

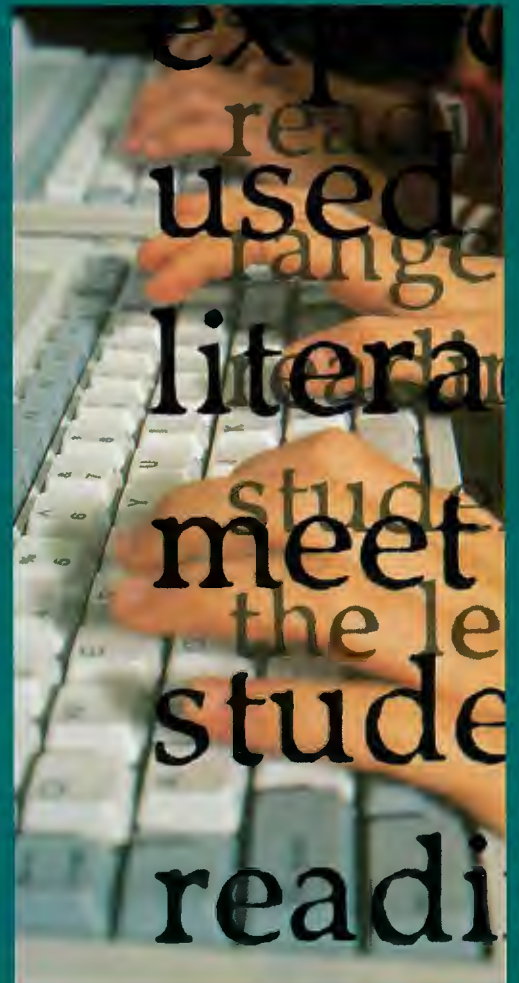
SCAN

Vol 17 No 1 February 1998

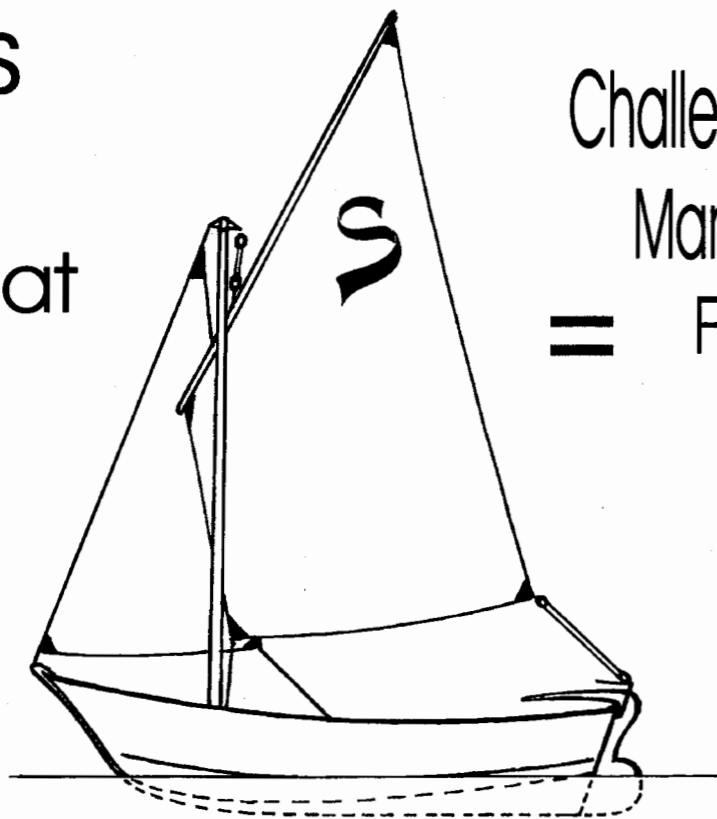
Curriculum Support Directorate



- Aboriginal literacy
- text types for teacher-librarians
- The greatest treasure of Charlemagne the King
- understanding the nature of information literacy



Kids
+
Kitboat



Challenges, Interpretation,
Manual Arts, Teamwork,
= Fairing, Woodwork,
Asset building,
Painting, Fulfilment,
Rowing, Sailing,
Artwork, Fund raising,
Marine Studies Racing,
Camping, fishing,
Etc. Etc. etc. etc. etc

Successful projects from Scruffie Marine 07 5545 1015

SCAN

Vol 17 No 1 February 1998

FROM THE EDITOR 2

CURRENTS 3

FROM DET 4

Professional development ideas for district networks 4

Feat Ures

Big mob books for little fullas. A new and unique Aboriginal literacy kit — *Susie William* 6

Once upon a time there was a librarian... — *Louise Melov* 8

Teaching/ Learning

Text types for teacher-librarians — *Penny Hutton and Michelle O'Dowd* 11

Flexible timetables - use of the library a principal's perspective — *Jennifer Bolton* 14

Teaching Stage One Information Skills — *Jan Sanders* 17

A whole-school professional development in information literacy — *Sally Rasaiah* 19

Designing a whole school information literacy policy — *Lee FitzGerald and Darelyn Dawson* 21

Inform ation

Reviews of internet sites 23

Waterwatch: the role of collaborative enquiry in the curriculum — *Lorraine Bruce* 34

Supporting teaching and learning via the Internet site reviews — *Colleen Foley* 35

Management

Why teacher librarians use SCIS products and services? — *Wendy Smith* 38

New SCIS products for 1998 40

RESEARCH COLUMNS

Research Columns 1, 1998 40

Abstracts 45

RESOURCES

Picture books 46

Fiction for younger readers 50

Fiction for older readers 55

Information, poetry and drama 60

Professional reading 80

COLUMNS 85

INDEXES 87

Editor
Louise Melov

Review Coordinator
Colleen Foley

Proofing Editor
Ian McLean

Production
Richard Tabaka, ID Studio
Computer composition
ID Studio

Subscription enquiries to:
Scan
Fax: (02) 9886 7413

Scan accepts advertising. For further information, contact The Editor (02) 9886 7501

Scan, published by the NSW Department of Education and Training, is a journal which supports the effective use of resources and information services in the school curriculum. Scan is published 4 times per year and is available on subscription from The Subscription Clerk, Scan, Private Bag 3, Ryde 2112 Fax (02) 9886 7413.

Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan, Private Bag 3 Ryde 2112 Phone (02) 9886 7501 Fax (02) 9886 7413. E-Mail address: mcleani@gwise.dse.nsw.edu.au Views expressed in Scan are not necessarily those of the editor or the Department of Education and Training.

Copyright NSW Department of Education and Training ISSN 0726 4127
© 1998 Department of School Education, Curriculum Services Directorate

RESTRICTED WAIVER OF COPYRIGHT

The printed material in this publication is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school subject to the conditions below.

1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

From the Editor



Welcome back to school. Thanks to many *Scan* subscribers who responded to the *Scan* survey. We are still in the process of analysing the results which should be available by *Scan* vol 17 no 2.

This may be the beginning of your school year but it is the last edition of *Scan* I will be editing. The new editor, Ian McLean, has already commenced working on vol 17 no 2. He has been a teacher-librarian since 1989, first at Banksia Road Public School and more recently at Punchbowl Public School. Ian has also been a regular contributor of articles to *Scan* and a reviewer for SCIS.

This edition has an emphasis on information literacy. The main feature article, written by Susie Williams, discusses the promotion of Aboriginal literacy via the production of a fabulous new educational kit called **Big mob books for little fullas**. Penny Hutton and Michelle O'Dowd from the newly restructured Department of Education and Training (DET), provide a practical understanding of text types for teacher-librarians which helps to demystify the NSW State Literacy Strategy. Ian Sanders provides practical information about how to successfully teach information skills to K to Year 2. In a follow up article to Francis Plummer in Vol 16 no 2, Sally Rasaanah discusses initiatives in information literacy at her school that have resulted from a program of professional development. For those of you that need to create a school information policy, Lee FitzGerald and Dorelyn Dawson provide valuable guidelines and experience. Also, in the current Research Column, Dr Christine Bruce explores the very nature of information literacy.

We are continuing with our series of interviews with authors. In this edition Nadia Wheatley and Robin Morrow talk about the making of **The greatest treasure of Charlemagne the king**, a beautiful and witty picture book which has a librarian as the hero.

If you are having trouble finding and using *Scan* reviews on the Department of Education and Training Web site, Colleen Foley's article will provide valuable insight and direction.

Finally there are over 50 Internet reviews and over 200 resource reviews.

It has been a real pleasure working on such a well respected and intelligent magazine. Thanks to all the contributors and to the constant support provided by the *Scan* and SCIS staff.

Louise Melov
Editor

Currents

Michelle Ellis is Senior Curriculum Adviser, Libraries and Information literacy



Last issue for Louise

The last three issues of *Scan*, including this one, have been edited by Louise Melov, the relieving *Scan* editor. Louise arrived at the beginning of June 1997 and found herself with very 'big shoes' to fill. She was not a teacher-librarian, but a journalist and teacher who came to *Scan* from the National Schools Network, where she had produced their resources and edited the newsletter. Louise attacked the role of *Scan* editor with enormous enthusiasm. Her skills as a journalist led to her polishing production values, and asking the hard questions about purpose, audience, goals and intended outcomes. It was Louise who suggested the *Scan* survey as a means of monitoring the impact of the magazine, and finding out more about which areas were considered most useful and those we needed to review. She has helped us to clarify our marketing needs and target new strategies, always very important for a cost recovery program.

Louise has taken a job with Macquarie University as a publications manager. We thank Louise for her expertise, enthusiasm and professionalism and wish her every success in her new position.

New Editor

The position of Editor *Scan* has been filled. Ian McLean, teacher-librarian at Punchbowl Public School, has been appointed from the beginning of the first term 1998. Ian's first issue will be vol 17 no 2. Ian brings extensive experience as a primary teacher-librarian, and as a member of the professional networks and organisations. He also has experience as an editor and writer.

Scan survey

Thank you to all those teacher-librarians, in NSW and around Australia, who responded to the *Scan* survey. Louise, who is not as familiar with teacher-librarians, was pleasantly surprised at the response; those of us who are teacher-librarians and know the professionalism, enthusiasm and collaborative nature of teacher-librarians were not at all surprised. The survey results will be very useful to our new *Scan* editor and the members of the Library and Information Literacy team. Whilst the results have not been fully analysed the response from readers is overwhelmingly positive.

Scan curriculum map

The curriculum mapping of *Scan*, described in the previous issue is ongoing, and when combined with information from the survey will be a powerful planning and evaluative tool. The worth of curriculum mapping was illustrated very graphically in the last weeks of December. The SCIS/*Scan* unit was asked to give examples of the work and programs that it carries out to support the curriculum. Not only was the unit able to show *Scan* but it was also able to provide a concept map, an intellectual analysis of the content of *Scan* organised under headings such as literacy, technology, and information literacy. The unit is now looking at other ways in which curriculum mapping can be used to provide an immediate snapshot of the work of the unit.

SCIS/Scan team

The first issue of the year is a good opportunity to introduce readers to the team at Ryde. Whilst we have only one *Scan* editor, every member of the team at Ryde contributes to supporting the work of teacher-librarians in schools. The team comprises:

Michelle Ellis, Senior Curriculum Adviser Library and Information Literacy

Colleen Foley, SCIS Review Coordinator

Anne Dowling, Divisional Librarian SCIS

Deidre Zachert, Librarian SCIS

Sue Baillie and Heather Luke, Librarian SCIS

Jenny Avery, Library Technician SCIS

Anya Smeaton, Assistant Library Technician SCIS

Ian McLean, Editor *Scan*

Usha Lata, CO3/4 *Scan*/SCIS

Wendy Elliott, CO1/2 SCIS

The unit can be found at Curriculum Support Directorate, 3a Smalls Rd. Ryde NSW 2112. Contact the team on: (ph) 02 9886 7595 (fax) 02 98867413. Email address: ellism@gwise.dse.nsw.edu.au ■

Stop press

A substantial discount on the combined SCISWeb/CD-ROM products for all NSW government schools has been negotiated. This is a statewide initiative for all schools.

SCIS subscriptions for 1998, for the combined product, will be deducted from school global budgets.

Memos detailing the arrangements have been forwarded to principals in all NSW government schools.

For further details contact Michelle Ellis on (02) 9886 7488.

From DET (Department of Education and Training)

Professional development ideas for district networks

Jill Buckley from Training and Development Directorate, outlines some professional development activities of interest to teacher-librarians.

Teacher-librarians have much to gain from strong local professional development networks, which help build collegiality, increase success in the workplace and counter professional isolation. The activities of the St George district, for example outlined in *Scan* vol 16 no 3, illustrate the types of support available from districts.

At this time of year district committees may be planning activities. The following programs from Training and Development Directorate may provide opportunities for district committees wishing to improve the professional development offered through their network. These programs focus on the principles and practice of improving teaching and learning.

Developing a professional development plan which considers each teacher-librarian's longer term goals, helps shift the focus from dealing with daily dilemmas and begins collegial discussion. Discussion on day to day, practical issues is a vital part of a local network, but could be balanced with some discussion of the bigger picture of each teacher-librarian's goals.

Understanding change in schools

Teacher-librarians, in their role working across a school, may benefit from considering the process of educational change. Background material in the *School focused training materials*, available through each district office, may be a useful discussion starter. These materials are designed for use within schools, and value establishing dialogue with other school staff. They challenge thinking about professional development and school change, and would be a useful resource for network groups.

Learning about learning

Teacher-librarians interested in developing their understanding of learning and building their repertoire of teaching strategies may find useful source material in Training and Development's *Quality teaching and learning materials*. These materials support school focused training

and development, and will be made available through district offices during 1998. The *Certificate of teaching and learning*, also available through district offices, is another means by which teacher-librarians can develop their understanding of current research and refine their teaching practice.

Leadership

Teacher-librarians could build on their role in educational leadership by undertaking the *Team leadership course*, also available through district offices. This course is aimed at school executive, teachers aspiring to move into executive positions, and teachers who have an educational leadership role.

Linking technology and learning

Teacher-librarians may be aware of *Making the Net returns worthwhile*, produced in 1996. This document guides teachers through the process of locating, organising and selecting information from the Internet. A copy has been sent to all DET schools. *New technologies, new literacies* is a CD-ROM which extends *Making the Net returns worthwhile* to analyse the skills of organising, presenting and assessing information. The CD-ROM provides resources for teachers to experiment with developing and analysing a



multimedia text. A copy of this will be sent to all schools during 1998. These resources could become the focus of network workshops.

OASIS support

Self paced learning modules on Circulation and Data Entry are available in all schools and district offices.

Practical ideas on library programs

A copy of the course materials from the *School based training course for teacher-librarians* is available from each district office. There are four strands to the materials: Library planning, Management, Educational program and Professional development. These are useful resources for teacher-librarians to browse through. Some units, for example those focusing on learning in an information age, could form the basis for school and network discussions.

Training and Development Directorate materials encourage use of the following principles of professional development, which could be used by district networks.

Mentoring

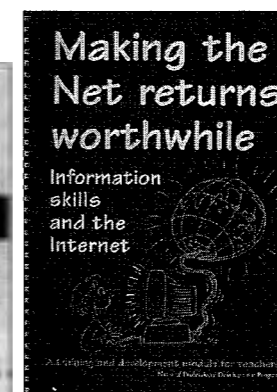
Establishing a relationship with a mentor is an effective way to build professional expertise. A mentor is a colleague with expertise who can discuss issues and offer practical advice. Teacher-librarians within a district may be able to assist one another in a short term mentoring relationship related to a specific aspect of their role.

A mentoring relationship requires an investment of time from both the protege and the mentor. Meeting together to discuss issues is necessary. Both partners agree on ways to communicate, using a combination of meetings, phone, fax and email. A mentor could visit a protege at school and offer suggestions on practical matters.

Mentoring is an agreed relationship, for an agreed period of time. The following model describes the progress of a mentoring relationship.

$M \Rightarrow Mp \Rightarrow MP \Rightarrow mP \Rightarrow P$

M = mentor, P = protege (Gray, W & Gray, M 1985)



Mentoring offers benefits to both people involved. For the protege, it offers support for a particular process or period. For the mentor, it offers opportunities for increased professionalism and contribution to others.

More information on mentoring is available in the *School-based training course for teacher-librarians* course materials. *Guidelines for developing mentoring relationships* provides more detailed information on mentoring. Both are available from the district offices.

Learning partnerships

Learning partnerships are an agreement between two teachers to work together to explore a particular area, for example finding out about and implementing cooperative learning strategies. Two people in a school or network agree on the focus and time frame. They explore the topic together and discuss its relationship to their work.

Reflection

Reflecting on issues and having an opportunity to discuss these reflections could be built into network professional development. Keeping a journal or learning log is one way of focusing thoughts. More information on learning journals is available in the *School focused training materials*.

Using technology to support networks

The DET email network is a most efficient way for network members to stay in touch. Networks could follow and contribute to the discussions on professional issues which occur on the DET Internet site. Another option is the use of Internet classroom sites such as Nicenet (<http://www.nicenet.org>). This is one of an increasing number of Internet sites which facilitate easy online group communication.

Professional reading circles

Sharing copies of interesting professional reading can develop interest in wider issues. One member of the network could coordinate the mail out and a discussion on an article. Research columns in *Scan* could be a valuable source of articles.

The challenge with all these initiatives is to find the time. However, an active district network is a key component of personal professional growth, collegial support and enjoyment of the job. Communicate the results of your network learning activities to others at school. Your colleagues may also gain from your ongoing professional development.

Reference

Gray, W. & Gray, M. (1985) 'Synthesis of research on mentoring beginning teachers' in *Educational leadership* November: pp 37-43 ■

Big mob books for little fullas

A new and unique Aboriginal literacy kit

Big mob books for little fullas aim to support and educate teachers about Aboriginal language and protocol as well as encouraging them to introduce local Aboriginal language into the classroom. The kit has been developed by the Board of Studies for P to Year 6 students. Susie William was the project manager and is currently head teacher of English at Nambucca Heads High School. One of Susie's highest priorities was to produce something from children for children, which would draw their attention and make them want to pick it up. The success of this priority is reflected in the delighted expressions on many children's faces as they see the books. The kit has also won several awards for design and content.

BACKGROUND

Big mob books for little fullas are special and different from existing resources. They have been built on a positive model based on a celebration of Aboriginality with an emphasis on Aboriginal diversity and 'voice' in NSW. They include a range of Aboriginal languages as well as Aboriginal English; and attempt to break down stereotyping by presenting positive, alive and contemporary images. The actual creation of the text involved complex community involvement from both the Aboriginal and non-Aboriginal communities. Unlike so many times before, the copyright and ownership has been retained by the Aboriginal artists, writers and, in the case of Dreaming stories, the Aboriginal nations from which they derived.

The stories in the texts came from the community and have gone back to the communities. There is already a great sense of ownership of the individual texts by the children who see their images clearly as the authors of the books. Having children as the principal authors is a powerful educational tool as well as a personal lesson, for those who historically have not experienced equity.

Travelling through NSW, it became apparent that there was an incredible commitment to Aboriginal Education in our schools. It was easy to 'get a story': the AEAs, AERTs, teachers and principals were very generous with their time; and the Elders were 'hungry' to talk, share and publish their stories.

There are potentially thousands of other stories in the communities across NSW which are culturally appropriate vehicles for learning to read.

THE KIT

The kit contains sixteen 'big books', fourteen of which have four identical 'little books' to use in small group work and listening post; an audio tape with listening activities read by Aboriginal people from around NSW; a *Teacher's handbook*; and an extensive black line master book with student resource material based directly on each text and focusing on literacy exercises.

The kit can be used in many ways. Teachers can choose to break classes up into discreet work stations based on the literacy resource material, or alternatively the teacher can work together with the class on each activity. Each set of resource material contains two levels of difficulty to cater to a wider learning diversity.

THE TEACHING IMPLICATIONS

The emphasis in the teacher resource material is on:

- How to best introduce each book to the class
- encouraging children to work together
- using as many senses as possible to learn about and relate to each text
- genre/text type
- encouraging children to look at literature critically.

As well, layers of meaning and educational potential exist in each text. In *Paddy's Island* the audio combines the sounds of the ocean with the reading to create a realistic 'journey' in the child's imagination. The cover painting in *Where are you?* is symbolic of the delicate link between land and animal as well as animal to animal. In *Cathy Freeman's story*, the race in which Cathy won silver at the 1996 Atlanta Olympics is played in the background. Teachers are invited, in *What am I?*, to introduce the text via a discussion on the textures of animal skins from the front cover.

The focus of three of the texts are Aboriginal identities who are natural role models for Aboriginal children: *Cathy Freeman's story*, *John Simon's story* and *The little flying fox*. There is a balance of the sexes, and of sport and the arts. There is also a balance of youth and age: many Elders from across NSW were involved in the creation of the kit.

HOW DO I USE THE KIT?

One of the common problems teachers face today is fulfilling the requirements of the Aboriginal Education Policy without necessarily being able to understand nor access Aboriginal culture. In the *Teacher's handbook*, the opening

chapter looks at how utilising this kit will help fulfil the requirements of the policy in the best way possible.

Below is a discussion of one way in which you could use the text *Where are you?* with a class. The focus areas in using this text are an Aboriginal view of nature, Aboriginal art, the environment and extinction. Every effort should be made to employ an Aboriginal artist to visit the class.

Where are you?: Introducing the text

Where are you? has a strong environmental theme, but it is seen from an Aboriginal perspective. The background design which is common to most pages is symbolic of the vital link between Aboriginal Peoples and their Totems. Aboriginal people see themselves as caretakers of their land; and as an Aboriginal person you are responsible to and for the totem which is yours (eg kangaroo or koala).

Before introducing the text it would be educationally most powerful if an Aboriginal artist painted with the children to introduce the concept of symbols in art, this would also allow the children to get the most out of the listening activity on the audio tape. Alternatively, teachers can invite an Aboriginal artist to work with the children after they have experienced the text but before listening to the tape. A discussion of the concept of 'responsibility' or 'looking after' can easily be done in the way of a discussion about looking at the children's pets, belongings or even family members. Teachers should also introduce the word 'extinction' before the text is read.

Sharing the text

1. Discuss the front and back covers, predict what the text will be about, talk about what kind of text the children think it might be. Name the animals on the back page.
2. Page 1: Talk about the photos of the Aboriginal people who shared in the making of this text.
3. Page 2 - 3: Allow the children to name the two animals. Predict where the words 'koala' and 'dugong' are in the sentence.
4. Pages 2- 9: Read the text. Talk about what happened to the Tasmanian tiger. Depending on the age and ability of the students discuss, re-discuss or research 'extinction'. Focus on our responsibility to the land in which we live.
5. Discuss the common background design. Tell the children the design means that regardless of what type of animals and where they live, all of nature is inextricably linked, just as humans are linked to the land. The yellow dot symbolising 'sharing knowledge' is very close to the centre to represent the importance of sharing the knowledge of, and responsibility for, the environment from one generation to the other.

Learning through the text

1. Factual information about the individual animals and their environment could be researched through the library and/or Internet. Map where the animals live. Discuss which animals live in your geographic area.

2. Either in groups or as a whole class, work through the photocopiable literacy activities.

3. The listening post activity for this book is read by Tex Skuthorpe and includes an introduction about himself as well as an art activity. Find out through your local Aboriginal community the local words for the animals in your area.

4 Each of the animals chosen for the pages of this text are, progressively, more in danger of extinction. Beginning with the koala and finishing with the numbat, which is now very rare, and the Tasmanian tiger, which is extinct. Discuss with the children the use of the single word 'Gone' on the last page. Why such a break in style and rhythm in the text? Why such a hard word? What is the effect on the reading of the text? How does the word make you feel?

5. What can we do for the future? The children can design posters and list ideas for posting on the classroom wall or come up with an idea to help the wildlife in their immediate area.

6. Students who live in the city area could visit the museum where there is information about the Tasmanian tiger and other extinct species.

7. Many nature programs now exist which can be viewed and discussed in the classroom.

Ears & My mob

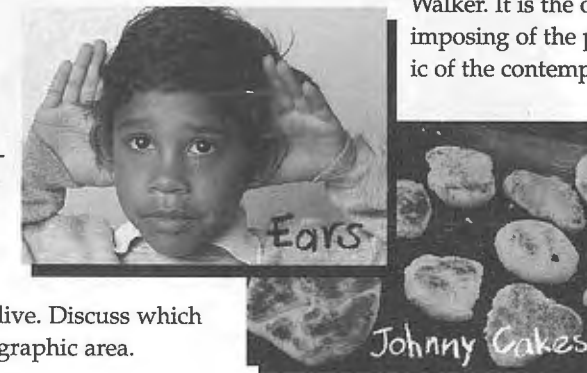
Ears and *My mob* are the two texts which do not have the companion 'little' books.

Ears is about ear health for Aboriginal children and is best used with the Itinerant Support Teacher Hearing Impaired, in an interactive way with the children. *My mob* is in Gumbaynggirr and needs more intensive teacher direction. The listening tape supports *My mob* and guides both the teacher and the children to a greater understanding of Aboriginal languages. This book could easily be used in High School Aboriginal Studies classes.

CONCLUSION

The use of a number of Aboriginal languages throughout the kit is crucial to its spirit. *Big mob books for little fullas* attempt to inform, educate and support teachers about Aboriginal language and protocol as well as encouraging them to introduce, via the local Aboriginal Community, local Aboriginal language into the classroom. The chapter in the *Teacher's handbook* about Aboriginal languages also supports teachers in this area. The text for *My mob*, which is wholly in Gumbaynggirr, is read onto audio by Mindi Walker and explanations are given by Mindi's dad, Ken Walker. It is the only black and white text and the superimposing of the photos of Mindi over the land is symbolic of the contemporary link between land and people. ■

Ears © Board of Studies, NSW, 1997. Also image on page 6; *Johnny cakes* © Board of Studies, NSW, 1997. The kit is available from the Board of Studies by contacting Helen Griffin on (02) 9367 8331



Once upon a time there was a librarian...

Louise Melov, editor of *Scan*, spoke to Nadia Wheatley and Robin Morrow about the making of *The greatest treasure of Charlemagne the king*, a picture book recently published by Scholastic Australia. Nadia has previously written several award winning books for children and young adults. These include *Five times dizzy*, *The house that was Eureka*, *Lucy in the leap year* and *The night Tolkien died*. Robin was founder, proprietor and manager of *The Children's Bookshop in Beecroft* before becoming the Children's Publisher at Scholastic. She is now a freelance editor, lecturer and critic.

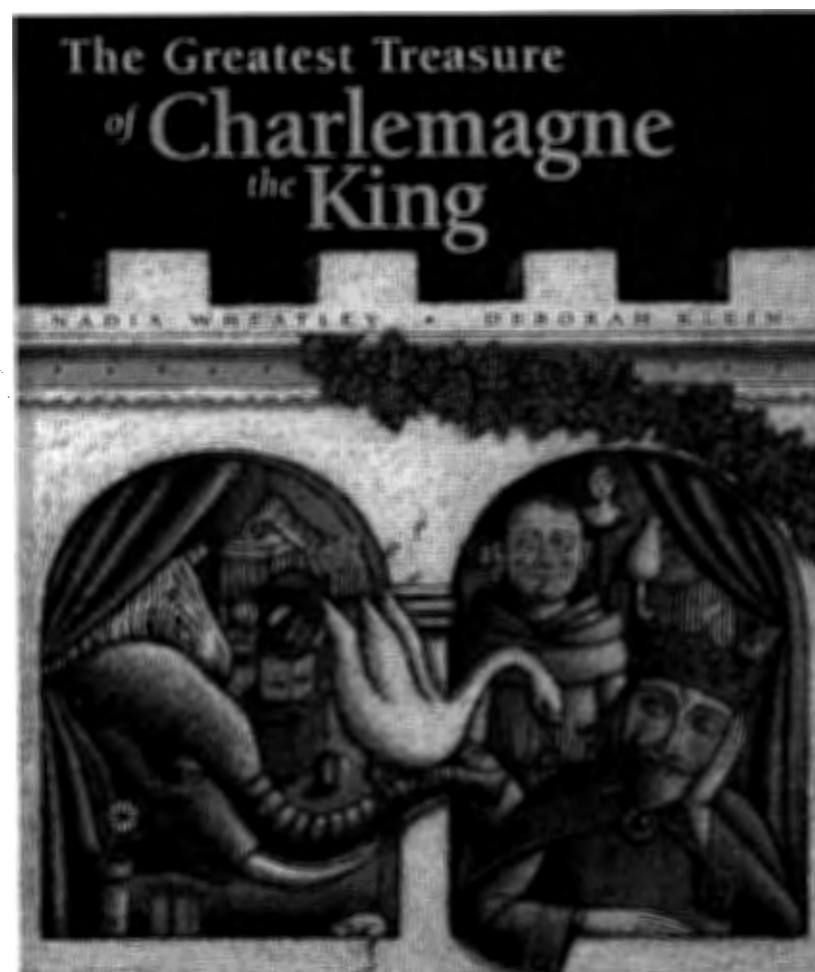


It is not often that you find a picture book where the hero is a librarian. *The greatest treasure of Charlemagne the king* tells the story of Alcuin, a humble librarian who is responsible for spreading the joy of reading to the power broker of a mighty empire, and by extension to all his subjects. Not only does this book present a positive view of librarians and their work, but it also touches on current literacy issues. Deborah Klein's witty and beautiful illustrations and Nadia Wheatley's imaginative story are guaranteed to appeal to young and old.

Initially I had hoped to speak to Nadia and Deborah and their editor, Robin Morrow, about how they had worked together, but Deborah had just won the prestigious international Silk Cut award for a series of linocut prints and was going overseas to receive it. Fortunately Nadia and Robin were only too happy to pay tribute to the illustrator's role in the making of this book.

Nadia and Robin: a shared heritage

It was soon obvious in my meeting with Nadia and Robin that a professional and personal ease existed



The greatest treasure of Charlemagne the king by Nadia Wheatley Copyright ©, illustrated by Deborah Klein Copyright ©. Permission granted by Scholastic Australia Pty Ltd.

between them, as if they were on the same literary wavelength. Though they had been at the same school, they were a few years apart, and Robin pointed out that she and Nadia hadn't been "bosom pals" all their lives. "Our lives have intersected only at times through working in the world of children's books. My life as a bookseller, and other involvements in the world of children's books, has meant that I have met up with Nadia, but it hasn't been a close relationship. But I was aware, at a background level, that we had a shared heritage."

I discovered that this "shared heritage" was an English teacher named Miss Brown, who had given Robin and Nadia a love of books and learning that was to lead them both, in different ways, to a professional career in the world of books.

Miss Brown's influence was so pervading that Nadia called *The greatest treasure of Charlemagne the king* "a Miss Brown book". She added: "It's no coincidence that Alcuin wears a brown robe. I didn't research what type of monk he was. He might actually have been a Benedictine in a black robe, but he is a Franciscan in a brown robe because Miss Brown is the ghostly presence that sits at the table of this book."

The special working relationship between Robin and Nadia reflects the fact that they were instilled with the same attitude to grammar and punctuation and the same feel for the cadences of the English language.

This shared approach created a level of trust between writer and editor which considerably reduced the amount of time normally spent on text-based editing, and freed them to concentrate on what they consider to be the most interesting part of the editorial process: working on the structure of the book and the pace of the story.

As editorial faxes and phone calls went back and forth between Robin in Sydney and Nadia in regional Victoria, editor and writer also began to turn their minds to the crucial issue of finding the right illustrator.

When Nadia initially wrote the text she hadn't had a particular illustrator in mind. All she knew was that she

The inspiration

While the writing of *The greatest treasure of Charlemagne the king* was inspired overall by Nadia's passionate concern about books and libraries, it was sparked off by the timely watching of a television documentary.

Nadia is extremely concerned about assertions that "The book is dead" — the claim that multimedia electronic texts are going to replace books. She believes that there is room for both media, as they perform different roles. She is also strongly committed to the role of libraries — at both school and municipal level.

Nadia's attention was seized when she was watching a repeat of Kenneth Clark's *Civilisation* series, and heard Clark mention that the Emperor Charlemagne was taught to read, as an adult, by a librarian monk, who went on at the Emperor's behest to gather the resources of a great library. Kenneth Clark ventured the opinion that if this library had not saved a great many texts of ancient wisdom at this dangerous time when the monastery libraries were being pillaged daily, then Europe may never have got out of the Dark Ages.

Nadia was instantly gripped by the idea of a mighty king who humbled himself, learning to read; into her head came a visual image of a palace that was "a sort of reading-and-writing classroom, with graffiti text around the walls". She was struck by the implications of Clark's remark: if Europe hadn't got out of the Dark Ages, what would we all be doing? She also perceived a connection between the Dark Ages and the world of today: now as then, books and libraries are under threat. "I thought about this all night," Nadia said, "and I got up the next morning and wrote the first draft of the story. I revised the text for a month, put it away in a box for a year, took it out — and after a few more drafts sent it to Robin at Scholastic."

When Robin received the manuscript she was thrilled: "It had a feeling of rightness. I immediately saw it as not just a book about the Middle Ages, but one that has a message that is very important now for us all."

didn't want "the sort of pastel, sissy-looking pictures that might have been in the fairytale picture books I liked as a child in the 1950s." She wanted images of people with contemporary faces, not "the sort of drawings of people in the olden days that make them look as if they come from another species".

She's fantastical!

Usually, the editor chooses the appropriate illustrator for a picture book from those whose previous work she is familiar with; or, in the case of a new illustrator, the editor will have seen copies on file of unpublished work which the illustrator has submitted as a work portfolio. The finding of Deborah Klein was not by these traditional means, but more by a stroke of luck.

Some time before the work on editing *Charlemagne* began, Nadia had written a short story for an adult feminist speculative fiction antholo-

gy titled *She's fantastical!* When the cover arrived, it featured "a witty looking Saint Martha", with which Nadia immediately fell in love.

She thought: "Whoever painted that Saint Martha — whether she's alive or dead, Australian or European — I have to have that person as the illustrator for *Charlemagne*."

Nadia found out that the Saint Martha artist was called Deborah Klein, and proceeded to track her down through the Women's Art Register. It turned out that she lived in Melbourne, mainly worked as a printmaker, and exhibited at Australian Galleries. When Nadia and Robin went to Melbourne to have a look at her work in stock at the gallery, they were shown a number of her striking black and white linocuts. The coloured Saint Martha image was from a series of paintings of female saints, done while Deborah was a resident at the Australia Council studio in Paris.

On the basis of what they saw, Robin and Nadia felt happy about Deborah's ability to work on the story, although she had no experience in book illustration. Robin explained: "The fact that Deborah's work had the discipline of linocuts as well as the drama and wit shown in her female saints gave us confidence that she could express the medieval world with a modern feeling." Nadia felt that Deborah's work had the narrative drive necessary for storytelling. This is something which not all fine artists have.

Robin then wrote to Deborah, submitting a copy of the edited text and asking if she would like to work on it. Deborah wrote back immediately saying she loved the story and would be very happy to illustrate it.

Nadia, Robin and Deborah: a collaborative experience

Author, illustrator and editor quickly developed a triangular relationship, with Nadia and Deborah working closely together under Robin's guidance. This relationship between the creators of the written text and the visual text is not standard procedure in the publishing process: often author and illustrator meet for the first time at the launch of their book.

According to Nadia, "In a picture book, the illustrator as well as the writer is telling her or his story, so that the total is much more than the sum of the parts." This means that the writer must leave enough creative space for the illustrator. Nadia explained: "What I liked most about the collaborative process of *Charlemagne* was that Deborah started to tell the story in a way that allowed me to revisit and change some of the text. For example, the treasures given to the emperor had always included a bit of a menagerie, because medieval people were interested in exotic animals, and the list of animals incidentally helped me demonstrate the extent of the empire. But when Deborah sent in her first roughs, it was clear that she adored drawing animals, so I rewrote the text and put more creatures into the menagerie list."

In another example, Deborah's visual text allowed Nadia to reduce the volume of the written text, and leave the story to the pictures alone. "Among the treasures there is also a cheese and pickle sandwich wrapped in a red spotted handkerchief, and I originally wrote that this 'was last seen disappearing into the Archbishop'. Deborah illustrated this with — on one spread — the hand of the Archbishop reaching out towards the inviting sandwich on the handkerchief. On the next spread there is the fat tummy of the Archbishop and the distinctive hanky poking out of his pocket. So it works like the clues of a witty little detective story. When I saw what Deborah had done, I got rid of my line about the Archbishop because it was no longer needed." For Nadia, that small anecdote captures the essence of a positive collaboration between author and illustrator.

Two of the most important things which any picture book illustrator must get right are consistency and child appeal. Nadia knew that the book would appeal to children as soon as she saw Deborah's black and white rough of Charlemagne in bed with his teddy bear. To keep a

King Charlemagne is bored and lonely. His courtiers search the world for treasure that will make him happy for the rest of his life but nothing satisfies him. Then he notices a man totally absorbed in something... it's a book! The king is taught to read by Alcuin, the librarian and together they work to make books available for everyone to enjoy.

check on consistency, Deborah made continuity roughs plotting the progress of each character over the 32 pages of the book. She also introduced certain motifs — ranging from the medieval heraldic images of the rose and the fleur de lys to images of her own two beloved cats — which wove a subtle pattern of continuity through the visual text.

In any historically based picture book, it is vital to establish a strict convention in regard to the representation of the past. In Nadia's earlier picture book, *My place* (illustrated by Donna Rawlins), every detail of costume and architecture was fully researched and represented as accurately as possible. "But in *Charlemagne*," said Nadia, "which aims to work as an allegory or fable, the conventions in regard to time were much looser. Indeed, within certain limits, anachronism was desirable in order to allow the story to speak in a modern context. This convention of anachronism is established from the minute the reader encounters the 1920s style flying ducks on the palace wall on page 2."

Robin added: "Deborah often used anachronism to wonderful effect. For example, the vignette in which the monk cooks a sausage on a stick for the king's breakfast has a humour that even young children will see."

Production

The publication process took two and a half years, between the time Nadia submitted the text and the book's launch in September 1997.

During that period a lot of people helped nurture *The greatest treasure of Charlemagne the king*, including David Harris, head of Scholastic trade publishing division; Alf Mappin, who succeeded Robin as Children's Publisher; and the staff who worked in the art department. According to Nadia, "One of the joys of making a picture book is this wide level of commitment."

Robin noted: "Picture books are like opera, with many people involved in different roles. It is a very big and expensive undertaking to make a picture book for Australia's small book-buying market. We are happy that Scholastic Australia was prepared to make such an investment in this important book." ■

Text types for teacher- librarians

The NSW State Literacy Strategy ensures a clear focus on the development of all students' literacy skills. The strongest message of the strategy to-date has been the necessity to provide explicit and systematic instruction, both in the content to be covered and in the literacy skills required. Penny Hutton and Michelle O'Dowd from the English Unit of the Curriculum Directorate demystify the NSW State Literacy Strategy for teacher-librarians.

A Functional View of Language

In the Department of Education and Training all literacy activities are based on a functional view of language, which emphasises the way language is used to make meaning. This view of language shows how language enables people to do things such as: share information, enquire, express attitudes, entertain, argue, have their needs met, reflect, construct ideas, order experience and make sense of the world. It is concerned with how people use language for real purposes in a variety of social situations. All of these language exchanges, whether spoken or written, formal or informal, are called texts.

A functional view of language takes account of the ways in which the particular language choices we make in any situation influence, and are influenced by, the people involved and what the subject matter is. The roles and relationships existing between the speaker and the listener or the reader and the writer, influence the words which will be used and the ways in which the text will be structured.

Similarly, the subject matter will influence the language choices. For example, in a text about droughts, you would expect to see language which explains and describes, and technical vocabulary about such things as rainfall patterns or land features such as erosion and their effects on people, animals and plants. On

the other hand in a text about how to construct a triangle, you would expect to find language which instructs or commands, such as mark, draw and measure. You would expect to find words which name the equipment to be used, such as compass and ruler, and technical words which relate to mathematical concepts such as arc, ray and segment.

How a Functional View of Language is realised in the KLAs

1. Different key learning areas do particular jobs. For example science is primarily about classifying and explaining the world, while history is about recounting events from the past and reflecting and interpreting why these events happened. Alternatively, Technological and Applied Studies is frequently considered an action orientated KLA where students respond to texts in terms of action.

2. Texts are organised patterns of spoken or written language. All texts are constructed for different purposes and for different audiences. The purpose and audience of a text influences the grammatical patterns that a writer or speaker chooses. This choice often depends on what the text is trying to 'do', or trying to get the reader or listener to do. Writers construct meanings **into** text, using the resources of the language. Readers construct meanings **from** texts using the four sources of infor-

mation: semantic, phonological, graphological and grammatical.

3. The grammar of a language is the set of conventions that determine how words fit together to convey meaning. Grammar is also the language resource that we use to talk or write about language. A knowledge of grammar by a speaker or writer, shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate texts for different purposes.

Some of the basic social purposes for talking, reading and writing include:

- To present information and opinions about more than one side of an issue. It may end with a recommendation based on the evidence presented.
- To explain why things are as they are, or how things work.
- To advance or justify an argument or put forward a particular point of view.
- To tell a story as a means of making sense of events and happenings in the world. It can be both entertaining and informative.
- To show how something can be accomplished through a series of steps or actions to be taken.
- To reconstruct past experiences by retelling events and incidents in the order in which they have occurred.
- To present factual information about a class of things - firstly by classifying them and then describing their characteristics.
- To respond to an artistic work.

