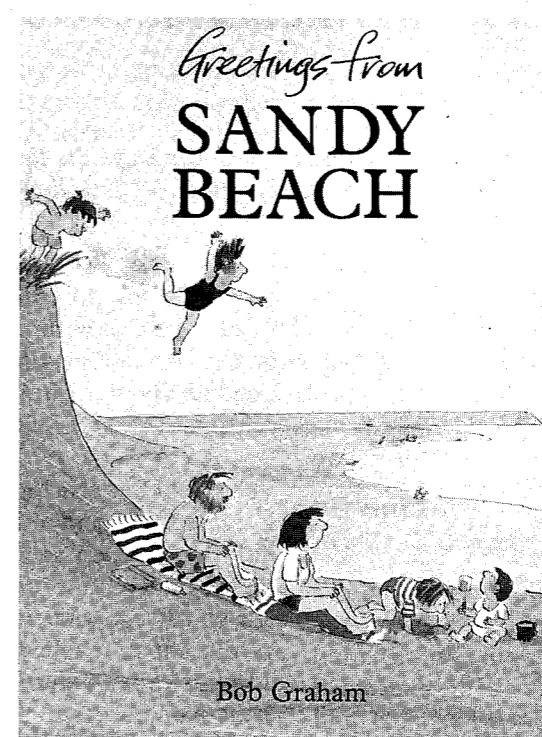
My wife, Carol, and I went to Wilsons Promontory and we saw certain things that I could point out in pictures in the book. And I guess this is like most of my books in that there aren't always specific experiences, but there are other things that I see and record in my notebooks that go back 5 years or so, and things in my imagination that I just make up. They're all intertwined and sometimes I don't really know how to unmesh them or whether that's an actual experience or whether it's something from my imagination. Anyhow we walked at Wilsons Promontory for about two and a half hours and then sat on this little cove and looked out to sea and it was as though we were the only people on earth. It was a mid-week day and no-one around and we sat there listening to the waves come in and then 2000 school children charged over the sandhill! I thought that it would make a good picture as seen from 200 feet out in the air.

For all of us who are looking forward to the next Bob Graham book, the wait will be a little prolonged.

There's a book at the printer's, which has been there for some time, called *Rose meets Mr Wintergarten*. That's been set down for publication in the first quarter of next year, so sadly that means we're without a book this year for the first time. It will be coming out with Penguin in April I believe, so we've got to wait patiently for a while. But it's all been done, the art work's been done and it's all ready to go.

It will be my fourth with Walker Books. I do some picture books with Walker Books, some with Lothian Books. Walker Books have a particular advantage in their marketing approach. They're a specialist children's book publisher; they seem to have taken that side of things by storm during the last 10 years. They're particularly good at co-productions where they might get 6 different language editions together and run them on together, which is very good in my terms.

Fortunately for readers in other countries, Bob Graham



... we walked at Wilsons Promontory for about two and a half hours and then sat on this little cove and looked out to sea and it was as though we were the only people on earth. ... and then 2000 school children charged over the sandhill..

is published in Britain and US and in translation in French, Dutch and, periodically, one or other of the Scandinavian languages. As far as he knows (he can read French a little but not the other languages) his text remains intact in these versions, although he has experienced the propensity of the US market for the 'happy ending'.

Sometimes there are negotiations, [particularly] on endings. If the changes are logical I go along with them. I'm always open to editorial suggestions, particularly if it's Walker Books where it's very much a matter of give and take. Sometimes I dig my heels right in on American markets, when they want a 'happily ever after ending'; my endings sort of trail off. Some people think they end nebulously, but I like to leave a few open-ended things.

As we spoke about the integration of text and illustration, Graham expressed his admiration for Jeannie Baker, particularly her new work, *Window*. When asked who else he admired, he nominated Helen Oxenbury, whose collaboration with Michael Rosen produced the splendid

We're going on a bear hunt.

As a devotee of Bob Graham's work, meeting him was not only a great pleasure but a reinforcement of my mental image of him, gleaned from his work: bearded (though not red), unpretentious, caring - of his work, his family and people generally. And wary of Disciples of Death. But much more wary of and inclined to avoid school children when they come by the busload to ambush sitters on quiet beaches.

A selection of Bob Graham's books

- Pete and Roland (Collins, 1982)
- The red wollen blanket (Penguin, 1987)
- Crusher is coming (Lothian, 1987)
- Grandad's magic (Viking Kestrel, 1989)
- Greetings from Sandy Beach (Lothian, 1990) ♦

## ☆ Information skills, information technologies and the teacher-librarian

Toni Downes is a senior lecturer in the School of Education and Language Studies, University of Western Sydney, Macarthur. The following article is based on a paper presented at the NSW Catholic Primary Teacher-librarians Annual Conference.

The rapid development of new information technologies and of society's increasing dependence on access to information places exciting challenges before all involved in educating our future citizens. Teacher-librarians have always had a significant role to play in the development of the necessary information skills. Now they must face the challenge of the new technologies.

Teacher-librarians and classroom teachers are increasingly being challenged to re-examine the purposes and methods of developing information handling skills both within the context of the traditional resource collections found in primary schools, and within the wider context of the electronic information revolution. This challenge, in fact, contains two separate tasks. The first involves rethinking the school's information skills program to take account of new information technologies. The second involves serious consideration of ways that new technologies, themselves, can be used to enhance and support such a program, and in time help to reshape such programs.

In *Information skills in the school* (1989), the NSW Department of School Education has clearly identified attributes of a sound, school-based information skills program. It states that the program should be needs based, arising out of the information needs of the students as they work on a variety of tasks, problems and investigations. This approach fosters the integration of the skills program into the classroom curriculum. It requires cooperative planning and teaching of those units of work in which students have major information needs. It also requires an appropriate resource collection, which is physically and intellectually accessible to all students.

While some schools have such a cooperative, integrated approach to information skills development, very few schools have a clear agenda for integrating the new information technologies into their curriculum, either in the classroom or in the library. One could argue that, as the teacher-librarian is seen as the information specialist in most schools, and as the library is often the centre for the school's information collections then the impetus for integrating information skills and technologies may best be developed under the leadership of the teacher-librarian. In line with arguments for a needs-based approach to developing the necessary information skills, the integration of the

technologies within a skills program would necessarily need to be also within a functional environment, that is, the technologies should be used when they are needed for a meaningful task derived from the information needs of the students.

The rest of this article assumes that such a proposition is reasonable and that, unknown to most teacher-librarians, some resources already exist in their schools that would allow teacher-librarians and classroom teachers to cooperatively plan for such an integration. While most teacher-librarians are aware of the administrative value of OASIS Library, of access to remote databases such as ASCIS or ACIN, and of the development of a range of exciting CD-ROM products, they are sometimes 'overwhelmed' by the complexity, the costs and the training issues or on the other hand are 'waiting' until all is in place. Even those who are well down the track in using one or other of these new technologies for administrative purposes, sometimes miss the potential of such technologies for improving the information skills of their students.

When examining new technologies for their potential to integrate with a needs based information skills program the following framework is a useful starting point. The delineation in this framework is somewhat artificial, in that often there is much overlap between categories. The framework divides the new technologies and their uses into three groups.

- A gateway to traditional information collections
- A medium for storing information collections
- A tool for making and analysing information collections

In the following sections each of these uses will be explained, with some important questions being asked of each. There are few answers to the questions, and while teacher-librarians may call on systems and educational researchers to provide some of the answers, the 'meantime' needs to be filled with strategies that allow teacher-librarians and classroom teachers to 'get on with the job' of integrating the skills and technologies. Each section ends with a small number of scenarios which depict some existing successful strategies.

## Gateway to traditional collections

The general aim of a gateway is to provide the intellectual and physical access to an existing collection of information. Familiar traditional technologies include dictionaries, telephone books, an index in a book, card or microfiche catalogues for the library. Each of these gateways is organized around a dominant characteristic, commonly being alphabetical order of word, surname, author, title, topic or subject. In many ways the technologies of cataloguing libraries have gone a long way to improving intellectual access through providing more than one entry point with much cross referencing. Yet no-one could deny the improvement in intellectual access through use of a computerised catalogue, with the added bonus of improving physical access if the database is linked to a computerised circulation system. With the coming of integrated library systems such as OASIS, which in the future may link to larger remote collections through ILANET, OPACS, ABN, or CLANN, the potential for improved intellectual and physical access is enormous.

However, for this potential to be realised many issues need to be resolved. Even if we assume adequate resource provision in schools, some significant questions remain. Some of these are:

- What do such systems offer the young information seeker?
- How can teacher-librarians facilitate the development of the necessary skills to allow students some access to the power of the gateways?
- Are the systems too complex for the young information seeker?
- Do current curriculum priorities include the time to allow for such development to occur?

While the following five scenarios do not provide direct answers to any of these questions they do provide some insight into successful strategies within a range of different environments.

**Scenario One:** In a school where the implementation of OASIS library is well down the track, the fiction headings developed by John Lee from Mater Dei, Tuggeragh are used in the SUBJECT HEADINGS field and students are encouraged to add their own descriptors in the NOTES field. John's standardised keywords provide more detailed descriptors than the traditional ASCIS terms, while the student-added notes allow access through peer opinions and rating systems.

**'With the coming of integrated library systems such as OASIS, which in the future may link to larger remote collections through ILANET, OPACS, ABN, or CLANN, the potential for improved intellectual and physical access is enormous.'**

**Scenario Two:** In a school where OASIS library is only just being implemented, students from K-6 have access to the enquiry module through a shared terminal. During lunchtimes it is not uncommon to see groups of kindergarten children devising their own 'keyword games'. One such game involves thinking up a word/topic, keying it into the computer, often with the help of a more able speller, then looking for the books on the shelf. Through this recreation, these kindergarten students are developing information skills using 'grown ups' technology.

**Scenario Three:** In a school where the library has an Apple II, the Findabook database is used by some of older students in library

time to help them select their next novel. Access to 'type of book' and a summary of the storyline give the students two more entry points into the fiction collection. As the database contains more books than the school library, students are encouraged to use their local library as well. The collection is kept up to date through classroom literature-based reading programs, where one of 'responding' activities to a novel is the development of a record card for the database.

**Scenario Four:** In a school where the integrated skills program is well down the track (but OASIS is not!), parts of the non-fiction collection are documented on a simple database. Collections which will be extensively used in term-long integrated units of work are chosen. Both classroom teacher and teacher-librarian identify the scope of the collection to be documented. The feature of the database is the KEYWORDS field. In class, students and teacher make substantial use of cognitive map making, with much discussion about the hierarchy from general to particular terms that best describe the area of study. Students use their cognitive maps to navigate their way through the database to the collection.

**Scenario Five:** In a school just starting down the track to an integrated skills program and to computer use in the library, a Year 4 class are documenting (in record card form) books they found useful in their topic work on Animals in the Sea. Students work in pairs, but they must have their work checked by another pair for accuracy as well as relevance before they can have it entered into Appleworks on the computer by a parent helper. The plan is for the finished collection to be used by the next class as a gateway when they begin investigating that topic.

The common feature of each scenario is that students successfully access or create gateways themselves through using a microcomputer or a terminal.

## A medium for storing information collections

New technologies for storing information are continually being devised in response to both the size and complexity of new information collections and the need to access that information more quickly and cheaply. Print on paper, microfiche and video tape are only a few of the familiar technologies that are used in the storage of information in school libraries. Newer technologies include computer memory, and disks (of all sorts including CD-ROM). In general, electronic collections are stored in databases, which can be based on traditional concepts of fields, records and files, or more recently in hypertext environments where records, text, graphics, animation and sound can all be stored on the one media and accessed through the one management system. As technologies have improved, there has been a definite shift in the contents of the large databases. They have moved from bibliographies only, to bibliographies plus abstracts, to full text (as text files), to text supplemented with simple graphics, to text and graphics in facsimile of printed page to current environments combining all forms of information. Collections, which are accessed remotely, are limited by the telecommunications technologies and have not yet been able to utilize environments that integrate text and graphics. Because of the enormous storage capacity of CD-ROM most of the exciting hypermedia developments occur on this media.

Just as there are many types of collections within the world of print, eg dictionaries, timetables, encyclopedias, almanacs, factual texts and atlases, each with a unique function and structure, so there now exists a wide range of software to support the electronic storage of most types of information. These include word processors, database management systems, spreadsheets, teletext, hypertext, graphics and animation packages. Each of these have features that constrain the type of information stored in them as well as different ways of accessing that information. Differences in the features and functions are found both between and within each group of software. One main difference concerns whether the information can only be retrieved in its stored form (as is usually the

case in remote data bases and CD ROMS) or whether the software also provides the wherewithal to manipulate that information in unintended ways or even add to or change the information.

Society's increasing use of electronic media for information storage is already reflected in most community and larger school libraries. In the past the information on computerised databases was usually for administrative uses. In the last few years the number of collections that are directly relevant to primary school curricula has increased. The most popular seem to be Australian history databases such as *The First Fleet*, *Bushrangers*, *Explorers and Heritage 200* databases, which have been commercially prepared. A large number of teacher-made databases are also available from local teacher centres such as the Resource Centre, CEO Sydney. Less common but extremely valuable are electronic collections of stories, poems or jokes in wordprocessing files, or electronic stories in packages such as *Storytree*.

'New technologies for storing information are continually being devised in response to both the size and complexity of new information collections and the need to access that information more quickly and cheaply.'

Again, as with the above discussion of gateways, the introduction of new forms and media for information storage in a primary school library raises many questions. These include:

- What new access skills will primary aged students need?
- Can we define a reasonable range of technologies?
- Are the print-based skills transferable to the electronic media?
- What strategies exist for successfully integrating some of these collections into existing curricula?
- Given reasonable access and time can primary students become independent users of these systems?

The following scenarios provide some insight into situations where primary-aged students used a variety of software to access electronic collections.

**Scenario Six:** A group of Year 5 students who are investigating early coastal exploration, use an Apple II and the Explorers Database in the library, to watch a graphical recreation of Captain Cook's journey up the east coast of Australia. As small snippets of information appear on the screen one of the students records the dates and places. The students use this information to

quickly locate, with the FIND command, these dates and places within Cook's own journals (full text). Finally the relevant parts of the journal are printed to paper. From time to time students search the database records using queries such as 'field: LOCATION contains Endeavour River' to check whether other explorations were also carried out in this part of the coast. Students take their notes and the extracts from Cook's journals back to class for further analysis.

**Scenario Seven:** In the computer corner of the library some Year 2 children spend their lunchtime browsing through a collection of data files on Ourselves on the BBC. These files have been created over the last two years by various groups of junior students in the school. They particularly like looking at ones they created themselves. This time, their "Our Pets" file from last year is being examined. Much laughter and glee is observed as individual children who own dogs FIND themselves by typing in "pet the same as dog". As these children have not yet mastered Boolean operators they often come up with strange results when they combine inquiries using AND or OR. As they are very familiar with the data in the collection they laugh as they tell the computer it is wrong!

**Scenario Eight:** A group of Year 6 students is updating the information and stories placed on the electronic bulletin board on the BBC computer near the library entrance. Using Mikefax, a teletext emulator, which supports varying size and colour of type as well as crude but colourful graphics and simple animation, the students are updating the content page which lists topics and page numbers as well as changing some of the news items and poems stored on the various pages. Much of the text to be entered is their own, developed in class through a variety of tasks, though they also have the Year One Stories of the Week. Their special task is to find a more catchy title for the book review section as the teacher-librarian has mentioned how few students use these pages.

**Scenario Nine:** During their time in the library, the Year 4 teacher and a group of students spend much time using the electronic mail software, Fredmail, and a modem connected to a telephone, to locate and download a collection of news items that have been placed on a remote bulletin board by other local schools. The students will store the information on disk to take back to their own classroom, where it will be printed out. The class' editorial team will then decide which of the items will appear in this month's newspaper.

In all of the above scenarios, students of all ages are successfully accessing or making an organised collection of information which is stored electronically.

## A tool for making and analysing information collections

In the past primary-aged students have had limited exposure to making and organising information collections. Some traditional experiences include writing stories, books, anthologies, making charts and personal dictionaries and 'doing projects'. In recent years the writing of factual texts, using a variety of genre has become more widespread, so has more detailed attention to note taking and summarising as a means of collecting information. With the introduction of computers into primary schools a new range of tools is available to young information users as they make and organise collections of information. This range includes most of the software packages mentioned in the previous section - word processors, spreadsheets, databases and graphic packages.

Just as traditional methods of organising and analysing information have characteristics that determine the appropriateness of their use, so too does computer software. Teachers, teacher-librarians and students need a clear picture of their information handling task prior to deciding on the appropriateness of a software package as a tool for storing, organizing and analysing the information they have collected. Word processor files work well for notes about observations or records of interviews, while spreadsheets handle numerical data well. In general data bases packages are most appropriate when similar information is being collected about a number of individuals in order to answer questions about the group as a whole or about subgroups within the collection. As well as providing an appropriate form for storing and organising the information, the above packages have unique functions to support the analysis of the various types of information. Word processors facilitate adding and editing, and cutting and pasting, processes often used to make sense of notes. Spreadsheets can handle numbers and perform operations such as summing and averaging, and data bases have the powerful searching and sorting functions which allow for records to be ordered or grouped in a variety of ways.

The initial organization of the information prior to creating a structure for it, is possibly the most important factor in determining the value of the stored collection.

'With the introduction of computers into primary schools a new range of tools are available to young information users as they make and organise collections of information.'

During this stage students and teachers need to make explicit their information needs and evaluate the range of information available in terms of the questions that need to be answered. In fact designing a structure for the file forces the information handlers to immerse themselves in the details, to structure the information in some agreed-upon way and to transform much of the information (from notes to prose, from prose to word- or phrase-descriptors or from various units of measurement and qualitative descriptors to standard units). Many of these transformations are unnecessary in more traditional situations where information handling tasks are often limited to transcribing and presenting information without the information being 'worked' over. This need to 'rework' the collected information into a different form provides an opportunity for such information to become the personal knowledge of the students. This occurs as students grapple with the 'meaning' of the information.

Once again the introduction of a range of software tools into an integrated information skills program raises many questions. Some of these are:

- How familiar do you need to be with a tool before you can use it effectively?
- Can young learners cope with an increasing range of tools and processes?
- Do primary aged children have the necessary cognitive abilities to take advantage of the power of these tools?
- How difficult is it to match information tasks with these new tools?
- How difficult are these packages to learn? to use?

Once again, teachers and teacher-librarians cannot afford to wait for others to answer these questions. From Kindergarten onwards students need to use these tools to solve information tasks. The following scenarios may provide some insights into how such use may be organised.

**Scenario Ten:** A Year 6 Class spends several hours in a local library collecting data from a year's supply of daily newspapers about temperatures in major capital cities of the world. Back in class the students record this information in a spreadsheet Excel, on a Macintosh. They organise the data into months and seasons and calculate average, high and low temperatures for each month and season. Using books from the school library

... the introduction of a range of software tools into an integrated information skills program raises many questions. Teachers and teacher-librarians cannot afford to wait for others to answer these questions...

they find information about the latitude, altitude, distance from the sea and hemisphere for each city. This information is added to the spreadsheet. Students produce and print a variety of graphs to help them explain how and why the temperatures vary across the cities.

**Scenario Eleven:** In a Year 3 classroom, teacher and students take on the care of young rats, mice, guinea pigs, rabbits, ducks, chickens and geese. Their aim is to find out more about these animals. Using a range of factual text

from the library they supplement their observations with facts about the animals and their care. They use Notice Board on the BBC to write, in prose, descriptions of the animals in their charge. The program also allows for a small number of keywords to be entered in a field. Students can then search the 'notices' through the keywords or through any word in the text. As students select keywords for their animals they are more intent on differences between the animals hence there are rarely any common keywords across animals. Thus the students have little success finding one or more animals through keyword searches. They end up browsing the collection.

**Scenario Twelve:** Kindergarten children collect information about themselves and their appearance. While the children paint miniature replicas of themselves, the teacher keys the same information into an Ourselves data file. Groups of students read the collection using the *see all the children* option, look for all the students with blue eyes, and make graphs about hair colour and eye colour. Through careful questioning the teacher gets the students to check that the computer's graph tallies with the picture graphs they made out of their replicas.

**Scenario Thirteen:** Year 4 are learning about the Solar System. They use a range of factual texts from the school and local library. Groups of students investigate particular planets. Through class discussion, teacher and students agree on headings for the information to be collected. Students collect information from a variety of sources. After they sort out some of the conflicting information, they enter their information into Appleworks Database. Students then create Question cards for others to answer.

As their computer is situated in the Reading corner, groups of students often just browse through the data file collection stored on the disks or even read some of the stories they have written on the word processor about travelling through space!

## Conclusion

Any use of new technologies presents challenges to the teacher and teacher-librarian as they plan units of work which integrate information handling skills with the knowledge and concept development central to subjects like Social Studies and Science. The greatest challenge of all seems to be time! ... time for teachers and teacher-librarians to plan and evaluate, and time for students to grapple with the three components of such a program

- the subject matter itself
- the information handling tasks
- the technology being used

All of these ingredients are vital and in today's society, not one of them can take precedence over another. The use of simple software packages found in most schools, is one way of integrating technology into the classroom. When used with a well defined and appropriate information handling task it becomes a powerful tool for integrating information skills and technologies into the classroom.

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## Software, Computer & Supplier

Appleworks. Apple II Dataflow, Sydney

Excel. Macintosh Microsoft, Sydney

Explorer's Database. Apple II Knoware, Helensburgh

Findabook. Apple II Satchel Software, SA Dept of Education

FredMail. Apple II Miller Educational Technology Centre, NSW Dept of School Education

Mikefax. BBC Resource Centre, CEO Sydney

Noticeboard. BBC Resource Centre, CEO Sydney

Ourselves. BBC Resource Centre, CEO Sydney

Storytree. Apple II Ashton Scholastic, Gosford ♦

## Teacher-librarian sponsorships

The Department of School Education are again offering sponsorships (5 full time; 20 part time) to teacher-librarians who are keen to obtain professional qualifications.

Tenable at UTS Kuring-gai, the sponsorships will lead to the Graduate Diploma in Applied Science (Information/Teacher-librarianship).

Teacher-librarians who have completed the School-based Support Course may be eligible for advanced standing.

Advertisements will have appeared in School Education News in October, but the closing date is not until mid-November, so if you want to know more, please phone:

Fran Moloney  
Human Resources Development Directorate  
02 556 0700.



## ☆ Writing for children

Fay Gardiner, from the scan team, recently spoke to Martin Waddell who visited Sydney on his way to Dromkeen where he is writer-in-residence for two months.



### Difficult subjects

Martin Waddell has been writing books for children for many years, his works ranging from picture books for very young readers to novels for young adults. So prodigious is his output that he has developed an alter ego, Catherine Sefton, who is the author of the novels for older readers; the picture books and some of the bridging novels appear under his own name.

Waddell lives in Northern Ireland with his wife and two sons. On the morning I met him he was railing against an article in the Sydney press in which a local politician had suggested that children should not be exposed to books that deal with difficult issues. As a resident of Northern Ireland, Waddell deals daily with difficult issues and finds it logical that they will appear in his work.

*I think that there is no such thing as a protected child. It's not even a good thing to have a protected child, because there are movies, there are films, TV, videos, news programs, and the daily input of this material is so heavy that far from not writing about such subjects which are depressing or dangerous, they are the very subjects that you ought to write about.*

*The clear example of this is an incident in my own life, when my son, Peter, who was 14 at the time, looked out the window and said, 'There's something going on down at the bridge.'*

*It was at Easter; there were kids on holiday running around. The something that was going on down at the bridge was this: a policeman was walking down the road; two boys came out of a shelter, walked up to him, put a gun to the back of his neck and shot him. And my 14-year-old sat at the window for 4 hours and watched that policeman's body lying there. Am I not to talk about that? Am I not to start explaining something about it? ... Why did that man lose his life? Why did those boys who shot him lose their lives? [And they have lost their lives] because in effect if they're prepared to kill they have lost their innocence, they've lost their youth. And they're not doing it in a mindless way; they're doing it for something they believe in. And whether or not you agree with them is immaterial because both sides are doing the shooting.*

*We've talked about the idea of them being wrong and us being right, and the product of [that way of thinking].*

*A bad book would spend two chapters describing the execution of the man and that book I would not let my child read, or if my child did read it I'd give him mine, and I'd say 'Here's another way of treating the same subject. Here you see a considered way of doing it, there you see a cheap way where the man sticks the knife in the boy and the blood spurts out and it drips down the shirt. Have you actually learned more from that than from the quiet considered way?'*

*But certainly you must write these books. It's terribly important that you do because children are being formed by the books they read, and they are formed by a book much more than by a film or a news bulletin because a book is an intimate companion for a longer time.*

*[Similarly] with the very small kids, you are told you shouldn't write about old age, you shouldn't write about death, etc. And you shouldn't, in the sense that the book shouldn't be about that, the book should be about something that*

*immediately appeals to a child, having a pet, for example, a lovely idea for a kid. I've written a book about that, essentially about the joy of having a pet, but in the middle of it a pet dies and that gives the writer room to discuss the idea of death and rebirth, the whole cycle of life. But from the kid's point of view it's not what the book's about; it's about having a dog and a rabbit.*

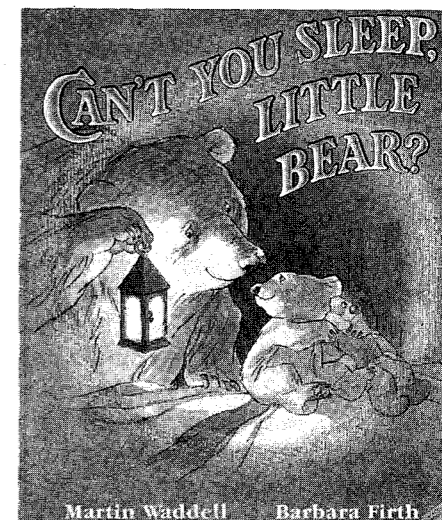
### Keeping in mind the audience

Waddell is conscious of the fact that the book ought not simply be a vehicle for pushing an idea.

*We've moved away now from the simple bunny rabbit going on a picnic. We've moved so far away from it, you've got to watch where you're going because there's a danger in many picture books of the adult idea becoming very strong: this is a book about death; this is a book about caring for the old. You get beautiful illustrations, you get a flat text to it and adults jump about and give it a prize.*

*I think you have to come back again and again to the essential thing for the beginner book: that there is a nucleus to it, something that really matters to a child, something that has a key to the child, an emotional thing, something that a child wants to read about. You're then at liberty to have the onion skin layers.*

*If you take *Can't you sleep little bear*, the basic idea is that [the little bear] doesn't like the dark. That is an idea the children [relate to]; it's a very important thing, and the book is about not liking the dark. It's important that the book doesn't lie about the dark, doesn't explain the dark away; the big bear and the little bear do go out and they look at the light. But that doesn't explain the dark. What gets rid of the fear is the cuddle as the little bear goes to sleep. The dark is not explained but the mystery is talked about and faced, and when the child faces the mystery it's not as bad as it was. And for the adult who wants the deeper message, the dark all around us can also be inferred.*



### The audience as assistants

Although Waddell has said that he is a writer, not a teacher, he obviously enjoys working with children to extend their ideas about story as well as honing his own skills. He has in the past conducted workshops with children and trials his work with children, a practice that can result in subtle but important changes. He quoted an incident for example in which a very experienced teacher was reading one of his stories to her class. It suddenly occurred to him that she was making an almost instinctive change in his text: 'quack' said the duck, for example, was being read as *the duck said 'quack'* thereby enabling the children to chime in with the sounds made by the series of animals. Ever since, Waddell has ensured that his readers, or listeners have this opportunity to anticipate text.

### A creative team

Waddell works closely with his editor in the production of his novels, relying upon him or her to help in the shaping of the work. His editor is just as important during the production of his picture books but ...

*... the relationship with the editor of picture books is very important because the picture book is not essentially the product of one person, it's the product of editor, designer, art director and writer all working together ... and of course the illustrator, who in many of Waddell's books, including the award winning, *Can't you sleep little bear*, is Barbara Firth. This author and illustrator have a close and trusting relationship; Waddell says that Firth understands and illuminates his text and brings her own interpretation to it sympathetically and in a particularly beautiful way.*

With approximately one hundred books already published and ideas for a second hundred constantly bubbling, the Waddell/Sefton name is likely to be seen frequently on bookshelves for some time to come. ♦

## ☆ *Teacher-librarians and survival of the species: united we stand, divided we fall!*

James Henri is Senior Lecturer, School of Information Studies at Charles Sturt University, Riverina Campus.

Some years ago I became quite convinced that many school principals had almost no understanding of the day to day work of the teacher-librarian and absolutely no vision of the teacher-librarian's potential impact upon school reform and in particular upon curriculum renewal. Yes, virtually every principal would claim that the library was the heart of the school, its most important resource, and if s(he) had access to greater funds the library collection would be strengthened, teacher-librarian hours increased, and even automation would be contemplated. But, in reality the principal had no idea at all about what impact the library (or teacher-librarian) was having upon student learning or (more unfortunately) what impact the library (and teacher-librarian) might have if the school focus were adjusted. Worse, many teacher-librarians were unable to provide their principal with examples of good practice or point to a better way with any degree of confidence.

During the last decade or so teacher-librarians in Australia, New Zealand (where they exist) the UK, Canada and the USA have been bombarded with a single message, a message that cannot be ignored but one which must be accepted or rejected. The consequences of acceptance, it has been argued, provides hope in perilous times; the consequences of rejection, it is suggested, will result in the extinction of the species.

What is this message? The message is that educational funding bodies have a legitimate duty to employ people in schools who are very likely to have a strong impact upon student learning but have no mandate at all to use the employment of teachers and other school personnel as a goodwill gesture, or in order to keep the unemployed off the streets.

The message is that people who are paid to teach must teach! By analogy former political heavyweight Sir Joh Bjelke-Petersen put it graphically when he stated:

*If you squawk like a crow, look like a crow, and fly like a crow, you'll be shot like a crow.*

Bill Wanna. *The Great Australian Book of Humorous Quotes*

If teacher-librarians look more like librarians than they look like teachers it would be difficult to see how one could not expect employers to employ librarians rather than teachers as teacher-librarians. If teacher-librarians look more like storytellers than they look like teachers then why not employ storytellers? If teacher-librarians look more like library technicians than like teachers then why not employ library technicians? If teacher-librarians look more like parent helpers than like teachers why not

invite more parents to help out?

Faced with what seem like rational observations about likely demise, no wonder that teacher-librarians have grasped the new faith of cooperative program planning and teaching (CPPT). CPPT provides the teacher-librarian with legitimate opportunities to employ the full range of teaching strategies. But beware: there are legitimate supporters of CPPT and there are 'fellow travellers' who give lip service to the legitimacy of the concept but offer no energy at all in the pursuit of its implementation.

Of late I have become more and more convinced that we have in our midst a group of teacher-librarians who say all the right things about CPPT and information literacy (somewhat reminiscent of our principals of the 1970s) but who know very little about these concepts at all.

But lest one thinks that that is the end of the story let me quickly hasten to add that there is a third player in our midst. This player argues that s(he) has valiantly attempted to implement CPPT over the last few years but is now firmly convinced that what teachers and pupils want (and need) is not a teacher-librarian who teaches information skills but rather a teacher-librarian who shares good literature with students: a teacher-librarian who instills a love of reading and the pure pleasure of the world of the book - with fiction books anyway.

The existence of these two groups threatens to undermine the two decades of good work achieved by truly professional teacher-librarians and their supporters. Of the current situation Richard Gubbins (1990-91 ASLA President) has stated:

*The situation is now worse than it was in the 60s and early 70s, for then the main problem was ignorance on the part of educational decision-makers; if they could be persuaded of the value of having trained teacher-librarians in school libraries, the funds could generally be found to staff school libraries without making cuts in other areas of the educational budget. Individual teacher-librarians and the state and national associations worked hard to lobby politicians and decision makers, and were fairly successful.*

*In the 90s, however, much of this good work has come to nought with the decline of state and federal economies and consequent massive cuts in education budgets. We now have to compete for priority in funding.*

*There is no doubt that teacher-librarians, with their unique combination of education and librarianship skills, have a crucial role to play in the development of information-literate young Australians. However, others - even our own teaching colleagues*

*at school - do not understand our role, or do not value it highly enough to give it a priority in the funding or staffing stakes.*

*Thus our call to arms must be in terms of selling our role to colleagues, school communities and system decision-makers in such a way that we are given funding and staffing priority.*

What Gubbins has said is true but his belief that teacher-librarians have much to offer is overstated. Unfortunately, for many teacher-librarians it is far from obvious that they see that they have a crucial role to play in the development of information literate Australians. Many teacher-librarians really don't want to know about information - in the form of non-fiction, resource based learned, CPPT, or information literacy. No, what they want is a quiet room and a nice read to a more than willing audience - the students. (A little reflection would reveal that while reading for pleasure is a good thing it is not something that should require a major commitment of time. One does not need to be a qualified teacher to be a good storyteller. Certainly one does not need to be a qualified teacher-librarian.)

