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 The Editor, *scan*

I would draw to your attention the practice you adopt of publishing brief reviews of picture books without any mention of the illustrator. In other publications reviewing children's books the name of the illustrator of a picture book takes precedence over that of the author of the text and this seems to be appropriate.

In the review of *Feathers and fools* written by Mem Fox, for instance, I feel sure that Mem Fox is not the illustrator but, after reading the review, I still have no idea who is, yet the whole character of the book will depend upon whether it benefits from the inspiration of Julie Vivas, or someone else.

I know that Bob Graham will have illustrated *Grandad's magic* and I can imagine its style and presentation. I doubt that Libby Hathorn created the pictures for *The garden of the world* or that Robin Klein illustrated *The ghost of Abigail Terrace* so I cannot imagine them as picture books. I would have guessed that David Armitage designed *The lighthouse keeper's rescue* even if it had not been revealed on the photograph of the book's cover accompanying the review, but surely Rhonda and David Armitage are inseparable in the creation of their books and ought to be acknowledged in the heading to the review.

Not to know the identity of the illustrator defeats the purpose of a review of a picture book to a large extent, for me certainly, and I would think for anyone else as well. After all, a picture book is essentially a composition of words and pictures and the more effectively this collaborative creation is achieved the better the picture book fulfils its 'raison d'être'. Without an illustrator it is not a picture book.

I offer this matter as a mere school principal interested in the books that are published for children but I suspect that any teacher-librarian needing to assess new publications for children will value the opportunity to know the illustrator of a picture book and so envisage its style and calibre.

Yours faithfully

Philip S. Kidner, Principal
New Lambton South Public School
19th February, 1990

Ooops! We agree and in fact our review guidelines do state that an annotation should include '... reference to illustrations and illustrators of merit'. Although our cataloguing details are abbreviated to save space, we will in future make every effort to ensure that illustrators receive the honourable mention they deserve. ❖

 The Editor, *scan*

At last! *Information skills in the school* is here. It is wonderful. Thank you, thank you! Already it has made a difference.

I have a new appointment this year, so I especially appreciate being able to launch into programs without the usual warm-up process. We've had our 'introduce-the-document-at-a-staff-meeting' session and it was well received.

The process summary on page 8 really helpful. I've duplicated it and already it's been useful for parent-teacher nights, cooperative planning sessions, skill instruction and conferencing. Students have pasted it into their learning journals, research notebooks, media folders and writing folders. It's great for teachers interested in informative writing. It is so easy to find out and discuss teacher expectations, and then to work out sequential development from grade to grade.

And the process itself really works. Even the parts where I had my own little quirks and preferences — I've happily given them up now that I've had the chance to use this process. There's been an 'a-ha' response from teachers who were wondering what it really was all about. And joy of joys, it is so good to have it to refer to in planning sessions. *Information skills in the school* makes a great difference.

Maggie Roche
Teacher-librarian
North Sydney Public School
7 March 1990

If you haven't seen Information skills in the school yet, don't panic! Some regions have chosen to delay distribution and implementation of the document until later this year. If you don't know what your region's plans are, contact your cluster director or regional library consultant. ❖

Ann Parry is Acting Principal Education Officer at Library Services.

Statewide Meeting

A valuable meeting of regional representatives (people with responsibilities for school library development and support at regional level) and Library Services people took place on Monday 19 March at Ryde. This first Statewide Meeting on School Libraries for 1990 was timely, coming as it did on the eve of the structural changes which will have such significant implications for the way regions order their affairs and provide support for schools.

The meeting was an opportunity for us to pause and take stock, congratulate ourselves on achievements to date, clarify some of the new ground rules, begin to redefine roles, and identify issues of common concern on which we can profitably work together.

Information Skills

One session of our meeting was devoted to information skills. Most regions have introduced the document *Information Skills in the School* and a number have embarked on full scale implementation programs. Some involve meetings with senior regional officers, the inspectorate, principals, head teachers, teacher librarians and other teachers; some focus on school staff meetings and school planning. It was clear from reports that the creativity at regional level is evident also at school level and that many teachers have made the information process elaborated in the information skills booklet their own. The wealth and diversity of ideas manifest in the implementation strategies we heard about were most stimulating. We at Library Services have been immensely encouraged by the response to the information skills booklet. Incidentally, we have been assured that the information skills display kit advertised in the last issue of *scan* really will be available early in second term.

Training Courses Update

Fran Moloney from the School and Executive Development Branch joined the meeting to outline plans for the School Based Support Course for Primary and Central School Teacher Librarians in 1990. There will be 2 courses this year. The first begins on 24 March when 25 participants from Metropolitan South West, Metropolitan West, Riverina, South Coast and Western regions come into residence at the Camperdown Travelodge. The second begins on 16 June with participants from the other five regions.

OASIS Update

Adel Habib and Harry Bruce from the School Administration Unit brought us up to date on plans for the regional implementation strategy for OASIS which is about to be announced. By the time you read this issue of *scan* the details will have been released and the plan activated.

The good news is that significant funding will be available to supply some hardware items and some supplementary staff for data entry for schools nominated by regional offices to begin installing OASIS. The plan envisages 5 additional schools in each region installing OASIS Library each term from now until 1992. The plan also envisages the training of regional trainers to coordinate training and support within regions. The meeting was able to provide pertinent feedback on some of the less appealing first draft implementation ideas and we anticipate that the plan when released will reflect consideration of the issues raised.

Library Service Activities

Library Services was able to assure regional representatives that the unit will continue its efforts to be a force for excellence in school library development and that our assessment, bibliographic and publishing activities will also continue in 1990. While we are no longer able to provide a telephone information service for schools, we are working to ensure that people in the new regional structures, in Educational Resource Centres, and in Clusters have access to the information which will help them to provide effective educational leadership and support for school library development.

Issues and concerns

The meeting identified many issues and concerns which we believe will require concerted thought and action in coming term. Some topics demand input from teacher-librarians with specific relevant experience. If you are one such, we at Library Services would like to hear from you. Have you ever experienced, observed and pondered what works and does not work for:

- The teacher-librarian as a change agent?
- The school library and global budgeting?
- Implementation support for OASIS Library?
- Promoting cooperative planning and teaching?

If so please write to us. ❖

☆ "... talking about books is a great pleasure."

Three educators, Mark McLeod, Marjorie Lobban and Maurice Saxby, recently talked to Fay Gardiner, Library Services, about children's literature.

Mark McLeod

Mark McLeod co-ordinates and lectures in the children's literature course at Macquarie University. He is also the children's editor at Random Century and makes various appearances on television to talk about children's books.

"There's an energy and an optimism in children's literature that I often don't find in adult literature any more. When you teach children's literature as a university subject, you find people in the classes making comments about morals and ethics; taking positions; being committed to what they're saying in a way that is very rare.

"Many of the people I'm dealing with have daily dealings with children in some respect or another, so it really matters to them what they believe and feel about these books. Sometimes that drives me crazy because people will get stuck on some prejudice and they will not budge. But at its best that sense of commitment and involvement is just wonderful.

"Some people will say children's literature is beautiful, it's charming, it's innocent, but I like all the ugly things too. I love the books about nose picking, or whatever because that's real life and the writers are writing about something that's true to experience.

"The bleakness [of much adult literature] reflects a kind of bourgeois attitude 'well that's the way things are; what can we do about it?' In a way that's the dark side of being comfortable and affluent which is a real danger to our society. I'm very concerned about the investment the world has in war, but I think the greater danger to us in the west is comfort and affluence, the danger of too much materialism, the devotion to things, rather than to the spirit. The wonderful thing about childhood and the way children see the world is that it doesn't matter *what* problems crop up, they are only problems to be solved. Children have ways of getting around things and it's that kind of optimism and dynamism [reflected in their literature] which holds the hope for our society."

"Teaching children's literature or reading stories to adults, you find how healing children's literature is; it has the ability to put the world back together again and that's what I love about it."

When asked for his thoughts on literature-based reading programs, Mark stressed that his comments were in the context of being an educator himself and, as such, he was not intending to dump blame on teachers, nor to be thought of as doing so.

"Any program which exposes children to real books is obviously a much better program than the kind of program which exposes them to readers and that kind of faked-up literature, so to that extent I think that literature-based reading programs were a great leap forward, but ...

"It may be just simply a money thing, it may be the overly-programmed nature of the way that teachers are trained. Whatever the reason, I'm finding increasingly that literature-based programs have degenerated into pretty much reader-based programs.

"I had hoped that the literature-based program was going to restore a kind of dignity to the book and the story, to leave some of the magic there and to promote the notion that a novel or a short story or a poem was more than just the sum of its parts, that it was some kind of organic entity which, after you'd looked at how it worked, you could put back together and know it was still more than its parts. That doesn't happen enough. I hear people doing ludicrous things like using a book like Donna Rawlins' *Digging to China* to teach maths: how many handkerchiefs this many centimetres long would stretch to Beijing? This is ludicrous. The book becomes a kind of teaching tool.

"When I was in primary and high school I was very lucky to have had teachers who would very often walk into a classroom, read a poem or a story and just leave it at that. We didn't have to have a lesson about it, didn't have to analyse it, it didn't have to teach about the weather or maths or whatever. It was just a story or a poem that you would love because the teacher loved it or maybe you didn't love it or maybe you didn't know why you did but that was up to you to work out. I don't think that always everything has to be commented on and analysed and footnoted. I've seen lesson notes where the activities for Lassie come home included knitting your dog a coat or thinking how many television theme songs feature a dog. It seems to me that with this kind of approach the book or the film or whatever is left a long way behind. It's that kind of excess that I loathe in literature-based programs: they're not literature-based programs at all really and they will do as much to destroy the child's love of the story or the poem as the boring old readers did.

"Looking at some of the recent series of books brought out by publishers with lots of teachers notes, I fear that some publishers are publishing books which are really disguised reading schemes; they're not real novels.

They have been written to a formula for the purpose of classroom use and sure enough these books are published with classroom exercises. Authors are being asked to produce notes for their own novels or picture books; this is crazy. Haven't educators heard artists say that if they could have told us in so many words what they were saying they wouldn't have written the novel or the poem?"

Asked if he felt that some writers succeed where others, equally as good, fail, Mark found the phrase 'equally as good' a major stumbling block and explained his feelings in the following way: "I've brought my whole attitude to children's literature into what I see as greater balance in the last 5 or 6 years. When I started teaching children's literature I tended to set the most difficult of books, and I tended to set extremely challenging assignments and overload the students with theoretical work.

"I did this partly because I wanted to justify to other people that what I was doing was worthy of respect and [to promote] the dignity of children's literature. I tended to overkill and I feel that's a big danger with adults talking about children's books. In order to justify their own interest in children's books, they tend to speak of books which have great literary merit but which are for very few child readers.

"In recent years I've tended to balance that by listening more and studying what children really like. Sometimes they like garbage and I've come to feel that that's OK. A lot of the high-minded teachers and publishers who are sort of disgusted at children's interest in books like *Putrid poems* or sneer at Robin Klein or Paul Jennings as too popular, forget that if we examine their own reading habits or television-watching habits or movie-going habits, there'd be an awful lot of garbage there. And that's all right. My general feeling is that because my own aesthetic experience of reading and film and so forth is very varied, and that works for me and I need that, why should I expect different from children? Why should I expect them always to read the highest literary merit? I think that once we get over that false expectation that children should only be exposed to Nobel-prize-winning authors we can relax about what the child reads."

As the children's publisher for Random Century, Mark thinks there are some very exciting aspects to the turmoil in the publishing world. "I think that some of the changes have meant there are new people in new

positions, and that's very exciting. It's not that I don't respect the older people; I do. But sometimes you can get locked into traditions.

"The great sadness will be to see small houses go. I work for a big multinational publishing house; its Australian children's list is very small but I'm really encouraged by the freedom they've given me. That doesn't mean that our Australian titles automatically are taken in the US by Random House or by Century Hutchinson in England. I have to try to sell our Australian titles to our American and English colleagues just as I would if I were working for any small publishing firm. We don't have an extra edge in that sense at all. There are lines of communication there, however, which are open and that's a positive thing."

Some of the current trends in Australian children's literature that Mark has noticed include developments in fantasy over the last 15 years particularly, a stronger push towards creative non-fiction, and the re-appearance of bilingual

books in greater numbers and with greater sophistication. A private little mission he has is better books for boys and more choices for boys. The question 'how do I get boys reading?' is asked of Mark with great frequency by parents as well as teachers so he's determined to find ways of making that happen.

He is interested in the possibility of a crossover between magazine and books. If he could find a novel in the form of a skateboard magazine he would publish it at once. More crossover between literature and television is something Mark is also keen to see happen using, for example, video clips of stories. He does not see books and television as mutually exclusive.

Although he believes that Australian children's book illustrators are remarkably varied and unique in their approaches, Mark had a piece of advice for potential illustrators: "Australian children's literature has traditionally been seen as a realist literature, and a lot of people regard realism as rather old fashioned. In recent years I've noticed that when I look for illustrators, there are so few illustrators in Australia who are interested in, or capable of, drawing real people or real animals, real things. Everybody wants to do crazy, grotesque, funny cartoon sort of figures, caricatures. There is a place for that. But we also need people who can do real life situations because children still like to read that. I don't believe in either or proposition. We need both, for different moods and for different purposes."

"... children's literature has the ability to put the world back together again and that's what I love about it."

Marjorie Lobban

Formerly a teacher-librarian, Marjorie Lobban is now the editor of the NSW Department of School Education publication, *New perspectives*.

"I suppose the charm of children's literature for me is the fact that it can have such an impact on the reader, that it can mean so much to the right person, that sometimes a book can change a person's life."

Marjorie's initial enthusiasm was sparked by a colleague, and together . . . "We read and talked about books; we swapped books and reviews and kids' reactions to books. It was that kind of relationship of having someone to talk to that really sparked us. We both got quite obsessive and we bought and read very widely including a variety of reviewing journals. We started a journal of children's literature on the North Coast amongst teacher-librarians. It all snowballed. You develop a feeling for what you think is valuable; you work with kids and see the sorts of things that speak to them and the sorts of things that you can get them to read if you read widely enough and know what you're talking about and have enough credibility with them."

Marjorie's appreciation and use of children's literature is not confined to novels for older readers. She became very interested in picture books in secondary schools, because, as she explained, the charm of a good picture book . . . "for me is like the charm of a really fabulous poem where truth has been captured in such essence and bareness and simplicity yet so much is said. There are a lot of reverberations that a reader may or may not get, but that are all there. Also the connection between the text and the pictures in the best picture books is so indivisible and both are so much part of the whole. It's a very clever art form."

The gradual replacement of skill-based reading schemes and basal readers with a variety of literature-based programs, Marjorie views as . . . "quite revolutionary because they tell children that it's not the *mechanics* of reading that's important, it's *what* they read that's important. The mechanics of reading are just a way to get into the books. It's the book that you focus on, and because you want to have access and get into the book and know what's happening, you learn to read, you pick up those skills. The focus is moving away from the skills and the repetition and being put onto the book."

"The new approach says the book is an entity, it's something that you want to have access to. And the book as an entity has endless fascination when you can unlock it with these reading skills. It gives the kids the idea that the literature is what it's all about, not the

skills of actually decoding. It's also teaching them a lot more sophisticated decoding skills because in a structured reader you don't get, for example, the skills of making the association between picture and text, and seeing that as a valid literary experience as well. You don't get literary forms such as symbolism in structured readers because they're not works of literature, they're purpose-written text. And to actually learn to read through literature, is to learn a whole new set of skills that allow you to read literature with some breadth and understanding. It's shifting the whole focus from the process to what you actually want to read."

There can be the danger of turning children off reading by doing too much work on a book, but . . . "I think that very much depends upon the teacher and how they use books. To me, talking about books is a great pleasure because it enhances and increases what you get out of the book. It's not that it deconstructs the book. Any treatment of the book that treats it as an end in itself is probably reasonably safe, but any that uses it as a springboard or a way of exercising other unrelated skills that have to do with its being a piece of prose rather than a work of literature, yes, I certainly think that is a problem."

Adults often differ from children in their perception of 'good' or 'successful' literature. "I think as adults we can often appreciate a book as a literary work and find that no matter how much we appreciate it, it fails with children. It doesn't speak to them in the way it speaks to us and I guess that's just a failure of the author to strike the right tone, to lock into the child's world. But some books inexplicably don't engage children when you would feel that they've got all the ingredients that you see in another book that does engage children. I think that does remain a mystery."

"I can't always pick a book that's going to really go with kids. Of course, you can often artificially make a book go by your own enthusiasm and your own promotion of it. But on the other hand, I've had books that I've loved to death and not been able to sell or have been able to sell only to an extremely small number of children. There's nothing that says a book has to have mass appeal to be a successful book at all; it's getting back to what I said about seeing the impact that an individual book can have on an individual child. It's only got to do that for 1 child and it's justified its existence."

"But, there are books that you feel, 'this is a book, and that is a good book, and this one works and that one doesn't,' and it's a bit of a mystery. Then of course there are lousy books that work incredibly successfully, lousy that is, in terms of being literary works or even in terms of emotional truth. It bothers me when books like that succeed."

The current turmoil in the publishing world surely has implications for children's literature which . . . "always has a fairly precarious position in any publisher's program because it's often not a big money spinner. You have to have a fair degree of conviction to run a good children's list; you have to have a very good editor to take on new authors. It's all right for established people and it seems to be all right for picture books for which there seems to be an ongoing market. But for [other] works of fiction, I think it can be very difficult. People aren't willing to take the risk on a children's list that they might on an adult's list where you can probably pick the market more accurately. I think that publishers feel that the children's market is a very capricious one."

"... to actually learn to read through literature is to learn a whole new set of skills..."

Marjorie's term as one of the judges for the Children's Book Council Book of the Year Awards in 1988 and 1989 was . . . "a fascinating experience. [It gave me the chance] to read nearly a year's output from children's publishing and to get that overview that I've never had before. It allows you to see how much rubbish there is."

"Reading the whole breadth from the worst to the best allows you to really know when you see the best. It puts the best into a context; you can never just read the best because then you've no context for knowing it's better than what else is around. It really confirms your judgement of what is good when you set it up against a whole lot of things that are not so good, which makes it sound as if it's very obvious when you find good things. When you're reading books at a rate of 20 or 30 a week, which happens at the end of the judging process, you feel as if you've lost all your critical faculties. It's easy to pick the rubbish but then there are lots of books that you think 'Is this OK or is it terrific?' Sometimes you're going at such a flat-out pace and in such volume that it doesn't always jump out at you the first time that this is a book of the sort of quality that's going to put it on the short list."

One of the worst things, particularly when I started, was to think that a book was fantastic, and find that everybody else thought it was absolute rubbish. My nightmare was that I'd get back everybody else's reports and they'd say 'What a load of rubbish' when I'd said 'What a fabulous book!' It happened to all of us but it happened to me 2 or 3 times and it shook me a little . . . but that's a good experience too."

"A written critical response had to be made to everything we read, good or bad, and I always made a fairly full one . . . only a paragraph but I never just said a book was rubbish, I always said why I thought it was

rubbish. And I needed to distill my response, particularly for the good books, and make it very meaningful, so that when I came back I could say 'These are the things that I value about this book.'

"When you come to the judging weekend, it's really good to meet the other judges and spend a weekend talking to people about things that you've read. It's also good to be able to support a book that you feel very strongly about and actually change people's minds about it. There were books that people felt strongly about and it didn't make a difference; but there were some occasions when somebody's strength of feeling and eloquence in expressing those feelings was enough to sway people who were perhaps on the edge. That's an exciting kind of thing to experience."

Marjorie sees 3 major trends in Australian children's literature: "The large number of picture books being published. I don't think it necessarily means that the genre is having a great flowering. It just means that rubbish is getting published."