Table 1: Matching Social Purpose with Creative Arts Text Types

| PURPOSE | CREATIVE ARTS EXAMPLE | OFTEN REFERRED TO AS: |
|---|---|-----------------------|
| To present information and opinions about more than one side of an issue. It may end with a recommendation based on the evidence presented. | Visual Arts Present a comparison of two art works. | Discussion |
| To explain why things are as they are, or how things work. | Music Explain how sound is produced in wind instruments. | Explanation |
| To advance or justify an argument or put forward a particular point of view. | Visual Arts Present a case for increased arts funding. | Exposition |
| To tell a story as a means of making sense of events and happenings in the world. It can be both entertaining and informative. | Drama Write a drama script. | Narrative |
| To show how something can be accomplished through a series of steps or actions to be taken. | Visual Arts List the steps for firing the kiln. | Procedure |
| To reconstruct past experiences by retelling events and incidents in the order in which they have occurred. | Dance Retell excursion to a dance performance. | Recount |
| To present factual information about a class of things - firstly by classifying them and then describing their characteristics. | Visual Arts Describe the features of impressionist art. | Report |
| To respond to an artistic work. | Music, Visual Arts, Dance or Drama Critically analyse an exhibition or performance. | Response/Review |

Table 2: Matching Social Purpose with Text Types

| PURPOSE | KLA/SUBJECT EXAMPLE | OFTEN REFERRED TO AS: |
|---|---------------------|-----------------------|
| To present information and opinions about more than one side of an issue. It may end with a recommendation based on the evidence presented. | | Discussion |
| To explain why things are as they are, or how things work. | | Explanation |
| To advance or justify an argument or put forward a particular point of view. | | Exposition |
| To tell a story as a means of making sense of events and happenings in the world. It can be both entertaining and informative. | | Narrative |
| To show how something can be accomplished through a series of steps or actions to be taken. | | Procedure |
| To reconstruct past experiences by retelling events and incidents in the order in which they have occurred. | | Recount |
| To present factual information about a class of things - firstly by classifying them and then describing their characteristics. | | Report |
| To respond to an artistic work | | Response/Review |

4. Text types

There is some overlap between the subject areas however, each subject tends to require different grammatical choices to achieve various purposes for writing in the school setting. These purposes result in different text structures known as **text types**. These text types are often referred to as: discussion, explanation, exposition, narrative procedure, recount, report and response or review. Each of these text types has a generic structure which can be provided as writing scaffolds to assist students to produce these types of texts. However, authentic texts found in libraries, newspapers and even text books rarely conform to these formulaic notions. This is because writers often have a variety of purposes for writing a single text and therefore draw upon combinations of grammatical structures and features to describe, inform, explain.

Some subject areas require their students to speak, read and write all, or a combination of the generic types of texts, while other subjects place greater emphasis on reading and writing certain types of texts.

As a teacher librarian you will be very familiar with 'the information process'. This process and a functional view of language are inexplicably linked in that they both define the purpose and audience for text based research. The steps of 'defining, locating, selecting and organising' all relate to the 'social purpose' listed above, while 'presenting' and 'assessing' relate to meeting the needs of the intended 'audience' which will often be the teacher in the school context.

As a teacher-librarian you may find yourself faced with the following scenario:

"I've got some Year 7's coming to the library in period three to research the Quin Dynasty. Can you help them find some books?"

You will then need to ask the teacher several questions to clarify the purpose of the students' task. If the teacher is from Ancient History you may need to ask the following questions:

Are the students researching information:

- to report on the Quin Dynasty?
- to recount significant events during the Quin Dynasty?
- to describe armaments of the Quin Dynasty?

However, if the teacher is from Visual Arts you will need to ask different questions such as:

Are the students researching information:

- to describe art works in the Quin Dynasty?
- to compare art works of the Quin Dynasty and another era?
- to explain the techniques used to produce these works?
- to make similar art works?

A combination of the 'purpose' and the 'audience' should influence how the final product is 'presented' and 'assessed'. Therefore you may need to ask the teacher what assessment criteria will be used to evaluate students' work. Students should also be given the assessment criteria as this will influence what they 'select' and how they 'organise' and 'present' their information.

elling and guiding students in the expectations, and giving opportunities for practice before students are expected to independently demonstrate any new learning. The criteria used to assess such tasks should include those relating to both content and literacy. In some instances a range of tasks or texts may be necessary to meet the needs of all students.

When selecting appropriate texts for students to read, care should be taken to match these to the students' reading abilities. Where this is not possible, teachers will need to use a range of strategies to prepare students to read, supporting them during the reading and develop activities to follow up the reading to ensure that students have understood the text. When selecting so-called 'easy' texts for the least successful students, particularly older students, it is important to make sure the integrity of the content and the richness of the language has not been sacrificed in order to adhere to a number of words on a page formula.

To exemplify how different subjects have different literacy demands we'll examine the Creative Arts Key Learning Area. Students participating in subjects in this KLA are required to speak and write for the purposes shown in Table 1 (page 12). The grids contain the purposes for speaking and writing within the school setting. Some will relate to a particular key learning area or subject, and others will not. Think of a Key Learning Area or a particular subject and have a go at completing Table 2, listing the subject and type of text the students would be expected to write or speak.

Explicit and systematic instruction

The NSW State Literacy Strategy emphasises the need for teachers to be explicit and systematic. This means that all teachers need to provide students with clear explanations for all the tasks they wish them to accomplish and the ways in which the tasks will be assessed. They also need to ensure that the tasks are at the students' current levels of achievement and that students are provided with the necessary support to be successful. This includes mod-

Finally, the Literacy Strategy also emphasises the need for schools to adopt a whole-school approach to teaching literacy. Teacher-librarians can play a key role in developing a whole-school plan because they liaise with teachers from every subject area. They are in a unique position to advise teachers about how the information skills process assists students to meet the specific demands of each subject. ■

Flexible timetables - use of the library

a principal's perspective

Jennifer Bolton, principal of Mortdale Public School, supports the concept of flexible timetabling in the school library. In this article she lists the factors that influence the implementation of flexible timetabling; and emphasises the importance of the Principal's vision and knowledge of the processes of change to ensure the most effective use of the library. Her concept of flexible timetabling revolves around all aspects of information skills and co-operative planning, programming and teaching. It does not include the teacher-librarian being used to release teachers as part of the release from face-to-face teaching program.



It is the role of the Principal to ensure that a shared vision and the knowledge of factors... be communicated to newer members of staff who may not have the knowledge and/or commitment.



Factors influencing the successful implementation of flexible timetabling.

Understanding each others roles

The most important factor is the understanding that the teacher-librarian and the class teachers have of their own and each others' roles. It is of vital importance that these roles be clearly defined at the beginning of each year to ensure that everyone involved understands what is expected of them. Documentation of the roles is important and this should be negotiated with the person(s) concerned.

The information skills processes and resource-based learning

The next factor is the knowledge and understanding that the staff possess of the information skills processes, and the linking of these to resource-based learning. This should be part of the school library policy to ensure that there is uniformity to the approach that is used across the school.

What are the information skills processes?

- Defining the purpose of the task - what do I really want to do and why?
- Locating the sources of data - what are likely sources of the information?
- Selection of appropriate data - how will I go about locating this information source and how will I approach it once I have located it?
- Organising the information and preparing an answer - how will I record this information?
- Presenting the answer - how will I organise, structure and present the information once I have located it?
- Evaluating the task - how successful have I been?

Each teacher has to know the information skills steps. 'Information Skills in the Schools' (1989) has clearly identified attributes of a sound, school-based information skills program. It states that the program should be needs based, arising out of the information needs of the students as they work on a variety of tasks, problems and investigations. The information skills approach fosters the integration of the skills program directly into the classroom program through a variety of Key Learning Areas. Its success depends upon co-operative planning and teaching of those units of work for which students need to obtain information.

Using the information skills processes requires the library to be used on a more flexible basis than a 'once a week' lesson. This enables students to

access resources readily, and maintain the continuity required to successfully complete a task and to ensure that the enthusiasm remains. Where teachers are aware of the information processes and actively assist students in their skill development, the rate and quality of learning can be greatly increased. When teachers demonstrate to students that the information method is one that can be utilised in their own learning, they are promoting student independence.

CPPT

Another factor is that of the staff's acceptance of and commitment to cooperative planning, programming and teaching (CPPT). This concept provides a philosophical framework for the development and implementation of resource-based learning which should reflect what we know about how students learn. CPPT aims at developing learning experiences that effectively integrate the students' resource centre activities with other learning experiences. All personnel involved in CPPT bring specific expertise to the planning process and each should work together to define the framework, accept responsibility for roles and to implement the plan.

Prior experience of staff

The background experiences of members of staff is another factor which can influence the implementation of flexible timetabling in the library. Previous school experiences may have a strong influence over the perceptions that teachers have of the use of the library. If teachers have used only a fixed timetable and not been given any other option, then he/she may be 'set in his/her ways' and think that is the only way to use such a valuable resource. It is the role of the Principal to ensure that a shared vision and the knowledge of factors above be communicated to newer members of staff who may not have the knowledge and/or commitment.

Often within a school there are many other programs which require having set timetables which sometimes inhibit the implementation of flexible timetabling to its fullest. Some of these include timetabling into the computer laboratory, sport and fitness sessions, release for teachers, specialist music programs and reading groups. These can provide a real challenge and the best option is to look for creative ways to overcome what we could call 'barriers'.

The role of the school executive in the implementation of successful educational programs, is considered to be of prime importance. Their role as leaders should be to expose, educate and put into practice the principles of information skills taught through CPPT and implemented through flexible use of the timetable.

Principal's vision

Last, but certainly not least is the vision the Principal has for the whole school. This should focus upon the implementation of effective teaching/learning strategies which develop within students the ability to become self-motivated life-long learners. The vision should provide a sound basis upon which to establish effective use of teaching/learning strategies as well as resources.

The Principal should have a vision of what it is he/she wants to do and where it is he/she wants the organisation to go. To do this effectively, the Principal must be a person who is able to initiate, provoke and challenge with a sense of possibility in achievement, and capable of making desired goals operational. It is the leader's task to invite the whole school community to be involved in the development of the vision. The aim is to unite the whole school community behind the agreed stated vision. Once the vision is defined it should be clearly communicated to all the stakeholders and the Principal should publicly demonstrate his/her commitment to that vision.

The vision provides a rationale for action within the school and offers guidance, understanding and formulation of policy, and security to the staff in that they have identified what the school is about and what they are endeavouring to achieve.

Critical areas of success to promote the vision are as follows: A climate of trust and openness in which professional colleagues feel comfortable in working closely with one

The Principal needs to be aware that his/her own motivation is a very important factor relevant to the implementation of anything that may be regarded as 'change'.

another should provide the collegiality which is required to work as a team. Leaders must create conditions in which teachers reflect on the practices and try new ways without feeling threatened; they should be allowed the freedom to 'experiment'. Involvement of those persons affected by the decisions in genuine decision making is necessary. There should be high expectations of all those who participate.

Flexible timetabling - the challenges and solutions

The Principal needs to be aware that his/her own motivation is a very important factor relevant to the implementation of anything that may be regarded as 'change'. One must fully understand the theory behind proposed practices and be able to communicate why its implementation would be educationally sound. The Principal must recognise that successful reform or change often fails because those implementing the reform do not fully understand the dynamics of the change process.

The Principal must define the critical components of the process of change and any factors which could be considered inhibitors or barriers to the proposed change. In the case of flexible timetabling, these could include other timetables that exist within the school e.g. RFE, class teachers who do not have a good understanding of the purpose of the library, and a teacher-librarian who does not support the idea.



Flexible timetabling can result in more meaningful visits to the library.

For change to be more readily implemented, the Principal should create a checklist of 'vital players' who could assist them with promoting the cause. These could include the teacher-librarian, teaching executive and those teachers who have a fully developed understanding of the process of information skills and who are willing to take risks. The Principal and these key players need to have clearly defined in their own minds the features and benefits of flexible timetabling.

The Principal should be aware of the level of acceptance of flexible timetabling among individual staff members, and be able to address their personal concerns and plan appropriate interventions to assist them to develop a better understanding of the vision. Possible interventions could be: training and development of staff with external



Mortdale Public School's staff enjoy wider access to the teacher-librarian and resources as a result of flexible timetables.

input, staff meetings led by staff who are committed to the process, observing flexible timetabling and teaching that occurs within other schools, listing and discussing problems staff may encounter and how these could be overcome, and trialing some flexible time set aside.

Attendance at committee meetings by the Principal, showing how the KLA that the committee represents could be enhanced by the use of flexible library

timetabling, would further assist teachers in their understanding. In formulating units of work within Key Learning Areas, differing stages could be identified and targeted for library lessons.

The Principal needs to be pro-active and encourage other staff members to support the innovation. It is also important to give positive feedback and encouragement to members of staff who have been willing to implement areas of change. Allowing staff time to openly discuss the problems they encounter is a valuable process. Consistent discussion, both formal and informal, with all staff members should take place. The principal needs to listen to and acknowledge the legitimacy of the personal concerns of the staff, as well as anticipating what these may be and be ready to address these.

Advantages of flexible timetabling

- Information skills will no longer be considered as isolated experiences. They will be more meaningful to students and will be learned in context.
- Artificially timetabled visits will be replaced by more meaningful visits i.e. when the need arises to locate information.
- Individuals, small groups and whole classes will have greater access to the library to find answers to questions as the need arises.
- Children are more likely to be highly motivated to learn and practise their information skills knowing they are using the library for a particular purpose. This should better cater for individual student needs.
- Rather than being restricted in time by 'artificial' time slots, lessons can be varied to suit student and teacher needs, often varying in length of time to enable tasks to be completed.
- It enables teachers and students to widely access the teacher-librarian and resources.
- It promotes the library as a resource based learning centre and not just a 'place to be read a story' or a 'place from which to borrow a book'.
- Library lessons are not 'lost' because of disruptions such as public holidays, excursions, sports carnivals. Set timetables could result in some classes not visiting the library for extended periods of time.
- Support staff can be utilised to enhance learning outcomes in the library program.

Conclusion

As principal, I am strongly committed to actively supporting programs that ensure full participation of staff and the teacher-librarian in planning to meet the needs of students.

Where staff have a shared vision, an in-depth knowledge of the information skills processes and their implementation, a willingness to co-operatively plan and teach, and the desire to be risk takers and innovators who are committed to flexible use of the library, I have no doubt that the quality of learning for all students will be greatly increased. ■

Teaching Stage One Information Skills

Jan Sanders, a teacher-librarian, provides a practical account of successfully teaching information skills to K to Year 2 students at Rooty Hill Primary School. This school has an enrolment of 580 students, 47% of which are NESB, and has a special education class which is integrated across the school.



First contact

Several years ago my principal thrust a book into my hands entitled *Information skills in the school*, and said "I want you to teach that." This began an exciting period of professional research leading to: the development of a scope and sequence chart of information skills; the integration of Bloom's taxonomy into topics given to the children, so that they must modify the material they gather, not just regurgitate it; the use of a list of text types in such a way that a child is usually required to present information in a different text type to that in which it was found; and an approach which leads the children to every non-fiction shelf in the library during their seven years in primary school, as well as the use of fiction, computer software and Internet on a regular basis.

An overview of the process

Initial planning involves assigning a set of information skills and a set of resources (shelves and software) to each grade, then seeing how closely I come to teaching all of those skills during the year, using those resources. I always teach within the framework of topics which are worded using Bloom's verbs. Topics are set which send children to the shelves

and/or the computer, and if worksheets are used, they are often home-grown to fit the particular needs of the task, sometimes even being written by the children themselves.

As the process is, in a way, more important than the product, the emphasis is on leading the children through the information skills steps in the context of a topic. From very early on they select their own resources and evaluate them - they choose which book and page they feel fits their information need for

The key to success in teaching information skills to Stage One children has been to break down each topic into small steps so as to fit the work into the time available.

that topic. Resource-based learning in a library containing 10,000 resources means that the teacher cannot read all the books for the topic before the children use them. I explain to the children that there is a mixture of resources on the shelves and encourage the children to check them out as a matter of course.

This works for upper primary grades who can read, but how can you teach information skills to Kindergarten and Years 1 and 2, since the resources available are often too hard for them? There are also time constraints, as younger classes often come to the library for shorter periods of time

than older children. Years K, 1 and 2 come for half-hour blocks, during which time they also need to borrow. Solutions to these constraints involve, in the early part of the year, training the children in borrowing procedures, and then having some whole class lessons leading up to group work. With the children ready, longer topics are broken down into small steps, with each group of children cycled through whilst others are browsing or having their turn on computers.

Examples

Following are three topics taught in 1997. Shelves were checked beforehand to ensure that enough appropriate resources were available to enable the children to select their own book. If only a few items from that shelf were suitable they were placed together just before the lesson, then handed out. For kindergarten, each day's work is described as we go to do it, but for first grade the topic is read out and we check, from week to week, that we are on the way to accomplishing it.

Kindergarten Topic: Make a word book about colours.

- Look at the picture dictionaries from Dewey 423, and discuss the layout.
- Choose a book from Dewey 580, and discuss the plants and colours seen.
- Select one page, get it photocopied, write your name on the back, then colour it to match the picture in the book.
- Copy the picture on to another sheet of paper and colour it to match, so the two pages look the same.
- List the colours used, so the teacher can write those words on each page.
- Draw a straight line joining each colour word to a matching part of the picture.

With the children's tasks all complete, the teacher collate the pages in such a way that each child's two pages of work is displayed as facing pages. Then the pages are stapled together to make a book. The title is written on the cover, and the book is accessioned. The next library lesson involves showing off the book to its proud authors, and reading random sections before one child is allowed to borrow it first.

An interesting thing to note is that paired pictures are displayed as facing pages, this means that when you turn a page you are greeted by the backs of these pictures, each of which only has the child's name written on it. These almost blank pages are avidly read by the children because they are reading their classmates' names.

The purpose of displaying a child's work as facing pages is to point out to the children how accurately they copied their picture. Copying a picture is promoted as a valuable information skill, and praised accordingly, because it is the main way children of this age can withdraw information from the original source without adult help.

Grade One**Topic: Which things do animals have in common?**

- Listen to the topic, discuss it, then play an observation game to convey the meaning of 'in common'.



Selecting resources: To ensure children can achieve success with research, shelves should be checked prior to the lesson. Are there sufficient resources to go around?

- Re-state the topic in your own words, specify the topic is about animals, type this key word into the inquiry terminal and find the list of Dewey numbers. The teacher then specifies that, for this topic, 591 will be used.
- Choose a book from Dewey 591, select two animals, tell the teacher what they have in common, get photocopies, write your own name and the book's call number on each.
- On a stencil, write a sentence explaining what the two animals have in common (teacher corrects spelling later), draw each animal in a separate box, and copy the call number.
- When the teacher comes by and underlines the name of each creature (to be found in either the caption or the text of the photocopied page), copy each name so it serves as a title for the right drawing (eg. "bird" is not acceptable, but "Sulphur-crested white cockatoo" is).

Presentation involves the teacher holding up each child's work and reading aloud each sentence and the

names of the two animals, so that the children hear all the attributes that different creatures have in common.

Assessing involves discussion of both the topic itself, and the steps taken, and praise is given by the teacher to the class in general for the way they listened, followed instructions, and generally "had a go".

Grade Two**Topic: Which adventures happen in picture books?**

- Listen to the topic, discuss the requirements such as the need to choose a picture book which tells a story (not, for instance, a counting book), then go to the shelves and choose a book.
- Sit and read and, if necessary, swap the book for another which is more at your own reading level.
- Read the book all the way through, then write three sentences, one about the early part of the story, one about the middle, and one about what happens at the end. Also write the book title and call number.

The teacher now asks the children to convey a storyline in the form of a song.

- Write a poem about the story, then go to Dewey 780 to get a music book in order to set the poem to music. List the song title, page number, and music book title for the teacher.

The teacher then enters the words and music into a computer program which prints music. The book title becomes the song title, the child is the lyricist, and the original music is acknowledged. The child receives a copy the following week, whilst another copy is bound into a book and accessioned for the children to borrow.

Since we have an old organ in the library, presentation is in the form of a concert.

NOTE: If I did not have access to music I would use poetry, and lead the children to Dewey 821.

Conclusion

The key to success in teaching information skills to Stage One children - the children in Years K, 1 and 2 - has been to break down each topic into small steps so as to fit the work into the time available. On-going success is based on ensuring that each small step is valid in the whole picture of information skills: this has been done by having a K-6 scope and sequence chart and ensuring as much as possible that the goals for each year are met. Finally, Bloom's taxonomy, and a wide range of text types are used to get the children to use higher level thinking skills. ■

SHEARER'S BOOKSHOPS**CHILDREN'S BOOKSHOP
MULTIMEDIA CENTRE****Child Protection Education**

The new Book list is now available covering 22 categories including:

- * bullying
- * feelings
- * safe places
- * relationships

The range of books in this child protection program are essential resources for every school.

**ORDER NOW
from**

**CHILDREN'S BOOKSHOP
& MULTIMEDIA CENTRE**
790 Pacific Highway
Gordon 2072
Phone 9498 3433
OPEN 7 DAYS

OUR FAX NUMBER IS 9498 8109

FreeCall 1800 44 2935
Email: shearer@att.net.au
A.C.N. 003 086 655



A whole-school professional development in information literacy

Sally Rasaiah is teacher-librarian at Waitara Primary. The school has 507 students of which approximately 44% are of NESB from 46 different countries. In Scan vol 16 no 2, Francis Plummer wrote about a professional development she carried out at Waitara Primary School. In this sequel article, Sally writes about initiatives in information literacy happening at her school as a result of the professional development.

Background

Every year, training and development sessions are organised at Waitara Primary School to address the staff needs. Our 1996 training and development survey identified further development of literacy skills as a priority for staff training in 1997. This was then expanded into a specific focus on information literacy skills particularly: information skills, technology, and cooperative planning and teaching strategies.

Clearly, the library program was emerging as a focal area. Here was an opportunity for a whole school professional development which would demonstrate best practice in the teaching of information skills and the implication of this for teachers in the classroom.

The 'library lesson' had become something of a weekly hurdle with teacher, students, and teacher-librarian baulking, straddling, and occasionally clearing this information 'steeplechase'. The introduction of the Internet into the maze of new issues with which we had to grapple, seemed the 'proverbial straw' which broke this particular teacher-librarian's back!

Library usage

In 1994, when I began at Waitara as an untrained teacher-librarian, the library lessons were exclusively RFF. There were fewer classes, staff and computers — none of which were in the library, and no OASIS Library.

Now in 1997 I am a fully qualified teacher-librarian, library lessons are a combination of RFF and CPPT, there are computers in every classroom including the library, and all resources are entered in the fully automated library which houses the Internet.

We can work it out!

With this rapid change came inevitable confusion and resistance by teachers to the demands being added to an already full curriculum. Advancing technology required staff to acquire more skills in their 'spare time' to keep abreast of the changes.

It became obvious that library lessons were adding to the workload. There was ultimately some resistance by teachers if the content of the library lesson was not an extension of the classroom but rather a separate learning area which teachers saw as another lesson to prepare.

Information literacy skills needed to be drawn together and integrated into the curriculum instead of being imposed on top of it. The Training and Development (T & D) committee saw the results of the survey in 1996 as a cry for help, and thus accepted the challenge.

Professional development strategies to deal with the challenge

- to conduct a training and development session with a practising teacher-librarian
- to hold a staff development day on engaging learners in information literacy

The staff at Waitara had previously undergone training in cooperative classroom strategies; studied critical thinking skills, in particular, de Bono's Six Thinking Hats; and were familiar with Bloom's Taxonomy and the Four Mat approach to learning and teaching styles.

Training in the use of technology has been ongoing at Waitara. This has taken the form of whole school professional development, inservice courses for individuals and groups, TILT training for two staff members, Internet training for the ICP, and informal needs based sessions by myself and the other members of the Computer Committee.

The two professional development activities which were planned to shed light on information literacy would draw all of the above mentioned strands together.

Outcomes

In keeping with the expressed T&D needs of the staff, the outcomes for the two professional development sessions were that teachers would:

- understand the information skills process

- be confident users of technology and understand the connection between information technology and information literacy
- be able to collaboratively plan units of work with the teacher-librarian, in order to integrate information skills into all key learning areas and cater for a variety of learning styles.

The first of the inservicing was held in a two hour session after school. This proved to be a most enlightening and enjoyable experience and many comments were made regarding the excellence of the presenter and the relevance of the subject matter. The staff appreciated the practical nature of the presentation. This set the scene for the longer and more theoretical of the two training sessions. Now the staff were more at ease with the terminology and the user-friendliness of information literacy.

The results of the inservice afternoon were immediately evident, with discussions about the next steps to be taken in desktop publishing and whole grade approaches to CPPT flowing smoothly. More of us were clearing those hurdles — the baulkers were picked up and carried over after the next training day.

The staff development day was next on the agenda. This was a package designed to encourage reflection, participation and planning. The staff watched a case study on a video produced by the Board of Studies (a collaborative initiative between the Board of Studies Key Competencies Project and Pennant Hills Primary School). We revisited teaching and learning styles and discussed their impact on the explicit teaching of information literacy skills, and I read everyone a story. The day concluded with grades, including ESL and support teachers, collaborating and producing units of work. These were based on Bloom's Taxonomy and were integrated into existing topics and future grade initiatives for the remainder of 1997. The emphasis was on ease of execution, relevance to planned classroom topics, effective usage of resources (human and otherwise) and had outcomes which were attainable and assessable.

Where are we now?

The library at Waitara hums with activity, as always, but now there is a greater sense of purpose with the link between classroom and library growing stronger every day. The staff have taken on the might of rapid change and have triumphed!

REFERENCES:

- de Bono, E. (1992) *Six thinking hats for schools*. Hawker Brownlow.
- Eisenberg, M. & Berkowitz, R. (1990) *Information problem-solving: the Big Six Skills approach to library & information skills instruction*. Ablex. ■

Designing a whole school information literacy policy



Trinity Grammar School has two libraries: one at the Preparatory School at Strathfield and the other in the Senior School at Summer Hill. Teacher-librarians in the Senior School Library, Lee FitzGerald and Darelyn Dawson, recount the background to their newly developed whole school information literacy policy.

Challenges to teacher-librarians and teachers

The choice is simple: Meet the challenges of the information age, or be marginalised.

We are meeting the challenge by creating libraries that are the teaching and learning centres of the school. In order to help meet this challenge, a detailed information literacy policy is needed to provide a blueprint for action.

Such a policy aims to:

- make explicit the directions the school library program is taking
- create a detailed set of expectations of students in information literacy
- develop a K-12 perspective on the teaching of information skills.

An information literacy policy has made explicit what our core business is, and provided us with a detailed framework for collaboration with teachers to work towards sequential development of information literacy in our students.

The policy

We worked on a draft information literacy policy, incorporating the following eleven elements:

1. Vision and mission statements

These were linked to the school goals in order to create a library that would be the learning and teaching centre of the school; and to provide a learning environment that would value the individual as a life long learner, possessing a repertoire of independent

learning skills as well as a love of literature.

2. An outline of what we want our students to achieve through the library

An example of this is understanding that learning is a lifelong process and recognising their own learning styles.

3. An executive summary

"Information literate students are competent, independent learners. They know their information needs, and actively engage in the world of ideas. They display confidence in their ability to solve problems and know what is relevant information. They manage technology tools to access information and communicate. They operate comfortably in situations where there are multiple answers, as well as those with no answers. They hold high standards for their work and create quality products. Information literate students are flexible, can adapt to change, and are able to function independently and in groups." (Todd, 1996)

5. A statement on outcomes-based education

Outcomes-based programming provides a framework for planning learning episodes which make explicit the learning that is to take place, the strategies to achieve it, and the assessment of learning when it has taken place.

6. An outline of the information skills process

7. A statement on the implications of the key competencies

"Schools have a responsibility to prepare young people for life. Today this means ensuring they have mastered more than a body of subject knowledge." (Free, 1995)

8. An explicit link between literature and information literacy

Literature circles have been incorporated into the English program, Years 7-10, through the library. This program has been operating for a number of years and seeks to foster a love of reading, as well as providing another opportunity to exercise the information skills process.

9. Scope for planning units of work with classroom teachers which focus on key elements

These key elements are learning styles, Bloom's Taxonomy and the information skills process, and the integration of technology into the subject content. We aim for a seamless integration of these elements to make the student's learning more effective and efficient.

10. A detailed table based on the information skills process giving scope and sequence for each of the skills

This would occur through information literacy mapping, a technique enabling the development of an incremental across the curriculum approach to teaching and learning. It enhances student learning outcomes and provides an overview of the impact of the information literacy program in the total school community.

Consultation with the Preparatory School teacher-librarian

During the process of creating the draft policy, liaison took place with the Preparatory School teacher-librarian, and changes and modifications suggested by her were incorporated. As well, she filled in the detail on the information skills chart for K-6.

Feedback to the policy

The draft policy was given to teachers, school council members and parents for comment. This brought us to the realisation that it needed to be more user-friendly, and that some of the knowledge included was not common knowledge, but referred to concepts in teacher-librarianship specifically. We knew what we were attempting to do through this policy, but it was not always clear to those trying to interpret it and provide us with comments.

This process has taken place over about eight weeks and in that time we have made many significant

changes to the document. Some of these were:

- Adding an introduction explaining the necessity for information literacy in an information rich age.
- Positioning the policy into the wider learning environment of the school.
- Specifically writing the policy from the ethos of the school.

Conclusion

The multiple strands in this policy statement are blended seamlessly into a working document. Each is underpinned by a coherent educational philosophy supported by research and sound classroom practice.

The information literacy policy provides a document to work with to ensure that the library teaching and learning programs share the following characteristics:

- explicit connections between the information skills process and literacy skills
- support for teachers' assessment of student learning with the design of

assessment indicators that are observable and measurable

- encouragement for students to value the information skills process itself
- a breadth of opportunities to master a range of information technologies
- use of collaborative learning strategies, encouraging the boys to work in teams and pairs to solve problems.

REFERENCES

- Eisenberg, M. & Berkowitz, R. E (1990) *Information problem-solving: the Big Six Skills approach to library & information skills instruction*. Ablex
- Enterprising nation: renewing Australia's managers to meet the challenges of the Asia Pacific century* (1995), Canberra AGPS
- Free, R. (1995) *Key competencies for work, education and life: introducing key competencies to parents*. Canberra, Australian Parents' Council
- Todd, R. (1996) 'Independent learning and information literacy: an essential partnership for learning'. *Learning resourcefully: challenges for the teacher-librarian in the information age*. Adelaide, AUSLIB ■

The Athena Generation

ATHENA for Western Australian Schools!

The Western Australian Department of School Education has selected ATHENA for inclusion on its list of recommended software for Western Australian Government School Libraries!

The Library System with Vision.

The choice for the Internet Era.

If you would like to learn more about ATHENA please contact

Skaha Pty Ltd ACN 071 518 422

Tel 02 9262 6663 Fax 02 9221 7570

email Skaha@s054.aone.net.au

Inform Quality Technology

Our series of Internet reviews continues. From this issue of *Scan*, sites for a range of Key Learning Areas will be included in each edition to help maintain currency, and ensure teachers from each KLA are provided with helpful information to support technology in learning. Sites are listed alphabetically by title. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed. These and other Internet site reviews appear on the **DET** site (<http://www.dse.nsw.edu.au>). Site reviews for a number of HSC syllabuses are also available on HSC On-Line (<http://hsc.csu.edu.au>) in the Hot News/Node News for each subject.

ABC Radio National - Ockham's Razor transcript - 29 Sept 96: Information literacy - the effect of new technology on literacy.

<http://www.abc.net.au/rn/science/ockham/or290996.htm>

David Suzuki has suggested that 'human beings have become the most reliable failure component in our technology today'. In this transcript, Don Tinkler argues for new terminology, replacing 'computer literacy' with 'computer competence' and 'information literacy', separating the tool from the skills involved in learning to learn. Tinkler's taxonomy of these skills closely relates to the information skills process. His research raises a number of interesting and challenging issues, and indicates the need for schools to address the demands of the 'converging technologies'. This paper has cross-curricular value as an analysis of the literacy demands of technology, and as source material to support submissions for funding to address this challenge. R. Buchanan

USER LEVEL: Professional

SCIS SUBJECTS: Information skills; Literacy; Technology - Study and teaching

KEYWORDS: Information literacy; technology

PUBLISHER: Australian Broadcasting Corporation

REVIEW DATE: 26/6/97

ABC TV's Behind the news.

<http://www.abc.net.au/btn/main.htm>

The ABC has produced an absorbing site that compels the user to investigate the background to the excellent current affairs show, *Behind the news*. The lower frame of the site allows students to: delve into different segments of the show; find **Background** information; or to locate archival material from previous shows. The site is visually appealing—students will enjoy its interactive nature and searching the quality **BTN cool sites** hyperlinks, though exploration time is required to ascertain curriculum appropriateness. Teachers are encouraged to access the current week's scripts, a page relating to the next week's show, and details of specials to assist in the forward planning of lessons. N. Paull

USER LEVEL: Stage 3 Stage 4

KLA: HSIE

SYLLABUS: Geography 7-10; History 7-10; HSIE K-6

SCIS SUBJECTS: Current events; Television journalism

KEYWORDS: Behind the news; BTN; current affairs

PUBLISHER: Australian Broadcasting Corporation

REVIEW DATE: 19/06/97

The Art Gallery of New South Wales.

<http://www.artgallery.nsw.gov.au/>

Easy access to **Calendar of events** and **Exhibitions** at the Art Gallery of NSW is located on this straight forward site. It includes a regularly up-dated information service incorporating dates, times, support information and graphics on permanent and travelling exhibitions, gallery events, educational programs and facilities. This organisation supports the HSC Visual Arts syllabus with study days that address the recommended areas of study and how to analyse art works. This is a very quick and user friendly site designed to assist teachers and students wanting to use the Art Gallery to greatest advantage up to and beyond the HSC courses. T. Schlenker

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional

KLA: CA

SYLLABUS: Visual Arts K-6; Visual Arts 7-10; 2U Visual Arts

KEYWORDS: Art Gallery; New South Wales

SCIS SUBJECTS: Art - Galleries and museums

PUBLISHER: Art Gallery of New South Wales

REVIEW DATE: 18/7/97

EVAL: Highly Recommended

Ausflag - our own flag.

<http://www.ausflag.com.au/>

As well as seeking to promote debate about Australia's symbols, this Web site contains information about Australian state, territory and national flags, including their history and symbolism. **Ausflag** gives Ausflag's views, with a history of Australia's flags and a flag designer's guide. **New flag designs** provides a few examples of the 50,000 designs Ausflag has received. **Flag debate** contains articles, letters and speeches, books, newspapers and media releases all arguing for change. To balance this, the **Case against change** is given, albeit without as much prominence. The site is relevant to Civics and Citizenship. A. Glasscock

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: CA; HSIE

SYLLABUS: HSIE K-6; Commerce 7-10; 2U General Studies; Geography 9-10; History 9-10; Visual Arts K-6

SCIS SUBJECTS: Citizenship; Flags - Australia

KEYWORDS: Ausflag; Australia; Flag

PUBLISHER: Ausflag Ltd, Sydney, Australia

REVIEW DATE: 3/6/96

Australasian Legal Information Institute.

<http://www.austlii.edu.au/>

With nearly half a million pages, this is an invaluable site. It aims to provide free Internet access to legal information, legislation, treaties, decisions of court and tribunals. Its resources include primary material such as the full text of Australian legislation, the judge's summation in legal cases, and public domain secondary material. It is possible to read transcripts of recent court cases and judgements, including Human Rights Committee and High Court material. Several search engines are available to locate information within the clearly and logically organised site, while the links pages (exploration time required) include indices to law sites within and beyond Australia, eg. Australian Human Rights Information Centre, and the Council for Aboriginal Reconciliation. It is regularly updated. R. Buchanan, E. Maxwell

USER LEVEL: Stage 6 Professional

KLA: HSIE

SYLLABUS: 2U Aboriginal Studies; 2U General Studies; 2U Legal Studies

SCIS SUBJECTS: Australia - Law and legislation; Citizenship; Civil rights; International law; Law - Australia; Legislation

KEYWORDS: Law; legal

PUBLISHER: AustLII (Faculties of Law, University of Technology Sydney & University of NSW)

REVIEW DATE: 17/5/97

EVAL: Highly recommended

Australian Council of Trade Unions - ACTU public Website.

<http://www.actu.asn.au/>

Still under development, this is a remarkable and well-structured site with a major education orientation, with relevance to Civics and Citizenship. Search engine included, it offers the expected information about unions, industrial relations laws, the ACTU, people, publications, services and policies very effectively. **Worksite for students** opens up a packed, colourful, interactive site for secondary students and teachers (special activity sheets are provided) with a dazzling array of buttons to jump through time, and call up definitions, details and case studies. History, work issues, careers, industrial laws and terminology, and much more are presented, making full and powerful use of the medium. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional

KLA: HSIE

SYLLABUS: 2/3U Business Studies; Commerce 7-10; 2/3U Economics; 2U General Studies; History 9-10; HSIE K-6; 2U Industry Studies; 2/3U Legal Studies; 2/3U Modern History; 2U People & Events; 2/3U Society and Culture

SCIS SUBJECTS: Citizenship; Trade Unions - Australia

KEYWORDS: ACTU; trade unions

PUBLISHER: Australian Council of Trade Unions

REVIEW DATE: 28/10/97

EVAL: Highly recommended

Beryl Markham.

<http://www.thomson.com/gale/markham.html>

For those studying the crossing boundaries topic area, the biographical information contained here will provide additional insight into Beryl Markham's life and her autobiography, *West with the night*. Written with succinct detail, users find out more about her remarkable achievements and what happened to the author after the publication of her book until her death in Kenya in 1986 at the age of 84. The reading list given may be useful if the titles can be located elsewhere, as they are not linked to this site. However, the links to other **Biographies** and to **Celebrating women's history month** may be worth investigating for relevant supplementary material for this topic area. K. Underhill

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: 2U General English

SCIS SUBJECTS: English Literature

KEYWORDS: Beryl Markham

PUBLISHER: Gale Research, Thomson Corp. USA

REVIEW DATE: 1/9/97

Breeds of livestock - Oklahoma State University.

<http://www.ansi.okstate.edu/breeds/>

Although this is an American site it provides valuable information on different breeds of animals. It allows users to access details on all types of animals. Searching by the type of animal, breed of animal or country of origin is possible. It also allows users to isolate Australian animals by looking at our region in the world. This site provides the basic breed knowledge that is needed for every student of Agriculture and is assumed knowledge for the senior course. There are links provided to other facets of the Department of Animal Science such as their livestock **Virtual library**. K. Heap

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: Science; TAS

SYLLABUS: Agriculture 7-10; 2/3U Agriculture

SCIS SUBJECTS: Agriculture; Livestock

KEYWORDS: Breeds; livestock

PUBLISHER: Oklahoma State University, USA

REVIEW DATE: 5/7/97

Calculus graphics - Douglas N. Arnold.

<http://www.math.psu.edu/dna/graphics.html>

A collection of graphical demonstrations suitable for senior high school mathematics students of calculus is provided at this page. Each demonstration includes an explanation of the processes and theories used. The demonstrations available are: **Differentials and differences; Computing the volume of water in a tipped glass; How the ball bounces; Archimedes's calculation of π ; Secants and tangents; A trigonometric limit; Zooming in on a tangent line; The limit; A nowhere differentiable function; the number e; and The intersection of two cylinders.** The ani-

mations are provided in MPEG format and can be used in the introduction of calculus in the senior classroom. L. Arena

USER LEVEL: Stage 6 Professional

KLA: Mathematics

SYLLABUS: 2U Mathematics; 3U Mathematics

SCIS SUBJECTS: Mathematics

KEYWORDS: Calculus; mathematics

PUBLISHER: Penn State University Mathematics

Department, USA

AUTHOR: ARNOLD, Douglas

REVIEW DATE: 12/1/97

EVAL: Highly recommended

Chronic illness, children, health education.

<http://funrsc.fairfield.edu/~jfleitas/contents.html>

Information and activities are provided for educators and children to understand what it's like growing up with medical problems. Stories, poems, music, games and Web links (exploration time required to verify curriculum relevance) come mostly from children themselves. **Kids** can be explored using coloured stars relevant to age group. Issues including why people get sick, what it's like when problems are invisible, and amazing facts about the body are sensitively presented, to be used by children or adults. **Adults** raises awareness about educational issues that arise when chronic illness enters the classroom. A. Howard

USER LEVEL: Stage 2 Stage 3 Stage 4 Community Professional

KLA: PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-10

SCIS SUBJECTS: Children - Care and health

KEYWORDS: Children; chronic illness

AUTHOR: FLEITAS, Joan

PUBLISHER: Fairfield University, USA

REVIEW DATE: 5/6/97

Circulatory system.

<http://www.fi.edu/biosci/systems/circulation.html>

A great means of arousing interest for those students who need motivation is provided here. As a source of information, the site is quite extensive, with various links to detail on the circulatory system components. Always aided by diagrams, the text is often complex, but offered in this medium, the student is visually encouraged to proceed. Options in **Back to the heart** via **Back to systems** allow for further extension activities. These include: **Resource materials**; exciting, creative **Enrichment activities**, which would be great for class/tutorial revision sessions; and a **Glossary**. Easily navigated, the site is simplistic in its initial format, allowing effective use by younger searchers. V. Haworth

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: PDHPE; Science

SYLLABUS: 2U Biology; PDHPE 7-10; 2U PDHPE;

Science 7-10; 2U Science

SCIS SUBJECTS: Blood - Circulation; Human biology; Physiology

KEYWORDS: Blood; heart; human body

PUBLISHER: Franklin Institute Science Museum, USA

REVIEW DATE: 28/10/97

EVAL: Highly recommended

Cleveland Museum of Art.

<http://www.clemusart.com/>

An extensive Web site, this includes works of art on-line, previews and images from exhibitions, an **Education** section and general information about the museum. Several well designed tours of collection highlights feature a diverse range of outstanding works. Images can be enlarged and the commentary contains easily read information. The **Collection highlights** tours (in **Collection**) provides an excellent summary of world art history. The photography highlights tour (also in **Collection**) includes images from the collection and a link to **Legacy of light**, a photography exhibition with commentary, plus a useful glossary of photographic terms. **Education** has a detailed example of a lesson plan for teaching impressionist and post impressionist art. M. Beare

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: CA

SYLLABUS: Visual Arts 7-10; 2/3U Visual Arts

SCIS SUBJECTS: Art - Galleries and museums

KEYWORDS: Cleveland Museum of Art; art galleries; art museums

PUBLISHER: Cleveland Museum of Art, USA

REVIEW DATE: 3/8/97

EVAL: Highly recommended

Colin Thompson - author and illustrator.

