# SCAN

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# currents ≈

## ≈ A salute to a great leader

*Merran Dawson is Acting Principal Education Officer, Library Services*

Library Services has boasted a fine string of women managers over the years. I can think back to the days when card catalogues were as rare as hen's teeth, and the tough but kind Joyce Fardell sent her minions out by train, plane, automobile and canoe to the far corners of the state to teach filing rules while the billy boiled. Joyce was the kind of woman who fixed you with a firm yet quizzical eye when you fronted for your Kuring-gai interview and asked about your intentions to become a principal. Taking a punt I went for the affirmative. And went to Kuring-gai. Joyce was a winner who wanted winners for the profession.

Then there was Jean. Jean who sent a personal letter winging down to my country high school to congratulate me on the first article that I had sweated over for a regional newsletter. Jean who knew every t-l psyche in the state, and cared about the thoughts and dreams that libraries reflected. Jean Hart's voice faded but her heart prevailed, and still does.

Relatively lately, Janet Hansen came on the scene ( the average Library Services tour of duty used to run into decades). A stylish little gnat, full of energy and commitment, Janet lead Library Services into the era of technology and information power.

Janet was the first woman manager I worked with closely who really reconciled the best of male management techniques with her own positive female characteristics to form a relaxed and extremely effective leadership style. Janet lead with intuition, humour, political nouse, spot-on decision-making and sheer guts. She was astute enough to see the prime advantages of fostering her sometimes extremely precocious staff. A lesser creature could have felt threatened or forced to compete, but Janet avoided this classic management trap, and set about encouraging excellence.

With Janet's facilitation, ASCIS became a reality in NSW state. Not quite singlehandedly (she's great but not *that* great!) Janet was a major architect of the first ASCIS Subject Headings List. This big blue tome didn't make for exciting reading, but was a landmark in teacher-librarianship: for the first time there was a national standard, and one of the cornerstones on which to build a national database. Janet continued to play a key role in the development of ASCIS when she became Principal Education Officer at Library Services.

Another major achievement at Library Services during Janet's "rule" was the development and approval of the Library Policy. Against strong political odds, Janet supervised the many reworkings of the Policy until it met the requirements of the Department's senior management group. Thanks to Janet's tenacity, we now have in place a visionary document which sets aims for libraries to which we can aspire. In support of the Library Policy, Janet fostered the long gestation of the **Information skills in the school** document, which is now being released to regions.

When Janet and I went to Kuring-gai in 1978, we waxed long and hard about the lack of support for school libraries. "How silly that we are all manually cataloguing the same thing all over the state when we could have a computer do it!" we exclaimed. "Isn't it appalling that there is no policy for libraries in our state!" we howled. Those were the stinging issues of the day and it seemed as though it would be forever before anything would be done about it. Not quite forever, thanks to Janet.

So, from my view in the dress circle, Janet Hansen has been a most worthy follower in the footsteps of Joyce and Jean. Each was a leader reflecting the needs of her time. Each had a vision of how libraries can be, and saw different ways to achieve the reality. Each was an outstanding and much needed role model for other women rising in the ranks.

Janet is the exception in that she has chosen to leave the Department mid-career to find new directions in the business world. Perhaps this is notable at least because she is demonstrating that teacher-librarianship fits us with many portable skills that can take us to new destinations, within and outside the Department. Our stylish little gnat is trail-blazing again in the best Fardell tradition!

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# features ☆

## ☆ An interview with Tony Ross

*Illustrator and author Tony Ross was interviewed by Michelle Ellis, teacher-librarian at Bexley North Public School, during his recent visit to Sydney.*

own. I started with folk tales simply because I liked the stories and I felt I wanted to be associated with Goldilocks and Little Red Riding Hood because they seem to me to be important stories. I found them funny, amusing , or likeable, or I was just sentimental about hearing them when I was a child. Now I've done the major ones my own stories have taken over. The more practiced I get at drawing and writing, the more my own ideas bubble in and the less interested I am in the old stories. However, I have just completed Mrs Goat and the seven little kids, a traditional Grimm brothers story which I found rather funny and likeable.

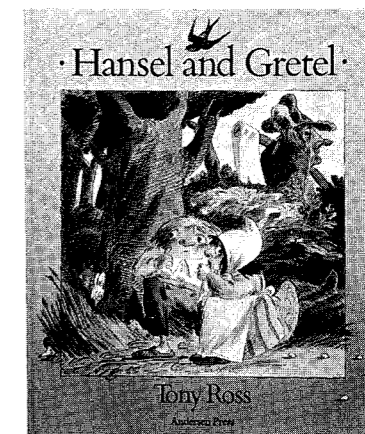**ME**   How did you become an author and illustrator?

**TR**   I worked in advertising and cartoons and wanted my drawings to be in colour. There was a lot of ego there, too. There's something nice about having done a book because it's there on your bookshelf and it's something you've achieved like climbing a mountain. When you're very young, that sort of achievement is very alluring, so it was a thing I felt I'd like to do. At that stage I didn't really want more than one, I just wanted to have written something and have it printed and have it on my bookshelves, so I could point to it and say 'there's my book'.

I didn't expect a career to come out of it at all, so the first one was done, and hawked around, and luckily very soon someone wanted to publish it, and that was 180 or so books ago. I could have been an adult storywriter I suppose, but I can't spell that well. I mistakenly thought children's books were easier than adult ones simply because they were shorter, but childrens' books are not easy. You can't be condescending with children. Writing for children is rather like a battle of wits, theirs versus yours. They're no pushover; they're sharp; they're perceptive; and there's no area for mistakes - or stupidity, or foolishness.

**ME**   You seem to have three distinct strands to your work: traditional folk tales; stories that are totally your own; and then your work illustrating for other authors. Not many authors have such a diverse output. How did this come about?

**TR**   It's been rather a long transition. When I started, there were mainly fairy stories with bits of my own work in between, but, as I've carried on, I'm doing less and less of the traditional stories and more of my

**ME**   You said you wanted to retell the traditional stories because they were important?

**TR**   Yes, I thought they were an important part of childhood and they've always been rewritten. Sometimes I have been attacked by the purists for getting away from the original story, and often what these people are saying is I'm getting away from a Victorian version, a 150 year old version of the story. Take Little Red Riding Hood, most people know the story, and they think it's about 150 -200 years old. The story, in fact, goes back about 1000 years, and a version of it exists in most of the world's cultures. I believe there are very old stories that have been changed and changed and changed, no doubt to suit this society or that society. All I do is change them slightly to work with today's kids. They're not exactly pure stories.

**ME**   No, they have all the elements of the original story, though and then they have an extra dimension, your humour. Where does this come from?

**TR** Well, I think it comes from my very first books because I moved on to childrens' books from cartoons. I was a cartoonist, I worked in **Punch** and magazines in the 60s in England and when I started my first children's books I was still very much a cartoonist. So I used a cartoonist idiom with drawing and when I committed myself to words as well, funniness crept in. And when you do funny looking drawings like I do - my people aren't at all real, they're fat with big noses and big feet - then you can't have a sober text.



**ME** Many of the illustrations in the traditional stories have contemporary settings like **The three pigs**.Why do you choose a contemporary setting?

**TR** Not all of them have a contemporary setting. A recent one was **Hansel and Gretel** which I don't think had anything modern in it, the characters were all dressed up as if for a pantomime. I illustrate as the mood takes me. I didn't initially see anything very funny in **Hansel and Gretel**, I saw it as a gripping story, quite an interesting story, so that's the way I did it - straight. But **The three pigs** was different, you've got to build something. The story is really about building , so, as soon as you talk about building, you talk about mortgages, and housing problems, so what comes in is just natural, there's nothing terribly forced there. If the pigs are into going out, and want to live in their own houses, the first move is to the bank. So it's not just updating them for the sake of putting different clothes on them, there's usually a reason for doing that. As an artist, I do think very logically because I think children have to be taken seriously, and if you say 'oh, they're only kids, they'll take anything' they won't, they really won't. So when little problems, either in drawing or writing, crop up, I think you have to solve the problem for children. Therefore, if pigs are going to build houses and buy houses, first they go to the bank; it's logical. It was the same in **Little Red Riding Hood**. Her name is a nickname and she wears her riding hood for riding, so the front cover shows her riding a bike.

**ME** And you see this as a part of a whole process of folk tales becoming part of each generation, and taking something from the age they're in?

**TR** Yes, they always have been adapted, and moulded, and changed.

**ME** When you illustrate these traditional folk tales do the illustrations immediately pop into your head?

**TR** They do come immediately, really. All cut and dried and designed, so to speak. So all I have to do is draw lines around the ideas and pop them down on paper. I don't do roughs, or rather, my rough stage is simply in my head, it never gets written down, or never gets drawn down. I was trained as an artist not as a writer, so my perception of the world, I suppose, is in a series of pictures. I've spoken to film makers and they see the normal world as a film. They see as in shots and sequences. They look around the room say, and they see it in 4 X 3. So you seem to get an idea, say its Little Red Riding Hood. A wolf comes in, and immediately I know what I want, I don't have to draw lots and lots of wolves to find one I want to use, I know immediately what to do, and immediately what each character will look like. They just jump at me, and I rarely work a character out. What you see in the books is what comes. Actually the pictures are finished before I set finger on the typewriter.

**ME** How do you approach your own stories?

**TR** Again, the story is already worked out, it's in my head. The first thing that comes is the general plot. When I start a book the first thing that I have is an idea. For instance, yesterday, an idea started. It was simply about a little girl picking her nose, and then getting her finger stuck up her nose. It's not enough to have an idea that I'll do a book about someone picking her nose, I look a bit further than that. What if she couldn't get her finger back out of her nose? I don't know, yet, if there is a possibility in that, for a book. That's what happens first. I get an idea with a little twist to it. Sometimes, of course, it won't develop. I've got a graveyard of little ideas that only went so far. You think 'Ah, that's a great idea', but, after working on it for a while, you realise you can't work anything out with it. In which case, you just dump it.

**ME** I believe we are to see a series of 26 animated films of **Towser** later this year on the ABC. Which came first the books, or the films?

**TR** Towser is really an interesting series. He started not as books, but as films, and so I had to think film clip, and stories. In writing the stories I had to bear in mind that there would be movement along with the story,

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so the stories had to have good potential for movement. Towser was specifically designed for easy animation, his legs were bent, he's fat. The people around him were supposed to fill every possibility. So,
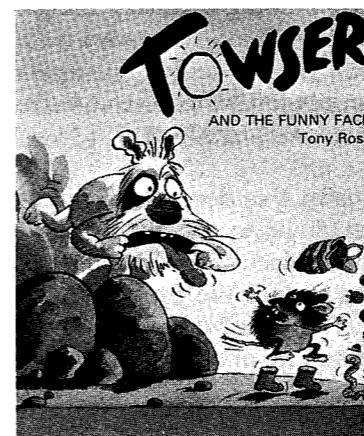


there's Towser, the little know-all dog, and wherever there's a somebody, there's a boyfriend or girlfriend, so there's Sadie. Science might crop up, now and then, so there's a scientist, that's Dr Smelly. Magic may creep in, so there's a wizard in the cast. Authority may be needed, government or the police, so there's a king to handle all of that. Of course, there had to be a ghastly character, Uncle Bosko. All of these aspects are covered in a few characters. All the characters are based on real people, they're really human beings.

**ME** Many of your stories seem to have an unexpected ending. Where did the tiny monster in **I'm coming to get you** come from?

**TR** That came from my daughter. We were living in a big 500 year old house in Wales then, and the winds would all creep into the attics. Katy thought there were monsters in her bedroom. I told her there were no such things as monsters, but, she knew better because she knew the word monsters. So to get her to sleep one night I said 'Well, OK, there are monsters'. 'What,' she said, her eyes like saucers. I said, 'Well, yes, there are monsters, but be very quiet because they aren't very big and they can't sleep if you're making a lot of noise.' She said, 'How big? I've never seen a monster.' I said, "Of course not, they get out of your way, you great heavy thing.' In all that I thought 'little', and then I thought of a little monster.

We have this preconception of size but, it all depends who you're standing next to, or how you look at it. A grain of sand under a microscope has mountains and chasms, it can be a little planet, like the tiny planets in **I'm coming to get you**. Not all my unexpected endings are so planned, sometimes an ending is an afterthought. Indeed, the last page of **I want a cat** is an afterthought, the story was going to finish with the father giving the little girl the cat she'd won, then,

suddenly, I thought it would be really funny to change from that.

**ME** Monsters, ghosts, and troubles appear in many of your books, yet none of them are really frightening. Why is this?

**TR** When I start on a book about monsters and ghosts I don't want to frighten children. I don't think monsters really have horns and hair and big claws, I think monsters are just like you and me, except they're nasty. They go home, they hit their wives or hit their children or they drop bombs on people. Those are the real monsters. So the things I do, they're just like teddybears. They're big cuddly things with big teeth, sunken eyes and claws that go about stomping and going 'grr grr'. But I try not to make them too frightening. Whenever I'm dealing with monsters, like the sort of monsters in **Well I never**, there's always something pulling me back and saying 'Don't frighten kids.' There are enough things to frighten them in the future, in the many uncertainties in a child's life, so I draw back and try to say all these things are not so frightening.
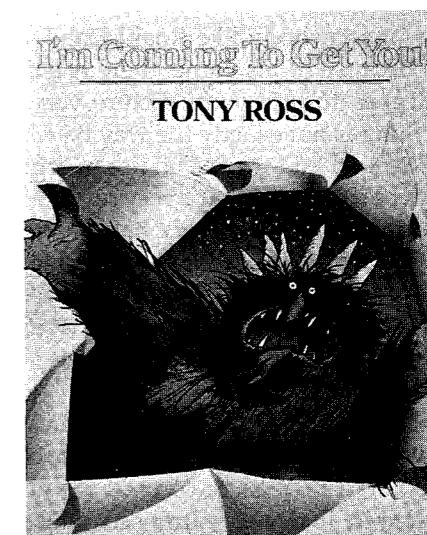


**ME** When you illustrate for other people do you actually talk to the authors?

**TR** No. It is actually the publisher who makes the choice about an illustrator. I find that the author is usually quite panic stricken when they hear I am to be the illustrator for their book. I have met Roald Dahl once or twice and Michael Palin, but really I prefer not to talk to the author. I have to put my own stamp on the book. I think it's natural for an author, on meeting the artist, to want to explain everything to him, and to persuade him to do this and to do that, but an artist has vision. Certainly, with a picture book, where the illustrator has been recruited because he has a certain thing to give, I think he should be allowed to give it. It

is a marriage between experts, a writer and an artist. An artist, a good one, one who knows his craft, knows what to do, knows how to read a text in a picture book and may actually produce something which does differ a little from what the author wants, but it is very often right.
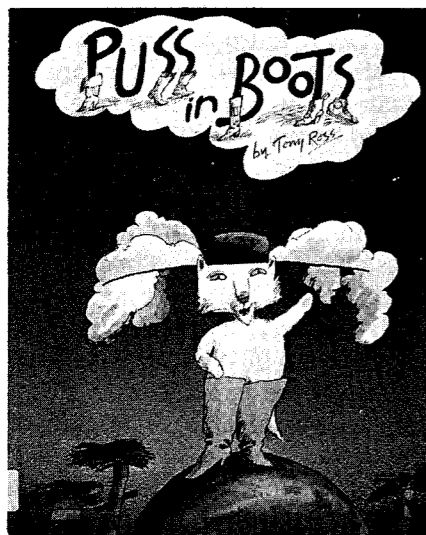


In the case of somebody like Roald Dahl where the book sells because of his name, there is a difference. Roald Dahl goes through every picture, very carefully, and if anything is not exactly the way he wants it, it's got to be changed and there's no use in arguing with that. It must be done, and that's very right. Sometimes, too, although the author is very happy with a book, there may be something technically wrong, like two legs on a pirate when, according to the text, he should only have one, in which case the author says it must be done again, and, of course, it must.

**ME** How did the author of **Jenna and the troublemaker** react to your illustrations for the book?

**TR** She loved it. I was entranced with the book when I was given the manuscript, all the lovely ideas in the book that I was able to work with. Lots of the troubles are recognisable: freckles, trouble spots, war is there, so is Margaret Thatcher. There are other little things that look like troubles, but I don't know what they are. I put them in because they may mean something to somebody else, they are open to interpretation. Kids can look at those and say, 'Oh I have that trouble'. It's a perfect story for a child to read and think about. All children have troubles, and they might, on reading this, feel that their troubles aren't so bad after all.

**ME** Do you ever reject manuscripts?

**TR** Oh yes, quite a lot of them because I just haven't time to do all the books I'm offered. I think carefully about the type of manuscripts that I want to do. I like fantasy, and ghosts, and humour and naughtiness, and if there are chunks of those in the manuscript, like in **Jenna and the troublemaker**, then I am very interested. I'm not terribly interested in a story about ordinary people doing ordinary things, even if the story is a good one.

**ME** My impression is that you have concentrated on picture books. Is this true?

**TR** Not really. I've done an enormous number of books, some 180 or so and they cover a number of styles. I've done black and white illustrations for non picture books such as **Wolf pie,** and new editions of Roald Dahl's **Fantastic Mr Fox** and **The magic finger,** as well as quite a lot of others.



**ME** Which way do you see your work heading in the next couple of years?

**TR** If ever I'm offered a completely new sort of project, or it occurs to me to do something new with a book form, I'll do it. The most recent book, the next one to hit the bookshops in England, is a Pop-up book of nonsense which was great fun. Otherwise I think I shall just keep looking at children. I don't have an ambition to head in a particular direction, I don't think in terms of progressing. I think just of the next book. I don't think I'm going upwards, or downwards, but I try and see myself as going straight along. I will carry on doing simple little stories, they're not terribly important, they're no big deal, but I do enjoy them. I am lucky that my work feeds my family and that I can write and illustrate full time. All my projects overlap. Before I finish one, the next two will come along. If I ever do find a gap in my work I think I would like to write children's adventure stories with no pictures. I actually have several ideas already!

## ☆ *Encyclopaedias for the home library*

## *A guide to buying encyclopaedias for parents and teachers*

*Joan Denny, Curriculum Services (Evaluation) Librarian with the Western Australia Ministry of Education, prepared this article in response to many enquiries from parents regarding the purchase of an appropriate encyclopaedia for the home. It will also be useful for selecting encyclopaedias for the school library. This article originally appeared in R.B.ROTAL vol 14 no 5 (September 1989) and is reprinted here with permission.*

*NSW readers should note that there is no equivalent of the W.J. Rooney Library in this state. However, reviews of encyclopaedias appeared in* scan *vol 8 no 3 (April 1989).*

### Does your family need an encyclopaedia?

Pressure of sales strategies makes parents feel inadequate if they do not provide multi-volume encyclopaedias for their children's education. An encyclopaedia in the home can be most useful, but it is not essential. Some families find them invaluable, others that their children refer to them as little as possible.