We live in a decade when four years of tertiary education is fast becoming the baseline for the employment of teachers. Many teachers in our schools are undertaking master or doctoral study. These people see the need for constant refining of their knowledge base in the face of an ever quickening information revolution. It is with concern that one notes that many practising teacher-librarians are in fact two or three year trained teachers without any formal tertiary education in teacher-librarianship at all! How can we expect people who are not motivated sufficiently to upgrade their own qualifications to sell the need for effective instructional practice within schools. The better qualified our teacher-librarians, the more powerful their combined voice. As time goes by two year trained teachers (irrespective of their 'experience' and 'on the job training') can expect to command less and less professional respect and certainty are likely to have little influence on decision making that requires (or demands) understanding of recent developments in educational and curriculum theory. While 20 years of experience may have led to enlightened practice it is just as likely that it will have been 20 years of doing the same thing constantly wrong and may have contributed towards three or four generations of information illiterate students.

Have things developed to the point that those who see the vision can no longer afford to ignore the fact that in our midst are many who are prepared to take a free ride or worse are willing to see the demise of teacher-librarianship? Can we afford to continue to be silent while our colleagues state that they are 'sick of all this CPPT business and continuing emphasis upon information skills? The point here is not that these teacher-librarians do not get on with their principal, they often do. But the principal may be happy for the wrong reasons. S(he) may be happy because the teacher-librarian does

not have any discipline problems, or because s(he) does not bother or agitate the principal. Parents may appear to be quite happy because the teacher-librarian does not select risque or even potentially controversial materials. In such cases the principal will often remain supportive but aloof. Not so, however, the corporate consultants who have the task of saving government spending. They will wield the hatchet without mercy.

The only viable long term professional teaching role for teacher-librarians is that of facilitator of learning. Effective teacher-librarians are not about teaching information skills but rather are about planning for effective learning situations. Where students are constrained in their learning because they are ineffective information handlers then the teacher-librarian has a professional responsibility to identify the need for intervention. When schools have a propensity to maintain ineffective instructional practices the teacher-librarian has a professional responsibility to intervene. When class teachers do not model effective learning practices the teacher-librarian has a professional responsibility to intervene.

The purpose of information skills teaching is not to give teacher-librarians something to do; it simply identifies the fact that teacher-librarians (like all professional teachers) have a responsibility to foster good learning and teaching practice. Effective learning is impossible in this decade without the integrated development of information literacy. The teacher-librarian who has responsibility for the development and management of the learning resources around which effective learning practices must be built has a pivotal opportunity to become involved in resource-based instruction as teacher and as librarian. The use of CPPT as an instructional or programming model provides the teacher-librarian's gateway into the instructional process. But unless the teacher-librarian is prepared to behave as a teacher the CPPT gateway will remain closed and the teacher-librarian will remain isolated as a gatekeeper, as a storyteller, even as a librarian! In time, however, the likelihood is that such an outcome will be accompanied by the deskilling of teacher-librarians and the employment of non teaching staff in school libraries. (Award restructuring offers this opportunity.) You think this is unlikely? It is happening today in some parts of the USA!

If you dear reader want to survive as a teacher-librarian into the 21st century grasp the vision and demand that those teachers, who claim the title 'teacher-librarian' but whose practice indicates that they do so under false pretences, should be removed from our schools. This may be your finest hour!

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Richard Gubbins News from around Australia Access 5 (2) May 1991 p.4 ♦

## ☆ A reviewer writes . . .

Jill Buckley has reviewed for the ASCIS database and scan for the past 3 years.

This has been a good week. My reading has encompassed Margaret Early's richly illustrated William Tell, Quentin Blake's wonderful new edition of Hilaire Belloc's *Cautionary Poems*; Mary Dilworth's reflective novel *Island*; Simon French's *Change the locks*; Ursula Dubosarsky's *High hopes* and Mary Mallam's new PETA publication, *Children as storytellers*. These temporary companions are read, thought about, discussed, shared with children and reviewed before they continue their journey to a school library.

It is a pleasing and demanding task to review, to share my opinion of these books. So what do I do? And why?

### Reviewing fiction

When reviewing fiction, I read. I read to enjoy, I read and respond to story, to character. I read for engagement, for that long enjoyed pleasure of falling under the spell of a story. Then I try to work out that process, to see what it was which stood out for me and to recognise what it is that I think would be enjoyed by young readers.

Then I write, within our guidelines and within our 100 word limit, and with the aim of being useful. I try to review with the needs of teacher-librarians in mind. How useful is this review to a teacher-librarian in a busy library - does it assist selection? As a teacher-librarian it was usually fiction selection which concerned me most. How to choose well when faced with all those novels there was never enough time to read? How to sort the treasures from the mediocre? How to spend the available money as well as possible?

I am continually amazed by the depth and range of literature produced for children, particularly by the diversity and quality of Australian material. I am also aware of the sheer quantity of books produced. Our review shelves groan with books, many of which are not reviewed.

scan is not a journal of literary criticism, a forum for sustained debate about children's literature. It aims to alert teachers and teacher-librarians to some of the resources available. Our regular interviews with authors and illustrators provide background information for all those who appreciate their work.

scan reviews are written within specific guidelines, but other questions intrigue. Is our use of such terms as *theme* and *character* a type of shorthand code, words with a commonly held meaning, but maybe not those most useful to readers? Where does recent literary theory fit in? Would comment on the narrator's perspective and the compression of time in novels be more useful?

Nancy Chambers, writing in *Signal* in January this year, makes the point that the standardised presentation of reviews introduces a great deal of uniformity to the review pages. As reviewers, we are not at liberty to write at length on those books which we find most interesting, and so readers can come to assume that the books themselves are pretty much the same because they are accorded the same size review.

There are times, as a reviewer, when this idea seems true, that many wonderful books share space equally with those less inspiring. There are books, for example Gillian Cross' wonderfully crafted novel *Wolf*, for which the 100 word limit is an arduous discipline.

Using the *Highly recommended* label is a way of alerting you to these, the books I consider really worthwhile. When working in a school I considered anything highly recommended as definitely worth buying - and so I am judicious in handing out this accolade. At times perhaps stingy . . .

The easiest books to review are those with which I become engaged, which demand thought and emotion. The 100 word limit is a real challenge, forcing economy of style and clarification of the book's most important features. In a perverse way, the books which I find thoroughly unappealing are also easy to review.

The difficult ones are those in the middle, where the promise of a new reading experience proves empty, where the mechanics of plot or delights of illustration reveal little more than themselves, and where the book is acceptable and undemanding.

Picture books of all types continually arrive, some of which I find outstanding, some of which seem unoriginal and trite. Most are handsomely produced and worthwhile additions to library collections. What is tiring is the repetition of ideas - books about cute young witches for example; and the lack of synthesis between text and

### Guidelines for fiction reviews

- an idea of the story
- the theme
- illustrations
- outstanding features such as style, characterisation or structure
- curriculum relevance

illustration - where the words on the page are repeated by the illustration, or where one outshines the other.

There are, however, many picture books which really sing - where the ideas are great and the production cohesive. Bob Graham's *Greetings from Sandy Beach*, Helen Oxenbury's *We're going on a bear hunt* and Helme Heine's *The marvellous journey through the night* come to mind as recent examples.

Ah, but there is a trap here - my worry is that with the more picture books reviewed the further I stray from the sense of what appeals to children. Many picture books are artistic statements, seductive in their beauty, most with well written text. Some are adult oriented; some, for example the numerous retellings of traditional stories in picture book format, a vehicle for the artist. When I compare these with some of the simple, brightly coloured and to me innocuous stories, which is a better purchase for a school library with a limited budget?

Similarly with that elusive creature - the novel for newly independent readers in years 2, 3 & 4. This is demanding writing, requiring skilful simplicity without dilution of the honesty all readers deserve. There are distinguished writers in this field, but also many predictable stories which take a short-cut into fantasy and magic without building engaging characters. How much does this matter to a young reader glorying in independent reading? What I may find stale is fresh to new readers, and can take on great life when read and taught by teachers with experience and enthusiasm for the story.

Fiction for older readers offers so much: novels which engage and appeal on many levels. These cover so many issues with the depth and variety we expect as adult readers. An orientation through the perspective of an adolescent is what brings the edge to much of this writing. The freshness of some of this writing is special indeed for those readers who are feeling a trifle jaded by the dubious twists and turns of some adult literature. The skill with which writers attack the issues of importance to young adults, reproducing the language and the mores of adolescence to such fine effect, provides readers, young and interested-in-the-young, with heady material. And none do it with more aplomb than our own trail-blazing band of Australian writers.

### Reviewing non-fiction

In reviewing non-fiction, I use our guidelines as a starting point, emphasising consideration of the resource from the viewpoint of a student in a school library, and from

the viewpoint of the teacher or teacher-librarian trying to develop information skills using that item. How useful is the book in terms of information retrieval? Can a student easily find clearly written, accurate, easy-to-understand information? Further, can it inspire interest in the topic?

I am impressed by the many non-fiction books which can offer this, but there are also many which are too general, where bits of information are made to fit neatly within double-page spreads, or where the close-up, beautiful photography is almost an end in itself.

An important feature of scan non-fiction reviews is their curriculum relevance. Knowledge of the key learning areas, classroom experience and a feel for what students

enjoy underpin our reviews. Some scan bibliographies are prepared by specialist teachers, for example the Aboriginal Studies bibliography in this issue. Others are compiled by teacher-librarians, looking for those resources likely to be well and widely used in schools. In times of shrinking

budgets I am ever mindful of the need to provide useful information to help teacher-librarians make informed selections.

### Looking back . . .

In looking back over a year's reviewing, I am impressed by the quality of resources available, and occasionally overwhelmed by their quantity. I relied on scan as a teacher-librarian and it is in the spirit of that experience that I keep reviewing.

As I review fiction, I am motivated by Aidan Chambers' comment that children need a sympathetic mediator of literature in their lives - an adult with experience and interest in reading who can help communicate its joys. I believe teachers and teacher-librarians can perform that role, and hope that my reviews may help that process along.

When I began reviewing I felt somewhat like the person in the art gallery who murmurs the platitude 'I don't know much about art, but I know what I like'. Three years and many reviews later I have a better idea of what I value in literature and an increased awareness that there is so much more to know. ♦

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Reading new books, Chambers, N. *Signal* 64, January 1991. P49.

## ☆ SLASA role statement for teacher-librarians

The role statement which follows has been developed by the School Library Associations of South Australia (SLASA), a joint body of three professional organisations: the Resource Centre Teachers Association, the SA School Library Association and the SA Group of the Schools Section of the Australian Library and Information Association. Comment is invited and can be sent to scan Private Bag 3 Ryde 2112 for forwarding to SLASA.

### Introduction

The post industrial age, now known as the Information Age, is a rapidly changing, complex, technology driven world where information is not only expanding at an unprecedented rate but is created in a myriad of forms. People are inundated by all kinds of information which they must retrieve, sort, analyse and use in a variety of situations and for many different purposes. This poses an enormous challenge for society and education in particular. It is clear that schools must transform their approaches to learning to enable students to be able to view the whole world as a potential information source throughout their lives. In the Information Age literacy takes on a new meaning.

*To be literate in our society has really come to mean the ability to process and comprehend information and apply it to specific tasks*

Marshall, Brian The information age and adult literacy Unicorn, Vol 15, No 4, Nov 1989

By developing these learning and thinking skills, students will ultimately learn how to learn and will have the skills which will enable them to become independent, responsible, lifelong learners who are able to apply, transfer and use the skills required in a variety of situations. Learning how to learn is a survival skill for the Information Age.

These changes in education are reflected in:

- National goals of schooling in Australia
- Educating for the 21st century: the charter for public schooling in SA which includes essential skills and understanding and required areas of study
- Education Department of SA three year plan 1991-1993.
- Partners in learning: position paper on school library resource services in SA
- Curriculum digest Education Department of SA
- South Australian Certificate of Education (SACE) courses
- Attainment levels for curriculum planning and accountability

Resource-based learning is an ideal methodology for developing the skills which help students cope with the demands of modern society. This methodology,

which integrates information skill development across the curriculum, is a means of improving the experience and outcomes of schooling for all students.

Teacher-librarians, with their specialist knowledge of resources, have a key role to play in the development of information skills. Their knowledge and understanding of the learning process, combined with their knowledge of resources, allows them to make a unique contribution to the learning process. Their principal role is to assist students to become information literate by developing and facilitating learning and teaching strategies which will enable this to occur.

### Comment

The following outline indicates the main tasks undertaken by teacher-librarians and some of the knowledge and skills required to achieve these tasks.

### The teacher-librarian

1. Plans resource-based units of work in collaboration with classroom teachers to enable students to become information literate by:

- designing and implementing learning programs which aim to teach a range of identified and appropriate information skills
- ensuring that information skills are integrated into classroom programs and not taught in isolation. Past experiences have shown that skills taught without reference to students' immediate needs are seen as irrelevant
- ensuring that sufficient and appropriate resources are available to enable students to complete the learning task successfully
- acknowledging individual differences, learning styles and students' previous learning experiences in the development of learning tasks
- employing effective questioning techniques so that essential information for developing the unit can be discussed and decided as expeditiously as possible.

This requires:

- knowledge of resources available within and outside the school
- awareness of individual differences and learning styles
- knowledge of curriculum design

- detailed knowledge of the information process and the steps needed in sequential skill development
- knowledge of learning and teaching strategies
- knowledge of how skills are transferred and developed across the curriculum
- awareness of technological developments and how these can be incorporated into classroom programs.

2. Collaboratively teaches the planned units of work by:

- instructing students on research strategies
- negotiating research plans and learning outcomes with students
- modelling the process, ie concept mapping, identifying key words and phrases, notetaking
- assisting individual students or groups of students with specific learning difficulties or special needs
- advising students on presentation techniques
- assessing students' use of learning resources and evaluating the effectiveness of the planned units, recommending modifications for future programs.

This requires:

- classroom management techniques
- student behaviour management including conflict resolution
- negotiation skills
- ability to match students with appropriate resources
- knowledge of group processes, collaborative learning and cross-age tutoring
- knowledge of assessment and evaluation procedures
- ability to create a success oriented learning environment

3. Advocates and promotes resource-based learning as a learning and teaching philosophy by:

- working with the principal and senior staff to ensure that resource-based learning is a major focus and included on the school's three year plan
- developing the awareness of school staff and parents of the need for students to be information literate
- taking a leadership role to ensure resource-based learning is a schoolwide, across the curriculum approach which integrates information skills into all learning and teaching
- inservicing staff in resource-based learning methodology individually, and/or on a group faculty basis
- initiating activities which foster resource-based learning

- participating fully in the school's program to ensure that opportunities to incorporate resource-based learning are maximised.

This requires:

- knowledge of learning processes including adult learning
- overview of curriculum offered in the schools
- knowledge of individual and group differences, learning styles and teaching strategies
- leadership skills
- communication skills
- organisational skills.

4. Provides for resource and information service needs of teaching staff and students by:

- developing library and information services policy and coordinating the implementation and evaluation
- selecting appropriate materials to support curriculum
- providing resources for individual and group differences and learning styles
- coordinating the acquisition and organisation of resources and information services
- keeping abreast of technological developments which facilitate access to information
- understanding information networks and accessing information sources outside the school
- promoting children's literature as an integral and essential aspect of children's learning.

This requires:

- overview of curriculum studied in school
- up to date knowledge of children's literature
- effective management strategies, designed to facilitate learning, for both human and physical resources
- consultation with other teaching staff to ascertain resource needs
- participation in a range of training and development activities
- effective personnel management.

### Conclusion

An individual's success in the 1990s and beyond will depend largely on his/her ability to locate, evaluate and use information. Teacher-librarians have a fundamental and powerful contribution to make in preparing students to face the challenges of the future. They have a leadership role in the school to ensure that students are given opportunities to develop information literacy and to promote resource-based learning as the methodology which facilitates this. ♦

## The CIA and US:

### changing information awareness, useful strategies

Ross Todd is lecturer, Department of Information Studies, University of Technology Sydney; Celeste McNicholas is teacher-librarian, Marist Sisters College, Woolwich; Yasotha Sivanesarajah is science teacher, Marist Sisters College, Woolwich

It may seem inopportune and somewhat contradictory to talk about change at a time when change and restructuring in educational organisations is leaving educators with a sense of impermanence, transience, frustration and a negative professional focus. Yet the essence of this paper is change—in a constructive, dynamic and growthful sense. It discusses Havelock's model of change for educational innovation and applies it to developing a school-wide practice commitment to integrated information skills through Cooperative Program Planning and Teaching (CPPT). It is based on an action research project currently underway at Marist Sisters College, Woolwich. The location of the project is not the focus; its rationale and strategies are! They are presented as an approach to integrating information skills into the curriculum and have proven to be successful in the school.

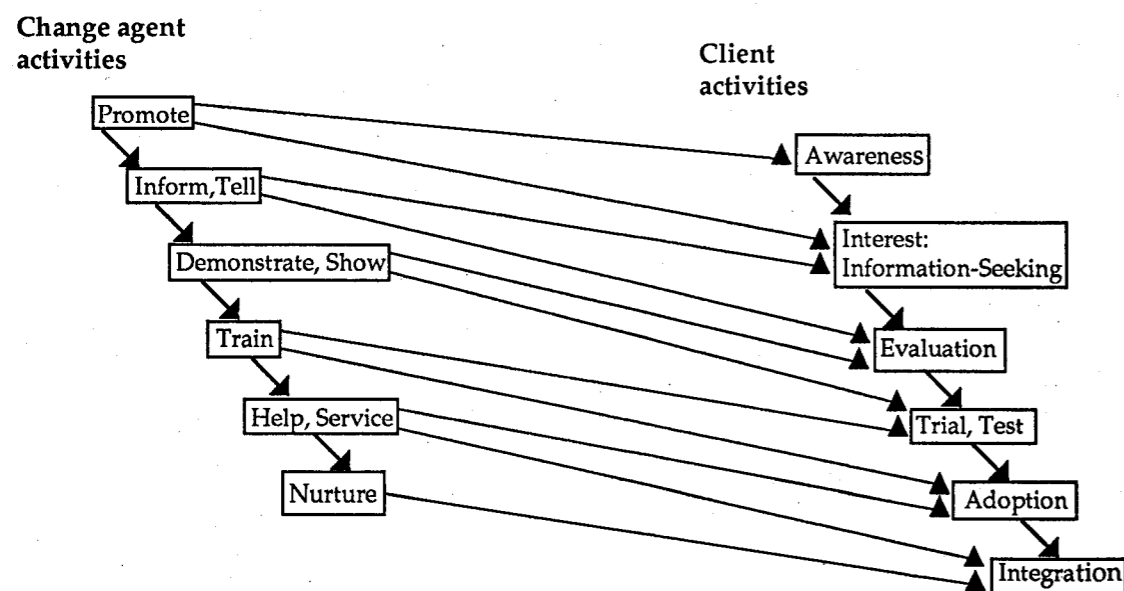
The Department of Education's documents *Libraries in NSW Government Schools: policy statement 1987* and *Information skills in the school* have done much to foster the sound philosophical commitment of teaching staff to information skills and have been a catalyst for the development of strategies to direct and reshape practice. The process of establishing a strong school-wide practice commitment however has been constrained not only by the complexities of the task but also by apprehensions expressed by teachers and teacher-librarians. At the school level, bridging the gap between the acceptance of the value of information skills for lifelong learning in an information society and an active practice commitment to integrating them into curriculum areas has been a slow evolutionary process.

The project's broad objective was to establish in the school a dedicated practice commitment to integrating information skills into the curriculum and to facilitate this by CPPT. The project sought to:

- set up an infrastructure in the school to implement the process
- develop and implement strategies to widen the practice base of information skills in the school.

Rather than approaching the project in an ad hoc way, a conceptual framework was chosen to provide a sound theoretical rationale for informed decision making. To provide direction and a basis for evaluation, Havelock's model of the change agent for educational innovation was chosen.

#### Coordinating Change Agent's activities with the Client's adoption activities



Havelock's model of change agent for educational innovation

The basis of the model is a range of change agent activities – promoting, informing, demonstrating, training, servicing, and nurturing to bring about responses of creating awareness, interest, willingness to evaluate the process, to trial, to test, to adopt. Note that integration reflecting practice commitment is the final phase. Perhaps in the past we have worked on the unrealistic assumption that active support for and integration of information skills into the curriculum would be an immediate response to the new policies.

The model focuses on demonstration and practice activities implemented by change agents - in this scenario the teacher-librarian - in order to generate change. It views change as a process of constructing commitment to practice by dealing with the doubt and confusion that can arise when people are confronted with innovations. It recognises that full acceptance and adoption rarely comes when individuals first face the prospect of change. The model encourages people to move forward, to test, experience, trial and assess in order to change perceptions and to build the commitment to practice. The model has an important theoretical foundation drawn from psychology and information science. For example, Kulthau's empirical research (2) on information seeking behaviour and meeting information needs of clients supports the notion that perceptions determine expectations which direct actions and behaviour, and that perceptions and commitment change with experience, an important component of meaningful learning.

By applying the model we aimed to encourage classroom teachers to build their commitment to information skills in practice before trying to establish any whole-school policy. We chose to approach the process from the classroom level first rather than at the whole-school level because we believed that a broad school approach would work effectively only when staff are committed both philosophically and experientially to the process. We suspect that in the past the reluctance of teacher-librarians to recognise that an adequate level of practice commitment is needed prior to full school co-operative effort has resulted in disappointment, frustration and abandonment of CPPT due to the perception that teachers lack interest and/or commitment to the process.

The advantages of the model:

- research literature affirms that adoption is a complex process but usually follows a predictable pattern along the lines identified in the model; the validity and appropriateness of the model for implementing change is also established in the literature
- it is a simple, dynamic way of transforming intentions into actions and creating conditions

under which innovations survive; it takes the focus away from the fact that people are by nature resistant to change and suspicious of innovations

- the stages of the model provide a natural process through which individuals build up familiarity with new ideas and learn how to implement them as a prelude to acceptance as routine behaviour
- it takes care of needs of clients - enables teacher-librarians to understand where potential clients are at and co-ordinate activities appropriate to their stage
- enables teacher-librarians to have a clearly mapped out but flexible strategy
- prevents making false assumptions about the speed with which people move toward accepting new programs

#### Broad strategies used to implement the change model

How did we implement the change model? The model represents both a conceptual framework and a working plan for developing strategies to change information awareness while effecting a practice commitment to information skills across the curriculum. From the framework the following strategies were derived and employed to achieve our objectives.

##### 1. Interdisciplinary team

The first task was to form an interdisciplinary team in the school as an infrastructure for effecting the model - a nucleus for planning. This was made up of the teacher-librarian, individual teachers with some information skills/CPPT experience from science, business studies, religious education and English. The combination meant that teachers and not just the teacher-librarian owned the process. It also placed the process in a school-wide context, brought together a rich variety of teaching styles, strategies and needs and promoted sharing among staff and thereby generated a climate of shared responsibility. There was an outside adviser who documented the process, provided input in terms of the theoretical rationale and brought in skills of analysis, synthesis and evaluation. This role was played down in the school so as to keep a school-based rather than university-based focus for the project.

##### 2. Commitment to regular meetings

We met regularly at a fixed time on a weekly basis. This was inspired by Yaso's wonderful curry puffs and

Celeste's chocolate brownies. Given a taste, you too would want to meet regularly!

### 3. Identify strengths

We took time to identify the strengths of the school, teachers and students that could act as catalysts to change activities and that we could use to promote the importance of a curriculum-based approach to information skills. These were:

- school is receptive to new ideas; initiatives fostered and supported by the school executive
- open forum for advocates of change maintained in the school

Such strengths inspired the planning team with a certain boldness and a willingness to take risks, and provided a suitable context for moving forward.

### 4. Recognise the barriers

Because we were aiming to establish a practice commitment by teachers, we took time to identify real and perceived barriers to integrating information skills. The very fact that all staff were not at the same level of commitment mitigated against a full-on approach at the school to establish a school-wide policy. We wanted to recognise individual differences in experience, attitude and skills and build on these. "At each stage of the innovation, from its inception to its defense as status quo, wise strategy requires perceptive analysis of the nature of resistance". (3) The notion of recognising individual differences and the developmental nature of learners is the heart of educational practice today. In this context teachers must be learners, and any developmental program must be based on individual differences in experiences, attitudes and skills. Through discussion with teachers we developed a profile of "where they were at" in terms of practice commitment, enabling us to identify barriers which we then translated into needs.

4 phases were identified:

#### i. Preparation

- perception that information skills / CPPT was time consuming
- teachers perceive themselves as primary resource
- like classroom autonomy / control and see CPPT as threatening
- protective of curriculum content areas "this is my field"
- very uncertain / apprehensive about the process
- see teacher-librarian as resource manager, not teacher

#### ii. Incubation

- accept philosophy of information skills but do not value its practice
- recognize importance of lifelong learning
- willing to attempt innovative learning programs
- lack direction - where do I start?
- uncomfortable with someone in the classroom

#### iii. Illumination and verification

- prepared to tell others that it works
- equate success with how comfortable they feel about process
- still feel pressure to cover content in given time
- don't have a problem with the teacher-librarian in classroom
- some uncertainty
- seek to build a working relationship with teacher-librarian

#### iv. Commitment - the goal, the ideal

- not intimidated by teaching in front of the teacher-librarian
- willing to share successes and failures
- integrate information skills and CPPT strategies into programs of work
- take initiatives in educating teaching colleagues
- insist that task development must include the process of building higher order information skills and not just regurgitation of facts

Most teachers at the project school fit into Phases i and ii.

Knowing in which phase teachers are operating enabled the teacher-librarian to:

- identify real fears, barriers and needs of classroom teachers
- target likely candidates with higher probability of success
- develop a sense of timing
- act strategically: knowing what objections might be raised and have ready answers
- give guidance and encouragement to meet needs, not power control
- be prepared for rejection.

Prior to implementing the model, **Promote, Inform, Tell** activities included:

- inservicing staff on the information process
- utilising activities of the telecourse package
- explaining to staff groups how curriculum frameworks draw on the information skills process
- capitalising on the "inclusive curriculum" framework already in operation in the school - policies on gender, ethnicity, race, disability, equity and excellence.

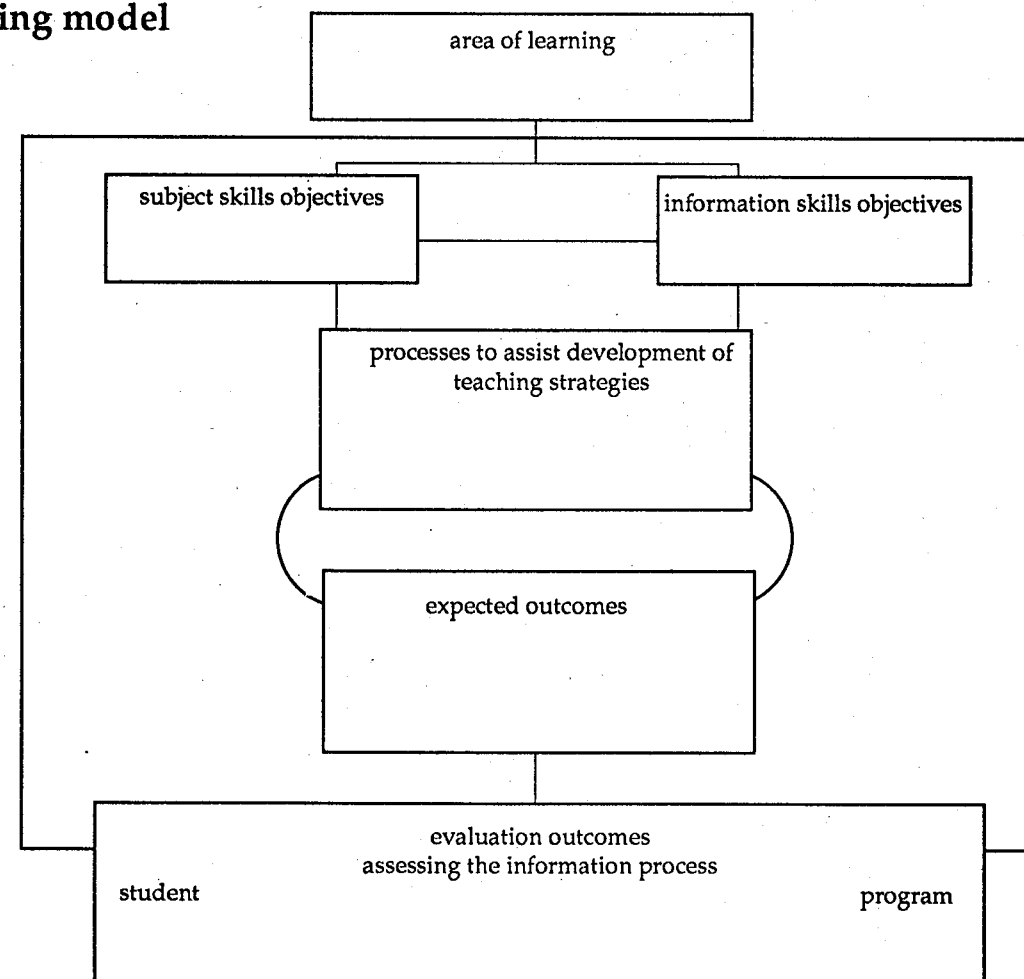
### 5. Practising what we preach

To meet the needs of teachers and to address their concerns identified in the profile analysis, two important strategies were developed within the framework of the model to facilitate individual teachers through the phases.

Firstly, the **demonstrate, show and train** phases of the model are currently being accomplished by developing and implementing a large scale CPPT endeavour in the school to demonstrate first hand to the school community the educational value of a co-operative information skills approach integrated into the Year 7 science curriculum. It is deliberately designed to be a showpiece, a basis for teachers to discuss, observe and question, and they certainly are doing so. It takes a lot of professional courage and dedication to bare your teaching soul in this way. Its risky but it has to work. Already the process has generated much enthusiasm and interest, to the extent that teachers with CPPT experience have taken staff meetings themselves on the educational value of the integrated approach. Teachers, not just the teacher-librarian are owning the process. Ownership, success and experience are firm foundations for a total school practice commitment to integrating information skills into the curriculum.

Secondly, a planning and lesson sequencing model was developed to train, help, serve and nurture teachers in the process. This is a simple, adaptable way of bringing together the teacher and teacher-librarian in the planning process.

#### Planning model



The application of the model thus far has enabled us to identify some of its benefits:

- is a way to negotiate the dual partnership so that real needs and concerns are successfully articulated and addressed
- helps clarify planning and teaching roles
- documents shared decisions and a dual commitment
- helps teaching sequences to be designed as integrated units
- forms the basis for strong essential planning and successful teaching
- reduces time demands
- focuses on learning strategies and outcomes for students based on common goals and ensures a sequential learning experience
- provides important focus on assessment
- can be applied to planning a single lesson as well as small / large scale units
- enhances the profile of the teacher-librarian
- nurtures a practice commitment

At a recent A.L.I.A. (School Libraries Section [N.S.W.]) inservice on information skills and factual writing, participants brainstormed on successful change agent activities (practice-oriented strategies) already employed by teacher-librarians to develop the desired practice commitment to information skills. The findings are summarised below.

