

SCON

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INFORMATION SKILLS: Preparing students for the Information Society.

'Today, we tend to think information is the right of all people in most societies. But in fact, throughout history there has been no steady increase in the proportion of the population which has had access to information...

There is a danger that large quantities of information will once again only be available to small groups within our society, unless everyone is given the opportunity to learn information retrieval techniques.'
The history of information transfer



Joyce Kirk is a lecturer in Information Studies at Kuring-gai College of Advanced Education. While seconded to the NSW Department of Education she was executive officer for the Information Skills Working Party.

The Information or Post-Industrial Society has arrived. This new era has been shaped largely by the convergence of two technologies, computing and telecommunications, and the impact of that convergence can be seen in most aspects of our daily lives.

A precondition of the Information Society is information literacy, defined by the Information Industry Association in the United States as knowledge of 'the techniques and skills for using information tools in molding solutions to problems'. (1) A somewhat broader definition is 'the ability to effectively access and evaluate information for a given need'. The characteristics of information literacy are:

- * an integrated set of skills and knowledge....
- * developed through acquisition of attitudes....
- * time and labour intensive to develop....
- * needs-driven....
- * distinct from but relevant to literacy and computer technology. (2)

Information literacy is a challenge to educators and to education authorities in Australia.

The emphasis on the student as an individual with unique talents and abilities has been with us for a long time and is embedded in most statements of aims of education. Teachers are urged to cater for the individual differences of their students when planning, implementing and evaluating educational programs, and they are encouraged to design programs which will foster students' independence in learning. There is one approach to learning which is most appropriate in fostering the development of individual students, and that is resource-based learning. It is an approach which assumes that learners are active participants in their education. It is also an approach which fosters learning skills in such a way that a foundation can be laid for lifelong learning. Success in managing social and technological change at a personal level, meeting the likely need for vocational retraining and understanding the changing patterns of knowledge, are all predicated on independent learning.

Information skills

Information skills are part of the processes concerned with meaning,

understanding, knowing, doing, thinking, imagining, expressing and communicating. They underpin:

- * information literacy
- * resource-based learning
- * independent learning
- * lifelong learning.

Information skills are information based, rather than library based. They are not specific to one school library, nor to one teacher-librarian's program nor to one collection. In addition to their broad scope they also draw on all levels of the cognitive processes of knowledge, comprehension, application, analysis, synthesis and evaluation as well as on affective processes. More specifically, they are the skills which enable students to:

- * define the purpose of an information task
- * locate sources of data
- * select
- * interpret
- * and use information to complete an information task.

Development in Information Skills in Australia

Information skills have been, and continue to be, addressed by education authorities in Australia, most recently in New South Wales, Victoria, Western Australia and South Australia.

The South Australian draft document presently under discussion, *Partners in Learning* (3) has a strong emphasis on resource-based learning.

The Beazley Report on Education in Western Australia identified several living skills which have direct application to information skills. For example, some of the intellectual skills are critical analysis and problem-solving; knowledge acquisition skills include information seeking, organising, analysis and synthesis; one mathematic skill is interpreting information presented in mathematical tasks; and one computer management

skill is communicating by computer keyboard skills. (4)

The Education Department of Victoria released this year a framework for teaching information skills, which draws on study skills, library/location skills and research skills. Four categories of information skills are identified: identifying and locating sources; information intake; organising information; communicating information.

The most recent developments in an information skills curriculum have occurred in New South Wales where a process approach has been taken to the learning of information skills. A taxonomy of information skills based on process phases is the key to the curriculum. The taxonomy recognises that the objectives of learning and teaching should be those skills which a learner needs in order to acquire, organise, generate and utilise, in a satisfying and productive manner, the wealth of information that is available. Further, these skills are transferable. Being neither task nor problem specific they are in effect ways of dealing with a range of different situations, events and circumstances.

The approach is quite different from those approaches centred on a skills continuum.

The development of information skills is assumed, like the development of information literacy, to be needs driven. Specific information skills are suggested by the resources which students will use in completing an information task. The approach presupposes that students have physical and intellectual access to a range of resources matched to their individual needs, abilities, interests and learning styles. The draft document produced by the NSW Department of Education on teaching information skills from kindergarten to year 12 outlines the following taxonomy.

A TAXONOMY OF INFORMATION SKILLS

Process Phase	Process Steps
Defining purpose	. Clarify information task . Review personal skills and knowledge
Locating sources	. Develop a manageable search plan . Gather sources
Selecting data	. Locate data in sources . Assess relevance of data . Assess credibility of data . Record relevant and credible data and sources

Processing information

- . Combine data into units of information
- . Combine units of information into a structure
- . Review structure

Presenting information

- . Decide how to present information
- . Present information

Evaluating an information task

- . Review the content of the completed information task
- . Review the process phases and steps in the information task
- . Evaluate the learning outcomes of the completed information task.

The process phases are not necessarily linear or sequential. It is likely that having defined a purpose for a task or activity and reviewed personal skills and knowledge, a student may proceed directly to the phase, Presenting Information. While completing an information task, a student will repeatedly return to the first phase, Defining Purpose.

The phases Selecting Data, Processing Information and Presenting Information require students to transform data to information, and then to knowledge, prior to transforming knowledge in such a way that it becomes information for presentation to an audience. Students will probably move back and forth through these phases rather than progress through them in a fixed linear pattern.

Information Skills programs in schools and their implications

There are two key elements in effective information skills programs and each element has implications for teachers, teacher-librarians and principals. The first of these is the adoption of an integrated approach to information skills learning and is dependent on cooperative planning and teaching between teachers and teacher-librarians. The second is effective resource selection and management. An integrated approach to information skills necessitates the integration of resources into the curriculum. No longer is it sufficient for resources to only support the curriculum. They are not dispensable items; they influence both how and what students learn and to some extent they are the curriculum. The use of learning resources by students is one way to further their independence in learning and to provide them with the skills, knowledge and attitudes fundamental to life long learning.

Information Skills integrated into the Curriculum

Information skills are embedded in education programs in schools by their very nature. Because information is basic to student development in all areas, then skills related to information handling in all curriculum areas are also basic.

The school principal is a significant factor in a truly integrated whole-school approach to information skills. If the development of independent learners is a goal of a school's program, the principal can contribute to its realisation by involving staff in the development of appropriate school policies, by arranging for professional development and inservice courses for staff where necessary, by demonstrating leadership within the school and supporting staff initiatives, and by encouraging a school climate conducive to open communication and successful teaching and learning.

The teachers' and teacher-librarians' contributions to an integrated information skills program rest on cooperative planning and teaching. While the principal is most influential in initiating policy development across the curriculum, teachers and teacher-librarians are influential in the planning and teaching of information skills programs or in translating policy into practice. Teachers contribute their knowledge of students and curriculum areas. They are responsible for class programs. Teacher-librarians contribute to class programs their knowledge of resources and of the skills required for physical and intellectual access to the information they store. Roy Lundin describes their contribution as including:

- a) participating in the planning and implementation of the school's total curriculum, particularly by advising on the use of resources;
- b) selecting with the involvement of teachers, acquiring, organising and operating a collection of

resources and services appropriate to meet the needs of students;

c) cooperating with teachers in the planning, teaching, and evaluation of units of work;

d) negotiating with teachers to determine what will be covered for particular groups of students, and who will accept prime responsibility for the teaching and application of skills;

e) teaching some of the skills as mutually agreed upon;

f) and giving incidental, follow-up support and reinforcement to individual library users...(5)

One particular service which teacher-librarians can provide to improve the quality of students' learning experiences involves the professional development of teachers. Professional development activities for teachers which can be initiated or coordinated by teacher-librarians include inservice sessions; current awareness services related to learning resources, information technology and their use in learning programs; compilation of bibliographies; and securing the involvement of administrators and teachers in establishing new information services.

Resource selection and management

An integrated approach to information skills programs with an emphasis on resource-based learning implies that a wide range of information and learning resources will be available to students and to teachers, from within each school information centre or library, and from beyond the school.

For students, the resources will be characterised by a range of formats, readability levels, content and curriculum application. The variety of resources needs to be consistent with students' information and learning needs. Learning experiences in which resources are matched to students' interest and abilities will individualise learning and provide opportunities for students to develop independent learning skills.

For teachers, current information related to curriculum development is essential.

Teacher-librarians have expertise in resource selection and management. Information skills programs will be strengthened when teacher-librarians build a functional resource collection appropriate to unique needs of the curriculum, the students, teachers, school executive and the school

community. In developing resource collections, teacher-librarians consult with staff and students, and cooperatively they evaluate learning and information resources according to criteria documented in a school-based resources policy. There should be an educational rationale for all resources in collections, and perhaps selection criteria should be expanded to consider the learning and information skills outcomes inherent in resources.

There are other aspects of the management of the school library collection apart from selection which are pertinent to information skills programs. Resource management involves forward planning. It is crucial that the teacher-librarian adopt an advocacy role and interpret the function of the library resource collection in the school curriculum to the principal, teachers, parents, students and consultants so that realistic funding priorities can be established on a school-wide basis.

Physical access to resources is a crucial aspect of the school library's management plan. It can include consideration of shelving arrangements, whether integrated or not; the format of indexes to the collection, and information retrieval tools, whether on cards, microfiche or online; the arrangement of indexes to the collection, whether dictionary catalogues, subject indexes, KWOC lists; circulation policies; the indexes to collections beyond the school, whether community files, local union lists; the resource sharing networks and interlibrary loan services to which the school library belongs. Physical access also involves equipment, and information skills programs highlight the need for student access to equipment. Instruction manuals may need to be located with items of equipment so that students can use them to develop their skills in independent learning. Circulation policies for equipment need to be flexible.

Conclusion

It is evident that information skills programs depend on a wide range of resources. It is vital that the strategies adopted for the management of library resource collections reflect the priorities and intentions of the school's educational program. If it is accepted that resource-based learning is an approach fundamental to the development of our students' potential and abilities, then resource-based information skills must be an integral part of the school curriculum. In this way, our students' education will allow them to take their rightful places in the Information Society, and to make worthwhile contributions to it.

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AN INTERVIEW WITH SUSAN COOPER



Susan Cooper was interviewed by Penny Hall at Library Services in September, 1987.

Simon, Jane and Barney. I put them on a train journey from London to Cornwall and they were going to find treasure at the end. But, as is the way with novels, things pop out at you while you're writing them and what popped out at me was a mysterious great-uncle called Merriman who took over the story and it began to turn into a fantasy, which I hadn't expected. An Arthurian element crept in and this division between the powers of the Light and Dark. I forgot all about the deadline, I even forgot all about the thousand pounds and wrote a novel that was eventually published as *Over sea, under stone*.

Then life took over and I went to America, got married, had children. Then, almost ten years later, there was a very odd day, when I had two things working in my head. One was having been skiing with my husband through the woods near our home in New England and looking at deep snow with branches sticking out of it, looking like buried deer and sort of mysterious and an idea popped into my head to write a story about a boy who woke up on his birthday and found he could work magic. That idea hadn't got anywhere: it was just sitting in the back of my head. I picked up *Over sea, under stone*, the first book - I don't know why really - and re-read some of it and I suddenly had the idea not only for this vague book about a boy waking up finding he could work magic, but for three others, to make a sequence of five. It must be what happens to a composer when he suddenly gets the feel of a symphony. I imagine that the pattern of the movements must come into his head all at once. And I've always thought of *The Dark is rising* sequence as a kind of symphony, with different movements. So I took one piece of paper and I wrote down the four titles that I would have to write next: who was in

Inevitably, perhaps, you're best known for your *Dark is rising* sequence. Did you conceive of it as a sequence?

No, I didn't even know that *Over sea, under stone* was more than one book. I wrote it when I was a young reporter on the Sunday Times in London, doing all kinds of things, including writing features for a half page we had, called 'Mainly for Children'. I had written a novel for adults and one day the Literary Editor of the paper came in and said 'Here. You ought to try this.' It was a competition organised by Ernest Benn, the English publishers who published E. Nesbit, for the E. Nesbit Prize which was one of those things that publishers set up to find new authors. They were offering a thousand pounds for a family adventure story. So I thought 'Oh!' and 'A deadline - I like that!' A thousand pounds sounded nice too. So I started to invent what I thought was an adventure story. I invented three children, a bit Nesbitish at the beginning, called

them; the time of year that they would be set in, each time slightly magical, like the solstices or Christmas; and just a few words about what the story would be. Then I took another piece of paper and wrote the last page of what would be the last book. And then I started to write the second book which was *The Dark is rising*. Indeed, when I got to the end of the sequence, I did use that very last page, changed very little.

So you could say that, no, in the beginning I did not think of it as a sequence. There was great pleasure involved in getting to the end of each book and writing on a separate page, for instance, 'Here ends *The Dark is rising*, second book of the sequence by the same name. The first book was called *Over sea, under stone*. The third book will be called *Greenwitch*. There will be five books'.

Your most recent book for young adults that we've seen in Australia is *Seaward* and that's very much in *The Dark is rising* style. How is it that a long-time resident of America draws on English and Welsh legends and myths?

It's the thing of not being able to escape one's roots. I didn't come to America until I was twenty-seven and one is very much formed by then. Also, I'm extremely English, with a very strong sense of place. I'm very firmly attached emotionally to the places where I grew up which were Buckinghamshire and North Wales and, in my children's books, I found it hard to escape from those roots - not that I've really tried very hard! *Seaward* was the first book that is not actually geographically rooted in my two home territories. There is a lot of the feel of American place in it: there is a whole stretch there which is really Death Valley in Nevada. It's a very strange landscape which has haunted me ever since I first saw it. I think, one day, I will write a book set in another part of America that haunts me, which is in the south-west in New Mexico, around Albuquerque and Santa Fe - Navajo Indian country - which is quite magical.

Was it a question of research for you or were you drawing on your head, particularly for *The Dark is rising* sequence?

I suppose both. I had a firmly rooted store of myth and legend and folktale from reading so much when I was young - being encouraged, I daresay, by my mother, who was a teacher, to read and write all sorts of things. But it was really the tendency that we all have to read the things that appeal to us, so, once I knew I was writing a story that had both Arthurian roots and was linked very much to the sequence of invasions that had overtaken Britain in

the last two or three thousand years, I was also deliberately reading books related to that. But it was not academic research in the proper sense for writing a paper - it was a lot of off-beat reading.

Jethro and the jumbie is completely different in format, style, tone and content - even reading level. What was its catalyst?

Jethro was the result of our having, in the early years of our marriage, bought a piece of land on a very remote island in the British Virgin Islands, which is a group of islands east of Puerto Rico. We'd gone there because I was so homesick that Nicholas, my husband, thought he'd better do something to restore my sanity. He found this little hotel island run by an English couple and we went down there for a holiday. On the island next door there was land available so we went slightly mad and bought it and built a small house as an escape from the snow in New England in the winter and from the heat of New England in the summer. The children on Tortola, which is the main island, speak a wonderful sort of lilting English, with their own particular idioms, which I love. They are taught in schools from books published in England because they are part of the Commonwealth and that's the way the system operates in those smaller territories. It seemed to me that the books they had bore absolutely no relationship to their own life, their surroundings, their speech or anything: it was a little like the difference between Standard English and the English you get in a play by Sean O'Casey if you're an Irish child. And here were the Tortolan kids with nothing like that, so I thought, 'I'll try to write a story for them, in their idiom,' and that produced *Jethro*. It was illustrated by Ashley Bryan, a very good writer and illustrator, who is himself West Indian. So there was *Jethro*: unfortunately he didn't sell particularly well, either in the Commonwealth or in America, so my hopes of doing a *Jethro* series went down the drain.

Dawn of fear is a very powerful anti-war story for quite young readers. At the time you wrote it, did you have such a message in mind?

Only to the extent that we're all anti-war. It's very autobiographical: it was written as what I thought was an adult novel called *The camp*. I wrote it when I first came to the States, again, I think, out of homesickness. I was very deep in thinking about England and I found myself thinking back to my own childhood in the early part of the war - the Blitz. We lived just outside London, with the main railway line to the west running at the end of the street and an anti-gun emplacement next to it because the Germans were always trying to

bomb the railway line and therefore often hitting people instead. The events in it were all out of my childhood. From time to time, people say 'Why did you turn yourself into a boy?' I have no answer to that one: perhaps it was a distancing device.

All your books for children are still in print - in both hardback and paperback - even though *Over sea, under stone* was first published twenty-three years ago. What sort of response do you get to your books?

Children's letters are marvellous! They come from countries about in proportion to population. So most of them come from America, but they come from all over the place: from Australia, New Zealand, England, Canada and assorted far-flung parts of non-English-speaking countries. They are quite wonderful: one discounts the letters that are written because 'Teacher said we had to write'. I answer them, but they don't really tell you anything except that someone's teaching the book. The letters from children which are real letters, that they have written of their own accord, come from kids who are real addicts of fantasy - 'fantasy freaks' they call themselves, if they're American. A certain number of them who interest me most say things like 'I didn't know fantasy could be like this. I didn't like fantasy until I read your books and then, all of a sudden - whoosh!' and, 'I picked up your book and it got me into reading'. That is the best thing any kid can say to an author and it's lovely when they write to say it. I suspect there is usually a benevolent librarian behind that. God bless them!