"Another is the growth in surety of the adolescent novel. It has gone from being a very recent and self-conscious genre in Australian children's literature to being a much more assured genre with a number of books that speak directly to adolescents, that address their concerns, that are recognisably Australian, but not cringingly Australian. That's terrific because for such a long time you didn't have anything to offer adolescents except American and British books. The first adolescent books written for Australian teenagers specifically, were written by older authors that often came close but didn't quite hit the mark; they used to use slang that was just not quite accurate and authentic, and they just smacked of being patronising. Now I think we've gone beyond that to a very assured form of the novel."

"Obviously there's been a big growth too in the stuff for middle to upper primary. As schools began to introduce literature-based reading, it was found there wasn't a great deal of material available, so the publishers moved to fill the gap. Once again there's a lot of rubbish but there are also some good things. I guess it's just that the volume of everything's increased . . . the good stuff and the rubbish. You can see that in the numbers of books that are entered for the Book of The Year Award where 10 years ago there were 50 books and this year 185. You're looking at a huge growth in all areas of publishing."

Maurice Saxby

Maurice Saxby is the author of numerous books for children and continues to share his love of children's literature by lecturing to various groups on the subject. He is currently working on part 3 of A history of Australian children's literature.

"Children's literature has been part of my life from the time I can remember; I've got books that were given to me on my 4th birthday. Children's literature takes me back to my own childhood, where it was my greatest comfort and solace. I was one of those kids who just read and read and read. I can remember my mother buying me Anderson's Fairytales at a very young age and the standard books which were around at that time. Somehow you develop a sixth sense and I used to go to secondhand book shops and buy *Boys' Own Annuals*, *Chums*, secondhand copies of *Gem & Magnet*. I subscribed to *The Champion* which was an English publication that came out once a month and a mate of mine used to get *The Triumph* so we'd swap. But fortunately somewhere along the line, I was always exposed to 'good literature'. I had an uncle who was a school teacher and he introduced me to all the old classics and folk and fairy tales and myths and legends.

"When I was in about 3rd grade we went to live in Broken Hill where I had a really marvellous teacher who read to us. He also encouraged us to join the library. The only public library outside Sydney in those days was at Broken Hill and I just read and read and read.

"Then when I was in about 5th or 6th class we were living in the country and I went to a 3-teacher school. There was no school library of course, but we got the Small Schools Box Library, and I used to just sweat on that and read everything that came in it, plus what I used to buy for myself and what my parents gave me; I always cajoled books as gifts.

"When I became a teacher what could I do, but share that love with the children? I started as a class teacher at North Sydney before it became a demonstration school and established the library. I was then called in to head office and asked if I would like a library of my own, which I'd never heard of; I didn't know there was such a thing as a teacher-librarian.

"I'd wanted to travel overseas and was prepared to resign to go and teach in Britain but I had a mystery phone call from the then Director of Primary Education, Norm Drummond, who asked me to go in and see him after school. He said, 'What's this about you resigning to go overseas?' I told him I wanted to travel and experience life in another culture. He used me as a test case, and I got leave without pay for 2 terms

but I had to justify it by putting up a project. I studied school libraries in Britain and I also did a course in children's literature at London University. It was there that I met people who were friends of C.S. Lewis and so on, and that opened up a whole range of literature.

"When I came back, I did a year at Picton in charge of a central reference library and taught English. But because I'd completed an honors degree in English in the meantime, I applied to go into lecturing and was appointed to Newcastle College. I taught English there and since I had to teach method, I inveigled the head of the department to let me put in a strand of children's literature, which was probably the first time that they'd taught children's literature in colleges in NSW. Then Norm Drummond talked me into going to work for the School Library Service. After some time there I went back to teachers' colleges, where I stayed until I retired, and in all that time I taught children's literature."

Maurice believes there are positives and negatives in the use of literature-based reading programs. "If it's done well, it means that teachers and librarians, hopefully, are really using books to teach language skills. On the other hand, I think there is a great danger that teachers particularly, and some teacher-librarians, will get the idea that they've got to use literature as a teaching method all the time, and so it makes literature a means to an end, rather than an end in itself.

"So you're getting a plethora of books and publications on how to treat *Charlotte's Web*, which is not why people write books. They write books because they want to share something that they know about life. I believe that if children plug in and make that connection, then the children's lives will be enriched linguistically because literature is the best form of language that we have. Their lives will also be enriched emotionally, socially and in all those other ways that literature brings. But if every time they read a book they have to write a report on it, or do a sociogram or a literary map or something, that's not literacy through literature, that's just activity for activity's sake. It really worries me that there's this feeling abroad that we must *do* something with a book. I'm not saying that you *can't* do something with a book. You can do all sorts of wonderful things. But heaven forbid that it becomes stereotyped.

"The other positive thing is, thank goodness, we're dumping reading schemes and the basal reader approach which I've been fighting for years. But that means that the publishers are getting onto the bandwagon, and they're publishing 'literature' to sell to the classroom teacher, when all they're doing is repackaging the old reading schemes and putting it into a book and calling it 'literature'. Kids are being sold

down the drain and teachers are certainly being deluded. I'm not saying there aren't commercial publishers who aren't putting out some very worthwhile stuff. I think that some of the packages have really good material, but even with those, there's often this terrible belief that you then have to set a whole lot of exercises or do *something*."

Success can be a somewhat nebulous concept. Asked why some writers succeed where others, equally as good, fail, Maurice looked at the question from two perspectives; popular success and literary success. "If we think of Australian authors in particular, Paul Jennings would be the most popular success at the present time. He knows almost intuitively what turns children on. He's got this quirky mind that connects with the quiriness of children and Paul has a line straight through to them so he's succeeded in a popular way.

"Then you have a writer like Patricia Wrightson, who from a literary point of view, is very much better than many of the others. If you look at the quality of the writing in *Balyet*, particularly in the last few pages, the actual prose style, the use of language and the manipulation of words, it is amongst some of the best writing we've got in Australia. Although she succeeds in an academic sense and gains awards, the great cry is that the children don't read her. Children don't read her unless they have that sympathetic adult, the bridge, and if you get a teacher or a librarian who reads to the children they can form that bridge and act as the mediator. I have known classes that think *The Nargun and the stars* is the greatest book they've ever come across and I'm quite sure that *Balyet* will go across in the same way.

"In the first edition of a new magazine which Alf Mappin's putting out from Western Australia called *The literature base*, there's a short article by a teacher who's read to her class a book called *The dearest boy in the world*. This is the translation of a Dutch title which when I read, I thought 'No, that's about childhood, rather than for childhood; I don't know that children will really respond to this' and I spoke to a number of other people who thought the same thing. The article in *The literature base* negates all that; the children were rapt in the book because this teacher read it with the class. So there's a fairly esoteric writer who'll succeed over a more popular writer simply because somebody with sympathy and understanding has introduced the book.

The turmoil in the publishing world has made Maurice . . . "a bit pessimistic in that authors are

suffering a little and they don't quite know where to turn in Australia at the present time, with the disappearance of several publishers as entities. But it may be that out of all the turmoil will come a much more solid approach and I'm inclined to agree that things will settle down, as long as we don't lose the individual imprint."

What does Maurice see as the current trends in Australian children's literature? "The picture book has had a big upsurge. It's now established and I think the trend there is to go further and further into different artistic media and to use the picture book more or less as a means of self expression. There have certainly been tremendous developments in books for the junior reader. I think the establishment of the Junior Book of the Year Award has helped by making publishers and writers aware of that [area].

"... people write books because they want to share something they know about life ..."

"There's been a big upsurge in the young adult novel. I'm just writing the 3rd volume of the *History of Australian children's literature* starting at 1970. Before 1970, there are only about 2 young adult novels around. Now you've got a whole lot of publishers who are getting onto the young adult bandwagon. It may be ephemeral; it'll depend on whether the schools take them up.

"The other thing that I've noticed coming through is the emergence of the short story. Before 1980, there were very few collections of children's stories in Australia; now you've got a number of collections, with more and more coming, probably fired in the first place by the Paul Jennings' quirky tales.

"One of the most notable trends has been in the style of writing. It's becoming much more trendy, idiomatic, using the children's own vocabulary and their own style of writing.

"I think that we're more fortunate today than we've ever been because we have a few booksellers who know what they're doing and I think that's been a good trend.

"But I still get worried because in spite of all the courses that we've been holding in children's literature in the past 2 decades I could go to a conference recently, and after a talk about Life, Language and Literature, in which I mentioned a book like *Bridge to Terabithia*, have a teacher go to one of the publishers at a bookstand and say 'He talked about a book called *Bridge* to something. What was it?' And I find that kind of ignorance frightening." ♦

☆ Practical hints for a successful author visit

Niki Kallenberger, Senior Education Officer at Library Services, acknowledges the assistance of many people — visitors she's had the pleasure of hosting as well as teacher-librarians who have shared their experiences — in compiling this article. The contributions of Liz Bowring, Kingsgrove North High School, and Nigel Paull, Library Services, are particularly appreciated.

One way to enrich your school's educational offerings is to invite an interesting outsider to visit. While authors and illustrators spring readily to mind as interesting possibilities, consider inviting publishers, well-known journalists, cartoonists, storytellers, sporting identities or members of the local community. Drama troupes and musical groups are other frequent school visitors. Think, too, about people with expertise in areas of special interest: panel beaters, gold fossickers, pilots, gardening experts are but a few who could well have a valuable contribution to make to existing curriculum programs.

Accept from the outset that any visit will cost you both time and money. To ensure you get the most for your time and money, and to ensure the visit does indeed enrich the school's educational offerings, take time to plan carefully. *Performances for schools policy statement* (NSW Department of Education, 1985; revised 1988) gives guidelines for schools to follow when providing experiences in the performing arts for their students. It should be your first port of call when considering an invitation to anyone to participate in your school's educational program as a visitor.

Not all visitors, however, can easily be categorised as 'performers'. The following suggestions are based on the collective experience of several teacher-librarians from both primary and secondary schools in dealing with visiting authors, illustrators and sundry 'experts'. Taken in conjunction with the guidelines in *Performances for schools policy statement*, they will, hopefully, make your experiences both easier and more rewarding.

Ensure the visitor is part of a wider program

Talk with other teachers and find some interested ones who'll work with you. Look at existing and proposed programs; consider resource needs. A workshop or seminar with a skilled person may fill some resource needs better than all the print and non-print resources ever produced on that topic.

Can the visit tie into a schoolwide festival or special event? Sally Edsall's article on page 13 of this issue describes how one school organised a Literary Festival.

In the planning group, flesh out your purposes and expectations in order to identify the right person for the job. Which students will be involved? Why? What are they studying? What will they be going on to? What background can you build on? What sort of motivational activities can you schedule before the visit? How will you follow it up?

Involve the school executive. Their support is essential and can help ensure the visit is not an isolated activity.

The sooner you can brief a potential visitor as to your purposes and expectations, the sooner she or he will be able to accept your invitation knowing his/her contribution will be a valuable one.

Invite the right person

Don't be shy; almost anyone, even the most famous, will be flattered to be selected for your invitation. Lindy Barclay quotes the letter she finally wrote to Roald Dahl, when no other author was right for Redbridge Community School's Bookweek: *Dear Mr Dahl, We keep coming back to your name — so I'm going to write to you anyway even though you are the most famous children's writer today. We aren't going to be put off any longer by fame and fortune — we know you exist as a real person so why not treat you like one and communicate with you. . .* (Books for keeps No 50 May 1988 p. 18). Not surprisingly, Dahl couldn't resist such an approach. While it's unlikely Dahl will be making another Australian trip in the near future, you may be surprised at who will say yes, if only they're asked in the first place.

Finding the right person to ask is not always easy. For authors and illustrators, *Spellbinders: a guide to children's authors and illustrators of NSW* is an excellent source. Also very helpful are volumes such as Walter McVitty's *Authors & illustrators of Australian children's books* and Susan Hill's *Books alive! using literature in the classroom*. Another useful source is Pamela Lloyd's *How writers write* which also provides practical insights into the art of writing, and therefore is helpful for preparing students for author visits. The Lu Rees Archives of Australian Children's Literature, while located in Canberra, is available in both print and online formats and holds a wealth of relevant information. The Children's Book Council, the Australian Society of Authors and publishers can help. Make it a point

to meet individuals at bookfairs, seminars, special events like the K.O.A.L.A. award presentation. Details of these organisations and resources can be found at the end of this article.

Other visitors can be located through professional organisations, hobby groups, government or local council agencies and community-based clubs. Staff at specialist retail outlets and sporting facilities may be able to help you locate the right person, too. Try groups like the Australian Puppetry Guild or the Aboriginal National Theatre Trust for more possibilities. And don't forget to talk to other teachers and to regional consultants.

If it's possible, find someone who's been on the school circuit and survived, or better still, flourished. Talking to and working with even the most pliable group of keen kids isn't everyone's strong point.

Communicate

With your visitor: Plan the actual day or sessions with your visitor. Find out his or her preference for arrival time, speaking time, size of group, style of session. Will a workshop or informal talk suit best? Is student participation wanted? Will your visitor want any special equipment, such as an overhead projector, video or cassette player? Send your visitor a proposal and allow plenty of time for negotiation.

Ask your visitor to bring items of interest. For authors, this means diaries, rough notes, drafts, proof copies, first editions and the like. Illustrators can often bring original artwork, which provides an enlightening comparison with the printed facsimile. Enthusiasts of all descriptions have tools of their trade or hobby — as such these are an essential part of a visit.

Don't forget to send other essential information such as a map of where the school is, a map of the school, contact phone numbers (your home phone number may provide reassurance against last-minute illness or other unforeseen problems).

With students: Be sure students are well-informed, know exactly who is coming and why, and what's expected of them. Ensure they are familiar with a visitor's work. Borrowing additional copies of books from neighbouring libraries will assist in this. If your visitor is a musician, make sure recordings are available, and play them in appropriate situation. Displays can provoke curiosity and interest, particularly when tempting items appear one by one. Reading extracts from an author's works will also help. An enthusiastic, knowledgeable welcome by students will ensure things get off to a smooth start and continue that way.

With school staff: While it's desirable that several people will be involved in the planning, don't forget to let everyone in the school know what's going on. Clear communication is particularly important when routine or timetables are changed. Let office staff know a special visitor is coming.

With parents and the community: Let parents know what's happening, and if appropriate, schedule a session just for them with your visitor. Combine forces with neighbouring schools, if this is appropriate. Invite teacher-librarians from these schools to attend a session or informal occasion with your visitor.

Attend to organisational details

Don't just leave organisation to chance. Think about, and resolve issues like these:

- Will students attend in whole class groups? If not, what will the non-attenders do, and who will supervise them?
- Can students elect to attend or will attendance be compulsory? What are the consequences either way? If attendance is voluntary, rules may be needed to establish that students nevertheless must stay for an entire session.
- How will the program fit into the school day? Will bells ring at inappropriate times and will uninvolved students moving to their next class provide an unwelcome interruption?
- Your visitor will need some hospitality — coffee, tea or a cold drink on arrival, lunch perhaps, a place for coat and bag, a quiet place to catch their breath between sessions, directions to the toilet, etc. Staff will want to meet the visitor; an informal morning or afternoon tea somewhere other than the staffroom may be just the answer. Who will look after all this? What space is available?
- Where will your visitor speak? Is the space adequate for the number of people involved? Can everyone see and hear well? Test by holding up illustrations or other materials likely to be displayed. If a public address system is to be used, make sure all is in working order well in advance.
- Is informal 'Meet our visitor' time feasible? In the library at lunchtime perhaps? Does this suit your visitor? Be sure a member of staff is readily at hand: illustrator Tony Oliver once found himself literally swamped by keen fans when he did sketches to give away at lunchtime — heat, humidity and crushing

fans became almost too much and crowd control by the teacher-librarian was very necessary! Autograph-seeking can have similar results. Despite the risks, informal sessions are beneficial to visitor and students alike.

- What about publicity? Notify the school newspaper, the local paper and other appropriate media outlets and arrange suitable coverage with a minimum of interference. Student-made posters may be very suitable for occasions like this. No photos during sessions is a good rule; but be sure some photos are taken for the school magazine and archives.
- How will the visit be followed-up? Thank you letters will have to be written; student activities will need to be pulled together; the whole experience should be evaluated. Plan for these things from the beginning.

Have the cheque drawn and ready

It is essential to offer a fee to any visiting speaker. A day, or even an hour, at your school is time away from whatever other activity pays the mortgage. The time at your school, plus preparation time, could easily be the equivalent of 2 or 3 days' work. Some authors and illustrators will only visit a few schools each year, or may put aside blocks of time when they do not visit schools at all. They have deadlines, personal goals and family commitments, just like the rest of us.

Part of your planning is to negotiate an agreed fee with your visitor. Then a cheque can be drawn ready to give to your visitor at the time of the visit. If your funds are limited, offer what you can pay and see what your (potential) guest thinks. Some authors may be interested enough in coming to your school to observe and take notes on current language usage or similar sorts of things to consider that opportunity part of their payment.

The Australian Society of Authors suggests fees of at least \$100.00 per hour or part thereof, \$150.00 per half day session and \$250.00 per day, or more depending on the tasks undertaken by the visitor. Be sure to provide your visitor with morning tea and/or lunch, and ensure transport costs are met.

The best source of funding will vary from situation to situation. Here are some options to consider:

- School funding — discuss this with the Finance Committee or your principal.
- Raise funds specifically for this purpose. Investigate sponsorship.
- Approach the P & C for funds. Include a session that parents and community members can attend.

- Join forces — and funds — with another school/s or your local public library.
- If the visitor is an *approved performance for schools*, the students involved can pay an admission fee. See *Performances for schools policy statement* (NSW Department of Education, 1985; revised 1988) and *Performances for schools authorised performances 1990* for details. (Note: Performers or artists seeking approval should contact June Frater, the Performance for Schools Officer on (02) 808 9541 or at Curriculum Support Branch Private Bag 3 Ryde 2112.
- For author visits, seek funds from the Literature Board of the Australia Council 181 Lawson Street Redfern 2016. Telephone: (02) 950 9057. (Administrator: Betty Bennell).
- Use a combination of all these options.

Have a great time

Above all, once the hard work is done, relax and enjoy your visitor! An outsider's fresh ideas, an expert's enthusiasms or a celebrity's charisma will often do as much for you and your teaching colleagues as the visit will do for the students' learning, and that's a benefit not to be undervalued.

People are resources, just like books, videos and models. Careful selection, use and evaluation will maximise their impact. Try applying a set of criteria like those in Appendix 2 of *Information skills in the school* when choosing a visitor, and with some thoughtful, cooperative organisation, you can't go far wrong. In fact, you and the students at your school could have a most rewarding experience.

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Spellbinders: A guide to children's authors and illustrators of New South Wales. Ultimo, NSW: ISLA and LAA School Libraries Section (NSW Group), 1988.
AVAIL: Paper \$10.00 to members of ISLA or ALIA; \$15.00 to non-members Australian Library and Information Association PO Box E441 Queen Victoria Terrace ACT 2600.

Organisations

Aboriginal National Theatre Trust 3rd Floor Shirley House 61 Market Street Sydney 2000
(02) 264 5515

Australian Puppetry Guild of NSW 10 Clara Street Erskineville 2043 (02) 519 3164

Australian Society of Authors PO Box 315 Redfern 2016. Telephone (02) 318 0877.

Children's Book Council of Australia (NSW Branch) PO Box 382 North Ryde 2113.
(02) 808 9434.

K.O.A.L.A. (Kids Own Australian Literature Award) Council c/ Liz Bowring Kingsgrove North High School St Albans Road Kingsgrove 2208
(02) 50 2683

Literature Board (of the Australia Council) 181 Lawson Street Redfern 2016.
(02) 950 9057 ♦

☆ Artists in residence at Bankstown Girls High

Sally Edsall is teacher-librarian at Bankstown Girls High School.

How it came about

In 1988, as part of the Disadvantaged Schools Program initiative, we ran a very successful artists in residence program. This was under the umbrella of a Literacy Festival.

The Literacy Festival was a major focus for reading, writing, listening and speaking skills developed through other school programs, including DEAR, writing and reading across the curriculum, language in mathematics and ESL-team teaching.

