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viewpoints 👁

Dear Editor

On behalf of the newly formed Parliamentary Education Office I wish to respond to the viewpoint raised in your May edition of *scan* regarding the letter sent out with the **Parliament Pack**.

As a group of educationalists we were disturbed by the reference made to the library. This comment was made without the understanding of the importance of the role of the library and we sadly regret that its inclusion has soured the arrival of such a valuable resource to schools.

We are keen to promote parliamentary education through the schools in Australia and know that teachers will have access to it through the library.

The second complimentary kit, **Parliament Pack 2**, will be sent to every secondary school in June. We hope that this apology will be accepted by all librarians so that we can offer you the resources, services and respect for your valuable role in helping to promote parliamentary education.

Merrillee Shields
Parliamentary Education Officer

Dear Editor

I read with envy Margaret Eden's account of the cooperative program planning and teaching at Mt Kuring-gai Public School.

Referring to the teacher-librarian ratio of six teaching staff to two days with a librarian highlights an anomaly in our librarian staffing system.

I am the teacher-librarian at a second class school with fourteen classroom teachers, (as well as the additional relief from face to face, craft and resource teachers), yet our school is only allocated three days with a librarian. That's eight extra classes in one day!

I am all in favour of CPP&T, but I feel the staffing levels should be looked at to allow its successful introduction.

All suggestions gratefully received from other librarians who are in a similar situation.

Yours faithfully
(Mrs) Judy Townsend

The following letter was in response to a questionnaire sent to schools whose ASCIS subscription had lapsed.

Mrs Joan Healy
Director, Services

Dear Mrs Healy

Thank you for you letter of concern about our school not being an ASCIS user during 1988. We are, in fact, dedicated and grateful ASCIS/ACIN/NCIN users, and were becoming quite concerned that we had not received our microfiche supply for this year as our order was placed at the end of last year.

In checking with our school office and the ASCIS office, it became apparent that the school cheque was sent without any order form accompanying. This, of course, made it very difficult for ASCIS to trace what the money was for and who/where to contact about a possible order. This problem has now been untangled.

We received our ASCIS microfiche this week and are hopeful that the NCIN/ACIN fiche will arrive very soon.

We are an emerging high school in our fourth year of operation. We now have nearly 1100 students in years 7-11. To date, we have processed 6200 items in our library. Last year, we processed nearly 2000 items, excluding our video and professional collections, which are organised in a different way. During the first year, we ordered most of our catalogue cards through Library Services, NSW Department of Education. Since then, we have processed using copy cataloguing from ASCIS microfiche.

I feel the library has made tremendous progress so far in developing services, providing resources for a school with very demanding information needs. The range of support being developed through ASCIS has simply been invaluable in helping develop our library.

Again, thank you for ensuring that our school is involved in using the services provided by ASCIS.

Yours sincerely

Jackie C Hawkes
Teacher-librarian

currents ≋

Janet Hansen is the Principal Education Officer, Library Services

TEACHER-LIBRARIANSHIP OVERSEAS

A quick review of the latest teacher-librarianship journals reveals that all teacher-librarians have similar concerns. In Canada the proposed change of postal rates will increase the price of books; changes in copyright legislation will increase record keeping and impose new fees; and a new bill on pornography which makes all visual depictions of sexuality illegal until proven to have artistic, educational or scientific merit, has implications for sex education texts.

In Britain Margaret Meek a noted children's literature authority is concerned that standards are dropping and publishers are very commercial with little concern for the student. At a recent teacher-librarianship conference there was a paper on the three literacies - reading, audiovisual literacy and computer literacy - combining analytical insight with critical ability. In a paper on the future school library and the role of the teacher-librarian she argues that the library in 50 years will be portable, flexible and, in bridging the gap between information and people, there will not be the distinctions between home and school.

IFLA/LAA CONFERENCE

In previous *scans* there has been information about this important conference for teacher-librarians and librarians 27 August - 3 September. Sunday 28 August is a special day for teacher-librarians and will feature a number of educational sessions, an ASCIS Users Group meeting (you don't have to be a user) and a dinner at Taronga Park Zoo Conference Centre (you can attend the dinner even if you're not at the conference). For Departmental approval to attend, apply to the Staff Development Program Coordinator at your Regional Office. For further information and registration papers phone (008) 221481 STD toll free or 692 9233 for metropolitan callers.

SOFTWARE REVIEW LAUNCH

420 software reviews are available on microfiche or online. To celebrate the new service called NSCU (National Software Coordinating Unit) Barry Jones, Commonwealth Minister for Science, Tricia Berman, coordinator of NSCU, representatives of ASCIS and the Curriculum Development Centre gathered in Melbourne on 27 May to launch the service. Seventy New South Wales schools are already using the service and it is available to any school for $20 in 1988 from ASCIS, 325 Camberwell Rd Camberwell Victoria 3124.

SCHOOL LIBRARIES AT THE AUSTRALIAN LIBRARIES SUMMIT

In late May a diverse group of NSW teacher-librarians met to discuss issues about school libraries and students' information needs. The aim of the workshop was to recommend to the National Summit Conference in October the issues that should be discussed nationally.

Five key issues identified are:
. functions of school libraries and roles of teacher-librarians
. equity for students
. education for teacher-librarians and teachers
. support services
. education for information literacy.

To facilitate state workshops brief position papers had been published on seventeen topics including school libraries, the development of databases and a national information policy. These papers are succint summaries of the issues and are interesting reading. The Australian Libraries Summit papers can be borrowed from the Inservice Education Library.

ACLIS - NOT ANOTHER ACRONYM!

ACLIS - Australian Council of Libraries and Information Services is the new national body established to replace AACOBS and ALIC. If you saw the name CALAIS, it was an interim name until ACLIS was formally adopted.

ACLIS will give a high priority to establishing contacts with government at all levels and to setting up links with specialist library groups and bodies.

The national committee consists of a state representative (Alison Crook, State Librarian represents NSW) and four others. Mary Jane Stannus, President of the National Schools Section of the Library Association of Australia, was invited to join the committee to ensure the concerns of school libraries have a voice at ACLIS. One initiative will be the issue of school library resources. Contact Mary Jane Stannus (02) 925 8124 for further information.

features ☆

☆ STUDIES DIRECTORATE: WHAT DO WE DO?

Often teachers are unsure about the functions of Head Office Directorates. I appreciate this opportunity to help make readers more aware of what Studies Directorate does and of some of the issues that face this curriculum-oriented Directorate.

The first part of the article deals with the work of Studies Directorate and how this work is directed towards helping classroom teachers. The second part gives a brief description of some of the curriculum issues with which Studies is grappling and which confront the Department as a whole.

Dr Ken Eltis is the Director, Studies Directorate

THE STRUCTURE AND WORK OF STUDIES DIRECTORATE

Organisation
The Studies Directorate is a major centre within the Department of Education for the development of curriculum. Studies officers are seconded from the teaching service for periods of from one to four years. They are chosen for their subject expertise, proven teaching ability and demonstrated writing skills. Each year a number of officers return to schools and others are recruited to take their place. In this way the Directorate always has officers with recent teaching experience who are aware of teachers' needs and problems.

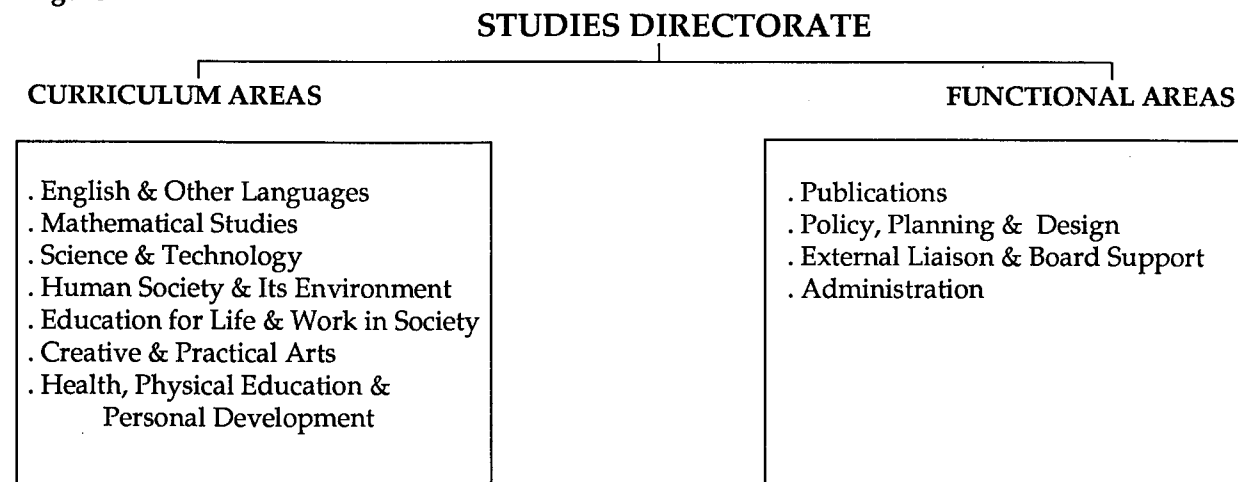Structurally the Directorate is divided into two sections. (See Figure 1).

One section involves officers developing materials for specific curriculum areas. These officers are organised by teams derived from the learning areas described in the recent Departmental publication **The primary purpose** (1988). The areas have been augmented to accommodate consultants who work in secondary curriculum areas. The other section of the Directorate involves teams relating to the other major functions as shown in the figure. In general terms the functional teams assist the officers developing the curriculum materials.

Areas of activity
The Directorate is engaged in all facets of curriculum development including the design of

Figure 1

STUDIES DIRECTORATE

CURRICULUM AREAS	FUNCTIONAL AREAS
. English & Other Languages . Mathematical Studies . Science & Technology . Human Society & Its Environment . Education for Life & Work in Society . Creative & Practical Arts . Health, Physical Education & Personal Development	. Publications . Policy, Planning & Design . External Liaison & Board Support . Administration

curriculum documents, the provision of implementation support and the evaluation of curriculum programs.

All of these activities are intended to assist teachers in their work.

Curriculum Design
In the primary field, Studies officers work as members of Curriculum Project Teams to design new syllabuses and curriculum statements in those areas where curriculum change has been planned by the Department. Studies Directorate is committed to developing materials that teachers find easy to read, understand and use as a basis for developing programs. To help achieve this aim, officers are encouraged to seek teachers' reactions to drafts and to pilot materials in schools. In this way we try to ensure that teachers have a say in the kinds of materials that are developed. This year we have helped in establishing a series of conferences which will be held annually (Curriculum Monitoring Conferences). The conferences will involve Head Office (including officers from Studies Directorate) and Regional directorate officers. We intend that this process will ensure that ideas from regions are fully taken into consideration when developing materials.

> Studies Directorate is committed to developing materials that teachers find easy to read, understand and use as a basis for developing programs...

The design of secondary syllabuses is the responsibility of the Board of Secondary Education. Because of their expertise in subject areas and their knowledge of current teacher needs, Studies officers are members of most of the syllabus committees set up by the Board. Maintaining an extensive informal network across all Regions is one means used by the Directorate in communicating teachers' views to the various syllabus committees of the Board.

Curriculum Implementation
The Studies Directorate has attempted to assist teachers in implementing curriculum by producing support documents which address difficulties being experienced by teachers in specific curriculum areas. These documents include a series entitled **Curriculum ideas** and in 1988 staff are working on approximately forty support documents to assist teachers. As with syllabuses and curriculum statements, we try to ensure that these curriculum materials provide teachers with specific practical

ideas that are easy to implement. Often teachers in schools are involved in writing sections of these materials.

The Directorate also maintains a substantial program of other publications to assist teachers. Best known among primary teachers would be the **School magazine** which is published each month for ten months of the year. It provides teachers with an excellent source of literature in graded form for primary students throughout the state. Other regular publications of the Directorate include **Insight**, the **Primary journal**, the **Secondary journal, Contemporary issues** and the **Special education journal**. These journals help teachers and administrators to keep abreast of what is happening in Australia and overseas in their area of responsibility.

While Studies officers do not work directly with teachers at the school level, they may, at the invitation of Regions, be involved in conferences and inservice workshops to help teachers with implementation concerns.

Curriculum Evaluation
Gathering information on how well a syllabus or curriculum statement is being taught and the need for any modification to the curriculum, is the task of Program Evaluation teams set up by Head Office through the Program Evaluation Coordinating Committee. Studies staff are usually members of these teams and this involves them in surveys of teachers and visits to schools to gather teacher opinions on how well the curriculum is serving students. This year Studies will be involved in the evaluation of Reading K-12, Literature K-6 and Science K-6.

The findings of the evaluations assist the Studies Directorate when new documents are being designed. In particular, Studies officers take into account the views of teachers (recorded in evaluation reports) about areas of need that ought to be addressed in any new document for a curriculum area.

Other Areas of Work
Some officers in Studies work on special projects, some of which are funded by outside agencies. Usually these projects relate specifically to learning areas (e.g. the Basic Learning In Primary Schools program). Work on special projects often involves developing curriculum materials and assisting with the implementation of programs (e.g. the Bicentennial Program; materials produced in association with the Cancer Council of NSW). Since 1985 a major program coordinated from Studies

Directorate has been the Joint Secondary Schools/ TAFE Program.

As members of a curriculum branch of the Department, Studies officers are often called on to provide advice on broad curriculum development issues. For example, officers prepare advisory/ briefing papers for the Board of Secondary Education or for the Senior Executive of the Department or for the Minister for Education. We help prepare the Curriculum Development Priorities document that has been published and distributed annually. The Director is a member of the Curriculum Committee of the Board of Secondary Education and an observer on the Planning Committee.

Studies Directorate is closely involved in coordinating the Department of Education's links with the business world through the Education and Business Coordinating Committee which is chaired by the Director, Studies. The activities in which we get involved include assisting the business community to understand what the Department is doing, setting up trials for various programs involving business organisations and schools, and considering industry innovations that may have educational implications.

A major role for the Director of Studies is to chair the Primary Curriculum Advisory Committee. This Committee provides advice to the Director-General on matters relating to the primary curriculum in this state. Presently the Committee is considering the relationship between various documents which have been produced over the years - **The primary aims,** the **Statement of corporate purpose and goals, The primary purpose** and **The values we teach.**

Working for Studies
Studies Directorate is involved in a variety of curriculum-oriented tasks. Teachers who feel that they could contribute to the curriculum development work of Studies are encouraged to apply for any suitable vacancies which occur. Expressions of interest are invited from teachers each year in the October edition of the **Education gazette** which is sent to all Government schools.

SOME CURRENT CONCERNS

I thought it appropriate to mention briefly some of the curriculum issues currently being examined and which have been the focus of papers prepared by Studies officers.

Design of Curriculum Materials
Information obtained from schools, particularly in the form of results of evaluation studies in such areas as Craft, Oral Language, Mathematics, Drama and Music, indicates that teachers want more detail in curriculum documents in terms of specific, practical, easily implementable ideas (e.g. objectives, teaching/learning activities, content, evaluation).

At the first Curriculum Monitoring Conference held in April this year, Studies papers describing the kinds of curriculum documents Studies will design in response to this need, were circulated for reaction. These papers clearly indicate that Studies will be developing material that gives teachers sufficient detail and practical advice that will be of ready assistance to them as they plan their teaching/ learning programs.

This trend has already begun with the **Writing syllabus K-6.** Teachers will continue to see curriculum documents that will give them more specific information about the 'what' and 'how' of teaching.

The Way the Total Curriculum is Viewed
Many teachers, particularly in primary schools, have spoken of the way the total curriculum is conceptualised and the need for us to attempt some form of integration of the various curriculum areas.

Through the presentation of the six broad areas of learning **The primary purpose** helps give an overview of the total curriculum and also shows links between separate curriculum areas by grouping them within each of the broad areas of learning. Studies Directorate is looking at how more use can be made of these broad learning areas as a basis for future curriculum development.

This has been a major focus of the discussions of the Primary Curriculum Reference Group in the Directorate.

Secondary Curriculum
To enable close cooperation on matters relating to the secondary curriculum a Statutory Board - Studies Liaison Group has been established. Such collaboration has resulted in better advice being given to Syllabus Committees as they complete the writing of documents. As well, papers are being prepared to help the Committees understand their role and be clear about the nature and purpose of their work. At a time when we have seen the establishment of a new Board of Secondary Education this close cooperation has been very beneficial.

☆ THE LIBRARY POLICY IN METROPOLITAN WEST REGION

This address was delivered by Mr R C Pollock, Director of Education, Metropolitan West Region to the Regional inservice course 'Libraries in New South Wales Government Schools: Policy Statement' held at St Clair High School library on Wednesday, 23 March 1988.

1   INTRODUCTION

The statement of corporate purpose and goals issued by the Director-General, gives us a clear indication of the purpose and value of public education. Amidst the increasing demands on our schools, those responsible for determining the direction of our public education system have a responsibility to provide a state-wide system which is:
relevant   - to the needs and aspirations of students

responsive - to community expectations

effective   - in the achievement of high quality educational programs

efficient   - in the use of available resources.

A number of goals are addressed directly by the document **Libraries in NSW Government schools: policy statement :**

CORPORATE GOAL 1
To provide for all students a curriculum which is relevant and challenging and which promotes their intellectual, aesthetic, moral, social, emotional and physical development.

This goal underlines the importance of providing a curriculum that not only serves both the personal needs of students and the needs of society but one that is adaptable and responsive to a wide range of student abilities and to changes in society.

CORPORATE GOAL 2
To offer a range of learning opportunities so that students acquire the skills and competencies necessary to participate in and contribute to society.

This emphasises the importance of being able to analyse the components of a problem or task and to locate, select, interpret and use information which the task or problem requires.

CORPORATE GOAL 5
To encourage students to value achievement in all aspects of life and to strive for excellence in their personal endeavours.

This recognises that all students should be encouraged to set personal goals for achievement.

CORPORATE GOAL 7
To encourage students to be both receptive and critical in their approach to learning.

This exhorts schools to encourage in students a sense of challenge rather than threat when confronted by the unknown, a receptiveness to new ideas, an objective approach to analysis, and a willingness to support their conclusions by reasoned statements.

and in particular **CORPORATE GOAL 8**
To encourage students to see education as a life-long process.

This acknowledges that in a world of rapid social and technological change, it is important we encourage in students: an understanding that personal growth and well-being are dependent on being able to cope with changes which occur in their lives; an awareness that the need for new knowledge and skills will be ongoing; and a willingness to learn the skills and techniques associated with the new technology.

The **Areas of emphasis** statement also has as one of the areas for emphasis in 1988 that of 'applying technology to teaching and administration'.