Books in print also lists *Selkie girl* under your name. I haven't seen it yet.

It's a retelling of the various versions of the basic seal story from the Hebrides and the Shetlands. Warwick Hutton, who did the illustrations for *The silver cow*, also illustrated *Selkie girl*. I think the pictures are beautiful but he's not as popular amongst English publishers as he is in America: maybe there are too many people with similar styles drawing and painting in England. It hasn't been published in England yet but it's going to be, by Hodder and Stoughton.

Do you have any plans formed for more books for children or young adults?

Before I started writing lectures to give in Australia, I'd begun a novel which I think is an adult novel. I've written two or three chapters of it and I'll go back to it when I go back to America. I say I think it's an adult novel because I've thought

that before and been wrong. When I finish a book, my publisher tells me what it is.

You do a great deal more than write novels. Would you like to tell us some other things you're involved with?

My life seems to have branched out like a tree: there are no major branches at the top at the moment. I started to write for the theatre while I was finishing *The Dark is rising* sequence, for a theatre company in America which produces mostly seasonal shows. It's a mixture of drama, verse, music and dance called 'The Christmas revels' which is performed in Cambridge, New York, Washington, California, New Hampshire - several different productions each Christmas. I wrote several small plays for Revels and then became friends with two actors in America called Hume Cronyn and Jessica Tandy - 'the first couple of American theatre'. They're in their seventies and they're wonderful actors. Hume and I wrote a play called *Foxfire*, a full-length play with songs, set in Appalachia in the south of America, using some material from the *Foxfire* books which were oral history. Basically, it is about an old couple and their son who's a country singer.

We did the play in three productions. It began in Stratford, Ontario at the Shakespeare Festival. Then we rewrote it and did it again in Minneapolis at the Guthrie Theatre and then we took it to Broadway and it ran for about seven months. In those initial stages - in the first two productions - it was taking up a lot of time because of the rewriting. And I was going along with the production and learning a lot about theatre in the process and loving it - I did write *Seaward* in the middle of it.

One thing leads to another and my collaborator, Hume, was acting in a film with Jane Fonda and Kris Kristofferson and he gave the script of *Foxfire* to Kristofferson just to see if he thought that the portrait of the son was realistic. Jane Fonda looked over his shoulder when he was reading it one day and said 'What's that?' It turned out that years before she'd bought the rights to a book called *The dollmaker* by Harriette Arnow because it had a very strong central part that she wanted to play. It, like *Foxfire*, was set in Appalachia, so she said to Hume 'Would you try to make this into a television script for me?' Which we did. I loved doing that: it was a fascinating exercise, turning someone else's book into a screenplay. I discovered instantly that I liked writing screenplays, because one thinks in images which is the way that I think when I'm writing a novel. I find it much easier than writing for the theatre which is a struggle!

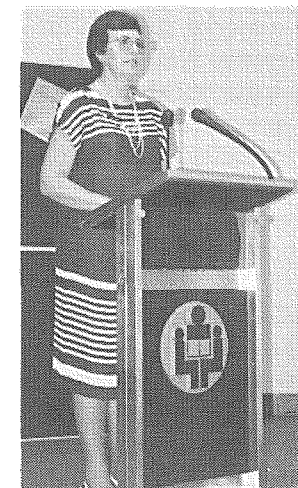
So Jane acted in *The dollmaker*: she won an Emmy and we were nominated for one. That led to all kinds of offers of other television jobs, most of which I turned down, but once in a while there's one that you think is worth doing. It would be very easy to spend your life writing mediocre stuff for television and earning a handsome living doing it because it is such a voracious medium: it gobbles up scripts which are, of course never seen or heard of again. It also gobbles up young writers, I'm afraid, especially in America, where they go to Hollywood and earn a great deal and never emerge again. So one has to try and resist that temptation, but, as I say, every once in a while, there is one that seems worthwhile doing. The last one I did was the television version of our own play, *Foxfire*, which I wrote on my own because Hume was busy acting in something else and we spent six weeks, this past year, shooting it in South Carolina, with Hume and Jessica playing their parts and John Denver playing the son.

John is an ardent flyfisherman and so is my collaborator, and, as a result of that, I'm ending my Australian trip by going flyfishing in New Zealand.

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STAFF DEVELOPMENT PROGRAM 1988



Joan Healy is Director, Services Directorate. During 1987 Mrs Healy was a member of the Departmental Review Committee investigating staff and professional development.

The New South Wales Department of Education has provided opportunities for inservice activities for its staff members for many years. The program

activities have varied from one day seminars, to week long residential courses - some have been held in working hours, others have been held after school and a number have been a combination of weekdays and weekends. A large number of staff has benefited from study time allocations to pursue tertiary courses that enabled them to improve their educational background.

The commitment of the Department is clearly set out in the **Statement of Corporate Goals and Purpose**, particularly in Goal 15 which is 'to support the development of staff at all levels so that their capac-

ity to contribute to the Department's purpose is enhanced, and to give recognition to effective individual or group performance to this purpose.'

Staff development however, must be more than just the occasional involvement in a special 'once off' activity. It should be planned as a continuous series of coordinated and related learning experiences occurring throughout a staff member's career. For teachers there is always the need to explore new teaching techniques, new content materials, new forms of student assessment or to become familiar with new policies. For other members of staff there is the need to develop and implement new administrative procedures, and learn how to use new technology. Many staff members will also be interested in developing their leadership and administrative skills with a view to achieving higher status positions.

Research has shown that staff development is a subtle and complex process in which inservice courses and programs can make a worthwhile contribution, but for teachers, the most efficient and effective development occurs within their own school i.e. school based and school focused. It is to be expected that the same principle would be true for all staff members whether in schools or offices in

some other part of the Department. It should be a continuous process with clearly stated policies and guidelines.

At the end of 1986 the Specific Purpose Program funded by the Commonwealth government for professional development ceased. This did not mean the end of inservice activities and in fact most regions conducted more activities in 1987 than in previous years, but of very different types. In 1987, for the first time, all state schools were entitled to apply for school development (student-free) days to be used for whole-school staff development activities.

The change in funding provided the opportunity for the Department to conduct a thorough review of all the opportunities provided for staff development for all its staff whether they were located in schools, regional offices, head office or other locations. As a result of this review it was proposed to develop new policy, provisions and practices for 1988 and beyond.

A Staff Development Coordination Committee has been established to oversee all aspects of the new staff development programs. As well there are two Staff Development Management Committees - one responsible for activities dealing with teaching and educational leadership, and one responsible for administration and general management. The programs for each of these committees are available to all members of staff as applicable.

As the purpose of staff development in a school should be to develop the whole school as a centre of quality education as reflected in improvement of student learning and performance and enhanced self-esteem it is not surprising to find that the priorities established for staff development activities have included: student welfare; curriculum implementation; effective teaching and classroom practices; and whole school development. In 1988 there are also programs dealing with: computer education; community awareness; the basics; integration of students with disabilities; and educational leadership. The curriculum areas that will receive support are those identified in the Curriculum Priorities 1988 document as being in optional implementation or pre-implementation. This of course will include the new Library Policy.

There will be an expansion of the programs involving administrative skills, job skills, financial management, occupational health and safety, supervision, and equal employment opportunity. Further details of these programs will be provided to schools as soon as possible.

The evaluation of the school development day initiative has shown that most schools availed themselves of these days and most were very successful in providing the opportunity for the whole staff to work together on curriculum or policy matters. Many schools commented on the value of involving parents in their programs in establishing a greater understanding of the school curriculum and the individual school's goals for their students. The Minister for Education has approved the continuation of this initiative in 1988.

It is recognised that every member of staff is also responsible for recognising his/her own needs in staff development and should be prepared to take some responsibility in this area. To this end, the Services Directorate has been working with various tertiary institutions to develop cooperative activities whereby some staff development courses are accredited by the tertiary institution towards formal academic qualifications. Another initiative introduced in 1987 and to continue in 1988 was the implementation of school-based support courses and more may be said about these in a later article.

The major initiative in 1988 is the trial of television broadcasts to provide a source of staff development material as well as information for the general public. Through SBS-TV the Department has a program every Monday from 3.30 - 4.00 p.m. of copyright-free material suitable for use in staff development programs. State schools will already have program guides for the material, and many schools are participating in its evaluation. The NSW segment, called 'Education Today' is part of a national program that is provided every weekday between 3.00 and 4.00 p.m.

As well as the wide range of activities to be developed and implemented on a state-wide basis, the Regions are also providing extensive programs, within the same priority areas. All state schools will have received copies of their local regional programs.

It is clear, that the Department is taking its responsibilities to its staff very seriously and the Services Directorate is having a very busy year developing new materials and courses to assist regions and schools. Those of you who accept the challenge of involvement in the various activities provided will have a very rewarding experience.

teaching learning

EXCHANGING IDEAS: cooperative program planning and teaching in a Canadian primary school

Suzanne Leslie went to Canada from Lindfield Primary School.

As my year on exchange at Queen Elizabeth Elementary School in Vancouver, British Columbia, as a teacher-librarian draws to a close, it seems a good time to reflect on what I've learnt and experienced and how I can best implement my new ideas in my Australian school next year. This is not an academic report, but rather my impressions.

To walk straight into a school where cooperative planning between the teacher-librarian and the teachers is in operation is a great way to see how the teaching method works, without having to go

...vital to the successful implementation of cooperative planning is flexible timetabling...

through the teething problems. It was also a chance to see that it is not at all a frightening procedure. It is not the widespread method of library operation in British Columbia, and even within the Vancouver School District it varies in the degree to which it is used, but it is the Board policy that it be practised.

The library system in Vancouver works to facilitate the use of cooperative planning - the role of the teacher-librarian is more that of a teacher than in NSW. Library materials, except paperbacks, are centrally processed and book purchases centrally organised. There is a good pupil to teacher-librarian ratio (in a school of 380, I am full-time and have approximately ten hours of clerical assistance) and all these factors free the teacher-librarian from many clerical and organisational jobs in the library.

Also vital to the successful implementation of cooperative planning is flexible timetabling which is also Board policy. The library timetable is organised two weeks ahead. This means that units can be planned to meet student needs, and to match teaching styles and resources. For example, one class may use the library for five periods each week for a

month and then not use it for some time, whereas other classes may come for one period each week on a more regular basis. Where entire classes are booked into the library, they must be accompanied by the class teacher. The fact that the day at my school is organised into seven forty minute periods, with a buzzer sounding between them, facilitates the smooth changeover of classes.

The School Board provides an excellent base of resources for schools. The funding this year is \$16 per student - to be spent only on student materials. The board also makes district purchases of Canadian materials, prize winners, and some periodicals and there is a changeover of at least three types of encyclopaedias every two years.

The system is however not without flaws and I would personally like to see a combination of cooperative planning and the older style of library program. My basic philosophy is that any library program should create a happy atmosphere in which children feel comfortable and can independently find and use resources. Children should be aware of both non-fiction materials and the range of literature that is available to them.

In Vancouver, there seems to be so much emphasis on research, that the latter aspect has been lost and the language-arts role of the library is not used to

There is also a need for the teacher-librarian to be assertive...without putting teachers off using the library...

the fullest. I see the older students at my school not getting past the paperback stand, to see what else can be found in the fiction section; and the non-fiction resources used only in terms of class assignments. Children have not been encouraged to borrow regularly, particularly the reluctant readers - maybe regular book exchanges do not meet all

individual needs, but they do allow the teacher-librarian to see who is using the library and to introduce new and high interest books. (I might add that I haven't managed to overcome this problem in my year here.)

There is also a need for the teacher-librarian to be assertive, and without putting teachers off using the library, to ensure that the units of work are well planned and use the skills of the teacher-librarian and the resources available. There is a risk of finding yourself in the role of a baby-sitter, taking a section of a class to teach them work that could just as successfully have been taught in the classroom.

Next year there will be the task of convincing my Australian principal and staff that cooperative planning is the way to go. At present, I think that the school could be best served by having infants

classes scheduled on a regular basis - with storytime and research and library skills taught in the game format I have used in the past. I would like to see primary classes work on a flexible basis, with cooperative planning of units in all subjects, including language-arts. This should also allow infants classes to do research and it should be monitored to ensure that classes are getting an equitable share of library time.

The service of providing teachers with backup materials for classroom use and the development of curriculum, and extending the library away from its four walls and out into the school - something not found in this Vancouver school - should continue.

In another year's time I hope that I will have the same enthusiasm for cooperative planning and that I will have helped to bring its benefits to my Australian school.

COOPERATIVE PROGRAM PLANNING AND TEACHING AT MT KURING-GAI PUBLIC SCHOOL - PART II

Margaret Eden is a primary school teacher-librarian. Part I of her article appeared in scan vol 7 no1, february 1988.

Where to now?

Once initiated into the practice of cooperative program planning and teaching, staff and students are keen for more.

The next unit planned for year 2 will be *Our Wonderful Body - the Brain*, examining

- shape and area functions
- the five senses
- brain food.

Again, the class will be in three groups and within these groups the students will work in pairs, each with a large sheet of paper. Simple information statements will be conferenced and written on this sheet. The group will gather and the information will be read out around the group by the pairs. The most important statements will be chosen and used as notes for the unit. These notes will accompany large pictorial charts made by the class using overhead projection and magazine cutouts.

The children are now the initiators, while each adult acts as secondary organiser.

What about literature?

This year our library is open for half an hour before school and during lunchtime to facilitate borrowing for years 1-6. Kindergarten borrows in session time and is the only class to do so. Once the students understood their responsibility in reminding themselves, borrowing has increased and the library is used to maximum for relaxed reading at open times. All grades are introduced to literature appropriate to units or class topics at the end of their library sessions. New display areas for fiction and high interest material have been established and are constantly changed and discussed. We display all new material in the staff room before it is introduced to the students.

Parents are invited into the library at open times and may borrow on their own cards which are kept in their child's envelope. This has been slow to take off but I'm hopeful that parents will avail themselves of our facilities as time goes on. Mt Kuring-gai Public School also took part in the KOALA book award scheme this year.

Can I delegate?

One of the most difficult things for us to realise is that we do not have to do *everything* ourselves. There are others very willing and capable who can do most of the everyday work.

Firstly, in our school, the clerical assistant does all basic accessioning and processing. Secondly, coopt volunteer parents - almost a must for cooperative planning and teaching. I find in a small school that parents want to be involved and are very flattered when asked. No task is too great or small: from covering books, helping with open times, filing and shelving and, most importantly, taking cooperative planning and teaching groups - of course within well-established guidelines. Variety in tasks is the secret, while a 'thank-you' cup of tea and biscuits also goes a long way.

Last but not least are your primary grade students. No task is too great for them, provided you ensure tasks are tailored to their age. I now have two year 6 students who look up and record all ASCIS numbers from the microfiche. Providing recognition such as Merit Certificates can be a great incentive.

Flexible scheduling

With only two days per week open library, we are locked into a basic library timetable. However, I make available one hour open time each day when classes may book in (one week in advance - not ad hoc) for extra class time. This is usually done by groups involved in cooperative planning and teaching units. The time sheet is displayed in the staff room under a colourful banner for all to see.

Independent use of the library

We have piloted a tag system by which years 5 and 6 students are given a red cardboard library pass, which enables them to come in at any time for borrowing, research or browsing, alone or in small groups. The pass lets me see at a glance that they have their class teacher's permission. They are expected to work or read at such times without any assistance. So far this works well, but I have not had an evaluation time with the class teacher to date. You will always have a few students who do not respond to *any* system, but we are trying to cater for the majority at our school who do. With 4,500 books on our shelves, we do take a hard line on losses which *must* be replaced or paid for.

Conclusion

I feel that I must stress to you that in launching any new approach, there are invariably hiccups. Don't be discouraged. Believe in what you do and take the steps to break down your isolation.

Be prepared to do the lion's share of the work and begin with those members of staff you know will be most receptive. By influencing a few you will be reaching many. Encouraging and influencing your staff will in turn change the attitudes and habits of all students in the school. As well, a close professional relationship with your workmates is a rich reward. The class teachers will greatly appreciate your planning, preparation and sharing of their teaching load and your teaching skills will be recognised and used. Also, remember that your area teacher-librarians' group meetings will recharge your batteries and provide support.

Enthusiasm is contagious - but so is defeat! Be brave, accept the excitement and challenge of a new dimension in teacher-librarianship. You will experience a wonderful growth of self-esteem and personal worth in everyone's eyes, especially your own!

CONTRIBUTIONS TO *scan*

scan offers you an opportunity to share your opinions, ideas, experiences, position on major and minor issues.

We welcome your contribution typewritten, double-spaced, with your name, school and a contact number. There are approximately 1200 words per page of text and a suggested maximum size for articles is four pages. The Editors maintain the right to edit for space and style.

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

Address all correspondence and contributions to:

The Editor, *scan*
Library Services
PO Box 439
North Sydney 2060

COMPUTING STUDIES SYLLABUS : YEARS 7-10

Bob Baker is a Senior Education Officer with the Curriculum Development Team at the Computer Education Unit at Erskineville.

The **Computing Studies Syllabus 7-10** was released by the Board of Secondary Education in term 4, 1987. This course is an elective course for optional implementation in 1988.