Students experienced a range of literacy activities during the year outside the range normally available in the classroom, including story tellers, writer, illustrator and director in residence.

Specialist workshops

During terms 2 and 3 we ran workshops with a writer Nadia Wheatley, director Frank Barnes and storyteller Chardi Christian.

Writer

Nadia Wheatley was in the school for 2 days. She spoke about her own writing and conducted workshops with students.

Storyteller

Chardi Christian presented her program '... And the stars lit up' to senior biology students. Her program gives a dramatised history of the universe, and concludes with a workshop which demonstrates a concern for peace issues and involves students in creating their own stories.

Director

Frank Barnes worked for 2 days with students preparing for production of a play, *Marat/Sade*.

Organisation

Contact was made with each artist, suitable dates organised and times/dates coordinated with other teachers whose classes would be involved.

For the writer, I undertook the following:

borrowed extra copies of Nadia Wheatley's books from friendly, neighbouring teacher-librarians talked with executive about organisation for students to be withdrawn from regular classes devised sessions with different focuses, and let the writer know this announced the event at assembly and had help from other staff in whipping up enthusiasm signed students up for the session of their choice in the library. They could only choose 1 session, as numbers in each were limited undertook normal school procedures for letting staff know who would be out of class.

The sessions over 2 days were:

- 2 x 80 minutes for Years 7-10 to look at Nadia Wheatley's writing, discuss writing processes, history and place
- 2 x 40 minutes workshops for Years 7-12 in small groups (6-8) currently keen on experimenting with their own writing, wishing to discuss aspects of their work
- 1 x 80 minutes for Years 11-12 mainly Geography, History and General Studies students
- 1 x 80 minutes for Year 7 with emphasis on *Five Times Dizzy*, *Dancing In the Anzac Deli* and *My Place*
- 2 lunchtime informal discussions.

Literacy Festival

This was held on a full day in term 4 and replaced normal lessons. The aim was to provide activities in all language areas. All students chose 3 out of a possible 27 sessions, ranging from joke-telling to origami (following written instructions). Once again, there was a storyteller (from Tall Stories), who did storytelling workshops, a director for drama workshops, a writer and an illustrator (Donna Rawlins)

One teacher had 2 release days bought with DSP funding to organise activities. This involved a lot of work, getting student preferences and allocating them to groups (helped by an Apple IIE computer, Appleworks and a computerised list of students). This talented teacher, Simon Barton, also prepared posters which were displayed around the school.

Each student completed an evaluation, which in itself was a fun activity. Students provided words for a series of cartoon characters on their impressions of the day. The most original in each year received book voucher prizes.

Funding

We were fortunate to receive DSP funding. This covered expenditure as follows:

Expenditure	\$
Teacher release to organise the Literacy Festival	236.62
Clerical assistance to type programs, evaluations etc	59.70
Director 3 days @ \$200/ day	600.00
Writer 3 days @ \$200/day	600.00
Storyteller 2 days @ \$200/day	400.00
Illustrator 1 day @ \$200/day	200.00
Physical materials including sound equipment, paints, boards, camera, film, paper	770.00

The workshops, and to a much lesser extent, the Festival, relied on professional expertise and those costs formed the bulk of the expense.

Plan for next year now

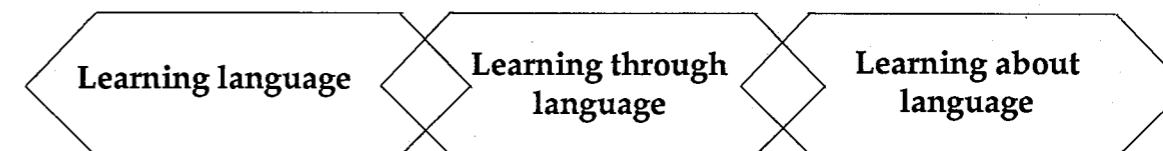
Planning and organisation of such events take time and energy and require cooperation from teachers and executive. Fortunately, we found all were willingly given by everyone on staff. In fact, because it was a DSP program, voted by the whole school community as a priority, there was commitment to it. ♦

☆ English K-6 syllabus

Marcelle Holliday is Senior Education Officer at Curriculum Development Branch (formerly Studies Directorate) and leader of the team developing the new English K-6 syllabus.

Towards the end of 1990 a new syllabus for English K-6 will be released in New South Wales. The syllabus will draw on and extend understandings from previous syllabuses in the teaching of language, especially **Writing K-12**.

The previously separate areas of listening, talking, reading, writing and literature will be consolidated into a whole language framework organised around a model of language learning that incorporates 3 interlocking strands.



Learning language involves learning the skills of listening, talking, reading and writing for a variety of formal and informal purposes in a wide range of contexts, and learning how to vary the form of oral and written language to suit particular audiences and purposes.

Learning through language involves using listening, talking, reading and writing to locate, gather and organise, interpret, evaluate and present information and ideas. It involves using language to explore ideas, investigate problems, participate in group planning and discussion and to undertake co-operative tasks.

Learning about language involves reflecting upon students' own and others' use of language, and on the language structures and conventions which fulfil particular purposes. It involves experimenting with a variety of language forms, both oral and written, and considering the effect these forms have on the intended audience, as well as developing understanding about the roles of language in community life.

The syllabus will contain exemplary integrated teaching/learning units to give teachers practical assistance in organising these language elements in their classrooms. The units will vary in the particular language learning purposes they are intended to fulfil.

As a group, the units will provide teachers with examples of

- ways of using literature for language learning
- ways of integrating language learning with other curriculum areas
- teaching practices which cater for all learners in the classroom
- a variety of assessment strategies
- classroom management and organisation strategies which provide optimum levels of student interaction and participation
- possible starting points for programming and teaching an integrated language approach
- flexible structures which meet different needs and different situations

The syllabus will include advice to teachers about the kinds of learning experiences that they should provide for students. These experiences should, wherever possible, integrate listening, talking, reading and writing into a whole language framework. They should ensure that students are involved in language activities for 'authentic' purposes, communicating with real audiences both within and beyond the school.

Experiences with literature should be a significant part of learning in English for all students, especially experiences involving shared and independent reading.

English learning experiences should be characterised by much small-group interaction where students discuss, question, create and respond as they learn and use language collaboratively. This means that the use of printed materials, including textbooks, where students complete pre-designed English Language exercises, will not be appropriate.

Many English learning experiences will take place in the context of key learning areas other than English and will be influenced by the characteristics of learning in these areas. For example, in Mathematics a great deal of oral language will be learnt and used in small group problem-solving situations. This language will be characterised by exploratory interaction as students search for ways to investigate the problem.

A range of individual, small group and whole class activities will take place using a variety of venues including the classroom, the library or other specialist rooms and many venues outside the school.

It is expected that the release of the English K-6 syllabus will be accompanied by a range of resource materials both for schools and for parents. Schools will be encouraged to work with their parent communities to continue the excellent progress in literacy learning and teaching that has characterised New South Wales schools for several years. This syllabus should be seen by schools and their communities as a recognition of the best classroom practice that is presently occurring, and a consolidation of the components of language learning into a clear, manageable framework. ♦

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 Library Services
 Private Bag 3
 Ryde NSW 2112

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teaching learning ∞

∞ The learner in control - part 2

In the previous issue of scan (vol 9 no 2 pages 14-18), Fran Moloney, School and Executive Development Branch, surveyed the current state of play in NSW government school libraries and suggested that the implementation of a resource-based learning approach is vital to the development of independent learners. Case studies examined how two schools have adopted the philosophy inherent in Libraries in NSW government schools policy statement and Information skills in the school. In this article, two further case studies are presented.

St. Clair High School

A new school, established in 1985 with 320 students and a staff of 20, presented a great opportunity to start from scratch and get it right. Jackie Hawkes, the current teacher-librarian, was there in 1985. She and the growing members of staff and students have not missed their opportunity. As the school grew, there was also a planned and systematic growth in the numbers of options open to staff and students in their use of the school's resources.

A cooperatively developed school library policy laid a solid foundation for cooperative program planning and teaching (CPPT). Although most of the 'on paper' work was done by Jackie in consultation with her head teacher, subject departments were invited to contribute statements specifically relevant to their own faculty's needs — an effective way to ensure that no-one was overlooked! Everyone had a role and responsibility in relation to the policy based on the Metropolitan West publication **Library guidelines for the school community K-12**.

During the development of the policy some difficulties (or challenges, as Jackie prefers to call them) were inevitably encountered. Solutions were sought and, in most instances, the problems were able to be dealt with. A very valuable school document entitled **Aims/challenges summary** emerged during this process. Included in the policy development stage, it identifies any areas of concern and suggests potential solutions. An extract appears below as Figure 1.

Documenting the problems seemed to make them surmountable. It gave everyone an opportunity to think about the issues involved and to come up with possible solutions. The documentation was done by Jackie, who feels it's her role to keep the staff informed about library action but not to overload them with paperwork. Similarly, in the area of role and responsibility, the trouble-shooting approach made any problems easier to grapple with.

With this attitude, the staff and students (who now number 80 and 1300 respectively), began implementing their library policy. The 1989 priority was 'off paper and into practice'. The process of development had been very important, and as new members of staff arrive they are informed of the basic points of the policy. It had taken until Term 3, 1989, to develop, refine and implement the St. Clair policy. It was by no means an overnight process.

Integrating information skills

Because of staff involvement in the process, Jackie feels confident about working with all faculties. Individual teachers, naturally, vary in their approach to CPPT, but when a teacher comes to the library saying 'I want to do a unit on . . .', Jackie will automatically try to suggest a number of activities for the teacher to consider that ensure the integration of information skills into the unit. Most staff respond well. Jackie and the support teacher learning difficulties have worked closely together to develop guidelines on setting

Figure 1

Area: Information skills	
<u>Problems</u>	<u>Possible solutions for teacher-librarian</u>
<ul style="list-style-type: none"> developing staff awareness in current issues variation in quality of assignments set 	<ul style="list-style-type: none"> speak regularly (but briefly) at staff meetings develop information packs for class teachers be available for planning develop research guides with teachers be prepared to accept varying degrees of CPPT

assignments. The staff, experts in their content area, are happy to have assistance with information skills.

Based on this approach, the year 7 agriculture teachers have worked with Jackie on a unit designed to familiarise the students with the range and use of agriculture resources. Information skills involved defining, locating and selecting relevant information. The students (all of year 7) spent 3 weeks (2 periods a week in the library and 1 at the school farm) working on the unit. A topics list was drawn up to guide the location of information in *Ag-facts* and the summarising section from this resource was used as the introduction to summarising as an information skill. The resource had been selected to achieve that outcome, in the context of the unit.

Year 7 students also take part in a skills-based program and are brought to the library each week by their English and science teachers. Whilst these sessions are described as 'library lesson-ish', the staff feel that they build positive attitudes to library use and to the role of teacher-librarian as *teacher*. It also gives these staff members an opportunity to visit the library regularly and become familiar with the resources.

Several units for senior units of study have been developed using the resource-based approach including one on archaeology resources for year 11. Years 10, 11 and 12 also have available to them a study orientation program based on information skills. The formula used at St.Clair is **IDEA** — Identify the topic, Define and describe it, Extend the topic, and Articulate in your own words. The seniors work with teacher-developed resource guides in some subjects to assist them in using resources most effectively.

Involving staff

In an interesting approach to raising 'resource awareness', the teacher-librarian, class teachers and students have been involved in organising (and in some instances, selecting) the resources in the library. In the environmental education area, Jackie worked with Rick Kemp, St. Clair teacher and regional cluster resource person, to devise the best methods to access relevant resources both inside and outside the school to support the new curriculum. The result is a special pamphlet file and guide for all staff to use. Similarly, the computer coordinator (a maths teacher) and the teacher-librarian have been working together to evaluate computer education resources.

Teachers in other faculties have developed units integrating information skills based in the library. The science staff spent a curriculum day working on information skills in the science curriculum. School development days have provided opportunities for

teachers to familiarise themselves with the resource collection and its potential for their students. Planning cooperatively for school development days also keeps the teacher-librarian up-to-date with staff needs.

Generally communication is informal. Library Committee meetings are held when needed; there is an occasional newsletter and the teacher-librarian will often speak at staff meetings. The channels are definitely open!

The professional collection in the library is very well organised and accessible via computer. The use of NCIN (NSW Curriculum Information Network) and ACIN (Australian Curriculum Information Network) is on the agenda for 1990, following a reorganisation of the collection. Teachers will be kept informed of new acquisitions by means of a weekly bulletin.

Keeping reading a priority

Fiction, literature and wide-reading are by no means forgotten at St.Clair. In fact, reading is given a very high priority. DEAR (Drop Everything and Read) runs for 15 minutes each day. A peer tutoring scheme coordinated by the support teacher (learning difficulties), ESL teacher and teacher-librarian involves around 100 children reading together each day in the library during DEAR time.

The students in this area arrive at high school with a positive reading attitude for staff to build on. The teacher-librarian is involved in the wide-reading program and frequently gives book talks. Book Week is a very important date on the school calendar.

A program using picture books with older students (year 10) was introduced to bolster the reading confidence of some reluctant readers. These students visited the adjoining primary school weekly to read with, and to, the kindergarten and year 1 children. The program has enjoyed great success.

The fiction collection is consequently very popular. Fiction lists are kept up to date on Appleworks, with a series of fiction 'subject' folders available in the library and some staffrooms for reading for pleasure or integrating into units of work.

New opportunities

The library program at St.Clair has a lot going for it. The library is new, spacious, bright, attractive and well organised. The collection, though small (approximately 8,000 items), is up to date. The additional (2 days per week) teacher-librarian, Bronwyn Jackson, has played a major role in its organisation. The school assistants who work in the library are enthusiastic and competent. ASCIS, used

for copy cataloguing, has been an essential tool, allowing Jackie to spend time on other important areas. Support has also come from outside agencies, such as the Inservice Education Library, for various HSC courses. The principal and other members of the school executive are very supportive and the staff, on the whole, are willing to be involved.

Still nothing is ever perfect. Jackie believes that the teacher-librarian always has to be willing to take the initiative and remain enthusiastic — 'to keep chipping away'. There are always new members of staff to win over and new opportunities to grasp.

Blaxcell Street Public School

You could easily miss Blaxcell Street Public School in Metropolitan West Region, even though it's a big school of 550 students. Firstly the entrance is not in Blaxcell Street and secondly it tends to ramble over its large grounds. Built in the 50's, it's been added to over the years, and the library is situated in a newish wing connected to the main office block by a walkway.

The school has a large percentage of students with a non-English-speaking background, is on the Disadvantaged Schools Program and has a staff which tends to be innovative and willing to try new ideas.

The teacher-librarian, Gail Henley, has been there for about 3 years, initially as a supply casual, and now as a permanent staff member. She took-on the library in 1987 because it was an area of interest (along with music); her enthusiasm for the library and her involvement in other school activities has influenced the perception of the library by staff and students.

She has set up excellent communication networks, both formal and informal. Information is circulated every Friday via a bulletin with new items, new procedures and any forthcoming activities in the library. Informal discussions with other staff members are frequent. Gail prefers to test out ideas on individual staff members prior to a public airing. This allows her to build up support first.

The principal at Blaxcell Street is willing for her staff to try new approaches, and supports any sound educational initiatives. When Gail came forward with a new approach to working with teachers and students in the library, she received a lot of support from the executive.

**There are always new
members of staff to win
over and new
opportunities to grasp . . .**

Introducing CPPT

The move from 'library lessons' to cooperative program planning and teaching (CPPT) began in Term 4 1987 when, after attending a Metropolitan West Region inservice course, Gail returned inspired by ideas put forward by other teacher-librarians in the

region. It is worth noting here that Metropolitan West had a policy at the time that any teacher-librarian attending inservice had to bring a classroom teacher too - or they couldn't come! Gail returned with the Year 6 teacher who had accompanied her and together they developed a cooperative unit which took several hours to write up. Fortunately the process is much quicker now, although the overall approach is similar, with classroom teacher and teacher-librarian roles clearly defined on a pro forma drawn up by Gail.

Teachers at Blaxcell Street had, as determined in their school policy, previously accompanied their classes to library lessons, although they had not often been actively involved. By coming along, many staff had developed very positive attitudes about the library and the teacher-librarian. Perhaps then, the move to CPPT was not as difficult as in the 'drop the kids at the door' schools.

The library was seen as a very important place, and Gail as a dedicated, hardworking staff member. She had spent the earlier part of 1987 promoting library-use (she felt it had been under-used when she arrived). She let the staff know what the library could do for them and spent a lot of her energy promoting and working with literature at all levels. Gail also got involved in new library activities and committee work. She is a member of the school's DSP, Finance, and Research Committees and has helped organize many musical events for the school. Her musical interest and talent have also led her to integrate music into library activities, often tying in songs and music to units of work. A piano is located in the library!

After the initial inservice course in 1987, Gail and the teacher who had accompanied her discussed the results of their cooperatively planned sessions with a number of other teachers before putting their ideas to the whole staff. The results were quite positive and many staff were interested. At the beginning of 1988, the Year 6 teacher took on a Year 3 class and decided to re-use the unit with her new class by simplifying it and using picture, rather than print resources. Other teachers on Year 3 decided to try it too. Once again the results were discussed informally and other teachers, although only in the primary department at this stage, were encouraged to give it a try.

Early in 1988 Gail attended another inservice course on literature-based CPPT with an infants class teacher. As a result all infant classes introduced literature-based lessons to fit in with their programs.

Moving to flexible scheduling

As more classes became involved in cooperatively planned lessons, it became difficult to fit them into the existing fixed library schedule. Some units required more frequent library times, others longer times, others less frequent sessions. This was an ideal opportunity for Gail to talk to individual teachers about the advantages of flexible timetabling. The whole staff was introduced to the idea in Term 1 1989 and by Term 2 a flexible timetable was operating for primary classes. Gail believed that, initially at least, the younger students still needed a regular library visit to establish positive habits. However, by Term 3, Year 2 had become involved in the flexible timetable and in Term 4 one of the Year 1 classes joined in. All infants still retained their half-hour weekly visit.

Students may use the library at any time during the day provided they have a library pass from their teachers which indicates that they are able to work independently. Because they are all being trained to use OASIS, children may return or borrow during these times allowing the teacher-librarian to get on with other duties.

Also in Term 3 1989, the school's research committee, of which Gail was a member, wrote a **Research and information K-6** booklet for the whole school. They also conducted a very successful inservice evening on information skills for the staff. This is being followed up in 1990 by a computer component for the booklet and the addition of a modem to the school's computer resources, enabling students to access remote data bases and utilise Keylink.

Planning cooperatively has continued throughout this time. Teachers try to incorporate as many experiences as possible and the role of teacher-librarian varies with each unit. For example, an animal theme with Year 1 might include a zoo visit, stories, songs, picture talks and work on key-words in non-fiction resources such as Information. A unit on food may lead the children to discover where "food books" are kept in the library, and may integrate literature, music, cooking, non-fiction, and foods from other countries, using the library and/or the classroom as a venue.

The teacher-librarian works with other support staff, ESL teachers and the support teacher (learning difficulties), as well as consultants to provide the best service possible. A Year 5/6 group recently worked with a health consultant to prepare suitable resources

for children in the school on the dangers of skin cancer: a hands-on opportunity to fit the resource to the learners.

Keeping it all together

The staff at Blaxcell Street has worked very hard to get their cooperatively planned and taught program going, and are still working hard to maintain it. As key people leave, (10 staff left at the end of 1989), Gail has to ensure that new staff are inserviced and others kept up to date. She doesn't assume any prior knowledge or interest and continues her enthusiastic approach to getting, and keeping, people involved.

Gail averages about 2 cooperative planning sessions per week. The arrangement at Blaxcell Street for RFF means that class teachers have a full day off-class every 17 days — an advantage for planning sessions. The units planned range from 1 day to several weeks. In some cases very little planning is necessary.

