Scan

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viewpoints 👁

Readers of *scan* will be interested to know that representatives of the Library Association of Australia's School Libraries Section met recently with the NSW Minister for Education to discuss issues affecting school libraries and the decisions taken by the Government which are of concern to teacher-librarians throughout the state.

The major issues discussed included:

The status of the Library Policy in the light of changes to the release from face to face provisions in primary schools
Dr Metherell indicated that the Policy continues to have support but explained that decisions regarding release from face to face had been made on the basis of rationalising available resources. He explained that he looks to schools being flexible in their arrangements for provision of release from face to face. The opportunity was provided to discuss the philosophy of cooperative program planning and teaching, a concept with which the Minister is now more familiar.

Oasis library management module
The development of Oasis will continue as the first phase of the development of Schoollink. The implications for teacher-librarians who will now have less time to implement Oasis library management because of the difficulties in scheduling their timetables were discussed. The Minister again stressed that schools need to be flexible in their approach.

Ancillary staffing
The Minister explained that recent changes to ancillary staffing have come about because of the desire to create a pool of ancillary staff, with schools being able to determine, on the basis of skills, how they are used.

Promotion for teacher-librarians
The Minister indicated an understanding that promotion opportunities for teacher-librarians are restricted by the current structuring of schools and explained that the issue could be looked at.

Supply casuals
The difficulties of teacher-librarians employed as supply casuals were discussed, the Minister explaining that the rules for their use have not changed, with schools still having discretion regarding their employment. He indicated that the trial of permanent part-time employment will continue, as the Government supports the principle. Dr Metherell indicated that he sees permanent part-time employment operating on a case-by-case basis, within a general policy.

Status of the Information Skills K-12 Curriculum Statement
Dr Metherell explained that if recent policy changes announced by the Government affect the Statement it may need to be changed. However he saw no reason that if this were not the case, the document would not be released to schools once the current process of examining the release of curriculum documents to schools is finalised.

It is pleasing that the Minister stated that he supports school libraries. There are still however areas of concern for the Section in the decisions being taken by the Government. The Minister stated that he sees the opportunity for the LAA and the Section to provide proposals as to how schools and teacher-librarians can deal with issues such as release from face to face teaching and the use of ancillary staff.

Unfortunately this is at odds with the Association's role as a lobby group for teacher-librarians and perhaps does not recognise the function of branches of the Department such as Library Services as a source of advice.

The opportunity for further discussion has been provided with another meeting scheduled between the Minister and representatives of the Section for the end of October. This must be seen as a major achievement of the meeting.

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contributions to scan

currents ≈

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Primary teacher-librarians
As I write this column in July I am aware of the range of reactions to the recent Ministerial announcement that teacher-librarians and/or permanent part-time allocation provide one hour of release for classroom teachers. By the time you read this you and the staff at your school will have received further information about the staffing options and begun to explore the most appropriate for your school.

The question on most people's minds is 'is the Library Policy possible anymore?' The short answer is 'yes', and the long answer is given both here and in the article on pages 4 and 5.

The purpose of a policy statement is to direct future action for the accomplishment of a corporate purpose. A policy such as the Library Policy is broad, does not specify procedures and strategies and provides a continuity as governments, personnel and resource allocation change. According to theorists the best policies have a visionary element and enshrine an ideal. The Library Policy has the ideal of an effective school library program which is integral to the teaching and learning in the school.

For many schools the achievement of this ideal may be only partially possible, while others with very limited resources are progressing towards the ideal. The significant feature of the Library Policy is that we are all directed to the same goal, but using different strategies to maximise the resources available in each school to achieve that common goal.

New staffing formula
In 1989 for the first time both primary and infants schools will be staffed according to the same schedule. For many schools this will mean that there will be an additional part-time allocation (craft) which will average between 1/2 and 1 day per week. A few schools will also have an increase in the teacher-librarian allocation. This additional staffing can be used to provide release from face to face teaching.

The principal has a number of staffing options which range from using the teacher-librarian for all release classes, to using the permanent part-time allocation for all release. A third option is to use a mix of these to provide release. The most important aspect of the option chosen is that it is an effective use of staffing, and library facilities and resources to implement the Library Policy. Ideally the option chosen represents the consensus of staff about the educational program of the school.

A major thrust of the policy is that the classroom teacher has a major role in the teaching of information skills through resource-based teaching. These recent changes put the onus on the teacher. The teacher-librarian as release teacher can pursue cooperative planning and teaching in a different way.

Personnel Directorate has calculated that every teacher-librarian will have at least 20% of their time not engaged in teaching and for some this could be as much as 30%. With further negotiation and use of the part-time allocation, this figure could be increased to facilitate cooperative planning with teachers, classroom preparation and management of the library.

Ancillary staffing
In a recent Memorandum to Schools [20/6/88, 88/167 (S.095)] **Changes in Ancillary staffing**, there was an announcement that the library clerical assistant hours will be reduced to 31 1/4 hours to bring them into line with other ancillary staff. Most special categories of staff have been reduced to the one category which has a common statement of duties.

The new statement of duties eliminates the ambiguity of supervision for the library ancillary staff and is replaced by the following;

Assisting teachers in classroom and other activities, under the immediate supervision of a teacher including:

. implementation of learning and other programs, including library, physical education, sport and recreation activities and education endeavours.

Information about courses
Some opportunities for training in teacher-librarianship are being offered by the Department in the second semester of 1988 (see *columns* for details). If you were not selected for one of these Departmental courses, you may wish to investigate other courses either in a correspondence or part-time mode. For further information you can attend a course information day at Library Services on 29 September from 10.00am to 1.00pm.

Representatives from each of the Library Schools will give a presentation on their course and be available to advise you individually. Lecturers will attend from Riverina-Murray Institute of Higher Education (correspondence), Western Australian CAE (correspondence) and Kuring-gai CAE (part-time).

Library Policy stop press

The Library Policy in the primary school.
Cast out or recast?

Merran Dawson, a Senior Education Officer at Library Services, is the leader of the Policy Implementation Task Force.

Has the Policy had it?

A woman who was to attend a staff development course that I was leading rang me recently. The tone of the conversation was pretty depressing. She had been waiting for months for this much-advertised input on the Library Policy, and suddenly there seemed to be no point in attending since she imagined that in future primary teacher-librarians' time would be totally taken up in providing relief for teachers. Her feelings were summed up in the statement: 'The Policy has had it, so why bother!'

Since that telephone conversation I have thought a lot about new directions and discussed them with other Library Services' staff and teacher-librarians. This article is my response to that telephone call.

Of course not!

At Open Day the Director of Services (Library Services is a branch of Services Directorate), Joan Healy, reaffirmed that the Policy lives and is to be implemented as far as is practicable in every school. A Memorandum to Principals from the Director-General will officially confirm the validity of the Library Policy.

The Policy lives: as before for some, differently for others

In *currents* in this issue, you can find some of the details which were recently given to us by staff from the Personnel section of the Department. By the time this issue of *scan* reaches you an expanded version of this information will have been sent to school principals, along with details of other changes to school staffing.

From my round-up of conversations over the last few weeks, and in the light of the information from Personnel, here are some thoughts on the issue. My comments are of course based on the confirmation that the Library Policy must be implemented as far as practicable in every school.

Continuing cooperative planning and teaching

Out of the 21 Policy Concepts (a summary of key concepts contained in the Library Policy) that were listed in my article in scan vol 7 no 4 , an aspect of the concept listed as concept 5 may suffer some limitations in some schools as a result of the RFF changes. The 20 other concepts which are significant elements of the Library Policy remain, intact, to be implemented. The overall intention of concept number 5 still remains to be implemented as well. Policy concept 5 reads:

cooperative planning, teaching & evaluating of information skills in the context of the classroom program.

The part of Concept 5 which may suffer limitations is the cooperative teaching aspect. Narrowing this down further, **one** option for cooperative teaching, that is, the option involving both teacher and teacher-librarian teaching together in the same room, may be affected. In my experience of cooperative teaching, cooperative partners have been able to choose from a wide range of possible teaching combinations depending on the circumstances, including the option of the classroom teacher teaching part of the unit alone; and the teacher-librarian teaching relevant segments of the unit relating to library use and particular information skills without the presence of the classroom teacher (frequently the only alternative when the teaching styles of the cooperative partners were not compatible).

In 1989 this option:

*could remain as one of the range of options open to schools which make the decision to avoid using their teacher-librarian for RFF

*could be an option taken more frequently in some schools, due to RFF demands

*could be the standard option in some schools, due to heavy RFF demands on the teacher-librarian

*may, along with other CPPT strategies, be a concept still to be addressed in those schools which have not yet implemented any cooperative planning and teaching.

In a scenario involving separate teaching as the standard option, i.e. when most of the teacher-librarian's teaching load does consist of RFF classes, the activities for the RFF lessons could be cooperatively planned with teachers, to ensure that the teacher-librarian was providing resource-based learning experiences and teaching information skills which supported the current classroom program. The 20-30% time allowance calculated by Personnel Directorate for non-RFF activities could include planning time as well as library administration time. Some classes involving dual teaching with the classroom teacher could also be included in that allowance.

Rationalising time

Making the best use of time would be crucial for cooperative partnerships to survive in this environment. One strategy for rationalising planning time could involve the teacher-librarian arranging to negotiate grade-wide units at grade meetings. In other words, a resource-based learning activity (involving several lessons with the teacher-librarian) could be negotiated for one unit which is taught across the grade. Hopefully, the activity would take into account (as has been the philosophy in the past) that different levels in the grade/class would require slightly different treatment. (If this idea interests you, refer to the **Insert** radio programs broadcast earlier this year in which Jane Robinson of Bradbury Public School outlined her approach to grade-wide planning. The audiocassette is available from Denise Pendleton, CISB, Services Directorate, Private Bag No 3, Ryde.)

I have discussed many other strategies with various people and am convinced that, with the help of our regional consultants and inspectors, we should be able to produce for you in the next few weeks a package of well-documented strategies which take into account a variety of RFF loads for you to consider. Of course if you have any ideas which we could use please send them in to Library Services (see page 1 for our address).

Identifying a whole-school approach to preserving resource-based learning and the teaching of information skills

In talking about ways of preserving the cooperative program planning and teaching concept, it is important to keep in mind the fact that CPPT is itself a strategy to achieve something else: the promotion of resource-based learning and the teaching of information skills required to carry out information tasks. The teacher-librarian cannot be the only person responsible for ensuring that these important aspects of the curriculum are addressed, as these activities and skills belong as much to the classroom as they do to the library.

The whole school needs to acknowledge that all teachers have a responsibility for ensuring that students are exposed to learning situations which foster these understandings and skills. If the principal and staff spend some time discussing the worth of such learning and come to the conclusion that it must take place, then the school is in the position to plan to ensure that it happens. In some schools part of the solution may well involve teachers taking more responsibility for programming appropriate classroom activities; other schools may value the current cooperative program so much that there is a decision to retain it at all costs; still other schools will fall somewhere in between these two positions.

It is essential then that all primary schools take some time to look at the issues raised by the RFF directives which are affecting not only library use, but important aspects of the school-wide teaching program.

Two terms to plan for 1989

Some teacher-librarians reading this article will sigh and resist the temptation to actively promote their concerns about the RFF issue. Perhaps their staff have never been supportive. Perhaps they are afraid that their position as a supply casual could be jeopardised if they make waves. Perhaps they see that their staff are overwhelmed by the other changes taking place in the system at the moment and are reluctant to add their concerns to the burden. I can understand their reticence - some people find it difficult to speak out sometimes, especially if they don't feel that they have power or status in the school.

However, those teacher-librarians, in fact all teacher-librarians, need to think carefully about the educational as well as personal values that they place on their role and program, and to ensure that these values are communicated to others in the school. There are still two terms in which time can be spent raising staff awareness, if that is necessary, and contributing to the school-wide discussion of the alternatives available.

This is also a time to consider just how well the library program has been accepted into the school-wide ethos, and to do some bridge building if necessary.

There have been some articles in *scan* which could help you and other teachers to prepare for and join in on the discussions that will be taking place about changes in your school. Look at Robyn Laverack's article on managing change in vol 7 no 3, my article on implementing the Library Policy in vol 7 no 4 (the Policy Planner could be a useful tool at this point), and my article on negotiation in vol 7 no 5. There is an article on information skills in this issue, which could also be of help if your staff require more input in this area.

Cast out or recast?

The Library Policy has not been cast out. However its fate in each primary school is yet to be decided.

If teacher-librarians lose spirit, abandon their conviction, and by default allow other school staff to also waiver, then the Policy may be cast out in some schools. The teacher who will most feel its loss will probably be the teacher-librarian, however the ones who will suffer most from the educational black hole created will be the students.

If teacher-librarians, and other school staff, decide that the Policy goes on and that it is worth positive and energetic advocacy within the school, and that its spirit will be translated as far as possible, then the Policy will not be cast out. It may, however, be recast into a new interpretation

features ☆

☆ *My writing: Simon French*

I have lost count of the number of times I've had to explain my beginnings as an author. It seems to be one of those stock questions that are automatically asked of me, and I suppose of other authors as well. For my own part, writing stories was a logical extension of my personality and interests, and not born of a sense of destiny. As a child writing stories for teachers, indeed as the adolescent writing an extended story for his peers, the decision 'I'm going to be a writer when I grow up' was never consciously made. I liked reading books, I knew what sorts of stories appealed to me and in time felt able to concoct stories that others might likewise enjoy. So in answering those familiar questions 'Why did you start writing?' and 'What made you want to write?', I'm always at pains to point out how logical it was for me to write stories; that I saw no particular mystique attached to it.

> Writing stories was a logical extension of my personality and interests, and not born of a sense of destiny. As a child writing stories for teachers, indeed as the adolescent writing an extended story for his peers, the decision 'I'm going to be a writer when I grow up' was never consciously made.

He in fact encouraged the entire class. Upon discovering that most of the class had never heard of **Snugglepot and Cuddlepie** - much less read the book - he read the story to us in daily episodes, capturing the class's otherwise cynical attention. Initial remarks about 'baby books' were replaced by crystal silence after the first few paragraphs. For our own storywriting we were presented with the most varied range of ideas we'd ever encountered - none of this 'What I Did in my Holidays' stuff. Writing became thinking rather than regurgitation; when confronted by the pages and pages I managed to compose in response, my teacher suggested I try a full-length story of my own imagining.

My first opus was about twenty quarto pages long, wherein a friend's much admired older brother prepared his Bellet GT for racing and managed to compete in - but not win - the Bathurst 500. The narrative was predictable and primitive, reflecting my own car obsessions and a few daydreams concocted during maths lessons.

I was fortunate to grow up in a house that was full of books, and where reading was promoted as not only learning but recreation. This was a good thing, because contact with books at primary school was really very sporadic. Rarely did teachers read us stories aloud and my school only gained a library in my second last year there. So it was left to home and a newly established municipal library to foster my reading habits, and I managed to work my way beyond the Enid Blytons, via May Gibbs, Dorothy Wall, Frances Hodgson Burnett and on to Patricia Wrightson and Ivan Southall.

Back in this dim dark past that was the 1960s, there was no such thing as 'Process Writing', but there **was** 'Composition', whereby students wrote stories exclusively according to topics set by a teacher. Despite this constraint, composition was one of the subjects I found more fulfilling (as opposed to maths; I was quite the dullard there). It was my year six teacher who actively encouraged me to move my writing beyond set topics.

Encouraged by my ability to actually complete something of this magnitude, I began to evolve some other story topics, largely along the lines of children's adventures that were independent of adults. I managed to write a few paragraphs in this vein, but didn't find sufficient inspiration to put pen to paper until I commenced high school some months later.

High school, segregated government place that it was, punctuated my arrival with baptisms of fear and minor violence. It was an angry place, with fights daily in the playground, where teachers were regarded with varying degrees of cynicism and hostility and the cane was discipline. Success in sport won respect from peers, expression in creative activities did not. One learnt early on to cloak creativity and diversity and to attempt to appear as normal as possible.

Books were not well regarded, since they equalled schoolwork and were there only to study, dissect and write essays about. The school library therefore, was a bit of a backwater - popular on rainy days, but otherwise not. The fiction shelves were not well stocked, and by the end of first term, I had worked my way through what I considered worthy of reading. Seeing that no-one else in my class was particularly interested in the school library fiction shelves at all, I realised what there was a lack of - Australian books about the sorts of 12- and 13-year-olds I was at school with.

My year 7 class was an entertaining mixture of genius, normality and delinquency. Their dealings with peers and teachers alike could be intimidating, subservient or hilarious; each school day of the week therefore guaranteed the onlooker equal measures of pain and hilarity. So taken was I by this daily sideshow that I began recording comments and actions in the back of whatever exercise book was on my desk at the time. At first, it was one or two lines, but grew in each instance to become paragraphs of conversation and statements of junior high school life. At some point, I realised I had a diary account of sorts on my hands, and so began to type it out at home. By juggling the subject matter about, I developed a few thematic chapters. One day, I took these to school, and passed them around to a few class members for reading.

The approval was immediate, and sitting myself at the rear of classrooms jotting down dialogue and ideas during lessons became an habitual occupation. It did not, of course, endear me to teachers, especially if they happened to be the subject of my jottings. I regularly had items of writing confiscated and in one instance, lost an entire chapter. Other side effects of my writing were more satisfactory. The initial sarcastic remarks, 'Are you trying to write a book, French?', quickly became 'Can I read it?' once the questioner discovered he was in the story. This was an interesting social device which I exploited to the fullest, realising that writing in this way gave me a small measure of identity in the midst of a rather stifling conformity. I realised also that the kids in my class enjoyed reading about themselves, enjoyed reading conversations that were in fact their own, and seemed to gain something from seeing their western Sydney suburb mirrored in something that was starting to resemble a story.