Each of these goals underlines the effect of change on society and our need to continuously adjust to change. Significant changes have occurred in libraries and in their levels of service to our society in recent years. Only last week I requested from Head Office Library a number of journal articles. I received by return mail from the librarian this information on 2 microfiche transparencies which when printed provided me with a cheap, effective means of information communication. This experience reinforced the often repeated claim that we live in an information society.

Developments in computer and telecommunication technology allow us to transfer funds electronically through automatic tellers, purchase goods without cash, reserve theatre seats from our own homes through VIATEL and retrieve information online from databases such as ASCIS.

Libraries in NSW Government schools: policy statement supplies the framework for the development of information services in schools to meet the information needs of students in the next decade. The changing role of the library is a reflection of the changing nature of society and of the need for schools to provide students with suitable skills which will enable them to participate in and contribute to that society.

(1)
Joyce Kirk, in a recent article in the Australian Library Journal, refers to information literacy as a precondition of the information society. Information literacy is defined by the Information Industry Association of the United States of America as 'a knowledge of the techniques and skills for using information tools in moulding solutions to problems'. Information literacy is dependent, among other factors, on the development of information skills by each learner. With the impact of technology and the explosion of information, it is essential for students to develop skills which enable them to have appropriate access to the abundance of information available. Ken Haycock, a leading Canadian exponent of information skills education, highlights this need for each one of us to come to terms with the accelerating rate at which information is generated in our society, listing a number of basic facts.

1   In 1675 a scholar could master a subject discipline and be the primary source of information. In 1985 there are millions of new pages of information produced in science and technology alone. No one can master this.

2   More has been learned about ancient Greece in the past forty years than in all of the centuries before that.

3   If you are in your forties, more than half the world's scientific knowledge has been discovered since you left school.

4   For the child born today, the world's store of information will have increased four times by the time he or she enters school and thirty-two times by the time he or she enters college. By the time that child is fifty most of the information available to people will be new since the time of his or her birth, almost 97% in fact.

In the light of this accelerating rate of change and the increasing demands of society upon education it is crucial that we develop sound policies and attainable goals in formulating educational programs to meet the needs of our students.

In learning from their encounters with curriculum-related resources, students can begin to accept responsibility for their own learning. They are placed in the position of developing skills which are necessary for learning in school and which will be applicable to lifelong learning.

Information skills are information based rather than library based. They are not restricted to one teacher-librarian's program, or one school library. They are skills which enable students to:
*   define the purpose of the information task
*   locate sources of data
*   select
*   interpret
*   and use information to complete an information task.

The teaching of information skills is seen as a total school approach reflecting the school's overall educational program. It is a cooperative initiative involving Principal, teacher and teacher-librarian. This trend is reflected in the 1985 discussion paper 'Libraries in NSW Government schools' which suggested that the services offered by a school library include:
*   involvement in the planning and implementation of an information skills program which enables students to develop skills related to the retrieval, evaluation and use of stored data, information and knowledge in the context of classroom/subject learning

*   assistance to teachers and students to select and use the resources most suited to the teaching/learning process.

Each member of staff has a specific contribution to make to the cooperative planning and teaching of information skills, and thus the library is seen as a major educational resource for teachers and students. It is an essential resource for the planning and implementation of the teaching program.

In this context the **Libraries in NSW Government schools: policy statement** provides a clear indication of the purpose of the school library.

The strategies which schools adopt to achieve this purpose must be both flexible and wide ranging. The services provided by school libraries as a means of translating purpose into practice include:
    . involvement in planning and implementing an information skills program

    . promotion of enjoyment of literature

    . development of discriminating reading, viewing and listening habits

    . assistance in selection and use of resources

    . developing a stimulating environment

    . resource provision

    . facilitation by the whole school of the use of resources

    . access to curriculum documents

    . access to information retrieval systems.

What does this scenario mean for students in schools in Metropolitan West Region?

I expect that students will be able to:

1   participate in learning programs which are cooperatively designed by their teacher and teacher-librarian

2   have opportunities to understand the learning process which each enquiry task requires, and to develop information skills in a variety of relevant and meaningful curriculum areas. As they transfer these skills, at increasing levels of difficulty, from one task to another, their confidence and competence will be encouraged

3   use resources designed to stimulate reading and develop their desire to read

4   become aware that in this changing society education is a lifelong process. The information skills developed may be applied to whatever their information needs may be

5   appreciate that a wide variety of resources can promote their social and recreational development.

What does the library policy statement mean for teachers in Metropolitan West Region?

The policy statement reinforces the immediate responsibility of the classroom teacher for meeting the educational needs of students. Classroom teachers as such are responsible for planning, implementing and evaluating classroom programs. However, the development of planned skills programs and the provision of resource-based teaching/learning experiences should be a responsibility shared by the classroom teacher and the teacher-librarian. Instead of being seen as an adjunct to the classroom program, the library's range of services is to be integrated and supportive.

With the establishment of this dialogue the cooperation of classroom teachers and teacher-librarians will facilitate the integration of the classroom and the library. The classroom teacher should be actively involved with his/her students in promoting the extension of the classroom program into the library and the role of the teacher-librarian will be as a resources person in the library who will assist in the planning, implementation and evaluation of relevant classroom programs.

The role of the teacher-librarian

Ken Haycock suggests that:

1   'the teacher-librarian's major role is to work with teachers';

2   'that the school library program rests on teacher contact';

    and that

3   'the involvement of teachers is critical for successful educationally viable program implementation'.

The degree of involvement and the actual role of the teacher-librarian will vary according to the needs and situations of each school. The policy statement reaffirms the teaching role of the teacher-librarian in that the teacher-librarian as a member of the school's total teaching staff, must be actively involved in the teaching/learning processes. It states:

    'Teaching is an integral part of the work of the teacher-librarian. An awareness of teaching activities in the classrooms will enable the teacher-librarian to be a more effective teacher'.

(3)
R. Lundin in a recent article 'The teacher-librarian and information skills: an across the curriculum approach' states that the contribution of the teacher-librarian includes:
. participation in the planning and implementation of the school's total curriculum, particularly by advising on the use of resources

. selecting (with the involvement of teachers) acquiring, organising and operating a collection of resources and services appropriate to meet the needs of students

. cooperating with teachers in planning, teaching and evaluation of units of work

. negotiating with teachers to determine what will be covered for particular groups of students in the teaching and application of skills

. teaching some of the skills as mutually agreed upon

. giving incidental follow-up support and reinforcement to individual library users

Teacher-librarians have the opportunity to be directly involved in these changes and to act as the agents of change in the school situation, interpreting the function of the school library to the school community and to parents.

One of the questions that arises from the challenge of this policy will be 'How will we have time to deal with these additional demands?'. The goals that I have outlined this afternoon are attainable if we re-assess our approach to management. I have referred to the Director-General's **Statement of corporate purpose and goals** and I have been involved in the development of a set of Regional Objectives and Areas of Focus for 1988. These are management strategies and the principles underlying them should permeate public education so that each classroom teacher is conscious of a common purpose. Time must be allocated to planning if we are to see the effective implementation of this policy. Cooperative planning between teachers and the teacher-librarian is essential so that each knows what is expected and where each is going. Only in this way can staff work effectively towards the achievement of objectives. To accomplish this, provision may be made for the teacher-librarian to be directly involved in grade and/or faculty meetings, in one to one planning with teachers, and for attendance at curriculum or executive meetings where appropriate.

To make this possible the teacher-librarian will need to refine his/her management role in the library. James Henri in **The school curriculum: a collaborative approach to learning** states that:

'While there are literally hundreds of functions that a library resource centre can perform, it is rarely possible to undertake and execute all of them well. It is, therefore, essential to establish priorities and then to do well those tasks that contribute directly to the library resource centre objectives that have been identified cooperatively by the teachers, principal, and students'.

In this area it is important to consider the support offered by the NSW Department of Education through the services of ASCIS (Australian Schools

Catalogue Information Service), and the resultant saving in cataloguing time of resources required for individual collections. Once management priorities have been established, the management role of the teacher-librarian must be refined as much as possible so that a minimum of the teacher-librarian's time is spent on clerical and technical routines.

Libraries in NSW Government schools: policy statement provides a base from which each school will develop services and programs to support the learning process. A great deal of time and effort has already been allocated in the development of the policy but the important challenge that this statement presents now is its interpretation and implementation in the context of the needs and resources of individual school communities. Millions of dollars of public money are invested in school libraries and it is reasonable for the community and teachers to have a clearly stated aim or purpose for library programs and services. Such statements provide both a general framework for the program and a basic level of understanding.

Haycock believes that the school must examine its own program in order to determine the type of service that it requires from the resource centre. It is expected that outstanding specialist teachers head these vital resource centres. School libraries have moved from a position outside the mainstream of education to become exciting resource centres at the hub of the school. This development is a direct result of changes in education and of changes in teaching strategies. Instruction of learning skills is integrated with all aspects of the curriculum and taught cooperatively by the classroom teacher and the teacher-librarian.

At the outset I noted that Corporate Goal 8 acknowledges that: 'it is important to encourage in students an understanding that personal growth and well-being are dependent on being able to cope with changes which occur in their lives; an awareness that the need for new knowledge and skills will be ongoing; and a willingness to learn skills and techniques associated with the new technology'.

This goal is relevant and essential to both the needs of our students and the implementation of the **Libraries in NSW Government schools: policy statement**. The direction of teaching and learning, I believe, focusses increasingly on learning how to learn so that students will have the necessary motivation and the skills to examine their own environment, evaluate it and I hope to even reform it.

☆ CPPT IN THE SECONDARY SCHOOL

Niki Kallenberger has been the teacher-librarian at Macquarie Fields High School since 1985 and was seconded to Library Services in May 1988. She has used her school experience to respond to two of the most frequently asked questions about the implementation of cooperative program planning and teaching:

- *Where does the teacher-librarian find the time*
- *How can the teacher-librarian meet the demand from teachers?*

Time for cooperative program planning and teaching (CPPT) became available for me when I decided I wanted it to be. Making CPPT my number one priority meant all those other things I was involved with needed to be reassessed. A commitment to CPPT does require a commitment of time, and a large one at that. There's no getting around it. I spent a lot of time talking: to teachers; to head teachers and other members of the executive; to groups of teachers. Most of the talking was on an informal basis, but there were faculty and staff meetings, too. Thorough planning and useful evaluation require thoughtful discussion by all those involved.

In finding time for cooperative planning, I found it very important to determine my priorities and then to share them with all the people I worked with. By consulting with them as I established priorities, I found wide agreement with and acceptance of the library's directions and my role as teacher-librarian. But if new issues and needs arose during the year, I had no hesitation in altering my priorities, providing I consulted with and informed others. Being flexible is as important to the success of any cooperative venture as is letting other people know of priorities and programs.

CPPT changed the type and amount of teaching I did. I taught more, with many more staff, and in widely varying subject areas. I worked with whole classes, part classes, small groups and individual students. More and more of my teaching took place in classrooms, rather than the library. CPPT also meant that I evaluated more student work than I'd done since I left the realms of English teaching.

These new emphases in my role did not leave me with as much time (or energy) to spend on routine library activities. Because of this, library systems had to be running effectively and efficiently. Library ancillary staff had to know their regular jobs, and do them without constant supervision. My able assistants needed to know about CPPT, the changes I thought it would make to them, to me, and to the functioning of the library. Together, we discussed the implications, and agreed to meet regularly to monitor how things were going. Just as I became involved in new tasks, so did they.

Volunteer helpers, both parents and students, were a real boon to us. Their help with circulation, shelving and processing tasks such as stamping and covering materials was invaluable. All these volunteers helped us broaden our understanding of the school community, too, and became important friends.

One of the biggest surprises as a first-year-out teacher-librarian had been the amount of paper that crossed my desk. Advertising, pamphlet materials, teacher reference materials and Departmental and school information, all added up to a tremendous amount to sift through each week. Putting aside some time on a regular basis each week to deal with all this paper (and ignoring it the rest of the time) is one way many people handle it. Others deal with it as it comes - but only handle each piece of paper once. That means making decisions then and there and acting on them.

Making use of timesavers such as ASCIS, NCIN/ACIN, and NSCU seems essential for teacher-librarians committed to CPPT. Ordering ASCIS card sets (or machine-readable records) saves an enormous amount of both professional and clerical time and really doesn't cost very much. Using ASCIS services extensively was a major factor in the rapid growth of the collection at the relatively new high school where I worked. I really can't imagine working as a teacher-librarian without ASCIS.

Curriculum information from NCIN/ACIN and computer software evaluation information from NSCU will not only save time, but will also save teacher-librarians and teachers from having to re-invent the wheel each time new challenges are addressed. One of the most efficient and flexible ways to gather information from NCIN/ACIN and NSCU (and of course ASCIS, too) is by searching the database directly using a modem and a microcomputer, rather than using microfiche.

Online technology opens up a whole new world of information services and electronic mail. While these are areas in which I still have a lot to learn, I can see some interesting possibilities, and some good ways to create time for CPPT. Communicating with neighbouring teacher-librarians and schools via Keylink (the Department of Education's trial

electronic mail service) could be useful for all sorts of things. Sharing resources of all types and arranging meetings are two possibilities that come readily to mind. They might take a considerable amount of telephone time, but could be accomplished with only a few Keylink messages.

Using online technology does, however, have a hidden time cost. It takes time to learn to search databases effectively and efficiently, as well as to learn the idiosyncrasies of each online service. I learned the hard way that it's crucial to help others master these skills. Certainly this is an important consideration for anyone contemplating automation.

It's not solely the teacher-librarian's responsibility to convert the unconverted and involve the uninvolved...

As I began to work cooperatively, I started to see many routine tasks in a new light. Chasing overdue loans, for example, was a task that took an enormous amount of time but yielded only meagre results. I decided it was a task I could delete from my weekly routine, and we reconsidered and redesigned our whole system for dealing with overdues. Our return rate didn't increase dramatically, but at least we knew where the books were.

Preparing bibliographies and putting together book boxes for classroom use were two other areas where I reassessed my role. Because I find the compilation of bibliographies quite time-consuming, I stopped doing them unless I was convinced they were very important and would be used again and again. A bibliography to support a Year 10 English unit on autobiography/biography is an example of one I knew was valuable because every Year 10 student in the school would use it and we had worked hard to expand our collection in this area. By creating a database to record and produce this bibliography, we put the time and work that had gone into it into a form which would be easy to update and to re-use in other forms.

Book boxes were used frequently in my school; originally because of limited library space, but they had become a habit for some teachers. Putting them together from my point of view was a relatively straightforward task, but I often wondered if the teacher involved ever really knew about, and made use of, each carefully selected item in the box. Involving the teacher in selecting the resources for a book box initially took more time, but it saved time

for me in the long run. Teachers developed new skills in library use and made better use of the book boxes they helped select. These same teachers became more independent in other aspects of library use, too. Recording the contents of book boxes which would be frequently used (we photocopied book cards to do this) enabled speedy compilation another time.

Instead of thinking about time on a day-to-day or weekly basis, I sometimes found it useful to think on a term or yearly basis. Deciding that this term I'd give priority to CPPT and next term to library management issues helped me determine how to respond to requests and how to plan my time. Alternatively, there may well be times in a term or a year when it's pretty certain teachers will be so busy with reports, exams, or other activities that they won't have time for CPPT. This, of course, is the ideal time to focus on other activities. Term 4, when the stocktake and annual review often take place, may just be too busy for anything other than finishing off projects and evaluating them. Taking a longer term view can often facilitate decisions that have to be made every day. I used a phrase I borrowed from Ken Haycock at the Strengthening the Foundations workshop to serve as a tangible reminder to myself of my commitment to CPPT and the implications it had on how I chose to use my time. Hanging over my desk was a sign that said *Are you putting out a fire? Or are you preventing one?*

CPPT isn't for everyone, and that's OK!

Secondary schools are big places. The thought of trying to work cooperatively with every member of staff is simply overwhelming, so one of the first parameters I established for myself was that I couldn't possibly work with everyone. Initially, I was fairly selective, and chose people I knew I could work with and who were keen and eager to give it a go. Beginning with the obvious makes sense I guess, and regular library users and those faculties with an information skills component in their programs are good targets. It's not solely the teacher-librarian's responsibility to convert the unconverted and involve the uninvolved. CPPT is a whole-school concept; its success and/or failure doesn't rest just with the teacher-librarian.

However, I do believe I had a responsibility to spread the word about CPPT, and share our successes (and the lessons we learnt from some not-so-successful ventures). Faculty meetings, staff meetings, P & C meetings and school development days, are all useful opportunities to present and sell CPPT. I set out to visit every faculty and to present

the concept of CPPT at a meeting. Although I did not visit every faculty I did meet with those most interested. I coupled the concept of CPPT with ideas about information skills, in order to establish a context for working together. A typical meeting began by brainstorming the steps a student went through to complete a research-based assignment. We then went on to identify the skills assumed in the successful completion of such steps. Once skills began to emerge we considered how best to teach them and how to work together to do so.

These faculty visits were useful in a number of ways. From my point of view, I gathered important information about where the faculty was in terms of awareness of information skills, and the emphases in their programs. I also gained insights into their methods of working together - some groups already worked extensively in a collaborative, cooperative way; others in quite opposite ways. Identifying a topic or skills area to follow up was a frequent outcome of these meetings. From the faculty point of view, these meetings seemed to have helped head teachers and teachers gain a basic or increased understanding of information skills, of my role as a teacher-librarian committed to CPPT, and of some directions for future work. In summary, these meetings established common ground and shared meanings for us, and set the scene for further cooperative efforts.

The more I talked with teachers throughout my school, the more convinced I became that CPPT isn't for everyone. One of the best resources I had was the school's resource teacher who had worked extensively in a team teaching role. Her experiences supported my hunches. The school we worked in had a large number of first-year-out or relatively inexperienced teachers, most of whom found the challenge of daily classroom routine and school life more than enough, without the added challenges of CPPT. Others of them, however, were eager to learn new skills and approaches and found CPPT in some guise a very valuable method of adding new strings to their teaching bows. Our school ran an induction program for teachers in their first year of service in a government school, and I found this to be an excellent place to introduce the concept of CPPT and offer myself as a teaching partner. I always tried to talk to student teachers, too, during their time at our school. A few actually knew about CPPT, and enjoyed sharing ideas.

Secondary teachers often strike me as fiercely independent and autonomous even to the bitter end. In my experience, teachers are not greatly encouraged to share their planning and teaching, nor do they often teach with another teacher in their

classrooms. Lots of teachers, too, in my experience, don't feel very confident about their teaching, often simply because they've had very little real feedback on it. For these reasons, CPPT can be rather threatening to even very experienced teachers. Teacher-librarians on the other hand, have the advantage of library life, where the privacy of a closed classroom door is unknown. We're used to being on display, warts and all, and to frequently participating in other teachers' lessons. As I realised this, I became aware of the fact that I needed to slow down and help some of my colleagues catch up before they would feel really comfortable with CPPT.

