

SCAN

Curriculum Resources and Information Services

Vol 11 no 3 August 1992

■ A new look at
Information skills in the school

■ Planning for
and implementing OASIS

■ Children's literature:
Pat Hutchins and Robert Cormier

■ PD, Health & PE

■ Professional qualifications



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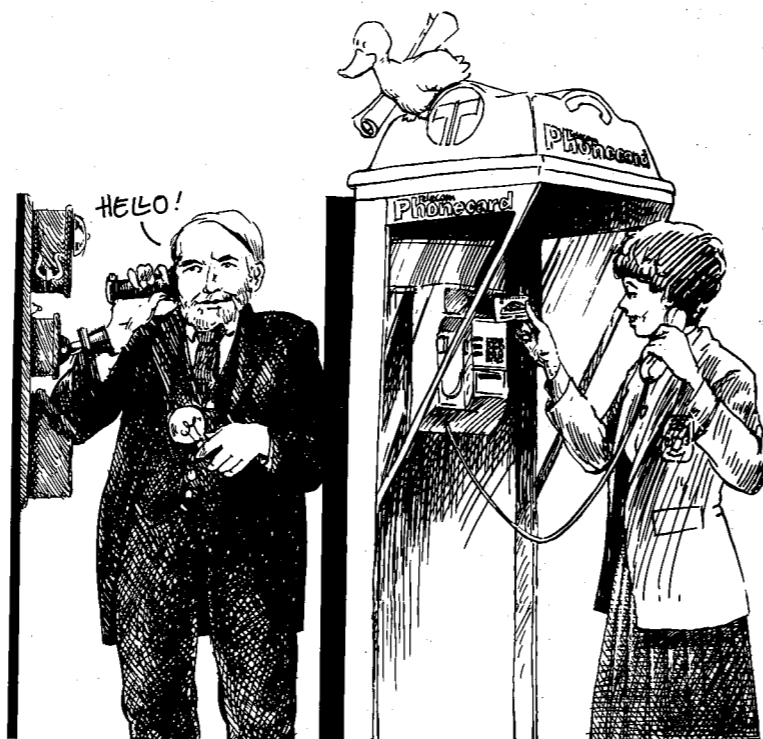
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KEY: SCAN 92/1

EDITORIAL

2 Jill Buckley and Fay Gardiner

LETTERS

3

CURRENTS

3 Beth McLaren

FEATURES

- 5 **Dichotomies**
Robert Cormier speaks to Fay Gardiner about his life and writing
- 9 **You should have been there**
Five children's literature devotees reminisce on the CBC conference
- 11 **Pat Hutchins**
Jill Buckley learns some of the background to Titch, Rosie and friends
- 14 **AST: are you a candidate?**
Two successful teacher-librarian applicants for the position of Advanced Skills Teacher light the path for others

MANAGEMENT

- 29 **Planning for and implementing OASIS Library**
A detailed guide by Christine Bellchambers
- 34 **OASIS Diary**
- 36 **In praise of OASIS**
A laudatory tale followed by a cautionary one from Michelle Ellis
- 39 **Establishing a new library: other points of view**
From clerical assistants and students at Cherrybrook

VIEWPOINTS

- 41 **Professional qualifications**
Three graduates of professional courses in teacher-librarianship record their experiences

FORUM

- 44 **NCIN: a passive database with an active bent**
Hazel Vickers brings you up to date

TEACHING LEARNING

- 16 **All we need is... information skills?**
Brian Miller asks some important questions about Information skills in the school.
- 22 **The visually-impaired student and the library**
Elizabeth Plant discusses life at North Rocks School for the Blind
- 24 **Who did what?**
Michele Bruniges provides a practical look at assessing group work
- 26 **Making the most of a primary resource**
Some pointers for teachers who don't yet count computers among their best friends
- 28 **Sporting a new image**
Be bowled over by Pam Priestly

RESOURCES

- PD Health & PE Years 7-10
- 45 **The syllabus**
- 47 **Resources**
- 55 **Science & Technology K-6**
- 59 **Picture books**
- 62 **English K-6 syllabus evaluation Fiction**
- 63 **for younger readers**
- 65 **for older readers**
- Information**
- 68 **K-6**
- 71 **7-12**

COLUMNS

- 77 **News and events**
- 78 **Index**

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Thanks to Hazel Vickers, the SCIS Review Coordinator, this is a bumper issue for reviews. Hazel has done an admirable job in enlarging the SCIS stable of reviewers, sending out resources, organising the reviews and coordinating the bibliographies. The Scan editors have selected a wide range of relevant reviews for publication; those not selected are all available by searching SCIS online. For the first time in years the SCIS review shelves are empty; the SCIS Cataloguing and Review Team is searching more widely for appropriate new resources.

In fact this issue suffered such severe obesity problems that it had to sent off to a health farm to shed 15 pages. It also shed some white space in the process but not, we hope, at the expense of readability.

This issue of Scan provides much practical reading. We focus on OASIS, with an article by Christine Bellchambers which outlines the steps involved in planning and budgeting for OASIS. This should prove invaluable when preparing submissions and work plans. OASIS user Michelle Ellis describes some of her successes in using OASIS as a school based information skills tool. She also warns of a pitfall to be avoided. Sharon Wilkes continues her OASIS diary, reporting a satisfying term's further acquaintance with her OASIS system.

We are aware that OASIS is a hot topic with teacher-librarians, so please share your experiences – and frustrations – with us. Fax, mail or phone contributions are always welcome.

The teaching of information skills is subject to scrutiny by Brian Miller, who reflects on the need for strong links between information skills and genre based writing. The article asks some important and timely questions: nearly three years down the track it is time for some reappraisal of **Information Skills in the School** especially in the light of the new syllabuses.

If you are contemplating updating your qualifications with a university course in 1993, Viewpoints may assist. Three teacher-librarians reflect on the courses they have undertaken.

As we promised last issue, children's literature features strongly, thanks to the Children's Book Council Conference, a most successful event when 600 enthusiasts gathered for three days in a most pleasant setting, to listen, talk, breathe and live children's literature:

Articles currently being planned for future issues include an interview with Lilith Norman; a view by two year 12 students of the library throughout their school career; how to plan strategically; ideas for assisting talented children; the whys and wherefores of teenagers' penchant for certain forms of literature . . . and much more.

Happy scanning!

Fay and Jill

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Dear Scan Crew,

I must admit to feeling amazed that a teacher-librarian would not make time to read and use Scan! (See letters Scan Vol 11 No 2.)

I agree it is frustrating to see the demise of many support structures we have benefited from in the past. Because our job as TL is always changing and expertise is expected in such a variety of ways, however, it is essential to use publications such as Scan as a means of looking at our job from the many perspectives that have been presented in its articles over the years.

Never having enough time to do all the things a library has the potential to do is simply an occupational hazard (optimistically phrased – a mega-challenge!) Participation in professional organisations, using and contributing to publications, active involvement in cluster and network meetings, and undertaking further studies are not only guaranteed to give us something to do in our 'spare' time, but are also a means of encouraging us to keep working on, lobbying for and contributing to the active role schools have come to expect their libraries to fill.

Scan is certainly a priority in my time frame!

Yours enthusiastically,
Jackie Hawkes
St Clair HS
May 17 1992

Share your good ideas with Scan readers!

What strategies have you adapted, adopted or created to help your students develop and refine their information skills?

What simple hints make learning more successful at your school?

Send a brief description of your success stories with your name and school address to

Scan Editors
Private Bag 3
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CURRENTS ≈

Beth McLaren is Senior Curriculum Adviser – Library and Information Literacy

Role of the teacher-librarian

Conferences and seminars provide opportunities for teacher-librarians to discuss some of the wider issues associated with their profession. One of the issues identified at the ASLA XII Conference last year was the need to define the role of the teacher-librarian. A group of interested teacher-librarians formed a committee called the Teacher Librarians Action Group which has met regularly since the Conference to develop a role statement for teacher-librarians. There has been discussion on the statement with interested groups such as SLANSW, the NSW School Libraries Section of ALIA, and the Special Interest Group of the Teachers Federation. The action group hopes to have the final draft of the statement ready for publication shortly. Del Beazley, from Bankstown PS and Colleen Foley from

Cranebrook HS are two of the contact people for the group.

The latest draft of the proposed role statement describes the teacher-librarian as 'the school's information and resource specialist.' Such a description highlights the key role of the teacher-librarian in the school's information skills program – a role which is integral to the implementation of **Information Skills in the School**. The latest reports on education continue to emphasise the need for students to become efficient users of information making this description even more relevant. The reports of the committees investigating post-compulsory education in Australia, the Finn Committee and the first report of the Mayer Committee, for example, have both identified competency in using information as being important.

Mayer Committee Report

The second draft of the report of the Mayer Committee *Employment Related Key Competencies: a Proposal for Consultation*, which is now being circulated for consideration, proposes that 'there will be a single Key Competency Structure comprising a set of Key Competency Strands.' Two of the six strands are:

- *Collecting, analysing and organising ideas and information*
- *Expressing ideas and information*

The adoption of these strands would certainly impact on the role of teacher-librarians providing a unique opportunity for them to contribute to a school's learning and teaching programs for post-compulsory students. The work-related competencies defined in the Mayer Report require a firm foundation of skills acquired through the compulsory years of schooling. The relevancy of *Information Skills in the School* is enhanced by the emphasis Mayer's committee gives to using information.

Information technology

A third competency strand identified by Mayer is Technology. The role of teacher-librarians in Information Technology is another area in which teacher-librarians perhaps need to clarify their role. The Australian Education Council has developed a statement on Technology in Australian schools which identifies four strands of learning in technology:

- *designing, making and appraising materials information systems*

The definition of technology used in the National statement is a broad one: 'the know how and creative processes that may assist people to utilise tools, resources and systems to solve problems and to enhance control over the natural and made environment in an endeavour to improve the human condition.' (UNESCO 1985)

Thus information skills which allow students to access information held in print format are as much a part of information technology as are the skills which students need to access information held in electronic databases. Many of us find the new technologies a barrier. Perhaps the barrier is really in the software and/or hardware. We need to remember that the principles of accessing and using information do not depend on format. Teacher-librarians, as information specialists, have much to contribute in the field of information technology.

Independent consultants and Departmental officers are drafting an *Information Technology in Education Strategy* to assist planning in this area. When this strategy is implemented, the expertise of all specialist teachers in the area, including teacher-librarians and computer education teachers, will be required. The strategy could well provide both challenges and opportunities for teacher-librarians.

English K-6 syllabus

In recent years teacher-librarians have embraced a more pro-active role. Many have had great success working in partnership with classroom teachers integrating the teaching of information skills into the curriculum. Each new syllabus will impact on this teaching role. Thus the release of the draft English K-6 syllabus is relevant to teacher-librarians. Details of the Department's evaluation process for this syllabus are outlined elsewhere in this issue of *Scan*. Please participate fully in your school's evaluation to ensure that the issues associated with both information skills and the provision of information resources are addressed in your school's evaluation of the syllabus.

ALIA

The ALIA Biennial Conference is being held at Albury Wodonga from September 27-October 2 1992. (See columns *Scan* 11/2.) At a time when many teacher-librarians are re-assessing their role, this National Conference may be especially relevant. I hope that many of you will be able to take the opportunity offered by the fact that the conference is being held in NSW and I look forward to meeting you there.

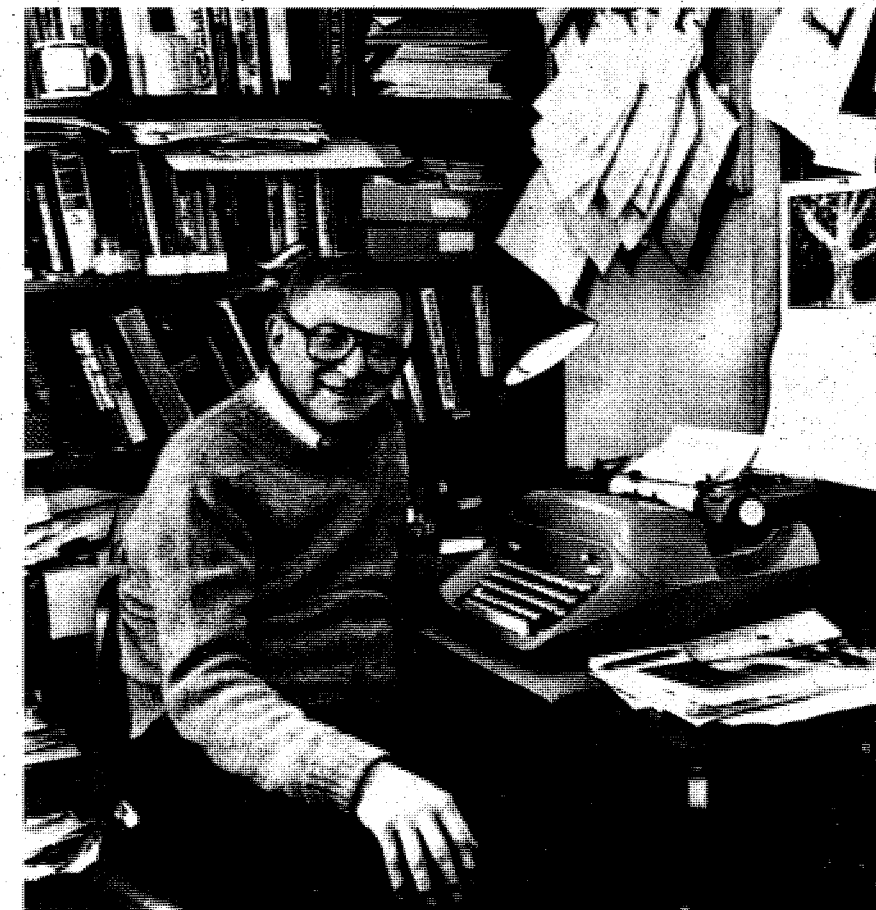
Library Amendment Act

The Library (Amendment) Act 1992 has been passed by the NSW Parliament and a consultative committee has been formed to develop guidelines for its implementation. The Act makes 'further provision [to the 1939 Library Act] with respect to the services to be provided free of charge by local libraries'. Although not directly affecting school libraries, the Act has implications for students using their local libraries. It may also have implications for school libraries networking with public libraries. A copy of the Library Amendment Bill, the explanatory notes and the Draft Guidelines was sent in early July to all Local Government Councils for comment. Councils must submit comment to the committee by the end of August. Teacher-librarians wishing to participate in this process should contact their local council. The committee will meet at the end of August to prepare the final draft of the Guidelines. ♦

FEATURES ☆

☆ Dichotomies

A comparison can be drawn between Robert Cormier, writer of controversial novels for young adults, and Elizabeth Jolley, writer of offbeat adult novels. Neither novelist conforms in person to the image presented in their novels: Elizabeth Jolley, creator of wonderfully bizarre plots and weird characters cannot, as befits a gentle grandmotherly lady, write until she has decided what she will cook for dinner; Robert Cormier, creator of gripping, contemporary plots, and heartrending characters in sometimes violent, almost always contentious novels, is a quietly spoken, practising Roman Catholic father and grandfather. Both present a curious dichotomy, a term which arose several times during our chat.



Robert Cormier, recently in Australia to present a paper at the First National Children's Book Council Conference, spoke to Fay Gardiner about his life and his writing, both of which are ineradicably entwined.

Cormier's throat was giving him some trouble on the morning I met him. After all, novelists don't normally speak much, 'it's a reclusive life but the dichotomy is that I love to be out. I don't think writers can afford to be hermits: how then can you reach people?'

French ancestry

Realism is a feature of a Robert Cormier novel. The repetition of place names—Monument, Frenchtown, Mechanic Street—indicate that the realism is founded in strong autobiographical detail. The Cormier family was one of many who were recruited from the Canadian province of Quebec, to work in the mills of New England. The economy in the north was bad, the farms were very modest and the families were large so the prospect of paid employment had its attractions.

'Canucks', as these immigrants became known, pop up often in Cormier novels. The Canuck label can be used affectionately or derisively, depending on the tone of voice. As Canucks and others intermarry however, the term is becoming redundant with this generation.

Autobiographical Fade

Mr Cormier snr came south to work in a comb shop, much like the one in *Fade* which is Cormier's most autobiographical work. *As much as I admire Stephen King I didn't want to write a Stephen King horror novel so I tried to create a very real background, a real town, a real family and the factories my father was involved with. Paul was pretty much me as a boy and later in life becoming a writer; even his actual apartment, across from the church is there.*



The catalyst for *Fade* was a real photograph of Cormier's large family; one of the sons however did not emerge in the old family photograph. I'd heard about this family 'legend' for years but the older generation didn't get too excited about it because, first of all they were factory workers with their feet on the ground, and also because in those days the technology wasn't very advanced: it might have been a defect in the photograph; or he might have just ducked down. As a writer I began to think, 'What if it wasn't a defect and he hadn't ducked down; what if...?'

Once I established the real world, I suddenly introduced Susan 50 years later, saying it wasn't true: it was a manuscript. Cormier says this was one of the biggest risks he's ever taken because he could have turned his readers off. But thankfully my editors thought it was fine and so far I haven't read any objections to it.

Fade is much more than a horror story, but certainly the ending is horror with Ozzie becoming progressively more violent. His gift has truly become a curse.

As a reporter, Cormier has had a feeling of invisibility: at accidents and fires, covering meetings you're not really a part of it. In Chesterton's wonderful story *The invisible man*, the other characters never saw the postman because he was so much a part of the scene; he was invisible. And I love playing with reality and identity.

Real world

Monument is really Cormier's home town, fictionalised to give him the freedom to change things and to avoid invidious comparison with real people. French town is really French Hill where Cormier grew up; St Jude's is really St Cecilia's... I have a devotion to St Jude, and I try to promote him whenever I can; he's the patron saint of impossible causes!

The realism of Cormier's characters is perhaps founded in the real life part they obviously play in the Cormier family. One day my wife and I were going to church and we parked the car at the corner of Mechanic and Laurel Streets. I pointed up at a house and I said, 'You know Connie, that's where Darcy lived.' She said, 'No no she didn't live here, she lived on Third Street.'

Echoing what Paul (in *Fade*) says about not knowing what is reality what fantasy, one day my son and I were talking and he said 'You know Dad, I think back now on our life and it's hard for me to figure out what really happened and what was fiction.' I have that problem too, writing as I do about very personal things. Memory is tricky anyway; if you haven't got a good retrieval system for those short and long term memories, it can go askew.

Are we all one?

Cormier appears to be interested in the sense of oneness among human beings; in *The bumble bee flies*



anyway, Cassie and her twin brother are connected to the extent where she feels the physical pain of his terminal illness... we are in a sense alone and there's a yearning I think to touch and connect; it's symbolised to the greatest degree with Cassie and her brother: they are really connected and I wanted to probe that.

I think that's why a man of my age can reach young people. I sense that the emotions connect us, that old or young, we're all looking for the same thing. We all want to be loved, but there's an essential loneliness to us all and there's a dichotomy there. If we could only break down all those barriers that we have between people.

Religion

Religion permeates some Cormier novels; he confesses to being the classic Jesuit 7-year-old convert whom they've got forever... not always happily. My life has been a struggle that way. I'm a practising Roman Catholic, I say my prayers at night and I go to church every Sunday and I always try to be a good person.

It was quite a shock, however, to hear Cormier say that he was brought up with the theology of fear with the nuns, since the only nun who features in his novels is kindly and encouraging, and modelled on Sister Catherine, his teacher in grade 6 or 7, the person directly responsible for his becoming a writer.

Priests on the other hand, fare rather less positively in some of his work, notably *The chocolate war*. Cormier explains yet another dichotomy: I have a very affectionate feeling for most of the nuns. But when it came to religion, the nuns were as much victims as we were. It was a theology of fear. At a time of awakening sexuality the nuns were telling you that if you had evil or bad thoughts today and you were hit by a car, you'd go straight to hell. At this time in your life bad thoughts are the greatest things going for you; you've just discovered girls and you're taking peeks at those magazines and the nuns are telling you you'd risk eternal damnation.

I was brought up on 8 years of Catholic faith. Then I went to college where I had a friend who was a philosopher and I found out about the theory of evolution. My religion has always been a battle.

But then Pope John came along and opened the windows. For me he relaxed the rules, but at the same time we moved to another parish where I met a man of joy who made religion a joy on a personal level, instead of living with an angry god,

the God of the Old Testament. Father John Shannon's sermons were wonderful, exemplified in the way he treated people.

I don't write religious stories but you can't ignore that part of your life, so I introduce people who are Catholic, people who are Protestant. I believe in being specific, and you make use of anything to make the work authentic. Someone suggested that if I had set *The chocolate war* in a non-denominational school maybe I'd have avoided a lot of trouble. In fact the Catholics haven't given me that much of a problem; my problem is with the fundamentalists. But also, if I did that I'd be afraid to make this character Catholic or this one Italian and I'd end up with homogenised milk; it would be bland. It would be like this political correctness we have now in the States where you're afraid to call anybody anything.

My religion is there not as someone standing over my shoulder but it's there and I can't deny it.

First person

Many of Cormier's novels are written in the first person not necessarily from personal preference, but because it suits some books. About a third of the way through *Other bells for us to ring* Cormier realised two things: he was writing in the first person and he was writing in the voice of an 11-year-old girl... which startled me because I just started writing this, wondering what would happen to Darcy if she thought she was a Catholic. I remember it clearly because we'd just bought a new summer home and I was sitting in my new writing room which was so clean and uncluttered. I'm a city creature and I was wondering if I'd be able to write in this quiet atmosphere. I started to write this innocent little thing and I thought 'My god, she's 11 years old and I'm writing in the first person.' But it felt good so there's an 11-year-old girl lurking inside me I guess along with all my other characters.

I use the first person when I feel it's authentic even when it sometimes goes against the grain. Darcy would not have been so effective in the third person. Nor would I am the cheese.

The first person approach can narrow the viewpoint to that of the narrator... I'm comfortable with a single viewpoint but the multiple viewpoint is my favourite form of writing because I'm never in the book. I confine it to what my people see and that's hard to sustain; I don't even want to sustain it - it would be too monotonous. I love to draw the rubber band to a point and then relax it and introduce

another character. And when I get into trouble I always invent a new character. This gets me through these blocks and it shakes up things and gives another viewpoint.

My latest novel, *We all fall down* is third person, multiple viewpoint from that of the three main characters. There's a terrific teenage girl whom I would have loved to have [expanded upon] but she would have cluttered up the book. Sometimes you fall in love with these characters and they take you off course so I just follow whatever seems more effective.

You obviously have to remember the reader because I'm very aware that I'm writing to be read. The books that I don't enjoy reading are those where the writer is being self-indulgent. It hurts me to take out some things. *Fade* ran to 600 pages in manuscript and I cut it way down. There were things in it about my family that I really loved but I knew they had to go because they were just impeding the story. You have to sacrifice things.

Elmore Leonard said when he writes he leaves out the things people don't read. I agree. That's why I use a lot of similes and metaphors: I don't want to clutter up the story with a description of a building or a landscape. I'm not very good at it anyway. I don't want to stop the action so I use similes and metaphors which evoke mood and feeling so well: more importantly they're very economical. Descriptions are great when you're reading a beautiful writer like Grahame Green, but that's a different sort of writing.

On the HSC list

The chocolate war will appear on the 1993-94 HSC English list for the first time. Cormier's novels have appeared as set class texts in the US for some years, not at first with the blessing of the author. When it first happened - *The chocolate war* was the first one - I was concerned because I thought that if kids had to read my work they'd hate it. But I feel better about it now because I get literally hundreds of letters a year saying things like, 'When we were handed I am the cheese I thought it was another boring book but I loved it and in fact I read ahead to find out what happened.'

Answering the letters is not a problem but it is very big part of my life. They're demanding letters because of the ambiguous nature of the books I write. It would be wonderful if they'd just write 'Dear Mr Cormier, I've just read I am the cheese and I like it very much' but they don't. They say 'Could you please answer the following questions...' Thank goodness my wife helps me; I write them roughly and she types them up. They are 99% supportive and they sustain me.

Cormier appreciates the role played by his books for young people: I went from comic books to *Silas Marner*; young adult books are a bridge.

For the student

In 1993-94 English teachers throughout the state will be trying to ensure that their students gain not only great insight and understanding of *The Chocolate War* but greater insight and understanding of people and institutions through reading *The Chocolate War*. When I asked Robert Cormier what he would like students to gain from studying the novel he admitted he found it my question provocative, never having been asked it before. He was also at pains to point out that, not being a teacher, he hadn't really the knowledge to answer it . . . but I'd try to introduce it first as an adventure. It's not really a fun thing but it could be seen as an adventurous thing we're undertaking . . . we're going to visit a certain school in America where certain things happened and it's going to be a voyage of discovery. I'd try to start it on not a frivolous but a lighter tone. Maybe teachers do all this anyway.

Looking back I think they used to make reading too serious . . . 'We're now going to read Hamlet' [in serious voice] when Hamlet is actually a terrific young adult play.

As we got into the book I'd let them do it first on the narrative level, letting them discover the issues, depths, corruption, abuse of authority. But I'd make it first of all a reading adventure: will this kid sell the chocolates or not?

I think young readers can get something positive out of these books. People say *The chocolate war* is such a bleak book and sure Jerry Renault gets beaten up in the end and defeated and he says 'Don't disturb the universe.' But if other kids had come to his rescue that wouldn't have happened. Sam Goldwyn said 'If you want to send messages call Western Union.' I'm not in the business of sending messages either but there is a message: Jerry was defeated because no one came to his help. In *Beyond the chocolate war* I turned it all around and said 'Look you guys could have said no any time at all'.

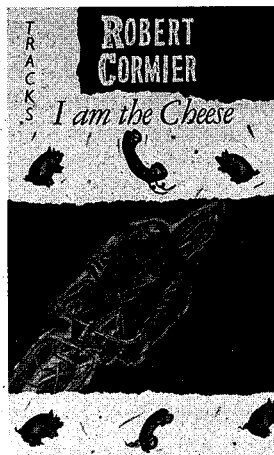
I think life is filled with choices. There's always a moment when you've got that choice. You can rationalise it away; we seem to rationalise even as we confess: 'I did a terrible thing today but . . .' We're always looking for a cop out for ourselves and that's understandable in this tough terrifying world we live in but there's always a moment when you do have a choice. Archie was pointing that out to them. In both books I think there are positive lessons that a teacher can use; probably the kids will discover them for themselves because we underestimate the kids, they're stronger than you think.

Young readers . . . and older ones

'Yesterday I talked to these bright high school kids. They are better readers than adults: adults are passive, lazy readers, reading just for entertainment; but kids are reading critically. And at that time in their life, you'd better not write down to them because they can spot a phoney a mile away. Anyway

a good teenage reader is ready to leave Robert Cormier behind and go on to adult books. I think we tend to underestimate how strong they are, how intelligent. Sure there are the kids out there for whom reading has been neglected in this very visual world of ours. But somebody must be reading, you only have to go into a bookstore and see the crowd in there to know that. There's a re-emphasis now in America on writing and reading. When I'm writing I don't feel as though I'm going to corrupt the youth of Australia or America. I don't feel there are no positive elements in my books.

Cormier's books are attracting an increasing adult audience. There are the first time Cormier adult readers, but, as *The chocolate war* came out in 1974, its initial readers are now in their early 30s.



Saturday afternoon. She'd just read *I am the cheese*, this very bleak book that people criticise; to her it was a saviour. She said, 'Somebody else is like me. I feel like I'm on a bike going nowhere.'

It pleased Cormier to have *Bumblebee* referred to . . . 'it is my neglected child: it doesn't receive as much attention as my other books and people either love it passionately and say it's their favourite or else say they tried to read it and it was just too tough to get into. The strange thing is that while it's about terminally ill children I think it's my most hopeful book and I tried for that soaring note at the end.

Fear and violence

The LA riots happened just prior to Cormier's visit. Since his books so often take violence of one kind or another as their theme it seemed likely that the riots would evoke a response . . . What frightens me is this random violence that could break out at any time. In the 'old days' if somebody cut you off when you were driving along in a car you would have wound down your window and said, 'What did you do that for, you son of a . . .' Today you wouldn't dare do that because the person might have a gun and shoot you.

Identity

Identity is a factor in both *I am the cheese* and *The bumblebee flies anyway*: neither trauma victim Adam nor Barney Snow knew who they are. Cormier believes this echoes in teenagers because they're not sure who they are. I knew my name at that age but I didn't know who I was. I had a very touching call from a young girl, a victim of child abuse, in a psychiatric clinic in Connecticut one

There is this violence and this anger. People rob a store and they not only take the money, they hit the person over the head or they kill him.

In Massachussets we've been having homes invaded: they break down your door, come in rob you, beat up your wife. You realise how vulnerable you really are.

I've always been afraid of big things – big government, big business – because the individual gets lost but this is entirely different. I may be paranoid or exaggerating it but I remember that old joke: just because you're paranoid doesn't mean you're not being followed.

We live in a small town about an hour outside Boston, a very nice New England town, but there are some areas I might avoid at 1 am that I wouldn't have a generation ago when I was growing up. You can't have the same feeling about the world these days because you can be walking down the street and someone can just erupt with that anger and attack you without provocation. The randomness means it can happen anywhere.

☆ You should have been there!

The South West Slopes Cluster of the Riverina Region has a strong teacher-librarians group which encourages mutual support and cooperation. Several members of this group belong to the ACT branch of the Childrens Book Council. Their membership has enabled them to bring into local schools authors who have excellent rapport with the students. It was also through this membership that they became aware of the CBC Conference attended by five of the group.

Catherine Frew, teacher-librarian at Tumbarumba High School; Ros Gay, teacher-librarian Tumbarumba Public School; Kath Joyce, teacher-librarian Batlow Technology School K-12; Grace McEachern, casual teacher at Tumbarumba High School; and Margaret Russell, teacher-librarian at Tumut Public School here record their memories.

The theme of the First National Conference of the Children's Book Council of Australia held in Manly on May, 14-17 was *At Least They're Reading*. We have chosen to title this article 'You should have been there' because it is one of the first remarks we make when talking to others about our experience.

The conference was an intensive program right from the start. Imagine the scene . . . a magnificent view over Manly beach where the board riders wait for the perfect wave, the luxury of a 5-star hotel, attentive staff, and four days of being completely immersed in literature. From the breakfast book launch to the midnight book launch (complete with boiling bloodsucker); after dinner with Blinky Bill and Nutsy; throughout the talks and cups of tea with authors, publishers, illustrators, and 'wild things'; books ruled our lives.

The conference organisers brought together a remarkable range of speakers including Robert Cormier, Pat Hutchins, Libby Gleeson, Christopher Pike, Libby Hathorn, Victor Kelleher, Brian Caswell, Donna Rawlins, Linda Burney, Gillian Rubinstein,

We all fall down is about random violence. My wife showed me a clipping about some boys who entered a house and not only completely devastated it but desecrated it. And they were not thugs; they were regular middle class high school kids. So, although I didn't really want to, I wrote this book about random violence and its effect on the family, particularly a young girl in the family and about one of the boys who perpetrated it.

Robert Cormier has always been uncomfortable around dogs partly because a thousand dogs chased him on his paper route, but also because dogs are irrational. The anger and the resulting violence that pervades his culture, and ours, has for him a similar feel of irrationality and destructiveness.

Cormier's sensitivity to the dilemmas and dichotomies of life is evident in his honest, hard-hitting novels. He sees the pain and difficulties but his vision is not wholly bleak for he also sees the beauty that resides within each human being. ♦

John Marsden, Gary Crew and Jane Tanner. Registration on Thursday afternoon preceded an evening spent listening to Robert Cormier, Christopher Pike and Gillian Rubinstein reading from their own works. Now as we read those passages, we hear the voices of those authors.

We could quite easily fill Scan with our notes, memories and feelings but . . . we will attempt to share some of the material the speakers shared with us, and the impressions they created.

Pat Hutchins

Speaking on *Writing and drawing for children* Pat explained how she moved from illustrating other peoples' work to writing and illustrating her own. She told how her first attempt was 400 odd words, and how with her editor she cut it to 32 words and created *Rosie's walk*. She takes great care in ensuring her illustrations are accurate so that in *Changes changes* the blocks are exactly the same on every page. In *One hunter* there are clues on each page for the next animal and these are designed to involve the children in the

book. She created a monster family for *The very worst monster* to create a pantomime effect and take away reality from the story while still passing on the message. She took great care however not to make the monsters too scary. In her latest book *Silly Billy*, launched at the conference, we met the family again.