Parents often ask 'Which is the best encyclopaedia to buy?' There is, however, no such thing as the 'best encyclopaedia'. Each one has been planned for a particular purpose - some, for example, are intended for young readers, others for general adult reference, others again for specialised reference in one particular field.

No encyclopaedia is adequate for all purposes; all need supplementing in some way. With the exception of **World book encyclopedia** (which has 2 additional volumes on Australasia), most of the English and American sets have only limited coverage of Australian material. On the other hand **The Australian encyclopaedia** deals only with Australian material. A review of the latest revised edition (5th edition, 1988) was published in R.B.ROTAL vol 14 no3, (May 1989). (See also *scan* vol 8 no 3, April 1989)

If you are a prospective buyer, you should first decide whether to choose an encyclopaedia at a junior level or at an adult level. If you buy a junior encyclopaedia (such as **Children's Britannica or World book encyclopedia),** its main usefulness will be for children from about 10 to 15 and it will be insufficiently detailed in many areas for senior high school students. If, however, you choose an encyclopaedia for an older readership (such as **Collier's encyclopedia** or **Encyclopaedia Britannica),** most of the articles will be unnecessarily long and too complex for most primary school children and even for many lower secondary school students. It is unwise to buy sets for the family to 'grow into' as the information in many areas will be out of date before the set comes into real use.

> **Parents often ask 'Which is the best encyclopaedia to buy?'**

If you are contemplating buying a multi-volume set of encyclopaedias, first consider:

**1** Do your children read and enjoy books and turn to them for information? Some children enjoy browsing, thus acquiring much general knowledge; but unless an encyclopaedia is used frequently, and not just for the occasional project, it is poor value for the money spent.

**2** What sort of enquiries are you trying to satisfy? Most enquiries from young children can be settled by turning to quick-reference books - i.e. books which give quick, factual answers without going into great detail - e.g., **The Guinness book of records.** The need for more detailed information tends to develop in the upper primary school (Years 6 and 7) and increases throughout the secondary school. Delay in buying until the child's needs are apparent is a wise precaution.

**3** Is your child old enough to be able to use the encyclopaedia at the time of purchase? Even a new edition is usually 12 months or more out of date due to rapid changes in some fields of knowledge (e.g. technology, medicine) and because of the time needed to collate, index and publish. Although encyclopaedia year books are provided with some sets (at an additional cost) they do not, as sometimes stated, keep the encyclopaedia up-to-date. Year books usually concentrate on the main events of the past year and do not adequately reflect the constant changes taking place in specific subject areas.

4    Have you or your children access to other reference sources? All high schools and many primary schools provide encyclopaedias as part of their library stock and these are available to your children. In addition, public libraries in the metropolitan area and larger country centres have encyclopaedias and other reference sources which may be consulted.

5    Have you considered as an alternative to a multi-volume set a collection of individual reference books, purchased according to the needs and interests of your family?

A small relevant library can be built up consisting of single volume references which meet specific needs, e.g. **The Macquarie dictionary** and **The Macquarie thesaurus**, **The concise Oxford dictionary of Australian history, The Macmillan Australian atlas, The Guinness book of records, The Cambridge encyclopedia of the life sciences.**

Individual books can be chosen as needed, bought as funds permit and discarded when out of date.

> **Have you considered as an alternative to a multi-volume set a collection of individual reference books, purchased according to the needs and interests of your family?**

## Advantages and Disadvantages of Multi-volume Encyclopaedias

### Advantages

1    Information is readily available on a wide range of topics.

2    One index (or 1 sequence) to refer to instead of having to consult a number of different books, thus giving ease of reference.

3    One decision buys the whole set of encyclopaedias. Buying individual books takes time, effort and many decisions.

4    Attractive uniform appearance.

### Disadvantages

1    The set may be expensive.

2    Considerable sections of a home encyclopaedia are never used, particularly in the adult sets.

3    Sections of the encyclopaedia which become out-of-date cannot be discarded.

4    Junior sets gradually become inadequate as children grow older, but large adult sets are too complex for quick efficient use by most children under 15.

5    No encyclopaedia has complete up-to-date coverage, and additional material on certain subjects will need to be acquired.

6    As year books mount up, reference becomes increasingly clumsy.

Do not allow yourself to be pressured into buying a multi-volume set. However, if you do decide that an encyclopaedia is the right choice for your family, you will find it well worth your while to spend some time and effort in examining as many different sets as possible before making the final decision.

### Visit:

1    Your nearest public library.

2    A good bookshop.

3    A.J. Rooney Library, Curriculum Support Collection, Ministry of Education, 151 Royal Street East Perth.

Rooney Library has most of the best known sets on display. Advice will not be provided by the staff but you can compare the way the same topic is treated in different encyclopaedias.
Reliable reviews of encyclopaedias may also be consulted.

## Evaluating an Encyclopaedia

The following points may help you to decide whether a set is worth buying and whether it is suitable for your own family's needs:

1    **Read the introduction which should state:**

(a) the aims of the editorial staff;
(b) the scope and arrangement of the set;
(c) the age level for which it is intended.

2    **Authority**

Examine the list of contributors and editors (usually shown in the first volume). Are any of these names familiar to you? Do their qualifications appear authoritative?

3    **Currency**

Check the date on the back of the title page of Volume 1 and note its recency. Many encyclopaedias now have a system of 'continuous revision' which means that a certain portion of the encyclopaedia is revised each year. The date shown in these sets will therefore be that of the latest partial revision. If the whole set has been revised the publishers will clearly state that this is a new edition.

If the encyclopaedia has a recent date, think of some important events which have occurred recently and check to see if they are included.

4    **Coverage and Accuracy**

Now turn to some subjects about which you are knowledgeable - some interest or hobby perhaps, or a local industry, or a familiar aspect of Australian life. Are these articles accurate, clearly expressed and up to date? Are they interesting to read? Do they provide reliable factual information or cover the subject only in general terms?

Test the effectiveness of the articles by finding several on unfamiliar subjects. Are they clear and sufficiently comprehensive?

5    **Readability**

As children will be using the encyclopaedia it is wise to check their reaction to a number of articles. Can they read them without difficulty and understand them?

6    **Arrangement and Organisation**

In what way is the encyclopaedia arranged - in one complete alphabetical sequence or grouped together under subjects? Ask your family to suggest some typical questions and see how workable the arrangement is as you look for the answers. Are the cross-references and 'see also' references adequate?

7    **Bias**

No encyclopaedia is wholly objective, although this is the aim of all reputable editorial staff. Try to assess the relative freedom from bias by examining some controversial subjects - e.g. birth control, censorship, apartheid. Do simplifications distort information and present stereotypes?

8    **Special features**

Do articles include lists of books for further reading? Are they appropriate to the age group intended to use the encyclopaedia? Check these lists to see if at least some of the titles have recent publication dates (remember that if the encyclopaedia is of American origin some of the books listed may not be available here).

9    **Index**

> **No encyclopaedia is adequate for all purposes; all need supplementing in some way.**

Spot check a number of items in the index to test its accuracy. Is it sufficiently detailed to make quick reference possible? Does it include maps and diagrams? Does it indicate when a reference is to an illustration?

10   **Physical format**

What is the reaction of children to the general appearance and layout of the set? Is the binding strong, the paper not too glossy, the illustrations attractive and next to the relevant article? Is the print clear? Some major encyclopaedias publish in different bindings at different prices. For home use the cheapest binding is sufficiently durable, so inquire which is the cheapest edition available.

## Secondhand Encyclopaedias: Points to consider

1    Why is the owner selling? How old is the set? How many articles will already be out of date when the set is purchased?

2    If you buy the set for its historical information, e.g., **The Australian encyclopaedia,** will your family realise which articles are out of date?

3    Has a more recent edition (or editions) been published? How much more expensive is it than the second hand one?

After considering all the issues raised in this article an informed decision about an expensive purchase for the home may be made.

# ☆ *Four secondary school libraries link up*

*Margarite Igras is teacher-librarian at Colyton High School*

## Background

Four schools in the Western Sydney area are working together on a number of initiatives. These are targeted schools which have been clustered under the direction of a Special Deputy, so that cooperative ventures can be effected in a 3 year program called the **Western Sydney High Schools Staying On Program.**

The 4 schools in the cluster are :

Colyton High School
Cambridge Park High School
Dunheved High School
St. Marys Senior High School

## Purpose

The purpose of the program is to increase participation in targeted Western Sydney High schools by whole school strategies to improve the quality of education and to widen career and study opportunities. These whole school strategies include:

- encouraging students to participate in 6 years of secondary education
- providing a curriculum that meets the needs of students
- course and career advice
- ensuring an attractive school environment;
- promoting effective teaching
- encouraging parent and community involvement.

The criteria for including schools in such a program include :

- low retention rates
- the presence of significant population with
- specific needs
- administrative difficulties
- geographical location

It must be said at this point that although the 4 schools work together on certain projects, there are other initiatives that each school in the cluster pursues individually according to their particular needs.

## Cluster library initiative

In terms of improving resources for staff and students, the 4 teacher-librarians from the cluster schools decided to work together as a joint cluster project. They have been meeting regularly since early 1988, working towards a goal of resource sharing and cooperative planning. To this end there have been 2 initiatives :

The establishment of a professional reference collection for use by all teachers in the cluster.

The introduction of a computer system in the libraries and the formation of a union catalogue.

These 2 initiatives were presented in a submission to the Staying On Program. The initiatives were approved and funding was made available, with an annual allocation for a 3 year period.

## Why the 4 libraries are getting together

**Aims:**

To extend each school's individual resources collection through a resource sharing network.

To work together and share ideas to break down the isolation teacher-librarians often experience.

## Objectives :

To provide a list of resources held by member libraries through the establishment of 4 individual databases.

To access the individual databases through a network system.

To update the network database regularly.

To formulate and implement a circulation system between the member libraries.

To meet regularly and plan co-operatively especially in the selection and purchase of resources to avoid unnecessary duplication.

To improve the quality and quantity of the professional resources in the cluster libraries especially in light of the high cost of some of these resources.

## The professional collection

**Proposal:**

To establish a professional collection for use by all teachers at Dunheved High, Colyton High, St Marys Senior High and Cambridge Park High.

Even though each school used the resources of the Inservice Education Library and the Local Community library the schools are situated close enough to be able to share resources much more readily and speedily especially with the use of the Departmental Courier system.

**Procedure :**

Each school assessed their existing collection. A bibliography listing the resources held at each school was drawn up and this was shared at a meeting.

Each teacher-librarian identified areas of weakness in their collection.

Each teacher-librarian decided on areas of priority in their collection. These were established through staff surveys, school and departmental policies and guidelines.

The teacher-librarians negotiated organisational details such as selection aids for future purchases especially in the area of periodicals, borrowing and returning procedures, publicity procedures and the division of the collection areas between the schools. So, instead of the 4 libraries all purchasing the same Sergiovanni books, or the same journals we rationalised and ensured there was not too much duplication.

> The teacher-librarians negotiated organisational details such as selection aids for future purchases ... and the division of the collection areas between the schools.

Funding was made available for the purchase of professional resources and with the above rationalisation the collections were boosted across the cluster.

## OASIS as a union catalogue

Our submission to the Staying-On Program included the concept of resource sharing and working together as a cluster of school libraries. With funding made available over the next 3 years, the teacher-librarians came up with a concept of not only library computerisation, but accessing the resources of each of the libraries through a union catalogue.

**Procedure**

We called in a Computer Education Consultant from our region (Metropolitan West) and discussed our proposal with him. He introduced us to OASIS and suggested we get in contact with Management Information Services Directorate (MISD) and ask to be included on a ranking list in the OASIS program.

> ... instead of the 4 libraries all purchasing the same books or journals we rationalised and ensured there was not too much duplication.

The teacher-librarians were invited to meet with members of the School Administration Unit, the section of MISD dealing with OASIS, to discuss our proposal and to see a demonstration of OASIS.

We were given guidelines on how to prepare for automation of the library. This preparation stage can be commenced as soon as a school decides to automate - before any computer hardware is installed.

## Some suggestions for a union catalogue

The final format of our union catalogue is still being decided by MISD. Beth McLaren from the School Administration Unit, has been keeping us informed on strategies and considerations.

We envisaged 4 school libraries each with their own database linked with a modem. The 4 school libraries would catalogue their own resources separately. Students can search first on the school resource data and if they don't find anything, then switch to the other 3 schools' resource data.

Another format is to enter and store the resource data of the four school libraries in one file server (i.e. at one of the 4 schools) with regular updates sent to the other 3 libraries.

Each school to house the resource data of all the libraries in the cluster with each school's resource on the top of the list.

## Short term strategy

In preparation for automation, each school library in the cluster established a short term strategy. Common to all the libraries were the following points :

• There are to be no more additions to the dictionary card catalogue.

• Stop ordering ASCIS catalogue cards.

• Work only from a shelf list which is to be hand written.

• Copy catalogue all fiction from ASCIS. These are to be entered manually into the computer.

• For non-fiction resources, search ASCIS records and handwrite the following information on a shelf list card :
> author
> title
> accession number
> ISBN
> supplier and cost
> Dewey number /location
> ASCIS order number

• Process resources

• File handwritten shelf list card with the existing shelf list cards.

• Resources not found on ASCIS are to be set aside and either sent to Library Services Extension service for cataloguing or originally catalogued.

• 11th Edition Abridged Dewey is to be ordered for all non-fiction resources except for :
> computer resources
> American, Australian and English
> literature
> Australian history
> cookery books
for which 19th Edition Dewey will be ordered.

• As it was felt that ASCIS did not provide sufficient subject headings for fiction resources, we compiled a common fiction subject headings list and used these in addition to the subject headings found on the ASCIS microfiche.

• We busied ourselves with back searching the older resources. Many spine labels have to be changed to standardise with ASCIS. This is a big job and we have all decided to train some parents to help us complete this mammoth task. For those school libraries even contemplating

automation, make sure you start writing down relevant information as listed above on your shelf list card.

• The teacher-librarians meet regularly every fortnight and more often when necessary.

## Policy and procedures manual

We have written a draft manual outlining agreed standards and processes for borrowing and sharing resources. The manual is still in a draft form as we anticipate some changes not only in the final format of the union catalogue from that envisaged, but also because the concept of a union catalogue for school libraries is unique, dynamic and still evolving.

## Our achievements

We have ordered and received our ergonomic furniture.

We have ordered and received our bar codes.

The teacher-librarians and library ancillary staff have attended an OASIS inservice (3 days in all).

We have applied to our Region for eye testing for all library personnel who will be entering data.

We have ordered our computer hardware.

We have negotiated with our principals for extra funding to purchase 2 more terminals and a bar code reader as well as the installation of a phone line to each of the libraries.

The biggest plus of all is that there are 4 teacher-librarians (Rikki Brown from Dunheved High, Pam Pryke from Cambridge Park High, Janelle Pattie from St Marys Senior High and Margarite Igras from Colyton High) who work well together, meet regularly, share ideas, support each other and enjoy the professional contact the Staying-On Program has brought about.

# *teaching learning* ⚭

## ⚭ *Information : the power tool of the 21st century.*

*Based on material generated by the Library Policy Curriculum Implementation Coordinating Group (CICG) Network Conference, this article was written by Fay Gardiner, Library Services.*

As we move from an industrial age into an information age, it is imperative that the children we teach have the skills to manage information. The aim of this article is to offer some practical strategies; first, of a general nature that may apply to any of the steps in managing information and second, related to specific parts of the information process outlined in **Information skills in the school**: defining, locating, selecting, organising, presenting and assessing.

It must be stressed that the suggestions and activities mentioned in this article are not intended as an exhaustive list; you will have other great ideas yourself, you will see other teachers with great ideas. Keep looking and learning and if you have something to share, do so : we are always looking for good **scan** articles!

## General considerations

**Students** must be given **time** to select resources and information, to share with peers and teacher, to write coherent, meaningful answers, to organise information, to draft, to edit, and rewrite.

**Students** must be constantly reminded to ask themselves: why am I reading/viewing/listening? what am I looking for?

**Students** must be aware of the audience and how the edited work is to be displayed, presented, published.

**Students** could be encouraged to keep an information process diary / folder for each assignment. This would contain such items as the topic, the sheet listing bibliographic details, the information as it is gathered in its raw state, and comments made by the student along the way.

**Students** have a variety of learning styles. **Resource based learning**, using a multiplicity of resources of different media, will make provision for varying learning styles.

**Students** will be involved fully in the information process only if they start at the defining stage and therefore have control over all stages.

**Students** need to know exactly how marks will be awarded. Will one step of the process be more heavily weighted than another or will each attract an equal proportion? Not every unit of work will attract marks for each part of the process but marking only the finished product should be avoided.

**Teachers** need to have a precise knowledge of what they want to achieve in terms of content and especially information skills and to structure the assignment to support those goals. (This includes setting minimum standards). Those goals then need to be formulated into a shape that is understandable and is communicated to students.

**Teachers** need to build in teacher-pupil conferences at each stage of the information process as checkpoints. Conferences may well be brief, informal and/or in small groups.

**The teacher-librarian** knows the resources, and when it is possible for the class teacher and teacher-librarian to plan and teach cooperatively, not only they benefit, but the learning outcomes for the students are enhanced.

## *Activities*

*These activities can be used generally through the process; other activities appear in the part of the process to which they are specifically applicable.*

*Visual Literacy*
1    *Cover the focus picture.*
2    *Guess what is behind it (usually the children have a fair idea because the unit topic is known).*
3    *Cut out a peephole; the students keep guessing with teacher encouragement and help.*
4    *Students choose locations for more peepholes. Keep guessing. This activity needs to be kept to a maximum of about 5 minutes after which the full picture is shown.*
*The focus can be describing and reacting only to what is seen or can extend to speculation from the children's own knowledge depending on the skill to be emphasised.*

*Buddy system*
*(may already be in existence for reading, and/or writing). older group is briefed re task (2 lessons) older group assists younger group to :*
> *locate information*
> *record information*
> *share findings*
> *older group scribe; younger group take report back.*

*This activity could also be extended into writing a book : text is scribed by older group, illustrated by younger.*

*If timetabling difficulties can be surmounted, a similar procedure could be used in the secondary context where it would provide good revision of the information process for a senior student, perhaps utilising the Peer Support Scheme. It is crucial that this is planned and that the senior student is well briefed. This is not an ad hoc activity.*

*Brainstorming (mentioned as a specific activity in some steps) is an excellent strategy and can be used as a whole class activity or in groups.* Part of the appeal of brainstorming is its generation of oral language which is often a more satisfactory vehicle for solving problems and disseminating information than is written language.

## Defining

The first step in defining the topic is to analyse the language, the concept and the scope of the focus question *(brainstorming is a good strategy)*. Although the teacher should have already structured the assignment so that individual differences and interests are considered, it is at this early stage that a topic may be narrowed or broadened as the topic is analysed.