<http://www.ozemail.com.au/~colinet/>

What a treasure to find a Web site about an author actually created by the author. Contained here is a collection of autobiographical notes and artwork regarding the background to author and illustrator Colin Thompson. This site is indispensable for readers of Thompson's books wanting to glean information about his writing and artwork, details of collaborations, and particulars of his future publication plans. Apart from the obvious uses of the site to find more information about an author and to stimulate readers, it is an excellent example for setting up an interesting and comprehensive home page. N. Paull

USER LEVEL: Stage 2 Stage 3

KLA: English

SYLLABUS: English K-6

SCIS SUBJECTS: Authors; Children's literature; Thompson, Colin

KEYWORDS: Author; Colin Thompson; illustrator

PUBLISHER: Colin Thompson

REVIEW DATE: 19/6/97

Council for Aboriginal Reconciliation home page.

<http://www.austlii.edu.au/car/>

As a reference site for Aboriginal issues, this site has much to offer in both historical and current information. The **Reconciliation and social justice library** includes the full text of many documents, reports and legislative material from the Council and other government and non-government Aboriginal agencies. Deaths in custody, for example, can be researched through the Royal Commission reports and the detailed reports of individuals who have died—their life stories highlighting many of the issues involved in the Reconciliation process. It is also relevant to Civics and Citizenship. Housed within the efficient structure of AustLII (Australian Legal Information Institute), this site has access to the AustLII search engines. R. Buchanan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Aboriginal Studies; History 9-10; 2U Legal Studies; 2/3U Modern History; 2U People & Events
SCIS SUBJECTS: Aborigines - Civil Rights; Citizenship
KEYWORDS: Aborigines; human rights; Reconciliation
PUBLISHER: Council for Aboriginal Reconciliation, Canberra, Australia
REVIEW DATE: 25/4/97

Curriculumweb. (Spice Islands voyage math)

<http://www.curriculumweb.org/cw/ercntr/spiceislands/simath/simathhome.html>

Retracing the journey of Wallace through the Islands of Indonesia, students discover that scientific enquiry requires a wide range of mathematical and literacy skills. Participants are challenged to research and solve problems covering the full range of Key Learning Areas. Mathematical content covers the study of ocean waves, temperature gradients, water pressure, propagation of sound in the ocean, and an understanding of knots and fathoms. Skills developed and practiced include: calculating averages; conversion of units of measure; and an introduction to ratio and proportion. Lessons are well supported with text, photographs and diagrams, with teachers able to access detailed support material. While the project material is best suited to students from Years 6 to 8, the content could easily be adapted or used selectively across a range of ability levels. Upon registration limited copyright is granted to reproduce material for classroom use. R. Greaves

USER LEVEL: Stage 3 Stage 4 Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10
SCIS SUBJECTS: Mathematics
KEYWORDS: Indonesia; mathematics; ocean; voyage math
PUBLISHER: Curriculum Enhancement Consultants, USA
REVIEW DATE: 7/5/97
EVAL: Highly recommended

Dance pages.

<http://www.ens-lyon.fr/~esouche/danse/dance.html>

Estelle Souche's dance pages are possibly the most comprehensive collection of dance information and links on the Web, particularly for teachers and students interested in resources for the study of ballet. This site is also an excellent starting point for dance teachers just beginning to explore the Internet. All the major ballet companies throughout the world are listed and some sections, such as that devoted to the **Ballet Russes**, have significant resources for the teaching of dance appreciation. Other gems include a substantial article on stretching and flexibility, and another covering the issue of copyright on choreographic works. The links require additional exploration time to verify curriculum relevance. D. Wauchop

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: 2U Classical Ballet; Dance 7-10; 2U Dance
SCIS SUBJECTS: Ballet; Dancers; Dancing
KEYWORDS: Ballet; dance

PUBLISHER: Estelle Souche, Ecole Normale Supérieure de Lyon, France
REVIEW DATE: 5/6/97
EVAL: Highly recommended

Donnerwetter - der Internet-Wetterservice. (The Internet weather service)

<http://www.donnerwetter.de/>

Teachers of German looking for authentic material relating to the weather in Germany will find this site most useful. Amongst a plethora of material is a national weather report and, in **Regional-wetter**, a map of Germany's states. Clicking on a state brings up today's current weather forecast for that state as well as the prospects for the next few days. These state forecasts are only about three or four lines in length, not overly technical in their vocabulary, and are quite similar to HSC listening skills items on this topic. As such, they provide an inexhaustible source of comprehension material about the weather in Germany. R. Mildenhall

USER LEVEL: Stage 5 Stage 6 Professional
KLA: LOTE
SYLLABUS: German 7-10; 2U Z German; 2U German
SCIS SUBJECTS: German language - Study and teaching; German language - Vocabulary
KEYWORDS: German; weather; vocabulary
PUBLISHER: Arts & Media, Bonn
REVIEW DATE: 13/5/97

Elementary art lessons.

<http://www.artswire.org/kenroar/lessons/elem/elementary.html>

Users could benefit by investigating this site before planning their next series of art lessons. A variety of lessons which have been devised by primary teachers in the USA and several other countries are available. Each lesson plan comprises the appropriate grade, necessary materials, and the procedures to follow. Some of the plans also incorporate learning outcomes and assessment criteria. The lessons are easy to follow and would produce exciting finished products, in a variety of mediums, that would have students engrossed. The site is updated regularly and encourages teachers to submit their own lesson plans. N. Paull

USER LEVEL: Professional
KLA: CA
SYLLABUS: Visual arts K-6
SCIS SUBJECTS: Art - Study and teaching
KEYWORDS: Art; lessons
PUBLISHER: Arts Wire, New York Foundation for the Arts
AUTHOR: ROHRER, Ken
REVIEW DATE: 19/6/97

Facts for families.

<http://www.aacap.org/web/aacap/factsFam/>

A series of information sheets on the diverse physical, emotional and social problems affecting children, teenagers and their families, this site provides concise and recent facts about each of the 56 disorders listed here. It is offered in English, French and Spanish versions, and is aimed at families who are concerned when their children do not seem to be coping with aspects of everyday life. Of

particular interest to the 2U Contemporary English issue, growing up, are: **Conduct disorders; Normal adolescent development; and Teenagers with eating disorders.** Each sheet outlines the common symptoms of the problem and suggests practical approaches for treatment or therapy. K. Underhill

USER LEVEL: Stage 6 Professional
KLA: English; PDHPE
SYLLABUS: 2U Contemporary English; 2U PDHPE
SCIS SUBJECTS: Children - Care and health; Family
KEYWORDS: Families
PUBLISHER: American Academy of Child and Adolescent Psychiatry
REVIEW DATE: 1/9/97

Focus on ANZACS - Gallipoli battle and Anzacs.

<http://www.focusmm.com.au/%7Efocus/anzacmn2.htm>

Easily navigated and extremely worthwhile, this site includes four areas of interest to students and teachers of Australia's role in World War 1. **History of Gallipoli 1915** includes background information, maps, and an account of each battle. **The Spirit of Anzac** gives a thorough analysis of the significance of Gallipoli to Australians both during the war itself and today. **Australian press releases** allows for the study of newspaper accounts from the time, and **Anniversaries** documents the importance of the Battle of Gallipoli to our heritage and Australian identity. This site requires a fairly sophisticated reading level and would be better suited to older students if used to support independent research. It has relevance to Civics and Citizenship. R. McDowall

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 9-10; 2/3U Modern History; 2U People & Events
SCIS SUBJECTS: Anzacs; Citizenship; Gallipoli campaign, 1915-1916; World War, 1914-1918 - Australia
KEYWORDS: Anzac; Gallipoli; World War 1
PUBLISHER: Focus Multimedia, Melbourne, Australia
REVIEW DATE: 5/7/97
EVAL: Highly recommended

The food zone.

<http://kauai.cudenver.edu:3010/>

An interactive site, this is aimed at teaching students about food and the digestive system. It holds easy to understand information about: **Food and nutrition; Energy; Cellular respiration; the Digestive system; Basic chemistry; and The cell.** The site also contains a number of experiments for the children to undertake. These experiments range in difficulty from intermediate to advanced. The home page has a brief outline of the site's purpose and an explanation of the navigational buttons. A **Teachers' resource page** contains an overview of the site, information about how to use the site and an address to contact for supplementary materials. N. Cooper

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: ST; TAS
SYLLABUS: Food Technology 7-10; Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Cells; Digestion; Nutrition
KEYWORDS: Food; digestion; nutrition
PUBLISHER: University of Colorado, Denver, USA

REVIEW DATE: 12/9/97

Foundation law.

<http://www.fl.asn.au/>

A comprehensive, easily navigated site, this provides community access to a wide range of legal resources, national and international. In **Foundation law menu**, all Australian **Legislation and Judgements** are accessible and regularly updated. An interesting inclusion is a listing of all legislation and legal decisions that have been put in place for the Sydney Olympics. **Legal resources** would help with related information requirements for senior students, including publications about law and case studies which can be made. Presentation of legal material in this format is invaluable to students as the legal professional is also increasingly utilising such information. Research on the way the Internet is being used by legal professionals may interest teachers. This is also a good site to monitor the Australian Internet regulations debate. It has relevance for Civics and Citizenship. A. Glasscock, E. Maxwell
USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: 2/3U Legal Studies
SCIS SUBJECTS: Australia - Law and legislation; Citizenship; International law
KEYWORDS: Australian; law; legislation; NSW
PUBLISHER: Law Foundation of NSW
REVIEW DATE: 12/7/97

A fractals lesson.

<http://cml.rice.edu:80/~lanius/frac/>

A practical step-by-step lesson in making a fractal is one of the activities contained at this location. A further activity on making a second fractal, slightly more complicated than the first, is included; this also provides suggestions for teachers to extend the ideas presented, and background information about what a fractal is and why study them. Hypertext links to other sites which provide further information on fractals, and a gallery of pictures of fractals, are included. This site provides a valuable practical resource for the new Mathematics 9-10 syllabus. The location is well presented, and easy to navigate. L. Arena

USER LEVEL: Stage 5 Professional
KLA: Mathematics
SYLLABUS: Mathematics 9-10
SCIS SUBJECTS: Mathematics
KEYWORDS: Fractals; mathematics
PUBLISHER: Rice University, USA
AUTHOR: LANIUS, Cynthia
REVIEW DATE: 12/1/97
EVAL: Highly recommended

Global Merchandise - Greek treasure.

<http://www.greektreasure.acun.com/index.html>

A commercial site which looks appealing and could be of some use for senior ancient history students and teachers, this is the home page of Global Merchandise. Students of Personalities and their times investigating Minoan and Greek societies could find the graphics and accompanying text helpful for providing information on archaeological evidence. Pictures of the most significant Minoan frescoes, and the story of each one are included, and students can also access information on Greek bronzes, pottery and jewellery. There are some interesting links including

Archaeology magazine and Hellenic culture though generally exploration time is required to verify curriculum relevance. R. McDowall

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10; 2U Ancient History; 2U Personalities and their times
SCIS SUBJECTS: Greece - History - 500-404 B.C., Classical period
KEYWORDS: Ancient Greek; Greek history; Minoan frescoes; treasure
PUBLISHER: Global Merchandise, USA
REVIEW DATE: 5/7/97

Ice treasures of the Inca @ nationalgeographic.com.

<http://www.nationalgeographic.com/modules/mummy/index.html>

An interactive site, this is the re-creation of an actual expedition which took place in Peru in 1995. Students can easily navigate this site using the icons to move through maps and journals of the expedition. An audio option is also available. A small amount of text is presented on each page, and the site includes a large number of photographs and graphics which are colourful and appealing. This site would be ideal for looking at a range of text types, particularly recount, and supporting a case study on how we learn about the past. The depth of the material presented would be very accessible for upper primary and lower secondary students. R. McDowall

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History 7-10
SCIS SUBJECTS: Archaeology; Mummies
KEYWORDS: Inca; mummies; National Geographic
PUBLISHER: National Geographic
REVIEW DATE: 5/7/97

InfoUse's PlaneMath main page.

<http://www.planemath.com/planemathmain.html>

Originally conceived to support students with physical disabilities, through developing an understanding of the mathematics used in aviation and associated professions, this will motivate and excite students with an interest in aeronautics. The site is easily navigated. The clearly presented homepage gives access to nine lesson scenarios and follow-up activities, career information, teacher/parent support materials, and a number of links to other aviation sites, though exploration time is required to verify these for curriculum relevance. Targeted at Years 4 to 7, the lessons provide a set of problems which assist in developing or reinforcing mathematical skills ranging from estimation to whole number operations. Australian users should note that measures of capacity, distance and weight are expressed in imperial (US) standards. R. Greaves

USER LEVEL: Stage 3 Stage 4 Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10
SCIS SUBJECTS: Mathematics
KEYWORDS: Math; plane
PUBLISHER: NASA, USA
REVIEW DATE: 8/5/97

Life in ancient Egypt.

<http://www.clpgh.org/cmnh/tours/egypt/walton.html>

Exploration of one of the halls of the Carnegie Museum of Natural History is provided by this site, which also allows other areas of the museum to be investigated. Navigation is straightforward. The content of each section is detailed, with bold type conveniently used to highlight important facts. Because of these features, the site could be ably navigated by younger users, with the assistance of the many photographs available. Content is very thorough, and ideally suited to the more avid, senior researcher. It is excellent in its extensiveness and visual appeal. V. Haworth

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; ST
SYLLABUS: 2U Ancient History; History 7-10; Visual Arts 7-10
SCIS SUBJECTS: Egypt - History - to 332 B.C.; History, Ancient
KEYWORDS: Ancient Egypt; Egypt
PUBLISHER: Carnegie Museum of Natural History/Carnegie Library of Pittsburgh
REVIEW DATE: 5/11/97
EVAL: Highly recommended

The Macbeth page.

<http://falconedlink.com/falcon/Macbeth.html>

A personal and humorous summary of each act of the play is given on this site, as are explanations and the backgrounds of terms such as witches and fortune. There is a link to a similar **Hamlet** site. In the section on **British literature** many helpful connections are made to writers such as: **Jane Austen; John Milton; James Joyce;** and many others currently on the HSC text list along with more general Shakespeare links, though exploration time is required to explore these for curriculum relevance. Mostly tongue-in-cheek, this assessment of Shakespeare's tragedy may generate good discussion amongst students and appeal to those who are overwhelmed by more serious and academic research. K. Underhill

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: 2U General English
SCIS SUBJECTS: Shakespeare, William. Macbeth
KEYWORDS: Macbeth; Shakespeare
PUBLISHER: Falcon Education, USA
AUTHOR: BURNICH, Rodger
REVIEW DATE: 1/9/97

Mandelbrot explorer.

<http://www.softlab.ntua.gr/mandel/mandel.html>

The famous Mandelbrot fractal is shown on this graphical site. An interactive graphic allows the user to enter a zoom factor to zoom in or out at a specified section of the fractal. Hypertext links to the **Mandelbrot explorer gallery** provide the images for a further 100 fractals, which are in groupings of 10. A very visual site which allows users to see a wide variety of fractals, this provides a valuable teaching resource for the new 9-10 Mathematics syllabus. L. Arena

USER LEVEL: Stage 5 Professional
KLA: Mathematics
SYLLABUS: Mathematics 9-10
SCIS SUBJECTS: Mathematics
KEYWORDS: Fractals; mathematics

Information Technology

PUBLISHER: National Technical University of Athens.
AUTHOR: CHRISTIAS, Panagiotis
REVIEW DATE: 12/1/97
EVAL: Highly recommended

Microscapes - the gallery.

<http://www.att.com/microscapes/microscapes.html>

An exciting gallery of extremely small things is categorised under: **Silicon dreams; Atoms and ions; The edge of light; Solid states; Symmetry in motion; and Memories, glass and apparitions.** The images found here show how the microcosm of inner space has been made accessible by the microscope, the computer and the camera. The techniques involved include scanning-tunnelling microscopy, thermography, three-dimensional interferometry, secondary-mass spectroscopy, and color-schlerian photography. The resulting photographs have turned out to be as beautiful as they are useful as they explore the convergence of art and technology. J. A. Robinson

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: Science; ST; TAS
SYLLABUS: Science & Technology K-6; Science 7-10; Design & Technology 7-10

SCIS SUBJECTS: Microscopes and microscopy; Photomicrography

KEYWORDS: Color-schlerian photography; microscopy; thermography; spectroscopy

PUBLISHER: AT&T, New York
REVIEW DATE: 24/9/97
EVAL: Highly recommended

Le Ministere de la culture. (French Ministry of Culture)

<http://www.culture.fr/gvpda-d.htm>

Many enquiries requiring information on France's cultural heritage can be serviced on this site. There is access to personnel and departments which deal with cultural events and affairs, and monthly calendars of upcoming events that may be of interest to the tourist. Bibliographies of videos and multimedia applications on historical sites, museums and galleries are provided with contact addresses. Tours of France's heritage are also possible using the guides provided. A reasonable fluency in French is recommended to search here, as although access to English text is provided, information in the English pages is not identical and tends to be general knowledge with a strong flavour of French Canada. E. Maxwell

USER LEVEL: Stage 6
KLA: HSIE; LOTE
SYLLABUS: 2U French; 2U Geography; 2U Modern History

SCIS SUBJECTS: France - Social life and customs; French language - Teaching and learning

KEYWORDS: Culture; France; heritage
PUBLISHER: Le Ministere de la Culture et de la Communication, France
REVIEW DATE: 17/6/96

Musee des arts et metiers. (Museum of applied arts and crafts)

<http://www.cnam.fr/museum/>

What a fabulous starting point for French language students! Initial investigation reveals the usual description and images of exhibits in a museum of applied arts and crafts. However, by selecting the various topics listed, students can access a history of transportation in Paris, and maps of the Metro, the RER and bus maps, images of some of the more interesting Metro stations, and tourist information on the pricing of carnets—all this in only one corner of the site! Links to a host of other memorabilia make this a valuable resource for students (and tourists) seeking information on an enormous range of French language topics. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; LOTE
SYLLABUS: French 7-10; 2U French; Geography 7-10; HSIE K-6

SCIS SUBJECTS: Museums; France - Galleries and museums

KEYWORDS: Museums; Paris
PUBLISHER: Musee des arts et metiers, France
REVIEW DATE: 1/6/96

Mutiny on the HMS Bounty.

<http://wavefront.wavefront.com/~pjlareau/bounty1.html>

Students and teachers will find this an interesting site to browse. The introduction briefly outlines the historical events of the mutiny, and then allows the user to search the site through hypertext links to more comprehensive information on: **Crewmembers; Almost crewmembers; and Women of the Bounty.** For each individual, a brief biography and a picture are included. Links to related articles and home pages on aspects on the mutiny are easily accessed by visiting: the **Bounty home page; Papers of Joseph Banks; the Pitcairn Island home page; and Pictures of the Bounty.** These links contain primary sources, songs, poetry and dramatic works. R. McDowall

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English 7-10; HSIE K-6; History 9-10
SCIS SUBJECTS: Australia - History - 1788-1851; Mutiny
KEYWORDS: Australian history; Bounty; mutiny
PUBLISHER: Lareau Web Parlour, Canada
AUTHOR: LAREAU, Paul J.
REVIEW DATE: 5/7/97

National Native Title Tribunal.

<http://www.nntt.gov.au/>

This well designed site caters for specialised study of contemporary Land Rights issues. The homepage has a clear index which allows the student or teacher to access current information on Native Title. Topics covered include: **Questions and answers; What's new; Media releases; Publications; Policies and procedures; and Time lines.** Each of these can be viewed on a state basis. It also provides a page to have questions answered by members of the Tribunal, and contact lists for each state. This site is an essential page for the study of Land Rights in the 1990s. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE

SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; 2/3U Legal Studies
SCIS SUBJECTS: Aborigines - Land Rights
KEYWORDS: Aborigines; Native Title
PUBLISHER: Australian Government, Perth, WA
REVIEW DATE: 13/7/97
EVAL: Highly recommended

Naturally Australian Timber Furniture.

<http://www.naturallyaust.com.au/>

The site of an Australian company listed in the school industry visit program, this has three examples, with enlargeable graphics, which give brief information relevant to size, designer, timber and cost. Simply presented and easily navigated, it gives a good introduction for students researching Australian designs. **Wood data** provides worthwhile information on Australian timbers currently used for furniture eg. blackwood. **Wood colours** vividly reproduces timber texture and colour; and is interesting also for its list of timbers—students would require further detail from catalogues and other sources. This site would be worth exploring in conjunction with an industry visit. It offers support for the comparative case study and for researching the major design project. K. Paton

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS

SYLLABUS: 2U Design & Technology

SCIS SUBJECTS: Furniture; Woodwork

KEYWORDS: Australian Timber Furniture

PUBLISHER: Naturally Australian Pty Ltd, The Rocks, Sydney

REVIEW DATE: 8/11/97

Ned Kelly.

<http://www.netspace.net.au/~bradwebb/>

A bold, striking layout makes this site immediately attractive, and content lives up to the promise. There are detailed but not daunting descriptions of Ned Kelly's life and death, with plenty of pictures but, unfortunately, no references. Users can: access many Kelly facts; investigate his portrayal in media such as comic strips and television; and link to the **Sidney Nolan gallery** of Ned Kelly paintings. A well collected and annotated list of Kelly links ranges from the academic, to Melbourne Gaol, to the Kelly Gang song (in audio), to the really trivial—exploration time is required to verify these for curriculum relevance. A unit of work for Year 7, with a structured look at several sections of the site, immediately springs to mind when perusing this site. A. Glasscock

USER LEVEL: Stage 4 Stage 5

KLA: HSIE

SYLLABUS: History 7-10

SCIS SUBJECTS: Bushrangers

KEYWORDS: Bushrangers; Ned Kelly

PUBLISHER: NETwork @advertising

REVIEW DATE: 20/9/97

NOVA online/Ice mummies of the Inca.

<http://www.pbs.org/wgbh/pages/nova/peru/>

An account of a South American expedition to retrieve the Incan ice mummy of Sarita from Mount Sara Sara in Peru is provided on this site. It is easy to navigate, as students can select graphic icons which allow them to view the artefacts found with Sarita. Keywords provide further expla-

nation of purpose, rituals and customs. Site maps and a diary of the expedition are provided, which could allow students to explore different text types. This site might be utilised to support a preliminary case study in ancient history, or allow junior students to learn about the use of archaeological evidence. R. McDowall

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: English; HSIE

SYLLABUS: English K-6; English 7-10; HSIE K-6; History 7-8; 2U Ancient history

SCIS SUBJECTS: Archaeology; Mummies

KEYWORDS: Inca; Mummies

PUBLISHER: Public Broadcasting Service, USA

AUTHOR: CLARK, Liesl

REVIEW DATE: 5/7/97

EVALUATION: Highly recommended

NSW Department of Local Government.

<http://www.dlg.nsw.gov.au/index.html>

Contact lists, a general overview of the Department, and a valuable Local Government directory are provided by this site. This directory gives basic factual and contact information for each local and county council and local government organisation in NSW. Even better, those councils with Web sites are linked, which opens up a variable feast of local studies, environmental, library, tourism and business material and resources supporting Civics and Citizenship. Councils with sites include: Manly (especially good on local studies); Bathurst; Penrith (a great Homework help link); Dubbo (the Zoo!); and Newcastle (with an extensive and invaluable Earthquake database). G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Community Professional

KLA: HSIE

SYLLABUS: 2/3U Business Studies; Commerce 7-10; 2U General Studies; HSIE K-6; History 9-10; 2/3U Legal Studies; 2/3U Modern History; 2U People & Events; 2/3U Society & Culture

SCIS SUBJECTS: Citizenship; Local government

KEYWORDS: Councils; local government; NSW

PUBLISHER: NSW Department of Local Government

REVIEW DATE: 29/10/97

Oriental Institute WWW homepage.

<http://www.oi.uchicago.edu/OI/default.html>

Links to at least two areas relevant for students and teachers of ancient Near Eastern History are provided here. Of particular interest are **ABZU (Index to ancient Near Eastern resources on the Internet)**, and **Research and projects** which gives access to **Archaeological projects** and **Individual scholarship** (royal Egyptian mummies). It is a valuable resource for the Preliminary and HSC courses, as it provides useful information on current archaeological sites and research work. Information is mainly text based with some graphics, and the site is visually appealing and easily navigated. R. McDowall

USER LEVEL: Stage 6 Professional

KLA: HSIE

SYLLABUS: 2U Ancient History

SCIS SUBJECTS: Archaeology; Greece - History - 500-404 B.C., Classical period; Middle East

KEYWORDS: Ancient Egypt; Ancient Near East

Information Technology

PUBLISHER: The Oriental Institute, University of Chicago

REVIEW DATE: 29/4/97

EVAL: Highly recommended

The preschool page main index.

http://www.ames.net/preschool_page/

An enjoyable site, this is designed for young children and their parents. The homepage contains an easy to use index, with picture hotspots to the various pages for those users who cannot read. A feature of the site is the **Virtual fridge**. Children can email GIF pictures to be published on this fridge. Other parts of the site contain basic information on topics such as animals, insects, plants, and the circus written in the first person by a young child. Some of the pages have links to other sites which contain more information about that particular topic but exploration time is required to verify these for curriculum relevance. N. Cooper

USER LEVEL: Early Stage 1 Stage 1

KLA: CA; English; HSIE

SYLLABUS: English K-6; HSIE K-6; Visual Arts K-6

SCIS SUBJECTS: Animals; Environment

KEYWORDS: Environment; animals; preschool; plants; circus

PUBLISHER: AmesNet, USA

REVIEW DATE: 11/12/97

Project zone.

<http://www.ccnnet.com/success>

The commercial nature of this site is reflected in the high quality of production and layout. Access to most activities requires registration and the payment of a monthly or yearly fee, which many might not find cost effective unless highly committed to the use of technology and online services to support teaching and learning. Mathematical activities are based on environmental themes, and support students at primary and secondary levels. Primary activities include: an introduction to fractals and tessellations; fibonacci numbers in maths and nature; and mapping. Secondary units are built around themes such as energy flow in tropical rainforests, and extend concepts developed at earlier stages. The secondary section has a number of self-guided tutorials, again displaying thought and imagination. R. Greaves

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional

KLA: Mathematics

SYLLABUS: Mathematics K-6; Mathematics 7-10

SCIS SUBJECTS: Mathematics

KEYWORDS: Mathematics; project

PUBLISHER: Computer Curriculum Corporation, USA

REVIEW DATE: 7/5/97

Pyrocafe.

<http://sympac.com.au/pyrocafe/>

Design and Technology students interested in pyrography and decorative arts will find this easily navigated site useful in early research, and as a possible contact with artists. Information offered includes: some historical background; access to some Australian artists and their works, with gender parity; and a brief promotion of an Australian book for those seeking ideas for resources. There are some limited links to other, apparently quality sites, though some additional exploration time may be required. Kathleen

Menendez, for example, offers worthwhile information and notifies the future development of an E-museum and E-gallery at the site. The site would also have application for Visual Arts and Computer Studies students. K. Paton

USER LEVEL: Stage 5 Stage 6

KLA: CA; TAS

SYLLABUS: 2U Computing Studies; 2U Design & Technology; 2U Visual Arts

SCIS SUBJECTS: Art, Decorative; Design, Decorative

KEYWORDS: Pyrography

PUBLISHER: Mixo Sydenham Ellinbank, VIC, Australia

REVIEW DATE: 8/11/97

Science playwiths.

<http://www.ozemail.com.au/~macinnis/scifun/index.htm>

An exciting home-grown site, this was created by the author to use at a small inservice with some of his local feeder schools. A **Set of mini-experiments**, gives "simple everyday science, from a number of sources". More complex experiments are included in: **Explorations of living things**; **The problems of physics for living things**; **Sound explorations**; **Sight and light things**; **Experiments about or with soil, earth and rocks**; **Number things**; and **Experiments with bubbles**. The author provides a simple, appropriate scientific explanation of each experiment. J. A. Robinson

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: Mathematics; Science; ST

SYLLABUS: Science & Technology K-6, Science 7-10; Mathematics 7-8

SCIS SUBJECTS: Science - Experiments

KEYWORDS: Experiments; light; science; sight; sound; soil

PUBLISHER: Peter Macinnis

REVIEW DATE: 24/8/97

EVAL: Highly recommended

The seven wonders of the ancient world.

<http://pharos.bu.edu/Egypt/Wonders/Home.html>

The content of this general interest, award winning site is ideal for most user levels. Appealing graphics and conversational text ensure interest beyond archaeological and historical investigation. The wonders are also featured chronologically, allowing them to be presented in an appealing time line. It has: a **Canonical list**; clickable map; **Other wonders**, both modern and natural; and access to related subjects such as classic mythology and Mediterranean archaeology. Each wonder is provided with a comprehensive history and image. Users are introduced to the debate concerning the classification and inclusion of the wonders of the modern world. V. Haworth, G. Krestensen

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6

KLA: HSIE; ST

SYLLABUS: 2U Ancient History; History 7-10; HSIE K-6; Science & Technology K-6; Visual Arts 7-10

SCIS SUBJECTS: History, Ancient; Wonders of the world

KEYWORDS: Seven wonders of the ancient world

PUBLISHER: The Coptic network/Boston University, USA

AUTHOR: ASHMAVY, Alaa K.

REVIEW DATE: 28/10/97

EVAL: Highly recommended

State Electoral Office of NSW.

<http://www.seo.nsw.gov.au/>

A simple and well-designed site relevant to Civics and Citizenship, this explains almost everything users might need to know about electoral systems and **Voting methods** used in NSW for: State Parliament; local government; registered clubs; and unions. **What's new?** offers information on voting, electoral **Enrolment figures**, and publications available. Expanded information is available on: **Election results; Voting methods; and Electoral enrolment.** School material provides specific educational resources including: **Worksheets** and factual assignment questions; elementary electoral **Maps**; and a full set of materials for running simulated elections. It would be important to keep in mind the significant differences between state and federal elections and voting systems. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Community Professional

KLA: HSIE

SYLLABUS: 2U General Studies; HSIE K-6; History 9-10; 2/3U Legal Studies; 2/3U Modern History; 2U People & Events; 2/3U Society & Culture

SCIS SUBJECTS: Citizenship; Elections; Voting

KEYWORDS: Elections; NSW; State Electoral Office; voting

PUBLISHER: State Electoral Office of NSW

REVIEW DATE: 31/10/97

EVAL: Highly recommended

Welcome to EDC-CCT!

<http://www.edc.org/CCT/>

The Center for Children and Technology (CCT) aims to foster the use of educational technologies in teaching and learning, and has a major research commitment. A project listing describes current projects and contacts. In one such project, **Evaluation of on-line curriculum projects**, CCT is researching an initiative to extend learning beyond the classroom using telecommunications in collaboration with educational and community institutions. Research reports and notes are available. This is a valuable site for educators wishing to enhance their integration of technology in education, and particularly for professional development or research. A. Howard

USER LEVEL: Professional

KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS

SCIS SUBJECTS: Computers in education; Educational technology

KEYWORDS: Computers; development; research; technology

PUBLISHER: Education Development Centre Inc. USA

REVIEW DATE: 6/6/97

Welcome to the United Nations CyberSchoolBus.

<http://www.un.org/Pubs/CyberSchoolBus/index.htm>

A United Nations educational Web site, designed specifically for students and teachers, this explores a variety of world social and environmental issues via quizzes, games, classroom activities and educational resources. In **Quiz quad** Dr. Data asks about everything from literacy to malnutrition. There are new quick questions every Tuesday and Thursday. In **Resource source** the Professor shows cul-

tural sites from around the world. Important regional and global information (**Global trends in Resource source**) is presented in the form of charts and graphs, often accompanied by insightful summaries. New charts and graphs can be generated on request. Resources and a discussion group on a **Model UN** are also available. J. A. Robinson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Professional

KLA: HSIE; PDHPE; Science; ST

SYLLABUS: 2U Biology; 2U Chemistry; 2U Geography; 2U Geology; PDHPE 7-10; 2U Physics; Science & Technology K-6; Science 7-10; 2U Science for Life

SCIS SUBJECTS: Environment; Social conditions

KEYWORDS: Cyberschoolbus; environment; biology; chemistry; United Nations

PUBLISHER: United Nations

REVIEW DATE: 2/5/97

EVAL: Highly recommended

Welcome to the White House for kids.

<http://www.whitehouse.gov/WH/kids/html/home.html>

The Clinton family cat acts as a guide icon for a six part tour of the White House. Students can locate the White House geographically on a series of ever-defining maps, discover facts concerning construction and furnishings, view photographs and 'meet' the children and pets of present and former presidents. Interesting facts and history are presented in an informative and non-patronising fashion. There is a facility to e-mail the President with a promise that all correspondence will be answered. G. Krestensen

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE

SYLLABUS: HSIE K-6; Geography 7-10; History 7-10

SCIS SUBJECTS: United States - President

KEYWORDS: White House

PUBLISHER: The White House, USA

REVIEW DATE: 24/1/97

Whales of Australia.

<http://www.upstarts.net.au/site/ideas/whales/whales.html>

An easily navigated site, this consists of four sections providing comprehensive information about whales found in Australia. **Whale species** has a picture, description and distribution map of over twenty species of whales. **About whales** provides an overview of types of whales, including the biology, interesting facts, **Whale watching tips** and points to remember. There are also links to other whale sites (exploration time required to verify curriculum relevance) and a reference list. **Whale watching places** gives an outline of which species can be seen in which states, and who to contact for more detail. **Whale Conservation** contains information on the Whale Protection Act 1980, a timeline of protection issues leading up to the Act, and helpful information about conservation. N. Cooper

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Professional

KLA: HSIE; ST

SYLLABUS: Science & Technology K-6; Science 7-10

SCIS SUBJECTS: Whales

KEYWORDS: Australia; whales

PUBLISHER: Upstarts Internet Services, Northern Rivers, NSW, Australia

REVIEW DATE: 11/12/97

Who was who among the royal mummies.

http://www.oi.uchicago.edu/OI/IS/WENTE/NN_Win95/NN_Win_95.html

Up to date information on the latest DNA testing on the New Kingdom royal mummies found in the Deir el-Bahri cache is provided here. This fascinating site includes photographs of the mummies and skull x-rays. These are extremely useful for those studying New Kingdom Egypt at the 2 Unit or 3 Unit levels. The article explains what is known of family relationships among New Kingdom pharaohs, and what is yet to be discovered. It is mostly text based and very easy to navigate. Senior students will really respond to this site! R. McDowall

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: History 7-10; 2U Ancient History

SCIS SUBJECTS: Archaeology; Mummies

KEYWORDS: Ancient Egypt; Egyptian mummies; royal mummies

PUBLISHER: The Oriental Institute, University of Chicago

AUTHOR: WENTE, Professor Edward F.

REVIEW DATE: 5/7/97

EVALUATION: Highly recommended

Women mathematicians - chronological index.

<http://www.scottlan.edu/lriddle/women/chronol.htm>

Many would be surprised to learn that Florence Nightingale was an innovator in the field of statistics as well as a crusader for health reform and nursing. Florence's achievements, and those of many other significant women mathematicians can be accessed on this award winning site. Researchers are able to search the database of women mathematicians chronologically or alphabetically, and retrieve photographs where supplied. The reader is rewarded with well written and referenced texts which provide a synopsis of major achievements as well as a wealth of useful background material. It is a highly recommended Web site for students and teachers alike. R. Greaves

USER LEVEL: Stage 4 Professional

KLA: Mathematics

SYLLABUS: Mathematics 7-10

SCIS SUBJECTS: Mathematicians; Mathematics - biography; Women

KEYWORDS: Biography; mathematician; women

PUBLISHER: Agnes Scott College, USA

AUTHOR: RIDDLE, Larry

REVIEW DATE: 14/4/97

EVAL: Highly recommended

Woodlink - VWA home page.

<http://home.vicnet.net.au/~woodlink/woodlink.htm>

A range of worthwhile information for Design and Technology and Industrial Technology students is available on this comprehensive site. Topics covered include: furniture; turning; carving; sculpture; clocks; and pyrography. Australian designer-makers (<http://home.vicnet.net.au/~woodlink/makead.htm>) gives a comprehensive list with the potential for good research contacts in every state of Australia. **Woodwork with kids** is a good example of enthusiasts swapping information, ideas and experiences. **Dangers of wood dust** under **Health and safety** provides an alphabetical listing of timbers with their possible health hazards (eg. meranti - dermatitis), including

physical manifestations. There are also links to other sites and resources but exploration time is required. K. Paton

USER LEVEL: Stage 6 Professional

KLA: TAS

SYLLABUS: 2U Design & Technology; 2U Industrial Technology

SCIS SUBJECTS: Timber industry; Wood; Woodwork

KEYWORDS: Victorian Woodworkers' Association; wood

PUBLISHER: Victorian Woodworkers' Association, Australia

REVIEW DATE: 8/11/97

Wood sense, fine woodwork in Australian timbers.

<http://www.uq.edu.au/~emtdunn/home.frn.html>

Stunning graphics of specific design projects from recycled Australian timbers are shown at this aptly named site. For each of the nine projects, brief text gives information on the design process, design constraints and personal challenges. Within the text there are limited links to additional details on aspects of the project eg. the oil varnish mixture used for the **Dining table with cast iron base**. The examples illustrate well crafted, imaginative works, and have the potential to promote the user's creative ideas. This is a specific purpose, easily navigated practical site which Design and Technology and Industrial Technology students will find valuable. K. Paton

USER LEVEL: Stage 6

KLA: TAS

SYLLABUS: 2U Design & Technology; 2U Industrial Technology

SCIS SUBJECTS: Timber industry; Wood; Woodwork

KEYWORDS: Australian timbers; wood; woodwork

PUBLISHER: University of Queensland

AUTHOR: DUNN, Tim

REVIEW DATE: 8/11/97

EVAL: Highly recommended

Internet reviewers for this issue were:

Lena Arena, Woollooware High

Michael Beare, Shoalhaven High

Ruth Buchanan, Jamison High

Natalie Cooper, Cobbitty Primary

Chris Dorbis, SEO1, Aboriginal Studies

Alison Glasscock, Turrumurra High

Richard Greaves, SEO1, Mathematics

Vicki Haworth, Oxley Vale Primary

Karen Heap, Muirfield Technology High

Anne Howard, Primary

Geoff Krestensen, Sandy Beach Primary

Elizabeth Maxwell, Cherrybrook Technology High

Rosemary McDowall, MacKellar Girls' High

Ross Mildenhall, Newcastle High

Kaye Paton, St Clair High

Nigel Paull, Grafton South Primary

Jenny Robinson, Byron Bay High

Theresa Schlenker, Cherrybrook Technology High

Graham Spindler, Parliamentary Education Liaison Officer

Kerry Underhill, MacKellar Girls' High

Deidhre Wauchop, Cromer High ■

Waterwatch: the role of collaborative enquiry in the curriculum

The changing nature of the curriculum and technology is allowing teachers and teacher-

librarians to be involved in new ways of collecting and gathering information. The students gather the information under the direction of their teacher and send their data through the library. The Internet is the tool for this collaborative enquiry.

Lorraine Bruce is a teacher-librarian at both Pennant Hills High School and Cherrybrook Technology High School in Sydney. She works closely with the classroom teachers on the Streamwatch project where the Internet is used by these students to identify and monitor the impact of human interaction on the local environment. In this article she writes about this project.



Background

'Waterwatch' is an initiative of the Federal government, and is run jointly between the Australian Nature Conservation Agency and the Commonwealth Environment Protection Agency. It was announced as part of the *Statement on the Environment* delivered by the then Prime Minister Paul Keating in December, 1992. The group's role is to tap into State, local and community support groups who are already monitoring the environment and to promote a national perspective. Collecting data utilises information to promote better planning and management of the local environment.

Students at various High Schools and Primary Schools throughout the State have been involved in a number of projects from collecting information about bugs to providing chemical and physical data. These projects are known by different names in each state. In New South Wales it is *Streamwatch* and in Western Australia it is known as *Ribbons of Blue*. *Streamwatch* is funded by Sydney Water and our local council, Hornsby Shire Council.

Outcomes

By participating in this program students will:

- gain an understanding of water quality problems and realise the need for environmental management strategies
- gain an understanding that the water quality and general land use

issues within the community result in the improved quality of the environment

- understand that they are part of a wider community and their involvement in monitoring local streams can make a difference to water quality
- be part of the information sharing process, that can educate and inform decision makers in government
- use technology to gather, report and interpret water quality with a national consistency
- send their information gathered through the Internet and participate in a collaborative project.

The program

Students monitor a specified site close to their school. A series of tests including dissolved oxygen, nitrate levels, phosphate levels, faecal coliforms and turbidity are carried out. These are then recorded and entered onto the Waterwatch software back at school. Specific site details are recorded including the catchment details and specific topographic information which can be obtained from your local council. An optional extra is the habitat study where biological details of macro-invertebrates and blue-green algae can be entered. The class teacher then books their class into the library to work with the teacher-librarian to explain the information process and to organise the sending of results. These results are then saved as a Waterwatch file and converted to a nexus (database file)

before being sent through email to a central collation body. We email our results to a number of scientists involved in the project and they provide feedback to the students.

Individuals and smaller groups can participate in a number of smaller collaborative programs, such as the bug surveys. The Internet address for this project is listed in the bibliography.

Implementation

At Pennant Hills High School, the Streamwatch Unit is mandatory for Year 9 Science students. Students from each of the eight classes monitor the two local sites on rotation. This means that results are collected regularly and each student participates in the project. At Cherrybrook Technology High School, the project is managed by the Streamwatch Club which takes responsibility for the recording and sending of all results. The Internet has become the tool for implementing this aspect of the science curriculum.

Results

As part of the 1995 - 1996 Catchment Remediation Program, Hornsby Shire Council has completed work upstream of Pennant Hill High School. The aim of this project was to improve the natural watercourse and reduce pollutants from flowing downstream and destroying the native vegetation. The initial stage of the project involved the excavation of a small wetland basin adjacent to the school bus bay. Fifteen hundred

water plants, including native reeds, were planted to filter and improve water quality. This has provided a safe haven for the local fauna. Frogs have moved back into the wetland and the plants have added support to the soil. Unfortunately, one new resident, a red-belly black snake, had to be moved out by WIRES, a local wildlife rescue service.

