

SCAN

Curriculum Resources and Information Services

Vol 11 no 1 March 1992

- Emerging Australian Writers
 - Joint Use Libraries
 - Kate Walker
 - Controlling Our Destiny
- Science & Technology K-6



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EDITORIAL

The survival of Scan is a response to the value placed on it by you, our readers. We have approximately 900 subscriptions (government schools and other organisations combined) but we need many more. We need, in fact, to double that number, so if each of you could advertise Scan at cluster meetings and persuade someone else to subscribe, we'd be viable. We'll be mounting a fairly massive marketing operation ourselves but your word-of-mouth endorsement is worth a dozen marketing strategies.

We are more conscious than ever of the need to provide an excellent product, one which appeals to and serves our readers. This consciousness is matched only by the tightest of work schedules, however, and although we hope to find some time to meet with teacher-librarians, we can achieve only the most fragmentary contact. So please let us know what you like and don't like, what works and what doesn't. We need your feedback.

You'll notice a few changes. We won't mention the obvious ones but one or two explanations are in order. Viewpoint, which used to be the letters heading, is now the viewpoint of one person, a different guest writer in each issue. Our guests will air their perspective on an area of education as it relates to professional development, information skills, resources or some other aspect of teacher-librarianship. We still have a heading for letters (called 'letters'!) but we hadn't any letters to publish in this issue.

Another new section is Forum. We are conscious of the lack of support structures for teacher-librarians and though we obviously cannot hope to replace the former central consultancy, we hope that you will use this section to ask questions of your colleagues and, when you can, provide solutions or answers. Because no one knew about Forum for this issue and we therefore have no contributions from you, Fran Moloney has kindly written a piece on training for teacher-librarians, often the subject of phone calls to Library Services.

The former section, Search, has been dropped.

More than ever before, librarians, teachers and the public are becoming aware of the value of sharing of ideas and resources, and, perhaps, the strength in unity. Several articles reflect this development.

There are also one or two articles which should engender some discussion, expressing ideas which

have not yet had a great deal of public dissemination.

The vastly reduced little Scan team of two casual teacher-librarians, sharing one job, (not a situation terribly different from many of you in primary libraries) needs your help with articles. Soliciting articles is one of the most difficult of our tasks, so if you have any ideas please contact us, either by writing to Scan Private Bag 3 Ryde 2112, or by fax 02 808 9413. Reduced clerical staff also means that articles which arrive on disk are a double blessing.

A cumulative index to Scan (Articles: Volumes 7-10; Resources: Volumes 9&10) is now available from The Marketing Unit Private Bag 3 Ryde 2112, fax 02 808 9413. The cost is \$6.00 for government schools; \$7.50 for other organisations (PN 5745). The current issue and each future issue of Scan will contain an index to the resources in that issue, and a cumulative index to the year's articles will appear as part of issue no 4.

A special thanks to all of our contributors to this issue. The intervention of Christmas and holidays, very welcome in all respects except for editing Scan, has made this issue particularly difficult to put together. To all of those people who succumbed to our begging, cajoling, nagging, we appreciate the difficulties you have had in providing us with material at such a frantic time of the year, or at a time when you are supposed to be on holiday. Articles have arrived via faxes as far away as Victoria, and in one case with the kind intervention of a third intermediary fax and 'faxer'.

The co-operation of our contributors is a measure of the goodwill we are constantly being shown by our readers - a further incentive for us to surmount the difficulties and continue to fly the Scan banner high.



Jill Buckley and Fay Gardiner

CURRENTS

Beth McLaren is Senior Curriculum Adviser, Library Education.

The central executive of the Department has undergone extensive restructuring in 1991 and this has meant changes in the way in which school libraries will be supported.

I am pleased to say, however, that the Department's participation in ASCIS (now named SCIS) will continue. This participation includes both membership of SCIS and the provision of bibliographic records for materials relevant to the curriculum in New South Wales schools. This will ensure that those items most relevant to schools in New South Wales will be catalogued onto this national database. There will be an increase of approximately 10% in the number of records added to the database by New South Wales which will result in the state's contributing approximately 20% of all new records added each year.

Teacher-librarians will therefore be able to continue to purchase cataloguing records from SCIS so that their time will not be taken up with management tasks at the expense of time available to work with students. Those schools requiring machine readable records to assist in the implementation of OASIS Library will be able to purchase these at the same price as all schools whose state or system is a member of SCIS.

Although the Department's participation in SCIS will be managed from within the Curriculum Directorate, the actual selection of items for inclusion on the database and the reviewing of relevant materials will be contracted to teachers and teacher-librarians throughout the state. Teachers and teacher-librarians with expertise in key learning areas will have greater opportunity to contribute to the creation of the database. This issue of Scan carries an advertisement, which also appeared in *School Education News*, for the 1992 reviewing panel. The establishment of this panel is one of the strategies being implemented to increase participation by a greater number of school and regional personnel in the development of the database. Hazel Vickers has accepted the position of SCIS Review Co-ordinator for 1992.

Ann Parry, who for many years led the Curriculum Resources Information team, retired at the end of 1991. Ann played a vital role in the establishment of SCIS and in the contribution made by New South Wales to its continuing growth. I know that teacher-librarians throughout the state would join me in thanking Ann for her work on behalf of school libraries and in wishing her a happy retirement.

Niki Kallenberger, the Acting Leader of the School Libraries team in 1991, was the successful applicant for

the position of teacher-librarian at Cherrybrook Technology High School. Niki will be responsible for establishing a school library in a very exciting and challenging environment and she will be reporting regularly through Scan on her experiences.

The appointment of Senior Curriculum Adviser - Library Education as a member of the Across Curriculum Advice and Co-ordination Unit is an acknowledgement by the Department of the role of teacher-librarians in the learning program of schools. I was delighted to accept this position and look forward to working with members of my own team and with members of the Key Learning Areas Advice and Co-ordination Unit.

One of the first opportunities for cooperation between these teams has been the establishment of the Scan Editorial Committee, which is chaired by the Senior Curriculum Adviser - Library Education, and includes among its members John Gore, manager of the Key Learning Areas Advice and Co-ordination Unit. Hazel Vickers, SCIS Review Co-ordinator; Dr Robert Carbines, Cluster Director; Michelle Ellis, teacher-librarian Bexley North and member of the School Libraries Section (NSW Group) of ALIA; and Graham Spindler, Senior Education Officer - Marketing, in the Curriculum Resources Unit have also accepted invitations to join the Board. Responsibility for the production of each issue of Scan will be shared by two editors, Fay Gardiner and Jill Buckley. Regular readers of Scan will appreciate how fortunate we have been to be able to retain the services of Fay and Jill.

As Scan is to be produced on a cost recovery basis in future, part of the Board's responsibility is to ensure that it continues to be relevant to the needs of teachers and teacher-librarians. Scan supports the effective use of resources and information services in the school curriculum. In times of limited budgets, review information such as that provided by Scan becomes even more important so that funds are expended in the most cost effective way. Similarly ways must be found to use those resources which are available more effectively. If you have not already done so I urge each of you to ensure that your school continues to have access to the information disseminated through Scan by taking out a 1992 subscription.

Finally a word about the ASCIS name change. New Zealand is now a member of SCIS which will further strengthen the database. To reflect what is now an international membership it was decided to omit the word Australian and to adopt SCIS as the new name for the database. ♦

☆New writers; new directions

During 1991 the Scan team reviewed some interesting Australian fiction for upper primary and secondary readers. Some of these novels were the work of writers who were new to us, and some represented new directions for more established writers. Jill Buckley spoke to a number of 'new' writers, asking them about their experiences, their thoughts on the process of writing, and their most recent work.



Sophie Masson

Sophie Masson is of French descent and was born in Indonesia. She feels that her bicultural background is important to her writing, particularly reflected in her novel *Fire in the sky*. She works full time as a writer, something she loves. Sophie also has a young family, and finds that living with children and being involved in the ordinary routines of life helps her writing. *I find writing extremely enjoyable. There are occasions when it is painful, but I write as much as I can, daily.*

Sophie works on several projects at a time, spending a lot of time thinking before the writing begins. The ideas for her recent novel *Sooner or later* came from many sources. The death of her own grandmother was a catalyst, as was her reading on the history of Aboriginal people in her rural area. *I like to write the whole thing, like a big canvas. I work on it, put everything in before I lose the flow, the immediacy. I love meeting the characters, even though they've come out of my head I'm sometimes surprised by what they do.*

Sophie sees little difference between writing for younger readers and writing for adults. She feels that adult writing can have a fairly relentless emotional pace which is inappropriate for children, but otherwise she strives to make all her writing polished, honest and involving. *Both internal and external action are important, and in writing for children it is particularly important to have actions which show what is inside a character's head.*

Sophie has always wanted to write. As 1 of 7 children growing up without television, she wrote plays and stories, and did well in English at school despite it not being her first language. *I wanted books to give me an idea about what it was really like to be someone else, to step into the shoes of other people. For anyone beginning to write I think it is important to read a lot, and to realise that characters are what makes a book come alive. It is also important not to be afraid.*

Sophie Masson's novel *Sooner or later* is reviewed in this issue.

David Metzenthen

David Metzenthen (pronounced Metz-en-teen) has worked at many jobs including copywriting, working on building sites, and writing the questions for the television program *Family Feud*. He prefers to work part time so that he has time to write for several hours each day. *Danger Wave*, his first novel, is set in Merimbula and comes from David's familiarity with the area and with windsurfing.

His more recent novel, *Lee Spain*, uses the alternating viewpoints of 2 characters to develop an involving story of Lee's experiences after leaving home as a teenager. Of *Lee Spain*, David says - *with Danger Wave I wrote a detailed chapter by chapter plan. With Lee Spain I couldn't pin it down.*



I had the basic circular plan, that Lee would eventually go home, and from the first day I decided to use the 2 voices as it would be too intense just to write from Lee's point of view.

David describes the process of writing as an attempt to simplify, to reduce ideas to their essence. He finds writing hard work, enjoying speculating about possible ideas and plots more than the physical sitting at the desk. He works at the first draft of his books for full days, then revises in blocks of 2 - 3 hours. *I'm a big believer in rewriting; if the work hasn't gone through many drafts it is not as good as it can be. I can't really tell you the difference between writing for kids and writing for adults, with both you use all your intellect to get it right. I write for kids because my ideas seem more in line with what kids would be interested in. I tend to get the ideas, write the stories and then see where they fit.*

David finds visiting schools interesting, because the kids sometimes make him laugh, and they ask some really good questions.

David's novel *Lee Spain* is reviewed in this issue.



Catherine Jinks

Catherine Jinks's first novel, *This way out*, is set in Sydney, and was inspired by a visit to the Paddington markets, which caused her to speculate on the background of all the spectacularly trendy people there. *Where have they all come from? I suddenly wondered what would happen to a suburban girl who idolised these trendoids, and then found out that they came from the same suburb she did, after all.*

Catherine has always wanted to be a writer, and has been writing since she was about 8 years old. She sent her first manuscript to a publisher as a teenager, and has kept on writing.

As a student, she was interested in animation, with a period of work experience at Hanna Barbera a stimulus to cartooning. She has focused on writing, but would like to bring the 2 interests together in a picture book.

I spent 4 years studying medieval history at university, my thesis was on the hilarious subject of medieval laws governing food and dress. With this perfectly useless degree I've ended up writing the staff magazine of Westpac Banking Corporation. Catherine is fascinated by the medieval period, so it may well feature in future writing.

She wrote *This way out* at night and on weekends, taking about 9 months, and wasn't sure where the story would end when she began. *I find it is good if I know in detail 5-6 chapters. I don't want to know everything in detail, that takes some of the excitement out. Catherine likes to be slightly detached from her characters. It is a worry if you fall in love with a character. I'm much too attached to the main character in my new novel. Catherine suggests that beginning writers resist the urge to throw away old ideas, rather to keep them in a file and come back to them.*

Catherine's novel *This way out* is reviewed in this issue.





Jackie French

Jackie French lives in the country, is a full time writer, and has written 15 books since 1986. These are in many different areas - gardening books and articles, a column for a Canberra newspaper, and adult stories as well as writing for children. Her collection of stories, *Rain Stones*, shows her concern for the natural world and her knowledge of ecology, agriculture and conservation. These issues carry through all her writing.

I don't see much difference between writing for children and my other types of writing. In all of it there are strong links and connections. I feel strongly about the need to have many different ways of looking at the world. Rain Stones explores different aspects of the relationship between children and the bush, their varying perceptions and levels of commitment.

Because Jackie writes in different genres she is able to keep several projects going at once, and finds the most difficult part of writing the proofreading. *I'm severely dyslexic, can't spell at all. I've had editors look aghast at handwritten manuscripts.* Word processing technology with a spelling check allows her to communicate the flow of her ideas. Some of her work, including the story *Rain Stones*, was written using a lap top computer and sitting by the side of a creek.

Jackie was a storyteller as a child, telling stories to the class, and learning to read through a process which relied on word recognition. She has always wanted to write, and believes that children who want to write will do it anyway. *Writing allows children to create their own worlds and look at the world around them rather than stay within the artificial, cliched worlds they are sometimes presented with.* Jackie is now working on a series of books set 500 years in the future which build from her ecological and social concerns.

Jackie's collection of short stories, *Rain Stones*, was reviewed in *scan* vol 10, no 3.

Jill Dobson

It comes as no surprise to learn that Jill Dobson has always wanted to be a writer. She wrote her first book, *The Inheritors*, when she was doing the Higher School Certificate. *Time to go*, her second novel, was written while at university studying languages, politics and history. *I avoided university English, I had had enough after 3-unit English and thought that further intense analysis of books would put me off writing.*

I have always written while doing other things, finding time for a couple of hours of work in the early morning, or in holidays. I allowed weeknights for study and weekends for writing in the first term of the year I did my HSC, and fitted Time to go into university holidays.

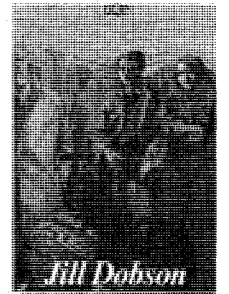
I find the first stage of writing most difficult - the need to get something down on paper, to get past the false starts which may not materialise. It is easier to go back and rewrite, polish. Then I want to sit down for 2-3 months of intense work.



Jill based *Time to go* on her own experiences growing up in Albury, but allowed a gap of several years before beginning to write. Her future plans include more travel, and further study in medieval history.

She feels that anyone interested in writing should simply sit down and write, for it is easy to be distracted. *Unlike other interests or occupations where you may have the structure of regular lessons, the craft of writing is essentially solitary, and you have to keep making time for it.* Jill remarked that her most satisfying feedback has been to receive letters from readers, to know that someone has responded to her work.

Jill's novel *Time to go* was reviewed in *Scan* Vol 10 No 4.



Josephine Croser

Josephine Croser has written a number of books for young readers, the best known probably being the picture books, *Crunch the crocodile*, and *Tiddycat*.

The last bus home is a new direction in her writing, a novel for an older age group which tackles many questions about personal integrity. *As a child I was always scribbling stories and little poems - convoluted, Dickensian style writing. I have had to teach myself to trim down language and make it spare.*

Josephine has written for many age groups, perhaps because her own children are widely spread in age.

Ideas stay with her for some time, 'ripening' until suddenly she is ready to write, and then she does so quickly, producing a story or a chapter in one sitting. *Once the overall shape is in place, I read the work aloud, editing using the sounds. I often puts things aside at this stage, then return to edit them. During the editing process I shorten things a lot, I still tend to write a bit too long and frothy!*

The last bus home brought together many different ideas: the eerie, unfinished conclusions to the old television program, *Twilight Zone*; her caring for the complexity of life kids face today; her concern for people who cop out of taking responsibility for themselves.

Josephine has 2 suggestions for anyone wishing to write. *For younger children, modelling a story on a book you like may be a way to get started on a story.* Josephine feels that some writing is for yourself, and that's good. But when you want to share or show it, you need a purpose to write. For other aspiring writers, she suggests not being discouraged by stories that don't seem to work. *Some stories are clones of another, and if you're trying to do something different, that is harder than to write safely. You can end up with a collection of stories nobody wants. So what, so have I!*

Josephine's novel *The last bus home* is reviewed in this issue. ♦



Acknowledgements

For permission to reproduce book covers, the editors are indebted to: UQP for *Sooner or later* and *Time to go*; Ashton Scholastic for *Lee Spain*, *Enora and the black crane*, and *This way out* (Omnibus); Collins/A&R for *Rain Stones* and *The last bus home*; Penguin for *Food: questions & answers*, *The Penguin encyclopedia of popular music*, and *The cuckoo child*; Lothian for *Hot and cold* (Wayland); Octopus for *1914-1918: The world at war* (Heinemann); Houghton Mifflin for *Oink*; Hodder & Stoughton for *Willy and the ogre*; OUP for *Poll* and *My Daniel*.

☆ Updating schooling

*The last issue of Scan featured an article by Maureen Nicol on developments in Distance Education at Dubbo. Distance Education is further discussed in this article, by Dr Shirley Smith. She presents an argument for reassessing traditional models of education and applying the techniques of distance education to all schools. Her model proposes significant differences to the work role of both teachers and teacher-librarians, and assumes a pivotal role for resource centres. This paper is based on a speech to the National Conference of Secondary Principals in 1991, and outlines the argument of her book *Schooling without schools?**

A new era . . . for schools?

In the past fifteen years the developed world has left behind the Industrial Age, and has moved into the Post-industrial. This new era is based on computer technology, with developments that are changing the way of life for everyone on this planet.

30 children, 40 minute lessons, chunks of subject matter. The structure has not changed.

Structural changes to schooling are inevitable however, and I am going to ask you to consider just 6 trends that are converging on education to bring about these changes.

**In May this year
the State Directors-General of Education
announced an Australia-wide agenda
for technology in education,
which includes the introduction of satellite
networks into schools.
This will bring any subject
to any child in the nation,
and will also allow experts in any subject
to communicate to any group in the country.
(Australian, May 21, 1991)**

The first trend is the present cost of education, which is becoming more than governments and school systems can bear. Teachers' salaries are about 80% of ongoing education expenditure.

The second trend is that, in spite of this enormous education bill, teachers know that their salaries are far lower than people with similar qualifications. After four years' university study, new teachers find that their starting salary may be much less than that of business graduates. As well, teachers often bear the brunt of public criticism of

education; while very few members of the public realise that teachers work long hours far beyond the schools' 9am to 3pm.

Although Australia is one of the countries that has moved into the post-industrial era, its schools are still industrial era institutions, working steadily in the style of an era now gone forever.

There are people who point to the many changes that have taken place in schooling in the past twenty years as evidence of progress in education, but these changes have been largely cosmetic, surface changes, and the underlying structure of schooling itself has not changed.

We still have the large, costly school buildings and grounds, the row upon row of classrooms, each with 1 teacher and 25 to 30 children shut away together inside. We still have the 9-3 school day, each with seven lessons about 40 minutes long; and the subjects with their material chopped up into chunks that can be served up to the children in the 40 minutes.

School buildings, classrooms, 1 teacher,

**The Australian Education Council, which is made
up of
Ministers of Education
from the Federal, State and Territory Governments,
is establishing a working party
to examine the idea
of a nationwide television education system.
The satellite authorities at Aussat
are understandably excited about these plans,
and point out that the costs of the equipment are
coming down drastically.
'Cost-effective' is the term used
by one of their managers,
who notes that teachers will go into classrooms
via satellite, especially in areas
where it is not cost-effective to employ a teacher.
(Australian, May 21, 1991)**

Teachers are leaving the profession for better-paid jobs with less responsibility or agitating for higher salaries; and there is lingering dissatisfaction being felt by everyone concerned.

The third indicator that radical change is on the way is that schools are still not operating effectively. Schools are still sending out into society perfectly normal young people who have not learned the basics. With billions of dollars spent annually on education, more than 10% of our young people are still leaving school lacking basic literacy skills; and a larger percentage of our population is functionally illiterate (across all age groups - older people are no more literate).

Worse than all of this in one sense is the evidence coming to light that more than half of the Australian population lacks the skills of critical thinking. This means that more than half of Australia is unable to critically evaluate the news that comes to us over the radio and television and in the newspapers. More than half of us can be fed anything and accept it uncritically. Schools are not working.

And that brings us to the fourth of the six indicators. At this time governments are exhorting us to help make Australia a Clever Country where innovators, especially in science and technology, and entrepreneurs, especially in production and marketing, will enable us to take our place alongside the other post-industrial nations of the world. The Clever Country needs flexible, creative students going from schools to the universities and TAFEs.

These then are the first four trends:

- trying to cut back on the high costs of education
- teacher dissatisfaction with the state of their profession
- students still leaving school without basic skills
- our leaders' desire for an innovative workforce

They clash, as you can see. Governments wanting lower costs, teachers wanting higher rewards; schools sending out illiterates, and the economy demanding highly-educated innovators. Something has to give.

The way ahead

I have said that there are two more trends of significance for schooling. These two could well be the pointers to the way ahead.

In the workplaces beyond the schools there have been continuing developments in the computer-based technology that is the centre of this new communications era; and in the past five to ten years most industries and occupations have been restructuring - both their processes and their work practices. They have had to do this to keep up with the developments; in fact some occupational groups have all but disappeared in the changeover from the industrial to post-industrial modes, especially in manufacturing, printing and communications.

This restructuring of work is the 5th trend. And remember that most of the changes in the workplace have meant reducing the numbers of the people working there.

Education has escaped this restructuring to date; changes to schools have not involved structural change. But the economic imperative, that is the need to cut back on the costs of education, cannot be avoided for very much longer. More ways will have to be found to reduce costs, and teacher salaries are the largest continuing cost. And there are so many teachers, one in every 30 workers in Australia.

Although reduction in numbers has been achieved in other occupations with the introduction of the computer and new work practices, many people believe this is not possible in education. For one thing education

**In the Riverland area of SA a system of open access communications technology
has been set up to save two small schools from closing.
The number of students at these smaller schools does not warrant teachers of all
the subjects being placed at the schools, so teachers from the largest school at
Loxton are hooked up to students in all three schools, one of which is 75km away.
As a teacher at Loxton writes on an electronic whiteboard, the writing can be seen
on a television monitor in classrooms at the other two schools.
Students can then write back to the teacher in the same way in the same lesson,
and transmission can be in four colours.
The fax and phone with loudspeaker provide for transmission
of written material and voice links.
An important adjunct to these lessons
is the facility to record the data for future playback.
(Australian, May 21, 1991)**

is people-centred, and has to be labour intensive, the argument goes. The short answer to that is true – but not *that* labour-intensive.

The Distance Education model

It is probably from the last of these trends that governments will restructure our schooling and cut their education bill. Distance education has long been a proud feature of Australian schooling, and the early Schools of the Air could well become the founding symbol for the new schooling process.

Distance education has long assisted isolated children, and for a decade or more different state education departments in Australia have been experimenting with the new communications technologies to bring quicker, more interesting and more interactive schooling to isolated children on properties and in rural schools. As the cost of the equipment comes down, it is becoming easier to increase the programs to children at isolated points. One teacher at a central point can be taking classes at 10 different schools, in the region or on the other side of the state. This is the sixth trend.

The belief behind these innovations is that no child should miss out on any course just because there is no teacher at the school to teach the subject. These methods overcome the government's problems of staffing in schools where there are small numbers of children wanting to do particular subjects. They also overcome the problem of having to pay for the teachers.

It will not be long before governments start realising that economically as well as educationally these ideas

could be used in schools other than rural schools. It is quite obvious that distance education methods can be generalised to include students in any school, anywhere, at any time.

Moreover the lessons coming via satellite or landline can be recorded, and used over and over again by students at any school. When lessons are packaged and waiting on disc or tape, to be run by a student when that student is able to timetable them, then it does not matter if there are not enough teachers of that subject in the school. As natural staff wastage occurs in a school when teachers leave or retire, the programmed packages can be used to replace the teacher who has left, and teaching assistants on lower salaries can supervise the students.

In this way governments will be able to restructure schooling with a view to shedding many thousands of teachers across Australia, while at the same time providing students with more choice than ever before. If the wages bill can be cut dramatically in this way, the teachers who are left can be paid higher salaries for the specific

new jobs that will evolve as the schools restructure.

Information technology

Technically restructuring of the schools will not be very difficult in this new communications and information era, for the machines and materials of today are all about delivering information to people, either singly, or in small or large groups, and to people in the same room or building, or across the city, the country, the world. This is already happening in many enterprises beyond the school.

Small teams from among the most innovative teachers,

**In June this year
the Federal Minister for Education
launched a system called the
Telematics Access Program,
using three schools in the
Riverina district of New South Wales
for the trial run.
Again a teacher at one school will
conduct lessons for all three schools,
using the same sorts of methods as in
the South Australian program.
These open access systems could
eventually result in students from
schools across the country being linked
into one vast classroom.
(The Sydney Morning Herald
June 19, 1991)**

**In Queensland, 240 primary and secondary schools have joined in
a new network called Information Access Project.
Using these services students can learn about local and international events almost as
they are happening,
as well as being able to obtain the latest information in economics, information
technology, media studies, social sciences, etc.
(Australian, August 20, 1991)**

together with program writers, can be given the task of creating interesting and informative packaged programs, containing the entire body of information taught in that subject at school, with the desired skills to be learned built into the program. These programs can be delivered as term or semester-length units to any or every school across a state, or the country.

Schooling will be more diverse and more interesting for students and teachers. In the schools as many as 6 classes of students can come together for a lecture or a film session, where there may be 1 or 2 teachers present – but not with 6 teachers. Students will do more independent or group study in resource centres, a development of the school library, with possibly two or three teachers available to cover various areas of the curriculum.

There will be small group tutorials and individual appointments with teachers, who will act more as tutors than as front-of-the-class disciplinarians. Most of the wasteful classroom-centred techniques of the past era will vanish. In a classroom of 25 or more students, up to half of any lesson is spent in trying to get every child to sit quietly and listen, books out. In fact of course the teacher never knows whether or not every child is listening; but teachers can check up on any student at any time when they are using a computer-based program to learn. The computer never moves on until the student has actively accomplished each step in the learning program.

For students the most outstanding changes in this communications-era schooling will be that, beyond the basic core of learning, they will be able to choose

what they want to learn, and each child will have enough time to learn their work properly.

For teachers the drudgery of the 40 minute lesson will be replaced by more varied, interesting and rewarding practices.

For governments the most outstanding change will be a lower wages bill and a more effective education process, at the same time.

The intention of my book is to give teachers and parents time to digest these ideas before the reality hits us. The reason I gave it its rather extreme title is based on the belief that if schools do not change quickly enough, then parents with home computers and electronic hookups some day in the future, are very likely to keep their children at home and buy in their education via packages.

It could well be claimed that out of all the institutions in our society, communications and information technologies were made for the institution of education. It is a prime function of education after all to communicate information. Yet schooling is one of the last institutions to adopt these technologies for its benefit.

Without a doubt, the changes are coming. **Schooling Without Schools?** is not based on guesses about the future; it is rather the result of collecting the evidence that is already around us. The new schooling is already starting to take over, and if we can achieve the changeover without too many crises, it is going to be better schooling than we have ever had. ♦

Post script

**At St Patrick's College, Campbelltown, over the next 15 months we are in
the process of developing a resource centre model of schooling,
being called at this stage the 'School Without Bells'.**

**We intend to start in 1993 with about 100 students in Years 8 and 9, who
would do their entire learning across all subjects through program
packages, using the resource centre as their learning base rather than the
classroom. This extends the system that we already have in place
at St Patrick's, so we would not be starting from scratch.**

**In the past 2 years NSW has adopted two new policies
known as flexible learning and accelerated progression.
Both of these policies break through the age-grade progression of
classroom-centred schooling, and the resource centre method is one
obvious way to accommodate them.**

**When we put our plans to the NSW Board of Studies
to see if they would like to have some input,
we were given enthusiastic backing, and the offer of expert assistance.**

☆ Book cards from the edge: professional identity and the librarian

Marion Robertson is Childrens Librarian and Youth Service Co-ordinator at Parramatta City Library.

A nice clean job for a girl

'The minute I tell anybody that I'm a librarian they look at me as if I were the last rose of summer' bemoaned Miss Baker in the 1955 short story, *The girl with the glow*.¹ Although we are almost 40 years apart I feel a certain kinship with this fictional stranger. For rather like the hapless Miss Baker, I too have spent a good part of the Christmas holidays attempting to explain what it is that I do in Sydney. Any success I might have had is limited.

'Some sort of teaching, isn't it...?' or '... something to do with books?' 'Well, after all you were always a bit of a bookworm as a kiddie.' The latter comment is always underlined with a heavy sense of sadness. You can almost hear the silent tut-tutting.

'Such a waste after all those years at university.' 'You really have to wonder about an education system where 'girls' have to study just to put books back on shelves and tell people 'shhhh' all day long.' And of course there's always the... 'You don't look like a librarian, love, where's ya bun and glasses?' (snigger, snigger).

One woman who thought she had a keener insight into the profession than her neighbours smiled conspiratorially and whispered 'It's such a nice clean job for a girl, dear.'

You see, most people aren't so generous as Miss Baker's companions. The Hometowners look on me as a curio certainly, but not as the last rose of summer; rather as a minor hybrid variety in the backyard of the professions - one that even egalitarian horticulturalist Don Burke wouldn't consider significant enough to describe.

