

SCA

- Writing K – 12
- CPPT in 1989
- Katherine Paterson

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scan is a journal published by the NSW Department of Education which supports the effective use of resources and information services in the school curriculum.

scan is published 8 times per year and is available on subscription for \$32 from:
Subscriptions Section Government Printing Office Harris Street Ultimo 2007

Contributions and correspondence are welcomed and should be addressed to:
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This issue was edited by Marjorie Lobban and Allan Gill. Typist Lillian Jose. ISSN 0726 4127

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Library Policy

At a recent primary principals meeting in Metropolitan East, I was impressed by the commitment of the principals to ensuring the implementation of the Library Policy in 1989. Many were exploring ways of timetabling classes to maximise the use of the library and the contribution of the teacher-librarian. A number of principals spoke highly of the teacher-librarian in their school. In early issues of *scan* in 1989 I plan to publish some examples of timetabling that these principals have developed for operating their primary libraries next year.

Evaluating the library program

Program evaluation is an important part of reviewing the year's efforts and planning for 1989. On page 7 of the Library Policy eight points elucidate evaluation of the library program. Section 3.5 of the *Handbook for school libraries* is on evaluation and is a useful starting point.

Evaluation can be formalised in the form of a report or synopsis. This report can be a useful document as a record of evaluation and as a means of informing the principal, staff and parents about the library.

Who should evaluate? The teacher-librarian, library staff, the library committee, teachers and executive. Not all of these people need be involved but it is useful to seek evaluations from the users as well as the providers of the program.

How to evaluate? Depending on the resources available (time, staff) you could have a discussion in a staff meeting, have teachers complete a questionnaire or form, (see the form in the *Handbook* 3.5.4), question teachers, and of course record your own evaluation.

The information collected from these means will be qualitative, but it is also useful to cite statistics in your evaluation. What is the average age of the books, what is the average number of borrowings by a student?

What to evaluate? It is difficult to evaluate every aspect of the library program and more useful to focus on several aspects. Seek opinion from others about what would be most usefully evaluated in 1988.

Quantitative performance indicators are statistics which measure the 'health' of a program or service. You may have seen a number of booklets arrive in your school this year on performance indicators issued by Special Programs Directorate. Book 5 provides definitions and explanations of the concept.

Performance indicators are part of evaluation and are useful in reporting to teachers, principal and community about the library.

In your evaluation exercise you should think about the types of statistics that would provide meaningful information about the library program. In 1989 you could determine several performance indicators for which you will collect statistics for use in your evaluation in November 1989.

scan video

During October there was a short item on how *scan* is produced using the latest in desktop publishing. As with all SBS programs the video is available for loan from the Film and Video Library at Resource Services, Burwood.

ASCIS promotion

A letter was recently sent to all principals of schools that are not ASCIS users. The purpose of the letter was to alert principals to the value of ASCIS as a time-efficient method of providing a catalogue of high quality. Attached to the letter was a brief questionnaire which gave principals the opportunity to inform Library Services of their reservations about ASCIS or reasons for non use of the service.

IFLA/LAA Conference

1,900 participants at the conference included teacher-librarians from Australia, New Zealand, Canada and USA. The conference had a strong 'education' program which highlighted the importance of teaching students information skills at school and tertiary levels. The Director-General, Dr Fenton Sharpe chaired a session on Sunday which was well attended by Departmental teacher-librarians.

The overseas visitors considered Australian teacher-librarians to be ahead of their colleagues in Canada and USA. They complimented the Australians on ASCIS and the subset services of NCIN and NSCU as unique in the world, and something which others aspire to but are unable to achieve as yet.

Continuing to cooperatively plan and teach in primary schools

At this time of year you will be planning for 1989. To assist you this *scan* contains an 8 page liftout with suggestions for planning the library program and making effective use of the teacher-librarian's time. Take advantage of the liftout, cut it out or photocopy and circulate to Principal and staff.

☆ A conversation with Katherine Paterson, July 1988



Katherine Paterson was interviewed by Marjorie Lobban.

Q Could you talk a little bit about your early life - your childhood was an unusual one.

A That's hard. Because it's the only life I've had I don't have anything to compare it with. It didn't seem exotic to me of course because when you're small whatever is, is what's normal no matter how strange it is. My first five years were spent in a large Chinese city with very few foreigners living in it. We lived in a compound of the boys' school where my father was the principal. Everybody else who lived there was Chinese and we lived in a Chinese house very close to the Chinese. This was different from a lot of the missionaries who tended to live in compounds with other missionaries in large Victorian houses and lived a quite separate kind of life. Because of this we grew up bi-lingual. The summer before I was five years old we went to a mountain summer resort. That summer my younger sister was born, she was born one month after the bombing began and the Japanese began in earnest their takeover of China. From that time on of course things were very upset - they didn't know exactly what to do with the families who had just gone up for vacation. Eventually my father, and I guess most of the men, went back to their stations which meant crossing enemy lines and the rest of us stayed there. By Christmas time my father came back, and they decided that they would have to evacuate us all. So they put us on the big train and we went down through the southern part of China to Hong Kong. Those were pretty wretched times, we were refugees and were treated as such. Finally we were put on a German boat and sent back to the United States. We spent almost a year in the States and then, seeing that the Japanese had occupied large areas of China and things were stabilised, we went back, but by the end of 1940 they realised the war between Japan and the United States was imminent and they were going to evacuate families again, so once again a

refugee and back to the United States. So the first eight years were eventful but when people ask me what was it like being a child in China, I must say that being a child in China was just being at home, it was being a child uprooted from China and sent to the United States that was so difficult. In the United States I was a foreigner and that made for unhappy adjustments.

Q How do you go about writing? Do you have any special rituals or conditions or timetables that you follow?

A Well I've always maintained that I don't, then when I examine myself more closely I find I do. For example a few years ago in Norfolk we had a water shortage and they told us we couldn't take a shower every day and I found it very difficult to go to work without having had a shower. I do a lot of sort of transition from my normal life into my writing life in the shower and a lot of my best thinking happens when I'm standing in the shower. I said to my husband recently I think maybe I'll add my hot water bill to expenses on my tax. I wonder if I'd get away with that!

‘I got to what was to have been the next to the last chapter and suddenly realised I had already written maybe the most powerful ending I had ever written and if I added that other chapter I had nowhere to go but down...’

I have a study a home where I write. I did my first book in longhand and it's really laborious to write in longhand. I don't know how Jane Austen and all those others did it. It takes a lot of time and it's very tiring - your back aches and your shoulders hurt. So I decided after my first book that maybe I should teach myself to compose on the typewriter, I had an old manual typewriter which was far as your back and shoulders are concerned is hard work too, I

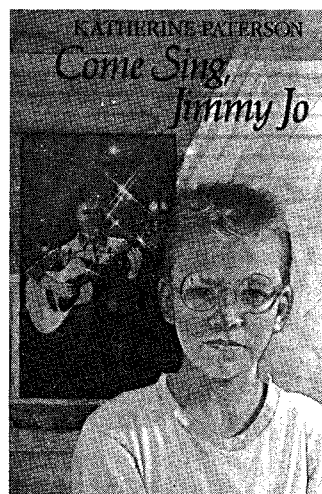
used that for nineteen years and then I bought a word processor, but I found that I couldn't compose on the word processor, because it seduces you into thinking you can be perfect. When you're writing the first draft of a book you have to constantly assure yourself that you don't have to be perfect, that anything goes, you can always fix it later, but the hardest and most important thing for me is to get through the whole thing once. When I tried to write a book on the word processor, I had four or five perfect first chapters and no second chapter so at that point I realised it wasn't working and went back to the typewriter, although now I do have an electronic typewriter. I could never learn to write on an electric typewriter because they hum and you stop to think and there are all those ks and ls you don't want and then if you take your fingers off the keys they say 'dummy dummy'. So I have an electronic typewriter which doesn't talk to me and is not as sensitive as an electric one.

Q *How many drafts would a book take you?*

A Well it's not quite as simple as that. You put it through the machine several times but there are parts of it that are almost unchanged from your first draft. There are other parts that have been gone over many many times. I don't just write the whole draft then rewrite another whole draft. I try to leave time between writing and revising because I think that time is always a helper, because the further away you can get from the hot heat of passionate birth the better you can look at your writing and be your own critic. Sometimes it works very naturally that I have to go off on a trip and I will just time it so that I finish the first draft before I go and that gives me a break. But even if I'm just right there at home I try to give it time before I go back to it, just because it really needs time. You can't see it clearly until you've been away from it a little while.

Q *How much does a book evolve and how much is it planned ahead?*

A I generally don't begin a book until I know how it's going to end, not in detail, but I know the shape of the book before I start. I'm the kind of person who doesn't just get in the car and drive but wants to have a destination before I begin a trip so I prefer to have an ending before I begin a book because I don't know where I'm going if I don't. In just one of my books, *Come sing Jimmy Jo*, I was not clear about the ending in my story or thought I was not clear. I can change the ending lots of times in the course of writing a book but I usually *think* I know what the ending is. In the case of *Come sing Jimmy Jo* I really was very vague about how the book was going to end and if anyone had asked me I would have said 'Oh that would be terrifying for



me' but actually it was very exciting. I loved it, I would think I wonder what's going to happen today? It was a different kind of book for me and a lot of fun to write. The book that I've just finished, I thought I knew exactly how it was going to end, I had the scene clearly in my mind. I got to what was to have been the next to the last chapter and

suddenly realised I had already written maybe the most powerful ending I had ever written and if I added that other chapter I had nowhere to go but down. So I quit and never wrote the chapter that I'd thought was going to be the last one.

Q *What is the book called?*

A Park's quest

Q *What starts you off on a book, is it a character or a situation or what?*

A Different things are the basis for different books. Sometimes it's as vague as, I used to say, a pain in the stomach, you don't know what's causing it. In the case of *The great Gilly Hopkins* I had the name of my character and I didn't have any story to go with her. For a long time I didn't know why she was named what she was named, I didn't know anything about her except that that was her name. In the case of *The master puppeteer* I knew I wanted to write a book set in a certain place - the puppet theatre, but I didn't know characters, I had the setting in that case but I didn't know anything else.

Q *After you set your early novels in the past in Japan what was the impetus to write a novel set in contemporary America?*

A Well I wrote *Bridge to Terabithia* because my son David's best friend was killed and it was really sort of therapeutic exercise for myself, not really for David - I wasn't fooling myself that I was going to help him by writing a book about it. But it was a case of when life is so senseless that you do something to make order out of it and if you're a writer and you can't change what you want to change then you write a book and bring some kind of order to yourself. The book was a story that seemed to have to take place in contemporary

America. It was a friendship between a boy and girl in which the girl was killed and it just all made sense. In that context it never occurred to me to set it in Japan. It didn't seem like a Japanese story ever. You know I think people think you have a lot more choice than you the writer feel that you have. People say why did you choose to write it and I think 'It was the only story I had to write at that time'. If I didn't write that, then I didn't have anything to write. So you sort of feel like the story chooses you rather than vice versa, although that sounds hokey.

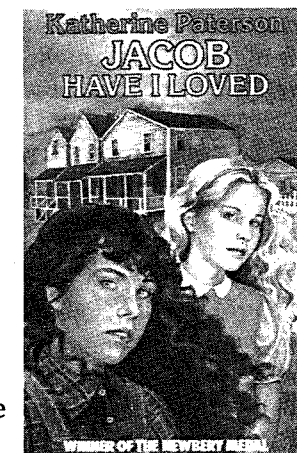
In the case of *Gilly Hopkins*, my husband and I had been asked to be foster parents. It was after Cambodia and Vietnam fell and they had all these kids who had landed in the United States and they didn't know what to do with them. Since we had adopted our daughters and because they'd just gone through the papers with us a few years before for Mary they could use us as foster parents. We agreed to be foster parents for two weeks which is what they asked us thinking I mean you can do anything for two weeks right? But it's never two weeks, they say two weeks, but it goes stretching on and on and we had all kinds of difficulties and I realised that probably the chief problem was my own attitude. With my own children, whether adopted or homemade, I knew they were mine and if we had a problem we worked it out on the spot, you don't just brush things aside but with these boys I thought they're only going to be here a short time I won't deal with that... I realised I was treating them like disposable commodities, because I'd either refuse to work out something because they were only going to be there a short time or I'd be grateful they were only going to be there a short time. I knew if things got too rough I could call the social worker and say 'Look we can't stand any more'. You don't do that with your own children. It made me try to imagine what it would be like to be disposable in someone else's life, in everyone else's life, not to have anybody for whom you were of vital importance and of permanent status. I decided that I as the character I would be very clever and I would be very angry. I was trying to write a funny book about a serious subject But I realised after I'd published the book that I had put two foster children into that book, one of them me. If I'm sneered at or despised or treated as disposable I'm very apt to shrivel up and die.

Q *What about Jacob have I loved?*

A Well *Jacob* was different in that at first it was one of those pain in the stomach books. It had a much more a sort of nebulous beginning when I started to realise how many of my adult friends were still crippled by childhood jealousies. It seemed so tragic to me to see adults who in every

other way were attractive, intelligent mature people who would suddenly say something like 'Well of course mother always loved him best', or who couldn't deal with their parents because they still felt that there was this preference for a brother or sister. It suddenly became to me a very prevalent problem. I remember some article I read about sibling rivalry. The person writing it said there should be a statute of limitations on childhood grievances! And I thought that I'd personally got over all those things, until I began writing the book and I realised how much I hadn't and it became a very painful book to write. I really thought I had dealt with a lot more than apparently I had or I wouldn't have had the kinds of feelings I had writing the book.

Jimmy Jo, was, as you might suspect, written by someone for whom fame is a rather mixed bag. I had been somewhere. I can't even remember where or what happened and I can't even remember if what I was reacting against was people being sort of silly with awe, or people being brusque and treating me like a commodity. Whichever attitude does not regard you as a human being and so I was ranting around the house about why can't people just treat you like a human being all you want to be is an ordinary person and treated like an ordinary human being and can't people understand that. I was sort of in the middle of raving and I remembered when I was in school in Richmond, Virginia many years ago and they had a homeroom for kids who had moved from other places so that everybody in that homeroom was new to the school. In a sense we were all misfits and weirdos and it was in a way nice because if we'd been put in an ordinary classroom everybody would already have their friends and we would have been totally out, but this way nobody had any friends and we had to make our way together. There was one girl in our class whose name was Anita Carter who sang with the Carter family singers on the radio every Friday night and then they would have a big outdoor performance at the stadium on Saturday night. She was the only celebrity that any of us had ever been close to and so instead of including her we were in a way sort of afraid of her because we didn't know to act around celebrities and we really snubbed her. As an adult looking back on it I can see that what we actually did was snub her because we didn't know how to behave around her. So when I was ranting around at age 50 or whatever about this I thought goodness



what did I do when I was a child. I think it's hard for me and I'm a grown-up and can come home to a family that all thinks I'm ordinary - what was it like to have been Anita and to have been a child in that sort of situation and to have been a shy child. It seemed like material for a book but in the beginning I didn't think about putting my child into a country music singing family simply because Anita had been a country music family until I began to examine what other world this child might belong to. In any other world a famous child would have money that would protect them. But in country music, except at the very highest levels, people are poor and they don't get paid much and they sort of struggle from one engagement to the next. And it's also one of the few fields in which a whole family will perform together and the more I thought of it the more I wanted it to be a family story. Then I had to start from ground zero and really learn about country music and the world of country music before I could begin to write the book.

Q *Do you think that children's writers have a special responsibility because they write for children?*

A I tend to not divide children from people. I feel responsible as a human being to other human beings, I mean I try to be as nice to adults as I am to children and vice versa. So I don't know that I feel more responsible as a writer for children than I would feel if I were a writer for adults. I would feel responsible as a writer to other people. I think I'm very fortunate to be a writer for children because I have intelligent, imaginative, eager readers and my friends who write for adults don't. They're thrilled if they have only one reader who really understands what they're doing. I have thousands of readers who really understand what I'm doing. My readers really care about what I do. They're always on my side they want my book to be good.

Q *Would there be any subject matter you wouldn't touch?*

A It would be because of myself not because of my readers I think. For example, I find suicide so abhorrent. There's a lot of teen suicide in our country and I have friends who've dealt with it but I simply couldn't - the whole idea just makes me ill and I just don't think I could do it. I'm not sure I could write a book about sexual abuse of a child because it's so foreign to me. I could almost not write *Rebels of the heavenly kingdom* because the barbarous acts of war just about did me in. Sometimes you think you can't do something, I mean I thought I couldn't ever write a book set in China because I couldn't stand foot binding. I did, but it was very difficult for me to write and you

notice that it finally takes place off stage. So I have written about things that I would have said some years before that I couldn't possibly write about so I guess I can't really predict what I can or cannot write about.

Q *Do you have a favourite among your books?*

A No. I think it's honest to say I don't. I spent a long time talking about *Bridge to Terabithia* last night and realised how dear it was to me, you sort of forget when it's been so long since you've written a book, you forget how much it means to you and when you get reading out loud or talking about it you realise how much you love it. But there again you see it did something for me and I love it for what it did for me. Even *Jacob*; I fought that book for so long and was so angry with it and really felt I hated it and then finally when I came to love it was sort of a fierce love that I had for it because I had to fight through to it. Whereas *Gilly Hopkins*, or *Come sing Jimmy Jo* I loved them from the first



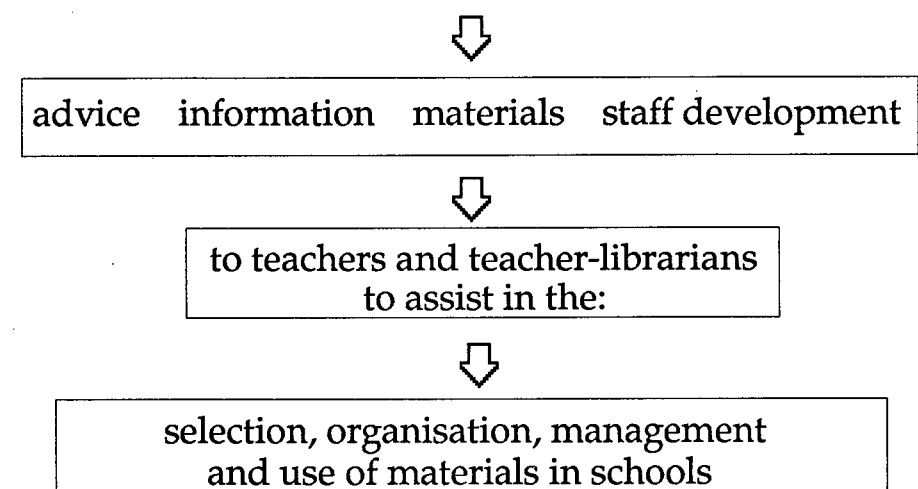
day, our lives together were so smooth and happy. I thought I was going to lose *Rebels of the heavenly kingdom* mid-way and not ever be able to finish it and I sort of had a pride that I actually finished it and accomplished what I set out to do, even though it was very hard for me to do. So you see I have a different relationship with each book.

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☆ Library Services - the year in review

Library Services provides



A 48 page journal, *scan*, is published by the branch eight times per year to support the effective use of resources and information in the school curriculum.

The branch provides major input to ASCIS, a national database of reviews and cataloguing information on curriculum documents and resources.

1988 priorities, significant outcomes and achievements

Priorities

The chief focus of the branch is the initial implementation of the Library Policy, *Libraries in NSW Government schools*. Other priorities are: the review of curriculum resources and the input of review information to ASCIS; cataloguing of curriculum materials and the inputting of cataloguing information to the ASCIS database; development of standards and procedures to enhance ASCIS services to schools; development of library management software for school libraries; development and promotion of national and state databases of curriculum documents, (known as ACIN and NCIN, subsets of ASCIS); promotion of children's literature; consultancy services for eight new schools established in 1988.

Significant Outcomes and Achievements

Implementation of the Library Policy has focused on staff development for teachers, teacher-librarians and principals. Each region has had a maximum of four days consultancy/staff development time of branch personnel, which has resulted in an average of two courses per region with an average attendance of sixty teachers.

Another successful initiative was the organisation of a teleconference for country teachers, linking nine centres and 150 teacher-librarians for two hours of staff development.

Schools require lists of relevant curriculum resources for acquisition, and cataloguing information for these resources. This year Library Services has received approximately 2,100 resources from publishers, reviewed 500 resources in *scan* and entered 1,000 reviews into ASCIS. The branch has created cataloguing records for 2,019 resources on ASCIS for use by schools. As part of a national network it has responded to two planning papers and submitted two papers to ASCIS.

The branch has provided technical expertise to assist the Computer Education Unit to catalogue and enter reviews for 440 computer software packages into ASCIS. Library Services has assisted Management Information Services in the development and refinement of the OASIS Library Module for a total of two months' staff time.

NCIN has contributed a quarter of the records on the national database, ACIN. NCIN staff has reviewed and catalogued 428 documents in 1988, bringing the NCIN database to a total of 1,442 records for curriculum documents.