Jane Tanner

Few, if any, of the 580 delegates at the conference remained dry-eyed as they listened to Jane Tanner speak. Those of you who have read the article in *Scan* 11/2 will understand some of the effort Jane puts into her illustrations. In describing her art she showed us some of the personal costs she pays for her illustrations. The integrity of her interaction with the story is reflected in the detail of her work. Look for the image she creates with the falling leaves in *The wolf*; everything in her illustrations is there for a purpose.

A keypoint made by all the illustrators at the conference was the development of visual literacy. In well illustrated books the illustrations are an integral part of the story. Children who understand this will stop asking illustrators 'What pencils do you use?' and begin to ask 'Why did you draw it this way?'

Christopher Pike

How embarrassing! We didn't know him at all, but in the USA he has sold over 10 million copies. He has been described as filling the gap between Nancy Drew and Stephen King, and as 'fantastic' by his teenage fans. Talking on the topic *The story teens can't put down* he argued that teenagers don't want to read about everyday life. They want something different, far out, but something they can relate to. They are interested in the big questions; they think about the meaning of life. He believes that a story needs intensity, not needless violence, and that a really good hero needs a really bad villain. His books are thriller-mysteries rather than horror or occult. His characters often triumph and overcome evil, but may pay a terrible price. His book *Witch* was launched with great gusto at the hotel nightclub just before midnight.

Robert Cormier

The warmth and integrity of the man who wrote *The chocolate war* and *Other bells for us to ring* touched us all. He spoke of his effort to provide a second level of meaning in his work through the use of metaphor and imagery. He told us that he writes in 'scenes', a legacy from childhood when he would describe movies to his mother scene-by-scene. He said he carries the 'baggage of youth'; that the nature of adolescence is timeless; and that his ideas come from emotions which make him ask 'What if...?'

On the issue of censorship, he said that he censors his own writing: if it's not good enough for his own family

it's not good enough for other people. We cannot however, protect children from the real world and the novel has to be honest, even if it means the baddies win.

John Marsden

Speaking on the topic *Teaching and Writing*, John Marsden caught everyone's attention when he argued that we are foolish to allow maths and science to dominate the curriculum at the expense of language. His speech concentrated on the many ways we can encourage children to write, and on the value of creativity. He pointed out that people with poor language skills are susceptible to manipulation by people with strong language skills, and that we have an obligation to help develop strength in this area.

Gary Crew

Gary Crew addressed the future of the novel in his speech *What's next?* He suggested that we should be more concerned about *aliteracy* than *illiteracy*: the risk is that future generations may be more visual, preferring movies or comics to novels. To avert this we must ensure that the novel remains relevant to its audience. The novel is based on the business of life. It has to tell the children about the true 'monsters' of today – the Vietnams, politics, genocides – rather than the dragons of the past. We can't argue for morality in stories unless we also include moral retribution. We can't present issues thinly wrapped in a story and expect it to be accepted. He called the novel a 'trembling illusion of life' – it is not life, but it must be real.

Gillian Rubinstein

It was interesting to learn *What children tell Gillian Rubinstein*. Primary students want happy endings, they are more optimistic; high school students often find it difficult to suspend reality. She thinks that during childhood we learn how to live, and in adulthood we learn how to die. Books for children should pass on the body of wisdom we need for life. Like most speakers she said that we cannot ignore the dark side of society, but novels should develop a real world with inner meaning and moral justice.

As well...

Other sessions looked at censorship; book clubs and the books children choose; the differences in writing for children and for adults; the role of literature in the classroom; evaluating material about Aboriginal people; the problems of selling Australian and New Zealand works on the US and UK markets; and a panel on reviewing books and choosing award winners. It was a full and rewarding experience. We returned with bags of autographed books, with posters and badges and documents, most of all we came home with renewed belief in the value of literature and in the importance of bringing children and books together. ♦

Pat Hutchins

Pat Hutchins is one of the most popular children's authors in the world. She has produced 30 books - 25 picture books which demonstrate her skills as writer and illustrator, and 5 longer stories. Jill Buckley spoke to Pat Hutchins recently about the way she approaches her work; following are her responses.

Picture books

I think my picture books reflect childhood emotion because I remember the injustices of childhood. I remember lots of things, the insecurities. In most of my picture books I try to make a child seem a bit more secure, to help them realise they're not unique. We all go through that, even if we have had the happiest of childhoods.

No matter how much the brothers and sisters may love each other, there is still an undercurrent that Mum or Dad likes the other best. I think there always will be. My sons, now aged 19 and 23, can still behave in similar ways to the moments captured in the books.

Emotions like jealousy are very delicate. I've got to be awfully careful how I present this to children, without being clumsy. I don't want to be impertinent, to suggest that the child isn't aware of the emotions, because obviously they are. I'm very very careful about the words.

Particularly with *The very worst monster*, I wanted to distance the child because I know that most children have experienced jealousy of a younger brother or sister. I chose to use monsters to create distance so that they didn't feel any guilt reading the book. Hopefully it is a funny book as well.

I quite deliberately strive to give readers an active role in making meaning. With *Rosie's walk* particularly, I tried to draw the reader in. I set the pitfalls and it is the very fact of the reader turning the page that causes the action. They're actually responsible for making the meaning, for making things happen. I try to do that in most of my books for little ones.

Young readers can anticipate what might happen next. Also, the littlest child can actually read the book on his or her own before they've learnt how to decode these squiggles underneath. Little kids get the joke right away, they appreciate the irony wonderfully. In *The surprise party* the reader knows that Owl is having a party, the other creatures don't. The reader is let into a secret and, I hope, made to feel special because of that.

I think it's very reassuring for a child to be doing this, especially kids who can't read. It gives them a lot of confidence, they're really drawn in. Reading a book is much more than decoding the words at the bottom of the page, it's actually understanding.

I think you can get quite complicated ideas across to a small child as long as they are presented in a simple, satisfying way.



Changes, changes began because I wanted to do a book about a metamorphosis. The obvious one was the butterfly and that has been done so many times. I saw my son playing with his building bricks, and changing things, and I thought that was a very nice way to express the idea. It is one of my favourite books. I enjoyed using exactly the same bricks in each illustration.

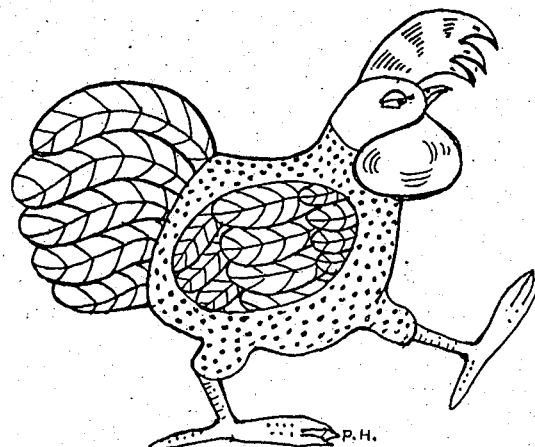
Clocks and more clocks also deals with an abstraction - time. That one works on 2 levels, so that the littlest reader, who hasn't got the concept of time would still be entertained, and a slightly older reader is in on the joke.

I also wanted to do a book about balance, which became **One eyed Jake**. It is actually about displacement, as I've been told. About 15 years ago I had an idea to use Noah's ark and have the animals coming in two-by-two. At the end the smallest creature would upset it all and the last spread is all these drowned animals! That may not be an appealing picture book. So I put the idea away for a while and years later I changed the ark to a pirate ship.

The wind blew, which won a Greenaway medal, is my least favourite book, funnily enough. It has my great friend, Mrs Bruce, in it (who also features in **The house that sailed away**), and is set in my village but I think it's the weakest story. I wanted a cumulative chase, and I don't think the idea is as strong in that book as say in **Titch** or some of the others.

The words and the illustrations

When I'm working on something new the idea comes first, and that's the difficult part, to try to do something original. Then I decide how I am going to present this idea, with animals, or humans, or even monsters. To me, the most important thing about a children's book is that it should be logical. I like to build the stories up, so the reader can understand what is happening.



Scan Vol 11 no 3 August 1992

I love circles in books. I love to start and end at the beginning again so that you can feel it continue.

I get the story to a fairly advanced stage before I decide on what type of illustration I'm going to use. It can change, however, because I always start with a mock up, a few scribbles, the page numbers, just to work out if the words will fit into the number of pages. Once I start the illustrations I realise I don't need all the words.

It is so important to see the pattern of turning the page, to get the movement, so that when you turn the page you get the punchline.

I've worked with my editor, Susan Hirschman, for 24 years. We talk in shorthand now, because we know each other so well. I just say I'm going to do a book about jealousy, and I'm trying to get the same sort of feel as **Titch**, and she knows exactly what I'm talking about. I need very little editorial work now because Susan, who's taught me absolutely everything I know, has taught me well. However, I can't sleep at nights when I've sent a story to her. I still bite my nails thinking she doesn't like it.

I like to get a rhythm in the words, I always read the words aloud to get the rhythm. I think children like a rhythm, and I do sometimes try to get repetition in as well because I think that gives children confidence if they're learning to read. Mostly it's for the rhythm and the flow.

I would never illustrate someone else's work because I find illustrating such hard work. It is a struggle for me to illustrate my own work. I couldn't think of anything worse than sitting down and doing that, even if it were for the greatest writer in the world. I just find drawing so difficult and painful.

I think the problem is that I am an artist, I've been trained, and I'm really conscious of any mistakes I make. So that any drawing I do I can look at and say it would have been better if . . .

I don't think there's much difference between writing and drawing. My theory is that if you're artistic, if you've got something you need to express, you may happen to be able to draw, or write, so it is expressed that way. If you happen to be able to sing it would come out that way, or if you could act it would come out that way. These facets are all so connected. I do really believe that. I think they go hand in hand.

Laurence, my husband, illustrates the longer novels, it would drive me mad. I couldn't draw like that, and those books need humorous, almost cartoony drawings because the stories are so daft. There is no way I could do it. It would take me a year! Laurence really enjoys drawing and it comes easily to him, and it's a great struggle for me, it is painful.

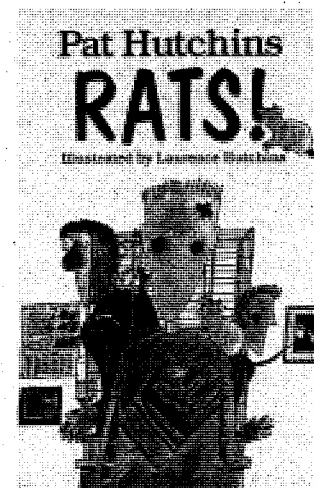
Writing for an older age group

It is not greatly different to write for readers in middle childhood. I still try to be reassuring, to be on their side. In all my books, I am always aligned on the child's side, I feel that strongly.

I like to think there's a wee bit of humour in the stories. You can be more sophisticated with an older reader.

I wrote **The house that sailed away** for my son Morgan because he was a reluctant reader at about 8 years of age. The children's rooms were lined with books, that's probably why.

I thought if the main character is called Morgan, it has the crown jewels in it, and pirates, and cannibals, and it features his family he's got to want to read it. In fact it ended up with me reading it to him, which meant that I had to write it very quickly because he wanted a chapter a night. It was great fun to write.



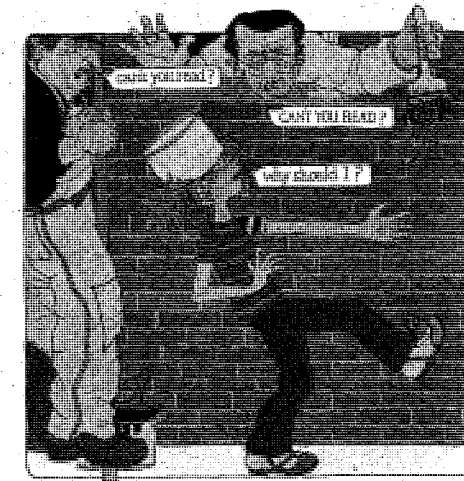
The story in **Rats** is virtually the truth. We ended up enjoying the rats, we had 3 of them for a while. But they don't live very long! We've got a plastic flower under the apple tree where Nibbles is buried.

I wrote it because I was looking for books for Morgan to read and they were so mindless and boring. **The house that sailed away**, and the others, they're just a big romp and a lot of fun.

The story in **Rats** is virtually the truth. We ended up enjoying the rats, we had 3 of them for a while. But they

Laurence really does have all those trains. We've got a tiny little garden in London which is my pride and joy. He has just built a railway around it. Actually the trains are lovely. They're steam ones, when he steams them up half the street comes round to watch. So the comments in **Rats** are quite true!

Another favourite book of mine is **The tale of Thomas Mead**. I was asked by a librarian in the



States to write a letter to her children to encourage them to read. I wrote a poem about Thomas Mead and the terrible things that happened to him because he refused to learn to read.

It was not that he couldn't read, he just refused to. He ends up in prison and the convicts teach him how to read. By the end his parents keep trying to get him to put the light out because he is reading and reading.

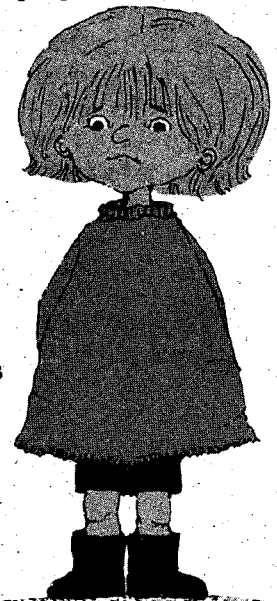
Future directions

I have recently finished a picture book about having a best friend over to stay the night. The best friend is very good at everything, but afraid of the dark.

One thing that I would absolutely love to do, it's a sort of pipe dream, I'd love to do a children's musical. I love music, and I love theatre and I love the idea of it all. **The case of the Egyptian mummy** has been adapted for the stage and it's going to be on in Regent's Park open air theatre in August. I'm really looking forward to it, and hoping it won't rain.

I get a lot of lovely letters from kids. My favourite is from a little boy who said: 'I am 7 and a half and I am only 1.1m. **Titch** is the book for me!'

I find kids love to see someone drawing. They're also very confiding. They show me that the characters really live for them. It's a lovely thing to experience their confidences. It is also a huge responsibility. ♦



☆ AST: are you a candidate?

Teacher-librarians are potentially excellent candidates for the Advanced Skills classification. They can contribute to the whole school programs by focusing on information literacy and the skills for learning how to learn. By working in a collaborative mode with teachers, the professional development of each partner is advanced.

Participation in staff development activities on information skills, cooperative planning and teaching, reading and children's literature has allowed teacher-librarians to play an active role in those programs in the school.

Teacher-librarians frequently take a leadership role in developing units of work which focus on skills outcomes associated with accessing and using information. As the single information specialist in a school, teacher-librarians gain a valuable across-curriculum perspective through their work with all faculties and all grades.

A number of teacher-librarians have made successful application for the position of Advanced Skills Teacher. Following are two of the success stories. Scan would like to hear from others so that we can publish a list to serve not only as an honour roll but as a contact register for aspiring candidates.

Audrey Newlands is teacher-librarian at Elanora Heights Public School.

I feel very strongly about retaining an image of being part of the whole school profile. It would be easy to slip into a purely supportive role, but to achieve satisfaction in your professional career it's vital to be an instigator as well as a supporter. It's necessary to analyse your skills and relate them to your role in the school. To teacher-librarians this has always been a fact of life, accepted and acted on without comment.

When the term Advanced Skills Teacher first appeared, I felt uncomfortable with the words 'advanced skills'. We're all part of a team and as such contribute to whole school learning. It would, I felt, be presumptuous to attempt to adopt this role. However on reading the criteria for ASTs I realised that advanced skills could be interpreted as multi-skilled. In the multi-skills field, teacher-librarians must be counted as pioneers: to fulfil our role we have to be many things. Our K-6 teaching load, for example, applies not only to our weekly load, but to our daily load where we teach up to six levels in a day. As well we participate in sports days, school concerts, and special events, and we also have managerial roles.

Having studied the criteria I realised that, no matter what the outcome, at least I had the qualifications to apply for the position of AST.

Student welfare was an area emphasised in criteria. My active participation in the school's welfare program sprang from the opportunities provided in the library. At present I head the welfare committee; our current goal is to satisfy the special needs of children in our school.

Fulfilling the AST Criteria

Teacher-librarians fulfil the criteria for AST appointment in many ways.

Cooperative program planning and teaching demands that we extend our professional development, not only in our own field but in much broader curriculum areas.

Our expertise does not end with locating and supplying resources: we also teach. The library is ideal for professional development in such areas as information skills, social science and unit building.

Co-ordinating resources to support curriculum is an integral part of our role. My choice of active curriculum development has been governed by my fields of expertise.

Library programming is flexible. Enthusiasm and a fresh approach allied with sound educational practice produce skills and attitudes which reinforce our school objectives.

An exercise in itself

By the time I had written my responses to the stated criteria I felt that, regardless of the results, I had redefined my role as a worthwhile member of the staff.

The prospect of promoting myself at interview was daunting; and I was in direct competition with other members of the staff. I would not however, be disadvantaged by being in the library.

Worth the effort

After many hours preparing responses to the criteria, and then many more spent in perfecting the presentation, I handed in the application. The interview which followed wasn't easy, but it was very professional and non-threatening. It was certainly a new experience for me!

On winning the selection as AST, I negotiated my role with my principal. My duties were then listed by the principal and circulated to the staff. This greatly facilitated my entry into the new role.

The renewed enthusiasm and enjoyment I have gained in my work was well worth the effort required in applying for the position. ♦

Deirdre Braidwood is teacher-librarian at Gateshead High School.

The Advanced Skills Teacher classification requires many of the skills involved in effective teacher-librarianship. The list of abilities and characteristics in which a candidate is required to show a high level of competency includes many which are not only compatible with, but explicitly stated in, such Departmental documents as **Libraries in NSW Government schools: Policy statement, Handbook for school libraries, and Information skills in the school.**

It would be disturbing if some colleagues were to be dissuaded from applying for interview on the grounds that 'it's only for classroom teachers', 'librarians don't teach' or worse still, because of the old misperception that we are 'refugees from the classroom'. In fact, the Library policy states *teaching is an integral part of the work of the teacher-librarian*. The school library is in fact a classroom - and not only a classroom, but the model of what a classroom will come to be in the future.

Fulfilling the AST criteria

Building up rapport and communication with teachers in every faculty is important if one is validly to claim *contribution to curriculum development/curriculum decision making processes*.

Membership of the school's curriculum committee and professional development committee, active involvement in staff development Days (ranging from the provision of bibliographies to provide background reading for a variety of sessions and workshops, to leading a formalised program for the implementation of the Information Skills Policy across the wholeschool) are demonstrable examples of support for the professional development of staff.

This aspect of our role is also relevant to the requirement to indicate *participation in professional development programs, especially related to classroom practice over a significant period*. For the classroom teacher applicant, this would perhaps centre on one's own personal professional development. As teacher-librarians, we can apply this to our work with and for others as well as ourselves: attendance at inservice courses; membership of librarians' groups; contributions to cooperative problem-solving relating to our various tasks and responsibilities; readings of professional journals; extension of our skills into competence in using and demonstrating audiovisual and computer-based information technologies.

We are also ideally placed to indicate a proactive role in achieving *positive professional relationships with students and parents*. All students are our 'clients' and parents appreciate library reports in newsletters in

'... the school library is in fact a classroom - and not only a classroom, but the model of what a classroom will come to be in the future.'

addition to submissions for funding! Inviting parents to visit and borrow from the library, speaking at parent-teacher nights and providing facilities and resources for mature-age students or those pursuing Open Foundation courses are other ways of integrating the school library with the community.

Inter-library loans, networking, provision of active support for student teachers in all faculties, and work experience for technical college students in clerical and in library technician courses are other extensions of our professional role which indicate to an interviewing panel the breadth of our contacts and sharing of expertise.

The specific tasks of an appointed AST are to be negotiated with the Principal in a particular school. Each applicant is invited to provide additional other relevant information on the application form. This is an opportunity to consider the directions your school is taking in the context of Schools Renewal, and to indicate specific examples of experience and intention which will support your application for the position.

The *Subject Outcomes* statements from the Board of Studies, the new syllabuses such as *Design and Technology Years 7-10*, and *Personal Development Health and Physical Education 2-Unit Years 11-12* and their Support Documents show an increasing emphasis on the development in students of information researching and application skills.

The demands on teacher-librarians are increasing; the range of our own skills is keeping pace. The Advanced Skills Teacher criteria are closely matched to our own professional philosophy and practice. AST designation provides a first step in the overdue formal recognition of and some status commensurate with our contribution to the work done in our schools. ♦

All we need is . . . information skills?

Brian Miller is Literacy and Learning Consultant, Metropolitan South West Region. He was formerly teacher librarian, Liverpool Girls High School. This article aims to reassess Information Skills in the School in the light of recent educational movements in the teaching of literacy. Some of the problems associated with the process will be examined and the genre-based approach to writing will be used to suggest a more effective and pragmatic method of implementing the document. Some interesting questions are asked; Scan hopes to provide a forum for further discussion.

As librarians we are interested in the way information is stored and retrieved. As teachers we are concerned about how information is made meaningful and relevant.

When *Information Skills in the School* was launched its value lay in the codification of the processes necessary to satisfy both of those facets of our profession. Its whole school, across the curriculum, K-12 ethos made it a powerful instrument in the interpretation and development of the school's curriculum. Its all encompassing nature from the conceptual (defining stage) to the reflective (assessing stage) embraces all possible tasks from all syllabi. Armed with this document and the *Library Policy*, the teacher-librarian could sally forth into the glare of the Information Age.

Teacher-librarians have derived much of their current momentum from the document and the clear implication is that teacher-librarians, as information specialists, must elucidate for students all stages of the information process and not just facilitate the provision of resources.

Beyond location skills

If teacher-librarians want to foster independent learning through using the information process model then their responsibility must reach beyond teaching students how to locate and select information. If each stage of the process is equally important (and initially it appears this is so) then *how* the students organise, present and assess their work must also be the domain of the teacher-librarian.

This particular stance crosses many borders. If teacher-librarians aspire to this role they need to be familiar with the types/forms/genres of information and to be able to guide students in the appropriate type of response (written or otherwise). If we care enough about the educational outcomes when students use information then surely one of the most important aspects of this concern must be for them to gain control over information's various forms and registers. This is especially the case when,

to 'succeed' at school, students need to be able to closely approximate the conventions of written forms in the different KLAs. In other words, teacher-librarians need to be teachers of literacy.

Teacher-librarian as guide

The responsibility, however, goes even beyond this. Despite the document's claim that information skills are the whole school's responsibility, the probable reality is that the teacher-librarian is the interface between the staff and the information skills process. Thus, if using the process as a guide for attempting information tasks, the teacher-librarian will need to guide the staff through the process as well.

Given that the document implies knowledge of textual organisation and presentation it may well be the case that the teacher-librarian (in line with CPPT philosophy) will also have to guide the staff as to what type of written response is required. This is because the information task's form will have a major impact upon the type of organising and presenting required. For example, if a teacher wants to do some research on Australian animals, the teacher-librarian is in a unique position to influence not only how that research is conducted but also what form of written response is appropriate.

This guidance could take the form of advice or inservice on different writing forms like reports, explanations, stories or essays and help the teacher to focus on what outcome is to be derived from the research. Lessons, especially team teaching, could then be arranged so that the research has some structure and *purpose*. This could avoid some of the negatives associated with library assignments like vague directions and students not understanding the rationale for doing research.

If the teacher-librarian and the classroom teacher agree to concentrate on a particular written form then the research logistics can be tailored to this particular outcome. This would have the added benefit of the library performing an important and natural role in the school's curriculum.

Obviously then, the document has a crucial role to play. However there are two assumptions that the document makes that need closer examination.

- Where teachers are aware of the information process and actively assist students in skill development, the rate and quality of learning can be greatly increased. (p 9)
- Where teachers show students that the information process is a schema which they can deliberately employ in their own learning, they are promoting student independence. (p 9)

To what extent does the Information Skills document really meet the needs of all students? Are the above assumptions valid?

The assignment opposite will serve as an example of a well-intentioned but inadequate information task. The task itself represents the end of three relatively intense years of my involvement with the school's curriculum through team teaching and trying to inservice staff about the implementation of the information process.

It was one of a series of assignments where the outcomes did not reflect the enthusiastic inputs of the students. It remains something of an embarrassment to me as I had vigorously endorsed its values to other teacher-librarians and the staff as a model for information skills. Despite the perseverance of the teachers concerned (including myself) I was growing increasingly disillusioned with assignments based on this process.

This was a co-operatively planned and taught exercise for a class of competent students who had had previous exposure to the information process. It was discussed at length in the classroom and library and was undertaken with considerable enthusiasm and commendable amounts of effort on their part. The intention was that the assignment would be challenging and that the students would be unable to copy, having instead to apply their research to various formats.

Despite appearances to the contrary it was based around the information process in that it attempted to take students through a logical sequence as suggested by the document. The 'warm up' was a crossword comprised of clues which took the students to the various sections of the library which housed the relevant information. This was simply designed to facilitate the location and selection of material - stages two and three.

Task 2, required the students to define keywords as a way to address the need to include technical

Year 8 Science

'Wings and Things'

Aims

- To provide you with an understanding of the history and science of movement through air.
- To give you practice in being able to understand and apply technical information.

Task

1. Warm up exercise
(This will help you find the necessary resources.)

2. Keywords and Terms

You must define the following terms: thrust, drag, windtunnel, wind lift, weight, streamline, air pressure, aerodynamics gravity.

You are to define them by constructing a multiple choice test of four (4) possible answers for each term.

3. Why didn't the ancient Romans have flying machines?

You must research the history of flight and decide the 3-5 major breakthroughs/advances/inventions (in your opinion) that have led to the technological ability to send women to Mars. You must justify your choices.

4. Flight table

You are to choose one of the following
a) Helicopters/Boomerangs
b) Frisbees/Paper planes
c) Parachutes/Balloons
d) Darts/Kites

You must examine the way these objects move through the air in terms of: thrust, drag, wind, weight, lift, air pressure, streamline and compare and contrast the two objects. You might like to construct a table for this part.

5. Bird in a wind tunnel

Lastly, what design features of a bird have been incorporated into human flying machines?

language in the assignment. Furthermore it was hoped that by defining these words the students would better understand the demands of the other tasks.

Tasks 2, 3 and 4 suggested ideas for both organisation and presentation. Task 5 was included to see how well the students could apply their findings. In other words it tried to approximate the focus question of the assessing stage, 'What did I learn from this?'

While fully admitting the assignment was difficult and far from perfect, the results were disappointing. Task 2 was done well but the rest were characterised by a wide range of responses. In task 3 there were numerous responses that provided vast quantities of information ranging from direct copies from encyclopedias to confused explanations about the flight of balloons. Their written responses were mediocre given their ability and their desire to succeed.

In analysing the results, the class teacher and I initially assumed the lack of quality was due to the challenge of the tasks involved. (We also resolved to avoid using glib readings for the task.) NESB students comprised a large proportion of the class and there seemed a rough correlation between student background and the results for this particular assignment. The concepts behind the tasks were not beyond the abilities of these students. We concluded that the problem lay in the instructions or directions given to the students. They had been carefully moved through each stage of the information process and had been given what seemed to be adequate verbal explanations.

The clue to their confusion perhaps lay in task 2. Here the students had to frame their definitions within a multiple choice test which they did well. Presumably this equated with their familiarity with the format. When undertaking the other tasks, this knowledge of 'form' was absent. The students generally had no idea about *how* to undertake the forms of writing required in tasks 3 and 5. Put bluntly, the students had to guess the curriculum: the short-comings of the assignment were based, to

a significant extent, on the fact that there was a 'hidden' curriculum in the markers' minds as to what constituted the 'correct' form the students textual response should take. In explaining what to do, there was a neglect of *how*, leaving many of the students floundering. They had not mastered the appropriate written form of response and their responses revealed a clear lack of confidence in their writing.

The whole question of making the curriculum explicit to the students is central to their success in information tasks. The problems arising out of the *Wings and Things* assignment could be traced to the fact that the textual models in the teachers' minds were not effectively communicated to the whole class.

A few students 'correctly' interpreted the tasks, with close approximations of the 'right' form of text required. However the majority were clearly disadvantaged by being unable to grasp the writing forms needed. There were no lessons detailing the type of text requirement nor were there any textual models given to help the students conceptualise and upon which to base their own writing. For these students the curriculum was hidden because their teachers' assumptions about learning precluded teaching the appropriate writing forms necessary.

Turning *should* be into *how*

It needs to be stated that the full process (Information Skills in the School pp 6-7) does outline the necessary literacy skills needed to handle information tasks. However many of these 'wish lists' require quite mature understandings of the nature and use of language. So while stating the case of what *should* be there is no corresponding *how*.

At the organising stage, for example, two skills among the many that students 'should be able to' do include combining the units of information into a structure and reviewing the structure in the light of the purpose of the task. These two particular skills require students to have not only detailed knowledge of the various forms of text but also how these forms are internally organised.

'The information skills process will not empower students unless accompanied by detailed instruction that makes the purposes, structures and registers of information explicit to the students. Essentially then the process in isolation is inadequate.'

It seems to me that if they do not possess these skills they are more likely to adopt the form of the information they have located. This would be so whether the register, genre or subject is appropriate or not. This might help explain the tendency for uncritical copying of slabs of information. While not forgiving laziness or plagiarism, it is an understandable response given the lack of confidence in their own abilities. Often the students are asked to answer in their own words but the conventional forms of response required often don't value their language. This is especially so in higher secondary school where 'academic' language becomes the expectation and the measure of literacy.

Expectations and understandings

As responsibility for information skills rests with the whole school, the question must be asked whether we as teachers have explicit knowledge of how the various forms of text are organised? If the answer is no, how do we effectively teach the skills outlined in the process? Do we expect our students to grasp the complexities of information when their teachers may have only intuitive understanding of how that information is organised? How are they possibly supposed to know?

Given that teachers might have instinctive knowledge of the various text form (proven by their success in the system) how is this implicit understanding communicated to the students so they can successfully negotiate stages like 'organising'? Do teachers have a language about information to share with students? Is it the case then, that instead of clarifying the information skills necessary to complete a task, the Information Skills document opens a literacy can of worms?

Two examples which illustrate the importance of being able to 'organise' information have recently come to light.

In the Science and Technology K-6 Syllabus and Support Document there are numerous references to students acquiring the ability to organise and present information.

- Explanations may take the form of written reports (p 22)
- Teachers should take note of how the student organises material: the language used including both vocabulary and structure (p 29)
- Modelling the construction of information in the form of a report (p 124)
- Exploring the purpose and features of written explanations (p 126)
- Modelling organisation of information to facilitate making comparisons (p 128)

The second example is the *Discussion Paper by the Mayer Committee on Employment Related Key Competencies for Post Compulsory Education and Training*. This document also stresses the need for skills in organising and presenting information where 'collecting, analysing and organising ideas and information' comprise two of the four strands which constitute the key competency areas of Language and Communication. (p 14) These strands specifically state that competencies might include:

- preparing a report (p 15)
- synthesising the collected information and organising it into a form appropriate to the need (p 15)

Examining the implications for curriculum, teaching practice and assessment the discussion paper states:

Successful performances of the competencies and the capacity to transfer this to other contexts implies some understanding of how language works, of differences in audience requirements and expectations, of different communication forms and genres, of the ways in which groups might react and so on. These underlying skills and knowledge need to be taught as a foundation for competence. (p 20)

These examples suggest that all teachers need to be aware of the various forms and registers of language and to actually elucidate them to the students. This awareness (or lack of it) can be further emphasised when examining the assessing stage. At this step the students should be able to:

- review the extent to which the end product meets the requirements of the task.
- assess their use of this process in completing the task.
- examine strengths and weaknesses in specific information skills.

If the students are not explicitly instructed in the various text forms (organising stage) and their various registers (presenting stage) it is clearly impossible for them to meet the requirements of the assessing stage. If the students are making a 'guess' as to what form/nature/genre the task requires it is an unrealistic proposition for them to undertake all three of the above things 'they should be able to' do.