There are lots of variations on CPPT. Cooperative ventures do not have to always be fully fledged ones. Particularly when prospective partners felt some reluctance, or when, as teacher-librarian, I felt I simply had too much on my plate, a sort of truncated version of the whole process often seemed appropriate. In some cases I only took part in one or two lessons in a unit, or only part of a lesson, or with only part of a class, or only in the planning and evaluating part of the venture, not the implementation. To me the essential thing was to be involved in the development process, for it is this involvement that marks the difference between CPPT and simply working together. Being asked to talk to a class about where they'll find the resources on any given subject during their first library lesson is not CPPT in my book. But if, in the course of a planning session, the teacher and I decide the class needs to find out about some resources they aren't aware of, and I accept responsibility for teaching that part of the lesson, then that's CPPT.

There are lots of variations on CPPT. Cooperative ventures do not have to always be fully fledged ones...

One particularly useful alternative to an extensive CPPT venture is to split the class into halves, with the teacher-librarian taking one half, and the teacher the other half. Other specialist teachers such as the resource teacher, ESL teachers, careers teachers can be involved too. Following some careful planning, teaching/learning strategies can be implemented with a number of advantages. Perhaps a description of a year 7 science unit on water will exemplify these advantages. 7x was a lower stream, mixed ability class. The end of the year was approaching and their teacher was concerned they hadn't completed as much practical work as they should have. One or

two individuals in the class exhibited disruptive behaviour much of the time, and made classroom life hard for everyone. Practical work was exceedingly difficult under these circumstances. The teacher approached me about cooperating on the unit, with the idea that while some of the class were working with me in the library, the others could be completing practical work in the lab with him. We met and decided on the parameters of the unit: content, we agreed, was not as important as skills.

In their library-based work, we decided to focus on the skills of locating information on a page, understanding it (which included consulting other resources such as dictionaries and encyclopaedias for new words and concepts) and communicating this information to others. Given this direction, and the fact that up to ten students could be in the library at any one time for approximately five lessons, I undertook to plan some activities for this component of the unit. Eventually, following consultation with the resource teacher and the science teacher on several occasions, I devised a series of quite simple workcards, each related to a specific resource on a broad range of topics related to water: H_2O, chlorination, underwater breathing, daily water usage, water supply, sharks. The cards referred the students to a particular page or two in the resource and asked questions which required students to read, understand and recombine information from those pages. In most instances they needed to consult another source for word meanings or more information about the concept. These cards were produced on cardboard and covered with Contact to add to their durability. Bibliographic details of each resource were recorded on the back.

When the unit began, I met with the whole class and the teacher for a few minutes at the end of one lesson. We told the class about the unit, and explained that while part of them were working in the classroom, the others would be in the library with me. We detailed expectations about how much work they would complete and how this work would be assessed. Then we got started. At the beginning of each lesson, between six and ten students would arrive at the library with a note from the teacher giving their names (this had the remarkable effect of ensuring all the designated students actually came to the library and didn't disappear along the way). The necessary books and cards were kept in a box in my office so it took the students very little time to get started. Headings and notes of page numbers enabled them to find their places during subsequent lessons. I spent the lesson time moving from student to student, helping where they needed it and unobtrusively checking their

progress and the suitability of the workcards.

The teacher and I checked with each other regularly to keep track of student progress and timing of the unit.

Although creating the workcards had taken quite a lot of time initially, I didn't have any additional preparation as the unit progressed, and indeed the cards are such that they can probably be used again in a similar context.

Assessing student work was able to be done as students completed one card and moved on to the next. Students enjoyed their work, and the change of teacher and scene. They also enjoyed and benefitted from increased teacher contact and the less rigid routines resulting from working in smaller groups.

From the point of view of CPPT, this unit certainly was not a fully fledged cooperative effort. However, it did incorporate features I believe to be essential for CPPT - planning and evaluating together and consulting regularly during the implementation phase. This method of working may be appropriate in many situations. It is not as threatening for all involved as if you worked together extensively in the classroom, and is particularly good when the teacher and teacher-librarian have quite different styles. I can't stress enough, however, that its success depends on thorough consultation, planning and evaluation - that's the cooperative component.

To me, the most important aspect of CPPT is that it is a process. Like any process CPPT is a series of actions directed to some end - and like any process, change is an inextricable component. Hopefully, student behaviours, skills, knowledge and/or attitudes will change as a result of the learning strategies developed and implemented - that's the obvious and expected change. Perhaps less obvious and less expected are the changes that may result from the teacher and teacher-librarian working cooperatively. Learning new teaching skills, gaining new knowledge, adding to my understanding of how teams work, are all changes in myself I've now come to expect from any CPPT venture. Shared

To me, the most important aspect of CPPT is that it is a process...

meanings and stronger personal and professional bonds are no longer chance occurrences. They do happen - and CPPT is a big reason why. It's not just the teachers who change: teacher-librarians like me change too.

☆ THE LIBRARY POLICY CICG

Jean Koshemakin, Inspector of Schools in Metropolitan East Region, is the chairperson of the Library Policy Curriculum Implementation Coordinating Group. Pictured above are (l to r) Heather Davie, Alison Glasscock, Jean Koshemakin, Robyn Laverack.

Just prior to the launching of the **Libraries in New South Wales Government schools: policy statement** on 1 December, 1987 the Library Policy Curriculum Information Coordinating Group (CICG)was formed.

A CICG is a group of Head Office and Regional personnel given the task of coordinating the implementation of a particular curriculum document, syllabus or curriculum statement or a policy having curriculum implications.

The Library CICG has as its Chair, Jean Koshemakin, Inspector of Schools for the Marrickville District, Robyn Laverack, of Library Services as Leader, Denise Pendleton of Services Directorate as Executive Officer. Other members of the Group are Mark Clayton, Student Support Services, Heather Davie, Multicultural Education Centre, Christine Spink, Studies Directorate and Bob Woods of the Computer Education Unit.

The CICG is responsible through the Director, Services to the Curriculum Development Management Committee for the following functions.

1 To develop an Implementation Plan in consultation with Regions.

2 To develop a Communication and Support

Network with Regions to ensure continuing communication and coordinated support between Head Office, Region and School.

3 To facilitate and coordinate aspects of continuing education by involvement as appropriate in the development, presentation and review of inservice courses.

4 To make recommendations for the coordination of services and structures within the Department of Education and to liaise with outside agencies to support the implementation of the Library Policy.

5 To ensure that appropriate resources are available to support the implementation of the Policy.

6 To take account of students with specific needs in the implementation process.

7 To arrange for the evaluation of the processes established by the CICG for the implementation of the Policy.

8 To suggest ways of promoting community awareness of and involvement in the implementation of the document.

9 To acquaint tertiary institutions with the content and philosophy of the Policy.

10 To recommend a suitable process or structure which will ensure continued coordinated support after the implementation task of the CICG is completed.

In preparation for the development of an Implementation Plan the members of the CICG were pleased to be able to listen to the teleconference for country regional delegates and Library Services personnel and the meeting between metropolitan regional delegates and Library Services, on 17 February 1988. The teleconference and the meeting provided excellent opportunities for the members of the CICG to develop an understanding of the various plans and activities already being undertaken in Regions and to consider the needs as expressed by the delegates.

An Implementation Plan has now been developed and members of the CICG will be discussing this Plan with all Regional Directors over the next few weeks.

Following these discussions the Plan will be revised, as necessary and forwarded to the Curriculum Development Management Committee.

teaching learning ⬭

⬭ TIME TO NEGOTIATE

Merran Dawson is a Senior Education Officer, Library Services

-*If only they knew what was possible!*

-*No one understands the difficulties of my job.*

-*I have such a heavy workload but I don't seem to be getting anywhere with the important aspects of my role.*

-*I know what I should be doing, but others place barriers in my way.*

-*In this new job I want to start off on the right foot - but how do I convince others about what should be done?*

Most people suffer at some time from a sense of working in isolation, and the feeling that their colleagues lack understanding of or sympathy towards what they are trying to achieve in their job. We all have a picture in our minds of the ideal for the particular role that we have been given to play in our organisation. The problem with the ideal picture we have in our minds is that we often assume others see it that way too.

Unless we've taken the time to convey our ideal picture to others, and to receive and act upon information about the picture of our role that **they** see in their minds, we will continue to work in isolation or even at cross-purposes with our fellow workers. A principal who sees the first priority for their role as educational leadership of the school, may run into difficulties with a staff who has always seen the principal purely as an administrator unless they take time to convey the ideal and allow for modification of some aspects of that ideal in the light of their colleagues' views.

Thus, it is necessary for everyone, from the principal to the cleaner, to be given the opportunity to talk and receive information about their role, and to negotiate and act upon agreements that result from such discussion. When new issues arise that require clarification and discussion, a renegotiation of aspects of roles may be necessary. For instance, the person in charge of the canteen may see their role as being very much concerned with the organisation and supervision of food preparation, and not with the behaviour of students who help out with the serving of food at lunchtime. Teachers supervising the canteen area may not see the behaviour of students serving food as part of their supervisory role either. When a lunchtime incident occurs involving misbehaviour of students serving in the canteen, supervisory roles need to be examined and renegotiated.

So, in response to those statements listed at the beginning of this article, how **do** you go about negotiating or renegotiating your role? Here are some strategies and issues to keep in mind.

The current picture
Before you start to think about **what to do** about your role, perhaps you should think carefully about **your own perceptions** of it. After all, if you are going to communicate a convincing picture of your role, or make suggestions regarding role change, you need to have a clear idea of what you are talking about, and how your proposals could affect others.

Some homework may be required in order to ensure that your perception of your role is:
* supported by current thinking in the profession
* supported by current Departmental documentation (e.g. curriculum documents and memoranda).

You may also need to collect information about your school to assess the part that your current and potential role could play. Think about:
* climate: including school image; receptivity to new ideas

* school program and procedures: generally, and specifically in terms of your own involvement
* formal and informal communication networks, including:
     -the operation of the school executive
     -opinion leaders and power brokers (teaching and ancillary staff)
* school staff who are directly connected with your role: your supervisor; co-workers; support staff.

Collecting information about the current impact of your role and functions is also useful. This can be done:
* from your own observations e.g. by keeping and analysing a diary; perhaps encouraging co-workers to do so as well
* from a group (e.g. an advisory committee that has been set up)
     -advantage: as well as supplying useful feedback, this activity can act as a preliminary awareness raising exercise
     -disadvantage: the group may not be aware of the full potential of your role, so their responses may indicate current vs potential success.
Such information could indicate to you that activities which are under your own control, like your own time management strategies, are part or most of the substance of your present difficulty.

Thinking about changing your role
Having spent some time confirming and/or revising your thinking, consider the **short-** and **long-term** aspects of developing your role. This could be a good time to involve a supportive supervisor, who could act as a springboard for ideas and provide advice as to the feasibility of some of your thinking. If you have an advisory committee with active and supportive members, you may decide to involve all or some of them.

Think about priorities that you would place on those aspects of your role, keeping in mind information gathered about the nature of the school and your current role and position. If some of your priorities imply change, think carefully about your readiness, and the readiness of the school to accept change. Identify the possible steps involved to implement the changes, and try to think of a variety of options for bringing about the desired changes. See Robyn Laverack's article on 'Introducing change in schools' in *scan* vol 7 no 3, and my article on 'Getting the Library Policy up and running in the school' in *scan* vol 7 no 4.

At this point you have:
* clarified what your role should be and its potential for the future
* identified possible changes implied and their impact on you and the school
* worked through some options for bringing about desired changes, and decided how they should be paced.

You should now have in mind an overall direction for your role, with a variety of options and strategies for developing it.

Do you need to negotiate?
'Negotiation is a process for resolving conflict between two or more parties whereby both or all modify their demands to achieve a mutually acceptable compromise.' **Kennedy et al** [1]

So, in terms of the definition above, and your plans for your role, do you need to negotiate?

In the best of fantasy worlds, this is the point where you go to the principal, executive, staff and students and say 'I have come down from my long deliberations on the mountain of wisdom, I have found all the answers, and from now on this is the way things will be...' In response they all nod and exclaim at your wisdom, and your word is done. No need to negotiate.

In the worst of fantasy worlds, this is the point where you give up and slink off to the back room, muttering, 'My school would never accept any of these ideas.' In a few cases this means that there really is no room for negotiation: a readily invoked power of veto means modification of demands and compromise are not possible. In such situations, I'd agree that it's better not to lose face and self-esteem by negotiating and losing out totally. In other cases, though, the non-acceptance scenario described above really is a fantasy that is played out in the mind of a person who fears the risk of negotiating.

In another, less discouraging fantasy world, this is the point where you decide on some fall back positions in your grand plan, (that is, you prepare to compromise if necessary), decide on a bottom line, beyond which you are not prepared to compromise, and then push on to deciding about who to approach. You have decided that in the current climate, negotiation is possible and worth the effort.

Who should you approach?
Ask: Who do I have to convince?
Take into account:
* those who have the power to influence your position, both formally and informally
* the likelihood that more than one person has to be convinced (who do you convince first? next? last?)
* that one of the people to convince (directly or indirectly e.g. through a supervisor) is, almost invariably the principal. As educational leader and administrative controller of the school the principal holds the greatest formal power and has the greatest responsibility for knowing about and approving your actions.

Ask: What do I know about the potential person/people with whom I will negotiate?
* Study the personal style of the people you wish to involve. For instance, investigate their preferred mode of communicating with others. I can think of a teacher who hit it off badly with his principal seemingly from the moment they met. 'My principal, Mary, just can't bear talking to me,' the teacher said, 'but I've discovered that Mary always reads the written submissions that I leave on her desk, and usually approves them.'

* Therefore, match your negotiation preparation and presentation to their styles. You may need to inservice yourself or ask others to assist you, if you discover that your presentation skills need developing, e.g. your school counsellor could be the person to help you to develop interview techniques and strategies if these are required.

* Decide what information the person(s) needs to receive before the negotiation so they are better prepared to accept your ideas. Such information could include articles on philosophical or professional issues that you wish to raise, statistics and facts about the current state of your role, excerpts from Departmental documents. Your choice and way of presenting such information is of course determined by the communication style of the other person(s), including considerations of the time they are prepared to spend on issues concerning your role and their current knowledge and acceptance of jargon/concepts associated with your area (you may have to simplify/rewrite some information specially for them).

* Decide what information you need from the person(s) prior to negotiating, and identify ways to get it, e.g. details of P & C funds could help you to plan a realistic suggestion or submission which involves a proposal for additional funds. Try to gather information that gives you clues as to the position(s) that the other negotiator(s) will take: their most desired outcome, fall back positions, and bottom line position. Think about how you would cope with these.

Getting down to the nitty-gritty of negotiating
The following is a summary of a simplified approach to negotiation. The strategies and finer points of the highly skilled negotiation found in the business world are discussed in the references given at the end of this article.

When negotiating what am I trying to achieve?
To reach a resolution which is as close to my ideal plan as possible by:
* clearly stating what I want and really listening to what s/he wants
* getting to the stage where they see the situation as an issue that we both need to address and resolve
* working together to resolve the issue by a compromise, if necessary, from which both parties benefit/lose equally.

Some steps to keep in mind when negotiating face-to-face
Stage I
1 State your position clearly.

2 Show a genuine willingness to listen to the other person. This implies active and committed listening, and silence on your part.

3 While listening look for areas of agreement.
Also, seek clues as to whether your view and the other party's view of the issues under negotiation are being considered and expressed in the same mode. There are 3 areas in which there could be conflict (2):
  i resources (time, money, space)
  ii pathway (disagreement on how something should be accomplished)

iii values (the issue is emotionally connected to a commitment/belief and facts are ignored; these feelings are not easily changed)

If one person is viewing the issue as a values issue, and the other sees the problem as a matter of resourcing, then it will be impossible to find common ground for negotiating until this difficulty is resolved.

4 Once the other person has stated their views, draw attention to the areas of agreement that you have detected and avoid putting any provisos on them.

5 Where there is anger/intensity, restate the other person's point of view to show that you have received and understood their message. This reassures them that at least you are considering their point of view.

6 If the situation is becoming heated, restate your position, perhaps going over points separately, and giving factual backup. Avoid trying to score points: a positive relationship must be fostered.

7 Both must acknowledge that there is a problem to be worked on before continuing.

It may be necessary to go over the early steps of stage 1 more than once before step 7 is achieved. If you have put a lot of effort into this stage and still find that there is no interest in or ground for negotiation, you may have to approach someone else. From this point of view, it is better not to initiate this stage at all unless there is a good chance of success.

Stage II
In this stage, focus on solving rather than on arguing issues.
1 Both people need to see this stage as a problem solving exercise.
2 A course of action, in which both negotiators feel that concessions to both parties are balanced, is determined as a team.

If it doesn't work...
Most negotiations, if carefully prepared and targeted, are successful to some degree. With increasing experience at negotiating, we all become better at getting what we want. If your attempts to negotiate are not always as successful as you'd like, consider the following:

1 Have you been trying to negotiate something that is, in the other person's view, not negotiable?
2 Have you chosen the right issue to tackle? Perhaps you chose to initiate negotiations with an issue that was too difficult to resolve and should have started with something where there was more chance of finding common ground.
3 Was your perception of the issue different from the other person's? (Were you always negotiating at cross-purposes?)
4 Did you give in to value-based opinions? That almost always results in more and larger unrealistic, emotional demands.
5 Did you allow the other party to let off steam, unchallenged, when necessary? Did you then follow the wise course of proceeding without recriminations or, alternatively, break off negotiations briefly to give them time to cool down?
6 In an earlier negotiation, did you force the other party to concede too much, and then discover that your relationship with them was strained next time you negotiated?

If you have been involved in an endless spiral of unsuccessful negotiations with a number of people in your school, and find that all are unreceptive, think about whether your ambitions for your role will ever find expression in that school. Life's too short to spend years beating your head against a brick wall. Just down the road there may be a school that's dying for someone with your vision...

Footnotes
1 KENNEDY, Gavin, BENSON, John and McMILLAN, John **Managing negotiations**. Amacom, 1980, p12. (Available from the Inservice Education Library: 658.31/KENN/1)
2 SPARKS, Donald B. **The dynamics of effective negotiation**. Gulf, 1982. (Available from the Inservice Education Library: 658.4/119)
3 I acknowledge Graham Collier's invaluable assistance in workshopping through the suggested steps with me.