Now on the other hand, had I introduced myself by saying that as career I hosted Tupperware parties, or that I was a doctor or a banker, there would have been instant recognition of what my job entails. As a result, a lively conversation would have ensued on the technology of vacuum sealed lids, advances in plastic hip surgery or the current interest rates on home loans. Unfortunately the profession of librarianship presents a social dilemma that even the diligent Ms Post has passed up as too difficult.

I mean, what do you say to a librarian over Christmas hors d'oeuvres - 'Read any good books lately?' That conversation has a very limited shelf life, even if you

decide you're strong enough to accept the verbal challenge. Katherine Patterson and Robert Westall I'm afraid don't hold much sway with the Hometowners unless they've made a mini-series or been involved in a scandal. That could possibly extend the conversation by a few minutes, but unfortunately children's literature doesn't rate strongly as a topic in the outside world.

There's usually a coughing, a shuffling of feet, as the guest politely backs away with muttered excuses about not really being much of a reader. You see them head for the safety of the doctor's coterie and quickly initiate an animated discussion on back pain and tennis elbow. The escapee looks more at ease in the world of the familiar, but unfortunately is still no more enlightened about my job than that it has 'something to do with books.'

Alice Munro summed up the basic misunderstanding of librarianship when she wrote tongue-in-cheek 'It's really one of those refuge professions... full of genuine oddities and many flamboyant and expansive personalities.'²

It seems that when we remove the bandages of our profession we take on the foibles of that other fictional character, invented by HG Wells... we become invisible. Is it any wonder that as professionals we seek out our own for validation of our worth, and indeed our very existence? The aspect of our profession which makes it the most challenging is also the aspect that makes it the most misunderstood: the endless diversity of the job that can never be translated adequately to the Hometowners. Librarianship has an inbuilt resistance to being confined to a tidy description. This makes it both rewarding and frustrating because we can never really explain to people what we do... except that it 'has something to do with books.'

How do you tell a Hometowneer that one of your jobs a few months ago was to compile a booklist for a kindergarten teacher on the topic of mud and clay? It probably sounds like a trivial task to someone outside the educational environment but the challenge of providing information to fulfill the need of the user is just as real as the doctor matching the remedy to the ailment. I guess I could raise the profile of what I do in Sydney by telling the Hometowners that it is part of my brief to compile 'dirty booklists' for teachers periodically. Now that would be a conversation stopper! So much for librarianship being 'a nice clean job for a girl.'

On the library beat

Or how do you adequately explain that your work contains a sizeable amount of sleuthing? Perhaps with a bit of embellishment I could arouse the interest of the Hometowners by hinting that I'm really a gumshoe masquerading as a hard boiled librarian.

Tuesday. 3.30pm. The library. A female client, about 12 years old, wandered into my joint wanting information about some broad called Rosie Stone. The name didn't ring any bells but she sounded like a real tough cookie. After a bit of gentle interrogation, my client suddenly remembered that she had something to do with archeology.

3.35 pm. I was darned sure that this one wasn't going to be a pushover but I wouldn't be beaten. I continued with my line of questioning, following the archeology lead. Who was this mysterious dame Rosie Stone? The client seemed to be holding back on vital evidence. I was sure of it.

3.36pm. She gave me my best clue yet. Rosie Stone had something to do with Ancient Egypt.

3.38 pm. Like a flash of neon through the venetian blinds of knowledge, it came to me. It was clear case of mistaken identity. Rosie Stone wasn't a broad, she was an object. My client wanted information on the Rosetta Stone. It was as plain as the Maltese Falcon on my filing cabinet,

3.40pm. My client left the joint satisfied with the information I'd provided. I sat back for a minute, took a huge swig of fresh air and smiled, knowing that I'd solved yet another case in the life of the big city.

The negotiator?

If the Hometowners are not impressed with my tales of detection, perhaps I could dazzle the business-minded Hometowners with examples of my negotiation skills. Why I remember one time a few years ago when my talent for diplomacy was tested to the limit. It was like this... a parent rang through to my department requesting information on the Stations of the Cross for her child's Easter project. One of my earnest staff (with no knowledge of Catholicism) was overheard to reply 'Just a moment and I'll see if I can locate a railway timetable.'

My colleague was of course highly embarrassed when informed of the true nature of the question; the confused parent was eventually provided with the appropriate material. While I will always advocate that one of the major attributes of the library professional should be

flexibility, I'm not sure that this extends to becoming an unofficial branch of the Urban Transit Authority.

'The aspect of our profession which makes it the most challenging is also the aspect that makes it the most misunderstood: the endless diversity of the job that can never be translated adequately to the Hometowners.'

The entrepreneur?

Meanwhile back around the mixed cheese platter at the Christmas party, there was still some confusion about what it is exactly that a librarian does. Well, I was tempted to say that my middle initial, E, stands for Edgley. For while I have yet to dabble seriously in the world of ballet and circuses, the role of entrepreneur is one that I often adopt during the year. But at no time more enthusiastically than during our month long celebration of Children's Book Week.

'Meet the Author' programs (this year we hosted 12 sessions with 6 different authors) require the same elements of organisation, time, attention to detail, promotion and booking procedures as a major tour of the Kirov Ballet. These extravaganzas can also bring the same joys, surprises and disappointments as those of the millionaire promoter.

I've waded through floodwater to get Joan Dalgleish to a school when the group who had booked couldn't walk to the venue because of heavy rain; I've suffered the indignity of a breakdown of technical equipment, vital to Pamela Allen's presentation. And I've been faced with the ultimate embarrassment, so feared by any entrepreneur: the failure of a guest author to appear, while the audience of 120 children sat patiently clutching posies of flowers that would never be presented. (We never did get an apology.)

Success as a name dropper

'No I didn't meet Roald Dahl, he wasn't available that week. But I have met Libby Gleeson and Julie Vivas and, oh yes, Geoffrey Atherden, the man who writes *Mother and Son* dropped by recently to conduct some workshops on scripting for television.'

Ah, some signs of recognition at last!

'And once I managed to get Helen Morse's costume from *Picnic at Hanging Rock* for a display I was doing on Australian film.'

... not to be beaten now that I was in the conversation mode...

'Oh and I met Judy Nunn from *Home and Away* at her book launch recently.'

When in doubt, a good old-fashioned dose of name-dropping works wonders if the conversation is flagging.

The caterer?

Nibbling on a vol au vent was a good lead into another one of my talents as a librarian - catering manager. Well, with all the Meet the Author morning teas, school holiday programs and inservice courses, I'm particularly adept at Fairy Bread and chocolate crackles. I can estimate food quantities for up to 60 people without as wasting so much as a vegemite sandwich. I can already see the raised eyebrows: 'such a waste of an education!'

The performer perhaps?

For those guests interested in the dramatic arts, I could engage in a lively conversation on the challenge of scripting, directing, rehearsing and performing a one-hour Readers Theatre presentation for performance at the branch libraries during Book Week - a kind of off-Church Street introduction to Readers Theatre. But I can already hear the Hometowners saying 'What's that got to do with books?' And already I'm too tired to explain.

Marketing manager?

The marketing aspect of librarianship is one that should have some point of reference for the Hometowners brought up on television advertising and billboards. But try as I might to explain the importance of selling the library and its associated services to schools, teachers and students through visits, and devising promotional material and events only leaves the party-goers perplexed yet again. Once more I heard that now familiar phrase 'What's that got to do with books?' I really tried to make it all sound glamorous, but I guess they couldn't see Kylie or Madonna volunteering to do a library commercial on prime time television.

Etcetera, etcetera

In desperation I tried a more traditional explanation of my profession by saying that part of my job was to talk

to classes of school children about reading and using the library resources. Finally I saw a glimmer of recognition. 'Yes, just like I thought. Librarianship is something to do with teaching and books.'

I didn't even mention the budget I'm accountable for, the books I have to buy, the reports I write, the book parades I judge, the seminars I give, the computer technology I have to learn, the policies I have to devise, the toys I have to choose, the reviews I have to read, the professional literature I must keep abreast of, the staff I have to organise, or...

Diversity

The problem is the Hometowners wanted me to explain in a nutshell what

I do in Sydney. Well both fortunately and unfortunately, librarianship refuses to be confined to a nutshell. My professional identity is not tied to a pat job description secreted away in a governmental grey filing cabinet, nor is it confined to the parameters of a career booklet or stereotype in a novel, film or even people's minds, but rather it is dependent upon my own vision of what I am, and upon the community's and more specifically, the schools' expectations of what I should be. My identity as a librarian is fluid and changing, as new challenges and needs arise in the educational environment.

It is difficult to explain to an outsider the sympathetic relationship which exists between the public librarian and the school librarian for we are at once both the same and different. So often it is the educational institutions which set or extend the boundaries of my role. It is often not recognised that changes in the curriculum, in policy, in ideology, in the educational system, impact heavily on my job as a public librarian.

The problem of professional identity is a vexing one for all librarians. Perhaps I will always have to be content to hover around the periphery of Hometowners Christmas conversations content with delving into my pack and throwing in occasional bookcards from the edge. For it seems to me that in a time when professionals are being encouraged, indeed directed, to be more flexible, more accommodating, to be multi-skilled, that librarians, both school and public, have been those things all along. ♦

¹ FRANK, Harriet *The girl with the glow* in *Saturday Evening Post Stories*. Random House, NY, 1955. pp 226-242

² MUNRO, Alice *Hard luck stories* in *The Moons of Jupiter*. Knopf, NY, 1983. pp 181-197

'... in a time when professionals are being encouraged, indeed directed, to be more flexible, more accommodating, to be multi-skilled, that librarians, both school and public, have been those things all along....'

☆ Excellence in teaching: Peg Craddock

Peg Craddock, teacher-librarian at Matthew Pearce Public School, received an Excellence in Teaching Award in 1991. Jill Buckley spoke to her the day before the award ceremony.

The award

I was made most welcome by Peg Craddock when I visited Matthew Pearce Public School at Baulkham Hills in Sydney. Stocktaking was in progress, classes being taught, end of year activities in full swing, and a book fair being set up. Peg was a little unsure about the interview, being modest about her personal achievements, and seeing the award as a step towards recognition of the work done by many teacher-librarians in schools. I began by asking her about the award.

I understand it is called the Minister's Award for Excellence in Teaching and that there are 20 awards made each year. I was rather stunned when the principal said that he wanted to nominate me. I think I cringed a little bit because I guess I'm more into getting in and doing things rather than a lot of show. As far as I'm concerned the award is a tribute to teacher-librarians in general rather than a particular person, and for 2 or 3 year trained teachers who have tackled anything that has been thrown at them and come out on top. I really feel that the award is not a personal thing for me, rather it's for those 2 groups.

A varied career

Peg's career has been varied, from her initial appointment to a large bottom stream first class at Granville to many years teaching a range of subjects and age groups in Walgett. She began her career as a teacher-librarian at Walgett in 1969. Her years at Walgett were followed by three years as a teacher-librarian at Moree. Peg has spent 9 years at her present school, where she has developed the library from scratch. As she recalled her experiences, her versatility and resourcefulness were apparent. Also apparent to a visitor was her genuine concern for her students, and the positive way in which she spoke with them.

Professional development

Peg has been involved in professional development activities for many years. Her initial training as a teacher-librarian was minimal... *In those days you were lucky if you got 4 days training and I realised that being right out in Walgett virtually on my own, I had to really work at being a teacher-librarian.*

I did a lot of reading and fortunately had a District Inspector who was a great believer in teachers getting together and working together. And so we met regularly. I guess it was really inservice except that we didn't have any lecturers so we shared ideas and looked at common problems.

Then Library Services set up an advisory service and our group became involved in talking to teachers in small schools and central schools. I sometimes wondered if it was the blind leading the blind, but I think both sides benefited. We had some hairy experiences going to the various places but it was interesting. We would cart ideas from all over the place to people in isolated schools and take their ideas back to others. It was a very good system.

Please don't think that it is a case of putting myself forward as an expert, all my involvement has been through sharing of ideas. Everybody learns from everybody else.



'... students seem comfortable in the library and are enthusiastic in their offers of help...'

Involvement with regional professional development lead to involvement with the School Library Association. Peg's work for SLANSW was most recently in evidence in the organisation of their conference at Leura in October 1991.

Teaching role

How does Peg manage working with many different teachers?

I think it is all give and take. I've been really fortunate because in every school that I've been in we've had wonderful teachers and everybody shares ideas.

Peg emphasised the sharing of practical teaching strategies, something which features in the professional development courses she has organised. It is also reflected in her filing cabinet full of units of work developed within the school. Teachers use the units, adapt according to their needs and hopefully give Peg a copy of the unit they produce. In this way an extensive resource collection has been developed. Student teachers at the school, as well as the many beginning teachers Peg helped during her years at Walgett, have also benefited from this idea.

I think theory is all very well and it's great to know the theory. But if you don't put it into practice then what's the use of theory? Sometimes theory falls down and you have to get in and find out what works for you.

I think that every school is different. Sure there are lots and lots of similarities because we are all there for a common purpose, but every school is different. I think you have to take the situation as it is and do what you can with it.

I guess I see teacher-librarianship as getting the most use from what you've got for the benefit of the children and the teachers that you work with.

Peg discussed the effect of relief from face to face teaching on teacher-librarians . . .

. . . a lot of teacher-librarians fought for a long time to have things like CPPT because they believed in it very strongly. When that was actually made official a lot of teacher-librarians almost were over the moon, I guess, at having something they very strongly believed in put into practice. It was a big blow to be told that, no, you're not going to do that any more, you have to provide relief from face to face. Many teacher-librarians have felt that it is a backward step because they were just getting people really working together.

Peg's position at Matthew Pearce is 4 days per week as teacher-librarian, her fifth day providing relief from face to face teaching for some grades. Her teaching program includes cooperative teaching of information skills. Recent work has emphasised exploration of alternative means of presenting information. These

departures from the written report include models, dioramas and overhead projector transparencies. Other programs involve cooperative work in literature between Year 1 and Year 5 students. In both classrooms and library there were displays of student work which indicated interesting and successful learning was taking place. How does Peg organise her teaching program?

Planning learning experiences mainly takes place on the hop. At one stage we used to sit down at planning meetings, but as the momentum builds up during the year you can't do that because you've got curriculum committees to work on. Everybody on this staff for example is on at least 2 curriculum committees as well as other committees. Everyone is so involved in planning and organising, apart from the teaching and the role of looking after the children's welfare. You don't have much time.

So very often it's a case of 'my class is going to do a unit on how the environment affects people's lifestyles'. So when the class is finalising some of their other research projects the teacher and I sit down and look at ways we might approach it.

Then I talk to the children about the various places to find resources. I would talk to groups and away they go from there.

A lot of teachers will talk to you about what they're doing in class and you say, 'Well, OK, how can I help? Would you like me to introduce the topic by brainstorming? Maybe the children can then branch out and find some resources that you need to teach in the classroom.' A lot of them have gone along with that and said, 'Terrific, let's do it.' And so the children have gone back, perhaps with a concept map and a whole range of resources and are ready to go. The teacher then decides how to take it further.

I am not setting myself up as a person who knows everything because you can't do that. It's not true anyway! I think it is very much a case of seize the moment - what more can you do when teachers are so busy.?

Changes

Peg has observed changes in teacher-librarianship over the years.

It is an evolving job, it seems to be getting bigger, you are responsible for so many more things now. When I first started there was the literature, there was the actual library management process and you had a set way of cataloguing which you learnt. Cataloguing changes have been great over the years.

Probably the biggest change, although it has been gradual, has been in the expectation that people have of teacher-librarians. A lot of people used to say 'just a teacher-librarian' - for a long time there were people who were

shocked to find that you had to be a teacher before you could be a teacher-librarian. There are some people who see the teaching role as not important. But if you don't emphasise the teaching role then you're not going to get as much done for the benefit of the children.

But I don't think that you can skip the management, it gets more and more because you've always been accountable for what goes in, what goes out and how it's used. Nowadays there is a greater emphasis on accountability. I think teacher-librarians have always been very highly accountable, they know what everything costs and they don't want to see dollars fly out the window.

I think that quite possibly, although I hate to think it would happen, we are going to be cut more and more. I feel that too many teacher-librarians are in schools for too short a time - 3 or 4 days a week and they should be there 5 because of the resources they have. Those resources have to be there for the children coming through.

Technology is a big issue for teacher-librarians. We expect to go on OASIS next year, and as I do the budget with the library committee we're looking at the ideas already presented and at ways of cutting back on books and maybe getting CD-ROM. As time goes on we're going to need more and more technology in libraries. The children are already using it elsewhere.

In the library

Peg's library is a busy and very child oriented place. Work is proudly displayed, students seem comfortable in the library and are enthusiastic in their offers of help. Constant change seems to be part of the scene - for example, Peg has recently been working with a specialist teacher to reorganise science resources into kits which are appropriate to the Science and Technology syllabus. Simple and useful systems for organising and storing resources abound. Peg speaks highly of her clerical assistant, and of the help she receives from parents. Some parents have enjoyed their work in the library so much they have continued for many years after their own children have left the school.

How you tackle the challenge of teacher-librarianship is very much dependent on the resources you have at school, not just the physical things like books and tapes but the other members of staff and the support you get from them. You cannot be a successful teacher-librarian if you don't have this support, from the principal of course, all the staff including the support staff, and the parents. We've got a supportive school community and one of the nicest things about receiving this award has been that so many parents and children have offered their congratulations. It is wonderful because I felt very reticent about the whole thing.

As teachers we are not used to getting positive feedback, we usually get brickbats, and bouquets are so unusual that we get flummoxed by them. There would be thousands of teachers and teacher-librarians who would deserve the award. It is a recognition of the work that teachers and teacher-librarians do in schools, and that's the way I feel about it.

Congratulations to Peg Craddock for her many years of generous professionalism. ♦



'Recent work has emphasised exploration of alternative means of presenting information. These departures from the written report include models, dioramas and overhead projector transparencies.'

☆ Peter, a timely novel

Fay Gardiner recently spent a morning with Kate Walker finding out about the origins of a controversial, brilliant book.

Kate Walker's books have always been worth reading but I was unprepared for the power that is packed into her latest novel, *Peter*. Its controversial nature means that many people will hesitate about its purchase; its quality and importance warrant wide dissemination of the news of its arrival and ultimately a wide readership.

As always with a book that not only examines issues but views them from an uncommon perspective, I wanted to know more about its origins.

I talked to Kate the morning after she received a commendation in the Human Rights Awards for *Peter*. She was understandably thrilled that her book, which had caused her so much anguish but which had always seemed worth the perseverance, had been recognised by such a forum.

Adolescent vulnerability

Peter was conceived some years ago when a friend of Kate's, who was 17 at the time, used to ride his bike in the bush with the boys. One day, thinking that he would get some terrific shots, he decided to combine two interests and took his photographic gear down to the bush. . . . It backfired on him. It was a matter of 'only cissies take photographs'. He was labelled as a 'poof' because he did photography and it took him about a year to shake it off. The kids really hounded him about it; there was no sexual basis at all, it was just name calling. I thought it was a good encapsulation of how people get labelled wrongly and how we bandy around names and especially how kids attack each others' sexuality. They know each other's vulnerable points.

I thought this was a good basis [for a story] and started casting round for other things to go with it, because it wasn't a story all on its own. Round about the same time I started teaching creative writing as writer-in-residence at a high school. There I saw the kids attacking each other, and I knew something had to be written about it. I'd seen Eleanor Spence's book, *A candle for St Anthony* and I felt it had taken courage to write. But the next time that same subject was tackled it needed to be done more openly; it needed to hit harder. It takes time to build up to these things; she couldn't have done it then: it wouldn't have been accepted. Mine's only just been accepted now.

Watching the kids in school, I became aware how very cruel they are to one another, and how boys in groups become bestial. I likened them in the book to a pack of dogs. I've seen how they get away in a corner where there's no supervision and degenerate to that terribly bestial level. If there's one kid that's just that little bit vulnerable, they close ranks on him. It becomes the gang against one and even though people aren't being bashed up or left for dead, the emotional damage can be as severe as physical damage. Emotional damage doesn't mend as easily; and the victim also has to try to pretend that it didn't happen, pretend that it didn't hurt as much as it did.

During the time I spent at the school, I also saw boys who were, not soft, but the quieter, more low key, more sensitive type of young man being

Kate Walker, pictured with some of the drafts of Peter.



'... I lived with this
book for 8 years ...'

'... I loved writing the
book,
even though
it caused me
enormous headaches
and heartaches ...'

hardened by the treatment they were getting. They couldn't risk being labelled and you'd see them start being tough, start swearing to establish themselves in a group. By the time they went through years 9, 10 they were up to the swagger and I'd think, 'That's not you. Come on, kid, I saw you 4 years ago.' That was not the way the boy should have gone but it was survival, and I felt that a lot of our young men were being damaged. There wasn't anything I personally could do about it within the school but I thought we had to start talking about it, make it an open debate.

The kids wanted to talk about it. So I tackled the idea as a book.

When I was teaching, we'd do a lot of brainstorming of characters and every time I'd hear '... and he's gay' and '... she's a leso.' It was a high interest topic for them. They wanted to talk about it but it wasn't my position as a creative writing teacher to start holding open forums on sexuality.

Realities of life and writing

The book was very difficult to write. I had to cast around all the time for that right piece of dramatic action that would take the boy that bit closer to crisis. I think sexuality crisis is the hardest hitting of all. It's a loaded one because it's damning in our society. It puts you right outside the group; it leaves you isolated. There are virtually no people you can talk to. One of the things that kept me going, even when the book was proving a nightmare, was knowing that there are young gay men out there, not having a whale of a time, not pursuing sex all over the place, not really living it up, as some kids think, but going through hell, sitting in their bedrooms alone, going insane. The reality needed to be presented.

I was also trying to make the point that at 15 Peter was being pressured into making decisions he wasn't equipped to make. He didn't have enough information and he wasn't emotionally ready to make decisions about his long term future and yet all the pressure was on him to do so. It was too much at his age.

Realising character

The polished prose of *Peter* belies the anguish that underlies its writing ...

I lived with this book for 8 years. I lived with this kid. It was like having a son, in fact towards the end of the end of the 8 years I'd walk around the house saying, 'Sort yourself out kid, I'm not going to work out all your problems. Come on, get it together.' Vince, his brother, voices this in the book but it was really my voice. I was ready to wring Peter's neck in the end.

Kate's characters, often based on real people, live. She brings them to life, partly because she has an innate talent for creating character, but also because she has developed a variety of external means.

When I have trouble pinning a character down, I find a star sign that aligns with him or her, and check on all the variations and contradictions that exist within them. I knew Peter was a Pisces, the arch avoider, the slippery fish, and when I started checking, I found he was giving me all the problems the astrology book said he should. Not that I'm saying I believe in astrology, it's just a device I use. I'll use any device to track down a character.

I also used to follow young men around the supermarket. It was very difficult to find the right physical characteristics for David. He had to be reasonably attractive but not Hollywood style: I didn't want a gorgeous face; I wanted someone who was attractive for reasons other than sheer physical perfection. He had to be attractive in a masculine way because I wanted to present a masculine type of gay fellow but he also had to have that softness which reflected what Peter had, a very affectionate nature. He had to be macho but his feminine nature had to be quite in evidence. So I'd follow very pleasant young men around the aisles, trying to work what the appeal was. (Ah, the joys of research!)

I also take notes of conversations, especially on trains. I'm a stickler for having real characters, characters who throw you. In *Peter* none of the people he interacted with fed back what he expected. And this is what I believe is the difference between fantasy and real life. In fantasy, be it on television or in writing, people say back what the character wanted to hear. In real life they never do - the so-and-sos. I purposely pursued this in *Peter*.

Teenagers are the most interesting species of human beings. They've just come into the arena of adult problems and they don't have any of the coping mechanisms, or very few. They're just starting to experiment with how to handle life and they invariably get it wrong the first 4, 5, 20 times and this is what makes them so interesting to write about. They play out all the possibilities for you. Yet they are all such potential Prince and Princess Valiants, bumbling toward the light. And what a painful journey.

Writing from memory

Paul Jennings says that you can't be a children's writer unless you can remember what it was like to be a child. Perhaps part of Kate's success is due to the memories of her own teenage years.

I had a lovely upbringing. I must have been the happiest child in the world and I'm one of the happiest adults I know, but I didn't handle teenagehood at all well. I was terribly self-conscious. The hair wasn't right, the nose was too big, the eyes were too small and everything was wrong. Of course you worked like billyo to show that you didn't have these inadequacies and self-doubts. You'd swagger along pretending that you were snubbing your nose at society but really every comment touched home. But I wouldn't like to change the world so that people are completely understanding and calm and sure; we'd cease to grow.

In *Peter* I tried to de-glamorise the name calling stance, make it look pathetic rather than masculine or heroic. More than cowardly, I saw it as a lack of understanding.

There's some belief that the young fellows who are most active in the verbal and physical abuse of homosexuals are the ones most doubting their own sexuality, especially fellows who have been made to act or present in a macho way. Sometimes the ethos of the family prevents them from taking any softer stance; they have to prove again and again that they're macho. It's tallying men up at opposite ends of the pole as if they can be only one thing or the other. It's too simplistic; there's lots of grey areas between. In fact I think most of us fall in between. Most heterosexual men I talked to said there was a time in their teenage years when they thought that they were gay.

Choices

The way we love people is a basic human right: we should all be able to choose who we love and the manner in which we express that love. That really is inviolable. It's so private; it concerns you and the other person and nobody else and yet in our society it's probably the one that's attacked most often. I think young people are quite open to discussion on this topic, but they're not being given the opportunity. Nor is honest information made available to them, so they can decide for themselves whether they want to read it or not.

I believe in a smorgasbord of options. I'm quite happy for people such as Fred Nile to be out there talking orthodox Christianity and presenting his own system of belief. The presentation of a myriad options is healthy for society, especially for young people. The only thing that worries me about the orthodox movement is that they tend to want to silence all others, which is a shame. I wouldn't for a moment want to have Fred Nile silenced because I think the type of lifestyle and philosophy that he's talking about is very valuable to quite a large number of people. We need a broad selection so that when people are putting together their philosophy and their lifestyle they've got this kind of eclectic approach.

Language difficulties

The resolve to write this book was not easily translated into ready-to-publish text. About 40 drafts preceded its birth but many aspects were decided early on . . .

I made a very deliberate decision about the language. It had to be written in the first person. Round about draft 5 or 6 I made an attempt to make it 3rd person because Peter was much less articulate in those early drafts. I'd tried to make him your ordinary middle range kid and found that, as he was going through those early introspective scenes, he couldn't articulate his feelings. This was a problem. I was trying to define some very subtle emotions with a character who couldn't articulate them. So I thought I would have to switch to third person and do it myself as the author. I wrote about half the book in third person and it wasn't working. I realised what I was trying to talk about, that very personal inner aspect of a boy's sexuality, could not be said by a middle aged woman. It had to come out of the mouth of a 15-year-old boy and that was when I decided to give Peter the English prize!

The next decision I made about the language was its vulgarity. I'd listened to teenage boys talk and I'd also had to go trail bike riding to be able to write those scenes. Of course in the full face helmet etc they couldn't tell I was a woman so I heard their conversation first hand. It's unprintable! I couldn't write it, not only because the censors would go crazy but also because it's not very stimulating. I didn't particularly want to duplicate it but I did want to duplicate the savagery of it. I decided I would make the language as vulgar as would be accepted. To give an impression of the brutality of the language, I invented colloquialisms. I've actually made the boys' speech more inventive than it really is. It had to be worth reading and

I thought if I could make it clever, make it a bit sparky but still with a vulgar edge, it wouldn't offend my readers too much. I know I've offended some people and in a way I regret it but honesty had to be served first.

Peter's language I crafted very carefully. To help him talk about his emotions I used similes and metaphors. He had to have his own idiomatic, quirky language from chapter 1, so that by the time he was stuck in the toilet, face to face with himself, he could talk about the overpowering emotions he was feeling in a way that would be acceptable to readers, and that would make the readers feel it for themselves. While using these high literary devices, I still had to be succinct. Fifteen-year-old readers are easily distracted. The book had to be a brisk read but it still had to have a wallop. It would take me pages and pages to come up with the one line I wanted.

A lot of people have attacked the language, but Peter is a model of appropriateness of language. When he's with his mother, he still has the same idiomatic voice but he cleans up his act a bit; when he's with his brother he's a bit more vulgar; when he's with David there's a shift again; and when he's with the boys in the paddock, there's a great shift. He has a very fine assessment of what is appropriate in different situations, and that's healthy. We all need different levels of language for different social environments.

I can understand some people being offended. The language is not pretty. But my first duty was to the readers and it had to be a real voice because I was talking about real, gutsy things. I wanted them to believe me, so I had to talk in their language and that was that.

Partnerships

Peter is a novel that sprang, not fully formed, but clearly defined into Kate's consciousness. Some of the anguish involved in bringing the work to its conclusion was shared by Kate's publishers.

Omnibus are tremendous publishers; they did a lot of work. When they saw the early manuscript, three editors had a conference on it and sent me back a long letter full of suggestions. I incorporated all but one: David has black hair except for one blond strand in his fringe. The editors said that just wasn't believable. But I knew a boy who actually had that one fair hair and it was a fascinating and beautiful thing about him. It had to stay.