A significant strategy for achieving branch priorities is the publication of *scan*, which includes articles and reviews to assist schools in the selection and use of resources to support curriculum.

☆ Reflections on the future

Robyn Laverack is a Senior Education Officer at Library Services.

School library programs in 1989

The next six months will obviously be a time of change in schools as the new staffing formulas come into effect. In addition there will be many other changes which are part of beginning any year in any school. Each year there are changes in students, teachers, curriculum, programs, funding and so on. Schools need to develop their library programs and to assess the role of the school library, the role of the teacher-librarian and the relationship between the executive and teachers and teacher-librarian. In doing so, recognition should be given to what makes school libraries so special and so outstanding.

What are the characteristics of school libraries?

School libraries directly serve the largest number of actual users of any type of library. In NSW Departmental schools alone, they cater for 763,000 students and 47,500 teachers as well as other members of the school community. They also serve an enormous variety of users ranging in age, experience, level of literacy, languages spoken, information needs... Their collections must satisfy these users in more than 125 curriculum areas, perspectives and policy statements, as well as meeting their other information needs, such as recreational interests. They also operate within a range of educational institutions from the one-teacher school with all primary grades in one class, to enormous high schools with 1500 students, to specific purpose schools which cater for special needs. In all these contexts the library often provides a 'refuge' for both teachers and students as well as providing a variety of learning and leisure spaces.

The role of the teacher-librarian involves developing programs and services that meet these varying needs; teaching, planning and working together with the staff of the school; being actively involved in students' learning; providing resources; administering information retrieval systems; managing budgets, staff and space; incorporating technological advances into the library; taking part in staff development; maintaining their own professional development and more.

Developing the library program

In response to so many variables, the school library program and the role of the teacher-librarian will vary from school to school. The Library Policy provides the broad guidelines from which schools should develop their own programs. In developing those programs for 1989 there is probably a greater need than before to ensure that the program is the result of school-based decision-making. It is not the teacher-librarian's responsibility to develop these programs nor should they be developed in isolation from the rest of the school. The library program should be developed by the whole school either directly or indirectly through the executive in order to ensure that staff have a commitment to implementing the program. Again in this time of change it is important that staff be involved so that they can contribute to and understand the changes in the program.

Assessing the needs of the users

Given the diversity of schools it is important to identify the characteristics of the particular school and its students and teachers. Identifying needs can take place in both formal and informal situations: at staff, faculty/grade meetings; lunchtime discussions; through examining other school policies and programs; by surveying the users etc. The method that is used will depend on what needs analysis has been done before and how recently it was done.

Defining goals

The second step in developing the library program should be to identify the goals of that program. On page two of the Library Policy is a list of aims which could provide an appropriate starting point for identifying goals. A copy of the list could be given to each member of staff for them to place in priority order. A collation of all the staff responses would provide a useful priority list for discussion and refinement into goals. Alternatively schools might use other methods to obtain the goals, for example the teacher-librarian and executive might draw up a list of goals. The advantage of the priority exercise is that it gives every member of staff the opportunity to contribute to the development of the goals.

Setting objectives

Whereas the goals are a broad statement of direction, objectives should provide a statement of what is to be achieved and a possible time frame for their achievement. The objectives for the program must not only be directly related to the goals but must also realistically reflect available resources. An analysis of resource allocations, both human and material, will assist in setting achievable objectives. The analysis of resources needs to include the amount of staff time available, the flexibility of that time, and to recognise the limitations and restrictions of that time. In setting the objectives a priority exercise can again be used to match the objectives with users' needs and expectations and to involve all staff. The more commitment there is to the objectives the more likely it is that they will be achieved. In addition there needs to be consensus about those aspects of the program that will have both the highest and lowest priorities.

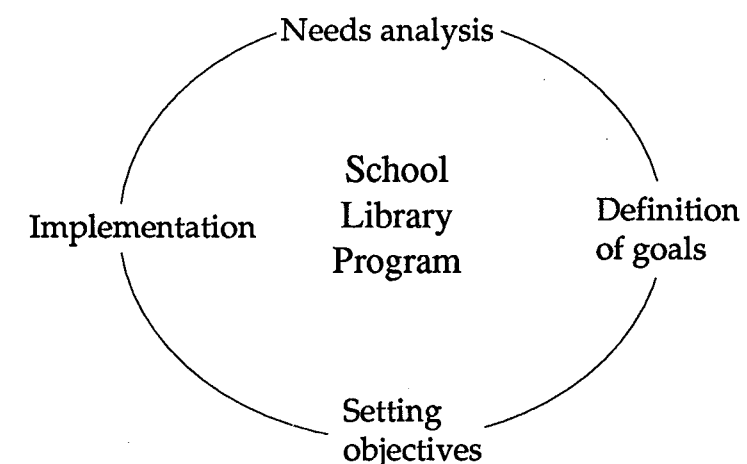
Those objectives which have the highest priorities may not necessarily be those which require the greatest commitment of resources. However it would be unusual if the lowest priority objectives required the highest allocation of resources. If that were the case then the objectives would need reassessing to ensure that the resource allocation matched the priority.

Implementing the programs

We should not lose sight of the many advantages which school libraries have to support the implementation of their programs. Those characteristics which make school libraries so varied are the same characteristics that make them dynamic. Teacher-librarians bring to the program not only their expertise as teachers but also their expertise as administrators. A school-based program will also draw upon the expertise of the rest of the staff including the executive. The program should be sufficiently flexible to allow for this expertise to be fully utilised where and when it is most appropriate. There should always be ongoing evaluation of both the implementation process and the program itself.

In times of such change schools should take heart in the knowledge that there is such diversity and such dynamism. Programs will differ as will the roles of personnel, especially the teacher-librarian, from school to school.

The process of developing and implementing the school's library program can draw upon those special characteristics of school libraries to ensure the continued effectiveness of the library program in 1989.



Other articles which have appeared in *scan* and which could be of relevance are:

Introducing change in schools vol 7 no 3

Getting the Library Policy up and running vol 7 no 4

Streamlining management vol 7 no 7

The new Economics Year 11-12 syllabus

Barry Collier is Economics consultant, Studies Directorate and a member of the syllabus committee.

A new 2 Unit/3 Unit Economics syllabus was approved by the Board of Secondary Education on 29 February, 1988. The syllabus is planned for implementation in Year 11 in 1989 and for examination at the Higher School Certificate for the first time in 1990.

The new syllabus will replace the existing 2 Unit/3 Unit Economics and 2 Unit Economics and Society courses. Both will be examined for the last time in 1989. From 1990 onwards, there will be only *one* Economics course.

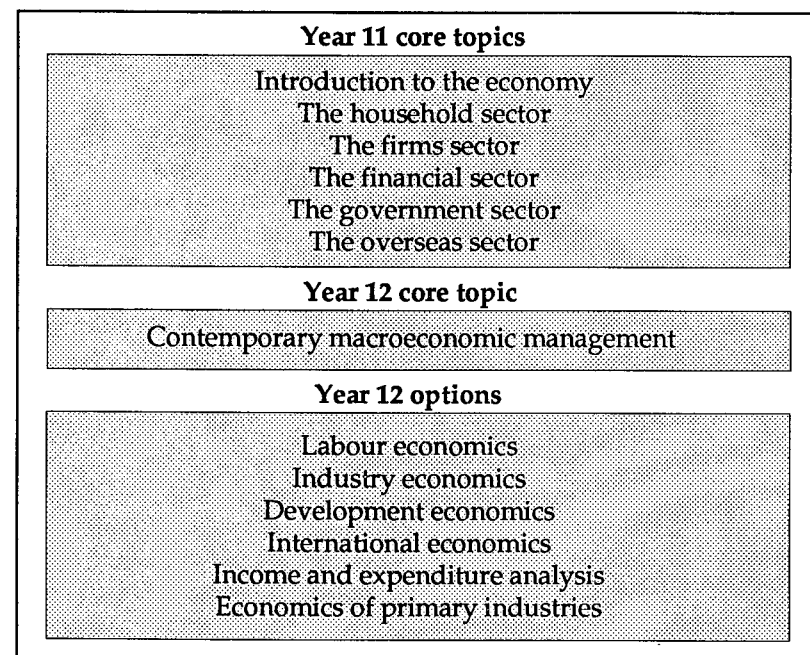
Syllabus structure

The structure of the new Economics syllabus is summarised in the diagram below. The course consists of seven compulsory core topics plus a specified number of options for 2 Unit and 3 Unit students.

The core topics focus on the basic structures, institutions and processes which characterise the Australian economy. The options allow 2 Unit and 3 Unit candidates to specialise in a number of important fields within the discipline.

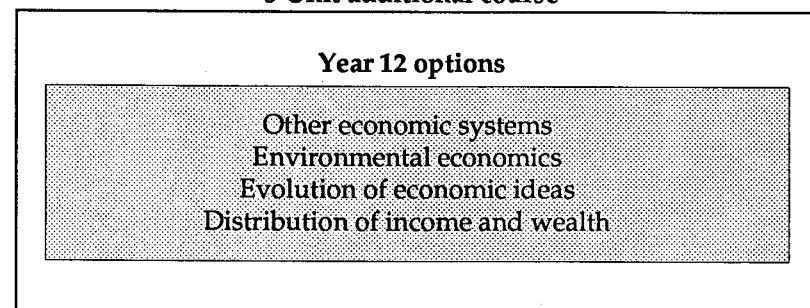
The 2 Unit course comprises the core topics plus three 2 Unit options. The 3 Unit course consists of the 2 Unit course plus two 3 Unit options.

2 Unit / 3 Unit common course



All students must complete the Year 11 and Year 12 core topics plus THREE 2 Unit Options

3 Unit additional course



3 Unit students must complete the 2 Unit Course plus TWO 3 Unit Options

Core topics

Six core topics are studied in Year 11 while the seventh, Contemporary macroeconomic management, is treated in Year 12.

Options

Some options are reserved for 2 Unit students, while others are reserved for those attempting the 3 Unit course. Two Unit candidates must therefore select their three options from the six designated as 2 Unit; and 3 Unit candidates must select an additional two options from those designated as 3 Unit. There is *no* 'open choice'.

The Year 11 course content

The Year 11 Economics course is based on the circular flow of income model and consists of six compulsory core topics. The first of these topics comprises a general introduction to the subject matter of Economics, the nature of the economic problem, and the institutional features of different economic systems. The circular flow model is then used as a framework to provide students with an overview of the structure and operation of the Australian economy. The five sectors which make up this model - the household, firms, financial, government and overseas sectors - provide the content for the remaining Year 11 core topics.

Year 12 course content

Two unit students must complete the core topic, Contemporary macroeconomic management, together with three 2 Unit options. Three Unit students must complete their 2 Unit course plus two 3 Unit options.

The word which best characterises the core topic - and for that matter, the entire course - is 'contemporary'. As with the existing curriculum, the new syllabus does not prescribe the study of economic theory for its own sake. Rather, it emphasises the application of economic tools and concepts to current economic issues and problems which confront Australian society. It is the contemporary nature of the subject which has attracted, and which will continue to attract, large numbers of candidates to HSC Economics.

Contemporary macroeconomic management draws heavily on the Year 11 core topics - so that students have already been introduced to many of the terms and concepts they need for their understanding of government economic policy. It also adopts an integrated approach to the treatment of government economic policy. This stands in sharp contrast to the existing syllabus in which the techniques of government economic management tend to be treated separately or as part of a wider topic.

At this stage, it is worth noting a number of points in connection with the Year 12, 2 Unit course:

- i) there is no prescribed order of treatment. It is quite permissible to treat some (or all) of the chosen options before the compulsory core topic.
- ii) different options tend to emphasise different analytical skills. Teachers can tailor their choice of options to the needs, interests and abilities of their students.
- iii) 80% of Economics candidates attempt the 2 Unit paper alone. Thus those topics which were identified by the teacher survey as being important for all Economics students should be available to all who attempt the course.

Resource implications

It is important to realise that the new Economics syllabus is not simply a 're-hash' of the existing course. Firstly, the new core and options structure represents a radical departure from the 1976 syllabus. Secondly, the circular flow structure of the Year 11 core provides a coherent in-built teaching strategy which allows greater student understanding of the interrelationships between key economic variables. Thirdly, there is much new material in core and optional topics. Nowhere is this more apparent than in the 3 Unit options.

Not surprisingly, the introduction of the new 2 Unit/3 Unit Economics syllabus has a number of significant resource implications.

- Existing resources for the core and (especially) the optional topics are likely to have limited usage.

- There is a greater need for the use of specialised texts and journal articles in each of the optional areas of study.

- As with the previous syllabus, there is the need to keep up with developments in the Australian economy as well as with new economic ideas and theories. The Contemporary macroeconomic management core topic is clearly a case in point.

- A more specific knowledge of the nature and impact of government is required on both the core and the optional topics. This demands greater access to, and increased use of, the publications issued by governments and private economic institutions. Examples include environmental impact statements and banking journals.

- There is a clear need for greater liaison between Economics teachers and teacher-librarians to ensure that the chosen options are well serviced.

A bibliography of resources to support the new Syllabus appears on pages 26-31 of this issue.

⊗ IFLA/LAA Conference - 27 August-3 September 1988

Murray McLachlan is a Senior Education Officer at Library Services.

With the theme 'Living together' the joint conference of the International Federation of Library Associations and the Library Association of Australia brought together librarians, teacher-librarians and information specialists from many parts of the world for eight days at the University of New South Wales in Sydney.

The conference program reflected the two themes of 'People, persuasion, power' and 'People, libraries, information' with a strong emphasis on school libraries and teacher-librarianship. As well, many of the papers presented raised issues of concern to teacher-librarians presenting a perspective perhaps not normally considered.

The plenary session 'People, persuasion and power' brought together three very different speakers in both content and style. Caroline Taylor, a human resources consultant, spoke about the necessity of combining a sense of purpose with a definable product and a vision of where we want to go. Rodney Cavalier, former Minister for Education in NSW, detailed the importance of persuasion in being successful, with interesting insights into recent and current political matters, while Bonnie Boezman, from Time-Life Books, outlined the media campaign which launched her company's series on the Australian armed forces.

The afternoon session on Sunday saw a panel of librarians and library educators presented with the question 'Where is the knowledge we have lost in information?' in an entertaining Hypothetical chaired by Stephen Matchett. The panel was confronted with a situation where an information terrorist had infiltrated the computers of the National Library, with different panel members being asked to address the legal, political and moral questions of the situation.

The remainder of the program consisted of concurrent sessions with two or three speakers and the chance for questions and answers. Many of the speakers were teacher-librarians or had backgrounds in teacher-librarianship, and dealt with topics as diverse as information skills, the information needs of Aboriginal people, curriculum design, the provision of information services, information networks in education, online information services and school community information needs, and the educational applications of communications technology.

The conference exhibition provided the chance to examine new products and services. Throughout the conference, participants had the opportunity to meet fellow teacher-librarians from other parts of Australia,

as well as from countries such as New Zealand, the United States, Japan, Canada and Zaire. This allowed for stimulating interchanges of ideas and attitudes, and the realisation that teacher-librarianship as practised in New South Wales is as innovative and exciting as anywhere else in the world.

Interspersed amongst the scheduled sessions were numerous social gatherings: the conference cocktail party on the opening night; the IBBY luncheon; the LAA Schools Section dinner at Taronga Park Zoo. The dinner included the launch by Georgina Cane, Executive Director of ASCIS, of a publication entitled **School libraries online: microcomputers, online information services and information skills**, written by Sheila Hawkins and published by the Section's NSW Group. Teacher-librarians also assumed a high profile in the concluding session of the LAA program which included a slide and sound presentation featuring photographs of many teacher-librarians taken during the preceding three days.

The Conference was successful for teacher-librarians because of an enormous amount of effort by members of the National Schools Section, which for the last two years has been the responsibility of teacher-librarians in New South Wales. The Conference also saw the nomination of Western Australia as the state responsible for the National Section during the next two years. We look forward to their input to the 1990 LAA Conference in Perth.

IFLA / LAA Conference papers

Many of the papers presented at this conference are available for loan from the Inservice Education Library.

A complete listing of available papers will appear in *scan* vol 8 no 1. Enquiries should be directed to the Library. (02) 925 8251.

The Schools Section of the Library Association of Australia also plans to publish those papers of interest to teacher-librarians in one publication. This will be advertised in *scan*.

The views expressed by contributors to this issue of scan are not necessarily those of the Editors or the New South Wales Department of Education.

search <

< The impact of library automation on services to users

This is the second part of an article by Robyn Owens, Divisional Librarian. In her introduction to the topic in *scan* vol 7 no 7 she talked about the progress of automation in libraries and referred to OPAC - Online Public Access Catalogues.

What does OPAC mean?

The term 'public access' implies that the catalogue is available to the library's public. Previously, online catalogues had been used for catalogue maintenance by library staff, but only recently have the records been made available to our users. An online catalogue permits direct interrogation of the records of the catalogue database, which holds the bibliographic records relating to the stock of a specific library collection, library system or network of libraries. The database will normally hold two types of data for each document recorded: standard bibliographical data, and also, information relating to individual copies of documents and their location and availability.

Online access represents an entirely different method of obtaining information. Access for library clients to the catalogue database is via an online terminal. Online catalogues are actually interactive retrieval systems for libraries; that is, they are systems in which the user is connected directly to the information source (the catalogue) and in which responses occur quickly enough to enable the search request to be modified dynamically as the session progresses. An online catalogue provides access using the computer terminal to the complete bibliographic record of all of the library's holdings with minimal access points being the same as those available in a card catalogue.

Features of the online catalogue

What features should an online catalogue have?

- * The system must be reliable with minimal unscheduled downtime.
- * The database must be searchable by author, title, subject and call number as a minimum.
- * Authority file cross-references should be provided.
- * The system should provide keyword access to subject headings and titles.
- * The bibliographic citation should contain copy location information.
- * The system should be capable of providing several different types of citation displays, eg brief record, full record.
- * The user should be able to get a printout of the information displayed on the terminal screen.
- * The system should be menu driven for new users, while providing shortcuts for experienced users.

* The system should provide Boolean operators for search refinement by users.

Differences between online and conventional catalogues

Conventional library catalogues are alphabetic. This means that the entries in the catalogue are arranged in a predetermined order specified by the alphabet and the library's rules. A library catalogue may interfile all entries so that personal names, corporate names, titles, series entries and subject headings are all arranged in one continuous alphabetic file. The advantage of this approach is that there is one order throughout the entire catalogue and hence, one place to look for any single entry.

The subject section, if separate in the library catalogue, is often also alphabetic-classed. The subject headings and subclassifications are assigned at the time the item is being catalogued, and the library user is expected to locate desired materials by using the same guidelines and thought processes that governed the choice of heading during the cataloguing process. This is called pre-coordinated retrieval. This means that the most desirable retrieval points for the item are selected at the time the bibliographic citation is being prepared. An attempt is made to predict how library users will want to locate a particular item in the future and the necessary access points are assigned at the outset.

It is clearly impossible to provide the necessary number of entries to facilitate retrieval by library clients. Obviously, procedures, terminology and user needs change over time. It is asking too much to expect that subject headings and other entries assigned today will meet the needs of all users in the future.

The clear advantage of online catalogues lies in the facility of post-coordinated retrieval of data. This means that the library user can put together a set of specifications that describes the type of information being sought. Therefore, the user is no longer constrained by existing entries assigned at some earlier date. The online catalogue must provide keyword access to the entire bibliographic citation and must provide Boolean operators so that the user

can perform the desired post-coordinated retrieval functions. Any system that does not provide this crucial feature cannot truly be called an online catalogue.

At the very least, an online catalogue must provide post-coordinated retrieval for the author, title and subject fields in a bibliographic citation. Keyword access to these and other fields is a highly desirable extension.

Keyword access means that individual words within names, titles, subject headings and other parts of the bibliographic citation may be searched as individual entities. Keyword access provides in-depth retrieval over the entire bibliographic record. When combined with the capacity to perform Boolean operations, a truly powerful retrieval tool results. An online catalogue can also be searched on entire entries such as author names or subject headings. This is generally known as phrase searching. This feature is extremely useful to patrons who are very familiar with the existing library catalogue and already know how to find the information they want.

* Online catalogues are actually interactive retrieval systems for libraries; that is, they are systems in which the user is connected directly to the information source (the catalogue), and in which responses occur quickly enough to enable the search request to be modified dynamically as the session progresses *

Many online catalogues that use phrase searching also use truncation ie the user need enter only the first few letters of the desired phrase and the system will use those to locate and display the appropriate part of the indexes. Some systems display a list of index entries beginning with the characters specified, while others display a list of entries surrounding the characters specified. This latter form is very helpful - especially if the library user has made a minor misspelling in the entry that prevents an exact match from being made.

Boolean operators are the combining factors that make post-coordinated retrieval possible. The advantage of Boolean operators is the power and flexibility they give the user in identifying materials of interest.

