



SCON

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 The Editor, *scan*:

Having just read the article 'Stocktaking and RFF - how can they co-exist?' in *scan*, October, 1989, I wish to comment on a number of issues raised, as I feel that the article is misleading and displays, albeit unintentionally, a lack of understanding of the real issues involved. This is no way meant to reflect adversely on the writer, for whom I have a high regard, both professionally and personally. Having said that, however, she does not appear to have fully thought out the implications of her suggestions.

Stocktaking and RFF (where teacher-librarians are providing it) cannot co-exist, and it is completely illogical to suggest that they can. From Day 1 of Term 1 till the final day of Term 4, RFF is the right of all primary teachers in New South Wales, and any idea that teachers be asked to give up this time, for whatever reason, is totally unacceptable. The quote, 'The time you spend stocktaking is of benefit to the whole school - so perhaps everybody can contribute that part of their RFF time which you normally provide for the duration of the stocktake', amounts to moral blackmail and is also a divisive measure which will certainly result in staff resentment.

There is, of course, a somewhat grim irony in this situation: over a number of years I and many teacher-librarians have campaigned long and hard to improve conditions and introduce RFF for all teachers, only to be lumbered with it ourselves. I must confess that on this point my sense of humour has failed me.

What is the solution? I can suggest at least two to the Department of Education, both of which would be extremely easy to implement:

- i. To grant casual relief for the last three weeks of the term to enable the teacher-librarian to get on with the stocktake.
- ii. To grant such relief every two years to each primary school, as a stocktake is only mandatory every two years (Refer to **School manual of financial management**, Section 6.5).


One of the suggestions put forward in the article 'Raise the issue at area meetings with other teacher-librarians. They may have lots of terrific ideas to help you out,' has a hollow ring. My colleagues and I have been trying to think of alternative solutions to the problem since the start of 1989. Apart from supplementary casual relief there is no solution which does not adversely affect all other staff members' rights to RFF time. Apart from racking my brains I have done all I could, personally speaking, to bring the question to the attention of the relevant authorities,

with a complete lack of success, ie I have written letters to my District Inspector and to Dr. Metherell. In addition to this, as an active member of the Libraries Special Interest Group of N.S.W. Teachers' Federation, we have attempted to organise a deputation to the Department of Education to discuss these issues. None of the above has had any effect whatever: a letter from Dr. Metherell assuring me that the Department of Education is fully aware of the valuable work done by teacher-librarians does not really console me, and appears to be somewhat irrelevant and meaningless.

If we as teacher-librarians do not carry out a stocktake, it is, of course, the students and teachers who will ultimately suffer, educationally speaking. To be forced into such a position is also extremely economically foolish, as so many resources are tied up in the library (approx. \$120,000 in the case of my library). Parents, too, who often provide most of the library funding, may well be asking some questions as far as accountability is concerned.

Yours sincerely

Jane Harris, Primary teacher-librarian
12 October 1989 ♦

 The Editor, *scan*:

The article in *scan* vol 8 nos 6 & 7, Stocktaking and RFF - how can they co-exist? causes me great concern.

I refer you to the summary of the results of the Teacher Librarians' Special interest Group, published in *Education* vol 17 no 30. 'Eighty five per cent of replies stated that they had made no arrangements regarding stocktake and they did no [sic] know how they would cope with the duty split between stocktake and RFF. Those Teacher Librarians that indicated arrangements had been made had lesser requirements of RFF.'

It's a very serious problem which needs a realistic, professional approach. What we primary teacher-librarians were offered in the *scan* article was a collection of unreasonable or unworkable strategies, such as

1. '... there may be a good case for another person or persons to be responsible for the stocktake.' Who? The principal, the students, the parents?
2. '... [stocktake] needs to be addressed by the whole staff ...' The rest of the staff is up to their eyeballs in doing their own work. They suffer quite sufficiently when resources are recalled to the library and locked up for the duration of stocktake

without being asked to 'address' the stocktake itself.


3. '... perhaps everybody can contribute that part of their RFF time which you [the teacher-librarian] normally provide for the duration of stocktake.' You can't seriously expect teacher-librarians to put this proposition to their colleagues? RFF is an established part of teachers' working conditions: it is not a bonus to be withdrawn because a management problem has been ignored.
4. 'Consider involving others.' This has always been the case but there's no way a teacher-librarian can supervise these 'others' while he/she is taking a series of RFF classes.
5. 'Raise the issue at area meetings with other teacher-librarians.' I have. 'They may have lots of terrific ideas ...' They [and I] don't.
6. 'Enlighten the staff about the number and complexity of management tasks you [the teacher-librarian] are required to carry out ...' Why? Again, they have just as many of their own. They don't need or want to be 'enlightened': they simply need and want - and are entitled to - maximum access to parent-provided resources for their students.
7. I won't go into the suggestion that trainee library technicians from TAFE should be called on to 'practise their skills' - for nothing - in the school library.

As your article correctly states 'It is the principal's responsibility to ensure that stocktaking requirements are met ...' It is at this level and above it should be addressed. It's not up to teacher-librarians to 'negotiate' a 'delegated' task which is a legal requirement of principals and it's not reasonable to recommend that teacher-librarians 'suggest ... involving the regional inspector ...' ie, threaten the school executive.

As of this year the working conditions of primary and central teacher-librarians changed to make stocktake an issue which needs urgent attention at the highest level. A cheery little article encouraging us to soldier on as if nothing had changed can only be counter-productive in terms of our morale and our productivity and our dedication to a service central to the education of children in government schools.

Yours sincerely

Penny Hall, Teacher-librarian
North Sydney Demonstration School
17 October, 1989 ♦

 The Editor, *scan*:

I refer to *scan* vol 8 no 6 & 7 October, 1989, specifically the article titled 'Stocktaking and R.F.F. - how can they co-exist?'

I wonder how long Fran Maloney [sic] has been deployed from a primary school library. I also wonder just how effective and accurate were the library stocktakes for which she has had responsibility. Seldom have I read an article that offers so little by way of practical assistance or indeed reflects a real understanding of the difficulties inherent in the situation about which she writes.

The article is filled with statements that range from the obvious eg:

'It is the principal's responsibility to ensure that stocktaking requirements are met ...'
'... you will need to restrict access ...'
'You should not be required to 'make up' any extra time ...'

to the absurd, eg:

'... perhaps everybody can contribute that part of their RFF time ...'
'... refer your principal to the **School manual of financial management** ...'

Statements such as these, and others in the article, do absolutely nothing to help the teacher-librarian. In fact, to publish an article at this stage is in fact quite mischievous. What you are saying really is - 'Don't worry. You've got to do it so get yourself into gear and arrange it!' We all know that it's not as simple as that - that is of course, we do know if we know our jobs and have a real understanding of the situation. Where were the genuine protests, the honest articles and so forth from Library Services when the current situation was foisted upon us?

Nary a whisper of genuine protest did I see !!

By the way - I'm not a dill, a crank, or ill-informed. I'm a principal of a primary school of many years' experience who happens to believe that a library is the most valuable resource in a school and that it's nothing short of educational vandalism for teacher-librarians to fill roles other than that of teacher-librarian. Section 12.6 and recommendation 12.9.31 of the Report of The Committee of Review of New South Wales Schools seems to me to offer more hope to teacher-librarians than articles such as that which I have slated in this letter. And it really shouldn't: hope, and practical assistance, should come from Library Services.

Yours faithfully

R.B. Warry
Principal, Woodberry Public School
16 October 1989 ♦

Ann Parry is Acting Principal Education Officer at Library Services.

International Literacy Year

The United Nations has declared 1990 International Literacy Year (ILY) to promote greater public and government awareness in pursuit of the objective of eradicating illiteracy by the year 2000. In Australia the Minister for Employment, Education and Training has established a National Consultative Council chaired by Margaret Whitlam AO. The Council defines the goal for ILY in Australia thus:

Literacy is a basic human right. The opportunity to read and write adequately through literacy provision should not be denied to any citizen. In a world which is increasingly competitive economically, Australia cannot afford not to develop the education and training of its population to the maximum extent possible.

Our goal is an active literacy which allows people to use language to enhance their capacity to think, create and question, which helps them to participate more effectively in society. (Extract from Policy direction for the ILY Program.)

States and territories have also set up committees and many independent organisations are devising activities to foster interest in literacy and encourage the attainment of better reading and writing by more Australians.

The ILY goal gives those of us working in education a clear direction and a benchmark wherewith to measure our planning and our practice. Every year is literacy year in schools; this year we should be thinking about what we are doing in a broader social context.

On page 12 is the first article in a series *scan* will feature on ILY activities.

scan in 1990

This year we plan to publish six issues of *scan*. Niki Kallenberger and Fay Gardiner, who share the editorial and production tasks, have an exciting program in mind and have already persuaded several knowledgeable and thoughtful contributors to prepare articles. We are confident these will win your approval. Remember, *scan* is your journal! We welcome contributions and feedback from readers. We also appreciate ideas and suggestions for topics you think we should address.

ASCIS

As we enter 1990 ASCIS continues to operate as an independent company with the NSW Director-General of School Education Dr Fenton Sharpe as President and the NSW Board Member Colin Macdonald as Chairman. The new Curriculum Company established by the Australian Education Council was incorporated in December but as of early January (when this issue of *scan* was prepared) no Executive Officer or other staff had been announced. The AEC plan for ASCIS to be subsumed into the new Company will not be implemented immediately. It seems that the earliest date for the transfer of assets from ASCIS to the new Company would be the end of the financial year. Details of the relationship of the NSW Department of School Education to the restructured ASCIS have not been worked out yet but whatever administrative pattern emerges, it is expected that NSW schools will continue to have access to ASCIS products and services on the same terms as they currently do.

Teacher education and development

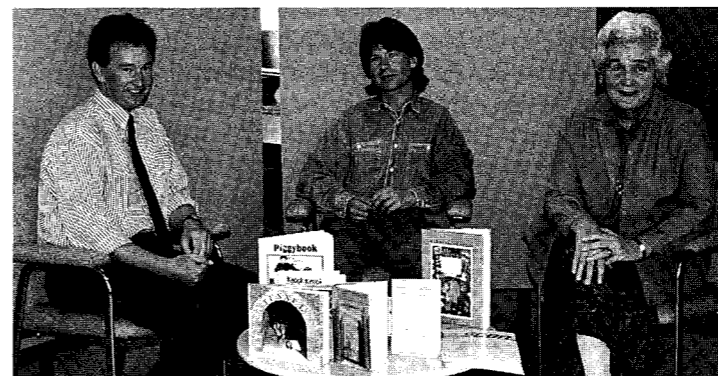
One of the areas to receive special emphasis by the Department of School Education in 1990 is teacher education and professional development.

The Minister plans to hold a two-day conference on teacher education and professional development in February with a follow-up conference in March. These meetings promise to be of considerable importance for teachers and schools. The Department will present to the conference a number of papers on various facets of teacher education and development. As well as preparing papers on general issues, special needs, models and management, the Department is addressing issues related to the education of several categories of specialist teachers, including teacher-librarians.

Teacher-librarianship retraining program

The Department of School Education is again sponsoring the enrolment of 15 teachers in the course leading to the Graduate Diploma of Applied Science (Teacher Librarianship) from the University of Technology (Kuring-gai Campus). The selected teachers begin the school year with Library Services where they will undertake a work experience and orientation program which introduces issues in teacher-librarianship and allows times to study children's literature and visit school libraries. ♦

☆ A productive partnership



Multi-award-winning writer and illustrator Anthony Browne, accompanied by Julia MacRae, a publisher with an enviable talent and reputation for excellence, visited Library Services late in 1989 while in Australia to publicise Anthony's new book *The tunnel*. They also talked about his book in production, *Changes*, due for release late in 1990. Nigel Paull (pictured here) and Fay Gardiner, deployed teacher-librarians at Library Services, spoke with them.

Anthony Browne (b 1946) grew up in Yorkshire and displayed a diversity of interests at school, art being his favourite subject, followed by rugby. After graduating with honours from art school, he spent some years as a medical artist which though an excellent means of training in observation and accuracy, proved also to be rather humdrum. Prior to his success as an author/illustrator of books, Anthony was an illustrator of greeting cards.

Julia MacRae, originally a children's librarian in South Australia, left Australia 30 years ago to fulfil her ambition of becoming a children's book publisher. She has been associated with the publishers Hamish Hamilton and Franklin Watts. Her imprint, Julia MacRae Books, is now a division of Walker Books.

Anthony Browne and Julia MacRae have worked together ever since Anthony's first book, *Through the magic mirror*, was published in 1976. The partnership has produced a wealth of books, which have not only delighted child and adult readers, but have picked up international prizes: *Hansel and Gretel* (1981) was commended for the Kate Greenaway Award and nominated for the Hans Christian Andersen award; *Gorilla* (1983) won the Kurt Maschler Award, the Kate Greenaway Medal, the New York Times Best Illustrated Book and The Boston Globe Book Award; and in 1988, the illustrations for *Alice's adventures in wonderland* won the Emil/Kurt Maschler Award for Anthony Browne for the second time.

Their enduring and successful partnership was a focus of our discussion; Anthony explained that *it's an equal relationship. In the early years I used to be so grateful to be published that I could have been putty in [the publisher's] hands and I could have been exploited. I didn't question or query anything even if something was badly printed.*

Julia agreed on the necessity for an equal partnership and went on to say that her role always has to be subservient. *It can be controlling in the sense of controlling the elements in the book, making sure the printing standard is high, making sure that the schedule is met, making sure that all the details of the book are correct, but it shouldn't show any trace of me. I agree that one of the great dangers when an author is new is that they can be so grateful to be published that they will put up with some pretty shoddy editing sometimes and it's quite sad that this situation arises.*

In her role as editor Julia MacRae believes that it is very important *not to be negative, particularly if you feel somebody's talent really is out of the ordinary. I would never be false and say to Tony 'well, it's terrific, you should do it just like that' just because I'm frightened of saying anything which might upset him, because that to me is completely not what I'm on about. I've got to be honest, but at the same time you can just suggest and again we've worked together so long that Tony would pick up nuances. Since I'm usually a very positively enthusiastic person, he notices if I'm a little less so, and whilst we haven't ever flatly said 'no, we wouldn't do that', there are occasions when I think something is better put to one side and allowed to germinate because the seeds of the idea are there, but it hasn't worked at that point.*

Anthony and Julia talked about their collaborative efforts and explained how Anthony's concepts and illustrations almost always remain essentially unchanged but *the words are very much a discussion between us. Tony's concepts are always very fully rounded, but sometimes the pacing of the words doesn't match the pacing of the pictures and that's where I come in and read it aloud. We sit and work together reading it aloud so that there is a flow and a musicality about the words that absolutely matches the pace of the pictures.*

An intrinsic excitement about the idea is a prerequisite for Anthony Browne to start work on a

new book not only because he believes the product would otherwise be artificial, but also because it may take him up to 6 months to complete the work. **The tunnel** took approximately 4 1/2 months after a long gestation, the idea being conceived about the same time as **Gorilla**, and eventually taking on a very different guise from the original.

Meanwhile, as Anthony had hoped, his children's perceptions are beginning to influence his work. Up until now, it's been a question of trying to remember or trying to feel what kind of books I would have liked when I was a child,' but when asked if his children (aged 7 and 5) influenced his work on his new book, **The tunnel** he said: *when we were going for walks in the woods Joseph would say 'Oh that would be a great tree for the tunnel' or we'd discuss what things might happen to the girl as she was wondering through the woods. He would suggest that she might trip over the root which looked like a hand, so he excited me about it. I don't think I used anything directly from him but it was his enthusiasm and interest in the book [that was important] and it has happened even more with the new book Changes.'*

I think as soon as one starts thinking 'now what would 6 year old children in 1989 like?' you've lost. I couldn't do that. I choose in some mysterious way a theme, a feeling, an idea that I'm interested in that I know is going to have levels to it, different interpretations and meanings to it, and if one of those is a social issue then that's fine. If the book is read by children who are unable to see that, then that's fine too, as long as they enjoy it on their own level.

Vivid childhood memories were the impetus behind Anthony's decision to illustrate **Hansel and Gretel** and **Alice's adventures in wonderland**. *They were the books that really affected me. I'm not sure why, particularly Hansel and Gretel, because the background of my childhood was a very warm and secure one, it was just something that really struck a chord. I know that from a warm and secure childhood you still have to be pushed out to go to school, pushed out into the world. And that's part of what Hansel and Gretel's about, the resentment of the child to his parents pushing him out into the cold cruel world.*

As Julia explained, *there's another interesting example in Hansel and Gretel too of how the best of an author/editor relationship can work because when Tony said this [Hansel and Gretel] was what he wanted to do, I said 'well go away and do one picture and let me see how you've treated it'. He brought in the picture of the family walking through the forest and I was terribly startled because it is a very archetypal story which works if you can keep it at a distance, but when you bring it in and it's the way your own mum and dad look . . . well! But I*

absolutely trusted Tony's instincts and thought 'if this is the way he sees it, it's a perfectly valid way to do it. I can't say 'oh you mustn't do it like that, they must all have dirndl skirts on and look as if they live in Austria and pine forests' because this again would have been totally false. But I was pretty startled because I just hadn't been expecting it.

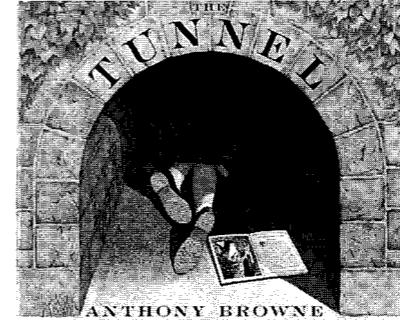


I think it's a very interesting way to do it. It's absolutely faithful, it's not watered down or bowdlerised in any way and it is important. . . a more important book than I think I realised at the time. These great archetypal stories do present children with their first encounters in so far as a lot of emotional issues are concerned and they have been allowed to become distant.