### Promote - Inform - Tell → Awareness - Interest - Information Seeking - Evaluation

- convey information clearly and accurately, avoiding jargon
- establish working relationships with teaching staff beyond information skills
- be realistic and positive yet instil curiosity
- give/make opportunities for staff to air doubts openly
- tell of experiences with examples - lesson plans, student worksheets, assignments
- have well-reasoned answers for the resistant
- be diagnostic - to continually identify needs, gaps, barriers
- aim to silence opposition by disarming them (so they don't turn the rest of the school against you)
- build trust and respect not alienation
- vary your methods of presenting ideas
- don't allow it to appear that you are taking over
- ensure participants go away with some new learning of ideas/solutions/skills/strategies
- more pressure and hard salesmanship may increase the resistance
- know when to stop and change direction
- make informing/promotion always active - practical, flexible examples of 'how to'
- incidental skilling - always grab the moment
- question without assertion - eg when teachers collect resources
- encourage staff to provide feedback
- display stages of completed teaching sequences not just completed effort
- evaluate own personality mix with the rest of the staff

### Demonstrate - Show - Train → Evaluation - Trial - Test - Adoption

- use innovations on a small scale first so that teachers can find out how it works in their own situation
- since feelings of fear of failure and loss of previous security can be quite threatening, give maximum support and encouragement
- pace the process carefully - move faster or slower depending on readiness of participants
- give staff demonstrations, examples of strategies, tasks on each stage of the information process

- initiate small units of work
- inservice parents so that they continue the process at home
- develop demonstration lessons and provide accompanying planning/teaching notes
- have students talk to staff about their successful learning experiences
- present short teaching sequences at staff meeting with the staff as your class

### Help - Service - Nurture → Adoption - Integration

- identify resources - plan ahead for needs
- offer production help on assignment planning and resource development
- help "in passing"
- don't refuse - regroup
- offer alternatives
- be available and proactive
- promote and celebrate successes
- provide topical research guides
- provide morning tea for all in the library to celebrate successes
- tap into other sources - eg curriculum committee
- cross fertilise - help teachers take their new skills across the disciplines
- keep records
- eavesdrop!
- evaluate positively
- put learning experiences in perspective
- seek out the vulnerable

### Conclusion

The project has focused on developing a methodology for establishing a dedicated practice commitment to integrating information skills into the curriculum. It highlights the dynamic role of the teacher-librarian as a teaching partner for meaningful learning and a proactive change agent for innovation in education. The strategies identified have a sound educational rationale, a firm practice orientation and make common sense. And what's more, they are working successfully. Our recommendation is that you give them a try!

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## Distance education, Dubbo style

Test drive today! Try before you buy! An acknowledged but nonetheless successful sales pitch especially where the product or service on offer is unknown or untried.

Earlier this year, I was given the opportunity to take a professional 'test drive'. After 14 years as teacher-librarian in a country high school, I was offered a one term deployment to the new position of teacher-librarian at the Dubbo School of Distance Education.

*Maureen Nicol is teacher-librarian at Dubbo School of Distance Education.*

### Distance Education in the 90s

In a move to decentralise education for students enrolled at either the 'Corro', the William St headquarters of the old Correspondence School, or Broken Hill's School of the Air, seventeen centres of distance education were to open in 1991; the Dubbo School of Distance Education was one of them.

These centres were established to offer *full time* schooling to students who for many reasons are prevented from attending a typical school on a daily basis. The predominant reason for this is geographical isolation, although there are many enrolments approved based on other criteria such as chronic illness, pregnancy or temporary residence out of NSW. With the decentralisation of distance education, students generally need be no more than two hours travel from their nearest centre.

### Dubbo School of Distance Education

For the most part, the DEC's have been established on the premises of existing primary or secondary schools to operate in conjunction with these institutions. However, within this network of distance education centres, Dubbo's position is unique.

Located in east Dubbo and with an enrolment of over 250 students, the Dubbo School of Distance Education operates independently of any other school, is classified as a central school catering for students from K-11 (K-12 in 1992) and is the only centre in the state that offers pre-school by distance education. It is a fully demountable establishment (with paved and

completely covered walkways!) having three work areas/staff rooms, (secondary, primary, and pre-school), two studios, an administration block (with the all important mail room) a classroom and, of course, the library.

Currently, the Dubbo School of Distance Education has a full time teaching staff in excess of thirty, with numerous part time teachers, seven school assistants and one general assistant. All the full time teaching positions have been advertised as special fitness appointments. Initial selections of the Executive, (consisting of a Principal, Deputy, three Head Teachers secondary, one Assistant Principal, primary and one Executive Teacher pre-school) and twenty teaching staff were made, through the interview process, prior to the commencement of the 1991 school year.

Due to a 'small oversight', however, the position of teacher-librarian had been inadvertently omitted from this first round of advertisements. It was, obviously, imperative that a teacher-librarian be available for the beginning of the school's operation and the decision was made to fill the position with a local person until such times as the advertisement could be run. As the library was going to be an OASIS installation from the outset and I had been using this system at Dubbo High for some time and as I was in the right place at the right time (in December 1990 I was Library Consultant in the Dubbo ERC where the school's infrastructure was being developed) I was offered deployment to the position for term 1, 1991.

I had not previously even considered the possibility of moving into distance education. Unlike many of the staff originally selected I had no prior experience in

this field of education and the thought of a school without daily contact with 'the kids' certainly did not hold much appeal for me. The fact that I had had little or no experience in providing library services for a primary let alone a pre-school was similarly daunting.

What did appeal from the outset however was the excitement and the challenge of being in on the 'ground floor' of an educational innovation: an innovation that was going to depend on the successful utilisation of a vast range of educational technology, a flexibility of management, and the professionalism and enthusiasm of a committed staff. Fortunately for us and our students these three elements of the school's operation have been constantly in evidence since those first days and weeks of this year.

I began that first term at Dubbo's DEC with no intention of applying for the position of teacher-librarian when it was eventually advertised. After 14 years in the one school, I was certainly predisposed to a move, and while the initial challenge was great motivation, I was not at all convinced that the field of distance education, in the long term, was the alternative that I sought. However, term 1 flew by and my interest in and enjoyment of the position of teacher-librarian in a distance education context was increasing daily. I soon began to realise that my Easter holiday would be taken up with preparation of an application for the teacher-librarian's position at the Dubbo School of Distance Education.

Because applications for the position did not close until the end of the first week of term 2, I did return to my old school, at the end of term 1, as agreed. I was awarded the permanent position in early May, and resumed duties soon after.

Needless to say I have been the butt of many a friendly jibe about my 'premature retirement' or the 'one long holiday' I'm taking; the school, not unexpectedly, is referred to as the school 'without kids' and the staff are said to be on a perpetual 'professional development' day. There are elements of truth to some of these 'observations': they say a change is as good as a holiday and I certainly feel professionally invigorated by my changed work place and new colleagues, and we definitely do not have students on the premises on a daily basis!

## Learning and teaching

The school's successes, however, in delivering a personalised and comprehensive education to students who are educationally isolated, belie the implications that teachers in this system have 'opted out' of the classroom. Indeed face to face teaching still constitutes

an essential element of the learning/teaching program of the school: subject/class/interest workshops, ranging from one day to one week in duration, are frequently organised as part of our Field Services Program. Usually the longer workshops are held in the school, in the classroom. However out of school workshops and home visits (determined on a needs basis) are conducted by staff who will travel to the areas targeted. Transport to these areas is by means of the school's new vehicle - a Nissan 4 wheel drive. Needless to say multi-skilling is taking on a whole new dimension as more of us become adept at negotiating rough-road driving and kangaroo dodging!

The day to day educational program is offered to students via an ever increasing range of options. Subject leaflets are produced centrally, in Sydney, by the Learning Materials Production Centre, and then sent out to all the DECs. Staff in the schools then distribute these, and, where possible, accompanying textbooks, references and other readers, to their students. They in turn, under the watchful eye of supervisors, parents or sometimes a governess, complete the readings and the work in each leaflet. Upon completion the work is returned to their teacher(s) for marking and their all important comments.

While these leaflets provide teachers with the most traditional if not compulsory mode of teaching by correspondence, air lessons via HF or VHF radio, teleconferencing, computer link-ups through KEYLINK, increasing availability and usage of facsimile machines, and video and audiocassette productions are integral to what constitutes teaching/learning practice in distance education of the 1990s.

Even the use of the telephone assumes an ease and importance, for the school's educational program, undreamed of by those of us who have formerly been constrained by STD bars, a lack of access to limited external lines and the constant need to seek approval from superiors for all school calls. Regular if not daily phone calls between teacher and student(s), or teacher and supervisors, no matter the location, are the norm rather than the exception at the Dubbo DEC with our most recent quarterly phone bill being in excess of \$10,000. Numerous outside lines have been installed in the school and most staff members have access to their own extension. There is also a separate teleconference facility (10 lines) available in one of the studios and two additional outside lines have been installed (one in the library) to be dedicated to modem usage. Indeed the main limitation on educational usage of school phones seems to be that the only one with International Subscriber Dialing facilities is located in the Principal's office!

## Dubbo School of Distance Education Library

The library is housed in two demountables, and the collection is shelved on four freestanding double-sided bays which run lengthwise through the middle of the building. Other than large posters and pictures, all resources are being integrated. These features and the fact that most of the books are (still) neatly shelved, standing upright in their correct Dewey order leads many visitors (especially teacher-librarians!) to remark on the obvious absence of children from our daily operations. When the school hosted the recent teleconference for Western Region participants in the School Based Support Course for teacher-librarians, the visitors all expressed an urge to 're-arrange' the library to look more like a 'real' school library - magazines on tables, books on their sides, and the requisite paper and pencil shavings on the floor - just in case I was missing the daily chore of tidying up after class visits or lunch breaks!

The bulk of the library's collection, which I estimate to be in excess of 15,000 items, was 'bequeathed' to us from the Correspondence School, and is in need of substantial updating. Our technological resources, originally purchased during 1991, are much more current in their design and applications.

In the first weeks of term 1 we received, unpacked and extensively culled our one-tenth share (including Sydney, there are ten primary DECS) of what was the primary library of the old Correspondence School. The secondary collection, our half share of the Correspondence School secondary library, was delivered much later in the term, having already been culled by myself (I was sent to Sydney for three days) and the teacher-librarian from the Sydney DEC.

Until recently, however, the school had not received its major funding grant from the Distance Education Task Force and we were unable to purchase anything but the most essential resources (Dewey Decimal 12th abridged, the ASCIS subject headings, 2nd edition, and subscription to ASCIS). We have since received a substantial start up grant and a library committee of representatives from each work area has been formed to discuss and recommend purchases of essential teacher reference and curriculum related materials. At the same time the 'wish list' I have been nurturing since the beginning of the year is gradually being whittled away.

Ranging from commercially produced feature films to copies of ABC programs, the library's collection of videocassettes is extensive and varied. The library workroom has been set up with a bank of 4 videocassette recorders and as the satellite dish has been located on the library roof, the SBS decoder allows us to record with high quality reception from either ABC or SBS.

## OASIS-Library in Dubbo's DEC

As already mentioned we received OASIS-Library in the first weeks of our operation. Although the system came with only file server and printer, we immediately ordered a tape-backup workstation and bar code reader (the bar codes had been ordered in the preceding holidays). In addition to the OASIS equipment, the library houses a Macintosh Classic computer which is networked to the school laser printer and attached, by a Modem, to a dedicated telephone line for purposes of using Dial-up ASCIS and Keylink.

Obviously every school is different and each school, while using the same modules, makes use of the OASIS package in ways that reflect these differences. In the first weeks of our operation a number of preliminary but far-reaching decisions were made, in consultation with the whole staff, about the educational and administrative role, in our school, of OASIS Library. These decisions reflect the problems associated with time and distance, and, because of the high turnover of students, the urgent need to have all records centralised and up to date.

**'Obviously every school is different and each school, while using the same modules, makes use of the OASIS package in ways that reflect these differences.'**

It was decided that, from the outset, all text books, supplementary readers and professional collections would be processed and circulated through OASIS; that all resources would only be borrowed via the OASIS circulation module; that a limit of 15 items would be set for all borrowers; and that the default loan period would be six weeks with a ten week limit

for overseas students. As OASIS does not maintain a record of borrowings once items have been returned it was necessary to devise a system to keep such records so that students would not receive duplicates of reading packs. The OASIS *Print Screen* option was the answer and has worked overtime ever since. At the point of borrowing the *Print Screen* key is engaged twice, one copy of the ensuing printout being sent to the student with the materials being borrowed while the other is filed for future reference in the student's folder. The time-consuming process of entering the particulars of



the resources and the school's textbook collection onto OASIS Library was begun immediately our system arrived. For the first two terms we worked non-stop building up a data base of almost 7,000 items.

Our data entry was managed in a variety of ways. From the beginning we prepared disks with ISBNs or Ascis order numbers of 1,000 books at a time. These were sent to the OASIS Record Ordering Trial offered by Management and Information Services and 2 downloads were returned before the end of term. While we waited for the return of these disks we proceeded with the computerisation of urgently required resources, or those published after 1987, by copy cataloguing from the ASCIS data base ourselves using both dial-up and microfiche facilities (the microfiche reader was positioned next to the file server for copy cataloguing directly onto OASIS)

The former search (using the fiche) was carried out by the library clerical and I would maintain checks of subject headings by regular data validation reports. I conducted the on-line searching of ASCIS and would use the full information printouts for further data entry. Other than these methods, when necessary, I 'resorted' to original cataloguing. At regular intervals during this period I would check subject data validation printouts and add the requisite *see* and *see also* references.

At the time of writing we have added a further 1200 entries to our data base - largely due to the recent arrival from MIS of a download of a further 900 records - but still have at least the same amount of resources, if not more, to computerise.

One of the main aims I have had from the point of view of staff getting the most from OASIS Library has been to make them independent users of as many of its facilities as they might need. As all text books are circulated throughout the library I have conducted short courses for all staff who are interested (20 to date) on returning and borrowing resources, textbooks or library materials, via OASIS. In addition, because of their frequent requests about the number and type of books currently on loan to students, I have also instructed staff on the use of A1 (borrower details) and

other areas of the OASIS Circulation Module. At all times I have insisted that this staff usage be confined to the workstation which for most of the time is dedicated to Circulation. As we do not, yet, have the luxury of a dedicated Enquiry terminal I have also shown users how to make use of the F4 key for this purpose.

Feedback from the staff and our observations in the library confirm that this has been a well received and productive exercise. Requests for our assistance in these management tasks have certainly diminished although loans are definitely on the increase.

Indicative of the high priority the Principal has assigned to the role of the library in the school, is its level of staffing and allocation of resources. Because the library is responsible for entering and maintaining records of all text books as well as library resources my position is full time in the library. Because of the urgent need to process, as soon as possible, sufficient resources for borrowing to take place (up to 15 items at a time were certainly going to place great demands on the collection for some time) for the first two terms of our operation two full time and one part time school assistants were assigned to the library. From the beginning of term 3 this has been reduced to one full time assistant with another on an occasional basis.

### The library in the school's educational program.

As the pressure to 'get books on shelves' has begun to ease, the library has become far more involved in the educational program of the school. This, of course, constitutes our most important challenge. If the management tasks of setting up a computerised library with appropriate systems and services demanded a high level of energy and initiative, implementing information skills across the curriculum and cooperatively programming, planning and teaching in the context of distance education are even more formidable goals.

The leaflets that are the basis of the correspondence process are, as already mentioned, written in Sydney. From my investigations, it would seem that at this

**'If the management tasks of setting up a computerised library with appropriate systems and services demanded a high level of energy and initiative, implementing information skills across the curriculum and cooperatively programming, planning and teaching in the context of distance education are even more formidable goals.'**

basic level of preparation there is no input from a teacher-librarian and no apparent direction to writers to incorporate an information skills perspective. Consequently teachers at the Dubbo DEC, as with most of the other DECs I would imagine, have little incentive to investigate **Information Skills in the school**, and certainly, for this teaching mode at least, the benefits of CPPT are not at all obvious.

In addition to these problems is the added complication that parents and students who have been 'on correspondence' for some time have come to expect regular library 'lessons' either in leaflet form or 'on air'. As recently as November 1990, a set of 6 leaflets entitled **Library units** were distributed by the LMPC to Dubbo if not to all DECs. They reinforce the traditional but outmoded concept that library lessons must teach library skills in lessons unrelated to any educational program. Needless to say I have chosen not to distribute these to our students but am attempting to develop an information skills program in conjunction with the units of work planned by teachers for the various workshops and other field services.

The special relationship of the parents and supervisors to the educational process in the Dubbo School of Distance Education has certainly to be acknowledged and, where possible, utilised to the fullest. To this end I conducted a parents' session, at our recent open day, on the importance of information skills, the information process, and a parent's role. During the talk I distributed copies of the **Information skills** pamphlets designed by the NSW Department of School Education for use by parents. The feedback from this session has been extremely positive and, as a follow up, when parents or students ring for specific resources to be sent out, I have been accompanying these with appropriate excerpts from Gwen Gawith's **Action learning** after determining needs as best I can.

From the beginning of term 3, air lessons via HF radio have begun for primary and infants students. The inevitable requests (and my desire that I participate on a regular basis), for library lessons to be 'timetabled' into this program, have compounded my dilemma of wanting to raise the library profile and while not reverting to 'isolated' library skills lessons.

Air lessons are conducted for two groups - Kindergarten to years 2 and from year 3 to year 6 - and it would seem, given such disparate groups, almost an impossibility to develop any type of ongoing information skills program. Similarly, the teleconference sessions being conducted with secondary groups, present great difficulties when it comes to trying to tie information skills development to educational needs.

For the time being then, my work 'on air' will be largely literature based. By reading stories and excerpts from favourite authors or award winning titles; by drawing attention to acquisitions that would be appropriate to the needs of listeners and by discussing ways of accessing the information contained in the various resources I try to offer a service that is valuable in both an educational and recreational way. During these sessions I also allow time for questions, and requests for resources to be sent out.

I began these air lessons in **Children's Book Week** when I was guest on our second 'school assembly'. What a highlight for me to publicise 'on air' the winners of the Book of the Year Awards and to announce the three winners of the Book Week poster competition.

Book Week was also memorable for the fact that we were visited by Mary Small, author of titles such as **Thack's army, Broome dog, and Rattletrap Rosie** (all in our collection). In what was a first for all concerned Mary, who had visited School of the Air last year for an air lesson, participated in a teleconference with a combined year 5/6 class (8 students).

Mary's visit was made possible through our membership of the Macquarie Area Resource Sharing Network (MARSG). This is the local library network, which we joined early this year. In addition to our inclusion in its Book Week authors' tour, our staff and students have also had access to the network's extensive collection of co-operatively owned resources, in particular its videos. However, the potential of our school to contribute to the professional development program of this and other groups has also begun to be realised, offering, as we do, an occasional venue for meetings, teleconferences, and, with our reliance on Keylink, ASCIS on-line, and radio communications, demonstrations of the latest in information technology.

The Dubbo School of Distance Education is certainly proving to be an asset to many different groups, not only the widely dispersed educational community it was set up to serve. Even though it is still in the early days of its operation its future seems to be assured. For me, being surrounded by continuing optimism and professional commitment is a great reassurance, at a time when the morale of the teaching service is low and cuts in support services and losses of career opportunities have closed many doors to teachers and teacher-librarians throughout the state. ♦

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

< **Inter-library loan: resources to support the curriculum**

*Beth McLaren is Acting Chief Librarian, Department of School Education Library.*

No library can hold all the requirements for its clients. Many libraries, however, supplement their resources through inter-library loans. Libraries which belong to a network often agree to share materials at no charge to one another. The libraries in the CLANN, now UNILINC, network have entered into such an agreement.

Thus the two branches of the Department of School Education Library, Inservice Library at Ryde, and Head Office Library at Parramatta, are able to borrow items from any of the UNILINC libraries without charge. But there is a staff cost associated with inter-library loans: currently two full-time officers in the library are employed to process inter-library loan requests.

### What is the primary purpose of the Department of School Education Library?

The Department of School Education Library has a strong commitment to obtaining materials requested by clients from whatever sources are available. As is the case with all organisations however, we must look carefully at our primary purpose and offer services which are directly related to this. We cannot afford to take on roles not associated with this purpose, as the result would be a diminished service in areas for which we have prime responsibility.

The Department of School Education Library serves the information needs of teachers and administrative personnel in the Department. We hope to work closely with teacher-librarians but in no way does our service embrace the provision of information to students. Unfortunately, we have neither the staff, nor the budget, to locate and obtain materials which are intended for student use in schools from other libraries.

### How can teacher-librarians obtain curriculum materials for students from other libraries?

Teacher-librarians and school libraries are part of the information network and can obtain materials on inter-library loan directly from other libraries in the same way as the Department of School Education Library.

### Why is inter-library loan educationally valuable?

There is no better way to demonstrate the advantages of the information network to students than to allow them to participate in the inter-library loan process. Students who have

- identified relevant material
- ascertained that it is not in their own library
- placed a request with their teacher-librarian so that it can be obtained from another library, and
- had that request fulfilled

develop a number of information skills and are made aware of the value of seeking information from sources outside their local library.

In addition, the inter-library loan network opens the door to curriculum resources for teachers and students which are available across the nation.

### Why is inter-library loan good budgeting?

There is no denying that there are expenses associated with inter-library loan, but there are also some cost advantages. To determine the true cost, libraries should consider the cost of journal subscriptions in comparison with the inter-library loan charges associated with obtaining copies of relevant articles.

Similarly it may be cheaper to obtain a copy of a monograph required for once-only use that it is to purchase the item. A further consideration is that copies of articles may be retained by the borrowing library for use by a number of clients.

Library budgets may need to include an allocation for inter-library loan expenses. Costs can be shared with neighbouring schools, resource-sharing network members or perhaps even through Education Resource Centres. If regional librarians are appointed (one region, Met West, has advertised this position) schools may be able to coordinate inter-library loan activities with this person.

### What needs to be done to participate in the inter-library loan network?

- Requests for inter-library loan material from other libraries must be processed on inter-library loan request forms. These forms are available from:

Moore Business Systems  
84 Foveaux St  
Surry Hills  
Phone 212 1711

The forms cost \$50 for a pack of 250 and there is no handling charge.

- The forms detailing the request must be accompanied by inter-library loan vouchers which are the way in which the libraries are paid for providing materials to other libraries. The standard charge for inter-library loan requests are currently \$6 for photocopies of articles \$9 for monographs

Inter-library vouchers are available from:  
Australian Library and Information Association

ALIA House  
7-11 Napier Close  
Deakin ACT

Postal address:  
PO Box E441  
Queen Victoria Terrace ACT 2600

Phone 06 285 1877 or 008 020071

To be eligible to buy vouchers from ALIA, libraries must be members of the association. If the school library is not already a member, it is possible to become a Voucher Only member at an annual cost of \$50 per year.

Vouchers are available in \$1, \$3, \$6 and \$9 denominations. They can be bought only as books of 50 and there is a handling charge of \$12 for each book of vouchers purchased.

### How is material located in other libraries?

To request material from other libraries, you need to know in which library the item is held. This is often a dilemma for school libraries which do not have access to the indexes and databases to which larger libraries subscribe.

An affordable index, which is particularly relevant to secondary schools, is the Australian Public Affairs Information Service (APAIS). This index is a 'subject guide to periodical literature in the social sciences

and humanities published in Australia, and to selected periodical articles, conference papers, and books and newspaper articles on Australian economic, social, cultural and political affairs.' APAIS is one of the databases included on the AUSTROM CD-ROM. It is also available in paper format, and is published monthly, except December, with an annual cumulation. Subscriptions to the monthly service of APAIS, including the annual cumulation are currently \$175 per year. The annual cumulation alone may be purchased for \$75.

APAIS is available from:  
Sales & Subscriptions Section  
National Library of Australia  
Canberra 2600

Copies of articles indexed in APAIS are available from the National Library through the inter-library loan system. Requests for copies should be sent to:

Document Supply Service  
National Library of Australia  
Canberra 2600

In my experience as a teacher-librarian I found APAIS an invaluable source of information to support the secondary curriculum, and students soon became adept at locating relevant material from this index.

Another source of information as to the resources held in libraries is the UNILINC catalogue presently available on CD-ROM. This catalogue is known as the CLANN CD-CAT. For details as to the cost contact UNLINC direct. The address is:

UNILINC  
Level 4  
349 Riley St  
Surry Hills 2010

Phone 02 212 4444 Fax 02 212 6495

CLANN CD-CAT includes the holdings of a number of tertiary libraries as well as those of a public, library, a school library and a number of special libraries. The materials held in the Inservice Library and those held in the Inservice Library are indexed on CLANN CD-CAT.

I wish you success as you plug into the information network across the nation. Inter-library loan is a powerful tool which will bring resources to your students which would be far beyond those which can be acquired from the average school library budget. Your students to will be come empowered information users. ♦

## < Realising goals

As the school culture changes, teachers will find an ever-increasing need to write submissions to acquire funds or time for various projects. *scan* is, as usual, here to help you. The Participant's manual from the NSW Department of School Education's Effective writing skill (advanced) course and Niki Kallenberger's notes form the basis of the information in this article.

### Begin with . . .

#### The title

### 1. Purpose of the submission

- 1.1 Identify and state succinctly the problem/issue/project/activity.

### 2. Background/rationale

- 2.1 Be brief  
 2.2 Identify the key factors/issues/history/context/people involved in the subject to date.  
 2.3 Organise the facts into sections under sub-headings/paragraphs and arrange them in a logical progression.  
 2.4 Be selective in your choice of material and structure your argument carefully so that it supports the conclusion you want the reader to draw.

### 3. Options

- 3.1 Pointing out the advantages and disadvantages of each, detail as many options as are appropriate, remembering that too much information is overwhelming, too little is unconvincing.  
 3.2 If there is only 1 option, detail what is proposed.  
 3.3 It may be useful to sketch in the main points and append the rest, as detailed in Appendix A.

### 4. Costs

- 4.1 Use round figures but be specific.  
 4.2 Guesstimate as closely as possible.  
 4.3 Provide quotes when appropriate.  
 4.4 If various sources of funding are available, indicate the most appropriate source for this project.  
 4.5 Costs can be combined with options.

### 5. Recommendations

- 5.1 By this point you will have made your intentions very clear so that when you state your desired course of action it will come as no surprise. You will have structured your arguments in such a way as to make the option you want more appealing.  
 5.2 The cheapest alternative is not necessarily the best. A brief word of explanation can justify your preference: 'although Co X's price is higher, they guarantee delivery in 4 working days and will install the equipment free of charge'. (Sometimes these factors can be mentioned in the Options section.)  
 5.3 Be specific. Indicate who, when, where, etc.  
 5.4 Sign and date the submission.  
 5.5 Direct the submission to the next step up the ladder as appropriate.

### Appendix A.

Tables, charts and graphs may be better included as an appendix; brochures, programs etc may also be relevant. Any appendix should have been referred to in the body of the submission.

### Remember to . . .

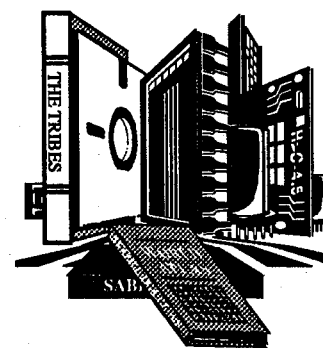
- be very clear in your own mind about precisely what action or decision you want taken so that you can recommend accordingly
- number each section and paragraph as shown above
- ensure that :
  - information is correct and precise
  - language is clear and succinct
  - layout is logical and well structured
  - tone is objective and authoritative
- keep paragraphs short and simple, 1 or 2 sentences
- underline or bold headings.
- number each section and paragraph as modelled here
- type or word process: you can re-use your work.

### And finally . . .

A submission which simply lands on someone's desk may never be seen again. One which is either:

- talked through in person and then written and presented
- or
- written and then presented and talked through in person

is likely to be much more effective. ❖



### Teacher-librarians . . .

In 1992 University of Technology, Sydney, will be participating in the Joint Masters Leadership Program, a collaborative initiative of the Department of School Education and participating universities. The program offers opportunities for teachers, teacher-librarians and other Departmental personnel to complete a one-semester unit of study which focuses on leadership and curriculum issues relevant to the Department as part of a Masters Degree. This unit of study is developed, taught and assessed by members of the Department, in collaboration with university personnel. The course on offer at Kuring-gai is a Master of Applied Science (Information) catering for the needs of information professionals.

The one-semester joint study unit is entitled **Leadership in Information Services in the NSW Department of School Education**. It will be of interest to teacher-librarians and others involved in the delivery and management of information services in schools, clusters and regions. As a major aim of the Joint Masters Leadership Development Program is to encourage post-graduate study, the Department reimburses a proportion of participants' Higher Education Contribution Scheme (HECS) fees for the year in which the Joint Masters unit is taken.

Teachers who have completed the Graduate Diploma in Teacher Librarianship or the Graduate Diploma of Applied Science (Information/Teacher Librarianship) at UTS or the former Kuring-gai College of Advanced Education, may be granted advanced standing in the Masters of Applied Science (Information) course.

For further information contact either:

Associate Professor Joyce Kirk  
 School of Information Studies  
 University of Technology Sydney  
 02 413 8250

or

Marianne Millan  
 Manager, Tertiary Program  
 Human Resource Development Directorate  
 Department of School Education  
 02 564 4800

## < Powerhouse, power learning

Elizabeth Schaffer is Education Officer at The Powerhouse.

It would be a difficult task to bring a class of school students of any age to the Powerhouse Museum and not have a valuable educational experience – even if, as with a group of infants students from a remote area of NSW this year, their main aim is as simple as finding the magic stairs (otherwise known as escalators)!

Don't be fooled by our title; there's much more to the Powerhouse than machines, science displays and technical wizardry. The Powerhouse offers exhibitions, education programs and resource materials around which teachers can build anything from one-off learning experiences to whole units of work in all curriculum areas.

On almost every day of the school year, infants and primary students as well as high school students of such varied subjects as visual arts, English, science, history, music, ESL, design and technology and drama visit the museum for a morning or afternoon of fun and learning.

Teachers who book a class in for a museum visit can expect to receive anything from, at the very least, exhibition notes, museum maps, and student activity sheets, to topic trails which can be followed through the museum, or highly structured, staff-lead education packages.

Education packages include exhibition tours, and special demonstrations and discussion sessions available only to schools.

A typical package with a social history emphasis is *Women's work in the home*. Students visit the '... never done' exhibition and attend two demonstrations which look at dressing, washing and ironing in the 19th century. If you think that washing tea towels doesn't sound exciting, then watch a group of high school students fight over who gets the wash board or the tallow soap next. With all packages, teachers receive activity sheets before arrival and, in this case, detailed supplementary teachers notes about domestic work in Australia from the 1850s to the 1950s.

Other packages offered in 1991 include *Computer applications*, *Travel in the past*, *Who is an Australian? Sparks and currents*, *Hot stuff*, *Under pressure* and *Little wheels, big wheels*.

Topic trails provide a theme-based approach to investigating exhibitions. With the aid of student activity sheets, and resource notes produced by the Powerhouse, teachers lead their students on a journey of discovery through the museum. In 1991 trails offered have included *Music*, *Flight*, *Leisure in the past*, *Machines*, *Technology and its impact*, and *Australian life in the 1800s*.

Most teachers choose to play tour guide themselves and book in for a 'You be the guide' visit. This allows a class to travel through a selection of exhibitions which have been chosen by the teacher. The Powerhouse offers 26 long-term exhibitions ranging from *Australian communities*, *Sounds musical* or *The king's cinema*, where Australian silent film classics can be viewed in a reproduction 1930s picture palace, to *The steam revolution* bursting with real steam-driven machinery including the carousel barrel organ, to *Mind and body*, *Transport* or *Experimentations* where, using a huge range of interactive exhibits, students can discover the science behind everyday things.

There are even special exhibitions for the under-8s: *KIDS* (Kids interactive discovery spaces) which follow neighbouring exhibition themes, aided by trombone-playing teddybears, life-size skeletons and giant machine cogs.

Education services remain free of charge to booked schools in 1991. Remember it is important to book before your visit to make sure the programs and exhibitions of your choice are available.

For bookings and information, call 02 217 0222, and join us to discover just how much fun learning can be. ♦

The following are sponsored exhibitions:

'... never done' – women's work in the home (Rheem)

The kids cinema (Greater Union Cinemas)

Mind and body (Wellcome Australia)

Transport (Toyota)

KIDS (Johnson & Johnson)

## management

### Working together at St Clair High

#### Part 1. Cooperative planning – not a one person job



Jackie Hawkes is teacher-librarian at St Clair High School.