The writing of the story, which in time would evolve into **Hey Phantom Singlet**, was interrupted at various points by the pressures of homework and exams. On each occasion that I returned to it, my approach shifted slightly. A new school librarian began stocking the fiction shelves with new kinds of books, and read us novels by Paul Zindel and J.M. Couper in weekly instalments. A teacher I got on well with me lent me volumes by A.S. Neill and Bruno Bettelheim: my observations of my peers deepened somewhat and I came to appreciate the diversity of background there was in my school - different family structures, cultures, economic conditions. These aspects emerged with each new part of the story I tackled. What I maintained throughout was the presence of extended conversations between my book characters - it was colloquial and suburban, there were interruptions and incomplete responses, and it sounded exactly as it would in the playground at school. But what I was typing wasn't following me to school any more; I kept it at home, fuelled by the simple curiosity of how it would all look once completed.

Eventually, a friend requested he read the story I'd started some eighteen months before. As fate would have it, he chose to start reading it in class, and had it promptly confiscated by the teacher. Between confiscation and its return to me, two things had happened: another teacher had requested to read it to her year 7 class, and suggested also that I test the water with a few publishers.

Both suggestions surprised and appealed, and although I felt discouraged by the rejection slips that initially came my way, I was increasingly determined that the book I had worked on for so long should venture beyond a pile of foolscap paper and the boundaries of the playground at school. My patience in time was rewarded, although I found myself with not insubstantial misgivings about the final format of **Hey Phantom Singlet** - what had been begun by a 14-year-old was not always reconciled to the thoughts of the 17-year-old whose first novel was published shortly before he finished high school. I was however, immensely pleased to see my writing transformed into an actual book, to see it stocked in bookshops and reviewed in newspapers and to enjoy a little attendant publicity. A schoolboy novelist was, I guess, a bit of a novelty.

The confidence brought on by publication actually evaporated fairly quickly. I had ideas for a second book and had in fact jotted down ideas and excerpts while working on the **Singlet** - but what seemed like a sound basis for a story refused to work on paper. I was aware also that I was no longer the same age as my audience and doubted my ability to reproduce the realism I thought I'd achieved with my first book.

Moving from the suburb I'd grown up in and commencing a teaching course at a rural College of Advanced Education gave me the impetus needed, for here was a place where creativity was respected and encouraged on a scale I'd not experienced in

high school. New friends and travels to new places provided a whole range of ideas for a new work.

Whereas **Phantom Singlet** had evolved ad hoc over an extended period of time, I began my new work with a clear set of intentions and ideas: I was interested in pursuing my previous style of dialogue writing, of composing a tighter plot around a smaller cast of characters and of depicting a child who was an outsider. I also strove to present a more cohesive style of writing that had everything presented from the central character's point of view. My ideas came from particularly strong sources - a Four Corners program about parental pressure in children's sport, a college vacation spent fruit picking in Victoria [where I met entire families whose lives consisted of following seasonal work around the countryside], and the courage of a friend's young son who was unwillingly attending one of the local schools near my college.
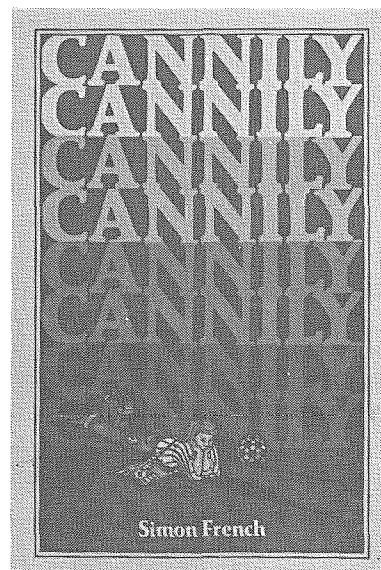
So my story came together in about six months. Without the editorial assistance of the kids who had read **Hey Phantom Singlet** episode by episode, my revisions of **Cannily cannily** took quite a lot longer - eighteen months in all. But in my own mind at the time, the results far exceeded those of the first book.

And unlike **Phantom Singlet, Cannily cannily** [yes, I have misgivings about that title] evoked an immediate written response from young readers. Whereas children's enjoyment of the first book had been for fairly routine reasons ('I liked the running away bit', 'I liked the bit where they went on the field trip'), **Cannily cannily** produced some very individual and personal responses. One of the first was in fact a spoken cassette from a girl in the ACT, who described vividly her life of moving about, of her family eventually split by divorce and her subsequent move to Canberra with her mother. In fact girls and boys alike read **Cannily cannily** and found things to identify with. In comparing their responses, I've found that the girls are more likely to confess to having been in the situation of the outsider or the child who is 'different'. Boys will sometimes draw an analogy between the

experiences of Trevor (the story's central character, the son of seasonal workers) and themselves, but surprisingly are also prone to criticising Trevor's actions in the story: 'He should have cut his hair and worn normal clothes', 'He shouldn't have told lies to get himself onto the football team', 'I think it was really slack to have run home from the theatre that night just because someone stole his Jaffas' ... and so on. Still, the overall impression has been that the book has reached a wide audience, and has been largely enjoyed into the bargain. In writing the final draft of **Cannily cannily**, I found myself totally immersed in the story and part of the action that was happening - everything written was through the eyes of my central character. In answering those who have commended or criticised the story, I still find myself adopting Trevor's point of view - acknowledging his errors of judgement, but also at pains to explain his actions and his virtues.

Another set of reactions which for me was both an education and an inspiration for the writing of my third book, was the number of readers who had not been aware of the existence of seasonal workers, or even that a sizable proportion of Australians live in caravan parks, as opposed to merely holidaying in them. When I thought further about this, I realised that children from the town houses, grand homes and leafy streets of Mosman could not perhaps begin to imagine what life could be like for a child resident in the caravan park at Prospect. So began **All we know.**

The variety of family backgrounds I set out to depict was fuelled this time by several years of teaching, but I was interested also in depicting elements of people's lives as captured by photographs, letters and tape recordings. The major shift of style was, this time, the use of a girl as a central character. I'd been aware for some time that it was something that needed to happen with at least one of my stories, but having spent half of my school years in a male-only environment, I was a little wary of portraying at close range the kind of person I had not known all that well. I set out also with the intention of having a slower, more introspective story that could capture as many of my lead character's inner thoughts as could be possible - balanced with what she actually said out loud to the people around her. I was aware of creating for myself a diminished audience, but felt all this an important enough creative move to be worth pursuit and completion.

Equipped with a writing grant, I was for the first time able to work on my writing full time for a period. **Phantom Singlet** was written in between school studies and homework, and **Cannily cannily** was likewise wedged between college assignments and practice teaching placements. Part-time writing

had proved increasingly frustrating, and it was not only pleasant but important to be able to give my writing more continuity and depth. I found myself - despite the difference in gender - able to completely immerse myself in what my lead character Arkie was thinking, saying and doing. **All we know** was like a video running and re-running through my mind.
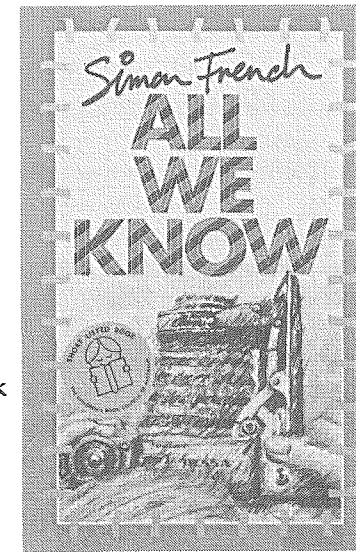
The observation that boys and girls alike will approach a book depicting a male character, but boys are not so willing to read a book about a girl has, for me, proved correct. The readership of **All we know** has by and large been girls: some have been a little overwhelmed or have lost patience with the book's depth and pace, but many more have identified strongly with Arkie. Her observations of other children's lives, her growing understanding of her own family dynamics and indeed of herself, have provoked vivid and personal responses from the children who have read the story.

My intention and interest in writing has been, from the outset, to present my readers with contemporary Australian settings and experiences and thoughts that mirror their own. The age group I continue to write for - basically, eleven-to fourteen-year-olds - was the time in my life where I began writing stories that were fuelled not only by my observations of peers, but by the intention of presenting something they would be willing to read and identify with. In what was then a fairly rigid and uninspiring climate as far as 'written expression' goes, I was fortunate in having contact with several teachers who saw fit to encourage me to develop my writing. The climate for today's young writers in schools seems to me to be a lot more encouraging. They are encouraged to participate in the actual writing process of proofing, revision and editing, and at least part of the attraction of author visits to schools is to point out that for writers like myself, writing is indeed a process and not a result arrived at by magically immediate means. Displaying my own rough copies and revised drafts and fielding questions regarding the evolution of my published work validates the children's efforts. They too, are authors.

Despite my hardly having been a prolific author,

each of my books has moved me closer to the style and quality of writing I'd like to attain. My recent move back to teaching, following several years working in the field of child welfare, has given me a few leads for new directions in my work. I'm finding that for many children, novels are an unapproachable medium, and that computers and videos are providing some very real competition for children's recreational and intellectual time. Despite my considering that my novels are of an accessible style, I continue to find that many children are introduced to them by teachers and librarians, rather than finding the books of their own volition. With the depth that I opted for in **All we know**, I became aware that a subsequent novel could paint me into a creative corner rather than continue to find the wider audience I was hoping for.

This was brought home to me recently when I had the opportunity to speak to a group of children who were attending a camp in the Blue Mountains area near where I live. They came from a primary school in Sydney's vast south-western suburbs; one of the teachers in attendance telling me that many of the children 'really needed a holiday away from home'. Most had never ventured into a bush setting and as I was to discover, most had never heard of me or my books. Being used to at least some audience familiarity with my work, I was greeted with an ominous silence after my invitation for the audience to ask questions. So instead, I spent the next ten minutes explaining myself and my books. It was the sighting of my rough copies and edited re-drafts that got the audience going - they recognised the process of writing that their teachers had fostered, and from here on, my meeting with this group of children was fruitful and provided many insights ... not the least of which was that many of these children had a minimal background in books and reading, and having met a 'real' author, would still not feel the inclination to approach books as a recreation.

THOSE are the children I'm hoping will find my future work accessible and relevant. They were certainly food for thought and not a little impetus for whatever I write in the future.

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☆ *Electronic bulletin boards and libraries*

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Electronic bulletin boards (also called 'bulletin board systems' or BBSs) are yet another form of computer communication - a way of exchanging information and contacting people via the computer. They are like the traditional chipboard and thumbtack notice boards or bulletin boards in that people can display notices which others can read and/or comment on. However, they take this concept a great deal further, providing a forum for a rapid exchange of information between people who may be a long way away from each other or who would never venture into the same places. Some electronic bulletin boards are general 'chat' services; others are for people with particular interests. There are even 'personal contact' bulletin boards - the electronic equivalent of the 'personal' columns of the afternoon newspapers. People use electronic bulletin boards to advertise things, buy or sell things, exchange ideas, appeal for information. Educators have been quick to appreciate electronic bulletin boards as a means of making contact with fellow professionals.

Some electronic bulletin boards are run by clubs and societies, computer stores, professional associations, government departments, libraries, even schools. Others, however, are set up by individuals as an extension of their interest in computers. Many are free - the user pays only the cost of the phone call. The people who run the boards are known as system operators or 'sysops'. They set up the board, establish the access procedures, decide who will be allowed to dial up, and make the rules about how the board will operate. However, the electronic bulletin board is actually run on a day-to-day basis by the computer and software, so that the sysop need not be near the computer (or even at work or at home) for callers to use the board.

To dial up and use an electronic bulletin board, the following are needed: a microcomputer (any kind); a modem; a telephone line; and communications software. The communications software has to be compatible with the microcomputer and the modem. Dialling an electronic bulletin board is usually a simple procedure - in fact, most boards are deliberately designed so that inexperienced users will not be frightened off by the requirements. To use some boards, a username or user ID and password are required; these are either obtained in advance from the system operator, or are given as part of a registration procedure when a new user first logs on. Other boards are open for anyone to dial in at any time.

Most electronic bulletin boards offer a range of facilities for users, including:

* bulletins posted by the system operator or other users;

* an electronic mail service so that the user can send and receive messages from other users;

* a 'conferencing' facility to enable several users, often living a long way from each other, to discuss a particular topic over a period of time;

* 'chatting', a means by which two users logged onto the system at the same time can 'talk' to each other over distances by typing messages which are displayed on both screens;

* games, including interactive games, often with several people participating (chess and fantasy role-playing games have been most popular);

* downloading software - software which is stored on the bulletin board system and which the users can load into their own microcomputers for later use;

* networking - providing links with other computers and electronic bulletin board systems, so that the electronic bulletin board becomes a gateway to other services.

Many electronic bulletin boards are menu driven - that is, the user is presented with a list of options on the screen, from which a choice is made. It is easy to learn to use one of these boards, but, once you know the system well, the menus can become tedious. Other boards are command driven - that is, the users have to learn a set of simple commands which enable them to move around the system. Help screens are usually provided as a learning tool and a memory aid. These systems are faster, but less user friendly, particularly for the novice or occasional user.

In the United States of America, at least twelve of the state departments of public instruction have established, or are establishing, electronic bulletin boards for statewide communication. Depending on the aims of the system, the users may be teachers, school administrators, regional consultants, teacher-librarians, parent groups, or school students - or all of these. In California, for instance, a state-wide

system is being set up as a resource for teachers, administrators, and children. Some schools, school districts, and regional centres have already created their own local systems, and the Californian state-wide system will link these. This is seen as having several advantages:

* teachers and administrators can communicate with each other, share information, ask questions, provide answers, share documents and software;

* this contact is not bound by constraints of time (messages left on the system can be read and answered when convenient) and location;

* children can use the electronic mail facility for creative writing projects, for information-gathering for classroom work, and for group inter-school projects, as well as for fun;

* children and teachers are provided with an example of information technology in action;

* documents and policy statements from the state and regional or district offices can be made available to schools quickly.

In Jefferson County, Alabama, a local electronic bulletin board has been established for the seventy or so schools in the County, primarily as a means of communication with teachers for professional development and inservice education.

In Australia, several electronic bulletin boards have been established by state education authorities. In South Australia, the Angle Park Computing Centre's NEXUS bulletin board system, available to teachers and schools throughout the State, provides a range of sub-boards covering areas of special interest, or catering to the needs of special groups. Among the sub-boards are boards for teacher-librarians, mathematics teachers, people involved in special education, people interested in fantasy. The electronic mail facility on the system allows for individuals to contact each other. In addition, the NEXUS system makes available a file of the Australian Associated Press (AAP) news service, which can be searched by keywords and relevant articles downloaded. NEXUS is free to schools, though telephone charges still have to be paid. In Victoria, electronic bulletin boards operated by sections of the Ministry of Education include SCI-NET for science teachers throughout the state, and SCEC-NET for computer teachers. LIB-LINK, an electronic bulletin board for teacher-librarians in Victoria, operated in 1987, but early in 1988 it was temporarily taken off line because of moves to a new building. In the Queensland Department of Education's Brisbane South Region, an electronic

bulletin board operates as a means of linking all schools in the region. In New South Wales, the Keylink electronic mail system has been trialled for inter-school communication and as a means of creating an Education NSW bulletin board. These electronic bulletin board systems are important source of information for schools able to use them, and so they cannot be ignored by teacher-librarians.

Libraries have also been active in creating electronic bulletin boards, usually as a means of providing an information service outside regular library hours, or for those who can't come to the library. They are also seen as a means of promoting the library and its services; as a way of making community information available easily; as a way of involving users in new technology; and as a way of requesting inter-library loans. The Chicago Public Library was a pioneer in this field, with an electronic bulletin board being established there as early as 1981, by Patrick Dewey. Other libraries to follow this lead included the Maywood Public Library in Illinois and the Liverpool Public Library in New York. Because many of these boards are part of a national (and international) network through FIDONET, users of one system often can communicate with users of another, and inter-library loan requests can be sent over some considerable distances. In Australia, the Redcliffe Public Library in Brisbane has established its own free electronic bulletin board for patron use, and there have been other examples.

Individual schools have created their own electronic bulletin boards, for various reasons: as an activity for the computer club; as a way of enabling parents and community members to keep in touch with school activities; as an information service for the school community; as a means of teaching students about communications technology. Australian schools which have established boards include Sydney Church of England Grammar School (Shore), Mackay State High School in Queensland, and Templestowe Technical School and Caulfield High School in Melbourne.

There is a great deal of information available for those who wish to set up an electronic bulletin board system. Basic requirements are a microcomputer with hard disc drive, a modem, a dedicated telephone line, and bulletin board software. Some suitable software is available in the public domain, that is, copyright free, at very minimal cost; there are also commercially-available software packages which are suitable. It is possible to set up as a sysop with a basic electronic bulletin board fairly cheaply; on the other hand, it is also possible to get very fancy and spend a great deal of money indeed. How much needs to be spent will depend on the amount of usage envisaged, the number of users likely to

access the system, and the features that will be offered. Several items cited in the annotated bibliography give excellent advice to those thinking of setting up a local or regional system.

On the other hand, most people are happy to go on as users of electronic bulletin board systems that have been established by others. Directories are available in England and the United States which list thousands of boards, while there are known to be thousands more that are not listed. In Australia, there is no current directory published. However, lists of boards appear monthly in computer journals like **Australian personal computer** and **Your computer**. In addition, electronic bulletin boards themselves are good sources of information about other boards. Boards are available on almost any topic - from farming to war games to books to computing.

It is evident in the professional education literature that interest in electronic bulletin boards is growing, and that they have a wide range of applications in education. This is reflected in the fact that two papers and five poster sessions were devoted to electronic bulletin boards at the 1987 Australian Computer Education Conference in Adelaide. Electronic bulletin boards have implications for information access in the school, for information dissemination, and for teaching and learning. They can be a very useful resource. It is important, then, that teacher-librarians are aware of them.

This article is the introduction to an annotated bibliography of 32 articles and monographs which explore all aspects of setting up and using electronic bulletin boards. Copies of the bibliography are available on request from the Inservice Education Library 35 Mitchell Street North Sydney NSW 2060.