It is important for students to identify key words, to group ideas and concepts, to recognise the most significant concepts and to see contributing questions as part of the whole. This is all part of structuring a web:
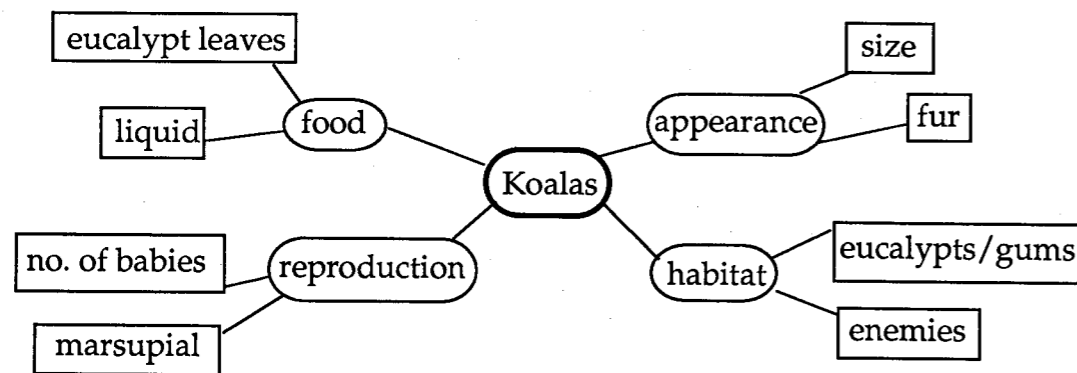


All students need to ask themselves:
- Do I know what I am going to do?
- Do I know what is expected of me?
- How much time do I have to complete this series of steps in the information process?

## Activity
*Teacher/ teacher and class find new vocabulary in resources. Students research 1 or 2 words in pairs, returning to a whole class sharing. The words could then be recorded, with their meanings, in the information process diary/folder.*

## Locating

Students need to to be encouraged to use a wide variety of resources. One way of doing this, and encouraging the compilation of a bibliography is to

Time spent at the defining stage is an investment; it will return dividends for the teacher and the student by ensuring that both have the same goals and both understand what those goals are.

**With a given topic ask the students :**
- What do we already know?
- What do we want to find out?

Students can then choose the subtopic they want to focus on.

**If the students are setting their own focus questions, they should ask themselves:**
- What am I interested in?
- What would make an interesting study?
- How am I going to approach this?
- What aspects of this topic do I look at?
- If I am approaching this topic from a particular perspective, what are the issues to be studied?
- Are there sufficient resources to support my research?

The student can then write down a specific topic, setting parameters such as :
- time scale/period to be researched
- specific personalities that you associate with this topic
- issues : economic, socio-economic, current, future development.

use a sheet which has the following headings, keeping in mind that not <u>all</u> sources would be appropriate for every assignment:

- reference books
- resources from the library
- books at home
- people
- TV/ videos/radio
- everyday information ( packet labels).
- magazines
- pamphlets
- software
- posters

*A similar list of sources could hang in the library.*

**The student then needs to ask :**
- Do I know how and where to find these resources or even if they exist?
- Do I know how to use these resources? (A preliminary lesson may be needed for u nfamiliar resources.)

## Selecting
After locating and selecting the resources, the student needs to be able to locate and select the information **within** those resources, always mindful of the purpose for which the information is being gathered. (S)he will need to be able to :
- access indexes and table of contents
- skim and scan, watching for keywords
- read captions
- select information which is significant, relevant and current
- understand that not all information is necessarily correct
- recognise and reject material that is beyond his/her level of understanding.

*Skimming and scanning are important skills and one activity for developing them is for the teacher to*
   *underline key words in a chosen text*
   *duplicate text so that every student has a copy*
   *ask simple questions relating to key words*
   *have a race to find the answers.*

*This could be extended by allowing the students to underline the keywords themselves.*

The students then need to take that information and make it their own. **This is the point where major inadequacies are likely to be highlighted and students will need a lot of support initially, and perhaps even for a long time.**

*One way for students to practise the craft of making researched information their own is to:*
   *identify key words in text or resource*
   *list keywords*
   *remove resource*
   *turn keywords into sentences.*

*Many exercises need to be done in class before students can be expected to cope well individually. As a whole class variation, or in small groups, keywords for a unit can be decided upon and recorded. Student 1 then decides on a sentence, student 2 adds a new sentence and so on throughout the group, each student having decided which of his/her own information is relevant. The responses are all then collated (possibly word processed and printed).*

*Students can also be encouraged to use strategies such as making their notes on individual cards or strips of paper. Both of these techniques help to limit the amount of*

*information recorded and channel it into an organised form: 1 card or strip of paper=1 concept.*

It should be recognised that information might also be recorded in other media such as photographs, audiotape, videotape.

*A whole assignment could be based on pictures, the only text being labels or captions.*

## Organising
Having selected and assessed the information, the student needs to organise it, always remembering that one of the most difficult parts of organising information is the rejection of that hard-won work which, with greater insight, can now be seen as irrelevant or unsuitable. Students also need to know that the teacher will be looking for quality rather than quantity of information. Constant reference needs to be made to the focus questions in order to stay on track. Remember to conference.

*Some strategies to employ are:*

- *cutting and pasting, either manually or using a computer*
- *group decision-making on which information (from different sources) should be included (present information orally and perhaps in an abbreviated form)*
- *concept boxes : students, or teacher and students, decide (at a much earlier stage) on the concepts which are to be studied in a unit of work and a series of "concept boxes" are made so that information can be recorded directly into them.*

### Koalas

| source | appearance | food |
|---|---|---|
| Koalas (J. Smith) | | |
| Australian Marsupials (video) | | |

## Presenting

*Brainstorming is an option and should take place early in the process so that students can collect and organise their information accordingly.*

Keep in mind when deciding on the presentation format:
- the audience
- the message for the audience
- how the information supports your message

Students negotiate their own options with the teacher.

The focus of a unit can be about learning to **present** information in a new form such as the audiocassette, but **the focus of a unit should generally be on the process rather than the product.**

*Options for presentation and ideas for page presentation (how to do headings, borders) as well as guidelines for specific formats (audiotapes, videotapes) can be displayed on wallcharts or a sheet in the information process diary. A picture can be drawn next to each option if the student cannot read them.*

*The preparation of 1 overhead transparency by a student, presented with a talk can be a useful means of presentation.*

## Assessing

Teacher assessment of a unit is only one aspect; the student's self evaluation of learning is also important. It can involve individual, peer/small group or whole class evaluation asking questions such as :
- What was good/not so good about the result?
- What was easy/difficult about the information process?
- What have we learned?
- How does what we have learned fit into what we knew before we started our research?
- How can our new knowledge and skills be applied to other areas?
- What problems did we find in this learning activity?
- How suitable were the resources?
- Can we present the information to someone else?
- Did our work suit the audience?

Responses to these questions can provide a useful writing experience as well as an oral one.

The teacher's role at the end of the process is to draw all researched material into a whole and provide further enrichment/extension resources for those students showing interest in a particular aspect.

## Conclusion

Information skills are an essential part of our daily lives; whether we are reading timetables, making price comparisons or assessing weather reports, we are using information skills. As the amount and level of sophistication of information in our society increases, so must our ability as information managers grow. A society, which heads into the 21st century poor in the access to, and handling of information, will minimise its hope of economic and cultural riches.

**Further reading.**

Gawith, Gwen, **Information alive : information skills for research and reading.** Longman Paul,. 1988
ISBN 0 582 87770 9              ASCIS 434791

**Teaching Information Skills.** Ministry of Education (Schools Division) Victoria,1987

# ⊙⊙ *A living library on open day*

*Elizabeth Hull is the teacher-librarian at Katoomba Public School.*

Timetable changes to accommodate parent visits to the classrooms for open day usually leave the library devoid of activity. This prompted my suggestion to one of our classroom teachers that he bring his class to the library for their usual research lesson.

Leaving a blackboard message redirecting the eager parents to the library, the teacher brought his class, so we 'pursued excellence' in our wonderful modern school library and parents were able to see research and literature lessons in action.

Children worked in different groups to allow examples of research and literature activities to be seen by parents. Those with questions relating to non-fiction researched in areas as diverse as the telephone books, cookery section, wildflowers and geography. The children who had a literature assignment might have been found delving into the study of a particular character or rewriting an incident from a favourite book in the format of a newspaper article using exaggerated style and bold headlines.

So, instead of the usual lifeless rows of books on shelves, parents found books in use : a stimulating, lively library in action!

There were many positive comments from parents who were also free to return to the classroom with their children to check the work displayed there.

We at Katoomba P.S. were very pleased with the innovation and recommend it for your next open day.

# ⊙⊙ *Creating a picture book: a Year 6 experience*

*Diane Napthali is the teacher-librarian and Marie Imberger teaches an Opportunity 'C' Year 6 class, at Artarmon Public School. Matthew Butt, Davina Creek, Stuart Fitzroy, David Macrae, Ben Packer, Felicity Palmer and Michele Rae are the authors of the books which appear in the photographs accompanying this article.*
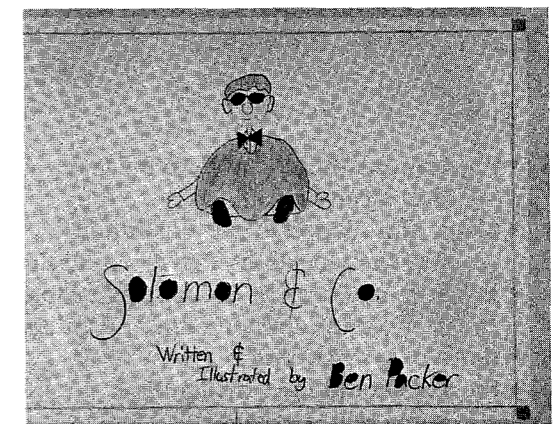
## Introduction

A major aim of our school-based children's literature policy is to encourage the child to continue to develop literary skills using a variety of writing activities. We incorporated this aim in our assignment outline which was distributed to year six students with the objective of creating and publishing a picture book.



## Why choose this particular genre?

First, we felt it was as an ideal extension of this class's literature program. Earlier in the year, each student had been assigned a 'buddy' from a kindergarten class, as part of the school's student welfare policy. To this end, a picture book was to be created by each student with their younger 'buddy' in mind.

Second, we believed the experience would be invaluable in the lead up to a major assignment the following term, when each student would be required to prepare, edit and present a final manuscript for a novel, which would then be sent to a commercial printery for final processing.



Last, and perhaps most importantly, we knew the experience would give students the opportunity to appreciate those elements which make a picture book endure and understand how much effort is required by an author/illustrator to achieve them.

## Duration

The assignment outline set a 10 week deadline from commencement to presentation. The culmination was to occur in week 10 during a Year 6/Kindergarten book launch. This time period would allow for ideas to develop for editing, proof reading or for changes in the artwork if this aspect of the production did not come up to an individual's expectations. In other words, we were allowing for trial and error.
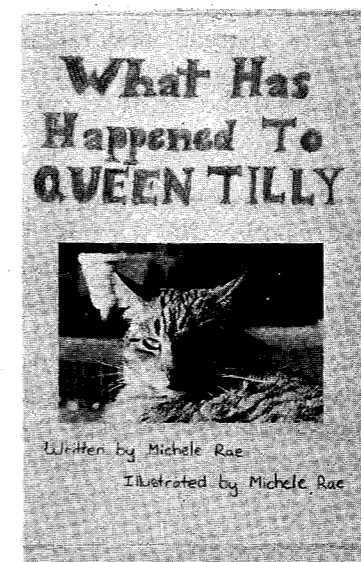
## Getting started

The first brainstorming session was a powerful springboard for the assignment. In response to the question, 'What do you think are those elements which make a picture book endure?', the following concepts were among the Year 6 responses:



- illustrations should enhance the text
  and vice versa
- tactile stimulation in the illustration
  production could offer semantic clues
- a picture book can be didactic, eg a fable can
  teach community morals and values
- humour is important
- the text should have evidence of
  some rich language
- symbolism, whether in visuals and/or
  language is a good idea.
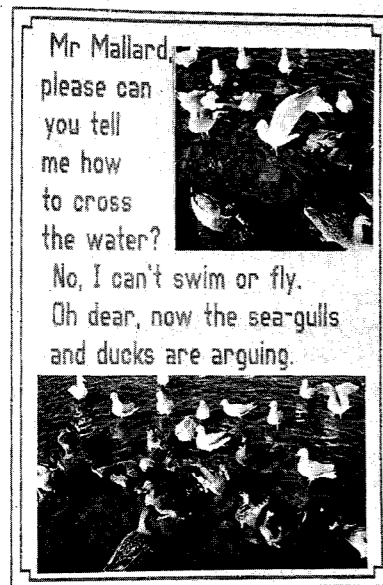


Diane supplied texts, a reading list, picture sets and newspaper clippings which stimulated interest (see bibliography). These included author and illustrator profiles, reviews published in journals and newspapers, and posters from commercial publishing houses.

We had ordered in advance a selection of animated movies of picture books. These included **Petunia, The Snowman, Mike Mulligan and his steamshovel,** etc. - all to be found in the **NSW Department of Education Film & Video Library Catalogue** (available from Film and Video Library 3A Smalls Road Ryde 2112). A class list was drawn up, with progress to be plotted for each student's conference during the weekly one hour library sessions.
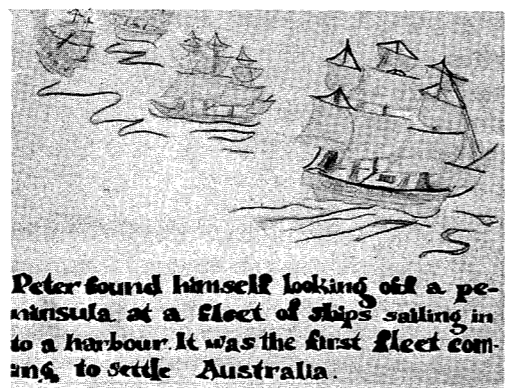


## The production

Ideas for the picture book seemed to be drawn from personal experience (pets, favourite toys) or from knowledge of their 'buddy' (his/her interests). Most students opted for a larger book, rather than a lap book, believing the reader would prefer to share a large format, and one she/he could get young arms around.

Students were in charge of which came first - illustration, text or both at the same time. The text soon proved easier to deliver than the illustrations, which at first appeared time-consuming and endless. Further, a keen appreciation of illustrators caused frustrations with their own work, which clearly could not meet the professional standards of people such as Graeme Base, Raymond Briggs and Shirley Hughes.

Both of us were aware of these and other problem areas and offered advice to overcome:

- lack of inspiration to get started
- inability to decide on the book's format/
  layout/presentation
- production hiccups such as a computer
  malfunction
- preserving the manuscript in mint condition
- frustration that the student's expectation
  exceeded his/her ability to achieve it.

By week 5, the class were handling their individual productions with more confidence. The constant supervision, advice and interest in their picture book was beginning to show. Diane observed that this Year 6 class was paying keener attention to new picture books on display, greater interest in their 'buddy's' favourite books and borrowing habits, and more discussion about the enduring elements of the animated picture book movies screened each week in the library. These attitude changes, together with a weekly group discussion concerning picture books as a genre, accelerated the efficiency and effectiveness of the production.

By week 8, individual productions were emerging as fresh, unique and highly entertaining examples of the genre. There were manuscripts with text computer printed, typed, art-lined or caligraphy printed. Illustrations were rich and varied - including tactile-stimulated visuals enhancing the text.
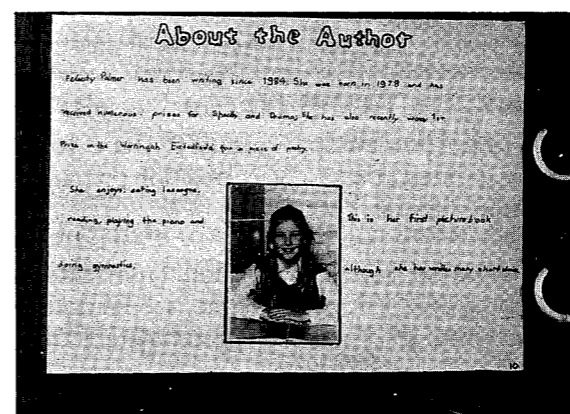


Each student was required to complete a publisher's blurb about him/herself as author of the book. On the title page, publisher and logo were required, while the verso was to show publishing and printing details and acknowledgements.

## Book launch

In week 10, invitations were sent to Year 6's kindergarten class and their teacher, the principal and parents, to attend the Book Launch in the library. This was each student's opportunity to talk about him/herself as an author/illustrator, to explain where the ideas came from, how the production was planned, organised and supervised. Time was allowed for the speaker to take questions from the audience.
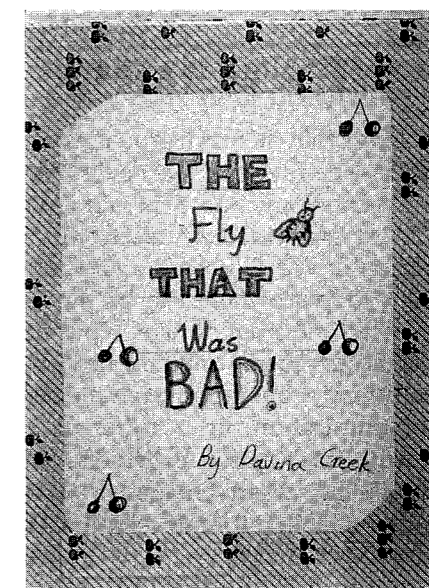


## Evaluation

Both of us believe the students experienced great enjoyment in their picture book production. They followed the steps in the production of a book and learnt these skills first hand. The student's evaluations were positive, expressing a common view that producing a picture book which showed those qualities to make it enduring - as expressed in the initial brainstorming session in week 1- can be aimed for. They concluded that if the prize is earned it can only be won through creative flair, planning and hard work.

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INGRAM, A. **Making a picture book.** Methuen, 1987

**Magpies magazine: talking about books for children:** Vol. 1 +, 1985

McVITTY, W. **Australian children's authors.** Macmillan, 1986

McVITTY, W. **Australian children's illustrators & authors.** Macmillan, 1986

# ⊚ *Using online databases with students*

*Alison Glasscock is teacher-librarian and Ian Ried is computer coordinator at Balgowlah Boys High School.*

## Introduction

In our school, Year 11 Computing studies students do a unit on online communication. General introductory sessions are held in the computer room where the Computing studies teacher and teacher-librarian, working together, deal with concepts, terminology and technical requirements.

## Using new technology to communicate

In the knowledge that there is a growing convergence and overlap between systems, we nevertheless divide the existing technology into 3 in our introductory sessions. These are videotex, electronic mail and remote databases. We discuss the characteristics of each and try to place their use in the context of technology in an information age. Now people can have instant access to information not just in their school or community but in some remote place. There can be communication in a different way and interaction with information providers. We discuss the advantages and disadvantages of such systems and reflect on possible future developments.