In this article she discusses two aspects of her work in 1991.

The impact of Information Skills and SLIC approaches over the last few years has highlighted the benefits both of cooperative planning and of developing students skills as part of learning subject content. There is little doubt, however, that incorporating skills and cooperative planning involves extra time that can sometimes get lost in the shuffle of getting *everything else* done.

At St Clair High, we have found one answer to the grab for time for effective cooperative planning is having the ESL teacher (Lois Bray), the Support Teacher Learning Difficulties (Felicity Downie), and the Teacher-librarian (Jackie Hawkes) work together to promote skills development. It has been extremely useful to hold our own 'faculty' meeting each week.

Although for administration we have separate head teachers we have found that with regular 'cooperative planning' amongst ourselves we have been able to:

- share the responsibility for encouraging skills development
- submit, run and support 'skills' inservice workshops
- coordinate and promote DEAR and NIM reading schemes
- influence resource selection
- compliment each other's roles

#### Skills development

Lois, Felicity and I are all involved in promoting the development of skills and have devised assignment guidelines that incorporate SLIC techniques and the Information Skills.

Sue Beamer, a part-time STLD last year, wrote a summary of SLIC techniques which has given staff a short-cut to some of the specific SLIC strategies which help with literacy skills. Several school programs in the school use the Information Skills approach. When planning with other staff we emphasize both approaches.

#### Inservice

Several inservice workshops have been jointly run to explore links between our complimentary roles. During 1990 a Met West Inservice course, *Information Skills/ SLIC - Working together*, was run for teacher-librarians, STLDs, and ESL teachers to discuss our roles, share ideas about effective cooperative planning with teaching staff, and review assignment guidelines. Bob Dunne, Literacy Consultant for Met West in 1990, was particularly valuable in helping to guide discussion of roles and responsibilities of each position.

The course offered the chance to involve 'keen, committed, and involved' people from differing areas of the school in working on practical teaching/learning concerns.

We have also combined our efforts at School Development Days. This year, with the school's first semester focus on classroom management, we offered a workshop on behaviour problems and learning difficulties. This focused on the notion that often students' learning backgrounds (social, cultural, academic and emotional situations) negatively affect their attitudes towards classwork, especially if assignments are vague or ambiguously set.

In the workshop, teachers were issued with a role card of a student with a 'problem' background and a copy of an assignment that was either complicated or vague. They were to work on the assignment with another 'problem' student. At the end of a short 'research' period people were asked to comment on their role's reaction to the situation. Considerations for setting assignments were compiled from these discussions. Copies of the Information Skills steps, SLIC strategies summary, and assignment guidelines were also available and reviewed with workshop participants.

Copies of organization schedules and handouts for both the inservice and school workshops were forwarded to NCIN.

## DEAR and NIM

St Clair, like most schools, has operated the DEAR reading scheme for many years. It also operated the NIM (neurological impress method) peer tutoring reading scheme as a transition literacy program for incoming year 7 students paired with older students.

We share NIM roll marking, responsibilities for recruiting both tutors and readers, writing of procedures and guidelines for both teaching staff and NIM tutors, record keeping, and PR/communication to the rest of the staff about NIM procedures and progress. The program greatly benefits from having this broadened base for organisation.

## Resource selection

Felicity and Lois have taken a keen interest in the literacy level of resources available in the school and they have been directly involved in some purchasing decisions.

## Complimenting each other's roles

A large turnover of STLD positions over the last 18 months has caused some difficulties. Because of the close links that have developed between our positions, however, stability in many programs and procedures has continued. Awareness of each other's role has meant that we provide continuity and support without taking over those roles.

In working together we have come to understand better the similarities in our respective roles. We have jointly planned and taught units for some classes. Because Felicity and Lois work for a number of periods with certain classes, their knowledge of the library's services and resources has ensured more effective use of the library by classes and teachers who otherwise may not have been as involved with the library.

By regularly planning, discussing, and even editing each other's ideas we are able to share a sense of accomplishment and progress.

## Conclusion

A lot of effort is spent by each of us in initiating and pushing suggestions about skills or possible activities for assignments. As 'miscellaneous' workers we each work with teachers in different ways. Because of the range of staff we each work with, however, we are able to look at skills from their differing points of view. Our varied contact with teaching staff also helps keep us aware of other issues and concerns in the school.

Working together with Lois and Felicity I can see little chance of becoming either bored or bogged down with information or literacy skills. I think we have all gained a range of ideas that may enable a more coordinated means of expanding skills approaches in the school. There can be little doubt that cooperative planning in this way is very beneficial and enjoyable for all concerned.

## Part 2. Spending on the 'right stuff'

For the 1991 school year I had 2 priorities:

- to fill some of the fairly numerous 'shallow pits'
- to ensure a definite source and amount of money to accomplish the pit filling

I decided to work on a modified program budget based in part on the ideas successfully used by Ruth Buchanan at Jamieson High, listing the areas where spending was needed: all subject areas plus Computer studies, fiction, environment, general interest, magazines, and supplies.

The next step was to survey Head Teachers and other coordinators to determine their resource needs. Information was collected under these headings:

- curriculum area (subject)
- resource focus (types of resources or skills being developed)
- period loading (anticipated numbers of classes/students)
- priority topics for resources (for junior courses and senior courses)

- comment (including anticipated use, present state of the collection, link with other special programs, etc)
- costing (amount).

These headings were useful as a means of keeping up to date with each area's planning for the following year and as a means of suggesting gaps/skills that subject areas might like to focus on.

I also included a brief covering rationale, a shopping list breakdown of anticipated spending, and a separate submission to allow for OASIS implementation. Each Head Teacher received a copy of my budget rationale, shopping list, and description form for spending in their area. A copy of my budget procedures was also available to them.

No other areas in the school had documented their proposal in as much detail. My budget was examined by the Finance Committee with very little question, and both amounts of \$11,950 for Library budget and \$4000 towards OASIS were approved.

I feel that such a budget format is of great use for helping everyone know where the money needs to go and for encouraging others to become more involved in choosing and using a better range of resources.

With the implementation of global budgeting, it is essential to be able to justify spending and involve

others in determining and lobbying for what resources really are needed in the school.

## Find out where the money goes!

During 1990 our school set up a very active finance committee. I made a special (unselfish?) effort to become involved! A lot was learned by all.

I felt strongly that there was a need to develop a summary of resources available both within and outside the school.

Under each resource heading I compiled information about current systems (ordering, processing, storage); records (via stock book, data base, etc); finance (sources, expenditure), and questions/suggestions.

This resulted in a 9-page report, much detailed discussion and follow-up, (which originally some seemed to want to gloss right over-wonder why?), some tighter procedures being implemented in the school, some questioning of expenditures, some increased centralizing of records, and a much more adequate library budget for 1991.

The exercise has led to better coordination of resources and purchasing within the school and increased understanding of the library's responsibility for providing adequate resources. ♦

## △ From devastation to restoration

The April flood of 1990 left behind some horrendous scenes around the town of Nyngan. One of the worst was that of the high school library where the collection was almost completely wiped out. Over a metre and a half of muddy Bogan water filled the library, destroying card catalogues, vertical files, the video collection, shelving and furniture. All that survived were a few books from the top shelves.

The task ahead looked impossible. But with the help and overwhelming support of people across Australia, the restoration of the school and library began.

## The rebuilding process

The library was stripped bare by Public Works people, thus quickly allowing the drying out to begin. Once this was complete, the furniture squad took over, replacing carpet, furniture and shelving.

Volunteer workers, too many to mention individually, were invaluable. Donations of new books from publishers and resources from personal libraries flooded in (pardon the pun!). These were much appreciated, as were the generous cash donations from schools and individuals which allowed us to choose resources suitable to our student's needs, as well as avoiding duplication.



Michelle Simpson is teacher-librarian at Nyngan High School.

Although I was not the teacher-librarian at the time, I know first-hand about the enormous chore of cleaning up because I faced it in my own home. After the resignation of the previous teacher-librarian (which quite by chance coincided with the flood), and the resignation of his first replacement, I was asked to fill the position on a casual basis in August, four months after the flood.

By this time there were approximately 2,000 books back on the shelves but we still had a room full of donated material in various conditions. The library needed to be operational as soon as possible and so was re-opened quickly to students and staff despite the many empty shelves. Teachers booked their classes in for research and for the viewing of our handful of videos.

I did not want to deprive students access to materials simply because they were not processed. Except for reference books, students were allowed to borrow most items; keeping a record of loans was easy and this presented no problems. Our students needed to settle back into normal school routine as soon as possible.

### Sorting, selecting and processing resources

OASIS Library played a key role in rebuilding our collection and services. Paul Drayton from Management Information Services Directorate and Niki Kallenberger from Curriculum and Educational Programs Directorate spent 3 days in Nyngan soon after the school re-opened. They gave the library staff a crash course in using OASIS Library and helped to establish priorities, routines and a workflow to manage the rebuilding of the library's collection and services.

Books were sorted and re-sorted. New books, specially selected to meet our curriculum needs, had priority. The ASCIS database was searched online for call numbers and ASCIS order numbers, which were then ordered via ASCISRECON. A skeleton record was entered onto OASIS, the item barcoded, end-processed and placed on shelves ready for use. Full records were added once machine readable records arrived from ASCIS. Our volunteer workers were of great assistance here. Resources not found on the database were packed and sent to Curriculum Resources Information cataloguers in Sydney, who added catalogue records for more than 800 items to the ASCIS database to our benefit, and of course, to the benefit of all ASCIS users.

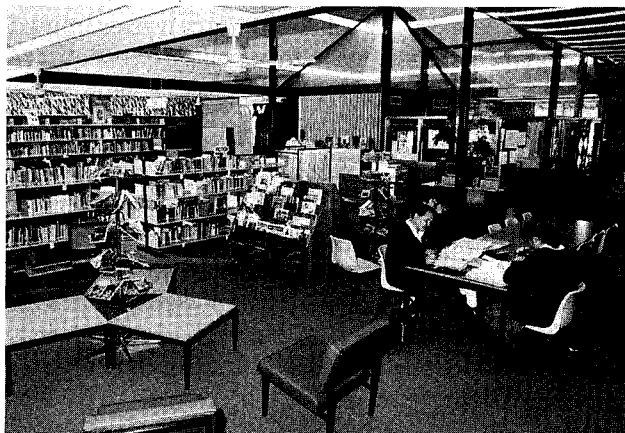
With so many books arriving, both old and new, the task of processing them all was daunting. We had to be

selective, as we were building a new library and had to have materials that were both suitable and in good condition. Books we chose not to keep were offered to staff and students, as their personal libraries had also suffered.



### Help from other teacher-librarians

With so much attention given to books at this stage, little was being done to restore other parts of the collection. Teacher-librarians from other schools were of great help here, assisting



with the rebuilding of our vertical file and video collection. Some even sent copies of their policies and lesson ideas. These were particularly welcome, as being a maths teacher, my understanding of the role of the teacher-librarian was quite limited. While I'd spent relief days working in the library previously, I'd done little more than supervise students and perform some clerical tasks. I soon learned the hard way that there is much more to being a teacher-librarian.

### The library now

There are now almost 6000 resources on the shelves, including a wide selection of periodicals, videos, kits and vertical file materials. The whole collection is on OASIS and we have two enquiry terminals for our users. The students have adapted easily to the automated catalogue, requiring very little tuition in its use and often giving me a few pointers.

One of our most popular acquisitions is World Book's CD-ROM Information finder. The library also boasts a computer room with four Apple Macintoshes for student use. Bookings are essential for this very popular place, particularly at recess and lunch.

### What the future holds

I have so enjoyed working as a teacher-librarian that I have commenced post-graduate studies in teacher-librarianship through Charles Sturt University-Riverina. There is so much to learn! Everyday I discover more about OASIS and its possibilities and become more familiar with the collection, its strengths and weaknesses.

The library at Nyngan High is once again the resource centre of the school, well used by both students and staff, and provides a pleasant atmosphere in which to learn. It has been said that 'every cloud has a silver lining'. Our library certainly reflects this. From the damage and destruction caused by the flood, it has emerged victorious, a library of which any school would be proud. ♦

*Editor's note: Since this article was written, Michelle has been appointed permanently to Nyngan HS.*

## △ What can OASIS Library do for you?

*Gail Henley is the Metropolitan West consultant for OASIS Library and Information Skills.*

OASIS Library offers improved service to library users through its online catalogue, circulation system and its ability to print out resource lists when required. Note the word *offers*. OASIS Library offers these services to you but if you don't take advantage of these services because you haven't entered enough data or you have a distrust of computers and are hoping yours will go away, then you are denying your users the fun of accessing an automated system.

• Students love searching for information using a computer terminal—and their searches produce results. Often a subject heading or even a key word leads them to many different sources of information they would not have found using a card catalogue.

• Borrowing books is a fun thing to do when you can use a magic wand and for some strange reason, when the computer signals that books are overdue, the students and teachers rarely argue; they just bring them back. Amazing! Your borrowing levels will soar when you introduce computerised circulation system.

• Resources are easy to find by subject and can then be organised into resource boxes for different topics. When the topic is completed, the resource box can be emptied and used for a different topic.

• Historical records show us which students are actually borrowing from the library. Produce these reports each term for class teachers and they will be aware which students need encouragement to become library borrowers.

• Once your data is all in the system, your stocktake woes will be over. Never again will you need to restrict

library access for 3 weeks or beg volunteers to help you. The staff and students will value you even more than they do now.

• Be positive about the virtues of the new system—no, it is not perfect, but it is a vast improvement on the old card system.

• Look ahead to the benefits and acknowledge that people need *time* to learn the system, time to enter data and a helping hand when disasters occur.

• Plan long term goals; Rome wasn't built in a day and palm trees took a while to grow around the oasis.

• Begin in a small way. Running a dual system for borrowing is not really difficult. You will find teachers and students cope quite well and realise the benefits of what you are doing.

• Parents will support you because their child's school is 'into technology'; staff will support you because they will see some benefit from your labours.

• Once OASIS Library is in your school and you have become a little familiar with it, plan to in-service the staff, students and parents so that they too will be able to extend their knowledge of the system and will be aware how its use is supporting the teaching program within your school.

• Share your successes with your colleagues, laugh about your mistakes once the panic is over and soon you will be smiling all the time in your OASIS automated library. ♦

## resources

### 2 Unit Personal development, health & physical education years 11-12

Kevin Farrell, Senior Curriculum Adviser, PD, health & physical education, prepared the following introduction to the syllabus.

The introduction of 2 unit Personal development, health & physical education into the senior curriculum in NSW secondary schools is probably the most exciting development in 20 years for teachers in this field.

The syllabus is the result of the work of many committed individuals, and professional associations such as ACHPER and the Health Studies Head Teachers' Council. The professionalism and dedication of members of the Syllabus Committee is reflected in the production of this exemplary document.

Approval of the syllabus for study from 1991 reflects recognition of the key place of PD, health & PE in the NSW curriculum. Students can now follow the subject from kindergarten to year 12.

The subject should appeal to the career aspirations of a wide range of students: the content has relevance for fields such as medicine, sports science, teaching, nursing, physiotherapy, ambulance work, paramedics, the armed forces, social work and police work.

The course is of intrinsic value as well: it offers opportunities to improve knowledge and skills in fitness, health and recreation which students can use in their everyday life.

#### The syllabus

The 2 unit course consists of 4 core modules and 9 option modules. Students are required to study each of the core modules and any 2 of the option modules.

The core represents 80% of total course time; core 1 is seen as the basis for all other modules.

- Core 1: Analysis and management of personal health
- Core 2: Analysis and management of community health
- Core 3: The science of movement
- Core 4: Skill development and composition

The option section represents 20% of course time and options may be chosen in a way that reflects local interests concerns and expertise.

- Option 1: Human sexuality
- Option 2: Community health issues
- Option 3: Sociology of games and sport
- Option 4: Two social health issues: drug use and HIV/AIDS
- Option 5: First aid and sports injuries
- Option 6: Outdoor recreation
- Option 7: Human movement analysis
- Option 8: Movement composition and appreciation
- Option 9: The art and science of coaching

### 2 Unit Personal development, health and physical education

The following resources were reviewed by Jan Lonie (PD, health & PE K-12 consultant, Metropolitan North Region); Ron Ruskin (Northmead HS); Steve Clayworth (Richmond HS); and Steve Lyons (Galston HS). Ingrid Simpson, with assistance from Faye Williams, compiled the bibliography. Resources are arranged alphabetically by title.

COLMAN, Warren **AIDS: what every kid should know** [videorecording]. Childrens Press, 1987 [616.97]

An informative 15-minute video that will be valuable in the classroom, this provides useful information and skills for adolescents. The first part of the video describes what AIDS is and how the disease is communicated. The second part examines skills and strategies that should be developed by individuals to ensure that the disease is not contracted by them. Real life situations are depicted, supported by an informal, informative commentary. It is especially applicable to the core 2 and option 4. R. Ruskin  
LEV: Upper secondary  
AVAIL: \$54.00

EVAL: Highly recommended ASCIS 690149

**AIDS: what every teacher must know** [videorecording]. Instructional Media Institute, 1988 [616.97]

If you have time to watch this 76-minute-video, you will find it a useful resource. It is, however, too long for and not aimed at the student audience; nor is it a local production. Part 1 provides factual information on AIDS; part 2 includes strategies for AIDS prevention. It does provide significant information for option 4. R. Ruskin  
AUD: Professional  
AVAIL: \$54.00

ASCIS 649912

MEEKS, Linda Brower **AIDS what you should know**. Merrill, 1988  
ISBN 0675063027 [616.97]

A simply presented, factual coverage of AIDS which includes information about the immune system, history of the disease, transmission, risk behaviours and situations, detection and current treatment. Comprehensive information on this health issue is presented in a straightforward style, making it easy for students to understand. More recent publications are available, but the valuable information is relevant to core 2 and options 1 and 4. J. Lonie  
AUD: Professional  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$5.95

ASCIS 398724

EGGER, Garry **The art of sensible exercise**. Ellslyd Press, 1987  
ISBN 0949290491 [613.7]

Information about exercise programs, the benefits of

exercise, exercise and nutrition and the right and wrong ways to exercise are presented in a clear, appealing and easy-to-read format. Popular exercise programs, aerobic books and videos are evaluated and rated. Most information is relevant to core 3. S. Lyons  
LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$14.99 ASCIS 419859

McCONNON, Shay **Assertiveness**. Macmillan Education, 1990  
ISBN 0333511174 [302.207]

Although the level of presentation of activities is possibly more suitable to junior health or personal development programs, this resource warrants consideration. Activities on copy masters for the development of aspects of self esteem are structured to promote positive affirmation of personal effectiveness. S. Lyons  
LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$29.95 ASCIS 648242

HARMER, J.C. **Biomechanics in physical education. Laboratory activities**. BIPE, 1985 [612]

Teachers of the 2-unit course will find this an excellent resource, with special relevance for core 3 and option 7. It provides practical workshops for higher secondary school students dealing with the biomechanical factors involved in 7 basic movement areas: throwing; jumping; balancing, striking; flotation; rotary; and running activities, with between 4 and 10 tasks in each section. The biomechanical exercises, dealt with in depth, allow students to gain an understanding of the underlying principles behind motor skills, making this a valuable resource for the practical aspects of the course. Teachers notes are clear and precise. S. Lyons  
LEV: Upper secondary  
AVAIL: Paper \$4.95  
EVAL: Highly recommended ASCIS 439924

STOATE, William **Bushcraft: the complete guide for bushwalkers, campers and all outdoor enthusiasts**. Viking O'Neil, 1991  
ISBN 0670903108 [796.50994]

This complete coverage of bushcraft includes topics such as clothing and equipment, skills, navigation and first aid. Being an Australian book, the advice and information is very relevant. The information is well

presented, easily located and the text easy to read. It is relevant for part of option 6 of the PD, health & PE syllabus, specifically the administrative, management and technical skills topics for outdoor recreation. R. Ruskin  
**LEV:** Upper secondary  
**AVAIL:** Paper \$25.00  
**EVAL:** Highly recommended ASCIS 677228

**GREEN, Lawrence W. Community health.** Times Mirror/Mosby College, 1990  
 ISBN 0801633087 [362.10973]

This resource covers the history, organisation, promotion, environmental aspects, and available resources and services for community health. It covers some areas of core 2 in detail and as there are difficulties in locating information for this section, it may be a worthwhile purchase. Produced in the US, it has limitations for Australian use as graphs, statistics and examples are American. S. Lyons  
**AUD:** Professional  
**AVAIL:** \$69.95 ASCIS 683449

**HOWELL, Reef Concepts of physical education for senior students.** Brooks Waterloo, 1991  
 ISBN 0864404352 [613.7]

Precise information and valuable laboratory exercises cover areas such as personal health, biomechanics, nutrition, skill acquisition, sporting injuries, history of sport and sport in society. Presentation is appealing; language is clear and diagrams support the text. It is relevant to core 1, 3, 4, options 3, 5, 7 and 9. S. Lyons  
**LEV:** Upper secondary  
**AVAIL:** Paper \$26.95  
**EVAL:** Highly recommended ASCIS 661385

**SEELEY, Rod R. Essentials of anatomy and physiology.** Mosby, 1991  
 ISBN 0801602270 [612]

An excellent teacher reference book to support work on anatomy and physiology, this book covers cells and the systems of the body. Information is supported by well illustrated diagrams and pictures. It is a useful, simply written reference text which could also be used for student research. It provides good support for core 3, options 1 and 7. R. Ruskin  
**AUD:** Professional  
**AVAIL:** \$49.95  
**EVAL:** Highly recommended ASCIS 683439

**EGGER, Garry The fitness leader's exercise bible.** Kangaroo, 1987  
 ISBN 0864171110 [613.71]

Suitable as a reference book for student use, this physical

education resource is simply written and has well presented photographs. It covers many types of exercises and explains the basic physiological background to exercising. Although it is not overall valuable for the 2-unit PD, health & PE course, sections are relevant to core 1 and 3. S. Lyons  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$12.95 ASCIS 398629

**EGGER, Garry The Fitness leader's handbook.** Kangaroo, 1990  
 ISBN 0864172761 [613.7]

Covering a wealth of information relating to physical education, exercise and fitness, this book examines the human body, exercise prescriptions, fitness testing, weight control and exercise, motivation and training programs. It is well organised, contains relevant photographs and diagrams and has an excellent discussion of potentially dangerous exercises. This is an excellent reference text for core 1 and core 3. R. Ruskin  
**AUD:** Professional  
**AVAIL:** Paper \$17.95  
**EVAL:** Highly recommended ASCIS 627759

**INGE, Karen Food for sport: a nutrition guide for Australian sportsmen, sportswomen, coaches and parents.** Heinemann Australia, 1986  
 ISBN 0949208035 [613.2]

The sound coverage of nutrition and activity dispels myths and misinformation relating to diet and sporting performance. This very good resource examines the basic principles of food, energy and dietary requirements. Information is relevant and useful for the top athlete as well as the weekend sports player – and for core 1 and 3. J. Lonie  
**AUD:** Professional  
**AVAIL:** Paper \$14.95  
**EVAL:** Highly recommended ASCIS 245229

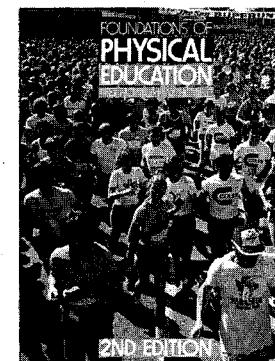
**HOWELL, Reef Foundations of health.** Brooks Waterloo, 1987  
 ISBN 0864404808 [613]

The purpose of this book is to increase the reader's knowledge of health, and to provide an understanding of how various influences such as alcohol, diet, etc can affect a person's present and future health. Each chapter contains material which is suitable for a range of student abilities, as well as questions and assignments to emphasise important points. Because its approach and presentation is student-oriented, it could be valuable for student assignment work. And although it is slightly too simplistic for some areas of the 2-unit course, it is nonetheless a good resource

book for core 1 and parts of core 2. J. Lonie  
**LEV:** Upper secondary  
**AVAIL:** Paper \$20.95 ASCIS 380266

**HOWELL, Reef Foundations of physical education.** Brooks Waterloo, 1990  
 ISBN 086440784X [613.7]

Covering the musculo-skeletal system, body systems, biomechanics, motor skills and physical fitness, this is a well written book with particular relevance for core 3 and option 7. It is well set out and contains definitions and short explanations which are supported by relevant photographs and diagrams. Although most teachers and students will be looking for more detail than this book provides, it is a good basic text for parts of the course. R. Ruskin  
**LEV:** Upper secondary  
**AVAIL:** Paper \$22.95  
**EVAL:** Highly recommended ASCIS 615697



**ESBUYS, Joe Fundamentals of health and physical education. Student manual.** Jacaranda, 1987  
 ISBN 0701623098 [613.7076]

Worksheets for students cover anatomy, movement, fitness, sports injuries, health, diet, disease, illness, drugs and safety. Not all material is applicable to the NSW year 11 and 12 PD, health and PE syllabus, but it would be useful for core 1, 3 and option 5. Some good ideas and diagrams are provided. S. Clayworth  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$6.95 ASCIS 426424

**BROOKS, George A. Fundamentals of human performance.** Macmillan New York, 1987  
 ISBN 0023151501 [612]

Most aspects of human performance and exercise physiology are covered appropriately in this excellent resource for physical education teachers. Content covered includes energy systems, respiration, nutrition, training, ergogenic aids and testing. The focus is on presenting essential information to explain why something happens during exercise. Although the writing is technical at times, information is easy to find and the book is particularly useful for core 3 and option 7 part B. R. Ruskin  
**AUD:** Professional  
**AVAIL:** Not readily available but worth searching for.  
**EVAL:** Highly recommended ASCIS 689801

**PEARL, Bill Getting stronger.** Shelter, 1986  
 ISBN 0679739483 [796.4]

The 450 pages of this encyclopaedia on strength and weight training are packed with illustrations and descriptions for every conceivable exercise. Chapters cover lifting, bodybuilding, strength training, exercises for specific body parts, use of machines (nautilus and universal), stretches, muscles, injuries and nutrition. Programs for 22 specific sports are included and the exercise index leads the reader quickly to exercises for specific body parts. Well written and simply illustrated, this would be a handy reference for both teachers and students of physical education and is especially applicable to core 3 and option 7, part B. R. Ruskin  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$14.95  
**EVAL:** Highly recommended ASCIS 642076

**ASPIN, Lois Individuals, families and management.** Longman Cheshire, 1990  
 ISBN 0582868351 [640]

This is a good reference for the personal development section of core 1, covering values, families, communication, decision-making, relationships and management. The chapter on goal setting is very useful. The diagrams and tables could be used for overheads or handouts. S. Clayworth  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$15.99 ASCIS 643086

**KIRBY, Ronald Introductory biomechanics.** Mouvement, 1985  
 ISBN 0932392229 [612.76]

Biomechanics are explained in simple, practical terms in this work. It deals with the basics of biomechanical principles; practical relationships between biomechanics and anatomy; mechanical concepts and the influence of biomechanics; and biomechanical influences on various sports and skills. The text is simply written and the extensive use of simple, specific diagrams enhances the accessibility of the information. This book could be used to good effect in the practical section of the HSC PD, health and PE course and is especially useful for core 3 and option 7. S. Lyons  
**LEV:** Upper secondary  
**AVAIL:** \$29.95  
**EVAL:** Highly recommended ASCIS 688546

**GIBBS, Russell The Macmillan guide to sports injuries.** Sun, 1986  
 ISBN 0725105054 [617]

Easy to understand and using clear, precise vocabulary,



this text deals with the prevention, management, treatment and rehabilitation of sports injuries. It lacks diagrammatical reinforcement of the concepts discussed and while it contains some valuable basic information relevant to option 5, there are probably better texts available. S. Lyons  
**LEV:** Upper secondary  
**AVAIL:** Paper \$12.95 ASCIS 237654

WOOTTON, Steve Nutrition for sport. Simon and Schuster, 1989  
 ISBN 0671696785 [613.2]

The comprehensive coverage of nutrition and health would provide excellent support to the more general resources on nutrition in a sporting context. Content covered includes nutrition as a key to total fitness; healthy lifestyle and performance; myths; nutrition and the muscular system; nutrition for specific sports; competition and training; and dietary supplements. Of particular value is the coverage of energy systems and muscular contractions. The readable text is supported by clear and relevant diagrams and tables and an excellent glossary of terms. An excellent resource for the appropriate sections of core 1, and option 9. S. Clayworth  
**AUD:** Professional  
**AVAIL:** Paper \$14.95  
**EVAL:** Highly recommended ASCIS 485834

Physical education and the study of sport. Wolfe, 1991  
 ISBN 0723415714 [796.07]

A superb book for research, reference and resource purposes, this general text book covers much of the PD, health & PE syllabus in detail. Of most relevance to core 1 and 3, and options 3, 5, 7 and 9, it is readable, extremely relevant and comprehensive. Frequent review questions and a wide variety of diagrams, charts, graphs and tables are included. The coverage of biomechanics, anatomy and physiology is excellent. S. Clayworth  
**AUD:** Professional  
**AVAIL:** Paper \$50.00  
**EVAL:** Highly recommended ASCIS 683459

DAVIS, Damien Physical education theory and practice. Macmillan, 1986  
 ISBN 0333430212 [613.7]

A comprehensive text presented at a level appropriate to senior secondary students, this covers the following aspects of physical education: anatomy; physiology; exercise; biomechanics; motor learning (skill acquisition); history and sociology. Each chapter

concludes with worksheets and laboratories designed to reinforce the theory and assist students with revision. It is especially relevant to core 3 and 4. J. Lonie  
**LEV:** Upper secondary  
**AVAIL:** Paper \$32.95  
**EVAL:** Highly recommended ASCIS 381901

BURSZTYN, Peter G. Physiology for sportspeople. Manchester University Press, 1990  
 ISBN 0719030862 [612]

Anatomy and physiology are covered in a refreshingly light and easily readable style. Topics are thoroughly researched and the well-indexed text is presented with some very good supporting diagrams and tables. Presentation and literary style make it relevant for teacher and student use alike. An excellent glossary of terms and a good chapter on assistance to performance are included. It is particularly relevant to core 3 and option 7, part B. S. Clayworth  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** \$41.00  
**EVAL:** Highly recommended ASCIS 690020

McCONNON, Shay Self-esteem. Macmillan Education 1989  
 ISBN 033346265 [305.2]

A personal development program, this comprises copy masters of structured experiences which aim to heighten students' awareness and to give practise in the skill of assertiveness, and provide opportunities for self assessment and the identification of behaviour goals. Used in its entirety, this may be overly simple for senior students, but the resource merits selective use until a more appropriate resource is available. J. Lonie  
**AUD:** Professional  
**AVAIL:** Paper \$22.95 ASCIS 627256

ROBERTSON, Tricia Senior physical education. Coghill, 1988  
 ISBN 0949168718 [613.7]

This is a good, positive resource which provides brief coverage of a large range of syllabus areas. It covers anatomical structure and function, biomechanical factors involved in human movement and the principles underlying skills acquisition. Worthwhile study questions are provided and the book is appropriate as a class text which can be followed up by more detailed works when necessary. It is of most relevance to core 3 and 4, some of core 1 and option 7. S. Lyons  
**LEV:** Upper secondary  
**AVAIL:** Paper \$26.95  
**EVAL:** Highly recommended ASCIS 434564

CAMPBELL, Judith Sexuality: an education resource book. Globe/Modern Curriculum [Canada], 1988  
 ISBN 0889961468 [613.9507]

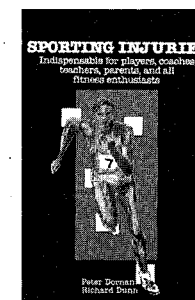
Campbell offers the who, why, where, when and how of setting up and operating a successful sex education program in your school, including suggestions for preparing for instruction and learning. It is designed for teachers who wish to develop and present programs which incorporate personal development, enhance students' self esteem, respect personal and family values, and encourage the development of effective decision-making skills. It contains detailed factual information about many aspects of human sexuality. Comprehensive lesson plans are designed for classroom use in all grades. The blackline masters are suitable for handouts or transparencies, and a comprehensive glossary of terminology is included. J. Lonie  
**AUD:** Professional  
**AVAIL:** Paper \$28.90 ASCIS 448272