☆ *Becoming a teacher-librarian the Riverina-Murray Institute way*

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Background
In 1983 the then Riverina College of Advanced Education commenced offering the Graduate Diploma in School Librarianship course. During 1985-6 a detailed review of that course was undertaken and a decision subsequently made to change the emphasis of the course in three major areas. Firstly, it was recognised that during the life of the course, major developments had occurred in the design and availability of information technology and it was necessary to adjust the course to take cognisance of this fact. At the same time it was agreed that all teachers should have a basic competence with audiovisual materials.

The second major change was to design a course which has a core focus and that focus is the curricular role of the teacher-librarian. It is assumed that the major role of the teacher-librarian in the school must be to influence students' learning outcomes. This is most effectively done by means of cooperative program planning and teaching.

The third major change was to design a course which has a good balance of theory and practice. To enhance the practical nature of the course a two week placement in a special library or the children's section of a public library has been included as has a teaching practicum of up to two weeks duration. (Teachers who have experience in cooperative program planning and teaching will be able to gain credit.) The details of the revised course which was first offered during 1988 are as follows:

Admission requirements
Applicants must have:

i completed teacher education of at least three years duration at degree or diploma level
ii two years recent teaching experience in a classroom or school library
iii access to a microcomputer.

In addition it will be assumed that candidates have a familiarity with basic audiovisual materials and are conversant with recent curriculum developments.

Length of the course
Two or three years of part-time study by the external mode.

Status
The course is recognised by the Library Association of Australia as well as state Departments of Education.

The course
The Graduate Diploma in Teacher Librarianship (GDTL) is intended to provide teachers, who have had a minimum of two years teaching experience, with specialist education in the area of teacher-librarianship. The intention is to produce graduates who have extended their knowledge of and skills in educational theory and practice and developed new knowledge and skills in the organisation and use of educational/learning resources.

Graduates from the Graduate Diploma in Teacher Librarianship will have an holistic view of the school curriculum and the place of information skills in that curriculum. The graduate will be expected to have a theoretical and practical grasp of the concept of cooperative program planning and be committed to a collaborative approach to teaching/learning.

At the conclusion of the course students will have:

1 developed a clear understanding of the concept of an integrated school library program;
2 developed an understanding of the role of the teacher-librarian in cooperative curriculum planning, implementation and evaluation;
3 developed competencies in the selection, acquisition and organisation of learning resources;
4 broadened their knowledge of children's and young adult literature and the ways that such literature can support school curricula;
5 developed competencies in the design, adaptation, production and application of educational resources to teaching and learning;
6 developed skills applicable to the management of a school library program and to learning resources within a school;
7 developed an understanding of the inter-relationship between the provision of learning resouces in a school and the broad spectrum of information agencies;
8 developed knowledge of, and skills in, information retrieval and an understanding of the role of resource sharing;
9 developed basic competency in handling information technology as well as an awareness of the potential role of information technology within the school particularly with regard to school library services; and
10 had practical experience in the library environment and been exposed to a range of types of library.

Structure (over two years)

Semester One
Teacher Librarianship *(includes 2 day residential school)*
Information Dissemination *(includes 2 day residential school)*

Semester Two
Collection Development *(includes 2 week placement)*
Literature for Children
Professional Activities *(includes 4 day study visit)*

Semester Three
Organisation of Resources
Technology/Teacher Librarians
(includes 5 day residential school)
Professional Activities
(continue)

Semester Four
Teacher Librarianship Topics *(including teaching practicum)*
Management/Teacher Librarians

Practical work

The GDTL includes a strong practical emphasis. Residential schools are attached to the three subjects: Teacher Librarianship, Information Dissemination and Technology/Teacher Librarians. Students will undertake a two week library placement as part of Collection Development, and a teaching practicum of up to ten days duration as part of Teacher Librarianship Topics. Professional Activities includes a four day group study visit of libraries and information agencies. A variety of locations throughout Australia are used each year for the study visit. The majority of practica are organised in the NSW school vacations.

Studying externally

Studying externally is not easy, but while there are some disadvantages in being an external student, there are also corresponding advantages. Those who succeed in off-campus study tend to be people who are able to organise themselves and their time in a planned program of study. For most external students, some sacrifices will be necessary in time, and perhaps, finances. Many will need to reorganise family, recreation, and work commitments so that they are able to spend a substantial number of hours each week in regular study. However, external students have an advantage over internal students in that they do not have to work within the constraints of a set lecture timetable, but can organise their own work in a way which best suits themselves.

Each of the courses in the GDTL program consists of at least one mail package, with an introduction to the subject, printed notes with study guide and self-checking activities, readings, an assessment program, and, in some cases, audiovisual materials. Students are required to submit assignments regularly to the lecturer, who will mark and comment on them before returning them by post. Lecturers can be contacted by letter or telephone for discussion about various aspects of subjects in the course, and students will meet them at residential schools and during study visits. The Institute Library supplies external students by post with books, photocopies and other resources.

Students undertake four days of residential school work during January or February at Wagga during their first semester of enrolment. Feedback from students during 1988 indicated that the early timing of this residential school is particularly valuable.

Expectations

Graduation from the GDTL course offered in the external mode through RMIHE carries with it a number of advantages beyond the self-satisfaction of being well versed in the latest developments in this expanding, vital area.

In an era where it has become increasingly important that individuals consider learning to be a lifelong process, the teacher-librarian in partnership with principal and classroom teachers must endeavour to provide students with skills in handling information in an ever changing world. This emphasis on information skills and resource-based learning approaches is consistent with the ideals of individualised instruction and modern theories of child development which stress the importance of children being able to think critically in a world which is becoming more and more complex.

The 'new' teacher-librarian is at the forefront of educational technology. Advances in information technology such as on-line databases, CD-ROM and interactive video place the teacher-librarian in a challenging educational context.

GDTL students are eligible for professional membership of the Library Association of Australia - the major voice of librarians and information professionals in this country.

Further details can be obtained by writing to: The Course Coordinator Graduate Diploma in Teacher Librarianship School of Information Studies RMIHE PO Box 588 WAGGA WAGGA NSW 2650

Application forms can be obtained by contacting the Institute Registrar and must be submitted by the end of October 1988.

teaching learning ⚭

⚭ *Information skills in action*

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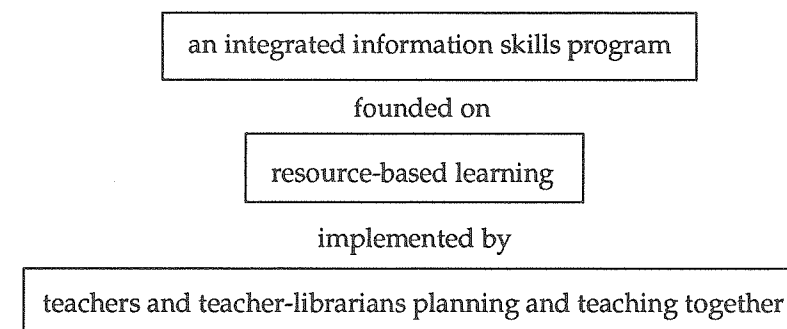
A word association game for teachers and students. Write down in one minute what the word 'project' makes you think of:

Students' responses: cardboard; project book; textas; highlighters; pictures; photocopies; colouring in; has to look nice; nothing in the library; stupid topic; writing; mark out of 20...
Teachers' responses: words on one side of a page, drawings on the other, no relation between the two; beautiful headings; creative use of shading; photocopied picture, where nothing is distinguishable; great slabs of writing copied from encyclopaedias; no answer to the question; nothing to do with the topic...

From these responses it is obvious that there is a mismatch of expectations and a shared dissatisfaction with the process and outcome of the exercise. Students and teachers alike focus on the end result of the information exercise and the importance of the information itself and how it has been located is lost. Theoretically students have, during successive school years, been taught and practised research skills yet still they persist in presenting verbatim information from one source. How can we foster in students the use of a wide range of resources, critical evaluation of information located, followed by its thoughtful synthesis and creative presentation.

The NSW Department of Education's **Statement of corporate purpose and goals** lists as one of the goals of public education: 'to offer a range of learning opportunities so that students acquire the skills and competencies necessary to participate in and contribute to society' (p 11). These skills include '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' (p 11). The **Libraries in NSW Government schools : policy statement** reinforces this goal by emphasising the importance of students developing and using information skills competently and confidently (p 2). Further, this should happen in the context of an information skills program which is planned and implemented within the context of the classroom learning program (p 3). The aim of the Library Policy is to assist students to become independent learners through:

an integrated information skills program

founded on

resource-based learning

implemented by

teachers and teacher-librarians planning and teaching together

Resource-based learning - what is it?

Learning takes place when the student is actively involved in using the broadest range of resources most suited to the student and to the set task. Resources therefore encompass: pamphlets, books, posters, maps, diagrams, letters, signs, videos, audiotapes, records, computer software, models, museums, art galleries, people, community organisations, business centres, shopping centres ... Each of these is a resource which can be used by students to answer an information task.

Information skills program - what is it?

Information skills is not a new name for research skills or library skills. The information skills program incorporates many of those skills but it is much broader. When we taught research skills, such as using the index in a book or using a dictionary, in a sense we were still focusing on content rather than skills ie the 'what' rather than the 'how' or more importantly 'why'. Information skills incorporates the why, how, and

what into a meaningful framework. The aim should be to develop in students an information literacy which sits alongside the other basics: reading, writing and numeracy.

Teachers and teacher-librarians planning and teaching together - why?

Resource-based learning and information skills are dependent upon the purpose of the educational program. Like any other skills we teach, be they manual or cognitive, information skills are best taught within the context of the classroom program, related to the real needs of students. Resource-based learning and information skills are clearly related to good learning and classroom management principles. They are reliant on creating a learning environment in which the student develops as an independent learner. They rely upon sound educational principles of integrating skills development and the cooperative partnership of the key people involved, the teacher-librarian, the classroom teacher and the student.

In some curriculum areas we have focused on particular skills, seen them as the province of that area and not integrated them, where appropriate, into other curriculum areas. For example, in science and natural science developing skills in hypothesising are an essential part of the curriculum. Similarly in geography, mapping skills have been important to the curriculum. In the same way as reading and writing are no longer seen to be the province of English lessons but are integrated into every curriculum area, so too information skills should be integrated. No particular information skill is the province of any curriculum area. In fact if we think of information skills as a process rather than a set of individual skills then it is easier to see how it might be integrated across the curriculum.

Information skills process

Any such process should provide an approach for teaching and learning information skills. The model I will consider now sees the essential ingredients of a successful information enquiry as being: **defining; locating; selecting; answering; presenting; evaluating**. The aim is not to make the process harder, but to break down a complex process into simple parts thus creating more opportunities for success at any of the stages involved. The process is divided into six phases. It is not a sequential process that requires the student to move from one to the next until the task is completed. In fact at many stages throughout the information task the student may find that they are required to use several of the phases and to move backwards and forwards between them.

If students are more successful in locating and selecting then this enhances their chances of success at presenting the part of the process upon which assessment is most commonly based. The process also acknowledges the importance of all the phases which encourages assessment of all the phases not just the presentation.

The process can be applied in any situation to solve any task. It applies to cooking a carrot cake, selecting Australia's most famous Prime Minister or finding out how a silicon chip works. The process can perhaps best be understood by looking at how it would be applied to each of these three information tasks.

Defining the purpose - What do I really want to find out? What do I understand of this task? What is required of me?

Cooking a carrot cake	Australia's most famous PM	How a silicon chip works
Why do I want to cook a carrot cake? - special occasion, or part of a lesson, or rainy afternoon activity. What do I really want to know?- never made a cake before, or very experienced cook, or sick of the same old recipe and want to try something different.	Why do I want to know? - to answer a clue in a crossword, or to prepare for an exam, or to write a biography. What do I really need to know? - definition of famous, (famous in Australia or famous overseas?) what is a Prime Minister, or list of all Australian Prime Ministers or results of a survey.	Why do I want to know? - to complete my science homework, or to do an assignment on computers, or to understand how my computer works. What do I really want to know? - what is a silicon chip, or what are they used for, or how does it work, or how does it make other things work?

In order for students to satisfactorily complete any information task they must first understand why they are doing it. An information task which is the result of an individual's need will have different requirements to a class assignment which is worth 50% of the course assessment. Similarly an information task which involves a subjective evaluation, such as selecting the most famous Prime Minister, has different requirements from an objective task such as how a silicon chip works.

The skills involved will vary depending upon the task but the process remains the same: the students must clarify the meaning of the task and identify why they are undertaking the task and what they really want to know. The answers to the first stage of the process greatly influence where and how students seek information to assist them in the information task. It is at this stage of the process that students are defining their information needs. As they work on the information task there may be a need for students to come back to this stage in order to redefine their needs in light of the information which they find.

Having defined the task, students can then begin to locate information which will help them in the task.

Locating sources of data - What do I already know? What do I still need to find out? Where can I find it out?

Cooking a carrot cake	Australia's most famous PM	How a silicon chip works
Do I know how to do it? Do I need a recipe? Do I have one already or do I need to find one? Where will I find a recipe - home, school, local library, neighbour, shop?	Do I know who it is? Do I know the names of any PMs? Where will I find out more - home, school, local library, museum, historical society, person?	Do I know anything about it? Where will I find out more - home, school, local library, computer shop, club, person?

Students need to be realistic about how much information they need. Successful definition of the task will help them to accomplish this stage. If necessary they can go back and redefine the task. They also need to identify the type of resource that best suits the task. The opinion of a neighbour for a good carrot cake recipe may be more appropriate than the opinion of a neighbour on Australia's most famous PM. Similarly newspapers, encyclopaedias, atlases, software advertisements, textbooks, television programs are appropriate for some information tasks and not for others. Students need to learn to match the information resource with the information task. Having selected the most appropriate resources to use and having located the resources, students then need to select the information from the resources that they want to use - that is again, the most appropriate information.

Selecting useful information - Which information do I really want to use? What can I leave out? What information do I still need?

Cooking a carrot cake	Australia's most famous PM	How a silicon chip works
Which of the recipes I have found is the best one to use? Which recipe matches best with why I am cooking a cake? Do I still need to find a suitable recipe?	How do I find the information within the resources? Which PMs can I disregard? Which information matches with my definition of most famous? Which information seems biased, irrelevant? Do I still need to find more information?	How do I find the information within the resources? Which information is too hard to understand? Which information tells me not <u>what</u> it is but <u>how</u> it works? Do I still need to find more information?

The students' success at this part of the process is dependent upon how well they have defined the purpose of the information and how well suited the resources are to that purpose. If students have been specific in the definition of purpose and for example have listed 10 key questions that they want to answer, then they will be able to more easily identify which information is useful or suitable to the task. They may also be able more readily to adapt information to suit the task. Often because students haven't thoroughly analysed the task they can fail to recognise that the information they have is suitable.

Developing an answer - How do I use the information I have found?

Cooking a carrot cake	Australia's most famous PM	How a silicon chip works
How do I organise the ingredients? What plans do I need to make before starting to cook?	How will I organise all the information I have? How will I include what other people think and what I think? In what order will I present the information?	How will I organise the information I have? In what order will I present the information?

Having selected the useful information, students will need to organise it into a meaningful response. If information has been drawn from a number of resources then students will need to synthesise that information, recognising the relationships between the pieces of information. How the information is going to be presented will influence how the answer is synthesised.

Presenting the answer - What is the best way to present my answer? What will I do with the information I have selected?

Cooking a carrot cake	Australia's most famous PM	How a silicon chip works
Round, square, heart-shaped tin? Icing? Cake stand? Candles?	Speech? Written essay? Tape/slide presentation?	Model? Diagrams? Point form summary? Tape/slide?

How the information is presented is obviously dependent upon the original purpose. Planning for the presentation can affect other parts of the process for example selecting suitable diagrams or locating sources of slides. It is usually this aspect of the process which is assessed so the aim should be to match the presentation to the purpose.

Evaluating the task - What did I learn? Where do I go from here?

Cooking a carrot cake	Australia's most famous PM	How a silicon chip works
I'll never use that recipe again. I'm not good at following instructions. I am good at planning ahead.	I learnt what I admire about people. I'm not good at summarising. I am good at giving speeches.	I still don't know how it works. I understand how to use diagrams to present information.

Students should evaluate not only the presentation of the information task but the learning outcomes of the whole process. Similarly teachers should identify the strengths and weaknesses of students and plan programs accordingly. Evaluation also gives students and teachers the opportunity to share what they have learnt from the information task. Assessment of the information task should not be based upon only one stage. The whole process gives students the opportunity to be successful at different skills and the assessment procedures should acknowledge that success.

Inherent within each part of the process are numerous sets of information skills associated with: formulating questions; following instructions; locating information; sequencing information; sorting and classifying information; identifying and using key words and main ideas; giving detail; skimming; summarising; identifying bias, fact, opinion; drawing conclusions; predicting outcomes ... and many more! The level or degree of sophistication in using any individual skill will depend upon the level of need and the appropriateness of the skill for the task as well as the level of ability of the student. Many of the skills we take for granted, often using them instinctively. When analysed the skills can become a complex matrix. The danger of any step process is that students become so tied to the process that it is inflexible. The questioning approach becomes an end in itself and not the solution. Students can become involved in questioning which

is unnecessary. It is easy to become so involved in teaching the process and the matrix of skills that we overlook the focus - students' learning.

Teacher and teacher-librarian together

So how can we ensure that students' learning is the focus?
To return to the Library Policy. It emphasises the need to integrate information skills into the total school curriculum. One strategy for achieving this is through the cooperative partnership of teacher and teacher-librarian in planning and teaching. In developing this partnership between teacher and teacher-librarian, the principal's role is one of providing leadership and support. The principal can be actively involved in the planning of a school library program, an information skills program, in convening and contributing to staff development meetings, in promoting the program to the staff and community.

The role of the teacher-librarian is to promote the effective use of resources and the integration of information skills. The teacher-librarian can take a leadership role in the collaboration with the classroom teacher although they need not be the initiator. The teacher-librarian can bring to the partnership a knowledge of the school's resources, of resources outside the school, access to those resources, appropriate use of the resources, and some understanding of information skills. The classroom teacher brings to the partnership a knowledge of the students - their abilities, needs, interests - and a specialist knowledge of the subject area in terms of its objectives, content and skills.