It is new in a number of ways: it is the first syllabus of the new Board; the first Computing Studies syllabus in NSW; and it presents computing in a new way. It takes a novel approach to the study of computing as a discipline - through the concept of computer systems. A computer system is defined in the syllabus as a combination of hardware and software functioning together to achieve a purpose.

Emphases

This systems approach emphasises:

1. The notion of systems of hardware and software and the close connection between them.

2. The notion that computer systems are designed by people for the use of people - ie that computing is a purposeful activity.

3. A balance between theoretical aspects - the fundamentals of computing, and practical aspects - the use of computers as a problem-solving tool.

Aims

The course aims to allow students to:

- * develop an understanding of the fundamentals of computing;
- * apply this understanding to appropriate problems of relevance to them;
- * use a computer in the implementation of these solutions;
- * appreciate the consequences of implementing solutions using computers;
- * relate classroom experiences with computers to a wider societal context;
- * develop an understanding of the effects of the use of computers in society.

Structure

The course is structured around a core and six themes.

The core addresses the concept of a *system*; computer systems considered through a model of

Input/Processing/Output/Storage/Control, and *problem solving*.

The themes are: Information, Communication, Graphics, Modelling & Simulation, Monitoring & Control and Intelligent Systems. They provide a range of areas which reflect the application of computers to the solution of problems.

Although the system's perspective is used to develop the core of this course, a range of other perspectives is presented, through which the core and thematic content is to be developed. These include historical, environmental, personal, social and philosophical perspectives. All students are to approach some of the content through each of these perspectives.

Resource implications

There are several resource implications of this syllabus. Because the approach taken is a novel one, there are few books currently available which reflect the exact approach of this syllabus. However many of the newer publications have sections which are relevant. As a joint Library Services/Computer Education Unit project, an annotated bibliography is being prepared for publication later this year. This bibliography will include not only books but videos, kits and other resources.

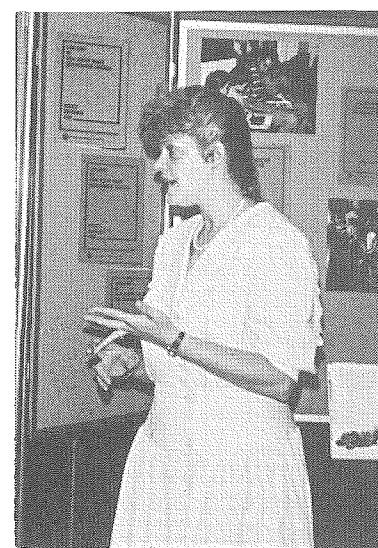
Another resource implication is the hardware/software available to schools to support this course. No school should consider offering the course unless it has computer systems appropriate to the chosen themes. For example no school should offer the communication theme without access to a modem and communication software.

The most important resource in teaching this course is a body of suitably trained teachers. To fill this need, regions will be conducting inservice courses throughout this year and the Computer Education Unit is providing a range of professional development materials including an information kit, teaching program ideas and some sample units of work.

If teachers are aware of any useful resources, approaches and teaching ideas or have any questions about the course they should contact: Bob Baker Computer Education Unit Bridge Street Erskineville 2043 (02) 5176900.

search <

LITERATURE SEARCHES - WHY, HOW, WHERE?



Robyn Owens, Divisional Librarian, makes a point at the launch of the Library Policy.

The Inservice Library operates an information retrieval service which consists of on-line and manual literature searches in subject areas requested by teachers, teacher-librarians, and personnel of Services Directorate.

WHAT IS A LITERATURE SEARCH?

The number of information sources has exploded during recent years, necessitating the production of print and computer indexes to large scale databases. Information retrieval searching provides easy, convenient, comprehensive and cost-effective access to millions of bibliographic and full-text information records throughout the world.

Much of this literature searching may be performed using printed indexes and abstracting services. This is particularly the case when our clients wish access to information concerning the British educational environment, theories and practices. Also the Australian Education Index is often used, in the print form, to perform simple searches and immediate access to information. The result of such a manual search for our clients is a bibliography or list of references, generally of periodical articles and documents.

ON-LINE LITERATURE SEARCHES

Very often such print indexes to the vast databases of ERIC, which includes educational literature and research in North America, and LISA (Library and Information Science Abstracts) are available in machine-readable form that is accessible by computers. Online information searching brings together the world's key reference sources on-line, enabling access to millions of records within minutes.

The Inservice Library has access to a wide range of national and international databases including: ERIC (Educational Research Information Centre);

LISA (Library and Information Science Abstracts); PSYCHINFO (Psychological Abstracts Information Service); SOCIOLOGICAL ABSTRACTS; EXCEPTIONAL CHILD EDUCATION RESOURCES; LINGUISTICS AND LANGUAGE BEHAVIOUR ABSTRACTS; AEI (Australian Education Index) and APAIS (Australian Public Affairs Information Service).

WHAT KIND OF INFORMATION ONLINE?

The majority of on-line bibliographic databases contain references to journal articles, with some conference proceedings and reports. The ERIC database also includes references to 280,000 ERIC documents on educational research and development, theory and practice. The Inservice Library holds these documents in the microfiche collection and copies are made available on microfiche to library users.

SOME EXAMPLES OF SEARCHES DONE BY THE LIBRARY IN 1987 (with the databases accessed to successfully complete them):

- * Truancy and Aboriginal education (AEI)
- * Pastoral care in secondary school settings (ERIC, AEI)
- * School library automation in Australia (AEI)
- * Music education and the gifted child (ERIC)
- * Role negotiation (PSYCHINFO)
- * Girls in single-sex science classes (ERIC, AEI)

HOW IS A SEARCH DONE?

Clients should contact the Reader Services Unit on (02) 9258251, (02) 9258252 to request a literature search request form. Teachers should complete this form providing detailed information to clearly identify the research topic. The result of a literature search is a bibliography of references on the research topic which is sent to the client. After scanning this list of references, clients can then request copies of the full text of documents or journal articles referred to in the bibliography. To obtain these items, a copyright declaration form must be completed for each item. (A supply of these forms is despatched with the bibliography).

The Literature Searching Service is a free service available to all teachers throughout New South Wales and endeavours to support the professional development and teaching skills of clients of the Inservice Education Library.

MODEMS

Advice from the Computer Education Unit regarding modems was distributed to schools in November 1987, as part of the replacement pages for the *Resources for computer education* (CEU 033). It was headed *COMPUTER EQUIPMENT FOR SCHOOLS - NOVEMBER 1987*. Item/price update, and numbered 87/298 (S.173). The relevant sections are: 4.5.0., which provides useful general information on modem technology, (including clear descriptions of terms such as baud rates and auto dial/auto answer); and 4.5.7, which contains details regarding the Australian modems available on government contract from Data Bridge Electronics. These modems can be used with the microcomputers commonly available in schools.

Further enquiries regarding the information should be directed to: Computer Education Unit
Bridge Street Erskineville NSW 2043 (02) 5176900

PROJECTS IN PROGRESS

The most exciting and up-to-date curriculum initiatives are often those which are happening in schools. It is very difficult to find out about these developments because they are either not documented or are in a constant state of change.

Although the successful initiatives may be written up or recorded in various journal articles, schools would benefit from knowing about these curriculum changes as they are happening - sooner rather than later.

With the aim of making this sort of information more readily available to teachers, a subset of ACIN (the Australian Curriculum Information Network) is being developed to provide information about undocumented curriculum initiatives. ACIN refers to them as a *Project in progress*.

The records for a *Project in progress* appear on the ACIN database in the same way as a record for any more tangible item. It is given a title, a date, subject headings, etc. and an abstract which is a description of the project. The term 'Project in progress' is assigned to the record in the place of a publisher. The abstract, or description of the project, always includes the address and/or telephone number of a contact person who is involved in the project and can provide further information.

ASCIS dial-up users can access this subset of ACIN by searching in the publishers' file using the term 'Project in progress'. There are several categories of *Project in progress* according to their state of origin (i.e. Project in progress, S.A.; Project in progress, N.S.W.; Project in progress, Tas.) so that specific searches by state, can be made. Using the truncated search term, 'Project in progress' (without indicating a state), allows the user to quickly search Australia-wide.

This search on 'Project in progress' can then be made more subject specific by adding a second term, using free-text searching on the abstracts or using subject headings from the subject file.

The following search was done by using the truncated term 'Project in progress' in the publishers file and the truncated term 'Aborigin' in the abstracts file.

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Searching
Abstracts
Saved documents
1 Publishers: project in progress... 125
2 Abstracts: aborigin... 429
3 1 AND 2 7

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Searching
Abstracts
Short information

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7 Documents

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1 South Australian Museum Aboriginal culture program S.A. Museum 1987
2 Yalata Aboriginal School Language arts policy Yalata Aboriginal 1986
3 Lincoln South Primary Sch Social skills development Lincoln Sout 1985
*4 Wilkinson Merv Combating prejudice in ACT schools Mer 1987
5 Hendon Primary School Equal opportunities Hendon Primary Sch 1986
6 Port Augusta Primary Scho Student produced reading materials Por 1986
7 Edward John Eyre High Sch Oral history, Whyalla Edward John Eyre 1986

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Searching
Abstracts
Full information Document 394567

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Combating prejudice in ACT schools Merv Wilkinson Walter Waia. Project in progress, 1987

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Names: Wilkinson Merv ( ) / Waia Walter ( )
Titles: Combating prejudice in ACT schools Merv Wilkinson Walter Waia
Publishers: Project in progress
Subjects: Aborigines / Prejudices / Racism
Class numbers: 305.8 a11 / 305.89915 19

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Searching
Abstracts
Abstr.

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ACIN 81870035 ACTSA ACTCIN

This project is complementary to the Victorian Combating prejudice project and aims to: develop materials to combat prejudice and racism in the ACT, focusing in particular on prejudice towards Aboriginal students; adapt and evaluate major project material as to appropriateness in the ACT context and trial and modify strategies to combat prejudice towards Aboriginal students. This is a Change program project.
CONTACT: Merv Wilkinson or Walter Waia Curriculum Section ACT Schools Authority
PO Box 20 Civic Square ACT 2608 Ph 062-954311

The 'Project in progress' file is still relatively small (although South Australia has over 70 records on the database as part of the SACIN subset), however it provides a unique service which will no doubt develop rapidly once the potential is recognised.

Dial-up ASCIS users have access to this information. If you would like to know more about searching the ASCIS database contact Library Services, or, come along to one of the ASCIS Dial-up Users Meetings (held on the first Wednesday of every month, except during school holidays, from 4:00 - 6:00 pm) to see how easy it is.

Subscribers to the NCIN/ACIN microfiche will find those records marked 'Project in progress', which are also tagged either NCIN or ACIN, along with the rest of the records for published material. Any *Project in progress* relevant to a particular topic will be found listed under the subject heading for that topic.

Project in progress is a recent addition to the ASCIS database and well worth keeping an eye on.

Mary Jane Stannus

PROFESSIONAL DEVELOPMENT RESOURCES

This select list provides information to teacher-librarians regarding resources which will assist with professional development. Many of the items will also be of interest to teachers and the school executive. The areas of management, curriculum development and teaching, children's literature and self development are included.

Enquiries regarding items listed as being available from the Inservice Education Library should be directed to 35 Mitchell Street North Sydney NSW 2060 (02) 925 8252. Information regarding journal subscription details has been obtained from Bennett-Ebsco Subscription Services 35-51 Mitchell Street North Sydney NSW 2060 (02) 922 5600.

Preparation of the bibliography has been coordinated by Murray McLachlan, with reviews contributed by Merran Dawson (Library Services), Marjorie Lobban (Library Services), Murray McLachlan (Library Services), Carolyn Ransley (Auburn West Primary School), Brian Rigney (Rooty Hill Primary School), Pat Ward (Library Services).

MANAGEMENT

GILLESPIE, John T. *Administering the school library media center* / John T. Gillespie, Diana L. Spirt. Bowker, 1983
ISBN 0-8352-1514-8 [027.8]

A practical reference covering a comprehensive range of topics, including sections on computers and library networking. The American orientation, while lessening the value of such things as its directories, does not detract from its usefulness as a guide for those requiring ideas and suggestions for direction.

AVAIL: On loan from the Inservice Education Library ASCIS 150454

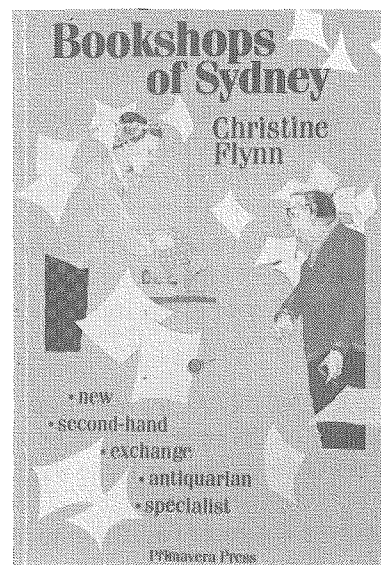
TRUMPETER, Margo C. *Basic budgeting practices for librarians* / Margo C. Trumpeter, Richard S. Rounds. American Library Association, 1985
ISBN 0-8389-0399-1 [025.1]

Teacher-librarians seeking detailed information on budget types (mainly line and program budgets), and the budgeting process will find this an easy-to-follow guide. Although written with an American point-of-view and directed to general library administrators, its thorough nature and clear setting out, with index, glossary and references, make this useful reading.
AVAIL: On loan from the Inservice Education Library ASCIS 247874

FLYNN, Christine *Bookshops of Sydney : new, second-hand, exchange, antiquarian, specialist*. Primavera, 1987
ISBN 0-9589494-2-5 [381]

The compiler has produced a useful practical guide to Sydney bookshops with a breezy, readable text. Entries on the 410 shops cover location, hours of opening, stock, specialisations, services, non-book items, even activities such as book launches and talks. The appendix lists information by suburb, speciality, and shops with staff who speak languages other than English.

AVAIL: Bookshops or PO Box 575 Leichardt NSW 2040.
Paper \$14.95 ASCIS 393678



KATZ, William A. *Collection development : the selection of materials for libraries*. Holt, Rinehart and Winston, 1980
ISBN 0-03-050266-7 [025.2]

A comprehensive analysis which introduces the reader to both the philosophy and the practical aspects of selection, collection development and collection analysis, written about and for libraries in general. Despite this, and an American orientation, it is still of relevance to Australian teacher-librarianship.

AVAIL: On loan from the Inservice Education Library ASCIS 116313

LUCAS, Linda *The disabled child in the library : moving into the mainstream* / Linda Lucas and Marilyn H. Karrenbrock. Libraries Unlimited, 1983
ISBN 0-87287-355-2 [027.6]

The authors state that they feel strongly that librarians have an important role to play in helping disabled children learn to live independent, fulfilling lives. Thus they include basic information about different disabilities and provide practical information as to the type of materials, equipment, facilities and services the children need.

AVAIL: On loan from the Inservice Education Library ASCIS 405054

BELL, Susan *The electronic classroom* / Susan Bell and Ian Scott. Nelson Education, 1987
ISBN 0-17-007142-1 [371.3]

A practical, easy-to-read introduction to the possibilities offered by the study and application of electronic communication in the Australian classroom setting, including chapters on desktop and electronic publishing. The activities suggested suit primary and lower secondary classes. The text is generously supported by relevant, visual examples of activity work. Supporting appendixes providing technical information and a glossary are included.

AVAIL: Paper \$14.95 ASCIS 397712

In perspective, the past - the future? : papers of the tenth biennial conference of the Australian School Library Association / editors, Rhoda Bennett, Suzanne Chaplin, Rosaleen Hellicar. Australian School Library Association, 1987
ISBN 0-909548-13-7 [027.8]

The Australian School Library Association's biennial conferences are forums for the discussion and dissemination of the most up-to-date information on developments in school libraries and school librarianship. The papers from the 1987 conference are gathered into sections on computers (including contributions on information skills and ACIN), active learning (examining drama in education and environmental education), library management and children's literature.

AVAIL: The Australian School Library Association PO Box 140 Elizabeth South Australia 5112.
Paper \$25.00 ASCIS 397111

GARDNER, Richard K. *Library collections : their origin, selection and development*. McGraw-Hill, 1981 (McGraw-Hill series in library education)
ISBN 0-07-022850-7 [025.2]

This scholarly, in-depth examination of the theory and practice of collection development analyses how library materials are produced and marketed, reviewing sources (with an emphasis on American items), the principles of selection, storage, weeding and evaluation, and the issue of censorship.

AVAIL: On loan from the Inservice Education Library ASCIS 404760

HICKS, Warren B. *Managing the building-level school library media program*. American Library Association, 1981 (School media centers: focus on trends and issues no.7)
ISBN 0-8389-3262-2 [027.8]

This concise presentation of management principles details a 5-function process as applied to school libraries: planning, designing the workload, supervising, controlling and revising the management design. The responsibility for carrying out

this process is seen to be vested in the teacher-librarian.

AVAIL: On loan from the Inservice Education Library ASCIS 405119

HERRING, James E. *The microcomputer, the school librarian and the teacher : an introduction with case studies.* Bingley, 1987

ISBN 0-85157-399-1 [027.8]

This is useful reading for educators wishing to develop their knowledge of new computer technology and how it can be used as a tool for learning, with generally short articles by a number of British writers. Information skills and cooperation between teacher-librarian and teacher are emphasised throughout.