Generally their guidance was spot on and 'right' and I admit freely I could not have written the book without them.

The right ending

The very last scene in the book was difficult and we did a lot of readjusting with that one. The whole book was typeset and I still hadn't got the ending. I knew how it was going to end but for me the great difficulty in writing is finding just the right incident that plays out the drama of what you're trying

to say. I love characters and I love chasing them and expanding them, finding what's on the reverse side of them so I can trick people with them. The total concept of a book I love, and I love locating my theme so I can say 'Ah so that's what it's all about'. I usually do that about half way through chapter 10 and then I start lining everything up against the theme. But always it's a matter of finding that right dramatic moment and playing it out in such a definitive way that my readers will realise for themselves the shift that's occurred or the step that's happened or the avalanche that's fallen.

With *Peter* all the drama is internal, nothing very much happens, except for the bits on the motor bike. Mostly it's people standing round beating each other over the head with nonexistent cricket bats, so it's a matter of always finding that special moment to portray and they're so elusive. You can chase them for years and not catch them. With that last chapter, I had to reconcile Peter and David so that Peter knew the rejection of his advance wasn't a rejection of him, but just of the sexual overture. It also had to show that Peter regarded himself as possibly gay and that he was prepared to live that lifestyle, to pursue the man he wanted simply because he loved him. But it also had to show that he couldn't do it yet - he was too young - and what does he do in the meantime? To accomplish all this, I brought it back to the bike because this was where these two characters had always operated well, and it seemed to be where they could say a lot of very meaningful things to each other without either of them being exposed.

The bike, like Peter, at the end is a bit of a mess. But David's fixing is now not hands on; his fixing is knowledge that he brings to the boy. His offer of 'if you have trouble bring it down to me' indicates his offer is not one of warding off. He's re-establishing the relationship and he's letting Peter know he's still there. And all of this had to be done through gesture and implication while they were talking about the bike. I think this is why the book took so long to write. The whole story is told through inference. Nothing is stated.

But I finally finished it and phoned through the ending on the Friday afternoon. The presses rolled Monday morning. It was a great relief, like a weight lifted from me. I loved writing the book, even though it caused me enormous headaches and heartaches. I ripped it up a couple of times. I used to throw it across the room. But I couldn't leave it alone. I knew it was right for me to write, so I just kept on going and I'm glad I did. But I don't ever want to write another one like it.

Thankfully, however, Kate is obviously a glutton for punishment for the seeds of her next novel are already planted. And since it again will deal with problems faced by young people, no doubt she'll again be out there with the young people, chasing her characters until they live on the page and bring great satisfaction to those of us, teenagers, or parents or teachers of teenagers, who are challenged and cheered by work which has the courage to reflect the real world. ❖

'I knew it was right for me to write, so I just kept on going . . .'

'Peter's language I crafted very carefully. To help him talk about his emotions I used similes and metaphors.'

'While using these high literary devices, I still had to be succinct. Fifteen-year-old readers are easily distracted.'

' . . . for me the great difficulty in writing is finding just the right incident that plays out the drama of what you're trying to say.'

☆ A library in the outback

Jeanette Bush is the teacher-librarian at Tibooburra Outback School of the air.

The town

Tibooburra is a very old gold-mining town situated 340 km north-west of Broken Hill in what is called the 'Corner Country'. The town has a population of approximately 150. Employment comes from the Roads and Traffic Authority, National Parks and Wildlife Service, local sheep and cattle stations, the hospital and a scattering of small local businesses. The services in town include 2 hotels (with accommodation); 1 motel/caravan park; 2 small general stores both of which sell fuel; police station; hospital; post office; 1 church which is non-denominational; and the school which is K-6.

The school

Tibooburra's educational set-up is unique within Australia. There are 5 full time teachers including the principal, and a support teacher who works 5 hours per week. Teachers work with their own grades in the classroom and are also responsible for on-air lessons and correspondence marking of those grades for the distance education students. The children in the classroom also do correspondence work and air lessons. Radio facilities are to be found in a studio as well as in the classrooms. The 'in town' children travel out to their classmates with their teachers on home visits. Our isolated children have desks and trays in the classroom at school, are very much a part of the class, and are welcome any time to spend the day in school.

The unique nature of our school is becoming known and tourists call in so regularly that we now run tours twice a day and have air lesson demonstrations on Wednesday.

The library

Our library is a 2-module demountable building, a very recent arrival. We have unpacked only

about a quarter of the collection so, since I am a recent recruit to the position of teacher-librarian, I am not sure about the true nature of the collection. There seems to be a good range of fiction, both picture books and novels, which have come through book club or book fairs. I have not yet unpacked much non-fiction.

The teacher-librarian

I unofficially became the teacher-librarian because I have worked as a teacher-librarian previously, and because I was willing to tackle the mess of boxes and unlabelled, uncovered books which have been stored in a garden shed all of this year. Help has been forthcoming from the school clerical assistants, other teachers, parents, governesses with everything from accessioning, labelling, covering, typing cards and repairs to putting the books on the shelves. We have approximately 300 of our 4 500 books ready to be shelved.

Why, you ask, are we unpacking a library?

Our school became a distance education centre in 1991, and with this came an inundation of correspondence materials to be housed somewhere. When I arrived in early January there were 160 boxes to be unpacked and much more has arrived since then.

The school originally consisted of 2 classrooms and a 4-module library. To accommodate this year's changes, the school was provided with an extra 4-module building: 2 modules for a radio studio and 2 to house correspondence materials. Our correspondence material now *completely* fills the original 4-module library. Our library was packed up bit by bit until it was decided to store it in a garden shed. The promised library building arrived in term 4.

Because it had previously been a one-teacher school, little time had been available for setting up a library properly. The resources had not been accessioned properly or catalogued; we have no catalogue drawers; Dewey numbers were either absent or incorrect; there was no evidence of a borrowing system; library supplies were almost non-existent; the books, not covered, are very dusty. We are not on OASIS.

What's it like to be the teacher-librarian at Tibooburra?

A nightmare! I teach full-time and at this stage of the year [a couple of weeks before the end of term 4] we are all busy with pupil reports, end-of-year concert, and packing correspondence material for next year, so I really do not have much time to spare for the library at present. My allotment for library is 4 hours per week but with the assistance of other teachers I have been released one week to begin work in the library.

I would like to have it ready for the beginning of 1992 which will mean a great deal of holiday time spent sorting things out.

Support systems

There is support for for teacher-librarians in the west but unfortunately the isolation of Tibooburra makes it almost impossible to attend meetings. I do, however, have many phone conversations and help from other teacher-librarians at Broken Hill School of the Air and other schools in the area.

With a magic wand . . .

. . . I would have every book on the shelves and ready to be borrowed. I would have a catalogue unit with all our cards in place and shelf lists completed. The library would look great and be ready for use. If only! ♦

TEACHING LEARNING ∞

∞ Educating for the twenty-first century

Niki Kallenberger is teacher-librarian at Cherrybrook Technology High School.

When Cherrybrook Technology High School opens on January 28, 1992, it will be the 27th technology high school in NSW. These schools are part of a government initiative to provide choice and diversity in the state system. Like all technology high schools, CTHS is a response to the dramatic and increasing influence technology is having on our society. If our young people are to be effectively educated for the 21st century, it is essential they develop a comprehensive understanding of the nature of technology, its value to society and the problems it can pose. Technology education refers to both the use of technology as a tool for learning and as a specialist curriculum area. Unlike the other 26 technology high schools, however, CTHS is a purpose built school, designed to facilitate the products and processes of a technology-focused curriculum.

A design to facilitate the use and study of technology

Situated in Sydney's rapidly growing northwestern suburbs, Cherrybrook will eventually accommodate 800 to 900 students. The school features

- a centrally located design centre which includes classrooms for computer assisted design and robotics
- the provision of computer workstations throughout the school by means of a local area network (LAN) as well as two class-sized computer learning spaces
- specialist electronics, microscopy and horticultural technology laboratories
- an industrial technology facility comprising workshops, a laboratory and major projects area
- a food technology centre including a commercial kitchen and food testing laboratory
- a fully equipped lecture theatre for 100
- a drama and dance performance space
- a media centre
- a human performance laboratory and
- an enlarged multi-purpose centre with tiered spectator seating (jointly funded by Hornsby Shire Council)

Other aspects of the design include easily accessible cabling for power and computer networking; flexible learning spaces (removing and/or reassembling internal walls can be done with moderate ease); equipment to monitor and, if desired, control energy consumption; and the use of lightweight, recently developed building materials. Staff will be

accommodated in a single large staffroom with open-plan office style furnishings. Enhanced communication and collaboration across the school is an intended outcome of this variation.

Environmental considerations have seen the retention of as much of the site's natural vegetation as possible. Some trees have been transplanted three times during construction to ensure their survival.

Cherrybrook Technology High School

will be

• a dynamic and innovative model of education which addresses the needs of people in the twenty first century

by

• developing self directed and responsible students who achieve their full potential within a caring school

• providing a comprehensive curriculum which embraces technology in both theme and delivery

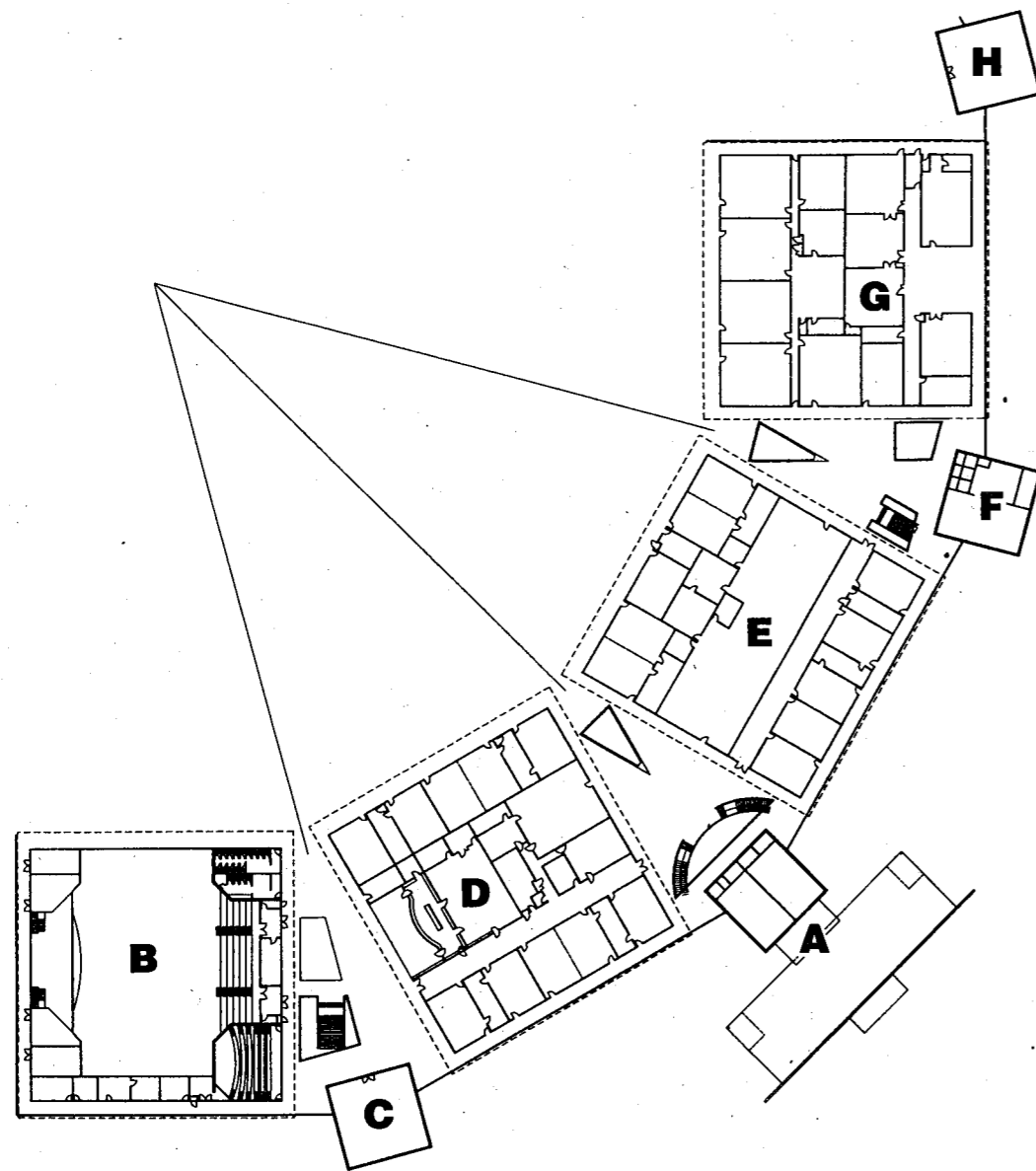
• fostering a collaborative environment which encourages professional growth and enhances excellence in teaching

• nurturing a mutually beneficial involvement with community, industry and other places of education

from Vision/Mission Statement, Cherrybrook THS

Links with industry

All technology high schools feature education/industry links, and CTHS is no exception. IBM is a major partner in this instance and is providing some hardware, software and training, not only to CTHS but to other schools in the Cherrybrook Cluster as well. Despite rumours to the contrary, IBM have not, do not want to, and will not influence decision making in the school. Partnerships with other industries are also being negotiated. Links with similar schools in other parts of the world are being explored.



- A Administration/Computer
- B Multipurpose Centre Lecture Theatre Media Centre
- C Drama Theatre
- D General Learning – Food Technology/Music/Languages
- E Library/General Learning
- F Design Centre
- G Science/Art/ Industrial Technology
- H Horticulture

Students, parents and the community

The school will open with approximately 430 students in years 7, 8 and 11, growing to full capacity in years 7-12 by 1994. CTHS is a local area, comprehensive school, and has only a limited number of places for out of area students. At the time this article was written in December 1991, waiting lists were growing for enrolments in all years. Parents and community members have actively campaigned for the establishment of a high school in the area for many years and continue their involvement in an active P&C Association. The constitution of a School Council has been drafted and forwarded for approval. Interest, support and expectations are high!

Staffing

Staff have been appointed both by local merit selection and through the normal staffing operation. The Principal, Lyn Wendtman; Deputy Principal, Dave Wilson and Leading Teacher, Peter Gillam, were appointed on merit and worked on site during 1991. Head teachers have been appointed in 4 key learning areas (HTK) for 1992 and will eventually be appointed in all 8 areas. Other head teacher positions include Head Teacher Technology and Information (HTTI) and Head Teacher Stage (HTS). In 1992 only one HTS will be appointed, with responsibility to oversee the curriculum and welfare needs of students in years 7 and 8 (Stage 4) in conjunction with year advisers and the HTKs. Two appointments in subsequent years will oversee the needs of students in stages 5 and 6. The HTTI has diverse responsibilities, including oversight of the school's technology professional development program and computer network. The school will open with approximately 38 teaching and 5 ancillary staff.

Establishing library facilities, resources and programs

The school's library is a very large rectangular space centrally located to the main learning spaces. A workroom, audio-visual workroom, two seminar rooms and glass-enclosed office for the teacher-librarian open off the centre of one long side of the rectangle. Doors at either end and in the centre of the other long side provide access from all directions. Like all new schools, the bare shelves, walls and offices make this large space look even larger. The task of creating a well-resourced, fully functioning library in this student-centred, technology-focussed school is an exciting challenge. It is also more than a little daunting!

As I write this, I have been on duty at the school for nearly four weeks. In this time we have moved out of a demountable building at the back of the site where Lyn, Dave and Peter 'camped' during 1991 and into more splendid (but still makeshift) accommodation in four and a half rooms of the administration block. I have established a 'base camp' in the library workrooms

(the rest of the library is serving as a storehouse for the school's total complement of furniture!) and have begun processing resources generously donated at open days and by interested community members. Budgeting and collection development are underway as well. Perhaps most importantly I have begun to come to grips with the technology available to assist me not only in the management of the library but also in the school's learning/teaching program. Our innovative use of this technology promises to be one of the most exciting aspects of the years ahead, and will be a focus as the CTHS Library Policy is developed. I hope we can take the very best of existing school library practices and programs, blend them with what's at the cutting edge and create a library which is in keeping with the school's dynamic and innovative vision.

OASIS Library will be our primary information retrieval and management tool. We anticipate that it will be bridged into the school's LAN thus enabling every computer connected to the LAN to function as an OASIS Library Enquiry (or other function) terminal. We plan, too, to link a CD-ROM multi-drive server into the LAN and in this way provide a variety of reference tools to learners anywhere in the school. Modem access to information outside the school will be similarly available. A 3M Self-check unit will assist with circulation and a security system will assist with stock control (and the supervision of those four doors). A Command System installation will deliver video services to nearly half the school's learning spaces. And by linking the camera in our media centre to this system, a lecture in the theatre or a performance in the multi-purpose centre can be enjoyed elsewhere in the school. And that's just a start!

As you can see, the possibilities are very exciting, but the responsibilities are of equal magnitude. With information literally available at their fingertips, CTHS students need to quickly become confident and competent information handlers. How we meet the challenges of developing our students' information skills will be but one of the many challenges of establishing a new school library, and indeed, a new school.

Sharing the future

The scene is set, the main players poised in the wings waiting their cues. By the time you read this the bell will have rung and action will be well underway at Purchase Road, Cherrybrook. Our progress, stumbling or smooth, our joys and frustrations will be recorded in an article in each 1992 issue of Scan. I'm looking forward to Cherrybrook's first year and to sharing it with you. ♦

PS: Thanks to Lyn, Dave, Peter and NSW Public Works, whose words I've purloined from various sources and used freely here!

☉ Exchanging teachers, exchanging ideas

Martin Walsh spoke to Fay Gardiner just before his return to Canada.



Martin Walshe with some of his students from Rowland Hassall Special School. The group was enjoying few days camping at Greenpatch as part of their Living Skills Program.

Teacher exchange is a program which offers teachers the opportunity to experience first hand the educational system of another state or country. As a bonus of course it also provides teachers with a base from which to explore new territory.

Martin Walsh spent 1991 several thousand kilometres from his home on Vancouver Island in Canada as an exchange teacher at Rowland Hassall Special School at Parramatta. The school caters to the needs of approximately 100 students all of whom have benefited from Martin's special expertise.

This was not an exact match because in Canada, Martin, whose official designation is Literacy Teacher, works in a Learning Assessment Centre, working with... children about 8 years old, basically kids of average or above average intelligence who have not cottoned onto the reading process. We take them out of regular classrooms for short periods, usually 10 weeks, sometimes longer, 4 days a week; the fifth day they're back in their regular schools. I also visit the schools and help the teachers.

The philosophy and the content of the Learning Assessment Centre program is similar to the Reading Recovery, but the latter differs in being a highly structured, one-to-one program.

To make maximum use of Martin's training and talents during his exchange year, a position was found for him at Rowland Hassall teaching ESL and working as teacher-librarian.

Whilst Martin is very conscious of not being library-trained, he has always taught literacy from a literature base and he therefore used the resources at his fingertips to do what he knows best...

... I realise that teacher-librarians are moving into different roles, helping and consulting with teachers, but this is a very traditional setting where kids do library class and I do RFF. So during the year I have concentrated on getting the children interested in stories, exposing them to as many things as I can that are in this library. I've used the library to expose kids to books, to listen to story and to use the library to enjoy themselves. Not a lot of students at this level are doing more complex work in information skills, so Martin made maximum use of big books to model the process of reading. I've done that across the grades.

Because Martin spent some time teaching in NSW schools 17 years ago, he spent time catching up with old friends and all of the holidays were used to travel.

If one could judge from the stream of students who called in at the library just to check he was there, to say hello, or to make certain he would be at the presentation night that evening, this had been a very happy year for many youngsters. And the staff members spoke of Martin with great warmth and admiration, and admitted to having tried to persuade him to stay. 'Make it a very positive story,' was one comment.

Martin was unequivocal in his praise of teacher exchange and the necessity of its promotion among teacher-librarians... *I can't think of an easier exchange because teacher-librarians in both countries [Canada and Australia] do the same things. It wouldn't be a difficult match.*

Teacher exchange provides opportunities for teachers in NSW Government schools to exchange positions with teachers at a variety of locations including other Australian states and territories, New Zealand, UK, various states in Canada and the USA. The benefits to be accrued by both teachers and both systems participating in the exchange are great. Is exchange for you? If you think it might be, you can obtain information concerning eligibility and conditions from Teacher Exchange Coordinator, South Coast Region Phone 042 268 111. ♦

☉ An exercise in resource sharing

Lynne Baker is teacher-librarian and librarian-in-charge at Young TAFE/Technology High School.

Our library is the first of its kind in NSW. We have been conscious of the need to get it right as it will be a model for others to follow. The working model is a result of local planning and decisions carried out with the help and advice of TAFE Library Services and School Library Services. The whole venture has been several years in the planning.

Background

When we learnt that we were to become a Technology High School and were to combine some of our operations with TAFE, our first school action was to organise a School Development Day focusing on the concept of joint-use facilities. I used the day to explore the possible effects on the library, which we knew was to be the main joint-use facility in our combined operation with TAFE. Interested members of our school, together with representatives from TAFE Library Services discussed for the first time the implications for us of having a joint-use library.

My closest liaison was to be with the TAFE Regional Librarian from Wagga, Jeremy Hodes, who is responsible for the Resource Collection at Young TAFE.

Looking back now on those early days, I guess I was planning with a degree of scepticism because we wondered if the venture would really happen. But we did keep planning.

Winds of change

During this time, TAFE, as well as School Education, was undergoing enormous structural changes, changes which at times had an impact on our planning organisation. At the same time School Library Services, as we all know, were faced with enormous cutbacks and ensuing changes. This meant I was often dealing with different people, not all of whom were fully conversant with what had been happening at Young.

But there many perceived advantages to be gained from this venture. We could see that, despite the problems, we were being offered something new and exciting to experiment with and expand upon. And in the long run the concept made sense. It was resource sharing after all, a concept of which all librarians are aware as a practical solution to providing a comprehensive service on a limited budget.

We would also have a new library building: our existing building was 20 years old and was really only a collection of classrooms with the walls knocked out. TAFE's library was a small room with books around the wall.

And so to 1991...

At the beginning of 1991, Niki Kallenberger, from School Library Services took up this project as Library Services representative. The building had just begun and it looked like everything was going to happen after all. Our initial management meeting was held at Young and it was here that we first came to terms with the planning of the basic operations. All the problems we had discussed, and the theoretical decisions we had made, we now had to make practical. And although the emphasis at all times was that the final say should be at the local level, we are indebted to Head Office Library Staff from both institutions for their continued support and expert advice without whom I could not have survived this venture.

Planning with TAFE

Over a number of years TAFE Library Services have developed a sophisticated centralised unit to service all their libraries.

From the outset, TAFE Library Services were involved with the planning of the building, which they insisted must be a TAFE standard library. This meant the inclusion a TAFE standard circulation desk and certain other TAFE standard furniture and features.

Staffing

We had decided a full time TAFE librarian was necessary as well as a full time school teacher-librarian. We also believed that someone needed to be in charge of the day-to-day running of the library. This was tricky, because it is difficult to have someone in charge when staff are employed by different organisations. We decided that in this joint-use situation, the teacher-librarian should be in charge.

Justification for appointing the school librarian rather than the TAFE librarian includes the fact that the school librarian is the senior officer in terms of salary, and the school library has a bigger collection, a larger user body and an established library.

Draft paper by Jeremy Hodes.

It will be interesting to see how this situation is perceived in a few years times. At the moment I go to TAFE meetings as the librarian-in-charge of the Young library; I have become like an honorary member of TAFE; I am accepted by TAFE Library Services as the representative from Young; I receive all the TAFE documentation and keep myself informed about what is happening in TAFE, and will still do so when a TAFE position has been appointed.

The collection

From the beginning, library staff had no trouble agreeing that the collection should be fully integrated; we understood the concept to mean sharing resources and not just a building, and we have made all other decisions based on this premise. The two collections will operate as one and everything will be available for the use of all clientele.

Of course there are obvious problems with such an arrangement. For example we know that the two institutions have different educational aims and that each collection will be aimed at a different level of clientele. We are also aware of the use of the school library as a teaching tool.

We also believe, however, that the two collections can complement each other: the technology emphasis in the TAFE collection will enhance that of the school; the school collection will add to the matriculation material available to TAFE. At the moment TAFE's collection numbers only about 1500 items; the school has 15 000. TAFE will gain access to a reasonably large existing collection, while our school will gain a collection of trade and vocational related material, and will benefit from further expenditure allocated to this library by the TAFE system.

Inter-library loan system

The school also gains from access to TAFE's highly developed, sophisticated inter-library loan service. Other TAFE colleges will gain access to our school collection via this system. Care will have to be taken to ensure that our school students have access to the material they need for HSC subjects. In the 4 weeks our library has been operating as a joint-use facility, we have already received several inter-library loan requests from other TAFE libraries. Inter-library loan is a wonderful way of expanding one's collection but clients need to be educated to give themselves more time when researching to allow for the acquisition of such resources.

The catalogue

When we decided to integrate our collections we of course were immediately faced with the problem of how to catalogue the combined collection. At the time, TAFE were part of the CLANN catalogue and I was just beginning to use OASIS. If we were going to use an automated system, we would have to use one system. But which system? Using the TAFE system would have meant a prohibitive on-going circulation cost, as every transaction costs money. On the other hand, using OASIS would mean double cataloguing all the TAFE items.

The problem began to resolve itself about a year ago when TAFE decided to leave CLANN and reorganise

its whole cataloguing operation to use the DYNIX system. In the meantime I had virtually stopped using OASIS because of the uncertainty.

Eventually we decided that because we were not to be part of the TAFE online circulation system, we would use OASIS for circulation, a decision that may have given us advantages we would not have had with DYNIX. For example, OASIS is presently being trialled with 3M's security system, which we will have installed, to allow for patron self-checking; DYNIX would not have enabled us to use this technology.

DYNIX did have much to offer us in cataloguing. Firstly, TAFE Central Cataloguing would do a retrospective conversion of our whole existing collection. This would save staff at our library several years work. We would become part of the TAFE NSW CD-Catalogue and have our catalogue on CD ROM supplied by TAFE and regularly updated. Software, which will contain our catalogue, will be downloaded into OASIS after it has been extracted from the TAFE catalogue.

The major drawback was the fact that we did not know, and still do not, whether OASIS will read DYNIX barcodes. Systems experts, from School Management Services and TAFE Library Services have encouraged us to use DYNIX barcodes as they are confident of working out a program to read them.

We could also see that there would be a longer time lag between receiving the book and having it in the catalogue than we had been used to.

TAFE Central Processing

Most TAFE libraries buy only 10% of books locally; the rest they purchase through Head Office Library Services. The material is ordered by the library, then purchased, catalogued and processed by the Central Processing Unit who send it to the requesting library with barcodes and sticky labels containing all cataloguing details. All that remains for the library to do is cover and shelve the item and wait for it to appear in the next CD CAT.

The advantages in this scheme are savings in time and money – TAFE bulk buy. There is also a uniformity in cataloguing across the state.

But there are some disadvantages, especially for a school in the country. Ordering from a catalogue is not always appropriate; some material really needs to be inspected before purchase. And booksellers won't keep coming back if you are buying elsewhere. TAFE are aware of these problems; our library is seen as a special case and will not be restricted to 10% local buying.

Lines of communication

Communication between libraries is of crucial importance. Libraries within institutions such as schools and TAFE colleges easily become isolated. Central Library Services have helped overcome that isolation by providing professional support and constant communication. With the trend towards devolution, it is important that librarians and teacher-librarians do not stop communicating with each other, or we may lose our voice altogether.

I also think that the time has come for librarians to cut across organisational barriers because we all have such a lot to learn from each other. Current deliberation such as the Finn Review may help break down barriers between educational institutions, other institutions and the wider community. This may help break down existing communication barriers between their respective libraries.

During the planning of this operation, School and TAFE, at Head Office, Regional and local levels have been in constant communication with each other. Determined to make it work, everyone has approached the project with enthusiasm and goodwill.

Collection development policy

This is an area we have discussed at length. We will have two separate accounts because we will still be funded by two separate bodies and will need to purchase proportionally, the responsibility for purchasing resting with the respective (TAFE or school) librarian. The collection will need to be maintained and rationalised, and as librarian-in-charge, I see it as my job to maintain the collection as a whole and to have an overall view of the curricula and courses of both organisations – again, keeping the lines of communication open.

A unique educational tool

Our TAFE librarian will need to be aware of the aims of the school and to understand the use of the library in the school situation. I would like to see the development of a cooperative program in which we might integrate the Information Skills program to embrace TAFE – beyond K-12. TAFE already have a package, the Library Access Resource Kit, which is very similar to our Information Skills package. We have a unique opportunity to encourage student-centred learning, and learning as a life-long activity. Many of the TAFE students will be ex-school students.

Thus I see this venture as involving much more than resource sharing. I see it as a unique educational tool fulfilling the needs of all students as they move through one institution to the next and to the world beyond. We are already involved in Joint School TAFE Courses, which operate on the principle that both institutions

can serve the needs of some courses better than either can do on its own.