Many of the online catalogue systems have additional search features. Some features provide a

means of storing search results as the session proceeds; others provide ways to limit the results of a search by various factors such as language, publication date and so forth.

Advantages and disadvantages of online catalogues

Advantages

* A primary advantage is that the online catalogue database can be searched on virtually any item of information of interest to the user. This allows libraries to cope with the vague enquiries from our clients such as 'What is the title of Wilbur Smith's latest book?' etc.

* Library users can retrieve information from the catalogue in a variety of ways that were not specified during creation of the catalogue. Retrieval criteria can be changed at any time to meet user needs without changing the online catalogue database.

* Users agree that OPACs are indeed simpler and faster to use, especially if looking up a long list of items or going from subject to author searches often.

* Global changes can be made easily: ie if a change in library practice decrees that the form of catalogue entries shall be different, the change can be made throughout the entire database virtually instantaneously.

* Filing is no longer a consideration, since items in the catalogue do not have to be located according to various filing rules. The internal logic of the online catalogue system can retrieve like groups of citations and arrange them logically with each other in any order specified by the user. Thus, the same set of citations might be arranged by call number, by author, by title, by publication date or almost any other field desired.

* The online catalogue provides very rapid search capabilities.

* The online catalogue database can be updated online or at frequent intervals, as desired. Delays resulting from the slow process of filing catalogue cards will be eliminated. Further, citations for items that are on order can also appear in the catalogue before the catalogue cards for them would normally have been produced.

* The online catalogue can be used from locations other than the library and at times when the library is closed. This increased access expands the availability of the library's collections tremendously.

* The online catalogue may save money as the costs of maintaining an online catalogue may actually be less than maintaining its manual counterpart.

* Clients regard OPAC as efficient and energy-saving. It saves time walking between drawers and card catalogue cabinets, and users like being able to sit down with a convenient tabletop for making notes.

Disadvantages

Despite its many virtues, the online catalogue does have some disadvantages compared to the card catalogue.

* The online catalogue requires a new way of getting information. Some well-established techniques that work in the card catalogue may not be as successful in the online catalogue and the results are likely to be different.

* The user may occasionally get too many citations; users do not always think about how to make a search more precise.

* The computer can occasionally retrieve what are known as false drops. These are citations that are retrieved in response to a particular search request but which are not relevant to the topic in question. This has turned out to be more of a source of amusement than a significant problem for users eg searching on the word 'wood', which might retrieve books about wood and also books by an author named Wood.

* The online catalogue can be unavailable if there is a power failure or if the computer breaks down. The likelihood of these things happening is diminishing as more reliable systems are being developed.

The online catalogue: library of the future, today??

The online catalogue will in the future be just one component of an integrated library system that will support all library operations. It will provide the underlying bibliographic information to support all the library activities. The bibliographic record of all library resources will be augmented with index information, table of contents, notes, abstracts and other additional information that will make it easier for users to decide if a particular item is of interest.

Many of the newly developed OPACs have already begun to include see and see also references online to lead clients to the indexed headings which would retrieve needed information when they enter commonly used words: online subjects lists are available which lead clients to more specific topics. All words of natural language and controlled vocabulary should, in the near future, be searchable:

cross references should be provided, well organised and when necessary, displayed online.

Library users have themselves demanded that online catalogues provide them with browsing capability using shelf list searching; that all materials in libraries, including print and nonprint, periodical and encyclopaedic articles, be searchable online. Library users are demanding that online catalogues provide multiple access points for music collections including that detailed information for music albums containing multiple compositions be identified individually by title.

OPACs are information retrieval systems. In addition to the bibliographic service within the library environment, users will demand that OPAC provide community information services, such as career opportunities and health care information. They will expect that OPAC be accessible in homes, offices, supermarkets, and other places. They will also demand delivery service to wherever they are, and to be able to enter requests in telephone booths, on computer terminals, or via other facilities.

The online catalogue will also be the means by which users can access worldwide information sources. Library users will be able to use the catalogue not only to find out what is in the library, but also to get information from many other sources. Materials within and without a library would be identified so that users would know where they can be located or how delivered.

A 'standard online catalogue' will gradually emerge so that users can move easily from library to library without having to learn new protocols and procedures every time they wish to access the OPAC. Computer-to-video disc linkups will combine the indexing capabilities of the computer with the display capabilities of video to make a powerful teaching tool. There will emerge the concept of the user work station using the OPAC to utilise all the resources within and without the immediate library environment. This work station will likely include OPAC, messaging systems, video, audio, CD-ROM and other capabilities and technologies. Graphic displays will be commonplace so that tables, charts, graphs and other non-textual information can be made available online.

OPACs are currently viewed as updated and improved card catalogues that do what the old card or microfiche catalogues did, only better. This however, greatly understates the potential of the OPAC to alter profoundly the nature of the library, library work, and research.

< Looking for staff development material? Try NCIN/ACIN

NCIN/ACIN provides access to a range of general material useful for staff development programs in schools. In addition to information about specific curriculum areas there are modules and readings which may be useful in planning a whole school staff development day or a series of staff development meetings on a particular topic.

Some of this material uses a module format which may be worked through by an individual or in a group. Schools may prefer to use sections of modules or readings to present in the context of a larger course.

Subject headings for staff development

Using NCIN/ACIN, search under the following subject headings and browse through the list of titles to choose those which would be of most relevance to your school's activities. A few sample titles are given below to tempt you to browse further.

Only the title is given here. For the complete record including availability information use the NCIN/ACIN microfiche or the ASCIS dial-up service. The full record will give you a better idea of the contents of each item.

Some of the titles listed below are available from other states so it is important to check the availability statement. Don't forget that most New South Wales information is available for loan through the Inservice Education Library as well as on microfiche.

CLASSROOM MANAGEMENT

- The ABC of happy teaching: beginning teachers inservice weekend
- Negotiating a classroom code
- Solving discipline problems in the classroom
- Student motivation in perspective

COMPUTER EDUCATION

- Staff development

EDUCATIONAL ADMINISTRATION

- Preparing and trialling a school-based staff development program
- Professional development policy (Rokeby High School, Tasmania)
- School development process [kit]
- School-based staff development
- The self-managing school

LEADERSHIP

- Effective leadership skills for the head teacher

MEETINGS

- Making meetings work

TEACHERS - INSERVICE EDUCATION

- The module bank
- PEP consultancy training course
- Professional development: the continuing experience
- School-based staff development
- So you want to be a better deputy principal: an inservice kit for development of deputy principals
- So you want to be a better head teacher: an inservice kit for development of head teachers
- So you want a staff development policy
- Your school development day

TEACHING

- Doing it well: good practice in the classroom: documentation from 50 teachers about aspects of their classroom practice
- PEP staff development inservice.

management

Using the Handbook

Tim Knowles is a Senior Education Officer at Library Services

One of the most useful items that a teacher-librarian has to help manage the school library is the **Handbook for school libraries**.

The **Handbook** has been designed to provide practical assistance to teacher-librarians on a wide range of library management matters. To date not all sections have been published and so when checking through your **Handbook** you will not find all the sections listed in the contents. Having a loose-leaf format allows new sections or revised sections to be easily incorporated. Since the original publication there has been a revision to some of the cataloguing material and the addition of section 7, Financial Management and Stock Control.

The contents of the **Handbook** are equally useful to all teacher-librarians, from small primary schools to secondary libraries, and provide a common reference point which should foster standardisation of some of the practices carried out in all school libraries. It is worth noting that standardisation of all practices is not seen as an ideal, indeed the range of size in school libraries in this state would make such an ideal impossible. However, a common understanding and approach to something such as filing is desirable and needs to be pursued not just for standardisation with other schools in the state, but also for continuity in individual libraries.

In many cases the **Handbook** will act as an 'ideas' or 'how-to' book. For example when mounting a library display, Section 4.9 Displays and Other Activities, provides some basic theory as well as samples of easily produced yet effective signs and there is a bibliography for those wishing to go further. In the same way, Section 6.17 Furniture is a valuable source of ideas. This section deserves a special mention because it provides the answers to almost any question that can be asked about library furniture. There are photographs, diagrams, item numbers, a list of considerations regarding spacing and positioning of additional furniture. Some of the item descriptions give suggestions for use and most importantly details are given on how to go about getting library furniture or advice about furniture.

The **Handbook for school libraries** is listed in the **Libraries in New South Wales Government schools: policy statement 1987** as a support document. This means that it is to be used to assist in the implementation of that policy in schools. The Library Policy, as with other policy documents, contains a number of issues or concepts that each school is required to consider and take action on. The

statements made in the policy are of a general nature and the action taken in schools will vary according to their situations.

In an earlier issue of *scan* this year, (vol 7 no 4 p 23), Merran Dawson listed a number of concepts drawn from the Library Policy. While the list is not exhaustive it is a very useful checklist and will provide an example to demonstrate how the **Handbook** can be used to support the implementation of one of the concepts and so the Library Policy itself.

The example I have chosen from the Providing Resources section of Merran's concepts list - *involvement in selecting, acquiring and organising materials to support the curriculum* - relates to pages 2 and 6 of the Policy. There are a number of elements in this concept. Using the **Handbook** Table of contents, the relevant sections are seen to be:

Section 3 Curriculum Development (especially 3.1 Curriculum development and the library program);

Section 5 Resource Services (especially 5.2 Selection and 5.6 Suppliers);

Section 6 Resource Management (especially 6.4 Descriptive Cataloguing and 6.5 Classification). The **ASCIS cataloguing standards for school libraries**, which was issued as a supplement to the **Handbook**, is also relevant. In many schools subscription to the ASCIS database removes the cataloguing and classification steps from the processing of an item and the purchase of catalogue cards from ASCIS removes this clerical processing task;

Section 7 Financial Management and Stock Control (especially 7.4 Ordering and 7.5 Accessioning).

From the sections listed above a teacher-librarian would obtain sufficient information to evaluate the present practices regarding the selection and organisation of materials to support the curriculum. If necessary, there are practices suggested that could be introduced to improve the present system and therefore improve the support for the curriculum which is demonstrating the implementation of the Library Policy. If the existing systems are evaluated and found adequate, this also demonstrates implementation of the policy as evaluation is another of the concepts.

The **Handbook** is an extremely useful document, perhaps overshadowed by the Library Policy. It is important to be aware of both and use them together to plan and implement the library's role in the school.

△ ASCIS progress report

This item has been extracted from the ASCIS document *First progress report 1988* and deals with the first half of this year.

On-line services

An increasing number of schools are using the ASCIS dial-up service to order catalogue cards and machine-readable records online. Schools using this facility are finding that their completed orders are being returned within a week.

Schools ordering catalogue records online have the added advantage of being billed monthly, by ACI Computer Services, and do not have to arrange for a cheque to be sent with their orders.

Access to the growing range of information services which can be searched flexibly and accurately online, has added incentive to schools to become dial-up users.

ASCIS 80 records

Demand for ASCIS 80 machine-readable catalogue records continues to increase as more and more schools switch to automated library systems.

At least nine software distributors now have automated library packages for sale which can accept ASCIS 80 machine-readable records.

As from July 1 1988, ASCIS has offered 3.5" discs as a medium for return of catalogue records for MS-DOS systems.

NCEC accreditation

The National Catholic Education Commission has recently been recognised as an accredited cataloguing agency by ASCIS. They began to add catalogue records and value added data to the ASCIS database in July.

ASCIS Development Activity

Addition of terms to Subject headings list

Plans are well in hand for the production of a companion volume to the ASCIS subject headings list. Included will be headings in the fields of computing, curriculum management and professional development.

Quick Search

This facility is being developed to make it easier for casual users to search the ASCIS database. Up to four terms may be added at one time. The program will also enable searches to be further refined by media type and/or date of publication.

Reconversion strategies

This service is being planned to ensure a smooth transition from manual to automated catalogues. The service will be introduced in two stages.

Phase 1 will provide schools with a diskette on which to record ASCIS order numbers or ISBNs to be returned to ASCIS for batch loading to produce machine-readable catalogue records for the school.

In Phase 2 schools will be sent the entire ASCIS database of catalogue records in very abbreviated machine-readable form. Schools would tag those records that match the holdings in their library and ask for the complete records to be sent to them.

In both phase 1 and phase 2 the same procedures will be able to be used to produce book and microfiche catalogues.

The service will have the added benefit of enabling schools who are not yet automated, but who find the filing of cards and maintenance of a card catalogue tedious and time consuming, to obtain the complete holdings of their library in book form.

Review service

ASCIS is also planning to introduce a review bulletin service. It is expected that each issue will contain a maximum of 400 reviews and it is anticipated there will be 4 issues per year.

Schools will be able to subscribe to this service. Further information and a subscription form will be available at a later date.

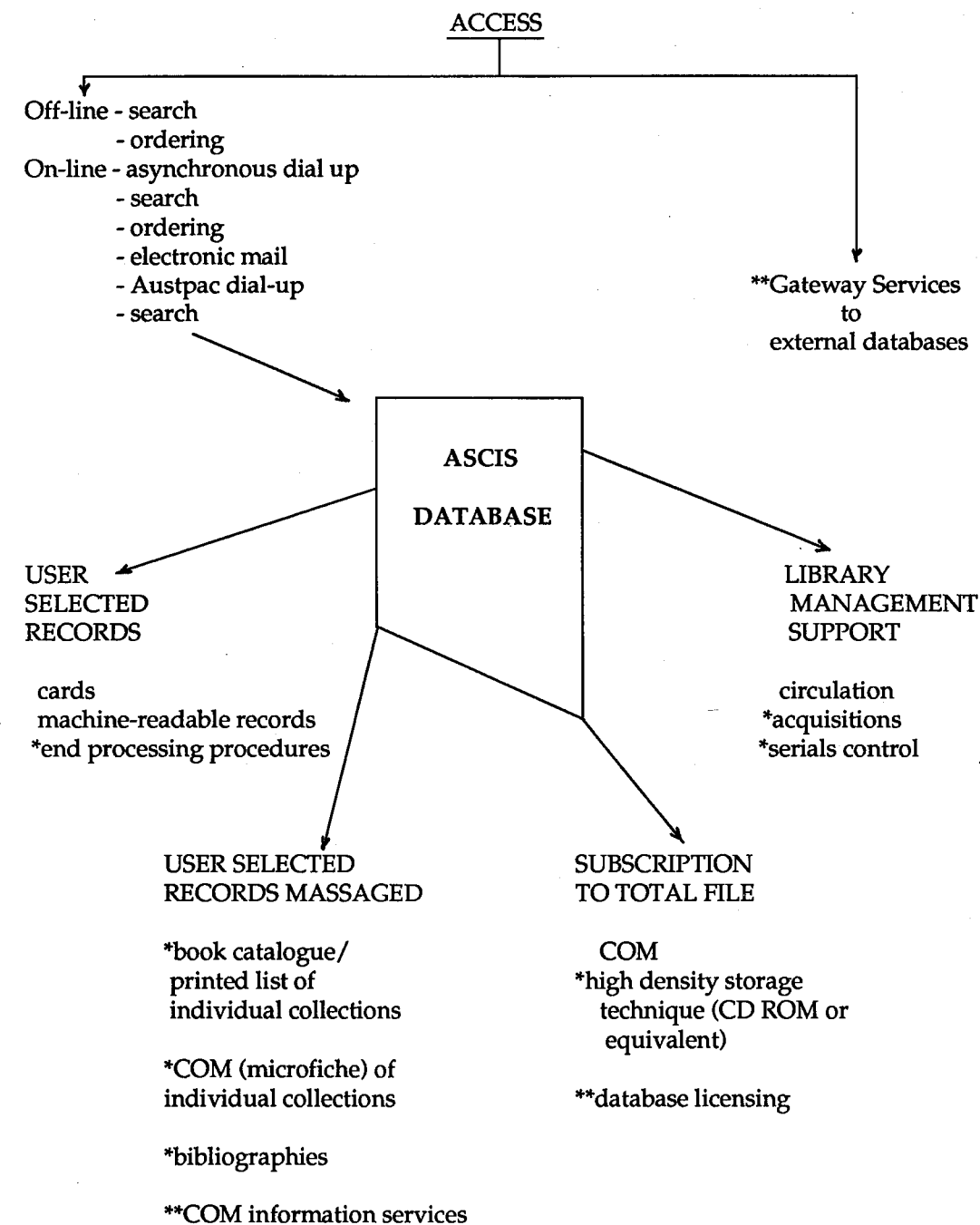
ASCIS corporate plan

A revision of the Company Corporate Plan has been recently undertaken with a view to representing more accurately the likely future directions ASCIS might take.

As can be seen from the table, the plan has been extended to encompass likely developments in the fields of gateway services and overseas licensing.

Recent developments such as Electronic mail, On-line product ordering, and the value added services have also been included.

ASCIS service developments



Key: Those services without a star are in production.
 * Those with one star are to be implemented.
 ** Those with two stars are multi-service/ use functions which will grow and be developed. For example, the Gateway services could provide access to many databases each requiring special development.

Note: The issue of database content is not addressed in this model. The access and format capabilities would be applicable or readily adaptable to any database content. The items awaiting development are not in any priority order.

■ Writing K-12

To develop and refine your own teaching of writing you will need to consider resources that:

- present a theoretical base/overview;
- provide practical teaching strategies;
- explain how to organise and manage writing in the classroom;
- ensure students have access to resources that support their learning.

The following annotated list of resources reflects a broad range of views and teaching strategies. As implementers of the curriculum **Writing K-12**, teachers and teacher-librarians will find some more useful than others. While **Writing K-12** is a comprehensive document, the breadth of considering such a large issue as writing for learning, especially in secondary subject areas, will require you to read further, both in the area of writing and in using writing in your subject.

The teaching of spelling and handwriting as part of writing are areas where good student resources are essential. Helping students to take responsibility for learning and monitoring exactly which words and letter shapes or joins *they* need can be managed with some of the following resources. Other titles which focus on teaching different forms of writing, provide teachers already familiar with the process/conference approach with clear guidelines for demonstrating particular genres and for revising student writing.

Selecting from the broad range available for K-12 has been difficult. There are many excellent resources published by professional teacher associations. You may wish to request catalogues from: Australian Reading Association PO Box 78 Carlton South Vic 3053 (03) 347 6951; Primary English Teachers Association (PETA) and English Teachers Association (ETA) c/- Joint Council of Professional Teaching Associations The Rozelle Public School Rozelle NSW 2039 (02) 818 2591. As well, *scan* has previously published three inserts relating to writing: 87/4 - **Writing K-12**; 84/5 - **Picture-stories for early writers K-3**; 83/2 - **Writing - a first select list K-12**.

This bibliography was compiled by Niki Kallenberger and Allan Gill from Library Services. Resources were reviewed by Mark Piddington (formerly Leichhardt HS), Tony Yates (Girraween PS), Rhonda Jenkins (Studies Directorate) and Mark McFadden (Studies Directorate).

Writing K-12 Curriculum Implementation Co-ordinating Group (CICG) will prepare a further resource list during 1989. This list will include video and student resources as well as teachers reference materials.