AVAIL: On loan from the Inservice Education Library ASCIS 405609

Library Association of Australia. School Libraries Section. W.A. Group. Online Information Services for Schools Sub-Committee *Online information services for schools : implications for school libraries.* Western Australian College of Advanced Education, 1987

ISBN 0-7298-0050-4 [025]

This concisely and clearly written publication discusses the role of the teacher-librarian in relation to information technology and reports on the online information sources and services of possible relevance to the school setting. Sizeable appendixes present suggested curriculum applications of on-line sources and services, details concerning a selection of on-line sources and services and an extensive bibliography of related reading.

AVAIL: School Libraries Section (WA Group) Library Association of Australia PO Box 259 Claremont WA 6010. Paper \$7.00 ASCIS 395330

ROBERTS, Jean *Successful submission writing : project development and management of change.* Information Australia, 1985

ISBN 0-949338-08-7 [808]

All stages of the submission writing process are covered, from organisational

analysis, needs assessment, evaluation and review procedures, writing and presentation, to implementation. Each section could be used independently.

AVAIL: Paper \$39.00 ASCIS 204239

BRUCE, Terry G. *Survival checklist for teacher librarians / Terry G. Bruce and Mirjana Verisan.* Centre for Library Studies, Riverina-Murray Institute of Higher Education, 1987

ISBN 0-909561-98-2 [027.8068]

Newly appointed teacher-librarians, or established ones who need help to rejuvenate their work practices will find this checklist useful. The 3 sections - school organisation, library automation and library processes - have blank pages opposite the checklists for notes of individual school procedures and decisions.

AVAIL: Centre for Library Studies PO Box 588 Wagga Wagga NSW 2650. (069) 232584 Paper \$6.50 ASCIS 387817

JUCHAU, Madeleine L. *Teachers' information needs and the school library.* LAA, School Libraries Section, N.S.W. Group, 1984

ISBN 0-86804-026-6 [027.8]

A survey of a random sample of 19 Sydney metropolitan state high schools investigating the information needs of teachers and the role of the school library in meeting those needs. Many teachers were apparently unaware of the services offered in the school library. Appendixes include the questionnaires used in the surveys and the results obtained from these.

AVAIL: Library Association of Australia 376 Jones St Ultimo 2007. Members \$8.00 Non-members \$14.00 ASCIS 220496

JOURNALS

Arts and education ISSN 0725-0673

A readable journal which covers developments in technology through feature articles and product information. The areas covered include computers, electronic communication, music, films, photography, video and the performing arts. An interesting feature is the free

reader service feedback system whereby additional information can be obtained on issues and products detailed.

AVAIL: Arts and Education Keyset Building 378 Abercrombie Street Chippendale NSW 2008 (02) 3191600 \$23.00 6 per year

In Future

Reflecting the Commission for the Future's aim to inform and facilitate debate on actual developments in science and technology and on the effects of these developments on personal choices in education, health, career and leisure matters. This readable journal presents a range of articles on matters both professional and personal.

AVAIL: Distributed free to schools 6 per year

School library journal ISSN 0362-8930

With an emphasis on reviewing of resources both fiction and non-fiction, this American publication is a useable selection tool. Articles ranging from 1 page or so to longer. Features discuss issues pertinent to school librarianship. A substantial amount of the journal is devoted to publishers' information.

AVAIL: School Library Journal PO Box 1978 Marion Ohio USA 43305-1978. \$US 80.00 11 per year

CURRICULUM DEVELOPMENT AND TEACHING

Classroom + library + co-operation = richer learning. Brisbane North Region, Dept. of Education, Qld. 1985
ISBN 0-949496-21-9 [027.8]

These proceedings of 2 Queensland seminars entitled Cooperative planning and teaching through the library, include papers from a variety of contributors who present background theory, identified advantages and disadvantages, practical program examples, getting started ideas and planners, anticipated problems and suggested solutions. Straightforward and clearly written, this is recommended reading for those contemplating or

currently implementing cooperative planning programs.

AVAIL: On loan from the Inservice Education Library or from W H Hooper Education Centre PO Box 150 Chermside Queensland 4032 Paper \$3.50 plus postage and packaging ASCIS 230435

FISCHER, Judi *Co-operative planning and teaching : some practical approaches or how to succeed with Flexible library timetables without even tiring ! !*

Hooper Education Centre, [1980?-1985?]
ISBN 0-949496-19-7 [371.1]

The author shares her personal experiences regarding cooperative planning and flexible timetabling. A diary of procedures for implementation, suggested do's and don'ts, lists of minimum standards to be achieved in each year, timetabling and programming ideas and a bibliography are included. Although related to a specific situation, this is a useful collection of basic ideas and considerations to enrich cooperative planning and teaching programs.

AVAIL: On loan from the Inservice Education Library or from W H Hooper Education Centre PO Box 150 Chermside Queensland 4032. Paper \$5.50 plus postage ASCIS 221194

Co-operative planning & teaching : the way to go. Metropolitan North Region, N.S.W. Dept of Education, 1987
ISBN 0-7305-3634-3 [371.1]

Cooperative planning and teaching is the integrated approach, when the whole range of learning/information skills, knowledge and attitudes are built into existing or cooperatively planned curriculum activities. In this approach the teacher-librarian works with the teacher at the planning, implementation and evaluation stages of the unit. This document is intended to support school community discussion.

AVAIL: On microfiche from NCIN Library Services NSW Department of Education 35 Mitchell St North Sydney 2060. NSW government schools \$3.00; others \$6.00. ASCIS 397012

The inquiry process and the library resource centre [videorecording]. Audio-Visual Education Branch, Education Dept. of W.A., 1987

[371.1]

The inquiry process is presented as a simple procedure which teachers in both primary and secondary schools can use to help students develop effective information skills and to become independent learners. The stages of the process are clearly explained and demonstrated in practical teaching and learning situations involving a Year 4 and a Year 9 class. The content is in harmony with the philosophy of the New South Wales Information skills K-12 draft curriculum statement.

AVAIL: On loan from the Inservice Education Library or from Audio-Visual Education PO Box 271 Leederville WA 6007 (09) 4440055.
\$25.00 plus postage ASCIS 400175

CLEAVER, Betty P. *Involving the school library media specialist in curriculum development* / Betty P. Cleaver and William D. Taylor. American Assoc. of School Librarians/American Library Assoc. (School media centres : focus on trends and issues 8)

ISBN 0-8389-3280-0 [027.8]

Arguing that the teacher-librarian must take a proactive role in the curriculum development process through close involvement in the school's educational program, this American study presents strategies for change, and a model, TIE (Talking, Involving, Evaluating) for structuring cooperative efforts between teacher-librarians and teachers.

AVAIL: On loan from the Inservice Education Library ASCIS 148093

DAWSON, Merran *Priority 1, information skills*. School Libraries Section, N.S.W. Group, Library Association of Australia, 1987

ISBN 0-86804-066-5 [028.7]

The package gives step-by-step instruction for conducting workshops to introduce the concept of information skills across the curriculum. The detailed aspects of organisation are thoughtfully

and comprehensively presented. Organiser, group leader and session notes, icebreakers, handouts, overhead transparency originals, an audiocassette lecture by Joyce Kirk and evaluation forms are all included. It provides a basic presentation for teacher-librarians or teacher-librarian groups wishing to provide inservice on the NSW Information skills K-12 draft curriculum statement.

AVAIL: Library Association of Australia 376 Jones Street Ultimo NSW 2007. Members \$25.00 Non-members \$40.00 ASCIS 385939

Proceedings of a seminar Supporting the Curriculum : policies, perspectives and programs / edited by Graham Spindler and Christine Hingerty. School Libraries Section, N.S.W. Group, Library Association of Australia, 1986

ISBN 0-86804-152-1 [375]

This seminar examined NSW Department of Education policy statements, educational perspectives and specific programs which affect educational activities in schools, and analysed the role of the teacher-librarian in the curriculum development process. It provided an overview of the process as it occurs at both Head Office and school level. Explanations of the individual policy statements were given by specialists in the area. The publication clarifies in a concise, readable manner a process that at times may be obscure to teacher-librarians and teachers.

AVAIL: Library Association of Australia 376 Jones Street Ultimo NSW 2007. Members \$6.00 Non-members \$9.00 ASCIS 379193

WEHMEYER, Lillian Biermann *The school librarian as educator*. 2nd ed. Libraries Unlimited, 1984 (Library science text series)

ISBN 0-87287-372-2 [025.5]

Although certain sections relate specifically to school libraries in the United States, a variety of ideas on learning, special needs, resources, cooperative planning, teaching methods and management apply to the local situation. Ideas would need to be adopted to the philosophy of the *Libraries in New South Wales government*

schools: policy statement and the NSW Information skills K-12 draft curriculum statement.

AVAIL: On loan from the Inservice Education Library ASCIS 387700

HALL, Noelene *Teachers, information and school libraries*. General Information Programme and UNISIST, Unesco, 1986

[028.7]

The aim of this study is to develop guidelines for the instruction of teachers in the educational and curricular use of effective school libraries. It provides worthwhile background reading on information skills and resource-based learning. The study is international in scope, drawing on research and investigative studies from Europe, North America, Australia, and Africa. There is an extensive annotated bibliography.

AVAIL: On loan from the Inservice Education Library ASCIS 399909

Teaching information skills. Curriculum Branch, Ministry of Education (Schools Division), Vic, 1987

ISBN 0-7306-0907-3 [371.3]

This guide from the Victorian Ministry of Education outlines 9 questions which need to be considered when completing an information search. Strategies for the teaching of particular skills are included. In addressing the process as an integrated one, emphasis is placed on cooperative planning between teacher and teacher-librarian. The booklet should be read in the light of the NSW Information skills K-12 draft curriculum statement as, although the basic approach is similar, there are differences in terminology and a different emphasis is placed on the acquisition of skills on a sequential basis.

AVAIL: On loan from the Inservice Education Library or from Victorian Government Bookshop PO Box 203 North Melbourne Vic 3051. (03) 3414111.

Paper \$4.50 ASCIS 388772

HARRIS, C.G.S. *Training in the use of information and documentation in primary and secondary schools*. General

Information Programme and UNISIST, Unesco, 1986

[028.7]

The purpose of this package is to provide teachers with material to assist them in preparing to teach information skills. The author stresses that the contents must be used as a basis for teachers developing their own approaches. The focus is on a framework for the development of information skills, the development of independent learning activities and the teaching of specific information skills. This is useful background material to support the development and implementation of information skills programs in schools.

AVAIL: On loan from the Inservice Education Library ASCIS 399944

JOURNALS

Access ISSN 1030-0155

The Australian School Library Association's national journal provides valuable reading directed to teacher-librarians, librarians and teachers. The emphasis is on resource-based learning and cooperative curriculum development and implementation.

AVAIL: School Library Association of New South Wales PO Box 80 Balmain NSW 2041 Members \$15 Non-members \$30 4 per year

Curriculum development in Australian schools ISSN 0815-4678

The Curriculum Development Centre's publication provides a series of short, concisely written and informative articles concerning a variety of current curriculum issues and developments. The Curriculum Digest section provides notices of conferences and details of new resources.

AVAIL: Distributed free to schools 2 per year

Emergency Librarian ISSN 0315-8888

This Canadian journal is directed towards teachers and librarians who work with children and young adults in school and

public libraries. Its feature articles present ideas and viewpoints in the forefront of library developments. Reviews of resources for students and professional reading materials are included.

AVAIL: Dyad Services PO Box 46258
Station G Vancouver British Columbia V6R
4G6 Canada \$C35 prepaid \$C40 billed
5 per year

CHILDREN'S LITERATURE

HILL, Susan **Books alive! : using literature in the classroom.** Nelson, 1986
ISBN 0-17-006761-0 [807]

Various approaches to literature are described as well as a multitude of ways of working with children's responses to literature. Strengths of this Australian book are the large section of biographical information about popular authors and illustrators, and the examples and illustrations of many of the described activities.

AVAIL: Paper \$13.95 ASCIS 239560

CHAMBERS, Aidan **Booktalk : occasional writing on literature and children.** Bodley Head, 1985
ISBN 0-370-30858-1 [809]

With a close understanding of the work of both librarians and teachers of English, the author discusses the importance of literature to children, the role of the knowledgeable adult, what the reader does, and the most effective ways of teaching literature and literary criticism.

AVAIL: Paper \$14.95 ASCIS 204280

O'SULLIVAN, Colleen **The challenge of picture books : a teacher's guide to the use of picture books with older students.** Methuen Australia, 1987
ISBN 0-454-01416-3 [011]

This compilation aims to raise the awareness of teachers of English, ESL and literary programs of the potential of picture books in fostering enjoyable, creative and critical reading at upper primary and secondary levels. Part 1 provides a variety of practical approaches for using picture books and the rationale

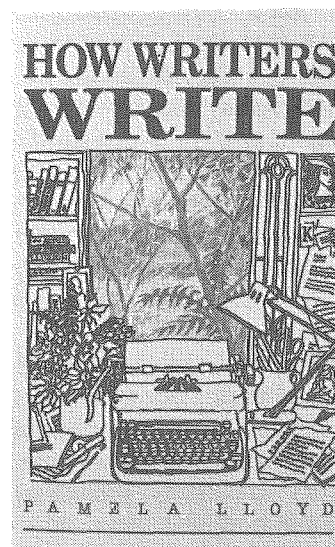
behind this. Part 2 annotates in varying categories over 90 titles covering storyline, illustrations, classroom activities, literary awards and supplementary resources. The information is set out in a clear inviting format and is well indexed by author, illustrator, title and subject.

AVAIL: Paper \$24.95 ASCIS 397066

CREWE, Judith **Children's literature for multicultural Australia.** LAA, School Libraries Section, N.S.W. Group, 1986
(Issues in information services to young people 1)
ISBN 0-86804-031-2 [A823.009]

The author considers 54 titles which contain characters from 20 ethnic groups in Australian society. Concentrating on books appearing in the 1970s and 1980s, she explores common themes such as cultural differences, alienation and homesickness from the point of view of both characters and authors. The focus in this study is on the migrant rather than the Aboriginal experience in Australian children's literature.

AVAIL: Library Association of Australia
376 Jones Street Ultimo NSW 2007.
Members \$6.00 Non-members \$9.00
ASCIS 246755



LLOYD, Pamela **How writers write.** Methuen, 1987
ISBN 0-454-00985-2 [808]

Twenty-three Australian and overseas children's authors give practical insight into the art of writing. They discuss the

techniques, ideas and problems involved in writing picture books, humour, fantasy, realism and adventure, historical novels, poetry and non-fiction. This is useful reading for increasing understanding of both the writers' work and the writing process.

AVAIL: Paper \$9.95 ASCIS 405584

The inside story : creating children's books / edited by Belle Alderman and Stephanie Owen Reeder. Children's Book Council of Australia, A.C.T. Branch, 1987
ISBN 0-909612-08-0 [808.06]

Nineteen authors, illustrators, editors and publishers discuss their role in the creation and production of books for children. The individual papers provide valuable and entertaining insights into the process of writing, illustrating, editing or publishing, of interest to both teachers and students.

AVAIL: Seminar Publications Children's Book Council ACT Branch PO Box 420
Dickson ACT 2602.
Paper \$15.00 ASCIS 398444

McVITTY, Walter **The PETA guide to children's literature.** Primary English Teaching Association, 1985
ISBN 0-909955-62-X [011]

This comprehensive guide to children's literature presents chapters written by experts in the field, which analyse specific year levels ranging from preschool to secondary. The works detailed are by both Australian and overseas authors. Reviews, motivational ideas and suggestions for use provide a wealth of information.

AVAIL: On loan from the Inservice Education Library. or from Primary English Teaching Association PO Box 167 Rozelle NSW 2039. (02) 8182591 Members \$11.50 Non-members \$14.50
Paper ASCIS 220419

TRELEASE, Jim **The read-aloud handbook.** Penguin, 1986
ISBN 0-14-009362-1 [028.5]

The author's fervent belief is that all children should be regularly read to. The problem of the powerful counterclaim of

television for children's leisure time is also addressed. 300 titles, many annotated, including wordless picture books, novels and anthologies are listed.
AVAIL: Paper \$9.95 ASCIS 238893

CHAMBERS, Nancy **The Signal selection of children's books 1986.** Thimble Press, 1987
ISBN 0-903355-22-1 [028.1]

This annually produced list is always a reliable selection. Although published in England, both Australian and American titles are also considered and included, and the annotations are entertaining, economical and informative. Over 230 books are highlighted, ranging from picture books to young adult titles, and including some non-fiction.

AVAIL: Paper \$6.00 ASCIS 399098

DUNKLE, Margaret **The story makers : a collection of interviews with Australian and New Zealand authors and illustrators for young people.** Oxford University Press, 1987
ISBN 0-19-554697-0 [A823]

Over 70 authors and illustrators are included, arranged alphabetically with biographical information and sections such as: When I was growing up, Me as a writer/illustrator, and Advice to young writers/illustrators. A photograph of each person is included, as is a list of their books in print. The collection ably represents the strength and vitality of writing and illustrating for young people in New Zealand and Australia.