Julia does not nurture books solely with an eye on filling gaps in the market place; she was definite about her disinclination to do so: *No. No I don't. Probably I should if I were a wildly commercially oriented publisher, but it's never really been my style. Alice arose because while I felt that the 32 page format of the picture book is not necessarily constrictive, after you've done 8 in a row you want to push the boundaries out into a more physically accommodating format that gives you more room to develop whatever it is you're doing. So I then said 'well, we really have to think about a bigger book. You can't usually say this to an artist at an early stage in their career because a bigger book is going to be a great deal more expensive and if it's a very unknown artist, alas it will be very hard to sell, But Tony had reached the stage where if he'd wanted to illustrate the telephone directory, we'd probably have. . . fortunately he didn't.*

The original project was to do both **Alice's adventures in wonderland** and **Through the looking glass** but Anthony now views the second half of the project with mixed feelings: *I knew them both at very different ages, Alice when I was a child and Through the looking glass I didn't read until I was a teenager and so they seem like 2 very different books to me, I think they actually are very different books. One day I'd like to do it.'*

Anthony's search for another fairy tale is the genesis of **The tunnel** which has close though covert roots in the realm of the fairy tale. Asked if he feels that people have read too much into the apparent symbolism of, for example, the ivy and the stone in **The tunnel**, Anthony replied *Maybe. . . I hadn't consciously thought I'd put ivy around the tunnel because it's a friendly plant. I hate analysing my work myself but it excites me to think that images I've used can stimulate this sort of discussion. I couldn't have expressed it in words, but I was consciously using stone for all sorts of reasons. And something, at some subconscious level, made me put ivy around the tunnel.*



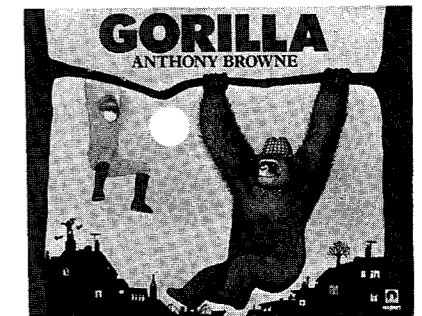
The richness of Anthony Browne's books is evident from the range of his fans: children, parents and teachers all take pleasure in the appearance of a new title. Part of the appeal for older readers surely lies in the visual puns, which developed as surreal jokes in the background in some of his early books, such as **Walk in the park** or **Bear hunt**. *I sort of justified them on the grounds that in A walk in the park for example, it was the child's imagination, the child's way of looking at things. Now I think, although I'm sure I can be proven wrong, they're more conscious, but more deliberate. I'm choosing them more specifically and not just adding them on to make it more interesting or because it interests me. As a child I drew like that and I know I would have been interested if I'd seen somebody else drawing like that.*

The consistently high standard is a hallmark of Julia MacRae Books. Asked how this quality is maintained, Julia replied: *I've got a very experienced team working with me. I don't look for anything in particular, I think the one attribute that I would hope to find is an original voice. [It is important] that the author or the artist has something to say which you feel is an internal process, they aren't writing to a formula, they aren't writing because it is fashionable to write about this or that. But however ragged it might be to begin with, I could feel that this is a true voice and that what it is saying is said with integrity. I can't define why we've been so fortunate, I think I react, I just feel something. Alan Garner once said to me, 'You're a cultural illiterate, but I know when you've laughed or cried and that's all I want to know.'*

What does Julia think makes an enduring picture book? *The pressure to do more and more titles has led to a lot of specious books and because there are so many books being published it's now more difficult to pick out the ones you know are going to endure. They're still there, but they can be swamped in the sheer numbers. They will come through. What makes an enduring book? I think it is one you can return to at many ages and at many levels and still come to it fresh because there's still something there that you hadn't seen before. There is something in Changes, which I hadn't thought was particularly relevant at first, I ought to have known better and 3 or 4 weeks later, I've got it: I know why that's there. An enduring picture book works like yeast and keeps on delivering something more, whereas [an inferior book] will be closed at the end and that's it. There's nothing there that's engaged [the reader's] attention at any deeper level and they don't go back to it.*

It seems likely that the Anthony Browne collection will be enduring, but which one is Julia's favourite? *It's like saying to a mother, 'Which is your favourite child?' You can't really choose but at the moment I'm full of Changes because this is such exciting art work. I think that overall what's excited me is seeing a career from its early days flower right across the world. That gives me huge satisfaction. More and more countries are responding, Tony's work is now going out to 13, 14 or 15 countries. That's exciting.*

Gorilla was the one that really made the breakthrough in terms of recognition all over, it just touched a chord. I'm often asked about classics: which books that you've done do you think will make a classic? People use the term 'classic' far too casually; a classic really is a book that stands the test of time, and there are very few of them. But if I'm asked and people press me to be specific, of all that I've done in 30 years, Gorilla is a classic. It'll be there long after I'm pushing up the daisies.



Gorilla holds a special place in Anthony's heart also: Secretly I feel that Gorilla's my best book, I wish I knew why, I'd do it again. Having said that I'm very pleased with Changes; I think the new one is the nearest I've got to that. There's just something about Gorilla it's not the best art work, far from it, it's possibly not even the best written book, but something about it just works.❖

☆ Girls' education strategy

Lee Bell is consultant for technology and equity, Studies Directorate.

An overview

Earlier this year the Minister for Education, Dr Terry Metherell, launched an important new document, known as the **Girls' education strategy**. This strategy was developed by the NSW Department of Education primarily in response to 3 Departmental reviews conducted in 1987/88 relating to the education of girls. The reviews which shaped this new policy were the **Non-sexist education program evaluation**, the **Review of single sex classes in coeducational schools** and the **Report of the Girls' technology strategy working party**. All 3 highlighted the fact that despite having a mandatory policy promoting equal opportunity in our schools for the past 8 years, there were still differential outcomes from schooling for girls in comparison with boys. The differential outcomes of greatest educational and economic significance for girls' future life choices lay in 3 broad areas, namely:

- * their under-participation in scientific and technical subjects
- * the narrow range of options considered by them when making career choices
- * their lower levels of self-esteem which contribute to lower academic expectations and aspirations.

From these findings it became obvious that it was time for us to consolidate the gains made in the area of non-sexist education and to begin addressing with vigour the shortcomings they exposed.

The **Girls' education strategy** is our system's attempt to get the issue of equity 'right'. It has as its overall purpose the objective of improving the educational outcomes from schooling for girls in the belief that this will increase their opportunities for further education and training, improve their employment and career prospects, as well as allow them to grow and develop as active participants in the Australian community.

To achieve this overall goal the new girls' strategy targets 3 specific areas where improvement in the provision of schooling for girls is necessary. Not surprisingly they are:

- * to increase the participation of girls at years 10, 11 and 12 in scientific and technology-related subjects

- * to expand the range of career choices made by girls when they leave school at years 10, 11 and 12
- * to provide more supportive and challenging learning environments for girls, K-12.

Such objectives, the document suggests, can only be realised if they are the mainstream professional responsibility of all teachers and administrators. Girls and women must be valued equally with boys and men and the needs and interests of girls as well as boys must be reflected in curriculum content, teaching methodology, and in classroom and school organisational practices.



To this end, 3 mainstream action plans, each focusing on one of the above objectives, is to be established at school, regional and system levels during the course of 1989. It is to the action plan area of the strategy I would like to return in a moment, particularly the *Encouraging girls into technology* aspect of it because it is from here you can gain an insight into how this document is being used as a catalyst for change in our schools. It is also the area of the strategy about which I know most as the consultant for technology and equity.

Before I do this, however, it needs to be stressed that this new policy is significantly different from its predecessor in yet another important way. Accountability has a high profile in this strategy, unlike the earlier document, and mechanisms for ensuring the system meets its responsibilities in this regard are firmly embedded in it. The expectation is clearly for all teachers and administrators to use as the basis of their action plans, data collected in their schools and regions on the needs and interests of all their students together with their levels of participation.

After devising and implementing strategies which have been specifically designed to redress inequities, it is essential these be evaluated to gauge whether the desired outcomes have been achieved and how successful they have been in meeting the strategy's objectives. This aspect of the strategy gives it 'more teeth' and should ensure that not only equal opportunity is experienced by our students but that equity of outcome is also achieved.

Implementation of the strategy

During the past 6 months much has been done to address the strategy at all levels of the service with some initiatives now successfully completed, others firmly established and operational and of course still others in the planning stages awaiting implementation in 1990.

To facilitate these developments head office and regions targeted personnel to be responsible for the carriage of the strategy and all regions have a senior officer who co-ordinates the strategy and is supported by other colleagues who take responsibility for one of the following 3 action plans or some components of them:

- * *Encouraging girls into technology*
- * *Expanding girls' career options*
- * *Supporting girls as learners*



One very important area where regions have taken up the challenge of trying to ensure the strategy is successfully implemented is through their professional development programs. Initiatives involving the inservicing of personnel have been conducted from senior management level through the consultancy to principals, leading teachers,

career advisers, head teacher (girls), home economics, industrial arts and science and computer teachers, on the contents of the strategy and what its implications are for them and their schools. These initiatives have been extremely well received.

Many regions are committed to further developing their inservice programs particularly in the areas of curriculum and teaching methodology for they feel without providing such support much of the good work commenced will not reach fruition.

The first major report to the Departmental task force consisting of senior ministry and departmental officers is due at the end of this year but monitoring of the strategy has been ongoing.

Encouraging girls into technology

The need to address the issue of girls' under-participation in maths, science and technology-related subjects is made all the more poignant when considered in the light of the following quote from **The report of the girls' technology strategy working party (1989)**:

Confidence and competence in using and understanding scientific and mathematical concepts, applying technical skills to solve problems, using design techniques and technical language, and manipulating symbols and materials are essential for working, living and decision making in the 1980s and beyond.

It is evident from such a statement that if our system is to adequately redress the differential outcomes from schooling for girls and boys which we know exist in this area of education, we must develop and modify structures and programs which will facilitate the improvements we desire.

The pilot school program

One of the statewide initiatives designed to encourage girls into technology has been the establishment of a pilot school program. The schools involved in this program represent the diversity we have within our system and all, with the assistance of seeding grants, have been engaged during the past 6 months in defining their individual school's needs and developing and implementing appropriate action programs. It is heartening to note that during this time a considerable number of schools outside the pilot program have responded extremely positively to this aspect of the strategy. Several have taken up the challenge by devoting a school development day to an analysis of the document and have developed faculty strategies to

provide support for, and better meet the needs of, their female students. In fact, these strategies better meet the needs of all their students.

The types of programs and strategies being undertaken are as varied as the schools initiating them. Below is a small selection of the *Encouraging girls into technology* action plan initiatives presently undertaken. They are:

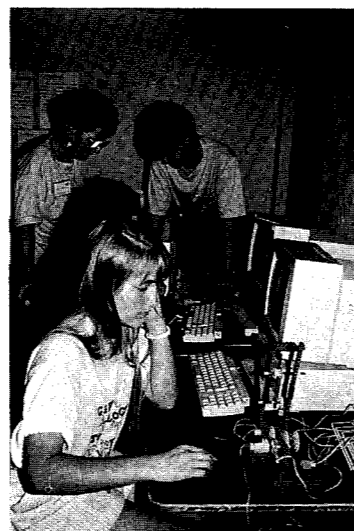
- * Raising community awareness by providing opportunities for parents to understand the career consequences for their daughters if they choose not to pursue maths, science and technology-related subjects in the senior school. Some schools are working in conjunction with their P&Cs, others are holding special parent seminar evenings while others are communicating via newsletters and developing pamphlets as a means of conveying the message to their parent body.
- * Using the local press and media to highlight the successes of girls in the focus subject areas.
- * Inviting successful women, particularly those who work in technology-related fields to contribute to career days, address assemblies and participate in seminars so stereotyping of women's roles can be broken down and students' horizons can be broadened.
- * Conducting staff development days on **Girls' education strategy**.
- * Inservicing staff on teaching methods to support girls as learners.
- * Establishing a data base related to girls and boys' participation rates in the focus subjects.
- * Surveying of student attitudes particularly in relation to the maths, science, technology-related subjects and careers.
- * Reviewing of years 7-10 science programs.
- * Developing technology-based units of work.
- * Introducing single-sex classes in science, maths and industrial arts.
- * Reviewing the school's year 7 program with the view to introducing a series of lessons on careers which will be supported by a student booklet and parent information leaflet.
- * Buying of electronic materials to be used in the establishing of an electronics club.
- * Conducting a 'girls in mathematics research project'.
- * Providing suitable equipment and classroom strategies for 'hands on' maths and science learning.
- * Reviewing computer software resources and developing strategies to encourage girls to feel confident and competent in the use of computers.

- * Introducing Lego Technics and Logo materials in order to provide further opportunities for 'hands on', problem solving experiences in science.

It is envisaged when these programs are finally evaluated and documented regions will provide the New South Wales Curriculum Information Network (NCIN) with the necessary information for these programs to be made available to schools throughout the state. Remember these are just some of the avenues pilot schools have chosen to explore. There are many other possibilities worth pursuing in an effort to encourage girls into technology.

Girls' Technology Expo

In a further attempt to support teachers developing initiatives to encourage girls into technology, the Department of Education held a 4 day residential workshop for 100 girls from years 5-10. These participants and their accompanying teachers came together from around the State, at Naamaroo conference centre in Sydney between the 23rd and 27th October, with all costs being met by the Department.



The main aim of the Expo was to encourage girls to participate in a range of interesting and creative technological activities in a challenging and supportive environment. It also had the further important aim of providing teachers and consultants from each region with opportunities to gain skills and information for implementing the **Girls' education strategy**.

Each student over the course of 3 mornings was given the opportunity to work in small groups on 1

of 9 major projects involving scientific investigation, industrial design and construction, animation, video and music production, writing and publishing. The afternoon sessions were shorter and allowed for a smorgasbord approach, with girls choosing a different activity each afternoon. Participants left the Expo having had 4 different technological experiences and their awareness of career opportunities in these and related areas raised.

Some of the most enjoyed activities were creating origami wind-powered vehicles to investigate theories of propulsion, constructing matchbox 'bugs' to demonstrate how electric circuits work, using plastics to investigate designing and making and creating computer-operated robotic systems.

The culmination of the week's activities was an exhibition of project work demonstrating the process and the products of the girls' experiences. The Expo was officially opened by Karina Kelly, who presents the ABC-TV's science program, *Quantum*.

Feedback from the Expo has been extremely positive with several regions hoping to take up the concept and run something similar for their schools next year.

Many visitors were particularly impressed by the interest and enthusiasm shown by the girls for the activities in which they were engaged, and the confidence and competence with which they demonstrated and explained their projects.

Several teachers who participated in the Expo workshops have reported that their efforts to modify

their teaching practices on their return to the classroom have been enthusiastically received by their students. Some have taken the opportunity to speak to staff and faculty meetings about their Expo experiences, while one has already addressed a science cluster group. As a result of the interest shown by her colleagues, she is now considering areas in which joint initiatives can be developed for 1990.

Women's Exhibition 1989

Soon after the Girls' Technology Expo the Department of Education also participated in the Women's Exhibition 1989. Girls living in the metropolitan area who had been involved at Naamaroo were invited to demonstrate and explain some of their projects to the public. Their contribution was very well received by both the organisers and the many visitors.

Conclusion

The 2 major *Encouraging girls into technology* initiatives described above have helped to focus attention on the strategy as a whole. They have also provided participating teachers with assistance in developing their school's equity programs. It is anticipated that with continued regional inservicing programs and the establishment of networking systems the knowledge and expertise gained from these projects will be taken up, shared and further developed around the State, so that all students will benefit and the objectives of the **Girls' education strategy** will be realised. ♦



☆ International Literacy Year

The United Nations has declared 1990 as International Literacy Year (ILY), with the aim of renewing commitments and revitalising activities to combat illiteracy throughout ILY and the coming decade. In the following article, Dr Norman McCulla, Chairman of the Department of School Education's Task Force for ILY, outlines some of the things that your school might do to make the year a success. The article is the first in a series that *scan* will feature during ILY on aspects of the Department's contribution.

In some parts of the world 'literacy' means simply being able to read and write your own name. The term 'function literacy' means the ability to accomplish simple everyday reading and writing tasks in a particular society. For Australia, the goal of functional literacy is essential but not adequate. In short, we need to be a lot more ambitious. Our goal is to achieve an 'active literacy' for every Australian citizen. By 'active literacy' we mean that everyone should be able to use language to enhance their capacity to think, create and question. Active literacy enables people to become more aware of the world and empowers them to participate more effectively in society.

For an advanced technological society such as Australia, the pursuit of active literacy involves the effective integration of talking, listening, reading, writing and critical thinking. It includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations. It involves the recognition that each of us has a different role to play in promoting and furthering literacy development.

Planning ILY activities

ILY will only be a success if each of us makes a personal contribution in the areas in which we work - classrooms, schools, clusters or regions. With some co-ordination of these activities, it should be possible to build a rich mosaic of activity across the state in support of ILY objectives.

The Department of School Education looks upon ILY as an opportunity:

- to *celebrate* the progress that has been made in literacy and learning and, in so doing, further community awareness, understanding and participation; and
- to *initiate* longer-term plans for renewal and further improvement



Hopefully, the ultimate success of our contributions to ILY will be judged later in the 1990s when we refer back to 1990 and acknowledge the importance of the Year for what was set in place. Some practical ideas for ILY initiatives in your school are listed below for you to consider.

Celebrating

- Organise a school community launch for ILY.
- Highlight literacy programs and initiatives on open days throughout the year.
- Foster community awareness and sponsorship of literacy activities.
- Provide local awards for literacy achievements.
- Organise an exhibition of students' work, or a 'literacy fair'.
- Distribute materials advertising ILY.
- Approach appropriate employers, entrepreneurs and the business community to become involved in ILY.
- Organise a reading day or a writing day in the school.
- Produce a calendar of school literacy events.
- Sponsor a writing competition.
- Organise a writing or reading festival where students can meet and talk to authors about their work.
- Sponsor a 'come as your favourite book character' day.
- Encourage parents and community members to donate books to the library.
- Hold a read-a-thon.
- Encourage every student to write a book or short story for public display; or to write for younger students.
- Organise a live performance of students reading passages from their favourite books.
- Encourage book giving for prizes and gifts.
- Read books with and to children.
- Encourage writing.

Consolidating and renewing

ILY provides an excellent opportunity for looking at what is presently happening in the school insofar as literacy teaching/learning is concerned and, on that basis, building longer-term plans for further improvement. In primary education, a new English K-6 syllabus is in preparation incorporating talking, listening, reading, writing and literature as part of a Government-initiated plan to consolidate the primary curriculum into 6 key learning areas. The English K-6 syllabus will be launched late in 1990 for implementation in 1991.

In secondary education, there is growing awareness of the different yet complementary roles teachers have in furthering literacy development in all curriculum areas.

ILY provides opportunities to:

- organise literacy-related courses and seminars for staff and parent/community members;
- make best use of professional development courses, conferences and publications that will be on offer during the Year; and
- promote better awareness of recent developments in literacy, ranging from early childhood education to adult literacy provision, through the increased publicity that will be generated through ILY.

Using the ILY logo

The ILY logo was designed by a Japanese graphic artist, Mr Kohici Imakita, and selected by a jury from entries from around the world.

In keeping with the United Nations and UNESCO traditions, the official colours for the logo are the blue (PMS 285) symbol with black lettering on a white background. Any combination of these colours can be used to suit the occasion.