∞ SYLLABUS IN ENGLISH YEARS 7-10

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The **Syllabus in English years 7-10** has been in full implementation since the beginning of 1987, although the final version of the syllabus was not issued to schools until Term 1, 1988. Like the 1972 syllabus it replaces, and from which it developed, the 1987 syllabus is based on sound principles of language learning:

* it is **student-centred**, requiring students to take an active part in and responsibility for their own learning, and consequently, their own growth and development as users of language;
* it recognises and caters for **individual differences**;
* it takes students' own language as the **starting point** for language learning and growth;
* it stresses the importance of students **using** language, of their active engagement in reading, writing, talking, listening and observing rather than being the passive recipients of abstract knowledge about language;
* it allows for **continuity of experience** in language learning on a rising scale of challenge, and for consolidation of earlier learning;
* it recognises the importance of **enjoyment** and **achievement** in promoting successful learning.

The syllabus is non-judgmental. It asks teachers to start with what their students bring to the English classroom - their own mother tongue and cultural backgrounds, their own experiences and knowledge - and to use these attributes as the base from which to foster and enhance language growth.

The aim of the syllabus is **to enable students to strive towards personal excellence in using language.** The syllabus provides a workable framework for the classroom programs which will help students achieve that aim within the four language modes of talking, listening, reading and writing, in the contexts of everyday communication, personal expression, literature and the mass media.

Programs developed from the syllabus should provide students with a rich and varied (and non-threatening) language experience. Students will take risks, make mistakes and learn from them, be tentative, and grow in competence and confidence as they increasingly make meaning from their experiences and gain control over their use and understanding of language.

In particular, the syllabus recognises the importance to students of achieving control over a wide range of registers. Broadening and refining this range is an essential part of students' language development, essential not only for success at school but in their future lives.

By the end of Year 10, students should have achieved their own measure of:

* confidence in conversation;
* the capacity to listen and observe critically;
* access to others' thoughts as expressed in speech, writing and so on;
* control over their own personal writing;
* the ability to organise their own thought and express that thought in speech and writing;
* sensitivity and perceptiveness to what they read, hear and see.

Resource Implications
In the syllabus, the IMPLICATIONS FOR THE CLASSROOM sections provide a guide for teachers to the ways in which syllabus objectives can be translated into effective teaching strategies and learning activities.

A wide range of resources does not necessarily imply an expensive range of resources. Many resources are already in each school: the teachers and students themselves; the library; boxes of books and classroom libraries; television and radio; films and videos; newspapers and magazines. What is important is the provision of a rich and varied language environment.

The Inservice Education Library, Level 1, 35 Mitchell Street North Sydney 2060 (02) 925 8252 has recently established the following files on the research basis of the syllabus.

No Frills file No. 20   **English syllabus 7-10 : from theory to practice**

No Frills file No. 21   **English syllabus 7-10 : relevant research** (this is the appendix deleted from the final version of the Syllabus)

No Frills file No. 22   **Writing K-12 : research**

In addition, **A select annotated list of fiction and non-fiction suitable for students in Years 7-10,** prepared by members of the 7-10 English Syllabus Committee and containing annotations submitted by English teachers was published in 1987 in draft form by the NSW Department of Education Studies Directorate.

∞ KOALA AND COOPERATIVE PLANNING AND TEACHING

Liz Bowring is the teacher-librarian at Kingsgrove North High School and has been actively involved with KOALA since its inception.

Participating in KOALA can be one way of initiating cooperative planning and teaching between the teacher-librarian and English teachers at your school.

KOALA (Kids Own Australian Literature Award) is the readers' choice award offered to school students of NSW and the ACT. It provides students with an opportunity to nominate their favourite Australian book to be placed on a short list for assessment by other students, then allows them to evaluate the books on the short list, attend an award ceremony and see their favourite book receiving an award, maybe even meeting its author. Exciting! Last year 140 000 votes showed that many students agreed.

Lots of primary schools are doing wonderful things with KOALA in their curriculum. It is used to promote literature-based reading and as a focus for displays of Australian books. Interest in Australian books is increased by competitions, award day parties and so on.

Although there are separate short lists for primary and secondary readers, last year less than ten percent of the votes came from secondary schools. It seems a pity that more secondary schools are not participating as there are many ways of incorporating KOALA into the curriculum at this level. The following suggestions may also apply in primary schools.

To be successful it is essential to involve the English teachers right from the start.

KOALA's aims support the following aspects of the **Syllabus in English years 7-10 :**

The objective is that students experience, enjoy and respond to a wide range of literature, especially Australian literature

Students should engage in a wide range of reading activities

Teachers should provide time for students to read in class, both alone and in small groups

The literature chosen should always be related to the students' own needs, interests and capabilities

Individual reading catering for different interests and capabilities is an essential part of English 7-10

Selecting of class library content

Students should encounter a wide range of literature

Organise with the Head Teacher, English to speak at a faculty meeting and explain what KOALA is, how it can operate in the school and how it supports the aims of the syllabus and of their programs. Give copies of the short list to the teachers and offer to cooperatively plan and teach lessons to introduce the concept to students. Participate in wide reading lessons and suggest that each student has a copy of the short list in their English book to refer to when selecting a wide reading book. Staff in other faculties can encourage the reading of KOALA books in school-wide reading schemes such as DEAR or USSR.

Libraries in New South Wales Government Schools : policy statement 1987 is also unequivocal in its support for the importance of literature and reading:

promotion of the enjoyment of literature

development of discriminating reading ... habits

Cooperative planning and teaching with other teachers is a valuable means of fulfilling these aspects of the library's role in the school.

As part of your library budget allow for the purchase of books from the short list. Consider buying duplicates of shortlisted books. Highlight the books in a display, perhaps with a KOALA sticker on each. Have lots of voting forms in an accessible position with an interesting 'ballot box' to put them in. Keep a running total where students can see the most popular title and see if they can predict the winner. In the nominating period, displays and lists of Australian books always help the process. Children's Book Week can be a time to introduce the newest and the best in Australian children's books.

There are many great Australian books. KOALA aims to increase students' awareness of these books, as well as having readers participate in their own Award. By cooperatively planning and teaching with English teachers, teacher-librarians can encourage lots of young Australian readers.

search <

< CD-ROM - THE FUTURE TODAY

Robyn Owens, as Divisional Librarian for Services Directorate, is head of the Inservice Education Library.

What is CD-ROM?

CD-ROM represents an exciting breakthrough in information storage technology. It is a new publishing medium, the centre of an emerging genre of computer applications, and an educational tool of unprecedented power. CD-ROM had its beginnings in the mid 1970s when the Sony and Philips companies were working on the development of the new universal audio Compact Disc. The discs are physically similar and the players operate in the same manner. The main difference between audio compact discs and CD-ROM is that the audio disc is linked through an amplifier to speakers to produce sounds, whereas the CD-ROM is linked to a computer to read information from the disc and produce text, graphics and sound.

CD-ROM (Compact Disc Read Only Memory) permits the storage of between 540 and 600 megabytes of digitally encoded information on a 12cm Compact Disc. This equates to about approximately 1200 single-sided floppy discs or 150 000 A4 pages of text. Where a record player uses a needle to track along the spiral groove of a record, a CD-ROM drive tracks the spiral with a laser. The tracks of the CD-ROM are a series of indentations (known as pits) and flat areas (known as lands). When the laser hits the track, a sensor detects by reflection whether a pit or land has been struck. On this basis a digital signal is sent to the computer. The computer converts this stream of digital signals into information which can be displayed on a monitor.

What is available on CD-ROM?

At first all that was available in Australia was the **Grolier electronic encyclopedia**, which provided the much needed initial software impetus to get the CD-ROM market off the ground. Since January 1987 there has been a flood of new software being made available in Australia, including **McGraw Hill science and technology encyclopedia**, **ERIC** database, **LISA** database, **Science helper**, **CDID**, **Medline** database, **PC-SIG**, **British books in print**, **Books in print**, **Ulrich's guide to international periodicals**. Even more encouraging is the activity occurring to produce Australian made CD-ROM discs. One such notable example is the disc of the 1981 Census known as **Supermap** already produced.

The **Grolier electronic encyclopedia** is the text of an entire 20 volume encyclopaedia on a single CD-ROM. In fact only 20% of the available space of the disc is taken up by the 60 megabytes of text and a further 50 megabytes of indexing. Every significant word in the encyclopaedia has been indexed. This enables searches to be carried out which would not be possible with a paper encyclopaedia. For example, by entering the words 'birds of prey' under the search words function the retrieval software quickly finds every reference to birds of prey in the entire encyclopaedia and displays a list of articles that contain these words. The user can then select any of the articles for display on the screen. This is but one example illustrating some of the potential of a CD-ROM system.

Advantages of CD-ROM

One of the most important reasons guaranteeing the success of CD-ROM is the fact that it is a world-wide standard, at least on a physical level. The CD-ROM disc format specifies such characteristics as disc size, rotation speeds, physical format for each block, error correction and detection algorithms. As CD-ROM drives are very similar to CD-Audio players, CD-ROM has been able to capitalise on the lessons learnt by CD-Audio and also to maximise the economies of scale. This has meant reliable drives at the outset with costs far lower than they would have been if they were developed from scratch. Generally, CD-ROM drives and discs are manufactured by the same plant that manufactures their CD-Audio drives and discs.

CD-ROM's large storage capacity, long life, durability and low cost provide it with a wide range of application possibilities which are limited only by the imagination. CD-ROM is a viable proposition where one needs to broadly distribute large amounts of relatively static information. Within the above specification, application areas could include large electronic databases such as legal, library and scientific systems currently available on online services or microfiche. Access to international and national databases becomes available 'in-house' thus removing to a large extent the need for telecommunication links to be established with a remote facility.

Reference publications such as encyclopaedias, dictionaries, directories, parts and service manuals, government regulations and statutes are all prime targets for CD-ROM. The range of applications is not

limited to just textual storage either, as graphics, sound and software can also be stored on CD-ROM. PC-SIG has produced a CD-ROM disc which contains the equivalent of over 700 floppy discs of public domain IBM PC programs. This equates to over 7000 individual programs.

Interactive education is another big area just ripe for CD-ROM applications. By providing vast amounts of storage not previously available to the authors of interactive software, new educational packages are being developed which were not possible with the limited storage capacities of floppy discs. Footscray Institute of Technology has developed a CD-ROM teaching package for nursing students; future lessons are planned to cover a variety of subject areas, from Japanese language to economics, from measuring blood pressure to spelling.

Government bodies already distribute masses of regulations and statutes. Just filing and updating all the changes requires an inestimable number of hours each year. With CD-ROM a whole new disc could be regularly produced which automatically updates previous records. In this way a single disc would contain all the currently applicable regulations pertaining to a particular government department or area.

Motor car and similar manufacturers who currently distribute prices, spare parts and service manuals either in paper or microfiche (or possibly even on line) could more effectively distribute this material in a regularly updated CD-ROM form. Being a random access device instead of linear, as with microfiche, search times can be drastically cut. This would result in increased efficiency and therefore profits. Computer manuals, library catalogues, government handbooks, medical and legal reference books, service manuals, digitised road maps, timetables, schedules and forms are all possible applications for CD-ROM.

Basically, no other medium offers the durability, portability, economy and the storage capacity that the CD-ROM offers.

CD-ROM - How is it produced?

After a master disc is cut by a laser and the final end-user discs are replicated, the data is securely protected under a resilient polycarbonate coating. The replicated discs can then be read via a CD-ROM drive which incorporates a laser reading head. There is no physical contact between the head and the disc so head crashes can never occur and with the error detection and correction routines, minor scratches

and dust on the disc cause no problems either. Hence a disc can even be safely sent to someone by mail without fear of damage or tampering. The production of a CD-ROM disc covers a number of specific stages. The stages involved are:

1) Data collection
2) Transfer onto magnetic media
3) Interface software development
4) Production of 1/2" computer master tape
5) Data premastering
6) Disc mastering
7) Disc replication.

In many cases steps 1) and 2) have already been done. Many online databases already exist and most published works also exist in the form of electronic typesetting tape and these could easily be reformatted for CD-ROM disc production. Steps 3) to 7) would in most cases be the responsibility of the organisation retained to do the data transfer.

CD-ROM / Online interface

Obviously CD-ROM is not the panacea of all data distribution problems. It is a product which, due to its 'read only' nature, has application in certain areas but not in others. By its very nature as a 'read only' device CD-ROM is not of great value in distributing rapidly changing information such as daily stock market reports, daily newspapers. Already, hybrid systems are emerging that distribute masses of past historical (Static) data on a CD-ROM and which are designed to store more recent changes, such as daily stock fluctuations, on a hard disc. Then at regular intervals, say monthly, a new CD-ROM disc is pressed. The information management software would look after retrieval from either the CD-ROM or hard disc in a manner totally transparent to the user. It would even be possible for the system to automatically do an online search to see if any more recent information is available. This system would greatly reduce online costs as the bulk of the searching could be done in-house.

Obviously online service providers are not about to immediately transfer all of their data onto CD-ROM discs especially if this means a reduction in their current revenue. People in remote locations who do not have ready access to relatively inexpensive telecommunications services and hardware could be readily serviced by CD-ROM. For the customer the cost savings are even more apparent. Expensive online charges could be a thing of the past. Without the pressure of a metered usage rate, a searcher can browse through the database at leisure.

For some years the information industry has anticipated CD-I: compact disc interactive. The first CD-I was demonstrated in December by American Interactive Media. This demonstration disc displayed visual effects, interactive features such as selection of language and audio. The 650 megabyte disc can hold any combination of about one hundred million words, six thousand full-screen video images, or seventeen hours of audio. Some fifty products are being prepared, some for information purposes.

CD-ROM moves into the library

The arrival of the new CD-ROM technology dictates a new era of information dissemination and use in libraries. Where information has been available in the past to only a single user at a time, we can now envisage that CD-ROM will make it possible for knowledge to be economically dispersed on a permanent, multi-user, random-access medium. Only as recently as 1984 and throughout 1985, library service and supply agencies began promoting new products based on CD-ROM and other types of optical media. Today this virtually indestructible medium is apparent in more and more libraries, including the Inservice Education Library. International databases such as **ERIC** and **LISA** (Library and Information Science Abstracts) are now

searched in-house on CD-ROM, as are also **Grolier electronic encyclopedia** and the **McGraw-Hill science and technology encyclopedia**. The most attractive feature to libraries is the potential CD-ROM offers for allowing access to the same information, again and again, at low cost. The more the CD-ROM database is used, the less its cost per use will be. This is in direct contrast to information on online databases, which may be accessed repeatedly but at an ever-increasing cost for both connect charges and telecommunications access.

CD-ROM products also assist libraries in the areas of automation activities, including traditional cataloguing, bibliographic checking for acquisitions purposes, and local public access catalogues. Such databases as **Bibliofile, Ulrich, Books in print** and **British books in print** are now more readily accessible within the Inservice Education Library for such 'housekeeping' activities. Developments are well in hand for the developments of this library's catalogue to be produced on CD-ROM in conjunction with the catalogue of the CLANN network. It is envisaged that the collections of the National Library of Australia and other major collections, such as the Library of Congress and the Australian Bibliographic Network will be more widely available on CD-ROM.

< ASCIS DEVELOPMENT

Georgina Cane is Executive Director of ASCIS. The following article has been excerpted from her report to the ASCIS Board in April this year, and updated with more recent figures for the use of ASCIS services in NSW.

The hallmark of 1988 is growth. It is apparent that in coming years a scrutiny of 1988's activities will clearly show significant increases in technical developments and the range of information stored on the database.

As well as a time of rapid development, 1988 appears to be the year that ASCIS and its potential will be fully understood by a wide range of educators and administrators.

The challenge for the remainder of the year, and perhaps decade, will be to match the effort to establish and develop the service with effort to ensure understanding in schools of the value of the service and its varied uses.

The database

The database forms the Company's major asset and is the core from which all products and services emanate. The increasing range of information found

on the database is also the best indication of the creative use members are making of ASCIS.

It should be noted that care needs to be taken to describe accurately the relationship between the ASCIS file and the various information sets hosted by ASCIS. It has caused confusion to refer to the ASCIS database and, for example, the ACIN database. Users have assumed that there are a number of differing, but related databases, which is a belief that works against the power of the ASCIS database to provide a comprehensive, diverse, information retrieval tool.

Information distributed by the ASCIS office in future will refer to the hosted services as data subsets.

The steady input of new records is continuing and perceptible improvement to the quality and consistency of the file can be noticed.

From 1 July 1987 to 29 February 1988, New South Wales added 1786 catalogue records to the database.

The importance of the value added data subsets (such as ACIN, NCIN and the review information from Library Services in New South Wales) is clearly demonstrated by the increase in the number of records with abstracts on file and the range of the subsets.

The following table indicates the major data subsets contributed to by New South Wales which utilise the abstract file and the approximate number of records, as at 20 May 1988.

Curriculum	
ACIN	2034
NCIN	1232

Resource reviews	
Library Services reviews	2645

Software reviews	
NSCU	412

System enhancements

To maintain and develop ASCIS services a multiplicity of background tasks must be carried out and monitored. Tasks of consequence tackled in recent months, include development of guidelines for input of reviews to the database, coordination and structuring of new subject headings and, most importantly of all, the constant monitoring and management of the database.

Recent system enhancements have included implementation of the online product ordering and electronic mail services, and the first stage of implementation of access to the database via AUSTPAC.

The quantity of work in train or planned is a clear indication of the health of ASCIS. There are growing expectations for ASCIS to deliver new and improved services. This is a desirable situation with the only drawback being the lead time required to implement the new ideas.

Services

The delivery of products and services to Australian schools remains a focus for the ASCIS office. Attention is given to the maintenance of the user file, processing of orders and follow-up of users. It is interesting to note that one person in the office is occupied by responding to individual school queries

regarding orders and the outlining of services.

Microfiche

By May 1988, in New South Wales 874 government schools had subscribed to the ASCIS microfiche service. In October 1987 there were 818 users. 373 schools had subscribed to the NCIN microfiche. In October 1987 this figure was 300.

Catalogue cards

The volume of catalogue card orders is rising dramatically. The necessary increase in card set costs instituted at the end of 1987 does not appear to have inhibited purchase.

The following figures indicate card usage by New South Wales schools.

October 1987 (Holidays)	38 046
November 1987	66 950
December 1987 (Holidays)	45 013
January 1988 (Holidays)	34 773

Machine readable records (ASCIS 80)

The ASCIS 80 service is continuing its steady growth. Considerable attention has been given by the ASCIS office to publicising and explaining the benefits of this service.

Online access

The number of online registrants continues to increase and, it appears, the introduction of product ordering and electronic mail services has added extra value to online access. In May 1988, 38 New South Wales Government schools had registered as online users.

Conclusion

The great joy of ASCIS is the rapidly expanding vision that the owners and users have for it. The structure and system which has been built can be utilised in a multiplicity of ways. The nation's education systems are identifying new projects for management and delivery by ASCIS. The awareness that the Company and its structures are as important as its database will lead to the strengthening of a national information service.