Operational guidelines

The Management Committee, which consists of both principals, regional representatives, both librarians, leading teacher and head teacher in charge of library, others, including union representative, as required, has decided upon the basic operational guidelines of the library for 1992.

It has been recommended that staff members from each institution work within their own awards, with the possibility of creating local criteria at a later date when needs become clearer. The teacher-librarian will work school hours and maintain the position of teacher; the TAFE librarian will work evening shifts when required and as the award allows. Our library will probably be open two evenings a week. Because of the issue of the legality of TAFE librarians being in charge of school students, we regard it as necessary to inform parents that after school hours, the school is not responsible for library users. We are awaiting responses from the appropriate bodies.

Making it work

Our library at the moment has a high profile. It has taken on a larger-than-life image which is great because everyone has been involved. The principals of both institutions are committed to making the concept work and have been part of the planning committee from the outset. Having the involvement of people at this level means greater support and encouragement and a sounder working base from which to commence operations. Cooperation between the two principals has also contributed to the overall smoothness of operations.

At the end of 1991 . . .

I am under no illusions that all the advantages we have received as a new venture will continue; in the present climate we have been very fortunate. We will need to strive to maintain the high profile. We will need to work at maintaining the involvement of others in the library through our Management Committee and an ongoing committee of both school and TAFE.

Next year the incorporation of information skills is a priority. It may be difficult because I can already feel myself torn between two roles, a feeling common to all teacher-librarians but magnified with my increased management role. My challenge for 1990/91 was to get this library up and running; my challenge for 1992 will be to juggle the two roles, manager and teacher-librarian, without diminishing my teaching role. I'm hoping that with the increased automation of the collection well underway and a library colleague from TAFE to help run the operation, that will be possible. ❖

⊙ Participation with purpose

Kathy McDowell is teacher-librarian at Toormina High School

'The IM class ... is one of three special classes that we are privileged to have and it has brought with it its own challenges and opportunities.'

'More than anything, however, we planned for success ...'

Our school motto at Toormina High is 'Participation with Purpose': students are actively encouraged to participate in all aspects of their school life, both academic and non-academic, and to enjoy that participation whatever it may be. And nowhere is this fostered more than with the IM child in the school library. Energetic, interested and definitely very enthusiastic are just a few of the words that could describe the IM class at Toormina and their participation within the school library.

The IM class was new to the school at the beginning of 1991. It is one of three special classes that we are privileged to have and it has brought with it its own challenges and opportunities.

And because it was new, the class teacher, Erica, and I were able to be flexible and experiment with our teaching and the way each student uses the library. Neither of us had preconceived ideas as to what to expect and therefore we expected only success. Flexibility has definitely been our key and had proven time and time again to be our most important quality.

According to the research, the following statements are said to be typical of children who has moderate to mild intellectual ability.

- Given the opportunity, the majority of people with intellectual disabilities are able to learn even complex skills.
- They lack learning strategies including rehearsal and recall.
- have poor independence and self-management skills.
- have slower rates of skill acquisition than their normal age peers.
- are passive in learning situations and rely more on teachers for direction and initiation of learning activities.
- experience difficulties generalising skills across tasks, settings, persons and time.¹

So, given all this information, it was my task to set up some type of learning situation, in consultation with their classroom teacher, for the IM students at Toormina.

The planning

Erica and I felt that it was extremely important for their learning experience in the library to be well planned, and to be planned in advance. We needed to set out our own roles and expectations, including who would be responsible for what, especially discipline. Confusion might just unravel all our good work, so we have spent about as much time in the planning stage as we have on the actual program. It was important that the students be able to see our clearly defined roles, and that those roles be consistent throughout the year.

More than anything, however, we planned for success rather than perhaps have disaster on our hands. So we planned and then we re-planned.

I was guided greatly by Erica: she had the expertise with this type of student and as I had never really had the opportunity to work with an IM class previously, I was glad to have her there. Never before have I felt it so

important to have that other person there at the planning stage, able to advise and suggest ways and methods that might allow each student to have a positive and enjoyable learning experience.

Hey, and guess what—here I was putting into practice all I had read about CPPT without it being the difficult job I thought it would be!

The program

Erica felt, and I now have to agree with her, that a set time each week to visit the library would be invaluable for the class. This did not preclude the students from coming at any other time, either individually or as a booked-in class, which they did continually; but it meant that this time would be theirs and theirs alone in the library. Rather than have them compete for my attention, we decided to book out the rest of the library so that they would have no interruptions. This also meant that, with the inclusion of Jan, the full time clerical assistant, there were three adults available to them.

1991 also saw the introduction of OASIS circulation and enquiry at Toormina so our first task was to teach them how to have access to the collection and most importantly how to borrow and return. Erica suggested that we start off slow and simple and that each student be shown individually what to do and how to do it. How right she was and how important it was for their self esteem for them to be taught in this way.

All students have had the chance during the year to be library monitor for at least two periods. Under Jan's watchful eye, they have had the chance to do all the borrowing and returning for the whole class and so

probably know better than any other students in the school how the circulation system works. While Jan was supervising the library monitor and circulation, Erica and I were busy with the rest

'Nearly all of those students now have a basic independence where information skills and library borrowing is concerned.'

of the class. I took two students at a time at the enquiry terminals.

Any teacher-librarian worth his or her weight in salt can tell you that there is no point in teaching a skill out of context, so with Erica's help, the students typed in keywords from a unit of work that they were currently studying in their classroom. We then went to the shelves to try to find an appropriate resource. I have to admit that this was not as easy as first sounds. Some students found it easy to type into the computer; others are still having difficulty. It has been extremely difficult to explain the difference between a keyword and

'All students have had the chance during the year to be library monitor ... and probably know better than any other students in the school how the circulation system works.'

a subject heading, especially when they are one and the same word. But we have not given up.

So while Jan was busy with circulation and I was busy with enquiry, what was Erica doing? She was busy with the rest of the class 'exploring' the library. A series of detective games has taught them

how to use the photocopier independently, recognise the difference between fiction and non-fiction, and to know the other sections of the library.

Dewey Decimal Order, which is a concept that can be difficult even for the best of students, slowly began to be unravelled for them. Each student in the class can now proudly tell you where to find the books on dogs or dinosaurs or Australian history. You name it, they can find it! Once again we were teaching information skills without even knowing it.

The results

We planned for success and knew that to be truly successful we needed to be flexible. Some days, everything has fallen into place and I have wondered why I worried at all; other days we had to abandon it all five minutes into the period. There were even days when we had to break up physical fights in the library. But overall, I think that we would agree that the program has been worthwhile and successful. Nearly all of those students now have a basic independence where information skills and library borrowing is concerned.

There is still a long way to go but at least I know that when each of them come to the library they can find what they

want and, if they have any difficulties at all, feel confident enough to ask.

Participation with a purpose? Too right—and I have found that it can be fun as well! ❖

¹ Butler, Susan R. (ed) *The exceptional child*.

Controlling our destiny



Ian Balcomb is President, School Libraries Section (NSW Group), Australian Library and Information Association. Until June 1991, Ian was teacher-librarian at Tempe High Languages School. He is currently Executive Officer, Disadvantaged Schools Program, Metropolitan East Region, NSW Department of School Education.

At the beginning of the year, on my way to Victoria for a holiday, I drove past Bombala High School, in the southern highlands of NSW. Bombala was the school I was first appointed to as teacher-librarian thirteen years ago. From the outside, little about the school library appeared to have changed, but it gave me cause to reflect on the changes that have taken place in school libraries in NSW over that time.

Changes within

A great deal *has* changed. A policy statement now exists for School Libraries in NSW Government Schools that provides a mandatory framework for school library programs in individual schools. A useful support document on Information Skills has been produced and most teachers in NSW would probably have had some introduction and inservice activity on both of these documents.

A national schools cataloguing service exists, freeing teacher-librarians from large loads of original cataloguing. School libraries are automating – OASIS is hijacking most conversations when two or three teacher-librarians get together. Teacher-librarians are involved to varying degrees in Co-operative Programming, Planning and Teaching (CPPT) and Resource-based Learning (RBL).

Many of these changes are, however, internal to school libraries. Just as I saw little change at Bombala High from the outside, the perception of school libraries held by teachers, students, parents and the general community, is probably little changed over those thirteen years.

In 1991 the School Libraries Section (NSW Group) of the Australian Library and Information Association (ALIA) looked at reviewing its policy statement on School Libraries in NSW, published in 1985. What was striking about that statement was how completely out-of-date it had become in that short period of time.

Broader changes

While documenting the changes within school libraries is a relatively simple task, keeping track of the changes occurring in the educational and social contexts in which school libraries operate is an enormous, but vital, task for the 'teaching-library' profession.

Some of the recent, significant developments on education in NSW include

- the curriculum restructuring and the introduction of Key Learning Areas, as a result of the Excellence and Equity report
- the creation of a separate Board of Studies with control over curriculum and provision of credentials
- changes in decision-making structures to local levels with school management plans and global budgeting.

The NSW Department of School Education is about to release the final version of **Education 2000** that will drive the strategic planning and allocation of resources at all levels of the Department and in all government schools in NSW.

At the national level, there are also significant developments that will shape the contexts in which we operate. The **Finn Review**, or to give it its full title, the **Report of the Australian Education Council Review Committee on Young People's Participation in Post-Compulsory Education and Training**, has received broad support from the Ministers of Education around the country and appears set to frame educational agenda over the next decade.

The **National Project on Quality Teaching and Learning** is a collaborative project between employers and unions that has the potential to devise structural changes in the way schools might operate to achieve improved learning outcomes for students.

Also, in the national library and information context, reports such as the **Jones Report on Australia as an Information Society**, and discussion on the cross-sectional use of libraries (ie across school, university, state and public libraries, etc) have significant implications for school libraries and teacher-librarians.

Responding to changes

Just keeping track of all the changes is not enough. The profession must formulate responses to the issues raised, clearly articulate for others how school library and information services and teacher-librarians fit into the strategies planned, and work to have those visions implemented.

Why should teacher-librarians be involved in this assignment? It seems like one of those half-baked assignments that teachers often come up with for students – the 'research-the world' type – an enormous task with only minimal resources and time for its completion.

I would suggest that there are several reasons why teacher-librarians should be involved in this assignment. The most obvious is that if we don't, others will do it for us. You have only to look at decisions made in relation to the support for school libraries in NSW or the proposals in relation to teacher-librarians in Victoria to see that this is the case.

But to me, there is a more fundamental reason. We so often talk about the importance of information literacy and the need for citizens and workers to have highly developed information skills. Why? Put simply, you could say it is important for people to have some control over their destiny in our information society. This assignment requires teacher-librarians, the self-proclaimed experts in information literacy in the educational arena, to take some control over their destiny, and to meet the obligation of putting into practice their information skills to ensure students have appropriate opportunities to become information literate.

As a profession, we need to work collaboratively on this assignment. As teachers we need to work with and within educational organisations, and as librarians we must work with and within library and information organisations. We need to cross government and non-government school boundaries and draw on the experience and perspective of both sectors.

The first step in tackling this assignment is to define the task. A few of the questions we need to answer are:

What is the role for library and information services in schools in achieving the national targets set by the Finn Review?

What is the place of information literacy in the key competencies being developed as a result of the Finn Review?

What services should the Curriculum Corporation be providing through its national schools information database in 5 years time?

What is it that teacher-librarians teach?

If I drive past Bombala High School in the year 2000, what, I wonder, will have changed? ♦

△ OASIS Diary

Sharon Wilkes, teacher-librarian at Wentworth Falls Public School received OASIS Library in week 8 of term 3, 1991. Throughout 1992, Sharon has agreed to document her triumphs, sloughs of despair, victories and disasters along with the solutions to the problems so that those teacher-librarians who have yet to participate in automation by OASIS might benefit from her errors, misconceptions and woes. If teacher-librarians who are further down the track than Sharon would care to document their own help lists, we would be very happy to publish areas not already covered.

From time to time someone from the OASIS Support Team, either from the Centre or a Region, will make suggestions as to ways in which problems encountered by Sharon may be solved. These comments will appear in italics.

Term 3 Week 8

OASIS arrives and is unpacked. Help! What goes where and how?

Assistant Principal (Infants) comes to the rescue and helps put system together using documentation provided by the OASIS support team.

Printer won't accept demands from fileserver.

Phone Hypec – problem with faulty card in file server

(I have no phone in a stunning, magnificent, otherwise well equipped brand new library. Run to and from office phone – 40 metres away).

Term 3 Week 10

2 days OASIS training with Gail Henley (the Metropolitan West Consultant for OASIS and Information Skills) The training is excellent, very helpful, enhanced by the fact the days are not consecutive and the intervening days give me time to assimilate what is taught on the first day. The opening session of the second day also allows time for us to talk about problems that arose from the first day. But how will I ever learn all this?

I start by working through the training booklets to reinforce what we did with Gail, then systematically work through the tutorials from the manual.

Term 4 Week 3

Printer won't accept commands

PhoneHypec(Howmanytimes?Ilostcount.)

Serviceman arrives and fixes the problem. Now we can print.

Term 4 Week 4

Experiment with OASIS Palm Tree Central. Feeling confident.

Enter data into system parameters and loan category. Won't do as I ask. Manual doesn't solve my problems.

Phone Gail Henley Gail solves the problem using the handout from her initial training day; that section of the manual is out of date.

I'm reading the manual bit by bit. Because there's no index, it's very hard to locate what you're after especially when you don't know what you don't know.

The current manual is arranged using a table of contents. The new reference manual to accompany the update will be fully indexed.

Barcode labels arrive. I'm itching to start entering books in the *real* system – so Maureen, my clerical assistant and I start! We make mistakes, mostly minor typographical errors but because we press ENTER before realising we have made the error, going back to edit takes time. Maureen, who is accustomed to using the typewriter also has problems with the ENTER key, often pressing it mistakenly for SHIFT.

It takes all day to enter 4 books. Will we get faster? If not it will take 30 years to automate.

I phone hotline, which helps.

The update version to be released later this

year will allow more flexibility in editing during data entry.

Term 4 Week 5

I realise I am trying to do too much too soon – attempting to run the library at the same level as BO (before OASIS), and enter data like mad, and finish the School-based Support Course.

Term 4 Weeks 6&7

Concluding 4-day residential for School-based Library Course.

One session is devoted to OASIS with Paul Drayton and Doug Jenkins.

A great session! I realise that I need not do so much – only do OASIS Data Entry during my normal administration time and not worry about it.

Talk to Principal about my problems. Principal gives me total support.

Term 4 Week 8

Try to put a set of Encyclopedias onto OASIS. I found I could not put them on as a bulk entry, then just edit the name.

What I do is probably not technically correct, but considering the time factor, I do a bulk entry with the volume details written into the notes.

Can not remember how to add a new title that had previously been accepted by OASIS – got so far and then was stuck trying to change the (k)opies information

Phone call to Gail Henley who solves it quickly – a case of misinterpreting the prompts.

OASIS Training day – circulation – at Penrith ERC with Gail Henley. Discuss not only circulation, getting started etc, but we are given plenty of time to discuss with the group where we are at, problems, solutions, hints, etc.

A fabulous day! Even though I am way

behind with my entries I did not come away feeling stressed. I also realise I am wasting too much time looking up the microfiche for ASCIS numbers which I don't need unless I'm sending away for records, which at this stage I'm not. So I hope I might speed up.

Discover more reports to print – Data Validations I need more time to 'play' and explore the menu

Discuss with some members of my cluster the formation of a mountains OASIS support group. We all feel that the best way to keep ourselves on track, motivated, is through informal discussion, support, hints. We plan to have our first meeting to discuss directions in the second week of term (at Springwood Coffee Shop!)

I am really looking forward to this – there are times when you do feel isolated and alone. You feel that the staff don't really understand how much there is to implementing OASIS. I did encourage staff members to watch as data was entered and to talk about OASIS at staff meetings: most were astounded at the amount of work involved.

You have to be careful not to whinge, moan, show frustration too much; try to show positives, otherwise people are put offside. And with schools feeling extra pressures for a variety of reasons, it is really important to try to cling to positives, keep a sense of humour, laugh a lot and encourage staff. ♦

Editors'note: Don't forget, if you have OASIS stories to share, stories that will help others to avoid pitfalls, or help new users in any way, please let us share them. Please fax your contributions to Scan at 02 808 9413.

And remember that copy deadline for Scan 2 is mid-March.

△ Keep the best, cull the rest

Andrew Barber is teacher-librarian at Randwick North High School.

In spite of your very best efforts, sometimes you know that you will have to keep fighting the same battle. Three years ago I moved to my current school as teacher-librarian. It is a pleasant, small, high school in the eastern suburbs of Sydney. From two classrooms you can just see over buildings to the Pacific; from one you can look back to the city over Centennial Park and see the Harbour Bridge. Alas, the library has mostly high windows from which you can see the sky. One of its two main windows overlooks the asphalt playground, the other now looks at the balconies of units across the road.

I say 'now' because when I arrived the collection was immense and old. There were shelving units everywhere: in the middle of teaching areas; forming bays in which students could hide; and across one of the windows.

It was initially depressing. I knew what I had to do, however. I had to weed.

Being still relatively new to the school I proceeded somewhat cautiously. I was inspired by a teacher-librarian in a nearby school who told me just to keep going: 'It's not going to get done unless *you* do it,' she said.

I started in the economics section. Why economics? Because a senior student asked me whether we had any decent economics books. I knew we did, but they were buried amongst the debris. After consulting the relevant head teacher, I removed all the economics books published before 1983. When I'd done this there were only a few books left in that section, so we bought more. This pleased the economics teachers. This inspired me to keep going.

Over the course of the next year the whole collection

was weeded. My main aim was to reduce the number of old items so that what remained could fit on to comfortably arranged shelves, so that teaching and study areas could be more effective and so relevant resources could be readily found by all. I managed to eliminate the intrusive free standing shelves, to remove all but one of the bays and to uncover the window, a slow process, which generally was noticed only by the teaching staff when we moved the photocopier. But there were favourable comments from the staff and students. 'It seems lighter,' they said. 'It looks neater,' they said.

There were problems. Some head teachers resisted weeding. It didn't stop me - I removed books and hid them in boxes in cupboards. No one noticed their removal so later they were discarded.

There was the dilemma of what to do with all the discarded books. No one likes to just throw them in the skip, and they have a nauseating habit of reappearing when that is done. And I didn't want to give outdated, irrelevant books to our students: if they weren't suitable for the library, they shouldn't be at home. I discovered the Ranfurley Library which, under the auspices of Rotary, redistributes books to the island nations of the Pacific, and elsewhere. Those they don't want are pulped. Every so often I would ring our contact, someone would collect our boxes of discarded books and we could all feel good about this. Outdated textbooks went from faculty bookrooms along the same route.

The fiction section initially had a light cull: it was difficult to dispose of all those award-winning and classic hardcovers, so I didn't. But a couple of bays went.

It was only about half way through

last year that the catalogue - yes we're still manual - caught up with the cull. We could now dispense with 15 of the 50 catalogue drawers.

Last August, when a student asked me for a good book to read, I became annoyed with myself. I knew there were plenty: over the previous two years I had bought lots of fiction titles. But when we both stood in front of the shelves, the new books - glossy, shiny paperback - were lost in the clutter of unread and tacky hardback. Sure, together we found a book - *Misery* guts, I think - but I knew the weeding has to continue.

Back into the fiction section. In two weeks two-thirds of the collection was discarded. Many have been given to the DEAR scheme but many have gone altogether. Students initially asked where all the books were. But what remains is a lot of bare, honey-coloured timber shelving, and a collection of fiction that is exciting to look at and interesting to read. The hardcover classics we kept have all been recovered. Interestingly, the borrowing rate for fiction has doubled and staff now borrow recreational reading.

Of course all the while this has been going on, the regular day-to-day business and busyness of the library continues.

It never really ends. I'm still removing catalogue cards. And the other day, a teacher stood in the middle of the fiction section, looked at the barer shelves, and asked how the new fiction system worked.

And yesterday a student returned a book she'd borrowed on electricity. The illustrated 'modern domestic appliances' were made from bakelite. ♦

FORUM

Forum is a new section, the aim of which is to give readers the opportunity to ask questions or engage in discussion of general interest to readers, ie not queries which are specific to your library only. Answers or discussion must be able to be generated within the Scan readership, who are teacher-librarians, primary, secondary and tertiary teachers, librarians, publishers and booksellers.

We are conscious of the reference gap that exists now for many of our readers, and we want to encourage at all levels communication between teacher-librarians themselves, and with the other professionals with whom they work.

Because we did not warn you in advance of the coming of Forum, we of course had no material for this issue. Fran Maloney has kindly filled the gap with a very worthwhile and informative piece on training for teacher-librarians, a topic of great interest in the past, and one that will assume increasing importance in the future.

We await your contributions - please be speedy: copy deadline for Scan 2 is mid-March.

Fran Maloney works with the Teacher Development, Multiskilling and Retraining Division, Human Resource Development Directorate. Among her responsibilities are the development and coordination of training options for teacher-librarians.

There was a time within the teaching profession when, if you were a trained teacher, you taught within your field of expertise throughout your career, gaining promotion in order of seniority, after being placed on a list following successful inspection. A minority of teachers retrained or took up different aspects of teaching. Most teachers undertook inservice courses within their area to keep them up to date.

In the 90's things are different. A number of factors, including the state of the economy, technological advances, the vast increase in available information, new curricula and political and societal attitudes, are impinging on teachers, demanding that they become more highly and diversely qualified, able to work across faculties or grades, to use technology creatively in the learning context, and to compete in the marketplace for promotion.

Teachers, in the main, have taken up this challenge with enthusiasm. Despite the seemingly constant demands on their time, they are undertaking courses at all levels to increase their skills and give their students the best possible education.

Teacher-librarians

Teacher-librarian training has often been neglected particularly at the primary level and more particularly in isolated areas. Since teacher-librarians are rarely more than one to a school, often working in two or more schools, often part-time or casual supply... they don't fall within the usual realm of teacher demographics. At the same time they are becoming both more vital and more endangered within the current socio-economic climate. More vital because

they can hold the key to successful learning in the school and more endangered because if they are not seen to be active and highly competent it is possible that the role will be seen as expendable.

It is therefore essential that teacher-librarians recognise the need to be trained and to upgrade their training, that they understand how important their role in the school is, and above all that they have access to training at appropriate levels.

What's available?

With the devolution of the responsibility for professional development to regions, many schools, clusters and regional groups are developing and conducting inservice programs to keep their teachers up to date in their particular area of teaching and/or to ensure that teachers are conversant with new curricula to be implemented. Teacher-librarians are being offered inservice in OASIS Library implementation, use of current technology, information skills and many other areas at the cluster or regional level.

Some teachers, however, are still being appointed to teacher-librarian positions without any specialist training or are appointed on the understanding that they will acquire training. Statistics suggest that there may be as many as 60% of primary and 20% of secondary teacher-librarians in this situation. This group has an urgent and special need. A survey distributed through Scan in 1991, requesting information from teacher-librarians about their training needs, received an overwhelming response. The results of the survey will assist the Department in continuing to develop

appropriate training options to meet these needs.

Basic training

For a number of years the Department has conducted basic training courses for teacher-librarians. These courses have had two purposes: to provide basic skills for those in the position without any specialist training, and, until 1988, to offer classroom teachers the opportunity to move into the role of teacher-librarian. Some 50 teachers per year have been undertaking these courses in the last few years to gain a qualification recognised within the Department.

There have also been cadetships offered by the Department since 1974 for teachers to undertake a Graduate Diploma program through the University of Technology, Sydney (Kuring-gai Campus). This program offered a small number of teachers each year a recognised professional qualification within the field of teacher-librarianship.

1992

In 1992 there are a number of different training options for teacher-librarians, or for teachers wishing to retrain as teacher-librarians.

The **School-based Support Course for Teacher-librarians K-12** will continue to be offered. It is usually conducted over 1 semester, beginning and ending with a 4 day residential.

While this course will no longer be conducted by the Human Resource Development Directorate, the Department will retain overall monitoring and evaluation of the course.

This course is available to teachers working in the position of teacher-librarian without any specialist training. It is likely to be advertised in the School Education News in Term 1 or 2, 1992.

Since 1991 the course has been accredited with both UTS, (Kuring-gai) and Charles Sturt, (Riverina) for advanced standing in their Graduate Diploma programs.

The accreditation of the School-based course has been a major breakthrough for teacher-librarians. Previously the basic training offered by the Department had been seen as an end in itself. Teacher-librarians wishing to gain further qualifications had to undertake a Graduate Diploma getting no credit for the study they had already completed or for their practical experience. This was hardly an incentive to continue upgrading their qualifications. With accreditation, many teacher-librarians completing the school-based course are moving ahead to a Graduate Diploma and associate membership of the professional association, ALIA.

Sponsorships for

Graduate Diploma programs

Another change has been in the number and kinds of sponsorships offered to teachers to undertake the Graduate Diploma at UTS.

In 1992, five-full time and 20 part-time sponsorships have been offered for this program. The part-time sponsorship is currently \$9000 over the two year part-time program. Some successful applicants have opted to complete the course in one year and have been allocated the full amount of the sponsorship during that year. All part-time sponsored teachers are contracted to work in previously designated areas for a minimum of two years on completion of the course.

To provide more sponsorships, and to give greater access to non-metropolitan teachers, it is anticipated that in 1993 all sponsorships will be part-time, there will be a greater number overall and some will be offered for a Graduate Diploma via distance education mode eg through Charles Sturt, Riverina.

HECS support

Teachers wishing to undertake these courses without contracting to serve in a particular area can do so as independent students and apply to the Department for support in the form of HECS payments, study time, study leave etc.

Masters program

Another breakthrough for 1992, has been the Department's involvement in the Joint Masters program in conjunction with UTS, Kuring-gai.

Teachers who have completed the Graduate Diploma can now move on to a Masters in Information Science with the Department's support for part of the program. There is also part credit allowed for those who have completed the Graduate Diploma in Applied Science (Information/Teacher Librarianship) or its equivalent.

The most exciting aspect of these developments is that teacher-librarian training is now being seen as ongoing professional development at the highest levels. Support is being offered at each level so that teacher-librarians can continue to upgrade their qualifications as required. They will no longer be disadvantaged by being part-time or teaching in isolated areas. They will be able to study on-campus or, in the near future, by distance mode.

If teacher-librarians take up these opportunities, they will be seen more and more to be professionals in an exciting and challenging field - vital to their schools and students and no longer endangered. ♦

RESOURCES ■

■ Science & Technology K-6 Syllabus

Bob Staples, Senior Curriculum Adviser, Science & Technology K-6, compiled the following brief summary of the syllabus.

The Science & Technology K-6 Syllabus was released in June 1991. It replaces the 1980 Investigating (Science) K-6 Syllabus and combines science education with the new area of technology education.

The primary Science and Technology KLA provides a foundation for the study of two mandatory subjects in secondary schools: **Science Years 7-10** and **Design and Technology Years 7-10**.

In providing this foundation, the Science and Technology K-6 Syllabus aims to *develop in students competence, confidence and responsibility in their interactions with Science and Technology, leading to:*

- an enriched view of themselves, society, the environment and the future; and
- an enthusiasm for the further learning of Science and Technology

Science & Technology K-6, Department of School Education, 1991

Through Science and Technology learning programs students will develop knowledge and understanding of:

- built environments
- information and communications
- living things
- physical phenomena
- products and services
- the earth and its surroundings

They will develop a knowledge of the processes of investigating, of designing and making and of selecting and using technology and skills in their application.

Underpinning all study in the area, will be the need for students to develop positive attitudes towards themselves, others and science and technology.

The syllabus is based on the principle of active learning, ie that students learn by engaging in the activities of science and technology. It is particularly important that Science & Technology resources reflect and support this approach to learning.

In considering written resources, it is necessary to recognise that while primary science materials will exist in most schools, at this stage few appropriately written materials have been produced to support primary technology education.

■ Resources for Science & Technology K-6

The support document that accompanied the Science & Technology K-6 syllabus provided teachers with a wide range of resources in a variety of media. Because the spirit and thrust of the new syllabus is so different from the old Science syllabus, however, the following article is intended to provide brief information on:

- basic 'must have' materials
- how to use resources that may already be in the school
- some new construction materials

The article was written by 3 people who have special expertise in this Key Learning Area; each contributor is introduced at the beginning of her section.

Jean Hartshorne, Principal at McCallums Hill Primary School, wrote the Design and technology section of the syllabus.

School starter kit

- variety of paper and cardboard, eg foil, used computer paper, cardboard rolls from paper towelling
 - modelling supplies, eg plasticene, play dough, plaster of paris
 - construction materials, eg wood off-cuts, masonite, lengths of wooden dowel, nails, screws, wire (such as chicken wire, copper wire), polystyrene, plastic bottles, various fabrics, corks, ice cream containers, batteries, small light bulbs, hinges
- Note: Reverse Garbage (142 Addison Rd Marrickville 2204 phone 02 569 3132) is an excellent source of reasonably priced, varied assortments of construction materials. Take a strong plastic bag with you.
- tools for student use, eg wire strippers, hammers, pliers, gardening/watering equipment, saw, stapling gun
 - cooking utensils
 - bug catchers
 - magnets
 - thermometers
 - compasses
 - pulleys
 - adhesives, eg glues, masking tape, cellotape, blue tac
 - stove/microwave
 - computers and a variety of programs including those which stimulate higher order cognitive development
 - still cameras, video players/cameras
 - buckets, water trays
 - appropriate/ negotiated access to the school's communication technology
 - collections of real timetables, phone books, newspapers
 - varied video and print resources

Notes

- The NSW Department of School Education publication **Science & Technology K-6 Resources** is an excellent reference for information regarding audiovisual material, authorised performances, computer software, relevant organisations, kits, magazines and journals, places to go, and student and teacher reference books.
- Some of the items purchased for Mathematics activities will also be suitable for Science & Technology design projects.
- Many high school science departments are willing to lend resources to primary schools.