You can use the logo on almost anything relevant to the promotion and spirit of ILY — books, bumperstickers, T-shirts, posters, letterheads — just don't change the design in any way.

Any organisation can use the logo. You should inform the State contact person for New South Wales of any proposed non-commercial use. The contact person is:

Mr John Wellings
Executive Member
Board of Adult Education
Level 10
189 Kent Street
Sydney 2000

02) 237 6897

Approval for commercial use must be obtained from:

The ILY Secretariat
Department of Employment Education and
Training
PO Box 826
Woden ACT 2606

(062) 83 7985 ♦

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

We welcome your contribution typewritten, double-spaced with your name, school and a contact number. There are approximately 800 words per page of text and a suggested maximum size for articles is four pages. The editors maintain the right to edit for space and style.

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

Address all correspondence and contributions to:

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

The learner in control: moving towards resource-based learning

Fran Moloney coordinates the school-based support course for primary and central school teacher-librarians at School and Executive Development Branch, Leichhardt.

The 80's were challenging years for teachers and teacher-librarians alike. Whilst there is no doubt that the challenge will continue, the 90's will, hopefully, be a time of development and consolidation.

In 1987, Libraries in NSW government schools policy statement signalled a move toward involving all staff in the development of what, to a lot of people, had been previously known as library skills. Research had shown that the skills needed were much broader than 'library skills'. They were, in fact, skills in accessing and using information which were necessary for 'life-long learning', (*Information skills in the school*, 1989, p.1) and they were most effectively learnt in a meaningful context. Teachers and teacher-librarians began planning and teaching together, combining their expertise in curriculum content and resource use to integrate relevant skills into the classroom program at the initial planning stages.

The *Information skills in the school* support document released in 1989 and being distributed to all schools, provides 'a framework [and some strategies] for the teaching and learning of information skills across the curriculum in both primary and secondary schools.'

The emphasis in this document is on the **information process** and on creating a learning environment which allows for flexibility in learning styles and the rate of skills development. Ultimately, students will take responsibility for their own learning, be able to apply the information process to many learning situations and develop confidence and independence in the use of resources.

The term *resource-based learning*, perhaps not yet as familiar as cooperative program planning and teaching information skills, refers to the degree to which 'resources are selected on their potential to achieve specific learning outcomes' (Henri, *The school curriculum: a collaborative approach to learning*, 1988). It requires that resources be considered at the planning stage of programs so that they can be matched to the needs of the learners, and it recognizes the variety of needs and learning styles which students may have. The emphasis is on learning rather than teaching, and on the learner rather than the teacher.

Gwen Gawith in *Information alive* (1988) has described the teacher's role (and that of the teacher-librarian) as providing 'specific, directed guidance in the skills necessary to allow [the students] to become independent, purposeful, successful users of information.'

By taking this role teachers are not abrogating their responsibility but are actively assisting their students to develop skills at their own pace, through the planned use of resources as an integral part of the learning process.

The concepts discussed above are not necessarily new, but their endorsement in the Library Policy and information skills documents does formalise, and give credence to, a way of working with students that many teachers have felt was more effective than when skills are taught separately from content by a teacher-librarian in the library or a teacher in the classroom.

Whilst many teachers have subscribed to this philosophy, many have also felt concerned about the process of re-organizing the existing structures in their schools to more readily accommodate the integrated approach to information skills and resource-based learning.

Case studies

This is the first in a series of articles to be published in *scan* during 1990 which will include a number of case studies from primary and secondary schools. These schools have adopted the philosophy inherent in the Library Policy and **Information skills in the school** and have begun to implement that philosophy in many different ways. Each school has set out from a different starting point. Some may have physical advantages or a specially involved staff. Others have had to contend with their own unique difficulties.

In each case the teachers involved have assessed the existing situation, and adjusted their approach accordingly.

The common thread is their commitment to and awareness of the long term benefits of working together to develop in their students those skills required for *life-long learning*.

The teacher-librarian has often been the initiator or catalyst in the school, but in each case the commitment has ultimately come from the staff. In the first two case studies of schools in Metropolitan North region, both teacher-librarians have stressed the point that working towards these goals is a long term process of trial and adjustment by everyone involved. There are no overnight successes. In most schools, there are teachers who may not wish to work in a cooperative teaching situation, but there are many approaches to developing the skills required. Hopefully, some of the strategies used by the schools in these case studies will provide ideas and options for other schools about to embark on, or partly along the way to, encouraging the learners to take control.

Putney Public School

Putney Public School is a Class 2 primary school in the Ryde Inspectorate in Sydney. There are 13 classes, including many composites since the 1989 staff cutbacks. The school has various part-time teacher components.

Marie McGuire, the teacher-librarian, has been at the school for many years. She has built up the resource collection over that time and is very committed to

her role as an innovator in the school generally, and specifically in relation to the library resource centre.

Marie is employed at the school 5 days a week. As well as being the teacher-librarian (3 days), she is the part-time teacher doing relief from face-to-face (RFF) for nearly 2 days, the computer co-ordinator, and 1 1/2 hours of her library allocation is RFF time. To keep herself busy she is also the Red Cross organiser in the school.

A thorough assessment

Undaunted by this load, Marie has spearheaded the introduction of the 1987 Library Policy in her school. A number of staff meetings were held. The staff was asked to define the role of their ideal teacher-librarian. They were asked to look closely at the Services section of the Policy (p 3) and decide how involved their library was in each area. Most of them said 'Yes' to every point and were somewhat taken aback to hear Marie say 'No' to quite a few. What followed was a thorough assessment of the real levels of involvement and an identification of the changes that needed to be made. As a result of these meetings, implementation of the Library Policy gained unanimous support from the staff by third term 1988. The next day the school received the directive related to teacher-librarians, part-time teachers and their proposed role in RFF. While some staff members saw this as a setback, there was still sufficient support and commitment to keep pressing forward to implement the Policy.

As teacher-librarian, Marie has fostered and maintained a complete commitment to the philosophy behind cooperative program planning and teaching (CPPT) and to information skills development in the context of resource-based learning activities — two major premises of the Policy.

New kinds of support

Prior to the introduction of CPPT, the library timetable had been partly scheduled and partly flexible. Positive attitudes existed in staff and students towards the library and the teacher-librarian. When the changeover to CPPT and flexible scheduling was proposed, Marie's credibility was sufficient to gain the confidence of the staff, although there were some obvious concerns. One of these was the 'literature question'. Who will be responsible for teaching literature? The library had a strong fiction collection at junior and senior levels. There was also a strong collection of teacher reference material supporting the promotion of literature or literature-based reading in the school.

The staff was encouraged to use these resources, a variety of other reading materials, and the Dimensions literature-based program was introduced at the upper primary level with great enthusiasm. The library stocked all the books related to this program to ensure the flow-on from classroom activities. The teacher-librarian's role became more that of adviser and facilitator and the staff discovered that the greatest influence on the reading interests of students in their classes was other students. Marie promoted this idea with the staff prior to the introduction of the Library Policy, the move to a completely flexible timetable and CPPT.

Sharing responsibility

Since that time many changes have been put into place. The timetable is open and flexible, but each class has retained a fixed time for book exchange. It is understood that the class teacher is responsible for this session and that the teacher-librarian, therefore, can be available for planning or teaching sessions with other teachers. **Marie's timetable is different from the library timetable.** She keeps a weekly timetable for herself and a booking sheet for the library. Whilst she keeps a record of planning sessions and units with classes, she doesn't keep copies of whole units in the library. Marie encourages staff to refer to previous ideas but to use their own individual approach. She has streamlined borrowing (and has even eliminated the date due stamp!) so that while she is in classrooms during two large blocks of RFF the library is still in use. During shorter periods of RFF, she often works in the library, but is not available to other staff or students. Her administration time is not timetabled. Whilst this could prove a difficulty in some schools, at Putney, Marie feels she can negotiate time as she needs it without any problem.

The introduction of CPPT in the school has led to a greater integration of information skills into classroom practice and a greater awareness of how students learn those skills. A greater understanding of the value of resource-based programs in developing the student's independence has followed.

Teachers are all at different levels in terms of their own involvement in CPPT. Some are a lot more enthusiastic and committed than others. Marie is not pushing them. Rather she is quietly and determinedly encouraging them to try new ideas and approaches. She has worked with all grades from kindergarten 'doing' frogs; to the three year 3 classes approaching the core social studies unit on Captain Cook in 3 completely different ways; to years 5 and 6 doing science or social studies units.

Addressing anxieties

Initially, teachers were somewhat apprehensive. Some staff were worried about having to be super-organised to be involved in CPPT with Marie but she assured them that this wasn't the case and that she would be available at any stage of planning. One or two were prepared to try. Once they discovered that just **talking through** their new ideas with the teacher-librarian was useful; that using a **variety of resources** was important; that students could get **information from all kinds of sources**; that the teacher-librarian could work in the **classroom as well as the library**; that information skills could be learned as part of the **regular classroom program** and that, most of all, developing those skills was part of a **process** — they have become aware of the value of applying that process to many activities. Some of the staff are now prepared to try out a variety of approaches, to rethink and change the approach if necessary. They have been reassured that they can work the way they usually do, integrating information skills at the programming stage and allowing the student to develop those skills according to need.

To give some assistance in integrating information skills into their initial programming, the staff got together with the information process skills list, from **Information skills in the school** (p. 6-7) and decided that at various stages of primary school, students should be able to carry out these activities with **teacher direction, teacher assistance** or with the **teacher taking a supervisory role only**. Thus they are leading the students through the process towards becoming independent learners.

Awareness

As they work through this process students and teachers are becoming more aware of what they are doing, more conscious of the skills involved and more able to apply those skills to a variety of learning situations. As well as this, other teachers have begun working on literature-based reading programs with their classes, so that the teacher-librarian and the class teacher can also work together on these programs.

Marie's role is very much that of a facilitator in fostering the partnership between information skills and resource-based learning at Putney. The emphasis is on the learner. The process is an ongoing one, as teacher evaluations showed at the end of '89. Some staff are actively involved, while others were not sure of their level of involvement. Marie is supporting and encouraging all staff and will continue to offer staff development and inservice opportunities during 1990. She is realistic

enough to know that there are some teachers who may never wish to work cooperatively.

Making a start

In talking with Marie it becomes clear that whilst she seems to be a very low-key person, she has a high profile in the school and is held in high regard. She admits she is somewhat 'subversive' in her approach. She knows the staff and the students, is aware of their needs and knows what might threaten them. She plans ahead and doesn't rush in, preparing carefully and always ready to try again if success isn't immediate.

Her philosophy is clear: you can't work with everyone all of the time; once a teacher has become involved and seen the positive outcomes, they will continue to maintain enthusiasm for this approach. The important thing is to make a start.

Balgowlah Boys High School

Balgowlah Boys High School, in Metropolitan North region, is small for a secondary school, with about 400 students and less than 40 staff. Alison Glasscock arrived there in 1982, an experienced teacher-librarian who had previously been a part-time consultant in the region.

Alison soon established her credibility as a well-organised, approachable person, 'accommodating but not a pushover', who wanted to emphasize the importance of library use as part of regular classroom practice. She approached the staff, faculty by faculty, and spoke at P & C meetings about her perception of the library and what it could offer them and the students.

The staff, committed to the best interests of the students, were happy to go along with Alison's ideas and to work with her.

Her major concern was that all students be given the opportunity to develop the information skills they needed in the context of their classroom programs.

The physical lay-out of the school, with the library between the two classroom blocks, and the organisation of periods (52 minute sessions) makes the library a very accessible place. Teachers can use the space and/or resources for only half a period, if that suits their educational purpose.

Goals and communication

Alison is very clear about her goals and in her communication of those goals to the staff. Her

profile in the school has always been very high and her request to be involved in executive meetings was approved by the principal, as was the allocation of another teacher to cover her absence from the library during those meetings.

Alison works with many of the staff across all faculties. She has drawn up a 'Statement of Skills' related to each year. This is her agenda, although each staff member has an overview of it. The emphasis is on the information process and the quality and variety of resources used.

Using this as a starting point, she may approach a teacher from any faculty at the planning stage of any unit (or the teacher may approach her). The teacher, aware of the content, and Alison, aware of the information skills, work to link the two.

In this way the skills are learnt in a meaningful context. Early in the establishment of this procedure Alison pointed out to classroom teachers that since they were interested in content and she was interested in process, they could put them together to the benefit of students. The teachers' response was: 'Yes — but we're interested in process too!'

Integrating information skills

Since then information skills have been easily integrated into years 7-10 science and social science units; many history and geography units have been developed in the same way with teachers and Alison working together to check resources for availability and relevance and to consciously incorporate appropriate information skills into the unit. This planning is done in the teacher's preparation time or after school.

Students are assisted and guided by a library information section on their assignment sheet, a copy of which is pinned to the library's assignment notice board. This may guide students as to what to look for, where to go or what to do for their assignment.

Regardless of the faculty involved, the process is basically the same. Alison keeps track of skills which have been covered by each class. She says this is easily done due to the size of the school, but her documentation is thorough and she keeps periodical records of library use to assist her.

Meaningful computer use

Another aspect of her program is the integration of computer use into classroom activity. Working with the computer co-ordinator, she has been

instrumental in guiding students (and teachers) in the meaningful use of computers and is currently integrating online access to AAP Reuters into various units of work, especially in geography.

Computers have also been used in cooperatively planned maths units, to develop and access a statistical data base. Constructing and using a data base is a skill which year 9 students are expected to develop. Maths is just one of the subject areas where this can be, and is being, done.

The use of periodicals, and the periodicals index *Guidelines*, is built into a year 10 geography unit on power blocs. Alison and the class teacher worked together to develop a number of research cards in this unit. Alison developed questions on the location and use of *Guidelines* and periodicals and the teacher developed the questions related to content. The entire unit was done by students in the library or in the computer room online to AAP Reuters. No lessons were held in the classroom. Similarly, year 8 learned to use the picture file whilst doing a geography unit on grasslands.

Keeping in contact

Over the years many units have been developed and taught in this way; but staff changes occur and Alison sees a need for continuous and regular communication between the teacher-librarian and the rest of the staff. She has various methods of communication in regular use. A 'Library News' booklet is published twice a term with useful and amusing snippets of information, as well as a list of new teacher resources. She regularly attends faculty meetings, has many and varied handouts for staff and students and keeps everyone up-to-date about what's happening. She has a file called 'Info skills — staff' which she privately calls her 'Staff harassment file' — full of the documents she uses to keep everyone aware and interested. She also regularly publishes fiction bibliographies, both general interest and subject oriented (eg. adventure, humour, historical fiction).

Regular contact is maintained with students in all grades and Alison is not concerned that some staff members are not regular library users so long as all students have the opportunity to learn and practice the skills they need in a meaningful context.

Year 7 teachers have worked with her to devise a number of units which ensure successful use of the library and its resources in that year as a means of establishing a positive pattern for later use.

Years 7-10 regularly use the library in their English classes and Alison is often involved in booktalks,

bibliographies and individual guidance in these sessions.

Year 11 has had a separate skills program for 3 weeks at the beginning of the year (which has involved many teachers including the support teacher - learning difficulties and careers adviser) during which they covered topics such as note-taking, information skills and essay writing. Further skills are developed at the beginning of each elective. Year 12 students ask for and are given assistance or guidance on a more individual basis as the need arises.

Selling the concept

The system at Balgowlah seems to be a most effective one. Alison is a good salesperson and has sold the concept and the reality of co-operative planning, information skills and resource-based learning to her staff and, it seems, to the students too. She comments that sometimes the students will see the irony of the 'Do a project on . . . !' approach which some staff still use.

However, Alison values the staff and knows how hard they work. She is aware that the more she offers the more they are likely to support her. The teachers know she likes to work with them and that the library is theirs too. Together they have discovered that the more they plan cooperatively, the better the outcome for the students.

Alison's foresight in pursuing this approach since her arrival at Balgowlah has meant that the Library Policy and information skills documents have held few major surprises for the staff. They have been moving towards cooperatively planned and taught units, integrating information skills and using a wide range of resources to foster independence in learning, since 1982.

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☉ It's a hands on, turn on experience

David Tribe is principal at Manly Vale Public School.

'Wow, this is fun!

'I didn't know there were so many sounds to hear!

'I've never made friends with a leaf before -- it's great!

'When you look at small things through a hand lens they seem to jump out at you.'

'Hey, I can hear the trees talking.'



These comments and many more have been overheard and spoken by students at Manly Vale Public School, where a school-based environmental education centre is in operation. The school is also a Centre of Excellence in Environmental Education — the only one of its kind in Australia.

How did we get started?

In 1975, with the support of a schools innovation grant, the school's natural area of one hectare in size was set aside as an experiential environmental area. Designed as a resource to embrace all subjects and curricula existing within schools, its purpose was to serve Manly Vale Public School, other government schools and private schools as well as the community. In 1986, planning was undertaken to establish this area and other designated areas within walking distance from the school to serve as a model of a school-based environmental education centre for other schools to consider and adapt to their own particular school environment and needs.

Aims and objectives of the Manly Vale Environmental Education Centre emphasise an experiential learning process utilising the senses of sight, hearing, taste, touch, smelling and intuition and involving cognitive, affective and motor learning. The focus is on understanding and appreciating 4 relationships:

- **Ekistic Relationships** — the interaction between people and their surroundings; how humans impact on natural resources and how that might have a reciprocal effect, with the quality of the land influencing the quality of society's life

- **Ecosystemic Relationships** — the dynamics and interdependence of all parts of an ecosystem, eg, how energy is transmitted through a food web or how some organisms depend upon other organisms to survive

- **Interpersonal Relationships** — how people relate to one another, how they co-operate, communicate and trust one another during social group interaction

- **Intrapersonal Relationships** — how one relates to him/herself, their level of independence, their self concept and their perception of their own abilities and limitations.

What happens at Manly Vale School Environmental Education Centre?

School natural area

In the one hectare of natural bush set aside for the school natural area, there are a series of winding tracks with teaching bays or stations established along them. There are 8 environmental teaching stations:

Pond Station consists of a large cleared rocky area upon which a series of rock ponds have been built. A number of dip nets are provided for students to capture aquatic wildlife which is placed in water jars for investigation. After concluding investigations, students return the wildlife to the pond. Possible activities to be undertaken at this station are water related, plant and rock activities; food webs and chains; sensory awareness activities; formation of environmental values, attitudes and feelings.

Spooky Station comprises a number of banksia trees overhanging the nature track forming a long natural bushland tunnel. During the summer months the students find this a wonderful cool spot in which to relax. Possible educational activities carried out at this site are process writing, sensory awareness activities, poetry writing and mini beast studies.