## Hands on use

The next phase of the unit is when the students come to the library in groups of 2 or 3 to use the systems hands on.

To experience videotex, the students access Viatel experimenting with service provider and subject searches. For electronic mail, they log on to the school's **Keylink** mailbox to read messages on bulletin boards and to compose a message of their own. The students' third online experience is with large remote databases. We have found this to be of instant appeal to the students, who often come back at other times requesting access for different purposes.

As part of the trial for AAP (Australian Associated Press) online, Balgowlah was fortunate this year to show the students this very current database. They were able to see national and international news being filed for the use of newspapers and electronic media. They also searched for news on a particular topic.

## Students search ASCIS online

Of special interest to the Computing studies students was their chance to use the ASCIS database online. Firstly, they searched for content. They enjoyed looking up favourite authors and reading the evaluations of computer software. (They didn't always agree with some opinions given in the reviews!)

The size of the database began to be obvious to them when they had an almost 100% hit rate for the authors and titles searched. The second value for Computing studies students is the opportunity to query and search a very large database. Any work in constructing or manipulating databases previously had been on a very much smaller scale. A few hundred items, at most a few thousand, is the very maximum with which any of them had had any experience. Before going online to ASCIS, we tried to predict what possible fields a database like this might use. We also discussed the Boolean (and, or, but not) operators. Once online and past the elementary stages, we tried some complex searches across subject areas, year levels and formats. An example might be : to request of the database videos on physics suitable for upper secondary ; or recent software for music.

Accessing the ASCIS database gave Computing studies students the experience of considering the complexities and applications of a very large (nearly 500,000 item) database. They appreciated the similarities and significant differences between the small scale ones with which they had previously worked and those large database resources to be found in the wider community. Comparing Viatel, Keylink, AAP and ASCIS gave the students an appreciation of the variety, range and potential of online information currently available.

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**CONTRIBUTIONS TO *scan***

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

We welcome your contribution typewritten, double-spaced with your name, school and a contact number. There are approximately 1200 words per page of text and a suggested maximum size for articles is 4 pages. The Editors maintain the right to edit for space and style.

Please address all correspondence and contributions to:

The Editor, *scan*
Library Services
Services Directorate
Private Bag 3
Ryde NSW 2112

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# *search* <

## < *Copyright update*

*Robyn Owens, Divisional Librarian for Services Directorate, NSW Department of Education, attended a seminar conducted on the eve of changes to Australian copyright provisions. The Australian Copyright Council assisted in the preparation of this report.*

The seminar, presented by legal officers of the Australian Copyright Council (ACC), a non-profit company founded to provide the arts and copyright industries with a range of mostly free legal services, outlined the existing requirements and provisions under copyright law in relation to both print and non-print materials, including music records and scores, computer programs, video, TV broadcasts, dramatic works, artistic works and publishers editions of works (ie typesetting). The seminar outlined the legal rights of copyright owners and protection under the current and future provisions. Copyright protection does not depend upon registration, publication or any other procedure — protection is automatic. Material is protected from the time it is first created.

Amendments to the Copyright Act 1968 have been passed by Federal Parliament but have not yet come into operation. These amendments include changes to the scheme for educational copying of print material, the introduction of a scheme for educational copying of radio and television broadcasts, and the introduction of a scheme to allow home-taping onto blank audio tapes.

The entire area of copyright is extremely complicated and a number of provisions were highlighted which previously were unclear. Copyright is usually owned by the author or creator. An important exception is where the author is an employee (as distinct from a freelancer or independent contractor), the employer will usually own copyright in work created as part of employment duties. Employed journalists, however, own copyright in relation to non-media uses of their work. Press clippings services may therefore be an infringement of journalists' copyright ownership. Copyright in material created or first published by or under the direction or control of the Crown (the Federal or a State Government) is usually owned by the Crown. The permission of owners of copyright (including Crown Copyright) must be sought in order to use their works and fees may be payable.

## Photocopying in libraries.

The Copyright Act contains special provisions which allow libraries to copy certain material on behalf of library users and for inclusion in another library's collection, and in very limited circumstances, for preservation and replacement. There is no definition of what constitutes a library; however, a library must be non-profit. The officer in charge of a library will usually be protected against charges of authorization of photocopying if warning signs are placed on photocopying machines located within the library or those machines belonging to the library but located outside the library.

A librarian may copy print material on behalf of a library user who requires it for his or her research and study. A reasonable proportion may be copied (i.e. 10% of pages in a book, or one chapter, one article in a journal or more articles if on a related subject). More than a reasonable amount may be copied only if a work cannot be obtained within a reasonable time at ordinary commercial price. A form indicating such an investigation was conducted must be signed by the librarian.

## Copying for library purposes

The preservation and replacement of damaged or lost library items is allowed if a replacement copy cannot be purchased within a reasonable time at ordinary commercial price. An original document (eg a manuscript) or artistic work may be copied to preserve against loss or damage. A microform copy may also be made of any work, provided the work is destroyed (unless it is an original manuscript etc). Computer programs and works stored on database are classified as 'literary works' and the library copying provisions may apply in some situations. Where permission must be sought, the correct owner of the rights needs to be identified. Online and CD-ROM database copying may be affected by the contract, licence, terms of purchase or lease. The library may become the authorizing agent by merely providing facility for reproduction of data.

## Copying for educational purposes

The 1980 educational copying scheme introduced in 1981 will be replaced by a new administrative scheme. Section 53B will be replaced by Sections 135ZJ, ZK, ZL. The new provisions will permit copying of print materials for educational purposes by teachers. Copies made under the new provisions cannot be used for other purposes. No multiple copies for inclusion in a library collection are allowed. Copies are to be marked on each page as a legal requirement to protect the institution. Works in anthologies will be allowed to be copied up to 15 pages The new scheme also makes some changes to the provisions relating to reproduction in varying forms such as Braille or large print specifically for use by handicapped students.

## Radio and television

A new scheme will be introduced to allow educational institutions to copy from television and radio, with payment for copying being made to a collecting society representing the relevant copyright interests.

Copying of off-air TV and radio programs under the current law requires permission from a number of copyright owners: ie for the broadcast signals, film or video production, script, music, costumes, sets. The new provisions will permit anything to be copied off-air for solely educational purposes, which includes courses of instruction and inclusion in the library of the institution. All such copies are to be marked accordingly. The new provisions permit any number of copies to be made either off-air or from a master tape originally copied off air. Copying of purchased, hired or borrowed video tapes, films, records or cassettes will not be allowed. Such copies may be made by any staff member copying on behalf of the educational institution either in the workplace or elsewhere. Advertisements may be edited from copies and total programs therefore produced and lodged in the library of an educational institution. Preview copies of programs may be made and no fees charged if the copy is destroyed within 14 days of broadcast. The educational institution is not obliged to purchase a commercial copy of any program that has been broadcast and copied under the new legislation.

Students will also be permitted to copy a reasonable amount of a video, film and broadcast material for the purposes of individual research and study.

## Performances in class

Performance of a work in public requires the permission of the copyright owner. Certain performances in class, however, are deemed not to be 'in public' by Section 28. This section also covers showing videos and films in class.

## New home-taping provisions

Home audio taping will be legalized and copyright owners will be compensated for this by the inclusion of a royalty (to be determined by the Copyright Tribunal) on the price of blank tapes of more than 30 minutes playing time. Only taping done on private premises will be covered by the scheme. Tapes made under the new scheme must be used for private and domestic purposes only.

## Further information

The Copyright Kit obtained from the ACC is available for loan from the Inservice Library No Frills File. The Australian Copyright Council at 22 Alfred Street Milsons Point 2061 (telephone 02 957-2941) publishes a guide to copyright specifically for teachers. NSW Department of Education regional offices and Legal Branch (02) 240-8619, can also answer questions.

## <  Aboriginal & Torres Strait Islander Resources

Aboriginal and Torres Strait Islander Resources (ATSIR) is a new subset of the ASCIS database and was initiated and sponsored by the Aboriginal and Torres Strait Islander Pedagogy Project in conjunction with the Curriculum Development Centre. Information contained in the ATSIR subset relates to the teaching of Aboriginal and Torres Strait Island students as well as the study of the Aboriginal and Torres Strait Island lifestyle and history.

### Sample ATSIR record

```
SEQ NO.00010
ACTSA FV ATSIR
Boomalli [videorecording] : five Koorie artists. -
Lindfield, NSW : Film Australia, 1988. 1 videocassette
(VHS) (28 min.) : sd., col.
DDC19 : 700.994  ADDC11 : 700
ASCIS SUBJECTS : Arts, Australian. / Aborigines - Art.
ASCIS ORDER NUMBER : 448659


Boomalli is an artists' cooperative; a collection of photographers, painters, sculptors, designers and film-makers,
who are urban Aboriginal or Koorie artists.
This video concentrates on the contemporary, rather than the traditional works and way of life, and looks at the issue
of Aboriginal identity and how the artists express this in their work
```

ATSIR provides information on resources concerned with both the contemporary and the traditional aspects of Aboriginal studies. Materials focus on areas such as history, folklore, legends, culture, social life, art, literature, festivals, employment, civil rights, land rights, teaching policies, etc.

Each ATSIR record provides bibliographic details about the resource and a brief description of the contents. ATSIR is of immense value to teachers of Aboriginal and Torres Strait Islander students as well as teachers and students who are embarking on a course of Aboriginal studies. This subset is ideal for locating appropriate and relevant reference materials in a variety of formats, including: book; video; slides; maps; kits; etc.

The ATSIR subset is available on microfiche or via online access to the ASCIS database. The ATSIR microfiche will comprise two cumulative issues of microfiche during 1989, whilst accessing the subset online will give users up-to-date records throughout the year. A subscription for 1989 costs only $22.00. Online users pay no extra for access to ATSIR records, it's included as part of the registration fee for online searching.

ATSIR is available now, so send your subscription today!
ASCIS
325 Camberwell Road   CAMBERWELL  VIC  3124    Tel: (03) 882 8108

## <  *Australian Studies dataset*

In 1988, ASCIS was commissioned to turn part of a CDC Australian Bicentennial Authority project into a subset of the ASCIS database. The resulting Australian Studies dataset proved so helpful to teachers and teacher-librarians that ASCIS is continuing the project in 1989.

The Australian Studies data provides a guide to resources that assist in the teaching of Australian studies in schools. Teachers can use the data set to identify curriculum resources that support the topic they are investigating with their class. Students could use the information to locate research tools for assignments and study. Each record contains cataloguing information as well as a brief description of the material. The records encompass all types of materials including slides, videos, posters, etc. and advise on the year level they best suit.

### Sample Australian Studies Record

```
Searching
Abstracts
Full information  Document  201710
Australian women in war 1939-45 slide prepared by Bob Lewis. History Teachers' Assoc. of Vic.
North Melbourne, 1983
40 slides col. and b&w notes


Names:          Lewis Bob ( )
Titles:         Australian women in war 1939-45 slide prepared by Bob Lewis
Publishers:  History Teachers' Assoc. of Vic. North Melbourne
Subjects:       World War, 1939-1945 Australia Social aspects / Women in Australia
Class numbers: 940.5315042 19 / 940.53 a11
Notes:          collatn: 40 slides col and b&w notes


CDC QED AUST STUDY RESOURCES
A varied and interesting collection of material including photographs, posters, cartoons, magazine
covers and advertisements depicted on forty slides. The informative notes outline the wartime activities
of a wide variety of women and pose questions about the myths and realities of being a woman at that
time. Highly recommended stimulus material for students and teachers of history and studies of
women.
LEV: Middle secondary
```

The Australian Studies dataset is available in microfiche format or online through the ASCIS dial-up service. Subscriptions are available by contacting:

ASCIS
325 Camberwell Road   CAMBERWELL  VIC  3124    Tel: (03) 882 8108

## < *Help make NCIN even more relevant!*

The New South Wales Curriculum Information Network (NCIN) is currently launching a project to *collect* examples of programs, and units of work from schools in a number of curriculum areas and to *include* them on the NCIN database.

### Curriculum areas identified are:

- mathematics K-6
- environmental education
- child protection

- visual arts K-6
- business and legal studies
- languages

The NCIN database is increasingly being used by teachers and teacher-librarians to locate relevant curriculum documents which can be used when developing new programs for their schools or to revise and enrich current programs and units of work.

If you have, or know of, programs, policies, and units or work in these curriculum areas which would be a useful reference for other schools please encourage teachers to share their great ideas .

### How?

- Show this article to your school principal and suggest that it be an item for discussion at the next executive and staff meeting.

  **or**

- Copy the article and distribute to executive and other staff members,

  **or**

- Approach individual members of staff and grade/or faculty heads to discuss the advantages of sharing their ideas, programs and units of work.

### Why?

You can:
be up to date without constantly re-designing new courses and units of work at the school level
keep pace with educational change by sharing ideas
save time
**Why re-invent the wheel ?**

### Where?

To include material in the database forward a copy (two if possible - one for loan through the Inservice Education Library ) to :

**The NCIN Coordinator**
**Library Services**
**Private Bag 3 Ryde 2112**

Documents may be included on the database and carry a statement indicating they are available from your school and the price. If you chose this option the database advertises your programs and their availability. You may elect to allow us to copy these at cost for distribution to schools on request . This option saves the need to allocate staff for copying and postage costs.

Why not discuss this with your staff ?
If you have any queries please contact **Maxine Rennie on (02) 808 9446.**

# *management* △

## △ *How to set up a library network from scratch*

*Ruth Buchanan is teacher-librarian at Jamison High School, a member of the Nepean Library Network.*

### Network groupings
There are a number of possible network groupings. What will be most appropriate for your area will depend on factors such as geography (the number of schools within a reasonable local area) and the aims of your network. The possibilities include:
- municipal libraries, private and public schools K-12
- a cluster grouping based on the concept in *Schools renewal*
- a high school and its feeder primary schools
- a cluster such as the OASIS network of high schools in the St Marys area.

In a country area, a group with wider scope may be more appropriate; in a metropolitan area, a narrower focus may be more workable. In either case, it is important for the group to be of manageable size, and for members to have enough common ground. The value of involving institutions other than public schools should be weighed against the complications which may be involved.

### Getting started
Basic requirements for a network include:
- an initial, well publicised meeting, with formal invitations sent to librarians and principals notified
- a draft constitution, with aims, policies and procedures
- a committee structure
- a plan of meetings, with the annual calendar
- a plan for resource ownership : individual and/or corporate?
- a budget plan
- a draft letter requesting permission from the relevant authorities for attendance at meetings and the use of venues.

This rather formidable list indicates that an initial meeting with little pre-planning would either be a marathon or disorganised. The most workable solution is probably to hold a preliminary meeting, inviting all relevant institutions to participate, and elect an interim committee/working party to draw up proposals for the items on the above list, reporting back to the whole group at the next meeting. A representative from an existing network could be an invited speaker at this meeting. Other networks can be drawn on for information, sample constitutions, calendars, budget plans and so on.

### Policies and procedures
The formal policies and procedures manual, agreed to by all participants in the network, would need to include the following sections:

- membership conditions:
  -annual subscriptions
  -procedures for joining/continuing/ discontinuing membership
  -a copy of the declaration signed by each member on joining, agreeing to abide by the constitution, policies and procedures of the network
- a list of member institutions, including the names of staff, addresses and phone numbers
- committee structure, with responsibilities outlined for each member.
- borrowing procedures for materials owned individually, including methods of transport (courier/post) and conditions for replacement of lost or damaged items
- copies of any forms used within the network; for example, authorisation of inter-library loans.

If the network owns resources corporately, a number of other considerations come into play, including:

- sources of funding
- storage of resources
- borrowing procedures
- insurance
- cataloguing procedures
- accountability/auditing requirements
- staffing to facilitate housing, processing and borrowing.

If a network is comprised of public and private schools, some of these points could prove quite complex. The need for a comprehensive constitution is most important.

### Catalogues
Resource sharing is facilitated when members of a network can refer to a catalogue of available resources. Possible catalogues include:
- a union catalogue of periodical holdings
- a union catalogue of audiovisual materials
- a catalogue of the resources corporately owned by the network.

Members need only contribute to the union catalogue items which they are willing and able to share. A simple serials catalogue (title, school code, date of first issue/years held) can be made using a database program such as Appleworks.

**Corporately Owned Resources**

If your network decides to purchase resources, it will need to determine why these are to be purchased, and make appropriate decisions. Generally, networks may purchase resources which individual libraries cannot afford or only use rarely or they may compile maxi-kits of a range of items on a particular topic of general interest. Maxi-kits may include videos/slides/realia/picture sets to a pre-set budget, with the selection and purchase of items allocated to a member of the network. Two kits in the Nepean Library Network which receive constant use are those containing Aboriginal realia.

A network does not need to have corporately-owned resources. They may be useful, but they also demand considerable time, and higher annual subscriptions. Sharing from within the collections of each member library may be completely satisfactory in enhancing the range of resources available to each member institution. If members decide to invest in corporately-owned resources, pre-purchase planning is essential.

The Australian Library and Information Association statement on library and information services in schools endorses the value of networks: 'As a significant sector in Australia's total information resources, school libraries should provide access to a network of library and information programs at the local, state, national and international levels'.

# △ OASIS: September 1989

The **OASIS** School Administration package has been installed in almost 400 schools since it was first tested in 1988. Eighty schools are using **OASIS** in the school library and a further 30 schools will commence automating the library from the beginning of Term 4. This will bring the total number of schools using **OASIS** in the library to 110. Each Region now has at least 5 **OASIS** Library sites with a number of Regions having considerably more.

A significant number of the schools which have been using **OASIS** in their library have now entered sufficient data to begin using the Circulation Module as well as On-line Enquiry.

Two additional OASIS Library modules have just been released - Acquisitions and Periodicals. At the end of Term 3, 1989 schools which had received OASIS in 1988 or Term 1, 1989 received training in the use of these

modules. New sites currently receiving OASIS are also given initial training in the use of these additional modules. The schools which received OASIS in Term 2, 1989 will be given additional training in the use of these new modules early in 1990.

The OASIS Library program now includes the following modules:

Library Management (which includes
On-line Enquiry)

Library Circulation

Library Reports/ Utilities

Library Acquisitions

Library Periodicals

With so many schools now using OASIS there has been some interest in forming OASIS Users' Groups. Initial meetings have already been held in Metropolitan North and Hunter Regions. The meetings allowed the sharing of information useful to all OASIS users but also included time for those who had specific interests in particular modules. It is hoped that other Regions will hold similar meetings. If you are interested in helping form an OASIS Users Group in your Region you should contact your Regional Computer Officer.