The success of the partnership depends upon the commitment of the teacher-librarian to the role, an understanding by the classroom teacher and the principal, and a school-based program which facilitates and promotes the program.

The benefits to be gained are:

1 skills are taught in context - which not only gives direction to the teachers and students but more importantly gives meaning to the skills

2 students are actively involved in the learning process

3 the combined skills of the teacher and teacher-librarian enrich the learning process

4 it is an effective use of time and resources

5 the unit of work incorporates a school-based program designed to meet the needs of that school.

Learning tasks should be designed to introduce, develop and reinforce both content and process. It is appropriate at times to repeat processes for their own sake in order to reinforce, but this should only happen when lack of understanding of the process inhibits understanding of the content. Drilling in a process outside a meaningful context may result in understanding of the process but not necessarily in how and when to apply the process to any particular context. In the same way that we teach students a variety of manual skills to suit different needs, (eg. throwing a ball overarm, underarm, bowling it) we also have to teach different information skills to suit different needs. The need has to be understood in order to make an appropriate choice of skill.

Being able to complete each step of a process may not result in satisfactory completion of the whole task. In baking a cake, knowing how to read the recipe, measure the ingredients, mix the ingredients, grease the cake tin, turn on the oven, time the cooking, test for readiness may still result in the cake having fallen or burnt because there are so many subsets of skills involved in some of the steps which can affect the end result. It would be easy to focus on the skills and ignore the reason for acquiring the skills.

The information skills process focuses not on an end product but on how students carry out the task from beginning to end.

∞ *Time management: some tips*

Robyn Laverack and Marjorie Lobban are Senior Education Officers at Library Services.

Not enough time to get through even half of what you have to do? Term 2 flown past and still some priorities from term 1 that haven't been dealt with?

The following summary is a self-analysis by two of Library Services' staff who suffer from the disorder of personal inefficiency. Perhaps it will help you to manage your time more efficiently.

Problem: Personal inefficiency

Characterised by: procrastination; failure to finish tasks; inability to focus on a task; inability to say NO to tasks; not setting realistic time-frames; not distinguishing between tasks which are important and tasks which are urgent; lack of self-discipline; not coming to terms with disliked tasks; avoidance tactics.

Countered by: defining tasks; culling of tasks; setting priorities; setting realistic time-frames for tasks; checklist i.e. days, hours, activities etc; recognition of achievement.

Defining tasks
. set parameters for each task - important vs urgent?
                                                        - major task for year?
. specify exact work to be done
. estimate length of time to complete - include dates for progress reports and deadline
. decide resources needed - human, material
. be prepared to redefine task - be flexible, possibly bringing forward the deadline.

Culling tasks
. re-allocate tasks (maybe a swap) - or is it really your role?
. deciding not to do a task at all - is the task really necessary or worthwhile?
. put task on hold (this option not available to procrastinators) - the task may be worthwhile but not necessary at this time.

Setting priorities
. recognising when it's realistic to set your own priorities - which things are in your control?
. negotiating for a change in system priorities - those things which may appear to be outside your control but perhaps you can influence
. distinguishing between urgent/important - don't be confused by other people's urgencies
. decide how you work best - nasties over first? balance of enjoyable/unenjoyable?
. set priorities - tasks in order of importance in one column - the same tasks in order of urgency in another
. record priorities personally, publicly - in your own diary, in a newsletter, in a policy statement.

Setting time-frames
. is the time-frame for the task realistic?
. recognise time constraints - meetings, ongoing commitments
. may have to negotiate external time demands - can you change your other commitments permanently or temporarily?
. allow for the unexpected i.e. don't fill all available time
. set deadlines
. advertise your deadlines publicly - not good for stress prone, excellent for procrastinators
. checklist - daily, weekly, monthly; order is a personal matter.

Set specific times
. know your personal energy patterns - are mornings/afternoons better; write tasks in diary; know other people's schedules.

Recognise achievement
. personally, publicly - congratulate yourself on what you have achieved: let other people know.

search <

< *The film and video library: fifty years on*

Barrie Brown is a Senior Education Officer at the Film and Video Library, Burwood.

This year, the Film and Video Library celebrates fifty years of service to schools of the NSW Department of Education. The last ten years have seen progressive developments by the Library to meet new technologies in visual resources, and to utilise new technologies in library management.

In 1978, the Library was the first major film library in Australia to commence stocking videocassettes: at that time titles were acquired in the 3/4" U-matic format in tandem with the regular acquisition of 16mm film prints.

By 1984 the Library was utilising computer databases both internally and online for the generation of catalogue information. The first catalogue from this source became available in 1985.

The VHS video revolution
In that year also, the Library moved into the acquisition of titles on the 1/2" VHS format, an important development. The very considerable price advantage over film allowed the Library to expand rapidly the range of titles purchased within the regular budget. Increased numbers of copies of popular titles could also be acquired to better meet demands from schools.

The VHS format has also enabled the Library to broaden its horizons. Until recently the Library, of necessity, concentrated on titles recommended by curriculum panels to support core teaching activities. Today, the Library has the capacity to respond to broadened curriculum guidelines and acquire a very wide range of visual resources. In addition to giving direct support to core teaching, it now acquires a considerable amount of material not otherwise available to schools, particularly those in the country.

This includes longer documentaries, feature films to support media education or literature studies, full length plays, opera, other musical performances, and complete series such as the **Story of English**. The Library is not only a library of resources on film and video, but also about film and video. The collection of titles for media studies and film history is expanding.

Resources for more specialised needs are also acquired, and this year the Library became the first in Australia to produce a catalogue of videos which are subtitled for the hearing impaired, an innovation which was only released to the industry in March.

Computerised library management on *Medianet*
Last year, the Library made a major commitment to the future in undertaking computerisation of all operations and library management on the Canadian *Medianet* system, the most sophisticated booking and management system in the world for film and video libraries.

Medianet is a fully automated system which operates from a large and comprehensive database containing all the information about the collection and clientele in a mass of data fields, each of which is accessible for reporting and statistical purposes.

Medianet has transformed the daily functioning of the Library. Previously, handwritten entries on 30 000 cards made the daily demand for services difficult to meet, and statistics difficult to retrieve. Now the work is done by the computer, while Library staff have the opportunity to assist clients to gain the most from an increasingly valuable and accessible collection.

From the first point of an enquiry, *Medianet* has the capacity to provide the answers. Such questions as 'What do you have on ...?', 'How soon can I borrow it?' can be answered efficiently. Staff can take enquiries and urgent orders on the phone, and provide an over-the-counter service to teachers who call in at the Library.

The basic functions of *Medianet* are:

* To hold the full catalogue of the Library's resources, instantly retrievable by calling up a word from the title or by keyword from a full subject catalogue which includes curriculum keywords for the NSW education system.

* To produce subject lists and catalogues to meet a wide variety of client needs.

* To provide all booking functions automatically, such as booking multi-title programs in a single operation, automatically calculating despatch, screening and return dates, and variable transit times and modes from client data files.

* To resolve date conflicts and schedule print copies from those available on the shelf, and extend orders on request where possible.

* To provide advance bookings, currently up to a term ahead, with confirmations sent to schools as soon as the bookings are made; to provide bookings over a range of dates (from 4 weeks before to 8 weeks after, on request) where unavailable on a specified date.

* To manage movement of individual prints using bar codes and wanding procedures.

Benefits to clients include:

* The Library's capacity to provide assistance to borrowers in searching for resources.

* Its capacity to provide an instant booking service.

* A substantial improvement in turnaround time of prints which allows more borrowers to access titles in demand.

* Greater efficiency in the use of library staff which permits better services to borrowers, including unlimited borrowing.

* Availability of titles in the look-up catalogue and the ability to book titles immediately they are entered into the computer.

Impressive management tools
This system incorporates access by Library staff to detailed statistics on any data field. Reports can be prepared which indicate demand levels on titles, including the number of refusals which have been made, to show where additional copies may be required. It allows for periodic review of 'most popular to least popular' titles, time since a title was last used, and turnover on prints. Where appropriate, it can also provide statistics for producers.

Into the future
Last year, the Library moved into the sphere of electronic mail by joining Keylink, where the address is FILMVID.LIB. This service can be used for enquiries and urgent orders.

In the near future, schools will be able to log-on to the Library via dial-up, and this will allow teachers to access the catalogue online, and, where appropriate, to generate their own bookings.

Footnote to history: A 'Library of Films Available for Use in Schools' was first announced in the **Education gazette** of April, 1938, when a list of fourteen titles was published.
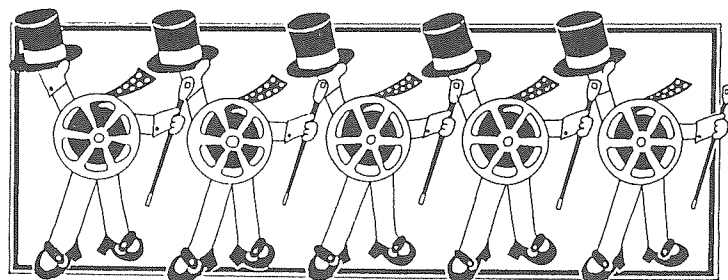
FILM AND VIDEO LIBRARY
2 Railway Pde, Burwood 2134
Phone: (02) 747 2299   Keylink: FILMVID.LIB

The Library is open from 8:30am to 5:00pm Monday to Friday, including school vacations, but not public holidays. Visiting teachers are able to use the *Medianet* catalogue searching facilities.

< *Support for the integration of handicapped students in schools*

Mark Clayton is Senior Education Officer and Leader , Resource Support Unit, Student Support Services

I have been invited to introduce the Resource Support Unit (RSU) and tell a little about its function. The RSU is funded by the Commonwealth Schools Commission Severely Handicapped Childrens Program grant. The unit was established in 1981 to provide a consultancy resource and information service to personnel responsible for the education and care of students with severe disabilities. The RSU is part of the State program called the Severe Intellectual Disability Program which operates with the Student Support Services Directorate of the NSW Department of Education.

A physiotherapist, speech pathologist, librarian and clerical assistant with three senior education officers employed by the State Government form a multidisciplinary team. This team provides its service through consultancy, a reference library and equipment collection, program development and publications, and administrative action. The RSU welcomes visitors and also runs 2-hour programs on 4 visitors days each year. The remaining dates for 1988 are 15 September 3:30 - 5:00 and 23 November 10:30 - 12:30. Appointments for these days can easily be made by phoning (02) 953 6669. The library may be used at any other time either by visiting the unit or by phoning the above number where resources may be requested for loan. The loan period is three weeks for video material, and four weeks for monographs.

The RSU library collection is unique and contains a specially selected collection of reference material, books, kits, videos, slide/tape packages, which fall into 10 broad categories:

1. programming considerations/sensory motor impairments
2. communication
3. self care/daily living/social skills
4. prevocational/vocational
5. leisure/recreation
6. curriculum development
7. integration and attitudes
8. behaviour management
9. law, history, policy and research
10. comprehensive texts on both education and therapy

and a small collection of reactive toys.

Some reference material is also housed in each educational region in NSW and can be accessed by contacting one of those centres listed below:

Mr R. Edwards (SGO)
Department of Education
PO Box 488G
NEWCASTLE 2300

Mr Garry Brown
K-6 Curriculum Consultant
Department of Education
PO Box 559
TAMWORTH 2340

Mrs C. Rincambe
Department of Education
PO Box 1232
WOLLONGONG 2500

Mr B. Schwartzer (RGO)
Department of Education
PO Box 422
LISMORE 2480

Mr R. McLaughlin (SGO)
Department of Education
PO Box 478
WAGGA WAGGA 2650

Mr Chris Gordon
Department of Education
PO Box 143
BATHURST 2795

Mr J. Cleary (Insp)
Department of Education
45-47 Hunter Street
HORNSBY 2077

Ms S. Cremer (Insp)
Department of Education
PO Box 324
LIVERPOOL 2170

Mr W. Howe (SGO)
Department of Education
PO Box 877
BLACKTOWN 2148

Mr Chris McGrath
Consultant
Department of Education
'Telubah' Segenhoe Street
ARNCLIFFE 2205

The RSU is located on the ground floor, 49-55 Murdoch St Cremorne, the previous site of Cremorne Girls High School. If you have any enquiries please do not hesitate to contact us on (02) 953 6669 or (02) 908 3765.

< NCIN/ACIN: Promoting the service

Part of the role of the teacher-librarian is to direct users to the best resources and often to 'sell' ideas and ways of using resources.

Teachers in your school should know about the information service available to them through NCIN/ACIN. The help of teacher-librarians is needed to spread the news to teachers.

To assist teacher-librarians do this a flyer has been designed which can be adapted for use in your school.

Before duplicating the flyer put a big tick ✔ in the box which indicates the service offered in your school.

Then duplicate the sheet and send one copy to each of the teachers in your school, or, one to each Head teacher for them to circulate to their staff. (Don't forget your Principal and Deputy Principal.)

If your school has not subscribed to NCIN/ACIN because of funding priorities perhaps creating interest amongst staff for access to the service would be beneficial.

Trying before buying
If you haven't seen the NCIN/ACIN microfiche and would like to try it before buying it, there are several copies available for short-term loan. Contact Mary Jane Stannus at Library Services (02) 925 8111.

A user's guide
A short guide for new users of the NCIN/ACIN microfiche index is available from Library Services.

More information
Put together a folder of information using articles and promotional material from:

    scan   vol 7 no 3 May 1988 p 44-45
            vol 7 no 2 March 1988 p 16-17
    ComputEd Vol 3 No 2 February 1988 p 28-29
    Curriculum Development in Australian Schools October 1987 pp 15-17

August update
The August up-date of the NCIN/ACIN index is now complete. All subscribers will automatically receive a copy of the up-date.

When you receive your up-date:

1 Read the wrapper which comes with the fiche.

2 Discard your old set of NCIN/ACIN fiche (the September up-date has all the records which were on the March fiche, some of which will have been up-dated, as well as all the new records.

3 Let teachers know that the up-date has arrived and invite them to check out new additions to their curriculum areas.

New subscriptions
New subscriptions can be started at any time. If your school isn't yet receiving NCIN/ACIN, subscribing in time for the September update would be well-timed. You will still get full value for your $23.00. Subscription forms are available from Library Services, 35 Mitchell St North Sydney 2060.
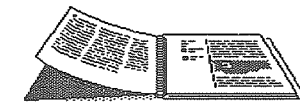
To all Teachers:
A curriculum information service every teacher should know about:

NCIN/ACIN

DISCOVER ...
☆   support documents for schools, teaching strategies and units of work in your curriculum area.
☆   materials produced by teachers and regional consultants in NSW and in other states.
☆   school-based policies and programs
☆   staff development and inservice materials

AN AUSTRALIAN NETWORK
NCIN is the NSW Curriculum Information Network. ACIN is the Australian Curriculum Information Network. Together they are known as NCIN/ACIN - a national network, providing information about nearly 3000 curriculum materials. Contributions to the network are coming in from all around the state and all around Australia.

WHERE IS IT ?
Your school library:

☐   has NCIN/ACIN on microfiche

☐   has dial-up access to NCIN/ACIN

☐   has not got a fiche reader or dial-up access but can request searches on NCIN/ACIN from the Inservice Library

MORE THAN JUST AN INDEX: NCIN/ACIN DELIVERS THE GOODS !
For every item on the index you will find not only title, publisher, date, etc. but also a description of the contents of the item and a statement about the item's availability, statements such as;

    free on request
    for loan
    distributed to all NSW state schools
    for purchase (source and cost given)
    on microfiche (source and cost given)

AND FOR NSW STATE SCHOOLS ...
Most NSW material on the NCIN/ACIN index is available on loan from the NCIN Collection in the Inservice Library.
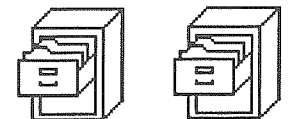
SO FIND OUT MORE
    Have a look, try it out
    Discuss it with your Head Teacher
    Talk to your teacher-librarian
    Contact: Library Services, 35 Mitchell Street North Sydney 2060
            Telephone (02) 925 8111

management △

△ *ASCIS dial-up and library organisation*

Alison Glasscock, Robyn Auton and Kathleen Buchanan, the library staff of Balgowlah Boys High School, co-authored this article.

In our library we use ASCIS online to help us provide fast, quality processing and cataloguing to support the school's teaching and learning programs. We were one of the schools which participated in the on-line ASCIS trial in 1985 and have observed the database through its developmental stages. It has come such a long way since those early days of technological difficulties (mostly but not always due to our lack of equipment or understanding). Now we have forgotten the frustrations of the early days and use it as a matter of course but with great enthusiasm.

Our school
Balgowlah Boys is a small high school (under 700) with a comprehensive curriculum. The teacher-librarian, Alison is assisted by two library support staff, Robyn and Kathleen in the incorporation of ASCIS online into the processing and cataloguing systems.

Our equipment
We use an Apple //e, a modem capable of accessing the database at 1200 baud and a line through the school's switchboard. Many types of computers and modems are suitable. The Computer Education Unit will advise those in Government schools. In an ideal world we would have our own telephone line but have had no technical problems going through the school switch. We worry that we are tying up one of the two lines into the school but nobody outside the library seems concerned. Perhaps this is because our use of the database is so efficient that our time online for ASCIS each week is quite small as can be seen below. Of course we use the modem for other purposes such as NCIN searches, electronic mail and VIATEL but that is another story. We would also say that a printer is a necessity for our system as you will see below.

Rationale
There are many reasons for using the ASCIS database - not the least of which is the access to quality cataloguing and the time it can save the library staff who are then able to tackle the thousand other tasks awaiting their attention! For these reasons alone, 828 schools subscribe to the microfiche. We believe using ASCIS online is even more beneficial.

1 **It enables us to search the database by many more access points than the main entry of the microfiche.** The quickest and easiest of course, is ISBN. However you can also search by author, title, subject, publisher or other access points. The value of this is immediately obvious. The main entry of an item is not always quickly determined by support staff (or indeed by experts). Items can be difficult to locate on the fiche or indeed missed. Our 'hit' rate has gone up since searching online.