There are many positive aspects to Gail's role as teacher-librarian. She is not needed for relief from face-to-face (RFF) teaching in her school which allows a lot more flexibility and removes many problems related to role and work-load. She has her own 2 hours relief each week, approximately 1 hour per day administration time, a very competent school assistant 1 day per week and a parent who has been the mainstay during the introduction of OASIS Library.

Gail keeps a weekly timetable as well as her program book. Her timetable includes all duties: administration, planning sessions, RFF, borrowing times, research or literature sessions and any meetings she has to attend. She starts work at 8 each morning and usually leaves about 3.30.

Gail is pragmatic about her role, and accepts the plusses and minuses. Concerned that expensive equipment is not left untended and with minimal support staff, Gail rarely leaves the library to work elsewhere. The positive side of this, she says, is that everyone knows where she is and that the library is always open. On the minus side, there have been staff members who have not come to the library since the change to CPPT and flexible timetables, even when she wrote an appropriate unit for them. She also felt sad at relinquishing her hold on literature, but has managed to incorporate her love of literature into CPPT sessions.

The staff gets frequent information, support, encouragement and the bonus of Gail's enthusiasm to keep them involved. Blaxcell Street may look rambling from the outside — inside it is very together! ♦

⊙ Business studies years 11-12 : an introduction

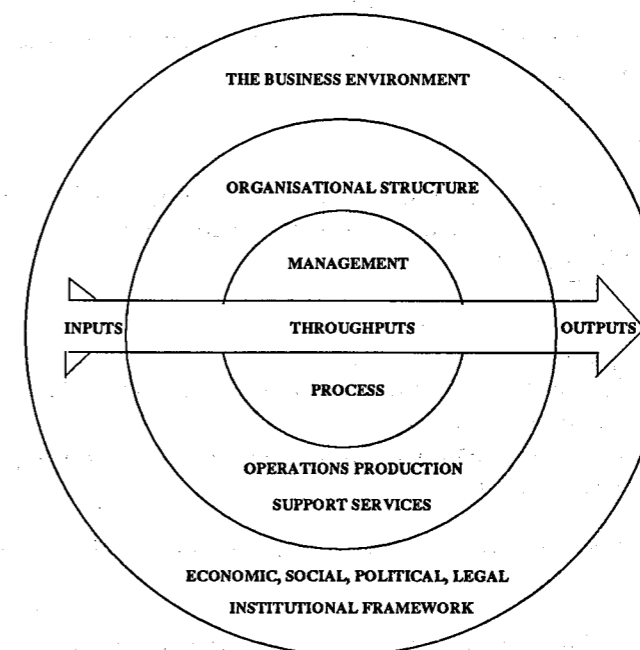
The following introduction to the *Business studies years 11-12 syllabus* was written by John Gore,, Inspector of Schools in South Coast Region. An annotated bibliography to support the syllabus appears in the resources section of this issue of scan.

The *Business studies years 11-12 syllabus* represents a unique approach to the study of business. Unlike other courses that follow the skills only or narrow vocational avenues, Business studies is an integrated curriculum that demands acquisition of knowledge, development of skills and an exploration of attitudes about business.

This course will assist students in *whatever employment or life situation that develops for them after school*. It provides a link between school and work and prepares students to engage in business activities and to participate in various business operations.

The general aim of the course, called a mission statement, is 'to enable students to participate more effectively and responsibly in a changing business environment'.

The course is designed from the curriculum model shown below:



The course designed from this curriculum model consists of a core plus options.

The core

Year 11

- Introduction to business
- The business environment
- The organisation of business
- Business function and operation
- Support services
- The management process

Year 12

- The dynamic nature of business

The year 11 core topics relate to the concentric circles of the curriculum model and the year 12 core topic to the inputs, throughputs and outputs of this diagram.

The options

In addition to the core topic, students in year 12 are to study 3 options chosen from this list:-

Accounting
Business law
Financial management
Industrial relations
Product marketing
Small business management

Students who wish to study at a deeper level will, at a future date, have the opportunity to study a third unit. In this third unit they will be required to study 2 further options chosen from this list:

Business and technology
Financial markets
Human resource management
International business
Production management

This broad course allows for some specialisation based on student and teacher interest and is a challenging and comprehensive study of business.

Resource support

The Business Studies Curriculum Implementation Co-ordinating Group (C.I.C.G.) has been established to support the introduction of this syllabus. With education and business representation this group has initiated resource development including:-

- briefing of regional contact persons
- compilation of a bibliography and resource list
- development and publication of programming advice and sample units of work
- an introductory video for community use
- publication of suitable core study material appropriate publication development
- preparation of Insert radio program

Throughout 1990 this group will expand its activities to assist schools in their implementation of the syllabus.

Teachers will seek support from the business community; opportunities to see business operations will be appreciated. Access to information and expertise will assist classes in their study. Development of long term relationships with particular local businesses will be of interest to schools.

Business studies is best taught through student-centred enquiry approaches that allow students to explore knowledge, skills and attitude objectives. Problem solving, group work, simulated activities and reporting are all important strategies.

Already the indications are that Business studies will be a popular 2 unit course which will experience considerable growth in candidate members. The community has been waiting for a long time for a Business studies course that is comprehensive and emphasises management rather than vocational skills.

This course is now available to Years 11-12.❖

search <

< Online searching: fast, efficient and immediate

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

In the last issue of *scan* (vol 9 no 1 pg 24-26), I explained what the Computer Software Review is, what information can be found on this subset of the ASCIS database and how it can be used on microfiche. This follow-up article describes online use of Computer Software Review. The principles of online searching outlined here are the same for whatever part of the database you wish to use. Details about how to go online to ASCIS can be found in *scan* vol 9 no 1 pg 28-29.

Dial-up users can use ASCIS online at either the subscription a cost of \$72 per year and \$15 per hour rate or a pay as you use rate of \$22 per hour. Searches are quick and can be very comprehensive. Each educational system uses its acronym in the header. The NSW acronym is NSWED. A search on NSCU and NSWED would retrieve all items on the Computer Software Review database which have been reviewed by NSW Department of School Education personnel.

Experience will show you how best to narrow searches to your own requirements. The use of NSCU standard terms (printed with the previous article) can assist in searching. The Quick Search facility, available as an option of the main ASCIS menu, is very fast and efficient. Directions are easy to follow, and searches can be tailored to meet specific needs. The 4 examples shown below indicates just some of the possibilities.

Search 1 Music for the Atari computer

The command Quick Search brings up the following screen.

Quick Search		QS00006
Step 1 Under File, type N (Names), T (Titles), S (Subjects), or A (Abstracts).		
2. Under Search term, type the term you want from that file.		
3. Press <TAB> to insert the Combination 1 (AND), 2 (OR), or 3 (BUT NOT) if using multiple search terms. Up to 4 terms may be combined.		
File:	Search term:	Combination:
A	Music	1
A	Atari	
Step 4. To limit by Publication Date and/or Material Type, use <TAB> to move the cursor and type Y here:		
5. Press <ENTER> to continue.		

It is unlikely that the word Atari will be used in any abstract other than the Computer Software Review, so a search in Abstracts on Music and Atari should produce a list of software reviews:

Quick Search		5 Documents	
Abstracts			
Short information			
1		C-LAB notator computer softwa (V 2.1)	1989
2	Zicarelli David	M computer software the (Version 0.)	1987
3	Grimm Leslie	Moptown parade computer (Version 2.)	1983
4		The music studio computer software	1986
5	Grimm Leslie	Moptown Hotel computer s (Version 1.)	1981

Selecting the number to the left of any item brings up full bibliographic details and review information, exactly like that found on NSCU microfiche.

Search 2 An adventure game format for upper primary students in mathematics

File:	Search term:	Combination:
a	adventure game	1
a	upper primary	1
a	mathematics	

Quick Search QS00006

Step 1 Under File, type N (Names), T (Titles), S (Subjects), or A (Abstracts).
2. Under Search term, type the term you want from that file.
3. Press <TAB> to insert the Combination 1 (AND), 2 (OR), or 3 (BUT NOT) if using multiple search terms. Up to 4 terms may be combined.

Step 4. To limit by Publication Date and/or Material Type, use <TAB> to move the cursor and type Y here:
5. Press <ENTER> to continue.

Again, the use of Adventure game limits the search to computer software. To be certain of excluding other materials, the term NSCU could also have been included in the search. This combination of terms produces a list of 11 items, as shown below. Like the previous example, full details of each item can now be obtained.

1	Straker Anita	Puff computer software Anita Straker	1986
2	Hosler Simon	Space Mission Mada computer software b	1986
3		Worlds without words computer software	1984
4	Reynolds Barbara	Stimulating language with computers by	1988
5	Allen Derek	Dust computer software (Version no)	1986
6	Goding Cheryl	Assault on Haftstone Castle computer s	1985
7	Kraus William H	Lantern of D'Gamma computer software c	1985
8	Association of Teachers	L computer software a mathemagical adv	1984
9	HUMMEC	Dust computer software [HUMMEC]	1986
10	Williams Ross	Grotnik adventure. Numbe (Version 1.)	1984
11	Allen Derek	Droom computer software (Version 1.)	1985

Quick Search
Abstracts
Short information

11 Documents

Enter number or code

Search 3 Software about graphs for middle secondary students on either Apple or Macintosh computers

A search like this is quite sophisticated. It identifies four terms and allows an either-or function. I have specified the following search: graphs *and* middle primary *and* Apple *or* Macintosh. On the Quick Search screen it looks like this:

File:	Search term:	Combination:
a	graphs	1
a	middle secondary	1
a	apple	2
a	macintosh	

A wide range of software is selected (76 documents). This can be narrowed down by further searches on, for example, Mathematics or Graphics.

1	Graph it! computer software	1988
2	MathType computer softwa (Version 1.)	1987
3	Stillman Ken	PosterMaker plus compute (Version 2.) 1987
4	Wright Will	Sim city computer softwa (Version 1.) 1989
5	Miller Computer Education	FrEdBase users manual a data base for 1988
6	Lloyd Gerry	Periodic table stack computer software 1989
7		DeskPaint computer softw (Version 1.) 1988
8		ShowOff computer softwar (Version 1.) 1988
9	Carter Warwick	MacMaps 1 computer software [Warwick C 1988
10	Soft Press	Type! computer software b (School ed) 1988
11	Romeo James J.	Perceive kit 1987
12	Young Stephen D.	MacProject II computer software [by St 1987

Quick Search
Abstracts
Short information

76 Documents

Enter number or code

f forward

Search 4 A search using the ASCIS Searching menu, not Quick Search

Users can go from Searching, on the main menu, to Abstracts and search the Abstracts file, then save these searches and combine them. The example below is one by an experienced user who has put all the commands together in a chain, connected by slashes. It looks complicated when shown like this, but in fact the searcher can work through the process screen by screen. People learning to search are often surprised that a search of this nature really isn't as difficult as it first appears.

DOBIS/LIBIS:
Dortmunder Bibliothekssystem
Leuvens Integraal Bibliotheek Systeem

- 1 Searching
- 2 Acquisitions
- 3 Periodicals, Serials
- 4 Cataloging
- 5 Circulation
- 6 Mail
- 7 Product Ordering
- 8 Quick Search
- 9 Stop

Enter number
/1/10/nswed/2/v/t/nscu/2/v/t/special education/2/v/c/1/1/2/c/3/1/4

The result of these searches is a combination of:

All NSW Education Department reviews (Abstract term NSWED)
 Of computer software (Abstract term NSCU)
 On the subject of special education (Abstract term Special Education))

```

Searching
Abstracts
Saved documents

1 Abstracts:      NSWED                7802
2 Abstracts:      NSCU                  812
3 Abstracts:      Special education    152
4 1 AND 2 ----- 485
5 3 AND 4                35

Enter number or code

t new term          c combine/limit
i new file          z delt          p print
w show file        e end
  
```

A listing of the final combination is shown below. The short information about the other 13 items not appearing on this screen can be seen by entering 'f' to move forward one screen. And, like all other examples in this article, full details of each item are available by entering the number to the left of each.

```

Searching
Abstracts
Short information

                                     35 Documents

1 Harding Robert      Colourcopter and other early learning 1985
2 Behrns Howard       Arithmetic doctor computer software wh 1986
3                     Compendium I computer software        1983
4 Edson Ann            How to read for everyday living comput 1986
5 Microcomputer Application Single-input control ass (Version 5/) 1983
6 Allambie School for Speci Medley computer software                1985
7 Allambie School for Speci Counting computer software              1985
8 Allambie School for Speci Maths. Addition computer software       1985
9                     Fulltext Pro 80 computer (Version 3.) 1986
10 Microelectronics Educatio Prompt3 computer softwar (Version 3.) 1986
11                     Microzine. Vol. 1, no. 3 computer soft 1983
12 Chaffin Jerry      Master match computer software authors 1983

Enter number or code

t new term    f forward
i new file
w show file          e end
  
```

The advantage of this sort of search, as opposed to Quick Search, is that it can be saved, added to and refined, if you are unsure of the exact parameters of your search until you begin to find some relevant items.

The value of online searching, whether for computer software assessment information or other subsets of the ASCIS database, is in its speed, the ability to tailor the search to a specific need, and the fact that records added to the database are available immediately instead of at the next microfiche update. Competent searching takes some practice, but using Quick Search and planning your strategy carefully will see you retrieving useful information in no time. The benefits will be rewarding!❖

< NCIN: \$ and sense

Maxine Rennie is New South Wales Curriculum Information Network (NCIN) coordinator.

During 1989 a record number (850) of curriculum documents was added to the NCIN database. This represents a 33% increase in the pool of current and relevant items of the database. Since January 1990, another 300 have been catalogued, abstracted and added, making the grand total of 2875 curriculum documents, policies, programs and units of work for teacher use. The number of ACIN (Australian Curriculum Information Network) support documents now number 4131.

Of particular relevance to you and your staff, is the focus on collecting school-based policies, programs and units of work in the following areas:

- Environmental Education
- Visual Arts K-6
- Mathematics K-6
- Business and Legal Studies
- Child Protection
- Languages

Sample titles are given below to indicate the variety of material provided in each category.

School-based policies and programs

Visual arts

Visual arts policy & craft policy K-6 : Hebersham Public School
 Visual arts : Kegworth Public school
 Visual arts policy : North Star Public School
 Visual arts policy : Guise Public School
 Visual arts policy : Claymore Public School

Maths K-6

K-6 Maths Plan : Ungarie Central School
 Mathematics Policy : Punchbowl Public School

Legal studies

Legal studies program : Warners Bay High
 A walk through the 2 unit Legal studies course : Birrong Boys High
 Legal studies program : Dorrigo High School
 Legal studies program : Dubbo High School

Environmental education

Beauty Point environmental handbook : Beauty Point Public School
 Environmental education policy : Khancoban Public School
 Environmental education policy : Richmond North Public School
 Exploring materials in our environment (with a computer education component using electronic mail)
 Resources for environmental education
 Film/videography environmental studies
 Environment NSW (with a computer education component using electronic mail)

Finding out more

If you want to know more about these and other timesaving curriculum resources produced in NSW and around Australia, subscribe to NCIN/ACIN Database, on microfiche for \$30, or online for \$22 per hour.

The NCIN/ACIN Database includes an abstract and availability information for each item. If publications are unavailable elsewhere, a photocopy of the document can be purchased from the NCIN Document Delivery Service.❖

Everything you always wanted to ask about cataloguing, but . . .

The 40 participants in the 1989 school-based support course for primary and central school teacher-librarians supplied these questions; Mary Jane Stannus compiled the cataloguing workbook and supplied responses. Anne Dowling, senior librarian at Library Services, provided technical support in the preparation of this article.

Ever wondered . . .

- why 920 is not used for all biographies?
- why folktales have such long Dewey numbers?
- why old cataloguing rules you felt you could rely on suddenly seem no longer to apply?
- why ASCIS catalogues items in a way that seems to contradict Library Services policy?

Whether you've been a teacher-librarian for some time, or are new to the game, there are undoubtedly some cataloguing questions you've always wanted to ask, but thought you really ought to know, or the questions were too silly to ask, or you didn't know who to ask, or . . .

Not everyone is so shy — participants in both school-based support courses for primary and central school teacher-librarians in 1989 had the opportunity to ask cataloguing questions as part of their course. These questions form the basis of this article. Details about the school-based support course can be found in *scan* vol 8 no 5 (July 1989).

Questions were asked in the context of the Managing information component of the Management module of the course. This component of the course is designed to provide participants with the opportunity to develop an understanding of cataloguing in the context of information retrieval in a school library and to develop some basic cataloguing skills. It is hoped participants will be able to make informed cataloguing decisions in their particular school library and better understand ASCIS standards of cataloguing.

In this part of the course, participants are required to complete a cataloguing workbook. This is supplemented by lectures at both the introductory and concluding residentials.

The workbook is designed as a practical manual which focuses on the processes involved in cataloguing. Each section requires:

- (1) the reading of a source (eg Handbook for school libraries, Abridged Dewey decimal classification (11th ed.), ASCIS subject headings list, etc)
- (2) an understanding of the concepts involved
- (3) the application of these concepts to devise answers to specified exercises.

To support participants over the 15 weeks of the course, 2 inservice days are organised at the regional level. Part of the program for the second day is a teleconference, which in 1989, allowed participants to ask questions of the compiler of the cataloguing workbook, Mary Jane Stannus.

Many of the participants raised problems that are often encountered by practising teacher-librarians, as well as questions frequently asked about ASCIS cataloguing practices. A compilation of these questions (and the answers!) is printed here.

Readers should note that answers given here are based on Abridged Dewey Decimal Classification (11th ed.).

Q Why are nuclear accidents classified in the 900's and not the 500's?

A The index entry in Dewey for nuclear accidents directs the user to disasters and the 900's which are the location for the collected accounts of disasters, whether nuclear or otherwise. This number is therefore used, rather than putting the book in the nuclear physics section.

Q What is the correct procedure for assigning call letters for biographies? Is current policy to use the author's initial followed by the first 3 letters of the surname of the person about whom the biography has been written?

A The current ASCIS policy is not to use the colon and the first letter of the author's surname but rather to use only the first 3 letters of the surname of the person who is the subject of the book. This keeps all the biographies on the same person together, so that, for example, all the Brahms biographies will be shelved together.

This ASCIS policy has been in effect since 1986 but earlier records may still be under the first 3 letters of the author's surname. It will take time to clear these up and make records on the database consistent. If recent records do not conform to policy it means that an ASCIS cataloguer has made a mistake.

Q Why are bushrangers classified in 364.1, the crime number, rather than 994, Australian history?

A The accurate definition of a bushranger is a criminal, albeit somewhat glorified in Australia's history. In NSW, bushrangers are usually studied by history students and in many libraries, resources on bushrangers are found in 994. However, as ASCIS is a national database, general policies have been devised. You will have to decide if you are going to follow the ASCIS policy or your own policy.

Q The correct number for An encyclopaedia of livestock production is 636.003. Why isn't 636.03 correct?

A In Dewey, under 636, you are directed to use .001, etc for subdivisions. In the standard subdivision tables 03 is used for encyclopaedias. The special note with 636, and indeed with any number in the schedules, overrides the information given in the tables.

Q Why are biographies on Mother Teresa and Margot Fonteyn not classified at 920, the biography number?

A The ASCIS policy is to classify individuals with the subjects for which they're known.

However, 920 is used for collections of biographies where you can't classify the people into a single subject area or for a general biography of someone like Leonardo da Vinci who was involved in more than one area, in this case physics, art, anatomy, etc.

Q How do we know what is ASCIS cataloguing policy?

A A copy of ASCIS cataloguing standards for school libraries should be in your copy of the Handbook for school libraries. Updates are published in *scan*. Whenever policy decisions are documented in *scan*, it is probably a good idea to write this information into the relevant section of the Handbook.

Q When do you use 749 for woodwork, rather than 684.1?

A The 700's are used if the woodwork items are crafted, for example, a slide set on Chippendale furniture would be classified at 749. The 600's are used for the 'how to ...' books about woodwork.