A pleasing number of schools have recently registered to receive OASIS for use in their library and it is expected that OASIS Library will be installed in these schools early in 1990. Principals of schools who have not already registered to receive OASIS Library but would like to do so should write to:

Denis Dale
Manager
School Administration Unit
Level 10, 50 Hunter Street
Sydney

# △ Regional Computer Officers

| Region | RCO | Phone |
|---|---|---|
| Hunter | Barry Elkin | (049)269723 |
| Met. East | Gary Thorn | (02) 3398450 |
| Met. North | Brian Ferry | (02) 4770118 |
| Met. S.West | Helen Rokobauer | (02) 6003109 |
| Met. West | Steven Bailey | (02) 6718719 |
| North Coast | Graham Howie | (066) 211740 |
| North West | Debbie Barnes | (067) 672384 |
| Riverina | Alan Bradbury | (069) 230696 |
| South Coast | Steve Gardner | (042) 268288 |
| Western | Bob Buckley | (063) 334230 |

# △ *ASCISRECON*

ASCIS, in conjunction with its computer bureau Ferntree Computer Corporation, has developed a new service for library cataloguing. This new and exciting service provides the opportunity for schools to automate the school library or resource centre simply and economically. ASCISRECON is a batch reconversion facility designed for maximum ease of use and versatility.

To utilise the ASCISRECON service, the school purchases an ASCISRECON Order Disk from ASCIS. This disk contains an easy to follow program that invites you to identify the resources you want catalogued. The program will accept ASCIS Order Numbers (AON's) or ISBN numbers or a combination of both. You may add to your order over a period of time and you can access the disk as often as you wish to complete your order.

When you have entered all the resources you want catalogued, and tailored the catalogue to your school's requirements, the disk is returned to ACI for processing. Your school's unique catalogue will be returned with the original order disk and an invoice for the product. You can re-use your order disk to update your catalogue for future orders by entering new acquisitions in the library. ASCISRECON lets you tailor your catalogue to your school's requirements by inviting you to nominate:

- **the medium**
  You can choose from a book catalogue, microfiche catalogue, machine readable records, or any combination of these, for your school catalogue.

- **local library options**
  You can specify the location and the number of resources within the school.

- **local subjects**
  You can add local subject headings to the ASCIS Subject Headings already allocated to a record to accommodate subject headings required by your school.

- **other in-house details**
  Choose local call numbers, accession numbers and barcodes to suit your library.

- **Dewey classification**
  Choose from ADDC 11 and DDC 19 classification numbers.

- **sequence**
  Have your catalogue returned to the school in the sequence that is most useful to your school, ie: Main Entry, Title, etc.

ASCISRECON is available for a minimum order of 1,400 titles and costs only $0.09 per title plus the cost of the hard copy material. ASCISRECON is at present undergoing extensive testing to ensure its reliability and performance in schools.

ASCIS expects to release this eagerly awaited service quite soon. Stand by for news about how to purchase the order disk.

**Things to do while waiting for ASCISRECON**

While you are waiting for ASCISRECON to be released there are some important tasks you should complete in preparation. Resolving these chores now will make using ASCISRECON even easier.

Weed your collection, discard unwanted or battered resources and generally clean up the library.

Compile a list of AON's and/or ISBN's of the resources to be catalogued. This will probably entail quite a bit of searching of the ASCIS database.

Assemble your equipment. Make sure all your hardware and software is appropriate for the job ahead. Consult with computer experts within your school to make sure your equipment is compatible with ASCISRECON. The minimum requirements to run ASCISRECON are:

IBM P.C. or compatible
512Kb of memory
10Mb hard disk and 360Kb Floppy disk drive
DOS version 2.1 or later
printer

Give serious consideration to exactly how you want your collection compiled and what information your school requires from its catalogue. Decide the options you will utilise from the descriptions above.

Organise some help for keying in all those numbers. Your keypunch people won't need extensive library experience but should be competent typists who can enter numbers accurately.

You can contact ASCIS at

325 Camberwell Road
Camberwell
Victoria    3124

Telephone  (03) 882 8108

# resources ▪️

## ▪️ Legal studies Years 11 and 12

*This bibliography provides information on suitable resources for the 2 Unit Legal studies course now available to senior secondary students. This course was approved in 1988 and will be examined as a HSC subject for the first time in 1990.*

*The resources were reviewed by Sonia Harris (Shalvey High School), Albert Marchetto (Legal studies consultant, Studies Directorate) and Peter Wasson (ABC Liaison Officer, Services Directorate). Tim Knowles from Library Services coordinated the compilation of this bibliography. Items are arranged alphabetically by title.*

**Australian High Court landmarks 1987 : topical cases for students of law and legal studies.** CCH Australia, 1988
ISBN 1-86264-051-3 [348.94]

This is the 5th book in a series on High Court decisions. It is well designed and the information is presented in a straightforward and easily understood manner. The book may be used in a variety of ways, such as to promote discussions of social and legal issues or in mock trials and debates. S. Harris
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $12.50 ASCIS 430233

In the same series
**Australian High Court landmarks 1980-83 topical cases for students of law and legal studies.**
ISBN 0-86903-793-5 [348.94]
ASCIS 155496

**Australian High Court landmarks 1984 topical cases for students of law and legal studies.**
ISBN 0-86903-780-3 [348.94]
ASCIS 201984

**Australian High Court landmarks 1985 topical cases for students of law and legal studies.**
ISBN 0-86903-782-X [348.94]
ASCIS 243464

**Australian High Court landmarks 1986 topical cases for students of law and legal studies.**
ISBN 0-86903-902-4 [348.94]
ASCIS 387819

MARANTELLI, S.E. **The Australian legal dictionary.** Arnold, 1985
ISBN 0-7131-8227-X [349.9403]

The Australian Legal Dictionary is an extremely valuable resource which brings together the most commonly used Australian legal vocabulary, followed by a summary of the law, including relevant statute and case law. S. Harris
**AUD:** Professional
**LEV:** Upper secondary

**AVAIL:** Paper $15.95 ASCIS 225851
**EVAL:** Highly recommended by the NSW Department of Education

VERMEESCH, R.B. **Business law of Australia.** Butterworths, 1987
ISBN 0-409-49208-6 [346.94]

An extremely informative text dealing with all aspects of business law in Australia, this edition has been considerably expanded to accommodate new statutory and common law developments, revised information for various amendments and case law developments. The text however can only be considered valuable for the tertiary student and professional people for resource information. There is a 1989 supplement to this volume - ASCIS 475483.
S. Harris
**AUD:** Professional
**AVAIL:** $39.50 ASCIS 378515

**The CCH Macquarie concise dictionary of modern law.** CCH Australia, 1988
ISBN 1-86264-063-7 [349.9403]

As the title indicates this is a co-production of legal publishers, CCH and Macquarie Library. It is a standard dictionary containing not only an extensive list of legal terms and definitions but also a table of legal abbreviations, the Australian Constitution, list of High Court judges and foreign words and phrases. Definitions are concise and current. P. Wasson
**LEV:** Upper secondary
**AVAIL:** Paper $35.00 ASCIS 425129

CHURCHMAN, Susan **Consumer protection.** CCH Australia, 1985
ISBN 0-86903-396-4 [343.94]

Although it is limited, the information provides a good starting point for discussion of this particular issue. Information is well presented and with the use of clear and descriptive illustrations provides excellent stimulus material for students as well as being an excellent resource for the teacher. The book contains a mock trial which enables student participation to

make issues more relevant. There is an accompanying teacher manual. S. Harris
**AUD:** Professional
**LEV:** Middle secondary Upper secondary
**AVAIL:** Paper $13.50 ASCIS 224384
**EVAL:** Highly recommended by the NSW Department of Education

In the same series:
**Consumer protection: Teacher manual**
ISBN 0-86903-440-5 [343.94]
ASCIS 224384

**Commerce and the law**
ISBN 0-86903-478-9 [346.94]
ASCIS 158219

**Commerce and the law. Teacher manual**
ISBN 0-86903-432-4 [346.94]
ASCIS 202014

**Criminal law**
ISBN 0-88903-385-9 [345.94]
ASCIS 148948

**Criminal law. Teacher manual**
ISBN 0-86903-448-0 [345.94]
ASCIS 238278

**Environment**
ISBN 0-86903-160-0 [344]
ASCIS 116683

**Environment. Teacher manual**
ISBN 0-86903-161-9 [344]
ASCIS 116684

**The family**
ISBN 0-86903-162-7 [346.9401]
ASCIS 116686

**The family. Teacher manual**
ISBN 0-86903-163-5 [346.01]
ASCIS 116685

**Jobs and the law**
ISBN 1-86264-104-8 [344.94]
ASCIS 463509

**Jobs and the law. Teacher manual**
ISBN 1-86264-105-6 [344.94]
ASCIS 475573

BATES, G.M. **Environmental law in Australia.** Butterworths, 1987
ISBN 0-409-42916-7 [344]

The complex area of environmental law is offered in a straightforward way in this text. Presented in hard

cover, this text contains valuable information for the year 11 - 12 optional topic, Environment and the law. The information has been classified into distinct headings accompanied by relevant acts. It is a valuable resource for teachers for this optional unit. The book is well set out giving a table of cases and a table of statutes. S. Harris
**LEV:** Upper secondary
**AVAIL:** $52.00 ASCIS 475352

**From the bench, the 1970s cases & rulings for students of law and legal studies.** CCH Australia, 1984
ISBN 0-86903-564-9 [347.94]

A variety of case histories comprise the bulk of this book which is a good resource for initial reading for the teacher or tertiary student. Cases are set out under numbers for easy reference. Each page of text contains a great deal of information and concepts. The concepts and language used, are difficult however, for 2 unit Legal studies years 11 and 12. Obsolete terms such as mph, yards and £ are also used. S. Harris
**LEV:** Upper secondary
**AVAIL:** $25.50 ASCIS 201979

HEWISON, Grant **The global factor: issues and images in international law.** Redfern Legal Centre, 1989
ISBN 0-947-205-063 [341]
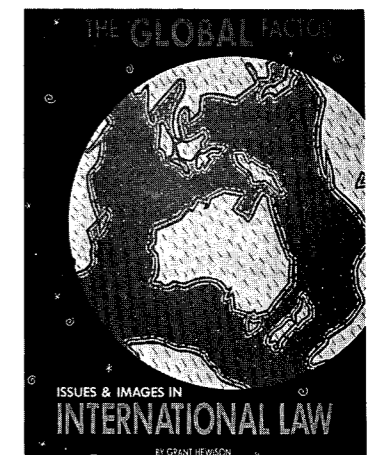


An informative text on the area of international law, it includes areas such as enforcing international law, human rights, disarmament and arms control and conservation of the environment. Each area of international law is discussed in detail and accompanied by relevant case studies. The well-presented text includes lists of treaties, contents and

index pages. This is a valuable teachers' resource to be used in the introductory topic for year 11 Legal studies.
S. Harris
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** $15.95     ASCIS 475342

EASTON, Dennis **Introducing the law.** CCH Australia, 1985
ISBN 0-86903-500-2     [349.94]

This is the first in a 2-volume set that presents an overview of the functioning of the legal system in Australia. The book is a useful resource for teaching the introductory and concluding topics of the 2 unit Legal studies syllabus. Material is clearly set out though its format is somewhat dated. The orientation of this A-4 book is more towards information than student activity. P. Wasson
**LEV:** Upper secondary
**AVAIL:** $25.50     ASCIS 197345

WEERAMANTRY, C.G. **An invitation to the law.** Butterworths, 1982
ISBN 0-409-30934-6     [340]

Although this text is aimed at the tertiary market there are some useful chapter areas such as prehistory and sources of law. Additionally, the appendix which provides data on the ancient Middle East, Hindu law, Buddhism, Chinese law, Jewish law, Greek law and philosophy, Muslim law and English Constitutional and legal documents could be of great benefit to teachers and students tackling the migrant case study area. The chapter entitled Some basic legal concepts also provides some good definitions of general legal concepts. A. Marchetto
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $44.00     ASCIS 134062
**EVAL:** Highly recommended by the NSW Department of Education

CHURCHMAN, Susan **Justice and the law in society.** CCH Australia, 1986
ISBN 0-86903-679-3     [347.94]

The underlying theme which is examined in detail throughout this book is justice. It is well presented and information is used to promote understanding, analysis and discussion of issues. The text is presented in such a way that students should not just learn about the law but should understand the law. Issues such as what is justice, and does justice stay the same in one society as another or does it change, are examined. With the use of case studies and discussion questions

this text is suitable for the NSW 2 unit Legal studies course, with particular relevance to the first introductory unit and optional topics in Year 11.
S. Harris
**LEV:** Upper secondary
**AVAIL:** Paper $14.00     ASCIS 379436

JAMES, Stephen **The law and you.** Heinemann Educational Australia, 1988
ISBN 0-85859-458-7     [349.94]

Designed primarily for middle secondary students, this book emphasises the way in which the law and legal system affects their lives. Each chapter is well presented and outlines 1 common area of contact between adolescents and the law. Whether it be family law, law of contracts or consumerism, the law is presented from the point of view of the user. This new edition includes sections such as victimless crimes, children's rights and environmental law. The book provides good introductory reading for Legal studies students. S. Harris
**LEV:** Middle Secondary Upper secondary
**AVAIL:** Paper $14.95     ASCIS 455736

SPENDER, Lynne **The law handbook : the easy-to-use practical guide to the law.** Redfern Legal Centre, 1988
ISBN 0-947205-04-7     [349.944]

An extremely useful resource for the Legal studies course, together with the free tear out updating form and the contents which include housing, family, criminal offences, criminal proceedings, intellectual disability and environment, the text provides very valuable data. The language and the layout is more applicable to teachers than students, although able students should be able to handle the material. Insertions such as helpful books and contact points could be of tremendous help to teachers and students. The index is well set out. A. Marchetto
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $34.95     ASCIS 455385
**EVAL:** Highly recommended by the NSW Department of Education

GILLIES, Peter **The law in action.** CCH Australia, 1985
ISBN 0-86903-508-8     [349.94]

The second book in the 2-volume CCH legal studies series, it examines a wide range of topics, for example the criminal justice system, criminal investigation and criminal trial. It provides useful information for Years 11 and 12 Legal studies optional topics: crime and the law; consumers and the law and case study units:

women and the law. It is a well presented book with a great deal of information, which encourages critical thinking through extensive use of diagrams, discussion questions and essay style questions.
S. Harris
**LEV:** Upper secondary
**AVAIL:** Paper $25.50     ASCIS 203853

PRINCE, Robert **The law in our lives.** Arnold, 1988
ISBN 0-7131-8331-4     [349.94]

Offering basic information for introductory reading, this text is suitable for middle secondary students, although it can be used by upper secondary students to reinforce basic understanding of the legal process. It contains information for the optional topics of criminal law, workplace and the law and family and the law. Victorian examples and laws are cited. S. Harris
**LEV:** Middle secondary Upper secondary
**AVAIL:** Paper $14.95     ASCIS 433445

WHITE, Margaret **Legal studies casebook.** CCH Australia, 1988
ISBN 0-86903-983-0     [349.94]
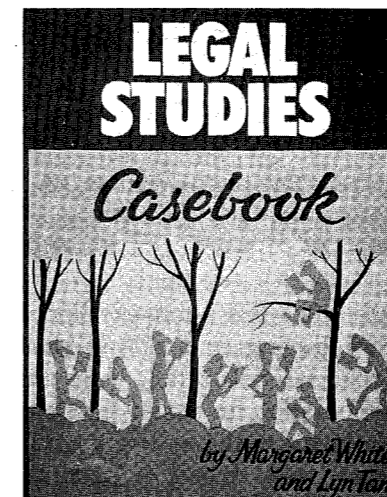


This is an excellent resource which is relevant to the Year 11 and 12 2 unit Legal studies. It is clearly organised, following the syllabus, and contains an index and contents page. The aims of each chapter are given. The cases are relevant to each topic and are clearly set out giving facts of the case, the issues involved and the decision handed down. S. Harris
**LEV:** Upper secondary
**AVAIL:** Paper $25.50     ASCIS 435863
**EVAL:** Highly recommended by the NSW Department of Education

**Legal studies for New South Wales. Years 11 and 12.** / editor, Robyn M. Duncan. Butterworths, 1989
ISBN 0-409-49468-2     [349.94]

A valuable source for the NSW Legal studies syllabus. The three components of the syllabus, introductory, optional topics and the individual and the state are all covered. Useful diagrams, sources and statutes are provided together with student activities which can be expanded. A good deal of technical material is presented which may discourage less able students. For such students teacher assistance is recommended. At the same time not all illustrations are titled or sources acknowledged which may prove an issue when further research is required. The index is well set out. A. Marchetto
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $27.50     ASCIS 475350
**EVAL:** Highly recommended by the NSW Department of Education

In the same series
CHALMERS, D.R.C. **Legal studies for Tasmania.** Butterworths, 1989
ISBN 0-409-49484-4     [349.94]
    ASCIS 476353

NICHOLLS, Mark **Legal studies for South Australia. Years 11 and 12.** Butterworths, 1989
ISBN 0-409-49471-2     [349.94]
    ASCIS 455848

EVANS, M.J. **Legal studies for Queensland. Year 11.** Butterworths, 1988
ISBN 0-409-49327-9     ASCIS 440206

Much of the material in these texts relates to the Legal studies courses of the particular state. While there are some areas where these texts may be of use to the NSW course, their overall relevance is limited.