2 **Many more services are available to the library and its users because of the flexibility of access described above.** We can look up all the works of one author, or editor, or illustrator. We can search for the details of an item where only a title might be known. We can look at the list of a particular publisher.

Most importantly, we can search the database by subject. This enables us to have immediate access to information about new resources in areas where we are building our collection. In other words, it is a wonderful selection tool.

3 **We have access to the 'value added' information attached to the bibliographic records.** Not only can we find out about a new resource, we can read the expert *scan* review and/or the reviews from other states. We can also read NCIN curriculum abstracts and computer software evaluations.

4 **We can print out information from the database.** We can have our printer running while we are searching online. This allows us to readthe information that was located after we have gone off-line.

5 **We have access to the most recent entries on the database.** We do not have to wait for, or search through, supplementary microfiche updates.

6 **We can find records for items much more quickly online than we can on the fiche.**

7 **We can order our cards online.** This has two advantages. Firstly, our cards arrive usually three, or four days after ordering them. Secondly, we do not have to send an order with a cheque. We get billed monthly on our on-line account. (More about costs later.)

How our systems work
Obviously, we had to adjust our workroom systems to incorporate ASCIS online. The flow of resources through the system depends (as it did before ASCIS) on labelled shelves enabling staff to perform tasks at certain points. When new resources arrive, the teacher-librarian is alerted and they go onto the shelf labelled:

TO BE ACCESSIONED
Clerical staff or volunteers stamp and accession the resources in the normal way.

TO BE SEARCHED ON ASCIS
From this shelf, resources are taken (usually once a week but we are flexible) to the computer for the ASCIS records to be found online. Kathleen searches by ISBN. If the item cannot be found in this file, she checks the title or names files. On average, each item takes much less than a minute. We have an over 80 percent 'hit' rate. ASCIS numbers are not recorded while we are online but the records are printed out as searched. After logging off, the records are cut up, each one going into the appropriate resource. The yellow form is filled in as it would have been for ordering from the microfiche. Kathleen goes back online and places our card order directly with ASCIS in Melbourne. The resources have their call number written onto them and go onto a shelf labelled:

ASCIS RECORD FOUND, AWAITING CARDS
Anything wanted quickly can be processed from here. When the cards come, support staff make minimum changes such as location symbols. We put accession numbers on all cards and designate the shelf list card. Catalogue cards go to be filed and shelf list cards go to Alison who uses them to tick new headings in the ASCIS subject headings list and adjust, where appropriate, the catalogue reference structure.

NO ASCIS RECORDS, TO BE CATALOGUED
Those resources not on ASCIS are catalogued by Alison. Robyn enters the cataloguing records onto the 'Librarian's Apprentice' for local card printing.

AWAITING END PROCESSING
Resources on this shelf are covered and made ready for the shelves by Robyn.

TO BE CHECKED
Alison usually takes them from here for a final look at the resources (and a first chance to borrow them!) before they go onto a new resources display. This is the first time she has handled the resources since they arrived in the library.

Issues and concerns
The issue of cost must be a concern in these days of the shrinking buying power of library budgets. Our busiest month for on-line searching would produce a charge of about forty dollars. We think the fast, quality service is well worth it.

Most school libraries today operate on considered priorities and compromise. We find it very difficult to meet all the needs of the students and staff. Precious ancillary staff has been cut. There is easily enough work for two teacher-librarians. We feel that using ASCIS online is an efficient and effective resource management decision. We still find it very difficult to meet the demands of the learning programs but we can devote that small amount more to the human part of the library's business.

ASCIS dial-up through Brisbane

Dial-up users of ASCIS who have been using the Brisbane numbers are reminded of the recent changes of telephone numbers. They now are:
300 bps : (07) 236 1250
1200 bps : (07) 236 1246

ASCIS dial-up: demonstrations and practice sessions

Why? Meet ASCIS online - develop your skills - exchange ideas

When? At 4.00 - 6.00 on Wednesdays Sept 7, Nov 2, Dec 7

Where? Library Services 35 Mitchell Street North Sydney

How? RSVP Murray McLachlan 925 8136

Available to Department of Education personnel only.

△ *Leading question*

Q   *I am in the process of cataloguing a large number of resources about Aboriginal people and culture. ASCIS seems to give a variety of Dewey numbers for these materials. Is this correct or should I keep them all together?*

A   It is not possible to keep Aboriginal Studies material together by assigning a single Dewey number. This idea is contrary to Dewey principles. The basis of Dewey classification is the 'discipline' or area of study, not the geographic area or cultural group. The latter are allowable as subdivisions. Resources about different aspects of Aboriginal life and culture should be classified according to the aspect treated. This is particularly so of contemporary achievements and issues.

A major concern has always been in deciding if a work should be classified in the 300s or 900s. Simply, the 300s are reserved for items dealing with specific sociological issues such as health, education, land rights, and discrimination, for example:

Aboriginal land rights : a handbook	333.20994
Race relations in colonial Australia	305.8
Exploring Aboriginal kinship	306.8

The 994s are where most items seem to fit. Here are the general works about Australians, including Aboriginal people, which may include one or more of the sociological issues, as well as such things as Aboriginal culture and society, contact history and, generally, biographies as well, for example:

Australia's first people	994
Aboriginal Australians : black response to white dominance	994
My place / Sally Morgan	994.104092

Another problem area has been the difference between 298 and 398. The difference is that resources at 298 are concerned with Aboriginal religion, including creation stories such as the Dreaming stories, for example:

Gulpilil's stories of the Dreamtime	298
Kwork, Kwork, the green frog..........from the Spirit Time	298

At 398 (folklore) are other Aboriginal stories, many from oral traditions, that do not deal specifically with creation, but with other traditional beliefs and customs, for example:

Stories of Obed Raggett	398.20994
Old man fire and other stories	398.20994

The distinction is often difficult to make. Even ASCIS has some inconsistencies (that will be corrected)!

Therefore, as would be expected, works on:

Aboriginal art appear in the 700s:

Aboriginal art and craft	709.01
Quandamooka : the art of Kath Walker	741.994
Aboriginal Australian art	759.994

Aboriginal literature in the 820s:

The first born and other poems	A821.3
The cakeman	A822.3

Aboriginal use of plants in the 500s:

Wild medicine in Australia	581.60994
Useful wild plants in Australia	581.60994

and Aboriginal food at 641:

Bourke bush foods	641.3

and so on.....

resources ■■

■■ *Health Studies: a review of current resources for Fitness K-12 and Physical Education 11-12*

In surveying current resources for Health Studies K-12 we limited our search to resources which support the fitness components of health and physical education courses K-12, and to resources appropriate to senior secondary physical education courses of the sort many schools now offer in their OAS program.

We chose to focus on these areas because they are seen by teachers as areas of need, and because they are areas not well covered by **The HELP directory.** This is a recent publication of the Health Education Lifestyle Project, a joint initiative of the Australian Council of Health, Physical Education and Recreation (ACHPER) and the Commonwealth Department of Community Services and Health. All schools in Australia will receive free copies of **The HELP directory,** which is to be regularly updated. The directory surveys resources for students from preschool to year 12 in four major content areas: community and environmental health, mental and emotional health, physical health and societal health issues. Resources listed in the directory are detailed according to content, type, size, price and availability, and a statement of review and/or recommended use is given for each. Additional copies can be purchased on subscription for $20.00 from ACHPER 128 Glen Osmond Rd Parkside SA 5063. In NSW, ACHPER is at The Belfry, Croydon Public School Young St Croydon 2132 (02) 744 8221.

The resources included in this survey were selected from current publishers' catalogues and from items which had recently arrived at Library Services for review. Four health specialists took part in evaluating the resources: Carol Broughton and Janet Davy (Health Studies consultants from Studies Directorate), Pam Pritchard (Elanora Heights Public School) and Ann McClintock (Bass High School). Niki Kallenberger from Library Services coordinated their activities and compiled these reviews.

The evaluation and review process highlighted several questions teacher-librarians and teachers need to keep in mind when selecting items to support the fitness components of Health Studies courses in their schools:

Is comprehensive and specific safety information included?

Do exercise techniques reflect current knowledge about risk of injury, especially to the back?

Are exercises graded according to an appropriate age or stage of development?

Are myths such as 'exercise makes you beautiful' discouraged?

Has material originating outside Australia been thoroughly adapted for local use and needs?

Knowledge of safety and safe exercise techniques needs regular updating. When in doubt, ask a physical education specialist.

Resources are arranged under the headings of Fitness K-12 and Physical Education 11-12 and within each group are arranged alphabetically by title.

Fitness K-12

PYKE, Janet E. **Australian health and fitness survey 1985 : the fitness, health and physical fitness of Australian school students aged 7-15 years.** Achper, 1987
ISBN 0-909120-83-8   [613.7]

Consider before buying
This is the final report of the 1985 Australian Fitness Survey and includes information about the design and implementation as well as complete results. Teachers setting up fitness assessment programs in their schools will find test results useful for comparative purposes. However, the replication of laboratory testing is not easily achievable in most schools. The companion volume, **Australian schools fitness test,** is more applicable to the needs of most schools.
AUD: Professional
AVAIL: Paper $25.00   ASCIS 420540

PYKE, Janet E. **The Australian schools fitness test for students aged 7-15.** Achper, 1986
ISBN 0-909120-70-6 [613.7]

This is benchmark data on the fitness levels of Australian children. The volume not only reports the data but also outlines the testing procedures used, thus enabling schools to do comparative studies. The importance of warming up before test administration is not clearly stated. Fitness norms are only given for 7-15 year olds, thus making it impossible to test older students, nor are any suggestions provided for using or reporting test results. These 3 drawbacks aside, this a valuable resource for teachers.
AUD: Professional
AVAIL: Paper $12.00　　ASCIS 389793

The Bicentenary bush dance! [kit] Australian social dancing, 1788 to 1988 / compiled by Alan Craig. Bluegum Music, 1987
ISBN 0-9593390-4-3 [781]

The history of social dance in Australia since the time of European settlement forms the basis of this ring-bound volume and companion cassette. Instructions for 12 typical dances are clearly set out and supplemented by thorough background notes and music for popular tunes of the time. Dances vary widely in difficulty, and the kit may be used with students from middle primary through to middle secondary. The notes, however, give no indication of level of difficulty. Music on the cassette does not always have an appealing, toe-tapping beat and voice-over instructions are unenthusiastic.
AUD: Professional
AVAIL: Bluegum Music 11 Margary Street Mt Gravatt QLD 4122 $28.6　　ASCIS 411323

EINON, Dorothy **Creative play : play with a purpose from birth to ten years.** Penguin, 1986
ISBN 0-14-007489-9 [649]

The theoretical aspects of creative play are first explored in this comprehensive guide and then the various needs of children in specific age groups (birth-2, 2-6, 6-10) are examined in detail. An extensive range of suggested activities will be welcomed by parents and teachers alike. Play is explored in the fullest sense; physical skills and games are important components. Toys and equipment are also considered. Although the central focus is on the home, much is applicable to the school situation. 0
AUD: Parents Professional
AVAIL: Paper $16.95　　ASCIS 231086

CORBIN, Charles B. **Fitness for life.** Scott, Foresman, 1983
ISBN 0-673-13212-9 [613.7]

Fitness, its components and attitudes towards it, and exercise, its relationship to weight control and planning an appropriate program, are the concerns of this textbook. Fitness and exercise are thoroughly and sensibly examined and knowledge checks at the end of each chapter are helpful. The book suggests many short, easy-to-do, practical activities that are both relevant and appealing. The book's US origins means that measurements are not metric and prices for equipment inappropriate, as well as outdated.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $19.50　　ASCIS 202597
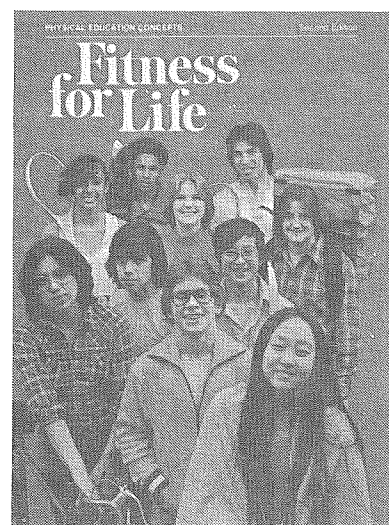
Accompanying teacher's edition:
CORBIN, Charles B **Fitness for life** [teacher's edition]
ISBN 0-673-13213-7 [613.707]
　　ASCIS 142398

BRICKNELL, Brett **Fitness for teenagers.** Horwitz Grahame, 1985
ISBN 0-7253-0757-9 [613.7]

Consider before buying
This slim book succinctly presents basic fitness information: what fitness is, its components, the design of fitness programs, types of exercises, and related issues such as nutrition, coping with stress, skin cancer, and personal hygiene. Diagrams are clear; accompanying text is readable. There is, however, little attention to safety; several exercises, such as deep knee squats, are inappropriate; some terminology, such as 'sun cancer' instead of 'skin cancer' is incorrect. The omission of safety information, in particular,

limits the volume's usefulness.
AUD: Professional
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper $10.95　　ASCIS 221939

ROBERTS, Catherine **Go for it! physical education activities for the classroom teacher.** Oxford University Press, 1987
ISBN 0-19-554654-7 [613.7]

Easy-to-follow, short, sequential lessons in gymnastics, ball handling, movement and games for K-6 students are detailed in this well set out volume. Required equipment is readily available; teaching points and demonstrations are clearly noted and ideas for related classroom activities given. The volume is a practical size and has a ring binding. It is a useful resource for simple games. Some activities may be repetitious. Safety is considered, but more detail, particularly for handling equipment such as the discus, is needed.
AUD: Professional
AVAIL: Paper $15.95　　ASCIS 385137

Heart health manual : a resource kit for primary teachers. National Heart Foundation of Australia, 1986
ISBN 0-909475-46-6 [612]

Highly recommended
Presented in a sturdy ring binder, this is an essential resource for K-6 health educators. The heart, nutrition, smoking and physical activity are the main topic areas. Each has background notes for the teacher, specific objectives, learning activities and attractive, reproducible student worksheets sequenced into 3 colour-coded levels: ages 5-6, 7-9 and 10-12. Resource lists, a glossary and notes on evaluation complete this comprehensive resource.
AUD: Professional
AVAIL: National Heart Foundation 343-349 Riley St Surry Hills NSW 2010 $20.00　　ASCIS 243501

High school heart health. National Heart Foundation of Australia, [1980? - 1988?]
[612]

Highly recommended
Like its primary counterpart, this secondary resource is essential for health educators. Ring-bound volumes provide activities and reproducible student worksheets in 4 content areas: the heart, heart-lung resuscitation, nutrition and physical activity. The kit also contains a range of National Heart Foundation pamphlets. Clarity of information and recency of

publication are real strengths of this kit and the listing of objectives for each content area assists teachers in their planning. It is not, however, quite as easy to link activities from different content areas, or to relate them to specific aspects of the health education syllabus.
AUD: Professional
AVAIL: National Heart Foundation 343-349 Riley St Surry Hills NSW 2010 $30.00　　ASCIS 422773

Note: All schools are entitled to a free copy of the appropriate Heart Health Resource materials, but a teacher must attend an inservice course before the school can obtain its copy. Details of courses are available from the Schools Heart Health Coordinator, National Heart Foundation, (02) 211 5188

KNIGHTS, Julie **Ideas for physical education.** Dove Communications, 1984
ISBN 0-85924-282-X [613.7]

Sequenced lesson plans for K-6 students in gymnastics, dance and ball handling are presented in this book. The activities are developmentally sound and comprehensive: lesson aims, necessary equipment, an introduction, conclusion and highlighted teaching points are given for each. Safety information, particularly with respect to the prevention of back injuries, is not as comprehensive as it might be. The lesson plans are quite rigid and do not take into account differing student needs or developmental stages within a variety of contexts. This is, however, an idea-rich resource.
AUD: Professional
AVAIL: Paper $19.95　　ASCIS 191031

EXINER, Johanna **Learning through dance : a guide for teachers.** Oxford University Press, 1987
ISBN 0-19-554706-3 [793.307]

Highly recommended
Non-specialist teachers, in particular, will find this kit a useful introduction to creative dance. Sample lesson plans provide how to do it ideas; notes on movement, getting started, evaluation and teaching strategies provide theoretical back-up. The second half of the teacher's guide explores in a very practical way how dance can be integrated with various other curriculum areas. Original music on the accompanying cassette is appropriate and well indexed. Wordiness of the teacher's notes and the small print may be off-putting to some.
AUD: Professional
AVAIL: $22.95　　ASCIS 397469

FARKOTA, Rhonda **100 playground markings and games.** Martin Educational, 1986
ISBN 0-7253-0688-2 [796.1]

Highly recommended
Playground and playing field markings are diagrammed clearly in this impressive resource, and their related activities explained succinctly. The large variety of sequenced activities falls into 5 categories: basic locomotor skills, gross motor skills, learning about other subjects, minor ball games and major games. Teachers of primary and lower secondary students will welcome these ideas when planning or reorganising playground areas and markings.
AUD: Professional
AVAIL: Paper $15.75 ASCIS 229092
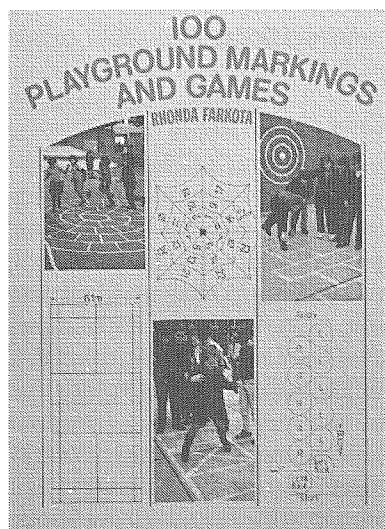
POWELL, Garry **Outdoor education at school : preparatory outdoor education activities.** Brooks Waterloo, 1987
ISBN 0-86440-042-X [371.3]