For many of our students it is absurd to expect them to be able to assess something without having the criteria upon which to base that assessment. In following some of this step's focus questions (How did I go? Did I fulfil my purpose?) the implied requirement is an ability to give a detached or objective appraisal. If the appropriate tools for doing so are not provided this stage becomes meaningless and will be probably avoided by both teachers and students. In my experience this was certainly the case.

Real challenge

This raises the question of whether all stages are equally important. The document states that information skills fall into two groups: those associated with locating information and those with understanding and using information. From my viewpoint there are effective information location strategies that can readily be employed to help facilitate students finding information. This in no way undervalues the importance of location and selection when undertaking an information task. Nor does it demean the mighty efforts of teacher-librarians and teachers to impart these skills.

I believe, however, that the real challenge lies in understanding and using the information in an appropriate manner. This includes the development of a critical literacy within the students so that they can 'organise' and 'present' effectively.

The information skills process will not empower students unless accompanied by detailed instruction that makes the purposes, structures and registers of information explicit to the students. Essentially then the process in isolation is inadequate.

Genre-based approach

I believe a possible answer to these concerns lies in the genre-based approach. Space does not allow an examination of this approach to teaching writing. There are however a number of excellent publications available which outline it in detail. This approach has certain advantages when used in conjunction with the information process.

- It empowers teachers with an understanding of how information is organised in its various forms and how that organisation helps the information achieve its purposes. This is a fundamental strength of this method as organisation of information is central to the process.
- The nature of the written task becomes explicit by giving students the opportunities to see and analyse textual models of similar types.
- Students become actively involved in constructing text that is an approximation of the writing convention employed by information. At this stage it also helps focus the students' use of the appropriate register as the teacher guides their language through to a more formal usage.
- It provides a structural organisation which explains why various parts of the gathered information are placed in the appropriate places within a text. From this naturally flows the presentation, ie report, discussion etc.
- It provides a shared language or grammar with students so that they can be made fully aware of

why or where they might have erred in their texts. This again makes the curriculum explicit by being able to provide specific comments about their use of language which they can understand. This shared 'language about language' helps avoid generalised meaningless marker's comments like 'good idea but poor structure' by pointing out why the structure is poor.

All of the above have important implications for using the information skills document, as the genre-based approach can illuminate the whole process:

- For teachers and teacher-librarians leading students through the initial 'defining your purpose' stage the directions become concrete and specific avoiding the guesswork that students often face. If students can be made familiar with the genre demanded by the information task, the defining step becomes somewhat defined already. For example, if a student has to write a simple scientific report – a factual text beginning with a general classification followed by the various component descriptions – some of the focus questions of this step (what is my purpose? what do I need to do?) are substantially answered. i.e. my purpose is to write a report on Genre approaches begin with the purpose of any text.
- Selection of information from its various sources is enhanced. If students are aware of how information is organised etc then the extraction of that information from books will be facilitated. Given that they know some of the structural forms of information this selection of material is helped by students knowing where to look. By better understanding the nature of information, students' reading and comprehension (and thus selection) of information can be improved. While I have no evidence for this, I believe the genre-based approach has as many implications for reading as well as writing.
- The organisation and presentation of information is also made explicitly clear as textual structures and language are extensively modelled. Students actively participate in text development with the teacher so they can approximate the appropriate form of response required. Again the genre-based approach sheds light on these stages by giving teachers the *how*.
- The genre-based approach then provides realistic tools necessary for the assessing stage to become meaningful, for example, 'did I follow the report form?' 'does my information have a general classification followed by description?' By providing the criteria to assess, students can attain the rudiments of a critical literacy. The development of this critiquing ability, however basic, is the essence of learning independence. Isn't this the goal of the information skills process?

A genre-based/information skills assignment

Year 7 Science Independent research

Aims

- To cover mammals (as required by the vertebrates program).
- To give you practice researching using information skills so that you can become an independent learner.
- To help you be able to write correctly and effectively.

Task

You must write a report on the reproduction methods or breeding habits of either marsupials or monotremes as requested by the following letter.

Taronga Zoological Park
Sydney.

Dear Sir/Madam,

We have been having difficulties with our captive breeding program involving the marsupials and monotremes.

Some members of these groups are, as you well know, endangered or on the point of extinction due to the loss of natural habitat or degradation of the Australian environment.

We want to ensure that there are programs underway to ensure the survival of these species. So we can do this, would you assist us by providing a report on the reproduction methods of a representative animal from each group.

Yours sincerely,

'Wallaby' Bob,
Liverpool Nature Park

Method

Defining your purpose

1. Do you know what the following words mean? marsupial; monotreme, endangered; extinction; reproduction methods. Dictionaries will help.

Vertebrates

2. Do you know what a report requires? Refer to your previous work on vertebrates.

3. Have you done any work on these Australian animals in the past (primary school) that could help you with this assignment?

Locating information

Using the on-line catalogue to search for resources.

The subject field and keyword field would be most useful.

What subjects? Use the assignment 'letter'
What keywords? to find these.

What are the Dewey numbers for mammals; animals; Australian animals?
(Hint: The old card catalogue is still very useful.)

Selecting information

When you find the books how are you going to find the information quickly? Use KEYWORDS and look in the index and table of contents for them. Try to use at least 2-3 different sources of information because some books might contain facts that others don't. As you are writing a scientific report look for information that scientists or experts would use.

Organising your information

Remember the report genre is required. Classification of the animal followed by a detailed description (especially its reproduction methods) is the basis of this assignment.

Presenting the information

Report form.

Evaluating

Have you

1. Used the report form?
2. Examined the reproduction methods?
3. Written about both marsupials and monotremes?
4. Checked spelling, tense? ♦

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⊗ The visually-impaired student and the library

Elizabeth Plant is teacher-librarian at North Rocks School for Blind Children.

When I arrived at North Rocks School for Blind Children fresh from a big 1st class primary school library I had certain expectations about my role as teacher-librarian and how I would function in the corporate life of the school.

Nine years later I find I have discarded many of these expectations and perceptions; the teaching skills gathered in the normal stream, teaching sighted children, needed to be modified and accommodated dramatically to fit the needs of visually impaired children. I realised for instance that beautiful art work and displays in the library were primarily to make me feel good; they didn't mean much to the children. If I do a display now it is in very bold colours and well defined in outline so that partially sighted children can recognize its import.

The nature of the school population at North Rocks has changed markedly in the past decade. Departmental policy requires more academic visually impaired children be integrated into mainstream schools. Consequently an emphasis on academic skills to cope with Higher School Certificate and tertiary study has given way to a more practical, experimental curriculum. We still have students attempting the School Certificate examination but the majority of our students undertake a functional and useful program acquiring usable skills.

As well as exhibiting a large range of abilities, our children also experience varying degrees of visual impairment; this may be mild auditory and visual loss for some of our deaf-blind students, to total blindness for others. Some children have been blind since birth and others become adventitiously blind (disease or accident since birth). Consequently concepts, experiences and facilitated learning can vary widely within a class group; for example a child who was once sighted can understand what you mean when you talk about colour. Describing colour to a child blind since birth is however something I have never been able to do successfully.

Stories and story telling

We have a huge library of braille fiction and non-fiction books as well as a growing collection of large-print books. Readers are encouraged to practise their braille and print reading by regular borrowing. Statistically only a small percentage of visually impaired people read braille but as it is one of their primary communication skills it's important that it be nurtured and encouraged.

Braille, although a marvellous medium, is very bulky. I always feel sorry for the keen readers staggering home under a bag full of books. I actively encourage membership of other libraries supplying braille (few though they are) large print and tape. It's important that our students have a wide network to access resources.

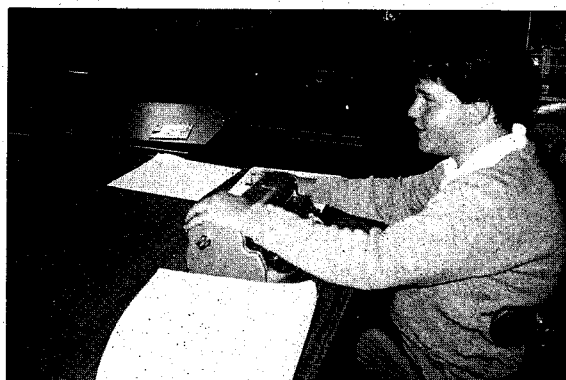
Many of our children can't read, but can be taught to actively listen. This is a learned skill and we begin early with a structured program tailored to the individual. We devise a lot of our own material and at the very lowest level it may only be a cue to clap or stamp at the appropriate time.

For children who will never learn braille, or as an alternative from braille and large print, audio tapes open up the world of books. If non-readers can discuss character and plot on an equal footing with readers, self esteem and confidence building are an added bonus.

We often approach literature from a dramatic aspect. Role playing is something the most inarticulate child can enjoy. Our props and dressing up cupboard contains hats for all occasions, and if the repetitive familiarity of *The Hobbit* or *The elephant and the bad baby* sets one's nerves jangling at times, does it matter? Enjoyment is the name of the game, and we can always introduce a new story at the propitious moment.

All sorts of puppets - finger, glove, stick - and the flannel graph are used to foster the imagination and encourage non-verbal students, often recording their creative efforts on tape for posterity.

Book boxes are put together whenever possible to add another dimension to storytelling. These are collections of props that can be passed around the group during



Large print research

storytelling sessions. For instance, in *The Mad Hatter's tea party*, articles such as a watch, a hat and a teapot would generate interest.

The cardinal rule is that if you don't have the real thing, just describe it verbally, don't use a substitute. For example if you want the children to know the feel of grass don't produce a piece of artificial grass and tell them it's 'like that'; take them outside to feel the real thing. The facsimile only confuses them. Obviously sometimes the real thing is difficult find, but with a bit of fore-thought many 'real' experiences are possible.

Painting, colouring and raised outline pictures do not give blind children insight or pleasure. It is a sighted misconception that if we are telling a story about a kangaroo and we then hand round a raised outline of the animal, it will add to the children's pleasure and understanding.

As a teacher you have to be very literal with visually impaired children. Generally speaking, nuances, allusions, exaggeration and other variations to meaning have little impact. Body language and expression play a part here and these are observable functions.

Visually im-paired children seem to have a particular affinity for poetry, I think it is the cadence, rhythm and compact expression that makes this genre special to them.

Wherever possible other adult/child figures in the child's life are encouraged to read, tell or dramatize stories to them, be it a visiting storyteller, a reverse integration group from a neighbouring school, or their own parents/carers.



Hansel and Gretel, with witch

Parents play a vital role in promoting a love of literature and they are encouraged via meetings, term magazines or personal contact to put aside time each day to read to their child.

This reading habit is even more important for the visually impaired child who has limited leisure time choices.

Information skills

Library classes are small and at set times each week. Skills lessons are on a 'need to know' basis. Location skills can be as basic as learning to move from a classroom to the library unaided, (using mobility techniques) and thence to the major areas of the library.

The more academic children can locate braille reference books and have a general idea about the Dewey System. I rationalize that it is enough for them to know that non-fiction books are grouped in subject areas. I do not spend time on too much detail here as braille libraries are few and generally cater to their clients needs by post or on a one-to-one level. I do, however, have the fiction braille arranged and labelled in such a way as to encourage students to do their own browsing and selecting using criteria they have been taught. Choosing their own literature is a personal and beneficial experience.

Research topics are usually initiated in the classroom, so that the student can see purpose in the processes that have to be learnt. For instance learning to skim through an encyclopaedia usually presents no problems to a sighted child, but a blind child has to become familiar with that particular editor's method of distinguishing between entries; some use spaces, others braille capitals and still others use raised asterisks. Thus a combination of alphabet and tactual skills have to be employed to enjoy success.

Research material is obviously not so readily available to visually impaired children as it is to sighted. Initially this material has to be transcribed into braille or print enlarged. Much of this material is produced by volunteers expert in the field, as well as school staff.

North Rocks is a state resource for children and itinerant teachers integrated into normal schools which involves the despatching of copious amounts of braille, tape, large print and tactual material each week. A lot of material we need is not commercially available so we manufacture a lot of our own kits, readers and free material particularly in the areas of prebraille and early braille education.

We are also very proud of our tape recording group who have read hundreds of novels and non-fiction texts onto tape.

I consider myself privileged to be part of North Rocks School for Blind Children. It has been a learning experience for both the children and me. I have acquired an empathy with them and with the problems they face, and also the methods they employ to cope with these problems. At the same time I am part of a team which maintains a properly regulated and disciplined environment which teaches the children to cope in a sighted world. ♦

Who did what?

Michele Bruniges is Australian Education Council National Mathematics Profiles Coordinator. The following article, which is the second in a series on assessing resource-based learning, is a practical view of assessing group work. The strategies suggested can be applied to skill development in any KLA.

The strategies that we employ as classroom teachers send important messages to the children we teach. One of the important messages we convey in choosing assessment strategies is that they reflect what is valued in education. If we constantly rely on one particular form of assessment we do not give students the opportunities to develop attitudes and appreciations. . . nor are we valuing the spirit of our K-6 syllabus.

What students learn and how they learn will be influenced by what they think teachers and examiners value. Their view of what really counts in learning and doing mathematics will relate quite closely to what is assessed.

A National Statement on Mathematics for Australian Schools: 1990; p21

Our syllabus places an emphasis on using a variety of assessment strategies and encourages teachers to select an appropriate strategy to the given task. Among many of the suggested strategies in the K-6 Mathematics syllabus is group work.

Collaborative work provides a valuable source of assessment. There are many instances when grouping children provides a much better environment for solving problems than asking the children to work independently.

Working collaboratively to solve a problem encourages the development of mathematical language, provides opportunities for children to demonstrate their organisational skills to plan, sequence, execute and report on a given task and can lead to insights in the way in which students choose to use mathematics in order to make decisions and negotiate a problem.

The type of task and direction we give determines the kinds of knowledge and skills we allow children to demonstrate. A structured, rather than an open ended investigation, will allow us to gather different types of evidence about individual student achievement. In asking students to respond to an open ended investigation the likelihood of collecting evidence regarding the way in which children plan, sequence and execute the task is far greater than when we pose a highly structured investigation. In a structured investigation, we as teachers plan the task, and may choose to observe whether or not children can follow given directions or make observations regarding an individual's willingness to work co-operatively. Both types of investigation should be valued and should certainly hold a place within our programs of instruction, dependent upon what it is we wish to assess.

Group work should not only act as an effective teaching strategy employed in the classroom context, but provide an alternate assessment mode for informed judgements regarding what children can do.

To keep track of individual progress in group work activities and systematically record observed progress is not an easy task and is probably one of the most valuable exercises in strategic management that teachers need to attend to, on a weekly basis. Integrating our observations and interactions regarding children involved in group work situations within our assessment practices gives true acknowledgement to the value of this important component of mathematics education.

The practicalities of making this aspect of assessment workable rely on developing a strategy that will allow the teacher to monitor individual progress over a period of time. One suggestion is to deliberately focus on a particular group of children involved in a task and to make anecdotal notes on your observations during the task. The work sample and teacher notes that follow are an example of employing this strategy.

This work sample comes from year 5/6 students. The investigation came at the conclusion of a unit of work on area. The group of children involved in this activity selected this method of recording their response to the investigation.

Group 2. - Gail, Roxanne, Olivia.

How can we find out the surface area of an apple?

1. You can wrap the apple in plasticine then you unfold it then see the full squares and the half squares.

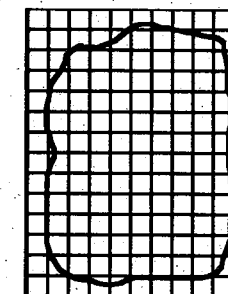
2. You can wrap the apple with paper and unfold it and see how many full squares and half squares.

3. Peel the apple and put on the centimetre grid and trace around it and count the full squares and half squares.

There is 208 full squares and 23 half squares and that adds up to 251 cm².

We traced around the apple skin and after that we counted the full squares and half squares and altogether we had 251 cm².

After that Gail, Olivia and Roxanne ate the apple.



The work sample on its own does not provide the depth or richness of evidence about the individual students as do the teacher notes that follow.

Teacher Notes

This is an example of an extract taken from a desk pad designed to enable an efficient way to record anecdotal notes throughout the day. The desk pad is an A3 sheet of paper, ruled up so that each child in the class has a box. At the end of each week the squares containing notes are cut up and stuck to individual student files stored in a manilla folder. It is used not only for mathematics but all other subjects and provides at a glance, who and what you have observed during the week.

Gail	Roxanne	Olivia
16/4/92: Maths Surface area of an apple	16/4/92: Maths Surface area of an apple	16/4/92: Maths Surface area of an apple
<ul style="list-style-type: none"> Language used: surface area, square centimetres Displayed willingness to work cooperatively Took responsibility for writing up the groups investigation 	<ul style="list-style-type: none"> Confidently displayed group organisational skills in tackling the problem Presented an oral report on the investigation Made a comment that she had thought the lesson was fun and liked it. 	<ul style="list-style-type: none"> At first a little unsettled - easily distracted by the other groups around her At the end offered alternative methods of solving the problem Returned all the equipment to appropriate areas and listened attentively to reports from other groups.

At parent teacher interviews or at report writing time the individual folders containing the snippets of observations can act as a valuable source for sharing information. ♦

⊙ Making the most of a primary resource

This article is the result of a collaboration between Wynne Rowe, computer consultant in Metropolitan West who recently conducted in-service workshops on using computers in the Key Learning Areas, and Fay Gardiner.

A computer is frequently included as a classroom asset. But whereas we all grew up with our other resources, (books, charts, cassettes, radio, television etc) computers are alien technology to some teachers and consequently are sometimes little more than games centres. It is important that teachers harness the appeal computers hold for students to provide planned and pleasant learning experiences. The purpose of this article is to give teachers some starting points for making the most of this important resource.



Before you switch it on

Even students who are experienced computer users often need some education in the preservation and care of floppy disks, both those that look floppy (13 cm) and those that are floppy but are encased in a hard cover (9 cm).

- Begin by pulling one of each of the above disks apart to show students the fragility of the disk.
- Explain that
 - * disks must not be left near or stored in direct sunlight, any part of the computer, a phone, or a magnet.
 - * disks will not survive bending.
 - * the disk itself must not be touched: only a small part of the disk is visible (and 'touchable') through a small window in the outer casing, but if fingers make contact with it, chances are the disk will be ruined.
- To help avoid the above, don't store large floppy disks in their envelopes with the window upwards.

Switch it on for you first

Start using a computer in a meaningful way for your own records. Using it for your program, classroom aides, tests etc will be laborious at first as you become familiar with the computer, the particular program, perhaps typing. But the information will all be there

next time you want to use it; minor, and even major, adjustments are easily made.

Even people who begin with a dislike of computers can be won over not only by the eventual savings in time but also by the improvement in presentation. On the other hand don't make the mistake of trying to do *everything* on the computer – there are still some things that are best, fastest and/or most easily done with a pen in your hand and the computer turned off. The computer is a wonderful tool but it is not always the most appropriate tool.

And beware. Just as you begin to realise how useful the computer is, you'll find yourself being obliged to engage in negotiations with your children, partner and colleagues for access to it!

Aims

Technological change is moving rapidly. By the time the children in our care are in the workforce, much current technology, including computer technology will be so outdated as to be unrecognisable. It is therefore not important to be teaching students a particular operating system. What we need to teach is generalisation: certain instructions are identical even if the operating systems aren't. We are not trying to teach, say, BeagleWrite; we are trying to teach the

generalisations that can be gained from it so that when students use another word processing program they can use those generalisations.

And most importantly, what we are trying to do is to foster the idea that technology should be used fearlessly. Students generally are already the opposite to teachers: they can move happily and undaunted from one machine to another nor do they expect the machine to blow up if they press a key.

Preparation for the classroom

Begin by choosing a program and getting to know it back-to-front. Nothing turns off a potential computer user faster than being unable to solve a problem within the program; and if you have 28 other children waiting for the rest of their maths lesson while you spend 20 minutes making sense of the computer program, there is a strong chance that you'll decide never to use the darned thing again.

The introduction of a computer program needs just as much planning, preparation and introduction as any other major piece of work. If you just give the students the disk, you will kill the program. Over a period of time, depending on the age and ability of the students, you must go through it so that the students have a clear understanding of what is in the program – notes provided with the program may be very useful. You might spend 3-4 weeks preparing for it before the students actually use the computer.

Into the classroom

To get the most out of the computer it will need to go on at 9 am and off at 3 pm. Primary school classrooms need their own computer, rather than access to a bank of computers for which the class is booked in at 10 till 12 on Tuesday: during the day something may well pop up unexpectedly which, as you gain in knowledge of hardware (computers, printers) and software (programs), you may want to expand upon using a particular computer program.

Classroom use

Position the computer so that it is facing you, ie into the classroom. You will then be able to keep an eye on what is happening in the program and be ready to assist if things begin to go wrong.

A timetable for computer use should be displayed in the room, each group having a teacher-determined defined length of time. The program in use may have no relation to what the rest of the class is doing. Three students make a good sized group. Of course, just how many pupils are rostered to the computer at one time will depend on ability, age and pupil attitude.

Making the best use of computers

Computers in the classroom are not just for word processing. Indeed Wynne is very definite in his belief that the power of computer education is unleashed more through adventure games, simulations and problem solving software. Word processing is a useful by product.

Word processing

Scenario

Students are encouraged to do a first draft by hand. They then use the computer to type in this first draft which, because the draft is indecipherable and because they are slow and inefficient typists, takes ages. That is, the bit that they have typed in takes ages: more often than not there will be little actually entered. Further drafts are done by hand until the teacher or parent-helper types in the final draft which is printed.

Result?

The student will learn nothing about writing or using the computer.

Revised scenario

The student does the first draft on the computer. As with most other computer sessions, the time allotted to each student is finite and understood to be so. At the end of the time the student may have done three lines or three pages. Print off the draft. Further editing and the final draft will be done by hand in a book.

Result?

The student will learn something about

- the procedures involved in word processing
- the writing process
- pride in handwriting

Maths

Empowered by computers (or any other resource) students can become excellent peer teachers. Wynne cited a group of his students who, when the topic was capacity and volume, requested a postponement of their computer time and permission to go outside armed with a stop watch and calibrated jug. They returned with the figures showing how long a leaking tap would take to fill a bucket and research figures from the library showing the capacity of Warragamba Dam. They then used the computer to make up maths worksheets for their peers (word processing). Their worksheet demonstrated their real understanding of metric measurement. The practical activities reinforced that. The computer activities made learning all the more fun.

Will students pay to learn their tables? If you use MathsBlaster and charge them 20c a turn to compete for the title of School Tables Champion they will!

Other ideas

- Using a crossword program with younger students. They use their first names as words and their surnames as the clues. A later printout would include the solution as well so that each student has a complete list of classmates' names. Remember that crosswords can also be used in Maths. For example a word might be 'fourteen'. The clue might be, 'half of twenty eight'.

- The no-text McGee is an excellent program for mouse control with single student use. It also helps to teach sequencing either with one or two students or with the whole class discussion. Its drawback is that it presents a very Anglo-middle class picture.

- If you are going to train some select computer experts, draw them from the ranks of year 5, not year 6 who will move on to high school within months of becoming experts.

⊙ Sporting a new image

Teacher-librarians! Are you feeling misunderstood, unappreciated, overworked and underutilised? Desirous of being seen for what you are: a real teacher with specialist skills? Add something to your role definition – go Ten Pin Bowling!

A program labelled *Life Sports* was set to run in six-week rounds continuously throughout the year. Everyone was enthusiastic; success was in the air; sporting troublemakers would be given positive direction and might show talent.

But . . . staffing complications arose. So, I volunteered to take on the role of Life Sport Teacher - tenpin bowling.

Our library caters for 24 classes and uses a combination of set and flexible timetabling, with the teacher-librarian providing release for two infants classes. All teachers are involved (to various degrees) in the library program and can function independently in the library. It was agreed that teachers would 'donate' a small amount of their class allocation of the teacher-librarian's time to redirect this to bowling.

The first few weeks of ten pin bowling were a nightmare due to crowding and insufficient equipment. We had to sort out many problems and learn to live with others; it was a trying time for all concerned but we adjusted successfully.

Many students who had shown no interest in team sports blossomed when pursuing a sport of their choice,

Before you buy any hardware think software first:

Consider what you are doing in the KLAs.
Look for software that supports your activities.
Check the operating system for that software.
Buy the appropriate hardware.

It may be that, having gone through the above steps, you will decide to go multi-platform so that you have specific machines for specific purposes. With the real diversification of software, this may well be the answer for many schools in the future.

All the computer types on the school hardware contract have something to offer. ♦



Pam Priestly is teacher-librarian at Cambridge Gardens Primary School. In this article she views one of the teacher-librarian's burdens with tongue firmly in cheek.

but, as always, a few didn't. I had to set and enforce an acceptable code of behaviour while also coaching the children to ensure safety and pleasure while bowling. This was (and is) an arduous task.

Near the end of the first six week round, I was ready to re-define my role in the school by deleting the most recent addition: Life Sport Teacher - ten pin bowling. Some children were obviously benefiting from the experience and my coaching was having positive results on the score board, but spreading myself over 8 lanes and 30 children was often the final straw at the end of a hectic week.

To quote a 60s tune ' . . . and then it happened'. Many students, parents and some staff started to see me as a fully-fledged teacher! Our school has always stressed the position of *teacher-librarian*; nevertheless

many children and their parents assume the teacher librarian is not quite a teacher. However, it is a well known fact that only teachers take children away to sporting venues.

By stepping outside the library, outside the classroom, outside the school and outside my perceived traditional role, I gained something I'd never fully attained within all those settings. I came out of limbo and was firmly categorized by previously confused people. The word was out, 'Mrs Priestly is a real teacher!'

I may never bowl a perfect 300 but I've scored something even better - I'm seen as a *real teacher* again! ♦

MANAGEMENT Δ

Δ Planning for and implementing OASIS Library

Christine Bellchambers is OASIS Consultant Metropolitan North Region.

Through the many Scan articles that have appeared in recent years everyone has become acquainted with the experiences of others in implementing OASIS Library. The joys, frustrations and varied approaches have been well documented and have struck a chord with those who have had similar experiences. However the successful implementation of any change in library management systems is largely dependent on a carefully developed plan. The change from a manual or a computerised system to full use of all OASIS Library modules will take time and probably be based on a three to five year plan.

In this article I will ask a series of questions designed to stimulate thought and assist in devising an action plan for data entry and reporting. Such a plan could then link equipment and funding needs, and staffing and human resource development needs to the various phases of OASIS Library implementation.

With global budgeting in place in most schools, a planned approach will enable teacher-librarians to develop budget plans for three to five years for submission to the principal and/or the school's finance committee. Where I give cost estimates for equipment and peripheral items these will need to be checked and firm quotations obtained before purchasing specific items.

\square Initial entitlement

All NSW government schools with an enrolment greater than 300 students are entitled to receive OASIS Library.

The initial entitlement includes a 386SX-16MHZ Fileserver for a 1 to 8 user network, a Star 9 pin dot matrix printer and 3 casual relief days so that school staff can attend a training course in OASIS Library. The relief days enable the school to employ a casual school assistant for one day and a casual teacher for two days. Enquiries about receiving OASIS Library or the initial entitlement should be directed to the Regional Technology Unit in your region.

\square Planning to receive OASIS Library

Having been notified that OASIS Library is to be installed at the school there are many things to be done in preparation. The article *Preparation for OASIS Library* by Beth McLaren and the document *OASIS Library Prep*, present a range of options that could be used as the basis for deciding which library systems to automate and in what order. These documents also identify tasks that can be undertaken prior to receiving the OASIS equipment and training, for example a stocktake and cull of the collection. If these documents are unavailable in your school you could direct enquiries about obtaining copies to the Regional Technology Unit in your region.

In addition to the information and advice contained in these documents you could consider the following:

- Where will you locate the fileserver? This should be a reasonably secure area, convenient for library clerical and teacher-librarian use and positioned to take into account ventilation, lighting and glare. Therefore, will some reorganisation of the library office areas be necessary?

- What ergonomic furniture will be required? An ergonomic table and chair are required so that clerical staff can undertake data entry. The circulation and enquiry terminals can often be set up using existing furniture.

- Where will you locate the circulation and enquiry terminals when you are ready to add these workstations to the network? The obvious answer could be where the circulation desk and the card catalogue are presently located but if this is at some distance from the library workroom then cabling costs will be increased and you may need to consider some change in library layout.

- Will there be adequate power outlets? Usually a power outlet is required for each workstation. Do you need to investigate the adequacy and reliability of the available power supply? Schools that have unreliable power supply sometimes purchase an Uninterrupted Power Supply (UPS) Unit to maintain power to their fileserver for at least 10 minutes in the event of a power failure and to even out power fluctuations.

- Do you have access to a telephone for OASIS support calls and possible future use of a modem on the network?

- Who will attend the initial OASIS Library training course? Can Human Resource Development funds be used to increase the number of people attending training? Will the Regional OASIS Library Trainer accept more people in a training course than the initial entitlement?

- Who can assist with data entry of the library's resources? Are there voluntary parent helpers or other clerical staff available in the school?

- Is it possible to visit other schools with OASIS Library already set up, particularly the circulation and enquiry modules so that you can observe the system in use and gather ideas? Perhaps the school's human resource development funds can be used to employ casual staff to enable you to undertake this kind of inservice activity.

- Have you planned to raise awareness and interest in the OASIS Library system and its uses and benefits to the students, teachers and school community through school assemblies, staff meetings, inservice activities and P & C meetings? Did you know that you could use the Palm Tree Central library tutorial data on the OASIS Administration system to preview the OASIS Library module and demonstrate its use?

- One term before receiving OASIS Library you could consider closing off the card catalogue and preparing cataloguing for new materials on OASIS data entry sheets or entering SCIS numbers on a SCIS 80 order form to receive cataloguing in machine readable form. In this way you can gear library procedures towards use of an automated system and phase out typing and filing into a card catalogue.

Data Entry options

Having decided what areas of the collection to enter on OASIS and in what order it is wise to consider how the data will be entered. Manually? Using SCIS? What are the options?

• Manual data entry

This would involve typing all cataloguing data into OASIS from the shelf list. Advantages are that the data is immediately available when the equipment arrives and the data entry for each item is complete at time of initial entry. The disadvantages are that it

is time consuming, intensive and needs a longer time span to show results. It would incorporate all the variant cataloguing styles that may exist in the shelf list. Alternatively several people could be trained in data entry and then extra workstations may be needed earlier to speed up data entry.

• SCIS Services

The Schools Cataloguing & Information Services (SCIS) offers two main services to assist with data entry into automated library systems. These services are SCIS80 and SCISRecon. Such services ensure that data entry is consistent and applies the most recent cataloguing standards. Whilst addition of local information and editing of records to suit local needs may be necessary, data entry is quicker and use of the OASIS Enquiry module can occur before all local editing is complete.

SCIS80 enables you to order cataloguing records in machine readable form (sent to you on a floppy disk) for downloading into OASIS. The order form used is similar to that used for ordering catalogue cards and the cost is \$0.60 per record and for each order \$2.25 per floppy disk and \$5.50 postage and packing. This service is immediately available but is costly if used for other than new materials.

SCISRECON involves entering SCIS numbers through the use of the program onto a floppy disk to receive SCIS cataloguing records in machine readable form to download into OASIS. The SCISRECON program costs \$110.00 and the cataloguing records are \$0.15 each with a minimum order of 100 records. This is a more cost effective service for both retrospective and new materials but since NSW government schools cannot load the program onto the hard disk in the fileserver, library staff need access to an IBM compatible computer with at least a 20 megabyte hard disk to use this program.

OASIS Library has arrived

Once the OASIS Library equipment has arrived and been installed and the training course completed it is time to prepare a more detailed action plan if that has not already been done. Such a plan should set achievable goals within the budgetary and time constraints existing in the school. Following is a four year plan for implementation of OASIS Library – it is an example only, designed not to be prescriptive but a guide. Some schools may achieve the same goals in less time and others over a longer time span.

Year 1

Goals

- To complete OASIS tutorials relevant to the current program of data entry on OASIS.
- To enter all new library materials on OASIS.
- To identify an area of the collection that would benefit from automation and start to enter these resources on OASIS.

Tutorials

- Complete Basic enquiry, Maintenance of General Resources and Authority File tutorials.

Data entry

- Enter all new library resources on OASIS and a specific area of the collection e.g. non-fiction, fiction, audio-visual?