AVAIL: Paper \$15.95 ASCIS 385161

THOMSON, Jack **Understanding teenagers' reading : reading processes and the teaching of literature.** Methuen Australia, 1987
ISBN 0-454-01443-0 [807]

Research undertaken with years 8 and 10 students in Bathurst in 1978 and 1984 forms the empirical base for this detailed investigation. Thomson examines reading and viewing habits, surveys twentieth century critical schools and current philosophy for the teaching of literature, then explores in depth students'

responses and gives examples of creative teachers working with children and literature. This is a significant Australian study which successfully combines theory with practical strategies for understanding and enhancing the teaching of literature in schools.

AVAIL: Paper \$24.95 ASCIS 398927

JOURNALS

Magpies ISSN 0817-0088

Articles, author interviews, reviews and publisher's information are presented in this glossy, well-illustrated journal.

AVAIL: Subscriptions Magpies c/- The Singing Tree 10 Armagh Street Victoria Park WA 6100 (09) 3618288
\$20 5 per year

Reading Time ISSN 0155-218X

This long running publication of the Children's Book Council of Australia includes articles related to children's literature and reviews of resources, with a emphasis on fiction items.

AVAIL: The Subscriptions Secretary Reading Time PO Box 62 Turvey Park Wagga Wagga NSW 2650
\$16.00 4 per year

SELF DEVELOPMENT

The art of negotiating [videorecording] / Training Resource Company. Rank Training, 1982

[658.4]

Penelope Keith plays a well-heeled landowner who is introduced to the tactics of negotiation by her smart neighbour, played by John Alderton. Her dealings with tradespeople, from the garage mechanic to the builder giving quotes for house renovation, are carried out with advice from Alderton. In the process, the viewer is introduced to negotiation techniques which can be applied to a wide variety of situations. As well as enjoying the comedy and chemistry of Keith and Alderton's relationship, teachers should pick up many tips to use in negotiations with other staff, parents and possibly students.

The video has been based on the book **Managing negotiation**.

AVAIL: On loan from the Inservice Education Library ASCIS 409106

TRASK, Margaret **Career planning and assessment for librarians** / Margaret Trask, Joan Wood. School of Library and Information Studies, Kuring-gai C.A.E.

[023]

Although dealing with the general field of librarianship, this Australian publication has useful sections relevant to teacher-librarians on identifying what are termed career anchors (seen to be managerial, technical and functional competence, security, autonomy and creativity), setting career goals and objectives and designing and developing an action for career planning.

AVAIL: On loan from the Inservice Education Library ASCIS 405003

Making meetings work. Division of Services, N.S.W. Dept of Education, 1983 (Inservice staff development program 83-002) [658.4]

The intention of this self-paced package is to provide both general reading and a guide to specific organisation for people planning, running or evaluating meetings. Practical suggestions for pre-meeting preparation and techniques for maximising the outcomes of meetings are made. A number of common meeting problems are discussed, with suggestions for immediate action. Checklists for evaluating meetings are included.

AVAIL: Print copies available to government schools from Regional Offices ASCIS 408249

KENNEDY, Gavin **Managing negotiations** 2nd ed / Gavin Kennedy, John Benson and John McMillan. Business Books, 1984 ISBN 0-09-158231-8 [658.4]

Although it is aimed at people in the business world, this book has much to offer readers in other walks of life. An 8-step approach to negotiation is outlined: prepare, argue, signal, propose, package, bargain, close, agree. For each step, preparation, strategies, tactics,

behaviours and case studies are discussed with a how-to approach. Issues such as coping with a deadlock in the negotiation process are dealt with. This book formed the basis for the script of **The art of negotiating**, and provides an excellent amplification of the points made in the video.

AVAIL: On loan from the Inservice Education Library ASCIS 408917

Managing stress : a workshop for school personnel [kit]. Division of Services, N.S.W. Dept. of Education, [1986?] [158.07]

Intended to be used as a series of related workshop sessions on managing stress, the kit provides a leader's guide, overhead transparency masters, participants' notes, an introductory video and a sound cassette for relaxation techniques. The nature and causes of stress are examined. Techniques for managing stress, modifying mental and behaviour patterns are looked at as well as nutrition, exercise, relationships and communication.

AVAIL: On loan from the Inservice Education Library or from Resource Services Distribution 2 Railway Parade Burwood NSW 2134 \$40.00 ASCIS 226606

REPRINT ROUND-UP

Reprint Round-up was prepared by Patricia Ward. Entries are arranged alphabetically by title.

LANE FOX, Robin **Alexander the Great.** Penguin, [1973] 1986
ISBN 0-14-008878-4 [938]

A classic in its own right, this portrays in Homeric proportions, with masterful writing, scholarship and imagination, the Greek hero. Extensive source notes, bibliography and index.

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$14.95 ASCIS 382829

BROADBENT, Marianne **Special library and information centre managers : their continuing professional development** / by Marianne Broadbent and Kerry Grosser. Dept. of Information Services, RMIT, 1986 (Occasional paper Dept. of Information Services, RMIT no.2)
ISBN 0-86444-108-8 [020]

This study, undertaken in the Melbourne metropolitan area, aimed to identify the continuing professional development activities, organisational support, needs and priorities of those working in special libraries and information centres. The findings indicated the recognition of considerable needs for continuing professional development to assist in current positions and future development. Teacher-librarians interested in studies of this nature will recognise much of the detail and argument.

AVAIL: Royal Melbourne Institute of Technology Bookshop GPO Box 2476V Melbourne Vic 3001. Paper \$12.95 plus postage ASCIS 248916

RUSDEN, Jen **The book of the year.** New rev. ed. Oxford University Press, [1984] 1987
ISBN 0-19-554202-9 [394.2]

Revised edition of a proven useful resource for teacher and librarian, an Australian almanac of special days, seasonal activities, memorable events and people, reflecting the multicultural nature of Australian society. Good index and clear format.

AUD: Professional
LEV: Middle primary Upper primary
AVAIL: Paper \$13.95 ASCIS 396195

McNEIL, Jim **Collected plays.** Currency Press, 1987 (Australian dramatists) ISBN 0-86819-147-7 [822]

A timely reprint of his plays, *The chocolate frog*, *The old familiar juice*, *How does your garden grow* and *Jack*, three of which were written by the dramatic poet in gaol while serving sentence as a recidivist-class prisoner. LEV: Upper secondary AVAIL: Paper \$19.95 ASCIS 385648

ROFFEY, Maureen **The Grand old Duke of York : a picture book.** Methuen Children's Books, [1975] 1986 ISBN 0-416-63920-8 [398]

Colourful illustrations radiate fun in this retelling of the favourite nursery rhyme. LEV: Preschool Lower secondary AVAIL: Paper \$6.50 ASCIS 381616

MacKELLAR, Dorothea **My country and other poems.** Viking O'Neill, [1982] 1987 ISBN 0-670-90033-8 [821]

My country was written in 1904 when Dorothea Mackellar was a romantic 19-year-old. It and others in the selection pursue her themes of patriotism and love of nature. Attractive edition includes biographical introduction and 8 colour plates from the Heidelberg school of painting. LEV: Middle secondary AVAIL: \$14.95 ASCIS 395018

Nine o'clock bell : poems about school / chosen by Raymond Wilson. Penguin, [1985] 1987 (Puffin books) ISBN 0-14-031825-9 [821.008]

A wide-ranging and entertaining collection of over 100 poems about school and the love-hate relationships with its routine, teachers and friends. LEV: Upper primary Lower secondary AVAIL: Paper \$5.95 ASCIS 391498

AUGARDE, Tony **The Oxford guide to word games.** Oxford University Press [1984] 1986 ISBN 0-19-282005-2 [793.7]

A fascinating compendium on word games, including description, history, and place in their social context, illustrated by copious examples. Well indexed.

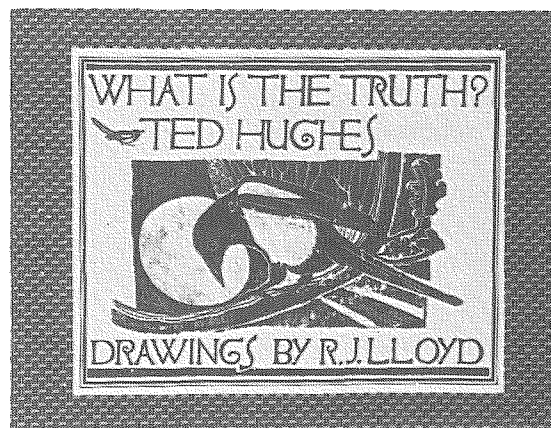
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 387294

The sugar-plum song book [music] : Christmas songs / collected by Jean Chapman. Hodder and Stoughton, [1977] 1987 ISBN 0-340-40228-2 [783.6]

A collection of 26 Christmas songs and cards with simple musical arrangements for young children, guitar chords, suggestions for percussion accents and activities. Could be used with advantage with the compiler's *The sugar-plum Christmas book*. AUD: Professional Parents AVAIL: Paper \$14.95 ASCIS 406739

HUGHES, Ted **What is the truth? : a farmyard fable for the young.** Faber, [1984] 1986 ISBN 0-571-14510-8 [821]

A verse fable which in essence is the poet's metaphysical exploration of humanity and nature. At 2 o'clock in the morning, God and his son summon one-by-one the sleeping inhabitants of a village to describe truly an animal they know well. Haunting and beautiful drawings in monochrome by R.J. Lloyd. Winner of the Guardian Children's Fiction Award and the Signal Poetry Award of 1985. LEV: Upper secondary AVAIL: Paper \$14.95 ASCIS 384398



COPPARD, George **With a machine gun to Cambrai.** Papermac, [1980] 1986 ISBN 0-333-41687-2 [940.4]

Based on the author's diaries, this is a vivid and sensitive account of his experiences when serving as a young British gunner on the Western Front in World War I. LEV: Upper secondary AVAIL: Paper \$9.95 ASCIS 393472

FICTION

LOWRY, Lois **Anastasia again!** Collins, [1981] 1986 (Fontana Lions) ISBN 0-00-672636-4

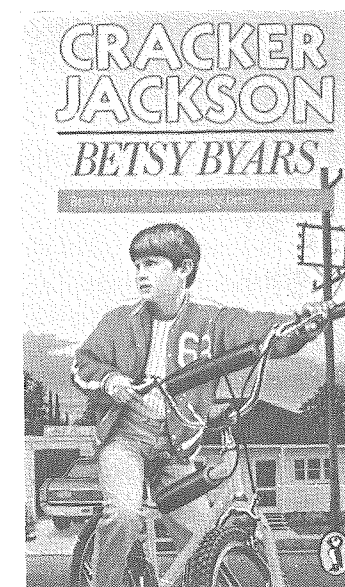
Twelve-year-old Anastasia is horrified at her family's decision to move from their city apartment to a house in the suburbs. But she soon finds scope for her ingenious schemes and her incipient mystery novel that includes introducing a redoubtable elderly neighbour to a lively group of Senior Citizens and improving her own social life. LEV: Upper primary AVAIL: Paper \$4.94 ASCIS 381466

HALL, Willis **The Antelope company ashore.** Fontana Paperbacks, [1986] 1986 (Fontana Lions) ISBN 0-00-672765-4

Light-hearted tale set in Victorian England about 3 shipwrecked Lilliputians, befriended by 2 children who help them to escape from the evil clutches of a showman. Adapted for Granada TV series. LEV: Upper primary AVAIL: Paper \$5.95 ASCIS 378483

GARDINER, Judy **Come back soon.** Penguin, [1985] 1987 (Puffin books) ISBN 0-14-032017-2

In the bewilderment and vacuum that follows her eccentric mother's walking out on a busy egocentric family, Val, as the eldest daughter, valiantly learns to cope and finds new life values. LEV: Lower secondary Middle secondary AVAIL: Paper \$5.95 ASCIS 388128



BYARS, Betsy **Cracker Jackson.** Penguin, [1985] 1986 (Puffin books) ISBN 0-14-031881-X

Living with his divorced mother, 11-year-old Jackson Hunter continues in his devotion and concern for the well-being of Alma, his former baby-sitter. A moving story, not without humour, about his attempts with his incorrigible school mate Goat, to save Alma and baby from matrimonial violence.

LEV: Upper primary Lower secondary AVAIL: Paper \$4.95 ASCIS 383469

DOHERTY, Berlie **Children of winter.** Collins, [1985] 1986 (Fontana Lions) ISBN 0-00-672583-X

Three children take refuge from a storm in an old barn and find themselves in a time switch back to 1666 when the Great Plague engulfed the nearby Derbyshire village. A warm reconstruction. LEV: Middle primary Upper primary AVAIL: Paper \$4.95 ASCIS 382072

CHRISTOPHER, John **Dragon dance.** Penguin, [1986] 1986 (Puffin books) ISBN 0-14-032056-3

This is the final book in the *Fireball* trilogy. Brad and Simon are still travelling in the alternative parallel world into which they were blasted by a fireball. They are taken to China as

slaves, discover the secret of the fireball itself and decide on their final destiny.
LEV: Middle secondary Upper secondary
AVAIL: Paper \$4.95 ASCIS 388804

PRATER, John *The gift*. Penguin, [1985] 1987 (Picture Puffins)
ISBN 0-14-050589-X

Picture book without words about two children who, upon receiving a gift of two chairs in a large box, jump into the cardboard container and sail away on a series of wonderful imaginative adventures.

LEV: Preschool Lower primary
AVAIL: Paper \$5.95 ASCIS 390523

AHLBERG, Janet *Here are the Brick Street Boys* / Janet and Allan Ahlberg. Collins, [1975] 1986
ISBN 0-00-138016-8

The antics and misdemeanours of the football crazy Brick Street boys were the subject of the authors' very first picture books and continue to appeal in their vitality and humour. This is one of a reissue of 5 titles of the series.

LEV: Lower primary Middle primary
AVAIL: \$12.95 ASCIS 395547

ISADORA, Rachel *I touch*. Fontana Paperbacks, [1986] 1987 (Picture lions)
ISBN 0-00-662746-3

This and the companion volume *I Hear* sensitively portray an ordinary day in the life of an appealing toddler responding to different sounds and touching different objects.

LEV: Preschool Lower primary
AVAIL: Paper \$5.95 ASCIS 386741

HUGO, Victor *Les miserables*. New American Library, [1862] 1987 (A Signet classic)
ISBN 0-451-52157-9

A timely unabridged edition and new translation of the French classic about Jean Valjean, an escaped convict struggling to lead an honest life despite the prejudices of a cruel society, and

the Parisian underworld swept up in the barricade fighting of the uprising of 1832.
LEV: Upper secondary
AVAIL: Paper \$9.95 ASCIS 398025

VELTHUIJS, Max *The little boy and the big fish*. North-South Books, [1969] 1987 (A North-South paperback)
ISBN 0-200-72922-5

New reprint format highlights the author/illustrator's typical, bold, childlike pictures and rich colours in this winning story of a little boy catching a fish, taking it home, wondering why it languishes and the happy solution of returning it to the lake.

LEV: Preschool Lower primary
AVAIL: Paper \$7.95 ASCIS 396553

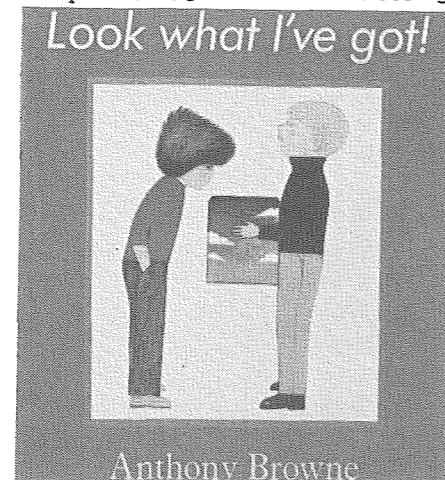
LASKI, Marghanita *Little boy lost*. Goodchild, [1970] 1986
ISBN 0-86391-113-7

A moving story of a father searching for his son lost in war-torn France, his mother killed by the Gestapo, and the personal trauma of getting to know a boy he had only known as a newborn baby.

LEV: Middle secondary Upper secondary
AVAIL: \$31.50 ASCIS 406967

BROWNE, Anthony *Look what I've got!* Methuen Children's Books, [1980] 1987 (A Magnet book)
ISBN 0-416-95940-7

A cautionary tale about Jeremy who was always flouting his new possessions and Sam, whose reactions always scored best.
LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 ASCIS 386550



LITTLE, Jean *Lost and found*. Penguin, [1986] 1986 (A Young Puffin)
ISBN 0-14-031997-2

Lucy's family has moved to a new town. In her loneliness, she is delighted to adopt a stray dog but has to face the emotional challenge when the original owner is located.

LEV: Lower primary
AVAIL: Paper \$4.95 ASCIS 394701

Misfits: an anthology of short stories / edited by Peggy Woodford. Heinemann Educational, [1984] 1986 (New windmill)
ISBN 0-435-12310-6

Stories range from the humorous to the poignant, each one about a different type of misfit and their search for identity.
LEV: Middle secondary Upper secondary
AVAIL: \$7.95 ASCIS 390740

LASKY, Kathryn *The night journey*. Viking Penguin, [1981] 1986 (Puffin books)
ISBN 0-14-032048-2

Rachel, a contemporary American adolescent, is bored with her daily visits with her great grandmother, until Nana Sashie begins telling the story of her family's escape from the pogroms in Russia when she was a child. Winner of the National Jewish Book Award.