Georgina Cane
Executive Director

< WATCH FOR THE PEP IN NCIN

Through the Participation and Equity Program, operating from 1984-1987, many materials and programs were developed by teachers, schools and consultants across New South Wales.

The materials have been collected and many of them entered onto the NCIN/ACIN subset of the ASCIS database. There is material available on all the hot topics in secondary schools: Staff development; Language across the curriculum; Student participation; Parent participation; School policies and others.

As most materials have been produced in very limited numbers there is generally only one copy available for borrowing. These loan copies are available for borrowing through the Inservice Education Library. So that more schools can have quick access to this PEP information, the material has been microfiched and is available through the NCIN Documents on Microfiche Service ($3.00 for Government schools; $6.00 for others).

Some popular titles recently entered into NCIN/ACIN and now available include:

Units of work and classroom material

Teaching General Science in 1988

2 unit general English : meeting the needs of all students

Language exercises : science, geography, home economics, commerce

Let's get together : Aboriginal students yr 11-12 study skills seminar 1987

School policies

Gunnedah High School Aboriginal education policy

WHS Aboriginal Education Policy [Walgett High School]

Pupil welfare and discipline policy : Berkeley High School

Student participation

Student Representative Council Conference, November 1987

And for the primary schools ...

Most PEP material is aimed at secondary schools but some of the recently entered NCIN material is relevant to Primary schools. The following titles are available on microfiche and on loan from the Inservice Education Library.

Music K-6 programming units

Redfern Primary School Aboriginal education policy

The Croydon Park mathematics policy and program

Finding out! databases in your classroom (This item was distributed to all state primary schools by the Computer Education Unit.)

< LEADING QUESTION

Q *What is the difference between the NCIN/ACIN microfiche and the ACIN microfiche? Do I need to subscribe to both?*

A The answer in five words (or acronyms) or less is 'all you need is NCIN/ACIN'.

NCIN/ACIN, as the information on the subscription form indicates, is a combined service. It includes all the ACIN records, which have been contributed nationally, as well as an additional 500 records collected and entered in NSW. These additional records are more relevant and accessible to NSW schools than inter-state users.

It is recommended that NSW schools subscribe to the NCIN/ACIN microfiche. For an extra $3.00 you get 25% more information.

Check the title on the coloured strip of your microfiche to see if you have ACIN or NCIN/ACIN. If you have only the ACIN fiche rather than NCIN/ACIN and would like your subscription changed from ACIN to NCIN for the September update please contact Mary Jane Stannus 925 8124 before August 13 1988.

Making the most of *scan*

scan in 1988 is designed to have articles and information of interest to all members of the school community. Its broad intention is to support resource-based learning. This aim is met in a variety of ways by reviews of current resources, bibliographies to support new curricula, CPPT case studies, articles on the use of computers across the curriculum and much much more.

If only the teacher-librarian is seeing scan, it is being under-utilised in your school

Ways *scan* can reach more people:

1 Develop a circulation slip to keep *scan* moving around the staff. See example
2 Photocopy and circulate the contents page to your staff
3 Photocopy relevant sections or articles for specific teachers or staffs
4 Request copies of particular articles for use at staff, faculty, grade or executive meetings or for staff current awareness. This service is now available through the Inservice Education Library and applies to articles in the Features, Teaching Learning, Search and Management sections. Make requests using the form below
5 Receive an extra copy of each issue of *scan* by taking an annual subscription. Write to: Subscriptions Officer Government Printer P O Box 75 Pyrmont 2009. $32 pa
6 Any combination of the above to suit your school's needs.

Sample *scan* article request form

eg. Vol. _7_ No. _4_ Title <u>Flexible Scheduling</u> _____ Pages <u>15-17</u>
    Vol.___ No. ___ Title _____ Pages ____.
    Vol.___ No. ___ Title _____ Pages ____.
    Vol.___ No. ___ Title _____ Pages ____.

Sample circulation slips

Primary	Secondary
ATTENTION TEACHERS Please read this journal, initial and hand to another person on the list without delay	**ATTENTION TEACHERS** Please read this journal, initial and hand to another person on the list without delay
☆ Principal	☆ Principal
☆ Deputy Principal	☆ Deputy Principal
☆ Assistant Principal	☆ Head teacher, Agriculture
☆ Year 6 teacher(s)	☆ Head teacher, Art
☆ Year 5 teacher(s)	☆ Head teacher, English
☆ Year 4 teacher(s)	☆ Head teacher, History
☆ Year 3 teacher(s)	☆ Head teacher, Home science
☆ Year 2 teacher(s)	☆ Head teacher, Industrial arts
☆ Year 1 teacher(s)	☆ Head teacher, Language
☆ Kindergarten teacher(s)	☆ Head teacher, Mathematics
☆ Return to library	☆ Head teacher, Music
	☆ Head teacher, Physical education
	☆ Head teacher, Science
	☆ Head teacher, Social science
	☆ Return to library

management △

△ BECOMING A DIAL-UP USER OF ASCIS SERVICES

Barbara Paull is the teacher-librarian at Narwee Primary School

In 1985, I was working as an untrained teacher-librarian in the library at Narwee Primary School. When it came to cataloguing I used to worry over whether I had given an item its correct cataloguing details such as classification number, or subject heading.

Because our school had gained a reputation for keeping up with technological change, we were asked if we would be willing to participate in the pilot project using ASCIS online which took place in the latter half of 1985.

This was the first time I had seen ASCIS online, and I had the advantage of not only seeing it but also using it at the same time. It did not take long for me to become aware of the numerous possibilities of using the system:

1 At one's fingertips (literally) one could immediately obtain cataloguing details of items in the collection. This was magic to me.

2 A user could obtain up-to-date details on a particular item regarding its suitability for a specific level in the school through the availability, for some items, of summary or review information on a screen following the cataloguing detail screen.

3 These details could be used as a guide to purchasing suitable items in a subject area for a particular group or course of study.

Since 1985, the range of ASCIS services has expanded rapidly making the database much more than merely a source of cataloguing information. The reviews of all materials examined at Library Services are now added to the database as soon as the review is written, making the information available much more quickly. This also means that the reviews for many items that do not appear in *scan* are available.

The database now includes ACIN and NCIN, which are extremely useful sources of curriculum information. Reviews of computer software and resources for Australian Studies are also available. These subsets of the database are available on microfiche, but dialling up gives access to the subsets in their most recent and up-to-date form.

The computers we use, which are Microbees, were already in the school, and have the advantage of already having a communication system built in and software that is sold with the system. All we had to purchase was the actual modem and then alter a phone line plug so the modem could be plugged in to a phone line. Many schools may have similar problems, but they can be overcome.

I was very fortunate having a Principal who could see the advantages of moving with technological change. The reality is that in most situations some solid negotiation will need to take place to justify using ASCIS online. The chief negotiating point is to be able to make others in the school community aware of the possibilities and benefits of using ASCIS online. This can be brought about by your own awareness of the service through attending demonstrations and then demonstrating it yourself.

Becoming a dial-up user of ASCIS may necessitate the purchase of hardware and software. However, many schools have a computer of some kind and some may already have a modem and the appropriate software.

There are many schools using Keylink and the same equipment can be used to access ASCIS. It is important to bear in mind that, when not in use for dial-up access to the ASCIS database, a computer and modem do have other uses and will not be a waste of valuable funds.

Advice on the equipment and communications software to purchase can be obtained from a number of places: the computer contact or expert in your school (it could even be you!); your Regional computer consultant; or the Computer Education Unit.

The modem we chose and the software provided enables the transmission of data at only 300 baud. This is the rate at which the information is transferred along the telephone line. Considering that users pay $15.00 for each hour of connection to the ASCIS database this is slow. Therefore consideration needs to be given to purchasing a modem which operates at 1200 baud - a much faster rate, and so more cost efficient.

The next step after organising your hardware and software is to register as a dial-up user. This

registration costs nothing. It is simply a matter of completing the necessary paperwork (providing details such as the type of equipment being used) and lodging it with ACI Computer Services in Melbourne. The forms themselves can be obtained from Library Services. You will then be allocated a user name and password, and you will be ready to go!

Once I became an ASCIS dial-up user, how did I use it?
During the pilot project I used it to check and obtain cataloguing details of items in our collection. I also informed the neighbouring primary and high schools that we were on line and offered that if there was any way in which I could help, I would do so. I arranged times when I gave demonstrations on using the system and also found cataloguing details for 'emergency cases'. Being on line certainly demonstrated one of the major advantages of dial-up access to ASCIS. Rather than waiting upon ASCIS microfiche or publication of information in *scan*, the information obtained by dial-up is absolutely up-to-date.

There are some limitations to my use of dial-up:
1 I have to check to see if one of the computers in the school is available for use.
2 I don't have a telephone line into the library.
3 When a computer is free, I have to take it to the Deputy-Principal's office, (after checking that it is unoccupied), connect up computer and modem (after checking that the phone line is free), and then dial up.
4 When I have finished, I have to disconnect all equipment and return the computer to its place of residence.

Therefore I usually arrive at work very early or stay back in the afternoon. At the moment I use ASCIS online when I urgently need information. To cut costs in time being linked to the database I have two options:
1 I can save the details to floppy disk and then read them at my leisure later;
or
2 With a printer linked to the computer, the information can be printed as it appears on screen.

I usually take option 1.

After a few years of being involved with computers in libraries, with ASCIS microfiche and ASCIS online I have come to the conclusion that any time-saving facility should be exploited in primary school libraries.

I can remember when ballpoint pens started to abound, but for years children weren't allowed to use them at school. We still had to use the old pen and ink - dirty, messy and a time waster. Suddenly, and through a new handwriting curriculum, pen and ink were dispensed with and ballpoint pens became the 'in' thing. You should have heard the resounding cheers of many frustrated teachers.

The same sorts of cheers can accompany a decision to organise dial-up access to ASCIS. It is a recognition of the value of the ASCIS service and accesses that service in the most time-effective way, using technology to our advantage. Our students are doing it - so should we!

△ ASCIS AND AUSTPAC

Access to the ASCIS database for dial-up users via Telecom's Austpac facility has been available since late in 1987. Recent modifications to the system have further improved the service.

Austpac serves as the carrier of data between a school's computer and ACI Computer Services, which stores the ASCIS database, in Melbourne. For schools in rural areas, the service provides cheaper telecommunications costs, relative to those which are charged under STD rates.

The Austpac facility also allows access to other databases and information services such as Viatel.

To register as a user of Austpac, schools need to obtain a Network User Identification (NUI) number, by contacting:
    Telecom Sales Administration
    P O Box A41
    Sydney South 2000
    (02) 265 3813/3817

Initial registration costs $55.00, with monthly rental of the NUI for access from New South Wales costing $4.80.

Each hour of connect time to the ASCIS database using Austpac costs approximately $24. For non-metropolitan users this is a sensible alternative to paying STD costs and still makes ASCIS one of the cheapest databases accessible to schools.

ACI offers a customer hotline for any user who may be experiencing difficulty with access to ASCIS whether the connection is made via Austpac or STD. This service is available 24 hours a day, via a toll free number. Users are urged to make use of this facility. The number is 008 335067.

△ LEADING QUESTIONS

Q *Dear Editor*

Why is it that documents that are sent to schools which are mandatory for school library collections are coming without cataloguing data and ASCIS order number inside the front cover? - Dare we even ask for inclusion of ASCIS cataloguing cards with the items? It seems lacking in organisation that each of us is having to consult NCIN for ASCIS order numbers - and proceed through the ASCIS ordering system.

Also, such documents, when sent to schools, should include at least one copy that can automatically be housed in the library.

This enquiry was signed by 35 participants at a Regional inservice, Met. North, April 1988.

A I have been asked by the Editors to explain why the Library Services cataloguing team has allowed this unsatisfactory state of affairs to develop. How I wish there were a genie with special responsibilities for libraries who could be set to work on the really tricky tasks, like Cataloguing-in-Publication (CIP), which mere mortals cannot seem to organise satisfactorily!

Cataloguing-in-Publication is an idea with enormous appeal to the consumer but, without the commitment of considerable resources and a highly centralised, very controlled publishing program, it is strictly genie business.

Library Services discovered just how difficult CIP can be during the years 1980-84 when we provided CIP for Resource Services publications. Notwithstanding a high commitment to cooperation on the part of Resource Services development officers and Library Services cataloguers there were perpetual hassles. Editors would submit the 'final' copy of a publication for cataloguing, cataloguers would prepare the bibliographic record and then the editor would make improvements to the publication, rendering the CIP invalid. When the item was published the cataloguers found they needed to recatalogue the item to bring it up to standard. In short: the editors thought it was an interruption, teacher-librarians complained because the CIP was wrong, and the cataloguers objected to the double-handling. Because our cataloguing staff was/is limited, Library Services decided to abandon the double-handling of materials and to give priority to ensuring that Resource Services materials are entered on the ASCIS database as soon as they are published. This mode of operating pleased the development officers because it freed them from the constraint of submitting copy for cataloguing and streamlined their publishing schedule. Feedback from teacher-librarians regarding new Resource Services items on the ASCIS database has been favourable though we acknowledge that there are gaps for some older materials.

Now that NCIN exists as a means of improving access to curriculum materials published by the various Head Office directorates, by Regions and by schools, Library Services gives a high priority to ensuring that new Head Office documents are entered on the ASCIS database as soon as they are ready for issue to schools. Our goal has been to capture materials as soon as possible after publication rather than to reorganise the Department's publishing program and procedures.

CIP may not be impossible but it would entail some fundamental changes to how the Department manages its publishing activities and it would consume more resources and energy than we currently have for cataloguing departmental documents. Mindful of the difficulties inherent in CIP, the time-consuming nature of any such undertaking, and the limits of our own resources, Library Services has not seen fit to recommend that the Department reorganise its publishing activities to require all official publications to pass through Library Services for cataloguing before going to the printer.

CIP with ASCIS order numbers would also require a change in ASCIS policy. Because CIP records are so generally suspect ASCIS does not permit their inclusion in the database at this time. This, of course, does not mean that ASCIS will never allow CIP records; it simply reminds us that before we can contemplate offering NSW official publications with ASCIS CIP we will have to demonstrate that our CIP is of such a standard that ASCIS will agree to change its policy.

Your additional suggestion that ASCIS card sets be issued with items would, I suspect, be easier to organise than CIP. It would be relatively easy (given a budget adjustment and the willingness to build the procedure into despatch routines) for the Department's various directorates and branches to acquire card sets and send them with their publications to schools. But, for how much longer will the majority of schools be using card sets as opposed to machine readable records? Perhaps this is a good idea at the wrong time. By the time the Department's multiplicity of publishers embraced the idea the cards would be an irrelevance for many schools.

It does seem less than perfect organisation for all teacher-librarians to have to order ASCIS records for official publications but if you compare that chore with the alternative of having all teacher-librarians catalogue the wretched things, I believe the current state of affairs to be nearer the perfect end of the continuum than the imperfect end. Incidentally, if you are not a dial-up user, it is more efficient to consult the ASCIS microfiche than the NCIN microfiche to find ASCIS order numbers for Departmental publications.

I am not sure that I understand the precise import of your final appeal. Do you mean there should be a reference collection of such documents not available for loan? As I understand the **Libraries in New South Wales Government schools : policy statement**, all Departmental publications, even if only one copy is issued, must be accessible through the library and be available for loan. Perhaps other teacher-librarians would like to contribute comment on how they are coping with the task of making Departmental publications accessible.

Ann Parry
Senior Education Officer

Q *Our school has a collection of Aboriginal implements such as spears and boomerangs, and we are not sure about the procedure to follow for cataloguing such items. Can you give some advice?*

A In order to satisfy the financial management requirements of the Department, all the items in your collection need to be accessioned and have descriptions recorded. Each item needs to have its number attached in some way for identification. The taking of photographs of them all is an excellent way of providing additional description, but yhou should check with your school's Aboriginal contact or Regional consultant to confirm the appropriateness of doing this.

Instead of giving each item a classification number they can be given the designation **Object**. This term is preferable to **Realia** as it allows for other items such as models to be added to the grouping at a later date. On your card, the accession number would be

△ ASCIS PRICE INCREASE

ASCIS and ACI Computer Services have announced price increases for some ASCIS services supplied through ACI. Not all services will be affected and not all changes will affect schools directly.

The only change to have an immediate impact on schools is the rate increase for the **dial-up service**. Rates will increase from $11.50 to $15.00 per connect hour from 1 July.

Price increases for next year have been foreshadowed for some other services and will be anounced later.

ASCIS services still represent good value for money and are a first rate way to manage information within schools.

written under **Object**. You could pencil in the location of the item under the accession number if the item is permanently fixed or displayed.

The reason that a Dewey classification number would not be given has to do with the arrangement of the items in your collection. There is no need for a classification number if the items are to be shelved in a separate collection or place. The location device **Object** and the accession number provide you with both a location and a way of identifying the item.

Subject headings only need to be used if they will help access. In the **ASCIS Subject headings list** you can look and see if there are any terms that seem particularly appropriate. Try looking under Aborigines.

The main entry for the items will be by title and this also will be a description of the item, e.g. Spear.

	Title	Statement of responsibility
Location	Object	Spear / XYZ
Accession number	123456	
Physical description		1 spear: wood, red; 180 cm long + teacher's guide
Subject heading (not compulsory)		1. Aborigines - Implements
		○

resources ∎∎

∎∎ PERIODICAL UPDATE Part I

During Term 2 Bev Rogers of Ballina Primary School came to Library Services for 3 weeks to establish a list of periodicals that could be added to the LAA's 1981 listing Periodicals for school libraries. Most of the periodicals selected have come into publication since 1981.

As well as new titles which are described and evaluated, titles from the LAA listing which are still available are included, with current publication details. The combined list, arranged by subject, will be continued in future issues of scan. Bev brought great skill and industry to the task and she received generous cooperation from Angus & Robertson's Pitt Street bookshop and Sydney Church of England Grammar School in locating periodicals. Thanks also go to the Inservice Education Library and Bennett-Ebsco Subscription Services for the assistance they provided in determining publication details. Kevin Channells coordinated the compilation. Prices given can be an indication only.