CALKINS, Lucy McCormick **The art of teaching writing**. Heinemann, 1986
ISBN 0-435-08246-9 [808]

Highly recommended

The author begins with the question 'What is essential in teaching writing?' and then proceeds to answer this by describing situations, strategies and suggestions for kindergarten through to secondary students. This detailed resource isolates areas of concern for teachers implementing the writing curriculum and provides suggestions and strategies which are based on the observation of students and teachers in classrooms. Importantly it examines writing in the context of all curriculum areas and as well provides many useful examples. T. Yates

AUD: Professional
AVAIL: Paper \$36.00 ASCIS 241299

HAMMOND, Derryn **Autobiography : the writer's story**. Fremantle Arts Centre Press, 1988
ISBN 0-949206-40-7 [808]

Highly recommended

Using photographs, maps, newspaper clippings, extracts from manuscripts, and interviews the authors provide a clear explanation of how some writers have come to produce their own stories. Four authors: Sally Morgan; Ron Davidson; T.A.G. Hungerford; Connie Ellemert are the major subjects and there is also an introduction about the genre. Many activities are included and supplemented with references and a select bibliography of Australian autobiographies. This resource provides both an opportunity for students to examine this genre closely and an insight into each author's commitment. R. Jenkins

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$8.99 ASCIS 431820

TEMPLE, Charles A. **The beginnings of writing**. Allyn and Bacon, 1982
ISBN 0-205-07699-8 [808]

Highly recommended

Samples of writing from the earliest stages are used to illustrate the discussion of growth points which feature over time. Part 1 investigates the beginnings of writing, including the use of letters. Part 2 goes on to early spelling development and in particular inverted spelling. Finally, Part 3 discusses the beginnings of composition by considering emerging form and voice that is evident in young children's writing. The 3 parts combine to provide a readable, practical guide to a young child's discovery of writing through the scribbling, spelling and composing stages. R. Jenkins
AUD: Parents Professional

AVAIL: Distributed through Prentice Hall of Australia. Paper \$29.95 ASCIS 142389

JOHNSON, Terry D. **Bringing it all together : a program for literacy** / Terry D. Johnson and Daphne R. Louis. Methuen Australia, 1987
ISBN 0-454-01333-7 [428.407]

The integrated literacy program outlined in this book is relevant to Reading K-12, and equally at home with the Writing K-12 document. The clearly defined strategies and timesaving ideas for teachers are all based on the use of literature in the classroom. Book titles on which activities are based are readily available and will be familiar to many teachers. Chapters on evaluation and parent involvement are particularly valuable. Some readers may find the layout confusing and the theoretical discussion, although crucial, is long winded. Many activities appeared in the authors' previous work, **Literacy through literature**. T. Yates
AUD: Professional

AVAIL: Paper \$22.50 ASCIS 401074

CLARK, Roy Peter **Free to write : a journalist teaches young writers**. Heinemann, 1987
ISBN 0-435-08256-6 [808]

In this volume, journalist Roy Clark reflects on the many years he has spent teaching writing to students of all ages and shares his insights generously. Practical ideas for writing conferences; editing, revising and proofreading; and prewriting tasks of collecting and organising material abound. Clark emphasises publishing for real audiences and puts grades and marks into the context of a writer's development. Examples are plentiful; the book welcomes a casual browser. Ideas are applicable at both primary and secondary levels. M. McFadden

AUD: Parents Professional
AVAIL: Paper \$44.95 ASCIS 430838

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

Highly recommended

This collection of conversations with 23 writers about their methods and attitudes could have many uses for teachers of writing. A comprehensive range of authors and writing styles is presented, with most of the text given over to the writers' conversations. The arrangement of material into chapters such as How and where writers write, Where do ideas come from, Revision and the role of the editor, lends itself to use in the writing classroom. The only shortcoming for teachers of writing is that there is an emphasis on fiction and students will need further information on writers of non-fiction. T. Yates

AUD: Professional
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$9.95 ASCIS 405584



SMITH, Frank **Joining the literacy club : further essays into education**. Heinemann, 1988
ISBN 0-435-08456-9 [428]

Highly recommended

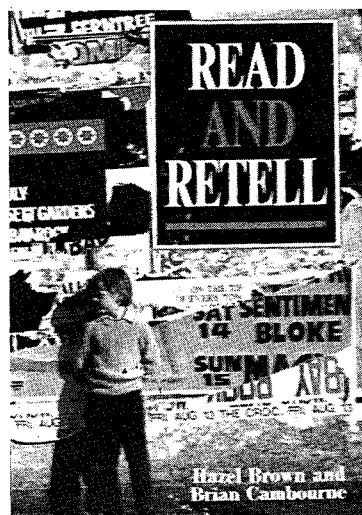
A broad, wide-ranging coverage of literacy and literacy learning characterises this very readable volume. Anecdotal in style, it is relevant across curriculum areas and to both primary and secondary teachers. Issues of political and educational relevance such as skills, stages and processes are discussed, as is the role of computers in language learning. One chapter, 'Misleading metaphors of education', is particularly incisive and provocative. The work is thoroughly referenced and indexed. M. McFadden

AUD: Professional
AVAIL: Paper \$34.95 ASCIS 432149

MORRIS, A. *Learning to learn from text : effective reading in the content areas* / A. Morris, N. Stewart-Dore. Addison-Wesley, 1984
ISBN 0-201-13980-4 [428.4]

Highly recommended

The integration of reading, writing, listening and speaking skills is the major strength of this volume. Sample units from various secondary subject areas illustrate student-centred strategies for extracting, organising, comprehending and translating content area material. The concepts of audience, context and process are explored. The model of teaching reading (ERICA) offered and the many adaptable classroom ideas presented have a strong research basis. Unfortunately, rather dense print may be off-putting to some. This is, nevertheless, a very useful resource, particularly for teachers unused to teaching reading and writing. M. McFadden
AUD: Parents Professional
AVAIL: Paper \$22.95 ASCIS 160803



MALONE, J. L. *Pathways to poetry writing*. Longman Cheshire, 1987
ISBN 0-582-87322-3 [808.1]

In a well-presented, clearly organised manner, this book looks at some of the main areas from which poets draw their ideas and helps students both appreciate and write poetry. Excellent practical advice on how to start and the process of writing is offered, and illustrated with the author's own poems or student work. Unfortunately these examples are bland, with no Aboriginal or multicultural perspectives evident. However, the volume does much to demystify poetry, and the use of an anecdotal, conversational style creates a non-threatening atmosphere for student writing. M. Piddington
AUD: Professional
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$7.50 ASCIS 418430

BROWN, Hazel *Read and retell : a strategy for the whole-language/natural learning classroom* / Hazel Brown and Brian Cambourne. Methuen, 1987
ISBN 0-454-01334-5 [428]

Highly recommended

The strategy 'read and retell' described in detail in this book is suitable for use with students of various ages and abilities. It is a whole language strategy, presented here in both theoretical and practical contexts. Resources, management, preparation and evaluation issues are all dealt with. Reference to research as well as actual classroom experience is plentiful. The strategy's strong relevance to the concepts in the NSW Writing K-12 document and the acknowledged leadership roles of the authors ensure the appropriateness of this volume. Effective implementation, however, will require thorough revision of some current teaching practices. T. Yates
AUD: Professional
AVAIL: Paper \$19.95 ASCIS 405533

Reading, writing and caring / Orin Cochrane [and others]. Whole Language Consultants, 1984 [428]

Highly recommended

Practical, whole language teaching strategies that emphasise success for students are the focus of this Canadian resource. Writing and reading are considered from both theoretical and practical points of view. A chapter on caring examines grouping and discipline in student-oriented classrooms. The connection between parents, children and teachers is also examined. Approximately a quarter of the book is

CALKINS, Lucy McCormick *Lessons from a child : on the teaching and learning of writing*. Heinemann Educational, 1983
ISBN 0-435-08206-X [428.2]

By describing one child's development in writing, this very readable text indicates the changing approaches to the teaching of writing to primary students. The author does not suggest that one way is correct, but provides many considerations for teachers. This book does not provide anything new, but is very accessible to teachers at an early level of professional development in this area. T. Yates
AUD: Professional
AVAIL: Paper \$27.00 ASCIS 218524



PRIMARY LIBRARIES CONTINUING TO COOPERATIVELY PLAN AND TEACH

Merran Dawson, Kevin Channells, Tim Knowles

Introduction

In this and the next issue of *scan*, we will focus on some management and teaching ideas that can be applied in primary schools to ensure that the cooperative planning and teaching concept is adapted to the staffing resources of the individual school.

In some schools, a decision will be made to continue the cooperative planning and teaching program as it currently stands. On the other hand there are many schools which have only just begun to work on this concept. Regardless of the current or future situation, all primary schools should be taking a close look at the following areas when planning for the best use of library staff and resources:

- * The cooperative curriculum development process, including strategies for maintaining or rationalising
 - . cooperative planning
 - . cooperative assessment
 - . cooperatively planned teaching, in a variety of combinations depending on availability of staff
 - . cooperative evaluation
 - . cooperative documentation of the process

- * Providing as much curriculum support time to the teacher-librarian as possible by setting up improved ways for allowing staff and students to use the library without the presence of the teacher-librarian, eg by establishing:
 - . systems for independent library use by teachers
 - . systems for independent library use by students

- * Maximising the library management time allocated to the teacher-librarian by evaluating and then streamlining library administration

- * Evaluating staff development needs of the school and ensuring that staff members have received information about the above issues, and had time and opportunities to discuss them.

In this issue of *scan*, some ideas for implementing the cooperative curriculum process are presented. In the next issue we will write about the other areas listed above. Further ideas from you, the reader, are also welcomed (in the form of a phone call, letter or article) as you proceed to develop approaches tailored to your school's needs.

We acknowledge, with thanks, the input of Laraine Lucas, Library Consultant for Metropolitan East, and Kathy Schmitt, Library Consultant for Metropolitan North, to this section of *scan*.

CURRICULUM DEVELOPMENT PROCESS: PLANNING

WHY PLAN?

Planning is an essential step in curriculum development - without taking time to plan, teachers cannot ensure that their students are being provided with the most appropriate learning experiences. Planning is therefore essential to the cooperative planning and teaching process.

When working cooperatively, the teacher and teacher-librarian meet *together* to plan instead of planning separately. The sharing of ideas, design of the unit and definition of roles are among the products of the planning process.

Well-planned cooperative units can be modified for and repeated with other classes. Well-planned units therefore become good investments over time.

WHAT IS PLANNED?

Here is a list of issues and activities that cooperative planning partners or groups may think about when planning a unit of work:

- ★ overall objectives of the unit (including consideration of objectives associated with the teaching of information skills)
- ★ current knowledge, skills and attitudes of students who are to be taught
- ★ available resources - library, class and school resources + resources outside the school (public libraries, information agencies and databases, people etc)
- ★ information task(s) to be carried out by students during the unit (teacher and teacher-librarian may set such tasks, or encourage students to identify their own tasks)
- ★ information skills which will be reinforced or introduced in the unit (based on available resources and projected student use of these)
- ★ preparation tasks and teaching roles to be undertaken by the teacher and teacher-librarian
- ★ teaching locations and class/group combinations (sometimes the class can be divided between the teacher and teacher-librarian in a given lesson)
- ★ classroom and library management/behaviour codes
- ★ assessment strategies and assessment tasks to be undertaken by the teacher and teacher-librarian
- ★ evaluation of the unit and the cooperative partnership.

WHEN TO PLAN?

Teachers need to create opportunities to plan regardless of whether they are cooperatively teaching or not. In the case of cooperative planning and teaching, it is important that opportunities for *shared* planning time be identified and made known in the school.

Some strategies for providing planning time that the school could consider include:

- ★ adjusting grade meetings to times when the teacher-librarian is available, if grade-wide planning is the chosen strategy (this is desirable even if the teacher-librarian is planning with teachers individually as the teacher-librarian needs to maintain contact with as much curriculum activity and discussion as possible)
- ★ including library supervision in the playground duty roster to free the teacher-librarian for recess and/or lunchtime planning sessions, if teachers are agreeable to using these times for planning
- ★ rostering teachers to be freed from sport/assembly/scripture to provide planning time
- ★ in some cases a class can carry out an activity which does not require specific monitoring by the teacher, while the teacher and teacher-librarian sit at a nearby desk and plan
- ★ before/after school planning sessions may be appropriate in cases where it is the staff practice to stay behind and prepare lessons (obviously this would have to be an informal arrangement based on existing practice)
- ★ release time could be provided by executive to allow planning to take place
- ★ some teachers' release time can be timetabled to coincide with time when the teacher-librarian is not teaching to allow cooperative planning.

TOPIC SHEETS

Topic sheets are a useful tool for collecting information on teachers' unit plans. They can form the basis for an initial meeting between the teacher and teacher-librarian to explore the possibility of library resource use and cooperative planning and teaching.

The topic sheet can take the form of a pro-forma which asks questions or provides headings. Beneath the questions/headings teachers can record information about units of work which will be taught. Units can be recorded several weeks or a term in advance, according to the most common planning patterns adopted by staff.

Topic sheet headings could include:

- ★ teacher's name and class taught
- ★ topic areas and/or contributing questions
- ★ starting date and duration of each unit

★ if appropriate, space can be allowed on the sheet where thoughts on projected library use or need for the teacher-librarian's assistance can be summarised eg the teacher could state: bibliography required, library information task planned etc.

At one school, where topic sheets form the main initial contact with the teacher-librarian, the teacher-librarian as a matter of procedure will select resources for the next topic that each teacher will teach, and will notify staff when the resources are ready. When staff come to the library to look at the resources, a decision is made as to whether a cooperative unit will eventuate, or whether the teacher will (or will not) use the resources as a focus of his/her own classroom activity.

If allowance is made on the topic sheet to briefly record comments on units which are taught with some consultation with the teacher-librarian, the topic sheet can provide a useful basis for writing reports on the library's role in the teaching program, for the principal and for staff and community information.

GRADE-WIDE PLANNING

Planning cooperative units at grade level is a strategy used by some schools because:

- ★ it ensures that planning time is maximised: a number of teachers plan with the teacher-librarian at the one time
- ★ opportunities to plan can be more easily built into an existing structure, like the grade meeting
- ★ grade-wide planning promotes the sharing of ideas amongst staff, including the sharing of ideas that the teacher-librarian may have seen in successful operation in other grade programs
- ★ the use of resource-based learning strategies and the teaching of information skills then become issues that all grade staff address
- ★ other school specialists, such as the resource teacher can be included in the process and provide additional expertise
- ★ teacher-librarians who are allocated an RFF load can negotiate with teachers the separate teaching load that they will take with RFF classes, as well as a cooperatively taught load.

When grade-wide planning takes place, a particular unit of work may be identified as a focus for resource-based learning and the teaching of information skills in association with the teacher-librarian. It may be that only one unit per term or semester is treated in this way, depending on the availability of the teacher-librarian. Other units will be taught by the teacher in isolation from the teacher-librarian, however that does not exclude the teacher from consulting with the teacher-librarian regarding ways of reinforcing information skills in the classroom.

The unit that is chosen to be cooperatively taught across the grade will probably include some or all of the following features:

- ★ although the unit is negotiated across the grade, the needs of different groups of students within the grade are taken into account, and unit teaching and tasks are varied accordingly
- ★ lessons and tasks designed for the unit are introduced at the pace that is most appropriate for each class and according to the availability of resources (this will affect the timetabling of the unit both in the classroom and the library)
- ★ documentation of the unit is a responsibility shared between the teacher-librarian and the grade teachers. After some consultation, a pro-forma may be designed for the teacher-librarian's use. A copy of this pro-forma, detailing the aspects of the unit for which the teacher-librarian takes responsibility, could be included in classroom teachers' unit records (SEE SECTION ON DOCUMENTATION).

STEPS INVOLVED IN GRADE-WIDE PLANNING

1 There needs to be an agreement that the grade teachers will operate in this way. Consultation with the grade coordinator, and then with the grade staff is essential. In some schools, only some of the grades work in this way, while other grades have opted for different modes of cooperation with the library.

2 The agreement to institute grade-wide planning should involve clarification of the following:

- ★ if necessary, the concepts of resource-based learning and information skills
- ★ nature of the cooperative planning and teaching concept
- ★ number of units to be carried out in this way (per term, per year etc)
- ★ amount of grade-wide planning time that will be committed to each unit
- ★ documentation of the unit (SEE SECTION ON DOCUMENTATION).

3 Schedule and carry out planning meeting(s).

For each unit planned across the grade, planning meeting(s) should probably address each of the following:

- ★ What exactly will be the roles of the teacher-librarian and teacher in planning, preparing for, teaching, and marking the unit?
- ★ How will ability differences within and between classes be accommodated by the unit?
- ★ Which particular information skills will be reinforced and/or introduced in the unit?
- ★ How will the unit be assessed - in terms of content and skills (particularly information skills)?
- ★ How will the cooperative planning and teaching of the unit be evaluated?

4 Schedule and carry out evaluative meeting(s).

The overall success of the unit, including coverage of all of the points mentioned in 3 above, should be discussed and conclusions recorded. Ideas for better ways of doing things which are suggested in the evaluative meeting should also be recorded so that they can be considered when the unit is re-run.

5 If appropriate:

Next year: Meet briefly to discuss unit records, modifications etc then re-run the unit.

CURRICULUM DEVELOPMENT PROCESS: ASSESSMENT

The formal and informal assessment of student efforts and progress should form a part of the cooperative planning and implementation of cooperative units. Both teacher and teacher-librarian have roles to play here, and these roles, even if they are to be identical, need to be clarified when the unit is being planned.

The teacher-librarian is involved in the unit to assist with provision of resources, resource-based learning strategies and the teaching of information skills. It is important that the unit activities associated with these areas receive an assessment value, along with the content and other objectives which are related to classroom activities:

- ★ so that students perceive that resource-based learning and information skills are important areas in which to achieve mastery
- ★ so that student competencies in these areas can be measured, and appropriate follow-up carried out.

It is also important that the classroom program continues to introduce, reinforce and assess further resource-based activities and information skills.

Here are some questions that the partners could address when discussing assessment:

- ★ How will student achievement of the objectives of the unit (including resource-based learning and information skills objectives) be measured?
- ★ When will students be assessed?
 - cumulatively? eg marking for content, information skills as a major task is gradually carried out by students. Initial resource lists, notes, outlines, drafts etc. can all be a basis for comments or marks which form, with the last draft or presentation, part of a final assessment
 - at points in the unit when individual activities have been completed?
 - at other times?

★ How will students be assessed?

- by both teacher and teacher-librarian together?
- by teacher for some activities, by teacher-librarian for other activities?
- by peers? (other students)
- in other ways?

★ What will be the criteria for assessment and how will they be established?

- successful demonstration of skills?
- quality of student's original thought and/or synthesis of viewpoints researched that is demonstrated in the final product?
- choice of presentation (eg written, oral, pictorial, slides) and creativity shown in presentation?
- others?

★ Where will the results of assessment be recorded?

★ When will cooperative analysis of the results take place?

★ What will be done about recommendations which arise from the partners' analysis?



CURRICULUM DEVELOPMENT PROCESS: COOPERATIVELY PLANNED TEACHING

A number of well-tried options are open to teachers and teacher-librarians when they are choosing teaching strategies for cooperatively planned units. Among the possible options are:

1 The teacher and teacher-librarian team teach a lesson at the same location, involving sharing of lesson presentation and direction of students.

2 The teacher and teacher-librarian team teach a lesson at the same location, involving one person, either the teacher or the teacher-librarian, taking the presentation role with the class while the other person takes a support role as the class moves into various phases of the lesson, eg group work.

3 The teacher and teacher-librarian both teach (pre-arranged) groups of students from the one class at different locations during the same lesson time.

4 (i) The teacher teaches part of the unit alone ie the classroom-based sections of the unit, taking into account the information skills teaching required, and
(ii) the teacher-librarian teaches part of the unit alone ie the negotiated section(s) of the unit involving a specific information task(s) relating to library use and the teaching/reinforcement of the information skills required for the task(s).

In the optimal situation for cooperative teaching the teacher and teacher-librarian are able to choose from the above strategies according to the nature of the unit to be undertaken, student needs, and the degree of similarity between teaching styles.

When constraints are placed upon the teacher-librarian's time, such as the allocation of a relief from face to face teaching load, the number of options available for cooperative teaching is decreased. In some cases, the constraints imposed may mean that teachers and teacher-librarians will operate on the level of the fourth of these options during most of the teaching phase of their cooperative partnership.

TIMETABLING

FLEXIBLE SCHEDULING

Flexible scheduling of the library allows for library facilities to be booked:

- ★ when cooperatively planned units of work require library use
- ★ as frequently as is required for the effective teaching of the unit (in the case of some units the library could be booked several times in one week)
- ★ when the teacher-librarian is not in attendance (eg if the teacher-librarian is teaching in a classroom with a classroom teacher, another class could be taught by their teacher in the library, or could use the library for recreational reading and borrowing under the supervision of their teacher).

This type of scheduling allows library facilities to be used according to need in terms of the planned curriculum. Frequently, when this mode of scheduling is chosen, the school staff also negotiate a system of independent library use by students to ensure that opportunities for borrowing in school time are also made available.

The *Flexible scheduling record* generally consists of a booking sheet or book which is ruled up into lesson segments for each day. When staff negotiate cooperative units with the teacher-librarian, lessons requiring library use and the teacher-librarian's teaching services are identified and then detailed on the booking sheet or book. The teacher-librarian can also record, on the sheet or book, times when s/he will not be available for cooperative teaching because s/he will be otherwise engaged in cooperative planning or library administration tasks.

Flexible scheduling records can be kept in a prominent place in the library eg on the circulation desk, so that all school staff can be made aware of library activity. The records can form part of the teacher-librarian's documentation to the principal (SEE DOCUMENTATION) and can be a useful source of library use data.

SCHEDULED LIBRARY

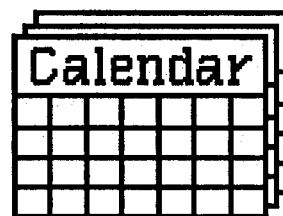
In former times, when it was generally accepted that the library teaching program was operated substantially in isolation from the rest of the school's curriculum, library lessons were permanently booked for each class. This meant that teachers were unable to use the library during lesson time to support the curriculum that they were teaching.

PARTIAL FLEXIBLE /PARTIAL SCHEDULED LIBRARY TIMETABLE

In the move toward establishing cooperative planning and teaching, many schools have chosen to operate library timetables which alternate between flexible and scheduled modes. This enables those teachers who are receptive to cooperative planning and teaching to experiment with and establish the technique, but allows other teachers to continue with timetabled library lessons.

Those schools that have chosen to timetable their libraries in this way have devised a variety of models for allocating time, eg:

- ★ on a fortnightly basis: scheduled lessons one week, flexible time in the following week
- ★ on a daily basis: scheduled lessons in the morning, flexible time in the afternoon.