Rocky Station is made up of two adjoining sandstone rocky areas. At this site the following ideas and concepts may be attempted: diversity of colour, interdependence, plant associations, mini area investigations, moss studies, food webs and food chains.

Wishing Pool Station is a large natural sandstone rock area containing a naturally formed basin in the rock lined with ironstone. This basin naturally collects rain to form a small pool. Many students love to sit by the pool by themselves to experience the feeling of wilderness. A variety of content is available for class lessons such as decomposition, plant diversity, rock study, shapes, measuring the evaporation rate of the pool water, leaf studies and intrapersonal relationship development.

Experimental Station is made up of four different controls. The **naturally occurring zone** has a dominance of casuarina to the height of three metres. The **clear felled zone** was cleared by axes to provide students with a simulation of what occurs when natural areas are logged. Plantings of feed trees for koalas have occurred in this zone to show the effects of introduced native flora to the area as well as providing food for koalas at Taronga Zoo. A low intensity controlled burn of this zone was carried out by a local bushfire brigade. A large diversity of native flora has grown in this zone as a result of the burn. In the **burnt and uncleared zone** a number of native flora species have come into existence particularly the flannel flower. Activities and ideas that may be carried out at this station include problem solving, bush regeneration, clear felling investigation, sensory awareness activities, plant diversity and studies of human impact on natural bushland.

Ripple Rock Station comprises a large sandstone rocky area with a series of weathered ripples in the rock strata transversing the area. This station has served as a site for the filming of a number of television segments in which the students have featured. Ideas for use in this area comprise a viewing area to investigate the geography of the surrounding built environment, rock studies, sensory awareness activities, ecosystemic relationships, leaf studies, mini track studies, environmental shapes and colours.

Cleared Station is made up of a cleared area in the middle of the natural area. Some erosion has occurred on the track at this station. In addition a bush giving off a strong smell when the leaves are crushed is found here. Activities and ideas which could be carried out at this station are insect studies, regeneration activities, prevention of erosion, human impact studies, sensory awareness activities and plant interdependence.

Disturbed Station is an area into which weeds have intruded. In addition it is also an area in which koala feed trees have been planted. Activities and ideas carried out here are weed studies, regeneration management, native and exotic plant species investigations, human impact studies.

Local area sites

A number of environmental study sites have been identified which are within walking distance from the school. These study sites have been selected to cover the total environment not just the natural environment. The activities carried out at these sites are designed to be integrated into the existing curricula in the school with an emphasis on problem solving of environmental issues. Students are encouraged to consider all aspects of an environmental problem so that they become informed to take environmentally aware action towards the solution or resolution of such problems.

The environmental study sites, related activities and content include:

- **Manly Dam site:** management studies, environmental impact studies, variety of ecosystems, human impact and usage of the area, water studies, bushfire prevention and Aboriginal sites
- **Manly Lagoon and Creek sites:** location of pollution sources, environmental problem solving and issues, erosion, fauna and flora of the area, flooding, water flow, historical study of the area
- **Main road site:** traffic surveys, noise pollution, determining the speed of vehicles, building types, traffic lights operation
- **Shops site:** type and diversity of shops, signs, energy uses, pollution
- **Industry site:** type and diversity of industry, pollution sources, goods produced, sources of raw materials for production of goods, types of machinery used, energy use
- **Playing fields site:** drainage management, usage and management of the fields, types of sports played, erosion, flooding
- **Street site:** tracing the origins of street names, types of housing design, natural materials used

to construct houses, pollution - visual, noise, litter, etc.

- **Cemetery site:** local history and heritage, headstone designs, family histories. This is the original cemetery for the Manly area.

Environmental school projects

Cans for computers

All students and members of the local community send aluminium cans to the school to be recycled to raise money to buy software for use on the school computers; \$450 has been raised this year. The number of cans recycled amounts to 24,300. If all of these cans were placed end to end the total length would be 3,645 metres.

School parliament environmental representation

The school conducts a school parliament to provide students with a means to have involvement in the running of the school. Three of the ministries deal directly with the environment - Ministers for the Environment, Conservation and Gould League. The three ministries are responsible for environmental matters taking place in the school. Such matters include keeping the school grounds and natural area litter-free, recycling of aluminium cans, planting of native trees and shrubs, reporting on the litter factor of the school each week by means of a litter indicator, conservation and wise use of energy in the school and keeping a constant check on water conservation in the school by reporting leaking and dripping taps.

Dance drama

This year the whole of the school was involved in a dance drama program following environmental themes such as anti-littering, destruction of forests, air pollution, endangered species, etc. An environmental dance drama display was held during Education Week for the local community. Certain aspects of the display were repeated at a Darling Harbour Display and at the Manly Schools Cultural Festival.

Environmental television

The school was involved in hosting one episode of *Wombat*, a Channel 7 children's program, dealing with the environmental events at the school including the dance drama item concerning the cutting down of trees. Another group of students were included in a mini series on the environment which will have world wide circulation.

Launch of the Greening of Schools Program.

The Department of Education's Greening of Schools Program was recently launched at Manly Vale School by the Minister for Education, Dr. Terry Metherell. This program refers to school initiatives

involving the preservation and/or regeneration of natural vegetation, the cultivation of trees, shrubs, lawns and other plants in appropriate settings, utilising the environment for educational purposes and supporting other activities aimed at improving the quality of the school environment.

At Manly Vale School the major emphasis in this program is the establishment of the school environmental area as a learning resource. This school environmental area is used by the pupils and teachers at Manly Vale, nearby schools, tertiary students, the local community and for inservice training of teachers in the implementation of environmental education in schools.

Koala feed trees project

One hundred trees which will eventually provide food for koalas at Taronga Zoo have been planted throughout the school grounds. Each student at the school has had an opportunity to assist in the planting and caring of these trees.

Various environmental days and events

During the past two years, Manly Vale Public School has promoted:

- Green days, on which the students dress in green for the day and conduct environmental activities
- Environmental days, when the whole school is involved in teaching about the environment in the outdoors
- Arbor days, when tree planting ceremonies occur
- Weekly reporting at the school assembly on the cleanliness of the school playground
- Entering Gould League competitions.

Environmental education resource centre

In order to assist teachers an environmental education resource centre has been established comprising student materials, teachers' ideas and units, videos and a display of current Gould League activities and materials.

What's the payoff?

Manly Vale School is a hands on, turn on experience promoting environmental education in a practical and fun way. Through this approach we believe that students and teachers will realise that in order to survive on this planet they depend upon natural systems. They are very much part of these systems. To care for natural systems, each must take on a caretaker or stewardship role to sustain an environment over a long period of time. Often humankind think that they own the land — rather the land owns us.❖

⊗ Environmentally sound

Stephen Baldwin teaches science at Concord High School.

The need for environmental science

We are continually bombarded with media reports regarding the pollution or destruction of ecological environments on earth. As a science teacher at Concord High, I saw a need for a comprehensive program that would enable students to make worthwhile decisions about their surrounding natural environment sometime in the future.

The *heat is on* program for year 10 science students is intended to do just that.

The program is divided into three main sections:

1. Your local environment
This includes an introduction to problems such as the greenhouse effect, local pollution and Sydney's sewerage system.
2. Polluting the environment
This section looks at oil spills, pulp mills, the nuclear debate, the role of organisations like Greenpeace and air/water pollution.
3. Destroying the environment
Here students study the forests debate including the Eden timber industry and the Brazilian rainforests. The greenhouse effect, the ozone layer and the effect of chlorofluorocarbons, the devastation of habitats, the whaling industry, pollution in the ocean and driftnets are also studied in this section.

Many different teaching strategies are used including

- comprehension exercises using recent newspaper articles
- creative writing activities
- surveying students' homes on waste disposal
- writing a letter to a friend, local politician or the Prime Minister
- essay writing
- public speaking — a meeting was organised and students played roles of the local mayor, local residents, the Minister for the Environment and others
- interpretation of tables and graphs
- critically analysing alternative solutions to pollution problems
- worksheets for appropriate audio-visual programs.

Students respond well to the program and for many it motivates their interest in the environment and future directions. Current newspaper articles are an excellent resource for many activities.



Greening of the the school

Environmental education has been a perspective in many curriculum areas at Concord High School: history, geography, economics, physical education and English, as well as in the sort of science program described above. Arising out of this broad concern came a plan towards the end of 1988 to complete on a grander scale the beautification of the school grounds. The school already had in place a paper recycling scheme.

A school beautification proposal was finalised in February 1989 with the help of David Loane from the Forestry Commission, West Pennant Hills. His advice on the selection of species was invaluable.

The P and C was approached and they donated monies for the beautification and relandscaping of the school's entrance. Metropolitan East Regional Office donated \$200. Concord Council donated clippings to cover the ground in between these plantings, thus completing Stage 1 of the project.

Stage 2 was the greening of the western side of the school. The planting of this formerly bare area was completed during Arbor Week in August, 1989, and was reported in *The Sydney Morning Herald* and *The Western Suburbs Courier*.

Stage 3 was the planting of a barrier (particularly for noise) to the north of the school in September and October. Stage 4 (October and November) saw planting of the school's eastern boundary.

The NSW Department of Education has designated Concord High as having 'environmental areas and programs of quality which can be models for the Greening of the Schools Program'.

More importantly, Concord High's program was designed to involve students, parents and community members. Trees and shrubs were purchased for \$2.00 each and the purchasers then cared for these at home until their planting schedule arrived. In each of the 4 stages of the project, up to 100 plants were planted by their 'carers'.

We believe that surroundings mould people's attitudes and behaviour. We are trying to encourage better attitude and behaviour patterns among our young adults through their active participation in helping the local environment. ❖

Coming soon from Resource Services . . .

Information skills display kit

Based on Information skills in the school, this kit will comprise

- 6 posters, each highlighting one of the key words: *Defining, Locating, Selecting, Organising, Presenting, Assessing*. Designed as strips, the posters can be displayed in a variety of ways and arranged to suit any classroom or library situation.
- Smaller versions of the posters, to be used for shelf or table display or hung together as a mobile.
- Blackline sheet for bookmarks, again highlighting information skills.
- Teacher's notes suggesting alternative uses for each element in the kit.

Schools will be sent specific purchase details when they have been finalised.

< Who needs software reviews? You do!

Fiona McAllister is Senior Education Officer at the Computer Education Unit.

The surge of interest in computers as teaching and learning tools has led to the need for teachers to purchase good software. Publishers' catalogues are full of extravagant praise for all their products — they are in the business of selling them. What exactly is good software? The old adage of 'Never judge a book by its cover' applies equally to software packages. In addition, software cannot be adequately judged by a quick skim through the contents.

Software differs from other teaching resources in that it is **interactive**. Every input and response which can be made should be tested during an evaluation, including possible incorrect responses. Reviewers look for consistency of operation (e.g. is 'Y' always used for a 'Yes' response, or do you have to try the space bar or the return key?). They also look for factual accuracy, curriculum relevance, creative applications and good support materials. This can be difficult for anyone other than a subject specialist to do properly, particularly with that software which relates to specific curriculum areas. In addition, the classroom potential of a software package is best assessed in a classroom situation.

Teachers need answers to questions such as:

- Is there anything of particular relevance to the NSW curriculum?
- What software is there in my subject area?
- What is available for the type of computers we have in our school?
- Is this highly recommended package appropriate for the age level I teach?
- Does it work well under classroom conditions?
- Where can you buy this fantastic package I've heard about recently?

The answers to questions like these are to be found in Computer Software Review.

What is the Computer Software Review?

A subset of the ASCIS (Australian Schools Catalogue Information Service) database which contains reviews of educational software. Reviews written by various education systems throughout Australia are entered onto the database as abstracts and attached to catalogue entries, just like scan reviews. The database subset has the heading NSCU. This is the acronym for the National Software Coordination

Unit, which was the group which originally developed this database.

Reviewers for the Computer Software Review are experienced software users, competent in the skills of software evaluation, and are either enthusiastic teachers or computer education consultants. Where possible, the software is trialled in classrooms, so the reviews give a very good indication of what the software is like for practical classroom use.

What sort of information is in a review?

The database is set up so that there can be more than one review of any item. One software package can be used in different ways and by students of various ages, and reviewers' opinions may differ.

Each software package has one **description**, which is objective and standardised in style across all state systems. A typical description, in this instance for **Venture writer**, is given below:

NSCU Description NSWED

*Reviewed on Microbee Premium disk drive (64K). Requires printer, data disks.
Optional hardware: Colour monitor. Software type: Interactive writing Prompted writing. A motivating and user friendly, interactive writing tool that allows students to develop planning and writing skills within a twist-a-plot format. Objectives: To stimulate and facilitate creative thinking, communication, cooperation, story planning and many valuable writing activities.
CURR AREA: Language arts Across curriculum English Teacher tools
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Resource Services Distribution Private Bag 3 Smalls Rd Ryde NSW 2112 Ph (02) 808 9444 \$60.00. Copyright. Package sold with a site licence to make multiple copies of disks and documentation.*

Note that the **computers** the package run on and the **software type**, such as graphics or adventure game, are mentioned. The **curriculum areas**, **age levels**

and **availability statements** are given in standard terms, too, so that online users can search, for example, for graphics software for Apple computers in the area of language arts for lower primary students.

The description is followed by one or more **reviews**, which are subjective. Each state prepares them in its own preferred format. An example of a NSW review is given below:

NSCU Review NSWED

Content: Impressive - It is content free, in that students and teachers can enter their own writing. Examples of students writing, story starters, a "Guessnum" and a professionally written "venture" are included on the disk to stimulate the writers.

Program Features: Impressive - Logical screen to screen and page to page moves allow the student to move easily through the program. On screen prompts abound. Work is automatically saved to disk and students can leave and pick up again without difficulty. On screen editing is easy.

Classroom Application: Impressive - Has great scope for work away from the computer. Requires minimal teacher supervision/ intervention. Ideal for small group work. Disk utilities make file and disk management easy. Support Materials: Impressive - The manual is well set out and easy to follow. It includes suggestions on classroom management, many curriculum ideas, help with flow chart planning and using Venture writer starters. It has a step by step student tutorial and a teacher tutorial.

Comment: Many excellent activities can be developed from this package. I believe that this is easily the best educational package, of any type, available for the Microbee computer. The software and manual are outstanding. The best value for money anywhere. Excellent package — recommend without hesitation. John Walters. Primary teacher for 15 years (package tested with years 3, 4, 5 and 6). Nov 1988

How is the Computer Software Review available?

Information is available either on microfiche or online as a dial-up ASCIS user. The rest of this article focuses on microfiche use; a follow-up article in the next issue of *scan* will detail online use.

Microfiche

Computer Software Review is available on microfiche from ASCIS at a cost of \$26.00 for an annual subscription of two issues. The set comprises four sequences:

1. Main entry catalogue

Software is catalogued from the title screen(s) of the disk itself, which may not be identical to the outside container. As with all other media, if an author statement is identified in the prescribed sources of information, main entry will be by author. Programmers are considered to be encoders, not authors.

2. Machine type index

An alphabetical listing of computers for which reviewed software is available, subdivided by entries in main entry order. If you are looking for a range of software for the machine(s) in your school this could be a useful index. The names of the various machines have been standardised by the NSCU and are listed at the end of this article.

3. Title index

This index lists screen titles in alphabetical order.

4. Subject index

A list of all ASCIS subject headings used in the catalogue records of all items with reviews, together with the NSCU standard terms for curriculum areas and software types which were identified in the descriptions. These additional subject headings enable the user to search for reviews in broad curriculum areas and for specific types of software such as prompted writing, spreadsheet or control technology - terms which are not yet available as ASCIS subject headings.

A valuable selection aid

Software is expensive and these reviews, by experienced software evaluators, can give prospective purchasers the kind of information they really need.

Teacher-librarians, often already familiar with the structure of the ASCIS database and its various subsets, should find it easy to use after only a little practice. It is hoped that they will encourage all members of staff to use the review regularly when considering software purchases. Any item which is in the Computer Software Review will have a cataloguing entry, so teacher-librarians can obtain catalogue records for their own libraries.

The Computer Software Review is a valuable selection aid. Classroom teachers will also find the Computer Software Review a valuable source of ideas on using the software they already own.

NSCU standard terms

The NSCU standard terms for machine types, software types and curriculum areas are reproduced to assist in your searches. Note that linked terms are indicated with a vertical slash, eg authoring / system.

Machine type terms:

Amiga 500
Amiga 1000
Amstrad 6128
Apple II plus
Apple IIe
Apple IIe (enhanced)
Apple IIc
Apple IIGS
Atari
Atari ST
BBC Master
BBC Master / compact
BBC Model B
BBC Model B plus
BBC Archimedes 300
BBC Archimedes 400
Commodore 64
Commodore 128
IBM
IBM AT
IBM JX
Macintosh
Macintosh 512
Macintosh 1Mb
Macintosh SE
Microbee
Microbee Premium
MS-DOS
Olivetti M24

Software type terms:

4GL
Across curriculum
Adventure / game
Artificial Intelligence
Authoring / system
CAD
CAM
Communications
Control / technology
Database
Database / management / system
Desktop / Publishing
Diagnostic
Disk / and / practice
Electronic / communication
Expert / system
Expert / system / shell
Game
Graphics
Handicapped

Hyper / Media
Integrated / software
Interactive / writing
Interactive / fiction
Investigation
Keyboarding
Life / skills
Mailmerge
Memory / resident / utility
MIDI
Music
Natural / language / processing
On-line
Operating / environment
Operating / system
Outliners
Page / layout
Prepared / database
Printer / utility
Problem / solving
Programming / language
Programming / utility
Prompted / writing
Simulation
Small / group
Social / interaction
Speech / utility
Spelling / checker
Spreadsheet
Spreadsheet / template
Talented
Telecommunications
Thematic
Thesaurus
Tutorial
Utility
Video / processing
Whole / class
Word / processing / utility
Word / processor

Curriculum area terms:

Administration
Agriculture
Art
Asian / Studies
Australian / Studies
Career / Education
Commercial / Studies
Computer Education
Computing Studies
Drama

Early / Childhood / Education
Economics
English
ESL
Foreign / Language
Geography
Health
History
Home / Economics
Industrial / Arts
Technical / Studies
Language / Arts
Legal / Studies
Library
Mathematics
Media Studies
Multicultural / Education
Music
Non-sexist / Education
Peace / Studies
Physical / Education
Religion
Remedial
Robotics
Science
Social / Studies
Special / Education
Teacher / Tools
Technology ♦

Acknowledgements

For permission to reproduce book covers and illustrations, the editors are indebted to: Random Century for *We're going on a bear hunt* and *Dorothy's dream* (Walker Books), *Not in here, Dad!* (Hutchinson), *The tunnel* (Julia MacRae); Lothian for *The lighthouse keeper's rescue*; and Methuen for *Hansel and Gretel* and *Gorilla* (Magnet Books).