The second stage involves restoring the existing creek path with rock structures and planting of native trees. It is hoped that this will provide a nature corridor to attract more birds, mammals and reptiles. Students from the Student Council Environment Committee and Year 9 have been involved with this.

Conclusion

The benefit of Waterwatch is that students can be involved with the collection of data and can witness the transformation of this data into new knowledge. They learn about the impact of human activities on their local environment and become part of a process that can inform decision makers. Students analyse the effect of pollution and learn to predict the effects of urban development on the environment. The Internet, which is central to this curriculum area, pro-

vides the tool for organising and disseminating the information. The teacher and the teacher-librarian work closely so that students can benefit from the expertise of both professionals. Teachers with limited computer skills can be involved with the project because the teacher-librarian can explain the technology. This is a project that demonstrates the use of well developed information skills.

Streamwatch Related Web Sites

Australian Environmental Resources Information Network

<http://www.erin.gov.au/erin.html>

Contacts for Streamwatch

<http://www.streamwatch.aus.net/bugs/html>

Green (Global Rivers Environmental resources Information Network)

<http://www.igc.apc/green/green.html>

I*EARN The International Education and Resource Network

<http://www.peg.apc.org/~iearn/>

Streamwatch NSW

<http://www.dse.nsw.edu.au/water/stream.html>

Waterwatch (Australia)

<http://www.erin.gov.au/portfolio/anca/waterwatch/waterwatch.html>

BIBLIOGRAPHY

- Coil, Carolyn. (1996) *Tools for Teaching and Learning in the Integrated Classroom*. Hawker Brownlow Education: Australia
- Faulding, M., Hoye, G., Turner, R. (1994) *Fauna corridors and vegetation links in Hornsby Shire*. Land and Planning: Singleton, Appendix 14 Vol 2.
- Hawkesbury Nepean Catchment Management Trust. (1996) *Greenhouse Parks program*. Hawkesbury Nepean Catchment Management Trust: Windsor
- Hawkesbury Nepean Catchment Management Trust. (1996) *Which Hawkesbury Nepean River will we leave our children?* Hawkesbury Nepean Catchment Management Trust: Windsor.
- Hornsby Shire Council. (1995) *State of the environment report*. Hornsby Shire Council: Sydney
- NSW Department of School Education. (1987). *Information skills in the school*. Library Services: Sydney
- Parmenter, M., and Graham, O. (1995) *Soil erosion survey of Hornsby Shire*. Soil Conservation Service: Parramatta
- Todd, Ross. (1996) *Independent learning and information literacy: an essential partnership for learning*. Learning resourcefully: challenges for teacher-librarians in the information age. Auslib Press: Adelaide ■

Supporting teaching and learning via the Internet site reviews

Colleen Foley, SCIS Review Coordinator, writes about some ways you can use the Internet site reviews on Network for education to support teaching and learning.

All that glitters is not gold!

The teacher-librarian is necessarily a major player in integrating the use of the Internet in teaching and learning. We know the value of catering to different learning styles and ensuring skills development using a variety of information tools and formats. Our skills and involvement in curriculum development and information skills applications are more important than ever. Internet site reviews are intended to help teachers and teacher-librarians to find the 'gold among the glitter'—to offer practical sup-

port for classroom applications, professional development, cooperative programming and effective information services for the school community.

Locating sites relevant to the NSW curriculum has been an interesting test of our grasp of the information process and a significant learning curve for us all. Our initial enthusiasm for anything attractive and easy to navigate has given way to increased selectivity and evaluation of sites. Feedback on reviews is always welcome as we constantly endeavour to improve their quality and useful-

ness. The reviews are intended as a time saving selection aid and useful curriculum support.

There are currently some 445 Internet site reviews and approximately 1,000 other resources reviews (books, videos, kits, CD-ROMs) on the DET (Department of Education and Training) Web site, *Network for education* (<http://www.dse.nsw.edu.au>). All site reviews, not just those published in *Scan*, go onto this site.

We can use the way we approach looking at sites to: offer curriculum support for teaching and learning by assisting in selecting relevant resources; enhance technological liter-

Internet site reviews are intended to help teachers and teacher-librarians to find the 'gold among the glitter'.....

acy and associated skills development; and offer a mechanism for teachers to explore the Net, ie for professional development (formal or informal) and helping teachers ease into use of the Internet and feel comfortable with it.

Without an adequate information skills framework, students can get carried away when researching, and grab or explore just about any information in sight without a clear idea why, or because they think more is better or looks good in an assignment. For teachers and students alike, the temptation for directionless delving into the Internet is great. We wonder why hours later we have found little of value. Information skills applied to the Internet comes to the rescue!

The site reviews can provide indications of: overall usefulness for teaching/learning; a brief idea of relevant content using pertinent keywords for searching and syllabus links; outstanding features, eg in catering to different learning styles, quality of the information offered, and specific curriculum support; possible actual classroom applications; and navigability

Using the site reviews to improve services to teachers and students

1. Set clear guidelines

It is imperative to have clear guidelines from the teacher/curriculum group/professional development group/yourself. This includes understanding for what purpose the resource is required. Sites can offer support for a range of skills through the information process. It may be worth offering a structure as to how a site could be used, eg what information skills development it could support, along with the review(s).

In getting clear guidelines from teachers you might consider:

How does the teacher intend to use the source and with what class?

What aspects of the syllabus do they want support for?

What skills do they wish to develop?

Could they provide sample topics/keywords?

How would they like the teacher-librarian involved?

2. Extension work

Sites could be used for extension work for gifted and talented students, or as a mechanism to enthuse less able or willing learners.

3. Encouraging users to use a variety of sources

4. Professional Development

There may be times, as part of professional development, to encourage teacher involvement by handing them a site (possibly a link site) on a relevant subject to browse for relevance. Guidelines should be provided and feedback from them is necessary: eg How useful is the site for the given subject? Is the information contained specific to syllabus content/topics or too general? Will it help answer student questions? How will students approach it? How should tasks be structured to best utilise the site and support the information process?

In the light of the above, what other practical applications might the Internet site reviews have? How could those on the DET Web site, *Network for education* (<http://www.dse.nsw.edu.au>) be used?

Approaches to searches and applications of reviews

The pathway to the Internet reviews is: after selecting the desired version at the home page (**Enhanced/Standard/Text**), select **Staff**, then **Curriculum resources**, then **Resource reviews**, and **Online resources**.

Because of the nature and complexity of the database, what users reach is a search page to locate desired reviews. (At the time of writing, the format of this is about to be changed and improved.) Presentation of reviews, once found, is much the same as print copies published in *Scan*, with some minor adjustment to allow for the fields required by the database (see image). The following will indicate possible approaches to searching for reviews appropriate to curriculum needs.

The reviews could be used to indicate sites which may support a particular topic or skill to be developed, thus avoiding time consuming searching and duplication of effort. Searching the reviews on the DET Web site and providing packages to teachers by way of printouts may be one possibility. Each review is also hot-linked to the site itself. This enables teachers to go directly to sites of interest and then bookmark them for future easy access, eg for guided activities by classes, staff development, or lesson planning.

Offering a structure to teachers/students as to how specific sites could support a unit or skills development

would be another option. *Jane Eyre: an overview*, for instance, could offer a controlled approach to introducing Stage 6 students to appraising critical articles and encouraging wide reading and analysis of a work based on a variety of opinions. It could facilitate the use of a range of sources.

Outlining such structures/potential in relation to the use of specified sites could also be built into an inservice session for teaching colleagues. Targeting particular colleagues (computer coordinator, those interested in the technology) and voluntarily providing them with such information may be a starting point.

A simple search selecting **USER LEVEL** Stage 3, **KLA** of **ST**, and **Highly recommended** will yield a listing of some fifteen site reviews. These can be printed and presented to a relevant teacher, or specific sites from the list selected for appropriate curriculum or professional development purposes.

The review of *Questacon* (located by the above search) indicates some specific student activities that are available on site. This makes it worthwhile as an example to show at a staff development session. Reviews such as those for *Views of the solar system* and *Volcano world* mention the comprehensiveness of the information and navigability in such a way that indicates their potential for structured activities developing information skills.

Presentation of a selected few such sites at a staff development meeting or similar could be invaluable in encouraging staff to feel comfortable about the availability of sites with potential for cooperative lesson programming. Site surfing could form a part of a program of staff development utilising the reviews as jumping off points directly to sites. These could be arranged in accordance with faculty or Stage needs, for instance.

Presenting a booklet comprising photocopies of printouts of site reviews from the Web to teachers would offer a simple and effective resource to help get teachers started and highlight the support services the teacher-librarian can provide. And such a resource would be time effective - no word processing required; simply print from the site, collate and copy!

Teachers may have specific purposes in relation to skills development, supporting priority areas, or encouraging student involvement in learning. Using keywords to search the content of reviews can be effective in yielding helpful sites.

Child protection, literacy and reluctant are three keyword possibilities. Depending on the purpose, search keywords could include any of the following as content/syllabus indicators in the reviews: information skills (for reviews specifying support of the information process); interactivity (for those wanting students to communicate using the Internet); activities, lessons, resources (for possible lesson ideas); relevant topic words such as frogs, space, planet.

The other resource databases can be similarly searched. At this stage there are more literacy resources in the books and videos and CD-ROM review databases than on the Internet review database. We will continue to add further reviews by specialist reviewers to each database.

Reviews such as *Questacon* are also good examples of pointing to sites suitable for presentation at a P & C or School Council meeting, informing parents about technology supporting teaching and learning, and positive use of the Internet. An Internet site newsletter utilising reprinted site reviews could become an important service not only for teachers but also for parents.

The Internet site reviews on *Network for education* provide a range of possibilities for supporting teaching and learning. The possibilities mentioned are a starting point. Teachers and teacher-librarians will have lots of creative ideas for using them to insert and encourage staff in using technology in the classroom, save time and develop programs. ■

Home: Staff Curriculum Resources Resource Reviews Online Resources Search Results

URL: <http://alberti.mit.edu/publications/designedmit.html>

Title: **A brochure about design education at MIT.**

Review: An excellent explanation of a design process as it is understood at MIT is given here. The site profiles the design process and strategies used to implement it, including case studies. Some of the aspects covered comprehensively are: **Understanding the customer; Design for human use; Brainstorming for ideas; and Can you build it?** Presentation is in magazine format with quality graphics support and a sense of humour. It is valuable for beginning work in Design and Technology, especially the Preliminary course. Some high level articles from *PLAN*, the faculty newsletter (accessed from *Articles*), are especially useful to teachers and 3 Unit students wishing to broaden their understanding. It is a location which will have you visiting again and again. P. Thompson, R. Thompson

Evaluation:

Level: Stage 5 Stage 6 Professional

KLA: TAS

Syllabus: 2U Design & Technology, 3U Design & Technology

Subjects: Design; Design - Study and teaching

Keywords: Design education; design process

Publisher: Massachusetts Institute of Technology, USA

Author:

Review Date: 22/06/97

Search Again

Home: Staff Curriculum Resources Resource Reviews Online Resources Search Results

All content copyright
NSW Department of Education and Training
© 1997

Why teacher librarians use SCIS products and services?

Wendy Smith has been the teacher-librarian at Tamworth Public School for the last eleven years. She is a committed user of SCIS products and services, and believes that SCIS offers great benefits and opportunities to all teacher-librarians and school libraries. In this article Wendy explains why she uses specific SCIS products and services, and why she intends to continue to do so in 1998.



Do you have the expertise and consistency?

The expertise of the SCIS specialist cataloguers can be taken as given. Very few teacher-librarians have had specialist cataloguer training, or training that would still be relevant. In this regard my own post-graduate course was insufficient to enable me to make accurate, correct cataloguing decisions about all the material received into my library.

The consistency of SCIS records cannot be matched by teacher-librarians working alone: by using SCIS records, an item in my library will be

Students find it reassuring that the system used in our school library is also used in almost all school libraries, in most municipal libraries, and in a large proportion of university libraries in the English-speaking world, and that this particular book or subject will be in the same location in any library which uses the Dewey system. This means that once they have learnt to use a specific school library, those skills are transferable to other, larger, more diverse libraries, and such skills are useful all life long.

While there may seem to be good reasons for devising or using a local system, especially in a small or remote school, it must be remembered that all students move on from schools, either to another school or to TAFE, university or municipal libraries. The local system will not equip students with transferable skills and understandings comparable to those gained by students from schools using SCIS.

Do you have the time to catalogue?

The time it would take to catalogue resources, constantly referring to ADDC 13, AACR2 and SCIS Subject Headings, is time that could be better used on teaching-related tasks. These tasks include helping students and teachers identify and locate resources, cooperatively planning and teaching units of work, teaching students and staff how to use the OPAC terminals effectively, locating and book-marking useful Internet sites for specific teachers and students, and reading to classes.

The task of searching the SCIS database and identifying and ordering

appropriate records is done quickly and efficiently by a clerical assistant. Any items not located on SCIS are referred back to me. I then make the decision to refer them to the NSW Department of Education and Training SCIS cataloguing team, or to catalogue it myself. This latter decision is made very rarely, and usually only applies to resources we have 'created' ourselves.

Joint commitment and investment

The commitment and investment of the DET (Department of Education and Training), together with other State and Territory Education Departments, Catholic school systems and the independent schools, to the setting up and maintenance of SCIS, indicates that our employers recognise the importance of a centralised, consistent, professional, cataloguing provision to all schools. The service was considered so important to school libraries that setting up ASCIS, as it was originally called, was the first agreement reached by all education systems on any single issue.

Self-interest is not a 'dirty word'

Self-interest should not be ignored. We were all employed as teachers first, and then as librarians. Knowing that I can rely on the combined expertise of all the specialist cataloguers from all States and Territories, means that I can confidently buy my catalogue records from them. This allows me to get on with the most important work in the school library: teaching,

as well as assisting students and staff to learn, using the library and the resources within and beyond its walls.

Those teacher-librarians who do original cataloguing are doing themselves and the profession of teacher librarianship a disservice: they are telling our other teaching colleagues, as well as our executive at school, district and state level, that they can do everything in the library themselves, regardless of training and level of skill. They also imply that any cataloguing is as good as any other: that accurate cataloguing and classification is of no importance in our libraries, and therefore to our users. Teacher-librarians should admit that there are specialist functions, absolutely necessary to the running of the library, which are beyond our capacity, but which can be simply and cheaply bought.

It really doesn't cost that much!

The question of cost is often the reason put forward by many colleagues for not using SCIS.

We all realise that there is more to the financing of a school library than actually buying the resources. Additional budgetary allowances are already made for covering materials, repair materials and equipment. In my case, SCIS is included as just another of these additional costs, without which new resources do not reach the shelves. If the cost is calculated as an additional cost per item, rather than as a large annual cost, its relative cheapness becomes apparent.

The introduction of new pricing for 1998 reduces the cost even more. For OASIS users, SCISWeb (downloading direct to floppy) is an obvious option. For Department schools, with Internet connection provided, and

online costs therefore not a concern, SCISWeb is also the obvious choice. Some schools with telecommunication problems may prefer to use the downloading CD-ROM.

In my case the cost for unlimited records via SCISWeb is less than \$500: less than \$1 per student. If the cost is calculated per item, it becomes even cheaper: we usually add about 2000 items per year to our collection, which means that our catalogue records will add a tiny 50 cents per item to our processing costs! This is a huge reduction from our previous SCIS Online costs, where we had to pay an annual subscription, plus a charge per record, as well as online time, disk costs and postage.

It's a flexible system

The SCIS database also offers flexibility of use. The introduction of SCISWeb and the SCIS CD-ROM, means that teacher-librarians can search for and download as many or as few records as needed, and are not bound by some arbitrary number of records which must be ordered per batch. This feature will be appreciated by smaller schools, who have not always been able to order in such relatively large batches as, say 80 records. SCISWeb or SCIS CD-ROM can also be used to search for other items by the same author and/or illustrator, or on the same or similar subject, to items we already have.

Conclusion

I have used SCIS products and services since becoming a full-time teacher librarian eleven years ago, moving from microfiche and catalogue cards to OASIS and SCISLink, and more lately SCIS on Disk (CD-ROM). A long time ago, I also believed that I could catalogue as well as was necessary. Now, with increasing demands made on my time by other tasks more directly related to the needs of the students and staff at my school, I realise that I am no match for the experts, as well as not having the time. How grateful I am that SCIS exists, that it can be used so cheaply and effectively, and that it continuously upgrades its products and services to meet our needs. ■



SCIS products and services allow Wendy Smith to get on with the important work: teaching!



SCIS provides consistency to the collection database, allowing children to transfer their skills when they change schools or visit other libraries.

NEW SCIS PRODUCTS FOR 1998

SCISWeb

World Wide Web (WWW) access to the SCIS bibliographic database using the Internet. Schools are able to:

- Download unlimited SCIS cataloguing records in USMARC format
- Upload files of ISBN/SCIS Order Numbers which have been created offline
- Search the Voyager OPAC by standard OPAC fields
- Scan ISBNs using an "All Barcodes Australia" barcode scanner
- Easy access via Curriculum Corporation's Home Page.

Hardware & Software requirements:

An IBM/Compatible computer - min. 486 CPU with 8Mb RAM (preferably a Pentium with 16Mb RAM) and Windows v3.xx or 95 OR a Macintosh computer with System 7 (preferably a Power Mac); Netscape 3.0; Min 9600 Kbps modem (preferably 33.6Kbps or higher); Microsoft mouse or compatible pointing device. Schools will need an account with an Internet Service Provider (ISP).

Subscription price based on school campus size.

SCIS Downloading CD-ROM

Contains the cataloguing details of approximately 600,000 records from the SCIS bibliographic database. Schools are able to:

- Download unlimited SCIS cataloguing records in USMARC format
- Search by ISBN, SCIS Order Number, Author, Title and Subject
- Scan ISBNs using an "All Barcodes Australia" barcode scanner
- Five issues per year
- Available in Windows 95 and 3.3 xx formats only.

Hardware & Software requirements:

An IBM Compatible computer - min 386 CPS (preferably a Pentium) with 8Mb RAM (preferably 16Mb) and a Hard Disk with min 10Mb free space; CD-ROM drive (single speed or greater). Windows x3.xx or 95, CD-ROM Extensions version 2.2 or later; Microsoft mouse or compatible pointing device.

Subscription price based on school campus size. ■

RESEARCH COLUMNS

1, 1998

Ross Todd is Senior Lecturer in the Department of Information Studies at the University of Technology, Sydney. This research column explores the nature of information literacy.

While the profession has provided a range of comparatively similar definitions of information literacy that have underpinned information skills development in schools, the question of what information literacy is remains a largely unexplored and often vague notion. Teacher-librarians have taken this notion to be some generalised term connected with the teaching of information skills.

This Research Column by Dr Christine Bruce, challenges our thinking about the actual nature of information literacy. Dr Bruce's research explores different conceptions of what information literacy is, and clearly highlights how these conceptions are often at variance with what information professionals think it is. The critical issue for teacher-librarians is the need to identify and understand these different conceptions in the school community and work with these as an important starting point for developing a more holistic approach to information literacy across the school.

THE EXPERIENCE OF INFORMATION LITERACY: TOWARD A HOLISTIC MODEL

Dr. Christine Bruce is lecturer in the School of Information Systems at Queensland University of Technology. She teaches information organisation, professional practice and research methods. Christine is Chair of the Faculty of Information Technology, Teaching and Learning Committee and Associate Director of the Information Systems Management Research Concentration. Christine has been interested in information literacy since 1989, at which time she was developing instructional programs for research students at the QUT library. Since then she has worked on curriculum guidelines for information literacy, and conducted research into many aspects of the phenomenon. A complete report of the research discussed in this paper appears in Christine Bruce (1997) *The seven faces of information literacy*,

AUSLIB Press, Adelaide. The work was conducted for her award of Doctor of Philosophy at the University of New England.

What do we want people to learn and how do we know when they have learned? As teachers, we are also always seeking insights into appropriate learning processes or how best to facilitate learning. These timeless concerns apply to information literacy just as they do to any other subject matter being taught.

Those of us responsible for information literacy education have been faced for some time with a fundamental dilemma. On the one hand, we know that experiential approaches to learning, such as inquiry and resource-based learning, are useful frameworks for information literacy education. On the other, descriptions of information literacy grounded in users' experience are largely unavailable. The models we have are mainly behavioural in character, that is they revolve around lists of knowledge, skills and attributes; or they evolve from the information processing paradigm. This problem is compounded by immense variation in descriptions of information literacy, ranging from library skills to information skills, learning skills, information technology and Internet skills; which leave us wondering whether the writers are talking about the same, or different phenomenon.

This article describes the outcomes of a study which attempts to answer the question "what do we want people to learn?" by exploring information literacy as it is experienced. We can see from the results that information literacy is a multi-faceted phenomenon with a unique character.

Literature review

The uncertain nature of information literacy has been lamented for quite some time (Arp, 1990; Foster, 1993; Snavely and Cooper, 1997; Mutch, 1997), and surprisingly few attempts have been made to research the problem. Three studies have been found which contribute to our understanding of information literacy. In 1992 Christina Doyle completed the first substantial exploration of the meaning of information literacy. Doyle undertook to

develop definitions, descriptions and outcome measures of information literacy that would serve the United States school curriculum. She used the Delphi-Technique to achieve consensus amongst a group of established information literacy scholars. The main outcomes of her study were a definition of information literacy, that is "the ability to access, evaluate and use information effectively from a variety of sources"; a list of attributes of the information literate person; and a series of outcome measures. Some of the differences between Doyle's (1992) study and mine are listed in Table 1 below.

The Mann Library information literacy program evaluation (Davis, 1997; Ochs and others, 1991) comprised an extensive survey of employers to determine the requirements of graduates in six skill areas. These areas included: "finding information in computerised databases, manipulating numeric data with a computer, creating and managing a database, writing computer programs, preparing and producing documents using computers and using telecommunication networks and software" (p.12). As a result of its assumptions, visible in the six skills areas, this study develops a picture of information literacy that revolves entirely around the use of computers. It develops in detail the computer skills that for some, are considered essential to information literacy, but does not explore anything other than computer competence. Questions about whether, for example, information literacy is perceived to involve formulating information problems, developing strategies for identifying information, evaluating, synthesising and communicating information are not answered because they are not asked.

The third study involved the development of a working model for information literacy curriculum in the context of vocational and technical education (Bjorner, 1991). While Ochs and others adopt a computer orientation to information literacy, Bjorner adopts a process orientation. She developed major categories of action related to information retrieval and management, listed tasks associated with those categories, and analysed anecdotal descriptions about information problems from information professionals. Examples of her main categories are: recognis-

Table 1. Contrasting characteristics of alternative pictures of information literacy

| Doyle's (1992) picture of information literacy | The relational picture of information literacy |
|--|--|
| Derived from scholars' views | Derived from users' experiences |
| Derived from seeking consensus | Derived from seeking variation |
| Derived using the Delphi-Technique | Derived using phenomenography |
| Recommends constructivist approaches to teaching and learning | Recommends relational approaches to teaching and learning |
| Portrays information literacy in terms of attributes of persons | Portrays information literacy in terms of conceptions |
| Focuses on personal qualities of the individual apart from the environment | Focuses on personal qualities of the individual in relation to the environment |

ing and accepting an information gap, responding positively to the need for an investigation, constructing alternative strategies to reduce the information gap, evaluating and selecting a strategy, acting on a strategy, assessing the effectiveness of a strategy, using information and storing information. Thus Bjorner's is a prescriptive model, with participants' contributions being used to ascertain their fit to the model, rather than being the basis for the model's development. Her model is also based on information professionals' rather than information users' ways of dealing with information problems.

EXPLORING THE EXPERIENCE OF INFORMATION LITERACY

The intention of this research was to better understand information literacy as it is experienced by those who use information. I wanted to identify varying conceptions of information literacy amongst a group of people who interact extensively with information to develop descriptions of information literacy which reflect the experience of those participating in the research; and to establish new or deeper understandings of information literacy as a result of variation identified. The study was conducted mainly in the university sector. Participants included librarians, staff-developers, student learning counsellors and lecturers. The disciplines they represented were varied; amongst the participants were: musicians, architects, engineers, business educators, administrators, scientists and psychologists.

Using phenomenography as a research tool

The research approach used to explore variation in people's experience of information literacy is called phenomenography (Marton 1994). Phenomenography, belonging to the European research tradition, is a qualitative approach which evolved in response to educational questions about the different ways in which people conceive or experience learning. It is both a research program aimed at describing people's conceptions and a research tool for the study of phenomena (Svensson 1997).

In phenomenography, a 'phenomenon' is described as the sum of the different ways in which something, some aspect of the world, is experienced. Each of those different ways of experiencing is called a 'conception'. The term 'conception' is often replaced with the terms such as understanding, experience, or awareness. All of these words are alternative labels for the 'internal relation between a subject (person) and object' which forms the conception. Both the subject and the object contribute to the meaning associated with the experience. The most important thing is to interpret the terms experientially rather than psychologically or cognitively (Marton and Booth, 1997, p. 114).

Data for this study were gathered through interviews, workshops and electronic mail. Sixteen interviews and 44 instances of written discourse using four questions were collected:

- 1) How do you use information in your daily work?
- 2) Tell the story of a time when you used information effectively?
- 3) Describe your picture of an information literate person?
- 4) Describe your experience of being (or trying to be) an information literate person?

These questions oriented the respondents towards the phenomenon of information literacy, encouraging them to share their experience of information use and their reflected understandings of information literacy. They were designed to be open enough to embrace current understandings of information literacy without drawing attention to any particular interpretation.

All data were transcribed and then analysed using Sandberg's five phases of phenomenographic analysis (Sandberg 1994, p.86). Seven different conceptions or experiences were discovered which, taken together, comprise the phenomenon of information literacy.

VARYING EXPERIENCES OF INFORMATION LITERACY

The Information Technology Experience

In this category information literacy is experienced as using information technology for information awareness and communication. IT helps users to stay informed and to communicate with colleagues locally and across the globe. IT is not interesting for its own sake, but is learned to be used as a communication tool and a device for keeping abreast of new developments. The following comment reveals something of the experience:

"Periodically I run CD-ROM searches of a few relevant databases. But mostly these are looking for something specific. At these times I generally throw in a few general searches anyway just to see. Sometimes I just browse the Internet using the package MOSAIC which can now browse and search WWW and gopher sites and then retrieve files using FTP. Often I come across interesting information and can keep up with the developments."

Using IT successfully means recognising that this is not a solitary experience. It involves being part of a community, each member of which assists others: "You need people to help. Then everyone becomes expert in slightly different aspects and is available to help and teach the others."

The Information Sources Experience

In this category information literacy is experienced as finding information from appropriate sources, including organisational, human, computer and print sources. People emphasise the need to lean on information intermediaries to help speed the process.

"I don't think that people have time to sit down and learn every new package that comes out, and I think that you should be able to use the personnel that have that experience."

Knowing a human or organisational source is a direct substitute for knowing the print or electronic source. What is critical is knowing whom to ask: "If I can think

quickly of a colleague who's done that or who knows someone else, that's the way I think engineers work."

The Information Process Experience

Information processes are those strategies implemented by users confronting situations where they experience a lack of knowledge (or information). Essentially information literacy is seen as the ability to confront novel situations, and to deal with those situations on the basis of being equipped with a process for finding and using the necessary information. The precise nature of the process however, varies from person to person. Effective action, problem-solving or decision-making is the outcome of the experience.

Information skills are an aspect of one facet of information literacy. We need to draw attention to the other facets to make available an adequate information literacy education.

"... any of us would be able to tackle a new problem which we've had no past knowledge of... For example, a colleague was asked to provide some advice about (an engineering structure). He'd never looked at that type of structure before in his life, but he was able to

chase it up, and find out the structural implications of what was going on and discuss it with the rest of us."

The Information Control Experience

In this category people are focussing on bringing relevant information within their sphere of influence and managing it in such a way that it is retrievable. They are concerned with making connections between information, projects and people using mechanical tools (such as cards of files), electronic tools or the human brain. Projects being undertaken influence the structure of organisation. In this way links are created between items of information and particular aspects of the project:

"She seems to be able to remember people... to have a life story attached to each person she ever meets. It's because she's linking the information to a person, and that helps somehow to access the information... a number of times when things come up she'll say 'so and so would be a good source of information on that', or 'you could go and ask so and so because that person did such and such'."

The Knowledge Construction Experience

In this context, learning in the sense of building up a knowledge base, is the user's purpose. This involves the development of personal perspective's about the knowledge gained and is wholly dependent on critical thinking or analysis. In this and subsequent kinds of experience, information use becomes the focus of attention. Critical information use, for the purpose of constructing a personal knowledge base, is the distinguishing feature of this conception. Information becomes an object of reflection

and appears to users in unique ways; it takes on a 'fluid' or 'subjective' character. Users are involved in evaluation and analysis, while information presents itself uniquely to them.

"What's happening in the process is that I'm able to say, '... he says that about it because of the way he's approaching the subject or because of his previous experience or his expertise in that particular area of the field. She's approaching it from here. Where do I stand in relation to those two? I prefer that way of looking at it'. OK. It's a fairly selective way of doing it but at the same time you remain aware of both prongs of the fork if you like... "

The Knowledge Extension Experience

Information use, involving a capacity for intuition or creative insight, is the distinguishing feature of this experience. Such intuition or insight usually results in the development of novel ideas or creative solutions. The knowledge base is an essential part of this way of conceiving of, or experiencing, information literacy.

Creativity, or intuition, is about how novel insights are gained. Although people describe this as a mysterious process which they cannot explain, some describe it as an activity of the mind. The way in which it is explained by participants probably depends upon their own world views. What is more important is that 'new knowledge or information' is recognised as the outcome, and intuition is recognised as the contributing factor to effective information use.

"...You get this sort of funny feeling... things have come to me in a flash... after peering in the screen for some hours you get very... 'blow this I'm going to lie down'. So I did. And then suddenly I jump up with this great inspiration and rush down and pound the keyboard."

The Wisdom Experience

Wise use of information, involving the adoption of personal values in relation to information use, is the distinguishing feature of this conception. Wise use of information occurs in a range of contexts including exercising judgement, making decisions, doing research.

Wisdom is a personal quality brought to the use of information. This presupposes a consciousness of personal values, attitudes and beliefs. It involves placing information in a larger context, seeing it in the light of broader experience, for example, historically, temporarily, socio-culturally. When information is seen within a larger context and one's own life experience, it can be used in qualitatively different ways.

"I would like to think that information is not simply utilitarian... there's some kind of wisdom in the way it is used... people have values and those values are brought to the using of information... Information should remain subservient to [the ethical domain] rather than being the goal in itself."

WHAT DOES THIS MEAN FOR INFORMATION LITERACY EDUCATORS?

Adopting a phenomenographic approach to exploring information literacy has shown that there are, at least, seven qualitatively different ways in which information literacy is experienced. These seven facets of information literacy represent an experientially derived model. Taken together, the different experiences represent the phenomenon of information literacy. They show that information literacy cannot be equated with library skills, information skills or computer skills. Information literacy is fundamentally about conceptual skills, ways of experiencing or working with information. Each of the seven experiences reveals unique aspects of the character of information literacy which are not commonly featured in the literature. For example, in the information process experience the creative aspect of applying information skills is featured, and in the information control experience the importance of establishing connections or links is highlighted. Overall, this model of information literacy clearly reveals the strength of the relationship between information literacy and 'learning-to-learn'.

The outcomes of interpretive research, such as this, usually gives us insights into our practice. These insights may lead to changes in what we do, but do not determine or prescribe the nature of these changes (Cornelius 1996). Following is a presentation of some possible directions based on this experiential model of information literacy. These suggestions are also offered in the hope that they may inspire other ideas, rather than prescribe action.

Curriculum Analysis and Development

If the seven ways of experiencing information literacy represent desirable learning outcomes, then we need to ensure that all of them are represented in the curriculum. Essentially the experiential model may serve as a framework for curriculum analysis and development. At the start of this article it was indicated that appropriate models for experiential learning, such as resource-based, inquiry and problem-based learning have already been identified. These models represent the 'how' of learning. The 'what', or the 'content' or learning when using these strategies, can now include emphasis on the character of information literacy as well as on discipline content. Until now, 'information skills' have constituted the primary interpretation of 'what' students need to learn to be information literate. The experiential model shows, however, that information skills are an aspect of one facet of information literacy. We need to draw attention to the other facets to make available an adequate information literacy education.

With this model of information literacy, it is particularly important to remember that learning information literacy is not something that can be achieved in a short period of time. Learning to be information literate needs to be accomplished over a period of years, across a range of subject areas. Learners in schools can be given opportunities to become familiar enough with all the facets of information literacy to be able to continue to apply them in

other aspects of life, and in further education. For this to happen, information literacy education should be embedded in overall school curriculum rather than taught separately. I would expect that curriculum analysers would find that many facets of information literacy are already a part of the learning experience; but that they may need to be made explicit, added to, or strengthened.

Working With Teachers

This experiential model of information literacy raises a number of options for increasing staff awareness about the nature of information literacy and how it may be considered in the curriculum. Those of us who haven't had the need to consider information literacy, the term is easily equated with library and computer skills, and particularly with the ability to use the Internet. Whilst information literacy would apparently facilitate appropriate use of libraries, computers and the Internet, skills in the latter areas don't constitute information literacy. The experiential model can be introduced to teachers to help clarify differences between these, make avenues available, and support discussion about ways of integrating relevant experiences into their curriculum. Perhaps modify the seven faces so that they reflect the needs, and experiences of individual school communities.

Working With Students

Learning to be information literate, in the experiential model, is interpreted first as gaining access to the range of experiences; and second as becoming aware of the different facets of information literacy and being able to make appropriate choices about implementing them. As teachers we need to help students with both of these. If curriculum design already provides a basis for gaining access to information literacy experiences, then in day to day interaction with students we can focus more on the reflective aspects of learning information literacy.

Introduce the different ways of experiencing information literacy to students. It would probably be necessary to modify the descriptions presented in this paper to make them accessible to students in different grade level. Explore with students their own experience and how these differ from the seven presented here. If students are keeping diaries, get them to reflect on their own experience of information literacy. What have they been doing? What have they been learning? How do their own experiences resemble or differ from those of fellow students and the ideas contained in the model? [Reference to the model might be best reserved for senior students].

Conclusion

The experiential model of information literacy described here provides substance to the 'idea' of information literacy, which is often described as insubstantial or confused with other concepts such as computer literacy and information skills. The model suggests learning outcomes for information literacy education which are compatible with approaches to learning information literacy often suggested in the literature. The experiential model also supports

curriculum analysis and staff development, as well as suggesting strategies for working with students.

REFERENCES

- Arp, Lori (1990) 'Information literacy or bibliographic instruction: semantics or philosophy?', *Reference quarterly*, vol. 30, no. 1, pp. 46-49.
- Cornelius, Ian (1996) *Meaning and method in information studies*, Ablex Publishing Co. Norwood, New Jersey.
- Bjorner, Susanne (1991) 'The information literacy curriculum: a working model', *IATUL quarterly*, vol. 5, no. 2, pp. 150-160.
- Davis, Philip (1997) 'What computer skills do employers expect from recent college graduates?' *Technological horizons in education*, vol. 25, no. 2. <http://mann77.mannlib.cornell.edu/~pmd8/literacy>
- Doyle, Christina (1992) *Outcome measures for information literacy within the national education goals of 1990*. Final report to the National Forum on Information Literacy. Summary of Findings. ED 351033.
- Foster, S (1993) *Information literacy: some misgivings*, American libraries, vol. 24, no. 4, pp. 344-346.
- Marton, Ference and Booth, Shirley (1997) *Learning and awareness*, Lawrence Erlbaum and Assoc, New Jersey.
- Mutch, Alistair (1997) 'Information literacy: an exploration, International', *Journal of information management*, vol. 17, no. 5, pp. 377-86.
- Ochs, Mary, Coons, Bill, Van Ostrand, Darla and Barnes, Susan (1991) *Assessing the value of an information literacy program*. ED 340385.
- Sandberg, Jorgen (1994) *Human competence at work*, PhD Thesis, University of Gothenburg, Sweden.
- Snavelly, Loanne and Cooper, Natasha (1997) 'The Information literacy debate', *Journal of academic librarianship*, vol. 23, no.1, pp. 9-13.
- Svensson, Lennart (1997) 'Theoretical foundations of phenomenography', *Higher education research and development*, vol. 16, no. 2, pp. 159-172. ■

Abstracts

The two abstracts of research featured in this column focus on issues related to the integration of information technology into learning. It is critical for teacher-librarians to be fully cognisant of this research, as it provides an essential knowledge base for teacher-librarians committed to transforming the learning culture in their schools in this technological age. Two issues are explored here. The first deals with the impact of information technology on student learning outcomes, and the second deals with how we might more effectively work with classroom teachers to bring about the pedagogical change at the classroom level.

Bialo, E. & Sivin-Kachala (1996). 'The effectiveness of technology in schools: a summary of recent research'. *School library media quarterly*. Fall, 51- 57.

This paper synthesises 176 research reviews and reports to identify outcomes and issues in three key areas: (1) the effects of technology on students' achievement; (2) the effects of technology on student self-concept and attitudes about learning; and (3) the effects of technology on

interactions involving teachers and students in the learning environment. It also provides a useful bibliography of the work cited.

Collectively, the analysis highlights a significant positive effect on achievement across different school levels. What is clearly established, however, is the importance of developing students' critical literacies and information handling skills as a central factor in this achievement, and the need for instructional guidance in these skills. The studies also highlight that educational technology has positive effects on students' self-concepts and improve their attitudes about themselves and about learning. Evidence is presented to suggest that students felt more successful in schools, were more motivated to learn, and had increased self-confidence and self-esteem when using computer-based instruction. This was particularly apparent when learners were given opportunity through technology to control their own learning. The review also highlights that contextual factors related to the culture of the school contribute to successful integration. These include the existence of a social network of computer-using teachers, organisational support from both school and district administration, and adequate resources to fund software acquisition and appropriate student grouping (including smaller classes).

Ringstaff, C., Yocam, K. & Marsh, J. (1996) 'Integrating technology into classroom instruction: an assessment of the impact of the ACOT Teacher Development Center Project'. *Apple classrooms of tomorrow (ACOT) research. Report Number 22*. Cupertino, Ca.: Apple Computer Inc. Available at: <http://www.research.apple.com/go/acot/full/acotRpt22%20full.html>

Teacher-librarians are currently being challenged to provide professional development leadership in schools, and this report provides a wealth of ideas for approaching this role in schools. This report is part of a long-term joint project by Apple Computers Inc. and the US National Science Foundation to establish appropriate teaching and learning practices which facilitate the integration of information technology into learning, and to develop an appropriate model of professional development for classroom teachers.

The study highlights three central dimensions to effective professional development, these being: aspects of classroom organisation, philosophical beliefs and attitudes towards teaching, and appropriate teaching and learning strategies. It discusses factors such as: opportunities to observe and reflect on a variety of teaching strategies, developing technology plans, working in teams, working more flexibly with timetables, bringing about philosophical and attitudinal changes, conducting mini-workshops, using community members, working with school principals, and using feedback. The report in essence provides a wealth of ideas to enable teacher-librarians to develop a coordinated and ongoing plan for professional development. ■

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before, and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non-fiction material is the 12th Abridged Dewey, although when ordering SCIS cataloguing records, the 12th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET Web site (<http://www.dse.nsw.edu.au>).

USER LEVELS are now given in stages as follows:

Early Stage 1 (for Preschool/Early Childhood)

Stage 1 (for Lower primary)

Stage 2 (for Middle primary)

Stage 3 (for Upper primary)

Stage 4 (for Lower secondary)

Stage 5 (for Middle secondary)

Stage 6 (for Upper secondary)

Community (for Community/Parent/Adult)

Professional

Picture books

Picture books are arranged alphabetically by author. Some books in this section are non-fiction or have relevance to a particular KLA.

ALBOROUGH, Jez

Watch out! Big bro's coming!

Walker, 1997

ISBN 0744549299

Mouse announces the coming of big, rough, tough Big Bro', starting a panic that quickly spreads through the animal world from frog to parrot, chimp to elephant. When Big Bro' does arrive, however, he is not quite what the animals expected. Alborough exploits the large picture book format to its fullest extent, cleverly manipulating size, colour, space and perspective for dramatic impact. Every page bursts with life and features one or more very appealing characters, who directly engage readers in the action with their exaggerated facial expressions and body language. The accompanying dramatic text begs reader anticipation and participation and, of course, suggests performance. B. Richardson

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$19.95 SCIS 902651

BELL, Helen

Idjhil.

Cygnets, 1996

ISBN 1875560610

Written as fiction by a non Aboriginal author, but based on fact, this is the heart rending tale of an Aboriginal child of the Stolen Generations. At the tender age of nine, Idjhil is taken from his mother, removed from his people, his home in the Swan Valley, and the Nyungar way of life, and sent to live at a mission home to grow up with strangers. His story is told in a picture book which is striking in appearance, and remarkable for its design and presentation. Unfortunately, given the important theme, the text seems overlong, at times ponderous and contrived, lacking the narrative tension so

necessary for emotionally engaging and moving the reader. B. Richardson

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE

SYLLABUS: HSIE K-6; Aboriginal Studies 7-10

AVAIL: \$19.95 SCIS 869226

BROWN, Alan & BIRMINGHAM, Christian
Windhover.

Collins, 1997

ISBN 0001982044

The central theme of this beautiful picture book is belonging. This is sensitively explored through the intersecting stories of a windhover chick and a lonely boy. These characters give the reader an insight into, and appreciation of ethical and conservation issues regarding the catching and keeping of wildlife. The soft pastel illustrations engage the viewer, and foster their emotional involvement in the events that take place. One small contradiction is that we hear about the events through the windhover's eyes, yet see them through human eyes with objects on the ground below the chick appearing blurred. It is a sensitive work of strong impact. N. Chaffey

USER LEVEL: Stage 1 Stage 2

KLA: ST

SYLLABUS: Science & Technology K-6

AVAIL: \$19.95

EVAL: Highly recommended SCIS 907370

CANNON, Janell

Verdi.