In schools where the teacher-librarian is allocated a relief from face to face teaching load, the partial flexible/partial scheduled timetable strategy may prove to be the most appropriate timetable choice. In this situation, RFF lessons would comprise the scheduled library time (and be cooperatively planned with the classroom teachers) while the remaining teaching time allocated to the teacher-librarian could be flexibly scheduled, and cooperatively taught as chosen. Some of the teacher-librarian's flexible time may be spent on administrative, planning and preparation tasks as well.

CURRICULUM DEVELOPMENT PROCESS: EVALUATION

Since teachers usually evaluate units of work that they have planned and taught, it follows that cooperatively planned and taught units should also be cooperatively evaluated. The useful products of such evaluation include:

- ★ overall, positive feedback on the successful aspects of the unit
- ★ conclusions as to whether the objectives of the unit have been achieved, including:
 - identification of student learning needs that were anticipated but not successfully met, why they were not met, and what should be done about this
 - identification of student learning needs that were not anticipated which should have been met and what should be done about this
- ★ identification of resources, teaching and assessment strategies etc which were successful or which will require improvements next time the unit is run
- ★ identification of each stage of the cooperative partnership: focusing on aspects that were particularly good or effective, and on areas which need to be renegotiated.

Evaluative information can be collected in two ways:

- 1 as the teacher and teacher-librarian proceed through the unit (formative evaluation)
- 2 after the unit is completed (summative evaluation)

It may be that one or both methods are chosen. The cooperative partners should decide on the evaluation strategies to be followed at the planning stage of the unit.

Evaluating as the unit progresses

Suggested strategies for progressive or formative evaluation include:

- ★ informal chats (by far the most common evaluative strategy reported)
- ★ notes based on comments, and observations
- ★ scheduled meetings or interviews (from a few minutes to half an hour or longer in length)

The information gathered from this formative evaluation could also form part of the summative evaluation of the unit.

Evaluating at the end of the unit

One way of evaluating at the end of the unit involves:

- ★ the cooperative partners independently completing evaluation forms or statements, which take into account the desired products of evaluation (e.g. as listed in paragraph 1 above) and swapping them prior to meeting
- ★ the partners then meeting, however briefly, to discuss the differences and commonalities on the sheets
- ★ recording of the findings and conclusions that come out of the meeting as the formal evaluation record of the unit, and for further action in future units.

Another way involves:

- ★ the partners meeting, however briefly, to discuss the positive and negative aspects of the unit (eg considering some of the points listed as desirable evaluation products in paragraph 1 above)
- ★ the partners, during the meeting, recording findings and conclusions for the formal unit record and for further action in future units.

CURRICULUM DEVELOPMENT PROCESS: DOCUMENTATION

In most primary schools it has been the practice that a program be submitted by the teacher-librarian to the principal as evidence of the separate teaching program which was being conducted in the library.

Now that the former 'library program' is integrated into the classroom curriculum a separate program prepared by the teacher-librarian is not the most appropriate or time-efficient choice for documentation.

A more appropriate mode of documentation that schools could consider adopting involves:

- ★ the teacher, as the person responsible for the class that is cooperatively taught, taking the role of maintaining records for the *whole* of the cooperative unit
- ★ the teacher-librarian contributing to the classroom teacher's records for the unit as appropriate eg for lessons taught by the teacher-librarian alone, or for lessons where the teacher-librarian has taken the major preparation and presentation responsibility (a pro-forma for recording this could be devised in consultation with the principal and staff)
- ★ the teacher-librarian maintaining other records for accountability, eg
 - library booking sheets (SEE SECTION ON TIMETABLING) or diary detailing all activities in which the teacher-librarian is involved, including information on planning interviews, administration tasks, lessons taught (also serves as a very effective time management device)

AND/OR

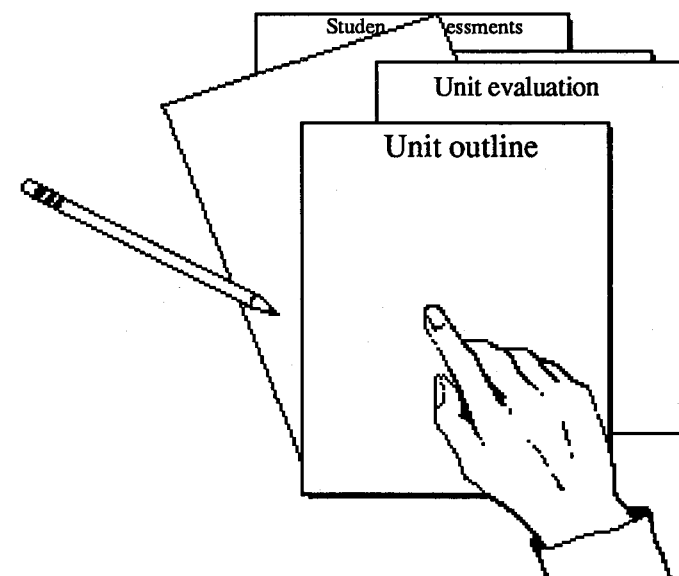
(depending on the amount of time that the teacher-librarian is allocated for administration):

-compilation of a resource bank of cooperative unit outlines and teaching materials by the teacher-librarian assisted by teachers (also useful for ideas sharing among staff)

OR

-compiling a file of topic sheets (SEE SECTION ON TOPIC SHEETS) which can then form the basis of regular written reports on library use and activity.

Further documentation relating to the overall operation of the library could be kept as required. This could take the form of annotations on, or inclusions interleaved into, the **Handbook for school libraries** which has been supplied to all schools.



devoted to outlines of very concrete teaching strategies. R. Jenkins
 AUD: Professional
 AVAIL: Distributed by Ashton Scholastic
 Paper \$24.95 ASCIS 425201

BEAN, Wendy **Spell by writing** / Wendy Bean, Chrystine Bouffler. Primary English Teaching Association, 1987
 ISBN 0-909955-69-7 [428.1]

Highly recommended

The writers of this book, well known in NSW, take a holistic approach to the learning of spelling in the context of reading and writing. Strategies for teachers are presented, and through them the authors provide a theoretical insight into issues of concern: how children spell; the context in which spelling is learnt; classroom practices; assessment and reporting. Persuasive and well-supported arguments make this book a useful background resource in educating the community about the teaching of spelling. Its complexity of understandings and detailed strategies are a major strength, although some readers may find the approach intimidating at first. T. Yates
 AUD: Professional
 AVAIL: Paper \$13.00 ASCIS 393879

GENTRY, J. Richard **Spel - is a four-letter word**. Scholastic-Tab, 1987
 ISBN 0-590-71685-9 [428.107]

This easily read, informative book relates spelling strategies to current knowledge about learning to spell. Myths about spelling are dispelled; examples from K-6 student work are examined and their implications for teachers and parents explored. This resource takes a stance - in line with the one taken by the Writing K-12 document - and does not vacillate. It encourages readers to do the same and provides them with specific practical guidance and unambiguous examples for implementing the suggested spelling strategies. One drawback is its US origin; similar books of Australian origin are available. T. Yates
 AUD: Parents Professional
 AVAIL: Paper \$9.95 ASCIS 395238

CROFT, Cedric **Spell-write : an aid to writing, spelling and word study**. NZCER, 1983
 ISBN 0-908567-30-8 [428.1]

CROFT, Cedric **Teachers manual for Spell-write : an aid to writing, spelling and word study**. NZCER, 1983
 ISBN 0-908567-31-6 [428.1]

Highly recommended

This set of 2 books provides students and teachers with a sound spelling program. The teachers' book discusses the development of this program, looks at spelling from a theoretical perspective, surveys the organisation of classroom spelling programs and discusses the evaluation and measurement of spelling, as well as suggesting further resources. The students' book provides a reference list for students to use in developing personal spelling lists. Format of both volumes is sound and sensible, reflecting their very utilitarian nature. R. Jenkins
 AUD: Professional
 LEV: Lower primary Middle primary Upper primary
 AVAIL: ACER PO Box 210 Hawthorn Vic 3122.
 Paper \$4.00 ASCIS 150729, 150730

HARRIS, Muriel **Teaching one-to-one : the writing conference**. National Council of Teachers of English, 1986
 ISBN 0-8141-5188-4 [808]

Highly recommended

A careful consideration of the function, nature and organisation of student and teacher writing conferences is the sole concern of this volume. Such conferences are crucial to the success of a process approach to the teaching of writing. The teacher's role is seen as participant rather than demonstrator. Useful insights and practical ideas for teaching grammar, punctuation and sentence construction through writing conferences are given, illustrated by excerpts from actual conferences. Despite the book's very practical orientation, more attention could have been given to the organisation of effective conferences in large or difficult classrooms. M. McFadden
 AUD: Professional
 AVAIL: AATE PO Box 203 Norwood SA 5067
 Paper \$17.00 ASCIS 432202

THOMSON, Jack **Understanding teenagers' reading : reading processes and the teaching of literature**. Methuen, 1987
 ISBN 0-454-014-430 [807]

A substantial section of this work on the teaching of literature is devoted to writing and its connections with reading, response and talk. A sample unit shows how writing can be negotiated with students. The volume also examines how levels of expressive writing can be used to help students explore ideas more deeply. Transactional writing is viewed in a narrow way, however, and not seen as creative. This last weakness aside, the ideas developed here are in

keeping with the NSW Reading K-12, Writing K-12 and English 7-10, 11-12 documents. M. McFadden
AUD: Professional
AVAIL: Paper \$24.95 ASCIS 398927

Understanding writing : ways of observing, learning and teaching K-8 / edited by Thomas Newkirk and Nancie Atwell. Heinemann, 1986
 ISBN 0-435-08257-4 [808]

This collection of articles on writing has been written by practising teachers. It is not intended to be an accumulation of solutions, but rather is a series of observations of children's learning, a collection of students' daily struggles and achievements. The informal, anecdotal style makes for interesting, enjoyable reading, although it would not provide many NSW teachers with anything new. The significant areas of emphasis are: early writing; the conference as a strategy; writing and reading; evaluation; teachers as learners. T. Yates
AUD: Professional
AVAIL: Paper \$20.00 ASCIS 428769

Whole language : theory in use / edited by Judith M. Newman. Heinemann, 1985
 ISBN 0-435-08244-2 [407]

Highly recommended

A range of teacher experiences with a whole language approach is detailed here. Practical suggestions are extensive, and the importance of developing all aspects of language is emphasised. Writing, reading, spelling, text organisation, conferencing, writing in content areas such as science, and evaluation are areas of concern. This is an excellent example of teacher reflections about classroom practice, and most relevant to the implementation of the Writing K-12 curriculum document. R. Jenkins
AUD: Professional
AVAIL: Out of print ASCIS 380925

Wordspell 1 : words for spelling and writing. Jacaranda Press, 1986
 ISBN 0-7016-2182-6 [421.1]

Highly recommended

This series of 3 titles presents a sensible approach to developing personal, relevant spelling lists for children from years 1-10. It focuses on words that students need to learn. The various sections, covering such topics as how to learn spellings, spelling rules, content lists and abbreviations, combine to ensure a comprehensive student spelling program. R. Jenkins
AUD: Parents Professional
AVAIL: Paper 43.95 each ASCIS 422918

Accompanying titles:
Wordspell 2 : exploring words for spelling and writing
 ISBN 0-7016-2186-5 ASCIS 422936

Wordspell 3 : a personal aid for spelling and writing
 ISBN 0-7016-2299-7 ASCIS 422941

JOHNSTON, Brian Work required : teaching and assessing in a negotiated curriculum / Brian Johnston and Stephen Dowdy. Martin Educational, 1988
 ISBN 0-949133-22-1 [373.1]

Highly recommended

The notion of a 'work required' or contract approach to programming and evaluation of content-based secondary subjects is explored here in some detail. This practical approach, based on research and classroom practice, is very much in keeping with the philosophy of the Writing K-12 and Reading K-12 curriculum documents as well as various secondary syllabuses. The sustained argument for an approach of this type is well illustrated by real examples from schools. Solutions to counter teacher resistance are offered, although arguments to counter criticism about a lack of measurement are not thorough. M. McFadden
AUD: Professional
AVAIL: Paper \$15.95 ASCIS 430937

Writing across the disciplines : research into practice / edited by Art Young and Toby Fulwiler. Boynton/Cook, 1986
 ISBN 0-86709-131-2 [808]

This is a report of an across-the-curriculum writing program instituted at Michigan Technological University. A theoretical justification for such a program is given and a research model developed. Research findings are then reported and discussed. While the statistics may be fairly heavy going, readers who persevere will find ample evidence, from a variety of subject areas, that writing has many advantages as a learning medium. Many of the teaching strategies used here in a tertiary context could be adopted for lower levels. M. McFadden
AUD: Professional
AVAIL: Distributed by AATE
 Paper \$16.00 ASCIS 400834

Writing for life / edited by John Collerson. Primary English Teaching Association, 1988
 ISBN 0-909955-81-6 [808]

The contributors to this book examine the 'genre' approach to the teaching of writing in a classroom context, and there is an attempt to make a connection between this and the 'process' approach. It provides the basis for classroom practice of respected practising teachers and gives means for strengthening organisational writing concerns like conferencing, group work and sharing. Unfortunately the emphasis is on learning to write as opposed to writing to learn. Mention is made of secondary writing concerns. M. McFadden

AUD: Professional
AVAIL: Paper \$13.50 ASCIS 431874

Writings from the classroom / compiled by Marion Meiers and Robert McGregor. Jacaranda Press, 1987
 ISBN 0-7016-1987-2 [808]

This anthology of student writing from senior English classes is divided into 6 sections: sharing personal experience; telling stories; describing; finding out and reporting; towards a point of view; instructing. Each section is preceded by an introduction and workshop activities; 10 pages at the beginning detail ideas for using the book. The volume's strengths are the value it places on student writing; good, practical advice; excellent workshop activities and the sensible balance it suggests between individual and group work. While the format is somewhat uninspiring, the student writing included is excellent. M. Piddington
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 ASCIS 410994

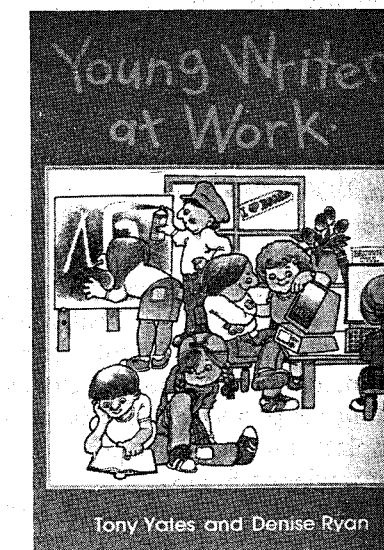
SCARFFE, Bronwen You can't make a book in a day : a practical guide to classroom publishing / Bronwen Scarffe and Lorraine Wilson. Andersen, 1988
 ISBN 0-949133-18-3 [070.5]

This very practical book provides information to help teachers wishing to improve their students' publishing skills. The book includes blackline masters for both primary and lower secondary student use. Pagination, format, text presentation, illustration and binding are considered in detail. The process of getting from a final draft stage to a published book is presented in accessible and clear language and diagrams. In particular, a process for helping students make choices about their publications is outlined. R. Jenkins
AUD: Professional
AVAIL: Distributed by Martin Educational
 Paper \$16.95 ASCIS 428207

YATES, Tony Young writers at work. Book 1 / Tony Yates and Denise Ryan. Methuen Australia, 1987
 ISBN 0-454-00995-X [428]

Highly recommended

The encouragement of writing for different purposes using different forms is the emphasis of this attractive text. Each chapter illustrates a writing form (stories, logs, comics, letters, posters, etc.) with plenty of examples, usually of children's writing. There is an excellent range of questions and activities; each chapter is summed up in a 'What have you discovered' section, followed by a selection of further activities. The authors' commitment to the writing process is very evident and clearly stated for children and their parents. M. Piddington
AUD: Professional
LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 ASCIS 405963



YATES, Tony Young writers at work. Book 2 / Tony Yates and Denise Ryan. Methuen Australia, 1987
 ISBN 0-454-00996-8 [428]

Highly recommended

The encouragement of writing for different purposes using different forms is the emphasis of this attractive text. Like book 1, each chapter illustrates a writing form with plenty of examples, usually of children's writing, but at a greater level of difficulty. There is an excellent range of questions and activities; each chapter is summed up in a 'What you know about' section, followed by a selection of further activities. M. Piddington
AUD: Professional
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 406019

■ Economics years 11 -12 : resources to support the new syllabus

This bibliography was coordinated by Marjorie Lobban (Library Services) with assistance from Ingrid Simpson. Materials were selected and annotated by Barry Collier (Studies Directorate) Ted Kramer (Cromer High) and Stuart Jacob (East Hills Boys High). All resources are suitable for upper secondary unless otherwise noted in the annotation. Resources are divided into the core and options sections of the Syllabus, making no distinction between years 11 and 12, and are then arranged alphabetically by title. An overview of the new syllabus is given in an article by Barry Collier on pages 10 and 11 of this issue.

Core

NOBLE, C. E. **Australian economic terms.** 3rd ed. Longman Cheshire, 1984
ISBN 0-582-68476-5

[330.03]

Highly recommended

A dictionary of economic terms and symbols, this provides clear descriptions of economic institutions, concepts and reports. Appropriate diagrams are included and entries are cross referenced. T. Kramer
AUD: Professional
AVAIL: Paper \$9.95

ASCIS 195100

MORRIS, Richard **The Australian economy in action.** Macmillan, 1980
ISBN 0-333-29891-8

[330.994]

Covering the areas of resource allocation and economic systems, internal and external balance and welfare, this takes a textbook/workbook approach with many supplementary questions and extension exercises and reference to past Victorian HSC papers. While not a complete reference, there are useful sections for the new syllabus. S. Jacob
AVAIL: Paper \$22.95

ASCIS 103905

Australian macroeconomics / editors : Greg Walker, Tom Murphy, Len Perry. 3rd ed. Prentice-Hall of Australia, 1987
ISBN 0-7248-0058-1

[339.5]

Highly recommended

After identifying the main economic objectives and issues influencing Australia's policy, a detailed analysis is undertaken of relevant contemporary macroeconomic theory and policy. An excellent reference book for teachers and more motivated students, which is relevant to the Year 12 core topics of Contemporary macroeconomic management, Labour and international economics. T. Kramer
AVAIL: Paper \$31.95

ASCIS 379341

MONAGHAN, Julie **Economic concepts with Australian examples.** Longman Cheshire, 1988
ISBN 0-582-68479-X

[330.03]

The author has taken a new and interesting approach to presenting economic concepts in what is essentially an expanded dictionary. Terms are arranged alphabetically and each is followed by a definition, elaboration, explanation and a series of review questions. Cross-references to other relevant terms are also included. Diagrams are frequent and clear, concise explanations are couched in simple and appropriate language. Relevant to both Years 11 and 12. B. Collier
AVAIL: Paper \$13.95

ASCIS 427393

JACKSON, John **Economics.** 2nd Australian ed. McGraw-Hill, 1985
ISBN 0-07-452097-0

[330]

This general text offers a broad coverage of the major theories and issues in contemporary Australian economics. There are also useful sections on international economics, labour economics, rural economics, the economics of distribution and of pollution and cost-benefit analysis. The language and technical depth of treatment of topics make it suitable for the more able student. T. Kramer
AUD: Professional
AVAIL: Paper \$46.95

ASCIS 383900

Economics explained : a coursebook in A level economics / Peter Maunder...[and others]. Collins Educational, 1987
ISBN 0-00-327397-0

[330]

Highly recommended

Although not written specifically on the Australian economy, this useful resource is clearly set out and provides a good balance of theory and practical usage. Each chapter contains a key points section which provides a useful summary, examination preparation and practice exercises and relevant case studies. The detailed dictionary of economic terms is very good.