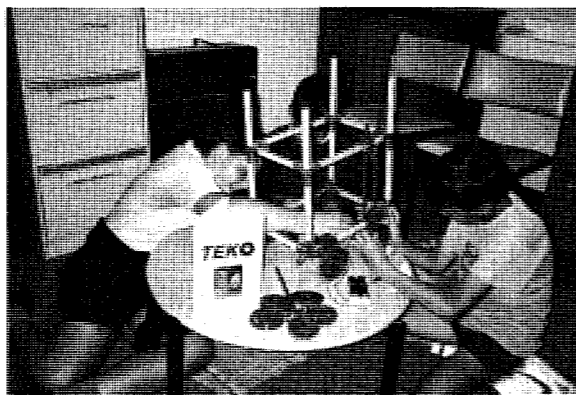
Construction materials

As the Science & Technology syllabus promotes designing and making items, schools may wish to purchase commercially produced construction resources. A number of construction sets are available from Q-stores; schools purchasing through Q-Stores will find it worthwhile to peruse the 1991 Mathematics section of the Requisition Order Sheets as some basic construction material is listed here. The more engineering type of resources, Teko and Meccano, for example, are located in the Science & Technology section. The review set of Teko was supplied by Beta School Supplies 159 Kenthurst Road Kenthurst 2156.

Teko

As a construction set, Teko differs from its rivals in terms of its size and its capacity to be readily combined with junk materials such as fabric, decorated paper and cardboard rolls. The Super Motorised set contains items such as small to large gears, wheels, corner pieces, axles, 6-volt battery, battery box, leads, crocodile clips and a handbook. Teko has been designed for use with 12mm square section wooden rods.

This resource is excellent in its provision of experience in assembly. While younger students will be able to handle the basic pieces, the motorised components will challenge talented, senior students. The size of the pieces also makes it a practical resource for teachers wishing to demonstrate concepts to groups of students.



Teko, like the other construction resources mentioned below, is a useful teaching/learning resource for the units Getting about, Toy world (level 1); Out and about, Making it easy (level 2); and On the move, Sailing, sinking and soaring, Switched on (level 3).

Additional items such as various sized gears, including worm gears, wheels and work cards are available.

Warning: Care needs to be taken with the plastic battery box. After about an hour of continual usage,

problems were experienced with the heat generated by the completed electrical circuit melting the plastic. Editor's note: The suppliers, Beta School Supplies, were adamant that this has not happened with any of the more than 200 sets sold and were most cooperative about sending a replacement.

Torro

Similar in design and appearance to the well-known Lego brand of construction material, Torro represents an economical alternative for schools wishing to purchase interlocking building blocks. Torro Educational Engineering Sets (available through Q-Stores), broaden the uses of the basic set in that they contain, for example, girders, gears, nuts and bolts.

Googolplex

The set consists of triangular frames and plates, square frames and plates, pentagon frames and plates, connectors, wheels and axles. Double-hinged connectors allow individual pieces or whole structures to rotate 360 degrees.

Mandy Shaw is South Coast Consultant for Science & Technology K-6.

Radio then and now. Department of School Education, 1985

Based on radio archival material from the 1930s to the 1950s this resource provides useful units of work relating to information and communication in the area of Science & Technology K-6.

Radio then and now is comprised of 4 cassettes, teachers booklet and photocopyable worksheets which are for use with the cassettes. Although this resource predates the Science & Technology syllabus, it is quite possible to modify some of the material or select from it activities to suit particular units.

For instance, in investigating changes that have occurred in communication any of the cassettes could be used if students were briefed prior to study. They could identify various questions and comparisons which they could use to record and present responses. If teachers have reviewed the resource beforehand, some guidance can be given to students' suggestions. The last tape and section of worksheets entitled Personal Use contains some good ideas to clarify students' views and also suggests researching through oral history.

Units concentrating on leisure using historical comparisons could use program 3, which deals with popular shows and has material for examining how advertising has evolved.

Both Torro and Googolplex are useful resources for the units of work Look around you, Indoor out door, and The best place to live.

Logo/Lego

The Logo/Lego combination, while more expensive than the previously identified construction resources, is very appealing in terms of the students' power to control the actions of their designs by programming commands into the connected computer. This material is highly motivating for all students but the older, and/or more able students will obviously be able to explore the resource's potential to a far greater extent.

Adhering to the spirit of the syllabus

Schools may find that many of their existing print resources simply provide 'recipes' for students to follow as opposed to challenging their understandings and fostering a desire to exercise their imagination. Such resources should not be discarded. Rather they should be publicised in terms of their potential for serving the needs of teachers and students when they are in need of some information, particularly starting points.

From this comparative work, research on how radio technology has developed, the application of radios and future trends could be investigated. Designing and making a radio production for the school audience would be an appropriate before or after activity relating to the investigative use of radio then and now.

Another point to consider is that since this resource does not include the processes of Science & Technology, it is important that in planning its use, the skills of investigating, for example, are built in to its approaches.

Radio then and now is a worthwhile resource for a communication theme but should be used selectively. Worksheets should not just be copied and distributed. Negotiated learning, as a strategy included in the support section of the curriculum, necessitates student and teacher collaboration in clarifying areas for study and the form that these should take.

Made by design. ABC, 1991

Consisting of a teachers resource book and a series of television programs, this is a valuable resource to enrich the area of Science & Technology K-6. The teachers book contains some worthwhile ideas for investigating, designing, making and using technology.

The programs and book are presented in episodes/chapters dealing with such topics as books and magazines, packaging, signs, furniture, clothing, houses and public places.

Open-ended and child-centred is the approach taken in the teaching suggestions. Many resources needed for activities can be obtained by students from home or by using the local environment.

The Environmental education and Mass media perspectives are the focus of questioning tasks.

The television programs feature interviews with designers from related fields who usually reinforce the design process, ie the presentation of a particular brief, form and function considerations, evaluation and modification. This retelling of the process assists students' understanding and use of skills.

This is evident also in activities. For example in the packaging chapter, **Design a package for the safe posting of a fragile product:**

- Investigate existing packaging, analyse and evaluate the possibilities.
- Design a suitable package that will be economical, environmentally friendly and will meet postal standards and requirements. Sender and addressee information should be included.
- Test the suitability of the packages by posting them from a location far enough away to require several handlings by postal staff.

Made by design could be used in a range of ways. I think its best method of application is to select appropriate topics which enrich units planned for implementation. In terms of existing units from the Board of Studies and units which will be available from the Department of School Education early in 1992, this is an easy task.

Board and Department units relating to community use of space, structures, services and leisure could be used to explore the sections on houses and public places. Books, magazines and signs link in well with units focussing on information and communication. Packaging could be used as part of units examining material and structures or alternatively food processing and delivery.

Another approach for teachers would be to develop their own units based upon areas such as structures and furniture, fabrics and clothing or shelters and housing, using the ideas in **Made by design** as a springboard with other resources.

Whether any of the content chapters/programs are used or not, the first and final chapters in the teachers book are very worthwhile – in *What is design?* and *What is good design?* some important historical points are made. The tensions which make design as a process inherently a problem solving activity are emphasised.

Although this resource is very worthwhile, a few words of caution. **Made by design** does not emphasise all content strands in the Science & Technology syllabus. Additionally, although using technology is part of both the programs and suggested activities, computer education is not included reinforcing my point that this resource needs to be considered along with other materials.

Also, there are so many activities in each chapter that teachers need to be selective. Some 'imagine if' tasks are embellishments which don't really meet the outcomes of the syllabus and, given that rare resource called time, could be considered unnecessary. Nonetheless, in my view this is certainly one of the better resources which support Science & Technology K-6.

The teachers book is available only at ABC shops. The television series will be repeated in 1992, beginning Tuesday 25th February, 10.45–11.05.

Street sense Levels 1 & 2. Roads & Traffic Authority, 1988

The Street sense kits contain plenty of interesting ideas and activities, some of which are relevant to support units developed by the Board of Studies and the Department of School Education (due for release early 1992).

Transport units covering stages 1 to 3 in **Science & Technology** can be used to implement some aspects of road safety.

But, because the Street sense kits do not use the same processes of investigating, designing and making and using technology, teachers need to take a different approach in presenting activities:

Stage 1. Design a modification to the local transport environment.

This links to level 1, unit 5 in **Street sense, Traffic and me.** The activities concerned are similar, but in the road safety kit, the students build a model but aren't asked to identify problems and possible solutions – choosing a solution and representing it – as well as implementing ideas. Therefore the problematic element needs to be included by teachers.

Stage 2. Investigate students' transport and design solutions to problems associated with the use of students' transport.

Related material in **Street sense** in level 2 unit 6 looks at bicycle parts, functions and safety checks; lots of material is provided. In the classroom students would need to be given the opportunity to have their own input into what they are doing and to use the skills related to investigation.

Rider visibility is considered in unit 9. The large volume of material demands selection by the teacher. A designing and making activity is included: design/make fluorescent cycling safety accessories; design appropriate clothing and accessories for camouflage and/or to be a conspicuous cyclist. These activities could be undertaken by students, or teachers could modify the original task.

Stage 3. Design modifications to a transport system to

Sue Harriman was 1991 Metropolitan East Consultant for Science & Technology K-6.

MCLINTOCK Collective Getting into gear. Curriculum Corporation, 1988

This is the result of the McClintock Collective's concern that the very nature of science teaching and learning was excluding many students, especially girls. As a teaching resource it challenges the more traditional image of science as an objective, impersonal and rigid process and suggests that science can be creative, open-ended and far more relevant to students' interests. It tackles head-on issues in science teaching in a readable and practical manner, exploring teaching strategies in areas such as personal development, communication, creative science, science as human activity, and developing practical skills. In each section the emphasis is on putting theory into practice immediately, by providing lots of classroom ideas and resources. The strategies are then demonstrated through detailed activities, especially in areas sometimes avoided by primary teachers. Cartoon drawings and sample worksheets make this section enjoyable as well as useful.

While predominantly aimed at secondary schools, this is an invaluable resource for all teachers, not only in providing specific activities in support of Stage 3 of the syllabus but also as a source of teaching strategies for making science and technology relevant and enjoyable for both students and teachers.
\$32.00

ABLAT, A Creative technology (3 titles: Images, Movement, Futures). OUP, 1990

The introduction to these books asks the question, 'Why do we design and make?' and then suggests that there are at least 3 reasons: to solve a problem; because we see an opportunity to produce something useful or valuable; or just for fun. The Science & Technology syllabus would endorse these and probably add a few as well.

Each book uses similar format and methods to explore designing and making in the context of movement,

make it more efficient. The related Street sense material in unit 1 looks at the protection of objects and people and suggests some design briefs. As mentioned previously, teachers should allow students to make their own decisions about designing and making.

The Street sense kits are a great resource, but in terms of Science & Technology, keep the processes in mind, allow students to take part in decision making and be selective.

images and futures respectively. Each title provides background information, open-ended design tasks, useful hints, sample methods, and suggestions for research and discussion. Where design solutions are suggested they are accompanied by further challenges or a range of options to be selected, adapted or just used by students for inspiration. Built into each of the sections are hints and suggestions for ways of developing skills in both designing and making and using technology. Attractive layout and full colour illustrations make these books useful resources for teachers and older students. Each topic is divided into sections that can provide scope to any area of study or become the basis of whole units of work. Many of the aspects covered are already included as units of work in the syllabus or departmental resource materials. Especially interesting is *Futures*, which challenges students' ideas about everything from future fashions, homes and leisure, to the environment, communications and living on distant planets.
\$9.50 per title

GOOD, K Starting craft, design, technology. Heinemann Educational, 1987

A great introduction to technology education, based on experiences of teachers in Great Britain, *Starting CDT* uses simple drawings and a readable style to explore in detail aspects of design and making. Discussion of various ways of approaching each step in the design process is illustrated through practical examples, for example, generating design ideas, constructing models, drawing ideas. Specific design tasks are not, however, provided. It is the process that is explored and can then be applied to any given design problem. Emphasis is also given to the need to research (read investigate) as an essential complement to designing.

Despite being specifically linked to the British curriculum, *Starting CDT* provides lots of inspiration for ways of teaching the skills students need in order to participate successfully in all areas of technology education. ♦

■ Professional reading

The following bibliographies are arranged alphabetically by title except for Information 7-12, which is arranged in Dewey order. Information K-6 is, uncharacteristically, arranged alphabetically by title because Dewey numbers were not available. The editors also apologise for the absence of ASCIS numbers on some items, also unavailable for this issue of Scan.

APPLETON, Jonathan *Authorbook*. SCEGS Redlands, 1991
ISBN 0646028685

Some of the author profiles that have appeared in *Rippa reading* over the last 4 years have been collected to make this useful reference. Jonathan Appleton has clearly used refined methods of torture upon his subjects to elicit such revelations as what car they drive, their funniest moment, best and worst qualities, along with personal details. Not many of your students will equal Jonathan's enthusiasm for children's books and their authors but many of them will enjoy the fruits of his labours. F. Gardiner
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$12 Rippa Reading SCEGS Redlands,
Murdoch St Cremorne 2090 ASCIS 678562

The authors & illustrators
scrapbook. Omnibus, 1991
ISBN 1862910685

We would all probably have thought that authors and illustrators were good sports – here is the proof. Each of the 24 contributors has provided childhood photographs, comments on life and reflections on their work for this scrapbook. And it is a volume which is great fun: where contributors are happy to share aspects of their lives; where readers can find out about their favourite authors and illustrators; where role models abound; and where the joy and humanity found in Australian children's literature are given a personal focus. There are riches to be found here in an accessible and appealing format, for all who have an interest in children's literature. J. Buckley
LEV: Middle primary Upper primary
AVAIL: Paper \$9.95
EVAL: Highly recommended ASCIS 677154

MOHR, Carolyn *Books that heal*. Libraries Unlimited, 1991.
ISBN 0872878295

I am uncomfortable with the concept of bibliotherapy, and this resource did little to allay that discomfort. Adopting a comprehensive whole language approach

to the books it suggests as suitable for bibliotherapy, it provides detailed suggestions for discussion and activities. The rationale for the use of bibliotherapy is limited and the practicalities or desirability of integrating this therapy into the school day unconsidered. It addresses such issues as coping, death, differences and divorce. Even when judiciously selected, the extensive discussion questions for the 24 novels included would exhaust reader interest in the stories. J. Buckley
AUD: Professional
AVAIL: Paper \$29.92 ASCIS 678653

CLYNE, Margaret *Building on big books* Oxford University Press, 1991
ISBN: 0195531310

Beginning with a general discussion of the rationale and benefits to be derived from the use of big books, this resource quickly moves to getting started and creating integrated across-curriculum units with big books. Strategies, covering a variety of curriculum areas and approaches, are given both for individual texts and also groups of big books. The books discussed are wide ranging and cover both fiction and non-fiction. An annotated bibliography focusing on books which are suitable for use in a variety of grades and in many curriculum areas adds to the value of this resource. M. Ellis.

AUD: Professional
AVAIL: \$19.95 ASCIS 681464

MALLAN, Kerry *Children as storytellers*. Primary English Teaching Association, 1991.
ISBN: 0909955972

Storytelling as a means of encouraging the use of children's imagination is advocated in this resource. As with other publications from PETA (Primary English Teachers Association), it combines theory with practice in a useful, easy-to-understand manner. It covers the benefits of encouraging children to tell stories, suggests ways of finding, learning and presenting stories, and discusses storytelling across the curriculum. Encouraging and informative, the book provides many ideas and examples based on recent experience with

Please note that almost all items reviewed are recommended. The only exceptions are those which have an EVAL statement: Consider before buying or Not recommended. Exceptionally fine items are given a Highly recommended EVAL statement.

primary classes. J. Buckley
AUD: Professional
AVAIL: Paper \$15.00 (\$13 PETA members) ASCIS 681332

MCCONAGHY, June *Children learning through literature* Heinemann, 1991.
ISBN: 0435085158

This personal account of how students use literature as the basis of mastering the processes of reading and writing is both realistic and inspiring. McConaghy communicates effectively her own process of learning as a teacher, on the job researcher and learner. Using her journal records and the student's writing as the basis of her observations, she discusses the structure of her program, daily organisation, how children learn through stories, how literature influences their own writing and relationships between home and school. J. Buckley.
AUD: Professional
AVAIL: Paper \$16.95 ASCIS 670304

EDWARDS, Hazel *Cluey writing ideas for creating adventure stories*. Jacaranda, 1991
ISBN 0701629002

Specifically targeted at teachers working with students on a school camp, this resource aims to make the camp environment the catalyst for the students in writing mystery and adventure stories. Included in the resource are session plans, worksheets, a myriad of ideas for games and activities, including orienteering and mapping, all of which lead to a wide variety of writing activities. Although the book focuses on a specific teaching situation, many of the ideas and worksheets could be modified for use in an ordinary classroom making this an interesting addition to the school library collection. M. Ellis
AUD: Professional
AVAIL: Paper \$15.95 ASCIS 666365

HENRI, James *Cooperative planning and teaching*. Centre for Information Studies, 1990.
ISBN: 0949060097

This is a collection of articles on cooperative planning and teaching from 9 different contributors, the majority of whom are teacher-librarians. The editor, James Henri, provides a theoretical rationale for cooperative planning and teaching, but the real value of the collection lies in the articles from practising teacher-librarians and a support teacher (learning difficulties), all of whom are committed to, and enthusiastic about, cooperative planning and teaching. The select bibliography is excellent and contains many references to recent Scan articles on cooperative planning and teaching. M. Ellis.
AUD: Professional
AVAIL: Paper \$20.00 Centre for Information Studies
PO Box 588 Wagga Wagga ASCIS 626134

CHAPMAN, Garry *Crossword connections*. Ashton Scholastic, 1991.
ISBN: 0868966622

Thirty seven authors are represented in this book of 60 crossword puzzles based on children's literature. The books range in difficulty from *Charlotte's Web* to *Bridge to Terabithia*, though the difficulty of the crosswords does not correlate with the difficulty of the book. Since solutions are provided, this could provide teachers who are using literature for their reading programs with a comparatively painless way of keeping tabs on their students. F. Gardiner.
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$22.95 ASCIS 671627

SAXBY, Maurice *First choice*. OUP, 1991.
ISBN: 0195531302

Subtitled as a guide to the best books for Australian children, this annotated bibliography lives up to its promise. It groups its 1000 annotations according to book type or reader age, so, for example, there are chapters on counting books, books for beginning readers, books for the upper primary/junior secondary level and picture books for older readers. The concise annotations convey an appreciation of each book's strengths. Extensive indexing by title, author, illustrator and subject further increases the usefulness of the collection. Clearly set out on uncluttered pages, this is a most useful source for parents and educators. J. Buckley.
AUD: Parents Professional
AVAIL: Paper \$29.95
EVAL: Highly recommended ASCIS 661390

DALBY, Richard *The golden age of children's book illustration*. Michael O'Mara, 1991.
ISBN: 1854790412

Traversing the 19th century and the first half of the 20th century, this volume provides a glimpse of the life and work of illustrators of the calibre of Randolph Caldecott, Arthur Rackham and Ida Rentoul Outhwaite. As well as brief notes on their lives and a list of their work, sample illustrations, including colour plates, also appear. Information retrieval is not enhanced by the lack of an index, but overall this is a handsomely produced, useful reference. F. Gardiner.
AUD: Professional
AVAIL: \$39.95 ASCIS 681179

Information technology in schools. School Libraries Section [WA Group] ALIA, 1990
ISBN: 0868044504

Have you ever felt that information technology is passing you by? If so, this is the book for you. It makes a straightforward case for the need for teacher-librarians to keep aware of developments, then in easy-to-

understand language explains the main applications of information technology in schools. These include online services, electronic bulletin boards, hypertext and hypermedia, library automation and such forthcoming technologies as artificial intelligence and the 'smart book'. Distinguished by its commonsense approach, good selection criteria and the relevant experience of its authors, this resource is both reassuring and inspiring. J. Buckley.

AUD: Professional
AVAIL: Paper \$12 (\$10 ALIA members) ASCIS 645167

PERRY, Andrew *Into books again*. OUP, 1991.
ISBN: 0195532074

Full of practical ideas for literature-based activities in the classroom, this resource advocates informal group activity and discussion. Author studies, theme studies, and book studies are provided for 3 age levels encompassing years K-6. The introduction urges teachers to be selective, adapt and modify the activities. Reproducible pages, lots of ideas to work from, and quirky line drawings by Terry Denton add to the pleasure of this resource, which, like its predecessors in the series, is a good springboard into literature activities. J. Buckley.

AUD: Professional
AVAIL: Paper \$16.95 ASCIS 670393

EMMITT, Marie *Language and learning*. Oxford University Press, 1991.
ISBN: 019553123X

This exploration of language and its role in teaching is readable, comprehensive, scholarly and practical. It covers language and culture, linguistics and language structure and how language and literacy are learnt. Relevant theory is explained, theoretical perspectives are well related to the practicalities of teaching, and useful activities are included to provide for discussion and active learning. It is a detailed work which seeks to explain language in all facets, rather than a collection of teaching suggestions. A resource which provides a framework for understanding much of what we do as teachers, it links understanding and classroom practice most effectively. J. Buckley.

AUD: Professional
AVAIL: Paper \$24.95 ASCIS 666980

NICOLL, Vivienne *Literacy at home and school*. Primary English Teaching Association, 1991.
ISBN: 0909955964

Written in an informal, easy-to-read style, this book aims to demystify the teaching of literacy in our schools. Part 1 outlines the way in which parents can build the foundations of literacy before the child reaches school. Part 2 discusses what actually occurs in the classroom in various literacy areas such as reading and writing, and also outlines signs which may indicate that the

child is having problems. The final section focuses on what the parent can do at home to support the school's literacy program, and includes a bibliography of books suitable for a home collection. M. Ellis.

AUD: Parents Professional
AVAIL: Paper \$8.00 ASCIS 678889

SMALLWOOD, Betty *The literature connection*. Addison-Wesley, 1991
ISBN: 020151706X

Although this publication has a US bias, it would prove a valuable addition for multicultural collections. The first 5 short chapters concentrate on the theoretical framework for the importance of reading aloud to children with an ESL background; descriptions of appropriate teaching strategies linked to developmental stages are also included. The majority of the book is given to an annotated bibliography organised under subject headings such as family relationships, imagination, and food. Annotations contain not only an evaluation of the literary merit and a summary of the story but also patterns on grade level, ESL level, genre, grammar, vocabulary and language patterns and related books. M. Ellis.

AUD: Professional
AVAIL: Paper \$25.95 ASCIS 671866

FOX, Mem *Mem's the word* Penguin, 1990.
ISBN: 0140117431

Dear Mem, it's nice to meet you. It is a courageous act to publicly record one's background, achievements, ambitions and frustrations at age 44, and Mem does so with humour and candour. Simply and directly she tells of her life - as a child and student, wife and mother, educator and storyteller, reader and writer of children's books. Her thoughts will particularly interest readers who are familiar with her work and anyone who shares her beliefs in the value of teaching and the importance of literature. J. Buckley.

AUD: Professional
AVAIL: Paper \$12.99 ASCIS 647160

NIEUWENHUIZEN, Agnes *No kidding*. Pan, 1991.
ISBN 0725106638

Both personal and professional aspects of their lives and work are revealed in this useful volume of lengthy interviews with 12 of Australia's most popular and prominent writers for young adults (Baillie, French, Gleeson, Harding, Jennings, Marsden, Martin, Phipson, Rubinstein, Stewart, Wheatley, Wrightson). As well as furnishing a background and reference for their work, the interviews also make some constructive statements about the nature of this genre. A serious flaw is the

time lapse, in some cases, of almost 2 years between the interviews and the book's publication, thus denying the reader comments on recent writing. F. Gardiner.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.99 ASCIS 666854

GRAVES, Nan *A part to play*. Latitude, 1991.
ISBN: 095890006X

If you are wanting to re-organise your classroom and indeed your whole modus operandum, this book will give you both the underpinnings of the philosophy and the practical know-how for investing in the strategy of co-operative learning. As well as being useful, the information is presented most attractively and invitingly; some pages are reproducible. The skills which this book and its philosophy aim to foster have value far beyond the classroom and far beyond the individual. F. Gardiner.

AUD: Professional
AVAIL: Paper \$29.95 ASCIS 630153

GAWITH, Gwen *Ripping into research*. Longman Paul, 1991
ISBN 0582859115

Designed for secondary and tertiary students, this book focuses on the skills and strategies needed by those students in their research work. It draws very heavily on her earlier books but, reflecting its older audience, goes into more detail and uses examples appropriate to the intended audience. Whilst it may be directed at secondary or above, teachers in primary schools will also find much that is useful, both by focusing their attention on these important skills, and by providing ideas for working with upper primary students. Templates at the end of the book allow students to explore the process themselves. M. Ellis

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$12.99 ASCIS 689750

HUME, Julie *SOS Library*. Dellasta, 1990.
ISBN: 0947138579

The first chapters of this book which deal directly with library management tasks may be useful to the untrained teacher-librarian confronted by the library for the first time. However, the philosophy which guides those chapters on the teaching aspect of the role are out of step with current policy and practice in NSW schools. Cooperative program planning and teaching and integration of the teaching of information skills into curriculum areas are ignored in favour of library skills lessons taught in isolation. M. Ellis.

AUD: Professional
AVAIL: Paper \$19.95 ASCIS 652352

Subject guide to Australian children's books. DW Thorpe, 1991
ISBN 0909532850

A subject guide's success depends on the breadth and suitability of the headings used, as assigning headings is an arbitrary process. In this volume, emphasis is given to the concrete over the abstract. Cross referencing is limited. For example, there is no reference from the 9 items listed under Friendship-Fiction to such other entries as Gangs-Fiction or Peer group pressure-Fiction. Imagination-Picture books has only 3 individual and 1 series entry. Picture books appropriate to older audiences are hard to locate, with no entries for satire or allegory. More detailed referencing, a listing of the headings and an author index would increase the resource's effectiveness. J. Buckley

AUD: Professional
AVAIL: Paper \$27.50

BRUCE, Terry *Survival strategies for teacher-librarians*. Centre for Information Studies, Charles Sturt University, Wagga, 1991
ISBN 0949060135

This is the 3rd edition of a checklist which covers just about everything teacher-librarians need to organise in order to achieve a dynamic, smoothly operating library and an effective teaching program. Of particular interest to those starting a new job or beginning library automation, it covers organisation, online information services, automation, CD ROM, management systems, information skills and cooperative planning and teaching. The format - points listed on right hand pages and blank left hand pages - is designed to facilitate use as an individual record. Browsing through these lists will also help busy teacher-librarians recognise the myriad of small tasks which consume our time. J. Buckley

AUD: Professional
AVAIL: Paper \$15.00 ASCIS 690100

MICHAELS, Wendy *Up & away*. OUP, 1990.
ISBN: 0195531396

Using a good selection of Australian, British and American picture books, the resource examines their uses in language teaching. It advocates their use as a context for exploring the interrelationships between aspects of language, suggesting a theoretical framework and practical activities. Some activities explore aspects of language, for example, register, satire and narrative sequencing; others are studies of genres, themes or authors. An excellent discussion of Aboriginal stories, suggestions for using picture books with students of non-English speaking background (NESB), reproducible activity pages and a comprehensive index add to the usefulness of this resource. J. Buckley.