Koala, 1997

ISBN 0864610823

Verdi's story captures the imagination and should gain tree snakes many fans. This personality plus python begins life as a yellow, boldly striped, full of life hatchling who zings his way through the jungle. He is highly critical of his lazy, boring, plain green relatives who just seem to hang around in trees all day. The inevitable happens. Verdi grows up. But, even as an old green snake, he still shows he's young at heart. The picture book's enticing cover invites readers into the tree snake's verdant, vibrant tropical world, where they can share his fun. Notes provide general information on snakes, but seem superfluous. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: ST

SYLLABUS: Science & Technology K-6

AVAIL: \$17.95 SCIS 906725

DIXON, Andy & HARRIS, Nick

Dragon quest.

Usborne, 1997. (An Usborne fantasy adventure)

ISBN 0746023456 [793.73]

In this large format picture book example of the popular fantasy puzzle adventure quest genre, the reader/player is drawn into the quest right at the outset. The problem (just humorous enough—an evil wizard has stolen everyone's hair!) is clearly stated, as are the terms of the quest, the reader's companions, and the territory they must cover. Each double page spread shows one location, with clues for successful escape. All builds to a very satisfactory (if predictable) climax and resolution, with the threats sufficiently sanitised



and leavened with humour. Although one female quester is included, this book is obviously aimed at junior male puzzle quest addicts. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4

AVAIL: Paper \$10.95 SCIS 901857

ENDERLE, Judith Ross, TESSLER, Stephanie

Gordon, & SCUDDER, Brooke

Francis the earthquake dog.

ISBN 0811806308

Bright watercolours, outlined in black, illustrate this picture book, which offers a fancifully realised episode from San Francisco's history: the great earthquake of 1906. A class of six year-olds positively relished the story of Edward, the motherless boy hero and his Papa the chef, enjoyed finding out how a big hotel works (particularly the kitchens) and especially liked the little stray dog who survives the earthquake to be reunited with Edward. Historical background is accurate, and is reflected in the illustrations, which include schematic views of the city, its streets and buildings. Additional information about earthquakes and how to survive one is included in an appendix. W. Smith

USER LEVEL: Early Stage 1 Stage 1

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$19.95 SCIS 909398

FRENCH, Vivian & AYLIFFE, Alex

Oh no, Anna!

Koala, 1997

ISBN 0864610335

Anna is the universal infant, who embarks on a search and destroy mission with her toy bunny as her mum packs away the shopping. The colour theme is strong in this picture book, both in the text and the bold illustrations. The lift the flap format adds the element of surprise and supports the predictable language. Toddlers will find this an irresistible combination and could read along, guided by the repetitive words and familiar situations and be rewarded by the pull-out surprise at the end. There are artful teaching points woven throughout this bright book, which is a great early literacy experience. S. Rasiaiah

USER LEVEL: Early Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: \$14.95

EVAL: Highly recommended SCIS 909596

GOODE, Diane

Mama's perfect present = Un cadeau parfait pour Maman.

Andersen, 1997

ISBN 0862647444

A bilingual picture book, this is the adventure of two small children and their dog, out to find a birthday present for their mother. The dog creates havoc wherever they visit, but the children are oblivious to the mayhem that surrounds them. The illustrations present opportunities for cultural discussion for teacher and student, for example, the florist is E. Piaf and the shop is La vie en rose. The artist they visit is Seurat and this becomes the backdrop to a couple of appropriate illustrations. The language entails some slightly more advanced structures, but the parallel English text means that students do not miss out on the story. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: LOTE

AVAIL: \$22.95 SCIS 900868

GRINDLEY, Sally & ROBINS, Arthur

There's a monster who eats books in our house.

MacDonald Young, 1997

ISBN 0750020180

A boy is convinced that a book devouring monster lurks unseen in the house and therefore sets a trap to catch him, using a book as bait. Every plan is thwarted by Annie, his infant sister, who crawls through the house as oblivious to her sibling's plans as he is to the presence of the monster in every page. There are some wonderful sight gags in the illustrations and the ending is hilarious. This delightful picture book is a whimsical combination between traditional format and a comic strip style, one panel per page. All text appears as conversation and is presented in speech balloons. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$24.95 SCIS 906748

JONES, Carol

The lion and the mouse.

Angus & Robertson/HarperCollins, 1997 (A Peep-through picture book)

ISBN 0207191557

[398.20938]

A peephole is used in this picture book to focus the viewer's eye, invite anticipation and, when the page is turned, frame the central characters. It tells an expanded version of the traditional Aesop fable of the small mouse who comes to the aid of the mighty king of the jungle. In this version, mouse is a dapper little fellow who, bored with playing with his siblings, leaves his sailing ship home to go exploring. Substantial text is supported by full page, very detailed and busy illustrations which require close scrutiny for full appreciation. This is a picture book best suited to independent reading or sharing in small groups. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: \$19.95 SCIS 901061

KIDD, Richard

Monsieur Thermidor: a fantastic fishy tale.

Koala, 1997

ISBN 0864610866

Poor old Monsieur Thermidor, a famed chef, is a lobster ready for the pot, but his famous seaweed soup saves the day and his life. The outstanding artwork of salt-dough models by Lindsey Kidd will attract readers and non-readers to this well presented picture book. Youngsters will find the plot as engrossing as Monsieur Thermidor found the comings and goings in the street outside of his tank. This delightful book will entertain readers if read aloud, and complement an illustrator study, as it contains instructions to make your own salt-dough shapes. R. Murray

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: CA

SYLLABUS: Creative Arts K-6

AVAIL: Paper \$8.95 SCIS 909594



McLEAN, Andrew & McLEAN, Janet
Josh.

Allen & Unwin, 1997 (A little ark book)
ISBN 1864483628

Remember Josh from *Dog tales*, the lovable, exuberant spaniel pup, so eager to be companion and friend, helper and playmate? Enjoy his antics again. Start with the small illustrations on the endpapers, before moving to the larger full one and double page spreads which catalogue a fun-filled day spent with Josh and his young owner from wake-up time in the morning to bath and bedtime in the evening. The simple text (in good sized print) and occasional direct speech in balloons are ideal for beginning readers. This delightful picture book is well sized for child hands, but big enough for shared reading in small groups. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$12.95 SCIS 909170

MILLMAN, Dan & BRUCE, T.

Secret of the peaceful warrior: a story about courage and love.

H. J. Kramer, 1991
ISBN 0915811235

Dramatic, expressive illustrations and an engaging story ensure that this picture book can be used in teaching and learning about interpersonal relationships, personal growth and protective strategies. Although the character of Carl is perhaps stereotyped and does not represent the more complex dynamics of bullying, Danny provides a useful model to reinforce important child protection concepts related to emotional abuse and harassment. Through the story Danny realises his individual strengths and builds on them to take control in a situation where he may otherwise have become a 'victim'. Confronted with threatening and potentially overwhelming circumstances Danny accesses support from a friend. When it becomes necessary, he seeks and engages the support of a trusted adult. W. Alford

USER LEVEL: Stage 1 Stage 2

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: \$23.95

EVAL: Highly recommended SCIS 713095

MULLINS, Patricia

One horse waiting for me.

Margaret Hamilton, 1997

ISBN 0947241914

[513.2]

The tissue paper collage for which Patricia Mullins is well known is again beautifully and strongly delivered in this picture book. Wonderful coloured horses are the focus of the pages. Strong design conveys movement and life. Sparse, simple rhyming text describes different groups of horses—real, toy and imaginary. This is a very beautiful counting book. It is too subtle in concept and style for very young readers, but will delight those who share the author's enthusiasm for horses. It is also a rewarding work for students of visual arts. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4

KLA: CA; Mathematics

SYLLABUS: Mathematics K-6; Visual arts K-6; Visual arts 7-10

AVAIL: \$19.95

SCIS 909044

OFFEN, Hilda

There might be giants.

Hodder Children's, 1997

ISBN 0340681497

According to Mum there's not a chance of an encounter with giants, dragons, wizards or monsters on the way to the market. For Mum these creatures simply don't exist. But, Sally and Joe know differently. Before setting out they dress for action and along the way bravely frighten away an assortment of nasties. The simple text focuses on Mum's prosaic conversation, while the illustrations, enlivened by the encounters of the children with richly imaginative, not-too-frightening monsters, provide a different story altogether. Humorous detail aplenty affords young children much to discuss and chuckle over. This is a funny picture book to share with the very young. B. Richardson

USER LEVEL: Early Stage 1 Stage 1

AVAIL: Paper \$10.95

SCIS 900289

ORWIN, Joanna & HODDER, Wendy

The tar dragon.

Scholastic, 1997

ISBN 1869433467

The black machine on the side of the road is awesome, surrounded by smoke and producing black tar. It seems like a dragon to a boy who loses track of time as he gapes at the machine and the wonderfully sticky new tar being laid. Although he is ever so careful not to get too close, the tar and smoke have a way of spreading. This is a simple picture book with large format illustrations, parts of which use black paint over coloured crayon to suggest the tar. It could be used to model the use of imagery in narrative. J. Buckley

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$8.95

SCIS 905174

PEGUERO, Leone

What a goose!

Era, 1997

ISBN 1863742239

Gwendolyne is very keen to become a good guard goose. Unfortunately her inability to recognise what a fox actually looks like leads to many cases of mistaken identity, so that when a fox finally appears no-one takes any notice. However, Gwendolyne does manage to eventually outsmart the fox and prove her worth. The text in this picture book is bold and clear, while the illustrations are extremely colourful and appealing. A picture column related to the main illustration on each printed page manages to tie in the text and the illustrations in a most attractive way. J. Eade

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$19.95

SCIS 897039

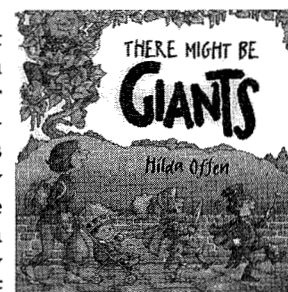
PERVERSI, Margaret & BROOKS, Ron

Henry's bed.

Viking, 1997

ISBN 0670869457

Henry is going to sleep in his bed tonight, not with mama, papa, the cat, the dog or a host of other animals. This picture book is written in a repetitive, poetic style featuring a cumulative text. The lyrical tone of the text is accompanied by



bold, colourful illustrations, which use brown, yellow and red tonings to great advantage. Both elements of this work combine beautifully to produce an appealing picture book. The ending of the story, where the animals are all shown sleeping in their respective beds, would also be of use in a unit on animals for young students. J. Eade

USER LEVEL: Early Stage 1 Stage 1

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$17.95

SCIS 902429

PITCHER, Caroline & MORRIS, Jackie

The snow whale.

Frances Lincoln, 1996

ISBN 0711210888

Four young children build the most wonderful snow whale, complete in every detail—tail flukes, large filter mouth, blow-hole and eye. The next day the whale becomes their playmate and friend, providing them with a back on which to ride and slide, becoming part of their stories and dreams. Sadly, however, during the night he disappears. A lyrical, informative text combines with beautiful, evocative images in this picture book which offers far more than a simple story of children at play. Readers learn many facts incidentally not only about the whale, but also about cooperation, construction and sharing, weather, snow and ice. B. Richardson

USER LEVEL: Early Stage 1 Stage 1

KLA: ST

SYLLABUS: Science & Technology K-6

AVAIL: \$19.95

SCIS 904251

POWERS, Daniel

Jiro's pearl.

Walker, 1997

ISBN 0744540429

Jiro, a kind-hearted Japanese boy, seeks the assistance of the Great Fish from the bay after his disobedience results in his being unable to pay for medicine for his sick grandmother. The Fish gives Jiro a great pearl, with instructions that he not sell it nor forget the giver. And so Jiro learns the importance of being faithful, but also his own innate kindness leads to an incredible change in fortune for himself and his grandmother. Told in a traditional style, this magical fairy story is richly illustrated with full page, framed pictures beautifully executed in glowing jewel colours. This handsome picture book is worth adding to fairy tale collections. B. Richardson

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$19.95

SCIS 902107

ROC, Margaret & BROWN, Deborah

Little Koala finds a friend.

Angus & Robertson/HarperCollins, 1997

ISBN 0207191174

Understanding who one is and where one belongs is the theme succinctly interwoven in this delightful picture book about a lonely little koala. This book may be read for sheer enjoyment, or to complement many areas of study. Identification of Australian animals, how they move and what they eat is described, as the little koala meets animal after animal in an attempt to belong, and to see the world. Thus the story would complement studies of Australian ani-



mals, friendship, family and self concept. The large, bright watercolour illustrations enhance this well produced story. R. Bodlay

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: English; HSIE; PDHPE; ST

SYLLABUS: English K-6; HSIE K-6; PDHPE K-6; Science & Technology K-6

AVAIL: Paper \$10.95

EVAL: Highly recommended SCIS 903408

STEWART, Dianne & DALY, Jude

A gift of the sun: a tale from South Africa.

Lincoln, 1996

ISBN 0711210217

Farmer Thulani and his wife, Dora, live in sunny South Africa and when Thulani tires of milking his cow on a daily basis, he trades it for a goat. This sets up a series of further disastrous trades, each failing to appease Dora's wary misgivings. That is, until a supposedly worthless harvest of sunflower seeds greatly improves the egg-laying capacity of the farm's hens. Jude Daly's predominant use of yellow tones in the illustrations of this delightful picture book evokes brightness and warmth, suggesting the climate of this unique locale and the cheerfulness of Thulani. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$19.95

SCIS 902361

SYKES, Julie & CHAPMAN, Jane

Dora's eggs.

Koala, 1997

ISBN 0864610378

Farm animals and their young are engagingly presented in this picture book. Brightly coloured, well composed illustrations focus the attention on Dora, a proud mother hen. Dora wants to show off her eggs, but her visits to other animal babies leave her a little despondent. She settles back on her eggs and is most surprised by the arrival of her brood. This is an elegant picture book with appropriate text for young readers. Text, illustrations and page design are well integrated in this work, which would be ideal for units of work on the farm. J. Buckley

USER LEVEL: Early Stage 1 Stage 1

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: Paper \$8.95

SCIS 908593

THOMPSON, Colin & GAMBLE, Kim

The last circus.

Hodder Children's, 1997

ISBN 0733603424

Most of us enjoy circuses, but how many of us consider what happens to the animals and their trainers, and to the other performers, when they become too old to perform? This well-balanced collaboration between a skilful author and illustrator offers a wry, sympathetic, truthful consideration of the issues, and some gentle yet powerful thoughts about loneliness, friendship, loyalty and ageing. This picture book invites sharing and discussion with a wide range of readers and listeners, and would also be a valuable resource when discussing the moral issues associated with the keeping of caged animals. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3



KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
AVAIL: \$19.95
EVAL: Highly recommended SCIS 908298

WEATHERBY, Mark Alan
My dinosaur.

Scholastic, 1997
ISBN 0590972030

A beautiful, richly illustrated picture book, this is the story of a young girl who anticipates her nocturnal adventures with a real dinosaur every full moon. When the dinosaur arrives, the girl climbs onto his back and they race through the nearby forest to play until just before morning. Is it just a dream? A love of nature shows through in the tactile artwork; Weatherby's dinosaur, rendered in 'acrylics, metallic paints and fairy dust' has an organic reptilian texture which contrasts with the renderings of furry forest animals and softer portraits of the girl. This is the perfect bedtime book to share. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$19.95
EVAL: Highly recommended SCIS 905509

WHATLEY, Bruce & SMITH, Rosie
Detective Donut and the wild goose chase.

HarperCollins, 1997
ISBN 0732258170

Detective Donut, together with his faithful offside Mouse, is intent on solving a mysterious case involving a stolen museum statue, a missing person and a nasty disguised villain. To tell this tale, the picture book creators literally turn words and pictures on their heads, playing with



language and meaning in unexpectedly clever, witty style. The bold, carefully executed illustrations are full of sly, humorous detail and inference, and read closely with the text extend appreciation and understanding of the story. Astute readers will really enjoy the fun, although those less able might not get all the jokes. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: \$22.95 SCIS 900263

WILSON, Budge & FERNANDES, Eugenie
The long wait.

Stoddart Kids, 1997
ISBN 0773730214

A true story about a much loved family cat is told here in picture book form. It is a story with which all animal lovers will identify. The full page illustrations are bright and eye catching, although the inclusion of a more life like portrait, or even photograph of the cat, would have added to the work's impact. The story is well written, appealing and satisfyingly sentimental. It could be read for pleasure, or to complement themes such as family, pets, feelings and adventure. It could possibly be used as a text type example. R. Bodlay

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE; PDHPE
SYLLABUS: English K-6; HSIE K-6; PDHPE K-6
AVAIL: Paper \$8.95 SCIS 901827

Fiction for younger readers

Resources are arranged alphabetically by author. Some of these books are also suitable for lower secondary students.

Animal tails: stories.

/ compiled by Andrew Griffiths. Heinemann, 1997 (Blasters)

ISBN 0858599147

Factual information is cleverly woven into some of the narrative texts in this challenging and entertaining selection of short stories. Subject matter varies from text to text, in a way that stimulates the imagination. Most of the stories involve a quirky, unexpected twist. Authors in the collection include Carmel Bird, Brian Caswell, Fiona Farrell and Paul Jennings. The unpredictability of the text content will appeal to students, and provide opportunities for class discussions before, during and after reading. J. Stratford

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: Paper \$12.95 SCIS 902536

APPS, Roy

The haunting.

MacDonald Young, 1997 (Melvin and the Deadheads)

ISBN 0750021837

Perhaps this novel is just too much for adults to readily understand, but it seems to concern teenaged Melvin Perkins, who is either living in the near future or in a parallel dimension. Melvin is assisted by a ghost named Arnold in his attempt to thwart the plans of a mysterious shopping centre consortium, suspected of being behind the programming of people into Deadheads, including Melvin's mother. Each chapter is headed by a character's quote, which certainly raises some anticipation of coming events, but ultimately this reviewer was left confused. The adventures of Melvin and his friends are set to continue in three more books. I. McLean

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$10.95 SCIS 906129

ASHTON, Charles

The boy who was a bear.

Walker, 1997

ISBN 0744541581

Stories about children being raised by wild animals are not new, but a narrative such as this, in which a bear becomes a human, is innovative. The metamorphosis becomes real as the characters develop, blurring the line between animal and human life. All that is good and positive in human nature comes to the fore as the boy-cub resolves his dilemma, making this a charming novel for young readers. The presentation suits those readers who are venturing into first chapter books, with some picture support, concise chapters, and well-sized text. The unusual subject is sure to capture children's imagination. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
AVAIL: \$16.95
EVAL: Highly recommended SCIS 904417

Aussie bites. [series]

Penguin Books Australia, 1997 (Puffin books)

Attractive and attention grabbing presentation, topical and appealing subject matter (computer games, aliens, pets, family holidays) and familiar settings (home, school, shopping centre) characterise this new series. Authors range from the well known (Baillie) to the newly-published (Caisley), and each volume is enlivened by black and white drawings from a similar range of carefully matched illustrators. Each volume is divided into short chapters each with its mini-climax, thus ensuring continued reader interest. In an increasingly crowded niche of the market, this series shows a commendable quality of writing, illustration, design and presentation. This series would be excellent for reluctant readers as well as for the newly independent. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: Paper \$8.95 each

EVAL: Highly recommended

Titles in this series include:

The excuse SCIS 906969
Ginger SCIS 907155
Monkey trix SCIS 907156
Rattler's place SCIS 907171
Snap! SCIS 907173

BARTON, Carol.

Mystery valentine.

Scholastic, 1997 (Young Hippo spooky)
ISBN 0590139258

Sophie has recently moved to the Isle of Wight to live in a large, old manor house. St. Valentine's Day is approaching and Sophie's class is busy preparing cards for their valentines. But, who will be Sophie's valentine? Her valentine arrives in mysterious circumstances and is not what he appears to be. Short chapters, large print and supportive illustrations in this entertaining text will appeal to younger readers, especially those moving from picture to chapter books. The author's final comment about Valentine Gray provides a delightful twist and encourages the reader to rethink her/his interpretation of the text. J. Stratford

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$7.95 SCIS 902784

BATES, Dianne

Grandma Cadbury's water world.

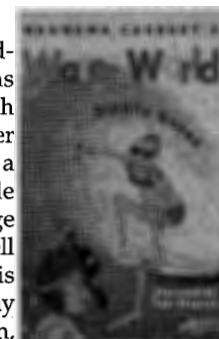
Hodder Children's, 1997

ISBN 0733604722

Look out, here comes another Grandma Cadbury story! Dianne Bates, as usual, has penned a good yarn. With a grandma like this one, life is never dull! This time the action is at a friend's new beach resort for surfside adventures. With occasional, full page black and white illustrations, and well spaced and sized script, this book is easy to read. It would complement any study about the sea or water, pollution, family and friends and attitudes. It satisfies children's love of humour or comedy and silly situations, and has believable characterisation. R. Bodlay

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: English; HSIE; PDHPE



SYLLABUS: English K-6; English 7-10; HSIE K-6; PDHPE K-6; PDHPE 7-10
AVAIL: Paper \$8.95
EVAL: Highly recommended SCIS 901847

Blinky Bill's extraordinary balloon adventure.
[computer software]

Yoram Gross, 1997
ISBN none

A format similar to that used in *Blinky Bill and the ghost cave* is used in this interactive CD-ROM. The characters stumble across a hot air balloon which takes them around the world, rather than quickly home. The animations are colourful and clear, with many hot spots to investigate. The story may be read independently; or it may be read aloud, with an option of having the text highlighted. This is fortunate, as children would find it difficult to follow the text, with the distractions of the animations in the sound version. A time delay between pages detracts slightly from the story's continuity. The program does offer a wealth of useful activities, which are not necessarily linked to the story. These would encourage manual dexterity with the mouse, along with discrimination, reasoning and shape recognition skills. An Internet site, with more stories and a facility to leave messages is available, but access is not from within the program as the instruction book suggests. S. Leslie

Minimum requirements

Macintosh: System 7.1; 68040; 8MB RAM;
Windows 3.1: 486DX; 8MB RAM; SVGA; 256 colours

USER LEVEL: Stage 1 Stage 2

KLA: English

SYLLABUS: English K-6

AVAIL: \$59.95 Roadshow SCIS 907553

BRIAN, Janeen

Dog star.

Omnibus Books, 1997 (Solo)
ISBN 1862913137

The very special bonds that can develop between a boy and his dog underpin this delightful text for early and fluent young readers. As Jack and his dog Spud master their skateboarding skills, the positive, caring relationship that exists between them is revealed. Delightful illustrations by Ann James enhance and add meaning to the text, providing increased insights into the characters' emotions and reactions to events. Beginning readers are targeted, but this text would also appeal to older readers in lower primary experiencing reading difficulty, especially those who love dogs and skateboarding. J. Stratford

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: English; PDHPE

SYLLABUS: English K-6; PDHPE K-6

AVAIL: Paper \$7.95 SCIS 898210

BRUMPTON, Keith

Superheroes gone bust!

Macdonald Young, 1997 (Storybooks)
ISBN 0750023554

For all of those students who are interested in superheroes, this is a tale with a difference. The three main characters in this story are all elderly and live in Mrs Mandible's nursing home. Although Elasticman, Moth Girl and Skeleton Man all have super powers, they have become rusty over the years. However, their retirement soon comes to an end when they meet Laura Putney, who is determined to resurrect their careers and defeat the villainous "Skunk." Written in short chapters with sketch diagrammatic illustrations, this story

would be an ideal choice for any young reader who enjoys humorous adventure stories. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$10.95 SCIS 908221

BUXTON, Jane
Donkey dust.

Mallinson Rendel, 1997
ISBN 0908783167

A holiday adventure for the Summers children begins when their mother suddenly leaves for Australia, and they go in search of their father across New Zealand in a donkey cart. A picaresque tale in a modern setting, this work features a strong plot, likeable characters and a good attempt to probe the complexities faced by children of separated parents. The colourful cover is supplemented by pen drawings by Penelope Newman which are reminiscent of English publications of a generation past. Ideal for reading aloud to a younger group, the work is a simple narrative of a complex situation. J. Watts

USER LEVEL: Stage 3
AVAIL: Paper \$8.95 SCIS 907533

COLE, Hannah
The best day of the week.
Walker, 1997
ISBN 0744541700

Three separate short stories about the little things which grandparents share with their grandchildren make the reader of this book feel almost intrusive in their lives. The children visit Granny and Grandpa on Saturdays, and the characters develop and grow throughout the recount of each special Saturday. The format, with illustrations and well constructed text, makes this book suitable for young independent readers or to read aloud. Teachers and parents would find this book beneficial as a springboard for discussion on such topics as family relationships, human emotions, and the death of a loved one. S. Rasaiah

USER LEVEL: Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
AVAIL: \$16.95
EVAL: Highly recommended SCIS 904823

DANIELS, Lucy
Fawn in the forest.
Hodder Children's, 1997 (Animal ark 21)
ISBN 0340687150

Animal lovers who enjoy reading narratives that are interspersed with factual information will thoroughly enjoy this work. Mandy, an orphan, and her best friend James find a baby fawn in the forest. Caring for the fawn to ensure its survival is the children's goal and Mandy and James are guided in this by Mandy's adoptive parents, who are vets. Differences in the needs of wild and tame animals are sensitively examined. Responsibility, commitment and relationships based on love are also explored, and detailed illustrations are placed strategically in the text to add layers of meaning. This is an enjoyable and informative book. J. Stratford

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: Paper \$8.95 SCIS 902203

FARRER, Vashti
Ned's kang-u-roo.
Lothian, 1997 (Takeaways)
ISBN 0850918553



Those looking for entertaining, adventurous and well researched historical fiction for younger readers should consider this title. The reader is taken back to 1770, and joins young Ned, a ship's boy on the *Endeavour* under Captain Cook, sharing with him some truly exciting experiences. These include shipwreck on the Great Barrier Reef; interaction with the Aborigines; sighting strange native fauna like the hopping creature; and collecting examples of local flora for classification by Joseph Banks and recording by the artist, Parkinson. Believable characters, a pace kept lively with incident, and convincing historical flavour make this a good entree to a genre too often neglected for this age group. B. Richardson

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; HSIE 7-10
AVAIL: \$14.95 SCIS 905531

FIENBERG, Anna
Tashi and the genie.
Allen & Unwin, 1997
ISBN 1864482966

What would you do if you met a genie? These two fast paced short stories, which include *Tashi and the stolen children*, follow the bold adventures of the clever and devious main character, Tashi. Full of magic and spiced with a kidnapping, this delightful book is sure to appeal to young children with plenty of imagination. The simple, conversational text will be easily read by the intended audience. Every page is interspersed with numerous black and white line drawings which add to the overall illusion. This is a great book for reading and sharing. R. Murray

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$8.95 SCIS 905473

GIRLING, Brough
The mystery of Lydia Dustbin's diamonds.
Collins, 1997 (Jets)
ISBN 000675208X

Many tired, stereotypical characters from English comedy feature in this short novel. The hopeless policeman, witless heiress, dastardly scoundrel, detective and his sidekick, pompous major, butler and gardener all play their expected role in the tale. Deaths abound as the human characters act stupidly and the animal characters take care of the diamonds. Numerous harsh, cartoon style illustrations dominate the text, at times carrying the meaning. Older reluctant readers may appreciate the parody that lies beneath this humour, but younger, newly independent readers deserve more thoughtful fare than this work provides. J. Buckley

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$8.95 SCIS 903682

GLEITZMAN, Morris
Two weeks with the queen. [videorecording]
BBC Educational, 1993. (61 min.)
ISBN none

Gleitzman's story of Colin's attempts to find the best cancer doctor in the world to cure his young brother, as well as of his accidental friendship with a young gay man whose lover is dying of AIDS, is presented as five short episodes

made by BBC TV. The novel is therefore brought within reach of many students who may not read the original text. Abridgment of the text keeps the story moving rapidly: a single storyteller focuses the viewer on Colin, with sketched-in backgrounds indicating movement through various locations. Watching this video may be useful as an introduction for unenthusiastic readers, or for comparing treatments of the same text in different media. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; English 7-10; PDHPE K-6; PDHPE 7-10
AVAIL: \$69.00 SCIS 888323

HARRISON, Margie
Lizzie's list.
Walker, 1997 (Racers)
ISBN 0744552761

The list is unusual and refreshing. Lizzie wishes to extend her family network and is hunting for some grandparents and siblings. Lizzie is a resourceful and endearing character. She manages to strike up friendships, all a little too easily, and in this way the plot develops. The novel's strengths include its realistic view of varied families, and lightly sketched, yet appropriate characterisation. It offers ideas about the value of a network of friends for support and fun in life. Sympathetic yet not too cloying, this is a humorous short novel which could lead to discussion on different types of families. J. Buckley

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: Paper \$7.95 SCIS 899105

HEFFERNAN, John.
Spud.
Margaret Hamilton, 1997
ISBN 0947241930

That the author is familiar with blue heeler cattle dogs is obvious from the start of this novel. Almost a fictional biography of one dog's life, we follow the engaging adventures of Spud, from her purchase from the pound, learning to work on the farm, the loss of an owner, and through to the birth of her pups and beyond. The affectionate story takes some surprising twists and also offers astute commentary on human family relations in the 90s. Some of the language is oddly colloquial at times, and unnecessarily so, although the birth of Spud's puppies is handled with skill and sensitivity. I. McLean

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 905160

HUTH, Holly Young
I'm in the sky and I can't come back.
Allen & Unwin, 1997
ISBN 1864480971

Five stories from far away countries are threaded together by the feel of time and change in this modern day collection of fairy tales. Success and optimism triumph in the cameo stories of children living and learning all over the world. The resolutions of each little fairytale are not sentimentalised, and they would satisfy even the most pragmatic young reader. The illustrations are whimsical and lend a magical balance to the realism of the stories. If wishes and dreams are the stuff of imaginative minds, then this book will be a winner, a literary winner. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: English; LOTE
SYLLABUS: English K-6; LOTE K-6
AVAIL: \$19.95 SCIS 905498

JOYCE, William
Buddy: based on the true story of Gertrude Lintz.
HarperCollins, 1997 (A Laura Geringer book)
ISBN 0060276606

Gertrude Lintz is one of the many famous, extravagant eccentrics of the 1930s. To her already overcrowded Manhattan household of dogs, horses, exotic fish, butterflies, chimps and leopard, Gertrude added an orphaned gorilla named Buddy. On Buddy she lavished much love and time. He was treated as a child and accompanied her everywhere. Eventually, however, Gertrude had to give him up. This thought provoking story is told in entertaining style and is handsomely packaged. A dramatically illustrated jacket protects eight well bound chapters of text, generously illustrated with superb drawings rendered in sepia tones. Different, exciting, nostalgic, this is a story to stimulate discussion on animal rights. B. Richardson

USER LEVEL: Stage 3 Stage 4
AVAIL: \$22.95 SCIS 907398

KLEIN, Robin
The listmaker.
Viking, 1997
ISBN 0670871753

Robin Klein doesn't disappoint with her latest book. Twelve year old Sarah Radcliffe leads a life carefully controlled by the lists she writes. Her executive father has her in a boarding school and very rarely sees her. Sarah spends holidays and long weekends with her eccentric aunts. She believes that her life will change for the better when her father marries the beautiful Piriell Starr, and Sarah goes to live with them in a city apartment. But expectations do not always turn out as expected. Sensitivity and humour are well balanced in this well written story about families and friendship. B. Spence

USER LEVEL: Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; English 7-12; PDHPE K-6; PDHPE 7-10
AVAIL: Paper \$14.95
EVAL: Highly recommended SCIS 909037

LAIRD, Elizabeth
Secret friends.
Hodder Children's, 1997 (Hodder story book)
ISBN 0340664738

In this poignant tale, Rafaella, finds herself an outcast at her new school. She establishes a secret friendship with Lucy. This is a beautifully written story, which follows Lucy's development as she slowly accepts a culture which is quite foreign to her, and a friend who looks a little different. Although the reading level is not very difficult, the concepts involved are quite complex, and the story is tragic and moving, culminating in a most satisfying ending. This is an invaluable book for sharing with students and discussing the importance of tolerance, acceptance of differences, and to peer pressure. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$8.95 SCIS 901434

MARTIN, S. R.

Talk to me.

Scholastic, 1997 (Insomniacs 6)
ISBN 1863886524

The classic urban myth of the local haunted house with its elderly, witch-like occupant is updated for new, young audiences in this latest instalment of a gripping fiction series. Of Chinese Australian descent, Florea Low is the perky character around whom the mystery entwines. She becomes fascinated by enigmatic neighbour, Mrs Dixon, yet every visit results in Florea's sickness or memory loss, causing grave concern for her parents. Each 'hook' effectively keeps the reader turning pages. The unusual cover design allows for one of Barry Olive's numerous, moody illustrations to be presented in glossy colour. I. McLean

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$6.95

SCIS 904030

McCABE, Elizabeth

The siege.

Era, 1997 (Junior novels)

ISBN 1863742794

A whimsical story, this has a surprising twist! How a thief is convinced to give up his cache of the world's chocolate is a problem of mind boggling proportion. Yet it seems that clever planning and patience are the key—let the thief and his guards keep all the chocolate. A dental message with impact is the outcome, making this story a potential discussion starter for work related to dental hygiene. The small number of sentences in large type, accompanied by detailed black and white line drawings on each double page spread make this book a good format for newly independent readers. N. Chaffey.



USER LEVEL: Stage 2

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: Paper \$6.95

SCIS 897032

MATTINGLEY, Christobel

Daniel's secret.

Scholastic, 1997

ISBN 186388534X

Gentle yet adventurous, this short novel offers newly independent readers a thoughtful experience. Daniel has found an Aboriginal carving on the cliff face. He wants to share his secret, but as the youngest member of a busy family, can't persuade anyone to accompany him. His inspiring friend and babysitter becomes involved. Despite its scary cover, this adventure is a simple one. It is respectful of Aboriginal culture, and would be a useful resource for stimulating discussion of Aboriginal carving. Careful use of illustrations by Mark Wilson assists the meaning of the text and enhances the mystery of this resonant work. J. Buckley

USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: Paper \$7.95

SCIS 904037

ORR, Wendy

Paradise palace.

Angus & Robertson/HarperCollins, 1997 (Young bluegum)

ISBN 0207191743

Consumer marketing has a strong hold on Roland's embarrassingly enthusiastic father and poetry loving mother. Life is one competition after another, and the ultimately useless winnings accumulate around their small flat, until the family win a grand new house. Roland is old enough to grasp the ridiculous nature of his parents' enthusiasm, and his inner turmoil is well described. The jokes of classmates and a school bully add to his difficulties. Numerous illustrations by David Mackintosh, particularly the telling little character sketches, enrich this humorous story. It delivers some powerful messages about family values and individual courage. J. Buckley



USER LEVEL: Stage 3

AVAIL: Paper \$9.95

SCIS 906141

RUBINSTEIN, Gillian

Under the cat's eye.

Hodder Children's, 1997

ISBN 0733605540

Rubinstein proves again the variety of quality work she can produce. A slowish beginning captures the sense of foreboding and unreality, simultaneously taking the reader immediately into Jai's emotions and thoughts. Suspense builds steadily, and does not release its grip as events tumble rapidly in unexpected turns in the final third. Main child characters are strongly drawn. Can Jai and Seal save the other children? What special powers does the sinister principal have? How can his hold be broken? Concerns about animals, environment, harmony and friendship are interwoven themes. There are reflections of C. S. Lewis and other Rubinstein childhood favourites in the adventure, magic, and shape shifting in this novel. C. Foley

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$14.95

SCIS 911952

STILLER, Laurie

Charlie Carver stacks it! And other stories: a crash course in applied physics for beginners.

Random House, 1997 (A Mark Macleod book)

ISBN 0091832969

These anecdotes relating to various members of the ill-fated Carver family entertain and educate. Scientific principles operating in practical situations are exposed in very understandable terms, as readers enjoy the witty, bizarre humour of disasters that befall Charlie Carver, his friends and relations. Comical line drawings by Jeff Raglus enhance the humour and serve as 'educational diagrams'. An enjoyable little book, these quirky tales have value that goes beyond mere amusement. C. Sly

USER LEVEL: Stage 3 Stage 4

KLA: Science; ST

SYLLABUS: Science and Technology K-6;

Science 7-10

AVAIL: Paper \$12.95

SCIS 907917

TEMPERLEY, Alan

Harry and the Wrinklies.

Scholastic Press, 1997

ISBN 0590542249

A gang of eccentric, geriatric ex-convicts take in the orphaned Harry, who has been neglected by parents and governess for most of his eleven years. Suddenly, his former evil governess Miss Lavinia McScrew, alias Gestapo Lil, demands compensation money. The fun and action begin with a wildly adventurous tale of corruption, robberies, secret caches of jewels and riches, and daring escapes. Goodness and truth are pitted against power and position, and win in a series of brawls, all involving unlikely combatants and weapons. Lovable and dastardly characters are simply drawn, and a tightly written text gives the work credence. J. Watts

USER LEVEL: Stage 2

AVAIL: Paper \$8.95

SCIS 907548

WAKEFIELD, Kerry

Shooting stars.

Penguin, 1997 (Puffin books)

ISBN 0140383794

Netball skills distinguish Elke, the new girl, and set her in competition with Tina. Elke appears to have everything, and Tina becomes aware of the homeliness of her own family situation. Amid the jealousies, misunderstandings, and hurts of friendship among young teenage girls, some deeper emotional truths are delicately but convincingly touched upon in this engrossing and clearly told story. The characters are appealing, and sympathetically drawn. Elke's mother is revealed as a fragile human below the glamour, and Tina's as an understanding sports woman beneath the absent-mindedness. The reader can relate to the girls' developing insights. All this is in an interesting, fast moving story of sporting competition. M. Hamlyn

USER LEVEL: Stage 3

AVAIL: Paper \$9.95

SCIS 905047

WHELEHAN, Dennis

The dad library.

Transworld, 1997 (Young Corgi)

ISBN 0552529796

A conceit to appeal to many children—a library where you can exchange your father for one more to your liking. Indulgent, organised, clever, sporting, try whatever you like. Temporarily dissatisfied with the unpunctuality and unreliability of his own father, and directed by a knowing friend, Joseph throws himself wholly into the opportunity. As he experiences indulgence, organisation and cleverness in a rapid succession of borrowed dads, and realises the inadequacies of each, he comes to appreciate the true qualities of his own dad, who understands the importance of family jokes, cupboard doors and nightmares. Breezy, cartoon style line drawings illustrate this warm, quirky, truthful short novel. W. Smith

USER LEVEL: Stage 2 Stage 3

AVAIL: Paper \$9.95

SCIS 908225

YEOMAN, John.

The man with no face.

Macdonald Young, 1997 (Tremors)

ISBN 0750022361

Colin's bullying manner and vicious attitude are the bane of Rod's life. Two years younger than his cousin, Rod has learnt to take orders and cope with snide comments and beatings. When their play takes on sinister overtones, Rod's

nightmares begin. Resolution of the boys' conflict will certainly surprise and satisfy the reader. Colourful illustrations add layers of meaning, especially to the character of the two boys. Short chapters, large easy to read print and the plot twist will also appeal. This is a useful resource to stimulate discussions about relationships with others and bullying. J. Stratford



USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: English; PDHPE

SYLLABUS: English K-6; PDHPE K-6

AVAIL: \$22.95

SCIS 903700

Fiction for older readers

Resources are arranged alphabetically by author. Some of these items are also suitable for upper primary students.

ANDERSON, M.T.

Thirsty.

Candlewick, 1997

ISBN 0763600482

A tale of terror with a difference, the author plays on the dark reaches of identity crises and adolescent anxiety. Is Chris a normal, confused teenager or is he really becoming a vampire? In the plots and counterplots uncovered as the novel progresses, just whom can he trust in the nether world which he now appears to inhabit on a temporary basis? Is control a matter of external forces or internal choices? The novel works on several levels and many readers will find the themes resonate for a good while beyond the reading. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: \$18.95

SCIS 902717

ARONSON, Linda

Kelp.

Pan Macmillan, 1997

ISBN 0330359886

Playwright Aronson turns her hand to novels, with witty and engaging results. Emily is a fledgling business giant, whose life in the family seaweed processing firm is less than satisfactory. A death leads to Emily's inheritance of the balance of power, and an injection of fresh ideas from a cousin. Emily finds all is not smooth sailing, in business or love. Even her unilateral correspondence with another great businessperson named Murdoch has unexpected results. Will she come through it all unscathed? Emily is one of Aronson's great characters: complex and feisty; strong and wildly funny. This book stands as a beacon of optimism in adolescent fiction. M. Steinberger

USER LEVEL: Stage 5 Stage 6

AVAIL: \$9.95 Paper

SCIS 900920

BURNE, Philippa

Fishnets.

Allen & Unwin, 1997

ISBN 1864483471

Unresolved grief creates a dysfunctional family, with Sophie suffering the most. Her demons drive her to obsessive, and self-destructive behaviour in which she denies her own existence as she searches for another identity. A confronting analysis of the bizarre responses people can have to crises, this book is an action packed mix of thriller and romance. The almost casual style in which it is written belies its abil-

**Internet site reviewers, especially primary, urgently needed.
Contact Colleen Foley: colleen@ozemail.com.au**

ity to draw the reader onwards, seeking a resolution. Not a book for light recreational reading, it highlights the need for meaningful communication within families. L. Monticone

USER LEVEL: Stage 6
AVAIL: Paper \$12.95 SCIS 906810

CAREY, Peter

Jack Maggs.

University of Queensland Press, 1997

ISBN 0702229520

Jack Maggs was transported to New South Wales as a teenager, and throughout his cruel years of punishment he longed to return to London. When he does return as a self-made man, London and its inhabitants treat him with fear and contempt, unable to recognise his humanity and his hunger for love. To read this book is to be transported to nineteenth century London, to smell its foul smells and walk its crowded, filthy streets. It is an absorbing story, rich in detail, character and emotion. The plot is compelling, sweeping the reader along through its Dickensian twists and turns. This is a highly original and enjoyable Australian work. M. Lobban

USER LEVEL: Stage 5 Stage 6

AVAIL: \$35.00

KLA: HSIE

SYLLABUS: History 9-10

EVAL: Highly recommended SCIS 906971

CARMODY, Isobelle

Greylands.