Budget

- Barcode labels for the resources and the borrowers - buy enough for all resources in the collection and all borrowers for next five years to gain lower cost benefits if more than 15000 ordered. Cost = 2.9 cents each if more than 15000 ordered, so that 15000 barcodes cost \$435.00.
- Ongoing costs for printer paper, printer ribbons, floppy disks and disk storage boxes. Approximately \$100.00.
- Ergonomic table and chair - \$500.00 to \$800.00.
- Ordering SCIS records in machine readable form. This cost will depend on the local decisions made about use of the SCIS database for ordering cataloguing data versus manual data entry for all materials? new materials? retrospective materials?
- Propose use of human resource development funds to employ casual relief staff to enable library staff to complete tutorials.

School inservice

- Inform staff, students and parents of the arrival of OASIS Library and the current program of implementation.

Year 2

Goals

- To continue to enter new and retrospective materials on OASIS.
- To enable students and teachers to use the Enquiry module in OASIS to search for resources.
- To prepare for the use of the Circulation module in OASIS.

Tutorials

- Complete the Circulation tutorials or attend a Regional staff development course on Circulation if available.

Data entry

- Continue to enter new and retrospective materials on OASIS.
- Transfer from the OASIS Administration system the student and staff information to the Borrower Details in the Circulation module.
- Set up the Circulation module for use, for example allocate borrower barcodes, create borrower categories and establish the calendar.

Budget

- Ongoing costs for printer paper, printer ribbons and floppy disks. Approximately \$50.00
- One diskless 386SX workstation for Enquiry - \$1100.00.
- One 386SX workstation with floppy disk drive for circulation - \$1200.00.
- One ASP Portable barcode reader - \$845.00.
- Installation of cabling from the fileserver to the workstations on the network - approximately \$1.00 per metre and \$150.00 per outlet.
- Ordering SCIS records in machine readable form.
- Propose use of human resource development funds to employ casual relief staff to enable library staff to complete tutorials or attend inservice courses.

School inservice

- Instruct students and teachers in the use of the Enquiry module to search the library catalogue and print bibliographies.
- Demonstrate to parents the use and benefits of the OASIS Enquiry module for searching the library catalogue.

Year 3**Goals**

- To operate a dual circulation system using OASIS and the manual system where necessary.
- To use the Acquisitions module in OASIS for developing a library budget, recording resource selections, generating and receiving orders.
- To continue to enter new and retrospective materials on OASIS.

Tutorials

- Complete the Acquisitions tutorials or attend a regional staff development course on Acquisitions if available.

Data entry

- Continue to enter new and retrospective materials.

Budget

- Loan stationery - this cost will depend on decisions made about borrowers cards and whether a laminated card will be produced for each student or some in-house adaptation of existing loan stationery will be produced. A mini-laminator for the credit card size costs \$280.00 and add to this the cost of pouches or plastic folders.
- Ongoing costs for printer paper, printer ribbons and floppy disks.
- Ordering SCIS records in machine readable form.
- Propose use of human resource development funds to employ casual relief staff to enable library staff to complete tutorials or attend inservice courses.

School inservice

- Demonstrate to staff, students and parents the use and benefits of the OASIS Circulation module.

Year 4**Goals**

- To complete data entry for all resources.
- To use the Periodicals module to enter the periodical collection on OASIS.
- To phase out all manual library management systems.
- To use the OASIS stocktake module for stocktake of materials entered on OASIS.

Tutorials

- Complete the Periodicals and Stocktake tutorials or attend a regional staff development course on Periodicals and Stocktake if available.

Data entry

- Continue to enter new and retrospective materials.
- Enter periodical collection on OASIS.
- Stocktake all or part of the collection using the barcode reader and the OASIS stocktake module.

Budget

- One diskless 386SX workstation for Enquiry - \$1100.00.
- Ongoing costs of printer paper, printer ribbons and floppy disks.
- Ordering SCIS records in machine readable form.

School inservice

- Inform staff and students of the use of the OASIS Stocktake module for stocktake and its results.

**Optional budget items**

There are some other budget items that may not be essential but are highly desirable and these are listed here with the reasons you would add them to a budget.

- Tape backup unit. The Circulation workstation (see Year 2 of the plan above) could be bought as a tape backup terminal at a total cost of \$2010.00 for the workstation or a tape backup unit could be bought at a later date and installed in the Circulation workstation or fileserver for approximately \$1100.00. A tape backup unit enables full data backups to be made to a 60 megabyte high density magnetic tape instead of numerous 1.2 megabyte high density floppy disks so that backing up the system is faster and more efficient.

- Extra 40 Megabyte hard disk. It can be useful to have on the network a workstation with a 40 megabyte hard disk so that SCIS Recon and other IBM compatible software can be used. This would add \$300 to \$400 to the price of a workstation and in the above plan would need to be installed in the Circulation workstation.

- Uninterrupted Power Supply (UPS) Unit. In the event of a power failure this unit would maintain the power supply to the Fileserver for at least ten (10) minutes to enable a data backup to be completed. It can also assist with other problems associated with power supply. Cost is approximately \$800.00 installed.

**Management reports and printouts**

A report is information retrieved from the computer in a form which is similar to existing library records and, where applicable, which meets departmental requirements. Some of the reports or printouts which should be regularly generated are listed below.

- Data validation reports: enable you to check the accuracy of the data entry of General Resources, Subjects, Names/Authors, Series and Publishers.

- Accession Register: in the format of the manual accession register. It enables more detailed checking of the data entry of resources but it uses more paper and a printout may not be required by the school's auditor.

- Official order form: must be generated in printed form if you are using the Acquisitions module to create library orders.

- Missing items report: generated after completing a stocktake and should be filed as the official summary of the results of stocktake.

- Items written off report: prints the full cataloguing entry for items written off and at the same time deletes the entry for that resource in OASIS. Therefore this report should also be kept on file as part of the stocktake records for the library.

- Backup and recovery register: a manual record of the log and data backups of the system and any data recoveries done, showing the date, time and backup sets used on each occasion.

**Moving ahead with OASIS Library!**

With OASIS Library in full use in the library, the benefits of automated systems and the move into using information technology will become apparent throughout the school. However since OASIS Library is a program that is constantly being modified and enhanced to reflect the needs of schools and the technology is constantly being improved, schools will need to plan for this. Therefore some further considerations are listed below.

- Do you need to train additional staff in the use of OASIS Library to enable multi-skilling within the school and increase the pool of people able to operate the system, particularly the Enquiry and Circulation modules?

- What provisions have been made in the event of the absence of essential OASIS Library trained staff?

- What provision has been made for management succession in the event of transfer, retirement or resignation of the teacher-librarian?

- Do you need to redesign data collection forms and procedures to reflect the change in practice brought about by OASIS?

- Do you need some interim manual procedures for library management should the OASIS Library system be 'down'?

- Are all the policy and procedural decisions regularly documented? Some people think that OASIS Library will standardise the way libraries are managed but as professional people managing libraries to meet a particular school's needs and to accommodate all the local variations in practice we will all approach the task in a range of different ways. The important thing is to document our decisions.

•Do you need to make provision for maintenance of equipment in the event of breakdown? Most equipment supplied after August 1991 has a two year warranty. Equipment which is now outside the warranty period can be repaired by Technical Services Branch or by the supplier.

•As new technology is developed or made more readily available should you budget for this, for example additional workstations, modems, laser printers and printer hoods? Some schools with XT or 286 file servers may wish to upgrade their file server to a 386DX computer which will be a faster and more efficient computer. The contractors for OASIS equipment offer an upgrade package costing from \$1800.00 to \$2200.00 and as part of this the old file server becomes a workstation on the network.

A final comment

There seems to be a lot to think about when introducing OASIS Library but then complete automation of library management brings a massive change in the way most things are done. In the early stages of planning and setting up it is difficult to see the benefits and the improved services which will come, especially when the data entry process can take years. The available resources, both human and

△ OASIS Diary

Sharon Wilkes is teacher-librarian at Wentworth Falls Public School

Term 1 - Week 10

I attended a repeat of the circulation training day at Penrith ERC with Gail Henley. As I was close to circulating, I felt that a lot of what I learnt in 1991 I had forgotten and really needed that added reinforcement. I am so glad that I had this additional day as things just fell into place and made sense! I would strongly recommend that repeat courses for OASIS be readily made available as this reinforcement was of paramount help.

On return to school I spent the next morning setting up circulation - entering information into Borrower Category, Calendar, Due Dates, Overdue Parameters, and Passwords in System Parameters of Library management.

I downloaded Staff Information from the Administration module successfully - proved easier than I thought.

As we received OASIS in the library before the office, the children's details have not yet been entered. I can

physical, in each school and the willingness of school personnel to accept change in work practices will influence the pace at which automation can proceed. Therefore it may be worthwhile to ensure that all members of the school community see some of the results, even if small, that can be achieved with OASIS soon after its arrival in the library.

Despite all the planning, work and the huge investment of time, all OASIS teacher-librarians and school assistants think OASIS Library is great and well worth the effort. Some feel that they have lost an arm and a leg if the system is ever 'down'! The benefits to all library users far exceed the frustrations and difficulties along the way. ♦

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make the decision to enter skeletal information for each child only or wait until the office has entered this. If skeletal information is added by me then I can still do a full download when the office has both the family and individual details entered. I would have to re-enter the barcodes for each child though. But this is easily done by wandering in each child's barcode.

I delayed this decision and chose to keep entering resources from the download.

Week 11

Our third OASIS Support group meeting; we were delighted at the number of teacher-librarians and clerical assistants who arrived for the meeting. Lots of people from outside Blue Mountains schools attended. It really showed us how vital these groups are. Anyone without a support group could ring around neighbouring schools to get one going. Our group meets every 2 months.

Back at school the students continued to use the enquiry terminal during their lesson time and at lunch times. The senior students continue to be delighted at the amount of information they have at their fingertips and can see how great it will be once the library is fully automated.

Term 2: Weeks 1 and 2

Continued to enter (k)opies Information from download. Would just love more hours in the day! I have to tell myself that you can only do what you can do and that my first priority is still to the students.

Week 3

Margaret, the school assistant in the administration office has started to dabble with OASIS Word as a means of preparing the school newsletter. I became involved here and also attempted to learn it by reading the manual then starting the Tutorial. We both agreed that we have to find more time from somewhere to sit down and work through the tutorial together. We seem to take two steps forward with it then one step backwards as each new area creates a new hurdle to get over. But we are learning a lot as neither of us had much in-depth knowledge of other word processing packages. And I shall eventually want to use the OASIS Word module available on OASIS Library.

Week 4

Our new OASIS group meeting was held once again. And once again it proved to be a fount of information.

Week 5

I struck a problem in Borrower Details. I had the teacher's information entered plus Kindergarten; a series of commas have been somehow added as phantom borrowers. I tried to delete them but was unable to do so as the message told me they (the commas) had overdue books. It also told me that the first Kindergarten student also had an overdue book even though we hadn't started circulation. I assigned a barcode to the Kindergarten student and did a printout of overdue books. This student then magically no longer had an overdue although the next, as yet unbarcoded, Kindergarten student showed up as having an overdue book.

I assumed the phantom borrowing and overdues indicated a problem in the system connected to lack of barcodes being added so I rang Gail for help. Gail said that I needed a Head Office Floppy to correct the problem of phantom borrowers, but that would wipe out any legitimate borrower that did not have a barcode assigned. I remedied this situation: assigned barcodes to all the borrowers.

Week 6

I thought a lot about how and when to go about circulation. Teachers were slowly being shown circulation and were using the computer to borrow any resource that had been automated. The students were encouraged to take part in this procedure as we made a big fuss about the 'magic wand'.

I was really concerned about operating a dual system of borrowing as I could see many of the younger students especially may have become confused or anxious about what to do. I could also see that returning each resource in the correct way may have ended up in chaos. I decided to call a library committee meeting to discuss this.

Week 7

Our committee discussed my feelings about circulation and decided that for our students it would be better to only have one system operating. We decided that the first priority would be to get as much of the fiction on OASIS as possible. The students would then only be able to borrow resources that had been automated. The teachers could borrow any resource using the dual system. Our new principal, Michelle, is extremely supportive of the library and suggested additional clerical days be used for OASIS data entry in an attempt to keep things rolling.

We had only been concentrating on non-fiction from the download plus new resources; with hindsight I decided that this was probably a mistake and should have entered fiction initially.

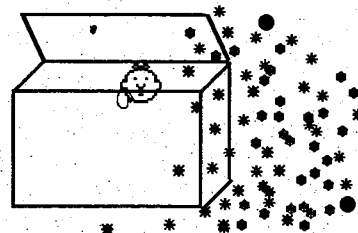
I took all the 'As' from junior fiction shelves and was amazed how much quicker it is to enter existing fiction resources than existing non-fiction.

As there were fiction records in the ASCIS download I also checked these off from the download printout. I am glad that I sent the ASCIS and ISBN numbers off in shelf list order as this makes them much easier to find.

From term 3 I will attempt to get as much fiction on as possible, plus any new resources as they come in, plus the popular non-fiction. Existing Teacher Reference and Reference sections will just have to wait! Will I live to see the entire library automated?

Looking back over the past year I cannot believe how much I have learnt. I know I still have heaps to learn but by muddling through all my mistakes and problems I feel that I understand the system much better. I look forward to Version II of OASIS and believe that a lot of the problems of Version I will be ironed out. Meanwhile I'm feeling not smug, but satisfied. ♦

A cautionary tale



It was the second last day of the 1991 school year, it was cold, the rain was bucketing down, and I was standing in the dumpex bin with gloves on searching for little pieces of paper.

The last week of school had certainly started well enough. In the two terms we had been on OASIS we had over 4000 fully edited records, I planned to have another SCISRECON order ready by Friday so that it would be waiting for us in the new year. Circulation was not too far away. Where did I go wrong?

With the benefit of hindsight it is easy to trace my downfall. We had become smug, we had dared to congratulate ourselves about how we were going within the computer's hearing whilst failing to acknowledge that *it* really was the reason we were going so well.

As well, on reflection, I could remember many a time when I, Sue my library assistant, or a small band of very capable and willing parents, had been seen and heard abusing, and even threatening physical violence to the OASIS fileserver and workstation. Yes OASIS really is alive and takes note of all these things.

It was obviously biding its time, waiting for just the right moment when it could retaliate for maximum effect. It recognised its moment when I finally completed all the 'see' and 'see also' references for the two large SCISRECON downloads of over 3000 items.

This involved well over 30 hours of work by me, at home, over a number of weeks. 'See' and 'see also' references are important and the intellectual effort involved in completing the references for the first couple of pages of the OASIS printout make it interesting work, but, after that, for another 26 pages... *No!*

On the last Tuesday of the term I handed the cataloguing pads full of the references to Sue. She spent half the day inputting them and then, since frankly I never wanted to see them again, I threw them in the garbage. At the end of the day we did a LOG backup.

Wednesday, OASIS struck back. The system crashed. What do they mean 'crashed'? The system just sits there quietly totally refusing to do anything you ask.

For reasons we still do not understand the previous day's log backup had not been successful and our data could not be recovered. No problem we thought, we still had all the books we had added the previous day.

Reality dawned, I had thrown away the cataloguing pads with the 'see' and 'see also' references. I could not believe it, all I could envisage was another 30 hours of mind numbing work.

All was not lost however. The pieces of paper were in the dumpex. I was not going to be defeated by any machine, the only course of action was to don a pair of gloves and climb in.

My advice:

- Never verbally abuse the computer in its hearing as this may prove fatal to your mental health.
- Loudly praise the computer for its sterling efforts, but, never never claim that success is the result of your efforts.
- Enquiry terminals are part of the network and will pass on all idle gossip, threats and the like.

All jocularly aside, I don't *think I really* believe that OASIS is alive, and there are some real lessons to be learnt.

I had actually ignored one of my own cardinal rules. We never return resources to the library or throw away data entry forms until the next day when we are sure that nothing has happened to the data. In my desire to be forever rid of the references I had thrown them away immediately after entry.

The second and more important thing I learnt was that anything which requires that much effort and time is *very valuable* and a *complete data backup* should be done *immediately*. We always do a complete backup immediately after an SCIS download. The completion of 'see' and 'see also' references is equally important and demands the same strategies to ensure that the data is not lost.

The story has a happy ending. I retrieved all the small pieces of paper, somewhat the worse for wear, and I was able to re-enter the data. Of course, I did a complete data backup, immediately. ♦

△ Establishing a new library: other points of view

In previous issues of this year's *Scan*, Niki Kallenberger, teacher-librarian at Cherrybrook Technology High School, has described the joys and frustrations of establishing a new school library. In this issue, school assistants and students tell their sides of the story.

School assistants

Susan Shears and Helen Williams are CTHS school assistants currently working in the library.

Day 1 of first term was excitingly traumatic! We both walked into the library and were faced with many empty shelves and eleven boxes full of brand new books. Our first task, however, was to put the kettle on, and sit and talk with Niki about how, where, when and why, and where to start.

Niki talked at length about something in OASIS called General Resources, SCIS, barcodes, security tags, microfiche, SCISRECON, the need (urgent of course) for library borrowers cards and a hundred other things, including the suggestion that we treat ourselves to morning tea from the canteen at least once a week. Once the latter important fact was negotiated, we felt as though we could start work with confidence! It is important to say that most of what we've done has been negotiated in a collaborative way. Niki has had her ideas, but we've had ours, too; the result has been shared decision-making from the start.

The first major decision we made was to enter resources into General Resources, barcode and end process them while waiting for SCISRECON to arrive.

Cherrybrook THS has attracted many visitors from the day it opened and with the library being a real focal point of the school, we worked our fingers to the bone to fill as many shelves as we could in the shortest possible time. The most frequently heard comments from visitors were 'you haven't got many books on the shelves' or 'gosh, it looks empty, doesn't it!' We could have screamed — in fact we often did!

It wasn't long, however, before the first six books were shelved. Lyn Wendtman, our principal, arrived with her camera and recorded this historic moment. Since then, the shelves have filled with amazing speed.

A band of very willing mothers has helped in the process of getting those first six books and all the other 2,994 books on the shelves.

Helen was also coming to terms with the Video Commander system. Making decisions about what to tape, and what not to tape was daunting and time consuming. Happily, the system we have worked out seems to be working well.

We have all coped with the setting up of Enquiry and Circulation terminals, and linking our system into the school's Local Area Network (LAN). Generally, computers are wonderful when they're working, but we've had quite a few stressful weeks when we didn't know if *we* were making the mistakes or if the computer system was malfunctioning.

Our next huge job was to figure out how to print borrowers cards and produce them for all students and staff. The next week we installed our barcode reader. Fun and games! But we finally had our automated circulation desk ready to go.

The Enquiry terminals in the body of the library (and elsewhere on the school's LAN) are far more user friendly than a card catalogue. Students (and staff) have no trouble finding books by title, keywords, subject or series. It really is a student's library and has become a popular venue at lunch-time.

To date (mid-June) we have 3000 items (mainly books and video tapes) on shelves and the initial pace has eased a bit.

We have three things to be grateful for working in this library. The first is that we have walked into a brand new situation, clean, open, light and bright with modern facilities. The second is that we haven't had to convert to OASIS Library from manual systems (and for that we are *truly* grateful). Third, and we feel most importantly, we have the help, advice, friendship, tears and laughter of Niki

Year 8 student

Vin-cen Chong (Year 8) knows more about how OASIS circulation works than the paid members of the library staff.

When I walked into the library for the first time, there were hardly any books on the shelves. I was astounded also, when I borrowed my first book. Ms Kallenberger used a pen and pad system. She wrote my name, then my roll-call class, the book I wanted to borrow, and then when it was due. She didn't even have a stamp for the books at that time!

We were all grateful when the computer was up and running. The barcode reader that just zipped across the barcodes was so much easier than writing down the borrower and the book. The new system was much quicker than the old system. Everyone wanted to use the computer system. Ms Kallenberger even started a library monitor system.

The fiction books in the library, are great, with a wide variety of books for project research.

I hang around the library, because it's such a great place (besides, there's nowhere else to go, except the computer lab which is not always open).

A footnote from the library staff: our records show Vin-cen borrowed 52 items in the first eight weeks of Term 2. He reads them too.

Year 11 student

Jeff Sereno was a student at Brisbane Boys' College before enrolling at Cherrybrook Technology HS.

In a school library, one would expect to see books, just books and nothing but books. To borrow these books, one must have a borrowing system. In the 'ol' days, and in many schools today, the traditional card system was, and is, common. Not at CTHS. Here technology is in wide use — we have automation in action! Although automation of a library is not surprising to most people, what really surprised me is that every aspect of the library is affected by technology. But this library is no different from any other library. There's still the books, the tables, the office and of course the friendly staff.

In my opinion, the CTHS library is a great place to be. Ms Kallenberger, Mrs Shears and Mrs Williams are extremely helpful and do not make students feel as though they are inferior little bugs and that the staff are the 'big bosses' you must obey.

I remember when the library had only a bundle of books at the beginning of the year, but since then (in less than 6 short months), the book population has grown into a whopping 2850 books! I get a great feeling of well-being helping the progress of the library by adding books to OASIS and doing odd jobs here and there.

If the library could be improved, the only thing I would add would be a few more computers as two enquiry terminals sometimes cannot satisfy the needs of all the students wanting to find a book at the same time (although the IBM LAN solves most of this problem nicely).

Our student library assistants, who loan out books, may be out of a job when the 3M Patron Self-check unit is installed. But right now there is a growing demand for these positions. It seems there are more students all the time who like helping their fellow students find and/or borrow books. Being involved in the library gives experience in using a library and can expand one's appreciation of books as well.

I believe the CTHS library will provide many years of education and enjoyment to the many students of all ages who will pass through this school. In this time I am sure that the library will grow and prosper and (soon) become part of the huge network of user-friendly electronic systems aiding the education of young minds. ♦

VIEWPOINTS

Are you considering commencement of a professional teacher-librarianship qualification in 1993? Graduates of the available courses reflect on their experiences.

Charles Sturt University - Riverina Graduate Diploma of Education (Teacher Librarianship)

Margaret Nicolson is teacher-librarian at Mendooran Central School.

I completed this course over a period of two years, finishing in December, 1990. The course aims to run a practical program, while at the same time achieving a high standard of professionalism. It is recognised by the Australian Library and Information Association (ALIA) as a professional qualification which allows the graduate to seek employment in the full range of library and information agencies as well as school libraries.

I found the two year program very enjoyable, but demanding. Juggling the assignment load with work and family was, on many occasions, difficult. The key of course is organisation and study discipline (which I mostly seemed to lack)! Perhaps the determination to succeed was more important in the long run. Only one subject involves a formal examination.

My course began with a short residential school. It had been some twelve years since I had done any formal study and it was good to have the opportunity to meet with fellow students and lecturers, sharing fears and apprehensions with them. There was one residential school offered in the school holidays of each year. Although *not* compulsory, they were well attended and popular for social as well as educational reasons!

The course program covered both theoretical and practical perspectives. All the subjects were very relevant to the school situation with a good practical base. On many occasions I was able to use my research findings and study outcomes in my own work situation.

The subjects were:

- Teacher Librarianship
- Information Dissemination
- Collection Development
- Children's Literature/Teacher-Librarians
- Professional Activities
- Organisation of Resources
- Technology/Teacher-Librarians
- Teacher-Librarianship Topics
- Management/Teacher-Librarians

The subject *Professional Activities*, required experience at conferences, inservices, professional meetings, in-school activities, etc. The other major practical component of the course is a two week placement in a special library or the children's section of a public library.

I particularly enjoyed this aspect of the course as it broadened my work experience and was a great break from school as was the *Study Visit* when we had the opportunity to visit a range of different libraries and information agencies.

Another subject I found to be particularly beneficial was *Technology/Teacher-Librarians*. It was here that I was forced to face computers and overcome my former reluctance to have much to do with them. The assignments were enjoyable, not too threatening and there was plenty of encouragement to work at one's own level whilst broadening skills.

Structure

The course is offered part-time, by external study only, to graduates with a minimum of two years teaching experience. It is completed over either a two or three year period. Recently, further flexibility has been built into the course structure by offering some subjects in both semesters each year. If need be students can take up to two semesters off during the course and thus complete the course over four years! On the other hand, I understand that summer school offerings will be available from 1993 which may mean that those who wish to 'fast track' will be able to do so.

I would highly recommend this course to anyone who is presently responsible for a school library but is untrained (as I was), or for classroom teachers who wish to broaden their knowledge of information skills, co-operative planning and teaching, children's literature and resource-based learning in the school. Every teacher needs to know of these new emphases in educational practice. Many students who, like me, began the course either as casual or unemployed teachers, have gained permanent and full time library positions since graduation. ♦

**Edith Cowan University (Western Australia)
Graduate Diploma of Applied Science (Teacher-Librarianship)**

Irene Heaney is teacher-librarian at Revesby South Public School.

In 1989 I embarked on a course which was to transform me from a teacher to a teacher-librarian. I had always loved libraries but never having had any experience working in them I presumed the best way to learn would be through professional development.

At the time a teacher-librarian friend was undertaking the course at Western Australia College of Advanced Education, now known as Edith Cowan University. It offered the Graduate Diploma Course in Teacher Librarianship to external students on a part-time basis with no residential requirement. With a family to consider, the course suited my needs so I took the plunge and became a correspondence student.

The course, which could be completed over two or more years, consisted of eight compulsory units which could be studied either one or two per semester. Each unit included readings and a well planned study guide to outline the requirements. There were usually three assignments spread over the 14-week semester and an exam to complete each unit of study.

I must admit I did not enjoy the thought of having to sit for exams again after many years. They did however provide a small benefit as they enabled me to make contact with other people in a similar situation and friendships developed which helped to sustain us through the remainder of the course.

In the introductory unit, those of us who had never worked in libraries were encouraged to gain some practical experience in a school library, so I went into training with a teacher-librarian friend. This was essential in my case as theory is important but practical experience makes it much more meaningful. During the first half of my course I benefited from this training in all areas of library work, from accessioning new resources to assisting with stocktake.

As I reached the half way point in my studies a wonderful opportunity arose for me to become teacher-librarian in a nearby school where I had previously worked. This was a small school with a 3-day library position. What a chance for me to apply the theories I had been learning about, and by now I felt capable of taking on the challenge of my own library.

Combining work and study required good organisation and I managed to keep up with my assignments while planning activities for my first Book Week. I found the flexibility of external study to be a great advantage, and managed to be a weekend student while devoting my working days to my role as a teacher-librarian.

Many aspects of the course have been a great help to me in developing a clear understanding of the busy role of a teacher-librarian.

The unit on management stressed the importance of effective communication and dealt with strategies for improving time management.

The collection development unit required us to plan a Collection Program Policy which has been a very useful resource.

Information Organisation was a very practical unit which included descriptive cataloguing and some worthwhile ideas about preparing for automation.

The unit on *Resources for children* related different reader stages, needs and interests to particular genres and themes. This unit explored the world of literature and led me to many wonderful authors.

I completed the course in December, 1991, by spreading the studying over three years, as some units required much more time than others. The course had the flexibility to allow this and by spreading the workload to suit my needs I avoided becoming over-pressured. By the end of my course I had successfully gained a permanent part-time position at my present school.

Looking back over the last three years I would not have changed the way I undertook the course. I have increased my confidence in my abilities as a teacher-librarian although I realise there is still a vast amount to be learned from experience. I was fortunate to have a supportive staff and an enthusiastic principal to encourage me in my role. Teacher-librarians do work in isolation but I have found the collegiality of our local cluster group to be a great asset and I am indebted to them for their enthusiasm and assistance. ♦

**University of Technology Sydney (Kuring-gai)
Graduate Diploma of Applied Science (Information/Teacher Librarianship)**

Bronwen Mitchell is teacher-librarian at Narrabeen North Public School.

The title of this course of study, with its general application, encompassing different fields within the information profession, is indicative of the philosophy underlying the rationale, structure, staffing and implementation of the subjects offered. Diverse career backgrounds enriched the pool of talent, knowledge and experience which students brought to the group. I found it refreshing, stimulating and interesting to become part of a network which extended beyond the field of education.

I completed the course in 1991 as a full-time student, sponsored by the Department of School Education. The subjects covered by all students were:

- Foundation Technical Studies
- Foundation Information Studies
- Subject Analysis
- User Analysis, incorporating a unit on Communication
- Management of Information Provision
- Producing Information
- Information and Document Retrieval
- Research and Quantitative Methods I
- Information Consolidation

An additional subject, Topics in Teacher Librarianship, extended over both semesters and was undertaken by students aiming to have the Teacher Librarianship qualification as part of their award.

With such an ambitious and comprehensive subject list it is not surprising that the year's study at UTS is *intensive*. The workload is seriously heavy. This is not the course for dabblers, procrastinators, or those requiring a generous amount of flexibility. Part-time options are available, both during the day and through evening classes.

The UTS course encourages and enables graduates to take a pro-active role within the information profession and the commitment to achieve, fostered during the course, is an asset beyond the academic context.

Time management, efficiency, networking, organising, speed reading, planning and communicating skills are refined to deadly accuracy and employed to optimum effect. The outcome of this course is a truly multi-skilled graduate equipped not only to meet challenges, but to anticipate, create and structure opportunities. With the objectivity possible, now that I have returned to work within a school, I can analyse, identify and assess benefits accruing from my year of professional development.

Update the school library policy? No problem! Speak to the P & C/School Council/local media/Cluster Director. . . ? Sure thing! Prepare a submission, budget, report. . . ? Done! Demonstrate the new CD-ROM? Absolutely. Co-ordinate staff inservice. . . be interviewed for an AST position . . . promote the entrepreneurial role of the library . . . establish links with other information professionals . . . evaluate new resources . . . comment on a draft syllabus . . . implement OASIS . . . understand acronyms . . . host students on placement . . . maintain, or increase, the library's market share in a time of strained resources . . .

These specific tasks and experiences are not all addressed directly. The scope of career options served by the UTS course means that it is up to the individual student to determine a focus relevant to a particular context.

Be prepared to temporarily lose your social life, strain family relationships and be reduced to grovelling at the assignment boxes when work is returned, ignoring pages of comments until the grade appears.

On the credit side, experience camaraderie which provides unique support, meet inspirational people, gain a clarity of purpose and be afforded a sense of vision regarding your role in the future of your profession.

This is a course which empowers, not just educates. ♦

NCIN: a passive database with an active bent

Hazel Vickers, who, as SCIS review coordinator, also continues to build the NCIN database, reports on the status of the latter.

The dust was beginning to settle. The Department's 1992 participation in the Schools Catalogue Information Service (SCIS) and the Australian Curriculum Information Network (ACIN) managed by the Curriculum Corporation was confirmed. The Senior Curriculum Adviser for library education and information literacy was given responsibility for a new Departmental operation and team to continue input to SCIS and ACIN/NCIN on behalf of NSW state schools. Strategies for continuing the development of the NCIN database were identified.

Then came the announcement from the Curriculum Corporation that the Australian Curriculum Information Network (ACIN), of which NCIN is a subset, would cease to function from 30th June. The Corporation stated that the cost of providing information services was greater than the income derived from the sale of such services. Cost savings were sought and ACIN was the target.

Implications for NSW

NSW teachers and teacher-librarians have been strong supporters and users of NCIN and the database is now in excess of 3860 records. The Corporation has indicated that, for the time being, the database will remain passive. While new items will not be added, the database may still be searched online or by using the last NCIN microfiche produced in August, 1991. Users are still able to gain access to NCIN documents according to the availability statement given for each. This includes the photocopying service operating through the Department's Sales Section, Curriculum Resources Unit, Private Bag 3, Ryde 2112. Cheques must accompany orders. However, users should keep in mind that the documents in this now 'passive' database are going to become increasingly dated.

Future directions

At a time of continuing curriculum change generated by the implementation of the Carrick Report, an up-to-date curriculum information collection relevant to the needs of NSW teachers is vital. NSW will, therefore, continue to enter curriculum documents with abstracts onto the SCIS database. If searching online for documents added after 30th June you will not be able to locate them by limiting your search to NCIN only. An online search of SCIS will however locate these new records. NSW is investigating ways in which records can be entered so that all such NSW curriculum documents can be captured by the use of a simple search term, as was the case with the NCIN subset.

Send in those documents!