LEV: Upper primary Lower secondary
AVAIL: Paper \$5.95 ASCIS 246074

MAHY, Margaret *Nonstop nonsense*. Methuen Children's Books, [1977] 1986 (A Magnet book)
ISBN 0-416-00552-7

A collection of zany verse and stories illustrated with humour and zest by Quentin Blake.

LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 ASCIS 384264

HUNT, Nan *Prisoner of the Mulligrubs*. Collins Australia, [1985] 1987 (Fontana picture lions)
ISBN 0-00-662338-7

Confined to his bedroom with measles, Jonathan relieves his boredom by raiding his mother's cosmetics, the bathroom cupboard and his brother and sister's bedrooms with some hilarious results.

LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 ASCIS 392224

POTTER, Beatrix *Selected tales*. Warne, 1986
ISBN 0-7232-3436-1

The volume, in attractive format with slight enlargement of print, contains 4 of the author's well-known stories, in their original and authorised editions, about Peter Rabbit, Johnny Town-mouse, Timmy Tiptoes and the Pie and the patty-pan.

LEV: Preschool Lower primary
AVAIL: \$13.95 ASCIS 400422

CHAUNCY, Nan *They found a cave*. Penguin, [1949] 1987 (Puffin books)
ISBN 0-14-032186-1

An Australian children's classic, that still has a freshness in its story and writing, about the adventures of a family of English wartime evacuees, who, with their Tasmanian cousin learn to fend for themselves in the bush wilderness.

LEV: Upper primary
AVAIL: Paper \$6.95 ASCIS 385352

ACKNOWLEDGEMENTS

For permission to reproduce book covers in *resources* the editor is indebted to: Methuen Australia for *How writers write* (Methuen), *Look what I've got* (Methuen Children's Books); Penguin Books Australia for *Cracker Jackson* (Puffin), *Kissing the toad* (Penguin), *Rattling in the wind* (Omnibus), *Taking the chook* (Puffin), *What is the truth?* (faber and faber); and Primavera Press for *Bookshops of Sydney*. Also to Australasian Publishing Company for the photograph of Susan Cooper.

COLLECTIONS

A selection of recent resources.

TRADITIONAL STORIES

ANDERSEN, Hans Christian *An anniversary edition of the first four tales from Hans Andersen.* Cambridge University Press, 1986
ISBN 0-521-33069-6

This is a reprint of the 1935 edition of the stories *The tinder-box*, *Little Claus and big Claus*, *The princess and the pea* and *Little Ida's flowers*. The small format presentation is decorated by woodcuts by Gwen Raverat. A traditional presentation such as this is far less attractive than the many newer glossier recent compilations. A. Gill
LEV: Upper primary Lower secondary
AVAIL: \$12.95 ASCIS 382636

SHUI, Yuan-ming *Chinese stories / Shui Yuan-ming and Stuart Thompson.* Wayland, 1986 (Religious stories)
ISBN 0-85078-886-2
[299]

As with other titles in this series, colourful double-page illustrations contain small sections of large, simple text. A glossary of the characters involved and difficult words are provided, as well as a brief graded bibliography. This title retells 5 classic Chinese stories and has a textual note briefly explaining traditional Chinese religion. A. Gill
LEV: Middle primary Upper primary
AVAIL: \$16.95 ASCIS 381394

TATE, Joan *The donkey and the dog : Aesop : twenty fables.* Pelham Books, 1987
ISBN 0-7207-1722-1 [398.2]

Twenty of Aesop's fables, some well known, some not, are retold in simple, contemporary language. No morals are drawn and in some stories the point could well be difficult for a child to recognise. Svend Otto S.'s illustrations are lively and attractive, the layout is

stylish and the binding excellent. N.Orme
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 397376

LEWIS, Naomi *The flying trunk and other stories from Andersen : a new English version by Naomi Lewis.* Andersen Press, 1986
ISBN 0-86264-147-0

Thirteen illustrators have chosen a tale by Hans Christian Andersen and given it their own interpretation by providing a small title decoration and 1 full-page coloured illustration for each story. Hence there is a variety of styles in illustration. Some of those represented include Tomie de Paola, Michael Foreman, Tony Ross, Janosch, and Inga Moore from Australia. The tales range from the famous to the less well known. The brevity of the tales and their spacious large-print presentation make this an appealing resource for browsing or reading aloud. A foreword by the reteller provides a brief introduction to Andersen and comments on each story. A. Gill
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 385165

LEWIS, Naomi *Stories from the Arabian nights.* Methuen Children's Books, 1987
ISBN 0-416-49870-1 [398.20953]

Sahahrazad is due to be executed by King Shahryar. She begins to tell him 1001 stories to entertain and thus delay her death. From these 9th century Persian stories, first translated and published in 1 volume during the 18th century, Naomi Lewis has chosen 30 and retold them. Her interpretations are entertaining and simply told, yet capture the mystery and magic of these exotic stories. The mostly coloured, full-page illustrations by Anton Pieck complement the bold text and together they make an appealingly presented collection. The

stories range from the famous *Sindbad* and *Ali Baba* to some less well known. A. Gill
LEV: Upper primary Lower secondary
AVAIL: \$24.95 ASCIS 396805

RAEGER, William *The troll and the butterfly and other stories.* Malin in association with Deutsch, 1987
ISBN 0-233-98056-3

Dragons, trolls, witches, magic, wilful princesses and princesses in distress all feature in this delightful collection of original fairy tales. There are 13 tales in all, each presented in a traditional style and with more than a touch of humour in some. K. Channells
LEV: Middle primary Upper primary
AVAIL: \$19.95 ASCIS 400421

CONTEMPORARY SHORT STORIES

ARTHUR, Kay *A cluster of roses and other stories.* Brooks Waterloo, 1987
ISBN 0-86440-044-6

This collection of brief short stories by 3 Australian writers (with a scattering of poems) presents vigorous, unvarnished insights into the experiences of adolescents, both at school and outside. Mostly they are presented through the eyes of the adolescent but occasionally through those of a teacher. In most stories sympathy is sought as the characters battle with the traumas of growing up but in some there is a sense of disgust at the unpleasantness, even perversion, of some of the characters. Some of the pen drawings used to illustrate are apt and funny but others fail to reflect the mood of the stories. N. Orme
LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 ASCIS 396531

Contemporary stories / selected and edited by Nick Jones. Oxford University Press, 1986
ISBN 0-19-831251-2

The 14 stories in this collection include works by Joyce Carol Oates, Penelope Lively, Alice Walker and Gabriel Garcia Marquez. They are as wide ranging in

style and content as the authors represented, from Walker's story of a female black songwriter responsible for writing a hit song for a figure very much like Elvis Presley, to J.G. Ballard's account of the gruesome treatment of the body of a giant man found on a beach. The commentary section of the collection includes brief biographical details, ideas for discussion and writing and suggestions of other works by the writers to read. M. McLachlan
LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 ASCIS 391419

HUGGAN, Isabel *The Elizabeth stories.* Viking Penguin, 1987
ISBN 0-670-81303-6

Highly Recommended

Elizabeth's stories are about the secret side of childhood and adolescence - gangs, masturbation, crushes, unimagined humiliation, pairing off - seen through the eyes of an intelligent, perceptive girl. Elizabeth is as aware of the darker side of her own nature as she is merciless in her clear-eyed view of the foibles of others and of the society of her Canadian home town during the 1950's. The 8 interconnected stories also read as an episodic novel; the writing is lucid, the incidents she chronicles and the truths she recognises are at times unbearably familiar. This is an outstanding novel. M. Lobban
LEV: Middle secondary Upper secondary
AVAIL: \$29.95 ASCIS 397657

The ghost train and other spooky stories / selected by Linda Sonntag. Kingfisher, 1987
ISBN 0-86272-309-4 [808.8]

Both the spacious large-print layout and the profusion of glossy coloured illustrations that enhance each work make for an appealingly presented collection of short stories and poems. The stories are set in the Americas, India and Britain and are simply, yet suspensefully, told by such authors as Judith Gorog, Margaret Mahy and Jane Hollowood. A. Gill
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 402698

Guardian angels : fifteen new stories by winners of the Guardian Children's Fiction Award / edited by Stephanie Nettell. Viking Kestrel, 1987
ISBN 0-670-81077-0

Fifteen of the 20 distinguished authors who have won the Guardian Children's Fiction Award since its inception in 1967 have contributed original stories to this anthology. As a starting point each story had the author's interpretation of the word guardian, but otherwise they are as varied as the original prize-winning novels. Humour, fantasy and hard-hitting realism are all represented in this strong collection, which lends itself equally well to individual reading and reading aloud. M. Lobban

LEV: Lower primary Lower secondary
Middle secondary
AVAIL: \$19.95 ASCIS 391162

MCFADYEAN, Melanie Hotel Romantika and other stories. Virago Press, 1987 (Virago upstarts)
ISBN 0-86068-918-2

Within 9 stories the author writes about love, exams, families, exploitation, rape - each in the life of an adolescent girl - with compassion, honesty, and at times humour. The author uses a variety of storytelling techniques: a diary, stream of consciousness, first person and a conventional third person narrator. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: Paper \$8.95 ASCIS 390817

The illustrated treasury of Australian stories & verse for children / chosen by Barbara Ker Wilson, Nelson, 1987
ISBN 0-17-007012-3 [A820.8]

This is a carefully chosen, scholarly collection of stories, poems and excerpts from full-length books which aims to present examples of the best of writing for children in Australia from the beginning right up to the present. They are accompanied by their original illustration with further examples included to provide a history of illustrations as well. The quality of the printing, reproduction and binding is excellent but the quarto size, its weight

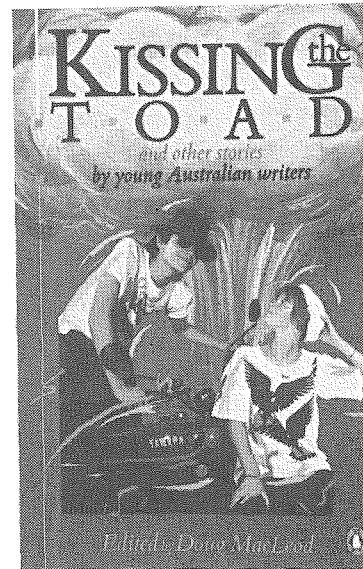
and single column printing suggest its main use will be as a professional reference book or for a parent reading a bedtime story rather than for individual use by children. N. Orme

LEV: Professional
AVAIL: \$35 ASCIS 403550

McKINLEY, Robin Imaginary lands. MacRae, 1987
ISBN 0-86203-280-6

The editor conceived of this fantasy collection as being united by a common thread of vividly realised settings, perhaps because it is a particular strength of her own writing. The resultant stories are distinguished not only by their evocation of imaginary lands but also by their variety, originality and uniformly high quality. This is a timeless collection for the mature fantasy reader. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 392934



Kissing the toad and other stories / edited by Doug MacLeod. Penguin, 1987
ISBN 0-14-009978-6

Highly recommended

This collection has been selected from the best entries in the International Youth Year Australian Young Writers Project and contains short stories and poetry on a variety of topics. The concerns of these young writers include

significant social issues such as drugs, the dole, the homeless, relationships, bikies, anorexia and the disintegration of society. The simply told stories are often hard hitting, all are thought provoking, and indicate a genuine concern on the part of the authors. A. Gill

LEV: Upper secondary
AVAIL: Paper \$6.95 ASCIS 381953

The Land of ideas : an anthology of stories for children by South Australian writers / edited by Pauline Wardleworth and Adam Dutkiewicz. WAV Publications, 1986
ISBN 0-9591186-5-9

The short stories and excerpts in this collection have been selected from an historical perspective rather than as examples of the best writings of the various authors. The emphasis is on fantasy and realism and Michal Dutkiewicz's striking and imaginative illustrations do justice to the text. Some of the stories read as if the writer were self-consciously producing a story for children; a couple, such as Colin Thiele's *The shell*, are very powerful. This is not a book for reading from cover to cover: many of the stories are curiosities and dated by today's standards, but it is an interesting collection, particularly for those studying Australian children's literature. P. Hall

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 388390

LENEY, David The Landfill. Dent, 1987
ISBN 0-460-06251-4

Danny's speech impediment makes him something of a loner: his favourite haunt is the tip and it is here, he finds, hidden in an abandoned car, half-a-dozen cassette tapes and a recorder. By listening to the tapes Danny makes a commitment to the group of youngsters who recorded them: his story is the seventh, linking 6 other unrelated stories each of which is a first person account of an incident of importance to the teller. Danny's father unexpectedly comes to his son's aid and provides a believable, reassuring conclusion. P. Hall
LEV: Upper primary Lower secondary

AVAIL: \$27.95 ASCIS 395429

JENNINGS, Paul Quirky tails : more oddball stories. Penguin Australia, 1987 (Puffin plus)
ISBN 0-14-032230-2

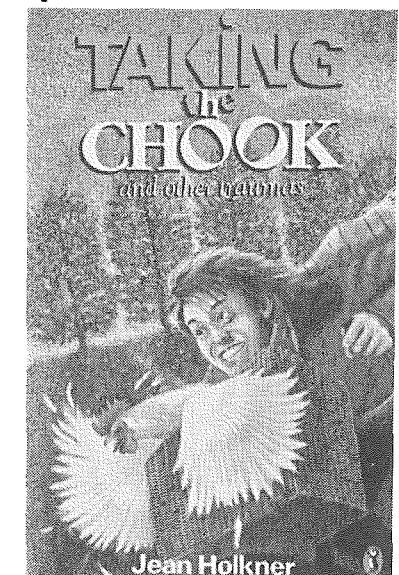
The author of *Unreal!* and *Unbelievable!* has compiled another collection of 9 original and humorous short stories. All have a twist at the end, at times predictable when the villains all get their just deserts. The stories, often macabre, include among their subjects stuffed cane toads, a young undertaker, a mad professor, and a headless chook ghost. The eye-catching cover and the subject matter of this collection should again please fans of Jennings' strange stories. A. Gill

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$5.95 ASCIS 390682

HOLKNER, Jean Taking the chook and other traumas of growing up. Penguin Australia, 1987 (Puffin books)
ISBN 0-14-032321-X

Fourteen short, simply told stories give an insight into what it was like to be too tall, too fat, pimply, female and Jewish growing up in Melbourne during the 1930s. Aply capturing the humour in each situation, Holkner describes, among other things, a school dance, her aunt's wedding, taking the chook to a kosher butcher, dieting, and first love. A. Gill
LEV: Lower secondary

AVAIL: Paper \$6.95 ASCIS 399399



DENTON, Terry **A teddy bear's picnic : a collection of original stories about teddy bears.** Oxford University Press, 1986
ISBN 0-19-554639-3

Robin Klein, Nan Hunt, Libby Hathorn and Tony Lintermans are among the 9 Australian children's writers included in this collection of teddy bear stories illustrated by Terry Denton. While most story-lines follow the traditional theme of the lost-and-found, precious bedtime and playtime companion, there is an original touch in the story about a bear snoozalist helping a sleepless child and a great grandfather's tattered beast of a bear that quelled nightmare fears. P. Ward

LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 246905

BERG, Leila **Time for one more : a lucky bag of stories and verse.** Methuen Children's Books, 1986 (A Read aloud book)
ISBN 0-416-53440-6 [808.8]

The author has developed a collection of short, short stories and poems, many with a wicked little twist, which beg to be read aloud, while Gerald Rose has given free rein to his own quirky humour in the illustrations. P. Hall
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 233584

POETRY

PATERSON, A.B. **Banjo Paterson's poems of the bush.** Dent, 1987
ISBN 0-86770-069-6 [A821]

This small, beautifully presented collection gathers over 20 of Paterson's poems, including both well-known and lesser-known examples, along with reproductions of the works of some of Australia's finest landscape artists including Sydney Long, Tom Roberts, Arthur Streeton, Margaret Preston and Fred Williams. This is an ideal item for browsing - readers will also value the separate indexes of poem and picture titles and first lines. M. McLachlan

LEV: Middle primary Upper primary
Lower secondary Middle secondary Upper secondary
AVAIL: \$17.95 ASCIS 396476

POOLEY, Sarah **A day of rhymes.** Bodley Head, 1987
ISBN 0-370-31066-7 [398]

The perennial favourites of playground and bedtime rhymes, nonsense poems and songs appear in this anthology. There is a welcome multicultural aspect in the numerous watercolour illustrations. A first-line index is provided. K. Channells
LEV: Preschool Lower Primary
AVAIL: \$14.95 ASCIS 402192

CAUSLEY, Charles **Early in the morning : a collection of new poems.** Viking Kestrel, 1986
ISBN 0-670-80810-5 [398]

Nursery rhymes are part of childhood, enjoyed for the magic of words and the rhythms. Charles Causley, popular British poet and anthologist, has added to the treasury, with this collection of original rhymes and poems. They complement perfectly traditional verse and have a welcome freshness, humour, originality and sophistication. Twenty of the poems are set to music with piano accompaniment and guitar chords. The publisher's presentation is attractive with the bonus of illustrations, both black-and-white and in colour, by Michael Foreman. P. Ward
LEV: Lower primary Middle primary Upper primary
AVAIL: \$19.95 ASCIS 391989