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

< One stop shopping: ASCIS- the curriculum database

Maxine Rennie is Senior Education Officer at Library Services and ACIN/NCIN State Coordinator.

ASCIS (the Australian Schools Catalogue Information Service) is a database of information about curriculum resources for all Australian teachers, consultants and education officers. Teachers in your school can now readily identify the most appropriate curriculum resource for their needs by searching ASCIS. Access is available either by purchasing each of the following subsets on microfiche or by subscribing to the whole database online.

What's on the ASCIS database?

NCIN (New South Wales Curriculum Information Network) provides access to over 2500 New South Wales curriculum documents produced at Head Office and at the regional and school levels especially to meet the needs of classroom teachers

ACIN (Australian Curriculum Information Network) contains over 3500 current curriculum records about a variety of educational subjects and innovative projects from all over Australia. Almost 1000 of these are NSW generated!

NSCU (Computer Software Review) records provide information about almost 800 educational software and computer-related learning materials. A more detailed description of Computer Software Review appears on page 24 of this issue.

AUST STUDIES (Australian Studies) contains over 1800 resources especially selected to support the teaching of Australian Studies-in particular history, geography and sociology. An exciting new addition to this index is the Lu Rees collection which supports the study and research of Australian children's authors and illustrators.

ATSIR (Aboriginal and Torres Strait Islander Resources) This relatively new index contains over 400 resources relevant to the teaching of contemporary and traditional aspects of Aboriginal and Torres Strait Islander lifestyle and history.

Features

Each record carries an abstract that advises on:

- suitability of the material for different areas of study
- cost of the resource
- availability / distribution of the resource
- its usefulness as a teaching tool.

How to subscribe?

Yellow subscription forms were sent to all NSW government schools with the last issue of *scan* 1989. Just complete and send to ASCIS. If you need another form then contact Library Services on 02 808 9444 or write to ASCIS Subscriptions Private Bag 3 Ryde 2112.

Microfiche products 1990

NCIN/ACIN combined	\$30.00
ACIN	\$26.00
Computer Software Review	\$26.00
ATSIR	\$22.00
Australian Studies	\$15.00

Online access

All the database subsets described above are available online. Information about online services and a registration form appear on pages 28 and 29 of this issue.

Spread the word

More detailed information about each of these subsets will appear in future issues of *scan*. Why not use these articles and the Computer Software Review description in this issue at staff meetings to promote awareness of readily available curriculum support documents?

Don't forget

NCIN is still collecting school-based policies, programs and teaching units in the following areas: Business and legal studies, Child protection, Languages, Environmental education, Visual arts K-6 and Maths K-6.

To include your school's curriculum documents on the ASCIS database, send copies to NCIN State Coordinator Private Bag 3 Ryde 2112. Remember to include advice on how users can obtain copies -- either directly from your school or from NCIN in photocopy form. ♦

△ ASCIS update 1990

People

Georgina Cane, the foundation Executive Director of ASCIS, has resigned her position to take up a Planning and Production management position with Norman Brothers, an old Victorian firm of printers and stationers. It is anticipated that Marie McCorkell, currently ASCIS Office Manager, will become Manager until the new structure is determined. Other senior ASCIS staff members have assumed new roles also: Jenny Ferguson has been appointed ASCIS Librarian and Ruthi Urbach is working part-time until she begins maternity leave in April.

New prices, new services

New prices for products and services were announced at the end of last year. The actual products and services are, for the most part, unchanged but two new services are available from the beginning of the year: the ASCIS Subject Authority on microfiche, and ASCISRECON.

Dial-up services 1990

If your school has a microcomputer and an appropriate modem, you can dial up the ASCIS database for the best and most versatile access to the full range of curriculum and cataloguing information. The database is such a valuable resource for Australian teachers and students and online access offers more immediate, up-to-date and flexible searching power than the microfiche outputs that all schools would be well advised to explore the dial-up service in 1990.

To register as a dial-up user you should fill in 2 copies of the form printed on the next page and return both (with a cheque if applicable) to ASCIS.

There are 2 dial-up subscription options for schools:

Option 1: Annual subscription fee \$72.00
(Payable to ASCIS)

and

Per hour connect time \$15.00
(Payable to Ferntree Computer Corp.)

Option 2: No annual subscription
and

Per hour connect time \$22.00
(Payable to Ferntree Computer Corp.)

These rates give access to the **Searching** and **Quick Search** functions. If a school wishes to make use of the **Product Ordering** module or the **Electronic Mail** module, additional subscription fees of \$35.00 and \$55.00 respectively are payable, whether you choose Option 1 or Option 2.

Microfiche products 1990

The ASCIS Subject Authority Microfiche is now a separate product and will no longer be supplied automatically to subscribers to the Main Entry Catalogue.

ASCIS Main Entry Catalogue \$66.00
(Main set with monthly updates)

ASCIS Subject Authority \$15.00
(Quarterly)

NCIN/ACIN \$30.00
(2 issues per year)

Computer Software Review \$26.00
(2 issues per year)

Aboriginal and Torres Strait Islander Resources \$22.00
(2 issues per year)

Australian Studies \$15.00
(2 issues per year)

Card sets 1990

ASCIS is no longer able to accept underpaid card orders so teacher-librarians should ensure that the correct forms are used or old forms changed to reflect current prices.

Cards: 55 cents per title

Post & Packaging Rates

1 - 4 titles = \$0.95

5 - 8 titles = \$1.30

9 - 20 titles = \$1.40

21 - 40 titles = \$2.55

Database news

Users of the cataloguing services will be interested to know that ASCIS cataloguing agencies began using **Dewey Decimal Classification 20th edition** to assign DDC numbers to new materials from 2 January 1990. Older records will be progressively updated.

Note: Library Services still recommends that NSW government schools use ADDC 11 numbers for most materials. High schools may well use DDC 20 numbers for literature and computing topics but schools do not need to purchase copies of DDC 20. We anticipate that the new abridged edition will be published later this year.

Users of the curriculum information services will be interested to know that ASCIS is planning a new subset on Asian studies. ❖

1990 On-line Services Registration

ASCIS

Organisation name: _____
Address: _____
Postcode: _____ Telephone number: _____

Computer make and model: _____

Modem make and model: _____

Modem speed 300/300 bps 1200/1200 bps

Telecommunications software: _____

I wish to access the database through AUSTPAC: yes/no

1990 On-line Subscription

Please indicate which option you require by ticking the appropriate box:

Option 1. Searching \$ 72.00
+ Product Ordering \$ 35.00
+ Electronic Mail \$ 55.00

Cheque enclosed for \$

Option 2. Pay as you use
\$ 22.00 per hour connection fee
+ Product Ordering \$ 35.00
+ Electronic Mail \$ 55.00

Cheque enclosed for \$

We the above-mentioned organisation wish to register with Ferntree Computer Corporation as a dial-up user and agree to meet all applicable charges within 30 days net from date of invoice.

Authorised signatory/customer contact

Name (Please print): _____

Position/Title: _____

Signature: _____ Date: _____

Please complete 2 copies of this form and return both (together with a cheque if applicable) to:

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

One copy will be returned as your sign-on authorisation.

Ferntree Computer Corporation use only

Regn. accepted Name: _____ Date: _____

Sign-on allocated Name: _____ Date: _____

resources ■

■ Environmental education K-12 part 1

The bibliography was compiled to update and complement the list of resources which accompanies the *Environmental education curriculum statement*. Part 1 lists resources in 2 groups: videos and miscellaneous; part 2, to appear in scan vol 9 no 2 (April 1990), will list books.

Many of the materials in both parts relate to Aboriginal Education; it is anticipated that a further annotated list of materials relating solely to the Aboriginal perspective in Environmental education will appear in scan later in 1990.

A list of suppliers appears at the end of the bibliography.

Resources were reviewed by Claire Brady (Bundeena PS), Tony Butz (Warrimoo PS) and Jeff Harte (Kirrawee HS). The bibliography was coordinated by Fay Gardiner with assistance from Michelle Ellis and Jill Buckley.

Videos

GELL, Rob **Assault on the land**. Television Production Unit, Box Hill College of TAFE, 1989 [631.4]

Using narrative and charts, the processes involved in salting are explained in simple terms. These processes are explained as biological, geological and environmental. Future solutions to the salinity problem are explored by examining case studies of farming regions in Victoria, in which subjects are interviewed and footage of schemes undertaken so far is shown. Towards the end, factors of conservation and the importance of community awareness and participation are emphasised. The video is designed to be shown in segments and short music interludes are included to allow discussion. A teacher would need to have previewed the video. The accompanying booklet which is clearly set out and has some well presented coloured charts and maps, provides further explanation and extension. C. Brady

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: VEA \$75 ASCIS 472784

MASON, David **Climate in crisis**. Beyond International Group, 1989 [363.7]

This is a 'Beyond 2000' episode on the greenhouse effect which brings the need for action down to the individual's everyday choices and emphasises that long term solutions must be planned for internationally. Climatic changes are presented as inevitable, not due only to global warming. The rapid rate of animal and plant extinction and its consequences is also examined. The content concentrates on Australian examples but the

viewpoint is broadened by the inclusion of overseas problems. Possible solutions to different problems are examined providing a note of optimism in an otherwise gloomy, and for younger students, possibly distressing picture. T. Butz

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: CEL \$39.95 ASCIS 604816

THOMPSON, Jack **Earth first**. Gala Films, 1987 [333.7516]

Australia's unique biophysical resources such as the rainforests of N.E Queensland, are attractively documented in this video. The conflict which has arisen between groups concerning the use of natural resources is described using examples such as Terania Creek and the Franklin River. The video juxtaposes the tranquility of the biophysical environment with the chaos of human confrontation over environmental issues. It challenges the viewer to take a stand. The high quality production and variety of material would maintain student interest, although the inclusion of an example of a global environmental issue would have increased the resource's impact. J. Harte

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: VEA \$65.00 ASCIS 398204

McKIMMIE, Ken **Energy at the crossroads**. Friends of the Earth, 1989 [333.79]

Man's impact on a river system and the need to monitor that impact scientifically are presented in this excellent video. The video looks at the Ganges River in India, the people's use and abuse of the river and the problems this has caused. The solutions to these problems are shown through international help by Britain. The narrative is clear and meaningful and the footage is excellent. The importance of international help and co-operation to solve our pollution problems is clear. C. Brady

LEV: Middle secondary Upper secondary
AVAIL: VEA \$49.00
EVAL: Highly recommended by the NSW Department of Education ASCIS 481572

The fate of the eucalypts. Video Education Australasia, 1989 Australia's native forests [333.75]

A dispassionate examination is made of eucalypt forests versus pine forests in the Australian timber

industry, arguing by inference in favour of preserving the eucalypt forests with national legislation. The value of both types of forests is examined but the uniqueness of the native forest is emphasised for its value in more than monetary terms. It does not come down heavily on the timber industry but critically examines its practices past and present, and questions the future. It emphasises that our wasteful society is the main culprit, not one group or organisation. As a video adaptation of what was originally a tape/slide kit, it loses a little visually. T. Butz

LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: VEA \$45.00 ASCIS 603657

A green earth - or a dry desert. WWF/IUCN International Education Project Guiting Power, 1989 [574.5]

An overview of the diversity of life forms within tropical rainforests, the benefits to humanity of rainforest environments, and the threat imposed through deforestation are provided in this video which is an adaptation of the 1982 slide-tape program. Eye catching scenes of the diversity of life in tropical rainforests are matched by commentary paced to allow full comprehension of the graphics presented. A range of global examples is presented to broaden students' environmental awareness. The teacher can develop pre- and post-viewing activities from the video's positive conclusion and suggestions for action to maximise the effectiveness of the video. J. Harte

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: VEA \$177.00 ASCIS 603688

GELL, Rob **The greenhouse effect**. Television Production Unit, 1987 [363.7]

This video gives an understanding of the greenhouse effect by explaining how the development of a data base gives scientists an understanding of the problem. Some of the implications of the greenhouse effect are explained; its affect on the water cycle and climatic changes are examined. Possible and probable consequences of the ozone problem are also presented. The last part of the video addresses the need to use current knowledge to plan for future generations. The booklet provided with the video is useful because it provides more detail as well as good discussion topics and clear diagrams. Frequent use of interview footage makes it much more suitable for older students to view academically than for younger students to relate to visually. C. Brady

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: VEA \$75.00 ASCIS 476750

Responsibility for the future. Gazelle Films, 1984 (Energy minerals and man pt. 6) [333.7]

The problems of a growing world population with decreasing natural resources are examined in this overview of the environment. Waste disposal, pollutants, oil supplies, acid rain, short-term management strategies, famine, power stations, the importance of water, meteorology, the use of icebergs, satellite technology, mining, mass-production, robotics and recycling are considered. A wide range of problems is covered and the need for informed decision-making on a long-term basis is pointed out. The content, whilst being mostly American, does look at international situations. A fairly pessimistic mood pervades. T. Butz

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: EMA \$69.00 ASCIS 604684

Salting the earth. Environment Audio Visuals, 1986 [631.7]

This video addresses a major form of land degradation in Australia. The distinction is made between primary and secondary salinity; the similar problems but different causes of dry land and irrigation salinity are pointed out. A detailed explanation of salinity is given as well as the social and economic impacts of increasing secondary salinity. As mentioned in the video, salinity is not a problem which captures the average student, nor is the video visually exciting enough to attract student attention; it needs support material. J. Harte

LEV: Upper secondary
AVAIL: VEA \$59.00
EVAL: Consider before buying ASCIS 245952

BELLAMY, David **Turning the tide**. Tyne Tees Television, 1987 [304.2]

This is a series of 7 topics on 2 videos. The program details the problems and suggests possible remedies concerning the impact of people on the earth's natural resources, both renewable and non-renewable. Each title addresses the conflict between the pursuit of economic growth versus environmental quality and basically poses the proposition that the prospects for a sustainable future necessitate a re-think. Each title is accompanied by pre- and post-viewing activities and suggestions for questions which could be answered during the viewing or used as focus questions for further research. J. Harte

LEV: Middle secondary Upper secondary
AVAIL: VEA \$249.00 ASCIS 481912

BELLAMY, David Wheat today. Environment Audio Visuals, 1987 [631.4]

David Bellamy describes the environmental impact of economic activity in Western Australia. Intensification of agricultural practices has increased the incidence and severity of accelerated soil erosion, secondary salinity and declining soil fertility. Management strategies and restoration programs are outlined. This could be used in specific subject areas (geography, social science, biology) but is especially useful in an across-the-curriculum environmental education program. The enthusiasm of the presenter initially grabs the viewer's attention and this is sustained by the variety of techniques he then proceeds to use. There are preliminary and follow-up activities. J. Harte

LEV: Middle secondary Upper secondary
AVAIL: VEA \$59.00 ASCIS 478870

Yirrititja : the way of the desert people. Educational Media International, 1986 [994]

The video details the way of life of a desert-dwelling Aboriginal people, showing the making and use of food gathering and hunting implements. It also contrasts the ability of the Aboriginal people not only to survive but to live well in country which defeated explorers such as Giles, Forrest and others. It provides an excellent coverage of Aboriginal use of natural materials, especially the making of implements. There are scenes depicting the cooking alive of lizards and the skinning and gutting of a kangaroo. T. Butz

LEV: Upper primary Lower secondary
AVAIL: EMA \$105.00 ASCIS 442700

Miscellaneous

The built environment. [Wallchart and teacher's notes]

A wallchart with teacher's notes, this resource is useful to stimulate close observation of the urban environment. The chart is coloured and clearly set out to illustrate differences in housing and housing materials. Close-up pictures of the different types of building materials are included. The teacher's notes provide many useful activities and suggestions for using the chart to analyse the built environment in your own area. Although based on a London environment and illustrated with examples of English housing, the ideas and activities are excellent and applicable to Australia. It would need to be laminated. C. Brady

LEV: Middle primary Upper primary Lower secondary
AVAIL: Franklin Watts \$13.95

HUTCHINSON, Nicholas Environmental management kit total catchment management a sample study of the Gwydir Basin, N.S.W. and a comparative study of the Bagmati catchment, Nepal. Geography Teachers Association of NSW, 1988

Student activities develop comprehension, interpretative and geophysical skills within each catchment study. The kit puts environmental education on a number of scales, from the student's experience to a national (Gwydir Valley) and ultimately an international (Nepal) scale. The detail of information requires the teacher to familiarise him/herself fully with background notes. J. Harte

LEV: Middle secondary Upper secondary
AVAIL: G.T.A. \$59.95 ASCIS 607366

BYRT, Gavin Environmental songs. Gould League of Vic. 1988
ISBN 0-909858-75-6 [784.6]

The subject matter of the songs is very diverse and covers environmental issues as well as some specific animals and safety consciousness. The songs are mostly positive, bright and attractively presented, and activities are suggested for use with each song. T. Butz
LEV: Lower primary Middle primary
AVAIL: Gould League \$7.00 ASCIS 437106

Accompanying the book is a cassette:
Environmental songs [sound recording]
ISBN 0-909858-76-4 [784.6]
AVAIL: Gould League \$9.00 ASCIS 472151

Greenpeace. [Magazine]

The environment as an abundant resource which requires management for sustainability, rather than unthinking exploitation is the approach taken by this magazine. Direct action over the many issues threatening the environment is encouraged. Diverse issues including nuclear accidents, dolphins, oil spills, recycling and driftnetting are addressed. While the problems are international, the majority of examples are American. A small section is devoted specifically to Australian problems and news. J. Harte
LEV: Upper secondary
AVAIL: Greenpeace \$1.50 (bi-monthly)

Living together. Resource Services, N.S.W. Dept. of Education Ryde, N.S.W., 1988 [kit]
ISBN 0-72405-462-6 [333.2]

This kit aims to appraise land usage in Australia over several periods in history. It investigates human impact on the land with reference to inhabitants from various nationalities and cultural backgrounds. The

kit contains: slides; activity booklets; resource sheets; and a cassette. This material has across curriculum relevance in the areas of Aboriginal studies, Australian studies, social studies, science, history, geography, visual arts, English and multicultural education.