BEASHEL, Paul Sport examined: body in action, sport in society. Macmillan Education, 1986  
 ISBN 0333354354 [796]

Excellent diagrams, tables and graphs support a very readable text; good exercises and ideas for additional laboratory work further enhance its value. Topics covered include human anatomy, diet, fitness, sports injuries, performance, drugs in sport, politics and sport, and the history of sport. It is particularly relevant to core 1 and 2 and option 3. S. Clayworth  
**LEV:** Upper secondary  
**AVAIL:** Paper \$22.95 ASCIS 244568

DORNAN, Peter Sporting injuries. UQP, 1987  
 ISBN 0702220647 [617]

A detailed, accurate and well set out text with adequate illustrations on the prevention and management of sports injuries, this is written by 2 physiotherapists. Topics covered include prevention, healing, management, assessment, first-aid, rehabilitation and specific injuries. The book is Australian and addresses many injuries that may occur in locally played sports. All aspects of sports injuries are covered, providing a good resource for option 5. It is excellent as a teacher reference, but students may find some of the terminology difficult. R. Ruskin  
**AUD:** Professional  
**AVAIL:** Paper \$19.95  
**EVAL:** Highly recommended ASCIS 398224



ROY, Steven Sports medicine: prevention, evaluation, management, and rehabilitation. Prentice-Hall, 1983  
 ISBN 013837807X [617]

Every likely area of sports medicine is detailed in this reference. The concise yet comprehensive coverage encompasses: prevention and conditioning; treatment of first aid emergencies; rehabilitation of injuries; specific sporting injuries and related problems; male and female adolescents and likely injuries; nutrition; drugs; warm-up and strapping. The text is supported by good diagrams and photographs. As well as being a general textbook for sports injuries, this is also an excellent reference for option 5. S. Clayworth  
**AUD:** Professional  
**AVAIL:** \$46.00  
**EVAL:** Highly recommended ASCIS 437421

FOX, Edward L. Sports physiology. Brown, 1988  
 ISBN 0697059944 [612]

The extremely readable and well-detailed text is supported by very clear diagrams, graphs and tables. The appendices and glossary of terms are excellent. The practical application of physiology and nutrition for sporting and athletic performance is detailed with supporting principles and examples of training regimes, including aerobic, anaerobic and stretching. Questions and answers regarding performance, training and physiology are included in another section. The work is relevant to core 3 and option 7 (part B). S. Clayworth  
**AUD:** Professional  
**AVAIL:** Paper \$44.95  
**EVAL:** Highly recommended ASCIS 450568

Sports science : on the right track [videorecording]. Production and Pub. Services Branch, Dept. of Education, Qld., 1987 [613.7]

The 7 videos in this resource provide excellent coverage of the specific syllabus areas with practical applications of theory, and are a superb resource to assist with initial teaching of material and subsequent revision. Some areas are covered briefly, but the content is extremely close to the syllabus outline. Relevant to core 3 and 4; options 5 and 7, this cannot be recommended highly enough. S. Clayworth  
**LEV:** Upper secondary  
**AVAIL:** \$392.00 set  
**EVAL:** Highly recommended ASCIS 689966

JACOB, Stanley W. Structure and function in man. Saunders Philadelphia, Pa., 1982  
 ISBN 0721650945 [612]

Although this is a relatively old book, it is still a very useful source of information, and is particularly relevant

to core 3. It covers the basic structure and content of the body and provides a detailed analysis of its systems. Whilst the information is extensive, it is presented simply. The diagrams are a little old fashioned but they complement the text very well. S. Lyons

AUD: Professional

AVAIL: \$48.95

ASCIS 179566

**A Textbook of motor development.** Wm. C. Brown, 1980

ISBN 0697072665

[152.3]

Detailed coverage of motor skill acquisition and development is supported by excellent diagrams and skill checklists for evaluation and observation; making this excellent text a must for core 4. Short, specific, very readable chapters cover distinct areas of the topic including human physical growth and motor development; perceptual motor development; motor skill refinement; effects of environment, social and biological factors on acquisition and retention of physical fitness and motor skills. Comprehensive practical guidelines are given for the facilitation of motor development in junior sports and physical education programs. S. Clayworth

AUD: Professional

AVAIL: Paper \$34.95

ASCIS 689797

**Towards better coaching : the art and science of sports coaching.** AGPS Canberra, 1984

ISBN 0644035110

[796.077]

A very valuable resource for detail and information for successful coaching, this work is extremely relevant for the NSW year 11 and 12 PD, health & PE syllabus, core 3 and 4, options 7 (part A) and 9. The text is readable and clear with sufficient detail. Diagrams and charts are excellent and additional reading lists are included. Content covers the role of the coach and coaching styles; functional anatomy; physiological capacity related to athletic performance; acquisition of skills; biomechanics; physiology of training and performance; and the duties of the coach in action. S. Clayworth

AUD: Professional

AVAIL: Paper \$24.95

EVAL: Highly recommended

ASCIS 201835

**RUSHALL, Brent S. Training for sports and fitness.** Macmillan, 1990

ISBN 0732901901

[613.711]

This very detailed, specific and complete coverage of training principles for sports and fitness, provides

useful general and extension material. Relevant to core 3 and options 7 and 9, topics included are fitness for sport; types of training; principles of training and performance, including overload and recovery; planning individual and team sessions; monitoring training responses; nomograms; and standard physical tests. S. Clayworth

AUD: Professional

AVAIL: Paper \$34.95

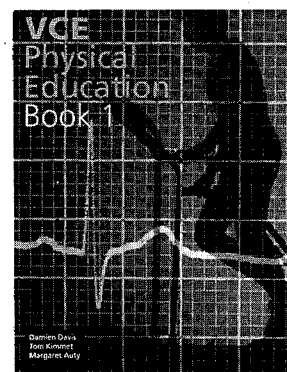
EVAL: Highly recommended

ASCIS 671947

**DAVIS, Damien VCE physical education. Book 1.** Macmillan Australia, 1990

ISBN 0333502647

[613.7]



Students are presented with the material needed to develop a comprehensive understanding of physical education. Examined are the relationships between physical activity and lifestyle; reasons why people participate in physical activity; consequences of inactivity and activity for the individual and community;

the process of learning skills; and analysis of sports technique and technology. Each chapter includes suggested introductory exercises, laboratory activities, revision sheets, projects and physical activity sessions. Probably the best text currently available, it is especially relevant to core 3 and 4. J. Lonie

LEV: Upper secondary

AVAIL: Paper \$29.95

EVAL: Highly recommended

ASCIS 661274

**FRANKHAUSER, Glenn Year 12 physical education exam questions by topics.** Coghill, 1986

ISBN 0949168300

[613.7076]

Sample examination questions covering core 3 and 4 and option 7 of the PD, health & PE syllabus are provided. It is an excellent resource for the construction of examination questions and provides teachers with ideas for evaluation of the relevant syllabus material. Its limited relevance (to the 3 areas of the syllabus mentioned above) is compensated for by an excellent coverage of biomechanics questions. S. Clayworth

AUD: Professional

AVAIL: Paper \$15.95

EVAL: Highly recommended

ASCIS 245860 ♦

## ■ 2 Unit Aboriginal studies years 11-12. Part 2.

The following resources were reviewed by Sue Holden (Cleveland Street HS); Sharon Galleguillos (Cleveland Street HS); Dorothy Gearing (James Meehan HS) and Lyn Hall (Aboriginal Education Consultant, Metropolitan North). Lois Caw compiled the bibliography, which is arranged alphabetically by title. Part 1 appeared in scan 10/3.

**Aboriginal people in focus.** Australian Bureau of Statistics, 1988

[305.89]

You can order a local area statistical study kit such as this for your own area as well as for the area selected for your comparative study. It provides statistical support using information from the 1986 census, thus allowing comparisons between census periods and providing information on a wide range of issues such as housing, occupation and health. It includes overhead transparencies and is an excellent reference and teaching resource essential for local and comparative study in the Aboriginal Studies HSC syllabus. S. Holden

LEV: Upper secondary

AVAIL: \$130 Special Projects, Australian Bureau of Statistics, Sydney.

EVAL: Highly recommended

ASCIS 690586

**CLARK, Julia The Aboriginal people of Tasmania.** Tasmanian Museum and Art Gallery Hobart, 1983

ISBN 0724611657

[994.6]

Very readable and with a wealth of detail, this is an up-to-date resource which is relevant to all sections of the syllabus. It discusses the uniqueness of the Tasmanian Aboriginal; the delineation of tribal movements; social organisation; food; watercraft; seasonal movements and trade; invasion and war; song and dance; and heroes of the resistance. Visually lively with photographs, charts, stories, maps and paintings, it is an engrossing book. D. Gearing

LEV: Upper secondary

AVAIL: Paper \$13.50

EVAL: Highly recommended

ASCIS 158231

**CHRISTIE, Michael J. Aboriginal perspectives on experience and learning the role of language in Aboriginal education.** Deakin University, 1985

ISBN 0730003469

[371.97]

This is essential reading for anyone teaching or having contact with Aboriginal students, but its technical language and difficult concepts make it unsuitable for students apart from an introductory section which would be an excellent discussion starter in the education section of the core syllabus. The content deals with the relationship between language and Aboriginal education, giving an overview of the need to acknowledge the reasons behind the strength of the language. It also gives a succinct summary of the

strength and depth of Aboriginal English and examines the different ways Aboriginal people learn. S. Holden

AUD: Professional

AVAIL: Paper \$14.00

EVAL: Highly recommended

ASCIS 452189

**EGAN, Ted The Aboriginal songbook.** Greenhouse, 1987

ISBN 0864360797

[781.629915]

Ted Egan can encompass in a 5-verse song the scope of a debate that might take other people 5 volumes. This song book features sheet music, lyrics and guitar chords and is to be used in conjunction with cassettes or records. There is also extensive background history about Aboriginal personalities as well as excellent photographs and bibliography. This offers enjoyment, a moving text and historical accounts and is relevant to Aboriginal studies, General studies, Music, English and History. S. Galleguillos

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$12.95

EVAL: Highly recommended

ASCIS 415848

**TATZ, Colin Aborigines in sport.** Australian Society for Sports History, 1987

ISBN 0858376032

[796.0994]

This is the definitive guide to Aboriginal participation in sport. It explores racism in sport, discusses with compassion the rise and fall of some sporting heroes and analyses why there is little or no representation of Aboriginal people in some sports. About 230 Aboriginal sportsmen and sportswomen were the focus for Tatz's research and he recounts their individual stories in an exciting and fascinating way. Photographs are excellent, but the type is light and could prove difficult for some people to read. This would be a valuable resource for primary students as well as HSC Aboriginal studies students. S. Galleguillos

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$12.95

EVAL: Highly recommended

ASCIS 418337

**ERBACHER, John Aborigines of the rainforest.** Cambridge University Press, 1991

ISBN 0521402891

[994.36]

An introduction to the Kulu-Yulangi people who are

the only tribal rainforest people in Australia retaining their own land and culture. Contact history with the interests of mining and canefields, and the missionary presence both early and currently, is briefly and simply outlined. There is information on the rainforest and the river, marriage, corroboree, witch doctor, housing, burial, as well as cave and bark painting. The book is simple to read and understand; and brilliant colour photography makes it as memorable as a documentary film. Useful for comparative study, it should be used in conjunction with *Survival in the rainforest*. D. Gearing  
**LEV:** Upper primary Lower secondary Middle secondary Upper secondary  
**AVAIL:** \$16.95  
**EVAL:** Highly recommended ASCIS 680597

FLOOD, Josephine *Archaeology of the dreamtime*. Collins, 1989  
 ISBN 0732225442 [994.01]

Despite the relatively academic material, this is a readable account of an archaeological approach to the history of Aboriginal people, pre-invasion. It gives an interesting overview of the art, religion and social organisation of Aboriginal people, with the text enhanced by useful photographs and diagrams and information retrieval assisted by excellent notes, index, other references and glossary. Well produced, comprehensive and detailed as this work is, however, the archaeological approach is not really within the spirit of this syllabus and this would therefore serve best solely as a teacher resource. S. Holden  
**AUD:** Professional  
**AVAIL:** \$29.95 ASCIS 621636

NEIDJIE, Bill *Australia's Kakadu man*. Resource Managers Darwin, 1986  
 ISBN 0958945802 [994.29]

The words, the poetry, of Bill Neidjie are a response to the increasing Anglo-Saxon pressure on his traditional lands. His poetry covers Dreaming, law and the Aboriginal view of land. It is an attempt to pass on thousands of years of accumulated wisdom and experience, and as such, is essential reading for everyone. Its succinct summary of wise environmental management gives it a multiplicity of uses, not simply Aboriginal studies though it is especially pertinent to cultural identity, Aboriginality and land, cultural expression, land rights and land management. The poetry and an excellent foreword and introduction are complemented by superb photography. S. Holden  
**LEV:** Lower secondary Middle secondary Upper secondary  
**AVAIL:** \$19.95  
**EVAL:** Highly recommended ASCIS 675269

KEEN, Ian *Being black: Aboriginal cultures in settled Australia*. Aboriginal Studies Press, 1988  
 ISBN 0855751851 [305.8]

A number of anthropologists and sociologists contribute to this book, so not surprisingly, it is basically academic. However, a number of chapters are not only very useful but are accessible to Aboriginal studies students if wisely selected by the teacher. It is a book that encourages reinterpretation of Aboriginal behaviours, such as their self-parodying, their language and style in negotiation, sense of values in exchange of goods and services, fighting and cultural misunderstanding and other factors which operate to cause the high imprisonment rate of blacks. There are insights and helpful conclusions to each chapter, relevant to contemporary Aboriginal society, so to all sections of the syllabus. D. Gearing  
**AUD:** Professional  
**AVAIL:** Paper \$22.95 ASCIS 425325

GILBERT, Kevin J. *The blackside people are legends*. Hyland House, 1990  
 ISBN 094706270X [821]

Anyone interested in contemporary Aboriginal poets/writers could not go past Kevin Gilbert. This volume contains poems about all aspects of Aboriginal life from Bennelong to the Bicentennial. Written from hard experience, these poems use strong evocative word pictures, have fiery passion and evoke the reader's feeling for the poet and the subjects about which he writes. They are written with power and pride and without apology. This is an excellent resource for anyone interested in Aboriginal literature. S. Galleguillos  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$14.95  
**EVAL:** Highly recommended ASCIS 643857

REID, Janice Body, *land & spirit: health and healing in Aboriginal society*. University of Qld Press, 1984  
 ISBN 0702217794 [362.1]

Whilst this book is for the professional worker in health care, the social issues raised have wide implications. Important issues such as petrol-sniffing, family planning and the inappropriateness of western psychiatric labels to Aborigines are discussed. The book is very readable, with a detailed introduction to each chapter and conclusions at the end of each, which makes the book accessible to students who can quickly glean the main points. Critically relevant to the health and medical core option, this is a thoughtful, sympathetic book, seeking solutions. D. Gearing  
**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95  
**EVAL:** Highly recommended ASCIS 198448

Boomalli [videorecording]. Film Australia, 1988 [700]

Boomalli is an Aboriginal artists cooperative in Sydney. The video consists of case studies of various artists including a fabric and dress designer, a film maker and photographer and painters. It provides an excellent window on a number of contemporary Aboriginal artists and their feelings about their work. Teachers of art and Australian studies, as well as Aboriginal studies will find this a good contemporary resource. L. Hall  
**LEV:** Lower secondary Middle secondary Upper secondary  
**AVAIL:** \$69.95  
**EVAL:** Highly recommended ASCIS 448659

McGRATH, Ann *'Born in the cattle' Aborigines in cattle country*. Allen & Unwin, 1987  
 ISBN 0041500849 [994.29]

Aboriginal men and women (to whom full recognition is given) have made important contributions to the pastoral industry. This is a valuable record of that involvement during the 'golden age' (1920-40) before grog, wages and World War II, and discusses the movement since the '60s toward setting up 'outstations'. The Aboriginal oral histories are riveting. It includes excellent photographs and maps of stations in the Northern Territory and the Kimberleys. There is a worthwhile index and a detailed bibliography. Geography and history teachers, as well as teachers of Aboriginal studies will find this a useful resource. S. Galleguillos  
**LEV:** Upper secondary  
**AVAIL:** \$19.95  
**EVAL:** Highly recommended ASCIS 411934

CHI, Jimmy Bran *Nue Dae*. Currency, 1991  
 ISBN 0868192937 [782.1]

This edition of the play text is most attractive, with an introduction and colour photographs from performances. The play's humour, puns and self-parody of the Aboriginal situation are part of a simple story of love and reunion told in a mix of Aboriginal English. It is a crazy, joyous, exuberant musical in which serious contemporary and past Aboriginal concerns are defused in the simple story of separated children finding their parents. D. Gearing  
**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95 ASCIS 671955

PYBUS, Cassandra *Community of thieves*. Heinemann Australia, 1991  
 ISBN 0855614331 [994.6]

A well-written, reflective work, this provides fresh insights and many fascinating details and character studies of famous Tasmanian Aborigines, and a

valuable assessment of George Augustus Robinson. His missions of 'conciliation' are detailed and saturated with tales of death and duplicity to clear Tasmania of Aborigines by 1835. It is almost essential reading for a true understanding of paternalism and 'protection' policies, and a fascinating history of the Nuenone people of Bruny Island, their dispossession and exile. The teacher and the very capable student will find this an excellent resource for contact history or comparative study. D. Gearing  
**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95  
**EVAL:** Highly recommended ASCIS 686389

BRADFORD, Margaret *A conflict of cultures* [sound recording]. Freefall, 1989 [306]

Deaths in custody, 200 years of occupation, the Myall massacre, Mum Shirl, Maralinga, Uluru, Thancoupie the potter, are among the concerns of these 13 songs, a number of which have been arranged and/or written by the singer. The lyrics are significant: the words are there not merely there for the melody's sake, and Nigel Parbury of the Aboriginal Education Consultative Group has compiled a set of questions on each for class consideration. This is an excellent supplement to many of the themes in all sections of the syllabus. D. Gearing  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** \$18.00  
**EVAL:** Highly recommended ASCIS 651622

REYNOLDS, Henry *Dispossession: black Australian and white invaders*. Allen & Unwin, 1989  
 ISBN 0043701825 [994]

A series of articles, based on the research of primary documents, presents the now widely accepted history of dispossession by Anglo-Saxons of Aboriginal lands, culture and traditions. Good use is made of government documents to show the struggle Aboriginal people had against the church and state. Photographs are well reproduced; the work is divided into 7 useful thematic areas and is well indexed. Whilst not a student text, it would prove an extremely useful work for the extracting of information on all 4 main themes of the HSC Aboriginal studies syllabus. S. Holden  
**AUD:** Professional  
**AVAIL:** Paper \$17.95 ASCIS 606971

LANGFORD, Ruby *Don't take your love to town*. Penguin, 1988  
 ISBN 437696 [994.4092]

Ruby Langford's touching autobiography tells how one Aboriginal woman dealt with the change wrought in Aboriginal communities, rural and urban, whilst at

the same time raising a family in an environment of negative community attitudes and discriminatory government policy. It provides essential reading for gaining a perspective on the effects of white conventions and attitudes. The succinct, realistic language make it appealing for students and it would be an excellent resource if a student's local area includes the areas where Ruby has lived: Casino, Redfern, Coonabarabran, Liverpool. In fact, it is a story which would enlighten all Australians. S. Holden  
 LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$14.99  
 EVAL: Highly recommended ASCIS 437696

BEIER, Ulli *Dream time, machine time: the art of Trevor Nickolls*. Robert Brown in association with the Aboriginal Artists Agency, 1985  
 ISBN 0949267139 [759.994]

This is a fascinating biography of Nickolls, an artist, who has come to terms with his Aboriginality, who searches for himself, not to make a political statement, and whose self-portraits are symbolic of his anxieties, problems and strivings. The thirty-plus colour plates of his works, as well as black-and-white plates show his concern, and his growth and changes in direction, from his desire to use tribal art in an urban context to his more recent portrayal of vast, archaic, open space. Nickolls' art with its intricate detail gives students plenty to discuss. An excellent individual artist to study. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Paper \$15.95  
 EVAL: Highly recommended ASCIS 380512

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

The work of traditional and contemporary Aboriginal artists and their importance in the art world of today are surveyed in this 30-minute video. Beautiful photography shows us not only the artists in the traditional scene, but also the interpretation of the dot paintings from the Central Desert. It is valuable to show traditional Aboriginal paintings and the way that contemporary artists have used traditional skills and symbols in conjunction with contemporary materials. L. Hall  
 LEV: Lower secondary Middle secondary Upper secondary  
 AVAIL: \$69.95  
 EVAL: Highly recommended ASCIS 457007

KALANTZIS, Mary *Ecosystems: the Cherokee and their environment*. Common Ground, 1986  
 ISBN 949313262 [304.2]

This resource comprises a map showing 87 Indian tribes and their locations at the time of European arrival

in the US; a discussion of geographical aspects including climate and landform; and discussion of the concept of an ecosystem. The Cherokee are then considered as an example of a people fitting in to their ecosystem. Cherokee social organisation, myth, social controls, resources and organisational skills are discussed. Containing lots of structured learning exercises, this is easy-to-understand material which is useful for the comparative study (Indian), despite its black-and-white format and stapled binding. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Paper \$12.15  
 EVAL: Highly recommended ASCIS 381014

Eden [videorecording]. AFTRS Australia, 1989 [298]

In 7 minutes, this video discusses Aboriginal people's relationship to the land, their belief that it is special to them and that flora and fauna on that land have a special significance for them. The message at the end about Eden's forests could be seen as biased against the forestry people. L. Hall  
 LEV: Middle primary Upper primary Lower secondary  
 AVAIL: \$69.00 Australian Film Institute ASCIS 681653

MARKUS, Andrew *Governing savages*. Allen & Unwin, 1990  
 ISBN 0044421508 [305.89915]

Concentrating on the Northern Territory, this text examines the way government policy has influenced the relationship between Aboriginal people, pastoralists and missionaries. Markus stresses the fact that NT government policy reflected values and attitudes to power prevalent throughout Australia. The information is very specific; good use is made of primary sources and the work is well indexed. The academic approach reduces its appropriateness for secondary students but it does give good coverage of the major themes in context and could be useful for comparative studies based on an area in the Northern Territory. S. Holden  
 AUD: Professional  
 AVAIL: Paper \$16.95 ASCIS 643985

ZAGAR, Cilka *Growing up Walgett*. Aboriginal Studies Press, 1990  
 ISBN 085575205X [305.2]

The introduction is a brief contact history of Walgett, up to the present time. The bulk of the book is a collection of students' writings on their lives in Walgett now. They express their hopes, fears, drug dependence, crime and disillusionment in a cycle of poverty, unemployment and hopelessness. Most crave employment; few are successful. A sad, depressing

book, but a valid and vital social document. The book will engage young students, as young people are the voices in the book. Of direct relevance to the comparative study (or the local area, if one lives near Walgett), the book is excellent also for social and political issues in the context area. D. Gearing  
 LEV: Middle secondary Upper secondary  
 AVAIL: \$18.95  
 EVAL: Highly recommended ASCIS 648195

*History, an untold story* [videorecording] Townsville Aboriginal and Islander Media Association, 1989 [994]

An Aboriginal history of Australia from the time of the Dreaming, this outlines traditional life and laws. In 13 minutes, the film compares traditional Aboriginal culture and 19th century colonial life contrasting their ways of life and thought. Drawings used could distract from the commentary but may, indeed, stimulate interest for students. L. Hall  
 LEV: Lower secondary Middle secondary Upper secondary  
 AVAIL: \$69.00 Australian Film Institute ASCIS 688824

READ, Peter *A hundred years war: the Wiradjuri people and the state*. ANU Press, 1988  
 ISBN 425632 [305.89915]

Beginning with the establishment of the Aboriginal Protection Act 1883, this is an historical account of the Wiradjuri tribe's struggle with the church and state to maintain their culture and traditional lifestyle. Information is based on the recollection and contributions of over 100 Wiradjuri people. The printing and format is not appealing for students but the conversational style is, and the book could well be used for extract use in class activities. Overall it is a very interesting and refreshing account of the history of the area from the Aboriginal perspective and an essential reference for this course. S. Holden  
 LEV: Upper secondary  
 AVAIL: \$18.95  
 EVAL: Highly recommended ASCIS 425632

'It's coming yet . . .' *an Aboriginal treaty within Australia between Australians*. Aboriginal Treaty Committee, 1979  
 ISBN 0959521704 [346.94]

Though this is a little dated, it provides an excellent and succinct summary of the Aboriginal viewpoint of the history of Anglo-Saxon history in Australia. It also offers a comparison of the treatment of indigenous peoples in other countries colonised by Britain. The chapter on the Aboriginal view of land restitution is particularly good. The work is well written and supported by fine photographs. S. Holden

LEV: Upper secondary  
 AVAIL: Paper \$6.95  
 EVAL: Highly recommended ASCIS 107726

Jack Davis [videorecording]. Audio-Visual Education Branch, WA Dept of Education, 1982 [828]

In this 20 minute video, Jack Davis, the Aboriginal author and poet, discusses his work and his feelings. As well as interviews, it shows Davis rehearsing a play that he wrote for secondary students. It would be a useful resource for those teachers and students who are looking at Aboriginal literature and Aboriginal history in the protection era. L. Hall  
 LEV: Middle secondary Upper secondary  
 AVAIL: \$20.00 from the Ministry Shop, 296 Vincent St, Leederville, WA.  
 EVAL: Highly recommended ASCIS 619131

MILLER, James *Koori: a will to win*. Angus and Robertson, 1985  
 ISBN 0207150656 [994.4]

Over 4 generations, one family fought to maintain their identity and culture against destructive and restrictive government policy. This is the record of that fight. It is a very detailed account and covers a wide range of themes, concepts and ideas. It is also very readable: good use is made of language and the heady pace ensures that boredom never sets in. It gives excellent coverage of the themes of the HSC Aboriginal studies syllabus, and could be used as a stimulus in the context. It would also be useful if your local or comparative study is based on the Hunter Valley. S. Holden  
 LEV: Upper secondary  
 AVAIL: Paper \$14.95  
 EVAL: Highly recommended ASCIS 217965

*Koori: a will to win* [videorecording]. N.S.W. Film Corp, 1987 [994.4]

This 48-minute video is a crucial resource for highlighting the concept of the destruction of Aboriginal identity. It traces the survival of one Wonnarua family from the Newcastle/Singleton area through 4 generations. Using oral history and a collection of family histories, their struggle is shown, both in its own right and as a metaphor for what happened throughout NSW. The down-to-earth presentation, the clear historical perspective and the superb photography add to its value which, as well as in Aboriginal studies, would be manifest in English, History, Society and culture and Legal studies. Teaching notes can be obtained from the Aboriginal Education Unit. S. Holden  
 LEV: Middle secondary Upper secondary  
 AVAIL: \$50.00 ASCIS 686544

PEASLEY, W.J. *The last of the nomads*. Fremantle Arts Centre, 1983  
ISBN 0949206873 [994.15]

Anyone wishing to understand the Aboriginal love of land and culture, will find this a remarkable book rich in its ability to tell a beautiful story. It is an extraordinary account of the journey of an Aboriginal elder and some white companions who set out to find an elderly couple still living a nomadic existence. Peasley's account of the desert country and the meeting with the 'exiles' is as sensitive and emotional a description as one could ever wish to read. As well as being a superb story and providing wonderful character descriptions, it is an attempt to recall the passing of an era, aided by very good photographs. Teachers of English and General studies, as well as teachers of Aboriginal studies will find it useful for their courses. S. Galleguillos  
LEV: Upper secondary  
AVAIL: \$12.99 ASCIS 660013

*Lousy little sixpence* [videorecording]. Ronin Films, 1983 [305.800994]

Although this 54-minute video is 8 years old, it is still relevant and an important resource which should be in every school. It deals with the exploitation of Aboriginal children in the workforce, and presents wonderful interviews with 'survivors' who, with candour and without bitterness, talk about the way they were removed from their Aboriginal families and communities by the Aborigines Protection Board under its assimilation policy. It covers all themes in the HSC Aboriginal studies course and is also relevant to History, English and General studies. S. Galleguillos  
LEV: Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: Marketing Unit, NSW Dept of School Education, Private Bag 3, Smalls Rd Ryde 2112. NSW govt school s \$40.00; other NSW \$50.00; interstate \$60.00. Quote product no. 5247

*Market of dreams* [videorecording]. Kennedy White Australia, 1990 [759.994]

Although, at 50 minutes, this video is perhaps too long, it would be useful if used well. It discusses the work of traditional Aboriginal artists and their paintings, and how art dealers, critics and lecturers have come to appreciate the meanings behind them. It also looks at Aboriginal music, radio stations and videos, and provides good footage of artists' lifestyles. The commentary from non-Aboriginal people which shows their attitudes to art and its market value, could be a useful focus for discussion. L. Hall  
LEV: Upper secondary  
AVAIL: \$69.00 Australian Film Institute ASCIS 681759

NAYUTAH, Jolanda *Minjungbal: the Aborigines and islanders of the Tweed Valley*. North Coast Institute of Aboriginal Community Education, 1988  
ISBN 0731628241 [994.4]

Comprehensively discussing the culture of the Minjungbal people in the Tweed Valley NSW, this is a readable resource. Aspects covered include shelter; food and plant use; religious beliefs; contact history and government policies. A brief biography of Margaret Kay, an artist and craftswoman from the area, is provided. Of relevance to the comparative study section of the syllabus, this resource may need supplementation from other sources. Some information, for example the discussion of sacred sites, seems diluted and simplified. D. Gearing  
LEV: Upper secondary  
AVAIL: Paper \$16.95 ASCIS 488634

MORGAN, Sally *My place*. Fremantle Arts Centre, 1987  
ISBN 393137 [994.1040922]

Sally Morgan tells her life story from her earliest memories to the mid 1980s: this book was first published in 1987. It also includes the stories and reminiscences of her mother, grandmother and great uncle. Its anecdotal nature, readable language and compelling style make it appealing for students generally. Because it relates to WA it might not be particularly useful for NSW case studies but it does provide an excellent model for tracing family history and for covering the concept of Aboriginal identity. S. Holden  
LEV: Upper secondary  
AVAIL: Paper \$14.99  
EVAL: Highly recommended ASCIS 393137

*Mythscapes: Aboriginal art from the National Gallery of Victoria*. The Gallery, 1990  
ISBN 0724101365 [759.994]

For teachers who are dealing with the cultural expression area of the core topic or for those doing a comparative study this would provide a useful reference. The work is an historical analysis of contemporary Aboriginal art from Central and Western Desert communities. The type of art work that has emerged throughout the 70s and 80s is examined; individual works are comprehensively analysed. It presents a balanced view of the Anglo-Saxon influence on Aboriginal art and gives a clear account of the reason for the development of current contemporary style. It is well written and the clarity of style is complemented by excellent photographs and a good bibliography. S. Holden  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$29.95 ASCIS 627234

HEMMING, Steve *Ngurunderi: an Aboriginal dreaming text*. South Australian Museum, 1989  
ISBN 0724384936 [298]

Taking its title from one of the dreaming ancestors, this comprehensive resource discusses the culture of the Ngarrindjeri people from the Lower Murray River and Coorong areas of SA. It discusses fishing, plant medicine, games and play, basketry, family land conflict and law, ancient tools, death and after-life, regional differences in culture and the present day situation. Slim, glossy and colourful, it is a visual delight with maps and old and modern paintings very well used. Designed to accompany a film of the Ngurunderi dreaming story, this authoritative book is relevant to all sections of the syllabus including the comparative study. D. Gearing  
LEV: Upper secondary  
AVAIL: Paper \$9.95  
EVAL: Highly recommended ASCIS 476080

*No problems* [videorecording]. Australian Film Institute, 1989 [994.3]

An Aboriginal woman recalls her childhood and her family in the 1920s in Queensland and the disintegration of the important family ties because of outside pressures. This video may be useful for the study of the protection era of Aboriginal history in Queensland, with colourful shots of the countryside, but it is lacking in action and is mercifully brief - 11 minutes. L. Hall  
LEV: Middle secondary Upper secondary  
AVAIL: \$69.00 Australian Film Institute ASCIS 688828