The Faber book of 20th century women's poetry / edited by Fleur Adcock. Faber, 1987
ISBN 0-571-13693-1 [821]

The work of 64 women poets is represented in this anthology which aims to show the widespread range of the poetry in content and style. British, American, Canadian, New Zealand and Irish poets are included with the single limit that they must have been born before 1945. Adcock, a poet herself, has written an interesting introduction giving

an overview of the significance of women's poetry of this time with comments on the work of some of the most outstanding poets. N. Orme
LEV: Upper secondary
AVAIL: Paper \$14.95 ASCIS 399470

A golden treasury of nursery verse / compiled by Mark Daniel. Pavilion, 1986
ISBN 1-85145-086-6 [821.008]

The paintings used to decorate this collection reinforce the English feel of the traditional poetry, nursery rhymes and verse that were mostly written last century. The high quality presentation varies from double-page coloured paintings with the verse overlaid, small painting reproductions introducing the work, to black-and-white line drawings decorating the individual poems. Most pages are bordered attractively and the paper is of high quality. Arrangement of the verse is by theme such as school, animals, dreams. Appendixes provide brief information on both the poet and the painters. A production that invites browsing. A. Gill
LEV: Upper primary Lower secondary
AVAIL: \$29.95 ASCIS 396473

Hard lines 3 / chosen by Ian Drury, Tom Paulin, Fanny Dubes. Faber, 1987
ISBN 0-571-14645-7 [821]

The compilers have chosen this poetry and prose from many submissions by young British writers. The works, often anti-establishment, vary greatly in form and quality, however most deal with issues of concern and interest to young Australian readers. No indexes or background notes are provided. A. Gill
LEV: Upper secondary
AVAIL: Paper \$10.95 ASCIS 398974

HEANEY, Seamus **The haw lantern.** Faber, 1987
ISBN 0-571-14781-X [821]

This is a collection of 31 poems by the Irish poet Heaney who is included on the 1988 HSC English list. Many are around the theme of loss and the passage of time, of particular note is a

sonnet sequence on the death of his mother. N. Orme
LEV: Upper secondary
AVAIL: Paper \$9.95 ASCIS 399472

CAUSLEY, Charles **Jack the treacle eater.** Macmillan Children's Books, 1987
ISBN 0-333-42963-X [821]

This new collection of poems by a distinguished English writer with its beautiful full colour illustrations by Charles Keeping makes for a quality poetry book. The essentially English nature of the settings and allusions may limit the appeal of some poems. Accepting this, the verse does offer young readers humour, vigour and pace. P. Ward
LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 397748

LEAR, Edward **The Jumblies.** Adama, [1986?]
ISBN 0-915361-34-5 [821]

Edward Lear's nonsense verse is presented on parchment coloured paper in a handwritten script and illustrated by Edward Gorey's fine pen-and-ink line drawings, depicting amusingly the foibles of this most unusual group. J. Peasley
LEV: Upper primary Lower secondary
AVAIL: \$9.95 ASCIS 385323

MILLIGAN, Spike **The mirror running.** Michael Joseph, 1987
ISBN 0-7181-2820-6 [821]

Forty five short poems show the other side of Milligan's comic genius. Filled with passion, they show his struggle to find meaning in the chaos around him, his love for his family and for the earth, and his despair at the futility of war. Stylised, monochrome illustrations are by Desmond Milligan. N. Orme
LEV: Upper secondary
AVAIL: \$22.95 ASCIS 398962

The Mother Goose book : a collection of nursery rhymes. Little Simon, 1986
ISBN 0-671-62913-1 [398]

This collection of well-known rhymes has illustrations which are lively while still maintaining a traditional flavour and plenty of interesting detail. Unfortunately the colours are a little muddy. N. Orme
LEV: Preschool Lower primary
AVAIL: \$19.95 ASCIS 390199

The New Oxford book of Australian verse / chosen by Les A. Murray. Oxford University Press, 1986
ISBN 0-19-554618-0 [A821.008]

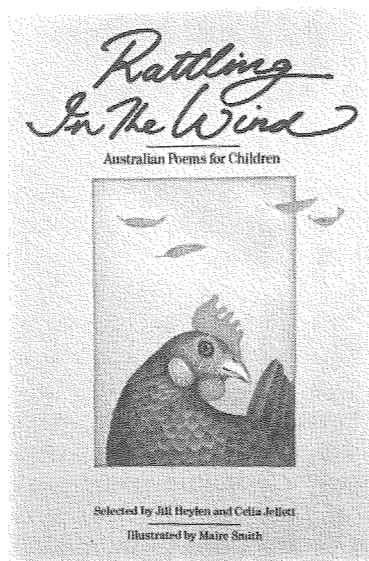
Highly recommended

A policy to let the poems speak for themselves and to select from the widest possible range of poets sees the obvious choices, such as Lawson, Mackellar, Slessor and Wright alongside some surprises: Barry Humphries in Edna Everage guise and Clive James's tribute to Johnny Weissmuller. Poems of Aboriginal Australians are also presented. This compilation may not become the standard collection (Murray has restricted the number of poems per poet to 3, attempting to convey an impression of the quality of the poet's work) but its unorthodox approach makes it a unique and valuable contribution. M. McLachlan
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$30.00 ASCIS 228801

LEAR, Edward The old man and the edible suit. Macmillan, 1986
ISBN 0-333-42384-9 [821]

Highly recommended

A deliciously funny picture book about the Old Man from Tess who conceived of an original dress made of foods and animal skins. Thus a loaf of bread is his hat, his shirt is dead mice, jujubes are buttons and so the layers of food build up, only to prove devastatingly inviting to the town animals and children. Rhyming couplets and humorous line and wash illustrations record the creation of the Old Man's edible suit and its gradual disintegration to naked ignominy. P. Ward
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 236288



HEYLEN, Jill Rattling in the wind : Australian poems for children / selected by Jill Heylen and Celia Jellett. Omnibus Books, 1987
ISBN 0-949641-78-2 [A821.008]

Highly Recommended

The format of this collection is the same as its companion volume *Someone is flying balloons*. Again the pages are uncluttered, all with clear, pastel coloured or black-and-white illustrations by Marie Smith that cleverly add to the humour or capture the essence of the poems. The artwork ranges from photo-realism to an impressionistic style. The compilers have again presented a wide ranging collection from the simple to the more challenging by established and new poets, including children, on a variety of themes and concerns. Works by Aboriginal people are well represented. This is an attractive production that should encourage browsing by the most reluctant poetry reader. A. Gill
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$24.95 ASCIS 392056

SHAKESPEARE, William The sonnets and A lover's complaint / edited by John Kerrigan. Penguin, 1986
ISBN 0-14-070732-8 [821]

A scholarly introduction details the genesis of Shakespeare's poems, and

addresses the controversial issue of the sex of the object of the poet's desires in the sonnets. The extensive commentaries for each poem, placed as a group separate to the poems themselves, make references to other works and provide explanations of ranges of meaning. An index of first lines is included. M. McLachlan
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$16.95 ASCIS 385727

CUNLIFFE, John Standing on a strawberry. Deutsch, 1987
ISBN 0-233-98071-7 [821]

Highly Recommended

These poems display a rare talent in the poet. Not only are they entertaining, witty, well crafted and varied, they show his total respect for the child reader. Cunliffe does not write down to his audience but speaks to them with sympathy and awareness, especially of their feelings towards school. Some of his back-handers at teachers must make us all pause and reflect. David Parkins's line drawings add to the fun where the poems are funny and are thought-provoking when the poems are serious. N. Orme
LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 ASCIS 403484

This little pig-a-wig and other rhymes / chosen by Lenore Blegvad. Penguin, 1987
ISBN 0-14-033106-9 [398]

Twenty-two entertaining nursery rhymes about pigs are attractively presented on small framed pages balanced by quaint, lively coloured illustrations by Erik Blegvad. N. Orme
LEV: Preschool Lower primary
AVAIL: Paper \$5.95 ASCIS 391288

A treasury of favourite Australian poems. Viking O'Neil, 1987
ISBN 0-670-90031-1 [A821.008]

The selection of the 64 poems in this collection has, as is explained in the introduction, been based on their freshness, their special quality of Australian-ness and their general popularity. Thus the majority are from the nineteenth and early twentieth centuries, with a number of examples of the work of, among others, Lawson, Kendall, Paterson and Mackellar. More recent poets represented include Slessor, Hope, Wright and Dobson. Neither the poems nor poets are presented in any organised fashion. The collection includes a number of full-page black-and-white photographs and drawings which echo the subject and themes of some of the poems. There is no index, either of titles or first lines, nor is there any biographical information. M. McLachlan
LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: \$14.95 ASCIS 396393

SPECIAL REVIEW

Australians : a historical library. Fairfax, Syme and Weldon, 1987 10 volumes
ISBN 0-949288-09-8 [994]

AVAIL: As a set of 10 volumes plus a combined guide and index from the publisher: Fairfax, Syme and Weldon Associates, Servicing Dept. Unit 1 372 Eastern Valley Way Willoughby 2068. \$695 plus \$25 postage and handling.
ASCIS 410138

AUTHORITY: The production is backed by extensive and reputable research by academics from all Australian universities and from many other tertiary institutions. Original and secondary sources are acknowledged, and major entries are signed.

CONTENT AND SCOPE: Five volumes are histories while 5 are reference books. They will be accompanied by a guide and index volume (not yet available) to facilitate use.

History Volumes: Three use what is called a 'slicing' technique of writing history. The years 1838, 1888 and 1938 are chosen to explore events and social conditions in the lives of individuals living at each time, using original source materials. The 1938 volume is based on large sections of oral history. The **Australians to 1778** volume, whilst not written by Aboriginal Australians, shows considerable sensitivity in interpreting for contemporary Australians the Aboriginal world prior to the European invasion. Two chapters at the end assess the impact of this clash of cultures. **Australians from 1939** takes the form of a series of essays which are partly reminiscences and partly based on conventional historical records. This represents an attempt to take stock of Australian society in the Bicentennial year. There is a section devoted to analysing the current position of Australian Aboriginal people.

Reference volumes: **Australians : A historical atlas:** A wide range of mapping techniques are used in this attempt to give an overview of Australia's historical geography. The first section, Place, maps characteristics and changes in the environment, land use and economic activity. The section, People, maps social history and development and a small section, Landscapes, looks at cities and country areas. Well-chosen pictorial material extends the excellence of the mapping techniques.

Australians : a historical dictionary: There are both biographical and subject entries. Words, phrases and people are included on the basis of their recurrence in existing accounts of Australian history. The 1233 succinct entries are organised alphabetically and also indexed. Longer articles are signed and some offer reading lists.

Australians : events and places: Major events from 1788 to 1984 are listed in a brief chronology. There are 2 timelines, Aboriginal Australia to 1788 and European exploration to 1788. Places is a historical gazetteer organised around a division of Australia into 33 regions with an essay to introduce each region followed by local entries giving brief historical information for each town.

Australians : a guide to sources: Following an introductory essay on the current state of history writing, there are bibliographies on 55 aspects of Australian studies. Each topic has an introductory essay by the specialist who has compiled the bibliography.

Australians : historical statistics: Statistical information covers major aspects of Australian life since European settlement. Both official and unofficial sources have been used. Each subject area is prefaced by a short introduction which assesses its position in the overall context. Graphs and tables are clearly presented.

READER SUITABILITY: The intended audience is stated to be the intelligent person in the street with a reasonable level of education. All volumes will be excellent resources for teachers and senior students for courses such as History and Society and Culture. The **Events and places**, **Historical atlas** and **Historical dictionary** volumes would be useful for lower forms as well but are not available separately.

FORMAT: Conventional, uniform encyclopaedia style binding is strong but of minimum visual appeal. The layout is a single column, printed close to the centre of the page, which, while allowing for extensive use of pictorial material on the page edges, is far from ideal for school reference use. However print clarity and pictorial reproduction are of excellent quality.

GENERAL RECOMMENDATION: Careful consideration should be given to the level of this material since several volumes are suitable only for teachers and senior students. But overall there is a freshness in the social history approach, the authority is impeccable and there is a wealth of excellent pictorial materials of all kinds.

N. Orme

management

TECHNOLOGY, LIBRARY CATALOGUES AND ASCIS

Ann Parry is a Senior Education Officer Library Services and has been involved with ASCIS since its planning and inception.

Changing Technology

Sooner or later changes in information technology have an impact on the shape of library catalogues.

Sooner ... Book catalogues (handwritten in pre-bound volumes) gave way to card catalogues when 12.5 x 7.5 cm cards in special purpose drawers were harnessed to library purposes. The 12.5 x 7.5 card is a masterpiece of record keeping technology, a brilliantly simple application, which has had a glorious run and became a symbol for libraries and 'looking-it-up'. When the typewriter was invented the handwritten cards made way for typed cards which in turn made way for stencilled cards or otherwise printed cards.

Later ... Computers are now commonplace in library management and have changed the appearance of library catalogues yet again. Typed cards have been superseded by computer-printed cards. In some libraries the card catalogue has been replaced by the computer-produced book catalogue or microfiche catalogue. In others the revolution has gone a stage further and the card catalogue has been replaced by the computer-based on-line catalogue.

Changing Catalogues

Sooner or later, given the availability of ASCIS services for schools, the expanding capabilities of microcomputers and the availability of library management software on government contract, each school will need to address the question of how best to harness computer technology to upgrade the library catalogue which is at the centre of the school's Information Retrieval System. Note that the catalogue is only one part of the system of devices the library employs to assist users to find information and ideas. Other devices may also involve computer technology but our purpose here is to focus on the catalogue.

Sooner ... Most school libraries still keep card catalogues and they will begin to buy ASCIS computer-printed card sets if they are not already doing so. Regardless of what subsequent decisions a school makes about the form of its catalogue, the ASCIS card service takes care of current maintenance tasks and gives the library staff time to perform other priority activities and to plan an upgrade of the Information Retrieval System.

Later ... All schools should regularly evaluate their Information Retrieval System and devise development plans. If the system is not performing adequately or if staff become aware that they could have a better performing system for the same cost then change is indicated. But changing an Information Retrieval System is not a thing to be undertaken lightly. Planning is everything and a careful study of costs and benefits must be undertaken before a school commits itself to change. This applies in the obvious case of a school considering automation. It also applies in the less obvious case of a school considering introducing a dictionary catalogue on cards if it has not had one before.

Schools which currently have a shelf list only and depend on the **Subject index for Primary School libraries** for information retrieval will need to weigh the costs and benefits of a dictionary catalogue on cards against the costs and benefits of other options before proceeding. Do not begin a dictionary catalogue before establishing that it is a cost effective option.

Schools with adequate dictionary catalogues may well defer serious planning for automation for some years but they will be looking for other ways to develop their Information Retrieval System: better files for school-based curriculum units perhaps, or dial-up user access to the ASCIS database, or a hands-on database of student selected best books. The possibilities are many.

Evaluation takes time. Planning takes time. Schools should allow adequate time to prepare plans and implement changes. They should avoid setting impossible goals for any catalogue changeover lest library management tasks crowd out those other activities of teacher-librarians which are more directly pertinent to the school's educational program.

ASCIS Services

ASCIS is now firmly established in NSW schools as the key to the efficient and effective organisation of learning resources. ASCIS was developed so that it could supply the means whereby all schools could automate some of their library operations. Teacher-librarians and

principals have been quick to see that ASCIS products and services can eliminate a lot of time-consuming tasks which in the past have occupied school library staff at the expense of other activities. No longer do teacher-librarians need to spend long hours cataloguing and no longer should clerical assistants be required to type large numbers of catalogue cards.

ASCIS Cards

Catalogue card sets come ready for filing with all headings printed and are available for a very high proportion of school library acquisitions. (Individual schools have reported finding over 90% of acquisitions.)

ASCIS machine readable records

For those schools with an automated library management system, catalogue records come on floppy disk ready for loading into the school's own database. The ASCIS machine readable records (m.r.r.) make light work of the dual chores of cataloguing and data entry.

What ASCIS Product?

Cards or machine readable records? The first important ASCIS product decision a school needs to make is whether it will buy ASCIS cards or ASCIS machine readable records. And an easy decision it is. Unless you already have a microcomputer-based catalogue or unless your planning for a microcomputer-based catalogue has advanced to the point where you can say with some degree of certainty when data entry will begin then you will be ordering catalogue card sets. This applies equally to schools which currently maintain a dictionary catalogue and those which keep a shelf list only. Schools with a shelf list only will use only one card of the ASCIS set but will probably retain and file the extra cards in a 'bottom drawer' pending the outcome of their study of development options and a decision to start (or not start) a dictionary catalogue. When a shelf-list-only school decides against starting a dictionary catalogue the 'bottom drawer' can be emptied into the waste basket.

ASCIS Microfiche or On-line

Both card sets and m.r.r. are ordered by citing the ASCIS order number for the item in question. To find the ASCIS order number (sometimes referred to as record or document number) users usually need to search the ASCIS database which is available in two forms: microfiche or on-line.

The microfiche Main Entry Catalogue costs \$55 and consists of the January cumulation (118 microfiche) with a monthly cumulating update. It is a single entry alphabetical catalogue which is searched by

the main entry heading, usually the author's name, of the item.