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Resource Services Distribution. \$48.00
ASCIS 490013

LLOYD, Bernard The N.E.T. : the National Environmental Times. Gould League of Vic, 1986 [magazine]
ISBN 0-909858-61-6 [574.5]

The N.E.T. is a collection of varied and stimulating activities covering many aspects of Environmental education. Activities presented are intended to develop awareness of conservation issues and include games, pictures, diagrams and many practical ideas. An endless variety of practical activities provide stimulation for students in a variety of ways. The activities presented are excellent for leading students to further research and action and for promoting discussion of issues. C. Brady
LEV: Middle primary Upper primary
AVAIL: Gould League \$3.00 ASCIS 390933

New Internationalist. [Magazine]

Many of the issues confronting people, communities, nations and the globe today are addressed in this magazine. Specifically the magazine focuses on inequalities and factors responsible for these in and between the developed and developing countries. The impact on the total environment is stressed and a stance taken on such issues as deforestation. Current, up to date, and factual information is included in articles which focus on specific nations giving a unique geographic perspective. Only one viewpoint is given and the teacher would need to provide supplementary material. J. Harte

LEV: Middle secondary Upper secondary
AVAIL: New Internationalist \$28 (annual subscription) or from newsagents \$2.80 per issue

Franklin Watts pictorial charts : air pollution, river pollution, sea pollution, land pollution. [wallcharts]

Diagrams, coloured pictures and labelling are used to present information on the effects of pollutants on land, river, sea and air. Each chart examines causes of pollution and includes an excellent diagram explaining the natural cycles interrupted by pollutants. This resource provides a useful basis for

discussion and further research. Teacher's notes for each chart present further information and some follow up activities. As the charts are English, Australian contacts and organisations would need to be researched. Lamination would increase the durability of the charts. C. Brady

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$13.95 each

Soil conservation. NSW Soil Conservation Service.

A small booklet, this offers a broad, though brief coverage of land degradation in NSW, dealing with the evolution of soil conservation in NSW, soil conservation strategies and state policies and legislation. The visually attractive cover contrasts with the uninspiring black-and-white photographs throughout the book. The absence of specialised language does, however, make it suitable for students and it can be easily integrated with an environmental education program detailing problems of land degradation. Pamphlets and booklets on bushfires, floods, farm trees, preservation of the high country, rural land are also available. The topics are treated briefly but each lends itself to being incorporated into a short unit of work with activities generated by the teacher. J. Harte

LEV: Middle secondary Upper secondary
AVAIL: Soil Conservation of NSW no charge

State Pollution Control Commission publications

An excellent reference booklet, this publication lists resources concerned with pollution of all types, resources of both regulation and education. It has a comprehensive publications list, a list of current posters and film and video listings. Adequate information on the films and videos is provided as well as details of borrowings. A price list of all publications available would make this booklet more complete. C. Brady
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: State Pollution Control Commission no charge

Wetlands kit : a study of a fragile environment. Geography Teachers Association of N.S.W., 1988 [574.5]

The character of wetlands along the N.S.W. coastline, the impact of people on wetlands and the 'future' for wetlands are described in this kit, comprising slides, notes and audio cassette. It could easily be used as 1 lesson in a broader environmental education program.

The audio-tape is done 'in the wild' rather than a studio, so students gain a greater sense of 'environment'. The kit could be incorporated in a wide variety of teaching areas. It could also be used as an introductory lesson to a field trip or a summative lesson afterwards. J. Harte

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$34.95 ASCIS 607389

BARBER, Deborah **Why national parks?** National Parks and Wildlife Service, 1986 [kit]
ISBN 0-7305-2090-0 [333.78]

A broad range of teaching activities including factual and creative work is to be found here. The excellent student activity sheets (which will need to be laminated) are varied in their approach and could be integrated into many subject areas or each activity could be complete in itself. These sheets are complemented by clear and informative teaching notes. The appeal of the posters and the game is not enhanced however, by poor quality printing and colour. C. Brady

LEV: Middle primary Upper primary Lower secondary

AVAIL: National Parks and Wildlife Service \$15.00
ASCIS 396513

Wilderness News. [Magazine]

The newsletter of the Wilderness Society brings news of environmental issues together from all over Australia and the world, and keeps readers up to date on long-standing environmental conflicts.

LEV: Upper secondary

AVAIL: Membership (\$28 p.a.) of The Wilderness Society includes receipt of the journal.

World heritage information [kit]. Australian Council of National Trusts, 1989 [333.7]

Useful information on the background and aims of world heritage is provided in this kit which lists all the World Heritage properties. Also included is more detailed information on the Australian World Heritage properties and information on the National Trust. Although the information is in a fairly basic leaflet form, it would be a useful inclusion in a pamphlet file or resource folder. C. Brady

LEV: Upper primary Lower secondary

AVAIL: National Trust \$1.50 ASCIS 469410

Suppliers' addresses

Australian Environment Centre Department of The Arts, Sport, The Environment and Territories
GPO Box 787 Canberra 2601 (062) 74 1594

CEL Unit A 24 College Street Gladesville 2111
(02) 879 8222

Eagleby South State School Fryar Street Eagleby Qld 4207

Educational Media Australia (EMA) 7 Martin Street South Melbourne Vic (03) 699 7144

Geography Teachers Association of NSW (GTA)
PO Box 602 Gladesville 2111

Gould League of NSW PO BOX 150 Beecroft 2119
(02) 484 6235

Greenpeace Australia (NSW) Private Bag 6 Broadway 2007 (02) 211 0500

National Parks & Wildlife Service PO Box 1967 Hurstville 2220 (02) 585 6444

National Trust of Australia GPO Box 518 Sydney 2001 (02) 258 0123

New Internationalist PO Box 82 Fitzroy Vic 3065

North Coast Institute for Aboriginal Community Education PO Box 149 Lismore 2480 (066) 21 8277

Resource Services Distribution NSW Dept of Education Private Bag 3 Ryde 2112 (02) 808 9444

Soil Conservation Service PO Box 198 Chatswood 2057 (02) 230 1555

State Pollution Control Commission GPO Box 4036 Sydney 2001 (02) 251 1122

Total Environment Centre 18 Argyle Street The Rocks 2000 (02) 27 4714

Video Education Australia (VEA) PO Box 311 Castlemaine 3450 (054) 72 4964

The Wilderness Society 53 Liverpool Street Sydney 2000 (02) 267 7929 ❖

■ Mathematics K-6 part 2

Mathematics K-6 part 1 appeared in scan vol 8 no 8.

Resources are listed alphabetically by title in 2 sections: concrete materials and games; books. The addresses of suppliers of concrete materials and games appear at the end of the bibliography.

The resources were reviewed by Debbie Boxsell (Cabramatta PS); Ed Lewis (Cambridge Park and Cambridge Gardens PS) and John Pattison (Rooty Hill PS) and the bibliography was coordinated by Fay Gardiner with assistance from Jill Buckley and Michelle Ellis.

Concrete materials and games

Brainy blocks

80 pieces in 2 sizes of 4 basic geometric shapes; 16 task cards

Eighty durable and easily manipulated blocks in different bright colours, shapes and sizes are the basis for lessons which, with 16 work pattern cards, can be designed for a variety of levels and grades. Children are not confined to the patterns on the cards but are encouraged to create their own patterns and pictures. The resource can be used with both individuals and groups. Consideration should be given to laminating the work cards and providing a more secure alternative to the open sorting tray. D. Boxsell
LEV: Lower primary Middle primary Upper primary
AVAIL: Learning Can Be Fun \$17.95

Calculator - educator overhead calculator (keyboard matches T1-108)

Independent 3-key memory; solar powered; automatic constant for all 4 operations; square root, percentage and sign-change keys; vinyl storage case.

Large numerals and ease of operation make this solar powered OHP calculator an excellent tool for demonstration. It is, however, a delicate instrument and requires careful handling. There is no indication on the display when the operation sign and the constant key are in use. J. Pattison

LEV: Lower primary Middle primary Upper primary
AVAIL: Objective Learning Materials \$69.95

Calculator - solar powered T1-108

Student calculator with plastic shell that slides on when calculator is in use.

Solar powered and with its own hard plastic protective cover, this calculator is easy to operate and to read, facilitated especially by the differentiation of colours for numeral and operational keys. J. Pattison

LEV: Lower primary Middle primary Upper primary
AVAIL: Objective Learning Materials \$11.00; set of 10 \$102.85; set of 30 \$301.20

Cash & Carry

Cloth backed vinyl mat 71cm x 66cm; 40 vinyl shopping cards (12cm x 10 cm); 4 movers; 1 dice; storage bag; (money optional)

This enjoyable and interesting game will assist children to understand the mathematical concepts involved in money and shopping. The game itself encourages the formation of partnerships and can therefore be played by up to 8 participants. The heavy duty vinyl construction of the board and cards make it a strong and durable resource. D. Boxsell
LEV: Lower primary Middle primary Upper primary
AVAIL: Learning Can Be Fun \$36.95; money \$7
EVAL: Highly recommended by NSW Department of Education

Dice games without boards

10 small dice (16mm), 6 large dice (25mm), 10 single dot spin dice, 6 double dot spin dice, instructions for 6 sample dice games.

The dice supplied are the only resource needed for a series of games based on number. Six sample dice games are included but they are only the starting point for further games that children could create themselves. The bright colours and the inclusion of spin dice add to the appeal. D. Boxsell
AUD: Parents
LEV: Lower primary Middle primary Upper primary
AVAIL: Learning Can Be Fun \$19.95

Digital clock

Large analog clock (60cm x 40cm) and provision for the displaying of the time in digital form.

This large, strong and durable clock will help children to make the links between analog and digital time. The clock face is clearly labelled with the standard analog numbers, the digital numbers, and language terms such as five past, half past and ten to. A digital display can be included alongside the clock face. D. Boxsell
LEV: Middle primary Upper primary
AVAIL: Learning Can Be Fun \$35.00

Eye-cue puzzles

Sets A & B 4 puzzles in each; 8 pieces in each puzzle.

The variety of configurations makes this set of puzzles suitable for a wide age and ability range. It develops problem solving, inductive reasoning and visual perception skills. D. Boxsell
LEV: Lower primary Middle primary Upper primary
AVAIL: Learning Can Be Fun \$23.95
EVAL: Highly recommended by the NSW Department of Education

Geoboard for overhead projector

This resource permits both teachers and students to present their patterns and problem solutions to the groups or the class. It should not, however, be seen as an encouragement to use whole class teaching. J. Pattison

LEV: Lower primary Middle primary Upper primary
AVAIL: Objective Learning Materials \$11.50

Match and make beads and patterns

Cloth-backed vinyl pattern mat 90cm x 22cm, 4 threaders; plastic storage bag; 176 wooden beads in 4 colours, 2 shapes and 4 sizes.

Brightly coloured beads in various colours, shapes and sizes are used to develop and consolidate the skills of matching, visual discrimination, hand-eye co-ordination, fine motor development and pattern formation required in early mathematics learning. Strong cloth-backed vinyl charts illustrate many different bead patterns which students can copy. The beads can also be used to encourage students to investigate and produce their own patterns. E. Lewis

LEV: Lower primary
AVAIL: Learning Can Be Fun \$39.95

Making Magic with Mosaics

32 full colour workcards, teacher's guide with worksheets.

The 32 full colour workcards, incorporating over 50 activities, encourage language, co-operative learning and problem solving and creativity. The grading of workcards and the inclusion of a teacher's guide complete with worksheets add to the effectiveness of the cards. The use of six themes, including monsters, make this an appealing resource for classroom use. D. Boxsell

LEV: Lower primary Middle primary

AVAIL: Lego \$207

EVAL: Highly recommended by the NSW Department of Education

Money Lotto

4 cloth-backed vinyl mats (33cm x 50cm); storage bag; 40 plastic tiles (6cm x 8cm); 36 counters (38mm)

The three enjoyable and appealing games in this pack will assist in the development of the concept of equivalence with amounts of money. The cloth-based vinyl and large easily identified counters make it a durable resource. E. Lewis

LEV: Lower primary

AVAIL: Learning Can Be Fun \$29.95

In the same series:

Colour and Shape Lotto \$34.95

Logical Lotto \$39.95

Numbers and symbols

100 bricks, each having a digit or mathematical symbol

These brightly coloured durable plastic bricks would be useful for a number of practical hands-on activities. They could be used for colour and shape matching, pattern making, symmetry, and a variety of area, perimeter and fraction activities. Their usefulness is extended by their compatibility with other educational bricks and building plates. The purchase of building plates would further enhance their effectiveness. D. Boxsell

LEV: Preschool Lower primary Middle primary Upper primary

AVAIL: Learning Can Be Fun \$42.95

EVAL: Highly recommended by the NSW Department of Education

Pattern Blocks Games

Sets 1 and 2

Sets of cards only

Well presented and packaged, these cards provide interesting activities and strategy games themselves and complement other structured materials. J. Pattison

LEV: Lower primary Middle primary

AVAIL: Hawker Brownlow Education Pty Ltd \$33.70

Playhouse

Plastic box with 12 shape holes and 6 key holes; appropriate blocks to fit holes

The durable hard plastic posting box and bright, colourful objects make this an inviting resource. The large variety of shapes, some of similar configuration, and the addition of different shaped keys to retrieve objects add to the versatility and enjoyment of this game. Extension activities are limited in that once the problem is solved it is easily remembered. D. Boxsell

LEV: Preschool Lower primary

AVAIL: Learning Can Be Fun \$22.00

Puzzlegram

Tangram, eggagram and 2 hexagrams each contained in its own 150mm square frame.

Colourful and appealing, as well as durable, these puzzles can be used to develop spatial relationships,

encourage children to create their own tangrams and extend traditional tangram activities. A difficulty could arise from the fact that 2 of the tangrams are the same colour, leading to the possibilities of mixed pieces. J. Pattison

LEV: Lower primary Middle primary Upper primary

AVAIL: Learning Can Be Fun \$30.00

Remainders

Cloth backed vinyl mat 67cm x 72cm; 12 movers; storage bags; 12 plastic divisor cards

Division is the poor relation in the number strand, but this game provides a challenge for students in using division practice. The heavy duty floor mat and easy directions, plus the fact that it could be used at a simple level with concrete materials make this an attractive resource. Transparent counters would improve its usefulness because the students could read the numbers through them. D. Boxsell

LEV: Middle primary Upper primary

AVAIL: Learning Can Be Fun \$27.95

EVAL: Highly recommended by the NSW Department of Education

Tangram Teasers

20 tangram puzzle cards (93 actual activities); 2 sets of tangrams.

Interesting and challenging methods of problem solving are provided by the 93 possible activities in this resource. The tangrams are made of sturdy plastic and are accompanied by colourful and appealing workcards. Three levels of activities are included making the resource appropriate for a wide range of ages. Alternative storage for the pieces may be needed as the storage tray is flimsy. D. Boxsell

LEV: Lower primary Middle primary Upper primary

AVAIL: Hawker Brownlow Education \$27.95

EVAL: Highly recommended by the NSW Department of Education

Tessellations poster

Coloured poster 56cm x 86cm

The poster gives excellent examples of tessellations that indicate how varied they can be. Examples vary from simple single-shape tessellations to examples of complex shape combinations. Curved examples are shown as well as tessellations which give a 3D appearance. The poster is a very attractive starting point for children to create their own. D. Boxsell

LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary

AVAIL: Objective Learning Materials \$11.75; (\$20.15 laminated)

Toss and add

Cloth-backed vinyl mat 46cm x 60cm; 2 dice; giant counters; storage bag

The fun and enjoyment of this game make it a valuable resource for the drill and practice of number facts, once the underlying concepts have been understood. Large easily identified counters and the cloth-backed vinyl construction of the floormat make this a durable, easily cleaned resource. A smaller desk top version is also available. E. Lewis

LEV: Lower primary Middle primary

AVAIL: Learning Can Be Fun \$14.95

In the same series:

Toss and Multiply \$21.95

Toss and Think \$15.95

Books

DALTON, Joan **Adventures in thinking: creative thinking & co-operative talk in small groups.** Nelson, 1985

ISBN 0-17-006555-3

[153.3]

An across-the-curriculum approach aims to develop creative thinking and problem solving in this book. Sample themes are provided for teachers to adopt/adapt; and a background in classroom techniques and management of group work is provided. E. Lewis

LEV: Lower primary Middle primary Upper primary Lower secondary

AVAIL: Paper \$19.95

BUCKEYE, Donald **Cloudburst of creative mathematics activities. Volume 1.** Hawker Brownlow Education, 1989

ISBN 1-86299-88-X

[510.76]

The task of solving ninety challenging problems involves open-ended investigation, much practical work and concrete experience. Topics and activities are varied and can be used as either class or small group activities. Suggested approaches for teachers are given, but time will be required to produce materials. J. Pattison

LEV: Middle primary Upper primary Lower secondary

AVAIL: Hawker Brownlow Education \$24.95

EVAL: Highly recommended by the NSW Department of Education ASCIS 602277

In the same series:

Cloudburst of creative mathematics activities. Volume 2.