MARANTELLI, S.E. **Legal studies for year 11.** Arnold, 1987
ISBN 0-7131-8310-1     [349.94]

This text is more applicable to the Victorian Legal studies syllabus. The area of crime and the law is well covered and as such has relevance for the NSW syllabus; even here however, much of the material has a Victorian bias. The few illustrations that are on offer are not always relevant or applicable. Additionally, less able students would possibly be discouraged by the language and unappealing nature of the layout. The text offers very little in the way of activities other than questions which appear at regular intervals.
A. Marchetto
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $19.95     ASCIS 396333

MARANTELLI, S.E. **Legal studies for year 12.** Arnold, 1987
ISBN 0-7131-8306-3 [349.94]

Although more relevant generally to the Victorian experience, sections of this book have application for the NSW syllabus. In particular, chapters on the family and the law, the jury system, the sources of law in Australia would prove useful to teachers in NSW schools. The text also provides a very handy glossary, index of Acts, general index, index of cases and addendum. Overall, the austere presentation and the lack of illustrations make this a teacher only book - a few might be purchased as reference or research texts. A. Marchetto
**AUD:** Professional
**AVAIL:** $21.95 ASCIS 396037

HAWTHORN, Roger **Legal studies. Year 11.**
Jacaranda, 1987
ISBN 0-7016-1991-0 [349.94]

An overview of both the legal and political systems in Australia, the book is appropriate for the introductory topic: the legal system and the concluding topic: law and justice. Optional topics in the syllabus are not covered however. Though written for Victorian high school students, the book is applicable for NSW students: examples and case studies are not necessarily state-specific. Material is well presented; key concepts are highlighted throughout the text and there are student exercises at the end of each chapter. P. Wasson
**LEV:** Upper secondary
**AVAIL:** Paper $17.95 ASCIS 393681

SARRE, Rick **Leisure time and the law.** CCH Australia, 1987
ISBN 0-86903-663-7 [344.94]

The central aim of this text is to draw attention to the way the law regulates to a degree how people spend their leisure time. It is a well presented text giving a wide range of information from sport and the law, entertainment and the law through to leisure time and the law. Each topic is accompanied by a series of case studies. The Year 11 optional topic Environment and the law is where this text would be of most use. S. Harris
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $22.00 ASCIS 391849

BOWEN, Jan **The Macquarie easy guide to the law for young Australians.** Macquarie Library, 1988
ISBN 0-949757-48-9 [349.944]

A pocket-sized book, that provides legal information presented in lifestyle topics rather than legal topics, makes this volume appealing for young people both at school and beyond. The book contains contact numbers for organisations that students can follow up. Information is presented in a question-answer format. P. Wasson
**LEV:** Lower secondary Middle secondary Upper secondary
**AVAIL:** Paper $6.95 ASCIS 432477

ARMSTRONG, Mark **Media law in Australia.** Oxford University Press, 1988
ISBN 0-19-554902-3 [343.94]

An informative text dealing with media law in Australia, this volume contains a great deal of information ranging through advertising, press regulation, radio and television, copyright. The only information useful for Years 11 and 12 Legal studies course, however, is chapter 1 which outlines the legal system and chapters 2 and 3 which deal with defamation. S. Harris
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $19.95 ASCIS 417126

TERRY, Andrew **The motor vehicle, society and the law.** CCH Australia, 1983
ISBN 0-86903-326-3 [343.94]

This well-presented text offers excellent information ranging from buying and selling motor vehicles through to road safety, alcohol, drugs and driving as well as compensation for motor accidents. Excellent use is made of diagrams and graphs; included are exercises from issues raised. It is suitable for some optional topics in NSW Legal studies syllabus, for example:, criminal law and consumer law. Contents, index and glossary are included. S. Harris
**LEV:** Middle secondary Upper secondary
**AVAIL:** Paper $16.50 ASCIS 162253

CORMACK, Margaret **Paper chasing : resources for legal studies.** CCH Australia, 1986
ISBN 0-86903-670-X [349.94]

Each chapter contains teacher and student objectives, suggested reading lists, primary resource material, activities and exercises. The book is very much activity-based and aims to lead students through a

range of legal processes. The content is most appropriate for the introductory and concluding topics in the 2 unit Legal studies syllabus. Presentation and layout of material is good. P. Wasson
**AUD:** Professional
**LEV:** Middle secondary Upper secondary
**AVAIL:** Paper $25.50 ASCIS 238956
**EVAL:** Highly recommended by the NSW Department of Education

ELLIS, Elizabeth **Thinking about crime and justice.** CCH Australia, 1988
ISBN 1-86264-079-3 [345.94]

A well-presented volume which encourages critical thinking through the extensive use of diagrams, graphs and questions, this text is particularly relevant for optional topics of 2 unit Legal studies syllabus. S. Harris
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $25.50 ASCIS 449256
**EVAL:** Highly recommended by the NSW Department of Education

CHISHMOLM, Richard **Understanding law: an introduction to Australia's legal system.** Butterworths, 1988
ISBN 0-409-49519-0 [347.94]

The text provides an introduction to Australia's legal system suitable for Year 11 and is recommended for introductory reading for the Legal studies course. Information is presented under headings, but the amount of detail contained on each page makes individual concepts difficult to find. The book contains additional reading lists for each chapter and an index. S. Harris
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $14.00 ASCIS 475405

MAYER, David Y. **Understanding politics through newspapers.** Dellasta, 1988
ISBN 0-947138-03-X [320.994]

Illustrating the area of politics through newspaper articles, the text is well presented under headings and contains numerous articles for each topic. The articles are clear and easy to read; each newspaper article is accompanied by a series of questions. It is a good teachers' resource for the introductory topic in Year 11 2 unit Legal studies and a new way of presenting politics. S. Harris
**AUD:** Professional
**AVAIL:** Paper $19.95 ASCIS 438742

**When can I--? young people and the law in New South Wales.** CCH Australia, 1987
ISBN 0-86903-968-7 [346.9440]
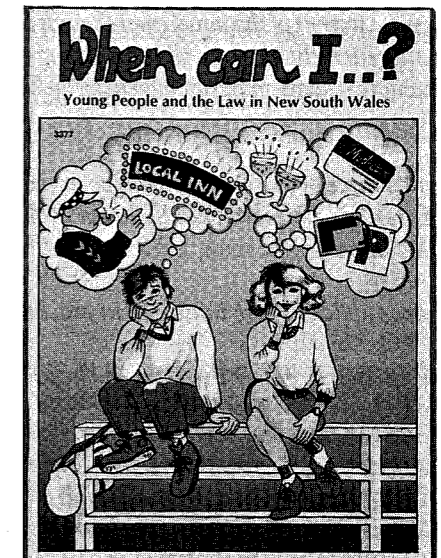


A well-presented publication containing excellent information and illustrations, it is written in the form of a booklet for easy reading and understanding. A wide range of issues affecting young people is covered and a general overview of the processes of the law is given. The booklet is arranged in headings in the form of questions such as when can I get a job, leave school, use a state library, buy cigarettes and alcohol? At the end of each question additional information is given, such as contact phone numbers and addresses. It would provide additional reading during optional topics for Year 11 2 unit Legal studies. S. Harris
**AUD:** Professional
**LEV:** Upper secondary
**AVAIL:** Paper $8.00 ASCIS 401538

BROOKS, Brian **Why unions?** CCH Australia, 1988
ISBN 1-86264-025-4 [331.880994]

The nature and development of trade unions provides the bulk of this text. This book is well presented with information which is classified under distinct headings. The text includes the use of diagrams, illustrations and discussion questions in an attempt to show that trade unions are relatively new institutions whose function and capacities are constantly changing. A recommended text which can be used for the Year 11 option topic, Workplace and the law. S. Harris
**LEV:** Upper secondary
**AVAIL:** Paper $18.50 ASCIS 428842
**EVAL:** Highly recommended by the NSW Department of Education

# ■ *Fiction for beginning readers*

*The following resources have been selected from a large pool of similar resources that have recently arrived at Library Services. The resources have been chosen because they offer support for reading programs, in particular literature-based reading. Often referred to as bridging novels, because they help children to make the transition from picture book to novel, they all have the format of the novel even though in some cases the amount of text may be less than that in some picture books. The books are generally more suitable for young emerging readers than older reluctant readers; every care needs to be taken to offer reluctant readers material which, as well as being appropriate for their reading level is also appropriate for their age level.*

*An excellent source of material for both emerging and reluctant readers is the Children's Book Council short list of books for younger readers. These are not included in this bibliography because reviews have appeared in previous issues of scan. The 1989 list appeared in scan vol 8 no 4.*

*Series, where applicable, are indicated in brackets at the end of the publication statement.*

*The list was prepared by Jill Buckley, Michelle Ellis and Fay Gardiner. Items are listed alphabetically by title.*

BRADMAN, Tony **Adventures on Skull Island.** Piccadilly, 1988 (The Bluebeards)
ISBN 1-85340-023-8

Jim, his father Cap'n Bluebeard, his mother Mrs Bluebeard and his bossy sister Molly are pirates sailing the seven seas. Humour abounds as the Bluebeard family must outwit the villainous Cap'n Swag and his cutthroats in order to find the secret treasure. The large text and humorous black and white illustrations make it a suitable resource for newly independent readers. M. Ellis
**LEV:** Lower primary Middle primary
**AVAIL:** $19.95                    ASCIS 467636

LIMB, Sue **Big and Little.** Orchard, 1988
ISBN 1-85213-073-3

The entertaining story of Big and Little tells of 2 people searching for a friend. Big is very big and Little is so small he lives down a plughole. A series of adventures, including Little drifting out to sea on Big's hat, cement their friendship and teach them to appreciate each other. The generous use of humorous, colourful illustrations, the 4 short chapters and the slightly larger text make this a useful resource for children just beginning the move from the picture book to the novel. M. Ellis
**LEV:** Middle primary
**AVAIL:** $18.95                    ASCIS 448778

SMALL, Mary **Broome dog.** McVitty, 1989
ISBN 0-949183-19-9
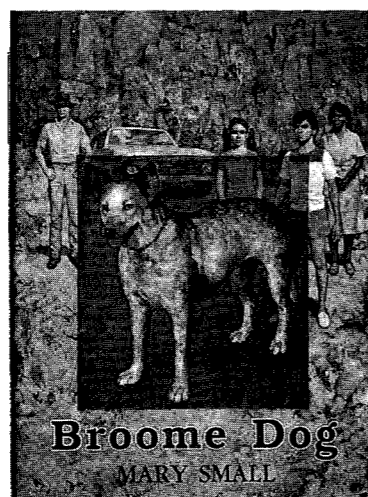
A dog's eventful journey, in this case from Katherine to Broome, is described in this short novel. Knuckles, a loyal and courageous family pet, sets out to return to Broome. He is befriended by several people along the way, escapes from a crocodile and survives harsh conditions before his ultimate reunion with Sam, his owner. This adventure story also describes Sam's emotions in coping with his lost pet. The author uses Knuckles' journey as the means for describing the people, lifestyles and landscape of north west Australia. The large clear print and short chapters help newly independent readers. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $12.95                    ASCIS 456073

WESTALL, Robert **The creature in the dark.** Blackie, 1988 (Thriller firsts)
ISBN 0-216-92427-8

The creature in the dark is a black cheetah, a pet who has escaped from a private zoo during World War II. As local farmers hunt the beast, the cheetah comes to trust Sam. His preoccupation with saving the cheetah is set against the background of England at war. Skillful characterisation, particularly depicting the relationship between Sam and his difficult, violent father increases the impact of this short novel. Although the climax is disappointing, this is a gripping adventure designed for newly independent readers. Large, clear type face, short chapters and numerous black-and-white line drawings are included. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $19.95                    ASCIS 447162
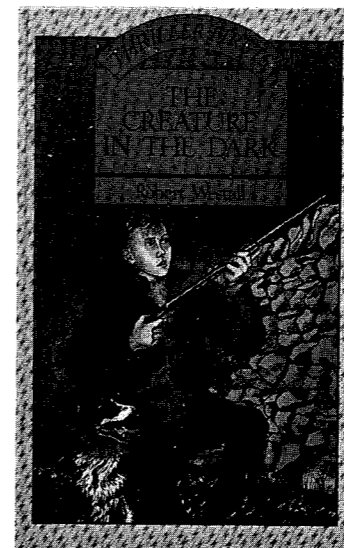
COUNSEL, June **A dragon in spring-term.** Faber, 1988
ISBN 0-571-15026-8

Scales the dragon is again the star in this story of Class 4 and their teacher Miss Green. At first he and his cave have been replaced by a computer but it is not long before Sam finds a way to bring him back. Soon the class is off and away again to Magic Mountain with Scales, the Sillies and the other dragons. The imaginary dragon world and the real world of school are cleverly interwoven in this humorous, occasionally illustrated bridging novel. M. Ellis
**LEV:** Middle primary Upper primary
**AVAIL:** $21.99                    ASCIS 434525

CAVE, Kathryn **Dragonrise.** Blackie, 1988
ISBN 0-216-92357-3

Tom is astonished one night when a dragon emerges from under his bed and proceeds to talk to him. Dragon tells Tom about dragons, dragonrise, and a dragon's favourite food, girls. Thus, Tom's sister Sarah becomes a complication in the story and Tom must make decisions about his relationship with her. Dragon is a charming and witty catalyst for a gently humorous fantasy story. The black-and-white illustrations scattered throughout the text make this an appealing book for beginning novel readers. M. Ellis
**LEV:** Middle primary Upper primary
**AVAIL:** $22.95                    ASCIS 467527

PILLING, Ann **Dustbin Charlie.** Viking Kestrel, 1988 (Read alone)
ISBN 0-670-81800-3

It appears that, on this visit to his grandparents, Charlie will not be able to enjoy his favourite pastime, watching rubbish being collected. That is, until the builders arrive to renovate an old house across the road bringing with them the biggest rubbish receptacle Charlie has ever seen. Amongst the rubbish is a battered walking tin man, but, before Charlie can retrieve it, it disappears. His inventor grandpa provides the perfect solution. The gentle humour, large text and numerous black and white illustrations make this an appealing story for newly independent readers. M. Ellis
**LEV:** Lower primary Middle primary
**AVAIL:** $12.99                    ASCIS 440729

NASH, Margaret **Enough is enough.** Viking Kestrel, 1989 (Read alone)
ISBN 0-670-82204-3

Class 1 and Miss Boswell are at the centre of this collection of 3 short humorous stories. Together they must face the threat of the plant that threatens to engulf the school, and the case of the mysterious dragon which occupies the shed behind the classroom block. The numerous black and white illustrations and the bold clear text make this a suitable resource for the newly independent reader. M. Ellis
**LEV:** Lower primary
**AVAIL:** $12.99                    ASCIS 474686

IMPEY, Rose **The flat man.** Ashton Scholastic, 1988
ISBN 0-86896-460-3

The flat man looks like a roll of paper, with grasping fingers, brooding face and wraith-like body. He gets in under the window at bed time and behaves in a very scary manner. Moira Kemp's coloured drawings dominate the short text in this small format picture book, which deals with the concept of imagination and intentionally making yourself feel scared. Some
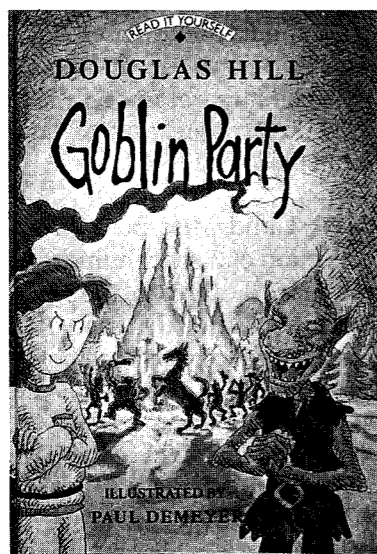
readers may find the illustrations scary and the conclusion abrupt. J. Buckley
**LEV:** Preschool Lower primary
**AVAIL:** $10.95      ASCIS 437489

JONES, Diana Wynne **The four grannies.** Hamilton, 1980 (Antelope books)
ISBN 0-241-10445-9

The memory of Erg's inventions effected during a former absence leads his parents to ensure that he and his sister Emily are well supervised this time. The supervision in fact proves to be rather more intense than intended when all 4 grannies arrive. But not even this overload can stop Erg. The plot, though somewhat convoluted, is amusing and original; characters are quite well drawn and this book should have appeal for slightly older children who are not yet ready for full scale novels. F. Gardiner
**LEV:** Upper primary
**AVAIL:** $10.99      ASCIS 109922

HILL, Douglas **Goblin party.** Gollancz, 1988 (Read it yourself)
ISBN 0-575-04338-5

Colin is whisked away from his sleeping parents by a goblin, who takes him to a goblin party. There he is the unwilling observer of the festivities of goblins, bogans, pookas, trolls, gnomes, imps, leprechauns and others. Colin manages to escape his ghastly fate however, and is returned to his parents. Magic, mystery and mythology are packaged in an exciting form in this short novel. Numerous colour illustrations which detail all the horrible creatures add to the impact of the story, which is sure to appeal to newly independent readers. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $9.95      ASCIS 437761

LAVELLE, Sheila **Harry's dog.** Hamilton Children's Books, 1988 (Cartwheels)
ISBN 0-241-12222-8

Harry's parents refuse his request for a dog so he walks a dog from the local pound. Unable to resist Dusty, he smuggles him into his own house where, in the middle of the night, Dusty foils a robbery. The predictability of the story is partially compensated for by the appealing coloured illustrations which accompany each page of text in this story for the beginning reader. M. Ellis
**LEV:** Lower primary
**AVAIL:** $12.99      ASCIS 436528

GORDON, Margaret **Help!** Viking Kestrel, 1988 (Read alone)
ISBN 0-670-81905-0

Fred and Flo, 2 little pigs, live in an apartment block that also houses a number of their relatives. Their own mum and dad always tell them to be kind and helpful. This exhortation leads to various hilarious situations, involving long suffering relatives, where Fred and Flo can only be described as portents of disaster. The large print, and humorous black-and-white illustrations make it a valuable resource for beginning readers, though it might be suggested to young readers that they do not copy Fred and Flo, particularly when they wash the baby in the kitchen tub. M. Ellis
**LEV:** Lower primary Middle primary
**AVAIL:** $12.99      ASCIS 440727

RYLANT, Cynthia **Henry and Mudge.** Gollancz, 1989 (Read it yourself)
ISBN 0-575-04483-7

The relationship between Henry and his large dog Mudge is sensitively depicted in this short novel. Seven chapters tell the story from alternate viewpoints, as Mudge makes the mistake of wandering off by himself, and Henry is distraught without his pet. The short text, about 10 lines per page, is carefully arranged and the colour illustrations on each page are well synchronised. This satisfying story uses simple vocabulary and repetition of phrases to assist young readers. It is an appealing link between picture books and novels which accurately captures the emotions of childhood. J. Buckley
**LEV:** Lower primary Middle primary
**AVAIL:** $9.50      ASCIS 479671

KING-SMITH, Dick **The hodgeheg.** Penguin, 1989 (A Young Puffin)
ISBN 0-14-032503-4

The hodgeheg is an intrepid hedgehog, who sets out to solve the problem of how to cross a busy road safely. His persistence and adventurous spirit eventually solve the mystery, despite several bumps on the head. One bump leaves him with a delightful way of mixing his words. King-Smith is a skilful storyteller whose simple adventure flows well and with humour. Short chapters, large type and black-and-white illustrations enhance the appeal of this amusing animal story for young readers. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** Paper $4.99      ASCIS 475360

KING-SMITH, Dick **The Jenius.** Gollancz, 1988 (Read it yourself)
ISBN 0-575-04083-1

Intelligence and pride are juxtaposed in this funny story about the world's cleverest guinea pig and his trainer. Judy trains Jenius to sit, roll over, eat on cue and come to her call. She is intensely proud of her success, as is Jenius, who becomes a guinea pig with a very large ego. Much of the humour of the story lies in the parallels between the disbelieving human and guinea pig parents. Dialogue is used extensively in the straightforward text, which is interspersed with entries from Judy's diary. Colour illustrations add to the appeal of this skilfully told animal story. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $9.95      ASCIS 439763