Q In my primary library, I only have a shelf list. Series such as Piccolo mysteries, Trixie Belden and Pick-a-path are located at various places on the shelves according to the author's surname. How can these be kept together?

A To answer this question of shelving, you will have to ask yourself how important it is to keep series titles together. If you do want to keep them together, you could catalogue such series by the rules but shelve them on their own in a special section. Alternatively, you could use the first 3 letters of the series as the letters on the call number. Whatever you choose to do, your shelf list should duplicate shelving arrangements.

Q I wanted to query ASCIS cataloguing of stories in verse and poetry. Picture books have been classified into 811 and 821. Edward the emu is classified at A821. Will the picture books end up in the poetry section?

A Picture story books may well be given the poetry number. Some will be given the folk literature number, some the alphabet number, some the counting number. ASCIS cataloguers follow Dewey and Dewey does not distinguish between verse which is plain and verse which is 'poetic'. If you wish to shelve your picture books together you could add a special location signifier at the head of the call number. If you already have a junior fiction section signified by J why not continue the sequence by adding J to 398.2, 411, 421, 811, 821, etc and picture books?

Q I have a book titled Births, deaths and marriage. Should the book be classified at 392, or is 312 correct?

A To be really sure, you will have to look through the book. The 312 classification will be used if the book is about the statistics of population or involves the interpretation of statistics. Use 392 if the book is about the customs associated with births, deaths and marriage.

Q Our copy of I hear a noise has both an English publisher and an Australian one. Which one should my cataloguing record cite?

A You should cite the publisher that is mentioned first.

Q I'm cataloguing a book of one-act plays. Should the authors of the individual plays be given added entries? Also, should I use the subject heading 'one act plays' or 'short plays'?

A No, it is not necessary to make added entries for all the individual authors. The subject heading 'one act plays' is used because 'short plays' is not used in the ASCIS subject headings list.

Q In a dictionary catalogue, if the title and subject are the same, should both of these cards be filed?

A If these are the same, you may want to get rid of the subject card, as you'll have 2 cards with the same information next to each other.

Q Classifying Great French plays of the twentieth century involves getting numbers from various tables. How do I work out which tables to use first?

A The introduction to Dewey gives instructions for which tables to use first. This book will be classified in the 800's, so go there first and follow the instructions that are given there as to the use of tables.

Q Are NSW Department of School Education publications entered under title or the Department of School Education?

A The cataloguing rules that ASCIS follows are AACR2, which states that a corporate body, such as the NSW Department of School Education, is used as the main entry when the document is a policy statement of the whole organisation. For this reason non-sexist and multicultural policies, for example, would have the Department as the main entry. Usually, however, Departmental documents are curriculum support materials which are necessarily corporate policy and are more naturally given title main entry.

Q Why aren't cataloguing details included in Department of School Education documents?

A These details are called *cataloguing in publication*. This service used to be performed by Library Services, especially for items produced by Resource Services. Library Services used to get items just before they went for final editing. However, at the

editing phase details such as layout, number of pages, title, etc may have been altered which meant that the cataloguing record was then wrong. Library Services now gets items as soon as they're published. These are catalogued and put onto ASCIS straight away. This is safer and provides more correct information.

Q This isn't one of the exercises, but how would you catalogue the orange Handbook for school libraries?

A The Handbook is on ASCIS. It is under title, with added entries under Department of Education and Library Services, and subject headings.

Q The Subject Headings list gives many *see also* references. How many should I use?

A There is no hard and fast rule about such references. However, it is logical to only make up *see also*'s for those headings which you have as headings in your catalogue. Referring a user to a heading which doesn't exist is pointless. Look

- When a book has two publishers, which do I cite?
- Why aren't cataloguing details included in Department of School Education publications?
- How many *see also* references should I cite?
- When is an illustrator the main entry?

through the *see* and *see also* lists and select the ones that you feel are the most useful. Assess which headings (perhaps the non-technical) your users will be most likely to go to the catalogue and use.

Q I've got a small collection and have put all the biographies in the 920's rather than having them all spread out throughout the library. Is this a good idea?

A The biographies may receive more use if they're located by teachers and students browsing in a subject area. The biographies can be located by subject headings in the dictionary catalogue and with the Subject index for NSW school libraries. The Subject index provides access by listing biographies and the general subject number.

Q Folk tales have a long number: 398.2094. Is this really necessary? I'm not sure students will be able to find the books and anyway, processing takes more time.

A The numbers break down the folk tales by geographical area, which is really useful for large collections. In a smaller collection, this may not be as important.

While we often think that students can't handle these long numbers, they usually have few problems.

As far as the time problem goes, centralised cataloguing through ASCIS is designed to save time for teacher-librarians. By having items centrally catalogued, numbers may be longer, but resources will be located on the shelf with the 398's, and it takes less time to accept the record rather than to change the record.

Q Why does a Sidney Nolan book get classified at 759.994 rather than 759.94?

A The instructions under 759 say to add the area number to the base number 759.9, therefore add 94. Specific instructions at a number must be followed carefully. While the 994 pattern usually signifies 'Australia', there is no rule which precludes 9994 occurring from time to time.

Q Why is the illustrator the main entry for Kojuro and the bears?

A It is felt that the main responsibility for the item rests with the illustrator. The text is an accompaniment to the pictures. The usual rule, however, is for the author to be the main entry.

Q Why does Hansel and Gretel by Tony Ross have the letters GRI attached to the number instead of ROS?

A ASCIS cataloguing policy is to class adaptations with the original work, and so the letters are taken from the original author's name. This puts originals and all versions together. If, however, the adaptation is so different that it can no longer be considered a version, the work will be classed independently and the letters will come from the new author's name.

Q In the past, Library Services' rule was that there were to be no more than 3 numbers after the decimal point. I've noticed that ASCIS numbers are frequently much longer. What is Library Services current policy?

A Library Services' policy has changed to be consistent with the ASCIS nationwide policy. The database is not catering only for primary or only for secondary schools and while NSW may have had this policy, other states may be used to other policies. It's worthwhile to take advantage of a centralised service, even if slightly longer numbers is one of the compromises.

Q I wanted to ask about the '3' added for encyclopaedias at various numbers. Why are the numbers not built in a consistent way: eg 300.3, 636.003, 574.03?

A This results from special instructions at the base numbers. The standard subdivision 03 is added unless other instructions are given at the number. This happens when the simple 03 is used for a topical expansion (check 303).

Q We've recently purchased a multi-volume set called The ancient world by Pamela Odijk. Each volume looks at a specific ancient people, eg the Aztecs, the Hebrews, the Egyptians. Why has ASCIS catalogued each volume separately?

A ASCIS policy is to catalogue each part of a multi-volume work individually. This policy does not apply to items such as encyclopaedias and longer works such as War and peace which may be published in 2 volumes. Cataloguing each part individually ensures resources on specific subjects are together, in other words, all the books on the Aztecs will be found on the same shelf. ♦

△ OASIS at Mimosa - a progress report

Kevin Channells is teacher-librarian at Mimosa Public School. He has been seconded to Library Services for Term 1.

Installation of OASIS at Mimosa had been contemplated in 1988, prior to my arrival. The principal had already been introduced to the program and was aware of its benefits. In Term 1, 1989, Management Information Services Directorate (MISD) was notified of our interest in purchasing the system. When we were informed later in the term that our application had been successful, the necessary ergonomic furniture was obtained and a list of parents willing to assist in data entry was drawn up.

Funding

To provide the necessary funds for computerisation, a school Maths-a-thon was organised early in 1989. Parents were very generous both with their assistance in running the day and with the funds they donated. The success of the Maths-a-thon enabled the purchase of a fileserver, a work station, one terminal, a barcode reader and a printer. The total cost for this hardware was \$10,283. Another terminal was purchased at the end of 1989.

Data entry

The first decision made was to close off the card catalogue and enter new records straight onto OASIS. The fiction section was chosen as the first to be entered not only because it was considered the easiest to enter, but also because of the high user demand for the section. A computerised circulation system would obviously have immediate and very evident benefits in the section with the highest use.

Before entry began, an extensive cull was undertaken, using the guidelines in the **Handbook for school libraries**. The library clerical assistant and a group of parents with computer experience were involved in entering the records using the fileserver, work station and terminal. Between the beginning of term 2, 1989 and the end of the year the whole fiction collection plus other new items, approximately 6000 items in all, were entered.

Second priority for entry was assigned to the non-fiction section. Entry of this section and possibly the teachers reference section should be completed by the end of 1990. A definite timetable for the entry of further sections such as kits, audiovisual and reference collections has not been drawn up, but the system should be fully operational by the end of 1991.

Circulation

Until all resources have been entered onto OASIS a dual borrowing system, computer and card, is

necessary. At this stage, OASIS functions for the fiction collection and all other sections operate on the card system.

At the start of this year, laminated borrower cards were distributed to all pupils. Information on the card included the borrower's name and date of birth, as well as the barcode. Since the cards would normally be distributed when pupils arrive in kindergarten, and before they could write their names, inclusion of the borrower's signature on the card was not considered necessary. The date of birth option was included as a security measure and to enable distinction between any borrowers with the same name. The small laminator and several years' supply of pockets used to make the borrowers' cards were purchased for approximately \$440.

A recommended procedure for return of books is to set aside all returns and await a sustained break in borrowing before processing them. The limit for pupils' borrowing of both fiction and non-fiction items therefore needs to be extended so that pupils can borrow again before books they had brought back have been through the returns process. The previous limit at Mimosa of two books, either fiction or non-fiction, was extended to four fiction and four non-fiction books.

Pupils' use of OASIS

Both circulation systems are operated by pupils who have volunteered to help in the library. An introduction to the use of the barcode reader was necessary, as was some instruction in the location of barcodes in different types of resources e.g. kits. Pupils have been instructed in identifying resources that have made their way back to the shelves without being processed through the computer in which case the 'item already on loan' signal is displayed, and also the identification of borrowers with overdue loans, in which case a list of overdue items is displayed.

Pupils have had no difficulty using the terminals to trace resources by author, title and subject. Further search options such as keywords and classification numbers will be introduced in Term 2.

After more non-fiction resources are entered, the printout of bibliography option will be made available to pupils, so that bibliographies could be attached to completed units of work.

Staff use of OASIS

Wide access to the OASIS location and borrowing facilities has been made available to the staff. They have been provided with borrowers cards and a high borrowing limit for both fiction and non-fiction resources. Instruction has been provided in the use of the barcode reader, so that teachers are able to record their own loans as well as those of their classes. The print option has also been explained to staff so they are able to obtain bibliographies to include in their units of work.

Parents and OASIS

Since parents provided the funding for purchase of the computer hardware, every effort has been taken to demonstrate the system to them. In 1989, Book Week and Education Week both served as good opportunities to introduce the OASIS system to parents and allow them some experience at the terminals. An open invitation has also been extended to parents to view the system.

Staff support

Integral factors in the success achieved so far in the computerisation at Mimosa have been the support and cooperation of the whole staff. A greater degree of flexibility needed to be introduced into the library timetable and a restructuring of administrative priorities had to be undertaken before the process could begin.

Since the first priority was obviously the preparation and entry of the collection onto OASIS, other services could not be provided in 1989. The staff has accepted this restructuring of priorities and is aware that as more of the collection is entered onto OASIS, more services should again become available.

Difficulties encountered

The main problem encountered so far has been the result of occasional entry of barcode numbers other than those presented automatically by the computer. As some barcode numbers entered manually did not match exactly the number on the barcode labels assigned to the items, the 'invalid barcode' sign was displayed on the circulation terminal, meaning the items could not be borrowed until the corrections were made. Once recognised, these original errors, e.g. having used the 'O' key instead of the 'zero' key, have been easily rectified.

The high frequency of the 'unauthorised loan' signal was another early bug bear at the circulation desk. This problem was also easily set right once we realised that it resulted from the initial omission for some items of necessary information eg, period of loan.

Worth the effort?

No one should underestimate the amount of time and effort that is involved in the computerisation of a library. Suggested preliminary steps and implementation procedures have been well set out by Beth McLaren and Murray McLachlan in previous editions of *scan*. As well the program is user friendly and help is readily available at MISD. What must not be forgotten, however, is that while a teacher-librarian is involved in the computerisation of a library, there has to be some reduction in the provision of services to users. Workloads that have been stretched to the limit will go no further. A restructuring of priorities is essential and some programs will need to be put on hold for the duration of the automation process. The final outcome, of course, is that these programs will be provided far more effectively after the installation of OASIS.

Each school must also determine the timeframe for implementation of OASIS in the library. If it is decided the system should be made fully functional as quickly as possible, then there must be a greater reduction of user services, though such a reduction may be only for a short term. The benefits of the system would, however, become evident more quickly to staff, students and parents. If a slower rate of computerisation is preferred, then fewer services need be withdrawn, but the benefits of OASIS may not be so quickly apparent.

The degree of help available within the school and from parent and other volunteer groups is probably one of the main factors to be considered when selecting a timeframe.

While there is still a long way to go before installation of OASIS is completed at Mimosa, the benefits of the system are already evident. The borrowing procedure has been streamlined, and items already on loan can be easily traced, always a formidable task when it was necessary to search manually through hundreds of borrower or book cards. As well, overdue, recall and reservation notices can now be distributed on an individual or class basis. Such options were considered luxuries with the previous manual borrowing system; now they will be the norm. Access to resources that have been entered on OASIS has been substantially improved through use of the terminals for enquiry, and access to printing of bibliographies has also been provided to staff and will soon be available to students. Benefits yet to be experienced are those that will flow from the automation of the acquisition process, and more particularly, from the automation of stocktaking procedures. ♦

■ Business studies years 11-12

Resources to support the Business studies years 11-12 syllabus were reviewed by Robyn Green (Castle Hill High School), Virginia Frost (formerly Studies Directorate), Marilyn Noonan (Robert Townson High School) and Bruce Watt (Maroubra Bay High School). Niki Kallenberger with assistance from Fay Gardiner compiled the bibliography. Resources are arranged alphabetically by title.

NEWMAN, R.L. **Accounting information for decision makers.** Longman Cheshire, 1989
ISBN 0-582-71228-9 [658.1]

With a goal of explaining accountancy procedures to non-accountants, this volume is specifically aimed at managers, owners, shareholders and investors. A detailed explanation of these procedures is accompanied by an overview of the information which can be gained from them. A clear distinction is made between financial accounting and management accounting. Clear, non-technical language, an index, useful headings and suggestions for further reading increase its usefulness. The volume is, however, more appropriately suited to teacher reference than student use. R. Green

AUD: Professional
AVAIL: Paper \$15.99 ASCIS 612115

HRIBAR, Zvonimir **Accounting practice management for small businesses.** CCH Australia, 1985
ISBN 0-86903-596-7 [657]

Designed for accounting students or those intending to run a small business, this manual consists of 3 parts: recording accounting data, preparing income statements and evaluating business performance. Each chapter provides an opening explanation which assists in interpreting the accounting documents that follow. The content is very specialised, related to only one section of the topic, small business management and financial management. As well, the emphasis in the syllabus is not on practising accounting but understanding it. M. Noonan
LEV: Upper secondary
AVAIL: Paper \$16.50 ASCIS 201991

BELLAS, A. **Australian business : an introduction.** Moreton Bay, 1987
ISBN 0-949-19915-X [650]

Accounting and bookkeeping procedures are emphasised in this introduction to business, although many aspects of the year 11 course are also covered. Each chapter includes a useful set of exercises, projects and assignments. These will be a source of valuable ideas for student business projects. Clear examples

and diagrams, a glossary and index assist with information retrieval. M. Noonan
LEV: Upper secondary
AVAIL: Paper \$24.95 ASCIS 422910

O'BRIEN, Kevin **Australian business framework.** CCH Australia, 1986 (CCH accounting, business & finance series)
ISBN 0-86903-748-X [330.994]

Although the emphasis in this text is on economic concepts, it does show the relationship of these concepts to the business world. It covers some aspects of the year 11 topics, introduction to business and business environment, which are not dealt with in many other texts, as well as some areas of the year 12 option, business law. The inclusion of good stimulus material, clear diagrams and illustrations, the use of headings and end of chapter review questions make this a useful resource. M. Noonan
LEV: Upper secondary
AVAIL: Paper \$24.00 ASCIS 244401

ROBB, Alan J. **Australian dictionary of accounting and finance terms.** Pitman, 1988
ISBN 0-7299-0097-5 [657.03]

This slim, handy book gives clear, concise explanations of key terms. It also lists accounting standards and approved accounting standards, current at the time of publication. It has particular relevance to the year 12 optional topics accounting and financial management. R. Green
LEV: Middle secondary Upper secondary
AVAIL: Paper \$8.50
EVAL: Highly recommended ASCIS 454405

Australian small business manual/edited by Janek Ratnatunga. CCH Australia, 1988
ISBN 1-86264-115-3 [658]

Best suited to teacher reference use, overall this would be more appropriate for someone wanting to set up in small business. There are however some useful applications: product marketing; financing the business venture and setting it up in a business

structure; legal aspects of staffing, including taxation; various aspects of small business are dealt with. There is a useful bibliography at the end of the book. M. Noonan
AUD: Professional
AVAIL: Paper \$45.00 ASCIS 481476

PROVERBS, B. **Bookkeeping for today.** Pitman, 1989
ISBN 0-7299-0137-8 [657]

Accounting principles, recording financial transactions, cash budgets and the basics of interpreting financial statements are the chief concerns of this text. Good, clear explanations, relevant exercises and an index make this a valuable basic text for the year 12 optional topic accounting. However, as not all syllabus requirements are covered, additional material will be necessary.

R. Green
LEV: Middle secondary Upper secondary
AVAIL: Paper \$17.99
EVAL: Highly recommended ASCIS 606455

WHITEHEAD, Geoffrey **Book-keeping made simple.** Heinemann Professional, 1987 (Made simple books)
ISBN 0-434-98484-1 [657]

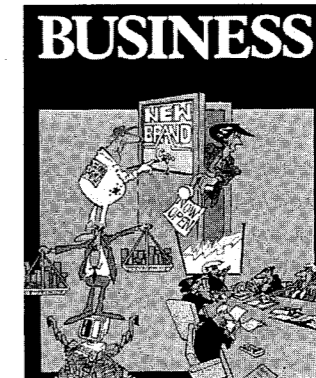
As the series promises, this is a good introductory book giving a clear explanation of how to record transactions in journals, post to ledger and prepare revenue accounts and the balance sheets. Its use is limited because, being a British book, the terms (pounds, not dollars) and references (VAT tax) are not applicable to the Australian experience.