Penguin, 1997 (Puffin books)

ISBN 0140387498

Jack writes a story to explain to himself and his sister what happened to their family after their mother's tragic death. He devises the sort of story beloved by their mother, where the meaning and the emotional truth lie below the surface of the action. Through his journeys into the symbolic Greylands Jack pieces together the truth of his mother's unhappy childhood, her growing mental instability, and her inevitable death. His dangerous quest finally releases his father from the emotional greyness which has engulfed him since his wife's death, and restores him to his children. This haunting fable of death, grief and life is told in delicate, lyrical prose. M. Lobban

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$12.95 SCIS 906723

CASWELL, Brian & CHIEM, David Phu An

Only the heart.

University of Queensland Press, 1997 (UQP Young adult fiction)

ISBN 070222927X

An interesting and pertinent collaboration, this has much that is typical Caswell in style and quality, coupled with a compelling new influence. What is it like to arrive in multicultural Australia as a Vietnamese refugee? What journey, adventures, pain, and loss lead that far? What surprises, twists and fears does the new life hold? The story of courage, perseverance, loyalty, family, survival, gangs and much more, is intriguingly and powerfully told through different voices, interwoven into a complex whole. It is a challenging read, gathering the significant threads and connections. Characterisation is purposeful and thorough.



This book offers understanding through an unforgettable, powerful experience. C. Foley

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$12.95 SCIS 905163

CHASE, Diarra

Timeslip.

Fremantle Arts Centre Press, 1997

ISBN 1863681876

Annie, moving to a new town with her father for a fresh start, becomes acquainted with Minty, a girl with a problem. Like other locals before her, Minty has crossed the boundaries of time and become involved with the living past of a deserted house, and she introduces Annie to its ever young occupants. When Annie attempts to persuade her to develop real relationships instead, Minty's violent overreaction leads to near disaster. Written in a convincingly down to earth style, the story is eerily attractive for young romancers and defies classification, overlapping time travel with psychological drama, adolescent relationships, and family problems. H. Gordon

USER LEVEL: Stage 4

AVAIL: Paper \$10.95 SCIS 906036



CREW, Gary & O'HARA, Michael

The blue feather.

Mammoth, 1997

ISBN 1863307508

Simon, a troubled sixteen-year-old, joins naturalist photo-journalist Mala Glass and her friend Greg Muir, director of a raptor sanctuary, on a quest to ascertain the truth about the Wazo (*oiseau*), a mythical giant bird of the Esperance area in Western Australia. For each the quest has individual motivation and meaning, but for each the truth is ultimately found within. Essentially it is Simon's story—the reader becoming absorbed in his journey to establish who he is, where and how he fits in. The combination of Mala's conversational, first person account with the third person more serious and lyrical narrative works well adding to reader interest, knowledge and perspective. B. Richardson

USER LEVEL: Stage 4 Stage 5

AVAIL: \$14.95

EVAL: Highly recommended SCIS 905155

CUMMINGS, Phil

Angel.

Random House, 1997 (A Mark McLeod book)

ISBN 0091832853

Shane is sure he isn't dreaming and that David's presence as an angel is real. Concerned that he isn't coming to terms with his elder brother's untimely death, his parents take him on a skiing holiday. It is a trip that could have ended in disaster, if it weren't for the 'angel on their shoulders'. Language, style and pace should ensure young readers suspend disbelief, empathise with family members in their loss of a loved one, enjoy David's visits in angel guise and appreciate the comfort he brought to the family in letting them know that he was okay. B. Richardson

USER LEVEL: Stage 3 Stage 4

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: \$12.95 SCIS 905472

DE GOLDI, Kate

Love, Charlie Mike.

Penguin, 1997 (Puffin books)

ISBN 0140386009

Teenager, Christy Callaghan, pulls few punches as she shares her attitudes and feelings about family, race, politics, love and sex. It combines young love, peacekeeping in Bosnia, senility, a family secret, and a train journey to the West Coast that provides a metaphor for a search for answers. Readers learn of Christy's love for her cousin Sonny, her loss of virginity, and the bizarre behaviour of her troubled father and demented grandmother. Although some may find the narrative shifts and ending somewhat frustrating, and the occasional language off-putting, this quietly compelling, convincing story should gain De Goldi more young adult fans. B. Richardson

USER LEVEL: Stage 5 Stage 6

AVAIL: \$11.95 SCIS 905052

DISHER, Garry

The apostle bird.

Hodder Children's, 1997

ISBN 0733605257

A brooding atmosphere pervades this book, which is a narrative told by Neil, who, at fifteen, is "composed of day-dreams and bewilderment". Set in the goldfields of Western Australia among the desperately poor of the 1930s, the apostle bird of the title acts symbolically much as Harper Lee's mockingbirds of 1930s United States: as an innocent victim in a prejudiced and often violent environment. Neil is a sensitive narrator, and his perceptions of the cultural and class mix of the inhabitants of the goldfields, and their personal idiosyncrasies, expose his growing maturity, and, ultimately, his courage, as violence escalates. J. Donovan

USER LEVEL: Stage 3 Stage 4

KLA: English; HSIE

SYLLABUS: English 7-10; HSIE 7-10

AVAIL: Paper \$12.95 SCIS 908295

FRANKLIN, Kristine L.

Lone wolf.

Candlewick, 1997

ISBN 1564029352

Perry's mother left home after the accidental death of his younger sister. Loneliness is a way of life for Perry and his father, one they have adapted to very well. Will the ebullient Pestalozzi family be able to crack that reserve? Perry probably won't have a chance of avoiding friendship with the confident Willow and the family. The tensions that arise between Perry and his emotionally fragile father are acted out against a backdrop of the hunt for an elusive wolf. The hunt for a more accepting type of relationship for Perry and his parents may take a little longer. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: \$18.95 SCIS 905554

GOUGH, Sue

Here comes the night.

ISBN 0702229792

University of Queensland Press, 1997

A brilliant sequel to *A long way to Tipperary*, this book is set against the background of a looming World War Two. A tapestry of the most unlikely individuals is cleverly woven

and includes: a Mohawk chief; an Aboriginal; a gypsy; a dwarf; an eccentric and her apparently lunatic friends; and Nazi spies. Eagles, telepathy and the Nazi threat are the common threads binding these disparate individuals. Set mainly in Australian locations, these same threads also extend to the Dali Lama in Tibet, Nazis in India and gypsies in Czechoslovakia.

The complexity of the plot is awe inspiring, as is its smooth development, as characters and locations change. This is a tense thriller with the eccentric and hilariously insane providing much comic relief. This is a book to delight a wide range of readers. L. Monticone

USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: Paper \$12.95

EVAL: Highly recommended SCIS 906724

HORNIMAN, Joanne

Loving Athena.

Omnibus, 1997

ISBN 186291334X

Keats is warm, sensitive, gentle and like his namesake, he is a poet. Typically, when he falls in love he does so utterly. Concurrently he explores the maze of his childhood memories, trying to place key individuals and seek out his mother. While the mood is frequently introspective, it is buoyed up by the verdant, balmy setting of the north coast of NSW. Harsh reality intrudes on this Eden, but everything can be eased by the myriad of interesting characters in Keats' world. Beautifully written, almost lyrical, the book has many poignant moments and a refreshing originality of plot, which make it a joy to read. L. Monticone

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$12.95 SCIS 906727

IRELAND, Julie

Hanging by a thread: and other stories.

Angus & Robertson/HarperCollins, 1997

ISBN 0207191476

Linked by their futuristic genre, these short stories grasp the reader's attention. A young couple become trapped in a virtual labyrinth; the Prime Minister's daughter needs to travel into the past to prevent a dangerous policy decision; an eccentric old woman searches for her lost daughter; a young girl is haunted by the ghost of a wild cat; and inhabitants of another planet grapple with the ethics of controlling their population. These creative and unusual tales offer memorable cameos of the dilemmas of characters of the future. Imaginative and thought provoking, they are appealing to readers keen on future fiction. C. Sly

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$12.95 SCIS 906158

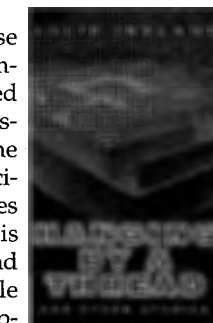
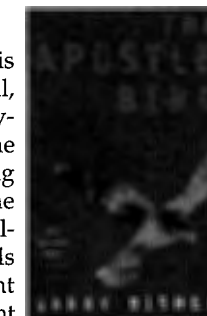
JINKS, Catherine

Eye to eye.

Puffin, 1997

ISBN 0140384448

The main characters of this post-apocalyptic science fiction novel are a feral boy, and the computerised intelligence of a crashed spaceship. Jansi, the abused scavenger, and PIM, the sophisticated electronic machine, make an unlikely pairing. Nevertheless, the author develops great insight into the



minds of both as they struggle to communicate. Their evolving friendship seems believable. Language and meaning are important themes in the novel, with the computer trying to interpret Jansi's body language, and Jansi attaching a superstitious, religious meaning to everything beyond his comprehension. The introduction of a made up language is an unnecessary and frustrating complication to an otherwise entertaining story. J. Donovan.

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10; 2U English
AVAIL: Paper \$11.95 SCIS 906721

KELLEHER, Victor
Slow burn.

Viking, 1997
 ISBN 0670877999

After the death of his mother, seventeen year old Danny Fenton is bitter and angry with the system which he felt was ultimately responsible for her death. He starts on a plan of revenge which becomes more and more desperate, culminating in acts of terrorism. This powerful story is related in a series of letters, journals, newspaper reports and interviews, which display this author's consummate skills. The main characters are sympathetically drawn, particularly the tortured Danny, who retains the reader's sympathy throughout. B. Spence

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
AVAIL: Paper \$16.95 SCIS 910893

LOWRY, Brigid

Guitar highway Rose.
 Allen & Unwin, 1997 (Ark fiction)
 ISBN 186448442X

Rose and Asher are fifteen year old friends who have some common teenage problems with family and relationships. Their solution is to run away. The consequences of their actions are explored in this engaging story. Lowry's style is innovative and very easy to read. The experimental structure is a patchwork of short prose passages, with some of the action presented in lists and headings, so that the story moves as swiftly as a play. Each character is sketched in lightly but with believable realism. They have individual voices, some told in first, and some in third person. Apart from being a good story, this is a worthwhile study of style. M. Hamlyn

USER LEVEL: Stage 5
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 909041

MCCAFFREY, Anne
Black horses for the king.
 Corgi, 1997

ISBN 0552529737

Lovers of horses, Arthurian times, or adventure tales will find much to enjoy as they follow the progress of Galwyn and the black horses. Galwyn's young life has seen him lose his place in privileged Roman-Celt society and be made a drudge by his avaricious and violent uncle. He is then taken into service by the Count of Briton, on a mission to gather the biggest, strongest horses available, to be used to drive the Saxons out of Britain. What the book lacks in action, it makes up for by being beautifully written by an author whose obvious depth of understanding of human nature creates believable trials for the intrepid Galwyn. L. Monticone

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 907179

MARSDEN, John
Darkness, be my friend.

Pan Macmillan, 1997
 ISBN 0330360051

After recuperating in New Zealand, Ellie and the other survivors are sent back, this time as guides for a group of commandos. The real story of this fourth book of the war trilogy, wonderfully punctuated by tense moments of the heart-stopping kind, is of Ellie's inner struggles to come to terms with herself and her past actions. In this tale of adventure, the frailty and courage of the human spirit is laid bare. The writer has sustained the continuing epic with a minimum of plot, but lots of credible and sometimes poignant narrative. The language and style are uncompromisingly for adolescent readers. J. Watts

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: Paper \$10.95 SCIS 905120

METZENTHEN, David
Gilbert's ghost train.

Scholastic, 1997
 ISBN 1863888527

Is Gilbert, ex-railway man and soldier, real, spirit or ghost? Whoever or whatever he is, his friendship and storying provide a dying boy (Dally) and his brother (Marty) great comfort and strength. The first person voice of Marty is convincing and natural. His love for, concern and anguish about Dally's deteriorating condition and the inevitability of his death are conveyed without undue sentimentality. This is not a story for those looking for fast action; the pace is reflective, unhurried. It is recommended for those seeking to better understand an adolescent's experience with the dying of a loved sibling. It is a sad, intensely moving, but strangely comforting story. B. Richardson

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 909042

PAULSEN, Gary
Dogsong.

MacMillan Children's Books, 1997
 ISBN 0330352393

A powerful, moving story, this novel charts the journey of a boy who, with a dog sled team, crosses the desolate Arctic on a journey of self-discovery. Influenced by the tales of an old shaman, and haunted by dreams of a former life, Russel is able to survive hunger, unforgiving freezing conditions, and the attack of a polar bear. Customs of the ancient Inuit people are realistically portrayed, as are the varied Arctic landscapes of grassed tundra, ice floes and mountains, thereby effectively dispelling any reader perceptions of icy wastelands. Although the book is very well written, it may have limited appeal. D. Doust

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; Geography 7-10
AVAIL: Paper \$9.95 SCIS 912004

PAUSACKER, Jenny
The rings.

Lothian, 1997 (After dark 19)
 ISBN 0850918294

The narrator, Sarah, has been friends with Mary and Alice since the first day of kindergarten. When they start secondary school they vow to be friends forever, but a horrific accident breaks their vow. The first person narration gives a real-life feel to this tale of tragedy and supernatural revenge. The story is simply told in natural language with short, sharp chapters that catch and keep the reader's attention. The length makes the book easily read in one session, and suitable for older reluctant readers. Gregory Rogers' disturbing black and white illustrations, a clever combination of photographs and drawings, are an extra bonus. B. Spence

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
AVAIL: Paper \$8.95 SCIS 905881

Other titles in this series include:

The bats SCIS 905880
The ghost of Love Street SCIS 905485
The peppercorn tree SCIS 905420
The twist in the tale SCIS 905882
The vampires SCIS 906136

PROVOOST, Anne
Falling.

Allen & Unwin, 1997 (Ark fiction)
 ISBN 1864484446

Translated from the Dutch by John Nieuwenhuizen, this novel set in contemporary Belgium explores difficult issues of racism and neo-nazism. Lucas and his mother spend their summer holiday in the home of his late grandfather. Lucas discovers that during the war his grandfather had denounced some Jewish children being sheltered in the convent next door, and the nuns looking after them had been murdered. Lucas is torn between his growing affection for a young woman staying in the convent, and his attraction to a charismatic young racist who seeks to involve him in violent anti-immigrant activities. Despite excellent translation, the novel retains a slowness and distance in its storytelling. M. Lobban

USER LEVEL: Stage 5
AVAIL: Paper \$14.95 SCIS 909047

SOUTHALL, Ivan
Ziggurat.

Viking, 1997
 ISBN 0670877700

The refinement of a young man's soul is possibly the theme of this scholarly novel of self discovery. Knut Canute, a seventeen year old who 'has it all' in suburbia, finds himself in another dimension ascending the seven levels of a metaphorical Ziggurat towards a meeting with the gods. Much of the writing is beautifully lyrical, but the historical and literary allusions and symbolism will challenge all but a few young readers to persevere through the complexity. Their progress will parallel Knut's process of enlightenment. It is not easy to relate to the characters in this symbolic tale. M. Hamlyn

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$19.95 SCIS 907178



STEWART, Maureen
Easy meat.

Random House Australia, 1997 (A Mark Macleod book)
 ISBN 0091834651

Persistent bullying as a grinding daily experience is the focus of this book. Melissa's stream of consciousness is at times tedious, but a realistic portrayal of school for some. Her thinking is interspersed with dialogue (occasional strong language eg. in name calling) and events, at school and home, enlivening interest and holding the reader. Positives include Melissa's multicultural friendship group who struggle to work out their own tactics to end the bullying, with some eventual, reluctantly sought adult help. There is some stereotyping of teachers (mostly supportive adults) and one bully's family. The book offers many discussion points on a range of issues related to bullying and adolescents, and has some relevance to child protection. C. Foley

USER LEVEL: Stage 4 Stage 5
KLA: English PDHPE
SYLLABUS: English 7-10; PDHPE 7-10
AVAIL: Paper \$12.95 SCIS 904081

SWINDELLS, Robert
Jacqueline Hyde.

Transworld, 1997 (Corgi Yearling books)
 ISBN 0440863295

A clever analogy for that turbulent period of self-doubt suffered by many teenagers as they grapple with becoming adults, is used well in this homage to the familiar Doctor Jekyll and Mister Hyde story. Jacqueline Hyde discovers a strange, addictive potion (this time in her grandmother's attic) and then must live with the consequences of her actions while under its influence. Essentially, the book has two main characters—and both of them are Jacqueline—although it takes her a while to realise it. The author has captured numerous vignettes of school life and the dialogue rings true in this satisfying novel. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$ 7.95 SCIS 908207

WAKEFIELD, Kerry
Young bloods.

Penguin, 1997 (Puffin books)
 ISBN 0140383808

Deet, an unruly young lad and leader of a neighbourhood gang, lives with his Grandpa Mac and a menagerie of strange, smelly pets. Although close to his guardian in many ways, Deet does not share his grandfather's fanaticism for their local Aussie Rules football team, the Young Bloods. The boy prefers to use his unorthodox entrepreneurial skills to make money at the football grounds. His shrewd, scheming methods become vital in protecting his grandfather against some unscrupulous criminals. An action-packed, witty story of fond relationships and loyalty, this is an enjoyable tale. C. Sly

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 905048

WALKER, Sarah
The year of freaking out.

Pan, 1997
 ISBN 033035972X

What constitutes normal behaviour is challenged by this novel, which makes its central character and narrator, Kim, very normal and undoubtedly very familiar to teenage girls.

KALMAN, Bobbie

19th century girls and women.

Crabtree, 1997 (Historic communities)

ISBN 0865054649

[305.4]

Aspects of female lives in nineteenth century USA are described in this resource. Easy to read, it offers an accessible picture of life for women during this period. Colour illustrations carry most of the work's meaning. These are confusing, however, as a mixture of artworks, photographs of contemporary women in period costume, and drawings, is used. Three case studies are included, as are potted biographies of some American women who fought for women's rights, the abolition of slavery, and rights for Native Americans. This is a useful introductory text for history and comparative studies of women's roles. J. Buckley

USER LEVEL: Stage 3 Stage 4

KLA: HSIE

SYLLABUS: HSIE K-6; History 7-8

AVAIL: Paper \$15.95

SCIS 907301

NAPANANGKA, Tjama Freda

Yarrtji: six women's stories from the Great Sandy Desert.

Aboriginal Studies, 1997

ISBN 0855752602

[305.48]

A brilliant visual journey through the eyes of six Aboriginal women from the Great Sandy Desert in Western Australia is provided in this work. These women are sharing their life stories, experiences, cultural identity and connections to the land with Aboriginal and non-Aboriginal people. The stories are told in Aboriginal English, and accompanied by numerous colour photographs. Included in the introduction is a section on skin colour and Aboriginal English. A glossary of terms is provided. The aim of this book is to develop an understanding and appreciation Aboriginal Australia. It is an excellent resource for comparative studies. T. Rudd

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6

KLA: CA; English; HSIE; LOTE

SYLLABUS: 2U Aboriginal Studies; 3U Aboriginal Studies; English K-6; English 7-10; HSIE K-6; Visual Arts K-6; Visual Arts 7-10

AVAIL: Paper \$69.95

SCIS 906160

BELL, Jeanie

Talking about Celia: community and family memories of Celia Smith.

University of Queensland Press, 1997 (UQP Black Australian writers)

ISBN 0702228338

[305.89]

The character and personality of Celia Smith, a remarkable Aboriginal woman of the Murri people, shines through in this very reader friendly biography. Her story is told through a montage of personal memories from relatives, friends and acquaintances, photographs, official documents, letters editorials and newspaper clippings. The reader learns of Celia's care for her family and friends, her commitment to justice, her political lobbying for Gurindji land rights, her compassionate help given to anyone in need, her involvement in community affairs and organisation of social community activities. This is an accessible, historical resource which provides interesting reading. B. Richardson

USER LEVEL: Stage 5 Stage 6 Community

AVAIL: Paper \$24.95

KLA: HSIE

SCIS 902139

WATERLOW, Julia

Families around the world. [series]

Wayland, 1997

Gain an insight into families from many countries from this series of books. Contemporary lifestyle and culture of diversified groups from all corners of the earth are presented. These factual texts, presented in large, easy to read type, are clear and detailed with photographs that candidly display the reality, hopes and dreams of a family. The series does more than present facts and details through a cultural study. It allows the reader to develop attitudes, feelings and appreciations about families from other countries. It is an extremely useful series for the study of contemporary societies. D. Roberts

USER LEVEL: Stage 2 Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$26.95 each

EVAL: Highly recommended

Titles in this series include:

A family from Bosnia

SCIS 905200

A family from Ethiopia

SCIS 905199

LONSDALE, Michele

Liberating women: the changing lives of Australian women since the 1950s.

Cambridge University Press, 1997

ISBN 0521485509

[305.40994]

The roles and relationships of women through the five decades are creatively documented as the focus for the material. The text is presented in short snapshots supporting the study of contemporary social, political and economic issues. Suggestions for study, discussion and creative writing complement the information. The quotes, anecdotes and photographs build a visual image of each decade. Investigation through action research is encouraged, with suggestions for community based enquiry which takes the reader beyond the text into the realism of the era, while developing communication and analytical skills. This is a resource that can be used selectively to support independent research. F. Plummer

USER LEVEL: Stage 4 Stage 5

KLA: English, HSIE

SYLLABUS: English 7-10; History 7-10

AVAIL: Paper \$27.95

SCIS 906161

THORNTON, Phil, PHELAN, Liam, & MCKE-OWN, Bill

I protest: fighting for your rights, a practical guide.

Pluto, 1997

ISBN 1864030291

[322.4]

Here is a comprehensive, contemporary manual for politically active citizenship—not merely protest, but getting your message heard by democratic means within a democratic society. The gamut of activism runs from individual responses to highly professional campaigns. Australian case studies are included. With language as succinct and direct as their goals, the writers look at: clarifying and planning action to meet objectives; the twin-edged sword of the media; budgets and blueprints for action; and include the Internet as a medium of activism. Useful references and contacts are also provided in a book that offers sensible advice based on expe-

rience, and is relevant to studies in Civics and Citizenship. G. Spindler

USER LEVEL: Stage 5 Stage 6 Community

KLA: HSIE

SYLLABUS: 2U General Studies; History 9-10; 2/3U Society & Culture

AVAIL: Paper \$19.95

SCIS 902455

Macmillan society and environment series. [series]

Macmillan Education Australia, 1996

Part of a comprehensive series designed to support the Victorian curriculum, these three titles are the most relevant to Civics and Citizenship in NSW. There is an overlap of content between *Participating in government* and *Becoming active citizens*. It is the latter which is the more relevant, dealing with Australian identity, civic structures and mechanics, law and dispute settling and global issues. In each, brief and readily understood bites of information are structured logically, and regularly interspersed with meaningful activities. Documents, charts and illustrations are plentiful. *Examining rules and laws* has a more Victorian focus, but the choice of topics and examples is reasonably wide. These resources offer useful source material, ideas and exercises for Civics and Citizenship, although *Becoming active citizens* will be the most useful. G. Spindler

USER LEVEL: Stage 4 Stage 5 Professional

KLA: HSIE

SYLLABUS: Commerce 7-10; Geography 9-10; History 9-10

AVAIL: Paper \$23.95; \$19.95 & \$22.95

Titles in this series include:

Becoming active citizens SCIS 904196

Examining rules and laws SCIS 891489

Participating in government SCIS 892920

Exploring citizenship: teachers resource kit.

Australian Archives, 1997

ISBN 064227097X

[323.194]

Mostly facsimiles of original letters or official brochures, this resource kit, brings to life some important issues in Australian history and Civics and Citizenship. The brief teachers' guide includes educational outcomes and learning models. The heart of the kit is three packages of selected source material which illuminate citizenship issues relating to: Aboriginals and Torres Strait Islanders; aliens and immigrants; and conscription and conscientious objectors. The standard of reproduction is high and the documents are fascinating, their potential extending beyond HSIE use. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

Professional

KLA: HSIE

SYLLABUS: HSIE K-6; History 9-10; Geography 9-10; 2/3U Modern History

AVAIL: \$29.95 Copy sent to all secondary schools

SCIS 906824

ORNA-ORNSTEIN, John

The story of money.

British Museum, 1997

ISBN 0714108847

[332.4]

An excellent historical perspective is presented by this resource. It covers the types of money used by different people throughout the ages, and how their culture affected its style and use. Strong graphic design using the format of blocks of information, together with numerous, good quality coloured photographs and drawings ensures the book's value for the primary grades. Fascinating facts about forgery, hoarding and the superstitions surrounding money are featured. The presentation concludes with suggestions on coin collection. Language is accessible to competent readers, and this well written, clear guide will prove a welcome addition to primary collections to cater for a popular topic. J. Anderson

USER LEVEL: Stage 1 Stage 2

KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6

AVAIL: \$11.95

EVAL: Highly recommended SCIS 906150

MACKENZIE, Dorothy

Green design: design for the environment.

King, 1997

ISBN 1856690962

[333.7]

This reference, with its many excellent case studies of environmental concern in the design process, adds to the support bank for teachers of 3U Design and Technology. It would stimulate students looking for examples of creative technology and how they affect environments. All of the contexts of environmental responsibility are covered, from initial design principles, through to using cradle to the grave production methodology. It is also likely to have a place as a reference for teachers of Visual Arts and HSIE. D. Low

USER LEVEL: Stage 5 Stage 6 Professional

KLA: CA; HSIE; TAS

SYLLABUS: 2/3U Design & Technology; Geography 7-10; Visual Arts 7-10

AVAIL: \$55.00

EVAL: Highly recommended SCIS 909356

FOSTER, David

Gurig National Park: the first ten years of joint management.

Australian Institute of Aboriginal and Torres Strait Islander Studies, 1997

ISBN 0855753072

[333.78]

A report on the joint management between Aboriginal and non-Aboriginal people of a national park, this is interesting reading as it shows how, why and where the Gurig National Park was established. It draws implications for all Australians, if we are to take up Reconciliation seriously. The importance of Aboriginality and Land is reinforced throughout. The predominantly Aboriginal management brings about economic independence and rights to their traditional Land, but as we are reminded it comes at a price. This is an important document showing negotiation and consultation are important for us to achieve Reconciliation. C. Dorbis

USER LEVEL: Stage 5 Stage 6

KLA: HSIE

SYLLABUS: Aboriginal Studies 7-10, 2U Aboriginal Studies, 2U Business Studies, Geography 7-10, 2U Geography, General Studies, History 7-10

AVAIL: Paper \$14.95
EVAL: Highly recommended SCIS 908272

MANUEL, Mark, McELROY, Barrie & SMITH, Roger
Hazards.
Cambridge University Press, 1997 (Our future, our world)
ISBN 0521426243 [363.3]

The focus of this excellent resource is people's response to hazards. It also covers ways to avoid or minimise the costs of disasters. A range of local and global hazards is explored, including famines, earthquakes, war and global warming. The outstanding features of this resource are its investigative approach and its focus on developing information skills. The skills range from locating sources—with particular reference to the Internet—to critical thinking on complex issues. The text is abundantly supported by maps, documents, flow charts, tables and graphics. This resource is especially valuable as an example of the use of information skills and resource based learning in developing units of work. M. Brooks

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: 2/3U Geography
AVAIL: Paper \$24.95 SCIS 902510

Boys in schools: addressing the real issues, behaviour, values and relationships.
/ edited by Rollo Browne and Richard Fletcher.
Finch, 1995
ISBN 0646239589 [371.8]

Resources on gender equity in education are enhanced with this collection of writings from practitioners. Sixteen teachers detail successful teaching approaches to working with boys in schools. These contributors build a perspective of how teachers in schools may use innovative approaches to address the complexity of the issues of gender and masculinity. A problem solving approach is taken to such concerns as: bullying; boys' underachievement; homophobia; sexism; relationships; peer culture; identity; self esteem; and gender stereotypes. Useful case studies and practical ideas for use in the primary, middle, and senior years of schooling are included. Approaches vary from the individual classroom to the whole school, in addressing boys' issues and understanding the psychology of boys and young men. This is a timely collection which will assist teachers to reflect upon boys' education in schools today and encourage improved classroom practice. K. Gardner

USER LEVEL: Professional
KLA: English, HSIE; PDHPE
SYLLABUS: 2U Contemporary English; PDHPE K-6; PDHPE 7-10; 2U PDHPE
AVAIL: Paper \$19.95
EVAL: Highly recommended SCIS 846202

MARRA, Ben
Powwow.
Abrahams, 1996
ISBN 0810926806 [391.00897]

A journey on the road of healing, through the family's sacred circle, into a way of life, is presented by this work. The gift of identity is the story of this powwow. Native Americans have borne the brunt of colonisation, and this theme is inescapable in the minds of those represented in this book. Effective because of its simple design, the book examines

the complex issues of reclaiming a decimated culture. The strength of the indigenous peoples is present in their costumes of powwow and in their bodies. This resource is a useful starting point to explore Native American peoples. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10, 2U Aboriginal Studies, HSIE K-6; Visual Arts 7-10
AVAIL: Paper \$29.95
EVAL: Highly recommended SCIS 901548

CIDDOR, Anna
Unplugged!: the bare facts on toilets through the ages.
Allen & Unwin, 1997 (True stories/A Little Ark book)
ISBN 186448361X [392]

Fantastic for browsing and full of anecdotal information, this book lays bare the facts on human toilet and hygiene habits throughout history. Told in a matter of fact conversational style, it recounts stories of how throughout the ages sewerage was dealt with, baths were redesigned, disease spread through poor hygiene and people kept clean. Text is interspersed with photographs and some humorous black and white drawings. A list of further readings is also included. While it requires competency in reading, this work will have strong appeal to all students, who are likely to recount the bizarre stories with delight. J. Anderson

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
AVAIL: Paper \$9.95

Festivals. [series]
Wayland, 1997

Festivals of all types, spanning many different countries and religions, are covered by this thoroughly detailed and comprehensive series. Each book contains information on the origin of the festival, along with a detailed map showing the countries where it is celebrated. Another useful feature is a section on further reading for teachers. A calendar is also included near the end of each book, which outlines dates, accompanied by a brief description of related festivals. The clearly presented information, in which each book is written by a different expert, is complemented by excellent colour photographs, making this a valuable series, especially in relation to multicultural issues. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; LOTE
SYLLABUS: HSIE K-6; HSIE 7-10
AVAIL: \$26.95 each
EVAL: Highly recommended

Titles in this series include:
Carnival SCIS 901763
Chinese New Year SCIS 900023
Id-ul-Fitr SCIS 900022
Passover SCIS 901760



PILLING, Ann
Creation: stories from around the world.
Walker, 1997
ISBN 0744537800 [398.2]

The author has compiled and retold a number of tales from the folklore of all continents. Dedicated to the children of Dunblane school, the collection is of the less well-known fables of the past, simply told and very suitable for reading aloud. Stories from Aboriginal, Chinese, American Indians, Ancient Greek, Norse, African and Sri Lankan cultures are given equal consideration. A story from the Bible is also included. Delightful watercolour illustrations by Michael Foreman splash across full pages and the occasional double spread and, significant in their use of strong colours, are sympathetic to the text. J. Watts

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$29.95
KLA: English; HSIE SCIS 902691

ERDOES, Richard & ORTIZ, Alfonso
American Indian myths and legends.
Pimlico, 1997
ISBN 0712673687 [398.2089]

An extensive and varied collection of Native American belief systems is presented in this resource. Well categorised themes highlight the important relationship between land, culture and identity for all peoples. The sorrow of a colonised people is the loss of the rights to cultural expression, and there is strong undercurrent of loss throughout the stories. But there is also hope, as the culture is being maintained and revived. Each story has its own attached synopsis, thereby the culturally important knowledge within the story is made available. The variety and lengths of the stories make them accessible to a range of students. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography 7-10; History 7-10; HSIE K-6
AVAIL: Paper \$27.95
EVAL: Highly recommended SCIS 904087

The Sunshine: an interactive learning-to-read series. [computer software]
Sunshine Multimedia, 1997
ISBN 1877190039 [428.4]

Support for young children learning to read is provided by these CD-ROMs. There are three CD ROMs in the set: *Concepts*, *Fiction*; and *Non-fiction*. Colourful animated characters and objects, together with excellent factual QuickTime video clips, make these CD-ROMs appealing to young children. Each is presented as a series of stories even though only the non-fiction disk follows the narrative structure. The CD-ROMs are not versatile as the user does not have the option of going back a page or escaping to another story without quitting the entire program. This package comes with a *Teachers' notes* book which details the skills being developed in guided, shared and independent reading sessions, however there are some inconsistencies between this package and English K-6 and the NSW State Literacy Strategy. P. Hutton, M. O'Dowd

Minimum requirements
Windows 3.1: 486DX; 33MHz; 8MB RAM; 256 colours
Macintosh LCIII: 68030; 5MB RAM; 256 colours
USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
AVAIL: \$59.95 Sunshine SCIS 909366

French your way. [computer software]
Syracuse Language Systems, 1995
ISBN 0517702754 [448]

There is a good range of opportunities to develop useful language practice and accuracy of pronunciation using the speech recognition facility provided in this CD-ROM. Topics with these approaches are: travel; social engagements; around town; dining out; hotels and accommodation and medical needs—all topics covered within the junior and HSC syllabuses. The vocabulary and idiomatic expressions are defined in the accompanying glossary, though there is a fairly ordinary presentation of the conjugation of verbs available for reference. More useful is the verb match game accessed from the skill building menu, which allows for verb usage in more realistic sentences. Most of the games are enjoyable, reinforce grammar skills, and have a healthy cultural format, for example, the identification of French provinces and cities. There are the inevitable crosswords, dictation and question and response situations that may be answered either with the microphone or the mouse. There is the novelty approach here that appeals to students. E. Maxwell

Minimum requirements
Windows 3.1: 486DX-33; 8MB RAM; 800 K hard disk space; 256 colours
USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: \$149.95 IBS Info Tech
KLA: LOTE SCIS 899878

Bahasa Indonesia interactive learning system. [computer software]
Courage Software, 1997
ISBN none [499]

With so few Indonesian software programs available, Indonesian teachers and students will welcome this interactive multimedia CD-ROM. With its excellent sound quality and beautiful colour photographs of Indonesia as background stills, it will capture the interest of upper secondary pupils and offer them a sound learning experience. Each of the 60 chapters begins with a dialogue displayed line by line on the screen as it is read by a background speaker. A translation will appear on the screen if requested. Interactive use of a microphone makes the program particularly useful for listening and speaking practice. A click of the mouse allows easy movement backwards and forwards through and between chapters. The program also offers a variety of games and exercises and a reference section. Many topics are appropriate to the 2/3 Unit and 2 Unit Z syllabuses. D. Gilchrist

Minimum requirements
Windows 3.1: 486; 8MB RAM; 20MB hard disk
USER LEVEL: Stage 6
KLA: LOTE
SYLLABUS: 2U Indonesian; 2U Z Indonesian
AVAIL: \$149.00 Markom SCIS 908341
Also available:
Thai interactive learning system SCIS 906605

Eyewitness encyclopedia of science. Version 2.0. [computer software]
Dorling Kindersley, 1996
ISBN 0751315427 [503]

Dorling Kindersley have successfully revamped the impressive first version of this interactive science reference CD-ROM. While retaining a familiarity with the original, the content has been boosted by additional video footage

interact with people. This is a most informative and easy to use resource on all aspects of spiders. J. Eade
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: Paper \$11.95 SCIS 906017

I didn't know that... [series]
 Aladdin/Watts, 1997

Brightly coloured, attractively designed and well bound, covering topics which interest many primary aged children, this new series will have initial appeal for many school libraries. Each volume presents a topic per double page, with coloured illustrations, a puzzle, quizzes, projects: an emphasis on information as entertainment. However, while the volumes on astronomy and space travel may prove useful, those on insects and snakes may be more misleading than informative for Australian students, as environment and location are unclear, and dangerously inaccurate assumptions may be made. The value of assorted, essentially unrelated facts, with no explanations or connection to other information, as exemplified in this series, must also be seriously questioned. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$19.95 each

Titles in this series include:

- I didn't know that some bugs glow in the dark* SCIS 901661
- I didn't know that some snakes spit poison* SCIS 901662
- I didn't know that the sun is a star* SCIS 901664
- I didn't know that you can jump higher on the moon* SCIS 901665

Steve Parish search and learn. [series]
 Steve Parish, 1997

Providing comprehensive yet not overly-detailed information about all types of Australian animals, this series is ideal for use with primary students. It is published in small format with clearly set-out text arranged in useful sub-headings which include **Identification, Where found, Habits, Notes, Status and Similar Species.** The information is easy to find and particularly relevant to units of work such as endangered species. Colourful photographs are used for each animal, while fact boxes visually represent the animal's location, habitat and food. Helpful advice on how to safely observe and identify the particular types of animals is given at the beginning of each book. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$4.95 each
KLA: HSIE; ST

Titles in this series:

- A first field guide to Australian birds* SCIS 898569
- A first field guide to Australian fish* SCIS 899712
- A first field guide to Australian frogs and reptiles* SCIS 899709
- A first field guide to Australian insects and spiders* SCIS 899714
- A first field guide to Australian mammals* SCIS 899715
- A first field guide to Australian marine life* SCIS 899710

World of whales. [computer software]
 Taramedia, 1996
 ISBN 0473036991 [599.5]

Excellent graphics and a wealth of information about whales make this CD-ROM an attractive resource to support science and environmental issues. Some of the topics covered are: types of whales; life cycles; distribution; utilisation of whales; the history of whaling; legends from around the world; and environmental and conservation problems. Differing viewpoints are presented, such as on the issue of keeping whales in captivity. Approaches used to present information are varied and novel. These include video clips, interviews, graphs, maps and outlines. There are interactive activities, such as diving through the layers in the oceans, linking questions on conservation issues to opinions of professionals, and discovering the distribution and migration of particular species, as well as puzzles. Addresses for environmental groups are provided, although the authority of the people quoted is not always indicated. Except on some menus when hot spots had to be located, and a slight delay between some sections, navigation was simple and some instructions were given verbally. S. Leslie

Minimum requirements

Macintosh 68040: System 7.0; 8MB RAM; 25MHz; double speed CD-ROM drive
 Windows 3.1/Windows 95: 486DX; 8MB RAM; 3MB hard disk space; 66MHz; double speed CD-ROM drive
USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Science; ST SCIS 906975
SYLLABUS: HSIE K-6; Science & Technology K-6; Science 7-10
AVAIL: \$59.95 Scholastic

Webster's bears and pandas. [computer software]
 Webster, 1997
 ISBN 1863982086 [599.7]

Children in their middle years of schooling will find the factual information on bears presented in this CD-ROM useful for science research. The program opens to a contents page of eleven topics. Eight species of bears are treated in detail and explanations of why pandas and koalas are linked with bears are given. There are: excellent still graphics, which can be enlarged and scrolled for more detail; commentated videos; and clear distribution maps. Addresses and URLs for bear conservation organisations may be located. A tutorial option gives a simple explanation of all facets of the program, but even without this help, navigation is simple. The format is similar to other Webster CD-ROMs and has a tool bar continually visible. Searches may be made for specific words, pictures and videos. The information appears in resizable boxes, and text, maps and photographs may be printed and notes added. Bookmarks can be used; text highlighted; and research projects constructed. A hypertext glossary is available. S. Leslie

Minimum requirements

Windows 3.1: 486; 8MB RAM; 256 colours
USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10
AVAIL: \$29.95 Scholastic SCIS 907554

LAFFERTY, Peter
A history of inventions: from abacus to atomic power.
 Macdonald Young Books, 1997.
 ISBN 0750018755 [609]

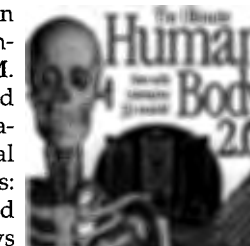
An extremely well structured, detailed and informative text, this takes the reader along an historical time line from early people to computers. Inventions and their application in society are displayed through practical illustrations and a two-tiered text, making it a valuable resource. This book explores the development of invention, commencing with the prototype and its crude origins through to the invention's final sophisticated form and use. Amazing, military, industrial and domestic are some of the exciting categories of invention presented. A double page presentation of each invention category assists the book's use for effective research. D. Roberts



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; Science & Technology K-6
SYLLABUS: HSIE K-6; Science & Technology K-6
AVAIL: \$26.95 SCIS 906295

The Ultimate human body 2.0. [computer software]
 Dorling Kindersley Multimedia, 1996
 ISBN 0751315818 [612]

A very narrow subject field, in an in-depth and comprehensive manner, is presented in this CD-ROM. The information is provided through a combination of text, diagrams and 3D images. The initial screen gives the user three options: **Systems scanner; 3D scanner; and X-Ray Scanner.** These pathways allow the user to go on a voyage of discovery with a human body icon as their guide. Help options, index search provisions and visual plotting make it very user friendly. A **Body quiz challenge** provides a self-testing opportunity for the user. It has a high level of technological imagery which creates interest, but this means that it is very hungry in the use of RAM. The underlying question with such a resource is whether its value overrides its limited curriculum appeal. As a treatment of its designated subject matter, it offers a very detailed package of information. B. Kervin



Minimum requirements

Macintosh 68LC040: System 7; 8MB RAM; 16MB hard disk; 256 colours
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science 7-10; 2U Science
AVAIL: \$74.95 Roadshow SCIS 906026

BALLARD, Carol
How our bodies work. [series]
 Wayland, 1997

What an impressive series! Focusing on the senses—see, hear, smell, touch, think, and move—these factual texts present detailed scientific knowledge through using clear, real life pictures and aids such as graphs, diagrams and cartoons.