This is relevant to the year 11 syllabus and a number of year 12, 2 unit and 3 unit options. S. Jacob
AVAIL: Paper \$39.45

ASCIS 428298

PAINE, J. John **Economics for Australians. Book 1.** Macmillan, 1988
ISBN 0-333-47676-X

[330]

The main strength of this book is its coverage of the concepts in the year 11 economics syllabus. It also attempts to illustrate, through excerpts from reports and newspapers, the relevance of these concepts to the decision-making processes of business and governments. Whilst this strategy helps make economics seem relevant and contemporary, it sometimes appears that their inclusion is at the expense of a clear exposition of the concepts and the relationships between them. A workbook is also available. T. Kramer
AUD: Professional
AVAIL: Paper \$18.95

ASCIS 433438

ANZARUT, Daphne **Introducing economics.** 2nd ed. Macmillan of Australia, 1986
ISBN 0-333-41532-9

[330]

This general text covers some aspects of the year 11 economics core such as economic systems, price mechanism, economic growth and financial, government and overseas sectors. There is also a brief chapter on the history of economic thought relevant to year 12 options. Sound questions and summaries end each chapter and there is a good use of cartoons, diagrams and tables. As it was not written specifically for NSW conditions, it is of more value as a library resource than text. S. Jacob
AUD: Professional
AVAIL: Paper \$14.95

ASCIS 379784

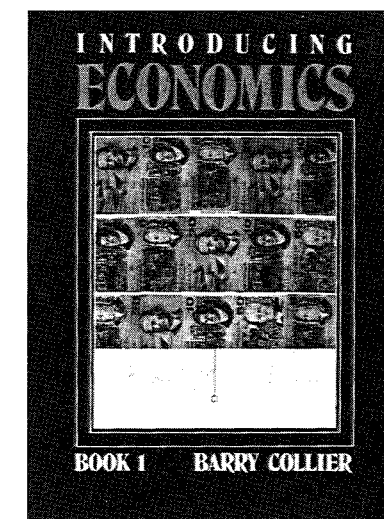
COLLIER, Barry **Introducing economics book 1.** Jacaranda Press, 1988
ISBN 0-7016-2269-5

[330]

Highly recommended

This text provides an excellent coverage of the new Year 11 economics syllabus, the author having been involved in the development of that syllabus. The inclusion of study hints and examination procedures is one of the strengths of the work. The content is relevant and readable and well served with diagrams, tables and discussion exercises. There is a comprehensive glossary of terms which are referenced back to the text. This text however shares the common problem of using statistics which are outdated by the time it appears. S. Jacob
AVAIL: Paper \$22.95

ASCIS 428251



Macmillan dictionary of modern economics / general editor, David W. Pearce. 3rd ed. Macmillan, 1986
ISBN 0-333-41748-8

[330.03]

Highly recommended

This dictionary of modern economic terms, concepts and phrases is distinguished by its use of diagrams, its excellent overview of general economic theories and ideas, and the biographical sketches of major economists. Explanations are quite detailed where appropriate. There is little reference to the Australian economy. B. Collier
AUD: Professional
AVAIL: Paper \$27.95

ASCIS 382804

Macroeconomics : the Australian context / A. MacMillan [and others]. Prentice-Hall of Australia, 1987
ISBN 0-7248-0748-9

[339]

The outline of macroeconomics in Australia provides a detailed coverage of the main syllabus areas in the year 12 core. Numerous graphs and diagrams illustrate the concepts. At the end of each chapter, problems are posed and a conclusion provides a review of the information. A useful glossary is also included. S. Jacob
AVAIL: Paper \$29.95

ASCIS 384950

Modern Australian economics theory and policy / D. J. Collins [and others]. Longman Cheshire, 1984
ISBN 0-582-68471-4

[330.994]

Highly recommended

The scope of this resource is broad and covers market systems and structures, monetary and fiscal policy, international economics and micro and macroeconomics. The format is attractive, the text

readable and graphs and diagrams are well used. It is not however written specifically for the new syllabus and some areas are out of date. This text supports the year 11 and 12 core studies in economics and the Industry economics option. S. Jacob

AUD: Professional

AVAIL: Paper \$19.75

ASCIS 216612

TUFFLEY, E. J. **Our economy : an introduction to the Australian economy for senior secondary students.** Heinemann Education, 1988

ISBN 0-858-59477-3

[330.994]

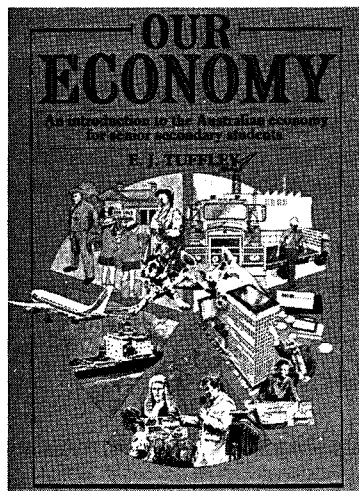
Highly recommended

This new text covers the core components of both the Year 11 and Year 12 courses in economics. All sectors of the economy are treated in a detailed way with text well supported by diagrams and tables. Statistics used are up-to-date and there are a glossary and list of readings and reference materials. Student objectives are provided for each chapter but there are no exercises and the language level is pitched at the more able student. T. Kramer

LEV: Upper secondary

AVAIL: Paper \$29.95

ASCIS 433391



BANNOCK, Graham **The Penguin dictionary of economics.** Penguin, 1987

ISBN 0-14-051194-6

[330.03]

Using mainly the British and American economic contexts, this is a concise and authoritative dictionary which includes terms, concepts, ideas, theories and major economists. Explanations are concise, if at times complex, and entries are well cross referenced. A greater use of diagrams may have broadened its usefulness to students. There is little reference to Australian economic terminology. B. Collier

AUD: Professional

AVAIL: Paper \$14.95

ASCIS 419512

The Penguin Macquarie dictionary of economics & finance. Penguin, 1988

ISBN 0-14-051208-X

[330.03]

This is a very up-to-date dictionary of economic terms and concepts, strengthened by its inclusion of many terms of only recent vogue. There are also references to leading economists. Despite a lack of diagrams and language which is at times difficult, this is a useful reference for students of senior economics. B. Collier

AVAIL: Paper \$14.95

ASCIS 416849

MORRIS, Richard **Speaking of economics : the Australian system.** Prentice-Hall of Australia, 1986

ISBN 0-7248-1159-1

[330.994]

Quite a good coverage of some aspects of the year 11 economics course, especially economic systems, with case studies, and economic growth, is provided by this resource. Useful features are a sound dictionary of terms and question and discussion sections at the end of each chapter. This was not however written with the new syllabus in mind and is therefore limited in its usefulness. A second edition will be available in September 1988. S. Jacob

AVAIL: Paper \$21.95

ASCIS 228382

DAVIES, Fred **Starting economics.** Hulton Educational, 1970

ISBN 0-7175-0542-1

[330]

Rather than being a text for the serious student of economics, this elementary introduction is well suited to the student with little knowledge of the subject who may wish to understand what economics is actually about. It is simple and readable and may stimulate interest in those considering senior study in the subject. S. Jacob

LEV: Middle secondary

AVAIL: Paper \$9.90

ASCIS 39538

HOWARD, R. J. **Unemployment in Australia : the problem, its causes, policy responses.** VCTA Pub., 1984

ISBN 0-86859-083-5

[331.13]

Taking the period 1975 to 1983 the author analyses the reasons for the rise in the level of unemployment in Australia during that time. Economic policy responses are also examined and numerous statistical tables effectively illustrate the study. T. Kramer

AVAIL: Victorian Commerce Teachers Association
33 Hotham St Collingwood Vic 3066.

Paper \$7.00 plus \$1.00 postage

ASCIS 159678

Useful journals

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

Current affairs bulletin

AVAIL: University of Sydney Centre for Education Sydney NSW 2006

12 p.a.

\$24.00

Economic newsletter

AVAIL: Commonwealth Banking Corporation GPO Box 2719 Sydney NSW 2001

12 p.a.

Gratis

Economics

Highly recommended

This journal is written specifically for teachers and students of economics in NSW. It details major developments in the Australian economy and in economic thinking. Articles are usually written by leading teachers of economics and academics in touch with current syllabus requirements. Most articles are useful for the current year's HSC paper. Subscription is by membership and also includes 4 issues of ECTACOM per year.

AVAIL: Economics and Commercial Teachers Assn Box 333 Lakemba 2195

4 p.a.

\$28.00 individual \$45 school

National Australia Bank monthly summary

AVAIL: National Australia Bank GPO Box 84a Melbourne Vic 3001

12 p.a.

Gratis

Westpac Banking Corporation review

AVAIL: Westpac Banking Corporation Economic Department 60 Martin Place Sydney NSW 2000

4 p.a.

Gratis

Options

The Australian economy in perspective :

comparative economic systems / M. Vincent...[and others]. Pitman, 1988

ISBN 0-7299-0051-7

[330.994]

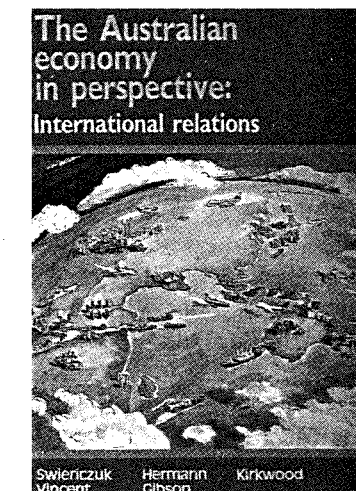
Economic systems from market economies to command economies are examined and the

performance of the Australian economy is compared with that of South Korea. Topics are presented logically in simple language and with appropriate case studies. Key concepts and ideas are highlighted and Australian statistics are reasonably up-to-date. Both market and command variants of socialism are treated. Factors promoting convergence/divergence of economic systems are not covered. This resource has relevance to the year 12, 3 unit option, Other economic systems. B. Collier

AUD: Professional

AVAIL: Paper \$12.95

ASCIS 425940



The Australian economy in perspective : international relations / J. Swiericzuk...[and others]. Pitman, 1988

ISBN 0-7299-0050-9

[330.994]

A well-organised resource which presents information on the reasons for trade, international trading relations, the international monetary system, international economic organisations and issues concerning free trade and protection. Australia's balance of payments issues and exchange rate determination topics are only briefly covered. A broad overview of the year 11 and 12 topic of international trade makes this section useful for a general introduction. The treatment of comparative advantage may be too difficult for many students. A useful glossary accompanies each topic. B. Collier

AVAIL: Paper \$12.95

ASCIS 425935

The Australian economy in perspective 2 /

L. Kirkwood...[and others]. Pitman, 1987

ISBN 0-7299-0030-4

[330.994]

Although not covering all aspects of the syllabus, the approach taken by the authors follows the same basis as the syllabus, being the circular flow and the various sectors of the economy. The main concepts are highlighted at the start of each chapter, providing a

good summary of the information to follow. Useful activities and essays are included at the end of each chapter. Content is relevant to year 11 and the year 12 option, Other economic systems. S. Jacob
AVAIL: Paper \$19.95 ASCIS 421764

Australian labour relations : readings. 4th ed. Macmillan Australia, 1987
 ISBN 0-333-45012-4 [331.0994]

Within 21 articles the book covers approaches to and dimensions of industrial relations, parties and processes, change and innovation, and reform in the area. Most aspects of industrial relations are covered and the work provides good background for the year 12 Labour economics option. S. Jacob
AUD: Professional
AVAIL: Paper \$29.95 ASCIS 428773

Australian microeconomics policies and industry cases / Chris Terry, Ross Jones, Richard Braddock. Prentice-Hall of Australia, 1985
 ISBN 0-7248-0065-4 [338.5]

Highly recommended

After analysing the fundamentals of microeconomic policies, case studies of these policies in Australia are examined. There are very useful contemporary analyses of the limitations of the price mechanism, the relationship between macro and microeconomic policy, differences between public and private goods, externalities, objectives of firms, restrictive trade practices, cost-benefit analysis, tariff policy, structural change and foreign investment policy. Case studies of cost-benefit analysis, restrictive trade practices and industry restructuring are presented clearly for teachers and students. T. Kramer
AVAIL: Paper \$19.95 ASCIS 248160

GRAY, Sir Alexander The development of economic doctrine : an introductory survey. 2nd rev. ed. Longman, 1980
 ISBN 0-582-44871-9 [330.1]

The author traces the origin of economic ideas from Greece and Rome to Mills, Marx and Keynes. He assesses the philosophy of Marshall, Smith, Keynes and outlines more contemporary economic controversies including monetarism, costs of economic growth and the ecological debate. The style of writing is clear and concise but the language level makes the book accessible only to teachers and more able students. This is a resource which addresses the

major areas of the 3 unit economics option The evolution of economic ideas. B. Collier
AUD: Professional
AVAIL: Paper \$31.95 ASCIS 429904

Economics of development / Malcolm Gillis...[and others]. 2nd ed. Norton, 1987
 ISBN 0-393-95603-2 [338.9]

This work examines the nature of economic growth and development focusing on the role of human and capital resources as well as the importance of international trade. It uses the tools of economic theory to look at development problems and solutions and draws examples from a wide variety of underdeveloped countries, although specific case studies are lacking. A sound introduction to the theory and practice of development planning is provided and the book gives teachers a broad coverage of most areas of the year 12 economics option on development.

B. Collier
AUD: Professional
AVAIL: Paper \$37.95 ASCIS 428189

HARRIS, Nigel The end of the Third World : newly industrialising countries and the decline of an ideology. (A Pelican book) Penguin, 1986
 ISBN 0-14-022563-3 [338.09172]

The author examines the growth of manufacturing in the newly industrialised countries of Singapore, Taiwan, South Korea, India, Argentina, Brazil and Mexico. For those approaching the topic of development from an economics perspective there is rather much analysis of the influence of ideology on policies for economic development. T. Kramer
AUD: Professional
AVAIL: Paper \$11.95 ASCIS 390469

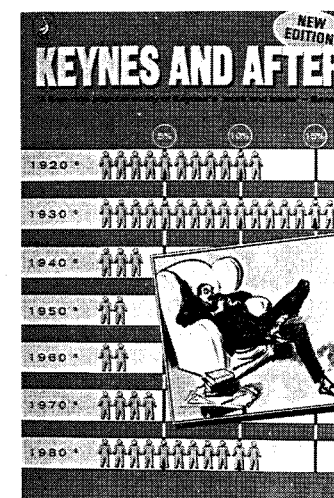
CASINADER, Niranjan The faces of development. Nelson Australia, 1986
 ISBN 0-17-006543-X [330.9]

Highly recommended

The author examines various theories of development, as well as definitions and patterns of development. Major development issues are covered clearly and concisely and they are related to specific case studies in Sri Lanka, Singapore and Australia. The Australian chapter is particularly valuable but the whole book is well set out especially in its inclusion of tables, graphs and maps. Useful exercises accompany each chapter increasing its value for the year 12 economics option on development. S. Jacob
AVAIL: Paper \$16.95 ASCIS 237168

STRICKER, Peter Hidden unemployment : the Australian experience / by Peter Stricker and Peter Sheehan. Institute of Applied Economic and Social Research, 1981
 ISBN 0-85833-017-2
 [331.13]

The implications of aged, teenage, female and migrant unemployment are particularly well covered in this logical examination of unemployment in Australia. Content also includes an overview of unemployment, wages, pensions, labour supply, consequences and responses. Statistics and graphs illustrate the concepts, but much of the statistical information is out of date. This resource is relevant to the year 12 Labour economics option. S. Jacob
AVAIL: Inservice Education Library ASCIS 132120



STEWART, Michael Keynes and after. 3rd ed. Penguin, 1986
 ISBN 0-14-022646-X [330.15]

Expenditure analysis and the evolution of economic ideas are covered by examining economics before Keynes, Keynes's concepts and neo-Keynesian responses. It is aimed at the more able economics student, as the lengthy text contains difficult terminology and the content is greater than syllabus requirements. This resource is relevant to the year 12 options of Income and expenditure analysis and the Evolution of economic ideas. T. Kramer
AVAIL: Paper \$12.95 ASCIS 241609

TISDELL, C. A. Microeconomics of markets. Wiley, 1982
 ISBN 0-471-33383-2 [338.5]

In a detailed examination of the operation of markets in the Australian economy, the author analyses many issues in environmental economics such as resource

depletion, conservation and the management of natural resources. Other aspects of markets covered are market failure, the public sector, monopoly, oligopoly and monopolistic competition. The case studies of different industries, while a little dated, are also valuable. The book is pitched at the very able student. T. Kramer
AUD: Professional
AVAIL: Paper \$37.95 ASCIS 429708

HEILBRONER, Robert L. Understanding microeconomics / Robert L. Heilbroner, James K. Galbraith. Rev. 8th ed. Prentice-Hall, 1987
 ISBN 0-13-936915-5 [338.5]

Whilst it uses the American economy as its reference point, this book nevertheless gives a useful economic background then focuses on micro and international economics. It is clearly set out with chapter precis, summaries, questions and vocabulary and makes good use of colour to highlight diagrams and tables. S. Jacob
AUD: Professional
AVAIL: Paper \$52.50 ASCIS 386517

Unemployment in the eighties / edited by Robert Castle and John Mangan. (Australian studies) Longman Cheshire, 1984
 ISBN 0-582-71490-7 [331.13]

This book of readings has been collected from papers given at a national conference held in 1982, on unemployment in the eighties. The strength of the book lies in its detailed analysis of the various aspects of unemployment: numbers; duration; types; groups; welfare; impact on industry; policy responses. Relevant to the year 12 Labour economics option. T. Kramer
AUD: Professional
AVAIL: Paper \$17.50 ASCIS 190808

Acknowledgements

For permission to reproduce covers in this issue the Editors are indebted to: Bicycle Institute of NSW for *Push on*; Century Hutchinson for *Jacob have I loved* (Gollancz) and *Rebels of the heavenly kingdom* (Gollancz); Heinemann Educational for *Our economy* (Heinemann Educational); Jacaranda Press for *Introducing economics* (Jacaranda); Thomas Nelson for *Bringing it all together* (Methuen Australia), *Read and retell* (Methuen Australia) and *Young writers at work* (Methuen); Pan for *One-eyed cat* (Piper); Penguin for *Come sing, Jimmy Jo* (Dutton), *Creatures in the beard* (Puffin), *Keynes and after* (Pelican) and *The nativity* (Puffin); Pitman for *The Australian economy in perspective* (Pitman); Silvertongues for *Rolling stone*; Wild Publications for *Wild*.

■ 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

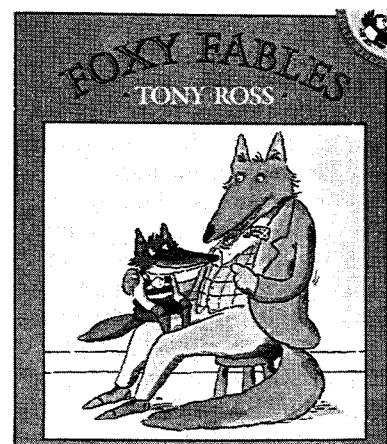
The children's book of children's rhymes / compiled by Christopher Logue. Pan, [1986] 1987 (Piccolo books) ISBN 0-330-29818-6 [398]

A collection of rhymes concocted by children and passed down by word of mouth, some old, some new, some rude, intended to be 'said, sung, chanted and yelled, and their beat is as important as their sense'.
AUD: Professional
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$5.95 ASCIS 412731

SCHWARTZ, Howard Elijah's violin and other Jewish folktales. Penguin, [1983] 1987 ISBN 0-14-059502-3 [398.2]

A collection of 36 Jewish stories from 5th century Babylon to 19th century Europe. It reflects the fusion of the Jewish sacred legend and secular folktale with the universal fairytale, conditioned by the biblical tradition in which divine providence takes the place of magical devices and the moral element is pre-eminent.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$19.95 ASCIS 399099

ROSS, Tony Foxy fables. Penguin, [1986] 1987 (Picture Puffins) ISBN 0-14-050611-X [398.2]



Using modern settings and language, these are hilarious and ingenious retellings of 6 of Aesop's fox fables, delightfully illustrated.

LEV: Lower primary Middle primary
AVAIL: Paper \$5.95 ASCIS 412348

ROBERTS, J. M. The Hutchinson history of the world. Rev. ed. Hutchinson, [1986] 1987 ISBN 0-09-126970-9 [909]

An authoritative, readable, single-volume world history which spans the early civilisations, and in global perspective, traces the rise and fall of successive empires and cultures, east and west, covering the impact of religious, social, industrial and ideological changes. The final chapter with its comprehensive overview and evaluation makes valuable reading for general studies and society and culture courses.
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: \$59.95 ASCIS 412876

Imitations of immortality : a book of literary parodies / compiled and edited by E. O. Parrott. Penguin, [1986] 1987 ISBN 0-14-007143-1 [808.87]

A witty selection of imitative verse and prose of the works of English writers arranged chronologically. Includes nursery rhymes rewritten and some parodies on children's writers with indexes of authors parodied and the parodists.
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$14.95 ASCIS 422883

JESSEL, Camilla Mark's wheelchair adventures. Methuen Children's Books, [1975] 1987 ISBN 0-416-63740-X [362.4]

Mark, confined to a wheelchair by spina bifida, has come to live on a housing estate. With excellent photographs that also tell their own story, this is about the neighbouring children learning to share activities with the disabled boy and a spastic girl, and appreciating their real-life problems.
AUD: Parents Professional
LEV: Upper primary Lower secondary
AVAIL: Paper \$16.95 ASCIS 386573

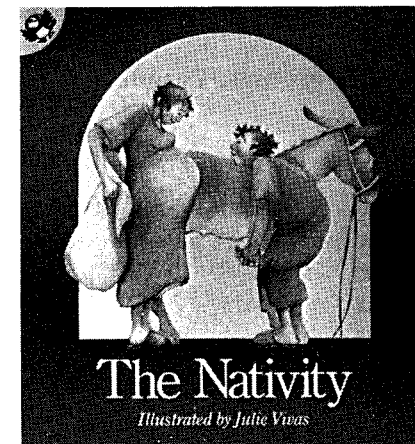
McGOUGH, Roger Melting into the foreground. Penguin, [1986] 1987 (Penguin poets) ISBN 0-14-058574-5 [821]

A collection of poems by the British 'people's poet' reflecting his inimitable witty, irreverent and laconic style.
LEV: Middle secondary Upper secondary
AVAIL: Paper \$11.95 ASCIS 403162

MORRIS, Edward E. Morris's dictionary of Australian words, names and phrases. Viking O'Neil, [1898] 1988 ISBN 0-670-90037-0 [427]

First published in 1898 as *Austral English*, the dictionary is a pioneer work on the history and origins of Australian English. It includes Aboriginal and New Zealand words. Historical in approach, entries include quotations that illustrate the history and usage of the word.
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: \$19.95 ASCIS 417162

VIVAS, Julie The nativity. Penguin, [1986] 1987 (Picture Puffins) ISBN 0-14-050816-3 [232.9]



Using extracts from the King James version of the Bible as text, this is a distinctly original and warmly human portrayal of the conception and birth of Jesus.