ALTERNATIVE LIFESTYLES

Grass roots
AVAIL: Night Owl Publishers PO Box 764 Shepperton Vic 3630
6 p.a. $20.00

ARCHITECTURE

Architecture in Australia
AVAIL: Architecture Media Australia 11 Beach St Suite 4 Port Melbourne Vic 3207
8 p.a. $70.00

ART

Art in America
AVAIL: Art in America Inc 150E 58th St New York NY 10022 USA
12 p.a. $US 35.00

Australian artist
The emphasis in this practical monthly magazine for active artists is on artists, their methods and techniques. Articles written by and about Australian artists are linked with discussion of their methods of working and techniques. The text is admirably supported by well-produced examples of the artists' works. Other worthwhile inclusions are practical hints for the art student on choice of materials, methods of working and 'how to' workshops. An easy-to-read, useful publication for art students.
LEV: Middle secondary Upper secondary
AVAIL: Elladrent Pty Ltd PO Box 978 Chatswood NSW 2067
12 p.a. $53.20

Graphics world
The technical language and content of this journal suggest its purpose is to inform the professional or the competent amateur graphics designer. Articles focus on design innovations, technical developments and product evaluations. It is a high quality production which may be of value to graphic design students.
LEV: Upper secondary
AVAIL: Graphics World Publications Ltd 7 Brewer St Maidstone Kent ME14 IRU UK
6 p.a. $20.00

ASIAN STUDIES

Asia magazine
AVAIL: Asia Magazine Ltd South China Morning Post PO Box 47 Hong Kong
26 p.a. $US 10.00

Asian pacific review : Australia Asia and the world (Formerly Dyason house papers)
AVAIL: Australian Institute of International Affairs Victorian Branch Dyason House 124-6 Jolimont Rd East Melbourne VIC 3002
4 p.a. $7.00

Asiaweek
AVAIL: Asiaweek Ltd Toppan Building 22 Westlands Rd Quarry Bay Hong Kong
52 p.a. $US 75.00

Bulletin of Indonesian economic studies
AVAIL: Australian National University Research School of Pacific Studies Dept of Economics GPO Box 4 Canberra ACT 2601
3 p.a. $22.00

BIOLOGY

Biology in action
Discussion of subjects of interest to biology students are presented in this stimulating publication. It comes in a 4 page newspaper format using language easily accessible to senior biology students. Research-based articles deal with topics such as learning by instinct, platypus behaviour, coral reef studies, anatomical structure. Simple, effective illustrations add to the value of this publication.
LEV: Upper secondary
AVAIL: Australian Academy of Science GPO Box 783 Canberra ACT 2601
4 p.a. Gratis

BUSINESS AND ECONOMICS

Australian business
Billed as 'Australia's weekly finance magazine' investment, banking, taxation, initiatives and trends in the business world are the principal concerns of this journal. A glossy, well-produced publication which should be of value to senior Economics students requiring current information about Australian business issues.
LEV: Upper secondary
AVAIL: Australian Consolidated Press GPO Box 4088 Sydney NSW 2001
52 p.a. $75.00

Ecodate
Highly recommended
Written specifically for teachers and senior students of Economics, Ecodate integrates monthly analyses of Australia's economic performance with relevant background. Readily interpreted data and statistics support the authoritative comment on current economic conditions, trends and prospects. The clearly organised 4-8 page layout is well designed for student access. Columns of suggested student activities, designed to improve and apply their knowledge of economics relate to the text.
LEV: Upper secondary
AVAIL: Warringah Publication GPO Box 4611 Sydney NSW 2001
5 p.a. $35.00

Economic newsletter
This 4 page, monthly pamphlet is published by the Commonwealth Bank of Australia. Similar to the Westpac review in format and style it provides commentary on the current state of the Australian economy. Trends, markets, wages policy, taxation are typical inclusions supported by useful statistical information.
LEV: Upper secondary
AVAIL: Commonwealth Banking Corporation GPO Box 2719 Sydney NSW 2001
12 p.a. Gratis

Economic review
AVAIL: Victorian Economic Development Corporation 55 Collins St Melbourne Vic 3000
4 p.a. Gratis

Economist
AVAIL: Economist Newspaper PO Box 19025 St James's St London SWI IHG UK
52 p.a. $US 75.00

Facts
Produced by the Institute of Public Affairs, **Facts** is a quarterly pamphlet which provides brief analyses of Australian economic conditions and community affairs. Of particular value to senior Economics students is the statistical data which supports the commentary.
LEV: Upper secondary
AVAIL: Institute of Public Affairs 3rd Floor 83 William St Melbourne Vic 3000
4 p.a. $28.00

Finance and development
AVAIL: International Monetary Fund Publications Unit 700 19th St NW Washington DC 20431 USA
4 p.a. Gratis

Marketing
As the title suggests, marketing-related issues are the subject of this glossy, high quality journal. Issues such as successful marketing practices, desk top publishing, packaging designs, women in marketing, research findings are representative of the type of articles to be found. Stimulating insights into the marketing industry are provided by this publication which may be useful to senior economic students.
LEV: Upper secondary
AVAIL: John W. Bester 29-35 Bellevue St Surry Hills NSW 2010
6 p.a. $30 for 12 issues

Overseas trading
AVAIL: Department of Trade PO Box 55 World Trade Centre Melbourne Vic 3005
26 p.a. Gratis

State trends (formerly **Trends**)
AVAIL: State Bank of NSW Martin Place Sydney NSW 2000
4 p.a. Gratis

The ideas centre bulletin
This monthly bulletin provides an annotated bibliography of publications concerning economic

developments in Third World countries. Photocopies of listed articles are available on request for a fee. It is 'designed as an educational aid for teachers, journalists, students' and others who need information on global and Third World development issues.
LEV: Upper secondary
AVAIL: Ideas Centre Resource Centre for International Cooperation 262 Pitt St Sydney NSW 2000
10 p.a. $30.00

Westpac Banking Corporation review
This 4 page pamphlet provides an authoritative report on Australian and international economic conditions and trends. Its succinct, readable analyses of international economic activities, illustrated with diagrams and graphs, should provide valuable resource material for Economics students.
LEV: Upper secondary
AVAIL: Westpac Banking Corporation Economic Department 60 Martin Place Sydney NSW 2000
4 p.a.   Gratis

CHEMISTRY

Chem matters
Chemistry topics discussed in a lively and relevant format should ensure the popularity of this 16 page publication with even the less well-informed science student. An eminently readable text is supported by bold, easily understood illustrations including photographs, diagrams and cartoons.
LEV: Upper secondary
AVAIL: American Chem Soc PO Box 57136 West End Station Washington DC 20037 USA
4 p.a. $US 9.50

COMPUTERS

Australian Macworld
All you ever wanted to know about the Macintosh: developments in hardware; comparisons with other systems; software and hardware reviews; product current awareness; a useful section of tips for users. It is aimed at enthusiasts who are fairly conversant with their computer.
LEV: Middle secondary Upper secondary
AVAIL: IDG Communications Pty Ltd PO Box 929 Crows Nest NSW 2065
12 p.a. $36.00

Australian personal computer
LEV: Middle secondary Upper secondary

AVAIL: Computer Productions Pty Ltd 124 Castlereagh St Sydney NSW 2000
12 p.a. $54.00

Compute's Apple applications
Competent Apple II and Macintosh operators should find articles of interest in this magazine. Regular inclusions are articles detailing computer applications useful for school and home use, hands-on tutorials providing tips and techniques, and a buyer's software and hardware guide.
LEV: Middle secondary Upper secondary
AVAIL: Compute! Publications Inc 825 7th Avenue New York NY 10019 USA
6 p.a. $US 11.95

Nibble
A magazine for the reasonably competent Apple II user. This informative publication contains well-written type-in programs, tips and techniques, 'how to' articles to facilitate software use, reviews of the latest Apple products as well as columns of general interest to computer users.
LEV: Middle secondary Upper secondary
AVAIL: MicroSparc Inc 45 Withrop St Concord MA 01742 USA
12 p.a. $US 26.95

Nibble Mac
This is an impressive, easy-to-read journal for Macintosh users of some competence. Not all articles will be relevant to secondary students' needs. The educational and entertainment programs (usually written in MS BASIC) described as 'easy-to-enter' may be of interest as well as the clearly written program tutorials, tips and techniques and 'how to' features.
LEV: Middle secondary Upper secondary
AVAIL: MicroSparc Inc 52 Domino Drive Concord MA 01742 USA
8 p.a. $US 19.95
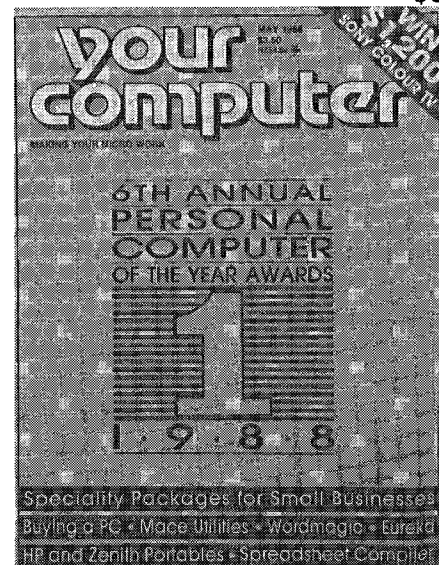
Your computer
Covering a broad range of computers and levels of expertise and usage, the journal strives to provide material for most computer users. Each issue contains in-depth reviews of hardware and software, feature articles, a tutorial section and a regular section for a number of specific computers. The reviews and feature articles are written for a computer literate audience but no great depth of knowledge is required. The tutorial section provides detailed and other very technical information on several topics over a number of issues.
LEV: Middle secondary Upper secondary
AVAIL: Federal Publishing Co Pty Ltd 180 Bourke Rd Alexandria NSW 2015
12 p.a. $42.00

CURRENT AFFAIRS

Australian quarterly
AVAIL: Australian Institute of Political Science 2nd Floor 32 Market St Sydney NSW 2000
4 p.a. $21.00

Australian society
Highly recommended
A thought provoking journal which discusses political, economic and social issues. Critical commentary on a wide range of issues, policies and programs - welfare, education, media, employment, housing, health - is the concern of this well-written publication. A valuable journal for promoting discussion in curriculum areas focusing on society and culture.
LEV: Upper secondary
AVAIL: Australian Society Publishing Society Ltd PO Box 274 Fitzroy Vic 3065
12 p.a. $42.00

Bulletin
AVAIL: Australian Consolidated Press PO Box 4088 Sydney NSW 2001
52 p.a. $72.00

Current affairs bulletin
AVAIL: University of Sydney Centre for Education Sydney NSW 2006
12 p.a. $24.00

Encounter
AVAIL: Encounter Ltd 43-44 Gt Windmill St London WIV 7PA UK
12 p.a. $US 39.00

The eye
A journal of 'satire, comment and independent reporting'. The commentary on Australian politics and society is independent and highly critical. Witty, satirical cartoons enliven the heavy-handedness of the text. Although the format is dull and uninteresting this journal may provide a useful alternative perspective for the serious student of society and politics.
LEV: Upper secondary
AVAIL: The eye c/ B. Toohey Locked Bag 6 PO Glebe NSW 2037
12 p.a. $26.00

See also **The ideas centre bulletin** in BUSINESS AND ECONOMICS

The Middle East
Similar in format to **Newsweek** this magazine features articles and comment on contemporary events and issues in the Middle East. Regular inclusions are articles on politics, business and finance as well as more general articles of cultural significance. The coverage is thoughtful, balanced and topical.
LEV: Upper secondary
AVAIL: I C Publications Ltd Box 261 Carlton House 69 Gt Queen St London WC 2B 5BN UK
10 p.a. $238.40

New statesman and society (formerly **New statesman**)
AVAIL: Statesman & Nation Publishing Co 14-16 Farrington Ln London ECI UK
52 p.a. $US 85.00

Saturday review
AVAIL: Saturday Review Magazine Co 214 Massachusetts Ave NE no 460 Washington DC 20002-4958 USA
6 p.a. $US 15.00

Social alternatives
A journal of ideas, comment and social analyses, **Social alternatives** is 'experimental and radical' in its approach to social change. Each publication takes as its focus an issue or problem in contemporary society which is explored in depth. Interspersed with authoritatively written articles are short stories, poems, literary and art reviews. Written for the most part by Australian academics, the text provides a stimulating and readable commentary for students of current affairs.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Department of External Studies Queensland University St Lucia Qld 4067
4 p.a. $20.00

Time
AVAIL: Time Magazine GPO Box 3873 Sydney NSW 2001
52 p.a. $51.48

DANCE

Dance Australia
Not a glamorous publication but a highly useful source of information on all aspects of dance from ballet to ballroom. The local dance scene is comprehensively covered in terms of dance companies, teachers, schools, forthcoming performances and profiles of dancers. Significant international performances are also noted and reviewed.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Dance Australia Publications, Room 16 1 City Road South Melbourne Vic 3205
6 p.a. $17.70

Looking great
The dance orientation makes this a fitness magazine with a difference. Its illustrative content, colourful and lively, is used effectively to demonstrate dance routines ranging from the familiar to the exotic - ballet, highland and belly dancing. The dance and fitness exercises are well within the scope of the beginner. A publication almost devoid of advertisements which should be popular with the physically active.
LEV: Lower secondary Middle secondary Upper secondary
4 p.a. $12.60

ENVIRONMENTAL STUDIES

Australian science magazine
In-depth coverage of 'topical issues related to science and technology' is the aim of this excellent publication. As well as articles of general scientific value, a specific topic - noise, sandmining, Crown of Thorns starfish, for example, is explored at length (20-40 pages) in each issue. The layout of text and diagrams makes this a stimulating presentation. Although produced by academic and professional scientists it is not a technically difficult publication.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Darling Downs Institute of Advanced Education Darling Downs Institute Press PO Darling Heights Toowoomba Qld 4350
4 p.a. $15.00

Chain reaction
AVAIL: Chain Reaction Co-operative Room 14, 4th Floor 37 Swanson St Melbourne Vic 3000
4 p.a. $16.00

Ecologist
AVAIL: Ecosystems Ltd Worthyvale Manor Farm Camelford Cornwall PL 32 9TT UK
6 p.a.   £stg 6.00

Eyespy
An attractive, simply written magazine designed to arouse the reader's interest in the Australian environment, its flora and fauna, and conservation. Many practical ideas and fun activities are suggested to help achieve this objective. An informative publication for the young nature enthusiast and a useful support for Environmental Education.
LEV: Middle primary Upper primary Lower secondary
AVAIL: Ashton Scholastic PO Box 579 Gosford NSW 2250
6 p.a. $13.50

Habitat Australia (formerly **Habitat**)
AVAIL: Australian Conservation Foundation 672B Glenferrie Rd Hawthorn Vic 3122
6 p.a. $25.00

See also **World magazine** under GEOGRAPHY

FEMINIST LITERATURE

Ms
AVAIL: Ms Magazine Corporation 119W 40th St New York NY 10018 USA
12 p.a. $US 10.00

Refractory girl
AVAIL: Women's Studies Group 25 Alberta St Sydney NSW 2000
4 p.a. $3.50

Spare rib
AVAIL: Spare Ribs 27 Clerkenwell Close London ECIR OAT UK
12 p.a.   £stg10.50
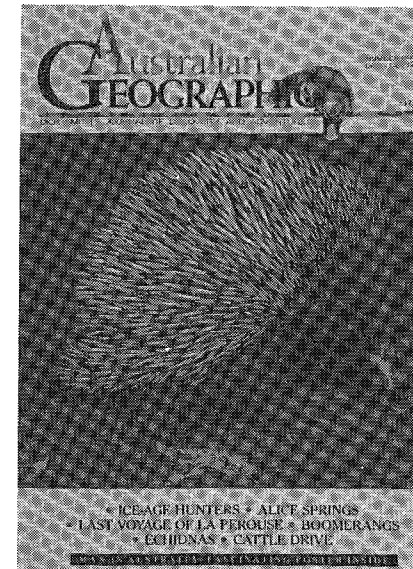
GEOGRAPHY

Australian geographic
A glossy and exuberant publication which reflects Dick Smith's (the publisher) enthusiasm for adventure and the environment. Its approach to geography is similar to that of National

geographic, seeing it as a discipline that embraces demography, journeys, discovery, archaeology and social history. Excellent photographs, Australian content and interesting, accessible articles ensure both recreational and curriculum relevance.
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Freepost 3 Australian Geographic PO Box 321 Terrey Hills NSW 2084
4 p.a. $28.00

World magazine
World magazine aims to inform its readers about 'people, places, races, wildlife and the environment'. Similar in style and format to **National geographic** the scope of its articles is as wide as the title would suggest. With its splendid colour photographs this magazine will be a popular browsing choice and a useful source of additional material for curriculum studies.
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Hyde Park Publications Ltd 27 Kensington Court London W8 5dn UK
12 p.a.   £stg 45.00

GEOLOGY

Geology in action
An excellent publication which would be popular with students interested in geological studies. Similar in style and format to **Biology in action**, the language is predominantly non-scientific. Authoritative, research-based articles provide information about topics of geological interest such as earthquake activity, tsunamis, fossil findings and monitoring nuclear test explosions. Puzzles, cartoons and bold, effective illustrations will add to the publication's appeal.
LEV: Middle secondary Upper secondary

AVAIL: Australian Academy of Science GPO Box 783 Canberra ACT 2601
3 p.a.   Gratis

HEALTH AND SAFETY

Australian family safety
AVAIL: National Safety Council of Australia 399 PO Box 300 Surry Hills NSW 2010
4 p.a. $10.00

Australian wellbeing
Health-conscious adolescents will be attracted to this glossy, well-produced publication. Its main concern is with health in body, mind and spirit and with the promotion of healthy lifestyle practices. Nutrition, drug addiction issues, prevention and treatment of athlete injuries, Tae Kwon Do and relaxation techniques are representative of the topics discussed.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Wellspring Publishers P/L 1/187A Avenue Road Mosman NSW 2088
6 p.a. $27.00

See also **Looking great** under DANCE

New doctor
AVAIL: Doctors' Reform Society PO Box 11 Strawberry Hills NSW 2012
4 p.a. $26.00

Yoga today (formerly **Yoga and health**)
Those interested in yoga practices and philosophy will find much to interest them in this informative but visually unexciting journal. Billed as 'Europe's Number One Yoga Magazine' there are well-written articles on topics such as yoga exercises, alternative approaches to diet, relaxation techniques, herbal remedies. Simple black-and-white illustrations enhance the text.
LEV: Middle secondary Upper secondary
AVAIL: Yoga today 21 Caburn Crescent Lewes East Sussex BN 7 INR UK
4 p.a.   £stg10.50

ACKNOWLEDGEMENTS

■ SPOTLIGHT ON AUSTRALIAN FICTION

The Short Lists for the Children's Book of the Year Awards cannot acknowledge all of the fine new Australian books for children. This list highlights some of those other titles in time for Australian Children's Book Week, 20-26 August.