ISBN 1-86299-189-8

[510.76]

ASCIS 602278

RICHARDSON, Kathy **Developing number concepts using unifix cubes.** Addison-Wesley, 1984
ISBN 0-201-06117-1 [513]

The activities develop numeration and place value concepts, ideas of patterns, concepts of more and less, regrouping and the 4 operations. Detailed outlines of numerous activities are provided as are samples of teacher and student language, whilst guidance is given for the preparation of teaching/learning materials. This preparation will require a significant investment of time. The use of unifix cubes in developing spatial and measurement skills and understanding are not treated. E. Lewis

LEV: Lower primary Middle primary Upper primary
AVAIL: \$34.95

EVAL: Highly recommended by the NSW Department of Education ASCIS 161501

HARNADEK, Anita **Figure relations - A.** Hawker Brownlow Education, 1989
ISBN 1-86299-058-1 [153.7]

The creativeness of the tasks, the comprehensiveness of the teachers notes and the solutions make this a valuable resource. It is enhanced also by its sound rationale, the use of hands-on experience and the fact that the activities are non-graded. Reproduction rights of blackline masters are limited to the purchaser. A time commitment is needed to develop task cards. J. Pattison

LEV: Middle primary Upper primary
AVAIL: Paper \$19.95

EVAL: Highly recommended by the NSW Department of Education ASCIS 486157

In the same series:

Cause and effect
ISBN 1-86299-198-7 [153.4]
ASCIS 486188

Inferences - A
ISBN 1-86299-176-6 [153.4]
ASCIS 486149

Inferences - B
ISBN 1-86299-181-2 [153.4]
ASCIS 486154

Open-ended problems
ISBN 1-86299-200-2 [153.4]
ASCIS 486186

Reasoning by analogy
ISBN 1-86299-181-2 [153.4]
ASCIS 486173

Relevant information
ISBN 1-86299-202-9 [153.4]
ASCIS 486208

BAKER, John **From puzzles to projects: solving problems all the way.** Nelson, 1986
ISBN 0-17-006760-2 [510.76]

This book gives teachers support in getting started with problem solving. Sample problems are listed and guidance is given in evaluating and assessing problem solving skills. The differences between puzzles, projects and problems are defined. E. Lewis

LEV: Lower primary Middle primary Upper primary
Lower secondary

AVAIL: Paper \$18.95

EVAL: Highly recommended by the NSW Department of Education ASCIS 233875

HOWELL, Will O. **Grid and bear it: graphing activities for listening and following directions grades 1-3.** Hawker Brownlow Education, 1989
ISBN 1-86299-166-9 [511]

The excellent print, interesting activities, attractive layout and clear instructions make this a good resource. It is reproducible and it can be made into a work card format. The large number of activities means that concepts can be generalised. To gain optimum results, it is essential, however, that instructions be read. J. Pattison

LEV: Middle primary Upper primary
AVAIL: Paper \$15.95 ASCIS 485886

In the same series:

Grid and graph it: graphing activities for listening and following directions grades 4-6.
ISBN 1-86299-165-0 [511]
ASCIS 485884

SKOINICK, Joan **How to encourage girls in math & science: strategies for parents and educators.** Dale Seymour, 1982
ISBN 0-86651-323-X [510.7]

This excellent resource looks at girls as a group with special needs in maths. Issues and answers, activities, projects, ideas and techniques for the teaching of maths and science for girls are included. The book explains how to help girls develop confidence, spatial skills, logical reasoning ability and understanding of numbers. Reasons for, and ways of, creating different lessons for boys and girls in the classroom are given. E. Lewis

AUD: Professional

LEV: Lower primary Middle primary Upper primary
Lower secondary

AVAIL: Paper \$21.00

EVAL: Highly recommended by the NSW Department of Education ASCIS 386957

LEWIS, E. **Make it maths Level 0.** Harcourt Brace Jovanovich, 1989
ISBN 0-729-505804 [510.76]

The philosophy of the new syllabus and its emphasis on the practical hands-on approach are cleverly incorporated in this series designed as student activity books but equally useful as teacher resource books. Hints on classroom organisation, objectives for each activity, and explicit descriptions of the readily available resources required, are included with each of the activities which emphasise language and problem solving in each of the 3 strands. Illustrations are large, clear, and appealing, and confirm to non-sexist and multicultural guidelines. Links between home and school are emphasised and practical ideas for parental involvement are included. D. Boxsell

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$5.95 (At the time of going to press, levels 0-2 were available; levels 3-6 will be available early in 1990)

EVAL: Highly recommended by the NSW Department of Education ASCIS 606951

WENTRCEK, Ginger **Marvellous maps and graphs: practical worksheets for grades 1-3.** Hawker Brownlow Education, 1989
ISBN 1-86299-164-2 [912.076]

This skill-based resource, which can be made into work cards, offers a wide range of activities designed to develop understanding of position, direction and graphing skills. The print used is not foundation style. J. Pattison

LEV: Lower primary Middle primary
AVAIL: Paper \$14.95 ASCIS 485873

The Mathematics curriculum and teaching program kit. Curriculum Development Centre, 1988 [510.7]

A comprehensive model for professional development and inservice is provided by this package. Exciting investigations based on the practice of Australian teachers highlights the need for closing the gap between real life maths and school maths. Videotapes are a strong motivational feature of the program. E. Lewis

LEV: Lower primary Middle primary Upper primary
Lower secondary Middle secondary

AVAIL: Curriculum Development Centre \$259.95

EVAL: Highly recommended by the NSW Department of Education ASCIS 454620

Maths talk. Thornes, 1987
ISBN 0-85950-694-0 [510.7]

Teachers who are not familiar or comfortable with group work will find this a great resource. Teachers who are will find it suitable for extending group work and for capitalising more fully on discussions and conversations that are created by such structures. D. Boxsell

AUD: Professional

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$14.95 ASCIS 421676

FLATT, John **Mind stretchers: alternative maths activities to develop problem solving skills.** Longman Cheshire, 1989
ISBN 0-58265-948-5 [510.76]

A good rationale, with instructions for each unit, is at the core of this reproducible resource. The well documented tasks (blackline masters are included) can be used as group activities and are sufficiently mathematically extensive as to be useful for changing attitudes to maths. Use of concrete materials is encouraged and answers are given. J. Pattison

LEV: Middle primary Upper primary
AVAIL: Paper \$22.95

EVAL: Highly recommended by the NSW Department of Education ASCIS 465622

BAYHA, Barbara **Pattern blocks activities.** Dale Seymour, 1985
ISBN 0-86651-267-5 [516]

Provided in this resource is a great variety of worksheets which range from simple matching activities to complex reflection, perimeter, area and polygon work. The language is fairly simple and would require very little teacher direction. D. Boxsell

LEV: Lower primary Middle primary Upper primary
AVAIL: Objective Learning Materials paper \$19.25
ASCIS 375242

SCHOENFIELD, Mark **Playing with logic: reproducible activities for grades 3-5.** Lake Belmont, 1985
ISBN 0-82245-310-X [153]

The clear layout and several motivating illustrations ensure the initial appeal of this resource. It would prove excellent for the development of problem-solving strategies; non-sexist and multicultural perspectives are incorporated. D. Boxsell

LEV: Middle primary Upper primary

AVAIL: Paper \$20.85

EVAL: Highly recommended by the NSW Department of Education ASCIS 391122

In the same series:

SCHOENFIELD, Mark **Discovering logic: reproducible activities for grades 4-6.** Lake Belmont, 1985
ISBN 0-82241-915-7 [153.4]
ASCIS 450107

SCHOENFIELD, Mark **Adventures with logic: reproducible activities for grades 5-7.** Lake Belmont, 1985
ISBN 0-82240-285-8 [153.4]
ASCIS 450588

PICCIOTTO, Henry **Polyomino lessons.** Creative, 1986
ISBN 0-88488-336 [793.7]

Quite simple explanations of all polyominoes and their relationships are provided in this resource. It incorporates tessellations with polyominoes, including multiple polyominoes and covers concepts of conservation of perimeter without conservation of area. Use with hands on material is a must. D. Boxsell
LEV: Upper primary Lower secondary
AVAIL: Paper \$27.45

SEYMOUR, Dale **Problem parade.** Dale Seymour, 1984
ISBN 0-86651-207-1 [510]

Various problem solving strategies in all 3 syllabus strands are emphasised in the 48 problems presented as reproducible worksheet pages. The discussion of problems provided for teachers on the back of the worksheet pages enhances the usefulness of the resource. E. Lewis
LEV: Middle primary Upper primary
AVAIL: Objective Learning Materials \$18.75
EVAL: Highly recommended by the NSW Department of Education ASCIS 227260

In the same series:

SEYMOUR, Dale **Problem parade. Grades 4-6.** Dale Seymour, 1984
ISBN 0-86651-206-3 [510]
ASCIS 203238

THROOP, Sara **Problem solving 1.** Hawker Brownlow Education, 1987 [510.76]

A large number of problems encompassing a variety of concepts and real life situations is contained in this resource. Problems posed are challenging and students could be further extended by attempting levels 2 and 3. Solutions with brief explanations are provided. D. Boxsell

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$20.85
EVAL: Highly recommended by the NSW Department of Education ASCIS 408472

In the same series:

THROOP, Sara **Problem solving 2.** Hawker Brownlow Education 1987 [510.76]
ASCIS408471

THROOP, Sara **Problem Solving 3.** Hawker Brownlow Education, 1987 [510.76]
ASCIS408469

CHARLES, Randall I. **Problem-solving experiences in mathematics. Grade 1.** Addison-Wesley, 1985
ISBN 0-201-20636-6 [513]

CHARLES, Randall I. **Problem-solving experiences in mathematics. Grade 1. Teacher sourcebook.** Addison-Wesley, 1985.
ISBN 0-201-20234-4 [511]
ASCIS197554

The investigative problem solving approach suggested in the syllabus is covered in 3 strands in this resource - skill activities to promote thinking processes, one step and multiple step problems, and process problems. Interesting problems are provided, particularly the process problems which encourage a variety of strategies. The blackline masters can be made into workcards for group work. The sourcebook suggests implementation methods and assessment techniques, provides detailed solutions and gives extension activities for the process problems. Despite the use of the term 'grade', which could be misleading, and some American references, this is a well organised resource. J. Pattison
LEV: Lower primary
AVAIL: Teachers Source Book Paper \$33.95
ASCIS 197554
Blackline masters Paper \$21.95 ASCIS 216120

In the same series:

Problem solving experiences in mathematics Grades 2-8. Teacher sourcebook and blackline masters for each grade.

GOODNOW, Judy **Problem-solving games with tangrams K-3.** Creative, 1987
ISBN 0-88488-353-1 [516]

This collection of 16 games suitable both for individual and small group use involves problem solving situations that assist in the development of maths

skills and concepts in the 3 syllabus areas. The complicated instructions clearly outline the rationale and instructions for the games but will need explanation by the teacher for younger students. Reproducible blackline masters make the production of game components quick and easy. J. Pattison
LEV: Lower primary Middle primary
AVAIL: Hawker Brownlow Education \$19.95
ASCIS 450027

In the same series:

ROPER, Ann **K-3 Problem-solving games with Pentominoes.** Creative, 1987
ISBN 0-88488-354-X [516]
ASCIS 450027

Puffin mathspack, Penguin, 1988 [510.7]

Literature is used to develop mathematical language in this kit which is relevant to all curriculum areas. Books by popular children's authors are grouped according to syllabus strands. The kit encourages language across the curriculum, and caters to a wide range of reading abilities. Teaching notes include detailed information on concepts to be developed from each book. The purchase of additional copies of the books would facilitate classroom use. D. Boxsell
LEV: Preschool Lower primary
AVAIL: Paper \$113 ASCIS 423269

In the same series:

Puffin mathspack. Middle and upper primary level. [510.7]

AVAIL: Paper \$123 ASCIS 479069

Sharing mathematics with parents. Mathematics Association, 1987
ISBN 0-85950-695-9 [510.7]

Very practical examples of ways of involving parents in maths are contained in this book. It includes tried and true methods and the hands-on activities offered are not an insult to their intelligence. Worksheet ideas and letter formats are an enticement to parents' participation. D. Boxsell
AUD: Parents Professional
AVAIL: Objective Learning Materials \$14.95
EVAL: Highly recommended by the NSW Department of Education ASCIS 442123

COOK, Marcy **Think about it, mathematics problems of the day.** Creative, 1982
ISBN 0-88488-233-0 [510.76]

The book contains a large number of interesting problems. As they solve these problems, students will be required to use their knowledge of number patterns, and to explore shapes and numbers and think divergently. Helpful notes for the teacher are included as well as solutions. Although the book is set out in weeks, it should be seen as a battery of problems which could be used in work shops; a proportion of the problems are traditional 'school problems'. J. Pattison
LEV: Middle primary Upper primary
AVAIL: Hawker Brownlow Education \$26.00
ASCIS 201890

Correction scan vol 8 no 8 p 42

The price list for
Mathematics schemes
HBJ Mathematics

should have read as follows:

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:	\$3.95
Teachers' resource books:	
beginning:	\$25
lev 1-3:	\$28.50
lev 4-7:	\$39.50

Suppliers' Addresses

Curriculum Development Centre PO Box 34
Woden 2606 (062) 76 8111

Learning Can Be Fun 104 Pitt Town Road
Kenthurst 2156 (02) 654 9155

Lego Birkenhead Point Shopping Complex
Drummoyne 2047 (02) 439 4328

Objective Learning Materials PO Box 120
Glen Waverley Vic 315 (03)233 2822 ♦

■ Picture books

Following is a list picture books that have arrived at Library Services during the past 6 months. Books are listed alphabetically by title.

RODGERS, Frank **A is for aaargh!** Viking Kestrel, 1989
ISBN 0-670-82191-8

The arrival of a substitute teacher offers Class 3, the worst class in the school, an unexpected chance to riot. The opening lesson, an alphabet exercise, seems to invite them to be as beastly as possible. It is Miss Snitchell, however, who is the real surprise and by the end of the alphabet it is Class 3 who are cowering at their desks. Colourful illustrations help evoke the humour of the story. M. Ellis
LEV: Lower primary
AVAIL: \$19.95 ASCIS 486303

LARDNER, Kym **Arnold the prickly teddy.** Hodder and Stoughton, 1989
ISBN 0-340-50299-1

Arnold is the odd teddy out in the toyshop, neither looking nor feeling so attractive as his counterparts. He is rescued from the rubbish and well loved by the perfect owner. In time, even Arnold's prickles disappear as he is loved and enjoyed. This straightforward story is excitingly illustrated with bold, stylised artwork. The different perspectives of the full-page colour illustrations add interest and a contemporary feeling to the story. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 602273

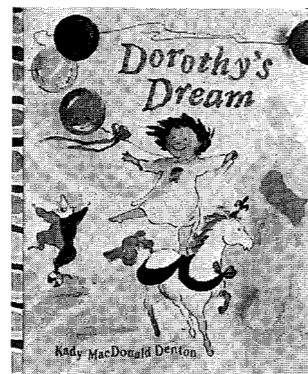
De PAOLA, Tomie **The art lesson.** Aurum Books for Children, 1989
ISBN 1-85406-041-4

Tommy is an artist who is surprised by what he learns when he starts school. Having been indulged to a reasonable degree by a family which baulks only at his drawing on bed sheets and walls, he expects school to be a place where his passion is not only appreciated but nurtured by a real art teacher. Fortunately Tommy's teachers are not intractable and Tommy the creative artist triumphs. As usual, Tomie de Paola's charming illustrations complement a story to which many children will relate. F. Gardiner
LEV: Lower primary
AVAIL: \$16.95 ASCIS 605124

LOCKWOOD, Primrose **Cissy Lavender.** Walker, 1989
ISBN 0-7445-1059-7

Cissy becomes a housekeeper, looking after the house and pets of an English gentleman. Her original approach leads her to repaint the door, dig a pond and make a garden seat, as well as more typical housekeeper's duties. The text works on several levels - a descriptive narrative, detailed illustrations depicting the action, and numerous letters and lists throughout the text. These differing perspectives add interest to the story. The emphasis on writing makes this an interesting picture book to share with children involved in letter writing themselves. Colour illustrations, focusing on lavender and green contribute to the work's appeal. J. Buckley
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 453042

DENTON, Kady MacDonald **Dorothy's dream.** Walker, 1989
ISBN 0-7445-1109-7



Dorothy, although in bed, is very reluctant to go to sleep. In fact, she sings, dances, reads and draws so that she won't have to sleep. One night, finally asleep, she dreams her usual unsatisfactory cold, pale dreams only to catch a glimpse of a dream that is bright and inviting. She is

determined to go straight to sleep the next night so that she can again find this shiny dream. The soft watercolour illustrations effectively create the dreamy atmosphere of the story. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 471819

VINCENT, Gabrielle **Ernest and Celestine at the circus.** MacRae, 1989
ISBN 0-86203-388-8

The warm, understated charm of Ernest and Celestine is again apparent in this addition to the series. Ernest, a large and gentle bear, relives his former glories as a circus clown, involving Celestine, a tiny mouse, in his

act. The description of Celestine's initial shyness and ultimate success fails to satisfy, however, because the story omits the performance itself. The sparse text works closely with the detailed illustrations, which use a limited colour range to convey the emotion of this simple story. J. Buckley
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 471827

FOX, Mem **Feathers & fools.** Ashwood House, 1989
ISBN 0-947138-12-9

Peacocks and swans represent those nations building stockpiles of nuclear weapons in this allegorical picture book. The xenophobic attitudes of one persuasive peacock result in distrust of the swans and the development of weapons. The swans also collect weapons for their protection. A misunderstanding leads to war and destruction, and it is only with a new generation that trust and friendship return. The text is well placed within the beautifully designed large colour illustrations. Although the purpose of this work seems obvious to an adult reader, it is a simple yet thought-provoking presentation of a complex issue. J. Buckley
LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.95 ASCIS 454951

HATHORN, Libby **The garden of the world.** Margaret Hamilton, 1989
ISBN 0-947241-09-4

Mrs Paddy and Jack, who takes his teddy bear, are drawn to explore many different countries in their quest for the garden of the world. They see many splendid places but something always tells them to go on. Finally they return to their own home to create their own garden with plants and secret places from each of the gardens they visited. Something is still lacking until they open the gate for Jack's friends. Illustrations rich in colour and detail add to the appeal of this picture book. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 604761

KLEIN, Robin **The ghost in Abigail Terrace.** Omnibus Books, 1989
ISBN 1-86291-014-6

Mr Claude is the ghost who had happily haunted Abigail Terrace for 50 years until a new noisy family moved in. His efforts to frighten them away are disastrous as he becomes tangled in their thoughts of tablecloths, shawls and blue denim mobiles and is

consequently washed, drycleaned and worn. The gentle humour of the story builds to a satisfying, humorously inventive conclusion. Mr Claude's distressing but amusing changes of form and his final triumph are marvellously captured in Margaret Power's bright realistic crayon illustrations in this truly delightful picture book. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$16.99 ASCIS 488419
EVAL: Highly recommended by the NSW Department of education

GRAHAM, Bob **Grandad's magic.** Viking Kestrel, 1989
ISBN 0-670-82804-1

Bob Graham's laconic, understated approach to family life is again apparent in this humorous picture book. The weekly visit of Grandma and Grandad for Sunday lunch is the perfect opportunity for Grandad's magic tricks. Both Alison and her baby brother are entertained by his juggling and sleight of hand. However, Grandad's attempt to remove the tablecloth without disturbing the beloved china table decorations doesn't entirely work. The brief text, combining dialogue and narration, is expanded by the detailed, lively colour illustrations. This work depicts warm family relationships with gentle humour and insight. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$16.99 ASCIS 602037

GOLDMAN, Dara **The hiccup cure.** Piccadilly, 1989
ISBN 1-85340-049-1

Sam loves to scare people. His best response comes from Molly, a friend at play school, but he laughs so hard he begins to hiccup. None of the conventional remedies work but Molly knows one - scaring him. Sam spends the rest of the day hiccupping and wondering when the fright will come. The full page illustrations that accompany the 1 or 2 lines of text make this picture book a delight. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 600007

LESTER, Alison **Imagine.** Allen & Unwin, 1989 (A little ark book)
ISBN 0-04-820034-4

Alison Lester is tuned to the worlds that fascinate children in this picture book about 2 children. Their imaginings provide the vehicle for trips to places such as the ocean, the jungle, the polar caps, and dinosaur times. The brightly coloured double page illustrations

that follow each 'Imagine if ...' will invite hours of close examination as children try to match the myriad of animals in each scene to the names in the border. Some interesting language work and research stimulus material could be gleaned from this resource. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 603853

MACHIN, Sue *I went walking*. Omnibus Books, 1989
 ISBN 1-86291-016-2

Bright watercolour illustrations by Julie Vivas lead into this extremely simple rhythmic text. A question and answer format details the animals met by a young child on a walk. The striking colour artwork emphasises the action and invites the reader to predict the next animals to be encountered. The use of repetition and prediction in this cumulative tale make it suitable to use with young beginning readers.