LETCHFORD, Peita **Jimmy and his fabulous feathered friends.** Angus and Robertson, 1988
ISBN 0 207 15986 6
Jimmy's feathered friends are the hens next door who surprise him by being able to talk. Once Jimmy, and the reader, accept this proposition, there is fun and action. The "chooks" have names, personalities and a big problem - how to avoid being eaten. Jimmy tries a variety of solutions, including keeping them in his bedroom, until he eventually solves the problem with style. Lively black-and-white illustrations by Terry Denton add to the fun and contemporary feel of this short novel. Pages are well set out using clear type and illustrations are well synchronised with the text. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $9.95      ASCIS 440757

WISEMAN, David **Jumping Jack.** Blackie, 1988 (Thriller firsts)
ISBN 0-216-92332-8

Jack's period of settling into a new school is eased by his friendship with Jenny, a ghost who helps him and causes difficulties for his teacher. Jenny helps him solve a mystery and, as he makes friends of his own, disappears from his life. Both the subjects of this short novel and its style make it suitable for newly independent readers. The straightforward language flows well, building an exciting reading experience. Large clear type face, short chapters and numerous black-and-white line drawings make the text accessible for young readers. J. Buckley
**LEV:** Middle primary
**AVAIL:** $19.95      ASCIS 467638

JOY, Margaret **The little explorer.** Penguin, 1989 (Read alone)
ISBN 0-670-82281-7

Stanley and his friend Knots, the sailor, set out to explore Allegria in order to find the rarest flower in the world, the Pinkafrilla, only to discover that it is in danger of dying. Quick thinking and Aunt Annie's beetroot wine save the day. Large text size and the many black and white illustrations make this a suitable resource for beginning readers. M. Ellis
**LEV:** Lower primary Middle primary
**AVAIL:** $12.99      ASCIS 474820

SHEMIN, Margaretha **The little riders.** MacRae, 1988
ISBN 0-86203-400-0

Eleven-year-old Johanna, holidaying with her grandparents, is trapped in Holland when the Germans invade at the beginning of World War II. Hunger and cold seem small privations in comparison with the possible destruction of the ancient riders that signal the hours in the town clocktower. The essential humanity of individuals trapped in a uniform is explored when a German officer assists in the hiding of the riders. Occasional black-and-white drawings add to the power of this sensitively told story of the courage of ordinary people faced with the dangers and cruelties of war. M. Ellis
**LEV:** Middle primary Upper primary
**AVAIL:** $17.95      ASCIS 468882
**EVAL:** Highly recommended by the NSW Department of Education

DICKS, Terrance **Magnificent Max.** Picadilly, 1989
ISBN 1-85340-039-4

Max joins the Tomkin family on the night of a freak storm and proceeds to dominate the household to a degree unusual even for a cat. Large print and simplicity of text make this suitable for newly independent readers to whom the story content should also appeal. F. Gardiner
**LEV:** Lower primary Middle primary
**AVAIL:** $16.95　　　　　　　　　　ASCIS 480538

HOFFMAN, Mary **Min's first jump.** Hamilton, 1989 (Cartwheels)
ISBN 0-241-12469-7

This is Min's first hitchhiking trip to collect spilt food from supermarket shelves for her family and the other tiny Bodmins who live in the supermarket. Hitchhikers must catch rides on trolleys pushed by ordinary human beings without being squashed or seen by these Jumbos. Min's first trip is full of danger and it appears success will elude her until she meets an older Bodmin. Humorous coloured illustrations on each page add to the appeal of this story for beginning readers. M. Ellis
**LEV:** Lower primary
**AVAIL:** $11.99　　　　　　　　　　ASCIS 486734

HOWE, James **Mister Tinker in Oz.** Penguin, 1988
ISBN 0-14-032446-1

Dorothy, accompanied by some new friends, revisits Oz where she is reunited with some old friends in need of help. Simplicity of text and plot plus familiar characters and setting make this a welcome addition to the Oz series for emerging readers. F. Gardiner
**LEV:** Middle primary
**AVAIL:** Paper $4.95　　　　　　　　ASCIS 429178

PARKER, Kristy **My dad the magnificent.** Penguin, 1989 (Pocket Puffins)
ISBN 0-14-033138-7

Buddy is annoyed by his friend's bragging about his fireman father. He creates a dad who is a lion tamer, cowboy and deep sea diver. Forced to tell the truth, when his father arrives home in a suit, he realizes his dad is truly magnificent as he is, especially on Saturdays when they spend the whole day together. The gentle humour of the story is matched by the coloured illustrations in this resource for the beginning reader. M. Ellis
**LEV:** Lower primary
**AVAIL:** Paper $6.99　　　　　　　　ASCIS 483400

CHAPMAN, Jean **My Mum's afraid of lions.** Hodder and Stoughton, 1989
ISBN 0-340-50714-X
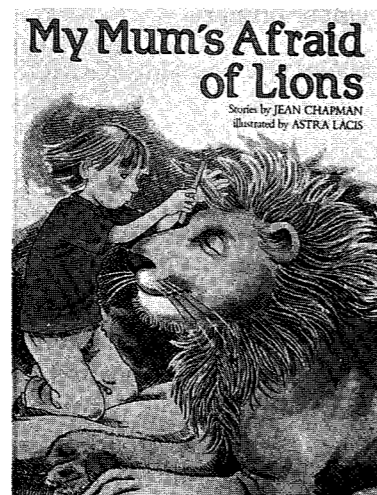


The ordinary things of everyday life are the focus for this collection of 6 short stories about Katie and her family. The visit of the tooth fairy, supermarket shopping, and holidays at the beach are imbued with warmth, humour and fantasy. The coloured and black-and-white illustrations make this an inviting collection for the newly independent reader. M. Ellis
**LEV:** Lower primary, Middle primary
**AVAIL:** $16.95　　　　　　　　　　ASCIS 480377

CARROLL, Jane **Normie.** McVitty, 1989
ISBN 0-949183-21-0

Life in a small country primary school is difficult for Kate, who is continually teased. Her problems increase when she doesn't have a pet for the school pet show. Kate cares for a baby galah which grows into a well loved pet, able to eat Anzac biscuits, whistle at dogs and enjoy cricket. When Normie flies away with a flock of galahs Kate is miserable. The emotions of childhood are accurately conveyed in this short novel. Numerous line drawings and clear large type face increase the appeal of this satisfying and humorous story for newly independent readers. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $12.95　　　　　　　　　　ASCIS 475514

JENNINGS, Paul **The paw thing.** Penguin, 1989 (Puffin books)
ISBN 0-14-032826-2

Paul Jennings again provides an ingenious plot full of humorous situations in this short novel. The activities and difficulties of working in a takeaway food store are interwoven with the unexpected consequences of a cat who is able to read. A plague of mice forces the human and feline characters to find a solution. Strong first person narration and straightforward dialogue make the text suitable for newly independent readers. Lively black-and-white illustrations by Keith McEwan add impact to the work. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** Paper $5.99　　　　　　　　ASCIS 469800

HOBAN, Russell **Ponders.** Walker, 1988
ISBN 0-7445-0824-X

Eight interlinked stories focus on the inhabitants of a pond in this economically written work. The creatures living around the pond display a range of recognisable human behaviours as they interact with one another. Hoban's stories are deceptively simple, told in straightforward language yet they are humorous and moving. Delicate black-and-white line drawings by Martin Baynton depict each animal in action.
J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $14.95　　　　　　　　　　ASCIS 467272

MORGAN, Alison **The raft.** Blackie, 1988 (Thriller firsts)
ISBN 0-216-92474-X

Facing up to personal fears is a theme of this short novel, which details the experiences of 2 friends as they try to rescue their raft on a flooded river. Ian can't swim and is scared of the water, while his friend Terry has to cope within the limitations of his physical deformity. This adventure novel is simply written and fast moving. It is written in first person narration, using dialogue extensively. Black-and-white line drawings emphasise the action of the text, increasing the appeal of this exciting adventure for younger readers. J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $19.95　　　　　　　　　　ASCIS 468114

O'BRIEN, John **The second door.** Hodder and Stoughton, 1989 (Stoat Books)
ISBN 0-340-41936-9

A move to a strange house brings Dougall into contact with an environment which, though strange, parallels his own, especially as therein dwells his alter ego. Not for the first time in children's fiction, the link between the 2 environments is the wardrobe, this time in Dougall's room. The uncomplicated concepts are expressed simply but effectively except for the occasions when the text is progressed through a series of questions F. Gardiner.
**LEV:** Middle primary
**AVAIL:** $9.95　　　　　　　　　　　ASCIS 438537

DICKS, Terrance **T.R. goes skiing.** Picadilly, 1988
ISBN 1-85340-028-9

Jimmy and T.R. Bear are solving problems again, this time on the Austrian ski slopes where Jimmy's class is holidaying. Unusual events such as the mysterious stoppage of the cable car make T.R. and Jimmy very suspicious and they set a trap for the culprits. They are, of course, successful and soon everyone, including T.R. are whizzing down the slopes again. The large print and the occasional black-and-white illustrations make this an inviting book for beginning readers.
M. Ellis
**LEV:** Lower primary Middle primary
**AVAIL:** $19.95　　　　　　　　　　ASCIS 467634

AHLBERG, Allan **Ten in a bed.** Viking Kestrel, 1983
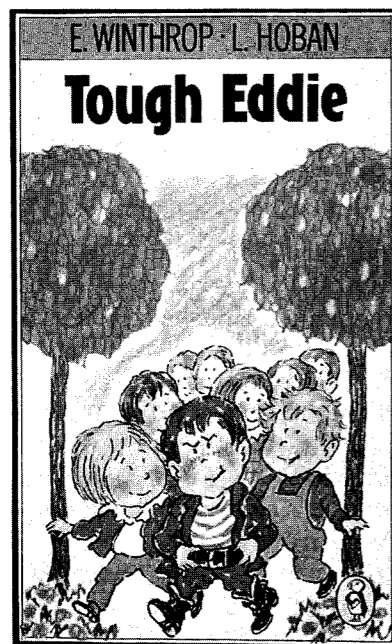ISBN 0-670-82042-3
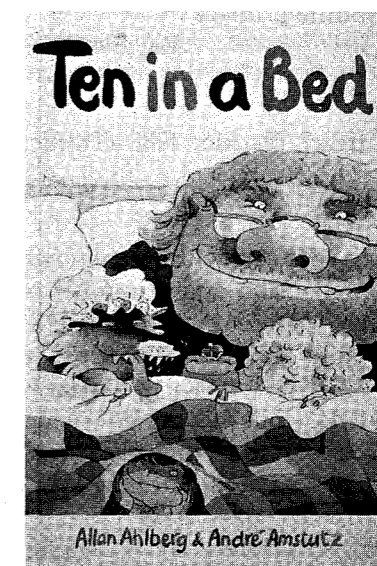


Every night Dinah finds a different fairy tale character in her bed and is inveigled into either telling them a variation on their tale or using it as a point of reference for a chat. The very clear delineation of chapters, 1 character/chapter, make this otherwise lengthy bridging novel suitable for newly independent

readers. Ahlberg's prose does not sacrifice finesse and wit for simplicity. The book offers extensive opportunities for language activities and is a charming companion volume, for older readers, to Janet Ahlberg's **The jolly postman**. F. Gardiner
**LEV:** Middle primary Upper primary
**AVAIL:** $16.99      ASCIS 478854

WINTHROP, Elizabeth **Tough Eddie.** Penguin, 1988 (Pocket Puffins)
ISBN 0-14-033129-8

Eddie is involved in playing with the boys at preschool, where he acts tough and wears his cowboy boots. He also enjoys playing at home with his doll's house, but doesn't want his friends to know that. This small format picture book captures the emotional world of young children, raising many issues about friendship and sex role stereotyping. It is a simple yet involving story in which text and Lillian Hoban's colour illustrations are well integrated. J. Buckley
**LEV:** Lower primary Middle primary
**AVAIL:** Paper $5.95      ASCIS 447326

BLAKE, Jon **Trick or treat?** Blackie, 1988 (Thriller firsts)
ISBN 0-216-92428-6

Twins Annie and Jason have to stay with an unknown aunt, causing them apprehension and a number of misunderstandings. They decide that someone is trying to murder their aunt and are determined to solve the mystery. The setting and style of this mystery will appeal to young readers, while its straightforward large print text is easy to read. Numerous black-and-white drawings emphasise the emotions of the text.
J. Buckley
**LEV:** Middle primary Upper primary
**AVAIL:** $19.95      ASCIS 467639

MARK, Jan **The twig thing.** Viking Kestrel, 1988 (Read alone)
ISBN 0-670-82145-4

Rosie, Ella and their dad move to a new house with no garden and no grass. To Rosie this new, tall, thin house seems a dangerous place until she finds a twig thing which she carefully nurtures in a milk bottle. Surprisingly the twig grows and they eventually plant it in a pot on the roof. The clear large text and numerous black and white illustrations add to the appeal of this gentle story for newly independent readers. M. Ellis
**LEV:** Lower primary, Middle primary
**AVAIL:** $12.95      ASCIS 447581

WIGNELL, Edel **You'll turn into a rabbit!** Hodder and Stoughton, 1988 (Stoat books)
ISBN 0-340-40628-3

Rowena Campbell wants 2 things, to lose weight and to own a rabbit. It looks as though neither thing will happen until she starts her special nibble diet, of nothing but vegetables and fruit. One night, by accidentally eating her nibbles in alphabetical order, she turns into a rabbit, an exciting but dangerous experience. How she uses her discovery to convince her parents that she should own a rabbit makes this a funny and slightly fantastic story. The illustrations, large text and short length make it suitable for young readers making the transition to novels.
M. Ellis
**LEV:** Middle primary
**AVAIL:** $9.95      ASCIS 431046

**Kuring-gai College of Advanced Education** would like to hear from qualified teacher-librarians who are willing to accept teacher-librarianship students for **practice sessions** in 1990.
People who are interested should send the following information:

- name
- qualifications
- name of institution where qualifications were obtained
- school/s
- number of days/week as teacher-librarian

to
Joyce Kirk
Kuring-gai CAE
Box 222
Lindfield 2070

# ▪ Mathematics K-6

## The Syllabus

### Components of Mathematics K-6
**Mathematics K-6** contains three important documents for schools:
Statement of Principles for Mathematics K-12
Mathematics K-6 Syllabus
Support Statements for Mathematics K-6.

### Statement of Principles for Mathematics K-12
This statement has been approved by Senior Executive of the Department of Education and the Board of Secondary Education. It was used as the foundation of the new Mathematics syllabus for Years 7 and 8, as well as for **Mathematics K-6.**

### Syllabus for Mathematics K-6
The syllabus contains 6 sections
- Aims
- Content summary
- Learning experiences
- Learning outcomes
- Assessment and evaluation
- Teaching/learning units

## Content summary
This section outlines the mathematical content of Mathematics K-6. It is about what mathematics to teach.

## Learning experiences
This section is about how to teach mathematics. Areas outlined are:
- attitudes
- problem solving and applications
- creativity
- language
- resources
- technology
- students with special needs.
In the development of Mathematics K-6 careful consideration was given to students with special needs. There are specific statements about these groups (Aboriginal students, girls, students from non-English speaking backgrounds, talented students and students with disabilities). The activities in the teaching/learning units were written to allow students to learn in ways appropriate to their needs.

## Teaching/learning units
The syllabus contains over 200 teaching/learning units arranged in 3 strands.
The strands are:

## Space
The Space strand stresses the importance of students understanding position concepts and being able to construct and read maps and plans. Students will learn about making and identifying patterns. Concepts about the relationship between 3-dimentional objects and 2-dimentional representations of those objects are important. Students will also learn about making and interpreting graphs.

## Measurement
The Measurement strand is about the understanding and use of measures such as length, mass, area, volume, time and temperature. The importance of estimation skills is stressed throughout each sub-strand. Students will learn about both formal and informal units of measure. Understandings about the need for standard units of measure are part of this strand.

## Number

The Number strand emphasises the importance of understanding and memorising basic facts, number concepts and operations, the ability to solve mathematical problems, skills of estimating and checking estimations (of crucial importance in using calculators), and the importance of knowing when it is most appropriate to use mental strategies, pen and paper or the calculator.

The 3 strands are divided into 17 sub-strands. A Scope and Sequence Chart is included in the syllabus, showing teachers starting points for each of the 17 sub-strands.

## Support statements

Two support statements are included in the syllabus, **Programming and Managing the Classroom Environment** are intended to provide teachers with practical advice in these two vital areas.

# Mathematics K- 6 Bibliography. Part 1

*The list of resources is divded into 3 areas : mathematics schemes; concrete materials and book resources.*
*The materials were selected by Joy Wilkinson and the reviewing was coordinated by Fay Gardiner. Materials were reviewed by Gail Charlier (Bexley Public School), Maryanne Judge (Marayong Heights Public School), Ian Harrison (Blaxland East Public School), Jan Stephens (Loftus Primary School), Jody Fisher (Lurnea Primary School) and Danny Tunks (Nuwarra Primary School).*

*Concrete materials were supplied by Beyond Toys, North Sydney.*

*Mathematics K-6 bibliography part 2, planned for inclusion in scan in early 1990, will focus on a range of resources in a variety of media.*

## Mathematics schemes

### Young Australia mathematics
Teachers' guides K-2, big books K-2, blackline masters K-2, activity books K-2 and student books K-2.

Each level of this K-2 program comprises detailed units of work involving 3 stages: introduction, development and application of a concept. The visually stimulating activities encourage integration. Learning is child centred and hands on, and emphasises the development of mathematical vocabulary. A variety of models for classroom organisation is included. The format is, however, prescriptive and the terminology differs slightly from the syllabus.
LEV: Lower primary
AVAIL:

| | |
|---|---|
| Teachers guides | $34.95 |
| Big books | $59.95 |
| Blackline masters | $24.95 |
| Activity books | $3.95 |
| Student books | $5.95 |

### HBJ Mathematics
Guide to using the program, big book, pupils' books, activity books, teachers' resource books.

The program has a scope and sequence chart for the entire scheme. The number strand is dealt with very comprehensively : worksheets provide a lot of practice in mastering number concepts. An evaluation checklist allows attainment of objectives to be monitored, the terminology predates the current syllabus however, as does the treatment of fractions; nor is across curriculum perspective adequately promoted.
LEV: Lower primary
AVAIL:
A guide to using the program : $8.95
Beginning level big book : $29.95

**Pupils' books :**

| | |
|---|---|
| Beginning | $5.95 |
| lev 1-3 | $7.95 |
| lev 4-6 | $9.50 |
| lev 7 | $14.95 |

**Activity books :**

| | |
|---|---|
| beginning | $25 |
| lev 1-3 | $28.50 |
| lev 4-7 | $39.50 |

## Concrete materials

### Interlocking squares
20 foam plastic interlocking pieces.

Shape recognition, understanding of symmetry and transformational geometry are developed by this puzzle. It could be used for independent and group activities and would aid maths language development.
LEV: Lower primary Middle primary Upper primary
AVAIL: $4.50
EVAL: Highly recommended by the NSW Department of Education
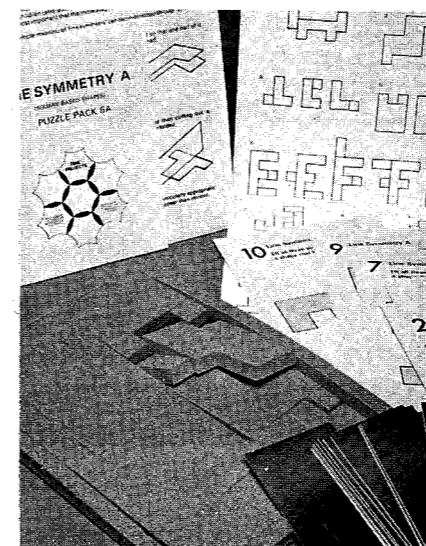
### Line symmetry A.
10 puzzle cards; shapes for all 10 puzzles; 10 reflection boards; 3 worksheets for duplication; 10 stage bags; notes and solutions.