R. Green
AUD: Professional
AVAIL: Paper \$15.95
EVAL: Consider before buying ASCIS 615894

DALY, M.T. **The brittle rim : finance, business and the Pacific region.** Penguin, 1989
ISBN 0-14-012095-5 [330.95]

This up-to-date examination of business in the Asia Pacific region provides teachers with a good reference in a new area where little information exists. The influences on business decision making are examined and the development of business in the Asia Pacific region is viewed from an historical perspective. The impact of the region on world business today and its likely influences in the future are also considered. Perhaps too detailed for the business environment topic in year 11, it would be excellent for the 3-unit option, international business. M. Noonan
LEV: Upper secondary
AVAIL: \$24.99 ASCIS 479015

KIRKWOOD, Lyle **Business : an introductory perspective.** Pitman, 1988
ISBN 0-7299-0015-0 [658]



Upper secondary students are well catered for by this attractive resource. The introduction to business, business environment and support services topics are covered and the volume also includes a large section on accounting. The interesting and varied

format includes activities, diagrams, cartoons and other sorts of stimulus material. Key terms are highlighted in bold type and definitions emphasised by coloured boxes. An index is included. Content is based on the Queensland syllabus, so NSW teachers will need to be selective when using this text. M. Noonan

LEV: Upper secondary
AVAIL: Paper \$26.99
EVAL: Highly recommended ASCIS 424509

Accompanying manuals:

KIRKWOOD, Lyle **Business : an introductory perspective. Workbook and study guide.** Pitman, 1989
ISBN 0-7299-0017-7 [650]

Based on the accompanying text, this provides a variety of exercises: short answers, true/false, multiple choice, case studies, crosswords, accounting exercises. R. Green
LEV: Upper secondary
AVAIL: Paper \$15.99 ASCIS 612187

KIRKWOOD, Lyle **Business : an introductory perspective. Solutions manual.** Pitman, 1987
ISBN 0-7299-0016-9 [658] ASCIS 490423

COOLEY, Philip L. **Business financial management.** Dryden, 1988
ISBN 0-03-009979-X [658.1]

A highly specialised text on financial management, it would be a useful reference for this topic. It covers the financial management environment, financing a small business in relation to financial expansion mergers, leasing, analysing and planning financial performance. Each chapter contains a summary, key terms and a variety of exercises. This is, however, an American text so care should be exercised in its

application to the syllabus and to the Australian business environment. M. Noonan
LEV: Upper secondary
AVAIL: \$49.95 ASCIS 609470

RATH, Pip Business in Australia : an introduction. CCH Australia, 1983
 ISBN 0-86903-408-1 [650]

The very readable text, generous use of headings, inclusion of an index and glossary and the presence of humorous relevant cartoons make this an appropriate resource for both years 11 and 12. This is one of the few resources to provide a coverage, though brief, of the early business history of Australia. Specific year 11 topics, introduction to business, business environment, and organisation of business as well as the year 12 option, business law, are addressed in the book. Other relevant topics are business structure, nature and aims of business, and constraints and regulations relating to business. M. Noonan
LEV: Upper secondary
AVAIL: Paper \$17.50
EVAL: Highly recommended ASCIS 150413

VERMEESCH, R.B. Business law of Australia. Butterworths, 1990
 ISBN 0-409-30119-1 [346.94]

This reference work provides detailed coverage of a wide range of business law topics. Actual case laws are included. Currency and indexing are excellent. Intended as background reading for an adult audience, its format and scope will be unappealing to secondary students in the content of a 7 week optional topic. B. Watt
AUD: Professional
AVAIL: Paper \$45.00
EVAL: Consider before buying ASCIS 612191

WEST, Alan A business plan. Pitman, 1988 (The Pitman small business bookshelf)
 ISBN 0-273-02824-3 [658]

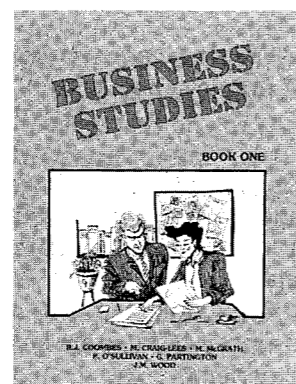
Although a British book written for people involved in small businesses, this volume focuses on the importance of a business plan and covers much of the content required for the topics support services, organisation of business and product marketing. While the text is somewhat dense and the print is small, bold headings, well-placed chapter markers and a thorough index assist in information retrieval. Case studies are included. An appendix examines the use of computer spreadsheets and their role in planning. R. Green

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.99
EVAL: Highly recommended ASCIS 612024

The business plan [videorecording]. National Industry Extension Service, 1987 [658.4]

Seventeen minutes in length, this colour videorecording gives a clear explanation of the importance of the business plan and shows how to go about setting one up. The accompanying book makes this a valuable resource for the topics organisation of business and small business management. R. Green
LEV: Middle secondary Upper secondary
AVAIL: \$59.95 Film Australia PO Box 46 Lindfield 2070
EVAL: Highly recommended ASCIS 466196

COOMBES, R.J. Business studies. Book one. Social Science Press, 1990
 ISBN 0-949218-65-0 [650]



Written specifically for the NSW Business studies syllabus, this provides a useful core text, which should, however, be supplemented with other sources and varieties of approaches. The co-authorship by writers from a variety of academic and business backgrounds

is reflected in the approach and depth of each chapter. The end of chapter activities should be used selectively, based on suitability and interest. R. Green
LEV: Upper secondary
AVAIL: Paper \$22.95
EVAL: Highly recommended ASCIS 615901

CHURCHMAN, Susan Commerce and the law. Teacher manual. CCH Australia, 1984
 ISBN 0-86903-432-4 [346.94]

Excellent for discussion, these case studies centre on the operation of business law in the Australian commercial world. The style is simple and clear; good discussion questions (with answers) follow each section. Also included are the court decisions. Whilst it is a little too simplistic for the year 12 topic, business law, it is appropriate for the year 11 topics, legal constraints on business, legal influences on Australian business and key regulations. V. Frost

LEV: Upper secondary
AVAIL: Paper \$13.50 ASCIS 202014

In the same series:
CHURCHMAN, Susan Commerce and the law. CCH Australia, 1984
 ISBN 0-86903-578-9 [346.94] ASCIS 158219

RAMSAY, Douglas K. The corporate warriors. Grafton, 1988
 ISBN 0-586-20047-9 [338.8]

Case studies of large American corporations striving for business supremacy are provided in this interesting collection which has relevance for the business environment and organisation of business topics in year 11 and the dynamic nature of business topic in year 12. Whilst the examples are American, and aspects will be different, comparisons and similarities to the Australian scene can be drawn if done so with care. M. Noonan
LEV: Upper secondary
AVAIL: Paper \$11.95 ASCIS 446090

HAUSER, Peter Enterprise economics : Australian case studies. VCTA, 1989
 ISBN 0-86859-332-X [338.70994]

Current and interesting examples related to several syllabus topics in both years 11 and 12 are provided by this collection of business case studies covering industry groupings such as food, clothing and communication. It may be used as an initial teaching resource or as a means of applying theoretical concepts. A handy table at the front of the book shows clearly which of the wide range of economic concepts are specifically covered in each case study. The inclusion of questions and current statistics make this resource very relevant to the syllabus. M. Noonan
LEV: Upper secondary
AVAIL: Paper \$11.00
EVAL: Highly recommended ASCIS 469071

GIBSON, Andrew Essentials of Australian business law. Pitman, 1989
 ISBN 0-7299-0148-3 [346.94]

A general law text for TAFE and secondary schools, this contains background information on the origin, present organisation and functions of the Australian legal system. It contains chapters on Australian law, types of business ownership, contracts, consumer law and torts. Though not written specifically for the Business studies syllabus, its general applicability, the attractive and clear presentation, chapter summaries and review questions, glossary of legal terms and table

of statutes make it a useful resource. Teachers do need to be selective, however, and seek other supportive material. B. Watt
LEV: Upper secondary
AVAIL: Paper \$34.99
EVAL: Highly recommended ASCIS 612150

POLLARD, Ian A. Financial engineering : philosophies and precedents. Butterworths, 1988
 ISBN 0-409-49464-X [658.1]

This up-to-date book deals with current trends and issues in the financial management field. It contains many useable quotations and cartoons which would make good stimuli for discussion on financial management topics. The changing financial environment is examined along with asset and liability management and capital management. Recent situations where financial management has been successful or otherwise are explored. Several leading business entrepreneurs including John Elliott, Peter Warne, Sir Ronald Brierley, Frank Lowry and Larry Adler share their philosophies on aspects of financial management. It does, however, assume a background in financial management. M. Noonan
LEV: Upper secondary
AVAIL: \$49.00 ASCIS 609443

Free and enterprising [videorecording]. Film Australia, 1987 [658]

A thorough introduction to the importance of small business in the Australian economy is provided in this 31-minute colour video. Four interesting case studies illustrate reasons for going into business, problems that arose and how they were solved. The need for careful management strategies is emphasised. R. Green
LEV: Middle secondary Upper secondary
AVAIL: \$59.95 Film Australia PO Box 46 Lindfield 2070 ASCIS 434384

A guide to co-operatives. Business and Consumer Affairs, 1989 [658]
 One of the series from Business and Consumer Affairs, this booklet describes, very basically, cooperative function and operation. It also states the goals of the office of Business and Consumer Affairs and offers advice for obtaining additional help. B. Watt
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Gratis Dept of Business & Consumer Affairs 1 Fitzwilliam Street Parramatta 2150
 ASCIS 616286

How to form a proprietary limited company.

Business and Consumer Affairs, 1989 [338.7]
A slim volume describing clearly and concisely the elements of company incorporation, this is one of a series of booklets from Business and Consumer Affairs. It is easy to read but brief and lacking in detail.
B. Watt
LEV: Middle secondary Upper secondary
AVAIL: Gratis Dept of Business & Consumer Affairs
1 Fitzwilliam Street Parramatta 2150
ASCIS 615929

How to register and trade under a business name.

Business and Consumer Affairs, 1989 [346]
Designed for the beginner and written in clear language, this deals with various aspects of the subject such as applying for a business name, processing the application and displaying the business name. It is very brief and would serve only as an introduction.
B. Watt
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Gratis Dept of Business & Consumer Affairs
1 Fitzwilliam Street Parramatta 2150
ASCIS 616293

MADDIGAN, Grahame **How to write-up a set of books up to trial balance step-by-step instruction manual.** Accounting Instruction & Solutions Manuals, 1987
ISBN 0-9587896-0-6 [657.2]

The emphasis is on completing exercises in this volume and its accompanying solutions manual. A basic understanding of the accounting process, and its role in a business, is assumed. Topics covered include preparing financial statements, double entry bookkeeping, categories of business transactions, the general journal and ledger, trial balance and transactions. Although clearly set out and written in a straightforward style, the integration of exercises throughout the text would benefit students.
M. Noonan
LEV: Upper secondary
AVAIL: Paper \$13.90
ASCIS 445341

In the same series:

MADDIGAN, Grahame **How to write-up a set of books up to trial balance : solutions manual.** Accounting instruction & Solutions Manuals, 1987
ISBN 0-9587896-1-4 [657]
LEV: Upper secondary
AVAIL: Paper \$9.90
ASCIS 445342

The manager's handbook : the practical guide to successful management / Arthur Young. Sphere, 1986
ISBN 0-72-21575-41 [658.4]

A functional book, this covers many aspects of the Business studies syllabus in a variety of ways. An attractive design relies on colour and photographs to present case studies, articles and diagrams which are both relevant and interesting. Although written for British business managers, it has applicability to the topics introduction to business, organisation of business, business function and operation and support services.
R. Green
LEV: Upper secondary
AVAIL: \$35.00
ASCIS 620029

ALLISON, Russ **Mind your own business.** Pitman, 1986
ISBN 0-85896-226-8 [658.022]

Though a range of issues relating to business practice, accounting and legal studies is covered, this deals specifically with small businesses. Diagrams, cartoons, stimulus material, case studies and pictures make it very readable. The clear set of expected outcomes at the start of each chapter facilitates its use by enabling teachers to decide on relevant chapters and sections. The resource has specific application to the year 12 option small business management. Teachers must, however, avoid the temptation to follow the book and instead select the sections applicable to the syllabus.
B. Watt
LEV: Upper secondary
AVAIL: Paper \$15.95
EVAL: Highly recommended
ASCIS 229322

On starting a business. Office of Small Business, 1985?
ISBN 0-72-40200-12 [658.1]

This publication by the NSW Office of Small Business is essential reading for the year 12 small business management option. But, because it is written for a person considering starting their own business, additional reading is necessary for this topic.
R. Green
LEV: Middle secondary Upper secondary
AVAIL: Paper \$1.00 Office of Small Business
5 Belmore Street Burwood 2134
EVAL: Highly recommended
ASCIS 618159

Planning and starting a small business [kit]. Film Australia, 1983
ISBN 0-642879-93-1 [658]

Comprising a book and audio cassette, this kit contains a generous supply of stimulus material of particular relevance to the year 12 optional topic, small business. Parts of the kit can also be used for the introduction to business and organisation of business topics.
R. Green
LEV: Middle secondary Upper secondary
AVAIL: \$60.00 Film Australia PO Box 46 Lindfield 2070
EVAL: Highly recommended
ASCIS 618094

Seven deadly sins of business. Office of Small Business, 1985?
ISBN 0-72-40196-26 [659]

On of a series of small publications of the NSW Office of Small Business, this booklet is designed for someone either already in business or contemplating setting up a business. It contains contacts for more specific advice. Although somewhat lacking in detail, it is a good example of the range of services offered by OSB and thus is useful background material.
B. Watt
LEV: Middle secondary Upper secondary
AVAIL: Paper \$1.00 Office of Small Business
5 Belmore Street Burwood 2134

BROOKES, Lesley **Small business case book.** VCTA, 1988
ISBN 0-86859-228-5 [658]

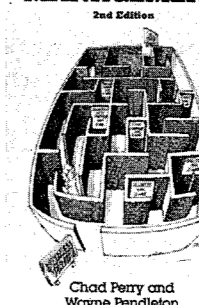
A practical compendium of the issues involved in planning, starting and operating a small business, this volume contains a variety of stimulus material, case studies and practical tasks. Each chapter also contains suggestions for further reading. Attractively presented and easy-to-read with a good variation of text and activities, this book also includes good discussion starters. While recognising the volume's strengths, its level and depth are pitched more at middle secondary students. Concepts will need to be supplemented with other material.
B. Watt
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$12.00
EVAL: Highly recommended
ASCIS 421874

MEREDITH, G.G. **Small business management in Australia.** McGraw-Hill, 1988
ISBN 0-07-452548-4 [658]

Written with the intention of providing a reference for those intending to set up a small business, this also has relevance for the Business studies student, especially

in the year 12 option, small business management, dealing with all aspects of this topic, sometimes in too much detail. A 10-point summary at the beginning of each chapter and an end-of-chapter checklist are useful for students. The language is appropriate for year 12 students and the text is well interspersed with diagrams, tables and examples. It would also make a very good teacher reference.
M. Noonan
LEV: Upper secondary
AVAIL: Paper \$39.95
EVAL: Highly recommended
ASCIS 610545

PERRY, Chad **Successful small business management.** Pitman, 1990
ISBN 0-7299-0161-0 [658]

SUCCESSFUL SMALL BUSINESS MANAGEMENT

2nd Edition
Chad Perry and Wayne Pendleton

This examination of the nature of small business includes chapters on financing, legal structures, start up, accounting, financial management, taxation, marketing and personnel. Review questions and case study material conclude each chapter; appendices deal with

how to prepare a business plan and technological change. Like many resources with a wide coverage, there are some areas lacking in detail. Teachers will find this a useful reference.
B. Watt
LEV: Upper secondary
AVAIL: Paper \$18.99
ASCIS 612074

BROOKES, Lesley **Up & running : small business education for secondary students.** VCTA, 1986
ISBN 0-86859-044-4 [658]

The content is highly appropriate for the topic, small business management, covering areas such as what constitutes small business; its success or failure; locating, financing and management; legal matters and performance measurement. It will prove very attractive for teachers and students because it provides a variety of tasks throughout each chapter as well as case studies and a research assignment. This would be useful for teachers in providing ideas for the business project. The temptation to work through the book without reference to the syllabus should be resisted.
M. Noonan
LEV: Upper secondary
AVAIL: Paper \$10.00
EVAL: Highly recommended
ASCIS 378193♦

■ Environmental education part 2

Environmental education Part 1 appeared in scan vol 9 no 1.

Part 2 lists book resources which were reviewed by Claire Brady (Bundeena Public School), Tony Butz (Warrimoo Public School) and Jeff Harte (Kirrawee High School). Sam Altman and Susan Gardner from the Aboriginal Education Unit assessed the materials and made appropriate comments. The bibliography was coordinated by Fay Gardiner with assistance from Jill Buckley and Michelle Ellis.

BAINES, John **Acid rain.** Wayland, 1989 (Conserving our world)
ISBN 1-85210-694-8 [363.7]

Applying a global perspective, this book gives an outline of the biophysical character of the environment in question, the impact of people on these environments and the rationale for various management strategies which are being, or could be, implemented. Clear explanations of the issues are supported by high quality colour photographs and diagrams. The language level is suitable for middle secondary students engaged in assignment work. It contains a glossary and an index of topics which children would find easy to use. J. Harte
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 491315

Australia and the nuclear choice. Total Environment Centre, 1984
ISBN 0-9595165-5-7 [333.79]

This is the Report of the Independent Committee of Inquiry into Nuclear Weapons and Other Consequences of Australian Uranium Mining. It provides a dispassionate look at nuclear energy in terms of the growth of the nuclear industry versus the social and environmental impacts. There is a need for more information to supplement the treatment of regrowth of the nuclear industry and the problems associated with nuclear accidents. J. Harte
AUD: Professional
AVAIL: Paper \$7.95 ASCIS 201713

STACEY, Malcolm **Australia: contemporary issues.** Longman Cheshire, 1988 (Investigating geography)
ISBN 0-582-87413-0 [304.20994]

Issues confronting Australia today, such as forests, water, multiculturalism and ethnic diversity, national and cultural heritage are dealt with in this resource. The layout of text and use of diagrams is clear and uncluttered. Though the use of colour strengthens the book's vitality, more colour would have greatly improved it, as would have a colour other than grey for highlighting text. Student exercises throughout develop graphic and interpretive skills. Whilst addressing concerns which students may already

have, it fails to integrate the contemporary issues so students might gain a holistic understanding rather than perceiving the issue as a discrete concern. J. Harte
An outstanding feature, is the inclusion of extensive Aboriginal content and perspective to a number of the environmental issues covered. S. Altman
LEV: Middle secondary Upper secondary
AVAIL: \$21.95 ASCIS 448769
EVAL: Highly recommended

The Australian environment series
HADDON, Frank **Eucalypt forests.** Hodder and Stoughton, 1988 (The Australian environment)
ISBN 0-340-357-14-2 [574.5] ASCIS 423899

HADDON, Frank **Urban.** Hodder and Stoughton, 1988 (The Australian environment)
ISBN 0-340-357-12-6 [574.5] ASCIS 423825

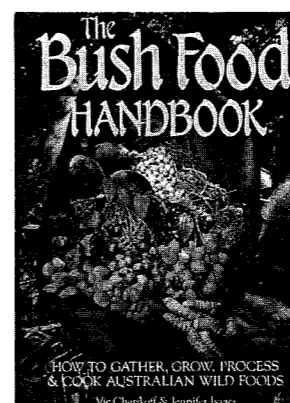
HADDON, Frank **Woodlands and plains.** Hodder and Stoughton, 1988 (The Australian environment)
ISBN 0-340-40132-X [574.994] ASCIS 423806

These books give the young reader clear and concise information on a selection of Australian environments. Within each book a short description of the environment is given, followed by information on native and introduced flora and fauna and their relationship within the environment, and concluding with problems arising from pollution and the need for conservation of the environment. The usefulness of the series is reinforced by the glossary, clear contents and index, easy-to-read text, excellent colour prints and line sketches of flora and fauna. C. Brody
LEV: Middle primary Upper primary Lower secondary
AVAIL: 8.95 each
EVAL: Highly recommended

CHERIKOFF, Vic **The bush food handbook: how to gather, grow, process & cook Australian wild foods.** Ti Tree, 1989
ISBN 0-7316-6904-5 [641.5994]

A detailed and species-specific guide to Australian bush food plants and food animals as used by Aboriginal peoples in different localities, this is designed not only to enable identification of bush foods but to give practical help in preparing them for

cooking and eating. A very attractive presentation in coffee table format, it makes excellent use of coloured photographs to show the plants and preparation procedures. The largest section is the most practical: recipes, for a huge range of items, presented in a way that invites trying them out. Excellent sections on creating your own foraging patch, surviving in the bush, and listing of foods by regions, together with a detailed bibliography and index make this an exceptional resource. T. Butz
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$44.00
EVAL: Highly recommended ASCIS 605359



COLLIN, P.H. **Dictionary of ecology and the environment.** P. Collin, 1988
ISBN 0-948549-07-6 [333.703]

5000 words and expressions covering scientific, ecological and environmental topics are contained in this dictionary. The resource is relevant to secondary science and geography as well as environmental education. Some entries contain added explanatory comments and quotes, and a small supplement of tables and classification systems is included. The dictionary fills a need in the fast growing interest in ecology and the environment. T. Butz
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 490343