J. Buckley
LEV: Preschool Lower primary
AVAIL: \$16.99 ASCIS 602350

ALLEN, Pamela *I wish I had a pirate suit*. Viking Kestrel, 1989
 ISBN 0-670-82475-5

The plight of the younger brother who is never the pirate captain but always the crew is depicted in this picture book. Allen explores the emotions of young children in the boy's longing for a pirate suit and the control of the game that it represents. The story flows back and forward from the real to the imaginary world, using a short, repetitive and rhythmic text. Large coloured illustrations on each page abound with humour and detail. The book's intended audience is, however, not clear. Many young readers may not understand the story's complex structure or appreciate its concluding twist. J. Buckley

LEV: Lower primary
AVAIL: \$16.99 ASCIS 483971

MAYHEW, James *Katie's picture show*. Orchard, 1989
 ISBN 1-85213-130-6

Katie visits the National Gallery in London with her grandmother, and has half an hour on her own to look at the pictures. She disobeys the signs, and touches the paintings. She finds that she can enter the paintings and take part in the scenes they depict. She wanders in a Constable landscape, plays with a child in a Renoir scene, has afternoon tea with the subject of an Ingres portrait, enters Rousseau's jungle, and gets lost in a

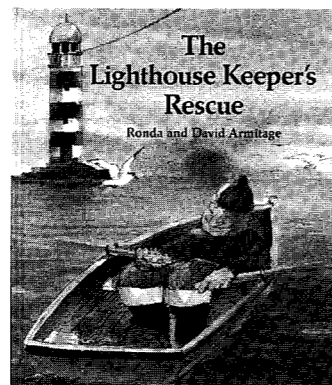
modern Malevich work. This imaginative fantasy picture book attempts to develop ideas about art for young children. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$16.95 ASCIS 479561

ORMEROD, Jan *Kitten day*. Walker, 1989
 ISBN 0-7445-1217-4

Jan Ormerod's distinctive drawings are combined with an extremely simple rhyming text in this picture book. A young girl spends her first day at home with her new kitten, experiencing delight as the kitten joins in her daily activities. Multiple illustrations on each page fill in the story suggested by the short text. The warm and sensitive depiction of family life which characterises Ormerod's work is again present, although this story may not have enough action to interest all young readers. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$12.95 ASCIS 476238

ARMITAGE, Ronda *The lighthouse keeper's rescue*. Lothian, 1989
 ISBN 0-85091-389-6



Mr and Mrs Grinling and Hamish their cat, having previously vanquished seagulls and catastrophes, have a bigger battle on their hands when Mr Grinling, growing old and tired, twice fails to illuminate the lighthouse and is given his marching orders. Devastated, he and Mrs Grinling

prepare to leave. The departure is interrupted by the beaching of a whale whose rescue, coupled with a partial reprieve for the Grinlings, ensures a happy ending, but a jarring effect for the reader. The whale is essentially extraneous to the plot and the reinstatement of the Grinlings seems contrived and illogical. The illustrations maintain the high standard of the earlier books. F. Gardiner

LEV: Lower primary
AVAIL: \$16.95 ASCIS 488607

COLE, Joanna *The magic school bus inside the human body*. Scholastic, 1989
 ISBN 0-590-41426-7

When Ms Frizzle begins a research project her class must be prepared for anything. In this case it is a trip on the magic school bus inside a human body. The class visits the stomach, blood vessels, heart, lungs and brain to learn something about the body. The imaginative story of this picture book is punctuated by humorous but informative illustrations about various parts of the anatomy. Small reproductions of the children's written work contain other interesting information and can also suggest approaches to collecting and presenting information both for students and teachers. M. Ellis
LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95 ASCIS 481019

SCHUBERT, Ingrid *The monster problem*. Hutchinson, 1989
 ISBN 0-09-173978-0

Peggy sets out to help some monsters solve the problem of the disappearing strawberries. The monsters, although large, are kind and quite unscary. This simple story is enhanced by clear presentation and rich, detailed colour illustrations. The distinctive illustrations add vitality and fun to this fantasy.

J. Buckley
LEV: Preschool Lower primary
AVAIL: \$19.95 ASCIS 479581

VOAKE, Charlotte *Mrs Goose's baby*. Walker, 1989
 ISBN 0-7445-1138-0

Mrs Goose finds an egg which she sits on and hatches. The baby that emerges is not a goose, something Mrs Goose never realises in spite of all evidence to the contrary. She continues to love and protect her baby. The softly coloured illustrations invite the reader to guess what Mrs Goose cannot and add to the humour and appeal of the story.

M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 455025

EDWARDS, Hazel *My hippopotamus is on our caravan roof getting sunburnt*. Hodder & Stoughton, 1989
 ISBN 0-340-41931-8

The beachside sequel to *There's a hippopotamus on our roof eating cake* again combines the perceptive text of Hazel Edwards with the bright illustrations of

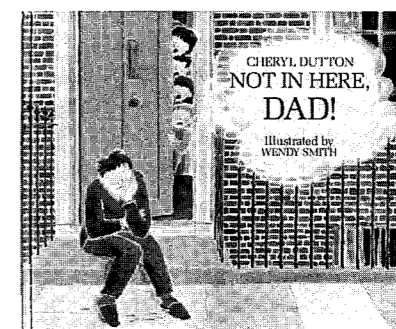
Deborah Niland. The hippopotamus remains able to master everything the little girl either cannot or may not do. Those feats include swimming well, getting sunburnt and catching fish. Despite adapting to these holiday activities, eating cake remains a favourite pastime. The striking colour illustrations emphasise the hippo, contributing greatly to the work's appeal. Fans of the original book will enjoy this sequel in which the different location does not diminish the story's impact. J. Buckley
LEV: Preschool Lower primary Middle primary
AVAIL: \$14.95 ASCIS 602142

BODSWORTH, Nan *A nice walk in the jungle*. Viking Kestrel, 1989
 ISBN 0-670-82476-3

Miss Jellaby takes her class on a nature walk in this deceptively simple, humorous picture book. So intent is she on what she wants her students to see that she misses the exotic wildlife around them. More particularly, she ignores Tim's warning about the large hungry boa constrictor consuming her pupils until it is almost too late. The richly coloured illustrations cleverly reflect the absent-minded enthusiasm of Miss Jellaby; a bare path contrasts with the lush vibrant jungle that surrounds them. The gentle satire of the final pages provides a satisfying conclusion to a charming picture book. M. Ellis

LEV: Lower primary
AVAIL: \$16.99 ASCIS 602339

DUTTON, Cheryl *Not in here, Dad!* Hutchinson, 1989
 ISBN 0-09-173866-0



In this didactic but still amusing look at the problems of a dad who smokes we meet his family who can't stand the smell, or the smoke and constantly tell him 'not in here,

dad!' Finally he succeeds in giving up smoking to become immediately the most righteous of reformed smokers. The colourful smoke-filled pages and endpapers humorously convey the strong message of the text. M. Ellis
LEV: Lower primary
AVAIL: \$14.95 ASCIS 479325

WINCH, John *One Saturday*. McVitty, 1989
ISBN 0-949183-23-7

One Saturday Joshua took his grandpa to the museum. The thin storyline is purveyed mostly through John Winch's superb illustrations which are reminiscent of Anno's ABC in their clarity, texture and toning. A stronger more satisfying story with more intellectual challenge, would have made this an outstanding book. F. Gardiner

LEV: Lower primary
AVAIL: \$14.95 ASCIS 475544

HILTON, Nette *Prince Lachlan*. Omnibus Books, 1989
ISBN 0-949641-98-7

Prince Lachlan is the high spirited son of loving but long suffering parents. His high spirits cause some discomfort for fellow castle dwellers but ultimately prove to be very valuable when he bumbles into the castle of the Great One, who covets Lachlan's father's throne. Frightened by the chaos Lachlan creates, the Great One runs away never to be seen again and Lachlan returns to his grateful but still suffering parents. The wit and humour of the text is matched by the brightly coloured full-page illustrations. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$16.99 ASCIS 474669

TAFURI, Nancy *Spots feathers and curly tails*. MacRae, 1989
ISBN 0-86203-355-1 [636]

The combination of bold illustrations, large text size, the predictability of the simple story and the repetition of text make this an ideal resource for beginning readers. On one double page a picture of part of an animal is accompanied by a question; the reader is able to guess the answer before it is provided on the next double page. Text and illustrations are large and bright enough for large group use of this reading resource. M. Ellis

LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 471820

FONTEYN, Margot *Swan Lake*. Ashton Scholastic, 1989
ISBN 0-86896-508-1

This is a story of good versus evil, of reality versus illusion as a young princess, forced to live by day as a swan, seeks to escape the spell of the evil enchanter in this retelling of the ballet story Swan Lake. Prince Siegfried attempts to save her, but is duped by the enchanter's illusion and all seems lost. The rich full page illustrations help to create the contrast between

the ethereal beauty of the swans and the evil brooding presence of the enchanter in this handsome picture book. M. Ellis

LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 604864

WATTS, Bernadette *Tattercoats*. North-South Books, 1989
ISBN 1-55858-002-6

Tattercoats is a scarecrow flapping in frayed clothes in the middle of the field. The highlight of his life was the Sunday the farmer's children brought him feathers, gloves and a scarf as protection against the winter. Winter is long, cold and lonely and spring finds Tattercoats fallen and more frayed. The children and the farmer rescue him and bring him to the kitchen garden where he is arrayed in fine new clothes. The full-page illustrations in this picture book mirror the seasons, the gold of autumn, the sleety greyness of winter and finally the vibrant green of spring. M. Ellis
LEV: Preschool Lower primary

AVAIL: \$10.95
EVAL: Highly recommended by the NSW Department of Education ASCIS 468297

BROWNE, Anthony *Things I like*. MacRae, 1989
ISBN 0-86203-415-9

The interests and pleasures of young children are accurately depicted in this short, small format picture book. A young chimp lists the activities he enjoys - painting, birthday parties, playing and dressing up being some of them. The detailed colour illustrations are gently humorous. The simply patterned text invites discussion from young readers. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$8.95 ASCIS 469748

BROWNE, Anthony *The tunnel*. MacRae, 1989
ISBN 0-86203-374-8

A brother and sister could not be less similar. The brother plays outside, the sister creates her own dreamworld inside, and when they are together they argue. Forced to go and play together they discover a tunnel which the boy goes off to explore. He doesn't return and the sister displays true courage and love by following his path through the tunnel and out into a dark and threatening fantasy world. Children will be fascinated by the visual humour, the symbols, and the allusions which carry the many layers of meaning in this powerful picture book which explores sibling rivalry and stereotyping. M. Ellis

LEV: Lower primary Middle primary Upper primary
AVAIL: \$14.95
EVAL: Highly recommended by NSW Department of Education ASCIS 604894

WILD, Margaret *The very best of friends*. Margaret Hamilton, 1989
ISBN 0-947241-08-6

William the cat lives with Jessie and James, but he is definitely James' beloved cat and is merely tolerated by Jessie. Unfortunately James dies very suddenly and in Jessie's grief and despair William is exiled and ignored. He becomes mean, lean and battle scarred. His scratching of Jessie is a catharsis for her and she emerges from her depression to resume her life and establish a loving relationship with William. The soft watercolour illustrations evoke the moods and themes of this sensitive picture book. M. Ellis
LEV: Lower primary Middle primary
AVAIL: \$16.95 ASCIS 602233

LETCHFORD, Peita *The very sniffy dog*. Heinemann Australia, 1989
ISBN 0-85561-296-7

Lukey the dog's constant sniffing of the washing, grandpa's socks, Dan's paintings and Oscar the baby is definitely not appreciated by his owners and he is ordered to stop. Stop he does and everyone is pleased until the day Oscar disappears, and Lukey's sniffing suddenly becomes important. Full page pastel illustrations add to the appeal of this warm, humorous picture book. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 602007

HOL, Coby *A visit to the farm*. North-South Books, 1989
ISBN 1-55858-000-X

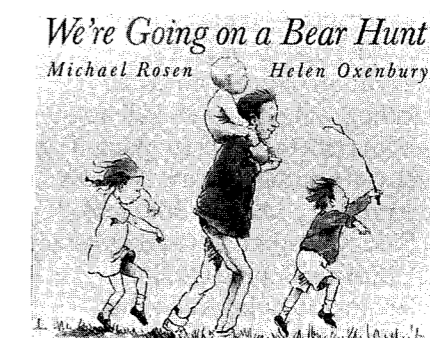
Julie and Martin make a visit to the farm to buy fresh eggs, cheese and milk. It is an opportunity for them to visit the many animals to be found on the farm including the pigs, horses, ducks and even frogs. This would be a useful resource for the visual arts curriculum as the principal interest in this picture book is the illustrations. Torn paper of various textures and colours has been combined to create collages of the farm and its animals. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 468303

HOUGHTON, Eric *Walter's wand*. Aurum Books for Children, 1989
ISBN 1-85406-038-4

Walter has made himself a magic wand and he proceeds to wreak havoc at his local library by

bringing tigers, pirates and a stormy ocean to the browsing area. Librarians may well bristle at the stereotype of the librarian in this humorous picture book but they, like Walter, will be pleasantly surprised by her humour, wit and creativity in meeting Walter's challenges. The brightly coloured illustrations capture the humour and wit of this appealing story. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 605126

ROSEN, Michael *We're going on a bear hunt*. Walker, 1989
ISBN 0-7445-1135-6



A traditional children's rhyme is simply retold and stylishly illustrated in this large format picture book. Five family members cross

swishy swashy grass, a deep cold river, squelchy mud and other obstacles to reach the bear's cave. Outstanding artwork by Helen Oxenbury alternates pencil drawing and watercolour. The text is well placed within the double page watercolours which convey both the variety of the landscape and the relationships of the 5 figures within it. The repetitive, strongly rhythmic text invites active involvement. This is a stimulating work to share with young children, as well as offering much to older readers. J. Buckley
LEV: Preschool Lower primary Middle primary Upper primary
AVAIL: \$19.95 ASCIS 486872

TITHERINGTON, Jeanne *Where are you going, Emma?* MacRae, 1989
ISBN 0-86203-366-7

Emma and her grandfather go to the orchard to pick apples for winter canning. For Emma it is an opportunity to do something she has always wanted to do, climb the orchard's stone wall and explore. The realistic illustrations of this beautiful picture book, in muted washed-out pastels convey the essential stillness and isolation of her exploration, and her momentary awareness of her smallness against the tall oaks of the wood. M. Ellis
LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 471818 ♦

Library Services changes

The change/renewal/devolution processes which began so dramatically for Library Services in June 1989 continued to the end of the year. Merran Dawson resigned from the Department in November to accept a position as Senior Staff Development Officer with the Department of Business and Consumer Affairs. Library Services was very sorry to lose Merran for the second time in the year. However, it was impossible not to share her delight in beginning a new phase of her career. Congratulations, Merran!

During the period November — January the Branch as been short-staffed. We hope to recruit a temporary Senior Education Officer sometime in February. Interim staffing arrangements will apply until new Departmental structures are in place. The Teaching Service members of the Library Services team currently are: Ann Parry (Acting Principal Education Officer), Niki Kallenberger (Acting Senior Education Officer 2), Maxine Rennie (NCIN Coordinator), Fay Gardiner (Deployed teacher-librarian) and Nigel Paull (Deployed teacher-librarian).

Lesson Bank

The Ideas Centre, which provides information and services to anyone interested in issues such as food, settlement, environment, women, development, infant nutrition, debt, human rights, refugees, etc, is now developing a Lesson Bank. The aim of the Lesson Bank is to help teachers broaden content and method by providing creative, successful lesson ideas across the curriculum K-12. Its success will depend on teachers contributing lesson outlines. The authorship of lessons will be acknowledged and the first lessons should be available in February. For further information contact Ideas Centre Freepost 26 PO Box A100 Sydney South 2000 (Telephone: (02) 267 9230).

1989 K.O.A.L.A. Awards

More than 115 000 students from over 250 NSW and ACT schools participated in the 1989 Kids Own Australian Literature Award (K.O.A.L.A.). The winning books, announced on the 26th of October at a ceremony involving 200 students, were **The eleventh hour** by Graeme Base in the Infants/primary category and **So much to tell you** by John Marsden in the Secondary category. Paul Jennings, with 4 titles on the top 10 lists, was the most popular author. Details on the 1990 K.O.A.L.A. are available from Liz Bowring at Kingsgrove North High School on (02) 50 6283.

1988 Dromkeen Medal

Patricia Scott, Tasmanian storyteller, has been awarded the 1988 Dromkeen Medal for her significant contribution to the appreciation and development of children's literature.

1989 Lady Cutler Award

Maurice Saxby is the recipient of the 1989 Lady Cutler Award in recognition of his distinguished services to children's literature in NSW.

Award winners

A pack of lies by Geraldine McCaughrean (Oxford) has been awarded the *Carnegie Medal*. **Can't you sleep, little bear?** illustrated by Barbara Firth, written by Martin Waddell (Walker) has been awarded the *Kate Greenaway Medal*.

The lake at the end of the world by Caroline MacDonald (Viking Kestrel) has won the *Alan Marshall Prize for Children's Literature*. The 1989 NSW State Literary Awards Children's Award has gone to **You take the high road** by Mary Pershall (Penguin).

The *Boston Globe Horn Book Awards* have gone to **Shy Charles** (Picture book award; author: Rosemary Wells; publisher: Dial); **The village by the sea** (Fiction award; author: Paula Fox; publisher: Orchard Books/Watts); **The way things work** (Non-fiction award; author: Phillip M. Isaacson; publisher: Houghton). (Note: These are US publishers.)

Book Week 1990

This year Book Week is 28 July - 6 August. The theme is *Imagine if you will . . .* ♦

dates for your diary

7 March 1990

Resources and Courses ALIA School Libraries Section (NSW Group) AGM at the Australian Museum, 6 pm. Contact Di Simpson (02) 957 3943.

17 March 1990

Literacy through literature: Pictures, words, stories IBBY One day conference to highlight ILY at Stephen Roberts Theatre, University of Sydney. \$40. Contact IBBY PO Box 194 Edgecliff 2027.

30 September — 5 October 1990

ALIA Biennial Conference: Inform, Educate and Entertain in Perth WA. Contact Promaco Conventions Pty Ltd Unit 9A 890-892 Canning Highway Applecross WA 6153 (Ph (09) 364 8311; fax (09) 316 1453). ♦