Highly recommended
Teachers seeking to integrate their health studies programs with social studies and/or outdoor recreation programs will be delighted with this resource. Comprehensive, sequenced lesson ideas for teaching environmental awareness, problem-solving and group activities, mapping and bushcraft, are clearly set out with aims, necessary equipment, warm-up and activity instructions. Lesson content is sound. The book is a practical size and has a convenient ring binding. Although designed for primary teachers, many ideas will be easily transferred to the secondary situation.
AUD: Professional
AVAIL: Paper $17.95 ASCIS 396211

RICE, Ruth **Physical education word games [kit] copy masters.** Hawker Brownlow Education, 1988
[796.07]

Consider before buying
These blackline masters contain a variety of word games, activities and puzzles on a number of physical education and sport-related topics. Answers are provided. Secondary teachers looking for wet weather ideas and for ways to increase students' language skills will find them useful. However, these activities are presented without any other instructional context, and should not be seen as a curriculum package. Although the materials have been adapted for Australia, some activities, such as 'Presidential sports', may be inappropriate.
AUD: Professional
AVAIL: Hawker Brownlow Education 235 Bay Road Cheltenham Vic 3192 $24.95 ASCIS 425687

BRIDGE, Kathy **Physical fitness [kit] anybody's game.** Hawker Brownlow Education, 1988
[613.7076]

Consider before buying
This set of blackline masters includes a variety of topics and activities related to fitness. Secondary teachers desperate for wet weather lessons might welcome them, but their US origins mean that modifications will be necessary. There is no specifically Australian content. Apart from a general relationship to fitness, the activities are not presented in any other instructional context.
AUD: Professional
AVAIL: Hawker Brownlow Education 235 Bay Road Cheltenham Vic 3192 $24.95 ASCIS 425880

Racket & bat games : rules, tests & practice activities / edited by Wendy Treu. Hawker Brownlow Education, 1988
[796.34]

Simplified, clear information on the rules and skills of badminton, cricket, hockey, softball, squash, racquetball, table tennis and tennis is coupled with practice ideas and assignment suggestions in this ring-bound volume. Each page is designed to be reproduced for student use. Answers are included. Non-specialist coaches, in particular, will find this a valuable resource.
AUD: Parents Professional
AVAIL: Paper $24.95 ASCIS 425697

Rig-a-jig-jig! Volume 1 [kit] folk dances for younger children / with Mike Jackson and others. Bluegum Music, 1985
ISBN 0-9593390-3-5 [793.3]

Dances suitable for preschool and lower primary students, clear instructions and interesting background notes ensure the usefulness of this kit. The teacher's job is facilitated by the inclusion of a teaching section at the beginning of each dance on the accompanying cassette, copyright-free illustrations and a glossary of dance terms and instruments. A non-sexist approach is evident throughout. While some of the music may be too slow to appeal to all, in general this kit is a welcome resource for the fitness, movement and rhythm components of health studies.
AUD: Professional
AVAIL: Bluegum Music 11 Margary Street Mount Gravatt Qld 4122 $18.60 ASCIS 238394

Rock aerobics : a complete exercise program / by the editors of Rolling stone Penguin, 1985
ISBN 0-14-046716-5 [613.7]

Matching appropriate aerobic exercise and rock-and-roll music is the focus of this book. A brief overview of the principles of aerobic exercise and its benefits to individual health is followed by suggested exercises, presented in 3 sections: warm-up, aerobic and cool-down. A wide range of appropriate, easily obtainable, current music is suggested for each exercise. Safety aspects are not extensively dealt with. Warm-up activities will need to be supplemented with additional stretching exercises. Nevertheless this is a useful resource for both students and their teachers.
AUD: Professional
LEV: Lower secondary Middle secondary
AVAIL: Paper $8.95 ASCIS 425801

EASTLAKE, Jean **Swimming in action.** Hawker Brownlow Education, 1987
[797.2]

Clear, uncluttered line drawings of each swimming stroke accompanied by brief notes on essential stroke techniques, body positions, action patterns and timing. Each page can be used as a blackline master. Book 2, **Swimming in safety,** uses the same format to provide comprehensive coverage of survival techniques in and near water. These 2 ring-bound volumes may be most useful as resources for swimming teachers, rather than students.
AUD: Parents Professional
AVAIL: Paper 39.95 ASCIS 422777

Physical Education 11-12

LAZARUS, Stuart **Addison-Wesley health and safety.** Addison-Wesley, 1987
ISBN 0-201-20405-3 [612]

This attractive and colourful publication surveys the main concept areas of secondary health studies: keeping fit, body systems, human reproduction, family living, diseases and disorders, alcohol, smoking, safety and first aid. Although designed as a textbook, it may be more appropriate in Australia as reference material for both teachers and students. Chapter summaries, vocabulary lists, questions to check knowledge and understanding and good research ideas are useful and relevant. This is primarily informational material, with little focus on skills and attitudes.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: $29.95 ASCIS 241641
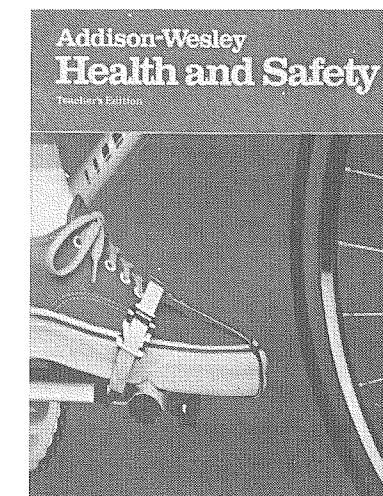
LAZARUS, Stuart **Addison-Wesley health and safety. Teacher's resource book.** Addison-Wesley, 1987

[612]

The teaching resources in this folder are intended to be used with the textbook of the same title. Sound in their knowledge base and attractively presented, these blackline masters are accompanied by suggestions for use. Material includes diagrams, vocabulary-building puzzles, student health profiles, health projects and chapter reviews and tests. This material is primarily information-oriented and does not promote interactive learning or development of skills and values to the extent that may be desirable in secondary health studies.
AUD: Professional
AVAIL: $39.95   ASCIS 241648

HOWELL, Reet **Foundations of physical education.** Brooks, 1983
ISBN 0-85568-609-X   [613.7]

The principles of anatomy, biomechanics, motor skill learning and physical fitness are concisely outlined in jargon-free language. Clear illustrations, diagrams and sample study questions ensure its usefulness to students. Chapters on sport in society and evolution of sport in Australia are less thorough and lack reference to the effects of sex-role socialisation on the participation of women. **Physical education foundations** by the same authors has a chapter on the general history of sport instead of on the history of sport in Australia, but apart from the hardback binding is otherwise the same. The photographs in both volumes are dated.
AUD: Professional
LEV: Upper secondary
AVAIL: Paper $13.95   ASCIS 159682
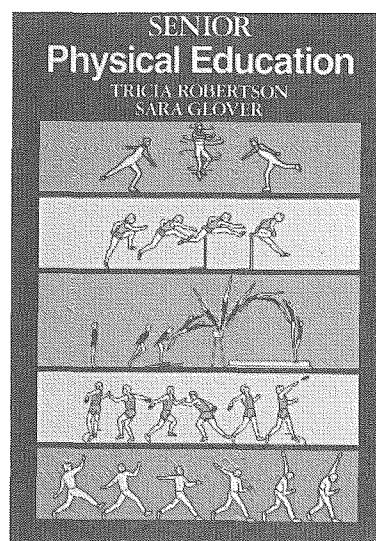
ROBERTSON, Tricia **Senior physical education.** Coghill, 1986
ISBN 0-949168-26-2   [613.7]

Attractively presented and jargon-free, this textbook covers the 3 most theoretical aspects of any physical education course: anatomy, biomechanics and the principles of skill acquisition. The text is advanced, but clear language, excellent diagrams, margin summaries of key points and a thorough index insure the book's usefulness. Teachers designing senior secondary physical education courses, as well as their students, will find this a valuable resource.
AUD: Professional
LEV: Upper secondary
AVAIL: Paper $24.95   ASCIS 237147

THOMSEN, Robert W. **Updating today's physical education program.** Hawker Brownlow Education, 1977

[613.707]

Consider before buying
This comprehensive look at a secondary physical education program comes from the United States. It provides useful food for thought for teachers in areas such as philosophy of physical education, values and principles, designing programs, organising daily routines, testing and evaluation, planning facilities and ensuring lessons are stimulating. Reference and resource lists are dated and inappropriate to the Australian situation.
AUD: Professional
AVAIL: Paper $26.95   ASCIS 425718

Fankhauser, Glenn **Year 12 physical education exam questions by topics.** Coghill, 1986
ISBN 0-949168-30-0   [613.7076]

Examination questions in 3 major physical education topic areas, structure and function of the body, biomechanics of movement, and the principles underlying skill acquisition, are collected in this volume. Questions are at an advanced senior secondary level and are of multiple choice and short answer varieties. They are specific to the Victorian senior PE course. No answers are provided for any of the questions.
AUD: Professional
LEV: Upper secondary
AVAIL: $12.95   ASCIS 245860

▦ *Supporting the Geography 11-12 syllabus - sources and resources*

Scan vol 7 no 3 contained an article which discussed the new Geography 11-12 syllabus. It stressed that students should develop their skills through the use of a wide range of information sources.

This guide is in 2 sections: a listing of sources of information, and a listing of resources.

The listing of sources of information provides updated details on government departments and other agencies which provide education and information services relating to areas such as the natural and the built environment. Departments and agencies are organised alphabetically by name.

The resources listed have been considered of particular relevance for teachers of the new syllabus. They also appear in the 'Curriculum ideas for secondary schools' document prepared by Studies Directorate, **Geography 11-12: a preliminary guide to resources,** currently in draft form but due for release to schools. The items have not been annotated, their inclusion in the preliminary guide having been taken as an indication of suitability. However reference is made to availability, and to those areas of the syllabus to which the resources are seen to be relevant. The items are listed alphabetically by title.

Brian Ralph, Geography Consultant, Studies Directorate, provided advice in the preparation of this guide, which was coordinated at Library Services by Murray McLachlan.

Sources of information

DEPARTMENT OF AGRICULTURE
Principal Officer, Training and Education
Level 7
McKell Building
Rawson Place
Sydney NSW 2000
Ph: (02) 217 5117

DEPARTMENT OF ENERGY
Education Officer
GPO Box 485
Sydney NSW 2001
Ph: (02) 234 4444

DEPARTMENT OF LANDS (including Central Mapping Authority)
Client Services Manager
23-33 Bridge Street
Sydney NSW 2000
Ph: (02) 228 6111

DEPARTMENT OF PLANNING
Sales and Publications Officer
Level 1 175 Liverpool Street
Sydney NSW 2000
Ph: (02) 266 7380

DEPARTMENT OF WATER RESOURCES
Community Relations Manager
10 Valentine Avenue
Parramatta NSW 2150
Ph: (02) 895 6211

FORESTRY COMMISSION OF NSW
Education Officer
95-99 York Street
Sydney NSW 2000
Ph: (02) 234 1502

GREAT BARRIER REEF MARINE PARK AUTHORITY
Education Information Officer
PO Box 1379
Townsville Qld 4810
Ph: (077) 81 8811

MARITIME SERVICES BOARD
Community Relations Officer
GPO Box 32
Sydney NSW 2001
Ph: (02) 240 2692

NATIONAL TRUST OF AUSTRALIA
Education Officer
GPO Box 518
Sydney NSW 2001
Ph: (02) 258 0123

NEW SOUTH WALES NATIONAL PARKS AND WILDLIFE SERVICE
Education Officer
189 Kent Street
Sydney NSW 2000
Ph: (02) 237 6500

PUBLIC WORKS DEPARTMENT
Coastal Branch
Level 5 Shell House
140 Phillip Street
Sydney NSW 2000
Ph: (02) 231 7176

SOIL CONSERVATION SERVICE
Information Officer
821 Pacific Highway
Chatswood NSW 2067
Ph: (02) 413 5555

STATE POLLUTION CONTROL COMMISSION
Level 4 Union Carbide Building
157 Liverpool Street
Sydney NSW 2000
Ph: (02) 265 8837

Resources

FLOOD, Josephine **Archaeology of the dreamtime.**
Collins, 1983
ISBN 0-00-217296-8   [994]
AVAIL: Paper $22.95   ASCIS 149444
Relevant to:
Yr 11, Overview: the Australian environment

Australia, a geography. Volume one, The natural environment / edited by D. N. Jeans. 2nd ed.
Sydney University Press, 1986
ISBN 0-424-00114-4   [551.40994]
AVAIL: $55.00 Paper $37.50   ASCIS 246873
Relevant to:
Yr 11, General
Yr 12, Global environments lobe
Yr 12, Australia's neighbours lobe
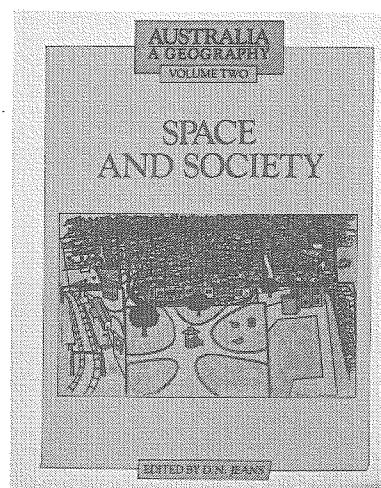
Australia, a geography. Volume two, Space and society / edited by D. N. Jeans. 2nd ed. Sydney University Press, 1987
ISBN 0-424-00120-9   [304.20994]
AVAIL: $55. 00   ASCIS 389948
Relevant to:
Yr 11, General
Yr 12, Global environments lobe
Yr 12, Australia's neighbours lobe

Australia. Department of Arts, Heritage and Environment : State of the environment in Australia. Source book. AGPS, 1986
ISBN 0-644-05138-8   [333.7]
AVAIL: $12.95   ASCIS 387498
Relevant to:
Yr 11, Overview: the Australian environment
Yr 11, Australians and their biophysical environment
Yr 11, Synthesis: contemporary Australia

HUGO, Graeme **Australia's changing population : trends and implications.** Oxford University Press, 1986
ISBN 0-19-554680-6   [304.6]
AVAIL: $47.50   ASCIS 383013
Relevant to:
Yr 11, Overview: the Australian environment
Yr 11, The Australian experience: population and employment

Australians [map] : a historical atlas / editors J.C.R. Camm, John McQuilton. Fairfax, Syme and Weldon, 1987 (Australians, a historical library)
ISBN 0-949288-12-8   [911]
AVAIL: Only available as part of **Australians: a historical library** $720.00   ASCIS 397835
Relevant to:
Yr 11, Overview: the Australian environment
Yr 11, The Australian experience: population and employment

SARGENT, Sarah **The foodmakers.** Penguin, 1985
ISBN 0-14-007359-0   [338.1]
AVAIL: Paper $8.95   ASCIS 223236
Relevant to:
Yr 12, Global environments lobe

The Gaia atlas of planet management / general editor, Norman Myers. Pan, 1985
ISBN 0-330-28491-6   [304.2]
AVAIL: Paper $35.00   ASCIS 197254
Relevant to:
Yr 12, Global environments lobe
Yr 12, Australia's neighbours lobe

COURTENAY, P. P. **Geographical themes in South-east Asia.** Longman Cheshire, 1986
ISBN 0-582-68869-8   [915.9]
AVAIL: $13.95   ASCIS 382421
Relevant to:
Yr 12, Australia's neighbours lobe

The geography of peace and war / edited by David Pepper and Alan Jenkins. Blackwell, 1985
ISBN 0-631-14069-7   [355]
AVAIL: Paper $29.95   ASCIS 247216
Relevant to:
Yr 12, Global environments lobe

GOUDIE, Andrew **The human impact on the natural environment.** 2nd ed. Blackwell, 1986
ISBN 0-631-13758-0   [304.2]
AVAIL: Paper $32.95   ASCIS 397736
Relevant to:
Yr 11, Australians and their biophysical environment
Yr 12, Global environments lobe

PIGRAM, J. J. **Issues in the management of Australia's water resources.** Longman Cheshire, 1986
ISBN 0-582-71139-8   [333.91]
AVAIL: $24.95   ASCIS 386180
Relevant to:
Yr 11, Overview: the Australian environment
Yr 11, Australians and their biophysical environment
Yr 11, Synthesis: contemporary Australia

A natural legacy : ecology in Australia / edited by Harry F. Recher, Daniel Lunney and Irina Dunn. 2nd ed. Pergamon Press Australia, 1986
ISBN 0-08-029863-X   [574.50994]
AVAIL: Paper $16.00   ASCIS 243223
Relevant to:
Yr 11, Overview: the Australian environment
Yr 11, Australians and their biophysical environment
Yr 11, Synthesis: contemporary Australia
Yr 12, Global environments lobe
Yr 12, Australia's neighbours lobe

KIDRON, Michael **The new state of the world atlas.** Rev. ed. Pan, 1987 (A Pluto project)
ISBN 0-330-30145-4   [909.82]
AVAIL: Paper $27.95   ASCIS 417274
Relevant to:
Yr 12, Global environments lobe
Yr 12, Australia's neighbours lobe
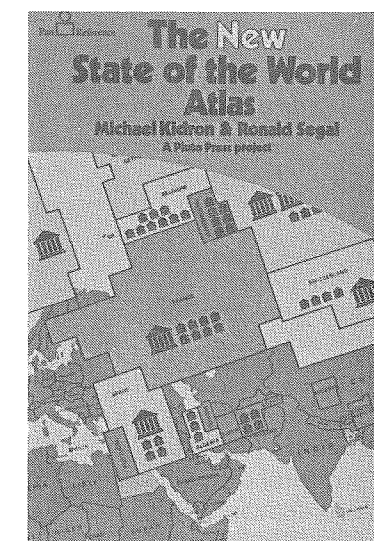
CHRISTIE, E. K. **Pastoralism and ecology in arid Australia.** Longman Cheshire, 1986 (Australian geographical issues)
ISBN 0-582-87213-8   [333.73]
AVAIL: Paper $8.95   ASCIS 380225
Relevant to:
Yr 11, Australians and their biophysical environment
Yr 11, Synthesis: contemporary Australia
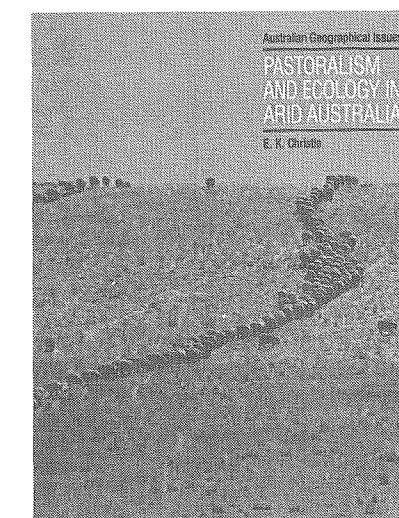
People and environments : issues and enquiries / editor, Frances Slater. Collins Educational, 1986
ISBN 0-00-327402-0   [304.6]
AVAIL: $29.95   ASCIS 376744
Relevant to:
Yr 11, Australians and their biophysical environment
Yr 11, The Australian experience: population and employment
Yr 12, Global environments lobe
Yr 12, Australia's neighbours lobe

■■ *Reprint round-up*

Reprint round-up was prepared by Patricia Ward. Entries are divided into non-fiction and fiction and are then arranged alphabetically by title.