ODGERS, Sally Farrell **Angie the brave.**
McVitty, 1987
ISBN 0-949183-14-8   [A821]

Angie is a happy little girl of independent spirit and with a lively imagination, thoroughly enjoying the excitement of her family's holiday at the beach. Easy rhyming verse and the watercolour illustrations by Sandra Laroche, full of movement and fun, combine to give an engaging description of Angie's day of adventures. A dog becomes a dragon, sand dunes a desert, the park bandstand an ancient castle and so on. When night falls she is happy to crawl into the family tent (haunted house).
P. Ward
LEV: Lower primary Middle primary
AVAIL: $13.95   ASCIS 407486

DENTON, Terry **At the Cafe Splendid.** Oxford University Press, 1987
ISBN 0-19-554757-8

The setting is a European style restaurant with the formalities and trappings of bow-tied waiters, red carpet and Palm Court music. Every Friday Adele and her little brother go there with their mother for a treat afternoon tea. This particular Friday is special - it is Adele's birthday and she wants to perform her magic show. Victor, in a mischievous mood, throws her plans and tricks into chaos. The bright artwork, cartoon-style drawings of the clientele and the happy ending make a stylised tale that imaginative children will enjoy. P. Ward
LEV: Lower primary Middle primary
AVAIL: $14.95   ASCIS 399643

SMITH, Keith **The bear with bad eyes.** Angus and Robertson, 1987
ISBN 0-207-15807-X

This is in a sense a fable and the theme a timeless one. Animals like people grow old and ageing together can be a sympathetic bond. A big kind bear with a beautiful coat had always managed to elude his hunters until failing eyesight threatened to make him an easy target. Unable to find his way out of a deep gully, the bear would have fallen victim to a hunter's gun had not falling rocks precipitated the man into his arms. In return for saving his life the man gave the bear his pair of

glasses which fitted perfectly. Illustrations are excellent, with forest brown and green colours, and modern, clean cut paintings with subtle humour.
P. Ward
LEV: Lower primary Middle primary Upper primary
AVAIL: $14.95   ASCIS 408881

WHEATLEY, Nadia **The blooding.** Viking Kestrel, 1987
ISBN 0-670-82029-6

If the reader is able to overcome the barriers of unappealing cover artwork and uninviting presentation, the reward is a compassionate, well-told story of a young man's many conflicts. Colum is faced with conflicts within his family; within his community between timber workers and environmentalists; and within himself as he comes to terms with his own sexuality. The strength of this book lies not in its plot, but in its ability to involve the reader with the issues it raises. Colum tells his story in a colloquial manner, using swearing liberally. His use of a journal also makes a complex story accessible and involving, particularly for mature and socially aware readers. A. Gill
LEV: Middle secondary Upper secondary
AVAIL: $16.95   ASCIS 413384

COLLINS, Alan **The boys from Bondi.** University of Queensland Press, 1987 (UQP young adult fiction)
ISBN 0-7022-2084-1

The Depression causes a drastic change in circumstances for the Kaiser family; from a mansion in Bellevue Hill they move to a seedy boarding house in Bondi. After the tragic death of their father and desertion of their stepmother, the two brothers, Jacob and Solly, are put into the care of the Abraham Samuelson Memorial Children's Home. Jacob tells us his story, a story of growing up, of making decisions and choices alone and of moral and social dilemmas regarding work and religion. Collins vividly recreates World War II Sydney and his entertaining writing sympathetically portrays the problems faced by Jewish refugees and residents in Australia at this time. A. Gill
LEV: Middle secondary Upper secondary
AVAIL: Paper $7.95   ASCIS 392698

CHAPMAN, Jean **Capturing the golden bird.**
Hodder and Stoughton, 1987
ISBN 0-340-41930-X   [839.8]

Two parts make up the book, the life of the famed and loved Danish writer of 156 stories now translated into over 100 languages, and the retelling of some of his best known tales. Hans Christian Andersen was committed to a writing style that reflected the presence of a storyteller and the spoken language. Jean Chapman has used the storytelling idiom of speech and presentation throughout, even to the descriptive notes that follow each story. The result is a warm, immensley readable text. Selection includes the not so well known but delightfully humorous story, 'What father says is always right'. Illustrations are by Sandra Laroche in delicate black-and-white silhouettes. P. Ward
LEV: Middle primary Upper primary
AVAIL: $19.95   ASCIS 406855

CHAPMAN, Jean **Cockatoo soup.** Hodder and Stoughton, 1987
ISBN 0-340-40383-7   [808.8]

This brave attempt in a Bicentennial spirit presents an anthology of stories, poems, rhymes, songs and children's pastimes that reflect Aboriginal, British and Australian cultures and their common elements. As a pleasant reading lucky dip it succeeds. The selections flow on a broad timeline and within that, by association of ideas and events. For example, nursery rhymes of colonial days lead to the old tale of Tom Thumbe and this to a poem about Bass and Flinders. Jean Chapman joins it all together with a storyteller's running commentary that makes for a rapport with the reader, as does her obvious warm feeling, almost nostalgia, for her inclusions. The book is well

designed with the bonus of carefully executed drawings and coloured illustrations by Rodney McRae. P. Ward
LEV: Middle primary Upper primary Lower secondary
AVAIL: $19.95   ASCIS 406727

O'NEILL, Judith **Deepwater.** Hamilton, 1987
ISBN 0-241-12362-3

Highly recommended
Deepwater is a small rural community in the grips of severe drought. When 14-year-old Char's brother enlists, she has to leave school to help her father on their farm. O'Neill has vividly and accurately captured life in the Australian outback during World War I. In this absorbing story we experience the hardships of country life, the results of misguided nationalism and persecution because of anti-German feeling as well as the tragedy brought to many families after Gallipoli. Char is a believable and likeable young character whose understanding and maturity is evident in her relating of these and other incidents. A. Gill
LEV: Lower secondary Middle secondary
AVAIL: $19.95   ASCIS 413223

ROSE, Madeline **Dragon on the mountain.** Angus and Robertson, 1987 (Bluegum)
ISBN 0-207-15107-5

High in the mountains behind their holiday cottage the 4 Blair children discovered a tunnel to a hidden valley and in the valley they found a huge frozen egg. In the warmth of the cottage the egg hatched and Firedrake the dragon emerged. The fantasy element is well blended with the contemporary realism of the Australian setting and the story is thoroughly entertaining but the illustrations, including the cover, are most unfortunate : children and dragon become caricatures in a story which has no need of such laboured humour. P. Hall
LEV: Middle primary Upper primary
AVAIL: Paper $5.95   ASCIS 395358

FLANAGAN, Joan **The ghost in the gazebo.**
Hodder and Stoughton, 1987
ISBN 0-340-41297-6

Eliza is not the only person to see the ghost of the red-haired boy but she is the one who makes contact with him and begins the process of unravelling why he is haunting the old gazebo. There are so many characters and so many subplots that it's easy to become lost but the lively

characterisation and the breathless style irresistibly sweeps the reader along. P. Hall
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper $12.95   ASCIS 388031

KLEIN, Robin **The Lonely Hearts Club** / Robin Klein & Max Dann. Oxford University Press, 1987
ISBN 0-19-554648-2

Donovan and Scuff, boarders at an all-boys school, are obsessed with the problem of securing a little female companionship. They establish a Lonely Hearts Club in an old shed in the school grounds but the only members they succeed in attracting are 2 awesome punks. The comedy is slapstick and light-hearted and the 2 do finally meet the girls of their dreams. Interspersed between chapters is a series of letters between the authors - bullying, accusatory, pleading, but obviously invented rather than real. Thus they lose their impact as an insight into the writing process but they do add to the general humour. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: $14.95   ASCIS 385148

OSWALD, Debra **Me and Barry Terrific.** Oxford University Press, 1987
ISBN 0-19-554786-1

Gina seems very advanced for her 11 years and has a rather unusual lifestyle. She travels with her father around the country in their car, the Green Phantom, and lives in an old caravan called The Baked Bean. Her unconventional father Barry is always involved in bizarre schemes. Gina loves her father and can usually cope with his eccentric behaviour however she is now embarrassed by him and wants to settle down, even if it is in the most boring town in Australia! It is Gina who eventually orders their lives, finding an acceptable and suitable scheme for her father and herself. This is a humorous, if at times unconvincing, story of a young girl coming to terms with growing up. A. Gill
LEV: Upper primary Lower secondary
AVAIL: $15.95   ASCIS 407210

BAKER, Ivy **The monday sheepdog.** Angus and Robertson, 1987
ISBN 0-207-15503-8

It will be a Monday Ben will always remember. He was due to start high school, but with his father hospitalised the day before, instead he was alone on the dairy farm to do the milking and feeding. It was also the day he rescued a young sheepdog from

an overturned crate. As fast as the mateship between boy and dog developed, so did a challenge of conscience of locating the rightful owner of what proves to be a valuable pedigreed dog. It makes a good story, a little drawn out, with problems too predictably solved. The dust jacket does scant justice to an Australian story. P. Ward
LEV: Middle primary Upper primary Lower secondary
AVAIL: $12.95   ASCIS 386765

BALL, Duncan **My dog's a scaredy-cat.** McVitty, 1987
ISBN 0-949183-11-3

Stanley is a big and much loved dog but as story and pictures amusingly highlight he is afraid of everything. If only, dreams his master, Stanley could be brave as a lion, as an elephant, as a rhinoceros or as a dragon. The illustrator, Craig Smith, carries the theme along with zest and humour. There is a warm perception of children's feelings. Text and artwork sit well on the sepia coloured pages. P. Ward
LEV: Preschool Lower primary
AVAIL: $13.95   ASCIS 407507

CLAIRE, Stephanie **The painted statue.** Hodder and Stoughton, 1987
ISBN 0-340-39409-9

The calm of Currawong Mountain is shattered by events at school and the theft of a valuable statue. At school Danny Robertson, a Vietnamese boy from a Malaysian orphanage, is bullied and teased with racist taunts by the six grade gang. When a statue being prepared for an Italian festival is stolen from Luigi, a family friend, the gang is again found to be involved. The plot is predictable, and it is unfortunate that a more imaginative means of resolving the conflict is not employed.
K. Channells
LEV: Upper primary
AVAIL: $9.95   ASCIS 405314

MANLEY, Ruth **The peony lantern.** Hodder and Stoughton, 1987
ISBN 0-340-37613-9

A sinister explanation for the series of natural disasters occurring in Settsu emerges when it is revealed that a great treasure is hidden in the area. In the search for the treasure, the security of the Chrysanthaemum Throne is put at risk as the Mikado and his forces are pitted against the Jewel Maid and her allies. The story provides an insight

into Japanese culture and history. However, the multitude of characters, complex sentence structure and formal language make this a difficult book to read. Fortunately, a glossary of Japanese words is included, as is a list of chief characters.
K. Channells
LEV: Lower secondary Middle secondary
AVAIL: $14.95   ASCIS 391133

TAYLOR, William **Possum Perkins.** Ashton Scholastic, 1987
ISBN 0-908643-53-5

Self-assured yet socially isolated, Rosie had a strange family according to the folk in the small town she lived in. Rosie was considered strange by her school mates: she was bright, attractive, yet wanted little to do with them. Through a baby possum Rosie rescues and raises she becomes friends with Michael, a rough tough boy from her school. With Michael and his family's friendship, she grows more confident and takes more control of her life. The book is well crafted; the development of the characters, their background and conversations are realistic and the tale flows well. Issues such as alcoholism and a father's over-protective love for his daughter are touched upon but none are really explored, although Rosie herself seems to come to terms with them. J. Peasley
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper $4.95   ASCIS 381944

ODGERS, Sally Farrell **The powerful pickle problem.** Angus and Robertson, 1987
ISBN 0-207-15237-3

Grandad Pickle has a wonderful reputation in Copper Creek for the pickles he makes. After a fall from his horse, he is unable to remember the recipe for his favourite, most famous pickle. Anne and Robert spend their summer holidays trying to jog his memory. The story is set in the 1930s and successfully conveys many images of country life of that era, as do the black-and-white illustrations. The format, 12 short chapters, makes this a most successful book for serialising. K. Channells
LEV: Middle primary Upper primary
AVAIL: $9.95   ASCIS 386802

CLARK, M. D. **Pugwall.** Penguin, 1987 (Puffin)
ISBN 0-14-032313-9

Peter Unwin George Wall (Pugwall) is given an electric guitar for his 16th birthday and with friends forms a group, Orfo and the Orange

Organics. Pugwall enthusiastically relates his own story, describing his family and incidents such as going to a football match, skiing, school, the snow, camp and a visit from his surprisingly modern Aunt. The story has an immediacy, being told in a cynical and sarcastic, at times humorous, manner. The language is colloquial, including a good deal of Australian slang and not sparing the colourful expletives. Unfortunately the interminable lampoonery by Pugwall becomes tedious not humorous. A. Gill
LEV: Middle secondary
AVAIL: Paper $6.95   ASCIS 401017

HUNT, Nan **A rabbit named Harris.** Collins, 1987
ISBN 0-00-184480-6

Highly recommended
Julio and his grandfather were mates. That grandad was always forgetting, liked frequent naps and dawdled, did not worry Julio. What did worry him, was the prospect that his parents would put grandad in a Home. So Julio takes his grandfather away - which meant a long day and an evening of wanderings on a bus, train, shop and local library visits. This is a warm story with a happy resolution, sensitive but not sentimental. The coloured illustrations by Betina Ogden complement both the narrative and the mood. P. Ward
LEV: Middle primary Upper primary
AVAIL: $14.95   ASCIS 386645

PEGUERO, Leone **The rainbow umbrella.** Greenhouse, 1987
ISBN 0-86436-048-7

Honey-possum had a new, rainbow-coloured umbrella, a wonderfully bright umbrella with a multitude of uses. When Numbat saw it he loved it so much that he set off immediately to buy one of his own, but there were none to be found. Numbat became more and more despondent - until Honey-possum came up with a simple solution. This warm story of sharing, with text in large, clear print, is enhanced by attractive illustrations of watercolour wash over pencil drawings, giving a soft, pastel effect. J. Peasley
LEV: Preschool Lower primary
AVAIL: $14.95   ASCIS 387800

WIGNELL, Edel **Raining cats and dogs.** Hodder and Stoughton, 1987
ISBN 0-340-40627-5

Drenching rain threatens to spoil Jan and Peter's holiday with Grandma. She suggests to the

disappointed children that they make a picture of raining cats and dogs. The children do just that as Rodney McRae's wonderful array of 31 cats and 27 dogs attest with an exciting kaleidoscope of colours and patterns. When Jan and Peter go out to play, cats and dogs come tumbling down from the sky to join in the fun. Young readers and listeners will respond to the imaginative theme which the full-page illustrations carry joyously along. P. Ward
LEV: Preschool Lower primary Middle primary
AVAIL: $14.95   ASCIS 406031
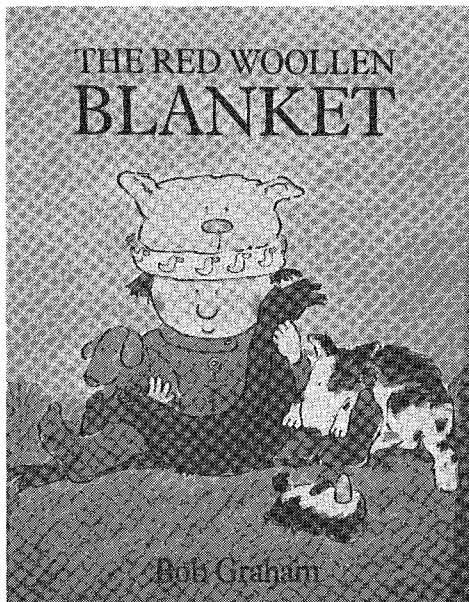
GRAHAM, Bob **The red woollen blanket.** Viking Kestrel, 1987
ISBN 0-670-90045-1

Children often have a special toy or piece of material that has been with them since babyhood, that over the years becomes symbolic of feelings of security and is seen as being indispensable. This is the story about Julie's special red blanket that first tucked her up in hospital as a newborn and went everywhere with her in various stages of survival, finally taken as a remnant to her first day at school. Text is brief and the amusing and expressive coloured illustrations effectively fill out a humanly warm story. P. Ward
LEV: Preschool Lower primary
AVAIL: $12.95   ASCIS 406390

BOLTON, Barbara **Ring, rock and river.** Angus and Robertson, 1987
ISBN 0-207-15398-1

Great-aunt Elizabeth lives in the wilds of Tasmania on a goat farm which Richard, Caron and Cilla regard as very primitive but down by the river, as their mother promised, they find a ring

set in a rock. When the ring is twisted they shrink until they are small enough to slip through a crack in the rock. 'They find themselves in the underground world of the grokkots, a small, ancient race who have long been at war with the mountain grokkots. The three children find themselves in a tempting position when the leader of the mountain grokkots offers them the mysterious Tarla. This is an imaginative Australian fantasy which, aside from a small patch in the middle, is very well sustained. P. Hall
LEV: Upper primary Lower secondary
AVAIL: $12.95   ASCIS 397064

LESTER, Alison **Ruby.** Oxford University Press, 1987
ISBN 0-19-554857-4

Ruby, like many a little child, continues to treasure her baby patchwork quilt as a bedtime companion so it is not surprising that one evening she clambers out of her bedroom window to get precious Besty left drying on the line. Suddenly Ruby finds herself flying into the night sky on the quilt and across the sea to an island where exciting adventures await her. The illustrations, imaginative and colourful, are beautiful, especially the night scenes and shimmering seas. The encounter with the animals on the island and Ruby's brave rescue of three cubs is the highlight of a little girl's happy dream fantasy. P. Ward
LEV: Preschool Lower primary Middle primary
AVAIL: $14.95   ASCIS 401871

GRIEVE, James **A season of grannies.** University of Queensland Press, 1987 (UQP young adult fiction)
ISBN 0-7022-2056-6

Jacqui's new boyfriend Gary is popular with both students and adults. Looks can be deceiving and Jacqui soon discovers that Gary is untrustworthy, a bully and unethical, as his involvement in a shady rent-a-granny scheme shows. Jacqui also becomes implicated with the unpopular Luciano and the eccentric Beryl in an outrageous plan to dispose of a body. This fast-moving story covers a variety of themes including relationships, families and euthanasia. The tone of the work is also wide ranging, from the serious to the humorous to the farcical. Unfortunately the novel lacks cohesion, the 3 major sections never being fully linked and the reader is left with a feeling that each could be more fully explored as a separate story. A. Gill
LEV: Middle secondary Upper secondary
AVAIL: Paper $7.95   ASCIS 393088

THIELE, Colin **Shatterbelt.** McVitty, 1987
ISBN 0-949183-08-3

Tracy and her mother live in the Adelaide hills. The area is honeycombed with mines and located on a series of geological faults, a shatterbelt. A series of inexplicable visions come to Tracy, but in the nick of time the jigsaw of visions fall together to warn of an impending disaster and Tracy is able to save the day. Thiele tells his story simply, building to a climax with a very abrupt resolution. The ESP aspect of the story is never fully explored. It may have intensified the mystery and excitement and also added further to the character development of this likeable young heroine. A. Gill
LEV: Upper primary Lower secondary
AVAIL: $11.95   ASCIS 390571