To this end the NSW SCIS team is still collecting curriculum resources produced by schools (programs, policies, units of work), clusters, regions, state office (policies, support documents) and the Board of Studies. If you have produced material which falls within the scope of NCIN please send 2 copies to:

(Courier address)

NCIN
SCIS Cataloguing and Review Team
3a Smalls Road
Ryde 2112

(Postal address)

NCIN
SCIS Cataloguing and Review Team
Private Bag 3
Ryde 2112

Watch Scan for news about further NCIN developments. ♦

Do you have any questions, comments or points for discussion on this or any other issue? If so please send them to the editors for inclusion in Forum.

Personal Development Health and Physical Education Years 7-10

Syllabus

The Years 7-10 personal development, health and physical education syllabus was designated by Curriculum Directorate to receive priority for implementation support during 1992. Accordingly, the following bibliography has been compiled to assist schools with the implementation of this course.

Because the syllabus is structured around nine processes, ten content strands and sixty-one key ideas teachers need to use many learning resources to find sufficient support material for this course. In moving beyond the textbook, teachers will be able to explore the possibilities of resource-based learning.

With the introduction of any new syllabus, there is usually a period of around twelve to eighteen months before materials tailored specifically for that course appear on the market. Publishers have indicated that there are titles in press specifically for the NSW 7-10 course due out in the last quarter of the year.

Scope

The following materials are just some which are currently on the market and which fall within the scope of the syllabus. Of these some are highly recommended, others are problematical. As many schools are still building up resources for this course, this bibliography includes review information about titles which appear to be relevant but, on closer examination, have some drawbacks. The intention is to assist schools to make informed choices.

Sources of materials

Following is a bibliography to support this syllabus; there are also however supplementary sources. Scan 10/4 carried a bibliography for 2-unit Personal Development, Health and Physical Education years 11-12 which included some theoretical material for teachers' professional reading. Some of this material is also relevant to the years 7-10 course, but has not been repeated in the current bibliography.

One source of learning materials not fully explored for the current listing is the many government and non-government agencies which seek to promote healthy lifestyles and/or provide community health services. Many of these agencies produce educational materials for use with school students.

An approach to programming the new syllabus

Kevin Farrell is Professional Curriculum Development Consultant, Griffith ERC. He was formerly Senior Curriculum Adviser PD, Health & PE in Curriculum Directorate.

The syllabus requires creation of 'integrated and cohesive PD, Health & PE program' which could then be taught as separate components.

The following model may assist programming.

It is based on several assumptions:

- All content will be considered PD, Health & PE content. No content will be considered *Health* content, none *Personal Development* content and none *Physical Education*.
- The program will have two major components: **Theory and Practical**
- There will be a consistent, on-going, conscious linking of the Theory Component and the Practical Component throughout all learning experiences in the program.

The T/P Model

1. Create a layout of two columns:

Year 7	Theory	Practical
Week 1		
2		
3		

2. In the Practical Component column insert all units of work you will have to cover to support the traditional/required activities that affect the structuring of your program, such as swimming, athletics, cross country carnivals, life saving schools.

3. Identify the content that you (as a HT, faculty, etc) believe should be in the Year 7 program.

4. Identify whether this content should be covered in a practical context or in a theoretical context.

5. Insert the content in the relevant column in a sequence you feel is most appropriate.

6. Identify specific linkages between content in the two columns.

7. At this stage it may be possible to rearrange units of work in the two columns to coordinate closely related content.

8. Develop a statement or a listing highlighting the linkages between the two components.

The crucial element in this model is step 6.

For the approach to be valid in terms of constructing an 'integrated, cohesive program', the interrelationships between the Theory and Practical Components must be identified.

Repeat the process for years 8, 9 and 10 ensuring that you have fulfilled the mandatory requirements of the Board of Studies.

Year 7	Theory	Practical
Week 1	•Goal setting and improving ourselves	•Fitness testing •Interaction games
2	•What is fitness? •How do we get fit?	•Fitness testing •Interaction games
3	•Energy balance and weight control	•Basic circuit training

Resourceful teaching

Are your teachers or clients constantly asking you where they can get some new educational resources?

A few metres down the corridor from the Scan office is a unit of the NSW Department of School Education which is solely concerned with the development, production and distribution of such resources. This unit, Curriculum Resources, is a source of classroom, professional development, curriculum and community resources for all learning areas. Curriculum Resources - renamed and relocated - continues the work Teaching Resources began some decades ago at Burwood. The basic function of the Unit is still to provide teacher-made resources to teachers which are relevant and useful.

When a curriculum or school need is identified Curriculum Resources will seek out writers to develop materials or act on worthwhile proposals made by teachers, to meet that need. Resources are developed by practising teachers and educators using a variety of media.

With this copy of *Scan* you will receive another copy of the newsletter, *Resourceful Teaching*, which is the predominant form of advertising for the 800+ products Curriculum Resources offers to schools.

A direct marketing service is provided to schools so that they may order resources through the mail. However, the Unit has a display centre and shop at Smalls Road in Ryde, which is open from 8:00am to 5:00pm weekdays (including school holidays).

Curriculum Resources is now a cost recovery unit, more dedicated than ever to providing teachers with resources which they need and can readily use.

Next time you hear that question 'Where can I get some resources?' you might find the answer in a referral to *Resourceful Teaching* or the suggestion of a visit or a phone call to Curriculum Resources at Ryde.

Curriculum Resources is located at Smalls Road Ryde. Postal: Private Bag 3, Ryde. 2112. Phone 808 9467 Fax 808 9413 ♦

Resources

The following resources were evaluated by Neil Barrowcliff (Blacktown Boys High School) and Glenda Carson (Colyton High School). Lois Caw and Hazel Vickers assisted in the compilation of the bibliography. Resources are arranged alphabetically by title.

SHILTON, Trevor **Advancing my health. Book 1.** Macmillan Australia, 1988
ISBN 0333478029 [613]

With a good balance between up-to-date health related information and workable classroom activities this textbook for years 7 and 8 supports three content strands of the NSW PD, Health and PE syllabus. *Personal Choice* (drug issues, smoking), *Growth and Development* and *Safe Living* (water safety, first aid). While directly relevant to these strands not all issues raised by the syllabus are addressed. However the use of an appropriate language level, careful presentation of information in a concise and clear manner and a useful index ensure that the book is highly appealing and inviting to students. G. Carson

LEV: Lower secondary Middle secondary
AVAIL: Paper \$16.95
EVAL: Highly recommended SCIS 449209

SHILTON, Trevor **Advancing my health. Book 2.** Macmillan Australia, 1989
ISBN 0333502353 [613]

Interpersonal Relationships, Personal Choice, Growth and Development, Promoting Health are content strands dealt with (in part) in this book. It also covers areas of nutrition, drug use (alcohol), and consumer health, with up-to-date and relevant information. While an extension of Book 1, it develops different areas and other key ideas so it can be used on its own. There is a good balance of facts and activities, with most useful copyright-free pages. Very attractively presented both in overall appearance and format, there are activities appropriate for all levels in mixed ability classes. There is a glossary and clear index and highly pertinent cartoon type illustrations throughout, making this an excellent classroom text for years 9 and 10. G. Carson

LEV: Lower secondary Middle secondary
AVAIL: Paper \$16.95
EVAL: Highly recommended SCIS 622455

SHILTON, Trevor **Advancing my health. Book 3.** Macmillan Australia, 1991
ISBN 0732905281 [613]

The third in an excellent series on health education, this textbook for year 10 is more information-based than its predecessors but contains similar valuable classroom activities which are thought provoking, varied (debates, scenarios, 'Dear Pollys', charts to

complete, discussion questions) and suitable for a range of student abilities. While not written for the NSW 7-10 PD, Health and PE syllabus some of its content is relevant to the content strands *Active Lifestyle, Personal Awareness, Personal Choice, Growth and Development, Safe Living* and *Interpersonal Relationships*. Drug use, sexuality, contraception, sexual assault, stress and the effects of the media on health decisions are dealt with. Content relates more directly to NSW years 11-12 course and would be more appropriately used with these students. G. Carson
LEV: Middle secondary Upper secondary
AVAIL: Paper \$18.95
EVAL: Highly recommended SCIS 687471

A.I.D.S. not adults only [videorecording]. Musical Films Melbourne, 1988 [616.97]

This production revolves around a group of teenagers who set out to investigate AIDS and its consequences for young people. Its message is made very clear - you will not catch AIDS if you practice safe sex and don't share needles. Information is provided in a straightforward manner and the issues discussed in language which is down-to-earth and in no way euphemistic. Much in this production would appeal to adolescents. However many students would be unable to relate to the teenage male prostitute and thus the potential of this resource is noticeably diminished. G. Carson
LEV: Middle secondary Upper secondary
AVAIL: \$69.00 Video Education Australasia
EVAL: Consider before buying SCIS 618505

DINGLE, Adele **Alive and well Book 2: a human relationships book for students.** McGraw-Hill, 1991
ISBN 0074527517 [302]

Although dealing with *Interpersonal Relationships*, such as family values and peer pressure, this attractive book does not cover all that is contained in this content strand. What is there is good, but there is not enough of what is needed in enough depth. The illustrations, cartoons and newspaper articles are appropriate - but most activities are impractical. Its language level is suitable for years 9 and 10, but it is best used as a resource for ideas and as supplementary information for teachers. There is a glossary and an index. G. Carson
AUD: Professional
LEV: Middle secondary
AVAIL: Paper \$18.95 SCIS 696851

FABIAN, Suzane **All in a day's work : a focus on teenagers.** Oxford University Press, 1990
ISBN 0195530829 [331.3]

Covering changing family roles, education and work, careers information, peer group pressures, teenagers as consumers, work conditions, trade unions and unemployment, this text is useful for careers education. It has worthwhile resource material, good case studies and thought provoking discussion activities, but has application only to one very small strand of the NSW PD, Health and PE years 7-10 syllabus. G. Carson
LEV: Middle secondary
AVAIL: Paper \$17.95 SCIS 620752

STANTON, Rosemary **The art of sensible dieting: how to avoid the weight-loss rip-offs.** Ellsyd Press, 1986
ISBN 0949290246 [613.2]

By examining the various weight loss diets (including fad diets) and diet organisations Rosemary Stanton highlights what is needed to diet sensibly and how to go about dieting in preparation for a lifelong sensible eating plan. A chapter with recipes illustrates the type of eating advocated. While this book has no student activities or exercises and a limited number of illustrations its content is very readable and supports the study of diets and dieting, and nutrition. H. Cooper
LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 SCIS 376402

SCHEMBRI, Gene **Aussie gym fun: a resource for schools & clubs.** Australian Gymnastic Federation, 1991
ISBN 0646087509 [796.4407]

This is an outstanding book which, although designed for primary schools, lends itself readily to gymnastics programs at the lower secondary level. A goldmine for teachers of beginners, it has sections on assessment, class organisation, lesson planning with 12 sample lessons and over eighty pages of activities which can be incorporated into lessons. Cartoons and diagrams complement the text and stimulate further ideas. An excellent resource for gymnastics in the *Movement Skills* content strand of the NSW PD, Health, PE syllabus. N. Barrowcliff
AUD: Professional
AVAIL: Paper \$30.00
EVAL: Highly recommended SCIS 717061

DAVIS, Damien **The Australian food guide.** Edubook, 1989
ISBN 0947272127 [641.1]

This eye-catching little book is a handy reference for teachers of nutrition and will be popular with

everyone, adolescents or adults, to check the content of their favourite (or other) foods and drinks. There is introductory information on nutrients and additives, a wide variety of popular foods are analysed and assessed for health value and harm potential, and each product is identified and illustrated. There are fascinating 'did you know' facts at the foot of every page. Sadly it is only relevant to one key idea in the NSW PD, Health and PE 7-10 syllabus but it is a stimulant to interest for enthusiastic eaters in this age group, and should be in the library for their delectation. G. Carson
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$9.99 SCIS 485550

LLEWELLYN, Joan **A-Z of health and safety: resource book for teachers.** Macmillan, 1990
ISBN 0732900573 [618.92]

This very useful book is compiled by an ex-teacher who presents a wide variety of health problems encountered by Australian children from pre-school to senior secondary school. Every problem is described by nature and cause, signs and symptoms, treatment and implications, in an easy to understand way, given the same emphasis and, where applicable, illustrated with line drawings. A detailed index provides quick and easy access. As well as providing a wealth of knowledge, it gives detailed background information for many PD, Health and PE lessons touching on the content strands of *Promoting Health and Safe Living*. N. Barrowcliff
AUD: Professional
AVAIL: Paper \$19.95
EVAL: Highly recommended SCIS 633464

GREEN, Christine **Body changes.** Wayland Hove, 1989
ISBN 1852107928 [612.661]

Six books in the Teen Scene series deal with adolescents' problems, issues and feelings, all of which are relevant to the content strands *Growth and Development and Interpersonal Relationships*. Attractively presented and easy to read, this series makes some boring information quite interesting. Each has a glossary and index for quick access to information. This is good factual information, giving a well balanced multicultural look at boys and girls changing physically and emotionally during puberty. It deals with period problems, skin, hair and hygiene, and the worries and fears of boys as well as girls. A good library resource for the PD, Health and PE year 7-10 syllabus. G. Carson
LEV: Lower secondary Middle secondary
AVAIL: \$26.95 SCIS 621177

In the same series:

WEEKS, Ida **Diet and health.** Wayland Hove, 1991
ISBN 1852107987 [613.2]

This book deals with health, healthy eating, dieting and eating problems, exercise and relaxation, smoking, alcohol and other drugs. G. Carson
LEV: Lower secondary Middle secondary
AVAIL: \$26.95 SCIS 703805

COLMAN, John **Family and friends.** Wayland Hove, 1990
ISBN 1852107944 [305.235]

Appropriate and well-written, this book addresses the needs and emotional upheavals of adolescence. It deals with families as a whole: their importance, structure, problems and crises, such as death and break-up, as well as the importance of friends and romance and the conflict between both. G. Carson
LEV: Lower secondary Middle secondary
AVAIL: \$26.95 SCIS 668815

GREEN, Christine **Growing into sex.** Wayland Hove, 1989
ISBN 1852107936 [612.6]

Though brief, the information about adolescents and sexual relationships is accurate and up-to-date, dealing with friendships, making love, pregnancy, contraception, worries and fears. Incest and rape are only touched. All sensitive issues are well dealt with. Excellent for years 9 - 10. G. Carson
LEV: Lower secondary Middle secondary
AVAIL: \$26.95 SCIS 621176

COLEMAN, John **Moods and feelings.** Wayland Hove, 1990
ISBN 1852107952 [155.5]

Emotional difficulties of puberty such as personal anxieties, stress, handling relationships, depression and loneliness, developing a personal identity, self esteem and so on, are briefly but sensitively treated. G. Carson
LEV: Lower secondary Middle secondary
AVAIL: \$26.95 SCIS 668811

COATES, Anne **Pregnancy.** Wayland Hove, 1991
ISBN 1852107995 [618.2]

The problems of pregnancy, signs and symptoms of pregnancy, the options, antenatal care, development of the foetus, childbirth, and coping with baby are all dealt with in this resource. There is enough detail to make the book useful and interesting, and the treatment is warm and positive. G. Carson

LEV: Lower secondary Middle secondary
AVAIL: \$26.95 SCIS 692079

Chances and choices [videorecording]. WestEd Media, 1989? [306.7]

These two videos contain five short sensitive discussion starters which appeal to both boys and girls about problems which are very close to home for students in years 9-10. Areas dealt with include fitting into a new school, relationships with the opposite sex, coping with unplanned teenage pregnancy and STDs. An accompanying booklet provides both information and relevant classroom activities. An excellent resource for the *Personal Choice* content strand of the NSW PD, Health and PE syllabus. G. Carson
LEV: Middle secondary SCIS 703590
AVAIL: Paper \$165.00 Video Education Australia

SINGLETON, Sharon **Choice.** Hawker Brownlow Education, 1992
ISBN 1862997411 [822.3]

Interpersonal Relationships and Personal Choice (decision making) are two strands of the NSW PD, Health and PE year 7-10 syllabus very well served by this short play. It has a classful of characters (28), largely teenage boys and girls, and grapples with peer pressure and the effects of the media (for example magazines like *Dolly* and *Vogue*) on teenage behaviour. The pressure to conform and override individuality can lead to disaster. A strong and clear message is conveyed amid much fun and laughter. A stage performance would be time consuming, but a classroom play reading could be enjoyable and productive. An innovative way to deal with a real teenage problem. G. Carson
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 714897

BURNS, Robert **Develop a healthy you.** Longman Cheshire, 1991
ISBN 058286836X [613.0433]

One in a series of three, this health education text includes chapters relevant to the NSW PD, Health and PE years 7-10 syllabus such as decision making, self concept, changes during puberty, responsibilities of adolescence and assertive behaviour. The sections dealing with risk-taking behaviour utilise refreshingly different approaches. The book is visually appealing with clear print, cartoon-style illustrations and a language level appropriate for mixed ability classes. The material is up-to-date

with numerous student activities although some (write a play, prepare a collage) require extended input. G. Carson
 LEV: Lower secondary Middle secondary
 AVAIL: Paper \$14.99 SCIS 702298

WARD, Brian *Diet and nutrition*. Watts, 1987
 ISBN 0863134521 [613.2]

The main facts about a healthy and an unhealthy diet are briefly outlined in this simply presented book. Nutrients in foods, food from different countries, processed and natural foods, are included as well as food labelling. Also listed are many common foods with their calorie rating, and their sugar, fat fibre and salt levels. Large print, simple language, appropriate colour photographs and diagrams give a pleasant and easy read, readily understood by younger readers. There is an index and an excellent glossary. N. Barrowcliff
 LEV: Upper primary Lower secondary
 AVAIL: \$21.95 SCIS 382108

SANDERS, Pete *Disabled people*. Gloucester Press, 1991
 ISBN 0749606355 [362.4]

The focus of this book is on attitudes to disabled people, rather than cataloguing types of disabilities. In an easy-to-read format, preconceived notions are addressed and reliable, sensible advice is given regarding attitudes to and interaction with disabled individuals. Emphasis is on the feelings of the disabled person and on the difference between disability and inability. There is no problem using this British publication as the services referred to also exist in Australia. Lots of colour photographs of people of various ages, cultures and disabilities and a question and answer format encourage the independent reader. L. Bowring
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$19.95 SCIS 711165

STAPLES, Dorothy *Drinks: your questions answered*. Centre Publications, 1991
 ISBN 064606648X [613]

This book is an important resource as it goes much further in its discussion of fluids and the many drinks available than is provided in the majority of food and nutrition texts. Separate chapters on water, mineral waters, milk, fruit juice, soups, coffee, tea, alcohol, soft drinks, cordials and meal replacement drinks look at each one's nutritional value with a view to establishing those which promote good health. Useful as a teacher's and

school library resource. N. Barrowcliff
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$10.00 P O Box 1222 Toowong QLD 4066 SCIS 700450

STANTON, Rosemary *Eating for peak performance*. Allen & Unwin, 1988
 ISBN 0043202233 [613.2]

Offers sensible, down-to-earth information about food, nutrition and eating habits relevant to the NSW syllabuses in PD, Health and PE for years 7-10 and years 11-12, 2 unit course. The discussion of food groups and types provides practical tips for monitoring their consumption. Solutions to a range of dietary problems are offered. The chapter on achieving peak performance in sport is excellent. Useful as a teacher reference and library resource. N. Barrowcliff
 LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95
 EVAL: Highly recommended SCIS 446732

LLEWELLYN-JONES, Derek *Every man*. 3rd edition, Oxford University Press, 1991
 ISBN 0192861204 [306.7]

Sexuality, homosexuality and reproduction, are all topics included in the NSW Year 7-10 PD, Health and PE syllabus, but this book has limited use for that purpose. It is fascinating reading and an excellent reference for anyone wanting to satisfy their own need for knowledge and understanding, for it provides very detailed, specific information. For the purposes of the syllabus, teachers may find other resources more easily accessible - for example, local community health services or family planning services. G. Carson
 AVAIL: Paper \$13.95 SCIS 678847

Fitness discovery [videorecording]. Health Development Foundation, 1988 [613.7]

Narrated by two teenagers who often sound stilted in their delivery, this video looks at three aspects of fitness: what fitness is; how it can be improved; and, how to get started. There is limited factual material presented and segments are divided by music which becomes dominating and irritating. Students are likely to quickly become bored. It is part of a series, *Fitpower* and includes student worksheet masters. N. Barrowcliff
 LEV: Lower secondary Middle secondary
 AVAIL: \$69.00 Video Education Australasia SCIS 454467

PARKER, Steve *Food and digestion*. Watts, 1989
 ISBN 0863138640 [612]

Useful for the *Dietary Considerations* key idea in the *Growth and Development* content strand of the NSW PD, Health and PE syllabus, this book looks at the nutrients in food as well as the structure, workings, problems and care of the digestive system. The information is accurate and presented in an interesting fashion with colour illustrations, clear relevant diagrams, boxed information, glossary and brief index. N. Barrowcliff
 LEV: Upper primary Lower secondary
 AVAIL: \$22.95 SCIS 618000

Food: your choice. Nutrition Education Service, Milk Marketing, 1989
 ISBN 0730560147 [641.107]

This excellent kit comprises four packages on the themes: food facts; diet and performance; diet appearance and consumerism; health and controversies. Each includes lesson plans, units of work and resources which are relevant to the key ideas of *Dietary Considerations, Nutrition and Consumerism* in the NSW PD, Health and PE syllabus as well as Science and Media studies. The volume of material is overwhelming but more than worth the teacher's time to peruse and select. N. Barrowcliff
 LEV: Lower secondary Middle secondary
 AVAIL: \$211.00 Freepost 1273 Dairy Foods Advisory Bureau GPO Box 4750 Melbourne VIC 3001
 EVAL: Highly recommended SCIS 629950

BURNS, Robert *Go for health*. Longman Cheshire, 1992
 ISBN 0582868386 [613]

This health education text book, one in a series of three, touches on several content strands in the NSW PD, Health and PE syllabus but not in sufficient depth to warrant consideration as a class text. Concise, well-presented and up-to-date information is provided on stress, drug use and abuse, life style diseases, sexuality, consumer health, occupational health and safety, and environmental health. Suitable for year 10 students, the book contains thought-provoking questions and activities, although some of the activities are not straightforward and may be difficult to use with mixed ability classes. G. Carson
 LEV: Lower secondary Middle secondary
 AVAIL: Paper \$15.99 SCIS 714142

The good elf way to good health: a guide to nutrition for people of all ages [videorecording]. Dairy Foods Advisory Bureau of the Australian Dairy Corporation, 1986 [613.2]

For years 7, 8 & 9 this kit appears capable of instilling (if only by repetition) the basis of healthy living in a fun way. The producers have made five well-constructed programs, with teacher's notes and worksheets about good health. The introductory program covers the rules of good nutrition, explains the five food groups and the need for moderation and variety in our food intake. The four following programs cover diet for teenagers, for mothers-to-be, for toddlers and for senior citizens. The information presented in the video is excellent and relates well to the NSW year 7-10 syllabus, but the method of presentation lacks the sophistication necessary to sustain the interest of discerning students. Worksheets are primary rather than secondary oriented but practical class activities suggested offer potential for a greater variety of classes and schools. L. Caw
 LEV: Upper primary Lower secondary Middle secondary
 AVAIL: \$40.00 Freepost 1273 Dairy Foods Advisory Bureau GPO Box 4750 Melbourne 3001 SCIS 246496

SCHEMBRI, Gene *Gym skills resource manual for secondary schools and community groups*. Australian Gymnastic Federation, 1980 - 1989
 ISBN 0959250573 [796.4407]

An extension of the Aussie Gym Fun program, this book outlines a gymnastics program for lower and middle secondary students. The program is structured around four graded levels for which students are awarded on achievement of each. Instructions are clear with diagrams, prerequisite activities, teaching points and safety aspects provided. Included are sections dealing with administration of the program such as proformas for class records. Very practical, could easily be incorporated into a school program at the appropriate level. N. Barrowcliff
 AUD: Professional
 AVAIL: Paper \$34.00
 EVAL: Highly recommended SCIS 619761

Gymnastics: what's in it. Australian Gymnastics Federation Inc, 1991
 ISBN 0959250581 [796.4407]

This booklet is a resource to supplement the level O coaching course of the Australian Gymnastics Federation. It has an excellent section on the safety aspects of teaching gymnastics, a sample lesson plan and the contact numbers of Gymnastic Associations in each state. The major part of the book details the most common gymnastic movements together with their lead up activities. Both teaching and safety points for each movement are provided. An invaluable asset for beginning teachers or those feeling in need of some revision and highly relevant

to the *Movement Skill* content strand of the NSW PD, Health and PE year 7-10 syllabus. N. Barrowcliff
 AUD: Professional
 AVAIL: Paper \$7.00
 EVAL: Highly recommended SCIS 717047

Health and fitness. Heinemann Educational, 1990
 ISBN 0435572717 [613]

While not directly relevant to the NSW PD, Health and PE 7-10 syllabus this well presented slim volume could be useful to promote cross faculty links between the key learning areas of PD, Health and PE, and Technology and Applied Science. Part of a series on design and technology it applies the design process to a variety of health and fitness related topics such as snacks, sports and fitness clothing, and recreational facilities. Appropriate illustrations support clearly explained illustrations throughout but these activities would have to be developed much further to provide greater relevance to the NSW PD, Health and PE syllabus. G. Carson
 LEV: Lower secondary
 AVAIL: Paper \$11.95 SCIS 703524

Health education teachers guides. Curriculum Branch Education Department of WA, 1986 - 1991

This is an invaluable set of resources with enormous depth and breadth. Designed for the WA years 7-10 Health Education syllabus it covers all the PD and health aspects of the NSW 7-10 syllabus. There is a separate package for each year 7, 8, 9 and 10 with the content of each clearly explained at the beginning, allowing for ease of access. Each year contains work on the same four strands: community and environmental health; mental and emotional health; physical health and societal health issues. I have used this resource more than any other in formulating my school's 7-10 program. Can be purchased separately but recommended for purchase as an entity. Allow sufficient time to select the material you wish to work with. N. Barrowcliff
 LEV: Lower secondary Middle secondary
 AVAIL: Health education teachers guide year 7 \$18.55
 Year 7 Resource sheets \$10.20
 Health education teachers guide year 8 \$31.85
 Worksheets unit 1 (Year 8) \$5.60
 Worksheets unit 2 (Year 8) \$7.10
 Health education teachers guide year 9 \$44.30
 Worksheets unit 3 (Year 9) \$8.30
 Worksheets unit 4 (Year 9) \$13.55
 Health education teacher's guide year 10 \$57.35
 Worksheets unit 5 (Year 10) \$8.20
 Worksheets unit 6 (Year 10) \$8.00
 State Government Bookshop 815 Hay Street Perth WA 6000 Cheque must accompany order
 EVAL: Highly recommended

BURNS, Robert Healthy decisions. Longman Cheshire, 1991
 ISBN 0582868378 [613.0433]

Eight topics which relate directly to the NSW PD, Health and PE 7-10 syllabus are covered in this health education textbook, part of a series of three. The topics are families, communication in relationships, smoking, alcohol, nutrition, consumer awareness, safe living through avoidance of accidents and diseases. Well-presented factual information is enhanced by relevant charts, diagrams, amusing line drawings and a workable index. Each chapter contains activities but some require additional preparation on the part of the teacher before they could be used in the classroom setting. The language level is appropriate to years 9-10 students and may be suitable for some in years 7-8. G. Carson
 LEV: Lower secondary Middle secondary
 AVAIL: Paper \$15.99 SCIS 702299

MIDDLESTEAD, Maria Healthy living in the 1990s. Hodder & Stoughton, 1991
 ISBN 0340548983 [613]

A fine resource for teachers, this complements many aspects of the PD, Health and PE years 7-10 syllabus and is relevant to all key ideas in the *Active Lifestyle* content strand. The nutritionist author argues that one must develop one's physical, mental and emotional aspects to be healthy. There are detailed sections on nutrients in food, some healthy recipes, menu planning and shopping, fitness and exercise programs, weight maintenance, managing stress, HIV, AIDS, self-esteem, and ageing. It is well set out, both easy to read and accessible with an excellent index. N. Barrowcliff
 AUD: Professional
 AVAIL: Paper \$19.95 SCIS 704264

SCHEMBRI, Gene Introductory gymnastics: a guide for coaches and teachers. Australian Gymnastic Federation, 1983
 ISBN 0959250506 [796.4407]

This was the first comprehensive manual of gymnastics published in Australia and should you need to know the teaching points involved in any gymnastic activity this is the book for you. A very detailed work, it contains sections on floorwork, apparatus, coaching, planning, safety and liability. Included is a useful section listing references and sources for further resources. Relevant for gymnastics in the *Movement Skills* content strand of the PD, Health and PE syllabus. N. Barrowcliff
 AUD: Professional
 AVAIL: Paper \$48.00 SCIS 215291

BRICE, J.M. Life is mine: health and human relationships activities. Longman Cheshire, 1991
 ISBN 0582875471 [158.207]

Relevant to the content strand *Personal Awareness* and the key idea of *Human Sexuality* in the NSW PD, Health and PE syllabus this well-designed teachers' resource book provides learning activities related to self esteem, communication skills, relationships, values and sexuality. The suitability of activities from lower primary to lower secondary is indicated. Some are thus inappropriate for years 7-10 students. A lack of index hinders use but teachers would find the blackline masters for worksheets convenient and useful. N. Barrowcliff
 LEV: Lower primary Middle primary Upper primary Lower secondary
 AVAIL: Paper \$22.99 SCIS 711659

McFADDEN, Judith Lifescience: making your life a success. Martin Educational, 1986
 ISBN 0725309067 [158.07]

Don't be misled by 'science' in the title, this resource is full of lesson plans and activities which are useful for developing the processes through which PD, Health and PE should be taught. It is particularly useful for key ideas related to relationships and communication in the NSW content strands *Interpersonal Relationships*, *Personal Awareness* and *Safe Living*. Fifty copyright free worksheets to accompany specific lessons are provided. G. Carson
 AUD: Professional
 AVAIL: Paper \$25.95 SCIS 381142

GARDNER-LOULAN, Joann Period. Penguin, 1992
 ISBN 0140169156 [612.662]

This attractive small book tells about the changes in the female body leading to menstruation, a girl's first period, the use of tampons and sanitary napkins, and the procedures involved in an internal examination. It deals with emotional as well as physical aspects. There is a chapter of answers to commonly asked questions. Readable, easy to understand with humorous cartoons throughout, the text is interspersed with quotations which illustrate the variety of common experiences and attitudes. Although designed for girls, it would also provide an insight for boys. Relevant to the *Growth and Development* content strand in the NSW PD, Health and PE year 7-10 syllabus. N. Barrowcliff
 LEV: Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$12.95
 EVAL: Highly recommended SCIS 711033

GALE, Jay Sexuality, a boy's guide. McPhee Gribble, 1989
 ISBN 0869140590 [613.953]

Although containing much relevant and interesting information on aspects of adolescent boys' sexuality many younger teenagers may find the work heavy going. The text is reasonably dense, print small and layout pedestrian. The book's strength is its emphasis on attitudes and mental processes as well as the physical side to sex and body changes during puberty. N. Barrowcliff
 LEV: Lower secondary Middle secondary
 AVAIL: Paper \$14.95 SCIS 472226

VOSS, Jacqueline Sexuality, a girl's guide. McPhee Gribble, 1989
 ISBN 086914064 [613.955]

This book is a very thorough account of girls' sexuality but its length, degree of detail and uninteresting presentation could be off-putting for some of those at whom it is aimed. Chapters are, however, divided into manageable segments and address attitudes, feelings, being in control of personal choices as well as the physical aspects of puberty and sex. Includes a useful glossary and a list of organisations from whom further information and help could be sought. N. Barrowcliff
 LEV: Lower secondary Middle secondary
 AVAIL: Paper \$14.95 SCIS 472221

WALLACH, Susan Skin deep. Troll Associates, 1991
 ISBN 0816719985 [646.7]

Aimed exclusively at young teenage girls, this little book is simply written to be easily understood by its target audience. It deals with skin and hair care, outlining the dos, don'ts and how tos of both topics. Quizzes, charts and tips throughout help get the information across. Rather superficial, the emphasis is on developing a glamorous image rather than dealing with the realities of everyday life. Just touches on the key idea, *Adolescence and Change*.
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$3.95 SCIS 673611

Supermarket persuasion: how food is merchandised [videorecording]. Learning Seed, 1991 [658.8]

This video describes how stores and their displays are designed, how goods are packaged, priced and marketed. It shows how consumers are continually encouraged to spend more than they may have originally intended. Some aspects of this American

production do not translate to the Australian situation, but overall the program provides students in years 9-10 with sound information designed to help them make better consumer choices. N. Barrowcliff
LEV: Middle secondary
AVAIL: \$49.00 from Science Press SCIS 684974

MANNISON, Mary Teaching adolescents about contraception. ACER, 1991
 ISBN 0864310811 [613.907]

This is not the kind of resource which teachers can easily dip into. In a loose-leaf ring binder format this resource about contraception education includes background readings, suggestions on classroom organisation, teaching learning strategies and activities. When you dig deeply enough through all the detail there are some very useful activities. Others, such as jigsaw puzzles of genitalia, are less practical. G. Carson
AUD: Professional
AVAIL: \$75.00
EVAL: Consider before buying SCIS 688549

BROWN, Fern G. Teen guide to caring for your unborn baby. Franklin Watts, 1989
 ISBN 0863139256 [618.2]

This simple, readable book is written specifically for teenage girls. It provides the basic biological facts of changes that occur in a woman's body during pregnancy, and also gives practical advice on how to take care of oneself during this time, with sections on fitness, nutrition and the effects of drugs. It does not go into lengthy detail or provide anything additional for teachers of the NSW year 7-10 syllabus that is not readily available in other resources. It is attractively illustrated, with good glossary and index, and suggestions for further reading. A good library resource. N. Barrowcliff
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$22.95 SCIS 475441

Warming up for sport [videorecording]. Department of Education Queensland, 1983? [617.1]

Highlighted is the need for and benefits of proper warm-up routines before commencing physical activity, such as training or competing. Injuries which may occur if the warm-up is not sufficient are outlined. The production is not dynamic or attention grabbing and some students would quickly lose interest. It shows a series of stretches for the larger

muscle groups and would be best used if students performed the stretches being illustrated. Unless a large viewing screen is used this could prove to be fairly difficult and unpractical. N. Barrowcliff
LEV: Lower secondary Middle secondary
AVAIL: \$59.00 Video Education Australasia SCIS 717157

SANDERS, Pete What it's like to be old. Gloucester Press, 1991
 ISBN 0749606347 [305.26]

Old age is presented from the perspective of a young person in this sensitively produced short book which encourages independent reading. The use of a chatty style with questions and answers in boxes grabs the attention of the reader. Major issues about old age are introduced and related wherever possible to the reader's own experience. Lots of colour photographs show old people from many cultural backgrounds undertaking a range of activities. Although very British in feel there is no problem for the Australian student as service information is similar in both countries. L. Bowring
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$19.95 SCIS 711164

MADARAS, Lynda (with Area Madaras) What's happening to my body? a growing up guide for parents and daughters. Penguin, 1989
 ISBN 0170088229 [612.661]

MADARAS, Lynda (with Dane Saavedra) What's happening to my body? a growing-up guide for parents and sons. Penguin, 1989
 ISBN 0140088237 [612.661]

Both these books provide the basic information about what happens to boys and girls during puberty. As well as dealing with the physical aspects, it also discusses the moods and feelings which may occur during this time. It is written in simple, everyday language which is light and easily readable. Both books are long (approximately 260 pages) but each has an excellent index to facilitate quick reference to answer most specific questions, dealing with all questions in a commonsense and non-judgemental way. It is designed to promote discussion between adolescents and their parents or teachers. A very appropriate text for the *Growth and Development* strand of the NSW PD, Health and PE year 7-10 syllabus. N. Barrowcliff
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$12.95 ea SCIS 475782 & 475783 ♦

Science and Technology K-6 Update

The first issue of *Scan* for 1992 carried a bibliography of resources to support the syllabus in Science and Technology for years K-6. Since its publication Curriculum Directorate's SCIS Cataloguing and Review Team have continued to receive materials from publishers which fall within the scope of this syllabus. Listed below (alphabetically by title) are reviews of some of the items we have received.