LEV: Upper primary Lower secondary
AVAIL: Paper \$18.95 ASCIS 631804♦

Information K-6

WILLIAMS, John Colour and light. Wayland, 1991
ISBN 0750201703

Simple activities and experiments are designed to assist students to understand more about the properties of colour and light and the way in which these properties can be applied, or found, in real life situations. Step-by-step instructions, beginning with what is needed, are given for each activity or experiment and are accompanied by illustrations to further assist the reader. Materials used are easy to obtain and inexpensive and this combined with the simple procedures, large text, glossary and index make it most useful resource. M. Ellis

LEV: Middle primary Upper primary
AVAIL: \$22.95

WILLIAMS, John Electricity. Wayland, 1991
ISBN 075020169X

Simple experiments using easily obtained materials allow the reader to explore and understand some of the ways in which electricity works and to see the practical applications which man has derived from this knowledge. Procedures begin with a list of what is needed and are followed by step-by-step instructions. Each step is accompanied by a clear illustration to assist the reader further. Topics covered include messages, magnets, conductors, and printed circuits, and children can make a variety of things from a code tapper, to a simple switch, through to a choice card, or simple toy. Where appropriate, problems involving real life applications are posed. A glossary and index enhance the book's usefulness. M. Ellis

LEV: Middle primary Upper primary
AVAIL: \$22.95

STEPHENSON, Robert Exploring earth in space. Wayland, 1991
ISBN 0750200847

Covering topics such as the seasons, time zones, eclipses, and the sun, each section begins with a brief outline of the main concepts of a particular topic. This is followed by activities which allow the student to examine and test the concepts for themselves. Step-by-step instructions beginning with a list of what is needed are accompanied by diagrams and illustrations. Self-test questions enable the reader to check their understanding of the topic. Diagrams, photographs and illustrations are colourful and well labelled and materials for activities are readily obtainable. A glossary, short bibliography, contents and index pages are included. M. Ellis

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$26.95

BARDON, Keith Exploring forces and structures. Wayland, 1991
ISBN 0750200014

Each double page in this well organised resource examines a particular aspect of force such as gravity or friction, and provides activities or experiments which allow the reader to explore the topic for themselves, making this a useful resource for the science and technology curriculum. Real life examples from both the natural and man-made world illustrate the ways in which understanding the concept of force can be used to solve problems. Step-by-step instructions accompanied by diagrams are given for all activities which use easily obtained and inexpensive materials. Contents and index pages, a glossary and short bibliography are also included. M. Ellis

LEV: Middle primary Upper primary
AVAIL: \$26.95

CHENG, Chris The eyespy book of endangered animals. Ashton Scholastic, 1991
ISBN 0868967939

Combining both facts and activities, this resource aims to provide both information on 15 individual endangered animals including reptiles, fish, birds and mammals, and ideas for becoming actively involved in their preservation. Information on distribution, feeding habits, habitat, and threats of existence is accompanied by a full page colour photo of the animal. A further double page contains ideas for campaigning for the individual animals, approaches for reducing the need to encroach on their habitat such as recycling, and craft activities based on the animals. M. Ellis

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$6.00 ASCIS 693466

BELLEW, Bob Gymnastics. Wayland, 1991
ISBN 075020091X

This resource provides a simple introduction to the sport of gymnastics. It guides the reader through each aspect of the sport, from choosing a club and a coach, to what to wear and what safety precautions to take. The different apparatus and the skills necessary to perform on them are briefly described. Descriptions of a typical lesson, some of the simpler skills, and the program for a day of competition are outlined. Text is large and accompanied by photographs and illustrations. A glossary, suggestions for further reading and a list of addresses for more information, along with contents and index pages are also included. M. Ellis

LEV: Lower primary Middle primary
AVAIL: \$22.95

DAVIES, Kay Hot and cold. Wayland, 1991
ISBN 075020205X

Questions and activities based on the students' own experiments introduce them to the effect that temperature has on our everyday life. Topics covered include warm and cold blooded animals, different types of fuels, the effects of heating and cooling, friction, and insulators and conductors. Activities and simple experiments using readily obtained, inexpensive materials, are accompanied by questions which focus the student on the important aspects of the topic. Simple methods for recording scientific data are also suggested making this a useful resource in the science and technology curriculum. M. Ellis



LEV: Lower primary Middle primary
AVAIL: \$22.95

DINEEN, Jacqueline Hurricanes and typhoons. Gloucester Press, 1991
ISBN 0749606878

The introduction provides a simple and clear explanation of the ways in which the massive tropical storms, hurricanes, typhoons, or cyclones, differ from an ordinary storm. What a hurricane is, how it develops and its effects on man and the environment follow. The ways in which we have sought to lessen the disastrous effects, and the ways in which we may be contributing to the number of hurricanes are discussed briefly. Clear, well labelled diagrams, photographs and illustrations accompany the text. The inadequate definition of 'cyclone' detracts, if minimally, from the usefulness of the glossary. M. Ellis

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$21.95

DAVIES, Kay Information technology. Wayland, 1991
ISBN 0750200928

The many ways in which we communicate with each other, both face-to-face and over long distances, and some of the ways in which we can access information are briefly discussed in this well organised resource. Each different aspect of the topic, from body language, sign, and letters through to satellite communication is given a simple introduction and is accompanied by large photos, clear diagrams and suggestions for activities. The large text, glossary, and short bibliography further assist the reader. M. Ellis

LEV: Lower primary
AVAIL: \$22.95

BLANCHARD, Arlene Inside big machines. Kingfisher, 1991
ISBN 0862726638

The large size of this book is most appropriate for the 11 big machines, such as the concrete truck, which are to be found in this fascinating resource. A clearly labelled and colourful illustration on a double page illuminates both the construction of the machine and the work it accomplishes. Each illustration is accompanied by fact boxes including numbered ones which provide information or give the order of processes that the machine performs. The final double page extends the audience for this resource by providing labelled diagrams to illustrate the technology involved, such as gear or hydraulic systems. M. Ellis

LEV: Lower primary Middle primary Upper primary
AVAIL: \$19.95

GRAHAM, Bob It's much too hot! Five Mile Press, 1991
ASCIS 0867883073

The effects of heat on Jenny and her dog, Patch, are observed with charm and humour both in the simple text and the delightful illustrations. Everyone and everything is drooping, and Jenny's decision to cool her feet with the hose inevitably leads her to try to cool everything, including Patch who is not greatly impressed. Similar in format to others in the series, the last page introduces another related concept and provides a list of very simple activities which allow children to explore further the scientific concepts. M. Ellis

LEV: Preschool Lower primary
AVAIL: \$5.95 ASCIS 667155

LEMMON, Tess Monkeys. Wayland, 1991
ISBN 0750200308

The general characteristics of monkeys, including information on their distribution, habitat, feeding habits, and social behaviour, provides the necessary background to understanding why many species are now in danger of extinction. The threats to monkeys from habitat destruction, killing, capture and experiments are outlined, as well as ways in which people can be involved in their protection. Information is well organised with clear headings, well labelled maps and photographs, and fact boxes adding related information. Contents and index pages, a glossary and bibliography are also included. M. Ellis

LEV: Middle primary Upper primary
AVAIL: \$24.95

JACKMAN, Wayne *My book about food*. Wayland, 1991
ISBN 0750201231

This appealing resource is designed to assist readers to develop their vocabulary about food and the ways in which this vocabulary can then be used to talk about the things that they and other people eat. Brightly coloured photographs, the large text and focus questions invite the reader to explore the part food plays in their lives. Visual and contextual clues are supplemented by a glossary which provides simple definitions for more difficult words. A short bibliography and index add to the usefulness of this resource. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$19.95

GRAHAM, Bob *Pig's wild cart ride*. Five Mile Press, 1991
ISBN 0867883057

The wit and humour of the simple story of the pig pushed down a hill in a cart combined with the illustrations provide an hilarious example of the law of motion. Who can resist the expressions on the pig's face as he hurtles down the hill? Excitement, discomfiture, relief, all flash briefly across his face as the simple text covers a basic scientific concept, and then without condescension reiterates it for the reader. Its usefulness as a science and technology resource is enhanced by the final page which introduces related concepts and provides 2 simple activities which explore one of these concepts. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$5.95 ASCIS 667166

HARE, Tony *Recycling*. Gloucester Press, 1991
ISBN 0749606851

A simple definition of what is meant by recycling and why it is important to us begins this useful resource. From here the book quickly moves to a brief examination of some of the types of recyclable waste such as plastic and glass, and the problems posed by our failure to recycle. Ways in which many different products can be recycled are suggested both for the individual and for industry and society. Headings, contents and index pages, the glossary and the large text assist the reader to access information. M. Ellis
LEV: Middle primary Upper primary
AVAIL: \$17.95

RUSSELL, Robin *Soccer*. Wayland, 1991
ISBN 0750201169

Designed to provide a general introduction to the game of soccer, this resource covers the basic rules and techniques of the game. Advice concentrates on creating responsible players who enjoy the game and play within the rules. The basic techniques such as passing,

heading and shooting are covered in more detail including suggestions for activities to develop skills. Brief advice on preparing for a match and looking after one's fitness is also given. The appeal of this resource would be widened if, in addition to the 2 photographs of adult female players, the skill development photographs featured school age female players as well as school age males. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$22.95

THOMAS, Ron *Towns and cities*. Macmillan, 1991
ISBN 0732903629

A simple text accompanies full page illustrations to take the reader through the steps that led to the creation of towns and larger cities at particular places. From this historical perspective, the reader is introduced to the more complex services which are required to maintain large towns and cities - from the water and power supplies to modern day telecommunications which link cities and countries to the rest of the world. Other necessary services are suggested but not discussed, inviting readers to make their own suggestions for necessary services. An illustrated dual glossary and index is also provided. M. Ellis
LEV: Lower primary
AVAIL: \$10.95 ASCIS 685908

ATKINSON, Kathie *Treasure Island*. Allen & Unwin, 1991
ISBN 1863731261

The treasure is the natural world, the island Barrow Island off Australia's western coast, the adventurers are writer and photographer Kathie Atkinson and naturalist Harry Butler. The result is a description of a trip to the island, arranged in short chapters covering the different habitats and creatures observed. Excellent colour photographs contribute much to the impact of the text which really needs to be read consecutively, although an index is provided. This case study approach is rare in non fiction and is successful in explaining the balanced relationships between creatures and their environment, and in generating enthusiasm for the subject. J. Buckley
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 693411

DINEEN, Jacqueline *Volcanoes*. Gloucester Press, 1991
ISBN 074960686X

Each double page in this well organised resource deals with a particular aspect of volcanoes and the effects that they can have and have had on man and his environment. Beginning with 'What is a volcano?'

each aspect is accompanied by well labelled diagrams, photographs, or illustrations. Brief case studies of famous eruptions in history, such as Vesuvius and Krakatau and their effects on man are matched by contemporary eruptions such as Mount St Helens in 1980 and the very recent Mount Pinatubo in 1991. Clear simple definitions are given in the glossary and a fact file adds further interest. M. Ellis
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$21.95

DAVIES, Kay *Water*. Wayland, 1991
ISBN 0750202068

Simple experiments and activities using easily obtained and inexpensive materials allow the reader to explore the different properties of water and the effects these properties have on our daily lives, whether it be in washing our clothes or cooking an egg. As well as the clearly defined procedures and photographs for each activity, suggestions are made for simple charts or tables to record the results. The large text, brightly coloured

photographs and illustrations, glossary, bibliography and index make this an inviting resource to support the science and technology curriculum. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$22.95

JACKMAN, Wayne *Weather*. Wayland, 1991
ISBN 0750200944

Full page colour photographs, large text, short sentences, and focus questions invite the reader to develop their knowledge and understanding of the ways in which the weather can be described and discussed. Whilst sentences are short and readers are introduced to simple terms such as the names of the seasons, more difficult vocabulary such as typhoons, hurricanes and thunder is also used with context clues, photographs and a simple glossary assisting the student. The inclusion of a short appropriate bibliography and an index also makes it a useful resource for developing information skills. M. Ellis
LEV: Lower primary
AVAIL: \$19.95 ♦

■ Information 7-12

The following resources are arranged in Dewey order.

POOK, Henry *Australia: a technological society*. OUP, 1991
ISBN 0195531388 [303.4]

Written and structured as a text for an upper secondary course, there is much of interest here. Discussion of the nature of technology is logical, as is the account of historical development. Application to contemporary society is relevant. Environmental implications of technological change are dealt with. Extensive use is made of primary source material and generally the illustrations are useful. Much information will date quickly however, and the index is skimpy. A. Barber
LEV: Upper secondary
AVAIL: Paper \$15.95 ASCIS 666963

RIDDELL, Ruth *Adolescence and families* Longman
Cheshire, 1991
ISBN 0582870372 [305.23]

This is an easy to read text suitable for the junior home science syllabus. The first section deals with the adolescent, examining adolescent self-esteem, independence, physical development, social interaction and developmental factors against a background of the human life span and its stages. The second section

focuses on families in Australia with chapters examining the integral nature of decision making, family roles, shelter and clothing needs as well as food requirements. The highlighted activities, diagrams and charts reflect chapter content and enhance text understanding. H. Cooper
LEV: Middle Secondary
AVAIL: Paper \$19.99
EVAL: Highly recommended ASCIS 675659

HEMMINGS, Susan *Girls are powerful* Penguin 1991
ISBN 0140345221 [305.4]

A collection of writings from young women, this volume offers a range of viewpoints on issues of concern to girls in our society. These range from discussions about acne to thoughtful observations on differing expectations of girls at school, work and home. Originally published in feminist magazines the pieces are powerful: personal, evocative and often humorous. Although some of them were written during the last decade, they are fresh and the issues they address are still present. J. Buckley
LEV: Middle secondary Upper secondary
AVAIL: Paper \$8.95 ASCIS 682815

EVANS, K. R. **The Australian political system: an introduction** Jacaranda 1990
ISBN 0701626798 [320.994]

While this book has been written for Victoria, the author's cognisance of the interaction of all states to the national picture of the political system is reflected and thus broadens its base. Various strategies are used to present the information making this an interesting publication suited to individual work or class discussion. Student research assignments, highlighted in green, are placed throughout the chapter and can be used to review or discuss the work as chapter study progresses. H. Cooper
LEV: Upper secondary
AVAIL: Paper \$24.95 ASCIS 646790

TAMES, Richard Nelson **Mandela Watts** 1991
ISBN 0749604662 [322.4092]

The story of Nelson Mandela parallels the struggle against apartheid in South Africa. His involvement with the African National Congress's struggles against the government led to a lengthy imprisonment. This account of 'the world's most famous political prisoner' is supported by photographs and 'factfinder' sections which emphasise his place in the world context and provide a useful aid for general studies. F. Williams
LEV: Middle secondary Upper secondary
AVAIL: \$17.95 ASCIS 666940

MURDOCH, Tony **Race relations in South Africa** Longman Paul 1990
ISBN 058285864X [323.1]

Racial segregation has been a part of the history of South Africa from the early period of white settlement. The development of the apartheid system is explored from the economic and political developments of the early 1900's to the 'baskap apartheid' or white supremacy laws of 1948. The effects of this policy and the development of opposition, local and international, are comprehensively covered. Although designed for New Zealand schools, the text with its accompanying case studies and exercises would prove useful for the general studies course in NSW. Clear headings to the text compensate for the lack of an index. F. Williams
LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.99 ASCIS 648893

PECKHAM, Alexander **Changing landscapes.** Gloucester, 1991
ISBN 0749604301 [333.7]

Clear prose, adequate subheadings, relevant illustrations and a good index combined with logical

division into sections all make a potentially difficult subject accessible. These sections include: how landscapes are made; the human impact; lessons from the past; and possible solutions through changing priorities. There is brief treatment of topics like soil erosion, rainforest destruction, flooding, livestock damage, acid rain and global warming. Controversial topics are treated with balance and with a global perspective. A. Barber
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 666942

Environmentally yours a green handbook for young people Penguin 1991
ISBN 0140343245 [333.7]

This is a most readable book that presents the facts on a variety of environmental issues. The no-nonsense approach is to be applauded in what is often an emotional subject area. The chapter on green organisations and the list of 'useful addresses' would be a more valuable adjunct to the resources of British readers than to Australian. Although there are few diagrams in the text this does not detract from its value. H. Cooper
LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 ASCIS 670866

BOWN, Deni **The last rain forests** Mitchell Beazley 1990
ISBN 0855337893 [333.75]

To establish the need for global policies for conservation of the world's rainforests, this book describes the development and structure of equatorial rainforests in a generously illustrated and detailed text. An atlas section provides information on the distribution of lowland, mangrove and montane growth and indicates areas of former rainforests. Although Australia's treatment is brief, a more detailed examination of the Amazon basin and areas of south-east Asia provides useful information for comparative studies of the environment in biology and geography courses. F. Williams
LEV: Middle secondary Upper secondary
AVAIL: \$39.95 ASCIS 659830

GARNER, Bryan A. **A dictionary of modern legal usage** Oxford University Press 1990
ISBN 0195043774 [340.03]

The focus of this dictionary is on American usage. This need not distract from a reference that contains, in addition, British usage where appropriate. Entries in this dictionary are often highlighted with judicial opinion, status, briefs and law articles. The entries in this dictionary will assist by providing not only an

understanding of the word or phrase, but an insight into the correct context which the word or phrase is normally used. Teachers as well as students new to the discipline of legal studies will find this a valuable addition to their legal reference texts. H. Cooper
LEV: Upper secondary
AVAIL: \$65.00
EVAL: Highly recommended ASCIS 676942

Girls and the law: a practical guide Redfern Legal Centre 1990
ISBN 0947205225 [342.944]

This book has been designed as a reference for girls on specific gender issues. Topics included relate primarily to sexual issues, family violence and the legal system. The easy-to-follow discussion format makes it a readable work for teenagers. While not designed as an instructional text, the list of contacts at the end of each chapter will be of value to both teachers and students. H. Cooper
LEV: Upper secondary
AVAIL: Paper \$11.95 ASCIS 663918

A concise dictionary of law OUP, 1990
ISBN 0192852086 [349.4103]

This dictionary would be a valuable addition to a reference library because of its attempt to explain legal terms in jargon-free English most suitable to the needs of legal studies students. H. Cooper
LEV: Upper secondary
AVAIL: Paper \$14.95 ASCIS 652860

ROUSHAM, W. E. **Legal studies dictionary for Australian schools** Brooks Waterloo 1991
ISBN 0864404158 [349.9403]

This simple, easy-to-follow dictionary is an ideal initial classroom/student reference for students of legal studies. It aims to meet the ready reference needs of legal studies students at all levels in Australian secondary schools. The language and explanations of terms are suitable for year 11 and 12 legal studies students in NSW. H. Cooper
LEV: Upper secondary
AVAIL: Paper \$9.95
EVAL: Highly recommended ASCIS 664104

THOMPSON, Valerie **A girl like Alice** North Rocks Press 1990
ISBN 0949050024 [362.4092]

Although this purports to be the story of 'the Australian Helen Keller', a considerable part of the book is devoted

to the history of education for sight and hearing impaired children in NSW. This is a perfectly valid study, but Valerie Thompson's generally rather flat prose flickers into life only with the more interesting story of Alice Betteridge and her teacher Roberta Reid. The dubious hypothesis that Alice missed out dreadfully by not having the means to go overseas for further education is not sustained by the list of her remarkable achievements: independence; excellent non-verbal communication, both receptive and expressive; and amazing handcraft skills. Both Alice and Roberta should be more widely known and honoured. F. Gardiner
AUD: Professional
AVAIL: \$19.95 ASCIS 675303

HARE, Tony **Nuclear waste disposal** Gloucester 1990
ISBN 0749604425 [363.7]

A short introduction outlines for the reader the issues which will be examined in greater detail in this resource which looks at what nuclear energy is, and what are the threats it poses to the environment and therefore to people. Each double page examines one aspect of nuclear energy ranging from what it is, through to types of radioactivity, and alternatives, to what you can do. Explanations are simple and accompanied by clearly labelled photographs and diagrams to assist the reader. Additional information is provided through fact files. Glossary, index and contents pages are included. M. Ellis
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 661267

McCUEEN, Gary E. **Poison in your food** Gary E. McCuen 1991
ISBN 086596078X [363.7]

This book will appeal to anyone interested in environmental issues. The papers presented allow scope for individual decision making about the safety of the food supply given the chemical additives in the treatment and production of foods. Cartoons in each chapter add an interesting dimension to the text and would provide stimulus for class discussion. This is a book that will be an interesting resource for teachers of home science, science and social science. H. Cooper
LEV: Upper secondary
AVAIL: \$19.95 ASCIS 669143

HAWKES, Nigel **Toxic waste and recycling.** Watts, 1991
ISBN 0749605200 [363.7]

Topics such as industrial waste, nuclear waste and recycling are each given a double page focus. Excellent, relevant illustrations, with detailed and useful captions,

supplement the clearly written main text and information boxes. Responsible attitudes are emphasised and the extent of the issues is not minimised. Information is presented thoughtfully and without sensationalism; the reader is left to consider issues for him or herself. A. Barber
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$24.95 ASCIS 690570

WITHERS, Graeme Tackling that test: everything you wanted to know about taking test and exams. ACER, 1991
 ISBN 0863410722 [371.30281]

Logically arranged and clearly written, this book convincingly reassures students of all ages (and their families) about the pressures and purposes of tests and examinations. Different types of test and examinations are explained, and relevant approaches are stressed. Examples included are from upper primary as well as secondary areas. A. Barber
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$15.95 ASCIS 678366

PERRY, Nicolette Symbiosis: nature in partnership Blandford 1990
 ISBN 0713721553 [574.5]

This publication examines the beneficial relationships between animals and plants, ranging from microscopic levels to large species. Line drawings as well as colour photographs are used to support the text which divides the main symbiotic relationships under various theme headings such as cleaners, protection and the coral reef. Although the level of scientific information presented will prove useful to senior biology students, this should not deter the reader with a general interest in the topic. F. Williams
LEV: Middle secondary Upper secondary
AVAIL: Paper \$24.95 ASCIS 640184

MEAGHER, David The Macmillan dictionary of the Australian environment. Macmillan, 1991
 ISBN 0732903394 [574.503]

A very detailed and comprehensive dictionary, this has potential relevance for many areas. It includes simple terms and complex ideas, with a very strong Australian emphasis. A logical arrangement and good cross-referencing enable ready access, although some entries could be more simply written. It is well bound, with dense text printed on recycled paper. A. Barber
LEV: Middle secondary Upper secondary
AVAIL: Paper \$29.95 ASCIS 678961

BENDER, Lionel Frontiers of medicine. Franklin Watts, 1991
 ISBN 074960588X [574.87]

A basic history of medical breakthrough is told with plentiful and relevant illustrations, mostly giving the view through the microscope and clearly showing the degree of magnification. Double page spreads include such topics as cells and microbes, sources of infection, blood testing and smoking-related cancer. There is a useful section on practical projects; also a fundamental glossary and an index. A. Barber
LEV: Upper primary Lower secondary
AVAIL: \$21.95 ASCIS 693248

HAND, Suzanne Care and handling of Australian native animals Surrey Beatty and Sons 1990
 ISBN 0949324299 [591.994]

Papers presented at a symposium for experienced animal carers held by the Royal Zoological Society of NSW form the basis for this publication. All aspects of animal care are explored from emergency first aid to handling and enclosure requirements. Although a licence is required to keep most native animals, students involved in caring for animals such as frogs, reptiles and birds will find this useful reference. It provides clear instructions assisted by line drawings and photographs. F. Williams
LEV: Middle secondary Upper secondary
AVAIL: Paper \$30.00 ASCIS 656693

BENDER, Lionel Invention Harper Collins 1991
 ISBN 0732200830 [609]

Anyone who enjoys visiting technological museums will welcome the opportunity to browse through this wide range of inventions developed in response to specific human needs. Each area of technology is represented in a double-page format where a brief text accompanies clear coloured photographs of objects held in many world museums. Like any museum object, the information presented is limited and the student wishing to research a specific topic in depth would need to pursue additional sources. F. Williams
LEV: Lower secondary Middle secondary
AVAIL: \$18.95 ASCIS 676003

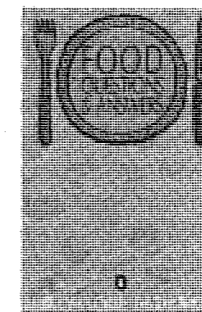
BARTON, Miles Vanishing species. Gloucester, 1991
 ISBN 0749605537 [639.9]

Rather than being a dictionary of endangered animals with cute pictures, this is an accessible account of why different species have become extinct or are currently threatened. Insects, marine animals and plants are included. Emphasis is placed on the interdependence

of living things, the contribution humans have made to habitat destruction, and possible steps towards solutions. Complex issues are treated with balance; language is appropriate; and suitable illustrations, a good glossary and an index enhance its value. A. Barber
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 686372

WAHLQVIST, Mark Food: questions and answers Penguin 1990
 ISBN 0140087435 [641.1]

The style is very readable; the format and content easily understood. Each chapter commences with a concise summary of related facts that encapsulate the essence of the chapter. Questions posed are those most asked by students and the answers given draw on specific subject content thus enhancing student knowledge and understanding. The no-nonsense approach to topical issues such as nutrition for the family; food, sickness and disease; being overweight; and processed foods, additives and contaminants will enhance the use of theoretical texts that deal with these issues. H. Cooper
LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.99
EVAL: Highly recommended ASCIS 677220



PORTER, Suzanne Suzanne Porter's simply healthy low cholesterol cooking, no added sugar, salt, fats Viking O'Neil 1991
 ISBN 0670903205 [641.5]

Increasing awareness of diet related illnesses has resulted in greater interest in the nutritional content of food. This book provides a range of recipes which eliminate the sugar, salt and fat components and will be a valuable reference when planning meals for people on specific diets. H. Cooper
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95 ASCIS 577201

WILSON, Joan Perfect preserves recipes for over 300 easy-to-make preserves Viking O'Neil 1991
 ISBN 0670904252 [641.8]

This book would provide a valuable reference for the food preservation section of the Home science syllabus. The introductory information, equipment list and glossary of terms will enable both beginners and the more experienced to prepare recipes competently. With recipes for over 300 preserves, including a section on diabetic preserves, the variety will allow for regional

availability of fruits and vegetables along with variable budgets. H. Cooper
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95 ASCIS 675593

STURGEON, Graeme Contemporary Australian sculpture Craftsman House 1991
 ISBN 9768097108 [730.994]

This beautifully presented volume, rich in illustrations and supported by a clear text, examines the lives and work of 26 of Australia's leading contemporary sculptors. Graeme Sturgeon, a respected critic, historian and dedicated proponent of the somewhat neglected and perhaps esoteric area of Australia's contemporary sculpture, provides a book which informs, stimulates, provokes and delights the casual reader as much as the serious student. F. Williams
LEV: Middle secondary Upper secondary
AVAIL: \$65.00 ASCIS 678998

CORWIN, Judith Hoffman African crafts Watts 1990
 ISBN 0531108465 [745.5]

This is an activity-based book that incorporates a variety of activities from designing to cooking. Craft activities include: making and decorating beads; constructing games; designing and decorating cloth, masks; 'good luck' charms and stationery. The clarity of the designs and the instructions make this an easy-to-use book. The first section of the book provides clear illustrations and design motivation that reflect African culture. With a range of craft activities from which to select, this book will be suited to many curriculum areas or to a theme study of Africa. Traditional recipes are also included. H. Cooper
LEV: Lower secondary
AVAIL: Paper \$19.95
EVAL: Highly recommended ASCIS 652764

WRIGHT, Lyndie Toy theatres Watts 1990
 ISBN 0749602759 [745.54]

The ideas presented in this book will be of value to senior textiles and design students studying theatre arts and to students preparing specific design portfolios. Preparation of the box theatre provides creative opportunities for students who will need to use their initiative when employing available resources. The simplicity of presentation will enable students of all abilities to gain from this book. Designing scenery, positioning toy figures and experimentation with lighting can be achieved inexpensively and with the need for only a small amount of classroom space. H. Cooper
LEV: Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 678745

COLES, Janet **The complete book of beads** Viking O'Neil 1990
ISBN 0670902942 [745.594]

Beads for fabric decoration or for jewellery: the endless application choices are reflected in this publication. The ethnic origins of various bead styles are illustrated along with instructions for beading of clothing and construction of jewellery. A valuable adjunct to a reference library, this book would be of assistance to independent design brief studies more for its motivational illustrations than for its theoretical content. H. Cooper

LEV: Middle secondary Upper secondary
AVAIL: Paper \$27.99
EVAL: Consider before buying ASCIS 655495

LANCASTER, John **Fabric art** Watts 1990
ISBN 0749602767 [746]

This book provides very simple, easy-to-follow instructions for simple forms of fabric art. Traditional techniques such as weaving, and tie and dye are presented. Fabric pens, pastel dye sticks and overlay methods are less traditional and provide ideas for students developing their own design brief. The greatest advantage of this book is the illustration: clear photographs depict the stages involved in the design, and although the content is very basic, this text should not be underestimated because the instructional photographs will be of value to students conducting independent research. H. Cooper

LEV: Lower secondary
AVAIL: \$19.95 ASCIS 663943

ALLEN, John **John Allen's treasury of machine knitting stitches** Viking O'Neil 1990
ISBN 0864363184 [746.43]

This compendium of machine knitting stitches has limited application for students of textiles and design but the range of stitches and designs is such that individual students may find it a valuable resource. Those who design their own knitted textile or those with a limited knowledge of creative stitches but a desire to experiment in the medium of knit design will find the variety stimulating. H. Cooper

LEV: Upper secondary
AVAIL: Paper \$35.00 ASCIS 654930

MAINO, Margaret **Knitting techniques** Kingfisher 1990
ISBN 0862725437 [746.43]

This is a valuable book on knitting that would make an ideal teacher's resource. Along with the expected knitting information are chapters on knitting and

remodelling garments. Illustrations and instructions are clear and easy to follow with a contrast colour used in diagrams to highlight the directions provided. While diagrams are well presented, student use of the text would be most suitable under teacher guidance. H. Cooper

LEV: Upper secondary
AVAIL: Paper \$17.95 ASCIS 670476

SCHWABE, Alma **Candlewicking** Greenhouse 1990
ISBN 0864363257 [746.44]