LEV: Preschool Lower primary Middle primary
AVAIL: Paper \$7.95 ASCIS 400883

The new Oxford book of light verse / chosen by Kingsley Amis. Oxford University Press, [1978] 1987 (Oxford paperbacks) ISBN 0-19-282075-3 [821.008]

A comprehensive and entertaining collection of 250 humorous and witty poems by some 80 authors ranging from Shakespeare to Hilaire Belloc and Philip Larkin, and including satirical and nonsense verse,

epigrams and limericks. A scholarly introduction and author and first line indexes are included.
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$14.95 ASCIS 417133

The Oxford book of aphorisms / chosen by John Gross. Oxford University Press, [1983] 1987 ISBN 0-19-282015-X [808.88]

From classic to modern times, this anthology draws on a wide range of aphoristic literature, grouped in some 60 specific subject sections such as 'money and rank', 'sense of identity' and 'politics'. There is an index of authors.
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 399224

The Oxford book of short poems / chosen and edited by P. J. Kavanagh and James Michie. Oxford University Press, [1985] 1987 (Oxford paperbacks) ISBN 0-19-282073-7 [821.008]

A collection of 650 short poems (less than 14 lines) from Chaucer to Ted Hughes, selected with the intent to give 'short poems room to breathe...., the short can be accessible, memorable and enjoyable'. Author and first line indexes.
AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$14.95 ASCIS 417135

DE LA MARE, Walter Stories from the Bible : from the Garden of Eden to the Promised Land. Shortened version Faber, [1929] 1987 ISBN 0-571-14946-4 [222]

Told by a master of prose, these are narrative versions of stories from the first book of the Old Testament of the Bible.
LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 ASCIS 419516

Fiction

KROLL, Steven The biggest pumpkin ever. Scholastic, [1984] 1987 (Hippo books) ISBN 0-590-707256

A jolly picture book about a village mouse and a field mouse, who, unbeknown to each other, lovingly cultivate the same pumpkin in a vegetable garden,

each with secret ambitions to make it grow as big as can be, which it does.

LEV: Preschool Lower primary
AVAIL: Paper \$4.50

ASCIS 395247

MAHY, Margaret **Clancy's cabin.** Penguin, [1974] 1987 (Young Puffin)
ISBN 0-14-032175-6

A happy family story set on a New Zealand farm follows the children's summer holiday adventures in their neighbour's log cabin.

LEV: Middle primary Upper primary
AVAIL: Paper \$4.95

ASCIS 399454

WILD, Margaret **Creatures in the beard.** Omnibus Books, [1986] 1987 (Picture Puffins)
ISBN 0-14-050821-X



When his father shaves off his wonderfully bushy beard, Nicholas has to find an equally comfortable home for the resident robin, possum and field mouse. The warmth of the story is reflected in the detailed crayon illustrations by Margaret Power.

LEV: Preschool Lower Primary
AVAIL: Paper \$7.95

ASCIS 413474

HENTOFF, Nat **The day they came to arrest the book.** Penguin, [1982] 1987 (Puffin plus)
ISBN 0-14-032138-1

When **Huckleberry Finn** is set for a high school course in American history, a black student's objection to it as racist starts a movement to ban the book from the school. Parents, students and teachers rush to take sides on the banning and its implications for freedom in education.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$6.95

ASCIS 391539

MAHY, Margaret **The downhill crocodile whizz and other stories.** Penguin, [1986] 1987 (Puffin books)
ISBN 0-14-032362-7

This is a collection of 10 imaginative stories of entertaining characters in highly unlikely and often hilarious plots.

LEV: Middle primary Upper primary
AVAIL: Paper \$4.95

ASCIS 421917

MAYNE, William **Drift.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032116-0

Set in the North American wilderness where Indian and white settlers attempt to co-exist, this discerning novel tells of a white boy's ordeal and survival after being stranded on an ice floe and his growing respect for Indian ways.

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

ASCIS 391541

CORBETT, W. J. **The end of the tale and other stories.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032137-3

While the characters of these 16 entertaining tales are of the animal kingdom, they are really reflecting the foibles and eccentricities of human nature.

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

ASCIS 396469

PEYTON, K. M. **Froggett's revenge.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032115-2

Small for his age, Denny Froggett is harassed by a schoolboy bully. When he finds a huge bumbling stray dog, the tables are turned.

LEV: Middle primary Lower primary
AVAIL: Paper \$4.95

ASCIS 396466

MAYER, Mercer **If I had -** Penguin, [1968] 1987 (Pocket Puffins)
ISBN 0-14-033110-7

'If I had a gorilla....the big kids wouldn't pick on me'. So begins a small boy's series of daydreams to end his troubles, all graphically illustrated.

LEV: Preschool Lower primary
AVAIL: Paper \$5.95

ASCIS 417161

FORRESTER, Helen **The latchkey kid.** Collins, [1971] 1987 (Fontana paperbacks)
ISBN 0-00-617246-6

Human relationships drama in a small town in

Canada's Bible belt revolves around a mother's social climbing activities and her neglect of her son whose first and best selling novel **The cheaper sex** precipitates a community and family scandal.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$8.95

ASCIS 414449

MATTINGLEY, Christobel **Lizard log.** Hodder and Stoughton, [1975] 1987
ISBN 0-340-37605-8

Newly illustrated in colour and with black-and-white drawings by Walter Stackpool, this is a welcome reprint about a young boy's experience with bush lizards and with his conservation concerns.

LEV: Lower primary Middle primary

AVAIL: \$10.95

ASCIS 406583

ROSS, Pat **M and M and the mummy mess.** Fontana, [1985] 1987 (Fontana young Lions)
ISBN 0-00-672553-8

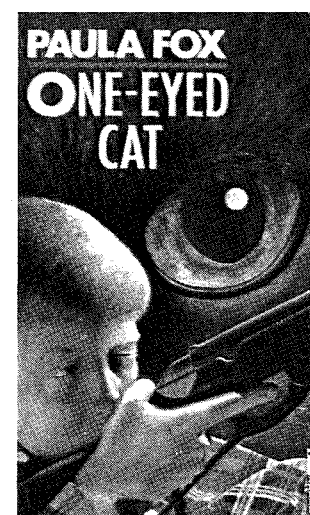
This is an easy reading story of best friends Mini and Mandy and their adventures in the natural history museum amid the preparations for an Egyptian mummy exhibition.

LEV: Lower primary

AVAIL: Paper \$4.95

ASCIS 392256

FOX, Paula **One-eyed cat.** Piper Books, [1985] 1988
ISBN 0-330-29646-9



Set in rural America in the 1930s this is a haunting and perceptive evocation of childhood. Young Ned is dogged by guilt, when he thinks that he accidentally maimed a cat when using a gun in defiance of his father's order.

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$7.95

ASCIS 423689

GEE, Maurice **The priests of Ferris.** Penguin, [1984] 1987 (Puffin books)
ISBN 0-14-032061-X

In this sequel to **The halfmen of O**, Susan Ferris and her cousin Nick learn that the effects of their early visit to O have been cynically turned into a religious front for an evil, ruthless despotism. They go back in the face of dreadful dangers to liberate the people.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$5.95

ASCIS 400964

CROSS, Gillian **The Prime Minister's Brain.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032312-0

A fast moving high-tech story in which Dinah and her gang are caught up in the demon headmaster's evil plan to gain access to the country's central computer and the Prime Minister's brain.

LEV: Upper primary Lower secondary

AVAIL: Paper \$5.95

ASCIS 420417

BURCH, Robert **Queenie Peavy.** Penguin, [1966] 1987 (Puffin books)
ISBN 0-14-032305-8

Georgia US in the Depression years, is the setting of this robust, poignant portrait of 13-year-old Queenie Peavy. Tormented by taunts that her father is in a penitentiary, she retaliates by causing a lot of trouble until she discovers something important about her father and herself.

LEV: Upper primary Lower secondary

AVAIL: Paper \$5.95

ASCIS 406295

EDWARDS, Hazel **Snail mail.** Collins, [1986] 1988
ISBN 0-7322-7206-8

An unusually perceptive snail enjoys chomping through the mail in a household letterbox. The ensuing results are boldly and amusingly illustrated by Rod Clement.

LEV: Preschool Lower primary

AVAIL: Paper \$7.95

ASCIS 414414

NICKL, Peter **The story of the kind wolf.** North-South Books, [1982] 1988 (A North-South paperback)
ISBN 0-949447-82-X

A fable-like tale, beautifully illustrated by Wilkon Jozef about an owl who is very silly and a wolf who is very gentle.

LEV: Preschool Lower primary

AVAIL: Paper \$7.95

ASCIS 420907

■ Periodical update part IV

This concludes the update of the 1981 LAA publication *Periodicals for school libraries*. Again it must be emphasised that prices given here are at best a guide only and should always be checked before an order is placed.

MASS MEDIA

Cinema papers

AVAIL: MTV Publishing Pty Ltd 644 Victoria St
North Melbourne Vic 3051
6 p.a. \$25.00

Electric company magazine

AVAIL: Children's Television Workshop 1 Lincoln
Plaza New York NY 10023 USA
10 p.a. \$US 10.95

Making better movies (formerly Movie maker)

AVAIL: Henry Greenwood & Co 28 Great James St
London WCIN 3HL UK
12 p.a. £stg 18.00

Metro

Although it is written for teachers of media education, **Metro** is also a valuable resource for senior students of media and general studies. It contains reviews, especially of film and television, analyses the impact of media on children, reports on conferences and surveys, and explores philosophical issues connected with the media. Its presentation is fittingly bold and arresting, and the content relevant and Australian.
LEV: Upper secondary
AVAIL: ATOM PO Box 222 Carlton South Vic 3053
3 p.a. \$40.00

MFK : media for kids

This magazine is designed for leisure time reading and as support material for media studies. A visually stimulating format complements topical articles which discuss issues of relevance to an often ill-informed media audience. Analyses of TV news production and film making, the role of media in shaping opinions, cartoon creation, band promotion strategies are the kinds of articles to expect. The tone is relaxed; the level of critical evaluation fairly superficial. Accompanying teachers' notes provide curriculum support suggestions.
LEV: Upper primary Lower secondary
AVAIL: Ashton Scholastic PO Box 579 Gosford
NSW 2250
6 p.a. \$19.50

New journalist

AVAIL: New Journalist PO Box K750 Haymarket
NSW 2000
6 p.a. \$19.25

MATHEMATICS

Function

AVAIL: Monash University Dept of Mathematics
Wellington Rd Clayton Vic 3168
5 p.a. \$10.00

It's a math math world

AVAIL: Mathematical Association of Western
Australia c/o Department of Mathematics
University of Western Australia Nedlands WA 6009
5 p.a. \$6.00

Mathematics students' gazette

AVAIL: Mathematical Association of Western
Australia c/o Department of Mathematics
University of Western Australia Nedlands WA 6009
4 p.a. \$7.00

See also **Number one** under MUSIC

Parabola

AVAIL: School of Mathematics, University of NSW
Kensington NSW 2033
3 p.a. \$4.50

MOTOR VEHICLES

Australian motor manual (formerly Motor manual)

AVAIL: David Syme & Co PO Box 628E GPO
Melbourne Vic 3001
12 p.a. n.a.

Modern motor

AVAIL: Australian Consolidated Press GPO Box
4088 Sydney NSW 2001
12 p.a. \$40.00

Motoring reporter

AVAIL: Gabriel Szatmary Publications Pty Ltd 405-
411 Sussex St Sydney NSW 2000
12 p.a. n.a.

Overlander

AVAIL: Federal Publishing Co 180 Bourke Rd
Alexandria NSW 2015
12 p.a. \$35.40

Wheels

AVAIL: Australian Consolidated Press GPO Box
4088 Sydney NSW 2001
12 p.a. \$40.00

MUSIC

Contemporary keyboard

AVAIL: GPI Publications 20085 Stevens Creek
Cupertino CA 95014 USA
12 p.a. \$US 19.95

Down beat

AVAIL: Maher Publications 180W Park Ave
Elmhurst IL 60126 USA
12 p.a. \$US 18.00

Gramophone

AVAIL: General Gramophone Publications Ltd 177-
179 Kenton Rd Harrow Middlesex HA3 OHA UK
12 p.a. £stg 24.00

Guitar international (formerly Guitar)

AVAIL: Musical New Services Manor Road Mere
Wiltshire UK
12 p.a. \$US 39.00

Guitar player

AVAIL: GPI Publications 20085 Stevens Creek
Cupertino CA 95014 USA
12 p.a. \$US 23.95

Guitar world

Articles about contemporary guitarists (both acoustic and electric) are combined with news and commentary about guitar models and techniques. Although many readers may be attracted to the alluring cover, the intended audience is the guitar player with more than a superficial interest in the subject.

LEV: Middle secondary Upper secondary
AVAIL: Harris Publications 1115 Broadway (8th
Floor) New York NY 10010 USA
6 p.a. \$US 23.00

Musical times

AVAIL: Novello & Co 8 Lower James St London
W1R 4DN UK
12 p.a. £stg 18.00

Musician

AVAIL: Amordian Press Inc PO Box 701 Gloucester
MA 01930 USA
12 p.a. \$US 18.00

New musical express

AVAIL: IPC Magazines Ltd Kings Reach Tower
Stamford St London SE1 9LS UK
52 p.a. \$US 97.00

Number one

Although similar in format and content to **Count down** this lively, teenage magazine lacks the strident macho emphasis of its Australian counterpart. Written

in a popular style, **Number one** contains the usual range of articles on pop stars plus news and reviews of records, films and videos. It is unlikely that the British orientation will deter Australian readers.

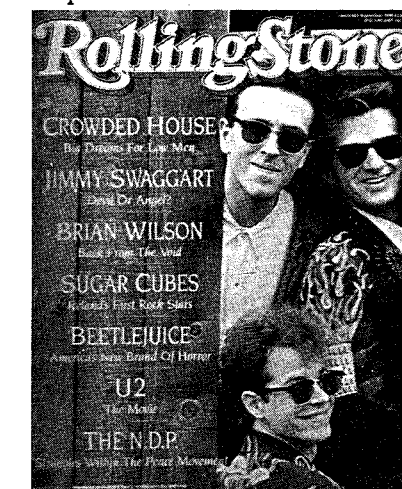
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: World Wide Services East Sussex UK
52 p.a. £stg 56.70

Ram

AVAIL: Rock Australia PO Box 937 Darlinghurst
NSW 2010
52 p.a. \$63.00

Rock scene

AVAIL: Tempo Publishing Company 475 Park Ave
South New York NY 10016 USA
12 p.a. n.a.



Rolling stone
AVAIL: Silvertongues Pty
Ltd 70 Wycombe
Rd Neutral Bay
NSW 2089
12 p.a. \$36.00

Sonics

A highly informative journal for those interested in music and electronics. Although the format is black and white the quality of production is good. Articles cover evaluation of electronic products, especially recording systems, developments in musical technology, other design innovations, interviews with performers, recent and forthcoming exhibitions and shows. A journal for the keen music and electronics enthusiast.

LEV: Middle secondary Upper secondary
AVAIL: Federal Publishing Company 140 Joynton
Ave Waterloo NSW 2017
6 p.a. \$19.50

PERFORMING ARTS

Theatre Australia

AVAIL: Theatre Publications Ltd 80 Elizabeth St
Mayfield NSW 2304
12 p.a. \$25.00

PHOTOGRAPHY**Australian camera craft**

AVAIL: Iris Publishing Co Pty Ltd 727 Pittwater Rd
Dee Why NSW 2099
12 p.a. \$24.00

Australian photography

AVAIL: Yaffa Publishing Group 17-21 Bellevue St
Surry Hills NSW 2010
12 p.a. \$27.00

Photoworld (formerly Photographic world)

AVAIL: Australian Hi-Fi Publications Pty Ltd PO
Box 341 Mona Vale NSW 2103
12 p.a. n.a.

PRIMARY ACROSS THE CURRICULUM**AHOY: a children's magazine**

AVAIL: Junior League of Halifax Inc Two Fathoms
Publishers 2021 Brunswick St Suite 209B Halifax NS
B3K 2Y5 Canada
4 p.a. \$C 11.95

Aussie kids

Carefully designed to attract primary school children,
this colourful magazine appears to have something for
everyone. Informative articles, puzzles, competitions,
poetry, film news, craft ideas, even pre-teen fashion
highlights are among its many regular features.
Children's contributions are sought and many of these
are published.

LEV: Middle primary Upper primary

AVAIL: Aussie Kids Magazine PO Box 70
Bankstown NSW 2200
6 p.a. \$16.80

Challenge

AVAIL: Ministry of Education (Schools Division)
Victoria Materials Production GPO Box 4367
Melbourne Vic 3001

4 p.a. n.a.

Child life

AVAIL: Benjamin Franklin Literary & Medical Soc
PO Box 567 Indianapolis IN 46206 USA
8 p.a. \$US 11.95

Children's playmate

AVAIL: Benjamin Franklin Literary & Medical Soc 1
PO Box 567 Indianapolis IN 46206 USA
8 p.a. \$US 11.95

Comet

AVAIL: Ministry of Education (Schools Division)
Victoria Materials Production GPO Box 4367
Melbourne Vic 3001
4 p.a. \$4.15

Cricket: the magazine for children

AVAIL: Open Court Publishing Box 300 Peru IL
61354 USA
12 p.a. \$US 22.50

Explore

AVAIL: Ministry of Education Materials Production
PO Box 4361 Melbourne Vic 3001
4 p.a. \$4.80

Jack and Jill

AVAIL: Benjamin Franklin Literary & Medical Soc
Box 567 Indianapolis IN 46206 USA
8 p.a. \$US 11.95

Kid zone!**Highly recommended**

A recent publication already immensely popular with
its readers. A wide range of leisure and educational
material presented in a lively, contemporary format
makes this an appealing acquisition. Short stories,
poems, photographs contributed by readers are linked
with project information, language and maths
puzzles, sport, media reviews and comic strips. Kid
zone! is a useful resource for many curriculum areas as
well as superb recreational material.

LEV: Upper primary Lower secondary

AVAIL: Kid Zone! PO Box 554 Leichhardt NSW
2040
12 p.a. \$24.00

Lucky

Each issue of this highly appealing magazine for
young readers centres on a theme. The theme, such as
pets, is explored through interesting stories and
informative articles, poems, drawing activities and
cartoons. The print is large, the text simple and
sufficient. Overall, the production is stimulating,
colourful and relevant to its intended audience.

LEV: Lower primary

AVAIL: Ashton Scholastic PO Box 579 Gosford
NSW 2250
6 p.a. \$19.50

Pursuit

AVAIL: Ministry of Education (Schools Division)
Victoria Materials Production GPO Box 4367
Melbourne 3001
4 p.a. \$4.15

SCIENCE**Australian natural history**

AVAIL: Australian Museum 6-8 College St Sydney
NSW 2000
4 p.a. \$13.00

Discover

Discover is a popular science magazine. Discussion
centres on scientific ideas and findings together with
product innovations and applications resulting from
them. The contents are varied and interesting, the
language non-technical. Insights into scientific
advances in areas such as technology, space, animal
behaviour, anatomy, medicine are provided by well-
written articles.

LEV: Lower secondary Middle secondary Upper
secondary

AVAIL: Family Media Inc 3 Park Ave New York NY
10016 USA
12 p.a. \$US 27.00

Electronics today international

AVAIL: Federal Publishing 180 Bourke Rd
Alexandria NSW 2015
12 p.a. \$35.40

Impact of science on society

AVAIL: Unesco Educational Supplies Pty Ltd PO
Box 33 Brookvale NSW 2100
4 p.a. \$105.20

Natural history

AVAIL: American Museum of Natural History
Central Park W 79th St New York NY 10024 USA
12 p.a. \$US 20.00

New scientist

AVAIL: IPC Magazines King's Reach Tower
Stamford St London SE1 9LS UK
52 p.a. \$US 99.00

Popular mechanics

AVAIL: Hearst Magazines 224W 57th St New York
NY 10019 USA
12 p.a. \$US 13.97

Round table: the commonwealth journal of international affairs

AVAIL: Butterworth Scientific Ltd PO Box 63
Westbury House Bury St Guildford GU2 5BA UK
4 p.a. £stg 49.00

Scientific American

AVAIL: Scientific American Inc 415 Madison Ave
New York NY 10017 USA
12 p.a. \$US 24.00

Scientific Australian

AVAIL: Scientific Australian PO Box 117 Plympton
SA 5038
5 p.a. n.a.