Non-fiction

PIENKOWSKI, Jan **Christmas : the King James Version.** Penguin, [1984] 1987
ISBN 0-14-050646-2   [226]

Using selected verses from the King James version of the Bible, this tells the timeless story of the nativity, the flight to Egypt and the return to Nazareth. The special feature is the beautiful artwork - the silhouettes, rich borders and decorations.
LEV: Preschool Lower primary
AVAIL: Paper $9.95   ASCIS 404339
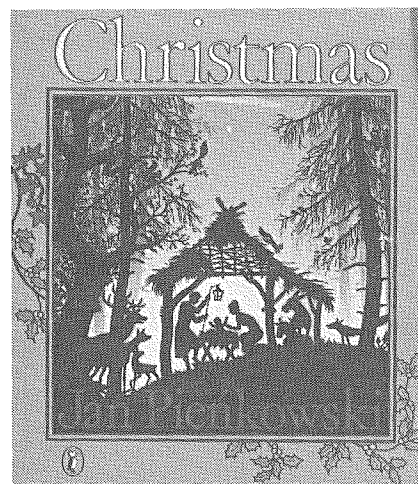
PICASSO, Pablo **The complete paintings of Picasso : Blue and Rose periods.** Penguin, [1971] 1987 (Penguin classics of world art)
ISBN 0-14-009276-5   [759.6]

At the age of 25, Picasso had already completed some of his most deeply moving works. Contents of the book cover this early period 1901-6 and in the excellent format and arrangement of this series, presents colour plates of his paintings, a scholarly catalogue of the pictorial works (307) and a critical history.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $19.95   ASCIS 401065

In the same series:
RAPHAEL **The complete paintings of Raphael.**
ISBN 0-14-009273-0   [759.5]
     ASCIS 405099

VERMEER, Jan **The complete paintings of Vermeer.**
ISBN 0-14-009274-9   [759.9492]
     ASCIS 405155

GILDER, Eric **Dictionary of composers.** Sphere Books, [1985] 1987
ISBN 0-7221-3834-2   [780.9203]

A useful reference tool that lists 426 composers alphabetically, with biographical information followed by a list of their compositions in chronological order.
AUD: Professional
LEV: Upper secondary
AVAIL: Paper $16.95   ASCIS 420355

TREZISE, Percy **Gidja** / written and illustrated by Percy Trezise and Dick Roughsey. Collins, [1984] 1987 (Fontana picture lions)
ISBN 0-00-662336-0   [298]

Another visually pleasing Trezise/Roughsey collaboration in story and illustration. This tells a Dreaming story of how the moon came to the sky.
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper $6.95   ASCIS 384171

PATTERSON, Geoffrey **The goose that laid the golden egg** / retold from Aesop. Pan, [1986] 1987
ISBN 0-330-30153-5   [398.2]

It is the excellent pen drawings and coloured crayon illustrations of this refreshing version of the traditional tale that won it the 1986 UK Smarties Prize.
LEV: Preschool Lower primary
AVAIL: Paper $7.99   ASCIS 425213

CHARLWOOD, Don **No moon tonight.** Penguin, [1956] 1987
ISBN 0-14-009630-2   [940.54]

Welcome reprint of an Australian World War II classic, in which the author, an RAAF navigator, tells the moving story of a bomber crew during the 1942-3 offensive against Germany.
LEV: Middle secondary Upper secondary
AVAIL: Paper $6.95   ASCIS 378085

WARD, Ed **Rock of ages : the Rolling Stone history of rock and roll** / Ed Ward, Geoffrey Stokes, Ken Tucker. Penguin, [1986] 1987
ISBN 0-14-010053-9   [784.5]

Written by 3 experienced American music critics and journalists, this is a fascinating and comprehensive history of rock-and-roll. It tracks rock-and-roll as music, as culture, as headline maker, as business from its origins before the 50s to the present day.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $24.95   ASCIS 417054

CARPENTER, Humphrey **Secret gardens : a study of the golden age of children's literature.** Unwin Paperbacks, [1985] 1987
ISBN 0-04-440056-X   [823.009]

The writings of Lewis Carroll, Charles Kingsley and George Macdonald ushered in 70 years of famous children's classics that ended with Beatrix Potter and A.A. Milne. The book examines the lives, writings and the contemporary society of the Golden age authors. It is both a collective biography and literary criticism which encourages the reader to reconsider childhood favourites.
AUD: Professional
AVAIL: Paper $19.95   ASCIS 422440

BAXTER, Archibald **We will not cease.** Penguin, [1939] 1987
ISBN 0-14-009349-4   [940.3]

This indicting record of the experiences of a New Zealand conscientious objector forced to the frontline in World War I will be of interest for senior modern history.
LEV: Upper secondary
AVAIL: Paper $6.95   ASCIS 390497

Fiction

CASSEDY, Sylvia **Behind the attic wall.** Collins, [1984] 1987 (Lions)
ISBN 0-00-672437-X

Orphaned Maggie dislikes herself and everyone else with equal ferocity, and has already been passed on through a series of boarding schools. She is taken in by 2 eccentric great-aunts and a peculiar uncle in their huge bleak house. This reinforces her self isolation until strange whisperings become voices in a fantasy that determines her salvation.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $6.95   ASCIS 412633

HOOVER, H.M. **Children of Morrow.** Penguin, [1975] 1987 (Puffin books)
ISBN 0-14-031873-9

In a primitive, oppressive, militaristic society of the future, 2 telepathic children commit a crime that forces them to flee for their lives, and are saved by friendly unseen people from a technologically advanced society.
LEV: Middle secondary Upper secondary
AVAIL: Paper $5.95   ASCIS 395014
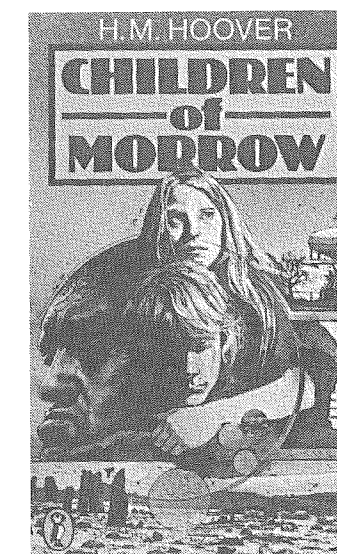
ELLIS, Anne Leo **Dabble Duck.** Scholastic, [1984] 1987 (Hippo books)
ISBN 0-590-70540-7

Dabble was an apartment duck and very special to Jason. On one of Dabble's exercise walks in the park, she and Jason befriend a little stray dog with happy results.
LEV: Preschool Lower primary
AVAIL: Paper $4.50   ASCIS 388125

JONES, Terry **Fairy tales.** Penguin, [1981] 1987 (Puffin books)
ISBN 0-14-032262-0

Written originally for the author's young daughter, these 30 stories have a happy combination of fantasy, magic, morality and Monty Python humour, with black-and-white drawings by Michael Foreman.
LEV: Lower primary Middle primary
AVAIL: Paper $6.95   ASCIS 396550

KLEIN, Robin **Games.** Penguin, [1986] 1988 (Puffin books)
ISBN 0-14-032400-3

Three girls spend an illicit weekend alone in an isolated old country house. Bickering and boredom among the ill-assorted trio give way to a terrifying stormy night when a seance, queer happenings and spiteful games get out of control.
LEV: Lower secondary Middle secondary
AVAIL: Paper $6.95   ASCIS 412934

KELLEHER, Victor **The green piper.** Penguin, [1984] 1987 (Puffin books)
ISBN 0-14-032251-5

This is a chilling reworking of the legend of the Pied Piper of Hamelin. Three teenagers succumb to enticing strange music in the forest, and find themselves caught up in a macabre struggle against the Green Piper, a plant-like intruder who plans to dominate the earth by using human clones for dispersal of its species.
LEV: Lower secondary Middle secondary
AVAIL: Paper $5.95   ASCIS 383473

RICHTER, Hans Peter **I was there.** Viking, Penguin, [1972] 1987 (Puffin books)
ISBN 0-14-032206-X

Like the writer's earlier title **Friedrich**, the setting is Germany of the Hitler era. The first presented a vivid picture of the persecution of the Jews under Nazism. This story is about 3 young boys who joined the Hitler youth movement and their reaction to its discipline and encouragement of violence.
LEV: Middle secondary Upper secondary
AVAIL: Paper $5.95   ASCIS 404058

Also:
RICHTER, Hans Peter **Friedrich**
ISBN 0-14-032205-1

                                                   ASCIS 404064

IRESON, Barbara **In a class of their own : school stories.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032024-5

An inviting collection of perceptive, moving and humorous stories by 12 established writers that includes Bernard Ashley, Iris Murdoch, Jan Mark and Gene Kemp and shows exceptionally well how the British school story has changed over the years.
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper $5.95   ASCIS 396281

HOWKER, Janni **Isaac Campion.** Collins, [1986] 1987 (Lions)
ISBN 0-00-672790-5

Isaac Campion is the son of a horse dealer. When his brother is killed in a freak accident, Isaac is taken from school to work in the stables. The brooding father's indifference and cruelty force the boy to leave. In this powerful story, Isaac at 96 recalls his boyhood with immediacy, humour and compassion.
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper $4.95   ASCIS 412561

DUDER, Tessa **Jellybean.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032114-4

Geraldine (nicknamed Jellybean) is a shy awkward 10-year-old with few friends and a mother absorbed in her career as a cello player. At a rehearsal, Jellybean meets a musician, Gerald, through whom she comes to accept her love of music and ambition to be a conductor.
LEV: Upper primary Lower secondary
AVAIL: Paper $4.95   ASCIS 395954
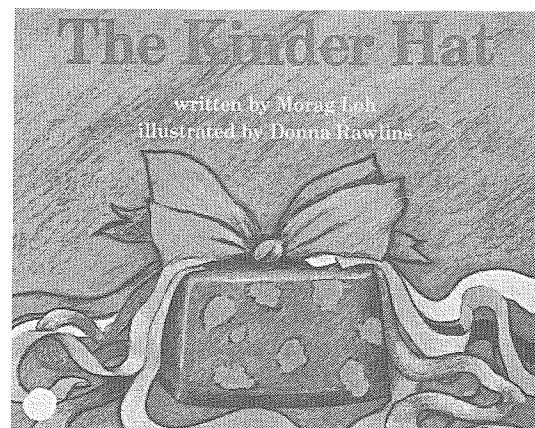
LOH, Morag **The kinder hat.** Ashton Scholastic, [1985] 1987
ISBN 0-86896-692-4

Well told and sympathetically illustrated by Donna Rawlins, this is a happy story about a kindergartener who decides to make her mother a hat from a blue plastic ice-cream container and coloured streamers.
LEV: Preschool Lower primary
AVAIL: Paper $4.95   ASCIS 401910

MAHY, Margaret **The little witch and 5 other favourites.** Penguin, [1986] 1987 (A young Puffin)
ISBN 0-14-032264-7

Fun tales about subjects such as witches, pirates, dragons, all originally published as picture books. It includes the well-known **A lion in the meadow.**
LEV: Preschool Lower primary Middle primary
AVAIL: Paper $4.95   ASCIS 420353

FERRIER, Susanne **Lola : a doubtful documentary of her doings at the diggings.** Collins, [1985] 1987 (Fontana picture lions)
ISBN 0-00-662333-6

Puns and historical allusions abound in this madcap account of Lola Montez seeking her fortune on the Victorian goldfields. Few words, witty, comic strip illustrations will amuse readers of all ages.
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: Paper $5.95   ASCIS 386758
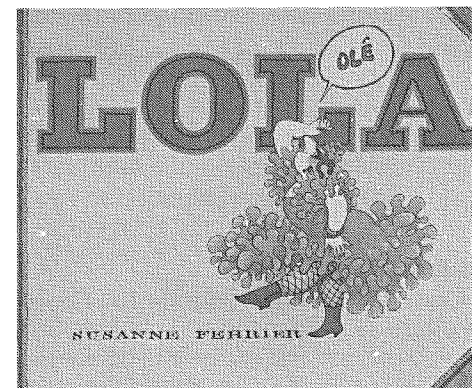
MAHY, Margaret **The man whose mother was a pirate.** Penguin, [1985] 1987 (Picture Puffins)
ISBN 0-14-050624-1

A rollicking, salty story about a respectable staid clerk who is whisked away to a seaside holiday by his buxom, boisterous mother, a pirate longing for the sea.
LEV: Preschool Lower primary Middle primary
AVAIL: Paper $5.95   ASCIS 402304

HEINE, Helme **The pearl.** Penguin, [1985] 1987 (Pocket Puffins)
ISBN 0-14-033107-7

To his joy Beaver finds a freshwater pearl mussel at the bottom of the lake. But treasure does not always bring happiness. Beaver has a nightmarish dream about the havoc the pearl's discovery wreaks on his forest friends.
LEV: Preschool Lower primary
AVAIL: Paper $5.95   ASCIS 390599

O'NEILL, Judith **Stringybark summer.** Methuen Children's Books, [1985] 1987 (A Magnet book)
ISBN 0-416-01582-4

A turn-of-the-century story about 12-year-old Sophie who reluctantly goes to spend her summer holidays with relatives on Stringybark sawmill in Otway Forest, Victoria. But life in the bush township, the comradeship, the adventures and heartaches quickly absorb her.
LEV: Upper primary Lower secondary
AVAIL: Paper $5.95   ASCIS 395242

CHAUNCY, Nan **Tangara.** Penguin, [1960] 1987 (Puffin books)
ISBN 0-14-032185-3

Lexie goes exploring in the Tasmanian bush and relives the experiences of her own great-aunt and the Aboriginal child, Merrina. Using a combination of fantasy and history, the author tells a tragic story of murder and genocide.
LEV: Upper primary Lower secondary
AVAIL: Paper $5.95   ASCIS 383547

STEVENSON, James **There's nothing to do!** Pan, [1986] 1987 (Piccolo picture books)
ISBN 0-330-29899-2

Louie and Mary Ann complain of boredom when visiting their elderly relative. But there is nothing boring in the non-stop, hyped-up hilarious action in the story Grandpa tells of his stay with Brother Wainey on their grandparents' farm when they were children.
LEV: Preschool Lower primary
AVAIL: Paper $5.95   ASCIS 415811

BISSET, Donald **Upside down stories.** Penguin, 1987 (A Young Puffin)
ISBN 0-14-032381-3
A lively collection of nonsense stories, good for reading aloud, in which everything is turned upside down - a cow saves a ship from shipwreck, a rising cake shoots through the ceiling, the moon gets an overcoat.
LEV: Preschool Lower primary Middle primary
AVAIL: Paper $4.95   ASCIS 420410

AHLBERG, Allan **Woof!** Penguin, [1986] 1987 (Puffin books)
ISBN 0-14-031996-4

A boy turning into a dog is a very extraordinary event, nevertheless, the story of 10-year-old Eric's adventures as a Norfolk terrier has many ordinary elements - school, friendship, parental concern, the school bully and sports day.
LEV: Middle primary Upper primary
AVAIL: Paper $5.95   ASCIS 412226

▐▐ *Periodical update part II*

This continues the update of the 1981 LAA publication **Periodicals for school libraries**. In this issue we have listed current acquisition information for periodicals which did not appear in *scan* vol 7 no 5, from Aeroplanes to History. Therefore for these subject areas both issues no 5 and no 6 need to be consulted. Remaining subjects (Hobbies to Wildlife) will be covered in an integrated list extending over the next two issues. It must be emphasised that prices given here can be at best a guide only and should always be checked before a subscription is placed.

AEROPLANES

Australian aviation (formerly Australian aviation and defence review)
AVAIL: Aerospace Publications PO Box 105 Western Creek ACT 2611
6 p.a. $18.00

AGRICULTURE

Australasian farming
AVAIL: Ramsay Ware Stockland Pty Ltd PO Box 82 North Melbourne Vic 3051
4 p.a. $4.80

Australian fisheries
AVAIL: AGPS PO Box 84 Canberra ACT 2600
12 p.a. $24.00

Forest and timber
AVAIL: Forestry Commission of NSW 95-99 York St Sydney NSW 2000
1 p.a.   Gratis

Quarterly review of the rural economy
AVAIL: AGPS PO Box 84 Canberra ACT 2600
4 p.a.   n.a.