FLANAGAN, Joan **The Squealies and other extraordinary stories.**
Penguin Australia, 1987 (Puffin books)
ISBN 0-14-032456-9

A yowie, a minute spaceship containing extra-terrestrials, goblins, a boy trapped in a mirror, an ark - weird creatures and incredible happenings cram this collection of far-fetched stories. While each story is complete, they are linked by common characters and bizarre plots. J. Peasley
LEV: Upper primary
AVAIL: $5.95   ASCIS 385979

TULLOCH, Richard **Stories from our house.**
Cambridge University Press, 1987
ISBN 0-521-33485-3

Highly recommended
Typical minor domestic problems feature in a delightful, well-written quartet of stories about the destructive but likeable dog from next door, ants in the kitchen, inevitable breaking of a set of glass mugs in continual family use and milk boiling over on the stove. The predicaments and solutions are described as perceived by the children with all their simplicity and honesty. The expressive illustrations by Julie Vivas are a perfect extension of the text's understated humour. P. Ward
LEV: Preschool Lower primary Middle primary
AVAIL: $14.95   ASCIS 393827

DEE, Sheryn **Tarin of the ice.** Nelson, 1987
ISBN 0-17-007193-6

The Ice-people live in complete isolation in Antarctica. The rest of the world doesn't know they

exist, and they prefer not to believe in any human existence other than their own. Tarin finds the elders' explanations of such mysteries as the disappearance of his sister are inadequate, and sets off to find his own. He is picked up by a Norwegian whaling ship, and taken to Norway. While the credibility of the plot may be a little stretched at times, the contrast between the lifestyles of the Ice-people and of those who would exploit them is very effectively portrayed. K. Channells
LEV: Upper primary Lower secondary
AVAIL: $14.95   ASCIS 396860
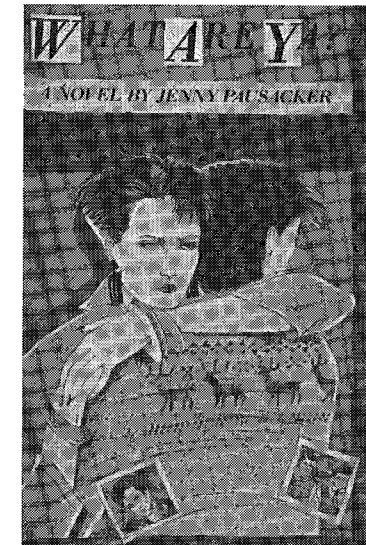
PAUSACKER, Jenny **What are ya?** Angus and Robertson, 1987
ISBN 0-207-15366-3

For the final year students of Central High School their studies are only 1 of the problems that confront them. For Barb there is the conflict between sexual and romantic love and the loss of her virginity. For Leith there is forming friendships and being part of a group as well as the realization that she is a lesbian. Surrounding the central characters, whose stories run parallel, are a flock of others who at first seem intrusive but who give different perspectives to Barb's and Leith's stories. This Australian novel deals openly and sensitively with the sexual and emotional encounters of these young adults. R. Laverack
LEV: Upper secondary
AVAIL: $12.95   ASCIS 397477

▉ PROFESSIONAL READING

Recent resources of interest to teachers and teacher-librarians, arranged alphabetically by title.

WHEATLEY, Nadia **Adolescents and family problems : books for young people.** Australian Institute of Family Studies, 1988
ISBN 0-642-12377-2   [016.823]

This is a very interesting and thoughtful annotated list of 72 titles arranged in themes: separation and divorce; stepfamilies; adoption and fostering; searching for parents; sibling rivalry; disabilities; unemployment; death; general. The majority of the titles are fiction although non-fiction is included, as well as relevant titles produced by the Institute itself. The perceptive annotations are also quite personal and critical; the value of the list goes well beyond any therapeutic purpose. Suggested interest levels are given for each title. M. Lobban
AUD: Professional Parents
AVAIL: Australian Institute of Family Studies 300 Queen St Melbourne 3000 (03) 608 6888
Paper gratis   ASCIS 422778

WATKINS, Peter **An analysis of the history of work.** Curriculum Development Centre, 1987
ISBN 0-642-53212-6   [306]

The Curriculum Development Centre, as part of its program 'The curriculum and the world of work', has issued a series of 10 monographs, each by a different author and each addressing a particular aspect of the relationship between schools, young people and work. The titles are self-explanatory and the language and structure of the discussion is intellectually demanding and stimulating. Each has a bibliography or notes and the series is valuable professional reading, particularly for careers advisers and counsellors. In addition, several of the monographs would be excellent resources for General Studies. R. Grahame
AUD: Professional
LEV: Upper secondary
AVAIL: CDC PO Box 34 Woden ACT 2606 Paper $25.00 set of ten   ASCIS 395110

Other titles in the set are:
McCOWAN, Col **Career education and counselling in secondary schools and colleges.**
ISBN 0-642-53220-6   [373]
ASCIS 395120

HUGHES, Phillip **The curriculum and work : an overview of the Australian situation.**
ISBN 0-642-53219-2   [373]
ASCIS 395004

WILSON, Bruce **Education, work and youth policy.**
ISBN 0-642-53216-8   [331.3]
ASCIS 394961

APPLE, Michael W. **The new technology : part of the solution or part of the problem?**
ISBN 0-642-53214-1   [303.4]
ASCIS 395129

COLE, Peter **Revealing work : some program possibilities.**
ISBN 0-642-53217-6   [373]
ASCIS 395072
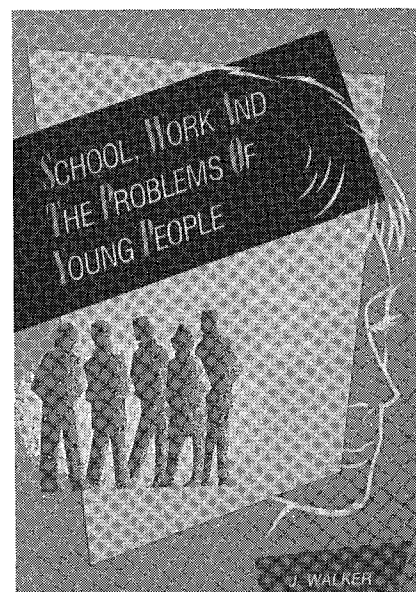
WALKER, J. C. **School, work, and the problems of young people : a cultural approach to curriculum development.**
ISBN 0-642-53215-X   [370.19]
ASCIS 395031

BLACKBURN, Jean **The study of work in society : a curriculum proposal.**
ISBN 0-642-53213-3   [306]
ASCIS 394989

CURTHOYS, Ann **Women and work.**
ISBN 0-642-53218-4   [331.4]
ASCIS 395143

SWEET, R. **The youth labour market : a twenty year perspective.**
ISBN 0-642-53221-4   [331.3]
ASCIS 395060

HAINES, Susanne **The calligrapher's project book.** Collins, 1987
ISBN 0-00-412279-8   [745.6]

Highly recommended
This elegant and comprehensive book exemplifies the features of good design it promotes. An introductory gallery of contemporary work in calligraphy is followed by 2 very useful sections. The first surveys equipment and penmanship, providing thorough instructions for 7 standard alphabets and summarises key aspects of design and the process of preparing for print. The second section, practical calligraphy, presents 17 projects which can be followed as a course, or pursued randomly. Each project considers both design and technique in detail. A glossary, bibliography and index are included. N. Kallenberger
AUD: Professional
LEV: Upper secondary
AVAIL: $24.95   ASCIS 412590

WHEATLEY, Nadia **Children and family problems : books for young children.** Australian Institute of Family Studies, 1988
ISBN 0-642-12320-9   [016.823]

In an attractively presented booklet, 62 titles are annotated. Most of the titles are fiction and chosen because they speak directly to children and their concerns but not necessarily because they are 'problem' novels. Books are arranged in the following themes: separation and divorce; stepfamilies; adoption and fostering; sibling rivalry; disabilities; parental unemployment; sexual abuse; death; general. A broad suggested age range is given for each book, the list being generally aimed at the primary school age group. Bibliographic details given are not necessarily for the most recent editions. M. Lobban
AUD: Professional Parents
AVAIL: Australian Institute of Family Studies 300 Queen St Melbourne 3000 (03) 608 6888
Paper Gratis   ASCIS 422688

COMBER, Barbara **Developing teachers : a celebration of teachers' learning in Australia.** Methuen, 1987
ISBN 0-454-01309-4   [371.1]

Empowering teachers and facilitating the development of skills they need to assist their students to gain real learning is the focus of this companion to **Independent learners.** Teachers from all levels share their own stories and reflect on the key factors which have affected their teaching philosophies and methodologies. Other

contributors relate the process of putting the lessons of such experiences into practice for other teachers through inservice, the promotion of collaborative teaching and resource-based learning, and formal study. This optimistic volume toasts important current developments in teacher education. N. Kallenberger
AUD: Professional
AVAIL: Paper $19.95   ASCIS 404419

HANCOCK, Joelie **Independent learners : a celebration of effective teaching in Australia.** Methuen, 1987
ISBN 0-454-01308-6   [371.1]

With its companion, **Developing teachers,** this collection salutes important new directions in Australian schools. Contributors are mostly practising teachers from South Australia who openly share their classroom experiences. Underlying these practices is a belief in the value of empowering students to pursue real and meaningful learning. The teacher's role, sharing in decision-making, structuring for learning and other practical concerns are the chief issues addressed here because they are the means through which learners gain independence. Classroom anecdotes and samples of children's work serve well to illustrate the concepts explored. Articles are readable and encouraging. N. Kallenberger
AUD: Professional
AVAIL: Paper $19.95   ASCIS 402584

The newspaper in early childhood education : a guide to activities using the daily newspaper. Queensland Newspapers, 1987
ISBN 0-949381-06-3   [372.13]

Consider before buying
This is not a book about the newspaper as a medium of mass communication, nor is it about strategies for teaching media awareness. Rather it provides many examples of how newspaper photos, advertisements and other components may be used as resources for teaching language, social development and other curriculum skills. The newspaper is presented throughout as a source of visual material or as a source of raw material for various craft projects. The examples given are neither new nor creative. N. Kallenberger
AUD: Professional
AVAIL: Paper $4.50   ASCIS 391042

LEMBACH, Mike **The portable video manual.**
Brooks, 1987
ISBN 0-86440-046-2 [778.59]

Designed as a handbook for the non-professional video enthusiast, this book is very comprehensive without being technical. Written in everyday language, well supplemented with charts, tables, checklists, diagrams and a glossary, the volume's usefulness is further complemented by its compact size and spiral binding. It examines video systems, how they work, practical applications, choosing equipment, beginning and advanced camera work, screen management techniques, planning and shooting a program and post-production options. Each area is approached from both theoretical and practical standpoints, with exercises and guidelines for developing skills. N. Kallenberger
AUD: Professional
LEV: Middle secondary Upper secondary
**AVAIL:** Paper $14.95 ASCIS 409697

PARKER, Maralyn **Schooling in Australia : advice for parents.** Kangaroo Press, 1987
ISBN 0-86417-165-X [370.994]

The sound advice offered here relates to issues parents frequently ask about: choosing a school; knowing when a child is ready for school; reading; spelling; homework; understanding reports; recognising learning problems. Also dealt with are the place of television, solving a problem with teachers and seeking help outside the school. In clear language, the author draws on her experience as a teacher and her knowledge of school systems to provide strategies which foster well-informed decision-making for parents, realistic support for pupils and healthy communication between home and school. Resource lists are useful, but are limited by their currency. N. Kallenberger
AUD: Professional Parents
AVAIL: Paper $7.95 ASCIS 406198

WINSTON, Brian **Working with video : a comprehensive guide to the world of video production.** Pelham, 1987
ISBN 0-7207-1723-X [778.59]

Serious video users are well catered for in this comprehensive volume. In considerable depth it covers all aspects of video production, from getting started through equipment, people, techniques and logistics to editing and distribution. Chapters entitled 'The world of video' and 'Beyond home video' provide a context for more practical consideration. Both professional and amateur video use is referred to. Illustrations are plentiful,

relevant and thoroughly captioned. The use of shaded boxes for elaborating on specific issues could be distracting for some readers, but does highlight important concepts. Its British origins do not detract from its value. N. Kallenberger
AUD: Professional
LEV: Upper secondary
AVAIL: $39.95 ASCIS 397584
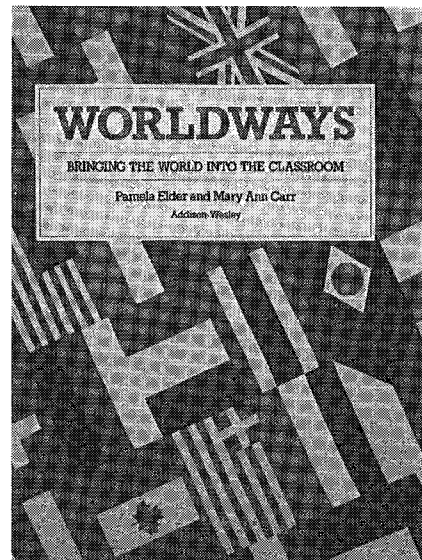
ELDER, Pamela **Worldways : bringing the world into the classroom.** Addison-Wesley, 1987
ISBN 0-201-22126-8 [909.82]

Global education or 'world-mindedness' is the aim of the learning activities compiled here. Each of the 76 activities is usefully set out for the teacher, with a description of purpose, list of materials and suggestions for introducing and concluding the activity. Ideas for extension and blackline masters are also included. The book's North American origins limit the usefulness of extensive resources lists. However, the thrust of the volume is appropriate to Australian schools, and the activities readily adapted where necessary. Teachers of upper primary to middle secondary seeking a multicultural or global perspective in any curriculum area will find stimulating and practical ideas. N. Kallenberger
AUD: Professional
AVAIL: Paper $29.95 ASCIS 391979

columns ▥

Literature and television - not necessarily incompatible

Issue no 23 March 1988 of **'Care for Kids' Television News** - the newsletter of the Australian Children's Television Foundation - features an article on linking television with literature, with particular reference to the program **Kaboodle**, but also discussing literature-based reading programs in general. The issue also includes a listing, by subject, of children's videos. The Foundation's address is: 199 Grafton St Carlton Victoria 3053.

People

From time to time Library Services staff hear of teacher-librarians taking opportunities and initiatives that are worthy of wider publicity.

Zel Turrell formerly teacher-librarian at Dubbo South High School has become one of the two Western Region Rural Education Consultants. In her new role Zel services the professional needs of teachers, especially beginning teachers in a number of schools throughout the Orana and Far West areas. She also provides a consultancy service for libraries in these schools.

Helen Wilson, long-time teacher-librarian in Dubbo and former Library Development Committee member has taken up a promotion to Assistant Principal at Dunheved Public School in Sydney.

Kevin Lowe in his first year as teacher-librarian at Nyngan High School has been visiting the one teacher schools in the area. Kevin completed the teacher-librarianship course at Kuring-gai CAE in 1987.

Beth McLaren has been seconded to Management Information Services Directorate from Castle Hill High School to assist with documentation for the OASIS software. Paul Drayton is also working on the OASIS project. Jo Shintah is on extended leave from the same Directorate.

Accession registers

These are available on requisition at no charge. They are listed on both primary (page 7) and secondary (page 8) lists under 'No charge items'. In the 1988 lists the product number is 388958.

Copyright and videos

Memorandum 88-084 (S.049) dated 18 3 88 was sent by the Director-General to all principals, its subject being the use of videos in schools. It reminds principals of: the necessity for observing copyright regulations; that all videos should be previewed; the importance of using appropriate and relevant tapes only; the inadequacy of relying on title alone for selection; reinforcing the importance of adhering to the ratings given by the Commonwealth Film Censorship Board.

Emergency librarian - the journal not the job description

This excellent Canadian journal, reviewed in *scan* 7:2 page 23, is now available on subscription from: James Henri PO Box 38 Turvey Park 2650 for $A 35.00. Please note this applies to new subscriptions only, not renewals.

Stopping the rot

The LAA has recently published a practical manual designed to assist librarians in conserving personal, family, society and library collections of historical records. **Stopping the rot : a handbook of preventative conservation for local studies collections** (ASCIS 424086) is available from: LAA 376 Jones Street Ultimo 2007 at a posted cost of $9.50 for members and $13.50 for others.

Conservation on the move

The LAA in association with the University of NSW is conducting a series of practical workshops on conservation. The first of these will be held on July 28 and is concerned with photographic collections. For more information contact Helen Price, LAA Bicentennial Conservator School of Librarianship University of NSW PO Box 1 Kensington 2033 (02) 697 3447.

Views expressed by contributors are not necessarily those of the Editors or the NSW Department of Education.

dates for your diary

ASCIS users meeting

A meeting of users of ASCIS services will be held as part of the Library Association of Australia's 1988 Biennial Conference. It will take place on Sunday 28 August 1988, from 5:30 - 7:00pm, at the University of New South Wales. Light refreshments will be provided.

The meeting will provide the opportunity for ASCIS users to meet with both the Executive Director of ASCIS, Georgina Cane and the Chairman of the ASCIS Board of Directors, Brenda McConchie, and to exchange ideas and discuss issues of concern.

RSVP: Monday 22 August, John Dean, Library Services (02) 925 8142

Computer education week

The week 4-11 September has been designated Computer Education Week.

LAA/IFLA Conference at University of New South Wales

LAA Conference 27 - 30 August
     28 August is a day of special interest to teacher-librarians

IFLA Conference 30 August - 3 September
     2nd September has the School Libraries lectures featuring Georgie Cane, ASCIS Executive Director and speakers from USA and New Zealand.

Attendance at the conference lectures requires you to register for the conference. One day attendance fees may become available in July. For further information call Library Association of Australia:008 22 1481

Social functions
You do not have to attend the conference to gain entry to these functions.

28 August Sunday
AGM School Libraries Section 7.30 - 9.00am Room CLB2
     Croissants and orange juice
IBBY Luncheon
     $30.00 Contact: Ena Noel 32 5075
ASCIS Users Group meeting 5:30 - 7:30pm Room 312 Mathews Building
     Wine and cheese
     Bus transport from University to Taronga Park Zoo for dinner
School Libraries Section Dinner 8:00pm
     Taronga Park Zoo Conference Centre
     $40.00 Contact: Beth McLaren 240 8711

1 September Thursday
School Libraries Informal 4:30 - 6:30 Room 1021 Mathews Building
     Wine and cheese. Meet overseas and interstate visitors
     Contact: Janet Sorby 332 1133

Please register for both free and paid functions.
Send responses and/or money to: Ms D. Simpson Monte Sant' Angelo 128 Miller Street North Sydney 2060