Scifile

AVAIL: CSIRO Editorial and Publications Service
PO Box 89 East Melbourne Vic 3002
3 p.a. \$2.00

Sciquest

AVAIL: American Chemical Society Box 998
Farmingdale NY 11737 USA
10 p.a. \$US 10.00

Sky and telescope

AVAIL: Sky Publishing Corp 49 Bay State Rd
Cambridge MA 02238 USA
12 p.a. \$US 21.95

SCIENCE FICTION**Omni**

AVAIL: Omni Publications International 1965
Broadway New York NY 10023-5965 USA
12 p.a. \$US 24.00

SPORT AND OUTDOOR LIFE**Action outdoor**

For students keen on outdoor exploits this magazine
will provide a useful guide to activities, events and
venues. Articles on bushwalking, canoeing, skiing,
climbing, cycling, and caving are generously
illustrated with action photographs. Overall, a good
quality production.

LEV: Lower secondary Middle secondary Upper
secondary

AVAIL: Australian Sports Publications 54 Schutt St
Newport Vic 3015
6 p.a. \$22.00

All martial arts of Australia

An unpretentious new publication which will interest
the serious student of martial arts. There is plenty of
advice for the practitioners of Tae Kwon Do, Judo,
Karate, Kung Fu, Kendo as well as a range of
information on health, fitness, events, competitions
and teachers. The magazine has black-and-white
illustrations.

LEV: Lower secondary Middle secondary Upper
secondary

AVAIL: All Martial Arts of Australia PO Box 402
Leichhardt 2040
4 p.a. \$15.80

Australasian dirt bike

AVAIL: Dirt Bike Publishing PO Box 696 Brookvale
NSW 2100
12 p.a. \$30.00

Australasian fighting arts

AVAIL: Australasian Martial Arts Pty Ltd PO Box
673 Manly NSW 2095
6 p.a. \$22.80

The Australian basketballer

Male basketball players and supporters will get an interesting and informative coverage of the sport from this lively magazine. Details about important matches, team events, interviews with basketball personalities are supported by action photographs of good quality.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Sports Fusion Publishing 1st Floor 18-22 Thomson St South Melbourne Vic 3205
 6 p.a. \$25.00

Australian cricket (formerly Australian cricket newspaper)

AVAIL: Federal Publishing Co 180 Bourke Rd Alexandria NSW 2015
 26 p.a. \$15.00

Australian flying

AVAIL: Yaffa Publishing Group GPO Box 606 Sydney NSW 2001
 6 p.a. \$16.50

Australian golf

AVAIL: Federal Publishing Co 180 Bourke Rd Alexandria NSW 2015
 12 p.a. \$36.00

Australian outdoors

AVAIL: Federal Publishing Company 180 Bourke Rd Alexandria NSW 2015
 4 p.a. \$8.95

Australian runner

Runners of all levels will appreciate the local emphasis of this magazine. As well as information about recent and forthcoming running events, it provides profiles of running personalities, advice on gear, injury prevention and news items of general interest to the enthusiast.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Terry O'Halloran PO Box 396 South Yarra Vic 3141
 6 p.a. \$17.70

Australian sailing magazine

AVAIL: Bob Ross and Associates PO Box 436 Darlinghurst NSW 2010
 12 p.a. \$33.00

Bicycling

Beginning and experienced cyclists will find information of value in this journal. Merging with, and almost indistinguishable from, the many advertisements is advice on riding techniques, buying guides and product evaluations, cycling, care, maintenance and safety tips. Included also are interesting articles on topics such as commuting and

cycling for fitness. It's glossy and colourful but the strong American emphasis may reduce its relevance.
 LEV: Lower secondary Middle secondary
 AVAIL: Rodale Press Inc 33E Minor St Emmaus PA 18049 USA
 12 p.a. \$US 13.97

BMX plus

Despite its American emphasis and copious advertisements, BMX enthusiasts will be delighted with this magazine. Colourful action photographs dominate the contents, making the articles on race coverage and design specialisation seem almost superfluous. For the majority of enthusiasts they probably are.

LEV: Upper primary Lower secondary
 AVAIL: HI-TORQUE Publications PO Box 9502 Missions Hills CA 91345 USA
 12 p.a. \$US 22.00

Chequered flag

AVAIL: Forsyth Publications Cnr Parramatta & Marlsborough Rds Flemington NSW 2140
 12 p.a. \$ 9.60

Cricketer international (formerly The cricketer)

Billed as 'the largest selling cricket magazine in the world'. Although international in scope, Australian cricket is well represented. Along with detailed descriptions and analyses of test matches there are profiles of cricketers, batting, bowling and coaching tips and many informative articles about the sport.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: The Cricketer Ltd Beech Hanger Ashurst Tunbridge Wells Kent TN3 9ST UK
 12 p.a. £stg 17.50

Dragster Australia

AVAIL: Performance Publications Pty Ltd PO Box 160 Lane Cove NSW 2066
 26 p.a. \$31.20

Fishing Australia

This useful publication aims to provide 'a week by week practical guide to catching more fish'. Information on fishing know-how, tackle and techniques, baits, lures and flies, the fish themselves and recommended fishing spots around Australia appears in each issue. An excellent choice of photographs and diagrams support an easy-to-read text written by experienced anglers.

LEV: Upper primary Lower secondary Middle secondary Upper secondary
 AVAIL: Bay Books 61-69 Anzac Pde Kensington NSW 2033
 52 p.a. \$130.00

Freewheeling

AVAIL: Freewheeling Australia Publications PO Box K26 Haymarket NSW 2000
 6 p.a. \$18.00

Fun runner (Incorporating Australasian track and field athletics)

Matters of interest to running enthusiasts are the main concern of this magazine. Regular features include reports of recent and forthcoming run events here and overseas, fitness hints, training advice, running tips and profiles of running identities. The uninviting black-and-white format is unlikely to attract the casual reader.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Vaucluse Press Box 109 Rose Bay NSW 2029
 6 p.a. \$42.00

International swimmer

AVAIL: International Swimmer PO Box 25 Artarmon NSW 2064
 6 p.a. \$10.50

Modern athlete and coach

AVAIL: Australian Track and Field Coaches Association 1 Fox Ave Athelstone SA 5076
 4 p.a. \$18.00

Modern boating (formerly Modern boating and seacraft)

AVAIL: Federal Publishing Co 180 Bourke Rd Alexandria NSW 2015
 12 p.a. \$39.00

Modern fishing

AVAIL: Federal Publishing Co 180 Bourke Rd Alexandria NSW 2015
 12 p.a. \$35.40

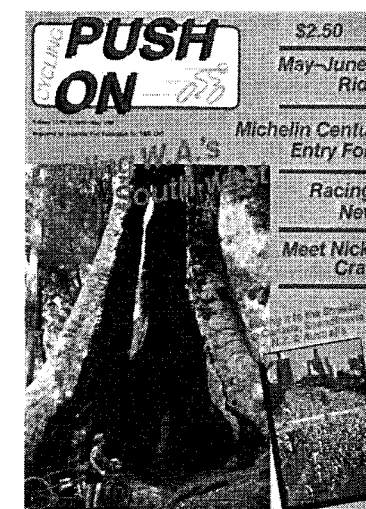
NSW golf

AVAIL: NSW Golf Publications Pty Ltd 17 Brisbane St Darlinghurst NSW 2010
 12 p.a. \$9.60

Powderhound

Thick and glossy, **Powderhound** is filled with information of interest to downhill and cross-country skiers. Its local content will be of value to students interested in the sport. Interspersed with information about skiing activities, competitions and resorts in Australia and New Zealand, are surveys and reports of equipment, ski advice, fashion news, information about ski schools and many other articles of interest. While ads are plentiful they are attractive and relevant.

LEV: Middle secondary Upper secondary
 AVAIL: Ski Business Publications Pty Ltd 6th Floor 29 Reiby Place Circular Quay Sydney NSW 2000
 4 p.a. \$10.00



Push on This publication is the official journal of the Bicycle Institute of NSW. Compressed within its black-and-white pages is much information of interest to cycling enthusiasts. Reports of recent and forthcoming cycling events, commentary on issues of concern, recommended cycling routes, maintenance tips, product assessment, book reviews are representative.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Bicycle Institute of NSW GPO Box 272 Sydney NSW 2001
 6 p.a. \$15.00

REVS: motorcycle news

AVAIL: Federal Publishing Co 180 Bourke Rd Alexandria NSW 2015
 26 p.a. \$30.00

Rowing

AVAIL: Rowing Magazine c/o Aylings Barge Walk East Molesey Surrey KT8 9AJ UK
 12 p.a. £stg 30.00

Rugby league week

AVAIL: Modern Magazines (Holdings) Ltd 15 Boundary St Rushcutters Bay NSW 2011
 33 p.a. \$51.00

Runner's world

A colourful, well-produced publication which running enthusiasts will enjoy. Each issue covers many aspects of the sport including tips on training, health, nutrition and equipment evaluation. Because of its American origin, race reports and runners' profiles may be of marginal interest to readers.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Rodale Press Inc 33E Minor St Emmaus PA 18049 USA
 12 p.a. \$US 19.95

Skatin' life

Skate board enthusiasts will adore this publication. Packed within its pages are colourful action shots demonstrating skate boarding techniques and products. The 'how to' articles, product reviews, profiles of personalities, safety hints and articles of

general interest will interest the beginner as well as the seasoned rider.

LEV: Upper primary Lower secondary
 AVAIL: Mason Stewart Publishing PO
 Box 746 Darlinghurst NSW 2010
 6 p.a. \$42.00 for 2 years

Ski

AVAIL: Times Mirror Magazines Inc 380 Madison
 Ave New York NY 10017 USA
 8 p.a. \$US 11.94

Surfer

AVAIL: Surfer Publications Box 1028 Dana Point CA
 92629 USA
 12 p.a. \$US 15.00

Tennis

AVAIL: Golf Digest Tennis Inc Box 395 Trumbull
 CT 06611-0395 USA
 12 p.a. \$US 17.94

Tracks

AVAIL: Mason Stewart Publishing PO
 Box 746 Darlinghurst NSW 2010
 12 p.a. \$23.40

Transworld skateboarding

Skateboarding enthusiasts will welcome this magazine because of or despite its international orientation. A wealth of vigorous action photographs dominate its pages. Although the pictorial content will undoubtedly be its main attraction, articles concerned with techniques, identities and product reviews may be of interest.

LEV: Upper primary Lower secondary
 AVAIL: Transworld Skateboarding PO Box 6
 Cardiff CA 92007 USA
 6 p.a. \$US 22.00

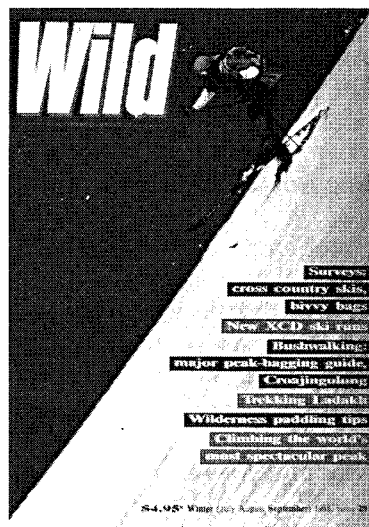
Two wheels

AVAIL: Federal Publishing Company 180 Bourke
 Rd Alexandria NSW 2015
 12 p.a. \$33.00

Waves

Similar in format and content to the popular **Australian surfing world**. The abundance of glossy, colourful action photographs is its principal attraction. Articles cover surfing and surfboard techniques, personalities, locations and events around Australia. A magazine of undoubted appeal to those for whom surfing is a way of life.

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Mason Stewart Publishing PO
 Box 746 Darlinghurst NSW 2010
 4 p.a. \$35.40



Wild 'Australia's wilderness adventure magazine' is a useful source of information for the conservation-oriented bushwalker and wildlife adventurer. While providing walk reports, track notes and guides for walking, climbing and other outdoor

exploits in wilderness areas, Wild maintains a strong commitment to a conservation philosophy. Equipment reports, gear surveys, adventure directions, club news and book reviews are regular features. A very informative, high quality production.

LEV: Middle secondary Upper secondary
 AVAIL: Wild Publications Pty Ltd PO
 Box 415 Prahran Vic 3181
 4 p.a. \$19.80

Wisden cricket monthly

AVAIL: Wisden Cricket Magazines Ltd Unit 8
 Grove Ash Bletchley Milton Keynes MK1 1BZ UK
 12 p.a. £stg \$12.95

TRAINS

Australian railway enthusiast

AVAIL: Association of Railway Enthusiasts Ltd PO
 Box 4810 Melbourne Vic 3001
 4 p.a. \$7.00

Australian railway historical society bulletin

AVAIL: Australian Railway Historical Society PO
 Box E129 St James Sydney NSW 2000
 12 p.a. n.a.

Network

AVAIL: Railways of Australia Committee 85 Queen
 St Melbourne Vic 3000
 4 p.a. \$12.00

WILDLIFE

BBC wildlife (formerly Wildlife)

AVAIL: BBC Publications & Wildlife PO Box 62
 Tonbridge Kent TN9 2TX UK
 12 p.a. £stg 18.00

Wildlife in Australia

AVAIL: Wildlife Preservation Society of Queensland
 8 Clifton St Petrie Terrace Brisbane Qld 4000
 4 p.a. \$20.00

columns III

1989 Bookshelf books for the School Magazine

COUNTDOWN

- | | |
|---------------------------------------|---|
| 1 (February)
Pat Hutchins | The very worst monster
Puffin |
| 2 (March)
Katharine Holabird | Angelina at the fair
Puffin |
| 3 (April)
Kevin Henkes | A weekend with Wendall
Viking Kestrel |
| 4 (May)
Wendy Smith | Twice mice
Dent |
| 5 (June)
Ruth Park | Roger Bandy
Nelson |
| 6 (July)
Winfried Wolf | The dream tree
North-South Books |
| 7 (August)
Margaret Mahy | The man whose mother was a pirate
Dent |
| 8 (September)
Tony Ross | Foxy fables
Puffin |
| 9 (October)
Gerda Marie Scheidl | Four candles for Simon
North-South Books |
| 10 (November)
Crescent Dragonwagon | Half a moon one whole star
Bodley Head |

BLAST OFF!

- | | |
|--|--|
| 1 (February)
Anna Fienberg | Billy Bear and the wild winter
Angus & Robertson |
| 2 (March)
Margaret Mahy | The little witch and five other favourites
Puffin |
| 3 (April)
Keith Smith | The bear with bad eyes
Angus & Robertson, Ashton Scholastic |
| 4 (May)
Mindy Bingham | Minou
Ashton Scholastic |
| 5 (June)
Robin Klein | Birk the Berserker
Omnibus/Penguin |
| 6 (July)
Ruskin Bond | The adventures of Rama and Sita
Julia MacRae |
| 7 (August)
Hans Christian Andersen | The snow queen
North-South Books |
| 8 (September)
Max Fatchen | A paddock of poems
Omnibus/Penguin |
| 9 (October)
Jason Reid | The three and many wishes of
Hazel Hutchins Puffin |
| 10 (November)
Margaret Stuart Barry | The witch V.I.P.
Collins |

ORBIT

- | | |
|-------------------------------------|--|
| 1 (February)
Patricia MacLachlan | Sarah, plain and tall
Julia MacRae |
| 2 (March)
lady | The Blossoms meet the vulture
Betsy Byars Bodley Head |
| 3 (April)
Allan Ahlberg | Woof!
Puffin |
| 4 (May)
Lois Lowry | Anastasia Krupnik
Collins |
| 5 (June)
Jonathan Gathorne-Hardy | Cyril of the apes
Cape |
| 6 (July)
Gillian Rubinstein | Answers to Brut
Omnibus/Penguin |
| 7 (August)
Paul Biegel | The king of the copper mountains
Collins |
| 8 (September)
Michael Morpurgo | War horse
Heinemann |
| 9 (October)
Carolyn Sloan | The sea child
Bodley Head |
| 10 (November)
Rosalind Kerven | The sea is singing
Puffin |

TOUCHDOWN

- | | |
|--------------------------------------|---|
| 1 (February)
Madhur Jaffrey | Seasons of splendour
Puffin |
| 2 (March)
Helen Cresswell | Bagthorpes haunted
Faber |
| 3 (April)
Mollie Hunter | The haunted mountain
Collins |
| 4 (May)
Cynthia Voigt | The homecoming
Collins |
| 5 (June)
Gareth Owen | The final test
Collins |
| 6 (July)
H. M. Hoover | This time of darkness
Puffin |
| 7 (August)
Neil Philip | The tale of Sir Gawain
Lutterworth Press |
| 8 (September)
Kathleen Lines (ed) | The Faber book of Greek legends
Faber |
| 9 (October)
Paula Fox | One-eyed cat
Dent |
| 10 (November)
Pat O'Shea | The hounds of the Morrigan
Puffin |

School libraries online

This new title by Sheila Hawkins, formerly teacher-librarian at Pittwater High School and currently computer consultant in Metropolitan North Region, is subtitled **Microcomputers, online information services and information skills**. It details a number of online services such as ASCIS, Keylink and Viatel, and the ways in which they can be used to support school library programs.

School libraries online has been published by the New South Wales Group of the Library Association of Australia's School Libraries Section. It is available from the LAA 376 Jones Street Ultimo NSW 2007, \$10 members \$15 non-members.

Supply information

The General Equipment Advisory Committee meets regularly to make recommendations on supply matters for NSW schools. Library items are part of the committee's responsibility.

Representing the interest of teacher-librarians in Diana Collins of Ashfield Boy's High School. Diana welcomes your assistance in recommending any of the following:

- new items for the following year's requisition
- items which should be removed from the requisition because of changing technology and curricula
- items which require a more accurate and helpful description.

In making these recommendations, please be as specific as possible and quote the relevant product number.

Win a Julie Vivas original

The Children's Book Council of Australia is raffling an original painting by Julie Vivas to raise money for the visit of a delegation of Chinese children's writers, illustrators and publishers. Tickets are \$2 or 3 for \$5 and are obtainable from: China Committee PO Box 28 Hunter's Hill NSW 2110.

Insert for teacher librarians

In a recent *Insert* program, Murray McLachlan spoke with Beth McLaren, formerly teacher-librarian and Head Teacher (Girls) at Castle Hill High School, and Don Reid, teacher-librarian at East Hills Boys' High School, about the roles and responsibilities of the school executive and the teacher-librarian. Copies of the cassette titled **Teacher-librarian and executive** can be obtained from Denise Pendleton, *Insert* coordinator Services Directorate Private Bag 3 Smalls Road Ryde NSW 2112

People

Robyn Laverack has accepted a position as a senior staff development officer with the Department of Education's Staff Development Unit. Joy Wilkinson of Denistone East Primary will be commencing her secondment to Library Services by replacing Robyn in term 4, 1988.

70 teachers and teacher-librarians undertaking teacher-librarianship courses this year attended a successful staff development day at Library Services during the September holidays. 50 teachers also attended an information day on courses in teacher-librarianship. Represented were Kuring-gai CAE, Riverina Murray Institute and Western Australia CAE.

High school heart health

A fifth component of the **High school heart health** resource (reviewed in *scan* vol 7 no 6, page 31) is now available. Entitled **High school heart health : programming ideas**, this relates the contents of the previous volumes to specific aspects of the Health Education and other relevant syllabuses. **Programming ideas** therefore answers a concern expressed in the review about the ease of using the resource and further increases its usefulness to teachers. This booklet will be distributed to teachers together with **High school heart health** at inservice courses. The courses will commence in term 4 and continue throughout 1989. For further information contact: Shane Power School Heart Health Coordinator GPO Box 572 Darlinghurst NSW 2010 (02) 211 5188.

dates for your diary

ASCIS dial-up: demonstration and practice session
Your final opportunity for 1988 to see and use ASCIS online at Library Services is on Wednesday December 7 at Library Services, 35 Mitchell Street North Sydney from 4.00-6.00pm. RSVP Murray McLachlan 925 8136.

Centenary Summer School, Women's College, University of Sydney

Two weeks of papers, discussions, entertainment and reunion around the theme *A force for change* will be held at the College 9-13 and 12-20 January 1989. On Tuesday January 10 there will be a children's literature morning with British author Jan Mark, Nadia Wheatley and possibly Patricia Wrightson. Geoff Williams will be chairing the session. Jan Mark is also speaking on January 16 with Christopher Koch, Nick Hasluck, Kate Grenville and Thomas Shapcott. Day registrations are available for \$35.00 per day. Please address all enquiries to: Coordinator, Centenary Summer School The Women's College University of Sydney NSW 2006 (02) 51 1195, 51 3761.