MARTIN, Michael *On Darug land, an Aboriginal perspective*. Greater Western Education Centre, 1988  
ISBN 0949163163 [994.4]

An excellent resource which is both appealing and readable, this book provides a comprehensive historical survey of the Darug people, includes a contact history, and discusses European perspectives on Aboriginal resistance from Pemulwy and Mosquito. It uses large print and clear, large scale maps which encourage browsing. Definitions are clear and a useful chronology and substantial bibliography are included. Distinguishing between inland and coastal ecologies and dispelling common myths, it is a comprehensive resource relevant to all sections of the syllabus but with particular application to the local area and comparative study sections. D. Gearing  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$15.00  
EVAL: Highly recommended ASCIS 474664

NAYUTAH, Jolanda *Our land our spirit: Aboriginal sites of north coast New South Wales*. North Coast

Institute of Aboriginal Community Education, 1988  
ISBN 0909210381 [994.4]

Those schools whose comparative study is based on areas from the northern tablelands to the Manning River will find this essential reading. A detailed examination of the importance of sacred sites in this area is combined with a series of traditional Aboriginal stories. Not only is the style readable, the presentation including photographs, is excellent and it is well referenced. S. Holden  
LEV: Middle secondary Upper secondary  
AVAIL: \$19.95  
EVAL: Highly recommended ASCIS 488595

BREEN, Marcus *Our place our music*. Aboriginal Studies Press, 1989  
ISBN 0855751975 [781.62]

Some interesting and vital points are made in this book about Aboriginal music, but it is a highly specialised book of 'ethnomusicology' for the professional not for the student. Qualities, regional differences, technicalities of Aboriginal tribal music are discussed, as well as the influence of the Christian mission music and the need during the 'protection' era to sing about a problem rather than overtly protest. In Aboriginal music today, the songs and stories and the community itself are still the most important aspect, and most Aboriginal musicians perform to Aboriginal audiences. D. Gearing  
AUD: Professional  
AVAIL: Paper \$19.95 ASCIS 455342

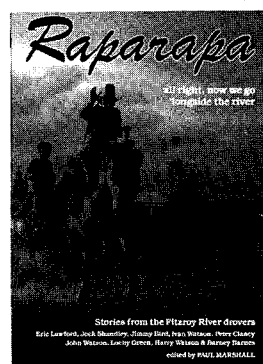
*The rainbow serpent* [videorecording]. Special Broadcasting Service, 1985 [994]

This series of 6 videos explores aspects of Aboriginal history and contemporary life under the titles trade routes, changing culture, warriors, sacred sites, women, survivors. Aboriginal people such as Bob Maza and Dr Eric Willmot convey the stories using as examples David Gulpilil, Charmaine Green, Mum Shirl, Marcia Langton, Mike Mansell, Cheryl Fulton, among others. The series provides a good, broad background of Aboriginal issues, but some episodes could be too long for viewing in a normal lesson period. L. Hall  
LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: \$40.00 each \$175 set  
EVAL: Highly recommended ASCIS 688801

MARSHALL, Paul *Raparapa kularr martuwarra: stories from the Fitzroy River drovers*. Magabala, 1988  
ISBN 0731633288 [994.104]

Wonderful down-to-earth storytelling is the hallmark

of this book. Each of the 9 stories is both easy to read and fascinating in its insight. The stories, told by Aboriginal drovers about their contributions to the pastoral industry, are packed with humour, sadness and adventure. Photographs are outstanding and the work is well indexed and edited. Its one flaw is the cover: it does not do justice to the content which is essential reading for Aboriginal studies and relevant for senior Geography, Environmental education and English. S. Galleguillos



LEV: Upper secondary  
AVAIL: \$29.95  
EVAL: Highly recommended ASCIS 458253

Robin Campbell, old fella now [videorecording]. Goodgabah, 1978 [994.4]

There is not much material available about the Aboriginal history of NSW. Therefore this 25-minute video in which Robin Campbell tells the story of his life in the northwest of NSW is especially valuable both for history and for contemporary Aboriginal history of NSW. L. Hall  
LEV: Middle secondary Upper secondary  
AVAIL: \$59.00 Australian Film Institute ASCIS 681844

WILD, Stephen A. Rom, an Aboriginal ritual of diplomacy. AIAS, 1986  
ISBN 0855751622 [399]

The contemporary history of the Anbarra people is combined with the documentation of a performance by them in Canberra in 1983 in this work. As well as song, dance and ritual, it covers the art work of the Anbarra. It would provide excellent secondary source material for a year 12 comparative study on Arnhem Land, or for the context in year 11 where the differing features of Aboriginal culture across Australia is being examined. The readable style is complemented by clear print and good photos, and there is a useful bibliography. S. Holden  
AUD: Professional  
AVAIL: Paper \$27.95 ASCIS 238549

BARRATT, Glynn The Russians at Port Jackson 1814-1822. AIAS, 1981  
ISBN 0855751134 [994.02]

Between 1814 and 1822 a number of visiting Russian naval vessels had contact with Aboriginal people in

the Sydney area. This is a record of the observations of the officers and men and their interactions (translated by a historian). It includes notes and interesting photographs of Aboriginal artefacts which are now held in museums in parts of the former USSR. Although it is an excellent example of primary source material, it is too academic an approach for general student use. It will be useful however, if your local area is based on the Cammeragal tribe of Sydney, and it is certainly interesting to read about the experiences of a group not usually associated with Aboriginal and contact history. S. Holden

AUD: Professional  
AVAIL: Paper \$21.95 ASCIS 116882

GAFFNEY, Ellie Somebody now. Aboriginal Studies Press, 1989  
ISBN 0855751959 [994.3092]

Ellie Gaffney was the first Torres Strait Islander to become a qualified nursing sister. Her story is inspirational in many ways, dealing as it does with her aspirations and achievements as she defied the odds to succeed where no other Torres woman had. Although the abrupt ending precludes analysis or mention of future goals, overall it is a well written work. S. Galleguillos

LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$10.95 ASCIS 467041

Spirit in land: paintings from Arnhem Land in the National Gallery of Victoria. The Gallery, 1990 [759.994]

This is a highly specialist publication which is of value in interpreting the language of bark painting. It contains well-annotated, glorious colour plates which explain the many layers of meaning of the icons and symbols. The use of art as a means of invoking ancestral power, the difference between artefact and art in bark painting and the links to rituals, songs and sites are fully discussed. Although primarily intended for the professional art critic or ethnographer, this resource is valuable for the cultural expression section of the core study. D. Gearing

LEV: Upper secondary  
AVAIL: Paper \$29.95  
EVAL: Highly recommended ASCIS 678301

PARBURY, Nigel Survival: a history of Aboriginal life in New South Wales. Ministry of Aboriginal Affairs, 1986  
ISBN 0730515583 [994.4]

As an introduction to junior Aboriginal studies, this is an essential resource. It is a comprehensive study of pre- and post-contact Aboriginal life in NSW

particularly, but reference is made to notable people and struggles from other parts of Australia. The division into 3 main sections and a comprehensive table of contents assist with access to information though there is no index. Photographs and illustrations are excellent and although it was written by a non-Aboriginal it was done so with thorough consultation with the Koori community. History, English and General studies students as well as Aboriginal studies students will find it useful. S. Galleguillos

LEV: Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: Out of print but worth seeking  
EVAL: Highly recommended ASCIS 386818

ERBACHER, John Survival in the rainforest. Cambridge University Press, 1991  
ISBN 0521402905 [994.36]

A resource which stresses Aborigines' adaptation to their environment, this book describes bushcraft in fascinating detail. Aspects covered include bush food; how to cook yams; extraction of poison from nuts; bark shelters; making glue; and Aboriginal weapons. The excellent detail in colour photographs and text makes this companion volume to *Aborigines in the rainforest* a useful resource for the comparative study section of the syllabus. D. Gearing

LEV: Upper secondary  
AVAIL: \$16.95  
EVAL: Highly recommended ASCIS 680610

BECKETT, Jeremy Torres Strait Islanders: custom and colonialism. Cambridge University Press, 1989  
ISBN 0521378621 [994.3]

More relevant for tertiary students doing research in Aboriginal studies than for secondary students, this is an anthropological study of the Torres Strait Islanders and their treatment by the Queensland government. All the islanders are discussed, the major ones in some detail, and the sections dealing with religions are well done. However it is sparsely illustrated with black-and-white photographs, and is very scholarly in style. S. Galleguillos

AUD: Professional  
AVAIL: \$25.00 ASCIS 666897

YOUNG, E.A. Town populations. Development Studies Centre, ANU Canberra, 1982  
ISBN 090915077X [307.7]

Four case studies of Aboriginal communities in Victoria, NT, WA and NSW are presented. Basically an analysis of statistics 1978-80, it examines housing, income, health

and occupation. Whilst good use is made of graphs, and the statistics and their analysis is good, those statistics are outdated and superceded by new lists from the Bureau of Statistics. The new lists are also in a more usable form. S. Holden (See *Aboriginal people in focus.*)

AUD: Professional  
AVAIL: Paper \$12.00 ASCIS 199039

BAKER, Ken A Treaty with the Aborigines? Institute of Public Affairs, 1988  
ISBN 0909536090 [323.1]

This is a series of articles which express the viewpoints of all sections of Australian society on the issue of an Aboriginal treaty. It also compares the Australian Aboriginal situation with that of the Maori and the American Indian. The articles cover a wide range of opinions. The level of language will be too difficult for many senior students although this is counterbalanced to some extent by the relative brevity of the articles. It is relevant to law and politics aspects of the core, and overseas comparative study in the Aboriginal studies years 11 and 12 syllabus. S Holden

LEV: Upper secondary  
AVAIL: \$5.00 ASCIS 690331

LAYTON, Robert Uluru: an Aboriginal history of Ayers Rock. Aboriginal Studies Press, 1989  
ISBN 0855752025 [305.8]

Because of the multitude of uses in Aboriginal studies (context, comparative study and core: land rights; land management; and contact history) this is a most impressive resource. It is a history of the Yankuntjatjara and Pitjantjatjara people and the importance of Uluru to their culture. It closely examines the history of dispossession of Uluru from both the Aboriginal and white perspectives. Information is well structured; the analysis is clear; excellent use is made of quotes and media references; photographs and diagrams are good; coverage of traditional land use and management is sound; and there is a useful appendix, reference list and index. It has broad potential in terms of both student levels and curricula. S. Holden

LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: \$22.95 ASCIS 617333

Uluru [videorecording]. Film Australia, 1986 [305.8]

Written and produced by the Mutitjulu community, this video is a history of Uluru, from an Aboriginal perspective, dating from the dawn of time to October 26, 1985 when Uluru was handed back to its traditional

owners. The light-hearted approach does not diminish the sensitivity of the presentation of the experiences of the Anangu during their first contact with white people. Students whose comparative study is based on this area will find this invaluable, and it will also be useful for the introduction of heritage and identity, Aboriginality and land, and social and political issues. S. Holden

LEV: Upper secondary

AVAIL: \$69.95

EVAL: Highly recommended ASCIS 413306

ROSSER, Bill *Up rode the troopers: the black police in Queensland*. University of Qld. Press, 1990

ISBN 0702222240 [363.2]

Set in Queensland, this is the story of white man's rape, kidnapping, chicanery and destruction which resulted in the suspicion and misanthropy of the formerly friendly Aboriginal people, bringing open conflict and the establishment of the National Mounted Police. These were the 'Black Troopers' infamous for their massacres of rival tribes. It is an oral history of Cyclone Jack, a vibrant old man, remembering his grandfather's survival of one such massacre. It is a tragic tale but blended with wry humour, reverence and poetry. A potent brew, the evidence is corroborated and well documented by the author's research. Brilliantly told and immensely readable. Superlative oral history. D. Gearing

LEV: Upper secondary

AVAIL: Paper \$14.95

EVAL: Highly recommended ASCIS 616081

Waiting for Bill [videorecording]. Swinburne, 1989

[362.7]

Bill is a radio broadcaster and lecturer at Batchelor College NT. His wife, Rose, is the narrator. She explores the removal of Aboriginal children from their parents during the 'assimilation' and 'protection' years in Queensland. Using some black-and-white film footage and oral histories, she discusses the early days of marriage, drinking and physical abuse and eventual rehabilitation, and her search for her family's past. It is good to discuss this period in Aboriginal history from an Aboriginal person's point of view, but teachers need to carefully handle such sensitive issues to avoid reinforcing negative stereotypes. L. Hall

LEV: Upper secondary

AVAIL: \$69.00 Australian Film Institute ASCIS 688806

WARD, Glenyse *Wandering girl*. Magabala, 1987

ISBN 0731616235 [994.104092]

This poignant story traces Glenyse Ward's life from

babyhood in an orphanage to placement at the age of 3 at Wandering Mission, and, at 16, as a domestic in a white family. Glenyse learned to cope with inhumanity and lack of dignity, and tells her tale with humour, irony, compassion and charm. An 'unputdownable' book with an engaging style, it is easy to read with large clear print and widely spaced paragraphs, and is relevant to many areas of the Aboriginal studies syllabus, such as oral and contact history, Protection Board policies, racism and other social issues. D. Gearing

LEV: Middle secondary Upper secondary

AVAIL: Paper \$12.95

EVAL: Highly recommended ASCIS 423238

LYON, Pamela *We are staying: the Alyawarre struggle for land at Lake Nash*. IAD, 1989

ISBN 0731674588 [333.3099429]

This complex account of the tangled web of bureaucratic and legal wrangling is not for students, but is a fascinating examples of a land rights claim. The Alyawarre people, driven to Lake Nash in the 1920s by the invasion of their lands, were employed there as station-hands and paid only in rations. In 1965 their fight for equal wages brought unemployment as the pastoralists tried to expel them from their land in a war of attrition. A chart summarising the events would help to give a clearer overall view, but the account does provide a rich background in understanding of both the complexity of bureaucratic structure and the triumph of persistence. D. Gearing

AUD: Professional

AVAIL: Paper \$19.95

EVAL: Highly recommended ASCIS 643964

EGLOFF, Brian J. *Wreck Bay: an Aboriginal fishing community*. Aboriginal Studies Press, 1990

ISBN 0855752130 [994.7]

The original Aboriginal people from the Bherwerre Peninsular near Jervis Bay were virtually wiped out within 40 years of white settlement but about 1915 the survivors' descendants resettled at Wreck Bay as a fishing community to suffer further vicissitudes until a small land grant in 1987. This record makes a disappointing book, there being inadequate differentiation between contact history, social customs, and contemporary concerns. However, it has a marvellous cover, large print, black-and-white photographs of people and places both old and new, and the information contained is relevant to the comparative study area, or local area, if students come from the Shoalhaven district. D. Gearing

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$14.95

ASCIS 647250 ♦

## Picture books

Following is a list of picture books, arranged alphabetically by title, which have recently been reviewed by the Curriculum Resources Information team.

BELLOC, Hilaire *Algernon and other cautionary tales*. Cape, 1991

ISBN 0224031147 [821.912]

Quentin Blake's style is inimitable, so too is Hilaire Belloc's. Together, the result is a new edition of Belloc's madly excessive cautionary poems which positively zings with life and fun. Blake's illustrations seem so casual and informal, managing to capture just the right amount of madness. Large pages allow for good page design and apt arrangement of the poems to accompany the illustrations. Cohesive and exuberant, this collection is a good match of talents. J. Buckley

LEV: Lower primary Middle primary Upper primary

AVAIL: \$16.95 ASCIS 677836

YEH, Chun-Chan *Bawshou rescues the sun*. Ashton Scholastic, 1991

ISBN 0868965170 [398.260951]

Beautifully illustrated and strongly told, this Chinese folk tale tells the story of Liu Chun, who journeys to find the sun, and Bawshou his son who follows him. The loneliness of his mother and the truth and honesty encountered along the way contribute to a poignant and polished tale. Illustrations by Michelle Powell are well designed and use decorative borders and motifs. J. Buckley

LEV: Lower primary Middle primary

AVAIL: Paper \$7.95 ASCIS 675811

MacPHERSON, Pippa *Beryl & Bertha at the beach*. Oxford University Press, 1990

ISBN 0195531272

Beryl and Bertha are hens who display great vigour and enthusiasm on their trip to the beach, with Bertha inadvertently winning a surfing competition. This simple story is wonderfully illustrated by Ann James, whose watercolours abound with energy and cheeky style. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$16.95 ASCIS 638930

CHARDIET, Bernice *The best teacher in the world*. Scholastic, 1990

ISBN 0590433075

When Ms Darcy, the best teacher in the world, chooses Bunny to deliver a message to another teacher she is

delighted. Bunny is not sure where to go, can't admit her ignorance for fear of embarrassment and is therefore unable to deliver the note. Her worry and misery are well dealt with by the caring Ms Darcy, and all ends well. This small format picture book homes in on the emotional world of young students, and could provide a focus for discussion of classroom responsibilities. Colour illustrations by G. Brian Karas complement the text. J. Buckley

LEV: Lower primary

AVAIL: Paper \$6.95 ASCIS 663621

GLEESON, Libby *Big dog*. Ashton Scholastic, 1991

ISBN 0868965960

Coping with fear is examined in this story, narrated by Jen's older brother. Jen is scared of the big dog down the street, and although different strategies are suggested, the children decide to scare the dog using a lion costume. They confront the dog, who simply sniffs their toes and rolls over for a pat. Jen triumphs and her fear is resolved. Tackling issues from a child's point of view, offering a multicultural perspective and depicting children actively solving problems, this picture book is enhanced by Armin Greder's lively colour illustrations. J. Buckley

LEV: Lower primary Middle primary

AVAIL: Paper \$7.95 ASCIS 675746

JERAM, Anita *Bill's belly button*. Walker, 1991

ISBN 074451522X

Bill is an elephant who can't find his belly button, despite help from the children at the park. They write to the zookeeper, and as an interim measure, they paint a belly button on Bill. This is a pleasant but innocuous picture book, with charming illustrations of children and elephants at play, but with a story which lacks impact. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$16.95 ASCIS 677204

AHLBERG, Allan *The black cat*. Heinemann, 1990

ISBN 0434924997

In this adventure, one of the Funnybones series of picture books, the big skeleton, the little skeleton and their dog become involved with a black cat. Their nocturnal escapades include losing bones in the snow, replacing them at the boneyard and chasing the black

cat home to their dark, dark cellar. The rhythmic text builds from the well known rhyme 'In the dark, dark woods'. It uses repetition, dialogue in speech bubbles and careful arrangement of text on the pages to assist developing readers. Colour illustrations by Andre Amstutz use black and white most effectively. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$14.95 ASCIS 667413

WALSH, Amanda *The buried moon*. Houghton Mifflin, 1991  
ISBN 0867701196 [398.26]

Snared by the evil spirits of the bogland, the moon is captive and the dark things of the night have full reign. The villagers are unable to cross the marshland and must find a way to save the moon and themselves. Dark, creepy and powerful fantasy-like illustrations supply much of the detail in this unusual picture book. Making effective use of blue and black, they evoke the mysterious atmosphere of this English folktale.  
J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$17.00 ASCIS 675798

HEIDE, Florence Parry *The day of Ahmed's secret*. Gollancz, 1991  
ISBN 0575050799

Evoking sensations of Cairo, this picture book recounts a day spent by Ahmed, who delivers bottles of gas to people around the city. Strong impressions of the sights and sounds of the Cairo streetscape are built up by the text and the distinctive, detailed watercolour illustrations by Ted Lewin. These contribute much to the interest of the story which has many applications for multicultural education and provides readers with a view of a child's life in Egypt. The revelation of Ahmed's secret is a fitting culmination to this warm, simply structured story. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$18.95 ASCIS 678577

BRIGHTON, Catherine *Dearest Grandmama*. Faber, 1991  
ISBN 0571140688

A darkly-hued and interesting picture book in diary form, this is an intriguing story about Maudie-Ann, a young girl on a sea voyage in 1830. Told in a series of letters to her Grandmama, she recounts her experiences after befriending a strange boy who climbs on deck. She is perplexed to find that he cannot talk, has no shadow and is afraid of time. Reality and imagination became blurred in this beautifully presented Victorian period piece, whose intended audience is unclear. Its

ornate script, formal language and sombre tones will challenge younger readers. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$19.99 ASCIS 684167

DUMBLETON, Mike *Dial-a-croc. Omnibus*, 1991  
ISBN 186291091X

Vanessa's brilliant idea for making a lot of money is very successful. With a mostly obliging crocodile, she sets up Dial-a-Croc, a crocodile consultancy service. Together they engage in numerous jobs, gain lots of publicity and become rich and famous. The precarious power balance between Vanessa and the crocodile is wryly observed both in the text and in Ann James's stylish watercolour illustrations. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: Paper \$8.95 ASCIS 675750

ROGERS, Paul *Do you dare? Orchard*, 1991  
ISBN 1852132663

Very economical text asks the reader - do you dare kiss the spider, tickle the crocodile, hug the ghost or face other scary creatures. Illustrations by Sonia Holleyman depict a boy and girl engaged in these heroic pursuits surrounded by comic style and not very menacing dragons, spiders etc. Although both children take part in the scary activities, the boy is the dominant character. Fun to read, with humorous detail in the illustrations, it may provide a model for similar story writing activities. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$19.95 ASCIS 677474

DODD, Lynley *Find me a tiger. Era*, 1991  
ISBN 090850747X [821]

Animal camouflage is demonstrated using illustrations accompanied by short rhyming verses in this picture book. Dodd writes seemingly simple yet powerful rhyming text which accompanies full-page colour illustrations of animals in a range of natural settings. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 675319

BRIERLEY, Louise *The fisherwoman*. Walker, 1990  
ISBN 074451147X

Drawing on the tradition of such stories across many cultures, this story of a fisherwoman whose life is changed by a magic vase she draws from the sea has a fairytale quality. The vase sprouts a flower which becomes a hat, and Maud begins the process of changing

her physical appearance and her social circumstances. Visually integrated through the use of a limited colour range in Louise Brierley's well composed paintings, combined with matching paper and type, it is a restrained and beautiful picture book. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 655808

MAHY, Margaret *The great white man-eating shark*. Penguin, 1991  
ISBN 014054187X

Not all the human sharks are adults who try to sell used cars. Norvin, who is just a boy who looks like a shark, is just as creatively devious. The terrorising tactics he uses to gain sole access to the beach work brilliantly for a long time. But eventually his shark simulation induces an uncomfortable circumstance on which he had not counted. Mahy's acerbic text is beautifully complemented by Jonathan Allen's simple, wry drawings. F. Gardiner  
LEV: Lower primary Middle primary  
AVAIL: Paper \$7.99 ASCIS 670280

DENNIS, C.J. *Hist! Walter McVitty*, 1991  
ISBN 0949183563 [821.2]

Linocuts by P.J. Gouldthorpe bring a fresh interpretation to a classic C.J. Dennis poem in this picture book. The poem is divided into small sections which accompany lively linocut illustrations of the experiences of 3 children as they cross Possum Park in the dark. Wide bordering linocuts depict their thoughts and fears. This dramatic and absorbing treatment of the poem using black and bright colour very effectively makes it accessible to a wide readership as well as providing rich material for students of visual arts. J. Buckley  
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary  
AVAIL: \$16.95 ASCIS 677673



McNAUGHTON, Colin *If dinosaurs were cats and dogs*. Macmillan Children's Books, 1991  
ISBN 0333548191 [821]

Humorous, illustrated verses depict the possible consequences of ordinary animals taking on dinosaur

size and characteristics in this large format picture book. We see chickasaurs laying eggs, mountain-like tortosaurs, the fabulous parradactyl and many others. The illustrations exhibit Colin McNaughton's customary wit and detail, however they are unable to support the contrived verse. Unfortunate overuse of repetition and rhyme obscures the original ideas and renders the collection unsatisfying. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$18.95 ASCIS 677188

BELL, Krista Jezza. Macmillan, 1991  
ISBN 0732903203

Jezza soon discovers that an active interest in football is the most appropriate way for a dog rescued from the pound to become part of her new family. Jezza's exceptional ability and keen interest in the game endear her to her family and to the local team. On the day of the big match, however, her enthusiasm almost proves her undoing. This simple, family-oriented story is well illustrated by Kym Gardner. J. Buckley  
LEV: Preschool Lower primary Middle primary  
AVAIL: \$16.95 ASCIS 673011

HISSEY, Jane *Jolly tall*. Hutchinson, 1990  
ISBN 0091737206

Jolly Tall is a new addition to the toy collection, a giraffe who arrives in a large cardboard box. Bramwell Brown, teddy bear leader of the group, organises a joint effort to release Jolly Tall from his box and welcome him to the playroom. The anthropomorphised soft toys in this handsome picture book are realistic and charming; their activities and interactions are well depicted; and the conclusion is gently satisfying. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$14.95 ASCIS 656988

WILLIAMS, Marcia *Joseph and his magnificent coat of many colours*. Walker, 1990  
ISBN 0744504309 [222.1109505]

Using numerous small cartoon-style illustrations to accompany phrases of the text, this picture book retells Joseph's story. His betrayal by his brothers, his time of slavery and imprisonment and his rise to a position of power are simply explained and extended by the detailed illustrations. The emotional power of the Biblical story is captured by both text and illustrations in a well-designed work. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$14.95 ASCIS 628714



CLARKE, Simon *Just what I need*. Martin International, 1991  
ISBN 0947212663

The thoughts of a number of characters form the structure of this picture book. A woman spies a seat in a peaceful park which is perfect for getting on with her knitting. An inquisitive possum makes good use of a fallen knitted sock, followed by a lizard, a koala and a currawong. When the lost sock, much the worse for wear, is put in the bin by a ranger the woman returns and recycles it into her knitting. Lively colour illustrations are well placed on the pages and complement the text. J. Buckley  
LEV: Preschool Lower primary Middle primary  
AVAIL: \$16.95 ASCIS 672934

WELLS, Rosemary *The little lame prince*. Collins, 1990  
ISBN 0001932527

Prince Francisco, heir to the throne of El Cordoba, is crippled when a baby by the carelessness of a vain chambermaid. His fortunes fall still further when his parents die and he is banished by his ill-intentioned uncle. Lame in body but not in spirit, he eventually returns to rule with honesty and wisdom. Rosemary Wells has great skill in capturing human emotion in anthropomorphised animal characters, bringing force to her retelling of this 19th century story. J. Buckley  
LEV: Middle primary  
AVAIL: \$16.99 ASCIS 655528

De BEER, Hans *Little polar bear finds a friend*. North-South, 1990  
ISBN 1558580921

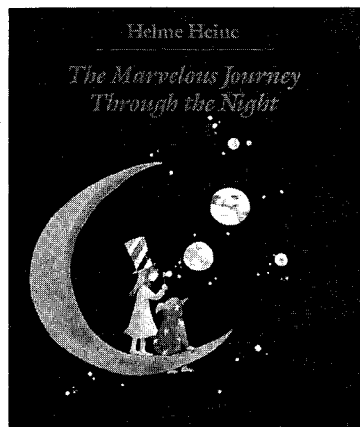
Lars, the little polar bear, has more than loneliness to concern him when he is trapped and sent to a zoo. He meets other animals, particularly Bea, a small brown bear, and a wise old walrus. Together these 3 journey back to the Arctic, where Lars is no longer lonely. Softly coloured, well-designed illustrations accompany this simple story about friendship. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 652344

WADDELL, Martin *Man Mountain*. Penguin, 1991  
ISBN 0670828149

This is a whimsical tale about Oscar, the last of the giants, who falls asleep and becomes a mountain. His long slumber, uninterrupted by storms, floods or encroaching human settlement, is ended when Rose starts climbing the mountain. Her feet tickle Oscar's

nostril and he awakens. Rose's loneliness ends as she and the giant become friends. Softly coloured illustrations by Claudio Munoz complement the text. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$19.95 ASCIS 681446

HEINE, Helme *The marvelous journey through the night*. Farrar, Staus and Giroux, 1990  
ISBN 0374384789



Every night you start on a magical journey. Without luggage, without passport, without money. So begins this magical work, which uses surreal stylised illustrations to closely accompany and extend a polished text. Sleep, an elf-like creature of compelling force, and his sister, Dream,

lead us on a journey through the night to the paradise of dreams. The text is spare, demands to be read quietly and creates a bedtime mood. Evocative, well-designed watercolours present many images, some bizarre, others very gentle, in this hauntingly beautiful picture book. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$16.95  
EVAL: Highly recommended ASCIS 675997

WILLIAMS, Vera B. *'More more more' said the baby : 3 love stories*. Greenwillow, 1990  
ISBN 0688091733

Subtitled as 3 love stories, this picture book separately introduces 3 very young children, Little Guy, Little Pumpkin and Little Bird. Each of them is loved by a parent or grandparent and tenderly hugged, tickled or put to sleep. Rhythmic text and bright, simply styled paintings build a picture of loving and sweetness which I found cloying but others have found more satisfying: it is a 1990 Caldecott Honor Book. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$29.95 ASCIS 668791

McALLISTER, Angela *Nesta the little witch*. ABC, 1990  
ISBN 1854060600

Nesta is a talented young witch, able to make spells

correctly despite the meddling of Windbag Wartnose and Morag the Hag, her teachers. They decide to disrupt her success, with predictably chaotic results. Susie Jenkins-Pearce's bright and humorous illustrations enrich and extend the text. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 659287

WOOLF, Virginia *Nurse Lugton's curtain*. Random House Australia, 1991  
ISBN 0091825644

Nurse Lugton slept and she saw nothing at all. She was unaware that all the animals and people in Millamarchmantopolis had come briefly to life while the great ogress Lugton, who had them in her toils, slept. This vibrant community is the design on the curtain Nurse Lugton is sewing. As one would expect from this author, the text is reasonably complex and it is beautifully complemented by Julie Vivas's stunning artwork. F. Gardiner  
LEV: Lower primary Middle primary  
AVAIL: \$16.95 ASCIS 673403

FRENCH, Vivian *One ballerina two*. Walker, 1991  
ISBN 0744515432

Ballerinas - particularly aspiring ballerinas - will enjoy this simple, beautiful counting book. Jan Ormerod's illustrations tell the story of 2 ballerinas, one older and skilful, one young and enthusiastic. They perform a number of ballet movements, the younger dancer imitating her mentor. They count backwards from 10, then end with a happy hug. The warm emotional relationship depicted and finely detailed artwork make this an involving picture book to share. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 677207

BENNETT, David *One cow, moo moo!* Kingfisher, 1991  
ISBN 0862726387 [513.2]

Something is chasing the animals in the farmyard. With the child narrator, we see 1 cow, 2 horses, 3 donkeys, 4 pigs and other animals pass. The story is a cumulative one which finally depicts a glorious confusion of animals and teases the reader as to the cause of the trouble. With a funny twist at the end, this large format counting book provides young readers with interest and excitement. Brightly coloured illustrations by Andy Cooke contribute much to the fun. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$17.95 ASCIS 681109

WINDHAM, Sophie *The Orchard book of nursery stories*. Orchard, 1991  
ISBN 1852131896 [398.2]

Traditional nursery tales are handsomely presented in this volume. The 15 stories selected are traditional favourites, including the Billy Goats Gruff, Ugly Duckling and Little Red Riding Hood. Although the stories cover familiar ground, they are fluidly written and clearly set out using large type. Sophie Windham's detailed colour illustrations, using decorative motifs and borders, evoke an English pastoral mood. They contribute much to the impact of this collection. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$26.95 ASCIS 671623

MOLLEL, Tololwa M. *The orphan boy*. Oxford University Press, 1990  
ISBN 0195407830 [398.26]

Kileken is an orphan boy whose sudden appearance pleases an old man living alone in the desert. Kileken is easily able to tend the cattle and do the chores, and the old man prospers. However Kileken has magical powers, about which the old man becomes obsessively curious. This polished retelling of the traditional Maasai story which explains the transit of Venus in the sky is enhanced by outstanding visual design. Paul Morin's beautifully composed paintings make wonderfully effective use of texture and colour and place the story within a vivid African setting. An appealing picture book. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$16.95  
EVAL: Highly recommended ASCIS 683704

HERRIOT, James Oscar, *cat-about-town*. Michael Joseph, 1990  
ISBN 0718134486 [636.089]

Oscar is a stray cat looked after by James Herriot, a vet in an English village in the 1930s. Adapted from a short story, this picture book features Ruth Brown's beautifully observed watercolour illustrations. They convey the atmosphere of the period, extending this straightforward story of a cat who enjoys attending social events. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$18.99 ASCIS 664108