LAMPTON, Christopher **Endangered species.** Watts, 1988 (An Impact book)
ISBN 0-531-10510-5 [333.95]

Why and how species become endangered, the moral questions facing humanity, and strategies to save endangered species are examined. Appendices list the species of mammals, birds, reptiles, fish and plants which are endangered around the world. Basic black and white photographs are included. T. Butz
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$119.95 ASCIS 429196

In the same series:

Acid rain.
ISBN 0-531-04682-6 [363.7] ASCIS 218966

The greenhouse effect.
ISBN 0-531-10154-1 [363.7] ASCIS 240718

Industrial pollution: poisoning our planet.
ISBN 0-531-04261-8 [363.7] ASCIS 120234

Noise pollution.
ISBN 0-531-04855-1 [363.7] ASCIS 190968

Toxic waste: clean up or cover up?
ISBN 0-531-04755-5 [363.7] ASCIS 16200

MARKHAM, Adam **The environment.** Wayland Hove, 1988 (World issues)
ISBN 1-85210-141-5 [333.7]

As well as a broad treatment of the impact of people on the global environment, specific areas such as deserts, wetlands and rainforests are dealt with. Various global management strategies are identified and positive suggestions are made for action by young people to combat the problem of environmental decay, thus presenting an optimistic scenario. Interest is maintained by treating a broad range of topics briefly; language is appropriate for junior secondary students, but the lack of exercises to engage students in active enquiry is a deficit. J. Harte
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 ASCIS 433240

WARD, Brian R. **The environment & health.** Watts, 1989 (Life guides)
ISBN 0-86313-731-8 [363.7]

This is a clear and simple presentation of the various hazards in our environment and the effects they can have on our physical health. In simple language, with well set out chapters and glossy coloured pictures and diagrams, the book presents the many ways emotional and physical health is damaged by environmental problems. It is explained that many environmental problems can be outside an individual's control but there are environmental problems that we can influence, such as pollution, nuclear waste, and smoking. A glossary is provided to assist the reader. Whilst the book is quite international in its content, the list of organisations which help protect the environment is English. C. Brady
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$18.95 ASCIS 467030

ARMSTRONG, Patricia **Extension Activity Book Recycling.** Gould League Club of Vic., 1988
ISBN 0-909858-721 [604.6]

This slim volume houses a collection of varied and

stimulating activities which cover many aspects of recycling. The book suggests practical ways of recycling materials in the home and the community. The activities are intended mainly to develop observation skills but include practical ways to go about re-using our garbage. Chapters are well organised and meaningful. There is an excellent reference and bibliography for further exploration of the topic. C. Brady

LEV: Middle primary Upper primary Lower secondary

AVAIL: Gould League \$2.00

EVAL: Highly recommended ASCIS 413724

ELKINGTON, John **The green consumer guide.** Penguin, 1989

ISBN 0-14-012947-2 [640.73]

The need for environment-conscious consumer behaviour is the basis for this Australian book which has detailed sections on how to shop at supermarkets, garden centres, hardware stores, appliance centres and chemists; alternative fuels and products for cars; recreational and holiday pursuits; and gift-buying. Each section has a list of useful organisations, complete with addresses and phone numbers, and there is a general index. The detail of the research is extensive; the book is over 300 pages and contains many useful tables for easy comparison of products and their personal and environmental effects. The book is backed by research from the Australian Consumers Association. T. Butz

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: \$14.99 ASCIS 603711

EVAL: Highly recommended

HENDERSON-SELLERS, A. **The greenhouse effect: living in a warmer Australia.** N.S.W. University Press, 1989

ISBN 0-86840-267-2 [551.50994]

The mechanism (chemistry) of the greenhouse effect, and its impact on Australia and Australia's prospects for 2030AD are examined. The impact of greenhouse on the earth's biophysical and social resources is particularly stressed. The material is clear, up-to-date and concise, and complex ideas are described in easy to understand language, free from unnecessary jargon. J. Harte

LEV: Upper secondary

AVAIL: \$12.95 ASCIS 472079

BUTTON, John **How to be green.** Random Century Hutchinson, 1989 (An Arrow book)

ISBN 0-09-169691-7 [333.72]

The issues of ecological salvation and conservation in terms of our everyday lives are presented simply and clearly. The issues are treated practically with the focus on what you can do yourself, from packaging to clothes to health. A plan of action is given in which the reader is presented with the facts, given steps to change; benefits to self, others and the environment can then be examined. If the reader decides to initiate change, a comprehensive list of Australian organisations and suppliers is listed. The clearly set out chapters and subsections help to make the information accessible to students. C. Brady

LEV: Upper secondary

AVAIL: \$14.95 ASCIS 605510

MACFIE, Cathy **In touch: environment awareness activities for teachers, leaders and parents.** Longman Cheshire, 1989

ISBN 0-582-66372-5 [574.507]

The activities included are simple, very varied, easily conducted, and not limited to 'nature observation'. Sections are organised by environment types and plant or animal groupings, and are preceded by useful suggestions for planning and introducing these activities. Reference lists for adults and children, story and poem lists and suggested audio visual material end each section. The appendices include directions for making some of the materials, additional resource materials, and organisations with addresses and phone numbers, to contact. T. Butz

LEV: Lower primary Middle primary Upper primary Lower secondary

AVAIL: \$17.99 ASCIS 487628

EVAL: Highly recommended

GELL, Rob **It's easy being green: everyday environmental practices for Australian homes and workplaces.** McCulloch, 1989

ISBN 0-949646-90-3 [333.7]

Printed on recycled paper, this book aims to give positive suggestions for energy efficiency in the home and workplace; recycling; reducing pollution; caring for the environment; and lobbying government. Subheadings are frequently used to highlight action steps in the text. Summaries and action plans at the end of each chapter facilitate use, though no index is provided. Australian in content, it is endorsed by the Australian Conservation Foundation. T. Butz

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$12.95 ASCIS 604673

BREEDEN, Stanley **Kakadu: looking after the country - the Gagadju way.** Simon & Schuster, 1989

ISBN 0-7318-0020-6 [508.9429]

A lavishly photographed presentation of the people, wildlife and special places of Kakadu, the book begins and ends with a deep sentiment that this is and always has been an Aboriginal land. The text covers

KAKADU

LOOKING AFTER THE COUNTRY - THE GAGADJU WAY



Stanley Breeden and Belinda Wright

the many environments of Kakadu in separate sections and is complemented by colour maps, glossaries, a chronology and an index. The stunning photographs would be appreciated by students of any age, and the text which is at times almost poetic, could be read by upper primary children with ease. It appeals on many levels, but above all, visually. T. Butz

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: \$45.00 ASCIS 486063

EVAL: Highly recommended

SUZUKI, David **Looking at the environment.** Allen & Unwin, 1989 (A little ark book)

ISBN 0-04-442133-8 [574.5]

Written with an appreciation of the intended audience, this splendid little book provides information on a variety of topics, each with its set of 'amazing facts' and 'something to do'. The latter includes both the experimental aspect and that of contributing positively to environmental management. The information sections, although essentially environmental, abound with across-curriculum goodies. F. Gardiner

LEV: Middle primary Upper primary

AVAIL: Paper \$9.95 ASCIS 607651

NAYUTAH, Jolanda **Minjungbal the Aborigines and islanders of the Tweed Valley.** North Coast Institute of Aboriginal Community Education, 1988

ISBN 0-7316-2824-1 [994.4]

The Minjungbal people are described, from the traditional society, (including the land, their family and social structure) to the community in transition, (contact with Europeans) to life in the 20th century (government policies, reserves and land rights). It gives a detailed coverage of an Aboriginal community contrasting life in tune with the land, with life after European contact. The case-study approach used can be adopted across the curriculum. Original photographs are interspersed with sketches and

occasional colour photographs. J. Harte

LEV: Middle secondary

AVAIL: \$19.95 North Coast Institute for Aboriginal Community Education P.O. Box 149 Lismore 2480.

ASCIS 488634

LEIPER, Glenn **Mutooroo plant use by Australian Aboriginal people.** Eagleby South State School, 1984

ISBN 0-7242-1185-3 [641.3]

Each of the 225 plants in this hand-sized volume is illustrated with a line drawing, described and explained in terms of its Aboriginal use. Warnings are given on poisonous plants and a table of all plants mentioned lists their uses. Recipes are supplied for some plants, and, where applicable, European equivalents of Aboriginal food are stated. The book is very easy to use, especially with its glossary and comprehensive 12-page index of the plants. T. Butz

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Eagleby South State School Fryar St

Eagleby 4207: 1-9 copies \$6.00 (incl. post)

10+ copies \$4.00 (+ post)

EVAL: Highly recommended ASCIS 436932

HELGERSON, Joel **Nuclear accidents.** Watts, 1988 (An Impact book; see *Endangered species*)

ISBN 0-531-10330-7 [363.1]

An overview of nuclear power is presented, followed by case studies of nuclear accidents, including 3 Mile Island and Chernobyl. Alternatives to nuclear energy are proffered, along with the pro- and anti-nuclear perspective. This is a balanced discussion, from the realistic viewpoint that accidents are inevitable whatever the energy source, but it examines ways in which the impact of accidents can be minimised. Brief case studies are cited in the presentation of the arguments about the risks involved. J. Harte

AUD: Professional

AVAIL: \$18.95 ASCIS 429054

MCUEN, Gary E. **Our endangered atmosphere: global warming and the ozone layer.** Gary E. McCuen, 1987 (Ideas in conflict)

ISBN 0-86596-063-1 [363.7]

This is a balanced account of ideas in conflict, which can also be used to develop reasoning skills. It gives an initial overview of the global environment, the impact of people on the atmosphere, and management strategies. The lack of diagrams and colour may prove to be a hindrance to attracting and retaining interest among students of average ability. J. Harte

LEV: Upper secondary

AVAIL: \$19.95 ASCIS 434006

In the same series:

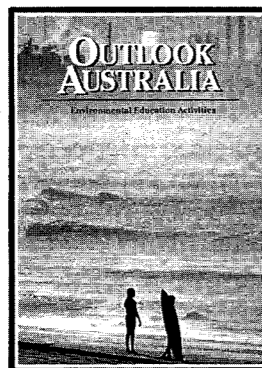
Protecting water quality.

ISBN 0-86596-056-9 [363.7] ASCIS 604445

Outlook Australia : environmental education activities. Grahame Horwitz, 1989

ISBN 0-7253-0939-3 [333.707]

A collection of nearly 100 teaching units across 11 areas of study in environmental education, this resource is written by a teacher actively involved in environmental education. Air, water, soil, minerals, natural habitats, land use, heritage, people and their relationship to the planet and to each other are all treated. Each unit of 1 or 2



pages supplies objectives, questions, materials lists and follow-up suggestions very succinctly. The variety of activities covers the whole curriculum and is applicable to many different age groups. Most activities can be done with a minimum of preparation and are designed for maximum involvement by children.

LEV: Lower primary Middle primary Upper primary

AVAIL: Paper \$21.95

EVAL: Highly recommended ASCIS 603753

HARDING, Nigel The Pedder portfolio. Jacaranda Milton, 1989 (Co-investigators Level 4)

ISBN 0-7016-2440-X [333.78]

This provides an excellent case study which can be adopted to show the conflicts between groups in the environment debate. It is a concise summary of an environment which is subject to change as a result of economic and political priorities. Photographs and maps give a clear impression of the area and its environmental significance. J. Harte

LEV: Lower secondary Middle secondary

AVAIL: Paper \$3.80

ASCIS 484055

PENNY, Malcolm Pollution and conservation. Wayland, 1988 (Our world)

ISBN 1-85210-362-0 [363.7]

Current environmental issues are introduced in this attractively presented resource. Chapters cover air, water and noise pollution and the need to conserve rainforests, wetlands, grasslands and islands. Clear text, colour photographs and diagrams convey information. A detailed glossary and index give ready

access to topics. Some concepts are oversimplified and the text itself is general, with little in depth information on any specific topic. T. Butz

LEV: Upper primary Lower secondary

AVAIL: \$19.95 ASCIS 458200

MURRAY-SMITH, Stephen Sitting on penguins : people and politics in Australian Antarctica.

Hutchinson Australia, 1988

ISBN 0-09-169120-6 [919.8]

A first hand account of a trip to Australia's Antarctic in 1985-86, this deals with the experiences of the author, both physical and emotional and his responses to being confronted with the pollution problem associated with Australia's bases. The reader gets a feeling for the 'total environment', the frustration of powerlessness and the realisation that an individual is the key to promote change. J. Harte

LEV: Upper secondary

AVAIL: \$29.95 ASCIS 454566

Strategies for ozone protection. Australian Environment Council, 1989

ISBN 0-642-14752-3 [363.7]

Background information on the ozone layer, the effects of CFC's and recommendations by the Australian Environment Council are included in this booklet. It provides a detailed account of the ozone problem and the impact of specific economic activities upon the ozone layer as well as documenting the management proposals being suggested for this global environment problem. Much information on policy statements and legislative requirements may not, however, interest the average reader. J. Harte

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: gratis ASCIS 603814

Survival series

BURTON, John Close to extinction. Watts, 1988 (Survival)

ISBN 0-86313-730-X [591] ASCIS 435102

BRIGHT, Michael The dying sea. Watts, 1988 (Survival)

ISBN 0-86313-729-6 [363.7] ASCIS 435100

BRIGHT, Michael Killing for luxury. Watts, 1988 (Survival)

ISBN 0-86313-661-3 [179] ASCIS 422219

BRIGHT, Michael Saving the whale. Watts, 1987 (Survival)

ISBN 0-86313-616-8 [639.9] ASCIS 402237

SIMON, Noel Vanishing habitats. Watts, 1987 (Survival)

ISBN 0-86313-592-7 [333.7] ASCIS 401782

BARTON, Miles Zoos and game reserves. Watts, 1988 (Survival)

ISBN 0-86313-662-1 590.74 ASCIS 424513

Endangered animals and habitats on a global level are discussed. Zoos, game reserves and killing for luxury are presented with a stimulating collection of brief narratives, pictorial, print sources and diagrams. The information is well set out, with large text and clear headings, excellent contents and an easy-to-use index. The 'hard facts' section in each book is useful for considering issues dealt with within each book and provides a springboard for further discussion and activities. Some of the series could be considered too emotive and should be reviewed before purchasing and/or use to ensure that the issues are dealt with in a balanced way. C. Brady

LEV: Middle primary Upper primary

AVAIL: \$17.95

EVAL: Consider before buying

BOOTH, Basil Temperate forests. Wayland, 1988 Our world

ISBN 1-85210-038-9 [910]

Beginning with the description and global distribution of temperate forests, plants, animals, insects and food chains are discussed. The forests are looked at through history and through different seasons, finishing with a discussion of forest products and problems. Beautifully presented, easy to read, well set out and with a detailed glossary and index, the book could be used at many levels. T. Butz

LEV: Middle primary Upper primary Lower secondary Middle secondary

AVAIL: \$19.95

EVAL: Highly recommended ASCIS 433233

BUCHANAN, Robin Urban parks, bushland and other natural areas: guidelines for preparing inventories and management plans. Total Environment Centre, 1988

ISBN 0-947360-00-X [333.7809944]

For a brief (25 page) document this presents an organised approach that teachers and parent groups can follow. There is a good listing of maps, organisations to contact, what to look for, and sections for the management plan. A serious omission is the lack of addresses and phone numbers of even the larger organisations. T. Butz

AUD: Professional

AVAIL: \$10 ASCIS 486714

BYRT, Gavin Urban wildlife. Gould League of Vic. 1988 (A Survival publication)

ISBN 0-909858-79-9 [574.5]

A coloured magazine this presents a variety of habitats within the urban environment and the communities of animals and plants dwelling in those habitats. The habitats and their inhabitants are clearly described and simply presented, and the information is factual and easy to read. Black and white line drawings are excellent; the index is well set out and useful. C. Brady

LEV: Middle primary Upper primary

AVAIL: \$8.00 ASCIS 423241

HARDING, Nigel Wanted! new managers for planet earth. Jacaranda, 1988

ISBN 0-7016-2441-8 [333.7]

A brief treatment of the way people have misused the natural resources of Planet Earth : air, water, soil and energy, this book puts resource use in the context of a global economy and advocates a compromise between economic growth and preservation, with the ultimate goal of sustainability, if resources are to be economically exploited in the future. The impact of urban growth, the development of transnational corporations, agriculture and technology are addressed. The cartoon style introduction will involve the students and the conclusion will enable them to become part of the issue addressed. Australian examples are given but within a global context developing the 'one earth' ethos. J. Harte

LEV: Upper primary Lower secondary

AVAIL: Paper \$3.80 ASCIS 480086

Stop press : Addendum to Environmental education part 1.

Suzuki, David T. It's a matter of survival sound recording. Australian Broadcasting Corporation, 1990

ISBN 0-6421-815-4 [333.7]

David Suzuki's usual lucidity makes this resource 4 hours of good listening; his message makes it compulsory listening. F. Gardiner

LEV: Upper primary Lower secondary Upper secondary

AVAIL: \$29.99

EVAL: Highly recommended ♦

■ Reprint round-up

Reprint round-up was prepared by Patricia Ward. The books are divided into fiction and non-fiction and arranged alphabetically by title within these divisions.

Fiction

STAFFORD, Marianne *Amy's place*. Penguin [1980] 1989 (Picture Puffins)
ISBN 0-14-050998-4

Full-page colour illustrations carry the narrative about the building of a treehouse for Amy and her toys and the unexpected arrival of a possum and her baby looking for shelter in the silky oak tree.

LEV: Preschool Lower primary
AVAIL: Paper \$6.99 ASCIS 487939

TSUTSUI, Yoriko *Anna's secret friend*. Penguin, [1987] 1988 (Picture Puffins)
ISBN 0-14-050731-0

Moving to a new home and town can be an exciting but lonely experience for a young child. Little presents arriving daily in the letterbox become a prelude to finding a playmate.

LEV: Preschool Lower primary
AVAIL: Paper \$6.99 ASCIS 472002

NAKAZAWA, Keiji *Barefoot Gen: a cartoon story of Hiroshima*. Penguin, 1987 (Penguin originals)
ISBN 0-14-011808-X

The author was 7 years old when the atomic bomb was dropped on his city and so this work of fiction is autobiographical in nature. A Japanese comic book, translated into English, it is a graphic and moving account of the devastation of Hiroshima, a cartoon presentation to stir the reader's conscience to the horrors of nuclear war.

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.99 ASCIS 616476

RUBINSTEIN, Gillian *Beyond the labyrinth*. Penguin [1988] 1989 (Puffin books)
ISBN 0-14-034338-5

Feeling an outsider in his own family, 14 year-old Brenton retreats into a world of fantasy fables. When he and visiting Victoria meet Cal, an alien anthropologist, his life is thrown into greater turmoil.

Thoroughly engrossing story that won the 1989 Children's Book of Year Award.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.99 ASCIS 618273

WHEATLEY, Nadia *The bleeding*. Penguin [1987] 1989 (Puffin books)
ISBN 0-14-034318-0



Colum is faced with conflicts within his family, within his community between timber workers and environmentalists and within himself as he comes to terms with his own sexuality. He tells his story (as a journal) in a colloquial manner involving the reader with the challenging issues it raises.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.99 ASCIS 609061

BYARS, Betsy *The Blossoms and the Green Phantom*. Pan [1987] 1988 (Piper)
ISBN 0-330-30085-7

The 3rd book about the Blossoms and again it is a story of adventure, warmth, compassion and humour. Junior invents a giant UFO, the Green Phantom. Its orbiting, not without misadventures, fulfils a young boy's dream.

LEV: Middle primary Upper primary Lower, secondary
AVAIL: Paper \$6.50 ASCIS 451308

McCLOSKEY, Robert Burt *Dow: deep-water man: a tale of the sea in the classic tradition*. Penguin [1963] 1989 (Picture Puffins)
ISBN 0-14-050978-X

A wonderfully fanciful tall sea story, it tells of an old fisherman with a leaky boat and his giggling gull friend. Their adventures at sea and in a great whale give full rein to author's imagination and artwork.