Questions about the senses are analysed and answered using large, easy to read, tiered text. Photographs of children exploring the various content concepts are used effectively to draw the young reader into the contents. Key words are emphasised through bold print and the labelling of diagrams is clear and well balanced on the page layout. This is a worthwhile series and a valuable resource for studies in science and technology. D. Roberts



USER LEVEL: Stage 2 Stage 3
KLA: PDHPE; ST
SYLLABUS: PDHPE; Science & Technology
AVAIL: \$26.95 each
EVAL: Highly recommended

Titles in this series include:

- How do our ears hear?* SCIS 907765
- How do our eyes see?* SCIS 907760

CHAIET, Donna
The get prepared library.
 Rosen, 1995

The aim of this series is to raise awareness among adolescent girls about personal safety strategies which can be used in a variety of potentially threatening situations. Although written for American youth, most situations are relevant to NSW students, and link to protective strategies introduced in Child Protection education in Stages 4 and 5. The emphasis is on prevention and a range of very helpful and practical strategies is presented. These are reinforced in a non-threatening way by case studies and scenarios. Suggested safety precautions, relevant to many popular risk taking activities of this age group, are particularly useful. W. Alford

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
AVAIL: \$26.95 each

Titles in this series include:

- Staying safe at home* SCIS 868038
- Staying safe at school* SCIS 908001
- Staying safe on dates* SCIS 868042
- Staying safe on the streets* SCIS 876276
- Staying safe while shopping* SCIS 908000
- Staying safe while travelling* SCIS 876307

CUMMINS, Marcelle & PATTERSON, Ross
Let's play it safe: safety awareness for everyone. [game]

M. Cummins, Randwick, NSW, [1997?] [613.6]
 ISBN none
 An interesting combination of safety and environmental issues, this game allows PDHPE teachers to incorporate environmental issues in their teaching (though it does not stand alone as an environmental education strategy). It is a board game based on selecting cards from four categories: reward cards; a **Fun!** activity; penalty cards (for unsafe behaviour); and safety scenario question cards. A broad range of child protection and personal safety issues are addressed, such as: water and road safety; bullying; harassment; drugs; and rights and responsibilities. The game is useful for clarifying student's understandings about safety and reinforcing important strategies. Required literacy levels are higher than the intended lower age range. The game

Contemporary art in Asia: traditions, tensions.

Asia Society Galleries, 1996
ISBN 9057040913 [709.5]

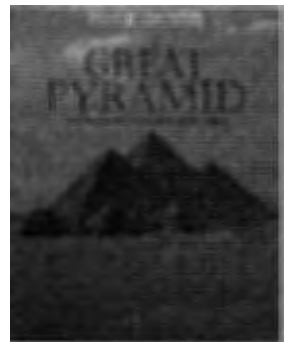
Produced as an exhibition catalogue, this substantial book stands alone as an important text on the subject. The art of India, Indonesia, Philippines, South Korea and Thailand are examined, in essay and through examples. In documenting contemporary artistic practice, the essayists look at the integration or rejection of traditional art forms and themes. The sixty works illustrated, often from several viewpoints, give a fascinating overview of the concerns of these artists. Painting and sculpture are included, but the representation of installation art is particularly strong. This will add to its value for senior students, as it is an area frequently left unexplored or inadequately examined. M. Steinberger

USER LEVEL: Level 6
KLA: CA
SYLLABUS: 2U Visual Arts
AVAIL: \$65.00 SCIS 905538

Great buildings. [series]

Wayland, 1997

Great buildings can be symbols of the societies which construct them. The four buildings examined in this series are such icons, and this detailed examination of their construction and the role they filled in their communities, together with their contemporary significance, makes for fascinating and informative reading. The books appear to be extremely well researched, having a very accessible format and style. This makes them interesting and useful for younger students, but also means they are able to support the senior history syllabuses. Each building is placed in its broad historical context. The text is supported by an excellent range of illustrations, including modern photographs, archaeological details, maps, plans and models. M. Lobban



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; Visual Arts 7-10; 2U Visual Arts; HSIE K-6; History 7-10; 2U Ancient History; 2U Modern History

AVAIL: \$26.95 each
EVAL: Highly recommended

Titles in this series are:

- The Colosseum* SCIS 895331
- The Empire State Building* SCIS 903722
- The Great Pyramid* SCIS 903724
- The Parthenon* SCIS 895334

NICHOLSON, John

A home among the gum trees: the story of Australian houses.

Allen and Unwin, 1997
ISBN 1864481064 [728.0994]

The story of architecture in Australia would be incomplete without a reference to Aboriginal culture. It is uncommon to see references in works on architectural style which include pre and post invasion settlement, with Aboriginal examples, as this does. After 1788, Australia's landscape experienced many changes which stemmed initially from the need for shelter, and it is our homes which reflect the

state of society at any given time in a way which is easily understood. Taking examples from a very broad range of locations and styles throughout the past 200 years and beyond, this text provides a ready source of stimulus material for a range of KLAs and ages. D. Low

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE; ST; TAS
SYLLABUS: HSIE K-6; Design & Technology 7-10; Geography 7-10; Science & Technology K-6
AVAIL: \$19.95
EVAL: Highly recommended SCIS 909050

WILLIAMS, Arthur

Sculpture: technique form content. [series]

Davis, 1995
ISBN 871922770

An historical overview of sculpture in this resource is followed by a discussion of the techniques involved with different sculptural processes and materials. There are illustrations, photographs and clear explanations of each step. A variety of subjects is explored, and a thorough explanation of the tools required is provided. There are some colour reproductions, although the majority of images are black and white. The teacher's guide discusses benefits and difficulties that students may have when working with each media, and some good ideas for class room organisation. This is an excellent resource for those with the desire to teach sculpture in the classroom. E. Heath

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Creative Arts
SYLLABUS: Visual Arts K-6; Visual Arts 7-10; 2U Visual Arts; 3U Visual Arts
AVAIL: \$69.95 and \$16.95

Titles in the series are:

- Sculpture technique form content* SCIS 903877
- Sculpture technique form content: a guide for teachers* SCIS 903874

WILLIAMS, Jeremy

Woodcarving.

Ramsbury, 1996
ISBN 1852239263 [736]

Carving offers students the opportunity to branch out into a new direction or to enhance a plain item of furniture (such as relief carving a table sub-frame). This English book contains advice and information about tooling and techniques that are often found in woodworking magazines, but having them in one convenient package is an advantage. The exercises are graded, covering the basic carving techniques from simple relief/incised work to complex in the round figures. The projects are all rather small and would be able to be mounted and stored conveniently, although some fragile pieces would require a safer storage area. D. Low

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Technics 7-10
AVAIL: \$49.95
EVAL: Highly recommended SCIS 909302

LUPTON, Ellen

Mixing messages: contemporary graphic design in America.

Thames & Hudson, 1996
ISBN 0500279233 [741.6]

When seeking graphical means when communicating design solutions, students need to be able to refer to examples that are recognised as industry best practice. This work sets out a series of such messages which have been taken from four different graphic design contexts: street advertising; typography; identity (logos and trademarks); and the world of publishing. A series of printed interviews with some of the outstanding designers of the mid-nineties completes the book. Together, these examples provide students and teachers with a good overview of the situation in this field as it stands today though it is limited to American examples and therefore lacks a local link. D. Low

USER LEVEL: Stage 6 Professional
KLA: CA; TAS
SYLLABUS: 2U Design & Technology; 2U Visual Arts
AVAIL: Paper \$49.95 SCIS 898337

Design and make. [series]

Wayland, 1997

Well illustrated projects are featured in the transport volume of this series. Each activity investigates a form of transport, giving background information, materials needed and easy to follow instructions. This is not in keeping with the design, make and appraise approach of the Science and Technology syllabus, but, as working models, these could be used in conjunction with student design projects to gather ideas. The extension activity gives some scope for real student design work. *Things to wear* explains the practical and aesthetic reasons for adorning ourselves. Students will enjoy making these, but will gain little understanding of the investigative process to finding solutions. The innovative teacher could recast each activity as a design task to gain value from this book. S. Blackwell

USER LEVEL: Stage 2 Stage 3
KLA: CA; HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6; Visual Arts K-6
AVAIL: \$26.95 each

Titles in the series include:

- Things to wear* SCIS 908186
- Wheels and transport* SCIS 908188

ROSS, Kathy

Crafts for kids who are wild about. [series]

Millbrook, 1997

Sure to help develop factual recall and stimulate language and imagination, these craft books are full of useful ideas and simple techniques. They will assist teachers and parents wanting to bring to life these two perennially favourite themes for young children. The variety of projects in each volume include gifts, games and decorations that can be easily followed as they are, or modified. Each is made with materials readily available from the supermarket or recycling. There is a fact box related to each subject, list of requirements, step by step instructions and colourful line illustrations to guide the user. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Community Professional

KLA: CA; ST
SYLLABUS: Creative Arts K-6; Science & Technology K-6
AVAIL: \$24.95 each
EVAL: Highly recommended

Titles in this series are:

- Dinosaurs* SCIS 907968
- Outer space* SCIS 907956

CHAPMAN, Gillian

Seasonal crafts. [series]

Wayland, 1997

A truly innovative series, these books effectively combine both information and craft activities in a useful and practical manner. Each book provides information on the left-hand page, accompanied by a relevant photograph, and a related craft activity on the right. The craft activities are all very simple, but effective. They are clearly set out with diagrams showing each step in the process. A multicultural emphasis throughout the series ensures that different countries and religions are represented in each topic. A calendar provides relevant dates for the various festivals mentioned, providing the finishing touches to an excellent series. J. Eade



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; LOTE
SYLLABUS: HSIE K-6
AVAIL: \$26.95 each

Titles in this series include:

- Autumn* SCIS 907750
- Winter* SCIS 907768

POWELL, Jillian

Artists.

Wayland, 1997 (Famous lives)
ISBN 0750218525 [759]

There is much to praise in this excellent book detailing the lives and major works of Leonardo da Vinci, Rembrandt, Turner, Van Gogh, Monet and Picasso. The narrative style text is easy to read and contains lots of information without getting bogged down. The pictures are wonderful and include much loved and famous paintings. There is also a timeline of the artists' lives, suggested reading list and places to visit. It would be an ideal book with which to introduce children to the greats. It is also a well designed resource for developing information skills. R. Bodlay

USER LEVEL: Stage 2 Stage 3
KLA: CA; HSIE; PDHPE
SYLLABUS: Visual Arts K-6; HSIE K-6; PDHPE K-6
AVAIL: \$26.95
EVAL: Highly recommended SCIS 903690

Do you have an idea for a future Scan article?
Contact Ian McLean at
(02) 9886 7501

GRISHIN, Sasha

Australian printmaking in the 1990s: artist printmakers: 1990-1995.

Craftsman House, 1997.

ISBN 9057033917

[769.994]

An interesting collection of printmakers, whose work is both well known and not so well known, is highlighted by this resource. A variety of printmaking techniques is represented, along with a wide range of subject matters. Each artist is profiled with a statement giving insight into the artist's working process and ideas, a biographical note, list of exhibitions, public collections and selected bibliography. This allows for further investigation and research into selected artists and their work by individual students. This is a well presented book with excellent reproductions. E. Heath

USER LEVEL: Stage 5 Stage 6 Professional

KLA: CA

SYLLABUS: 2U Visual Arts; 3U Visual Arts

AVAIL: \$95.00

EVAL: Highly recommended SCIS 903503

IMHOFF, Robert

The Australian photographers. Collection 2.

Craftsman House, 1995

ISBN 9057031116

[770.994]

In this visually stimulating book the reproductions and layout are beautiful. It is a showcase of contemporary Australian professional photography, and the photographers in this book are a part of the Fuji ACMPC (advertising commercial and magazine photographers). This book is the second of a series on Australian professional photography. There is a large range of Australian subject matter consisting of 130 photographs from 67 photographers. The titles for the works and the photographer's personal details are found in the index, along with the camera used, function of the photograph and the client where relevant. This is a lovely visual feast of a book. E. Heath

USER LEVEL: Stage 5 Stage 6 Professional

KLA: CA

SYLLABUS: 1U/2U Photography; 2U Visual Arts; 3U Visual Arts

AVAIL: \$80.00

EVAL: Highly recommended SCIS 903501

Young achievers. [series]

Heinemann Library, 1997

Biographical information on the lives and careers of successful young Australians is well packaged in this series. Successful achievements in the fields of sport and contemporary music are described. Each double page spread focuses on a significant step in the subject's career development. The support of family and friends, the individual will to achieve and the sheer hard work of striving for excellence are well developed throughout the text. Language is simple and clearly arranged. Pages are well designed and uncluttered, with good use of colour photographs. These are appropriate biographical resources for students, which convey both factual information and the personality of the subject in a simple manner. J. Buckley



Pages are well designed and uncluttered, with good use of colour photographs. These are appropriate biographical resources for students, which convey both factual information and the personality of the subject in a simple manner. J. Buckley

USER LEVEL: Stage 3 Stage 4

KLA: HSIE; PDHPE

SYLLABUS: HSIE K-6; PDHPE K-6; PDHPE 7-10

AVAIL: \$21.95 each

Titles in this series include:

Cathy Freeman

SCIS 907781

Kieren Perkins

SCIS 907782

Tina Arena

SCIS 907778

NOTLEY, Wendy.

Growin' up strong: Aboriginal resource kit. [kit]

Scholastic, 1997

ISBN none

[782.42]

A kit containing a teacher resource book, map, sound disc, posters with activities on the reverse side, and a set of four of beautifully illustrated books (four in each set), this kit is a valuable resource for the classroom. It should captivate a young audience with its bright colours, songs and interesting information. The resource book is practical and provides information, teaching notes and the words for the songs. The kit is for Aboriginal and non-Aboriginal students and promotes a positive image of Aboriginal people. This resource kit has been endorsed by the NSW Aboriginal Education Consultative Group (AECG). It is a valuable resource when teaching students about Aboriginal Australia. T. Rudd

USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA: CA; English; HSIE

SYLLABUS: English K-6; HSIE K-6; Visual Arts K-6

AVAIL: \$179.95 SCIS 914230

MOLLISON, Martha

Producing videos: a complete guide.

Australian Film, Television and Radio School, 1997

ISBN 0642245282

[791.45]

Technical language, jargon, and the skills of film making with a video camera are explained in close detail in this handbook. It covers everything you need to know about making videos. Assuming that equipment is accessible, including multi-track sound recording facilities, it covers all levels of expertise. From the buttons on the camera, to set construction and scriptwriting, down to distribution and copyright, the text explains all, and is liberally littered with helpful plates and diagrams. After a comprehensive list of video training units across Australia, there is an impressive glossary of terms and an essential index. J. Watts

USER LEVEL: Stage 5 Stage 6

KLA: CA; TAS

SYLLABUS: Drama 7-10; 2U Drama; Design & Technology 7-10; Visual Arts 7-10; 2U Visual Arts

AVAIL: Paper \$35.00 SCIS 898581

HARPER, Piers

Turtle quest.

Walker, 1997

ISBN 0744536197

[793.73]

A complex quest, set in Mexico in the time of the Maya peoples, is provided in this resource. The search for magic objects and hiding places proceeds through colourful double page spreads which depict aspects of Mayan civilisation. Solving the puzzles requires use of an attached template, which is placed over the illustrations. The parts of the illustration revealed by the cut-outs on the template allow for progress through the scenes, from which incidental information about Mayan civilisation is gained. This is a fairly difficult visual game in book format. Those with keen eyes, motivation and persistence will enjoy the experience. J. Buckley

USER LEVEL: Stage 3

KLA: HSIE

SYLLABUS: HSIE K-6

AVAIL: \$19.95

SCIS 904174

VAMPLEW, Wray

The Oxford companion to Australian sport.

Oxford University Press, 1997

ISBN 0195541308

[796.0994]

The new edition of this alphabetical reference on Australian sports, sportspersons and sporting institutions contains many additional entries, and is necessarily selective. A new, useful appendix gives games medallists by years, winners of championships in individual sports, and other major awards such as the ABC Sportsperson of the Year. Many of the photographs, drawings and cartoons used are historic and valuable for student research. The work uses small print, lacks an index and relies on minimal cross references at the end of articles, but its comprehensive categorised bibliography on the history of Australian sport is some compensation. H. Gordon

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: PDHPE

SYLLABUS: PDHPE 7-10; 2U PDHPE

AVAIL: Paper \$39.95

SCIS 904198

BLACKALL, Bernie

Top sport. [series]

Heinemann Library, Port Melbourne, 1997

A variety of students—newcomers to a sport, existing players interested in developing skills, and library researchers wanting history and background—will find useful material in this excellent series. There is a brief description of each sport, its history and how it is played, with a section of Australian highlights. Equipment needed is shown. Rules and umpiring are described, followed by a major section focussing on skills needed to play the sport successfully. There are also warm up exercises, skills drills, and Australian contact addresses. The layout is clear, colourful and stylish, and the books are very well illustrated with photographs and line drawings of a variety of primary school age boys and girls. M. Lobban

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-10

AVAIL: \$22.95 each

EVAL: Highly recommended

Titles in this series are:

Basketball SCIS 907709

Golf SCIS 907715

Softball SCIS 907711

Tennis SCIS 907719

Elephants and emus: and other animal rhymes.

/ compiled and illustrated by Philippa-Alys

Browne. Scholastic, 1997

ISBN 1863887555

[808.81]

An eye and ear catching collection, these short rhymes are about a variety of wild animals. Beautifully illustrated with brightly coloured, stylised figures set against richly patterned backgrounds, each double page spread is lovely to look at. Young children will enjoy and find it easy to learn these short, humorous verses about some of the amusing antics of members of the animal kingdom. A verbal and visual feast for all: from the preschool browser; the emerging

reader who listens then, familiar with the text, reads; and independent readers of all ages. N. Chaffey.

USER LEVEL: Early Stage 1 Stage 1 Stage 2

Professional

KLA: CA; English

SYLLABUS: English K-6; Visual Arts K-6

AVAIL: \$19.95

EVAL: Highly recommended SCIS 904057

ARNOLD, Tedd

Help! I'm falling apart.

Puffin, 1997

ISBN 0140562796

[811]

A humorous picture book style resource, this sheds new light on the concept of body awareness. Armed with an active imagination, good observation skills, an inquiring mind and growing awareness, this fearful five year old entertains us throughout with his literal interpretation of various bodily phenomena. The bright cartoon style illustrations add colour and humour this intrepid hero's tale. Written in verse, it lends itself to useful cloze activities for meaning and rhyme. Sure to tickle all ages into peals of health giving laughter, this ditty would be a good discussion starter for units related to growing up. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1

KLA: PDHPE; ST

SYLLABUS: PDHPE K-6; Science & Technology K-6

AVAIL: Paper \$9.95

EVAL: Highly recommended SCIS 905805

BERGMAN, Mara & CRAIG, Helen

Bears, bears everywhere!

Orchard, 1997

ISBN 1860393489

[821]

A whimsical rhyming romp which contains all the essential elements dear to a bear-lover's heart, this picture book has many guises. It would be a useful addition to the poetry collection and suit the emergent reader, or be enjoyed for its visual impact. The font varies in size and shape in keeping with the sizes and shapes of the teddy bears which have appeared and come to play. The language is clear and conveys the story using a subtle blend of carefully selected words, intricate supportive illustrations, and predictable outcomes. Choosing a favourite bear adds another dimension. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

KLA: English

SYLLABUS: English K-6

AVAIL: \$21.95

EVAL: Highly recommended SCIS 909085

BOON, Debbie

My Gran.

Macdonald Young, 1997

ISBN 0750022841

[821]

Here is a poem about a very special granny who seems to do it all—grow herbs, keep farm animals, drive a bright yellow truck and make her own wine! The illustrations take the form of bright, colourful cartoon-like characters, which suit the mood of this bold poem. Young students are sure to have lots of fun comparing this gran to their own, making this book an effective stimulus for both discussion and writing. The affection with which the young



girl in the story regards her grandmother is beautifully summed up at the end of the book. J. Eade

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
AVAIL: Paper \$12.95 SCIS 907745

BIRCH, Beverley
Shakespeare's stories.

Macdonald Young, 1997
ISBN 0750017570 [822.3]

Making Shakespeare accessible to young students can cultivate a lasting interest. This beautifully presented book offers narrative versions of five of Shakespeare's plays, including *Romeo and Juliet*, *Macbeth*, *Twelfth night*, *A Midsummer night's dream* and *Julius Caesar*. Plot, major characters, setting, comic or tragic style and the inherent ironies in these works are captured in these absorbing tales. Enhanced by many richly expressive colour illustrations, this publication has a delightful fairy-tale quality. A lovely book to read with children, this will set them on the path to enjoying the subtleties and universality of Shakespeare's plays, both as literature and theatre. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Drama 7-10; English K-6; English 7-10
AVAIL: \$39.95 SCIS 907767

GEASON, Susan
Regarding Jane Eyre.

Vintage, 1997
ISBN 0091835038 [823]

A stimulating anthology, this will inspire those who are haunted by the memories of Jane Eyre and love the writings of Charlotte Bronte. The writers express their intimate relationship with Jane Eyre from a thought provoking essay by Rosie Scott, to a virtual conversation between Jane and Carmel Bird on the Internet ("reader, I emailed him"). Interestingly, each writer talks about the fictional characters as if they were real people. The introduction by Susan Geason weaves together the speculations about Jane Eyre for the reader to decide if "some, all or none dear reader are true". F. Plummer



USER LEVEL: Stage 6 Professional
AVAIL: Paper \$17.95
KLA: English SCIS 898156

200 years of Australian writing.

/ edited by James Moore. Sandy Bay, TAS, 1997
ISBN 0646317814 [A820.8]

Historical fiction offers a fascinating means by which students can gain an insight into the spirit of past eras. This anthology of Australian writing focuses on the development of our nation from the first settlement to the present day. Conveniently divided into subsections which include the convict era; early settlement; World War I; between the wars; World War II; and from 1946, these thoughtfully selected pieces of prose and poetry capture the essence of these particular eras. The enjoyable, witty and often moving anecdotes in this collection have value both as literature and history. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English 7-10; 2U English; 2U Modern History
AVAIL: Paper \$25.00 SCIS 906078

CADDY, Caroline
Working temple.

Fremantle Arts Centre Press, 1997
ISBN 1863681906 [A821]

Touring China through a poet's insights is the rare journey that is undertaken by a reader of this stimulating book of verse. Her inability to speak the language allowed this writer "to watch what was going on without being told". Powerful sensory images convey her vivid perceptions, which are portrayed with the delicacy of a Chinese painting. An economy of language captures the essence of a kaleidoscope of momentary glimpses, experienced in a country with a rich multi-faceted culture. This gentle, contemplative work affords a magical mystery tour for the armchair traveller. C. Sly

USER LEVEL: Stage 6 Community Professional
KLA: English
SYLLABUS: 2U English
AVAIL: Paper \$16.95 SCIS 906131

HERRICK Steven
My life, my love, my lasagne.

University of Queensland Press, 1997 (UQP Storybridge)
ISBN 0702229555 [A821]

Herrick's poetry is intended for performance. Try it yourself, read it aloud, share it with students. They'll ask for more and be motivated to write their own, for this is a poet whose natural, reflective and conversational style strikes a chord in the real experience of most of his audience, young and old alike. He captures well the frustrations and foibles of childhood, taps into youthful temptations, and capitalises on children's forthright views on life and living and their appetite for off-beat humour. There are 56 poems in all, topics ranging from family life and love to lasagne. B. Richardson



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
AVAIL: Paper \$10.95 SCIS 906149

JONES, Jill
The book of possibilities.

Hale & Iremonger, 1997 (Contemporary Australian poets)
ISBN 0868066257 [A821]

Music is the predominant metaphor in Jones' interpretation of cities and the voters, marchers, lovers, dancers and shoppers who live out the possibilities there. Music is in life, not an adjunct to it, and even inanimate things have had songs in them. Jones is a city dweller, and her poems have a strong Sydney link in subject matter. There is some poetic obscurity, but when Jones is acute in her observation she is worth the effort of deeper comprehension. The images are clear and dynamic, and careful selection of poems will give teachers some solid material to work with. C. Thomas

USER LEVEL: Stage 6
AVAIL: Paper \$16.95 SCIS 898353

MEAD, Philip
Kenneth Slessor: critical readings.
University of Queensland Press, 1997
ISBN 0702226874 [A821]

One of Australia's best known modern poets is analysed in this scholarly work. A number of earlier and more recent critiques are collected in this informative publication. They contribute to a greater understanding of Slessor, "renowned as a poet of Sydney", his life and literary skills. In his comprehensive introduction, the editor sets his choice of critical readings in context, relating them to particular phases in the poet's career. Frequently set for study by students at senior school and tertiary levels, there is a definite niche for such qualitative reference material on this poet. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: 2U English
AVAIL: Paper \$29.95 SCIS 899915

TULLOCH, Richard
Midnite: the play.

/ based on the novel by Randolph Stow. Penguin, 1997
ISBN 0140384731 [A822]

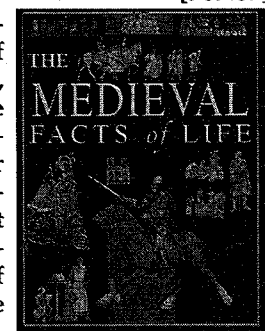
Richard Tulloch's dramatisation captures the essence of *Midnite* delightfully. Stow's humorous use of language, whimsical approach to convention, and sidelong social commentary are faithfully preserved by using the actors as narrative readers. Lyrics and scores for seven songs by John Bates are appended. Tulloch's production philosophy is summarised in the introduction, and the play is easy and cheap to produce in school settings. The seventeen characters were played in the original 1997 production by only eight actors, but many more could be used as crowds if desired. Students from eight to eighteen would participate enthusiastically. H. Gordon

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; 2U Drama; English K-6; English 7-10; 2U English
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 905051

MACDONALD, Fiona
The medieval facts of life.

MacDonald Young, 1997
ISBN 0750019174 [909.07]

In a clever variation on the question and answer trivia format of many similar non fiction texts, chapter headings in this resource are presented as seemingly outrageous factual claims. The author then goes on to defend the suppositions with a range of facts on that theme. Building materials, occupations, clothing and customs of the Middle Ages are some of the themes discussed. The information presented is intriguing, although the layout is a little cluttered at times. Diagrams are highly detailed, although there is an absence of labels. I. McLean



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: \$26.95 SCIS 907758

Macquarie Australian atlas on CD-ROM.
[computer software]
Macquarie Multi-Media, 1996
ISBN 0949757837 [912.94]

A fascinating collection of Australian maps is presented in this CD-ROM. Scales of maps vary from 1:50,000,000 to 1:2,500,000; and there is a facility to start at any point in Australia and zoom in through a succession of more detailed maps. Thematic maps deal with physical features, human geography and history. Each section is accompanied by general interest or background information. All maps and photographs are of a good visual quality. The maps and text may be printed, along with drawings added by the user. An opening option allows an explanation of the program's functions, but even without this, the program is easily navigated. Searches of place names, including those with a similar sound, may be made; and measuring distances between places proved popular with children trialing the program. Graphs allow comparisons between settlement aspects of the states to be made, although the dates of statistics were not provided. This CD-ROM could support classroom mapping activities well. S. Leslie

Minimum requirements
Windows 3.x: 486SX; 8MB RAM

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6
AVAIL: \$79.95 Macquarie Library Pty Ltd
SCIS 895621

MACDONALD, Fiona
The world in the time of Tutankhamun.

Belitha, 1997
ISBN 1855615584 [930]

All continents are covered in snapshots of cultures in this sweeping overview of the world's cultures 3500 years ago. It is designed for the middle years of schooling, and could be carefully used for comparative studies of human societies. The breadth of snapshots proffered does not allow for a full understanding of the complexities of the cultures. All cultures are ever changing and have different expressions over time. This book captures the different expressions well. The extensive use of photographs allows the student to see a wide variety of human expressions. The text complements the photographs. C. Dorbis

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History 7-10
AVAIL: \$24.95
EVAL: Highly recommended SCIS 898080

Virtual archaeology: great discoveries brought to life through virtual reality.

Thames & Hudson, 1997
ISBN 0500050856 [930.1]

A fascinating and beautiful book which will provide excellent reference material for any student of ancient history, this will be of special interest to Year 11 students investigating archaeology. The introduction grapples with the problem faced by archaeologists: that their work very often involves partial destruction of a site in order to interpret the excavated remains. This book offers a vision of a future: a possible means of investigating without dismantling; of preserving without restoring; of virtual reconstruction of remains. The text is technical but not indecipherable, the topics cover a vast range of civilisations, and the photographs are sumptuous. J. Donovan

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: HSIE 7-10; 2U Ancient History
AVAIL: \$79.95
EVAL: Highly recommended SCIS 905962

FLAMARION, Edith
Cleopatra from history to legend.
 Thames & Hudson, 1997 (New horizons)
 ISBN 0500300739 [932]

The author of this edition is a researcher into art and literature, and brings to the historical icon, Cleopatra, a different perspective, examining the art and mythology constructed around her. The artworks reproduced here are breathtaking, and the commentary is accessible and comprehensive. A varied selection of primary documents is included in the back section, along with art and text references and a brief chronology. The contents page, however, is frustrating, listing only obscure chapter titles, and offering no real help in navigating through this dense yet tiny text. This is another gorgeous miniature text from a worthy series. J. Donovan.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: HSIE 7-10; 2U Ancient History
AVAIL: Paper \$19.95 SCIS 909272

Hatshepsut and her times. [computer software]
 Antique Software, 1994
 ISBN none [932]

A comprehensive and well documented guide to Hatshepsut, an HSC ancient history topic, is provided by this user friendly CD-ROM. Content areas, such as **Military campaigns, other building achievements** and **Hatshepsut's damnation** have extensive written and archaeological sources, including an interactive presentation of Deir el Bahri. A concise glossary, detailed footnotes and associated topics, such as **Oracles** and **Amen cult**, are also included. For the HSC student and teacher there are **Your turn** questions, and also sample 2 Unit and 2 Unit Personalities and their times questions. This is a useful resource for the introduction, teaching, extension or revision of this topic. B. Hull

Minimum requirements

Macintosh 68020: System 6.0.7; Quicktime 1.6.1; 4MB RAM; 3MHz
 Windows 95/Windows 3.1; 80386; 4MB RAM; 9MHz; 256 colours

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Ancient History; 2U Personalities and their times
AVAIL: \$90.00 Antique Software SCIS 902775

MOSES, Brian
Look inside. [series]
 Wayland, 1997

By focussing on a particular facet of a past time, the author is able to develop the wider context of that period, through the detail and people he presents. Thus the Tudor medicine chest reveals the superstition and lack of scientific knowledge of the time, but also the developing technology. The horror of the plague is briefly touched on. Similarly, many fascinating facts about Egyptian society and life



emerge from the examination of a tomb. Primary and contemporary literary sources are used frequently, and each double-page spread is colourful, attractive and full of detail. However the Victorian titles contain no reflection of the Australian experience of the time. M. Lobban

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History 7-8
AVAIL: \$26.95 each

Titles in this series include:
An Egyptian tomb SCIS 907756
A Tudor medicine chest SCIS 901767
A Victorian schoolroom SCIS 901770
A Victorian toyshop SCIS 907731

From Knossos to Athens: a journey through Ancient Greece. [videorecording]
 Astarte, 1996 (25 min.)
 ISBN none [938]

The journey from Knossos to Athens spans four major periods of Greek history, and this video with worksheets serves as a very general introduction to each of them. Cutting back and forth between Sydney and locations in Greece, the video attempts to demonstrate the lingering significance of the achievements of the Greeks, but the narrative is not particularly enlightening and disrupts the history content unnecessarily. Sound quality is a bit fuzzy and the camera work wobbly, although the sites shown are extraordinarily beautiful. The coverage of the topic is very brief, but the worksheets are stimulating and provide directions for further research. J. Donovan

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History 7-10
AVAIL: \$65.00 SCIS 905093

Minoan Knossos. [computer software]
 Antique Software, 1996
 ISBN none [939]

Maps, diagrams, documents, archaeological remains and interpretations all feature in this easily accessed and operated CD-ROM. It provides a detailed account of Minoan Knossos, an HSC ancient history study area. Topics such as: **The-seus and the minotaur; History of the site of Knossos; Minoan building techniques; Life in the second palace; and a Minoan Thalassocracy**; are clearly presented. Further explanation is provided by the glossary, while footnotes and the Minoan icon allow for further information. The presentation of the frescoes and their locations in the palace is sound, as is the use of maps to illustrate such features as trade routes and highlighted areas of the palace. Text revision exercises and the test topics are basically multiple choice or require single word answers. This is a ready source of archaeological resources and provides a variety of interpretations. B. Hull

Minimum requirements
 Macintosh LC475: System 7; 4MB RAM; 11MHz;
 Quicktime 1.6.1; Hypercard player 2.2; 256 colours
 Windows 3.1; 486; 4MB RAM, 22MHz; 256 colours

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Ancient History
AVAIL: \$95.00 Antique Software SCIS 902781

WW1 archive. [computer software]
 YITM Education, 1997
 ISBN 0172191432 [940.3]

Published by the Leeds University, this CD-ROM deals with the Great War from 1914 to 1918. It presents a chronological approach to the period from the assassination up to the Treaty of Versailles. The information is well supplemented by visual, audio and primary source material from various participants in the conflict and on the home front. All items are easily searched and identified. However, in terms of the core component, all the support sources are British in content, apart from a few captured secondary sources from the Central Bloc powers. This tends to weaken its value in supporting the 2 Unit Modern History core. The most useful aspect of the package is the provision for the user to create **Your own scrapbook**, utilising the material on the CD-ROM and by supplementing it with other source material and their own commentary. In this way, the user can create their own folio of information. The CD-ROM also contains the necessary access link for an Internet connection to their Website (<http://www.yitm.com/yitm/ww1/>). On the surface this looks to be a useful source even without the CD-ROM. Overall, in terms of ease of searching, primary content supplied, and multiple use provision, it does have merit as a resource for the classroom user. B. Kervin

Minimum requirements
 Windows 3.1: 486DX4; 8MB RAM; 256 colours

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; 2U Modern History
AVAIL: \$200.00 Thomas Nelson Australia SCIS 903878

HULL, Robert
Heritage. [series]
 Wayland, 1997

Lavishly illustrated with detailed photographs of many artefacts, and the actual (very scenic) locations of ancient battles, burial grounds, castles and forts mentioned in the books, this series covers the fascinating early history of the British Isles. Each book considers a different group of conquerors or conquered. Chapters within each book discuss the arts, skills, religious beliefs, foods and customs the various peoples brought with them. Maps show the movements of each group. There are useful glossaries and reading lists included, and lists of places to visit when travelling in Britain. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: \$26.95 each
EVAL: Highly recommended

Titles in this series are:
The Anglo-Saxons SCIS 903720
The Celts in Britain SCIS 904416
The Romans in Britain SCIS 905192
The Vikings in Britain SCIS 904418



Quest for the West: in search of gold.
 Macdonald Young, 1997
 ISBN 0750021829 [973.6]

This innovative and entertaining resource traces an immigrant family's journey from Bohemia to the US and then across the wild west to California. The journey is broken into eight steps, each allocated a double page spread, comprising brief informative text and stunning illustrations. The illustrations are the outstanding feature of the book. Crammed with detail, they dominate the pages, providing huge amounts of information and an occasional quirky sketch lurks in the depths to add humour. Clever cutaways reveal the interior of homes, machinery, ship's holds, and warehouses, providing an insight into the everyday environment of the times in which the book is set. It is a wonderful book to pore over and let the imagination drift. L. Monticone

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History K-6, History 7-10
AVAIL: \$29.95 SCIS 907727

DERMODY, Kathleen
A nation at last: the story of Federation.
 Australian Govt. Publishing Service, 1997
 ISBN 0644475366 [994.03]

We are about to be reminded how difficult it is to agree on changing the Australian constitution. But writing (and agreeing to) it in the first place was even harder. The remarkable process by which the people of six tiny chunks of the British Empire turned themselves into a nation is reported in this succinct and intelligent account. The focus is narrow, almost exclusively on the conventions and formal processes, but it is enlivened by excellent contemporary illustrations and brief, humanising pen pictures of many of the individuals involved. It will be much appreciated by Civics and Citizenship students. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: HSIE K-6; History 9-10
AVAIL: Paper \$17.95 SCIS 909261

BENTERRAK, Krim, MUECKE, Stephen & ROE, Paddy
Reading the country.
 Fremantle Arts Centre Press, 1996
 ISBN 1863680713 [994.1]

A detailed study of the Yawar peoples of north-west Australia, this mixes western evidence and Aboriginal understanding to produce a strong history. Augmented with pictures, glossary, an addendum and maps, a country is able to be read in depth. It offers challenges to some vocal elements in Australia who wrongfully stereotype Aboriginal peoples. It contains Dreaming stories, archaeological evidence, historical documents and interviews. A sense of Aboriginality and Land still remains. Whilst the fundamental relationship is still present, the expressions of this have changed, and this is borne out by the evidence presented here. C. Dorbis

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-1; 2U Aboriginal Studies; 2U Ancient History
AVAIL: Paper \$24.95
EVAL: Highly recommended SCIS 870671

LEWIS, Darrell

A shared history: Aborigines and white Australians in the Victoria River District Northern Territory.

Timber Creek Community Government Council, 1997

ISBN none [1994.29]

A good photographic journal of a century of European contact with Aboriginal peoples of Victoria River, this work is designed with Reconciliation in mind. Through a text which consists of snapshots of various stages of history, the issues relating to how Reconciliation can occur are explored. The photographs give primary evidence of a shared history. The many policies and practices of White Australia are contrasted with ordinary Australian, Aboriginal, European and Asian people working together for common purposes or interests. This is a useful book, as it introduces many aspects of the Aboriginal Studies syllabuses. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: HSIE

SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies

AVAIL: Paper \$19.95

EVAL: Highly recommended SCIS 909123

GOTT, Robert

***Australian states.* [series]**

Heinemann Library, 1997

The eight volumes in this attractive, well bound, profusely illustrated series have similar layout and presentation. Information is presented in three sections: Aborigines; European settlement; and the state or territory today. Included are a fact file, the Register of the National Estate, and a glossary. Minority interests, including Aborigines, women, and immigrants, as well as those of traditionally focussed histories, are presented as having a stake in the history and development of each area. However, illustrations are not well captioned or clearly relevant to the accompanying text; nor is the purpose or target audience for the series quite clear. W. Smith

USER LEVEL: Stage 3 Stage 4

KLA: HSIE K-6

AVAIL: \$24.95 each

Titles in this series are

Australian Capital Territory SCIS 906785

New South Wales SCIS 900253

Northern Territory SCIS 900252

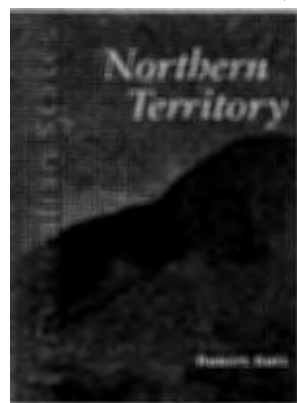
Queensland SCIS 906784

South Australia SCIS 900251

Tasmania SCIS 906787

Victoria SCIS 900250

Western Australia SCIS 906786



Professional reading

Resources are in Dewey order.

HAAG, Tim

Internet for kids. Intermediate.

Hawker Brownlow Education, 1996

ISBN 1864015578 [004.6]

There is a strange amalgamation of levels of understanding of the Internet in this book. Some very basic definitions of terms associated with the Internet are given side by side with procedures where an understanding of more complex items is presumed. Despite this, this book is useful for management of and strategies for Internet searching. There are lesson plans based on specific sites of educational value and interest which could be explored and adapted to suit one's own programs—it is the development of searching techniques and online collaborative projects using chat and email that are emphasised here. Numerous Australian references combine with good illustrations in an accessible format. E. Maxwell

USER LEVEL: Professional

KLA: English; HSIE; Science; TAS

SYLLABUS: Computing Studies 7-10; 2U Computing Studies

AVAIL: Paper \$19.95 SCIS 891998

SENJEN, Rye and GUTHREY, Jane

The Internet for women.

Spinifex, 1996

ISBN 1875559523 [004.6]

An interesting account of the role that women have played in the development and history of computers and computing provides the introduction and the key to the feminist approach that is the focus of this book. Whilst there is lengthy discussion on getting online and then perspicacious participation in email, chat and creating your own Web pages, the section on browsing for information is cursory. The application of this resource in the school is limited because of the parameters imposed by the fact that the target audience is the mature woman. Some very sound advice on the need for privacy and limiting the personal information given out is pertinent. E. Maxwell

USER LEVEL: Professional

KLA: CA; English; HSIE; LOTE;

Mathematics; PDHPE; Science; TAS

AVAIL: Paper \$24.95 SCIS 890535

***Teaching information skills.* [computer software]**

Open Access Support Centre, Dept. of Education,

QLD, 1997

ISBN none [025.507]

It is encouraging to find a CD-ROM that defines the essential role that information skills play in successful student learning outcomes. Directed at a range of educators, teacher-librarians, classroom teachers and curriculum coordinators, it emphasises the importance of collaboration in providing successful strategies for lifelong learning. A question-answer approach used in the introduction and implementation of information skills does become a little repetitious. There are no hot links or key word searching. The twelve primary and secondary case studies provide an excellent and thorough combination of key competency outcomes and indicators (which are outlined elsewhere), with the information skills process (with generic terminology) that will aid lesson planning and evaluation. Presentation here is sequential—skipping an element produces a prompt to a more appropriate

pathway. Visuals are fair (full multimedia capabilities are under-utilised), however with linked pages to the teachers' comments, tasks, resources, work samples or evaluations, as examples, this is a useful resource. E. Maxwell

Minimum requirements

Windows 3.1: 486DX; 4MB RAM; SVGA

Macintosh 68030 or Power Macintosh: System 7.0; 4MB RAM

RAM

USER LEVEL: Professional

AVAIL: \$60.00 ASLA SCIS 907190

ADDERLEY, Allyson

Social skills training: first 3 years of schooling.