ALLEN, David The air around us. Ellsyd, 1991
 ISBN 1863540083 [551.5]

Environmental concerns and natural phenomena in the atmosphere are discussed in this visually stimulating book. The language is conversational and the use of questions invites an investigative approach to study. The lively cartoon style drawings provide popular appeal. The ambiguous topic headings in the contents section are irritating in view of the absence of a glossary and index. However, the brightly coloured cover should engage the reader's attention and the paperback format makes it easy to flip through the pages for information. M. Buttenshaw
LEV: Middle primary Upper primary
AVAIL: \$7.95 SCIS 708620

GATES, Phil The aliens are coming: plant life and the greenhouse effect. Puffin, 1992
 ISBN 0140346368 [581.5]

Plant invaders of the United Kingdom are described in detail with experiments illustrated with amateurish, though adequate, black and white sketches to investigate how plants work, how they compete with one another and how climatic changes will effect them. Latin names aren't introduced until page 55 which causes some problems in identifying the weeds. Many of the ideas for botanical experiments are useful, as is the glossary, if not the list of British seed suppliers. The author's condescending tone and the British bias contrast most unfavourably with series such as Suzuki's. A similar book on Australian noxious plants would be more useful. Not a first choice. G. Phillips
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 710102

Atlas of the environment. Wayland, 1991
 ISBN 0750202009 [333.7]

Everything around and including us is encompassed by the term environment as defined by this atlas. After an overview of the natural and human world, special environmental issues such as forest degradation, food and farming, desertification, the energy crisis and pollution are dealt with. Predictions are made regarding future issues, in particular climate and conservation. The user will find considerably more text in this atlas than is

usual, the sentences often contain complex language. The maps, which require substantial interpretive skills, would be a useful a starting point for junior secondary school students. L. Bowring
LEV: Lower secondary Middle secondary
AVAIL: \$29.95 SCIS 708494

BURTON, Jane Coral reef. Angus & Robertson, 1992
 ISBN 0207172625 [574.5]

This is an impressive book, a glorious collection of beautifully sharp, close up colour photographs of creatures of the coral reef. The detail is engrossing, the pages carefully designed, and the captioned information relevant and appropriately placed, despite small type. An initial double page spread shows all the creatures. Relative sizes are confusing on this introductory page, but clearer through use of diagrams on subsequent pages. A motivating resource which will serve as an introduction to more comprehensive and sequenced information on the subject. J. Buckley
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: \$16.95
EVAL: Highly recommended SCIS 715386

In the same series:
GREENWAY, Frank Rainforest. Angus & Robertson, 1992
 ISBN 0207072617 [574.5]
 SCIS 715510

GREENWAY, Frank Desert Life. Angus & Robertson, 1992
 ISBN 0207072595 [574.5]
 SCIS 715508

GREENWAY, Frank Pond Life. Angus & Robertson, 1991
 ISBN 0207172609 [574.5]
 SCIS 715509

TAYLOR, Barbara The Collins animal atlas. HarperCollins, 1992
 ISBN 0732249481 [591.9]

By presenting animals together with their natural habitats, this book aims to promote a deeper understanding of the world's wildlife. Each double page spread has a map showing major geographic

features of a region, with symbols denoting wildlife distribution. Coloured photographs give a realistic impression of the terrain. Illustrations of individual creatures are superb, with the attention to detail giving a real-life appearance. Although larger than normal in size, this book, with its useful introduction and Australasian section, is a valuable resource on wildlife. M. Buttenshaw
LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 711785

COUPER, Heather *The Collins space atlas*. Harper Collins, 1992
 ISBN 0732200903 [523.2]

Introducing the interesting concept of a space atlas, this book aims to provide an overview of the universe. Complete with contents, index, fact and figures windows and ideas for practical experiences, this comprehensive resource does just that. Each double page spread focuses on different topics, including the planets, stars and galaxies. Illustrations include spectacular space photographs and detailed art work. Accurate information is presented in a variety of print sizes. Some detailed captions with small print are difficult to read, but overall this is a most attractive resource. M. Buttenshaw
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$24.95 SCIS 713865

BENDICK, Jeanne *Comets and meteors: visitors from space*. Eagle, 1991
 ISBN 1855110822 [523.6]

This simply written explanation of the topic organises information logically and clearly defines terms. Accompanying colour illustrations by Mike Roffe further elucidate the text. At times the text addresses the reader directly, using questions to focus information and to draw on interest in the topic. This results in a resource which both answers questions and promotes curiosity. Contents, index, highlighted and defined astronomical terms, large text and effective illustrations enhance this resource. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 704455

In the same series

BENDICK, Jeanne *Moons and rings: companions to the planets*. Eagle, 1991
 ISBN 1855110830 [523.4]
 SCIS 704456

STODART, Eleanor *Creeks & Ponds*. Weldon, 1992
 ISBN 1863021256 [591.52]

Young investigators who love to puddle in shallow

creeks and ponds will find this easy-to-read compact field guide a bonus. Set out as a model note pad (with faint lines and in note form) it provides brief, accurate information on freshwater creatures found in accessible shallow water. It describes appearance, habits and habitat. Diagrams and colour photographs assist with the identification of individual creatures. Teachers will also find the guide invaluable. There are scientific names, an index and a glossary of more complex terminology. L. Bowring
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 710532

ALLEN, Carol *The earth beneath us*. Ellsyd, 1991
 ISBN 1863540164 [550]

Anyone interested in geography or geomorphology would appreciate this simple presentation of natural forces at work on the earth's surface. Using accurate, simple information this book covers such popular topics as volcanoes, continental drift, glaciers, fossils and earthquakes. Unfortunately an index and glossary are not included, and the gimmicky nature of the titles in the contents makes the location of specific information difficult. Double page spreads on each topic are attractive, with brightly coloured simple line drawings and clear, well-labelled diagrams, which give a good idea of the subject matter and relate well to the text. M. Buttenshaw
LEV: Middle primary Upper primary
AVAIL: \$7.95 SCIS 709829

JEDROSZ, Aleksander *Eyes*. Eagle Books, 1992
 ISBN 1855110342 [612.8]

This full colour, well-bound book is one of five in the series *You and Your Body*. The structure and functions of the human eye are explained in straightforward language, with accurate, good quality illustrations, diagrams and photographs, including electron micrographs, on every page. Sections include colour-blindness, field of vision, animal eyes and eye care. Simple activities are suggested to demonstrate some points. A contents, index and a small glossary are included. A good, basic introduction to the topic. G. Phillips
LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 707763

In the same series:

MATHERS, Douglas *Ears*. Eagle Books, 1992
 ISBN 1855110334 [612.8]
 SCIS 707767

SAUNDERSON, Jane *Muscles and bones*. Eagle Books, 1992
 ISBN 1855110326 [612.7]
 SCIS 707771

SAUNDERSON, Jane *Heart and lungs*. Eagle Books, 1992
 ISBN 1855110318 [612.1]
 SCIS 707774

MATHERS, Douglas *Brain*. Eagle Books, 1992
 ISBN 1855110350 [612.8]
 SCIS 707756

MacLENNAN, Greg *Generate, create, investigate. Book 3*. Jacaranda Milton, 1992
 ISBN 0701628995 [507]

Everyday items (and suggestions for their storage) for use in Science and Technology are listed in the first part; suggestions for using them, under the headings *Built Environments, Information and Communications, Living Things, Physical Phenomena, Products and Services* and *The Earth and its Surroundings*, comprise the remainder of this work which relates well to the syllabus. It would be particularly useful for those teachers who are inexperienced in some areas of the syllabus, electric circuits for example; the use of everyday items to produce these is also invaluable. A valuable resource for both teachers and students, it is however important to withhold some of the ideas when students are designing their own projects. F. Gardiner
LEV: Upper primary
AVAIL: Paper \$19.95 SCIS 713220

MORRIS, Beryl *The greenhouse effect: exploring the theory*. CSIRO, 1990
 ISBN 0643050566 [363.73]

The greenhouse effect has the potential to affect many aspects of our lives. Preparing for changes in the atmosphere, sea level and climate requires human responses in farming, engineering and other aspects of society which are addressed in this authoritative Australian book. Targeting 10-16 year olds, the material is presented in manageable sections and activities are graded for the different age groups. As sentences are complex some younger readers in this age group may need assistance with the text. There are descriptive chapter headings but no index. L. Bowring
LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: Paper \$11.95 SCIS 636108

DEWAN, Ted *Inside the whale and other animals*. Angus & Robertson, 1992
 ISBN 0207172161 [591.1]

Detailed, captioned anatomical illustrations of living creatures fill the pages of this resource, which aims to demonstrate both the similar functions of living

things and the interesting differences between species. Illustrations feature representatives from all animal and many insect groups. Diagrams are effectively used both to show body systems and to illustrate distinguishing features of each creature, for example the sight of an owl and a shark's jaw action. A great deal of information is provided by the captions, offering interest for both readers and casual browsers. J. Buckley
LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 715448

DUNN, Andrew *Lifting by levers*. Wayland, 1992
 ISBN 0750202181 [621.8]

The enthusiastic science and technology student will be able to identify all sorts of levers after reading this book. Examples such as scissors, the wheelbarrow, a fishing rod and even a grand piano, are given, and in language appropriate for students, clearly explained. Questions encourage the investigative process. The use of simple, colourful drawings and photographs of real life machines aids understanding of each section. Further reading lists, contents, glossary and index are all included. Linked with a practical hands-on approach, this well bound book provides the basis for a stimulating study of levers. M. Buttenshaw
LEV: Lower primary Middle primary Upper primary
AVAIL: \$24.95 SCIS 704675

Machine poems / compiled by Jill Bennett. Oxford University Press, 1991
 ISBN 0192760947 [821]

While this picture book looks as though it was designed for very young children, there are some quite complex concepts hidden in the poems. As such it may be a useful addition to the relatively small number of resources available to support the technology aspect of the Science and Technology K-6 syllabus. The poems address ideas such as technology as a work saver, technology out of control, impinging on or polluting the environment. 'Cleaning ladies' is somewhat disturbing in its sexist title. Perhaps the book could be used as a stimulus for children to write their own technology-related poetry. The illustrations are colourful and simplistic in style. F. Moloney
LEV: Lower primary
AVAIL: \$15.95 SCIS 707542

No small change: a history of telecommunications
[kit]. Telecom Australia Payphone Services, 1991
[384.609]

Promoting Telecom's role as a communications provider, this video and accompanying booklet highlights some landmarks in the history of telecommunications from message sticks, to satellites and fibre optics. The video's stereotypical characters and Agro's brand of humour, could irritate some teachers but may well appeal to primary students. More useful is the booklet which provides information, 'did you know' snippets and suggested activities, some of which look fun. A contents page or simple index would have enhanced its capacity for information retrieval. Curriculum applications include the Information and Communications content strand of the NSW K-6 syllabus for science and technology. H. Vickers
LEV: Middle primary Upper primary
AVAIL: \$26.50 Telecom Payphone Services
PO Box 3964 Parramatta NSW 2124 SCIS 705487

GOSNELL, Kevin Nuclear power stations.
Gloucester, 1991
ISBN 0749607041 [621.48]

Nations are now questioning the future of nuclear power, and this book provides a topical coverage of this subject. Each double page spread deals with a different aspect of the nuclear power station. Contents, glossary and index are clearly set out. Well labelled colourful diagrams appear, along with contemporary photographs. The detailed captions are appropriate. For such a specialised resource, explanations are concise and clear. Overall, this is a well-bound, high quality book which should appeal to the student researcher. M. Buttenshaw
LEV: Upper primary Lower secondary
AVAIL: \$21.95 SCIS 711993

HOBAN, Garry Primary science and technology teacher's resource with instructional support and blackline masters. Martin Educational, 1992
ISBN 0725309156 [507]

Primary teachers will find much practical assistance for their science and technology programs in this resource book. Eight topics are covered: air pressure and movement; water properties; weather; environmental issues; gravity; the human body; simple machines and the solar system. Within each topic nine student activities are outlined on reproducible print masters. These activities seek to integrate technological applications with science investigations. Instructions for students are precise and clearly presented. H. Vickers
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$29.00 SCIS 717135

DUNN, Andrew Simple slopes. Wayland, 1991
ISBN 0750202173 [621.9]

Offering a fresh approach to the subject of simple slopes, this book surprises with some of its examples, including the zip fastener and the door key. The clear diagrams, bold headings and large text facilitate learning, while the coloured photographs show objects which use adaptations of this simple machine. The book's usefulness, especially for science and technology, is enhanced by the inclusion of contents, glossary, index and suggestions for further reading. M. Buttenshaw
LEV: Lower primary Middle primary Upper primary
AVAIL: \$24.95 SCIS 704677

McCORMICK, Sharon Structures. Cherrytree Press, 1992 (Science Projects)
ISBN 0745151159 [690.07]

Science Projects is a series of six titles designed to help students understand the basic principles of science. Each title concentrates on one area of scientific knowledge and provides a balance between information and simple projects. All books in the series are visually well presented and include an index, glossary and further reference list. There are very few resources which support the technology aspect of the NSW K-6 Science and Technology syllabus. Structures is therefore, along with others in the series, a very useful resource for this purpose. The language, instructions and diagrams are accessible for students from year 3 and up. The structures to build, such as stalagmites, beehives, dams, bridges, look like fun and require only simple equipment and materials. More difficult projects are coded accordingly. F. Moloney
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$20.95 SCIS 716158

In the same series:

LE BLANC, Beverly Chemistry in the kitchen.
Cherrytree Press, 1992 [540.7]
ISBN 0745151183 SCIS 716174

McCORMICK, Frank Experiments with flight.
Cherrytree Press, 1992 [690.13007]
ISBN 0745151167 SCIS 716166

NEWMAN, Barbara The human body. Cherrytree Press, 1992 [612.007]
ISBN 0745151175 SCIS 716169

VAN ZANDT, Eleanor Projects in biology.
Cherrytree Press, 1992 [574.07]
ISBN 0745151167 SCIS 716164

McCORMICK, Sharon Weather projects. Cherrytree Press, 1992 [551.6]
ISBN 0745151205 SCIS 716151 ♦

Picture Books

All items in the following fiction bibliographies are listed alphabetically by title.

PARSONS, Alexandra Araminta's daydream. Heinemann Australia, 1991
ISBN 0855614587

Araminta Jones does not like shopping. So when she is forced to visit a department store, her fantasies run wild to keep her entertained. Merchandise in the Food Hall comes alive, as do the vocal shoes, dancing hats, active cookware, inhabited beds, bouncing furniture and menacing coats. Wonderfully detailed illustrations by Drahos Zak create a fantasy world both surreal and scary. The fantasy has an edge of terror, despite its entertaining nature. Effectively combining line drawings with colour, the large pages of this picture book invite readers to enter a fantasy world. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 712233

GARLAND, Sarah Billy and Belle. Reinhardt, 1992
ISBN 1871061296

This picture book traces one important day in the life in the urban-dwelling, multiracial family of which Billy and Belle are a part: their brother Adam's day of birth. Several other sub plots coexist in this work which is in semi-comic book format. Minimum text is ably complemented and enhanced by simple but detailed illustrations. The range of opportunities for language development make this an excellent book for class use but it will be popular with individual readers too. F. Gardiner
LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 714644

McROBBIE, Narelle Bip the snapping bungaroo. Magabala, 1990
ISBN 095881015X

Bip is a little bungaroo (turtle) who is exceedingly proud of his ability to snap his jaws. When Mrs Kangaroo borrows the snap from the sleeping turtle, not only Bip but all the other animals in the community are dumbfounded by his sudden loss of trademark expertise. Simplicity is the focus and strength of this work: story and text are accessible to very young readers; and the illustrations by Grace Fielding are splendid examples of line and colour, all brought together in an outstandingly designed publication. F. Gardiner
LEV: Preschool Lower primary
AVAIL: \$14.95 SCIS 671855

CLARK Emma Chichester The bouncing dinosaur. Mandarin, 1991
ISBN 0749704144

Bouncing around with happiness proves to be unsuitable behaviour for a large dinosaur. His new found animal friends ask the dinosaur to leave the valley. An element of suspense is created as a hungry old fox appears, and it is only the actions of the dinosaur which save the animals. Now much appreciated, the dinosaur becomes a well loved friend. Watercolours are fresh and lively, depicting the relative sizes of the animals and their changing emotions. Full of anachronisms which could be good discussion starters. J. Buckley.
LEV: Preschool Lower primary
AVAIL: Paper \$7.95 SCIS 712201

ANHOLT, Laurence The forgotten forest. Millennium Books, 1992
ISBN 0855749059

In an environmental fable for modern times this picture book traces the gradual destruction of the great forests until all that is left is a single boarded up and forgotten forest; forgotten by all but the children who go there to play all year round. Eventually, the bulldozers arrive to destroy even this tiny forest but the sorrow and tears of the children trigger the adults' memory and instead of destroying the forest they pull down the fence and plant new trees. Full page colour illustrations enhance the appeal of the simple text. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95 SCIS 712292

MAHY, Margaret The horrendous hullabaloo. Hamish Hamilton, 1992
ISBN 0241132509

Peregrine the pirate not only soaks up his aunt's hospitality on his R&R visits but he won't take her to the nightly party he attends: she has to parrot sit for him. She, however, beats him at his own game, several of his own games in fact. Margaret Mahy's bursts of alliteration and assonance are beautifully matched by Patricia MacCarthy's exuberant illustrations, their unusual white outlines giving them the appearance of negatives. This one is sure to appeal. F. Gardiner
LEV: Lower primary
AVAIL: \$18.95 SCIS 714720

FRONT, Sheila and Charles Jacob and the noisy children. Andre Deutsch, 1991
ISBN 0233986278

The setting is important in this picture book - winter in a small village in rural Europe or Russia. Jacob is a tailor, working in the one roomed house with his wife and 3 children. The children's noise disturbs him, and he seeks counsel from the rabbi. The rabbi's advice is wise and eventually Joseph is able to accommodate the demands of the children with his need for peace and quiet. Excellent colour illustrations capture the changing moods of the story, and highlight the life of the village and the supportive networks available to the family. A thoughtful picture book which explores a universal theme. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 SCIS 714640

LITTLE, Jean Jess was the brave one. Penguin, 1991
ISBN 0670834955

A charming and gently amusing story of Claire, who would like to be brave like Jess, her younger sister who is never frightened of anything whether it is visiting the doctor for injections, or climbing trees. Claire's parents see her problem as an overactive imagination but Claire is finally able to put this imagination to good use when Jess's favourite bear, Pink Ted is snatched on the front lawn by a group of older children. The realistic full page illustrations by Janet Wilson provide a number of subtle perspectives from which to view the story and build a wonderful picture of children's fears and sibling relationships. M. Ellis
LEV: Lower primary
AVAIL: \$19.95 SCIS 711952

BENNETT, David The lonely whale. Kingfisher, 1991
ISBN 0862726883

Companionship between a whale and a sailor is the focus of this picture book. Sam and his shipmates are saved after their ship is wrecked by the whale they attempted to kill. Sam trusts the whale, but the rest of the shipwrecked crew do not, and trouble develops as the men are forced to live on a small island. They must decide whether or not to save the whale, and in doing so come to understand the reasons for Sam's friendship. Watercolours by Karin Littlewood add a soft romance to this gentle story, although the choice of purple for the whale is unusual. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$17.95 SCIS 709073

ALLEN, Pamela Mr McGee goes to sea. Viking, 1992
ISBN 0670840165

Mr Magee is back, with his spreading tree and a pot of tea. He does indeed go to sea, via the unusual route of a flood of raindrops. His escape from the sea and back to the safety of his tree is equally absurd. Beautifully detailed illustrations carry much of this story, which has a simple circularity and enough ridiculous adventure to appeal to young readers. The tightly rhyming text has an element of predictability and would be suitable to read aloud. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 714745

ORAM, Hiawyn Mine! Hodder & Stoughton, 1992
ISBN 0340566698

'Mine!' shrieks Claudia at every possible opportunity when her quiet friend Isabel comes to play. The difficulties of sharing are poignantly and wittily expressed as Claudia takes over every plaything. It is Isabel, however, who triumphs as destruction is the result of Claudia's selfishness. Terrific watercolour illustrations by Mary Rees carry the jokes of this polished text. The heightened emotional state of the playmates and the grim determination of Claudia's mother are beautifully depicted. A funny picture book which will bring a wry response from older readers as they recall similar childhood experiences. It will also delight long suffering parents. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$13.95 SCIS 711954

GLEESON, Libby Mum goes to work. Ashton, 1992
ISBN 0868966061

What does mum do when she goes to work? This carefully crafted picture book demonstrates the varied answers to this question. The activities of the mothers are paralleled with a depiction of the activities of their preschool children at a day care centre. A realistic mixture of occupations and a culturally diverse group of mums ensure that stereotyping is avoided. There is much material for discussion in this warm and well observed story. Excellent pencil illustrations by Penny Azar focus the text. Text and illustrations interact well in this loving look at human activity, which explores its topic with depth and richness. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$16.95 SCIS 712924

PITTAU, Francisco Paprika. Hamilton, 1992
ISBN 0241132436

Paprika's loneliness is solved when his dreams take him to the moon, where he meets Gertrude, a goose who becomes his companion. Together they journey through the night sky, visiting a fair and going on a sea voyage. This picture book is an interesting combination

of an extremely simple symbolic text and flat, naive style colour pencil illustrations. A sense of old fashioned innocence pervades the book, a strong narratorial voice tells the story, and the illustrations encourage the reader to surrender to this fantasy. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$19.95 SCIS 714409

BRADFORD, Clare Phillip and Jack the monster. Angus & Robertson, 1992
ISBN 0207167893

The imaginary friend of early childhood is here a monster, upon whom Phillip can blame all his misdemeanours. His patient mother becomes increasingly exasperated, and when Phillip passes on his mother's comments, the monster leaves. Both Phillip and the monster are lonely and when reunited become a strengthened partnership, delighting in tricking mum. Ulrike Kundrus' illustrations use bold colours which contrast with the large white areas of the well designed pages. Both Phillip and the monster are affectionately depicted in this picture book. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$18.95 SCIS 705938

MACDONALD, Marianne The pirate queen. Orchard, 1991
ISBN 1852133295

Fantasy and play are blended in this picture book as Maggie becomes leader of a pirate crew. Illustrations by Jan Smith use opposite pages to suggest the play situation and its imaginative counterpart. The text describes the pirate adventures only. So Maggie finds treasure and face paint in her mother's dressing table, rams a treasure ship and is injured, and finally comes under the magic spell of her mother in time for afternoon tea. Bold use of colour and bright illustrations enliven the story. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$19.95 SCIS 711314

WILD, Margaret The queen's holiday. Penguin, 1992
ISBN 0670830526

The royal progress on holiday is cumbersome and fraught with inconvenience caused by the queen's frivolous entourage. The page boy, lady-in-waiting, groom, bodyguard and others lose their solemnity and frolic along the way, until the queen takes matters in hand. Sue O'Loughlin's queen is reminiscent of Queen Victoria in appearance, a fitting counterpoint to her joyously exuberant staff. Gentle colour and finely lined illustrations add bounce to this simple tale. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$17.95 SCIS 716014

VAN KAMPEN, Vlasta Rockanimals. North Winds, 1991
ISBN 0590736604

A sequel to *Orchestranimals* in which we again meet the animal members of the orchestra. A mix up with the instruments leaves them without their classical instruments, and forced to become rock musicians at short notice. Their success is immense, as the gloriously detailed illustrations by Irene Eugen demonstrate. Full of interest for all aspiring rock musicians, the illustrations are a stronger feature of this picture book than the straightforward text. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$14.95 SCIS 714608

JORDAN, Martin Ronnie: the red-eyed tree frog. Kingfisher, 1991
ISBN 0862728428

A Central American tree frog sets out on a quest to the wise Oracle Toad of the Amazon who will advise him on how to save his home from encroaching mankind. He meets South American native animals who comment on exploitation by humans. The lively dialogue is appropriate. The theme of conservation is woven into the tale. This picture book is illustrated with glowingly coloured oil paintings. Although the story is longer than most, read aloud it could prompt enquiry into wild animals, endangered wildlife, pollution as well as being an entertaining story. A journey map would add interest. M. Hamlyn
LEV: Lower primary Middle primary
AVAIL: \$18.95 SCIS 713053

WILD, Margaret Sam's Sunday dad. Hodder & Stoughton, 1992
ISBN 0340539674

Having a Sunday-only dad is a constantly aching sadness for the un-named narrator. He also has to cope with a bothersome little sister, a less than constant friend and the usual ups and downs of life. The emotive but not sentimental text is well supported by Lorraine Hannay's fine illustrations. But there are 2 major flaws. The age of the narrator is wobbly, both in the text and illustrations: it ranges from about 6 to 10. And there is a major problem with continuity: his fickle friend Jason begins with straight hair and light skin, progresses to dark curly hair and finishes as perhaps a Pacific Islander. F. Gardiner
LEV: Lower primary
AVAIL: \$16.95 SCIS 714928

HUTCHINS, Pat Silly Billy. Random House, 1992
ISBN 0091827019

Being an older sibling is often a trial especially when all

of the adults in the family harp on the fact that since Billy is 'only little' he should have a turn. And even more especially when, in the process, he systematically destroys each of Hazel's (his slightly older sister) games. I'm not convinced that the conflict, or particularly the resolution, is acceptable, fostering the idea that the younger sibling should be allowed to wreak havoc with impunity. Apart from the philosophy, the book is of the usual high standard associated with this author/illustrator's work: simple repetitive text embellished by fine illustrations of friendly monsters. F. Gardiner

LEV: Lower primary

AVAIL: SCIS 713382

COLE, Babette *Tarzanna!* Hamilton, 1991
ISBN 0241131332

A new Babette Cole picture book is always a treat, and this treatment of the Tarzan tale is no exception. With her customary humour Cole turns the tables on the legend as the sprightly Tarzanna is taken to visit the city by Gerald, a spider loving schoolboy. Spiders, jungle animals, pickpockets, robbers and a Prime Minister take part in the ensuing melee. Colour illustrations abound with puns and ridiculous detail. J. Buckley

LEV: Middle primary Upper primary

AVAIL: \$17.95 SCIS 699674

COWCHER, Helen *Tigress.* Andre Deutsch, 1991
ISBN 0233986774

Large, vibrant illustrations work with a minimal text in this plea for conservation of a tigress. The conflicting demands of land use, balanced between the need for grazing land and the need for wildlife sanctuary are well demonstrated in the simple story. The herdsmen must resolve the dilemma of scaring the tigress away and maintaining their grazing land. Well designed watercolours, many of which are large close up perspectives demonstrate the problem and its successful, albeit temporary solution. A useful stimulus to discussion of land management and wildlife conservation, this is an impassioned and effective work. J. Buckley

LEV: Middle primary Upper primary

AVAIL: \$14.95 SCIS 711251

English K-6

A draft copy of this syllabus is to be sent to schools at the end of Term 2 or early Term 3. The Department is seeking a response from schools via a survey which is expected to be forwarded to schools about 6 weeks after the draft syllabus is received. It is anticipated that schools will have two weeks to complete the survey. Teacher-librarians will be interested in considering both the resourcing implications and the ways in which information skills are incorporated into the proposed syllabus. It is therefore important that teacher-librarians read the syllabus and actively participate in the preparation of the school's response so that the views of teacher-librarians are represented. The Department will use the data collected from the survey as the basis of the Departmental response to the Board of Studies.

PAGE, PK *The travelling musicians.* Viking, 1991
ISBN 0670843679

This classic adventure, joyfully retold, introduces the animal musicians and recounts their cooperative effort to foil a group of robbers. Using lilting text which would be good to read aloud, the story introduces suspense and triumph. Watercolours by Kady Macdonald Denton make effective use of the pages, reinforcing the movement and action of the text. Both words and pictures interact well in this simple and satisfying picture book. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: \$19.95 SCIS 713346

BENJAMIN, AH *What's up the coconut tree?* OUP 1992
ISBN 0192798960.