Investigation and discussion are promoted in this kit which aims to develop the concept of line symmetry. The independent or group activities would generate use of mathematical language. It is recommended that use of set A precede use of set B.
LEV: Middle primary Upper primary
AVAIL: Paper $9.00
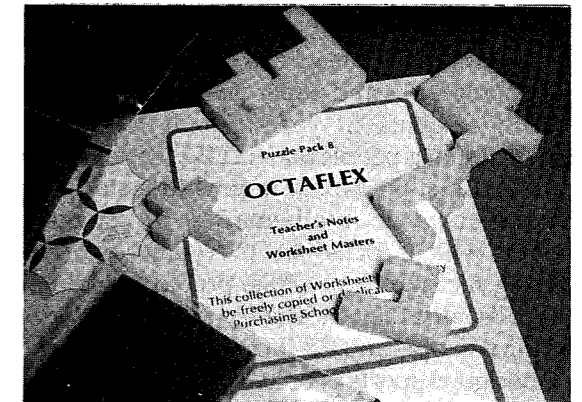EVAL: Highly recommended by the NSW Department of Education

In the same series
**Line symmetry B.**
As for A but the shapes are all based on equilateral triangles.

### Octaflex
4 rigid foam panels each consisting of a frame enclosing 8 cut-out tiles which fit together to make a 9 cm x 6 cm rectangle; worksheet masters.

Pattern matching puzzles for pairs or groups of up to 8 children encourage language, develop problem-solving strategies, encourage sketching and promote development from concrete to representational thought. Integration with other subject areas and extension activities are possible with this resource.
LEV: Middle primary Upper primary
AVAIL: $18.50
EVAL: Highly recommended by the NSW Department of Education

### Pattern blocks
250 plastic foam blocks of 6 different shapes : triangle, square, trapezium, hexagon, rhombus (2 versions), packed in bucket with lid.

Tactile, durable and colourful, the blocks form a versatile teaching aid which can be used to investigate and clarify mathematical concepts across the 3 curriculum strands : space, measurement and number.
LEV: Preschool Lower primary Middle primary Upper primary Lower secondary
AVAIL: $37.00

### Regular tilings project pak
6 soft plastic foam panels of cards packed in polythene bags with instruction cards; dotted paper master for duplication.

Developmentally sequenced problem solving pattern activities are motivating and challenging, emphasising pattern and shape discrimination. Teachers' notes give simple explanations and ideas for extension activities. As well as promoting mathematical discussion, encouraging reasoning and developing the concept of spatial relations, it offers enjoyment and successful experiences to reluctant mathematicians.
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper $31.50

# Books

**Mathematics and sport.** Resource Services, NSW Dept.of Education, 1987
ISBN 0-724-05452-9 [510.7]

This kit, comprising a teacher's handbook, black-and-white photographs and paper masters is intended for use with students in years 5-8. It focuses on 2 Aboriginal sports people Marcia Ella, the netballer and Tony Mundine, the boxer. It aims to foster positive attitudes towards mathematics by suggesting activities which focus on everyday applications involving measurement skills, problem solving and spatial visualisation. It shows positive images of Aboriginal people and the lifestyles and backgrounds of 2 Aboriginal sports people.
**LEV:** Upper primary Lower secondary
**AVAIL:** Resource Services Distribution Private Bag 3, Smalls Rd Ryde NSW 2112 $12.00 ASCIS 406141

GRIFFITHS, Rachel **Books you can count on : linking mathematics and literature.** Nelson, 1988
ISBN 0-17-007388-2 [510.7]

Using available materials and emphasising the hands on approach to mathematics, this teacher resource book is a practical guide to linking maths and literature in the classroom through problem solving strategies. An overview chart links the 33 books and 7 poems to maths concepts. Each unit comprises a synopsis of the book, maths focus, activities, extension activities, further reading and evaluation indicators. Generally available books are used.
**LEV:** Lower primary Middle primary
**AVAIL:** Paper $17.95 ASCIS 434790
**EVAL:** Highly recommended by the NSW Department of Education

BARRY, Bill **Brainwaves : using mathematics together.** Harcourt Brace Jovanovich, 1988
ISBN 0-7295-0336-4 [510.7]

Activities, games and projects aimed at building skills in investigation, communication and problem solving form the basis of this useful resource.
**LEV:** Middle primary Upper primary
**AVAIL:** $29.95 ASCIS 451637

WELLS, David **Can you solve these? mathematical problems to test your thinking powers.** Tarquin, 1982
ISBN 0-906212-22-7 [793]

An almost pocket-sized book of mathematical challenges, this would provide an excellent source of material for enrichment activities in space, measurement and number strands. Preceding the solutions is an intermediate section which gives hints for solutions.
**LEV:** Upper primary Lower secondary Middle secondary
**AVAIL:** Paper $7.00 ASCIS 190557

In the same series
**Can you solve these? mathematical problems to test your thinking powers. Series no. 2.**
ISBN 0-906212-34-0 [793.7]
ASCIS 190619

**Can you solve these? mathematical problems to test your thinking powers. Series no. 3.**
ISBN 0-906212-53-7 [793]
ASCIS 453449

MILTON, Ken **Children think : a problem solving resource book for teachers 220 mathematical problems for children to solve.** Archimedes, 1986
ISBN 0-949348-02-3 [510.7]
A large range of topics (number, space 2D,
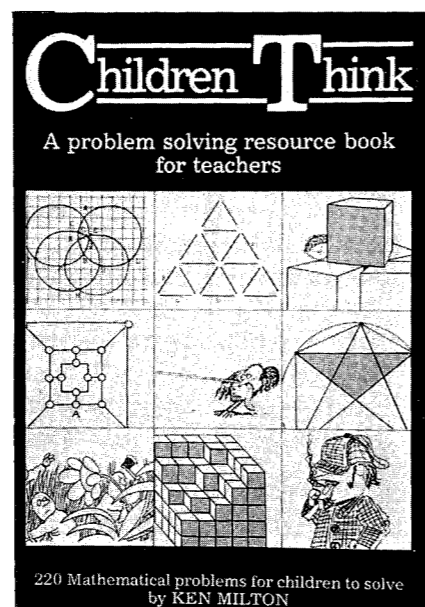


measurement, problem solving, space-position) is dealt with in this resource. No special equipment is needed and the comprehensive, well set out activities would be excellent for use as enrichment activities in a talented child program.
**LEV:** Upper primary Lower secondary
**AVAIL:** Paper $17.50 ASCIS375183

ARMSTRONG, Tim **Make moving patterns.** Tarquin, 1982
ISBN 0-9062-12-26-X [745.4]

A book of patterns that can be changed by using a provided plastic overlay, this would be excellent for enrichment activities.
**LEV:** Upper primary Lower secondary Middle secondary
**AVAIL:** Paper $10.50 ASCIS 151187

OLIVER, June **Polysymetrics : how to create beautiful patterns of your own.** Tarquin, 1979
ISBN 0-906212-09-X [516]
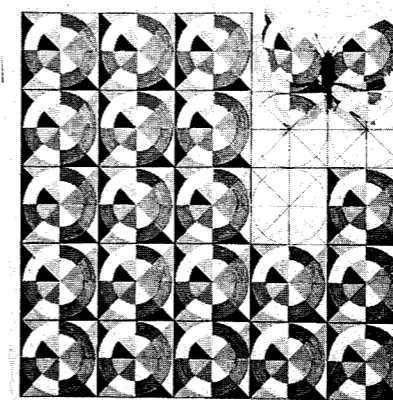


Dealing with the space strand of the curriculum, and integrating visual arts this book contains patterns to colour and trace networks on which to develop patterns, plus suggestions and hints on how to create polysymetric patterns.
**LEV:** Upper primary Lower secondary Middle secondary
**AVAIL:** Paper $7.00 ASCIS 161047

FLEET, Alma **Thinking it through : ideas for classroom organisation.** Nelson, 1984
ISBN 0-17-006386-0 [371.3]

Well set out and easy to read, this guide to classroom management focuses on organisation of time and materials, methods of grouping students and teaching strategies. Advice is provided for both beginning and experienced teachers and a comprehensive reference section is provided.
**AUD:** Professional
**AVAIL:** Paper $16.95 ASCIS 158921

WHITTAKER, Dora **Will Gulliver's suit fit? mathematical problem-solving with children.** Cambridge University Press, 1986
ISBN 0-521-31490-9 [510]

Although this book is English based, using anecdotes from English and American schools to illustrate how a variety of children approached problem solving, it provides background reading for mathematics teachers.
**AUD:** Parents Professional
**AVAIL:** Paper $17.95 ASCIS 247767

HILL, Tom **Work it out! strategies for problem solving in maths.** Oxford University Press, 1987
ISBN 0-19-554832-9 [510.7]

Providing strategies for problem solving, these reproducible, well set out worksheets integrate number, measurement and space strands of the curriculum in an interesting and stimulating manner.
**LEV:** Middle primary Upper primary
**AVAIL:** Paper $18.95 ASCIS 399932
**EVAL:** Highly recommended by the NSW Department of Education

# columns ⊞

## The Carrick Report : school libraries

The Carrick Report (Report of the Committee of Review of NSW schools) was released on 1st September. The terms of reference for the Committee were :

• to undertake a comprehensive review of education in NSW schools.

• examine ways of further improving the quality of education in NSW schools.

ALIA NSW School Libraries Section submitted one of the 859 submissions and participated in a 30 minutes public hearing.

School Libraries received a special mention in the report and the importance of the school library was affirmed in the following statement :

**'10 Library and Teacher Librarians**
10.1 The organisation and resources of individual libraries and groups of libraries be examined in the light of new information and communication technologies.

10.2 Pre- and in-service education provisions be examined to ensure that all teacher-librarians possess the professional skills necessary for their role.

10.3 All school staff be made aware of the role and function of the library in the total teaching learning program of the school.

10.4 Time for release from face to face teaching for primary school teachers be reviewed with a view to enabling classroom teachers and librarians to work co-operatively in the Library.' (p.20).

Some features of the report are :
• importance of early childhood (0-5 years) and the educative role of parents

• significance of primary years in development of essential basic skills and learning motivation

•replacement of Board of Secondary Education with a new Board of Studies responsible for the development of curriculum from Kindergarten to year 12

• emphasis on new and emerging technology.

The Carrick Report is the second major review of the NSW Department of Education. The first report, **Schools Renewal**, produced by Dr B. Scott which was released in June was a management review of the structure and administration of the Department. Currently the Department is planning the 5 year implementation of the Scott Report.

Copies of Schools Renewal and a summary of the Carrick Report are available from Information Officer, Community Relations Unit NSW Department of Education, Bridge Street, Sydney 2000. A copy of the full Carrick Report is available from Resource Services, Services Directorate, Private Bag 3, Ryde 2112 for $16.

## Australian School Library Association 11th Biennial conference

The theme of the conference held at the Canberra College of Advance Education September 28th-October 1, was "Motivate, Inspire, Lead Teacher-librarians to promote educational excellence."

The conference opened with the ASCIS oration presented by the National Director of Neuro Linguistic Programming in Education in the USA, Michael Grinder who spoke about matching teaching styles to the learning styles of students.

Dr Di Bretherton examined self awareness and growth in the context of the expanding role of the teacher-librarian who will need a strong sense of self, increasingly effective personal skills and the ability to respond to change without resorting to defensiveness.

Dr Lindsay Smith looked at neuro linguistic programming and accelerated learning and presented a model to achieve 100% performance in everyday learning.

The keynote addresses were followed by discussion groups in which participants had the opportunity to explore the concepts presented, examine attitudes and values, and exchange ideas generated by the keynote addresses.

During the conference each participant attended 3 workshops. Topics available were: interpersonal styles; leadership; career and organisational management; neuro-linguistic programming; teaching/learning styles; advocacy; cooperative planning and teaching in Australia; information skills; promotion of reading techniques; the Lu Rees archives; evaluation and assessment of student learning; and desktop publishing.

Representing Library services at the conference were Merran Dawson, who presented the workshop on cooperative planning and teaching and Maxine Rennie who lead 2 discussion groups following the keynote addresses.

## The Lu Rees archives

Named after Lu Rees whose enthusiasm and inspiration lead to its creation, this is a collection of resources encouraging the study and research of children's literature.

The collection, located at Canberra CAE Library, forms an ASCIS subset database and can be accessed online.

A feature article on the collection will appear in *scan* during 1990.

## INSERT (Inservice Radio for Teachers and the Community)

Six programs of 15 minutes duration each are produced each term dealing with a variety of educational issues. They are broadcast on 11 community radio stations throughout NSW but schools can write to the INSERT coordinator requesting copies of programs if they are unable to receive the broadcast.

A new type of INSERT program has recently become available. The "specials" do not go to air and are available only upon request. Programs currently available include:

• Why invest in performance indicators?,
• The consultant as a change agent
• Quality of education.

For further information contact
Sandra Jones INSERT coordinator Curriculum Services Branch Services Directorate 3A Smalls Road Ryde 2112 Ph (02) 8089563

## Teacher-librarian course day

Over 50 potential students attended a course information day at Library services on 25th September. Representatives from Kuring-gai CAE, Charles Sturt University (Wagga) and Western Australia CAE explained the teacher-librarianship courses offered by their institutions, enabling people to make informed choices. Information about the Tertiary Liaison program was also provided.

A similar day last year resulted in 70% of participants' enrolment in courses.

## Enthusiasm on the North Coast for Information skills in the school

At a meeting on 4th September, **Information skills in the school**, a support document to **Libraries in New South Wales Government Schools** was given an enthusiastic welcome to the North Coast region. The Assistant Director, Stan Gilchrist and 42 teacher-librarians were present for the introduction of the document.

Inspector of schools, John Quill, Phil Roxborough from Casino West Public School, Helen Creagh from Richmond River High School, and Ros Sharp from Alstonville High School conducted a session which gave an overview of the document; they then focused on the ways teachers can put **Information skills in the school** to practical use and the role of the teacher-librarian in implementation. Helen Creagh looked at strategies for introducing the document in schools and Bev Rogers from Ballina Primary School, presented a primary viewpoint including ideas for using Information skills in the school as the centre of a Staff Development Day.

John Quill will be introducing **Information skills in the school** to inspectors in week 3. It is planned that inspectors will then inservice principals. The region is using the statement to support its first regional goal which emphasises independence in learning

Josie Meadows from Dorrigo High School, is developing a 50 hour module based on the document which can be undertaken as part of a bachelor's degree with the University of New England.

*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.*

# ▥ *1990 Bookshelf books for the School Magazine*

## COUNTDOWN

1 **Alistair Underwater,** *Marilyn Sadler*
Hamish Hamilton 1988

2 **Angelina on stage,** *Helen Craig*
Puffin 1986

3 **No need for Monty,** *James Stevenson*
Victor Gollancz 1988

4 **The lonely only mouse,** *Wendy Smith*
Puffin 1986

5 **The knight who was afraid of the dark,**
*Barbara Shook Hazen*
Andersen Press 1989

6 **Drac and the gremlin,** *Allan Baillie*
Viking Kestrel 1988

7 **Owl moon,** *Jane Yolen*
Ashton Scholastic 1987

8 **Little tree,** *e.e. cummings*
Victor Gollancz 1987

9 **The talking eggs,** *Robert D. San Souci* and
*Jerry Pinkney (illust.)*
The Bodley Head 1989

## BLAST OFF!

1 **The ghost-eye tree,** *Bill Martin Jr & John
Archambault*
Puffin1985

2 **Mufaro's beautiful daughters,** *John Steptoe*
Hamish Hamilton 1987

3 **One night at Lottie's house,** *Max Dann*
OUP 1985

4 **Hope's gift,** *Catherine Brighton*
Faber & Faber 1988

5 **O'Diddy,** *Jocelyn Stevenson*
Random House 1988

6 **George speaks,** *Dick King-Smith*
Viking Kestrel 1988

7 **Melanie and the night animal,** *Gillian
Rubinstein*
Puffin 1988

8 **Jacob Two Two and the dinosaur,** *Mordecai
Richler*
Puffin 1987

9 **The marzipan pig,** *Russell Hoban*
Puffin 1986

## ORBIT

1 **Martin's mice,** *Dick King-Smith*
Victor Gollancz 1988

2 **The blood-and-thunder adventure on
Hurricane Peak,**
*Margaret Mahy*
J M Dent and Sons 1989

3 **The best-kept secret,** *Emily Rodda*
Angus & Robinson 1988

4 **The cricket in Times Square,** *George Selden*
Puffin 1986 (© 1960)

5 **Wiggy and Boa,** *Anna Fienberg*
Dent 1988 (now Houghton Mifflin)

6 **The Split Creek kids,** *Roger Vaughan Carr*
Ashton Scholastic 1988

7 **The saga of Erik the Viking,** *Terry Jones*
Puffin 1988 (© 1983)

8 **Callie's Family,** *Ruth Park*
Angus & Robertson 1988

9 **Mysteries of the seals,** *Rosalind Kerven*
Puffin 1989 (© 1981)

## TOUCHDOWN

1 **The watercat,** *Theresa Tomlinson*
Julia MacRae Books 1988

2 **The road ahead,** *Lois Lowry*
Dent 1987

3 **Megan's star,** *Allan Baillie*
Nelson 1988

4 **Abel's island,** *William Steig*
Collins (Toronto) 1987 (© 1976)

5 **Tuck Everlasting,** *Natalie Babbitt*
Collins Toronto 1988 (© 1975)

6 **Firestorm,** *Roger Vaughan Carr*
Penguin (Puffin) 1989 (© 1985)

7 **Toby lived here,** *Hilma Wolitzer*
Collins Toronto 1986 (© 1978)

8 **The empty sleeve,** *Leon Garfield*
Penguin (Viking Kestrel) 1988

9 **The ghost drum,** *Susan Price*
Faber & Faber 1987