Rural research
AVAIL: CSIRO Editorial and Publications Services PO Box 89 East Melbourne Vic 3002
4 p.a. $7.00

ALTERNATIVE LIFESTYLES

Earth garden
AVAIL: PO Box 188 Moreland Vic 3058
6 p.a. $15.00

Simply living
AVAIL: Otter Publications PO Box 124 Terrey Hills NSW 2084
6 p.a. $27.00

ART

Art and Australia
AVAIL: Fine Arts Press Pty Ltd 653 Pacific Hwy Killara NSW 2071
4 p.a. $36.00

Art international
AVAIL: Via Maraini 17-A 6900 Lugarno Switzerland
5 p.a.   150 swiss francs

Artnews
AVAIL: Artnews Subscription Service PO Box 969 Farmingdale NY 11737 USA
10 p.a. $US 29.95

Craft Australia
AVAIL: Crafts Council of Australia 100 George St The Rocks Sydney NSW 2000
4 p.a. $32.00

Pottery in Australia
AVAIL: Potters' Society of Australia 48 Burton St Darlinghurst NSW 2010
4 p.a. $28.00

ASIAN STUDIES

China pictorial
AVAIL: CBD Library & Subscription Services GPO Box 4886 Sydney NSW 2001
12 p.a. $19.00

Hemisphere
AVAIL: AGPS PO Box 84 Canberra ACT 2600
6 p.a. $18.60

China reconstructs
AVAIL: CBD Library and Subscription Services GPO Box 4886 Sydney NSW 2001
12 p.a. $15.00

Japan reports
AVAIL: Japan Information Service 1st Floor Aussat House 54 Carrington St Sydney NSW 2000
12 p.a.   Gratis

Orientations
AVAIL: Orientations Magazines Ltd 14th Floor 200 Lockhart Rd Hong Kong HK
12 p.a. $US 48.00

Pacific friend
AVAIL: Japan Publications Trading Co Ltd PO Box 5030 Tokyo International Tokyo 100 Japan
12 p.a. $US 42.00

Pacific islands monthly
AVAIL: Pacific Publications (Aust) Pty Ltd GPO Box 4245 Sydney NSW 2001
12 p.a. $45.00

Pacific viewpoint
AVAIL: Victoria University Press Private Bag Wellington NZ
2 p.a. $US 12.00

BUSINESS AND ECONOMICS

ANZ bank business indicators
AVAIL: Australia and New Zealand Banking Group Ltd Economics Department 7th Floor 55 Collins St Melbourne Vic 3000
10 p.a.   Gratis

Fortune magazine
AVAIL: Time-Life International Pty Ltd GPO Box 3814 Sydney NSW 2001
26 p.a. $US 39.00

IPA policy issues (formerly IPA review)
AVAIL: Institute of Public Affairs 3rd Floor 83 William St Melbourne Vic 3000
4 p.a. $28.00

National Australia Bank monthly summary
AVAIL: National Australia Bank GPO Box 84a Melbourne Vic 3001
12 p.a.   Gratis

Quarterly economic review
AVAIL: Economist Publications Ltd 40 Duke St London W1M IDW UK
4 p.a. $US 145.00

CURRENT AFFAIRS

Annals
AVAIL: Chevalier Press PO Box 13 Kensington NSW 2033
10 p.a. $15.00

Australia now
AVAIL: AGPS PO Box 84 Canberra ACT 2600
3 p.a.   n.a

Australian foreign affairs record
AVAIL: AGPS PO Box 84 Canberra ACT 2600
12 p.a.   Gratis

Australian outlook
AVAIL: Australian Institute of International Affairs PO Box E181 Canberra ACT 2600
3 p.a. $69.00

Australian social welfare impact
AVAIL: Australian Council of Social Service Inc 149 Castlereagh St Sydney NSW 2000
8 p.a $25.00

Current history
AVAIL: Current History Inc 4225 Main St Philadelphia PA 19127 USA
9 p.a. $US 27.00

Illustrated London news
AVAIL: Sea Containers House 20 Upper Ground London SE1 9PF U.K
12 p.a. $US 39.00

New internationalist
AVAIL: New Internationalist Publications Pty Ltd PO Box 82 Fitzroy Vic 3065
12 p.a. $28.00

New society
AVAIL: New Society Ltd 5 Sherwood St London W1 UK
52 p.a. $US 92.50

Time Australia
AVAIL: David Syme & John Fairfax GPO Box 55A Melbourne Vic 3001
52 p.a.   n.a.

Unesco courier
AVAIL: Unesco Educational Supplies Pty Ltd PO Box 33 Brookvale NSW 2100
12 p.a. $29.95

Unesco review Australia
AVAIL: Unesco Secretariat PO Box 826 Woden ACT 2606
4 p.a.   Gratis

Unicef committee of Australia news
AVAIL: Unicef Committee of Australia 156 Castlereagh St Sydney NSW 2000
Irreg   Gratis

United nations association of NSW newsletter, (formerly Kuruna)
United Nations Association of Australia GPO Box 9820 Sydney NSW 2001
4 p.a. $6.00 each

World review
AVAIL: Australian Institute of International Affairs PO Box 279 Indooroopilly Qld 4068
4 p.a. $20.00

World's children
AVAIL: Save the Children Fund Victorian Division 130 Collins St Melbourne Vic 3000
4 p.a. Gratis

ENVIRONMENTAL STUDIES

ECOS
AVAIL: CSIRO PO Box 225 Dickson ACT 2602
4 p.a. $12.00

Gould leaguer
AVAIL: Gould League of NSW Mary St Beecroft NSW 2119
Irreg $15.00 ($5.00 using Departmental courier)

National parks journal
AVAIL: National Parks Association of NSW PO Box A96 Sydney South NSW 2000
6 p.a. $25.00

FASHION

Cleo
AVAIL: Australian Consolidated Press Ltd GPO Box 4088 Sydney NSW 2001
12 p.a. $28.80

Honey
AVAIL: IPC Magazines Ltd King's Reach Tower Stamford St London SE1 9LS UK
12 p.a. n.a.

Mode
Fashion-conscious readers may be familiar with this large-sized, trendy magazine. The focus is on fashion - up-market and modern. It also includes articles on health, beauty, gardening, nutrition, politics, theatre and art. A popular browsing magazine.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Australian Consolidated Press Ltd Subscriptions Dept GPO Box 5252 Sydney NSW 2001
12 p.a. $40.00

Style magazine (formerly Style pattern book)
AVAIL: Style Patterns Ltd Radley House 35-39 S. Ealing Rd London W5 4QT UK
3 p.a. £stg 60.00 for 2 years

Vogue Australia
AVAIL: Bernard Leser Publications Pty Ltd 49 Clarence St Sydney NSW 2000
12 p.a. $63.00

GENERAL - Adolescent

Co-ed
AVAIL: Scholastic magazines 730 Broadway New York NY 10003 USA
10 p.a. $US 14.50

Dolly
AVAIL: Magazine Promotions Australia PO Box 131 Chippendale NSW 2008
12 p.a. $24.00

Seventeen
AVAIL: Triangle Communications Inc. 850 3rd Ave New York NY 10022 USA
12 p.a. n.a.

Tell
AVAIL: Fusion Australia PO Box 105 Hornsby NSW 2077
4 p.a. $3.80

GEOGRAPHY & TRAVEL

Australian geographer
AVAIL: Geographical Society of NSW Business Manager PO Box 328 North Ryde NSW 2113
2 p.a. $20.00

GEO
AVAIL: RPLA Group Pty Ltd PO Box 651 Dee Why NSW 2099
4 p.a. $20.00

Geographer
AVAIL: Carlson Marsh and Associates 13 Urch Road Roleystone WA 6111
6 p.a. $27.00

Geographical magazine
AVAIL: IPC Magazines Ltd King's Reach Tower, Stamford St London SE1 9LS UK
12 p.a. £stg 7.60

Hostel yarn
AVAIL: Youth Hostels Association of NSW 1st floor 355 Kent St Sydney NSW 2000
6 p.a. Gratis with membership

In Britain
AVAIL: British Tourist Authority 171 Clarence St Sydney NSW 2000
12 p.a. $32.95

National geographic
AVAIL: Westpac Banking Corp GPO Box 2722 Sydney NSW 2001
12 p.a. $38.50

National geographic world
AVAIL: Westpac Banking Corp GPO Box 2722 Sydney NSW 2001
12 p.a. $24.12

New Zealand geographer
AVAIL: New Zealand Geographical Society Inc. Department of Geography, University of Canterbury Christchurch NZ
2 p.a. $NZ 41.00

HEALTH & SAFETY

Alert
AVAIL: Narcotics Education Service 148 Fox Valley Rd Wahroonga NSW 2076
6 p.a. $12.75

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

Connexions
AVAIL: Centre for Education and Information on Drugs and Alcohol c/ Langton Centre Cnr Nobbs and Sth Dowling Sts Surry Hills NSW 2010
5 p.a. Gratis

Nature and health (formerly Nature and health Australia)
AVAIL: RPLA Pty Ltd PO Box 228 Willoughby NSW 2068
4 p.a. $22.00

HISTORY

Greece and Rome
AVAIL: Walton St Oxford OX2 6DP England
2 p.a. £stg 16.00

Historical studies
AVAIL: University of Melbourne Dept of History Parkville Vic 3052
2 p.a. $30.00

History today
AVAIL: History Today Ltd 83-84 Berwick St London W1V 3PJ UK
12p.a. £stg 15.00

Journal of Australian studies
AVAIL: La Trobe University Bookshop Bundoora Vic 3083
2p.a. $20.50

Journal of the Royal Australian Historical Society
AVAIL: Royal Australian Historical Society History House 133 Macquarie Street Sydney NSW 2000
4 p.a. $14.00

National trust magazine (formerly National trust bulletin)
AVAIL: National Trust of Australia (NSW) Observatory Hill Sydney NSW 2000
5 p.a. $27.00

This Australia
Implicit in the title of this magazine is its wide-ranging scope. People, places, the arts, sport, wildlife are only some of the many aspects of Australian life to emerge from its glossy, colourful pages. The main emphasis is on Australia's heritage. The articles are well written and informative but the visual delights of the superb photography will undoubtedly constitute its major appeal.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Greenhouse Publications Pty Ltd 385 Bridge Rd Richmond Vic 3121
4 p.a. $20.00

Acknowledgements

columns Ⅲ

Concert band music

A list of sets of scores and parts for concert, military and marching bands has recently been produced by the Music Unit in the Inservice Library. It lists all sets available for loan (about 300 in total).

The list, entitled **Concert band music**, will be of particular interest to music teachers and teacher-librarians in high schools and central schools.

Copies can be requested in writing, by phone or by Keylink. Address: Music Officer, Inservice Library, Level 1, 35 Mitchell St, North Sydney, NSW 2060. Phone: 925 8261 Keylink: OWENS..RO

Literary review competition

The National Book Council invites readers of any age to submit a review of about 1000 words of:
A history of Australia Vol VI. The Old Dead Tree and the Young Tree Green 1916-1935 by C.M.H. Clark, published by Melbourne U P and the winner of the Council's 1988 Banjo Paterson Award.

1st Prize $500
2nd Prize $200
Consolation prizes -10 signed copies of the work.

The competition is open to all ages. Entries are to be submitted no later than August 31, 1988. Entries should be sent to: The National Book Council, c/- The Journalists' Club 36 Chalmers Street Surry Hills NSW 2010.

People

Niki Kallenberger from Macquarie Fields H.S. has just completed her first term as a seconded teacher at Library Services.

Visiting teacher-librarians who have worked at Library Services recently are: Rachel Grahame (Crow's Nest Boys H.S.) reviewing books; Bev Rogers (Ballina P.S.) who compiled a list of periodicals for *scan* in term 2; Fran Moloney (Tempe P.S.), Michelle Ellis (Bexley North P.S.) and Pat Ward reviewing books for *scan*; Anthea Scholes (The Entrance H.S.) who compiled the list of texts for **HSC prescribed texts 1990**. Doug Jenkins (Oak Flats H.S.) has been training to become an on-line ASCIS cataloguer, joining Ann Burke (Homebush Boys H.S.) as a regular contributor to the cataloguing task force.

Working at Library Services

Watch the **Education gazette** for advertisements for 2 positions at Library Services in 1989. The positions are those currently occupied by Marjorie Lobban and Robyn Laverack, who reach the end of their four-year secondments at the end of 1988.

Supply

Many teacher-librarians have requested that continuous catalogue cards and continuous labels be available on Annual Requisition.

Please note that both these items are currently available (not on Requisition) but as **contract** items. See p. 28 of the **Schedule of contract items** April, 1988, available at all schools. They are listed as follows:

Item No.	Description	Price
2772	Labels, continuous for computer printers (carton of 2 500)	$16.05
2773	Library catalogue cards, continuous 76 x 127 mm, punched (pack of 1 000)	$23.50

The expiry date for the contract is shown as May, 1988 but Government Supply Department maintains that it will be renewed.

Please send comments on this or any other item to:
Diana Collins
Teacher-librarians Equipment Sub-Committee
c/- Ashfield Boys High School
Liverpool Road
ASHFIELD NSW 2131

Annual requisition 1989 - new items
A complete list should appear in the **Education gazette** during October.

Koalas - the animal not the award

The Koala Preservation Society of NSW has produced an attractive and informative booklet **The koala** (ASCIS 425600) as part of its campaign for ensuring the survival of koalas. Basic biological information about the animal is given, as well as an examination of the factors which pose a threat to its survival. It can be obtained from: Koala Preservation Society of NSW PO Box 236 Port Macquarie NSW 2444 Cost $2.00

The peopling of Australia

Scan vol 7 no 4 (p39) included an annotation of Percy Trezise's **The peopling of Australia**. This review did not point out certain difficulties that the Aboriginal Education Unit (NSW Dept of Ed.) and the Aboriginal and Islander Education Branch (Qld Dept of Ed.) believe make this resource unacceptable. Some of the difficulties include: the author presents the migration theory of Aboriginal people to Australia as fact; not enough emphasis is given to the great skills and knowledge used by Aboriginal people; the presented beliefs of the Dreamtime are mixed with migration theory and are inaccurate; the simplicity of the text leads to many of the facts concerning lifestyles to be over generalised. Also the final section of text may be interpreted by some to mean that Aboriginal history came to an end with the arrival of non-Aboriginal people. In fact, Aboriginal history did and will continue. It is felt that this resource is not a sensitive presentation and provides a non-Aboriginal interpretation of the peopling of Australia. The illustrations and quality of production are excellent and because of this many schools may have already purchased this item. If so please note the suggestions for making use of biased materials on page 3 of **Resources in Aboriginal Studies third edition**. This Departmental document is available from the Aboriginal Education Unit or your regional consultant.

Focus on the library: staff development day at Hunter's Hill High School 13.05.88

Although I was new to the school this year, it was felt, after discussion with the principal, that a staff development day focussing on the role of the librarian and the new library policy would be a good way to make staff more aware of the resources and services available to assist them in their teaching roles.

To raise staff awareness of the day's activities, sheets outlining the role of the classroom teacher in relation to the library, and copies of the library policy were distributed at the weekly staff meeting.

The day began with a guest speaker, Pat Morgan who provided a humorous look at the development of libraries since the 1950s.

As part of the day was to be spent examining the role of the teacher/librarian, I had surveyed a number of staff beforehand to find out what expectations they had of the teacher-librarian; these results were listed on butcher s paper, and discussed. This was followed by a more detailed outline of the management and educational roles of the librarian.

In the next session, staff worked in faculty groups at two activities, changing activities after about half an hour. Group A members were each provided with a sheet showing the location of resources for their faculty and were asked to examine the relevant items on the shelves. Everyone was encouraged to cull the collection, and boxes were provided for that purpose. This proved a most worthwhile activity - a number of people commented on how difficult it was to make the decision to cull, and others found useful resources which they borrowed.

Group B spent this time examining the library policy, and assessing the effects it would have on faculty planning and programming. Each faculty was supplied with butcher's paper and a felt pen so their conclusions could be summarised at the plenary session following morning tea.

After morning tea the results of the faculty policy discussions were summarised, and I spoke on information skills and the role of the librarian in cooperative teaching and planning.

After lunch, Katherine Smith, Inservice Education Library Liaison Officer spoke to the staff about the changes which are currently taking place in the development and location of the Inservice Library.

Staff comments in their evaluation of the day's activities were very positive, and already there has been consultation by two faculties on assignments and resources.

Beth Barnett Teacher-librarian

Education for teacher-librarianship

Approximately twenty primary and central school teacher-librarians will begin the 7 week PDU course, coordinated by Fran Moloney, from 29 August - 23 September and 24 October - 11 November.

Eighteen permanent part-time teacher-librarians will undertake a school-based course for 12 weeks. The course consists of two 4 day residential sessions separated by an 8 week period during which participants work through several modules. The course, coordinated by Di Collins, begins in September and ends in December. The Department is offering for the first time a course for teacher-librarians using this successful mode of instruction.

The advertisement for positions in the 1989 Graduate Diploma in Teacher Librarianship at Kuring-gai CAE appeared in the first **Education gazette** of term 3. Fifteen teachers will be selected to undertake the course, with preference being given to those who are willing to serve in Western, North West and Riverina regions at the conclusion of their training.

dates for your diary

Computer Education Week - September 4-11 1988

The week September 4-11 has been marked as a time for schools to draw attention to how computers are, and may be, used in education and society.

There will be three focuses:

> Involving the community
> Increasing teacher awareness and participation
> Increase and improve computer related learning experiences for students.

The aims of the week are:

> To promote the use of computers in schools
> To have all teachers in schools use a computer
> To focus attention on the ways computers may be used in education
> To increase community awareness of computer education
> To involve community members in school based computer activity

The NSW Computer Education Group (NSWCEG) will be sending to schools a list of more that 60 ideas for activities for schools to undertake in Computer Education Week.

Ideas include participating in Newsday and entering the NSWCEG poster competition.

National Aborigines Day

In 1988 National Aborigines Day will be celebrated on 9 September.

Conservation on the move

The Library Association of Australia, NSW Branch, in association with the University of New South Wales, is offering a program of conservation workshops:

22 September   Conservation in the Archive: simple preventive care, storage and repair techniques; books, pamphlets, documents, maps, etc.

27 October   Disaster Awareness: potential dangers, planning, first aid salvage

24 November   Film, Microfilm, Video and Sound Recordings: care, storage, maintenance, duplication

COST: $15 per day. Make cheques payable to 'LAA Conservation on the Move'. Cost covers morning and afternoon refreshment, facilities,tools and material

NUMBERS: Limited to twelve to ensure individual attention

BOOKINGS:Send fee and stamped self addressed envelope for receipt, which will confirm registration, to:

> Helen Price, LAA Bicentennial Conservator
> School of Librarianship
> University of New South Wales
> P O Box 1 KENSINGTON 2033