Here is a mystery for the jungle animals - who is writing the notes attached to the coconut trees? These notes warn against all sorts of behaviours, dancing, crying, singing and blowing raspberries amongst them. As each animal is bumped on the head by falling coconuts after disobeying the notes, it is up to the king of the jungle to solve the problem. The book's conclusion is ambiguous. Colour illustrations by Val Biro do much to enliven this story. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$16.95 SCIS 709871

GLEESON, Libby *Where's mum?* Ashton Scholastic, 1992
ISBN 1862910863

Though dad is the one who has picked up the children from kindergarten he expects that it is mum who will be home first. When she is not home the children speculate as to the reason why. Drawn from their experiences they imagine her in their fantasy world of nursery rhymes and fairy tales. The combination of Gleeson's simple text imaginatively fixed in the world as the child sees it, and Craig Smith's vivid, brightly coloured illustrations, humorously juxtaposing the world of fantasy with the realities of life in a busy household with 3 preschoolers, creates an amusing picture of everyday life and prepares one for the unexpected conclusion. M. Ellis

LEV: Preschool Lower primary

AVAIL: \$17.95 SCIS 711146 ♦

Fiction

For younger readers

KING-SMITH, Dick *Blessu and Dumpling.*

Penguin, 1992

ISBN 0140346988

Blessu is an elephant whose hay fever results in an elongated trunk. Dumpling is a dachshund of insufficient length. Each animal tries to change the situation. The author's affinity with animals shows in the writing, but these are 2 short pieces which do not allow for much reader involvement. Well presented with large type and line drawings on each page, they are pleasant and cheerful stories. J. Buckley

LEV: Middle primary

AVAIL: Paper \$6.95 SCIS 710931

IRELAND, Julie *The blue planet.* Angus &

Robertson, 1992

ISBN 0207172749

An original fantasy for newly independent readers, this is a combination of 2 stories: a description of how Sally Anne and Lucy react when they find a fairy; and the journal of Starship Searcher 2, whose leader becomes involved with giants on an unknown planet. The girls act with sense and compassion as they revive their so-called fairy, and the tiny interplanetary creature responds to their efforts. Different type styles ensure that the strands of this gentle story are easily understood. Young readers can enjoy the ironies of observing the same events from different perspectives. J. Buckley

LEV: Middle primary Upper primary

AVAIL: Paper \$7.95 SCIS 711502

HORNIMAN, Joanne *The ghost lasagne.* Omnibus,

1992

ISBN 1862911444

With a touch of mystery, warmly observed family settings, lots of discussion about food and the wry humour of Antonella its 12 year old narrator, this short novel offers something of interest to most young readers. The delicious ghost lasagne is invisible and self replenishing. Where does it come from and how is it involved in plans to reopen an Italian restaurant? These are the concerns of Antonella and her friend Dip as the mystery deepens. Line drawings by Margie Chew contribute to the atmosphere of this amusing story. J. Buckley

LEV: Upper primary

AVAIL: Paper \$6.95 SCIS 714471

OLDFIELD, Pamela A *ginger cat and a shaggy dog.*

Penguin, 1992

ISBN 014034781X

Two gentle and satisfying stories form this short novel, which describes likeable pets and their child owners. Ginger is an adventurous kitten who seems likely to use up her 9 lives. Shaggy is a large dog who arrives to live with Timmy. Timmy soon realises that Shaggy is the lost pet of his new neighbours, and must resolve his conscience. Suitable for reading to younger children, this is a simple story, charmingly illustrated by Linda Birch. J. Buckley

LEV: Middle primary

AVAIL: Paper \$6.95 SCIS 708981

WHEATLEY, Alan *He's got to learn.* Angus &

Robertson, 1992

ISBN 0207174881

Henry is a typical puppy, untrained and into everything, but his owner Rosie loves him. Her mother is less impressed and threatens to get rid of him if he cannot learn to be better behaved, so Rosie enrolls him in obedience classes. Progress is slow and it is only Rosie and her grandfather who notice any improvement. Henry finally does learn and then it is time for the adult members of the family to also learn that praise is a valuable teacher. Conversation balloons and humorous black and white illustrations add to the appeal of this text for young able readers making the transition to longer stories. M. Ellis

LEV: Lower primary Middle primary

AVAIL: Paper \$6.95 SCIS 711529

HILTON, Nette *The hiccups.* Angus & Robertson, 1992

ISBN 0207175837

Timid Timothy hiccups when confronted with new situations. At his new school, he meets plenty of these, which results in a constant explosion of hiccups. In overcoming his affliction, Timothy discovers the value of being a friend to others. Written in the first person with humour and perception, the story presents us with a satisfying selection of recognisable characters. Arranged in episodic chapters, the text is complemented by Craig Smith's distinctive black and white drawings which capture the essence of the story perfectly. The brightly coloured cover is a bonus. M. Buttenshaw

LEV: Lower primary Middle primary

AVAIL: Paper \$8.95 SCIS 711745

McCALL SMITH, Alexander *Jeffrey's joke machine*. Penguin, 1992
ISBN 0140347771

A joke machine is a terrific idea, and Jeffrey finds one in the junk shop where he works on Saturdays. The machine produces funny jokes and becomes a source of income, but things go wrong when sabotage enters the story. An English setting characterises this short, entertaining novel. None of the jokes at which the characters laugh uproariously appear in the text, putting the reader into a frustrating position. Despite this, the story combines adventure, mystery and humour effectively. J. Buckley

LEV: Upper primary

AVAIL: Paper \$7.95

SCIS 709142

ODGERS, Sally *Just like Emily*. Angus & Robertson, 1992
ISBN 0207174903

Accompanied by humorous black and white illustrations this is an entertaining story of friendship and growing centred around two children, Jade and her best friend Emily, who do everything together until the day Emily takes up dancing lessons without Jade. The abrupt change in circumstances prompts new understandings for both of them. Less able readers may not be suited by this resource as the text is more difficult than the format suggests, with conversation balloons supplying some of the story and possibly inhibiting comprehension and sequencing for less able readers. This is, however, an appealing and valuable resource for younger, able readers making the transition to longer books. M. Ellis

LEV: Lower primary Middle primary

AVAIL: \$6.95

SCIS 711518

WHEATLEY, Alan *Missing Minikin*. Angus & Robertson, 1992
ISBN 0207174199

Minikin the much loved family cat has disappeared and all attempts to locate her have failed. The family dog finally manages to attract the attention of the family and lead them to Minikin and her secret. The simple plot is accompanied by humorous black and white illustrations. Conversation balloons tell some of the story and also add the occasional gentle witticism. In this story they are less of a distraction to poorer readers as the print is larger, they are used sparingly, and their position on the page makes the role in sequencing the story obvious to the reader. This is a valuable and appealing resource for younger readers developing their confidence with longer books. M. Ellis

LEV: Lower primary

AVAIL: Paper \$6.95

SCIS 711527

KRAILING, Tessa *Only Miranda*. Penguin, 1990
ISBN 0140346279

After her father is imprisoned for embezzlement, Miranda and her mother move to a new town to rebuild their lives. At school, Miranda, a likeable, independent girl decides to befriend Chrissie, an uncommunicative loner. Supported by her mother and Mr Wing, a Chinese cook, Miranda comes to terms with her father's crime. Two perspectives on stealing are explored in the story, which is written with humour and insight. The characters are consistent, but do not have great depth. This is a competently crafted school story. M. Buttenshaw

LEV: Middle primary Upper primary

AVAIL: \$6.95

SCIS 713663

SHERLOCK, Maureen *Pink fluffy slippers*. Omnibus, 1992
ISBN 1862911452

What to buy for Mum's birthday? Pink fluffy slippers! After all they will match her hair. Mum is not the pink slipper type, however, and the slippers keep on disappearing. The irony of the situation will entertain older readers, but may be lost on exactly the young pink slipper buyers most likely to read the story. Easy to read, short and with illustrations carefully organised to assist meaning, this is a funny story well illustrated by Craig Smith. J. Buckley

LEV: Middle primary Upper primary

AVAIL: Paper \$6.95

SCIS 714464

CHAPMAN, Jean *The screaming demon ghostie*. Omnibus, 1992
ISBN 1862911320

Kate is warned never to go down the bush track after dark. However as cook for Sir Merino and living in a cottage at the end of the track, she must. When she does encounter the ghostie she finds the situation not too daunting. A happy ending to this light hearted period piece wraps up a mildly spooky story with great style. Line drawings by David Cox are a wonderful addition to the story, pacing and extending the text. Good to read aloud. J. Buckley

LEV: Middle primary Upper primary

AVAIL: Paper \$6.95

SCIS 711134

GARLAND, Sarah *Shadows on the barn*. Harper Collins, 1991
ISBN 0006737765

Sarah Garland addresses an older age group in this short novel, one of the Jets series. The shadows

belong to 2 mysterious land developers, who aim to intimidate Ned and his mother. Various plans are made to foil the attackers, and eventually the family triumphs. The careful depiction of character and humorous observation of both the sparse text and the numerous illustrations make this story both suspenseful and exciting. J. Buckley

LEV: Middle primary

AVAIL: Paper \$5.95

SCIS 711706

MAHY, Margaret *Underrunners*. Hamish Hamilton, London, 1992
ISBN 0241131707

Tris is eleven and fills up some of the gaps in a lonely life with a fantasy companion from another galaxy. He is unexpectedly befriended by a girl from a local children's home, and she enters so easily into his created world that he does not fully comprehend the reality of the danger she says she is in. The land around Tris's New Zealand home is honeycombed with naturally formed tunnels or underrunners which can collapse without warning, and for Tris life itself is just as precariously balanced. This is a finely crafted adventure which works strongly on the levels of both metaphor and story. M. Lobban

LEV: Upper primary Lower secondary

AVAIL: \$19.95

SCIS 713446

HILTON, Nette *The web*. Angus & Robertson, 1992
ISBN 0207172455

The love between Jenny and her great grandmother Violet Anne is obvious. Jenny loves to stay with her, and delights in Violet Anne's feisty approach to life, which is at odds with her mother's well meaning solicitude. The story takes place over the last week Jenny stays with her great grandmother in her own home, full of her own comfortable and intriguing possessions. A series of spider webs trigger memories for Violet Anne. The webs also comfort Jenny at the story's conclusion. With delightful illustrations by Kerry Millard, this is a warm and finely observed story with characters which offer both emotion and humour to young readers. J. Buckley

LEV: Middle primary Upper primary

AVAIL: Paper \$7.95

SCIS 713922

LANSDOWN, Andrew *With my knife*. Omnibus, 1992
ISBN 1862911207

Colyn finds a mysterious looking knife while digging potatoes with his father. With his knife Colyn carves a dog which becomes real, a doorway

into Kinroan, an alternative world, and stones which are powerful weapons against the invading dragons. He is summoned to Kinroan where he is hailed as the Rykone, the owner of the knife, and has to battle the dragons to close the doorway. In the course of his adventures he also discovers that his dead mother had been a Rykone, but had not escaped the dragons. The fantasy action is fast and furious, and the connection between Colyn's otherworld adventure and his life with his father is coherent and satisfying. M. Lobban

LEV: Upper primary

AVAIL: Paper \$7.95

SCIS 714710 ♦

For older readers

SPENCE, Eleanor *Another Sparrow Singing*. Oxford University Press, 1991
ISBN 0195532457

Following a family separation, 12 year old Courtney and her young brother, Keith find themselves living in a somewhat isolated coastal caravan park. The austere conditions and her sick brother trouble Courtney, who has to take charge while her mother is at work. It is however, through the concern and support of some of the local children they meet, that a new life begins. This well written, sensitive story shows the care and tolerance children can show for one another and the positive value of true friendships. C. Sly

LEV: Upper primary Lower secondary

AVAIL: \$17.95

EVAL: Highly recommended

SCIS 685809

TREASE, Geoffrey *Aunt Augusta's elephant*. Pan Macmillan, 1991
ISBN 0330322761

Included amongst 'poor Augusta's oddments', to be sorted once by her sister, and now finally by Nicola and Tim, is a lovely ornamental Fabergé egg, which is now a valuable collector's item. The story of the family, and the adventures surrounding the stealing and return of the egg is simple, with no soul-searching of characters or events. However, as pure adventure, and a light read, the book is worth including in a collection, as the language is good and demonstrates crisp writing with a wide vocabulary. The setting, though British, is still easy to follow. The few line illustrations are well chosen to aid the reader's imagination of what would be unfamiliar settings for our Australian readers. J. O'Connell

LEV: Upper primary Lower secondary

AVAIL: Paper \$7.95

SCIS 715894

DISHER, Garry **The bamboo flute**. Collins/A&R, 1992
ISBN 0207173478

There was once music in Paul's life but it is slipping away as life in a small town in SA in 1932 becomes increasingly difficult. The depression is making its ugly presence felt: Paul's dad, once part of the music, is overwrought by the hardships he faces; swaggies, reputable and otherwise, beat a path to the kitchen door; and the air of gloom is pervasive. The music returns, if marginally, via Eric the Red, a swaggie with style who shows Paul how to make a flute from bamboo. Written with the utmost simplicity, the writer's voice of the pubescent boy is heard strongly, making this is an excellent book for the reluctant reader, especially the one who gauges readability by length. F. Gardiner
LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 704850

HORSFIELD, Dorothy **Dream Run**. Minerva Australia, 1992
ISBN 1863301658

Through her friendship with an African exile in London, a young Australian woman, Marianne Foley, becomes a secret courier for the Pan-Africanist Congress. In the mid-seventies she leaves London to join the trail of 'hippie' backpackers. Her travels in Africa, ending finally in Johannesburg are steeped in uncertainty, intrigue and imminent danger as she attempts to fulfil her mission. Complex language and unexpected shifts in the narrative structure require the perseverance of a mature reader. Occasional explicit language and descriptions of sexual encounters may offend some readers. C. Sly
LEV: Upper secondary
AVAIL: Paper \$4.95
EVAL: Consider before buying SCIS 712227

HANRAHAN, Barbara **Goodnight Mr Moon**. UQP, 1992
ISBN 0702223395

Born in 1901, Alexandra May takes us along on her life's journey, one that scarcely leaves Adelaide but which is packed with all the riches to be expected from almost a century of living - we leave our 90-year-old heroine in a friendly nursing home. The construction of such a perfect portrait of an ordinary, yet eccentric person in less than 150 pages is a testament to Barbara Hanrahan's skill. Alexandra tells us her own story spiced with unintentionally comic observations of herself, others

and human foibles. The kind of person you'd either love or hate having as your neighbour, Alex tells a story that is poignant, and oral history, even if fictionalised. F. Gardiner
LEV: Upper secondary
AVAIL: Paper SCIS 711520

DROS, Imme **The journeys of the clever men**. Turton & Chambers, 1992
ISBN 1872148557

Niels is the archetypal poor little rich boy. But, because his parents love dancing and going to town, Niels needs a sitter and that sitter, old Mr Frank, introduces him to 'the clever man' - Odysseus (Ulysses). The tale about Odysseus becomes an obsession with Niels, exacerbated by his inheritance of the book on Mr Frank's death. Interwoven with this obsession, is the real world where Niels fails at school, is entranced by his girl friend Spike's beautiful, but pathetic, film star mother, and taken under the protective wing of Spike's grandfather. The anguish of adolescence is excruciating and those who can surmount the difficulties of this sometimes obscure work will empathise. F. Gardiner
LEV: Upper primary Lower secondary
AVAIL: Paper \$16.95 SCIS 714218

Gough, Sue **A long way to Tipperary**. UQP, 1992
ISBN 070222393X

At one stage the Ragtime Rovers, the happy little band who entertain their fellow characters and us the readers, perform in the sugar cane centre of Bundaberg. There are times when the reader feels as if overdosed on Bundaberg's product. But that is how it is supposed to be for this cliché-ridden, contrived, unobvious tale is Gough's successful attempt at the Australian Tall Tale. Peppered with cameo appearances - Bobby Helpmann dancing at Gympie (2nd place in the talent quest); Norman Lindsay trying some Queensland light on his well-endowed models; Don Bradman hurling a cricket ball through a window; et al. Woven into this yarn is a more serious sub-plot involving an old Aboriginal man and the desecration by whites of his land and people. F. Gardiner
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 708867

MCFARLANE, Ian **Shadows**. Hale & Iremonger, 1992
ISBN 0868064335

Through inner dialogues and flashbacks, we follow middle-aged Perth journalist, David Byrnes,

struggling on the edge of mental and marital breakdown, against the *nihilist* label given him at 16 by his father. McFarlane, a former intelligence and diplomatic corps employee, works this into a slightly anachronistic spy thriller, complete with possible KGB defections, and an expose of a large wildlife smuggling operation off the coast of Western Australia. Irksome inconsistencies, such as David's inexplicable lack of concern for his colleague's safety after her life was seemingly threatened and her room bugged, detract somewhat from the excitement of bow and arrow stalking scenes and life and death struggles. And in the end, philosophy overshadows the action. For mature readers. G. Phillips
LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 712947

O'NEILL, Judith **So far from Skye**. Penguin, 1992
ISBN 0670843903

Forced by poverty and famine to leave their beloved Isle of Skye, Morag and Allan MacDonald are amongst hundreds of Gaelic-speaking crofters journeying to Australia in the early 1850's. The emotions of departure, the graphic descriptions, the varied adventures of the long journey, and the blossoming of security and happiness in a new land are perceptively portrayed. The story transports readers into the hearts and minds of Morag and Alan, and through their eyes are shown the hardships of life over one hundred years ago, revealing all the same needs for love, comradeship and security as we experience today. The plot is specific and narrowly focussed. As it unfolds slowly, this book is best for confident and competent readers. J. O'Connell
LEV: Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 716010

WESTALL, ROBERT **Stormsearch**. Penguin, 1992
ISBN 0140344683

This adventure re-creates a little social history, by exploring aspects of family life and family relationships both now and in the late nineteenth century. The model ship Ebenezer, discovered by Tim, beautifully crafted and buried so long in the sand, unlocks many secrets as the adventure proceeds. Robert Westall's style is clear and convincing, evoking the excitement and anticipations of the adventure through young Tim's eyes. The plot is simple, yet effective, keeping away from the brutal and heavy hand of 'relevance', while still making a strong comment about family relationships. The varied vocabulary also enhances the book's value as extension reading. J. O'Connell
LEV: Lower secondary
AVAIL: Paper \$7.95 SCIS 716007

Stephens, Michael **Titans**. Allen & Unwin, 1992
ISBN 1863731334

Effectively an orphan, his father dead, his film star mother off on a series of distant locations, Jason is visiting his uncle Vincent prior to his departure for boarding school. He immediately encounters the Titans, miniature, overexcitable extraterrestrials who have commandeered the house and whose factional split threatens the future of one faction. Jason who suffers from black depression is told by a hologram vision of his grandmother that he must fight his depression and unite the 2 groups. The plot is really recycled lunacy - chases; confrontations with authority; cetacean ingestion and regurgitation - nothing particularly original but sufficiently humorous and fast-paced to appeal to its young audience. F. Gardiner
LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 712344

HURTLE, Garry **Trubb's gift**. Ashton Scholastic, 1992
ISBN 1862910820

Fifteen year old Trubb, a London street urchin being transported to the penal colony of New South Wales, becomes infatuated with Catherine the daughter of the ship's surgeon on the voyage. Trubb has the extraordinary gift of a truly beautiful singing voice but Catherine is horrified by his unkempt, dirty appearance. Accidentally cast away she is saved by Trubb and comes to appreciate both him and his gift when they are cast ashore on the coast and befriended by Aborigines. Though the plot is a little fanciful it nevertheless provides an interesting historical perspective for the period of transportation. M. Ellis
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 707783

ROWE, Alick **Voices of danger**. Mammoth, 1992
ISBN 0749704128

Beginning in an English boys' boarding school, the story takes us to scenes of World War I in France, after the 2 main characters, Seb and Alex run away to join up. The fate of both youngsters is tragic which provides biting bitter anti-war comment. Characters are well drawn and the plot is generally quite engrossing. Young Australians reading it in 1992 will however find the tone somewhat old fashioned and prim but its shortlisting for the Carnegie Medal indicates that it should not be summarily dismissed on these grounds. F. Gardiner
LEV: Middle secondary
AVAIL: Paper \$7.00 SCIS 712297

CORMIER, Robert *We all fall down*. Gollancz, 1992
ISBN 0575053046

'In the next 49 minutes, they shit on the floors and pissed on the walls and trashed their way through the 7-room Cape-Cod cottage.' In those minutes the lives of 4 young vandals, and the family whose home they have arbitrarily violated, are changed forever. This is Cormier at his most uncompromising, in another tautly constructed and compelling novel of contemporary life. It is at once a chilling mystery, a tender love story and a portrait of two families trying to come to terms with pain and loss. Whilst at times it is shocking, there is a strong moral centre to this work. M. Lobban
LEV: Upper secondary
AVAIL: \$24.95 SCIS 714993

JORDAN, Sherryl *The Wednesday wizard*. Ashton Scholastic, 1991
ISBN 1869430727

Denzil is an 11-year-old apprentice wizard. When his time travel spell goes wrong (because he is not good at sums) he finds himself in Samantha's family home in 1991. As he tries to correct his mathematical calculations to take him back to Spy Wednesday in 1291 some funny misunderstandings arise. The

interaction of the unusual characters, Sam's out-of-work actor father, her sister's gentle scientific bikey boyfriend, assertive 12 year old Sam, with Denzil's medieval outlook creates a lively story. Family relationships are humorously 'real'. As a bonus we learn a little about relativity and medieval religious observations. M. Hamlyn
LEV: Upper primary Lower secondary
AVAIL: Paper \$3.95 SCIS 707686

COPPARD, Audrey *Who has poisoned the sea?* Mandarin, 1992
ISBN 0749702664

Edwin accidentally travels back in time from the year 2400. Young bike-riding Tim learns of the environmental disaster which is threatening the future earth and sets about to change this. Respect for animals, the environment, integrity and social organisation are all themes explored in this story, with Tim as the main character in the developing plot. The cover illustration cleverly juxtaposes the two boys with the dolphin that binds them through time. The story provides a comfortable armchair read. In addition, the clear sans serif larger type makes it a book worth offering to the newly independent readers. J. O'Connell
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.00 SCIS 714376 ♦

Information

Resources in Information K-6 and 7-12 are listed in Dewey order

K-6

STEELE, Philip *The people atlas*. OUP, 1991
ISBN 0199133786 [304.2]

Any attempt to cover all peoples of the world in one simple volume will inevitably involve substantial stereotyping. Although the author has purposefully referred to the diverse cultures within countries, and the illustrations support this, it is debatable whether younger readers will perceive the variety. Otherwise, this very general book is current (including the fall of the Berlin wall), uses a variety of text forms, has simple language and is attractively illustrated. There is also an index and glossary. L. Bowring
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$24.95 SCIS 693261

ANNO, Mitsumasa *Anno's Aesop*. Penguin, 1991
ISBN 0140543902 [398.2]

A book for sharing, this whimsical presentation of Aesop is appealing at several levels. Freddy Fox

finding a mysterious object takes it to his father who explains that it is a book full of interesting tales. The book of Aesop is here presented in illustrated form on the top three quarters of each page. Mr Fox's reading of the pictures is a parallel text below in the border. Thus Anno affirms the value of differing interpretations. His illustrations as usual invite exploration. Both thinking and imagination are encouraged. Secondary art and drama students will be interested too. M. Hamlyn.
LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 707173

HODGES, Margaret *The kitchen knight*. Oxford University Press, 1991
ISBN 0192798944 [398.22]

Beautifully composed and coloured illustrations by Trina Schart Hyman enrich this retelling of one of the stories of the Knights of the Round Table. The story of Gareth of Orkney is involving and grace-

fully told without over simplification of language. Text is polished and could be successfully read aloud. Illustrations surround the text on each page, integrating it into a rich landscape and providing much detail about the knights and their pursuits. A worthy addition to collections for the life it gives to the legend, and its visual beauty. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$17.95
EVAL: Highly recommended SCIS 678757

HAYWOOD, Peta *Mindworks*. Cambridge University Press, 1991
ISBN 0521424569 [428.2076]

These twenty five self-contained activities provide English teachers with prepared lesson material for the purpose of developing writing skills. Students are encouraged to record their own thoughts and ideas in this carefully directed workbook. Records of personal information and experiences are used to trigger creativity in more extensive writing projects. Basic monochrome illustrations stimulate personal involvement. Various examples of childrens' writing are also included. Simple language makes this publication appropriate for a range of ability levels. C. Sly
LEV: Upper primary Lower secondary
AVAIL: Paper \$8.50 SCIS 699972

LAMBERT, David *Dinosaurs facts, things to make, activities*. Franklin Watts, 1991
ISBN 0749605685 [567.9]

Beginning with an explanation of the characteristics which distinguish the dinosaur from present day reptiles this resource then moves to classify dinosaurs into their two scientific groups. Information is provided on how they began, the three time periods they occupied and possible explanations for their disappearance. More detailed information on their groupings and individual examples of each group are provided along with general information on their movement, feeding and reproduction. An explanation of how fossils have yielded the information on dinosaurs is also given. Written information is accompanied by diagrams, coloured illustrations and charts. Four easy to follow craft activities are included. M. Ellis
LEV: Middle primary Upper primary
AVAIL: \$21.95 SCIS 704497

BENDER, Lionel *Pythons and boas*. Franklin Watts, 1992
ISBN 0749606711 [597.96]

This paperback edition is smaller in format than the

original hardback edition, but text, photographs, diagrams and maps are the same. Information is organised under headings such as food, senses, and movement. This information builds up a picture of those characteristics which distinguish them from other snakes and also those characteristics which distinguish pythons and boas from each other. Though a glossary is not provided the scientific terms are defined within the body of the text. Contents and index pages are included and all diagrams and photographs are labelled. M. Ellis
LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 712041

WILSON, Jeni *Cooking with class: celebrating festivals with cooking*. Oxford, 1991
ISBN 0195532937 [641.5]

With recipes for significant days in European, Asian, Arabic and Pacific Island cultures, this handy teacher's resource promotes cooking as a way to appreciate our multicultural society. Directed at primary aged students each recipe page is reproducible and uses simple (though not always traditional) ingredients. There is a wealth of other activities for extending the culinary experience by finding out more about particular cultures and their festivals. L. Bowring
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: Paper \$19.95 SCIS 693263

MAXWELL, Colin *Model making*. (Fresh Start) Franklin Watts, 1991
ISBN 074960476X [745.592]

The title of this book is misleading. It is not a comprehensive guide. Attractively illustrated with detailed colour photographs, it only shows how to build a model of a very English looking house (complete with tiny garden and roses round the door), a shop, a 'run down service station' and a stone 'town hall'. An enthusiast would be able to find and develop techniques for construction and finishes from the illustrations, clear text and index. The glossary is helpful, if brief. The suppliers referred to are disappointingly English. Despite its inviting presentation the book is of limited use. M. Hamlyn
LEV: Upper primary Lower secondary
AVAIL: \$19.95 SCIS 711315

CALDECOTT, Barrie *Jewellery crafts*. (Fresh Start Series) Franklin Watts, 1991
ISBN 0749606053 [745.594]

Bracelets, earrings, brooches and pendants made

from every day items such as plastic tubes, tissues, feathers, straws and modelling material (such as polyclay) can easily be made by following the clear instructions and coloured photographs in this book. It begins with a list of the equipment and materials. Attractively set out it may be of interest to some primary age children especially if confined by weather or illness. Its information on the English source of materials limits its use. The brief history of jewellery may be helpful for some projects.

M. Hamlyn
LEV: Upper primary Lower secondary
AVAIL: \$21.95 SCIS 711253

ROWLEY, Kay Stars. Wayland, 1992 (Pop World)
ISBN 075020124X [781.66092]

Beginning with a general introduction this resource details biographical information on some of the most popular pop and rock stars from the 1950's to the present day. Excellent pictures, simple text and careful presentation make this book very readable. Most useful as a general interest book or as support material for music. A. Scholes
LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 700015

ROWLEY, Kay Concerts. Wayland, 1992 (Pop World)
ISBN 0750201266 [780.78]

A good resource book which is both appealing and readable. Each chapter is devoted to a particular aspect of the development of a concert from the staging, promotion to production of a world tour. A comprehensive glossary, reading list and index are included. As well as a general resource this book would be useful for project work for drama and music. A. Scholes
LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 704593

ROWLEY, Kay Cults. Wayland, 1992 (Pop World)
ISBN 0750201274 [781.6]

Each section of this book is devoted to a popular era of music including rock and roll, progressive and heavy metal. The information is comprehensive and the language is simple. The layout is attractive with excellent colour photos being used to exemplify the text. A glossary, reading list and index make the ideas easily accessible. It would be a useful resource for general interest or, in the company of the others in the series, for a study of the pop world. A. Scholes
LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 704594

ROWLEY, Kay Videos. Wayland, 1992 (Pop World)
ISBN 0750201258 [781.64]

Adolescents and pre-teens are always interested in the background details of how things are made. The book gives a clear development of how pop videos are made. Topics discussed include the making of live videos, animation and dance routines. The layout is very attractive with excellent photographs accompanying the text. It would be useful as a library reference or for music and drama studies. A. Scholes
LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 702916

Rowe, Gaelene It's easy: 10 steps to writing successful school projects.
Dellasta, Mount Waverley, Victoria, 1992
ISBN 1875640002 [808]

Informations skills here we go! This book is a self-help guide for students who have been told to 'do a project' (does this still happen?!). It takes them through a series of steps which largely follow the information skills process set out in **Information skills in the school**. The graphics, layout and 'kid pics' indicate that the audience is years 5-8; however students would be unlikely to use the book without initial guidance from an adult. It would be a very useful resource for teachers and parents when setting or working through assignments and research topics with students. The student (and teacher) checklist and the glossary are helpful. F. Moloney
AUD: Professional Parents
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.50 SCIS 714171

The animal fair / compiled by Jill Bennett. Penguin, 1990
ISBN 0140509925 [821]

This collection of 22 short animal poems for the very young includes both the traditional and those which are attributed. The poems are simple, rhyming and, in some cases, very well-known. The illustrations, in soft water-colours, attractively enhance the verse. Children will find the poems and illustrations both humorous and non-threatening. F. Moloney
LEV: Preschool Lower primary
AVAIL: Paper \$7.95 SCIS 712295

SLATER REDHEAD, Janet Deep in the jungle.
Auckland, NZ, Ashton Scholastic, 1992
ISBN 1869430786 [821]

A moral tale. A snake listens to other animals in the jungle boast about how fierce they are. He can't

match their claws, teeth or horns. But when a hunter appears with a gun, guess who wins the day? A simple rhyming story, with densely jungle-coloured illustrations of the boasters on one page with the snake's reaction opposite. F. Moloney
LEV: Lower primary
AVAIL: Paper \$6.50 SCIS 710436

FOSTER, John Twinkle twinkle chocolate bar.
Oxford University Press, 1991
ISBN 0192760920 [821.008]

Subtitled 'rhymes for the very young', this anthology has both spirit and substance. Based on the interests of young children, the poems and rhymes cover such topics as: eating, playing, bathtime, bedtime, pets and strange creatures. However insipid it is not, with a generous dose of humour and attractively uncrowded presentation. Colour illustrations by many well known artists (including Tony Ross, Brian Wildsmith and Ian Beck) give the volume great life and energy. There is something to appeal to most young readers in this collection, which would be excellent to read aloud. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$19.95 SCIS 707983

BUSH, John The fish who could wish. Oxford University Press, 1991
ISBN 0192798901 [821.914]

This rhyming story about a fish who could wish has a Dr Seuss flavour about it. It's fun. The illustrations are beautifully coloured in undersea hues and are amusingly detailed. The story ends on a slight moral note when the fish doesn't think through one particular wish, with unfortunate results. This book could also be used as resource material for art or drama. F. Moloney
LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 675792

HOOOPER, Meredith A for Antarctica. Facts and stories from the frozen South. Pan London, 1991
ISBN 0330322400 [998]

This is a well-chosen compilation of facts and stories about Antarctica, presented in clearly headed sections for easy access. It is appropriate for units of work in Social studies and Science, or for a cross-curricular approach. An attempt has been made to write in a style appropriate for the audience. However, this has not always been successful, as the language is often stilted and patronising with abrupt sentences and excessive use of adjectives. The work is supported by simple, clear illustrations, though the use of little penguin graphics as decoration is distracting. The colour plates are interesting, but

would have been of more value integrated into the text. The book includes a workable index set under six broad headings. J. O'Connell
LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 703525 ♦

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.