Candlewicking is a simple, dramatic style of American embroidery that is most suited to student textile projects. Clearly presented instructions with diagrams of candlewicking stitches, including trellis, chenille, seeding, stem and satin, will be easily followed by students. A number of candlewicking projects are described and illustrated; concise instructions for construction are given. The large patterns and designs which comprise the second half of the book will interest both students and teachers. H. Cooper

LEV: Middle secondary
AVAIL: Paper \$16.95 ASCIS 670276

SCHWABE, Alma **Candlewicking designs** Ruffy, 1990
ISBN 1975403000 [746.44]

This second book by Schwabe on candlewicking consists predominantly of designs with 10 pages of colourful photographs of completed items. The concise introductory pages provide clear instructions for the beginner on equipment and stitches, including the colonial knot, knot-on-a-stem, fishbone, long-and-short stitch and the bullion knot. The designs are both traditional and modern and include ideas for babies and children, for small articles and for Christmas. While this compilation does not give instructions for constructing articles it may serve to stimulate ideas for embroidery projects. H. Cooper

LEV: Lower secondary Middle secondary
AVAIL: Paper \$14.99 ASCIS 656693

ROLFE, Margaret **Patchwork quilts** Penguin 1991
ISBN 0864363222 [746.46]

In a well researched and documented book, the author surveys the art of patchwork in Australia to 1945. The styles and materials used here come more from the English needlework heritage than the American. The history of quilting reflects the history of an emerging nation. Such quilts as skin rugs, convict quilts, military quilts, Wagga rugs, signature quilts from both World Wars and the Changi quilts completed by female prisoners are placed in their social context, with a wealth of interesting detail about the makers and life at

the time. Full colour photographs of surviving quilts enhance this unique history of patchwork. H. Cooper
LEV: Middle secondary Upper secondary
AVAIL: Paper \$30.00
EVAL: Highly recommended ASCIS 666437

SMITH, Bernard **Australian painting 1788-1990** OUP, 1991
ISBN 0195549015 [759.994]

This attempt to cover the history of Australian painting begins at the time when Lieutenant Cook 'discovered' the eastern coast. The first artists discussed are those on that voyage. This is not a completely new edition of a classic work: it is essentially a reprint with 3 new chapters, including one on Aboriginal painting since 1970, and a new index. Errors in the previous edition are acknowledged but not corrected. Emphases of the original 1962 edition remain. This new edition is, however, generally comprehensive and accessible, with useful illustrations. A. Barber

LEV: Upper secondary
AVAIL: \$59.95 ASCIS 671608

TAMES, Richard **Wilhelm Richard Wagner** Watts, 1991
ISBN 0759604794 [780.92]

Very dense prose, with complex sentences, makes it difficult to extract key information about Wagner's life and music from this resource. Few subheadings break up the text. Plot summaries of the operas are not provided, although themes and sources are mentioned. Generally relevant illustrations are included. Wagner's anti-semitism is dealt with briefly as is the Nazi enthusiasm for his music. There is a list of key dates, as well as an index and a skimpy glossary. A. Barber

LEV: Upper primary Lower secondary
AVAIL: \$18.95 ASCIS 683952

CLARKE, Donald **The Penguin encyclopedia of popular music** Penguin 1990
ISBN 0140511474 [781.6403]

Over 3000 entries provide easy access to the world of recorded popular music. The bulk of the entries is for individual performers and emphasises the musical development of the artists with a list of their most important albums. Also included are short histories of various types of music such as jazz and rock 'n' roll. Although only a few Australians with international reputations are included, lovers of popular music will find this a



An attempt to present a photographic history of social

valuable reference. F. Williams
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$35.00 ASCIS 666640

EASTLAKE, Jean **Swim for fun and health** Fraser, 1991
ISBN 0958838429 [797.2]

Although it has some application for them, this is not essentially a manual for professional swimming coaches. Rather it is designed to assist people of all ages to develop their swimming and water skills. Included are such basics as buoyancy, exercising in water, and safety. Readily understandable illustrations accompany clear text in explaining the fundamentals of strokes. There are sections on water exercise during pregnancy and swimming for sufferers of arthritis, diabetes and asthma. A. Barber

LEV: Middle primary Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 643784

WEBBY, Elizabeth **Modern Australian plays** Sydney University Press 1990
ISBN 0424001527 [822.009]

This addition to a series of critical monographs on literature examines 6 Australian plays written between 1912 and 1986. The inclusion of Peter Kenna's *A hard god* and Michael Gow's *Away* will be welcomed by HSC students of these texts. An extensive bibliography provides scope for further study of an overview of Australian drama as well as the plays and playwrights discussed in the book. F. Williams

LEV: Upper secondary
AVAIL: Paper \$7.95 ASCIS 629206

REILLY, Jim **Joseph Conrad** Wayland 1990
ISBN 1852108118 [823]

A biographical account of Conrad's early life provides the introduction to this study. Detailed discussion of several of his novels including *Heart of darkness* includes an investigation of the effects on his work of critical issues of the period, such as colonialism, as well as an evaluation of his literary style. Senior students will find the text with its supporting black-and-white photographs a useful aid to understanding Conrad's work and times. F. Williams

LEV: Upper secondary
AVAIL: \$29.95 ACSIS 642647

TAMES, Richard **The 1930s** Watts London 1991
ISBN 086313906X [909.82]

An attempt to present a photographic history of social

aspects of the 1930's in 48 pages is an ambitious undertaking which provides a lightweight result. It could prove useful as stimulus material in an introduction to the period. F. Williams
LEV: Lower secondary Middle secondary
AVAIL: \$22.95 ASCIS 666947

PEARCE, Christopher *Fifties source book* W. H. Allen 1990
 ISBN 1852271507 [909.82]

This stimulating presentation of the fifties lifestyle provides insights into the development of the American consumer society and its influence on the rest of the world. The importance of changes in design is explored in areas as diverse as architecture, TV and films, advertising, fashion and modern art. Each theme has a 4-page introduction followed by a generous and well-chosen selection of photographs supported by informative captions. This would provide a useful resource for students of history, art, fashion and domestic design. F. Williams
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$29.95
EVAL: Highly recommended ASCIS 645510

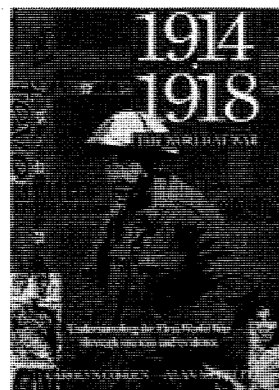
CLARK, Audrey *The new Penguin dictionary of geography* Penguin 1990
 ISBN 0140512330 [910.3]

This comprehensive yet concise dictionary provides an up-to-date compendium of definitions and descriptions of geographical terms and concepts. This dictionary replaces W. G. Moore's *A dictionary of geography* but is greatly expanded to cover the ever-widening areas of geography beyond the merely physical. A very useful resource for all students and teachers of geography. F. Williams
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.99 ASCIS 632024

O'BRIEN, Carolyn *1914-1918 The World at War*. Heinemann Educational Australia, 1991
 ISBN 0858595354 [940.3]

A wide range of source materials covers the history of World War 1 from its origins to its aftermath with particular reference being made to the impact of war on the civilian population of Britain, Germany and Australia. The authors emphasise the importance of critical evaluation of the sources and provide activities to develop students' historical skills. F. Williams

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95 ASCIS 665126



BRADLEY, Catherine *Germany, the reunification of a nation* Gloucester 1991
 ISBN 0749604433 [943.087]

The rapidly changing political scene in eastern Europe makes it difficult to provide students with up-to-date information. This attempt to fill that gap commences with the background to the division of Germany in 1945 and continues with a description of the various steps towards a final reunification in 1990. The exploration of the political and economic problems for the future emphasises the continuing change. F. Williams
LEV: Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 671529

FOSTER, Leila Merrell *Iraq*. Children's Press 1991
 ISBN 0516027239 [956.7]

As a contrast to the devastation of war in Iraq in 1991 this book presents a positive, if limited, view of the cultural heritage of the area. The historical development progresses quickly through the ancient civilisations to the formation of Iraq after World War 1 and concludes with the Gulf War in January 1991. Social aspects of life in pre-war Iraq, text and photographs, provide some comparisons with media coverage in 1991. F. Williams
LEV: Lower secondary Middle secondary
AVAIL: \$26.95 ASCIS 673670

BRICKHILL, Joan *South Africa the end of apartheid* Gloucester 1991
 ISBN 0749604441 [968.06]

This provides a general look at the oppression of black people in South Africa from its foundation under the Dutch to the present day attempts by de Klerk to end apartheid. Summarised information on political parties and groups, together with a glossary of relevant terms will assist the student's understanding of the topic. F. Williams
LEV: Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 671443

WEST, Peter *A history of Parramatta* Kangaroo 1990
 ISBN 0864173571 [994.4]

Previous publications on Parramatta's history have concentrated on the early period until the 1840s. Here the author presents the story of Parramatta from the beginning to the present day with special attention given to periods previously neglected. Emphasis is placed on social aspects to help the reader appreciate the everyday problems of transport, education and the quality of daily life. An extensive bibliography acknowledges the wide range of pictorial and textual sources used and provides a stimulus to further research for students and teachers. F. Williams
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$9.95 ASCIS 650940 ♦

Picture Books

GRAHAM, Alastair *Alastair Graham's full moon soup*. Kingfisher, 1991
 ISBN 0862726875

Enjoyment of Cleese's *Fawlty towers* and the *Where's Wally* books is perfect background for this textless picture book. It depicts the less-than-splendid Hotel Splendide, undergoing every possible catastrophe, including various animal antics, a crazed chef, hunters, ghosts, eccentric staff and extra terrestrial visitors. Large pages are filled with detailed colour illustrations which carry many running gags and subplots. Madness abounds - I'm not sure that there is any point to the story but there is so much going on that it doesn't matter. Sure to be popular and pored over. J. Buckley
LEV: Middle primary Upper primary
 Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 697759

HOWARD, Elizabeth Fitzgerald *Aunt Flossie's hats*. Clarion, 1990
 ISBN 0395546826

A nostalgic view of family life is presented as two small girls visit their youthful looking Great-great aunt Flossie. They try on her hats, hear the stories behind each one and then enjoy dining out on crab cakes. Sentimental and reflecting an American viewpoint, the simple story is enriched by beautiful oil paintings by James Ransome. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$18.95 ASCIS 686073

WILD, Margaret *A bit of company*. Ashton Scholastic, 1991
 ISBN 0868966177

Loneliness - the theme is very obvious in this picture book, which explores the developing relationship between Christopher and his next door neighbour, Molly MacNamara. Christopher is feeling left out because his mother is occupied with the new triplets, while Molly just wants a bit of company. They enjoy one another's company and eventually Mum and the babies manage to become involved. Colour illustrations by Wayne Harris use varied perspectives, provide lots of interesting detail, and effectively depict movement and emotion. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$16.95 ASCIS 689461

MACLEAN, Colin *Castle Cole*. Kingfisher Books, 1991
 ISBN 0862727944

Reminiscent of the work by Janet and Allen Ahlberg in both style of illustration and in the way it builds a story from a nursery rhyme, this large picture book recounts the misadventures of Old King Cole when his musicians depart and he has to make music himself. Using tightly rhyming verse which is at times strained, the simple story is assisted by attractive presentation. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 680815

SMALL, Mary *Country cousin*. Harper Collins, 1991
 ISBN 0207167702

Gently approaching its topic: life in Sydney during the centenary celebrations of 1888 - this picture book manages to be both charming and informative, providing an unusual perspective on urban entertainment of the time. Edith stays with cousins for a holiday, transferring to her doll, Emmy Jane, her fears about the bustling city. The joys of aquariums, markets, a harbour ride, and the circus, allay Edith's fears. Very softly coloured, delicate illustrations by Dee Huxley are most effective in evoking the

excitement of the period. Using large decorative borders and careful page design, they are atmospheric and dynamic. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$17.95 ASCIS 692528

MCRAE, Rodney *Cry me a river*. Angus & Robertson, 1991
 ISBN 0207171971

This is a simple but very telling story of a river from its beginnings in the mountains to its entry into the ocean. Along the way, the river has been a life source for all living things, including man, but unfortunately man's activities begin to encroach upon the river. The river that enters the ocean disgorges not life, but poison. McRae's beautifully integrated, vivid illustrations celebrate the life power of the river and then, through ever darkening, more abstract images, human pollution of the river system. Ending on a positive note, this picture book calls on all to accept responsibility for our planet. M. Ellis
LEV: Lower primary Middle primary Upper primary
AVAIL: \$17.95 ASCIS 678667

Please note that almost all items reviewed are recommended. The only exceptions are those which have an EVAL statement: Consider before buying or Not recommended. Exceptionally fine items are given a Highly recommended EVAL statement.

HUNT, Nan **The dove tree**. Random House, 1991
ISBN 0091826128

The dove tree is a birthday gift, a symbol of growth, and Hannah, her family and special friend await its flowers. The child telling the story has to cope with cancer, then Hannah and all her family are killed in a car accident. The ultimate journey to the dove tree provides a moment of joy, but overall the story has a little too much gloom to maintain credibility. Delicately coloured and composed illustrations by Alison Kubbos capture the mood of this poignant picture book. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$16.95 ASCIS 684397

RUBINSTEIN, Gillian **Dog in, cat out**. Omnibus, 1991
ISBN 1862910243

The 4-word title says it all – the text of this picture book simply uses almost every possible variation of these words. Ann James has illustrated this minimal text with her characteristic cheerful, comfortable and detailed pen and wash illustrations. The domestic scenes, at time reminiscent of Bob Graham's work, amplify the text, but cannot redeem this picture book. It doesn't fit as a preschool concept book, lacking the colour and focus appropriate for this group, although there are plenty of opportunities for discussion. Older readers are unlikely to maintain interest. J. Buckley
LEV: Preschool
AVAIL: \$17.95 ASCIS 696396

COLE, Michael **Diary of a Victorian mouse**. Michael O'Mara, 1991
ISBN 1854790269

A period piece with detailed colour illustrations by Angel Dominguez, this picture book depicts animals as members of Victorian high society. Descriptions and anecdotes, written in tightly rhyming verse and presented in flowing script, highlight aspects of the life of the period. These include the Great Exhibition, a boat race, visits to Christie's auction house and Stonehenge. Considerable background knowledge about the period is required to appreciate the irony of the work. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 677639

MEEKS, Arone Raymond **Enora and the black crane**. Ashton Scholastic, 1991
ISBN 0868966436

A visually exciting and well integrated picture book, this account of Enora's fascination with the coloured birds of the forest is compelling. Enora enters the forest, attracted by a glimpse of colour. His discovery



of exotically coloured birds leads to a desire to capture one, and Enora transgresses family rule. Line and colour are well used in the beautifully composed full page illustrations, which complement the polished text. Overall this attractively presented work uses Aboriginal story and artistic design to great effect. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.95
EVAL: Highly recommended

SCIENZKA, Jon **The Frog Prince**. Viking, 1991
ISBN 0670841196

Following his expose in **The true story of the 3 little pigs**, Jon Scieszka is now at liberty to reveal the somewhat less-than-perfect happiness of the ever after for the Frog Prince and his bride. Boredom and dissatisfaction lead the prince to attempt to resume his old identity, a quest that is successful only after he realises the value of what he is running from. Imbued with all the cynicism of marriage '91-style, this fairy tale addendum will appeal for its novelty, humour and the simplicity of style and language. Steve Johnson's illustrations are dark, menacing and splendid and infer strongly that the frog-to-prince transformation wasn't wholly successful in the first place. F. Gardiner
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 687869

ADAMS, Jeanie **Going for Oysters**. Omnibus, 1991
ISBN 1862910693

In the follow-up to **Pigs and honey** Adams again details life with the Aurukun people whose home is Cape York Peninsula. This time a family group travels down the Thuukal to fetch oysters and have a little adventure and some fun in the process. Told in a very unadorned style, the text is almost straight narrative. This is not meant to be a criticism: it is important for Aboriginal children to see their lives mirrored in literature and if, by the by, non Aboriginal children can learn something about the Aboriginal culture that is an extra. And if the text is simple, it is brought to life splendidly by the superb illustrations. F. Gardiner
LEV: Lower primary Middle primary
AVAIL: \$17.95

OLIVER, Narelle **High above the sea**. Jam Roll Press, 1991
ISBN 1875491023

In words and pictures, Oliver tells the story of the osprey's habitat (land, sea and sky), his family, and his means of providing food for them and himself. The text is simple and the illustrations are prints from handcoloured linocuts, which, while not beautiful, are stunning in their form and intricacy. At the end of the story is a section providing the reader with an outline of the environmental problems facing this bird, and a brief explanation of the technique of linocutting. The language of these sections is much more sophisticated than that of the main text but the adult reader could easily translate the information for young, inquiring readers. F. Gardiner
LEV: Lower primary Middle primary
AVAIL: \$19.95

BEARD, Knarelle **The king's decree**. Macmillan, 1991
ISBN 073290739X

To disobey the decree issued by King Yataghan, that all salute him with 'Hail, Yataghan the warlord', is to lose one's life. And so it happens that the fearless King of the Northerners, Talus, dies by the sword of Yataghan. Talus's young son, Quoin, similarly indisposed to obey Yataghan, loses his tongue and becomes Yataghan's slave. Love and goodness do triumph in the mushy end, but this reader found not one redeeming feature in the book. Both text and illustrations depict the violence starkly and graphically; ugliness abounds. The publisher's blurb compares the work to that of Tolkien; it is sacrilege to associate this supremely awful book with works of such vision, merit and power. F. Gardiner
LEV: Middle primary
AVAIL: \$16.95
EVAL: Consider before buying

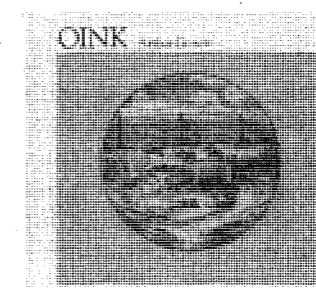
BURNSIDE, Julian **Matilda and the dragon**. Allen & Unwin, 1991
ISBN 186373127X

At breathless pace, in rollicking verse not always fully polished, we hear the tale of Matilda and the dragon of her dreams. Fantasy and dream symbols abound as Matilda falls into a magical realm where she and the dragon encounter a shark and giant squid, but also dine on party food and ride on a roller coaster all night. Informal and very humorous pen and wash illustrations by Bettina Guthridge fill in lots of detail, extending and enriching the text in this picture book. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$16.95 ASCIS 697027

FOREMAN, Michael **Michael Foreman's Mother Goose**. Walker, 1991
ISBN 0744507758

Over 200 of the world's most popular nursery rhymes are gathered in this handsome and appealing collection. The illustrations on each double page provide a setting for rhymes on similar themes such as cats, Christmas, or tongue twisters. The entertaining absurdity of the nursery rhymes is matched by Foreman's unmistakable witty and humorous illustrations. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$29.95 ASCIS 683707

GEISERT, Arthur **Oink**. Houghton Mifflin, 1991
ISBN 0395553296



'Oink' as uttered by Mother Pig and her 8 piglets is the only text to be found in this beautifully produced, modestly sized picture book. Without committing the horrible sin of anthropomorphising the pigs, Geisert tells a simple story to which all human

children and their mothers will relate. Dramatic action unfolds in a series of black-and-white line drawings in which the pigs are coloured pink. The simplicity of this work is matched by its charm. F. Gardiner
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 685771

WATERS, Fiona **Stories for bedtime**. Orchard, 1991
ISBN 1852132434

Well chosen stories from a diverse group of authors (including Terry Jones, Margaret Mahy, Charlotte Zolotow and Wendy Eyton) make up this pleasing collection. The stories hit just the right balance for young readers – rapid involvement, fantasy, action and satisfying resolutions to problems. Although already published, some in quite old collections, the stories are different and good to read or tell. Clear type and delightful colour illustrations by Penny Dann on every page make this an attractively designed collection, although its title seems more likely to appeal to parents than to children themselves. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$24.95 ASCIS 692546

VAUGHAN, Marcia **The Sea Breeze Hotel**. Margaret Hamilton, 1991
ISBN 0947241027

A brisk sea breeze which deters customers becomes an advantage when kite making and flying become the Sea Breeze Hotel's specialty. Spectacularly illustrated

by Patricia Mullins using a combination of torn tissue paper collage and pencil work, this story is straightforward and pleasing. A problem is faced, an innovative solution is found, and all is well. The kites are varied and enticing creations, making this picture book a visual delight. The art work is not, however, an end in itself: it works effectively with the text to produce a well integrated picture book. J. Buckley

LEV: Lower primary Middle primary Upper primary
Lower secondary Middle secondary
AVAIL:\$17.95 ASCIS 698376

MOORE, Inga *Six dinner Sid*. Allen & Unwin, 1991
ISBN 186373063X

Like last year's *Scallywag*, Sid is a cat with multiple homes. His 6 owners have different expectations of his behaviour, and Sid cheerfully obliges for the sake of his 6 dinners. When Sid catches a cold and is taken to the vet by all of his loving owners, his ruse is exposed, but feline behaviour ultimately triumphs over human foibles. Charming, softly coloured pencil illustrations on well designed pages add to the appeal of this picture book, which won the 1990 Smarties prize. J. Buckley

LEV: Preschool Lower primary
AVAIL:\$16.95 ASCIS 691830

GIBBS, May *Ten little gumnuts*. Harper Collins, 1990
ISBN 0207167370

Based on an undeveloped idea from May Gibbs' files for a counting rhyme, this work combines illustrations by Vicky Kitanov with text from the publisher's editorial staff. The result is an attractive production which features the well loved Gibbs characters. It is not the work of May Gibbs herself, despite the prominence of her name on the cover. The illustrations use more colour than the originals and display contemporary picture book page design. The rhyming text is neat but unexciting. I was left with an uneasy feeling about the repackaging of the original gumnut characters, which coincides with recent interest in May Gibbs's work, but is an unnecessary addition to her legacy. J. Buckley

LEV: Preschool Lower primary
AVAIL:\$17.95 ASCIS 654698

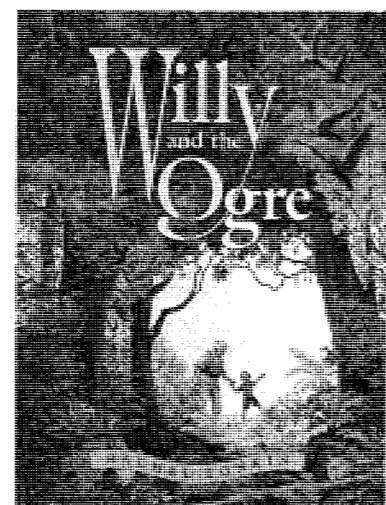
WILD, Margaret *Thank you Santa*. Omnibus, 1991
ISBN 1862911142

Just as the story begins, after Christmas, and follows a year's correspondence, this picture book

has life beyond the Christmas season. A series of letters exchanged by Samantha and Santa Claus explore aspects of friendship and caring. Kerry Argent's large and well designed illustrations charm, surrounding the letters with colour and enlarging the polished text. J. Buckley

LEV: Preschool Lower primary Middle primary
AVAIL:\$7.50 ASCIS 692355

TONKIN, Rachel *Willy and the ogre*. Hodder & Stoughton, 1991
ISBN 0340541385



Not all is revealed on an initial reading of this picture book, in which Willy and his Grandad take a seemingly simple walk in the forest. Numerous busy birds, animals and fairy folk go unnoticed especially by Grandad. The ogre which concerns Willy is not too daunting, while the varied activities of the forest dwellers

provide many interesting variations and additions to the main plot. The layering of the story creates interest, and demands close scrutiny of the beautifully composed colour illustrations. A page of explanations and suggestions for parents and teachers is an unnecessary addition. J. Buckley

LEV: Preschool Lower primary Middle primary Upper primary
AVAIL:\$19.95 ASCIS 696347

O'NEILL, Evelyn *Washing Mr Blob*. Lothian, 1991
ISBN 0850914663

Mr Blob, an old English sheep dog, has indeed been washed while Mum was at work. The need for the wash results from a complex series of misadventures concerning green paint, Dad swinging from the guttering, broken windows and a paint tin stuck on Jessie's head. As recounted by Tommy, these events were primarily fun. The brightly coloured illustrations tell another story however, adding to the humour in this attractive picture book. J. Buckley

LEV: Preschool Lower primary Middle primary
AVAIL:\$17.95 ASCIS 693639 ♦

■ Fiction for younger readers

LAMBERT, Thelma *Benny's night out*. Hamilton, 1991
ISBN 0241129486

A birthday parcel for Tom, Benny's 12-year-old brother, contains a tent and Benny pleads to be allowed to join Tom and his friends when they camp out in the garden. Several times during the actual event Benny regrets his enthusiasm to be included. Brightly coloured illustrations on every page, a delightful, amusing story and a central character sustained by honour, result in a package with appeal and merit for young readers. B. Mitchell

LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 686784

SEFTON, Catherine *The boggart in the barrel*. Hamilton, 1991
ISBN 0241130328

A boggart, accidentally released by Tom and Suzie while cleaning the barn, is a problem until Suzie's compassion leads to a solution. Instead of being plagued by a mischievous imp, the family soon enjoys the services of a refined boggart who returns kindness and affection with good deeds. Abundant, full colour illustrations by Maureen Bradley; simple, lively sentence structure; and easy reading contribute to this title's appeal for young readers. B. Mitchell

LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 687644

LAKE, Anne *The cat's-eye lighters*. OUP, 1991
ISBN 0192716565

Homage to unseen automobiles underpins life in the subterranean colony of cat's-eye lighters. These nocturnal gnome-like beings, all with vehicle-related names, serve 'Them', the humans of the upper world by lighting the cat's eyes which mark motorways. The action centres on Pedal, an ambitious, endearing character, who dares to be different by venturing above ground. Michael Reid's illustrations are harmonious with the fantasy text which presents a unusual perspective of our world. An intriguing concept, memorable characters, particularly the cockroaches and a rat, and piquant dialogue are features of this appealing fantasy novel. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$23.95 ASCIS 690347

A chest of stories for nine year olds. Doubleday, 1991
ISBN 0385400551

Features of this collection of 15 stories are quality,

variety and entertainment. The range includes retold folklore, the supernatural, satirical fun and fantasy; contributors include well known authors such as David Henry Wilson, Philippa Pearce, Joan Aiken and Nicholas Fisk. Sparingly illustrated by Peter Bailey, these stories are for listening to: lively imaginations will supply the pictures. This anthology is a welcome addition to the collections for 6, 7 and 8 years olds, also compiled by Pat Thompson. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$17.95

KING-SMITH, Dick *The cuckoo child*. Viking, 1991
ISBN 0670832952



Since babyhood, appropriately named Jack Daw has been fascinated by birds. By his 8th birthday, Jack, who fortunately lives on a farm, has bantams, budgies, ducks and geese. A school excursion to the wildlife park provides Jack with the opportunity to incubate a surplus ostrich egg. The successful incubation and subsequent complications of raising such a large, exotic bird

comprise a story told with humour, interest and drama. The puzzlement and pride of the gander who assumes paternity of Oliver the ostrich is a delightful running joke. From its beginning to satisfying finale this story captivates the reader. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$18.95 ASCIS 689899

GRANT, Gwen *Fox fire*. Orchard, 1991
ISBN 1852133376

The friendship between Sam and Roberta is threatened by their different views on the local foxes. Sam, in his effort to protect his hens, sees the fox as a predatory enemy, while Roberta, not dependent on the hens' existence, sees the fox as a beautiful wild animal worth the sacrifice of livestock. Sam is dismayed when Roberta's defence of the foxes extends to allowing wrongful accusations of theft against an innocent young man. Illustrated by Toni Goffe, and arranged into 9 chapters, this is a thoughtful exploration of uneasy friendship between people with different perspectives on an issue important to both. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$21.95 ASCIS 686362

STEWART, Paul **Giant Gutso and the Wacky Gang.** Orchard, 1991
ISBN 1852133155

The Wacky Gang is made up of 5 misfits who are only cohesive because they aren't welcome in other gangs. Its members come into their own when the survival of the whole school population rests on their performance. Under extreme pressure of a life or death situation – being devoured by an obnoxious giant – the gang members excel, tapping into latent, and unsuspected, talents. Features which will delight readers or listeners, include the running commentary on the giant's lack of personal hygiene, his evil plans for his victims, and the children's resourcefulness in outwitting their foe. B. Mitchell
LEV: Middle primary Upper primary
AVAIL: \$19.95 ASCIS 686365

AKINYEMI, Rowena **Hamster weekend.** Hamilton, 1991
ISBN 024112929X

Being the first to take the class hamsters home for the weekend is a privilege which helps Tolu to gain confidence in her new school. Tolu and her family (mother, older sister and younger brother) are from Lagos, and starting at a new school is a challenge. The multicultural classroom and portly teacher are indicative of the realism achieved. The standard set by editions in the Cartwheels series – bright, attractive, coloured illustrations, and stories with which young readers can identify – is met by this title. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 689064

FLEETWOOD, Jenni **Happy birthday.** Dent, 1991
ISBN 0460880500

The stories comprising this anthology on a birthday theme are linked by recounting the range of birthday activities enjoyed by children in Mrs Malloy's class. While each can be read independently, the stories lead comfortably in to each other, culminating in an 'unbirthday' celebration for Mrs Malloy, whose actual birthday, on Christmas Day, has always been subsumed by Christmas celebrations. The work provides a gentle, realistic series of vignettes of happy, eventful episodes in the children's lives. The children featured in the stories are pictured, and named, on the book's endpapers; line drawings support the text throughout. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$19.00 ASCIS 684725