LEV: Preschool Lower primary Middle primary
AVAIL: Paper \$7.99 ASCIS 602434

Dream time: new stories by sixteen award-winning authors / edited by Toss Gascoigne, Jo Goodman, Margot Tyrrell. Penguin, 1989 (Puffin books)
ISBN 0-14-034261-3

Anthology of new stories by Australia's best known award-winning authors commissioned by the Children's Book Council of Australia. This innovative literacy enterprise offers humour, fantasy, science fiction and human dilemma revolving around the theme of dream time.

LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.99 ASCIS 615811

BABBITT, Natalie *The eyes of the Amaryllis*. Farrar, Straus and Giroux, [New York] [1977] 1986 (A Sunburst book)
ISBN 0-571-12104-7

A sensitively told ghost story in which the wreck of the brig Amaryllis 30 years before is the starting point. The captain's widow believed her husband would send a message.

LEV: Lower secondary Middle secondary
AVAIL: Paper \$3.45 ASCIS 609043

ALLEN, Pamela *Fancy that*. Penguin, [1988] 1989 (Picture Puffins)
ISBN 0-14-050971-2

Sharp colour illustrations, evenly sequenced text and innovative page design lead up to the farmyard event of the hatching of six chickens.

LEV: Preschool Lower primary
AVAIL: Paper \$6.99 ASCIS 605122

EDWARDS, Hazel *Fish and Chips and Jaws*. Penguin, [1987] 1989 (Picture Puffins)
ISBN 0-14-054113-6

Title refers to the names of three goldfish adopted by two children whose enthusiasm for their new pets and imagination run riot as the fun full-page colour illustrations by Rae Dale unfold.

LEV: Preschool Lower primary
AVAIL: Paper \$6.99 ASCIS 609050

WESTALL, Robert *Ghosts and journeys*. Pan [1988] 1989
ISBN 0-330-30904-8

Everyday things become nightmares in this collection of 6 gripping stories.

LEV: Lower secondary Middle secondary
AVAIL: Paper \$6.99 ASCIS 608869

HATHORN, Libby *Looking out for Sampson*. Oxford University Press, [1987] 1988
ISBN 0-19-554974-0

Sampson's pre-teen sister Bronwyn has the taken-for-granted role and responsibility of being the toddler's minder and sometimes it irks her. Climax occurs when Sampson goes missing on a beach outing. 1988 Children's Book Council of Australia Honour Book.

LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 ASCIS 463394

FOX, Paula *The lost boy*. Pan [1987] 1989
ISBN 0-330-30775-4

The peace of a golden 3-month summer holiday on a little Aegean island is shattered for Lily with the arrival of Jack, a tough unhappy loner who usurps her friendship with Paul. Quality writing and perceptive characterisation.

LEV: Upper primary Lower secondary
AVAIL: Paper \$5.99 ASCIS 481368

BAILLIE, Allan *Megan's star*. Penguin [1989] 1990 (Puffin books)
ISBN 0-14-034046-7

Part adventure, part science fiction, this is an unusual story of how cries for help in a ruined house, propel Megal into an encounter with Kel, a boy on the run, possessing rare powers. Together they use their minds to explore their world and the universe. Shortlisted 1989 Children's Book of the Year Award.

LEV: Upper primary Lower secondary
AVAIL: Paper \$6.99 ASCIS 615791

MAHY, Margaret *Memory*. Penguin [1987] 1989 (Plus)
ISBN 0-14-032680-4

One dark and drunken night an unlikely alliance is forged between Jonny, young unemployed drifter looking for his dead sister's best friend, and Sophie, whom he meets in the street, an elderly woman living in confused squalor and suffering from Alzheimer's disease. During his stay with Sophie, Jonny exorcises the demon from his past.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.99 ASCIS 486779

Monkey and the White Bone Demon / adapted by Zhang Xiu Shi. Penguin [1984] 1989 (Picture Puffins) ISBN 0-14-054138-1

Dramatically illustrated picture book adaptation of an episode from the famous 16th century novel *The pilgrimage to the west* whose hero Monkey has become one of the most loved figures in Chinese literature and recently a television star. White Bone Demon and her band of evil spirits threaten the monk, Hsuan Tsang and his 3 disciples, Monkey, Pigsy and Sandy on their travels.
LEV: Middle primary Upper primary
AVAIL: Paper \$7.99 ASCIS 603376

WILD, Margaret Mr Nick's knitting. Hodder and Stoughton, [1988] 1990 ISBN 0-340-52178-3

Mr Nick and his friend Mrs Golley enjoy knitting together during their morning train trip to the city. When Mrs Golley becomes seriously ill, Mr Nick is distraught and knits a special rug for her hospital bed. Illustrations by Dee Huxley. Shortlisted for the 1989 Children's Picture Book of the Year Award.
LEV: Preschool Lower primary Middle primary
AVAIL: Paper \$7.95 ASCIS 618006

ARNOLD, Tedd No jumping on the bed! Pan, [1987] 1989 ISBN 0-330-30043-1

At bedtime Walter is admonished for jumping on the bed. It seems as if all of his father's dire predictions come about when he decides to have one more jump.
LEV: Preschool Lower primary
AVAIL: Paper \$6.99 ASCIS 490362

JARMAN, Julia Ollie and the bogle. Penguin [1987] 1989 (Puffin books) ISBN 0-14-032879-3

When Ollie encounters the Bogle, the wizened little tree spirit living in the garden elder tree, he gives her instructions not to let her father cut down the tree. To no avail. Things then start to go wrong at school and in the home.
LEV: Upper primary Lower secondary
AVAIL: Paper \$5.99 ASCIS 616478

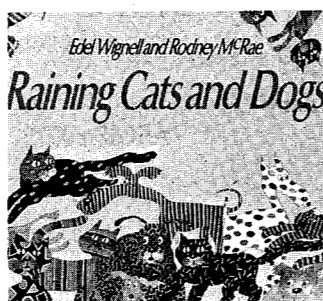
DANN, Max One night at Lottie's house. Oxford University Press, [1985] 1989 ISBN 0-19-554875-2

Short-listed in the Australian Children's Book of the Year Awards in 1985, this is a delightfully scary, tongue-in-cheek story about a boy's overnight stay in an eerie old house and his ghost-fighting kit that leads to unexpected results.
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 490206

ZINDEL, Paul The Pigman's legacy. Collins [1980] 1981 ISBN 0-00-672977-0

After the devastating experience related in *The pigman* a more mature Lorraine and John befriend a lonely old man they find squatting in the Pigman's house, a symbol of the teenage couple's ability to turn their feelings outside themselves.
LEV: Lower secondary Middle secondary
AVAIL: Paper \$6.95 ASCIS 478845

WIGNELL, Edel Raining cats and dogs. Hodder and Stoughton, [1987] 1989 ISBN 0-340-49997-4



Drenching rain threatens to spoil Jan and Peter's holiday with Grandma. She suggests they make a picture of raining cats and dogs. Rodney McRae's joyous kaleidoscope of colours and

patterns of 31 cats and 27 dogs is the dramatic result.
LEV: Preschool Lower primary Middle primary
AVAIL: Paper \$7.95 ASCIS 487964

LESTER, Alison Rosie sips spiders. Oxford University Press, [1987] 1989 ISBN 0-19-553132-9

Mirroring the format of *Clive eats alligators*, the same 7 children invite young readers to identify with or create for themselves a response to headings such as 'work' 'home' 'having fun' all distinctly different but

in character.
LEV: Preschool Lower primary
AVAIL: Paper \$7.95 ASCIS 607469

PILLING, Ann Stan. Penguin, [1988] 1989 (Puffin books) ISBN 0-14-032388-0

A taut suspenseful adventure. In running away from his heartless London foster home, Stan is caught up in the activities of vicious criminals, but remains grimly determined to find sanctuary with his half brother in Ireland.
LEV: Lower secondary Middle secondary
AVAIL: Paper \$6.99 ASCIS 616357

FACTOR, June Summer. Penguin, [1987] 1989 (Picture Puffins) ISBN 0-14-054139-X

Summer is a'comin' in and all the flies are gatherin' - so begins a happy picture book version of Christmas Day at an Australian homestead illustrated by Alison Lester.
LEV: Lower primary Middle primary
AVAIL: Paper \$6.99 ASCIS 600051

PAUL, Korky Winnie the witch. Oxford University Press, [1987] 1988 ISBN 0-19-279847-2

Winnie the witch whose house is black inside and out, has difficulty in seeing her black cat Wilbur. Spells to effect changes in colour for the cat have unexpected and humorous results.
LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 406810

Non-fiction

ROWAN, Peter Can you get warts from touching toads? Ask Doctor Pete! Penguin, [1986] 1989 (Puffin books) ISBN 0-14-032562-X [613]
The author, a GP, appears on a British television program answering queries children constantly ask about health and illness. He gives lighthearted but scientific answers to questions, eg will eating fish make me brainy? Quentin Blake's illustrations provide a wacky touch to these fascinating facts.

LEV: Upper primary Lower secondary
AVAIL: Paper \$5.99 ASCIS 610427

English fairy tales / collected by Joseph Jacobs. Penguin, 1970 (Puffin classical) ISBN 0-14-035108-6 [398.20942]

An anthology of fairy stories selected from the author's original books of 1890 & 1984 and includes well-known favourites and lesser known memorable and imaginative ones. A read-aloud collection.
AUD: Professional
LEV: Middle primary Upper primary
AVAIL: Paper \$4.99 ASCIS 616089

The Faber book of diaries / edited by Simon Brett. Faber, [1987] 1989 ISBN 0-571-13807-1 [828.008]

Selected from the best English diarists since the 17th century, these extracts arranged for each day of the year have a fascination of their own as a social profile and distinct literary form. Includes biographical notes on the diarists.
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.99 ASCIS 618412

CONNOLLY, Bob First contact. Penguin, [1987] 1988 ISBN 0-14-007465-1 [995]

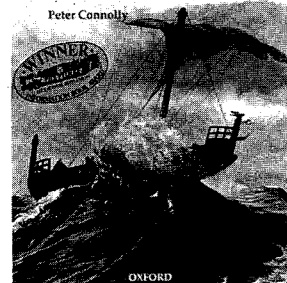
This fascinating story of an historic encounter of 2 cultures in the New Guinea highland valleys is based on records made on movie and still camera discovered in 1980's by 2 film makers.
LEV: Upper secondary
AVAIL: Paper \$18.99 ASCIS 603441

Indian tales and legends / retold by J.E.B. Gray. Oxford University Press, [1961] 1989 ISBN 0-19-274138-1 [398.20954]

A welcome re-issue of the scholarly but readable collection of Indian stories illustrated by Joan Kiddell-Monroe that includes simple folk tales, animal fables (source for many of the tales current in the West), strange legends and the great Indian epic *The Ramayana*.
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$8.95 ASCIS 482476

CONNOLLY, Peter *The legend of Odysseus*. Oxford University Press, [1988] 1988 (Rebuilding the past) ISBN 0-19-917143-2 [883]

THE LEGEND OF ODYSSEUS



Excellent recounting of Homer's tale of Odysseus and his battle against the Trojans with colour illustrations, maps, diagrams and detailed drawings of archaeological finds of weaponry and household artifacts to give historical context. Winner of the Times Educational Supplement Information Book Award.

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.50 ASCIS 475610

McGOUGH, Roger *Nailing the shadow*. Penguin, [1987] 1989 (Puffin books) ISBN 0-14-032390-2 [821]

Thought-provoking poetry in which no subject is sacred. Laughs abound, long held opinions challenged, the absurd taken seriously, yet with perceptive insights into human nature. The delight in words is infectious as poetic connections are reinvented.

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$5.99 ASCIS 602216

The Oxford book of war poetry / chosen and edited by Jon Stallworthy. Oxford University Press, [1984] 1989 ISBN 0-19-282584-4 [808.81]

This selection of 250 poems presents a history of warfare as seen by chroniclers and poets. It also reflects a great shift in social awareness as man's early war-songs of exhortation and celebration give way to anti-war expressions of man's inhumanity to man. Arrangement is chronological by writer, hence by conflict. Scholarly introduction. Index of first lines.

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95 ASCIS 477212

Singing in the sun / poems chosen by Jill Bennett. Penguin, [1988] 1989 (A Young Puffin) ISBN 0-14-032366-X [821.008]

Well-loved American and English poems are included in this small format anthology that covers such themes as animal life, weather, seasons and nonsense.

LEV: Lower primary Middle primary
AVAIL: Paper \$4.99 ASCIS 481283

WATSON, Don *The story of Australia*. Penguin, [1984] 1990 ISBN 0-14-012829-8 [994]

A first-rate narrative history of Australia written for young people. Except for the sections on Ancient Australia and Aboriginal Australia, the book is divided into 20 year slices from 1788 with integrated commentaries on Aboriginal people, social attitudes and conditions. Wide range of well-referenced visual material and index.

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$24.99 ASCIS 616227

HASSALL, Anthony *Strange country a study of Randolph Stow*. University of Qld. Press, [1986] 1989 ISBN 0-7022-2273-9 [823]

A comprehensive critical assessment of the Australian writer's novels and poetry, exploring the themes of alienation and failure of love, his ambivalent relationship with his native western Australia, and his vision of his characters as visitants, aliens in a strange country. Updated chronology and bibliography.

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$29.95 ASCIS 610364

CLEMENTS, Frederick W. *You and your food*. Longman Cheshire, 1989 ISBN 0-58266-254-0 [641.1]

This 6th edition incorporates a new chapter Genes, food and nutrition-related diseases. Special features as in previous editions - Nutrition and the community with reference to nutritional problems of Aborigines and the third world. Extensive glossary.

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.99 ASCIS 613694♦

■ Creating a scan bibliography: the behind the scenes story

Fay Gardiner and Niki Kallenberger, who are part of the materials assessment team at Library Services, describe what happens to create the curriculum bibliographies you see in each issue of *scan*.

Bibliographies are compiled to support new or changing curriculum areas, most frequently after liaison with Curriculum Implementation Coordinating Groups (CICGs). Discussions determine the particular slant of the bibliography, for example, an emphasis on non-print resources or a specific component of the curriculum such as the content in a year 11 course.

Collecting resources

Once the framework is established, Library Services begins collecting resources. We talk with consultants and practising teachers about useful resources, we identify relevant items from review copies sent to us by publishers and we contact publishers throughout the country asking for appropriate items.

Collection of resources normally takes several months; we search as widely as possible and try to ensure that as many potentially relevant resources as possible are collected.

Items are catalogued and entered on the ASCIS database as promptly as possible after arrival.

Preparing for review

A review panel is convened by a Library Services staff member; a group of teachers with expertise in the particular curriculum area makes up the panel. We seek advice from the CIG in identifying practising teachers to participate and then arrange release (and relief) for them to work with the panel. Regional or head office consultants sometimes join a panel as well, as do members of specialist units, such as the Aboriginal Education Unit.

Reviewing process

Reviewers are introduced to the reviewing procedures, each receiving a copy of *Guidelines for reviewers*. Criteria such as those in Appendix 2 of *Information skills in the school*, are used as the basis of the review process. After an initial cull to dispose of obviously unsuitable items, the panel works together to evaluate those remaining; some panels choose to do this as a group, others divide the material up and after initial discussion and consultation, work individually. A *curriculum materials information* sheet is completed for each item. This sheet becomes the basis for the completed review and specifies curriculum relevance, content, strengths, weaknesses, recommended use and concludes with a rating. Members of the panel sign and date each sheet.

The next step is for Library Services staff to polish the review according to ASCIS standards and in the format familiar to *scan* readers. When time allows, panel members read and comment on the polished review.

Reviews are added to the ASCIS database and a copy is sent to the publisher of the item.

Compiling the bibliography

In most instances, more reviews are written than *scan* has space to publish. Decisions about which items to include in a bibliography are based on the belief that it is best to publish information about relevant and useful resources. Items which are not recommended or are only of marginal use are usually not included though the CIG has access to all the reviews and may choose to publish a more comprehensive bibliography.

All reviews are, of course, accessible to online users of the ASCIS database.

Rating the resources

Most items included in *scan* bibliographies are considered relevant and useful and do not contain a rating statement. Only some exceptional items are rated.

If the item is considered to be outstanding it will have a *Highly recommended* statement at the end of the review. If the item has a significant flaw it will be rated *Consider before buying*. Items with serious faults are given a *Not recommended* rating. All such ratings are given only after two or more review panel members and a member of Library Services staff have examined and discussed the item in detail.♦

Short list for 1990 Book of the Year Awards

Book of the year

CASWELL, Brian *Merryll of the stones*. (University of Qld. Press)

KELLEHER, Victor *The Red King*. (Viking Kestrel)

KLEIN, Robin *Came back to show you I could fly*. (Viking Kestrel)

RUBINSTEIN, Gillian *Skymaze*. (Omnibus)

WRIGHTSON, Patricia *Balyet*. (Hutchinson)

Book of the year for younger readers

ADAMS, Jeanie *Pigs and honey*. (Omnibus)

HATHORN, Libby *The extraordinary magics of Emma McDade*. (Oxford University Press)

KIDD, Diana *Onion tears*. (Collins)

SCOTT, Bill *Following the gold*. (Omnibus)

TONKIN, Rachel *Papa and the olden days*. (Heinemann Australia)

WALKER, Kate *The dragon of Mith*. (Allen & Unwin)

Picture book of the year

ALLEN, Pamela *I wish I had a pirate suit*. (Viking Kestrel)

BODSWORTH, Nan *A nice walk in the jungle*. (Viking Kestrel)

GRAHAM, Bob *Grandad's magic*. (Viking Kestrel)

HILTON, Nette, WILCOX, Cathy *A proper little lady*. (Collins)

LESTER, Alison *The journey home*. (Oxford University Press)

WILD, Margaret *The very best of friends*. (Margaret Hamilton)

The Dromkeen Medal

This prestigious award is made annually 'for significant contribution by an individual to children's literature'. The 1989 winner is artist and illustrator Robert Ingpen.

Aloud in the Park

Each Saturday afternoon at The Bistro Harold Park Hotel 191 Glebe Point Road Glebe, readings and discussions with professional, published writers are supplemented by competitions, storytelling, wordspots, dance and more, interspersed with readings by young people themselves. Future programs include a forum with Les A, Murray for HSC students, and a workshop with the Aboriginal Islander Dance Theatre. Details are available from Nicola Robinson on (02) 660 3586.

Questions for Quentin Blake

Later in the year Quentin Blake will visit Library Services. As a variation of our usual interview procedure, we are inviting children to contribute questions they would like to ask. Budding interviewers' questions can be sent to *scan* editors Library Services Private Bag 3 Ryde 2112.

ASCIS postage and packaging

Due to a sudden increase in postage rates by Australia Post, ASCIS has been forced to raise post and packaging rates accordingly. Starting immediately the new postage scale for ASCIS card sets will be:

1-4 titles = \$1.10

5-8 titles = \$1.35

9-20 titles = \$1.60

21-40 titles = \$2.60

The cost of catalogue cards remains at \$0.55 per card set.

New resources

Recent releases to keep an eye out for include:

Australian Aborigines in the news

The Australian Institute of Aboriginal Studies now publishes a representative collection of newspaper clippings on events and issues involving Aborigines twice yearly on microfiche. Subscription details for *Australian Aborigines in the news* are available from the Australian Institute of Aboriginal Studies GPO Box 553 Canberra 2601.

Teaching legal aid

This kit, recently published by the Education and Information Section of the Legal Aid Commission of NSW, aims to give students a comprehensive understanding of legal aid philosophy and principles. Details are available from the Commission at PO Box 47 Railway Square 2000. Telephone: (02) 219 5826.

Australian Library Week

The Australian Library and Information Association is coordinating Australian Library Week from October 15 to 21 this year. The theme will be announced soon.❖