KING, Susan *Poor bear*. Angus & Robertson, 1991  
ISBN 0207167621

Using rhyming text and large colour illustrations by Ulrike Kundrus, this picture book describes the

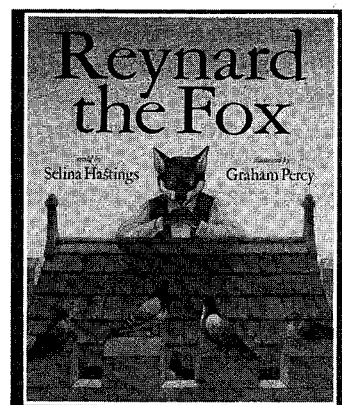
adventures of a teddy bear out playing in muddy puddles. Both teddy and his owner require much cleaning up before they are reunited, in time for bed. Although the rhyme is awkward at times, the very simple story and charming illustrations render this an appealing picture book. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 670618

PERRAULT, Charles *Puss in Boots*. Farrar, Staus and Giroux, 1990  
ISBN 0374361606 [398.24]

*Puss in boots* is a master of trickery who brings fortune to his master, the miller's son, through a series of carefully planned deceptions. Using the 1697 Perrault retelling of this ancient French tale, this picture book combines a well-honed text with spectacular design and illustration. Fred Marcellino's illustrations evoke a period atmosphere. Distinguished by their composition and perspective, they have created a visual delight, recognised as a 1990 Caldecott Honor book. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$29.95 ASCIS 680819

HASTINGS, Selina *Reynard the fox*. Walker, 1990  
ISBN 074450760X [398.24]

Reynard is the archetypal trickster, both wicked and wily, who outwits the other animals and ensures his survival. While the animals in this old tale display human behaviour, they remain true to their animal natures. Reynard triumphs and cunning is shown to be more successful than brute force. This is a lucid, easy-to-read retelling, organised in 8 short sections. The story builds to an interesting conclusion and contains enough action and intrigue to involve young readers. Beautifully presented in a large format with softly coloured pencil illustrations by Graham Percy, it is an excellent addition to fable collections. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$29.95 ASCIS 678146



CHARLES, Norma M. *See you later, alligator*. Scholastic, 1991  
ISBN 0590736701

Allie Alligator and Corky Crocodile are the best of

friends until a degree of one-upmanship enters their relationship. New shoes are succeeded by new socks, cowboy suits and hats, until less and less time is spent playing and the friends are hot and unhappy. However, they see the foolishness of their ways and go back to simply having fun. Brightly coloured illustrations by Yvonne Cathcart contribute much to the impact of this humorous picture book. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: Paper \$4.95 ASCIS 675763

COOPER, Susan *The selkie girl*. Hodder and Stoughton, 1987  
ISBN 0340413220 [398.209411]

Susan Cooper's retelling of this old story has great strength. Donallan falls in love with the selkie girl, a seal princess who takes human form once each year. She becomes his wife after he takes her seal skin, and lives with him for many years. Only Kate Annie, her thoughtful daughter, wonders why her quiet mother seems to have lost something precious. When eventually she finds her skin and returns to the sea, her children witness this emotional event. The loneliness and strangeness of life on the windswept island are beautifully depicted in both the text and in watercolours by Warwick Hutton. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$10.95 ASCIS 418489

LESTER, Helen *Tacky the penguin*. Macmillan Children's Books, 1991  
ISBN 0333552059

Tacky is an odd bird, prone to hearty greetings and tuneless singing, and lacking the seemingly essential penguin attributes of graceful diving and marching in step. However, his companions, the aptly named Goodly, Lovely, Angel, Neatly and Perfect, run for cover when the hunters arrive. Only Tacky has the ability to divert them. This humorous, sparsely written text is well illustrated by Lynn Munsinger, whose anthropomorphised penguins are quite endearing. Text and illustrations combine well in this cohesive picture book, to illustrate that individual differences are to be valued. J. Buckley  
LEV: Preschool Lower primary Middle primary  
AVAIL: \$16.95 ASCIS 673659

GRETZ, Susanna *Teddybears in trouble*. Scholastic, 1991  
ISBN 059076229X

These teddy bears are full of personality and prone to discussion and disagreement. They visit the library, search for information and then need to find Fred their

dog. Fred has decided to contribute actions to a speech on animal behaviour, with predictably chaotic results. The humour in this small format picture book comes from the childlike behaviour of the bears and the subtle, clever illustrations. Fans of these series will enjoy this misadventure; teacher-librarians may also find its setting of interest. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: Paper \$6.95 ASCIS 671512

GRAY, Michael *Things*. Walter McVitty, 1991  
ISBN 0949183512 [821]

Fantasy is given full reign in this picture book, in which a girl sits in her bedroom and thinks of many different things. Rhyming text and evocative illustrations by Janet Bridgland depict many scary, swirly, floaty, tasty and noisy things. Descriptive language and vibrant illustrations enrich this catalogue of the imagination. J. Buckley  
LEV: Preschool Lower primary Middle primary  
AVAIL: Paper \$7.95 ASCIS 675795



WATSON, Richard *Jesse Tom Thumb*. Hamilton, 1990  
ISBN 0241130123 [398.20942]

Superbly illustrated and briskly retold, the lively adventures of Tom Thumb are well presented in this picture book. The fascination of a tiny character and his non-stop adventure combine to make the story both accessible and involving. The text reads well and is detailed, yet simply structured. The handsome large colour illustrations create a traditional mood, but employ varying perspectives, close up views and striking visual design. This is a worthwhile addition to the fairytale collection. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 676110

TWINN, Michael *The Tower*. Child's Play, 1990  
ISBN 0859533921

From his tower, a leader decides on a course of modernisation for a third world nation. This causes widespread destruction of the rainforest, loss of life and pollution. The leader does, however, come to his senses when he sees the havoc his policies have caused.

Espousing a development plan more in tune with environmental needs, he preaches a message of cooperation and harmony as the way forward. The obvious message of this picture book is carried by the rhythmic text and Arlette Lavie's striking colour illustrations. These use detail and perspective to emphasise the book's message, which could form the basis for discussion of conservation issues. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$16.00 ASCIS 667481

McNAUGHTON, Colin *Watch out for the giant-killers!* Walker, 1991  
ISBN 0744515424

This large format picture book is a rewarding combination of a wonderful fantasy and a powerful plea for rethinking our attitudes towards the natural world. In the form of a dialogue between a rainforest giant and a child, the story is told of the giants of the earth and the destruction of their habitats by people. McNaughton's large colour illustrations are whimsical and funny; they enrich and extend the text. This cohesive presentation of a conservation message within a well-told story is a distinguished and sure-to-be-popular addition to the growing numbers of books on the issue. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95  
EVAL: Highly recommended ASCIS 670368

MASON, Ann Maree *The weird things in Nanna's house*. Angus & Robertson, 1991  
ISBN 0207167907

An atmosphere of warmth and love between a child and her grandmother is conveyed in this picture book, written from the child's perspective. Her innocent speculation on the possible uses for Grandma's unusual possessions (which include a large wooden fork and spoon, a china dog, plastic fruit and a crochet doll toilet roll holder) provide her grandmother, and the reader, with much gentle humour. Watercolour illustrations by Cathy Wilcox stylishly depict the emotion and interaction between the generations in this book which will appeal to grandparents as well as young readers. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$17.95 ASCIS 673267

LURIE, Morris *What's that noise? What's that sound?* Random House, 1991  
ISBN 0091826837

An unnamed child lies in bed, imagining all sorts of possibilities caused by a mysterious night-time noise.

He gradually dismisses the obvious possibilities of a branch, a mouse or a dripping tap to decide that the noise has a more exciting cause. The fantasy is built up by rhythmic text and Terry Denton's strikingly-designed illustrations. These alternate between the boy in bed and close-ups of the events he imagines. This is a cohesive picture book which stylishly explores a familiar idea. J. Buckley  
 LEV: Preschool Lower primary  
 AVAIL: \$16.95 ASCIS 677838

EARLY, Margaret William Tell. McVitty, 1991  
 ISBN 0949183547 [398.209494]

Magnificent illustrations dominate this handsome large format picture book. Evoking the medieval period of the story, they are richly coloured and finely detailed. Gilded, formal in style and inviting close examination, they extend the text, which recounts William Tell's story. Although the essence of the story is widely known, the background to the famous incident is interesting, and the human values it explores enduring. An artistic tour-de-force, it is a challenge for younger readers and an obvious

stimulus for visual arts students. J. Buckley  
 LEV: Middle primary Upper primary Lower secondary  
 Middle secondary Upper secondary  
 AVAIL: \$19.95 ASCIS 680845

BLAKE, Quentin *The world's laziest duck: and other amazing records.* Macmillan Children's Books, 1991  
 ISBN 0333539362 [827]

In this bizarre reference work, loosely based on the concept of the Guinness book of records, Quentin Blake and John Yeoman seem to enjoy themselves immensely. If you ever need to know anything about the world's soppiest fairy story; the highest jump by a flea with a wooden leg; the boy with the most disgusting table manners; or the most awful smell in the world then this is the book you need. Humour abounds in both text and illustrations in this zany book, originally published as a paperback in 1975 and now in a picture book format which does justice to Quentin Blake's colour illustrations. J. Buckley  
 LEV: Middle primary Upper primary  
 AVAIL: \$16.95 ASCIS 676913 ♦

## ■ Fiction for younger readers

Following is a list of books, arranged alphabetically by title, which have recently been reviewed by members of the Curriculum Resources Information team.

DALTON, Annie *The afterdark princess.* Methuen Children's Books, 1990  
 ISBN 0416159028

Joe is hampered by an over-protective mother and low self-esteem. He is reluctant to meet Alice, the seemingly sensible babysitter who is in fact the Princess of Afterdark. Joe is plunged into a fantasy world in which his courage and ability are challenged. Smoothly combining fantasy and reality, this polished novel offers young readers adventure, an involving quest, and the opportunity to observe Joe discovering his true nature. There is plenty of action, both exciting and gently humorous and the author displays sensitive insight into childhood fears. J. Buckley  
 LEV: Middle primary Upper primary  
 AVAIL: \$19.95 ASCIS 675340

KRULL, Kathleen Alex Fitzgerald's cure for nightmares. Little, Brown, 1990  
 ISBN 0316504785

Settling into a new life with her father in California causes Alex's troubling nightmares. Their vividness and frequency scare and embarrass her. Alex tries all

sorts of interesting and funny ways to solve the problem, but her eventual adjustment to her new situation does the trick. This is a straightforward story in an American setting which is well presented for newly independent readers. J. Buckley  
 LEV: Middle primary  
 AVAIL: \$10.95 ASCIS 674280

FISK, Nicholas *The back-yard war.* Pan, 1991  
 ISBN 0330318241

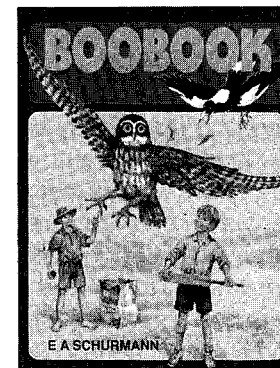
A neighbourly dispute becomes war, with its attendant hostilities and stupidities. Territory is disputed, the families outraged, propaganda leaflets printed, buildings damaged and poor communication demonstrated. Only Jon and Jan, the teenagers on each side of the fence manage to retain a sense of perspective. The story uses a strong narrative voice, moves along briskly and makes good use of humour. Despite the exaggeration on which the story depends, it is an engaging story. J. Buckley  
 LEV: Middle primary Upper primary  
 AVAIL: Paper \$7.95 ASCIS 684146

TULLOCH, Richard *Being bad for the babysitter.* Omnibus, 1991  
 ISBN 1862911037

Being bad for the babysitter is a plan which works well; Jane ensures that Marilyn her babysitter has a miserable time. The plan isn't perfect, however, because Jane ends up feeling sorry for Marilyn and unsure of the wisdom of her actions. This is a short novel, suitable for young readers, which combines the fun of naughty behaviour with a considered and subtle message about hurting people's feelings. Coral Tulloch's lively black-and-white illustrations on every page add to the fun. J. Buckley  
 LEV: Middle primary  
 AVAIL: Paper \$6.95 ASCIS 677139

SCHURMANN, Edwin A. *Boobook.* Hodder and Stoughton, 1991  
 ISBN 0340516704

A Boobook owl captures the interest of Willie, Doolie and Jack, who enjoy life in a small country town in the 1920s. School, cricket, friends, a difficult neighbour and the regular appearance of the owl combine to make life full of interest. Much is learnt of the behaviour of owls as the story unfolds; the values of respect for the natural world and care for one another are also present. Simple sentence structures and a leisurely pace make this warm and perceptive novel suitable for newly independent readers. J. Buckley  
 LEV: Middle primary Upper primary  
 AVAIL: \$10.96 ASCIS 673545



McSKIMMING, Geoffrey Cairo *Jim & Doris in search of Martenarten: a tale of archaeology, adventure and astonishment.* Hodder & Stoughton, 1991  
 ISBN 034054127X

The reader is in no doubt that Cario Jim, archaeologist and poet, will triumph in his search for the lost tomb of the Pharaoh Martenarten. Aply assisted by Brenda the wonder camel and Doris the hieroglyph-reading macaw, Jim's honourable approach eventually triumphs over the villainous Captain Neptune Bone and his pet raven. This story moves briskly and its tongue-in-cheek approach provides humour. Exciting descriptions of the lost burial tomb combine with

improbable coincidence of plot in this Egyptian adventure. J. Buckley  
 LEV: Upper primary  
 AVAIL: \$16.95 ASCIS 676114

DIXON, Rachel *The demon piano.* Doubleday, 1991  
 ISBN 0385400403

A very suitable mystery for all those involved in piano practice of their own, this story involves young and old characters at the mercy of possessive pianos. Bella and her grandmother are at risk, losing their personality and doomed to hours of mechanical playing. Ultimately the mystery is solved, but not before some ghostly visitations and plenty of action. The story builds to a suspenseful conclusion which compensates for some of the complexities which occur as the plot is resolved. J. Buckley  
 LEV: Middle primary Upper primary  
 AVAIL: \$18.95 ASCIS 680839

MAHY, Margaret *The dentist's promise.* Omnibus, 1991  
 ISBN 1862910553

Margaret Mahy's power of invention and zany humour abound in this short novel. Renata is a dentist with style, with a comfortably decorated surgery, many patients and numerous admirers. She has, however, promised that she will never change her name and so refuses offers of marriage. Although the assumption that she must automatically change her name seems a little dated, the story is happily resolved and she finds a way to keep her promise and follow her heart. This is a simple, easy-to-read story with copious line drawings by Wendy Smith which enrich the humorous text. J. Buckley  
 LEV: Middle primary Upper primary  
 AVAIL: Paper \$6.95 ASCIS 677120

ODGERS, Sally Farrell *The follow dog.* Omnibus, 1990  
 ISBN 1862910464

Dog was perfectly suited to life in the country on a farm. He could chase rabbits, explore the paddocks, dig holes, bark, and follow his owners wherever they went. Drought, however, forced all but Grandad off the farm and into the town. While the rest of the family enjoyed their new life Dog was unable to adjust to the confines imposed by town living. The conclusion and Noela Young's black-and-white illustrations make this a warm, satisfying story for beginning readers. M. Ellis  
 LEV: Lower primary Middle primary  
 AVAIL: Paper \$6.99 ASCIS 638190

NASH, Margaret *The haunted canal*. Viking, 1990  
ISBN 0670834653

Jodie and her cousin Tom decide to build a raft that they can sail on the nearby canal. Bert, the elderly lock-keeper, helps them and also tells them about Black Jack, the ghost who appears when help is needed. Trying out the raft at 4am they unknowingly head towards Black Jack's tree and tunnel where an apparition terrifies them both. Exploring the same spot the next morning they find that Black Jack has indeed appeared to help them. Occasional black-and-white illustrations add to the appeal of this eerie adventure story for newly independent readers.

M. Ellis

LEV: Middle primary

AVAIL: \$14.99

ASCIS 678431

CAVE, Kathryn Henry Hobbs, *Alien*. Viking, 1990  
ISBN 0670830976

Henry Hobbs considers that he lives on the most dull and boring planet in the universe. No spaceship has visited for over 50 years with the result that the landing area is a mass of potholes guarded by hungry vultures. The unexpected happens and the planet receives a visit from an exploratory spaceship searching for other life forms. Henry stows away, and through a series of events and the judicious use of porridge becomes an alien. How he manages to return to his own planet and extricate himself from the hoax provides an amusing conclusion for this witty and humorous story. M. Ellis

LEV: Middle primary Upper primary

AVAIL: \$17.00

ASCIS 674755

BENNETT, Leonie *Kat's goblin*. Hodder and Stoughton, 1991  
ISBN 034053110X

A goblin lives under Kat's old bed and his mischievous behaviour gets her into lots of trouble. When the old beechwood bed is replaced with a new chipboard one, he is worse than ever. With the help of her patient father and a neighbour Kat finds a way to solve her problem. Well-paced and full of action, the story provides the opportunity for readers to identify with Kat's



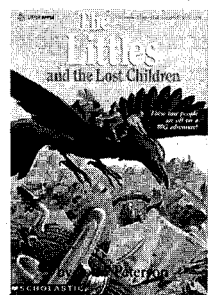
woes. Divided into short chapters and well illustrated by Jane Launchbury, this bridging novel is cohesive and fun. J. Buckley

LEV: Middle primary

AVAIL: \$12.95

ASCIS 675228

PETERSON, John *The Littles and the lost children*. Scholastic, 1991  
ISBN 0590725653



The adventures of small people have enduring appeal in the children's literature tradition. The Littles are no exception - their small size is as appealing as their courage and warm hearts. Separated from their parents on a trading expedition, Tip and Winkle grow up in a different community and after many adventures, are eventually reunited with their

family. Small illustrations are interspersed throughout the short chapters of this fast-paced bridging novel. J. Buckley

LEV: Middle primary Upper primary

AVAIL: Paper \$5.95

ASCIS 671504

WEATHERILL, Steve *Look out, it's Lucy Goose!* Pan, 1991

ISBN 0330316427

Lucy is a kind-hearted and accident-prone goose who has 3 separate adventures in this book, which combines large print with numerous line drawings and captions. Aimed at emerging readers, the 3 short stories are extended by the detailed line drawings. Fun and action predominate as the reader experiences Lucy's misadventures with singing lessons, a fortune teller and a picnic. J. Buckley

LEV: Middle primary

AVAIL: Paper \$7.95

ASCIS 684156

CLARKE, Judith *Luna Park at night*. Pascoe, 1991

Sophie and Jezebel are parent tormentors, taking great pleasure in performing nasty tricks on their long-suffering parents. When their mother goes away to a conference their atrocious behaviour becomes worse until they receive an unexpected visit from Dalfred, a grotesque frog. He mirrors their demands and so the girls find themselves deciding to behave differently in future. This short novel moves at a fast pace and provides lots of fun. J. Buckley

LEV: Upper primary

AVAIL: Paper \$7.00

ASCIS 666877

FIENBERG, Anna *The magnificent nose and other marvels*. Allen & Unwin, 1991  
ISBN 186373025

Life is magical in this series of short stories, which

feature child protagonists with remarkable gifts. Lindalou is a gifted carpenter; Andy can communicate with animals; Ferdinand acquires X-ray spectacles; Ignatius has a finely honed sense of smell and Valentina is able to paint portraits which convey people's dreams and secret wishes. The children are positive and active in using these gifts to benefit others. Independent chapters are suitable for reading aloud, type is large and pages well designed. Colour and black-and-white illustrations by Kim Gamble contribute much to the appeal of this engaging work for newly independent readers. J. Buckley

LEV: Lower primary Middle primary

AVAIL: \$16.95

ASCIS 681075

CRESWELL, Helen *Meet Posy Bates*. Bodley Head, 1990

ISBN 0370314778

Meeting Posy Bates is a pleasure. Her enthusiasm for life bubbles from the page as the reader learns of her desire for a pet, her need to become an inventor, her plans to turn her baby brother into a genius and her suitably chaotic pet show. Posy is an appealing heroine set within a realistic family situation in a small English village. The chapters are self-contained, suitable for reading aloud and written with humour. J. Buckley

LEV: Middle primary Upper primary

AVAIL: \$19.95

ASCIS 655532

COLE, Hannah *The midnight feast*. MacRae, 1990  
ISBN 0862034493

Rose has a new best friend, and invites her to stay the night. This important event has Rose worrying about how her family life will be seen by Shireen. For Shireen, who hasn't ever stayed the night with a friend before, there are worries about being babyish and embarrassed. Their emotions are well observed as they make plans for the big night and the long awaited midnight feast doesn't work out as planned. Raising common concerns of middle childhood, this bridging novel uses simple language structures and line drawings by Kate Aldous. J. Buckley

LEV: Middle primary

AVAIL: \$10.95

ASCIS 675224

MATTHEWS, Andrew *Mistress Moonwater*. Mandarin Paperbacks, 1990  
ISBN 0749705361

Trickery and sorcery form the basis of this glib novel in which Mistress Moonwater, retired witch extraordinaire, is enticed to take on one last witchy task. Encouraged by Lord Cringe, her plots to spoil the

royal wedding in Heartland are foiled, and she loses her castle and prestige. The conclusion, however, still sees evil rewarded. Caricature and excess abound in this fast-moving tale which is much enhanced by Tony Ross's zany, exuberant illustrations. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: Paper \$5.95

ASCIS 660193

MORRIS, Jean A *A new magic*. Bodley Head, 1990  
ISBN 0370314883

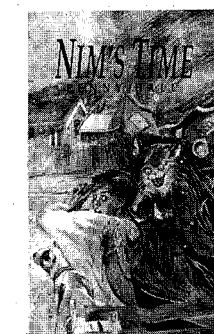
A summer holiday for 4 children without their parents, a mysterious woman looking after them, unfamiliar surroundings on a country estate, strange events occurring - these elements of the familiar mystery genre are reworked in this novel. The new magic is controlled by computer technology, the estate is to be subdivided and the mysterious powers of Miss Manifold are motivated by greed. In the spirit of the tradition, the children are courageous and self-reliant. The story builds to a suspenseful climax despite a complex plot and the occasionally stretched credibility of the fantasy. J. Buckley

LEV: Middle primary Upper primary

AVAIL: \$19.95

ASCIS 671169

HALL, Penny *Nim's time*. Harper Collins, 1991  
ISBN 0207171432



A not-so-chance encounter with a dog and its collar leads Nim into an exploration of time, other worlds and chaos. As is common to most novels that dare to explore science fiction, flaws can easily be punched in the fabric of the plot, but most young readers will be too engrossed with the adventure to be concerned with sophisticated queries. Well written, with credible, if fairly

one-dimensional characters, this novel will be more often in the hands of your newly independent readers than it will be gracing your library shelves. F. Gardiner  
LEV: Middle primary Upper primary

AVAIL: \$17.95

ASCIS 0207171432

GILLHAM, Bill *Nothing ever happens here*. Deutsch, 1990  
ISBN 0233985646

Ten-year-old Joey Medallo thinks that his holiday in England will be boring, but, before he and his parents have even left the airport they have been kidnapped by Russian spies who hope to learn all about the top secret

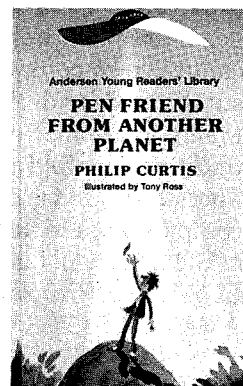
Star Wars project that Joey's father is working on. Separated from his parents, and living with 2 captors who pretend to be his parents Joey shows ingenuity and patience in dealing with MI6 and KGB spies. Though now dated by recent events in Russia, thriller readers will still find this an appealing adventure story. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$16.95

ASCIS 654988

CURTIS, Philip *Pen friend from another planet.* Andersen, 1990  
ISBN 0862642965

Chris misses out on a penfriend in the class activity organised by his teacher Miss Camperdown, but his disappointment is amply compensated when a strange hurricane-like wind drops a mysterious message from the sky. Along with 2 friends, Chris becomes involved with interplanetary visitors, whose seemingly harmless intentions are not what the children expect. Cleverly linking a humorous science fiction adventure with a well-observed school story, this novel has great appeal. Line drawings by Tony Ross add to the good fun of this stylish novel. J. Buckley



LEV: Middle primary Upper primary  
AVAIL: \$16.95

ASCIS 656645

GIBBONS, Alan *Pig. Dent,* 1990  
ISBN 0460880268

A pig escaping from the market captures the interest of 3 children on their way home from school. They chase the pig, outwit the farmer and the police and end up with a hungry, messy pig in the back shed. Sorting out this situation requires the help of their teacher, schoolmates and parents. This straightforward adventure uses simple language and line drawings by Diana Catchpole to assist new independent readers.

J. Buckley  
LEV: Middle primary  
AVAIL: \$16.95

ASCIS 633303

HOLCROFT, Anthony *Redbeard's kingdom.* Omnibus, 1991  
ISBN 1862911045

Redbeard conquers his brother's territory and is lord over all the orchards and wheatfields. However he is

irritated by the sight of a bird, a bee and a cat, and destroys them all. It is only when the harvest fails in the following season that he comes to realise that all creatures have their place. This is a very short novel which features numerous black-and-white illustrations by Timothy Ide. It moves at a brisk pace and is meaningful as well as entertaining. J. Buckley

LEV: Middle primary  
AVAIL: Paper \$6.95

ASCIS 675803

KUPKE, Diana *The secret of the tower room.* Houghton Mifflin, 1991  
ISBN 0867701390

Sali longs for a room of her own, and her new friendship with Mrs Stevenson allows her to visit the tower room, the room of her dreams. However, the room is haunted by the ghost of a little girl, and a mystery needs to be solved. A chain of coincidence alters the family's circumstances, and Sali's determination results in success. The issues raised in this short novel are of concern to middle childhood. The story moves briskly, is well illustrated by Ken Burgemeestre and, despite some predictability of plot, engages the reader's attention. J. Buckley

LEV: Middle primary Upper primary

AVAIL: Paper \$9.00

ASCIS 0867701390

CONNOR, Jenni *She's apples.* Penguin, 1991  
ISBN 0140903399

A collection of 12 short stories entered in a writing competition held during Children's Book Week in 1990, these stories range widely in subject, but are aimed at children between 6 and 9 years of age. Blending reality and fantasy, the stories introduce a peppermint-eating dragon, a shrinking grandmother, a seagull with a difference and a host of other interesting characters. Many of the authors are previously unpublished, and it is good to see such a venture which encourages new writers for this age group of readers. Light-hearted and funny, the stories are very well suited to reading aloud. J. Buckley

LEV: Middle primary

AVAIL: Paper \$7.95

ASCIS 680983

BERNARDSON, Derek *The sparrows and the spies.* Allen & Unwin, 1991  
ISBN 1863730427

There are 2 parts to this paperback - a short novel about the Sparrow family, circus performers involved in a spy intrigue, and the so-called 'extra goodies', a collection of riddles, jokes and puzzles. These extras are linked to the spy hunt, which incorporates coded messages, mazes, joke telling and puns on book titles,

but are an unnecessary adjunct to the simple, fast-moving story. Aimed at newly independent readers and well illustrated by Geoff Kelly the combination of story and jokes may appeal to reluctant readers.

J. Buckley

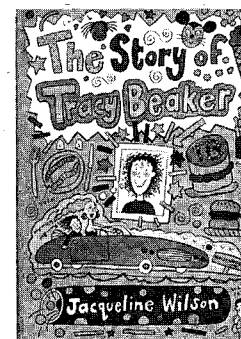
LEV: Middle primary Upper primary

AVAIL: Paper \$7.95

ASCIS 683829

WILSON, Jacqueline *The story of Tracy Beaker.* Doubleday, 1991  
ISBN 0385400756

Tracey's life story is gradually revealed as she finds herself enjoying writing in her diary. Difficult, rebellious and full of vitality, Tracey is a 10-year-old who longs for foster parents, and for her mother, about whom she has developed many fantasies. The story is full of action and emotion, with a first person narrative style which allows for easy identification with Tracey. Her bravado is gradually replaced by self knowledge, as a possible positive future is suggested. Fun to read with copious humorous line drawings by Nick Sharratt, this novel is a well observed study of the emotional world of a foster child. J. Buckley



LEV: Middle primary Upper primary

AVAIL: \$16.95

ASCIS 675174

WRIGHTSON, Patricia *The sugar-gum tree.* Viking, 1991  
ISBN 0670839108

Penny and Sarah are best friends who, in the tradition of many 8-or 9-year-old girls are as prone to bickering as they are to the more positive aspects of companionship. Penny's ascent into the sugar-gum tree during one of these quarrels puts her in a no-win situation and leads to some failed attempts on the part of the parents to resolve the problem. In the end the girls show that this is best left to the pugilists. The story is told in simple prose: very short sentences; little figurative language; and language that will not greatly stretch the reader. In short, for newly independent readers, this is a pleasant story, complemented by David Cox's black-and-white pen and wash illustrations. F. Gardiner

LEV: Lower primary Middle primary

AVAIL: \$14.95

ASCIS 686851

EYTON, Wendy *Tales from The Threepenny Bit.* Collins, 1990  
ISBN 0001849948

Wisdom is imparted with a light touch in this series of loosely connected fairy tales. Well written and presented, the tales deal with all the traditional fairy tale motifs and characters, but in a fresh and lively manner. Princesses and dragons, fairies and elves, people both wise and foolish - all these and more in this warm and varied collection. J. Buckley

LEV: Lower primary Middle primary

AVAIL: \$14.99

ASCIS 649486

HAHN, Mary Downing *Tallahassee Higgins.* Heinemann, 1990  
ISBN 0434934836



Like an increasing number of young characters, Tallahassee is the victim of an irresponsible mother. Left with her uncle and aunt for, supposedly, a few weeks until her mother is found by the Hollywood connections of the new boyfriend, Tallahassee is a very unhappy little girl, in the care of a very unhappy aunt and an uncle who has been wounded in the past by his sister's

behaviour. The characters are drawn splendidly; there is much emotion but no schmaltz and the simple writing makes it accessible to the audience for which it was written. F. Gardiner

LEV: Upper primary

AVAIL: \$24.95

ASCIS 651415

FOWLER, Thurley *There's a bushranger in my bedroom.* Angus and Robertson, 1990  
ISBN 020716715X

Life with her new stepfather brings for Rebecca a move to an old hotel her parents have bought. Rumours of the hotel's being a bushranger's haunt lead Rebecca on a wild goose chase for the notorious Harry Sutton's golden booty. Although some minor aspects of the plot are dissatisfying, the pace, which doesn't flag for an instant, the cheeky humour, and the thoroughly likeable characters (not the least of which is the octogenarian sulphur-crested cockatoo, Fred) make this an inviting novel for young readers. F. Gardiner

LEV: Middle primary Upper primary

AVAIL: Paper \$6.50

ASCIS 624920

MATTHEWS, Cecily *Thinking power*. Omnibus, 1990  
ISBN 1862911029

The ability to have your thoughts come true sounds wonderful, but Jamie soon discovers that it causes a lot of trouble. A skateboard accident leaves him with concussion, 10 stitches and the ability to change events - make a teacher set an easy test, make a girl sit next to him, make his little sister go fly a kite. However, a hapless teacher becomes a toad, his persistent best friend a faithful dog, and Jamie is in deep trouble. Events are resolved with much humour. Fast-paced and full of fun, this short novel is well presented with line drawings by Katherine Bradfield. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: Paper \$6.95 ASCIS 671510

CORBETT, W.J. *Toby's iceberg*. Methuen Children's Books, 1990  
ISBN 0416156223

Toby is given his mission by his grandfather, the wise and wily Moby Dick. He is to deliver an iceberg to his cousins, the whales in the southern oceans. Toby's courage and honesty win him some new friends and travelling companions, and although the iceberg doesn't last the distance, Toby's journey is rewarded. This animal fantasy is not always successfully integrated. The sea creatures depict human stereotypes and values but their behaviours don't always ring true. Illustrated by Tony Ross, this strongly written story is primarily a tale of adventure with a plea for conservation of marine life skilfully woven into the text. J. Buckley  
LEV: Upper primary  
AVAIL: \$24.95 ASCIS 650187

OLDER, Effin *The tree house trio and the pirates of Piccadilly*. Orchard, 1991  
ISBN 1852133015

Marigold, Jazz and Sapphire are the members of the Tree House Trio, keen on adventure and possessing particular skills in ventriloquism, juggling and exploration. Together they meet the pirates of Piccadilly, befriend Sylvia the sea serpent and take part in a dangerous quest to find the jewel of Piccadilly Island. Fast-paced action dominates the characters and setting of this novel for newly independent readers. It is well presented with large type and line drawings by Jan Smith on each page. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 678614

FLANAGAN, Joan *The witch's house*. Houghton Mifflin Australia, 1990  
ISBN 0867701072

An eccentric old woman is considered by local children to be a witch; getting to know her causes revised opinions. Cooperative action between children and old woman provides a neat resolution to conflict - these familiar situations in stories for young readers are freshly interpreted in this short novel. The language level is simple, first person narration is employed, and numerous black-and-white illustrations by Kay Stewart break up the text, which lacks any chapter breaks. J. Buckley  
LEV: Middle primary  
AVAIL: \$14.95 ASCIS 622654

WHITEHEAD, Victoria *The witches of Creaky-Cranky Castle*. Orchard, 1991  
ISBN 1852132841

These fairly harmless witches, with the help of their small and muddled helper the wardle, concoct a plan to get a visitor from the real world to help them to raise some money to mend the castle roof. Trina arrives, having won their competition, and is able to help the witches to restore some of their magic and defeat Darkella, a wicked witch. Large print, short chapters and numerous line drawings by Jan Smith add to the appeal of this short novel. J. Buckley  
LEV: Middle primary  
AVAIL: \$22.95 ASCIS 678613

URE, Jean *The wizard in the woods*. Walker, 1990  
ISBN 0744515300



Mastering spells is difficult for Ben-Muzzy, an apprentice wizard who inadvertently involves the twins Joel and Gemma in his complex attempts to return home. A series of faulty spells takes them to Wishing Land where they receive and squander their wishes, to the land of giants and ogres where they narrowly avoid disaster, and to the land of the witches. These fantasy lands, reminiscent of Blyton's lands atop the Faraway Tree, are the vehicle for adventure and suspense. The novel is well written and presented, with large print and black-and-white illustrations by David Anstey. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$18.95 ASCIS 655355 ♦

## ■ Fiction for older readers

The following books have recently been reviewed by the Curriculum Resources Information team. They are listed here alphabetically by title.