On-line access to the database is available to registered dial-up users and costs \$11.50 per hour in addition to telecommunications charges. Metropolitan schools can access the database through the public telephone network for the cost of a local telephone call. Country schools can dial-up through the public telephone network for the cost of the STD telephone charge to a capital city office of ACI Computer Services or through the AUSTPAC network for approximately \$8.00 per hour. At the time of writing there are still some technical difficulties associated with the AUSTPAC/ACI connection and prospective AUSTPAC dial-up users are advised to contact Library Services or the ASCIS Office to discuss the limitations of the service before they embark on the exercise.

On-line searching has many advantages over microfiche searching: it is much faster, more current and allows access by a variety of search terms including ISBNs, names, titles, title key words and publishers, and is not restricted to the main entry search. Looked at this way the database is a multiple entry index to the bibliographic records.

ASCIS as Information Service

Important though the catalogue services of ASCIS are it is a mistake to look at the database as merely an index to bibliographic records. To do that is to miss the major significance of the ASCIS database as an education information service.

The ASCIS database includes much more than bibliographic records, it includes a wealth of information *about* learning resources in the form of descriptive and evaluative annotations attached to the bibliographic records. The information retrieval possibilities of the system are increased greatly by the fact that these annotations, or abstracts as they are designated by the system, are accessible by free text searching. Because abstracts include a level statement such as Preschool, Lower primary, Middle primary, or Upper primary it is possible to refine searches by level as well as subject, date and medium (eg computer software).

Subject searches, whether simple searches or more complex boolean searches combining subjects, publication dates, type of material or level, can be accomplished in seconds.

Because ASCIS is so well adapted to the storage of added data as well as bibliographic records it has become the host for national information projects such as ACIN (Australian Curriculum Information

Network), NSCU (National Software Coordination Unit), and Australian Studies which supply added data about special categories of educational resources.

These subsets are integral elements in the ASCIS database and are included automatically in any on-line search. They are also available separately on microfiche.

SUPPORTING THE CURRICULUM IN A NEW SCHOOL - the St Clair High School experience

Jackie Hawkes has been teacher-librarian at St Clair High School since it opened.

St Clair High began in 1985 as a new school with 320 students. By 1989, when our first Seniors sit for the HSC, we will have approximately 1300 students. The last three years have been a peculiar combination of fun and frustration. The fun stems from the tremendous energy and effort that staff, students, and parents have exerted to turn empty buildings into 'our' school. The frustration came from the lack of basic materials and information to meet the overwhelming needs of the school. With a collection of 5,700 items, our latest major selection project is the acquisition of senior resources for our first year 11 beginning in 1988.

Selection of resources in an emerging school creates a sense of urgency (when the school is desperate for resources), excitement (especially when most items are new), and surprise (when we actually can provide the information needed). There is a great sense of satisfaction in knowing that the 5,700+ items processed have enabled the school to begin having access to a 'real' library.

The development of our library's resources hasn't been without its problems. The initial culture shock for me was having few people using the library and its quite empty shelves, even after months of endless processing. Staff have been understanding of the amount of effort involved in building the collection, but some tended to expect that the library would *not* have the information needed. There is a constant need to publicise resources in a 'What's New'. In the first year, we had a few hiccups of being convinced by some booksellers to buy resources not really suited to the school's needs at the time. There has been a certain amount of frustration of having fairly minimal numbers of library staff to cope with the growing expectations of the library's services. Whilst administratively sound, maintaining central records of resources, including specialist subject materials, has been

News and information about developments in ASCIS information services will appear regularly in the *search* section of *scan*. Issues relating to the use of the ASCIS database and products by information managers will be included in the *management* section.

quite time consuming. The emphasis on selection and processing of resources has been essential of course, but has been at the expense of the more rewarding people-oriented services I would have liked to offer at an earlier stage.

Hopefully our transition period is over. Our library has grown from 0 to 5,700+ items over the past three years. This has been aided by a number of factors:

- * excellent library clerical staff
- * a \$12,000 establishment library pre-ordered from our school money by Library Services
- * frequent 'progress' talks during the first year with Karin Elliot, teacher-librarian at Winmalee High (also a new school in 1985)
- * ordering and copy-cataloguing of ASCIS cards
- * use of the Librarian's Apprentice computer program for other processing
- * support from school administration
- * having a clear selection policy
- * determining selection priorities over a three year period
- * using *scan* reviews and other advice from Library Services
- * donations of resources from the school community and other schools
- * planning a budget
- * publicising the use of the public library
- * participating in the Nepean Libraries Network for resource sharing
- * trying to maintain awareness of each department's programs and information needs.

Now that the library is afloat, I look forward to developing the collection and services at a less intense pace (is this ever possible?). A few other basic considerations for selection will continue to apply:

* Be interested, involved and informed about courses in the school.

* Be aware of educational trends, priorities, policies. Discuss *scan* with staff and draw their attention to quality resources to meet the information needs of their students.

* Update the selection policy and procedure to take into account the balance of the collection with regard to student interests and abilities and priorities for school courses.

* Develop a procedure for selection and acquisition of relevant resources.

* Be open to suggestions but accept responsibility to develop the overall collection.

* Draw up and present a realistic budget. Discuss, publicise and lobby for adequate finance.

* Involve the school community in selecting resources. Staff and students need to know you're interested in what they're doing.

* Give rationale for budget allocations. This should be educationally sound and reflect long-term planning for the development of an adequate, relevant, balanced library collection with suitable services to promote its effective use.

Selection and promotion of resources are closely related. It is unlikely that libraries will have adequate financial or other support if resources aren't organised, accessible, and actively promoted. Promotion can include regular circulation of interesting 'What's New?' lists, knowing what is in the collection, what else is available, and making the effort to let individuals know about a special resource.

At the end of the first three years, we have a collection which includes:

* basic non-fiction for years 7-10 (with a few black holes)

* a strong fiction section including picture books (there are computer-generated bibliographies for fiction)

* a reasonable stock of video programs (computer listed)

* central listings of specialist department resources held throughout the school (computer listed)

* a professional/curriculum file and collection beginning to be boosted by ACIN/NCIN materials (some computer listed)

* a basic pamphlet file

* the bare beginnings of senior resources.

I have a great sense of achievement that we've headed in the right direction. I look forward to building and promoting the collection in the years ahead.

LEADING QUESTIONS

Q In reading through the ASCIS Subject Headings List I have discovered the heading COMPUTER-ASSISTED INSTRUCTION which can also be used as a standard subdivision. Can you please explain how the term can be used?

A The interpretation of the term by the cataloguers at Library Services is that it should be used only to describe an item that is about computer assisted instruction and not for an item that is designed to provide instruction using computer technology. That is, the term should be used to indicate subject, not form. For example:

The electronic classroom (ASCIS 397712) has the term as one of its subject headings, while *Computers in science: using computers for learning and teaching* (ASCIS 236527) has as one of its headings SCIENCE - COMPUTER-ASSISTED INSTRUCTION.

Q I have been working on the Ancient History section of our collection, and have found that only a limited number of the resources are on the ASCIS database. Is there any chance of seeing this improved in the near future?

A Library Services has been conscious of the small number of resources on the ASCIS database that support the teaching of Ancient History in both junior and senior years. In response to previous user feedback a special effort has been made by the cataloguing section to improve the situation. Over the past few months a wide selection of resources has been examined with the purpose of adding uncatalogued items to the database and amending and improving the levels of cataloguing of items already on the database. This has resulted in a more comprehensive collection of records for this section of the database. Teacher-librarians will now be able to reap the benefits of this effort when dealing with these resources.

CURRICULUM DOCUMENTS, THE LIBRARY POLICY AND YOU



Mary Jane Stannus, the author of this article, demonstrating NCIN online to Dr Fenton Sharpe, the Deputy Director-General of Education.

The new Library Policy makes a clear statement about the curriculum publications produced by the Department and distributed to schools:

'Publications of the New South Wales Department of Education such as curriculum documents, journals and serials must be accessible through the library and be available for loan.'

An extract from Libraries in New South Wales Government Schools: policy statement NSW Department of Education 1987, p. 5

The school library provides access to curriculum documents for the principal, executive and classroom teachers.

With the current emphasis on in-school staff development, it is increasingly important for school libraries to meet the curriculum information needs of teachers. Teachers need to be aware of current educational perspectives and curriculum developments. They also need to have access to the material that has been produced through head office and regions to support them in their teaching role and to provide them with ideas and strategies for implementing the policies, perspectives and syllabuses.

A large number of curriculum publications has relevance across faculties and year levels. A good central access point with appropriate current awareness services will ensure that teachers can find the information they need, when they need it.

Many school libraries have good professional collections to which staff can refer for Department of Education publications as well as other material. In other schools much of this material has been directed to individual staffrooms and, sometimes, lost.

What can schools do to ensure more reliable access to these materials? What can teacher-librarians do?

A suggested strategy

* Discuss the statement from page 5 of the policy with your principal and members of the executive in relation to your school and the flow of departmental curriculum documents to staff.

* Demonstrate to the principal, executive and other staff how to use NCIN/ACIN to access curriculum information. Point out the distribution information for NSW Department of Education publications in the AVAILABILITY section of the record. This indicates what material should be available in your school and what material is available from elsewhere.

* Organise a system with your principal whereby new curriculum documents are quickly accessioned into the library. Use ASCIS to get a quick and easy catalogue record. You may have to wait for the up-date, so a system needs to be worked out which allows the item to go into immediate circulation without the teacher-librarian having to do tedious original cataloguing.

* Use NCIN/ACIN to help build up your professional collection in specific curriculum areas.

* Consider storage and access requirements for any documents on microfiche that your school obtains.

If you have further ideas and suggestions for the management and circulation of professional collections and departmental publications which might assist other schools to implement this part of the Policy please share them by sending them to: The Editor, *scan*.

columns

statewide

HSC Prescribed texts 1989

In September 1987 this list was distributed to all secondary schools, both government and non-government, in NSW. Enquiries should be directed to:

Mary Rogers
Board of Secondary Education
35 Mitchell St
North Sydney 2060

HSC English: a select list

This list of resources to support the teaching of HSC English was distributed by Library Services to all government high and central schools in November 1987. Further copies may be obtained from:

Resource Services Distribution
2 Railway Parade
Burwood 2134
(02) 747 2299

Cost: \$10

conference reports

INFORMATION ONLINE 88

'Information Online 88: The key to our future', the third Australian online information conference and exhibition, was held at the Hilton International Hotel in Sydney 19-21 January. The conference was sponsored by the Information Science Section of the Library Association of Australia.

Participants were able to attend a number of keynote addresses, including one by George Maltby, Managing Director of the Overseas Telecommunications Company on 'Future directions in information technology'. As well, conference delegates attended sessions grouped under headings such as 'User/system interface', 'Science', 'Database production' and 'Education'. Various companies offered product review sessions, and the large exhibition space enabled participants to gain first hand experience of a wide range of products and services.

As the first keynote speaker, George Maltby, in giving a brief overview of OTC's operations and

areas of involvement provided participants with a context for the following sessions. He stated that the telecommunication industry is changing more quickly than any other industry has in the past and the rate of change is accelerating with no lessening of this acceleration expected at least until the turn of the century.

Many of the changes relate to advances in technology and as an example he cited the case of optical fibre submarine cables. At present there are no operational cables, however, by the end of the century there are plans to have 30 systems in the Pacific Basin. Once operational the cables will provide more capacity and potentially lower costs for users.

OTC is also improving existing systems and from February 1988 it will be possible to access data bases at 2400 baud, and the same telephone number will be used by all subscribers to a service regardless of baud rate.

An area of concern identified was the low level of awareness of the potential and value of data bases among industry personnel in Australia.

The 'Education' session contained two papers of interest to teachers and teacher-librarians.

Joyce Kirk (Lecturer in Information Studies, Kuring-gai CAE) and Dr Anne Clyde (Head, Department of Library and Information Studies, WACAE) presented a paper titled 'The use of electronic information systems in schools: a preliminary survey'. They outlined findings from work carried out during 1987 aimed at identifying the extent of use of electronic information systems in schools throughout Australia, the systems used, the purposes of use, curriculum applications, management strategies and the needs for further research.

Joyce and Anne's findings, although still in a preliminary stage, indicate significant use of electronic information systems by teachers, teacher-librarians and students, in particular of Viatel, ASCIS/ACIN and Keylink. Benefits were seen to come from access to a wider range of information sources (especially those not available in other formats), and from shared cataloguing facilities. A major drawback was seen to be the overall cost involved in electronic information systems.

Martha Heeren (Senior Education Officer, Computer Education Unit) presented an informative paper 'Electronic mail: its benefits for students and teachers'. This examined the uses in NSW schools of electronic mail through Keylink, highlighting its benefits for students in language and writing development, data gathering and the building of communications networks, and for teachers by assisting professional development and communication.

ASCIS was represented at the conference by an exhibition stand which offered the opportunity to use the database online with either an IBM or a Macintosh computer. A large number of people took this chance to see the database and to talk with Alan Ferguson, the ASCIS Education Officer, Rose Mary Serong, Project Officer for ACIN, and Patricia Berman, Project Officer in the National Software Coordination Unit at the Curriculum Development Centre, Canberra.

NORTH WEST REVISITED

Late in November last year I was happy to accept an invitation from North West Region to meet with teacher-librarians to talk about issues and concerns. Like our colleagues throughout New South Wales, the major topics were the Library Policy, information skills and automation in school libraries.

Previous visits to North West Region have taken place in one location, either Tamworth or Armidale. 1987 was a visit with a difference - four locations in four days. Although it meant many miles on the road, I was able to visit not only Tamworth and Armidale, but also Inverell and Moree. However, the most significant aspect of this pattern was that I met with close to one hundred dedicated and professional teacher-librarians, many of whom (especially at the Moree meeting) have appointments one day a week or less!

If your appointment is four or five days per week, consider how you would focus your efforts if your time in a school was, officially, two or four hours a week. The unofficial time spent by many of our colleagues is unrecorded, but let us hope not unappreciated.

These four days did not happen without considerable organisation. Elizabeth Smart, Hillvue P.S. coordinated the regional plan and the Tamworth program and was assisted by Ros Townsend, Ben Venue P.S. in Armidale, Bev McCudden, Ross Hill P.S. and Val Gardner, Sir

Henry Parkes P.S. in Inverell and Margaret Swane, Moree. These teacher-librarians and their regional colleagues acknowledge the support of Inspector Alan Young and will miss his dedication to and enthusiasm for teacher-librarians. We wish Alan well in Taree.

Joan Cobb

dates for your diary

The LAA School Libraries Section continues its program of continuing education for teacher-librarians with these activities:

30 April and 19 May: Electronic Information Systems

18 June: Partners and Story: literature and the curriculum

5 August: Copyright and the School Library.

Details of programs, locations and contact people will be sent to all teacher-librarians prior to each seminar.

Children's Book Week 1988

Children's Book Week will be celebrated 20 - 26 August, 1988 with the theme 'A page of history'. The books short listed for the awards will be announced by the Children's Book Council on Tuesday 15 March.

snippets

Author! Author!

In 1988 *The School Magazine* will continue its popular *Author! Author!* series. Authors to be highlighted during the year are:

ORBIT	
Margaret Mahy	No.2 (March)
Laura Ingalls Wilder	No.4 (May)
E.L. Konigsburg	No.6 (July)
Ruth Park	No. 8 (September)
Louise Fitzhugh	No.10 (November)

TOUCHDOWN	
Katherine Paterson	No. 2 (March)
Susan Cooper	No. 4 (May)
Scott O'Dell	No. 6 (July)
Leon Garfield	No. 8 (September)
Joan Aiken	No. 10 (November)

Library Services travelling collections

The overwhelming response to Library Services' travelling collections during 1987 has resulted in a continuation of this service in 1988.

Collections available are:

- * 1988 School Magazine Books (40 titles)
- * Awards - winners of major Australian, American and British awards during the past year.
- * Primary crackerjacks - a 'best of' collection published in *scan* vol 7 no 1 february 88. Includes fiction and non-fiction.
- * Secondary crackerjacks

Loans of these collections for schools, local teacher-librarian groups or inservice activities may be arranged by contacting the Library Technician, Curriculum Development, on (02) 925 8162 or by photocopying, completing and returning the following form.

Please note that owing to the enormous popularity of these collections it is essential that they be returned to Library Services within the 4 week loan period. Several schools did not adhere to this time limit in 1987 greatly disadvantaging later schools. The cost of the return of these materials is the borrower's responsibility. Accounts with freight charges marked to Library Services will be sent back to the school for payment.

Library Technician
Curriculum Development
Library Services
P O Box 439
NORTH SYDNEY 2060
Phone: 925 8162

Name _____ Teacher/Teacher-librarian

School _____ Telephone number _____

Address _____

Nearest railhead _____

1988 School Magazine collection Dates preferred from _____ to _____

Awards collection Dates preferred from _____ to _____

Primary crackerjacks collection Dates preferred from _____ to _____

Secondary crackerjacks collection Dates preferred from _____ to _____

I agree to return the collection/s in sound condition within the 4 week loan period. The school will cover return freight charges.

Signed: _____