ACER, 1997 (Stop, think, do)

ISBN 0864312156 [302.07]

A foundation for implementing social skills activities for students in Stage 1 is provided by this resource. Although divided into three class based units, the selection of activities should be informed by the needs of individual students and class groups. The useful, varied and age appropriate activities are teacher friendly and clearly presented in steps. A list of necessary resources is provided with each suggested lesson. Although some resources may need to be located or prepared, appendices and blackline proformas provide excellent support for teachers. In some situations additional planning may be required to ensure activities are culturally inclusive. W. Alford

USER LEVEL: Professional

KLA: PDHPE

SYLLABUS: PDHPE K-6

AVAIL: Paper \$65.00 (includes 6 laminated posters)

EVAL: Highly recommended SCIS 903466

ARMSTRONG, Miranda

A study of inter-dependence built around a story entitled The Y files: a middle school integrated unit.

Global Learning Communities, 1996

ISBN 1876153032 [302.07]

A study of popular culture has been integrated into curriculum units across Key Learning Areas, to create planned strategies for application relevant to middle years. A framework of ideas and outcomes for using the materials is designed around creating coordinated and integrated learning opportunities. The units specify essential or optional learning, and while the units stand alone they would need transforming to individual classroom application. Particularly useful are the concept maps which provide a model for school change and linking Key Learning Areas to learning challenges. Links include: Civics and Citizenship; communication; and artificial intelligence. The appendices contain the relevant content to link teaching and learning with student outcomes, an Agenda '98 priority in the middle years of school. F. Plummer

USER LEVEL: Professional

KLA: Creative Arts; English; HSIE;

Science; ST

AVAIL: Paper \$15.00 SCIS 900129

COOPER, Kerry & DOWD Pauline

***City savers.* [game]**

Cooper & Dowd, 1996

ISBN 073182737 [307.76]

The resource is designed as a game for teaching environmental and social educational issues. Links could be drawn

with Civics and Citizenship through extension activities. The activities aim to engage students in purposeful problem solving strategies to develop respect and care for communities and their environments. Each activity provides a setting for linking: experience with information; action through decision making; and predicting costs and benefits. Useful contacts are listed for each activity to further resource based learning, encouraging users to go beyond the boundaries of the game, to increase their learning and understanding of the issues. Blackline proformas of the elements and tools for the game are included. F. Plummer

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 5

KLA: HSIE

SYLLABUS: Geography 7-10; 2U Geography;

HSIE K-6

AVAIL: Free to schools SCIS 897246

BLACKWELL, Heather

Build-a-reader.

R.I.C., 1997

ISBN 1863114963 [371.3]

Photocopiable proformas to make your own reading books are provided in this resource. The books would be time consuming for Stage 1 students to make, but are interesting and would capture their attention whilst they were making them. The texts are suitable for beginning readers, as they are repetitive and clearly set out, mostly in large size print. Whilst most books supply all of the text, there are some that encourage creativity by allowing children to add their own writing. Whilst all books are suitable for beginning readers, there are some that require students to have good fine motor skills. B. Spence

USER LEVEL: Professional

KLA: English

SYLLABUS: English K-6

AVAIL: Paper \$24.95 SCIS 906181

TARQUIN, Patti

Creating success in the classroom: visual organisers and how to use them.

Teacher Ideas, 1997

ISBN 1563084376 [371.3]

Designed to enhance teaching skills, this book presents a range of visual frameworks or graphic organisers including story maps, Venn diagrams, webbing, cause and effect and classification frameworks, flow charts and more. The work explains what they are, and why and how to use them in different individual and group situations. Their application in various KLAs and cross curriculum teaching activities is highlighted. These tools have the potential to enhance student learning by challenging students in the areas of restructuring ideas and processing information. They can be used with students of all ages and include a range of ideas for assessment. This is a valuable teaching resource. J. Anderson

USER LEVEL: Professional

AVAIL: \$28.00

SCIS 905028

Integrated units collection.

Curriculum Corporation, 1996

ISBN 1863663274

An integrated approach to programming is effectively presented in this excellent and highly practical series. As teaching workloads increase, time saving units of work like these which can easily be adapted to suit state curriculum requirements will be greatly appreciated. Each unit has a comprehensive overview and includes outcomes. Diverse themes are covered, which will allow teachers to select units to meet the needs of their students and school context. The inte-

grated units, which incorporate a learning experiences approach for students up to Year 7, could be easily linked to syllabus documents and the implementation of the Literacy Strategy. J. Stratford

USER LEVEL: Professional
KLA: English; CA; HSIE; Mathematics; PDHPE; ST
AVAIL: Paper \$24.95; \$24.95; \$34.95
EVAL: Highly recommended

Titles in this series are:

Oodles of noodles: early years SCIS 889273
Part of a pattern: years 2-3 SCIS 891542
From igloos to yurts: years 4-7 SCIS 891939

PIPER, Kevin

Riders in the chariot: curriculum reform and the national interest 1965-1995.

ACER, 1997
ISBN 0864311885 [375]

Teachers and the general public are encouraged to examine the review of a national perspective on schooling in Australia, on the need for cohesive, directed curriculum development, and reform that will be of benefit to the nation, but without denying states a significant input in the outcomes. The review explores issues associated with curriculum development: the content; framework; assessment; and autonomy dilemmas and disputes; that historically have impeded true reform. There is a discussion of what is achievable on a national scale. E. Maxwell

USER LEVEL: Professional
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; TAS
AVAIL: Paper \$29.95 SCIS 903723

TROTTER, Helen

Curriculum leadership: a planning and professional development guide.

Curriculum Corporation, 1997
ISBN 186366372X [375]

A useful resource for school focused training and development teams, this work provides concepts, practical activities and examples of groups of teachers examining the school curriculum. It could be used as a guide to managing whole school curriculum projects, or as a framework for improving the quality of teaching in a school or faculty. Key ideas in working as a team, writing curriculum units and developing classroom skills are simply described. The suggested activities, which focus on reflection and discussion, are meaningful and appropriate. Uncluttered page design and use of tables and cartoon style illustrations increase the resource's appeal. J. Buckley

USER LEVEL: Professional
KLA: English; HSIE
AVAIL: Paper \$25.95 SCIS 896880

HARPER, Pam

Writing activity book.

British Museum, 1996
ISBN 0714117625 [411.076]

The aim of this book is to provide students with a resource and some activities to develop their understandings of the history of writing. The book deals with writing forms from a number of early civilisations. Australian students, however, would require additional information for them to understand that messages can be conveyed and recorded in

a number of ways. For example, recording information in the form the rock paintings of the Australian Aborigines or any other non-scripted society, is not mentioned. Blackline illustrations are used throughout, with many examples of the writing forms provided. Some explanations are not totally accurate. A syllable is defined as "a vowel attached to one or two consonants", which is incorrect, and would require further explanation by a teacher. P. Hutton

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English; HSIE; ST
SYLLABUS: English K-6; English 7-10; HSIE K-6; Science & Technology K-6
AVAIL: Paper \$6.95 SCIS 876803

WINCH, Gordon & BLAXELL, Gregory

Spell well. [series]

Horwitz, 1997
[428.1076]

Spelling skills across the primary years are treated in this series. Each book consists of 36 units grouped under six themes. The books contain a variety of activities which avoid too much repetition, and would appeal to students, assisting to make spelling interesting. Word banks of all words treated are supplied in each book, with space for students to keep their own personal lists. Assessment is covered in each theme, though the ultimate test of whether words are spelt correctly in the students' own writing is not addressed. The books would be particularly useful for those teachers who could link the themes to other areas of their teaching of English skills and understandings. B. Spence

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
AVAIL: \$7.95 each

Titles in this series are:

Spell well 1 SCIS 902740
Spell well 2 SCIS 902741
Spell well 3 SCIS 902743
Spell well 4 SCIS 902744
Spell well 5 SCIS 902747
Spell well 6 SCIS 902748

NICHOLSON, Tom.

Solving reading problems across the curriculum.

New Zealand Council for Educational Research, 1997
ISBN 1877140031 [428.4]

A comprehensive overview of the reading process, reading problems and how they can be detected is presented in this easily read, practical text. Detailed strategies and actions are suggested for teachers and parents to identify and effectively meet the reading needs of students. Helpful guides are provided in bold at the beginning of most chapters. Teachers of students at all stages who want to discover more about reading demands across the curriculum will find this text very useful. It is an excellent resource, filled with practical information and ideas which can be easily transferred to classroom and home contexts. It will assist schools to effectively implement the Literacy Strategy reading key focus. J. Stratford

USER LEVEL: Community Professional
AVAIL: Paper \$24.95
KLA: English; HSIE; Mathematics; ST
EVAL: Highly recommended SCIS 903829

Go books. Green level. [series]

Blake Education, 1996 [428.6]

A series for emergent and early readers, these are graded to correspond with reading recovery levels 1-5. Features of the readers include full colour illustrations, a high level of predictability in the text and the use of natural language patterns. The teacher resource book is of high quality, providing guidance for strategies to use before reading, during reading, and related activities for after reading. The blackline proformas include checklists for the development of individual reading profiles and, designed to make the taking of running records as easy as possible, the texts of all the books in the series. B. Spence

USER LEVEL: Stage 1 Professional
KLA: English
SYLLABUS: English K-6

Titles in this series are:

50 readers
Teacher resource book SCIS 896349
Blackline masters SCIS 896350

GUEST, Vic

English elements 1: for the National Profiles and the curriculum and standards framework.

Jacaranda, 1997
ISBN 0701633174 [428.8]

The outcomes from level 5 of the English curriculum profile for Australian schools are the organisers for this textbook. Sixteen units of work cover the range of speaking and listening, reading and viewing, and writing outcomes. Particular attention is given to the teaching of writing for a range of purposes and grammar within the units. Conventional terminology is used to describe the grammatical concepts. Comprehensive self-assessment sheets linked to the outcomes are provided at the end of each unit, including explicit criteria for making judgments. The important skill of reading visual images is particularly well developed in a range of ways, from body language to the use of colour. Whilst exercises and tasks are set in context, using real texts and extracts from larger works, students would also need to be given opportunities to read novels and other literary works in their complete form. Overall the book is attractively presented, incorporating lots of colour and a layout style which makes it easy to follow. P. Hutton

USER LEVEL: Stage 4 Professional
KLA: English
SYLLABUS: English 7-10
AVAIL: Paper \$29.95
EVAL: Highly recommended SCIS 906758

COLLERSON, John

Grammar in teaching.

Primary English Teaching Association of New South Wales, 1997
ISBN 1875622241 [425]

The aim of this book is to provide guidance for primary school teachers in the teaching of grammar. The book deals with the various grammar systems, both traditional and modern, and discusses the usefulness of the various systems for teaching students to be more effective and successful users and interpreters of the English language system. The contentious issue of termi-

nology is discussed in detail, with a final recommendation that schools make their own decisions. Examples of successful grammar teaching within realistic contexts are drawn from Kindergarten to Year 6 classrooms; and a possible scope and sequence is provided. NSW teachers would need to also consult the suggested scope and sequence in grammar teaching which accompanies the revised English K-6 syllabus and the terminology used within this syllabus. P. Hutton

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
AVAIL: Paper \$17.00 members; \$24.00 non-members SCIS 907181

GRIFFIN, Mary

Air.

Scholastic, 1996 (Essentials for science)
ISBN 0590535617 [507.6]

With its very clear instructional text and helpful illustrations, this book comprises a set of blackline activities, suitable for photocopying, that would lead the student to develop knowledge and understandings about air and its scientific properties. The activities help to stimulate an interest in science and technology and promote thinking and designing skills. Investigations are practical in nature with extension activities that promote open ended exploration using basic, readily available resources to solve a problem. Explore kites, bubbles, windmills and rockets in this simply presented resource. It provides fun-filled construction and designing activities to motivate the young student towards science. D. Roberts

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: Paper \$14.95 SCIS 907557

RENNIE, Leonie J.

Helping children understand technology: a handbook for teachers.

Dept. for Education and Children's Services, SA, 1996
ISBN 0730840840 [607]

Working through three structured activities that explore and extend the students' understanding of technology, this professional resource provides photocopy proformas for each activity. A step by step approach is adopted, providing teachers of students in Stage 1, Stage 2 and Stage 3 with an explanation of each activity, how to use it, what results can be expected and what to do next. The provision of annotated work samples helps teachers gain an insight into children's ideas about technology. The resource provides a comprehensive definition of technology, in keeping with the NSW syllabus, incorporating the all important design, make and appraise process. S. Blackwell

USER LEVEL: Professional
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: Paper \$11.95
EVAL: Highly recommended SCIS 857143

Internet site reviewers, especially primary, urgently needed.
Contact Colleen Foley:
colleen@ozemail.com.au

KNAPP, Peter

Context, text, grammar: teaching the genres and grammar of school writing in infants and primary classrooms.

Text Productions, 1994 (Connecting text and grammar)

ISBN 0646194895 [808]

One of a series of resources designed to support primary teachers when programming and planning lessons, this will help students write effective texts in the various curriculum areas. The teacher reference book and video support three integrated units on: *The sea; Our place;* and *Tucker box*. The teacher reference book gives a theoretical overview of a functional view of language, a manual of grammatical terms, and a comprehensive description of five major primary text types. Each unit comprises fifteen lessons, including black-line proformas, answers and overhead transparencies. The video demonstrates practical teaching strategies in action with students in Year 1/2 and Year 4. This kit is an excellent resource. M. O'Dowd

USER LEVEL: Stage 1 Stage 2 Stage 3**KLA:** English; HSIE; Mathematics; PDHPE; ST**SYLLABUS:** English K-6; HSIE K-6; PDHPE K-6; Science & Technology K-6**AVAIL:** \$99.95/set, Teacher reference \$35.00; Video \$25.00, Units of work \$29.95 each**EVAL:** Highly recommended SCIS 812372

Titles in this series are:

Ants and other stories: teaching the genres of grammar and school writing in infants and primary classrooms [videorecording] SCIS 858894*Our place* SCIS 897344*The sea* SCIS 897042*Tucker box* SCIS 897343

YATES, Irene.

How to be a wizard at writing stories.

Wizard, 1997

ISBN 187573967X [808.3]

Diverse photocopiable worksheets for student use make up this resource, which supports the explicit teaching of language structures and features of text types and forms. Worksheets cover the process of writing, skills development and story ideas. Most of the worksheets will effectively scaffold students as they master skills involved in the process of writing, but teachers will need to change some of the terminology used so that it is consistent with the NSW syllabus. J. Stratford

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional**KLA:** English**SYLLABUS:** English K-6**AVAIL:** Paper \$24.95 SCIS 903829

METHVEN, Kathryn

A novel approach.

R.I.C., 1997

ISBN 1863114777 [808.37]

The aim of this book is to supply teachers with a comprehensive English program through supplying language activities based on *The fat and juicy place*, *The paw thing*, and *Penny Pollard's diary*. Activities are suggested for reading, writing, speaking and listening, but no guidance is given as to which activities relate to different sections of the books. This resource attempts to address grammar, though many of the

activities are basically vocabulary exercises that can be answered without reference to the books. Whilst many of the activities are interesting and would be of benefit to many students in Stage 2 and Stage 3, there is no attempt to be systematic and allow activities to build on each other in a sequential way. B. Spence

USER LEVEL: Professional**KLA:** English**SYLLABUS:** English K-6**AVAIL:** Paper \$19.95 SCIS 906199

McCALLUM, Neil

Primary plays. Book 3.

R.I.C., 1997

ISBN 1863111661 [A822]

Written for middle and upper primary students, this book comprises the text of six short plays. Designed to cater for whole class participation, they cover a variety of topics such as the Wild West, Christmas and the Olympics. Suggestions are provided for simple costumes and stage props and most songs included can be found in ABC broadcast books. The plays are humorous and fun to present, and the topics could be integrated into language themes. Performance tips are provided for each play, but actions or dance steps to go with the music need to be choreographed by students or teacher. This is an imaginative and entertaining collection. J. Anderson

USER LEVEL: Professional**KLA:** English**SYLLABUS:** English K-6**AVAIL:** Paper \$19.95 SCIS 906213

Who reviews?

Reviewers for *Scan* and the DET Web site are selected from teachers and teacher-librarians across the state. In this issue, they included the following:

Wendy Alford, SEO2, Student Services
Judith Anderson, North Sydney Primary
Kristin Ashley, VA teacher, Newcastle High
Sally Blackwell, SEO2, Computers in Schools
Rosemary Bodlay, Telopea Primary
Megan Brooks, secondary teacher-librarian
Jill Buckley, ex *Scan* editor
Nell Chaffey, Tamworth Primary
Jenny Donovan, SEO1, Literacy Assessment
Chris Dorbis, SEO1, Aboriginal Studies
Diana Doust, STLD, Lismore High
Jan Eade, primary teacher-librarian
Colleen Foley, SCIS Review Coordinator
Kevin Gardner, SEO2, Student Services
Dawn Gilchrist, LOTE teacher, St George Girls' High
Helen Gordon, secondary teacher-librarian
Marion Hamlyn, Wollongong High
Elizabeth Heath, VA teacher Granville South High
Karen Heap, Science/TAS teacher, Muirfield Technology High
Bronwyn Hull, Goulburn High
Penny Hutton, SEO2, Middle Years/Literacy
Bede Kervin, Bowral High
Suzanne Leslie, Lindfield Primary
Marjorie Lobban, Peter Board High
Daniel Low, TAS teacher, Epping Boys' High
Elizabeth Maxwell, Cherrybrook Technology High
Ian McLean, Punchbowl Primary
Lea Monticone, secondary teacher-librarian
Rebecca Murray, Blacktown South Primary
Michelle O'Dowd, SEO2, Middle Years/Literacy

Nigel Paull, Grafton South Primary
Frances Plummer, Social Science teacher/Training & Development
Sally Rasaanah, Waitara Primary
Beverley Richardson, primary teacher-librarian
Darryl Roberts, South Grafton Primary
Thelmerie Rudd, SEO1, Student Services
Cathy Sly, English/Drama teacher, Barrenjoey High
Wendy Smith, Tamworth Primary
Estelle Southall, ESL (primary)/Project Officer Child Protection
Bill Spence, SEO2, English
Graham Spindler, Parliamentary Education Liaison Officer
Margaret Steinberger, secondary teacher-librarian
Jenny Stratford, Literacy Consultant
Carol Thomas, Literacy Consultant
Jenny Watts, Canowindra High

Specific purpose resource suppliers

Scan has had a number of enquiries about where to purchase resources to support specific areas such as Child Protection and other difficult to resource areas, such as dual language books. The following is a list of suppliers where these resources can be purchased:

Child Protection:

The Children's Bookshop Ph: 02 9481 8819
The Feminist Bookshop Ph: 02 9810 2666
Fax: 02 9818 5745

Shearers Children's Bookshop Ph: 02 9498 3433

Dual Languages and other LOTE:

Global Language Books Ph: 02 9896 5811
Fax: 02 9688 3640

District network news

If you would like news of your district network activities published in *Scan* please contact the editor.

North Coast Districts

Clarence District

A **Professional development day** will be held in Week 8 to assist teachers to incorporate the Internet into their teaching program and to discuss the new delivery of SCIS.

Contact: Nigel Paull Ph: 02 66423388.

Regular meetings

Commence in Week 5, Terms 1 and 2

Coffs Harbour and District Collegiate meetings

Date: Week 5 Thursday each term

Time: 3:30pm

Contact: Sylvia DeNiederhausen

Ph: 02 66524488

North Coast

Two **professional development days** are planned for (Saturdays) next year.

Contact: Kathy McDowell

Ph: 02 66533077

Contact: Cheryl Griffin

Ph: 02 66215185

Western Districts

The Western Districts Teacher-librarians' Association incorporates the Bathurst, Dubbo, Orange and Broken Hill Districts.

Professional Development Activities

Conference: Libraries for literacy and AGM

Tentative date: March 13

Venue: Dubbo, Orana Education Centre.

Registration fee: approximately \$40 with subsidies for isolated teacher-librarians being available.

Contacts: Kath Joyce, The Canobolas Rural Technology High School and Birgit Smith, Mudgee High School

**Do you have an idea for a future
Scan article?**

**Contact Ian McLean at
(02) 9886 7501**

**Internet site reviewers, especially
primary, urgently needed.
Contact Colleen Foley:
colleen@ozemail.com.au**

Opening address by Michelle Ellis re libraries, literacy and Agenda 98, followed by a keynote address on the state of Children's Literature. There will be two workshop sessions with the following potential selections: Information technology, OASIS Reports, Library services for Ancillary staff, Readers' Theatre, small schools and library services. Chris Cheng will deliver the afternoon keynote address on non-fiction in the nineties.

The second Conference will be held in September.

CAPA workshop

The Orange District is organising the CAPA (Creative and Performing Arts Group) workshop on the 1998 Book Week theme.

Date: June 20th
Venue: The Kinross Wolaroi School library.
Contact: Jenny Medd, Librarian, The Kinross Wolaroi School, Orange.

AD Lib

Ad Lib is a quarterly journal for teacher-librarians in the Western area and of interest to teacher-librarians all over NSW. It contains conference reports, information skills teaching ideas, resource reviews, Internet information, OASIS updates, bibliographies, news about pending Professional Development activities etc.

Subscriptions: send \$25 with your name and address to Ad Lib, c/- Orana Education Centre, Dubbo.

• Teacher-librarians in **Blacktown, Mt Druit, St Mary's and lower Blue Mountains** have voted to have a permanent planning committee for 1998. This group will make training and development proposals and determine meeting agendas.

Meetings

- Term 1
Date: Wednesday, 11 March
Venue: St Mary's Senior High
Contact: Rikki Brown
- Term 2
Date: Tuesday, 16 June
Venue: Vardys Rd Primary
Contact: Barbra Brown
- Term 3
Date: Monday, 21 September
Venue: Pitt Town Primary
Contact: Elizabeth Eurell
- Term 4
Date: Thursday, 19 November
Venue: William Dean Primary
Contact: Bev Phillips

ASLA NSW

Regular Meetings:

March 9, May 11, June 15, September 14, October 12, November 9, December 7—Time: 6.00pm - 8.00pm

Libraries on the Move - Sutherland Area

Date: October 31
Contact: Carol Carlin (Menai PS)

Christmas meeting and party

Date: December 7
Contact: Roy Crotty, Ph: 0246 257 800 (h)

State conference

The whole picture: Evaluate Consolidate Regenerate
Date: August 8-9, 1998
Venue: Holme Building, University of Sydney

Keynote speaker: Dr Hugh Mackay, psychologist, social researcher and writer for the Weekend Australian.

Early Bird Registrations close: April 30
Standard Registrations close: July 2
Late Registrations close: August 3

Contact: Pauline Tipping
PO Box 541X Leumeah 2560
Ph/Fax: 0246 259 229
email: tippingp@ideal.net.au

ASLA

Pathways to Knowledge - 5th Biennial Conference

Date: 25-30 October 1998
Venue: Adelaide Convention Centre
Contact: Di Booker
Ph: 08 8207 8634
Fax: 08 8207 8434
Email: dibooker@tafe.sa.edu.au

ALIA Schools Section (NSW Branch)

First Professional Development day: Making the Connections: Literacy and Information Literacy

Date: Saturday 21 March 1998
Contact: Michelle Ellis
Ph: 02 9886 7413
Email: chelle@ozemail.com.au

Other themes for the year will include **Powerpoint Presentations; New Technology; Write Your Own Report Card; Accountability and the School Library; Conserving the Past for the Future: Archives in School Libraries.**

The Sydney Writers' Festival

The Sydney Writers' Festival has been relaunched as an independent company supported by the City of Sydney and the NSW Ministry for the Arts.

Dates: 12-17 May 1998
Venue: Wharf 4/5 Walsh Bay
Dedicated schools program (Years 7-12): 12-13 May 1998
Venues: Sydney Town Hall & St Andrew's Cathedral Chapter House
Contact: Meredith Curnow
Ph: 02 9265 9131
Fax: 02 9265 9172
Email: swf@zip.com.au

Children's Book Council of Australia

National Mufti Day 1998 will be held on Friday, 29 May.
Children's Literature into the 21st century- 4th National conference

Date: 21-24 May 1998
Venue: Adelaide Convention Centre
Contact: Sieta van der Hoeven
Ph: 08 8363 4399
Fax: 08 8363 4577
Email: sgt@ozemail.com.au

Raffle

A signature bear illustrated by prominent children's book illustrators will be raffled.
Tickets: \$5
Send money and self addressed envelope to:
Awards Foundation, PO Box 28 Hunters Hill NSW 2110.
Fax: 02 96302594 or 02 9817 5144

RESOURCES 17/1: TITLE

- 19th century girls and women. 62
- 200 years of Australian writing. 76
- AIDS awareness library. [series], The 70
- Air. 83
- All about. [series] 66
- American Indian myths and legends. 65
- Angel. 56
- Animal tails: stories. 50
- apostle bird. , The 57
- Art school. 71
- Artists. 73
- Aussie bites. [series] 51
- Australian photographers. Collection 2. , The 74
- Australian printmaking in the 1990s: artist printmakers: 1990-1995. 74
- Australian seasons. [series] 66
- Australian states. [series] 80
- Bahasa Indonesia interactive learning system. [computer software] 65
- bare naked book. , The 61
- Bay. [computer software] , The 67
- Bears, bears everywhere! 75
- best day of the week. , The 52
- Black horses for the king. 58
- Blinky Bill's extraordinary balloon adventure. [computer software] 51
- blue feather. , The 56
- book of possibilities. , The 76
- boy who was a bear. , The 50
- Boys in schools: addressing the real issues, behaviour, values and relationships. 64
- Buddy: based on the true story of Gertrude Lintz. 53
- Build-a-reader. 81
- Charlie Carver stacks it! And other stories: a crash course in applied physics for beginners. 54
- City savers. [game] 81
- Cleopatra from history to legend. 78
- Conflict resolution library. [series] 61
- Contemporary art in Asia: traditions, tensions. 72
- Context , text , grammar: teaching the genres and grammar of school writing in infants and primary classrooms. 84
- Crafts for kids who are wild about. [series] 73
- Creating success in the classroom: visual organisers and how to use them. 81
- Creation: stories from around the world. 65
- Curriculum leadership: a planning and professional development guide. 82
- dad library. , The 55
- Daniel's secret. 54
- Darkness, be my friend. 58
- Design and make. [series] 73
- Detective Donut and the wild goose chase. 50
- Discovering art history. [series] 71
- Dog star. 51
- Dogsong. 58
- Don't just surf: effective research strategies for the Net. 60
- Donkey dust. 52
- Dora's eggs. 49
- Dragon quest. 46
- Easy meat. 59
- Elephants and emus: and other animal rhymes. 75
- English elements 1: for the National Profiles and the curriculum and standards framework. 83
- Exploring citizenship: teachers resource kit. 63
- Eye to eye. 57
- Eyewitness encyclopedia of science. Version 2.0. [computer software] 65
- Falling. 59
- Families around the world. [series] 62
- Farrowing. [kit] 70
- Fawn in the forest. 52
- Festivals. [series] 64
- Fishnets. 55
- flight of Burl Crow. , The 60
- Francis the earthquake dog. 47
- French your way. [computer software] 65
- From Knossos to Athens: a journey through Ancient Greece. [videorecording] 78
- get prepared library. , The 69
- Getting that job. [videorecording] 71
- gift of the sun: a tale from South Africa. , A 49
- Gilbert's ghost train. 58
- Go books. Green level. [series] 83
- Grammar in teaching. 83
- Grandma Cadbury's water world. 51
- Great Australian women. [series] 66
- Great buildings. [series] 72
- Green design: design for the environment. 63
- Greylands. 56
- Growin' up strong: Aboriginal resource kit. [kit] 74
- Guitar highway Rose. 58
- Gurig National Park: the first ten years of joint management. 63
- Hanging by a thread: and other stories. 57
- Harry and the Wrinklies. 55
- Hatshepsut and her times. [computer software] 78
- haunting. , The 50
- Hazards. 64
- Help! I'm falling apart. 75
- Helping children understand technology: a handbook for teachers. 83
- Henry's bed. 48
- Here comes the night. 57
- Heritage. [series] 79
- history of inventions: from abacus to atomic power. , A 69
- home among the gum trees: the story of Australian houses. , A 72
- How our bodies work. [series] 69
- How to be a wizard at writing stories. 84
- I'm in the sky and I can't come back. 53
- I didn't know that... [series] 68
- I protest: fighting for your rights, a practical guide. 62
- ldjhil. 46
- Integrated units collection. 81
- Internet for kids. Intermediate. 80
- Internet for women. , The 80
- Jack Maggs. 56
- Jacqueline Hyde. 59
- Jiro's pearl. 49
- Josh. 48
- Just because I am: a child's book of affirmation. 61
- Kelp. 55
- Kenneth Slessor: critical readings. 77
- last circus. , The 49
- Let's play it safe: safety awareness for everyone. [game] 69
- Liberating women: the changing lives of Australian women since the 1950s. 62
- Life in the coral reef. 67
- lion and the mouse. , The 47
- listmaker. , The 53
- Little Koala finds a friend. 49
- Lizzie's list. 53
- Lockie Leonard, legend. 60
- Lone wolf. 57
- long wait. , The 50
- Look inside. [series] 78
- Love, Charlie Mike. 57
- Loving Athena. 57
- Macmillan society and environment series. [series] 63
- Macquarie Australian atlas on CD-ROM. [computer software] 77
- Making a difference. [series] 61
- Mama's perfect present = Un cadeau parfait pour Maman. 47
- man with no face. , The 55
- Mating and reproduction. [kit] 70
- medieval facts of life. , The 77
- Midnite: the play. 77
- Minoan Knossos. [computer software] 78
- Mixing messages: contemporary graphic design in America. 73
- Monsieur Thermidor: a fantastic fishy tale. 47
- More Australian dinosaurs. 66
- Moving forward with quality assurance. [videorecording] 70
- My dinosaur. 50
- My Gran. 75
- My life, my love, my lasagne. 76
- mystery of Lydia Dustbin's diamonds. , The 52
- Mystery valentine. 51
- nation at last: the story of Federation. , A 79
- Ned's kang-u-roo. 52
- novel approach. , A 84
- Of the wild. [series] 67
- Oh no, Anna! 47
- One horse waiting for me. 48
- Only the heart. 56
- Oxford companion to Australian sport. , The 75
- Paradise palace. 54
- Pathology of the pig: a diagnostic guide. 70
- Powwow. 64
- Primary plays. Book 3. 84
- Producing videos: a complete guide. 74
- Quest for the West: in search of gold. 79
- Rainbow spirit theology: towards an Aboriginal theology. 61
- Raising boys: why boys are different, and how to help them become happy and well-balanced men. 71
- Reading the country. 79
- Regarding Jane Eyre. 76
- Riders in the chariot: curriculum reform and the national interest 1965-1995. 82
- rings. , The 59
- Scholastic's The magic school bus explores the rainforest. [computer software] 67
- Sculpture: technique form content. [series] 72
- Seasonal crafts. [series] 73
- Secret friends. 53
- Secret of the peaceful warrior: a story about courage and love. 48

- Shakespeare's stories. 76
 shared history: Aborigines and white Australians in the Victoria River District Northern Territory. , A 80
 Shooting stars. 55
 siege. , The 54
 Slow burn. 58
 snow whale. , The 49
 Social skills training: first 3 years of schooling. 81
 Solving reading problems across the curriculum. 82
 Spell well. [series] 82
 Spud. 53
 Steve Parish search and learn. [series] 68
 story of money. , The 63
 study of inter-dependence built around a story entitled The Y files: a middle school integrated unit. , A 81
 Sunshine: an interactive learning-to-read series. [computer software] , The 65
 Superheroes gone bust! 51
 Talk to me. 54
 Talking about Celia: community and family memories of Celia Smith. 62
 tar dragon. , The 48
 Tashi and the genie. 52
 Teaching information skills. [computer software] 80
 There's a monster who eats books in our house. 47
 There might be giants. 48
 Thirsty. 55
 Timeslip. 56
 Top sport. [series] 75
 Touch. 60
 Turtle quest. 74
 Two weeks with the queen. [videorecording] 52
 Ultimate human body 2.0. [computer software] , The 69
 Under the cat's eye. 54
 Unplugged!: the bare facts on toilets through the ages. 64
 Until I met Dudley: how everyday things really work. 70
 Verdi. 46
 Virtual archaeology: great discoveries brought to life through virtual reality. 77
 Visual arts in the twentieth century. 71
 Watch out! Big bro's coming! 46
 Web weavers and other spiders. 67
 Webster's bears and pandas. [computer software] 68
 What a goose! 48
 Windhover. 46
 Woodcarving. 72
 Working temple. 76
 world in the time of Tutankhamun. , The 77
 World of whales. [computer software] 68
 Writing activity book. 82
 WW1 archive. [computer software] 79
 Yarrtji: six women's stories from the Great Sandy Desert. 62
 year of freaking out. , The 59
 Young achievers. [series] 74
 Young bloods. 59
 Ziggurat. 59

RESOURCES 17/1: AUTHOR

- Adderley, Allyson 81
 Alborough, Jez 46
 Anderson, M.T. 55
 Apps, Roy 50
 Armstrong, Miranda 81
 Arnold, Tedd 75
 Aronson, Linda 55
 Ashton, Charles 50
 Ayliffe, Alex 47
 Ballard, Carol 69
 Barton, Carol. 51
 Bates, Dianne 51
 Bell, Helen 46
 Bell, Jeanie 62
 Benterrak, Krim 79
 Bergman, Mara 75
 Biddulph, Steve 71
 Birch, Beverley 76
 Birmingham, Christian 46
 Blackall, Bernie 75
 Blackwell, Heather 81
 Blaxell, Gregory 82
 Boon, Debbie 75
 Brasch, Nicholas 66
 Brian, Janeen 51
 Brommer, Gerald F. 71
 Brooks, Ron 48
 Brown, Alan 46
 Brown, Deborah 49
 Bruce, T. 48
 Brumpton, Keith 51
 Burne, Philippa 55
 Buxton, Jane 52
 Caddy, Caroline 76
 Cannon, Janell 46
 Carey, Peter 56
 Carmody, Isobelle 56
 Caswell, Brian 56
 Chalet, Donna 69
 Chapman, Gillian 73
 Chapman, Jane 49
 Chase, Diana 56
 Chiem, David Phu An 56
 Ciddor, Anna 64
 Cole, Hannah 52
 Collerson, John 83
 Cooper, Kerry 81
 Craig, Helen 75
 Crew, Gary 56
 Cummings, Phil 56
 Cummins, Marcelle 69
 Daly, Jude 49
 Daniels, Lucy 52
 De Goldi, Kate 57
 Dermody, Kathleen 79
 Disher, Garry 57
 Dixon, Andy 46
 Dowd Pauline 81
 Enderle, Judith Ross 47
 Erdoes, Richard 65
 Farrer, Vashti 52
 Fernandes, Eugenie 50
 Fienberg, Anna 52
 Flamarion, Edith 78
 Forbes, Anna 70
 Foster, David 63
 Franklin, Kristine L. 57
 French, Vivian 47
 Gamble, Kim 49
 Geason, Susan 76
 Girling, Brough 52
 Gleitzman, Morris 52
 Goode, Diane 47
 Gott, Robert 80
 Gough, Sue 57
 Greenaway, Theresa 67
 Griffin, Mary 83
 Grindley, Sally 47
 Grishin, Sasha 74
 Guest, Vic 83
 Guthrey, Jane 80
 Haag, Tim 80
 Harper, Pam 82
 Harper, Piers 74
 Harris, Nick 46
 Harrison, Margie 53
 Heffernan, John. 53
 Henninger, Maureen 60
 Herrick Steven 76
 Hodder, Wendy 48
 Horniman, Joanne 57
 Hull, Robert 79
 Huth, Holly Young 53
 Imhoff, Robert 74
 Ireland, Julie 57
 Jinks, Catherine 57
 Jones, Carol 47
 Jones, Jill 76
 Joyce, William 53
 Kalman, Bobbie 62, 67
 Kelleher, Victor 58
 Kidd, Richard 47
 Klein, Robin 53
 Knapp, Peter 84
 Lafferty, Peter 69
 Laird, Elizabeth 53
 Lewis, Darrell 80
 Lonsdale, Michele 62
 Lowry, Brigid 58
 Lucie-Smith, Edward 71
 Lupton, Ellen 73
 Macdonald, Fiona 77
 Mackenzie, Dorothy 63
 Manning, Mick 71
 Manuel, Mark 64
 Marra, Ben 64
 Marsden, John 58
 Martin, Ollie 71
 Martin, S. R. 54
 Mattingley, Christobel 54
 Mccabe, Elizabeth 54
 Mccaffrey, Anne 58
 Mccallum, Neil 84
 Mcelroy, Barrie 64
 MCGough, Roger 70
 Mckeown, Bill 62
 Mclean, Andrew 48
 Mclean, Janet 48
 Mead, Philip 77
 Methven, Kathryn 84
 Metzthen, David 58
 Millman, Dan 48
 Mollison, Martha 74
 Morris, Jackie 49
 Moses, Brian 78
 Muecke, Stephen 79
 Mullins, Patricia 48
 Napanangka, Tjama Freda 62
 Nicholson, John 72
 Nicholson, Tom. 82
 Notley, Wendy. 74
 O'hara, Michael 56
 Offen, Hilda 48
 Orna-Ornstein, John 63
 Orr, Wendy 54
 Ortiz, Alfonso 65
 Orwin, Joanna 48
 Patterson, Ross 69
 Paulsen, Gary 58
 Pausacker, Jenny 59
 Payne, Lauren Murphy 61
 Peguero, Leone 48
 Perversi, Margaret 48
 Phelan, Liam, 62
 Pilling, Ann 65
 Piper, Kevin 82
 Pitcher, Caroline 49
 Powell, Jillian 61, 63
 Powers, Daniel 49
 Pride, Marilyn 66
 Provoost, Anne 59
 Rennie, Leonie J. 83
 Riddell, Chris 70
 Robins, Arthur 47
 Roc, Margaret 49
 Roe, Paddy 79
 Rohling, Claudia 61
 Ross, Kathy 73
 Rubinstein, Gillian 54
 Salamanca, Angelo 71
 Scudder, Brooke 47
 Senjen, Rye 80
 Sims, L. D. 70
 Smith, Roger 64
 Smith, Rosie 50
 Southall, Ivan 59
 Stewart, Dianne 49
 Stewart, Maureen 59
 Stiller, Laurie 54
 Stinson, Kathy 61
 Swindells, Robert 59
 Sykes, Julie 49
 Tarquin, Patti 81
 Temperley, Alan 55
 Tessler, Stephanie Gordon, 47
 Thomas, Ann 66
 Thompson, Colin 49
 Thornton, Phil 62
 Trotter, Helen 82
 Tulloch, Richard 77
 Vamplew, Wray 75
 Wakefield, Kerry 55, 59
 Walker, Sarah 59
 Waterlow, Julia 62
 Weatherby, Mark Alan 50
 Whatley, Bruce 50
 Whelehan, Dennis 55
 Williams, Arthur 72
 Williams, Jeremy 72
 Wilson, Budge 50
 Winch, Gordon 82
 Winton, Tim 60
 Wynne-Jones, Tim 60
 Yates, Irene 60, 66, 84
 Yeoman, John. 55



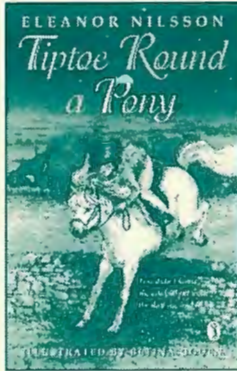
Jamie the Jumbo Jet
Jeff Hook

When the captain isn't looking, Jamie the cheeky jumbo jet takes off to visit his jumbo friends, the elephants who live on the African plains. An exciting story with a lovable hero.

Lower Primary
0-14-038754-4 *\$9.95



*Recommended Retail Price Published by Penguin Books Australia Ltd Order from your usual bookseller



Tiptoe Round a Pony
Eleanor Nilsson
illus. By Betina Ogden

A warm, gentle story about a young girl, her horse, and a vet learning on the job. A delightful exploration of the relationship between people and their animals.

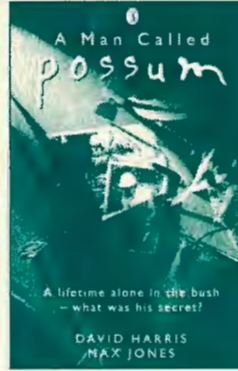
Lower Primary
0-14-037805-7 *\$9.95



Zizzy Zing
Ursula Dubosarsky

When Phyllis spends the summer at an old convent school in the Blue Mountains, a mysterious letter arrives for her mother. Her desire to find the sender leads to a bewildering tragedy...

Middle to Upper Primary
0-14-038257-7 *\$9.95



A Man Called Possum
David Harris and Max Jones

Who was the mysterious recluse who lived along the Murray River? The remarkable and true story of survival, independence and the precious bond between people and the world of nature.

Upper Primary
0-14-038268-2 *\$11.95



Refuge
Libby Gleeson

Andrew's sister Anna likes fighting for causes, and she's getting Andrew involved in her latest one - the plight of East Timorese asylum-seekers in Australia. Andrew's never broken the law before. But the law and the government don't seem to care about a stranger who's had to run for her life. Seeking Refuge...

Lower Secondary
0-14-038985-7 *\$11.95

From Penguin - great new Australian books for your school library

Night Train
Judith Clarke

Naomi can't understand where Luke is gone... Molly can't understand how it happened... Mum tried so hard to make things okay, and Dad was so hurt that he just closed up. An honest, brilliantly crafted story of family tragedy.

Middle Secondary
0-14-038772-2 *\$12.95



This Way Out
Isabelle Carmody and Steve Taylor

Five thought-provoking plays that move freely between fantasy and reality. There are three adaptations from Carmody's short story collection **Green Monkey Dreams**, and two new plays have been written especially for this collection.

Middle to Upper Secondary
0-14-038704-8 *\$14.95



Maybe Tomorrow
Boori (Monty) Pryor with Meme McDonald



With Meme McDonald, Boori leads you from the Aboriginal fringe camps of his birth to the catwalk, basketball court, DJ console and more. This is the story of his life, his pain, his joy and his hopes. This deeply moving true story from a multi-talented Aboriginal performer is a powerful message of reconciliation, respect, tolerance and understanding. Poignant and provocative, it is story telling at its best.

Upper Secondary - Adult
0-14-027397-2 *\$16.95