HICYILMAZ, Gaye *Against the storm*. Penguin, 1991  
ISBN 0140342346

Mehmet doesn't want to leave the village and go to live in Ankara, but the family moves in search of work opportunities. Life is difficult in the city, and Mehmet is forced to look after himself. Poignant and full of beautifully observed detail of human nature, this novel uses an interesting setting in which much is learnt about Turkey as the reader follows Mehmet's difficult journey. This is a subtle and sensitive portrayal of adolescent courage and emotional growth which is positive and involving. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$7.95 ASCIS 682830



KLEIN, Robin *All in the blue unclouded weather*. Penguin, 1991  
ISBN 0670839094

Four sisters, with an absent-minded, creative mum and an irascible, embarrassing, but mercifully often-absent dad, and a thoroughly unpleasant cousin, provide the focus of this account of growing up in the late 1940s. The story, which is divided into episodic and fairly unrelated chapters is told in typical Klein style, realistically and with great humour (though it sometimes smacks of bitterness). Some of the dialogue is less convincing than that, for example, in *Hating Alison Ashley* and it certainly lacks the latter's depth and warmth, but these flaws will be overlooked by the myriad of Robin Klein fans. F. Gardiner  
LEV: Upper primary Lower secondary  
AVAIL: \$18.95 ASCIS 684187

LINGARD, Joan *Between two worlds*. Hamilton, 1991  
ISBN 0241131227

Aptly titled, this novel continues the story of the Petersons family who were introduced in *Tug of war*. We meet them as they set foot in their newly adopted Canada and see them battle their way through disasters and misfortune. But they are a resourceful and optimistic group, who having survived true deprivation in their old world, will not be bowed by comparatively minor calamities in their new one. Although the story is engaging and moves along at a brisk pace, the writing is very pedestrian. The characters

are well drawn to a point, but again the writing lacks the power to involve the reader fully with the family's highs and lows. F. Gardiner  
LEV: Lower secondary Middle secondary  
AVAIL: \$24.95 ASCIS 688184

GRIECO-TISO, Pina *Blitz*. Random House Australia, 1991  
ISBN 0091698316

The cover's subtitle, a bomber's nightmare, is a clue to this novel. Unfortunately it is not sufficient a clue to be able to find all of the pieces of the puzzle and this reader was left more than slightly perplexed by the stream of consciousness outpourings of the narrator, Len. The unappealing obscurity is especially unfortunate because the novel, dealing as it does with a bomber (or graffiti painter), would have instant appeal for that fiction-shy group, the 14-to 17-year-old boys. I doubt however that even the (somewhat inconsistent) use of the teenage vernacular will make this accessible and acceptable for the majority of teenage readers. F. Gardiner  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$12.95 ASCIS 676955

TREASE, Geoffrey *Calabrian quest*. Walker, 1990  
ISBN 074451515289

A taut and fast-moving story, this carefully structured mystery combines discovery and adventure and an interesting setting. Four teenagers visit Italy, intending to explore their hunch about the location of some buried Roman treasure. Their clue comes from a spoon found by Max's grandfather during World War II, a duplicate of which belongs to Andy's family. As their quest begins they become involved in kidnapping, local politics and intrigue. Although some incidents lack credibility, the developing relationships between the characters and the pace of the novel engage the reader's attention. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: \$19.95 ASCIS 656174

FRENCH, Simon *Change the locks*. Ashton Scholastic, 1991  
ISBN 0868968560

An increasing number of people are finding themselves excluded from full participation in our society. Simon

French tells the story of such a family: 11-year-old Steven, his young mother and baby brother. The mystery of Steven's very early life, awakened by his hearing a name from his past, is gradually and skilfully revealed but the real strength of this novel is the character of Steven. Steven is a beautifully drawn portrait of a young boy, who because of his mother's inability to cope, assumes much of the responsibility for his beloved little brother; his gentleness and concern is very refreshing and a splendid role model for the youngsters who will read and enjoy this fine book. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: \$15.95 ASCIS 681081

MAHY, Margaret *Dangerous spaces*. Hamilton, 1991  
ISBN 0241130662

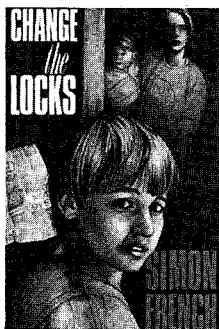
Spaces are dangerous when they are unwelcoming or stifling or when you simply don't have any to call your own. The rivalry and resentment that develop between the 2 girls when Anthea comes to live with her cousin Flora are uncomfortable and not what either girl wants to feel. Entry into a dream world peopled by their dead ancestors enables them to sort out their own problems and set at rest some fretful ghosts. In a scenario heavily redolent of Narnia, Mahy cleverly seesaws between the real and the spirit world, never faltering in her quest to meld fantasy and reality and exploring rites of passage along the way. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: \$17.99 ASCIS 677504

HENDRY, Diana *Double vision*. Walker, 1990  
ISBN 0862034361

Events in a small seaside town in England in the 1950s are seen from the perspectives of 16-year-old Eliza and her younger sister Lily in this multi-faceted novel. It is a beautifully crafted chronicle of the joys and despairs of adolescence as well as a wryly affectionate portrait of the period. Lily and Eliza are rebellious - Lily retreating into a fantasy world, Eliza inflicting upon herself teenage affectations when unable to face honest judgements about people. This is a sensitive novel about the search for self identity which depicts characters and values from the 1950s. J. Buckley

LEV: Middle secondary Upper secondary  
AVAIL: \$19.95 ASCIS 655947



THIELE, Colin *Emma Keppler : two months in her life*. McVitty, 1991  
ISBN 0949183490

The Great Depression is already beginning to bite; wheat prices are falling rapidly and change, good and bad, is all around. But Emma Keppler is bathed in a golden glow of beauty, capability and success. Certainly she makes a couple of minor slips, obvious attempts to show a wayward, but appealing streak, to portray her flaws. But the unremitting 'niceness' and goodness eventually induce biliousness. Thiele's language is beautiful and evocative of times long gone but surely even in the 'olden' days problems weren't so easily solved, nor heroines quite so prone to perfection. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 ASCIS 675737

LINGARD, Joan *Glad rags*. Hamilton, 1990  
ISBN 0241130158

Sam and Seb acknowledge that their family is not typical; they have individualistic and erratic parents and a dependable, if dominant, grandmother. The planned family holiday, the ongoing difficulties of their mother's second-hand clothing shop, Granny's new job, friends and relationships are described by Sam and Seb in alternating chapters. Humour and vitality abound, however it is the skilfully drawn interpersonal relationships which lie at the heart of this warm, understated sequel to *Rags and riches*.

J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: \$23.00 ASCIS 660904

HOFMAN, Wim *A good hiding and other stories*. Turton & Chambers, 1991  
ISBN 1872148409

**A GOOD HIDING  
AND OTHER STORIES  
WIM HOFMAN**

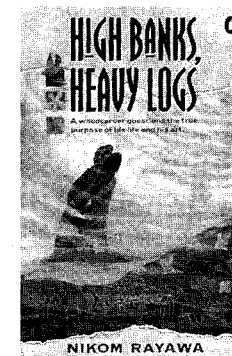


Turton & Chambers titles often require an adult reader to introduce the work or with whom to share it. This collection of short stories is no exception. The images evoked by these beautifully crafted stories are consistently haunting but the themes range from the comparative lightness of finding a new husband for mum to the

darkness of mild, but real, child abuse. Hofman's writing is simple, clever and somehow distant so that the writer's voice, whilst strong, is very unobtrusive. His occasional illustrations and 'handwritten' excerpts illuminate the text. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: Paper \$14.95 ASCIS 663993

NIKOM, Rayawa *High banks, heavy logs*. Penguin, 1991  
ISBN 0140147276



This lyrical novel explores the world of Kham Ngai, a Thai woodcarver whose self-imposed task of carving a life-size elephant becomes the focus of his contemplation of life's value. Sparingly written and moving in its simplicity the story of his relationships with others and with his special elephant becomes absorbing. Part of a riverside community in rural Thailand, Kham Ngai's life reflects the changes occurring to the country and its people. Winner of the South East Asian Writer's Award, this novel raises opportunities for discussion, particularly for Asian students. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$14.95 ASCIS 673315

DUBOSARSKY, Ursula *High hopes*. Penguin, 1990  
ISBN 014-343806

Julia, increasingly aware of the limitations of her father's ability to speak English, secretly arranges for some English lessons. These prove to be so successful that she has to cope with the possibility of her father's remarriage. Resorting to much fruitless speculation, she finally resolves to poison the hapless teacher. This novel is enlivened by its vividly detailed setting - in a Sydney delicatessen, and by its humorous insight into the thoughts of its 12-year-old heroine. It is funny, touching and credible. J. Buckley  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.99 ASCIS 642457

MACDONALD, Caroline *Hostilities*. Omnibus, 1991  
ISBN 1862910758

Each of these very different (from each other) stories has a haunting, menacing undercurrent; a variety of characters are linked to events which are not explicable in normal terms. These are extraordinarily well-crafted stories: character is developed; scenes are created; complications of plot are not confined to the paranormal theme. They make gripping reading, and, perhaps more unusual for this genre, rewarding reading. F. Gardiner

LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$8.95 ASCIS 681094

DILWORTH, Mary *Island*. Houghton Mifflin Australia, 1991  
ISBN 0867701250

Coming to terms with her mother's death takes time for Judith, who feels increased pressure and responsibility for her younger siblings. Staying with her aunt on a small island is both awkward and enjoyable, as Judith becomes involved in local conservation issues and in new relationships. This is a serious novel, at times a little slow, but written with sparse elegance. Its strength lies in Judith's growing self-acceptance and understanding. She is a character to care about, in a story told with insight and without sentimentality. J. Buckley

LEV: Middle secondary Upper secondary  
AVAIL: \$17.00 ASCIS 678436

PAUSEWANG, Gudrun *The last children*. MacRae, 1989  
ISBN 0862034027

First published in its original German in 1983, this novel would have been in the vanguard of the somewhat overdone post-nuclear holocaust genre. This translation by Norman Watt appeared in 1989. Although Pausewang's thesis, that adults have irresponsibly allowed the proliferation of nuclear weapons for a variety of spurious reasons and at enormous risk to their children, remains valid, recent events have perhaps rendered the world slightly less at risk of nuclear destruction. Whatever, this book presents such a horrifyingly bleak picture that it would be far preferable for adults to read it and absorb its message, than to allow it to fall into the hands of children. F. Gardiner

LEV: Middle secondary  
AVAIL: \$19.95  
EVAL: Consider before buying ASCIS 619498

DUGAN, Michael *Make it fast*. Houghton Mifflin Australia, 1991  
ISBN 086770120X

Perceptive observation of human nature characterises the 14 short, simply told stories in this collection. They describe among other things, an unsuccessful football career, the problem of introducing an autistic brother, making money for a business studies project and a boating expedition in a local creek. With a directness and level of action which engage the reader, the stories abound with wry humour. They employ a range of narrative techniques and would be good to read aloud.

J. Buckley  
LEV: Lower secondary Middle secondary  
AVAIL: Paper \$9.00 ASCIS 678582

DANZIGER, Paula *Make like a tree and leave*. Heinemann, 1990  
ISBN 0434934127

To 'make like a tree and leave' is only one of Amanda's pieces of advice for her younger brother Matthew. She is exploring the possibilities of adolescence with Matthew as a constant irritation. He is fully involved with such projects as encasing a friend in plaster to create an Egyptian mummy, exchanging jokes and insults with class members and raising money to help buy a local farm. A humorous appreciation of life with teenagers pervades this novel, which charms despite the initial distraction of its American idiom and setting. J. Buckley

LEV: Upper primary Lower secondary  
AVAIL: \$26.95 ASCIS 672585

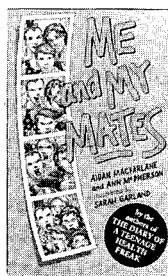
ALEXANDER, Goldie *Mavis Road medley*. Margaret Hamilton, 1991  
ISBN 0947241248

The juxtaposition of several unremarkable events results in a time warp which transports Didi and her sister's boyfriend James from Melbourne in the 1990s to the same area in 1933. Faced with the need to survive and return home, they discover the difficulties and pleasures of life during the Depression. The time warp is the means by which the author is able to explore the different roles and expectations of the 2 eras. Well-developed characters and attention to historical detail make this an absorbing novel. J. Buckley

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$13.95 ASCIS 670620

MacFARLANE, Aidan *Me and my mates*. Pan, 1991  
ISBN 033031615X

A party at school, punch laced with vodka, smoking dope, sex, friendship, insecurity, trouble with authority, drunkenness and its effects on decision making - it's all here! Different perspectives on the events and emotions of a party are provided in chapters written from the viewpoint of those involved. Characters are varied and move beyond stereotypes



to explore motivation. Teenage language prevails. The main theme, however, is AIDS. Accurate factual information on the condition and preventative behaviours is embedded in the story. Although the instructional intent of the work is obvious and sometimes awkward, the story has great appeal and will be enjoyed by its intended audience. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$7.95 ASCIS 676999

WAGNER, Jenny *Message from Avalon*. Jam Roll, 1990  
ISBN 1875491007

A ghost story which is well integrated into a perceptive study of a family as seen through the eyes of teenage Kelly, this novel is suspenseful and involving. Kelly's father is a dreamer, her family constantly short of money. She dreams of a life in a place she calls Avalon, where romance abounds. When the family buy a derelict house, it proves to be haunted by the ghost of Annie, a servant girl whose love is unfulfilled. Through Kelly she clears up the issues of the past, and gives Kelly the strength to face reality herself. This exploration of character and family relationships combines with a well paced mystery to make a compelling story. J. Buckley

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$12.99 ASCIS 656674

PARK, Barbara *My mother got married (and other disasters)*. Pan, 1990  
ISBN 0330317512

Still full of remorse and resentment about the break-up of his parents' marriage, Charles is totally devastated when his mother decides to remarry. As if the acquisition of a stepfather isn't enough to contend with, Charles also has to adjust to sharing his house, belongings and, worst of all, his mother, with 2 step-siblings. This increasingly familiar issue is treated with great sensitivity and humour although at no time is the seriousness of Charles's situation trivialised. There is also a very attractive realism, manifested specially in the portrayal of the characters who are drawn deftly and multi-shaded. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 ASCIS 675414

SILVER, Norman *No tigers in Africa*. Faber, 1990  
ISBN 0571142966

Selly emigrates from South Africa to England with his family, all of whom have different reactions to the stress of changed lives. Selly is anxious, insecure and guilt-ridden by the memory of the murder of a young black African. In a first person narrative which spares little, this journey into despair is an arduous one for the reader as well as for Selly. The weight of the story is unfortunate, for it has some valuable insights into the effects of prejudice and racial division on people. J. Buckley

LEV: Middle secondary Upper secondary  
AVAIL: \$17.99 ASCIS 683659

WALKER, Kate *Peter*. Omnibus, 1991  
ISBN 1862910650

Older, wiser cultures observe rites of passage, particularly the entry into adulthood. Our children must rely on their own immature discretion and messages from family and peers. This book sensitively and intelligently examines issues that are intrinsic and peripheral to the metamorphosis of child to adult: relationships; sex roles; sensuality, sexuality and love and the differences between the 3. Peter, victim of conflicting values in his family, and an unwilling participant in a brutal, unforgiving peer group, experiences genuine compassion and tenderness from a young homosexual friend. Doubts surface about his own sexual preference. Realistic, explicit dialogue is extensive and successful. F. Gardiner



AUD: Parents Professional  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$8.95  
EVAL: Highly recommended ASCIS 670431

JORDAN, Sherryl *Rocco*. Ashton Scholastic, 1990  
ISBN 186943014X

After experiencing terrifying dreams, Rocco actually enters the realms of these nightmares and for nearly a year becomes one of a tribe who live primitively in a desert wasteland. In this time slip fantasy, Sherryl Jordan explores human relationships, not always with resounding success. Rocco who is very much the pivotal character is not entirely convincing, though that could be attributable to his youth and immaturity. It is a rare fantasy that can construct a tenable scenario; this one is not and does not; the ending in particular is totally baffling. F. Gardiner

LEV: Lower secondary Middle secondary  
AVAIL: \$12.95 ASCIS 655543

TREASE, Geoffrey *Shadow under the sea*. Walker, 1990  
ISBN 0744515270

An unusual setting, Yalta on the Black Sea, provides a focus for this adventure. Observing the effects of glasnost and perestroika on Russian society, the story includes reflections on communist and capitalist lifestyles; interference from police both corrupt and honest; and Communist Party intrigue. Kate, 17 years old, speaking fluent Russian and with time on her hands when not required to interpret for her father, befriends a group of Russian teenagers. As romance

and intrigue develop, a smuggling racket is discovered. Characters are well developed, the events of the story are mostly plausible and an atmosphere of suspense is created. J. Buckley

LEV: Middle secondary Upper secondary  
AVAIL: \$19.95 ASCIS 633982

TRIST, Margaret *Tansy*. University of Queensland Press, 1991  
ISBN 0702223638

In 1958 Margaret Trist wrote a charming novel, *Morning in Queensland*. Now more than a generation later, UQP has afforded us the privilege of reading it, under a new title. Set on the Darling Downs early this century we meet not only Tansy but her whole extended family, some of whom are weird, some wonderful and some downright difficult, but all of whom are beautifully realised. The writer's voice is distant but it is the distance born of the bewilderment of the young child; never from lack of feeling. Tansy grows from a quietly spirited 4-year-old to a more overtly spirited young woman whose dawning sophistication and self confidence probably won't lead her along pathways that are more sensational than those of her female forebears. But she'll be just as successful a human being. F. Gardiner

LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$12.95 ASCIS 680816

DOBSON, Jill *Time to go*. University of Queensland Press, 1991  
ISBN 0702223514

Life in an Australian country town revolves around career ambitions for 2 girls in their final year at school - Danny aims to become a famous ballerina, Laura a musician. The story of their struggles and achievements as Laura is forced to come to terms with her sister's suicide and Danny copes with a change in her plans is positive, moving and realistic. Accurate dialogue and characters to care about make this an authentic and involving novel about the challenges and desires of adolescence. J. Buckley  
LEV: Upper secondary  
AVAIL: Paper \$9.95 ASCIS 673303

AVI, *The true confessions of Charlotte Doyle*. Orchard, 1991  
ISBN 1852133007

When 13-year-old Miss Charlotte Doyle, a member of the upper class finds herself crossing the Atlantic as the sole female on board a sailing ship manned by a rough



and scurrilous crew and captained by the disreputable Jaggery, she is apprehensive. And so she should be for worse, much worse, is to come. Mutiny, murder and mayhem reign supreme in this novel which, with such a feisty heroine, should lure the female readers into the adventure genre. Avi tells his swashbuckling, thoroughly over-the-top tale with great verve and, we realise at the end, with tongue firmly in cheek. F. Gardiner

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$13.95

ASCIS 678812

WILSON, Gina *The whisper*. Faber, 1991  
ISBN 0571161987

Gina Wilson's exploration of the darker side of human nature is not by any means satisfying. The talented and saintly Marie comes to live with her cousin Lily and her family some 8 years after the death of her parents: the intervening years have been spent with her grandparents. As Marie's musical talent and sweet nature make her well loved in the community, the viciously jealous Lily conspires to have Marie disgraced. Attempts to portray Lily as multidimensional are unsuccessful; indeed none of the characters are wholly

convincing. The plot is quite intriguing but the writing is often stilted and lacks assurance. The sum of its inferior parts is, however, a readable novel that many girls will enjoy. F. Gardiner

LEV: Upper primary Lower secondary

AVAIL: Paper \$7.95

ASCIS 681209

FOWLER, Thurley *The wind is silver*. Penguin, 1991  
ISBN 0140346635

Again we meet the Robinsons who first appeared in Fowler's award-winning *The green wind*. It might have been preferable not to have renewed the acquaintance: the plot is contrived and predictable; the language is trite and lacking authenticity; the characters exhibit either the sentimental mawkishness of the family or the unrelieved repulsiveness of the neighbours; and our supposedly spirited heroine is in fact all too often simply bad-tempered and graceless. She is also unconvincing, since her portrayal rarely accords with her stated age of 15. Life in the 50s might have been prosaic, but it deserves a more subtle treatment than this. F. Gardiner

LEV: Lower secondary

AVAIL: Paper \$7.99

ASCIS 675747 ♦

## Children's Book Council Book of the Year Awards 1991

For the first time in 14 years NSW played host to the award ceremony which was held in the Drama Theatre at the Sydney Opera House. And for the first time ever, the focus of the awards, children, were invited to participate in the ceremony, both as spectators and performers.

Before the presentation of the awards, three schools gave their interpretations of shortlisted books: Tara Anglican School for Girls gave a very stylish reading of a passage from *Brother night*; Hunters Hill Primary delivered an entertaining dance-drama version of *Mervyn's revenge*; and Parramatta Primary School cleverly revealed the foibles of that fat cat, Scallywag.

At the end of each performance, Deborah Hutton from Grace Bros, the awards sponsor, presented the appropriate award. The winners were:

### Picture Book of the Year

Greetings from Sandy Beach Bob Graham  
(Lothian)

### Honour Books

Counting on Frank Rod Clement  
(Collins/Ingram)

Hector & Maggie. Andrew & Janet McLean  
(Allen & Unwin)



Students from Hunters Hill PS  
with Shirley Peters and Leone Peguero

### Book of the Year for Younger Readers

Finders Keepers Emily Rodda (Omnibus)

### Honour Books

Boris & Borsch Robin Klein/Cathy Wilcox  
(Allen & Unwin)

Mervyn's revenge Leone Peguero/Shirley  
Peters (Margaret Hamilton)

### Book of the Year for Older Readers

Strange objects Gary Crew, (Heinemann)

### Honour Books

Brother night Victor Kellaher (Random Century)

The Farseekers Isobelle Carmody (Penguin)

The family book of Mary Claire Eleanor Spence  
(Collins Dove) ♦

## columns III

### Some one is listening . . .

Remember Jonathan Wilson-Fuller, who was interviewed in *scan* 10/1 and whose book, *Will you please listen: I have something to say*, was also reviewed? Jonathan and Caroline Jones received a citation in the United Nations Media Peace Awards 1991 for an interview which has been broadcast several times on Caroline's program, *The search for meaning*. Congratulations to Jonathan and Caroline; let us hope that this award spreads Jonathan's urgent message further, both within and outside our own country.

### Press release

A press release from The Australian School Library Association and the Australian Library and Information Association (School Libraries Section) states: 'The Australian School Library Association and the Australian Library and Information Association (School Libraries Section) will undertake to oversee the preparation of a school library policy and guidelines document for use by school systems, school administrators and teacher-librarians. The Curriculum Corporation has agreed in principle to publish the document.

To prepare this document, a representative Reference Group has been formed consisting of:  
Norma Jeffery WA (ASLA/ALIA) Central system consultant  
Judy Buckley VIC (ASLA/ALIA) Secondary teacher-librarian  
James Henri NSW (ASLA/ALIA) Lecturer  
Paul Lupton QLD (ASLA) Lecturer  
Jan Schmidt SA (ALIA) Primary teacher-librarian  
Marilyn Stephens ACT (ASLA) Teacher-librarian (Non-govt sector)

Gwen Gawith has been awarded the contract to be the writer of the document, in close collaboration with the Reference Group and representatives from Tasmania and the NT.

Gwen's expertise is well known throughout Australia through her publications in the area of information skills development, reading, resource-based learning and teacher-librarianship. While coming from a diverse background, she has for the past 15 years specialised in the fields of teacher-librarianship and school libraries, and has made a significant contribution to the development of teacher-librarianship courses and the creation of teacher-librarians positions in NZ schools.

An imaginative framework for the document has been developed. It reflects the current focus on school decision-making processes and devolution of

centralised services and controls. Each of the functions of the Library Resource Centre is to be discussed in terms of its influence on the students as learners, readers, thinkers and citizens (student outcomes) and of the impact of varying levels of inputs (funding levels, staffing levels and expertise etc) on the achievement of these outcomes.

The school library resource service standards to be included in the new publication will reflect current philosophies and practices and the use of information technologies. These qualitative and quantitative standards will be directly linked to student outcomes using the framework described above.

The Reference Group will be significantly involved in the determination of the qualitative and quantitative measures to be used as bench marks. To this end, it is to be the responsibility of Reference Group members to consult widely with teacher-librarians, with systems, and with interest groups within their state.

It is anticipated that the document will be ready for publication by April 1992.

### Awards and prizes

The Science Prize (UK):  
*Cell wars* and *Cells are us*, both titles by Dr Fran Balk & Mic Rolph (Collins)

Carnegie Medal 1991 (UK):  
*Wolf*. Gillian Cross (OUP)

Kate Greenaway Medal 1991 (UK):  
*The Whales' song*. Gary Blythe, illustrator.  
(Hutchinson)

Mother Goose Award (UK - best newcomer to British children's book illustration):  
*A close call*. Amanda Harvey

Crichton Award (Vic Branch of CBC for a new illustrator):  
*Bip - the snapping Bungaroo*. Grace Fielding  
(Magabala)

### Nutcote

Nutcote has had another reprieve: More than \$1 million needs to be raised by September next year. There are now very attractive badges for sale at \$2 each. Contact:

The Nutcote Trust  
PO Box 12  
North Sydney 2059  
Phone 02 954 5935

## III School Magazine Bookshelf and Classic Corner 1992

### Countdown

1. **Morning beach.** Leslie Baker Little Brown & Co, 1990)
2. **Elvira.** Margaret Shannon (Omnibus, 1991)
3. **Oh, Kipper.** Andrew & Janet McLean (Allen & Unwin, 1991)
4. **Oink.** Arthur Geisert (Houghton Mifflin, 1991)
5. **Night noises.** Mem Fox, ill Terry Denton (Omnibus, 1989)
6. **Elizabeth & Larry.** Marilyn Sadler, ill Roger Bollen (Hamilton, 1990)
7. **Russell & the star shell.** Maurice Saxby, ill Astra Lacis (Margaret Hamilton, 1990)
8. **Crow boy.** Taro Yashima (Penguin, 1976)
9. **The day of Ahmed's secret.** Florence Parry Heide & Judith Heide Gilliland, ill Ted Lewin (Gollancz, 1991)
10. **The pumpkin man and the crafty creeper.** Margaret Mahy, ill Helen Craig (Cape, 1990)

### Orbit

#### Bookshelf

1. **The little riders.** Margaretha Shemin ill Peter Spier (Walker Books, 1990)
2. **Nipper & the gold-turkey.** Roger Vaughan Carr (Houghton Mifflin, 1991)
3. **Mr Mistoffelees with Mungojerrie & Rumpelteazer.** TS Eliot, ill Errol Le Cain (Faber, 1990)
4. **Apricots at midnight.** Adele Geras (Young Lions, 1989)
5. **Bianca & Roja.** Hesba Brinsmead, ill Andrew Mc Lean (Allen & Unwin, 1990)
6. **Swan Lake.** Margot Fonteyn ill Trina Schart Hyman (Andersen, 1989)
7. **Caddie Woodlawn.** Carol Ryrie Brink (Aladdin, 1990)
8. **Round buildings, square buildings & buildings that wiggle like a fish.** Philip M. Isaacson (MacRae, 1990)
9. **In a place of danger.** Paula Fox (Lion, 1990)
10. **Change the locks.** Simon French (Ashton Scholastic, 1991)

#### Classic Corner

2. **The Green Knowe series.** Lucy Boston
3. **The Nargun & the stars.** Patricia Wrightson
5. **The stone cage.** Nicholas Stewart Gray
7. **Emil & the detectives.** Eric Kastner
9. **The Prydain series.** Lloyd Alexander

### Blast Off

1. **Going for oysters.** Jeanie Adams (Omnibus, 1991)
2. **Cakes & miracles.** Barbara Diamond Goldin, ill Erika Weihs (Penguin, 1991)
3. **The selfish giant.** Oscar Wilde, ill Dom Mansell (Walker, 1990)
4. **Catwings.** Ursula Le Guin, ill SD Schindler (Scholastic, 1990)
5. **The magnificent nose & other marvels.** Anna Fienberg ill Kim Gamble (Allen & Unwin, 1991)
6. **Hattie & the wild waves.** Barbara Cooney (Viking, 1990)
7. **The tale of the mandarin ducks.** Katherine Paterson ill Leo & Diane Dillon (Gollancz, 1990)
8. **Let the celebrations begin.** Margaret Wild, ill Julie Vivas (Omnibus, 1991)
9. **Emma's rat-tastic adventure.** Derek Bernardson (Allen & Unwin, 1990)
10. **The kitchen knight: a tale of King Arthur.** Margaret Hodges, ill Trina Schart Hyman (OUP, 1991)

### Touchdown

#### Bookshelf

1. **A rat's tale.** Tor Seidler, ill Fred Marcellino (Penguin, 1990)
2. **Hatchet.** Gary Paulsen (Pan, 1991)
3. **Goggle-eyes.** Anne Fine (Penguin, 1989)
4. **Truckers.** Terry Patchett (Doubleday, 1989)
5. **Cairo Jim & Doris: in search of Martenarten.** Geoffrey Mc Skimming (Hodder & Stoughton, 1991)
6. **Emma Keppler.** Colin Thiele (McVitty, 1991)
7. **Dangerous spaces.** Margaret Mahy (Hamilton, 1991)
8. **A pack of lies.** Geraldine Mc Caughrean (Penguin, 1990)
9. **The true confessions of Charlotte Doyle.** Avi (Orchard Books, 1990)
10. **A Christmas carol.** Charles Dickens ill Roberto Innocenti (Cape, 1990)

#### Classic Corner

2. **The secret garden.** Frances Hodgson Burnett
4. **A wrinkle in time.** Madeleine L'Engle
6. **Heidi.** Johanna Spyri
8. **Emily of new moon.** LM Montgomery
10. **The box of delights.** John Masefield ♦