CULLIMORE, Stan **Henrietta's bubble trouble.** Picadilly Press, 1991
ISBN 1853401366

Henrietta, whose favourite expression is 'Ratburgers!'

is the middle child in an anthropomorphised hippopotamus family. Daniel, the older brother, is tidy, apparently well-mannered and sensible, qualities admired by the parents and not attributed to Henrietta. Her ebullient good nature and timely, but involuntary, hyper-sneezes see her through family scrapes. Young readers who perceive that they bear the brunt of sibling sniping will find Henrietta's triumphs satisfying, though Henrietta's attempt to sabotage her brother's skateboard with superglue is jarring. Four stories comprise this second book featuring Henrietta; John Farman's line drawings support the text. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$18.95

STUART, Joe **Buffalo Henry and the sea.** Penguin, 1991
ISBN 0140344330

Wonderfully imaginative, this enjoyable fantasy with environmental aspects is most suitable for reading aloud. Reminiscent of a Douglas Adams' perspective of the world, it begins with Henry's reluctance to tear himself away from a video game when spoken to by the Sea. The Sea, wishing to take a break from its routine, transforms to portable size and accompanies Henry to London. Genuinely funny in quirky style, this mixture of satire, fantasy and barbed humour maintains credibility and will have wide appeal. The reaction of the world's political leaders to the Sea's disappearance is to be savoured. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$6.99 ASCIS 674121

FORSYTH, Anne **The High Street monster.** Hamilton, 1991
ISBN 0241129265

When Tom and his Uncle Bill realise that they have an intruder trapped in the store room of the green grocer shop, they expect to find a burglar. The culprit turns out to be an herbivorous dinosaur, an iguanodon. Adversity is turned to advantage when the dinosaur reattracts customers lost to a new supermarket nearby. The dinosaur's visit is both eventful and profitable. The satisfying conclusion is a fitting ending to an enjoyable fantasy for beginning readers. Sally Holmes' illustrations are harmonious with the text. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$9.95 ASCIS 686737

BLAKE, Jon **The likely stories.** Penguin, 1991
ISBN 0670835331

This is a collection of 4 light hearted short stories loosely connected as a series of fanciful tales told by Stanley to explain why his homework wasn't done. With inventive plots and much absurdity, the stories

make entertaining reading and would be good to read aloud. They cover a group of tourists moving in to observe the quaint habits of the family, a tiger hunting expedition, a tale of mixed identity and a lost tribe of mixed up holiday makers. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$22.95 ASCIS 691981

BAILLIE, Allan **Little monster.** Omnibus, 1991
ISBN 1862911266

Drew becomes encumbered with Queeg, a small monster with some unappealing habits. This situation abounds with comic consequences, as Queeg is invisible to everyone except Drew. Queeg's actions at school and home cause difficulties for his increasingly desperate owner, until a solution is found for the dilemma. Attractively presented with copious line drawings by David Cox, this short novel is smoothly written in the first person. Funny details and a fast moving story enhance the book's appeal. J. Buckley
LEV: Middle primary
AVAIL: Paper \$7.95

VAUGHAN, Marcia **The mystery of the missing map.** Omnibus, 1991
ISBN 1862911088

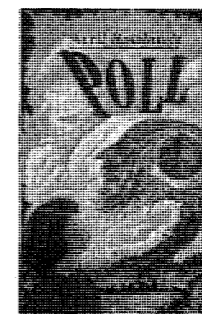
The prospect of the mystery suggested by its title will attract readers to this short novel. However its context – a small town centenary celebration – may need more understanding than the problem to be solved. The mystery involves a map stolen from the library, unnoticed by the hapless Mr Quarto, a disappointing stereotype of a librarian. Two children solve the mystery using elementary techniques of detection, to the commendation of the townsfolk and police. With numerous clues provided by both Witold Generowicz's illustrations and a heavy handed text, it is not much of a mystery. J. Buckley
LEV: Middle primary
AVAIL: Paper \$6.95 ASCIS 692347

FURMINGER, Justine **Nicholas and the bright idea.** Hamilton, 1991
ISBN 0241130271

The unexpected sight of a donkey grazing on his mother's geraniums in the front garden leads Nicholas to inspire the school, and its community, to raise money for repairs to Town farm following damage by thieving vandals. An indirect benefit of the admirable venture is that it opens the way for Meena, a new arrival to the school, to overcome her loneliness and become involved in the activities. Nicholas' caring response is well rewarded. A wholesome, entertaining

story, enhanced by Sue Gerber's line drawings, is attractively presented for newly independent readers. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$9.95 ASCIS 686782

ROWLANDS, Avril **Poll.** OUP, 1991
ISBN 0192716654



It is no accident that Poll, the evil being in this environmental fantasy, is also the first 4 letters of pollution. Katie, experiencing emotional turmoil since her mother's depression necessitated a break from family responsibility, finds herself catapulted from a family shopping expedition into a terrifying environmental catastrophe. Vivid, cautionary glimpses into a world devoid of environmental consciousness leads Katie to appreciate how fragile our world can be and how precious its inhabitants really are. Black-and-white line drawings by Chris Price visually express the stark, eerie landscape of a polluted world. B. Mitchell

LEV: Lower primary Middle primary
AVAIL: \$9.95 ASCIS 690346

BRADMAN, Tony **Revenge at Ryan's Reef.** Picadilly Press, 1991
ISBN 1853401900

Enjoy rhythmic alliteration, fights with rascally scoundrels, and good deeds rewarded, as the Bluebeard's ship, the Saucy Sally, comes off best in an encounter with wicked Willy the Weasel. The Bluebeard children, Molly and Jim, plan fund-raising activities to improve conditions of the retirement home for elderly pirates, Dunsailin', where their grandmother lives. The result of their effort is 10 chests of treasure; but raising funds is one matter, keeping them another – especially with unscrupulous pirates about. Black-and-white illustrations by Rowan Barnes Murphy make effective use of silhouette and enhance the appeal of a lively adventure. B. Mitchell

LEV: Lower primary Middle primary
AVAIL: \$19.95

CARROLL, Jane **Ribbons for her hair.** Hyland House, 1991
ISBN 0947062785

What does it mean when your best friend has leukemia? Ten-year-old Cathy finds out as her fiend Minkie goes through all that is involved in her illness and treatment. Written as Cathy's diary, the story clearly explains the

facts involved, but also focuses on the emotional reactions of family and friends. Illustrations by Kylie Taylor, drawn from her own childhood experience of leukemia, contribute authenticity and a child's perspective to this story of courage. J. Buckley
 LEV: Middle primary Upper primary
 AVAIL: Paper \$12.95 ASCIS 680618

THIELE, Colin *Speedy*. Omnibus, 1991
 ISBN 1862911051

A story focusing on the relationship between a boy and a dolphin has a certain predictability, and in this case it is the deft touch of Colin Thiele which avoids excessive sentimentality. Speedy the dolphin has a special relationship with Mike and his father, whose honesty is in contrast to the attitudes of other members of the fishing community. Speedy is endangered by selfish human action, and his peril causes the village to unite to save him. Speedy survives and triumphs in the happy ending to this adventure, which lacks the challenge and depth of characterisation needed to make the story memorable. J. Buckley
 LEV: Middle primary Upper primary
 AVAIL: Paper \$6.50 ASCIS 684330

RUBINSTEIN, Gillian *Squawk and Screech*. Omnibus, 1991
 ISBN 1862911053

Two lively but aged lorikeets are injured and then looked after by a kind old woman. Squawk and Screech become friends who adapt well to their comfortable retirement in a large aviary. Their occasional longing for adventure is satisfied by investigations of household objects, until the appearance of a burglar in the house requires their intervention. Written with economy and humour, the story is enhanced by Craig Smith's lively line drawings on every page. Text and illustrations work well to create birds with engaging personalities in this satisfying short novel for newly independent readers. J. Buckley
 LEV: Middle primary
 AVAIL: Paper \$5.50 ASCIS 692338

O'CONNOR, Pamela *Tessa's promise*. Millennium, 1991
 ISBN 085574894X

Faith and natural resilience sustain young orphan, Tessa O'Malley, in her determination to survive the Irish famine, the workhouse, shipwreck en route to the colony of NSW, and an arduous journey, on foot, to her Uncle Timothy, an ex-convict settled at Parramatta. While the coincidences and sentimental resolutions may jar discerning readers, there are redeeming qualities of resourceful, compassionate and vulnerable

characters, a rousing adventure story, and the historical setting. Attractive presentation and organisation into 14 short chapters of lively, episodic storytelling add to the appeal of this slim volume for either reading aloud or independent entertainment. B. Mitchell
 LEV: Middle primary Upper primary
 AVAIL: Paper \$7.95 ASCIS 684624

O'Brien, John *Too many sisters*. Hodder & Stoughton, 1991
 ISBN 034053575X

Dion has to stay with his uncle and aunt, and learn how to deal with his 6 cousins. Adjusting to life with these girls is difficult, and the novel describes some significant times in his first awkward week, including the lack of privacy in the bathroom and the difficulty of starting a new school. Carefully observed descriptions of shy childhood behaviour and school dynamics enliven this short novel. J. Buckley
 LEV: Middle primary Upper primary
 AVAIL: Paper \$8.95 ASCIS 689931

MORSE, Brian *The TV ghost*. Hamilton, 1991
 ISBN 0241130549

Tracey is not at all perturbed to discover that her bedroom, in the old house into which her family has just moved, is already occupied - by a bogart. Mischievous, but not malicious, the invisible little ghost plays tricks on the family until Tracey negotiates a deal. Humorous treatment of this gentle fantasy contributes to its suitability for reading aloud. An attractively quirky ending adds to its appeal. Thelma Lambert's line drawings are interspersed throughout. B. Mitchell
 LEV: Lower primary Middle primary
 AVAIL: \$11.95 ASCIS 686733

ANASTASIO, Dina *Twenty school mini mysteries*. Scholastic, 1991
 ISBN 0590765345

The format of a brief scenario followed by a question which can be answered by careful attention to textual and/or visual information provides interest for those who enjoy deducing from clues. For those not confident of solving the puzzles, solutions are provided. Visual support is given with an appropriate picture, representing each puzzle, appearing in the contents as chapter headings and accompanying the solutions. This facilitates location of relevant information. The gimmick presentation may motivate capable, but reluctant readers to respond to the problem-solving challenge. B. Mitchell
 LEV: Middle primary Upper primary
 AVAIL: Paper \$3.95 ASCIS 685715

GEBLER, Carlo *The witch that wasn't*. Hamilton, 1991
 ISBN 0241130530

Rose, whose family moved into the neighbourhood only a couple of months earlier, has conjured sinister imaginings about the house on the corner. Her father's reminiscences of his childhood fears, when growing up in Ireland, help Rose overcome her fear and unfounded suspicion that old Mrs Pritchard is a witch. Some references will be unfamiliar to Australian readers but most are sufficiently supported by context or explanation to be comprehensible. The title belies a gentle family story of a father reassuring his daughter. The 8-chapter text has an ending which invites speculation. B. Mitchell
 LEV: Middle primary
 AVAIL: \$11.95 ASCIS 686780

DUBOSARSKY, Ursula *Zizzy Zing A&R*, 1991
 ISBN 0207167850

From the moment an empty envelope, addressed to Phyllis's mother, arrives at the convent where Phyllis is spending the summer, the reader knows that the scent of mystery is in the air, a mystery that is played out in strange, dark territory. Dubosarsky maintains a very swift pace in the telling of this time-slip tale, and this coupled with a very conversational, uncontrolled style leave the reader gasping for breath. The intrigue, the division into short chapters, and the simplicity of the language will, however, engage young readers. But the fact that Phyllis is so un-blissfully unaware of 'stranger danger' makes her a major worry as a role model, especially since all of the strangers with whom she accepts lifts or accommodation are benign. F. Gardiner
 LEV: Upper primary
 AVAIL: \$16.95 ASCIS 687223 ♦

■ Fiction for older readers

BAILLIE, Allan *The China coin*. Viking, 1991
 ISBN 0670836257

The death of her father precipitates a trip to China for Leah and her mother Joan. The purpose is to search for the other part of a broken coin which accompanied the last letter from Joan's father, a Chinese man who had moved to Malaysia before Joan's birth. The search, which was one Leah's father had been desperate to undertake, takes Leah and Joan to points throughout China and ultimately to Beijing at the time of the Tiananmen Square massacre. Such an emotional theme should elicit empathy in the reader but this one was left unmoved, mainly, I think, because of the unsatisfactory character development, or lack thereof. Joan never leaps the hurdle into reality for me and it is very grating to have Leah understanding the subtleties and nuances of everyday oral, presumably dialectic, Chinese when on her arrival in China she admits to being able to understand only some of the written word. F. Gardiner
 LEV: Lower secondary
 AVAIL: Paper \$14.95 ASCIS 689433

ROSEN, Michael *The Deadman tapes*. Lions Tracks, 1991
 ISBN 0006738222

Whose are the stories recorded on these cassette tapes? Why were they recorded? These questions worry Paul Deadman as he listens to the tapes, found in the attic of his new home. The stories are poignant vignettes, told by a number of adolescents. There is an eerie passivity

in these stories, which are moving yet curiously unsatisfying. Absorbing and very simple to read because of the short sentences and segmented text of the transcripts, this interesting novel offers a rare challenge to reluctant older readers. J. Buckley
 LEV: Middle secondary Upper secondary
 AVAIL: Paper \$6.95 ASCIS 693079

DUNCAN, Lois *Don't look behind you*. Penguin, 1991
 ISBN 014034022X

Graduates of the junior thrillers school of reading will enjoy this fast paced, contemporary novel. April, the narrator, sees her world come abruptly to, perhaps not an end, but an enforced change of such major dimensions that only the number of people in her family remains constant. The first person narration has a very breathless, teenager-ish quality, and sometimes degenerates into description of the most banal kind; and the plot is riddled with flaws. But the characters are well drawn, violence is minimal, and teenagers will identify with the horrible situation in which April and her family find themselves, a situation from which there is no retreat - not in this novel anyhow. F. Gardiner
 LEV: Middle secondary
 AVAIL: Paper \$8.95

MACDONALD, Caroline *The eye witness*. Hodder & Stoughton, 1991
 ISBN 034054953X

His mother's unexpected remarriage takes Leo from

familiar Melbourne to Tasmania where his new family and surroundings are not only unfamiliar but often hostile. The year is 2046 and Leo is 15. His encounter with 11-year-old Jack who claims to belong to the year 1995, leads to a succession of dangerous and perplexing situations. The basic plot and ideas are interesting, but too many strands proliferate and the seesawing between Jack and Leo as the principle character dilutes the book's power. Sufficient tension remains to engage and hold the reader, however, and this futuristic novel will probably be well received by its intended audience. F. Gardiner
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$17.95

MARK, Jan *The Hillingdon fox*. Turton & Chambers, 1991
 ISBN 1872148603

Two teenage brothers keep diaries: Hugh writes his at the time of the approaching Gulf War purely for something to do; Gerald's is part of a collection to be put into a time capsule and is written as the Falklands War begins. When the sculpture, under which the time capsule was buried, is moved, panic sets in among the contributors who had expected their secrets to be safe for 100 years. Hugh's diary documents the panic. The cause of the panic is not directly revealed, thus furnishing readers with stimulation for discussion. The dual diary technique is bit confusing, with an 8-year gap and with each brother referred to in the other diary therefore at a very different stage in their lives. In spite of the personal writing, little true character development occurs but overall this is an engaging book. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: Paper \$16.95

SWINDELLS, Robert *Hydra*. Doubleday, 1991
 ISBN 0385401515

Inspired by the highly publicised corn circles phenomenon, Robert Swindells has created an engrossing science fiction story, which maintains plausibility tinged with threat. The growing friendship between Ben and Midge, the child protagonists, is depicted with sensitivity, contrasting with the decreasing control and poor example of adults. A visual story, told by Mark Robertson's chapter heading images, sneaks up on the reader, adding an exotic dimension to a remarkable novel. High interest, subtle humour, a touch of gore, and exploration of human strengths and weaknesses result in a commendable addition to the genre of science fiction. B. Mitchell

LEV: Upper primary Lower secondary
AVAIL: \$17.95

MCBRATNEY, Sam *Jealous Jools and Dominique*. Penguin, 1991
 ISBN 0140346023

The setting and options for leisure and work may be futuristic, but human foibles have proven to be enduring, judging by the behaviour, motivations and dialogue of the characters in this satirical science fiction teen romance. Jools, enthusiastic but insecure, pursues Dominique, commanding and confident. Their love has to stand the arduous test of separation, brought about by 'travelling on': being put into suspended animation and being awakened nearly a century later. Light hearted entertainment is combined with humour, pathos and occasional barbed social commentary. The unpretentious quality is beguiling, resulting in a fun science fiction read. B. Mitchell

LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 ASCIS 687677

CROSER, Josephine *The last bus home*. Angus & Robertson, 1991
 ISBN 0207167753

Intriguing and written with vigour and style, this novel raises interesting issues of personal integrity within an eerie fantasy. Four teenagers catch the last bus home, each of them engrossed in their own guilt and self doubt. These feelings are masked in different ways, which include rigid social control, alcohol abuse, avoidance and illness. The bus stops in a paddock, a strange old house awaits the passengers, and the experience of facing their inner realities begins. The story is suspenseful, well anchored with accurate dialogue and clear perception of human nature, and avoids a simple conclusion. J. Buckley

LEV: Middle secondary Upper secondary
AVAIL: \$19.95

METZENTHEN, David Lee *Spain*. Ashton Scholastic, 1991
 ISBN 0868968110

Two viewpoints alternate in this story: the thoughts of the tough and lonely teenager Lee Spain; and those of Prue Proudfoot, who seeks solace on an isolated farm in order to re-establish her own life. Their relationship provides them with the space to face themselves and the future honestly. A small but well drawn range of minor characters contribute to the impact of this tightly written novel. The use of alternating passages allows the reader to understand and care for both characters, but this becomes intrusive. It somewhat diminishes the impact of this moving analysis of individuality and courage. J. Buckley

LEV: Middle secondary Upper secondary
AVAIL: \$15.95 ASCIS 693461

PATERSON, Katherine Lyddie. Jacaranda Wiley, 1991
 ISBN 0575051809

Lyddie Worthen is a character to care about, a survivor of hard times in 19th century Massachusetts. Family debt forces her off her beloved farm, and her family to separate. Lyddie endures the hardworking grind of both domestic service and the cotton mills as she journeys from a fiercely independent girl to a clear sighted and uncompromising woman. In lyrical prose, Paterson explores racism, slavery, social inequity, trade unionism and women's rights. This is a perceptive historical novel, rich in detail, in which the author's touch is so sure that it is successful and involving for an adolescent audience. J. Buckley

LEV: Middle secondary Upper secondary
AVAIL: \$

CONRAD, Pam *My Daniel*. OUP, 1991
 ISBN 0192716484

If you want to show your students an example of exquisite novel construction, use this. Julia's Daniel is her beloved brother who died as a boy just as his pursuit of a dream to find a real dinosaur, was becoming a reality. Julia, who is now a very old lady, tells her story as she makes her way with her two small grandchildren to visit Daniel's dinosaur in the museum. The threads of Daniel's story are interwoven with the visit, resulting in a rich fabric that displays to perfection a variety of thoroughly believable characters and scenarios from both past and present that are deeply moving. F. Gardiner

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95
EVAL: Highly recommended ASCIS 690316

VOIGT, Cynthia *On fortune's wheel*. Harper Collins, 1991
 ISBN 0001913573

Set in an indeterminate time—apparently past, perhaps future, but definitely not present—this novel details the disasters and occasional triumphs experienced by Birle when she tries to prevent the theft of her family's boat. The thief is in fact Orien, a young man of noble birth with whom Birle becomes inextricably involved, as partners in adventure and romantically. Although this is a long novel, it never falters, holding the reader's interest with a credible plot, speedily-paced action and well drawn characters. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: \$16.95 ASCIS 673726

PORTER, Dorothy *Rookwood*. University of Queensland Press, 1991
 ISBN 0702223816

Intrigue and gentle humour combine successfully in this account of the progress of 14-year-old Jackie's research project, which leads her to discover her own values as well as the reasons behind her grandmother's cold belligerence. She balances friendship with infatuation and her final choice—to acquiesce to the family's wishes or to test her newly found understanding of personal truth—is sensitively handled. Conveying realistically some of the dynamics of family relationships, using authentic dialogue and accessible first person narrative style, it is an involving story. J. Buckley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 ASCIS 688313

TURNER, Ethel *Seven little Australians*. Angus & Robertson, 1991
 ISBN 0207173362

Many students of the television and video era will be surprised to learn that there is a book which long preceded the electronic media treatment of Ethel Turner's classic Australian family novel. The language will prove an obstacle to some but, for those motivated, the elements which contributed to the story's becoming a classic are within the pages of this attractive volume, waiting to be discovered and appreciated by a new generation. The full colour plates, by Sandra Laroche, with their reference to the relevant page in the text are delightful. B. Mitchell

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$24.95

MASSON, Sophie *Sooner or later*. UQP, 1991
 ISBN 0702223360

This novel is a well balanced handling of a number of important issues: coming to terms with parental inadequacy; grief at the illness of a family member; racial tension; and the importance of speaking up for your beliefs. Scilla goes to stay with her seemingly irresponsible father and his doormat of a girlfriend. She has to cope with her grandmother's imminent death, and with the social dynamics of a new school, particularly with racial tension which is exacerbated by planned centenary celebrations in the town. It is a rich, subtle story in which Aboriginal characters are portrayed with care, and events are both credible and touching. J. Buckley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95
EVAL: Highly Recommended

HILTON, Nette **Square pegs** Angus & Robertson 1991
ISBN 020717370

Questions of friendship and sexual identity are central to this story, in which Denny develops new relationships. The first, with Bethany Edwards, the first girl he has wanted to know, is socially acceptable. The second, with the unconventional Stephen, less so. Stephen doesn't conform to the usual stereotypes of male behaviour, and so he and Denny face pressure and harassment for their assumed homosexuality. Responding to the situation brings to Denny the perception to understand and accept individual difference and the need for personal honesty. Written with sensitivity and humour, this is a rewarding, thought provoking novel. J. Buckley
LEV: Middle secondary Upper secondary
AVAIL: \$19.95

CLARK, Margaret Tina **Tuff**. Omnibus, 1991
ISBN 186291107X

Tina Tuff is cool—leader of the coolest gang at school, yet awkward and vulnerable. When a gang activity goes wrong, she is sent to stay with her energetic grandmother. Tina learns to redefine her meaning of tough as she tackles both the physical chores of a spartan life on the farm, and her grandmother's unrelenting but caring scrutiny. There is much wry humour to enjoy as Tina comes to realise that toughness comes from self worth rather than bravado. The increasingly common technique of first person narrative is used, making Tina's thoughts very accessible to the reader. Line drawings by Lin Tobias add to the fun. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95

JINKS, Catherine **This way out**. Omnibus, 1991
ISBN 1862910677

Where is Deberfield? An outlying Sydney suburb characterised by its ordinariness, it is a focus for 15-year-old Bron's discontent. Her longing to escape routine leads her to apply for a modelling job. Although her experience is not what she expects, she discovers a seemingly more exotic world centred around the Paddington markets. Oriented entirely from Bron's viewpoint, this account of her thoughts and experiences is written with style and humour. Most likely to appeal to female readers, it depicts some of the anxieties of adolescence with a light touch, creating in Bron an interesting and believable character. J. Buckley
LEV: Middle secondary Upper secondary
AVAIL: Paper \$8.95 ASCIS 6843319

GLEITZMAN, Morris **Worry warts**. Piper, 1991
ISBN 0330272462

In his sequel to **Misery guts**, Gleitzman again reveals the domestic problems of the woeful but battling-on Shipley family. Now in Australia, in the tropical paradise of North Queensland yet, the family is beset by financial difficulties and marital strife. Son Keith has ideas for solving the problems, not ideas that have any connection with wisdom, but endowed with plenty of good will and charm. Whilst this novel doesn't have the fine craftsmanship of **Two weeks with the queen**, its simple, colloquial style and consequent accessibility to young readers make it a worthy addition to the bookshelf. F. Gardiner
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 ♦

SCIS Reviewing panel

The Department of School Education contributes cataloguing and review information materials appropriate to New South Wales school programs to the SCIS (School Cataloguing and Information Service) database. It is proposed that some of the 1992 reviews will be done by a panel of reviewers from across the state with expertise in Key Learning Areas and/or across curriculum perspectives. Members of the panel will be provided with relevant materials for review in the area of their expertise. Remuneration will be at \$25 for each review. Teaching staff and regional consultants who would like to be considered for inclusion on the 1992 panel should submit a written application. *Members of the 1992 panel do not need to reapply.*
The criteria for selection will be: demonstrated curriculum expertise; relevant teaching experience; excellent writing skills; and demonstrated ability to meet deadlines.

Applications for these positions close on Friday ~~6th~~ ^{16 April} March 1992

Applications addressing each of the selection criteria should be sent to:

Ms Beth McLaren, Senior Curriculum Adviser – Library Education
Level 16, Remington Centre 175 Liverpool St SYDNEY 2000

COLUMNS III

Annual General Meeting

Schools Section (NSW Group) of ALIA (Australian Library and Information Association) will be holding its AGM on Tuesday March 10, 1992 at History House 133 Macquarie St Sydney.
Time: 6.00 for 6.30. Light refreshments will be provided. This is an opportunity to learn about the activities of the section, visit historic History House, and also be entertained by Brian McDonald, the bushranger specialist. Everyone is welcome.

Children's Book Council

Dates for 1992:
14/15 March: CBC Book of the Year Judges' meeting
16 March: Announcement of shortlist
14-17 May: National Conference (qv)
24 July: Book of the Year Awards announcement
25-31 July: Children's Book Week

CBC First National Conference

To be held at the Manly Pacific Parkroyal on 14-17 May. Participating authors include Pat Hutchins, Robert Cormier, Libby Gleeson, Libby Hathorn, Victor Kelleher, Brian Caswell, Donna Rawlins, Gillian Rubinstein, John Marsden, Gary Crew and Jane Tanner. Enrolment fees are:

	before 28 Feb	after 28 Feb
CBC Member	\$260	\$330
Non CBC Member	\$300	\$370

Obtain further information from Children's Book Council of Australia PO Box 28 Hunters Hill 2110
Fax 02 817 5144 Phone 02 816 2561

To buy...

School Libraries Section (WA Group) has the following publications available for purchase:

The teacher librarian's perspective (\$20; \$15 for ALIA members; postage included)

Information technology in schools: implications for teacher librarians (\$12; \$10 for ALIA members; post \$2)

Into the future: school libraries for an information age (\$9; postage \$2).

Author and educator, Dianne Bates has compiled a booklet for aspiring young authors, **Young writers' marketing guide**. It is available from 80 Ninth Ave Austral 2171. Cost: \$6.00 inc postage.

The Community Information Association is publishing the calendar of Special Events 1992. It can be obtained by sending a cheque for \$12 (\$10 + \$2 postage and handling) to Community Information Association PO Box 61 Carlingford 2118.

Science & Technology

Many of the products produced by Curriculum Resources are suitable for use with the Science & Technology K-6 Syllabus. Multiple copies of a listing of these resources have been sent to schools. Have you seen a copy?

Multicultural Awards

The inaugural Australian Multicultural Children's Literature Awards have been made only in the Picture Book category. **The Rainbow Serpent** by Elaine Sharpe published by Yipirinya School Council is the 1991 winner; **Scallywag** by Jeannette Rowe published by Ashton Scholastic was highly commended.

Nutcote needs friends

Now it begins... the struggle to restore and develop the house and garden. You can become a Friend of Nutcote (individual \$35; family \$45) by sending a cheque or money order to The Nutcote Trust PO Box 12 North Sydney 2059. Membership includes special privileges and benefits. Contact the above address for further information.

OZLINE

Are you a dial-up user of ASCIS? Then you can similarly access the National Library's social sciences and humanities database network, OZLINE. The cost for schools has now been reduced from \$88, to \$25 per hour, for up to 5 hours per year. All databases on OZLINE are Australian and some have abstracts in each citation. The major database is APAIS, but also available are FAMILY (Australian Institute of Family Studies); CINCH (Australian Institute of Criminology); AUSPORT (Australian Sport Information Centre); and DRUG (Australian Council for Alcohol and other Drug Associations). For further information, including an information kit and brochures about each of the databases, contact Mr Norm Morrison Chief Librarian OZLINE National Library of Australia Canberra 2600 Phone 06 262 1215.

Orana

Subscriptions to **Orana**, journal of School and Children's Librarianship, published by the School Libraries and the Children's and Youth Services sections of ALIA, are now due. Rates are: members of the above sections: \$18; other personal members of ALIA: \$20; full institutional members: \$22; others: \$25. Subscriptions to The Editor 9 Lawley Rd Lesmurdie WA 6076 Fax and Phone 09 291 7220.

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

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