7-12

MAGUIRE, Martin Computer works: systems and applications. Science Press, 1992
ISBN 085583191X [004]

Devised as resource book for computer studies, this book aims to develop computer skills in both a theoretical and practical manner. The first two chapters concentrate on the background of computers looking at different types of systems, algorithms and flowcharts. The remainder of the book gives equal emphasis to the hands-on aspects of programming in Basic and Logo and concludes with an interesting case-study on information systems in the library. Each chapter ends with relevant exercises on each topic and a glossary and index make access easy. A very useful text and resource for all key learning areas. A. Scholes
LEV: Middle secondary
AVAIL: Paper \$18.95 SCIS 708938

BELL, Roger J. Impacts. Jacaranda Milton, 1991
ISBN 0701626194 [300.7]

Written as a text for the new General Studies syllabus in the NSW HSC, this is a useful reference for senior students. Chapter titles follow each of the 10 topic areas outlined in the syllabus. Within these chapters are a number of sub-sections dealing with more specific aspects of the course. Current issues such as, science and technology, environment, culture, media, prejudice, religions, political institutions, conflict, world development and society and the individual are comprehensively covered. The authors' content is supplemented by news articles,

graphs, charts, maps, cartoons and photographs. Each chapter concludes with exercises and suggested further reading. The layout is clear and the language appropriate to mixed abilities. C. Sly
LEV: Upper secondary
AVAIL: Paper \$30.95 SCIS 700257

BRENDA, Elida Resource use and management. Cambridge University Press, 1992
 ISBN 0521378397 [304.2]

As well as a broad treatment of resource management of both natural and human resources, specific examples such as gold, water, factories and nuclear power are dealt with. A global perspective is used and a case-study approach encourages students to be actively involved in decisions concerning suitable management strategies. The resource is relevant to geography, environmental studies and even secondary science. Clear explanations of the issues are supported by high quality colour photographs and diagrams. The resource concludes with an ideas section on how students should approach their research. A. Scholes
LEV: Middle secondary
AVAIL: Paper \$22.50 SCIS 708678

YIMEI, Mo William J. Liu, OBE pathfinder: 1893 - 1983. Australia-China Chamber of Commerce and Industry of New South Wales, 1991
 ISBN 0646029282 [305.895]

The life of a recent key figure in the Chinese Australian community is presented with explanatory text through twenty-six scroll paintings in the traditional style known as *gongbi*. Liu's life involved meetings with major Chinese and Australian political leaders, and participation in humanitarian and trade concerns. This is a useful resource for understanding Chinese perceptions of their community's participation in Australian society. Curriculum applications include Australian history, Asian studies and visual arts. The book could be used as a discussion starter for issues like the white Australia policy, multiculturalism, Australian perceptions of Asia, and for appreciating the living nature of narrative art traditions from China. H. Vickers
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$20.00

ROGERS, Alisdair Atlas of the social issues. Oxford University Press, 1990
 ISBN 0199133743 [306]

Attractive illustrations, lots of maps and brief case

studies have been selected to enhance this general but comprehensive look at global social issues. Current and authoritative, it deals with age, work and unemployment, food and health, drugs, diseases, human rights and the causes of alienation across the world. Statistics are often quoted and displayed in various graphic styles. Particularly useful as a discussion or research starter for the KLA, Human Society and its Environment. L. Bowring
LEV: Lower secondary Middle secondary
AVAIL: \$24.95 SCIS 679983

HARTWELL, Max Champions of enterprise: Australian entrepreneurship, 1788-1990. Focus, 1991
 ISBN 1875359044 [338.0092]

This work discusses the business achievements of individuals who have contributed to the economic development of Australia from 1788 to mid 1990. It summarises various sectors such as transport, mining, agriculture, manufacturing, finance and retailing and shows how enterprises have changed during this period of Australia's history. While the work has much potential for Core Topic 2 of the NSW 2-unit course in Business Studies it was not written for the school market. More of a coffee table format it has dense text and few subheadings. Students need well developed skimming skills to retrieve the information they require although a fairly basic index gives some assistance. Includes a very useful bibliography of relevant journal and newspaper articles. H. Vickers
LEV: Upper secondary
AVAIL: \$45.00 (\$36.00 for NSW state schools)
 Sales Section NSW Department of School Education
 Private Bag 3 Ryde NSW 2112 SCIS 681426

A herd of white elephants? Some big technology projects in Australia /ed Pam Scott. Hale & Iremonger, 1992
 ISBN 0868064653 [338.994]

This interesting resource looks at four white elephant projects that the Australian Government commissioned in its aim to develop Australia's science and technology policy. These include: the Australian Animal Health Laboratory; Aussat; Sydney's deep water ocean sewage outfalls; and the development of technology parks in Australia. Other potential white elephants including Cape York Spaceport, Sydney Harbour Tunnel and the Multifunction Polis are also considered. The economic, political and social decisions that are behind these projects are discussed. The concluding chapter suggests that more foresight is needed in planning if Australia's technological future is to be assured. A. Scholes
LEV: Upper secondary
AVAIL: Paper \$19.95 SCIS 711551

FLINT, David Farming in Europe. Wayland Hove, 1991
 ISBN 07502001916 [338.1]

Covering topics such as farming difficult environments, reclaimed land, irrigated farming and the future of European farming, each section begins with a brief outline of the main aspects of a particular topic. This is followed by a detailed follow-up, which is accompanied by colourful diagrams and illustrations. The information is current, with useful sections on farming in eastern Europe and the EC included. A glossary, books to read, further information and index makes information easily accessible. Usefulness as a resource for local curricula is restricted, but for comparative purposes it is a valuable source. A. Scholes
LEV: Middle secondary
AVAIL: \$29.95 SCIS 711476

BLENSDORF, Peter Getting the job done: science skills for the rest of your life. Longman Cheshire, 1992
 ISBN 0582876141 [371.3028]

The subtitle of this book directs the reader away from its potential use as a guide for developing information skills. Three of the 13 chapters apply only to practical subjects discussing experiments. However most important aspects of research are also described. Study skills, using the library, concept maps, report and essay writing, use of graphs and diagrams, interviewing and presentation methods are summarised. Each chapter clearly defines its purpose, advice is given in boldly headed paragraphs and point form. Individual topics are easy to access from the contents list and index. Humorous illustrations emphasise important points enlivening the text without distraction. M. Hamlyn
LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.99 SCIS 705916

KENTLEY, Eric Boat. Harper Collins, 1992
 ISBN 0732200881 [387.2]

Rafts and Viking longships, liners and dugouts, sailing ships and liners -- all are covered in this attractive book. The many illustrations not only support the brief text, but provide information in themselves. Cutaway diagrams extend the readers' knowledge of the construction and function of different types of craft. There is a wealth of material here to enable the student to gain a knowledge of the history of boats and the variety of their use. The two-page format is broken to allow a welcome four-page presentation on the history of the liner, and a discussion of the figurehead on ships is another different feature. M. Steinberger
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 713936

ROWLAND-WARNE, L. Costume. Harper Collins, 1992
 ISBN 0732200660 [391.009]

A strong emphasis on accessories and the pictorial evidence of much 'archaeological' material are features of this book not always found elsewhere. Each double-page spread, profusely illustrated, presents basic information on a period or style of costume. Underwear and jewellery, for men and women, also receive attention. History and textiles students will particularly appreciate the way the fashions are put into context, both historically and in relation to the invention of new fabrics. M. Steinberger
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 SCIS 714012

McGURN, Jim Comparing languages: English and its European relatives. Cambridge UP, 1991
 ISBN 0521336384 [427]

This is a detailed introduction to the study of English language and the main languages of the continent, including sounds, writing, vocabulary and historical development, and how they compare and are related to each other. Designed for the British curriculum, it suffers from an English framework. The references to English language and its variations in the British Isles do not work as a starting point for comparison with other languages for our multicultural Australian population. Nevertheless, the text has value as a resource for English, or in language programs looking at language as part of the world community. J.O'Connell
LEV: Middle secondary Upper secondary
AVAIL: Paper \$15.50 SCIS 704638

Oxford photo dictionary. OUP, 1991
 ISBN 0194313603 [428.1]

Designed for use by students learning the English language, each word is presented in colour photographs. As well, a number of words are presented in sentences so that the students can use contextual clues to help establish meaning. Teachers would need to make careful use of this dictionary as British and American English are used with no reference to equivalent Australianisms, for example, lollies for sweets. The photographs have a very British look to which Australian students in may find it difficult to relate and a number of photographs are so small that identifying the object is difficult. Exercises based on the dictionary are provided at the end of the book. M. Ellis
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$12.95 SCIS 695664

SUMMERS, Vivian **Clear English**. Penguin, 1991
ISBN 0140149384 [428.2]

If you still shudder at the very idea of a split infinitive, this book on the clear use of English is a must. For others it offers information on personal style: writing a journal, letters, summaries, reports and minutes; answering essay questions; use of punctuation, spelling and words; and handwriting and clear speech. The information is concise, accurate, and easy to understand, though it is only accessed through the contents page or browsing. The approach is not in keeping with the thrust of the English syllabus for years 7 - 10, making this a reference text for teachers or senior secondary English students seeking to research and refine aspects of their personal writing style. J. O'Connell
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 705052

Living with science & technology Book 1.
Jacaranda Press, 1991
ISBN 0701628545 [500]

Living with science & technology Book 2.
Jacaranda Press, 1991
ISBN 0701628553 [500]

Although written for the Victorian syllabus, this series presents themes and issues relevant to teachers throughout Australia: In the shoes of the scientist; Life goes on; The world of chemicals; Energy; The earth and beyond, Conserving our earth. Book 1 covers introductory topics such as the science lab, senses, classification, kitchen science, energy, pollution and water. Book 2 includes living things, chemicals, heat, weather, the solar system, energy and the greenhouse effect. All chapters have starters, activities, revision and extension ideas. A positive attempt has been made to include female scientists and language activities. The excellent diagrams, photos and colour drawings are accompanied by clearly presented, up-to-date information. As a resource or text, this book would be extremely useful. G. Phillips
LEV: Lower secondary
AVAIL: Paper \$22.95 Bk1 \$23.95 Bk2
SCIS 681195 & SCIS 681197

CLUTTON-BROCK, Juliet **Horse**. Harper Collins, 1992
ISBN 0732200644 [599.72]

Horse lovers will have their view of the animal broadened by a reading of this book. All members of the equidae are dealt with; horses, asses and zebras.

The double-page format, with brief text and emphasis on the pictorial gives a surprising amount of information. The horse family is located in historical context, from its evolution to the present-day, where horses are mainly used for pleasure or sport. Attention is given to the value of the horse throughout history, in war, in exploration such as in the American west, and as a worker, whether drawing a plough or a hearse. M. Steinberger
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 713859

LAMBERT, Mark **Food technology**. Wayland, 1991
ISBN 0750200057 [664]

Technology is playing an increasing part in the growing, processing, packaging and storing of food. This book covers all these aspects of modern food technology, using appropriate language and clear explanations. A variety of coloured photographs and a sprinkling of simply labelled coloured diagrams combine to form an attractive layout, although the print is fine and small. The inclusion of contents, glossary, index and suggestions for further reading aid information retrieval. With the increasing emphasis on this topic in the school curriculum, this would be a sought after resource for assignments. M. Buttenshaw
LEV: Lower secondary Middle Secondary Upper secondary
AVAIL: \$26.95 SCIS 706953

MEIN, Annemieke **The art of Annemieke Mein: wildlife artist in textiles**. Viking, 1992
ISBN 0670839396 [746.392]

Sixty unique works, both 2 and 3 dimensional, on the wildlife theme are well displayed in this inspirational book. The intricacies of the textile craft, observational drawing and subtle colour painting can be observed in working sketches and full colour plates. A useful book for year 11 and 12 art and textiles students as well as a delight for many art and nature lovers. The text is clear and contains interesting commentary by the artist on the ideas behind each work. The list of works at the front facilitates research into specific items. M. Hamlyn
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$65.00
EVAL: Highly recommended SCIS 710890

SCHWARTZ, Gary **Rembrandt**. Harry N. Abrams, 1992
ISBN 0810937603 [759.9492]

Yet another book introducing Rembrandt to school

students, but this one is superbly produced and a work of art in itself. Better still, it is part of a series dealing with, amongst more familiar names, such artists as Andrew Wyeth and the American Impressionist, Mary Cassat. The book is Rembrandt's life story told through his pictures. Schwartz manages to combine simplicity of style with authority. He is particularly good at setting Rembrandt's life and work into the context of 17th century Dutch life, and the world of European painting. Picture reproduction is excellent throughout, and a good index is a further enhancement. M. Steinberger
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$29.95
EVAL: Highly recommended SCIS 713216

The rock file. / edited by Norton York. OUP, 1991
ISBN 0198162480 [781.64]

Designed for those whose interest in rock music is as a performer rather than a consumer, this is written by an impressive array of music practitioners. It is a pity that only one woman is included. The first section deals with technique and performance, with chapters on specific instruments, including information on well-known performers and listening lists. There are also chapters on songwriting, production and recording. The business of music is the focus of the second section, dealing with management, unions, recording and publishing companies, legal matters and business accountancy. M. Steinberger
LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95 SCIS 699717

PLATT, Richard **Cinema**. Harper Collins, 1992
ISBN 0732200652 [791.43]

The history and workings of the cinema are presented in this attractively produced book. From the first steps by the Chinese 1000 years ago, through to the movies we know, the book provides a fascinating history of both still and moving pictures. Each topic is presented in a double-page format with easy-to-read text supported by a comprehensive range of images. Stunts, special effects, models, cartoons and film scores, areas not always dealt with in general books on the subject, are strongly represented here. M. Steinberger
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 713999

ROSENBERG, Marc **Dingo**. Currency, 1992
ISBN 0868193178 [791.43]

An unscheduled landing of a plane in outback WA changes the course of young John Anderson's life.

The plane carries world famous jazz musician, Billy Cross, who entertains the town with an impromptu performance. While John grows up and becomes a dingo tracker in Poona, his hometown, he also continues to pursue his ambition to become a jazz trumpeter. Extreme contrasts of set alternate between outback Australia and Paris. This optimistic script could make a useful film study for senior students. The plot, theme, characters and language are appropriate to a range of abilities. Winner of the 1991 Writers Guild Award for best screenplay. C. Sly
LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 711227

Headlines from the jungle / edited by Anne Harvey and Virginia McKenna. Puffin, 1991
ISBN 0140342141 [821.008]

The editors' concern about the exploitation of wild animals by human beings resulted in this collection of poems by a wide range of familiar and not so familiar authors. Wild animals deprived of their habitat, human cruelty to animals, the danger (and likelihood) of extinction, all shape this concern. Many of the poems extol the beauty and wonder of wild animals but the main purpose of the collection seems to be to raise the awareness of the reader. Black and white line drawings support the serious concerns of the text. A useful resource for environmental studies as well as an interesting stand-alone collection. F. Moloney
LEV: Upper primary Lower secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 704823

MALONE, J L **More poets at play**. Longman Cheshire, 1992
ISBN 0582871719 [821.008]

What do poets write about? Why do they write poetry in the first place rather than stories or plays? This book encourages students to explore these questions and examine the way different poets write about the same topic. It offers guidance in reading, discussing and enjoying the mostly contemporary poems in this collection, some of which have been written by J.L. Malone and others by a variety of authors, including young people. It would be a useful classroom resource. F. Moloney
LEV: Upper primary Lower secondary Upper secondary
AVAIL: Paper \$12.99 SCIS 706426

SCOTT, Eric **Take Five**. Longman Cheshire, 1991
ISBN 0582874831 [822]

A collection of 5 fast moving one act plays, which are suitable for English classes or drama groups.

They include a mystery thriller, a comedy on afterlife, a suspenseful haunting, a menacing thriller and a futuristic allegory. Each play concludes with an exciting ironic twist. Students will readily identify with many of the characters, who are in their teens, and with the simple colloquial language. In terms of class production, plays can be confined to a single lesson time period. Sets and costumes are basic and extra characters can be included. Issues raised are appropriate to teenagers and could promote interesting follow up discussion. C. Sly
LEV: Middle secondary
AVAIL: Paper \$14.99 SCIS 711022

DAVIS, Jack **A boy's life.** Magabala Books, 1991
 ISBN 0958810176 [828]

Davis, one of Australia's premier poets and playwrights, begins a projected series of autobiographical works with stories of his boyhood. Short and easy to read, and most attractively presented, the book will appeal to a wide range of young readers. Readers of Keith Chesson's biography of Davis will recognise many of the episodes retold here in simplified form. Fitting very comfortably into the fields of Aboriginal studies and Australian studies, the book will be valued also by English teachers looking for autobiographical material or background material for students of drama and poetry who are poorer readers. M. Steinberger
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.95 SCIS 692053

MINKOFF, Dorothy **Understanding Asia.** Science Press, 1992
 ISBN 0855831898 [950]

A general overview of Asian countries is provided by this Australian book. Students of history and geography as well as Asian Studies will find much background information here. Strong emphasis is given to South-East Asia, with supporting chapters on India, China, Japan and independent countries. Introductory chapters deal with geography, population and religions as well as early European connections. The book closes with a survey of contemporary issues, including refugees, trade and political alignments. A good selection of documents supports the text, and black-and-white photographs and some questions and activities are included. M. Steinberger
LEV: Middle secondary Upper secondary
AVAIL: Paper \$21.95 SCIS 708700

KING, John **The gulf war.** Wayland Hove, 1991
 ISBN 075020432X [956.704]

This attempt to cover the recent Gulf War begins with a background account of the motives of Saddam Hussein's aggression into Kuwait. This is followed by a series of Fact Files that look at the details of the geography and history of the region. A comprehensive month by month account of the war looks at both the land and air wars and also their aftermath. Each section is accompanied by diagrams, photographs and illustrations that are colourful and well labelled. A glossary, further reading, contents and index are included. A. Scholes
LEV: Middle secondary Upper secondary
AVAIL: \$24.95
EVAL: Highly recommended SCIS 704797

WHITLOCK, Gillian **Images of Australia.** UQP, 1992
 ISBN 0702224472 [994]

Published as an introductory reader in Australian Studies for the national Open Learning Project, this book disclaims a number of the traditional views on an Australian national identity. Among the debatable issues raised is the concept of 'nation' itself. This collection of writings highlights neglected influences in the shaping of the nation, such as the Aboriginal contribution, multiculturalism, and the role of women. It also offers different perspectives on the bush legend, the pioneers, and suburbanism. It is a thought provoking, interdisciplinary reference. C. Sly
LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 707699

McQUEEN, Humphrey **Social sketches of Australia.** 2nd edition. Penguin, 1991
 ISBN 014012232X [994.03]

Details of everyday life in Australia for the last 100 years to 1988 are arranged so as to provide a fascinating source book for Australian history. The chapters describe chronological periods with 11 themes included in each. Information on changing attitudes to Aborigines, work, health, our views of the world, life in the city / country, New Guinea, white Australia can easily be followed through from period to period. Politics, culture and education can be traced through the extensive illustrations. Brief outline biographies of key people are presented in the margins and some significant events are described in depth. M. Hamlyn
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$24.95
EVAL: Highly recommended SCIS 708901 ♦

COLUMNS

Children's Book Council Awards

Book of the year - older readers
 Nilsson, Eleanor **The house guest.** (Viking)
 Honour books
 Walker, Kate **Peter.** (Omnibus)
 French, Simon **Change the locks.** (Ashton Scholastic)

Book of the year - younger readers
 Fienberg, Anna & Gamble, Kim **The magnificent nose & other marvels.** (Allen & Unwin)
 Honour book
 Gleitzman, Morris **Misery Guts.** (Pan)

Picture book of the year
 Baker, Jeannie **Window.** (Julia MacRae Books)
 Honour books
 Early, Margaret **William Tell.** (Walter McVitty Books)
 Gouldthorpe, Peter & Dennis, CJ **Hist!** (Walter McVitty Books)

IBBY Award winners

Hans Christian Andersen Awards
 For writing: Virginia Hamilton (USA)
 For illustration: Kveta Pocovska (Czech)

IBBY Honour Diplomas
 (Awarded to a writer and an illustrator in each IBBY country for an outstanding book)
 For writing: **Dodger** by Libby Gleeson (Turton & Chambers)
 For illustration: **Aesop's Fables** by Rodney McRae (Margaret Hamilton)

Ezra Jack Keats Award for Illustration
 This award, by UNICEF and the American Section of IBBY is open to nominations from all countries. It was won by the Australian nomination: **Enora and the black crane** by Arone Raymond Meeks (Ashton Scholastic)

ASTEFIX

We were going to bring you news of this stunning new database, developed by the Commission for the Future but the news has spread so fast and the response been so overwhelming that subscriptions have closed for the present. It is a database designed to centralise sources for school assignment information—obviously filling a need. The Commission is now looking for a new home for the database, which was originally set up only as a pilot scheme. Watch this space for further information.

Appointment

Ken Haycock has been appointed as Professor and Director of the School of Library, Archival and Information Studies, University of British Columbia.

OZLINE

has 2 new databases:
 • **Free:** contains 5000 pre-1985 records from APAIS. It is suitable for training potential users in online searching and there is no connect hour charge.
 • **HERA** (Heritage Australia Information System Database): has over 13000 records on topics relating to the natural and cultural environment.

School libraries can access HERA and 11 other OZLINE databases at the special schools rate of \$25 an hour for 5 hours per calendar year. For further information contact OZLINE Help Desk 008 020002 or 06 262 1536 or write to OZLINE National Library of Australia, Canberra ACT 2600

Teacher exchange

Muren Schachter, teacher-librarian from Vancouver, would like to hear from a primary teacher-librarian from Sydney interested in an exchange from June 1993. After a match has been made the application would have to be approved through the teacher exchange office of the Department of School Education. Interested teacher-librarians should phone Muren after September collect on 604-879-7807.

CBC - South West Branch

On August 25 children's book illustrators Tricia Oktober and Vicky Kitanov will speak at Moorebank Community Centre. Contact Barry Dodd 755 2275.

Children's literature collection

A children's literature research collection has been established at St Peter's PS in Sydney. The committee (comprising children's librarians) now has the collection formerly housed at the University of NSW, consisting of approximately 40 000 books, to be culled to a valuable and relevant core collection of 10 000.

It is envisaged that the collection will be made available, under certain guidelines, to all researchers of, and people interested in children's literature. If anyone is interested in offering support (cash, equipment or time) this dedicated but needy little group would be thrilled to hear from you. Contacts: Margaret Torrens 955 5889; Sue Campbell 745 2722.

IASL

The strength of information skills in NSW was represented at the 21st Conference of the International Association of School Librarians in Belfast, Northern Ireland in July. Ross Todd (UTS) and Liz Lamb (Marist Sisters College Woolwich) presented a paper on research being undertaken at the school to integrate information skills into the curriculum. ♦

Index to resources by title

- A for Antarctica 71
 A-Z of health & safety 48
 Advancing my health Bks 1,2&3 47
 AIDS not adults only [video] 47
 air around us, The 54
 aliens are coming, The 55
 Alive & well Bk 2 47
 All in a day's work 48
 animal fair, The 70
 Anno's Aesop 68
 Another sparrow singing 65
 Araminta's daydream 59
 art of Annemieke Mein, The 74
 art of sensible dieting, The 48
 Atlas of social issues 72
 Atlas of the environment 55
 Aunt Augusta's elephant 65
 Aussie gym fun 48
 Australian food guide, The 48
 bamboo flute, The 66
 Billy & Belle 59
 Bip the snapping bungaroo 59
 Blessu & Dumpling 63
 blue planet, The 63
 Boat 73
 Body changes 48
 bouncing dinosaur, The 59
 boy's life, A 76
 Brain 57
 Champions of enterprise 72
 Chances & choices [video] 49
 Chemistry in the kitchen 58
 Choice 49
 Cinema 75
 Clear English 74
 Collins animal atlas 56
 Collins space atlas, The 56
 Comets & meteors 56
 Comparing languages 73
 Computer works 71
 Concerts 70
 Cooking with class 69
 Coral reef 55
 Costume 73
 Creeks and ponds 56
 Cults 70
 Deep in the jungle 70
 Desert life 55
 Develop a healthy you 49
 Diet & health 49
 Diet & nutrition 50
 Dingo 75
 Dinosaurs 69
 Disabled people 50
 Dream run 66
 Drinks: your questions answered 50
 Ears 56
 earth beneath us, The 56
 Eating for peak performance 50
 Every man 50
 Experiments with flight 58
 Eyes 56
 Family & friends 49
 Farming in Europe 73
 fish who could wish, The 71
 Fitness discovery [video] 50
 Food & digestion 50
 Food technology 74
 Food: your choice 50
 forgotten forest, The 59
 Generate, create, investigate 57
 Getting the job done 73
 ghost lasagne, The 63
 ginger cat & a shaggy dog, A 63
 Go for health 50
 good elf way to good health, The [video] 50
 Goodnight Mr Moon 66
 greenhouse effect, The 57
 Growing into sex 49
 Gulf War, The 76
 Gym skills resource manual 51
 Gymnastics: what's in it 51
 He's got a lot to learn 63
 Headlines from the jungle 75
 Health education teachers guides 52
 Health & fitness 52
 Healthy decisions 52
 Healthy living in the 1990s 52
 Heart and lungs 57
 herd of wild elephants, A 72
 hiccups, The 63
 horrendous hullabaloo, The 59
 Horse 74
 human body, The 58
 Images of Australia 76
 Impacts 71
 Inside the whale and other animals 57
 Introductory gymnastics 52
 It's easy: 10 steps to writing successful school projects 70
 Jacob & the noisy children 60
 Jeffrey's joke 64
 Jess was the brave one 60
 Jewellery crafts 69
 Journeys of the clever man 66
 Just like Emily 64
 kitchen knight, The 68
 Life is mine 52
 Lifescience 52
 Lifting by levers 57
 Living with science & technology Bks 1&2 74
 lonely whale, The 60
 long way to Tipperary, A 66
 Machine poems 57
 Mindworks 69
 Mine! 60
 Missing Minikin 64
 Modelmaking 69
 Moods & feelings 49
 Moons & rings 56
 More poets at play 75
 Mr McGee goes to sea 60
 Mum goes to work 60
 Muscles & bones 56
 No small change 58
 Nuclear power stations 58
 Only Miranda 64
 Oxford photo dictionary 73
 Paprika 60
 people atlas, The 68
 Period 52
 Phillip & Jack the monster 61

- Pink fluffy slippers 64
 pirate queen, The 61
 Pond life 55
 Pregnancy 49
 Primary science & technology 58
 Project in biology 58
 Pythons & boas 69
 queen's holiday, The 61
 Rainforest 55
 Rembrandt 74
 Resource use & management 71
 rock file, The 75
 Rockanimals 61
 Ronnie the red-eyed tree frog 61
 Sam's Sunday dad 61
 screaming demon ghostie, The 64
 Sexuality a boy's guide 52
 Sexuality a girl's guide 52
 Shadows 66
 Shadows on the barn 64
 Silly Billy 61
 Simple slopes 58
 Skin deep 52
 So far from Skye 67
 Social sketches of Australia 76
 Stars 70
 Storm search 67
 Structures 58
 Supermarket persuasion [video] 53
 Take five 75
 Tarzanna 62
 Teaching adolescents about contraception 54
 Teen guide to caring for your unborn baby 54
 Tigress 62
 Titans 67
 travelling musicians, The 62
 Trubb's gift 67
 Twinkle, twinkle chocolate bar 71
 Underrunners 65
 Understanding Asia 76
 Videos 70
 Voices of danger 67
 Warming up for sport [video] 54
 We all fall down 68
 Weather projects 58
 web, The 65
 Wednesday wizard, The 68
 What it's like to be old 54
 What's happening to my body 54
 What's up the coconut tree? 62
 Where's Mum? 62
 Who has poisoned the sea? 68
 William J Liu 72
 With my knife 65

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Index to resources by author

- Allen, Carol 56
 Allen, David 54
 Allen, Pamela 60
 Anholt, Laurence 59
 Anno, Mitsumasa 68
 Bell, Roger J 71
 Bender, Lionel 69
 Bendick, Joanne 56
 Bendick, Joanne 56
 Benjamin, AH 62
 Bennett, David 60
 Blensdorf, Peter 73
 Bradford, Clare 61
 Brice, JM 53
 Brown, Fern G 54
 Burns, Robert 48
 Burns, Robert 51
 Burns, Robert 52
 Burton, Jane 55
 Bush, John 71
 Caldecott, Barrie 69
 Chapman, Jean 64
 Clark, Emma Chichester 59
 Clutton-Brock, Juliette 74
 Coates, Anne 49
 Cole, Babette 62
 Coleman, John 49
 Coleman, John 49
 Coppard, Audrey 68
 Cormier, Robert 68
 Couper, Heather 56
 Cowcher, Helen 62
 Davis, Damien 48
 Davis, Jack 76
 Dewan, Ted 57
 Dingle, Adele 47
 Disher, Garry 66
 Dros, Imme 66
 Dunn, Andrew 57
 Dunn, Andrew 58
 Elida, Brenda 71
 Fabian, Suzanne 48
 Flint, David 73
 Foster, John 71
 Front, Sheila 60
 Gale, Jay 53
 Gardner-Loulan, Joann 53
 Garland, Sarah 59
 Garland, Sarah 64
 Gates, Bill 55
 Gates, Bill 55
 Gleeson, Libby 60
 Gleeson, Libby 62
 Gosnell, Kevin 58
 Gough, Sue 66
 Green, Christine 48
 Green, Christine 49
 Greenway, Frank 55
 Greenway, Frank 55
 Greenway, Frank 55
 Hanrahan, Barbara 66
 Hartwell, Max 72
 Haywood, Peta 69
 Hilton, Nette 63
 Hilton, Nette 65
 Hoban, Garry 58
 Hodges, Margaret 68
 Hooper, Meredith 71
 Horniman, Joanne 63
 Horsfield, Dorothy 66
 Hurtle, Garry 67
 Hutchins, Pat 61
 Ireland, Julie 63
 Jedrosz, Aleksander 56
 Jordan, Martin 61
 Jordan, Sherryl 68
 Kentley, Eric 73
 King, John 76
 King-Smith, Dick 63
 Krailing, Tessa 64
 Lambert, David 69
 Lambert, Mark 74
 Landsdown, Andrew 65
 LeBlanc, Beverly 58
 Little, Jean 60
 Llewellyn, Joan 48
 Llewellyn-Jones, Derek 50
 MacDonald, Marianne 61
 MacLennan, Greg 57
 Madras, Lynda 54
 Maguire, Martin 71
 Mahy, Margaret 59
 Mahy, Margaret 65
 Malone, JL 75
 Mannison, Mary 54
 Mathers, Douglas 56
 Mathers, Douglas 57
 Maxwell, Colin 69
 McCall Smith, Alexander 64
 McCormick, Frank 58
 McCormick, Sharon 58
 McCormick, Sharon 58
 McFadden, Judith 53
 McFarlane, Ian 66
 McGurn, Jim 73
 McQueen, Humphrey 76
 McRobbie, Narelle 59
 Mein Annemieke 74
 Middlestead, Maria 52
 Minkoff, Dorothy 76
 Morris, Beryl 57
 Newman, Barbara 58
 O'Neill, Judith 67
 Odgers, Sally 64
 Oldfield, Pamela 63
 Oram, Hiawyn 60
 Page, PK 62
 Parker, Steve 51
 Parsons, Alexandra 59
 Pittau, Francisco 60
 Platt, Richard 75
 Rogers, Alisdair 72
 Rosenberg, Marc 75
 Rowe, Alick 67
 Rowe, Gaelene 70
 Rowland-Warne, L 73
 Rowley, Kay 70
 Rowley, Kay 70
 Rowley, Kay 70
 Rowley, Kay 70
 Sanders, Pete 50
 Sanders, Pete 53
 Sanders, Pete 53
 Saunderson, Jane 56
 Saunderson, Jane 57
 Schembri, Gene 48
 Schembri, Gene 51
 Schembri, Gene 52
 Schwartz, Gary 74
 Scott, Eric 75
 Sherlock, Maureen 64
 Shilton, Trevor 47
 Singleton, Sharon 48
 Slater Redhead, Janet 70
 Spence, Eleanor 65
 Stanton, Rosemary 48
 Stanton, Rosemary 50
 Staples, Dorothy 50
 Steele, Philip 68
 Stephens, Michael 67
 Stodart, Eleanor 56
 Summers, Vivian 74
 Taylor, Barbara 56
 Trease, Geoffrey 65
 Van Kampen, Vlasta 61
 Van Zandt, Eleanor 58
 Voss, Jacqueline 53
 Wallach, Susan 53
 Ward, Brian 50
 Weeks, Ida 49
 Westall, Robert 67
 Wheatley, Alan 63
 Wheatley, Alan 64
 Whitlock, Gillian 76
 Wild, Margaret 61
 Wilson, Jeni 69
 Yimei Mo 72

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- Neil Barrowcliff
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