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Curriculum Support Directorate

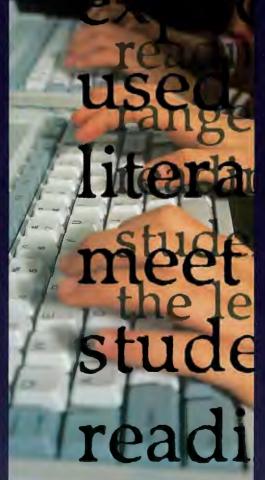


- book raps, email and information literacy
- cooperative learning and the teacher-librarian
- outcomes for author visits
- students as authentic researchers

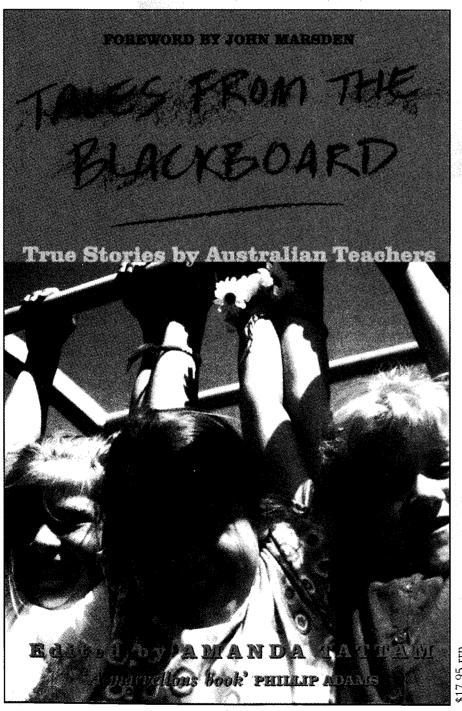








'In a time when the morale of teachers is often low, and the profession is attacked almost daily, a book like Tales from the Blackboard'is pretty damn important. It reminds us that teachers are often the conscience of our society, that they're often brave and passionate and funny, and that although many are defeated by the insidious enemy - cynicism - in many the idealism burns as bright as ever' JOHN MARSDEN



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Available wherever all good books are sold

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From the Editor

Lin a school library. It has been a stimulating and rewarding year for me, and I hope that the changes we have made to Scan, most in response to readers suggestions, are meeting with your approval.

All subscribers should have received a 1999 renewal form towards the end of Term 3: This was in response to many requests, as some schools close off budgets early to prepare for the annual financial roll over. However, please remember that **Scan** subscriptions are for a calendar year, this issue finishes up your current subscription and the renewal form covers the four issues for next year.

Traditionally, the last issue of the year contains cumulative indexes to the resource reviews, making it easier to locate particular items across the four issues. This time we have added an extra page, an Internet site title index. We have also been able to include four additional pages for articles, which has only been possible because of the support of our advertisers.

Thank you to Kate Chauncy for our feature article on author Libby Gleeson. Libby's visit to the Southern Highlands of New South Wales was made possible by the networking and collaboration skills of staff at several small schools, and they are to be congratulated. Kate's article discusses how such literary events can be indee an intrinsic part of the whole school plan.

Linust also thank the prolific Lorraine Bruce for agreeing to write another atticle for us, this time on the important issue of how teacher librarians can help to instigate change in their schools through leadership and professional develop ment. Behind the scenes, Lorraine has been updating the concept map of **Sean's** contents for the unit. This ongoing evaluation exercise gives a 'snapshot' of how **Scan** has addressed: Agenda '98 priorities; literacy; technology; and information literacy: Although Lorraine is off to the United States next year, and we wish her, all the best, we also hope to keep her busy with **Scan** activities.

Many teachers and teacher-librarians are seeking new and exciting ways to integrate the internet with teaching and learning. In this issue, we present two, articles about book raps. Jane Carr and Wendy Chapman offer stimulating teaching tips, and share their successes. We have noticed that few New South Wales schools participate in book raps, it will be interesting to see if Jane and Wendy's articles inspire more schools to de so.

Thank you'ld all our contributors, readers and advertisers; and diso the resource publishers who supply books to be catalogued and the wiewed. You ongoing support of **Scan** is very much appreciated and we hope you will join us again in 1999, Have a great summer break.

Ian McLean

Currents

## SCISWEB AND SCISCD IN 1999

The statewide subscription to *SCISWeb* and *SCISCD* drawn from schools' global budgets will continue in 1999. The price will be held at the 1998 level and the substantial 46% discount will continue as a result of the statewide subscription. The response from schools is overwhelmingly positive, with the most recent phone calls seeking an assur-

ance that the subscription will continue exactly as it had in 1998. There will be one change to the subscription. Schools were notified at the end of 1997 that *Rapid retrospective* would only be available for one further year (1998). *Rapid retrospective* will not be available in 1999. The very small number of schools still using it in 1998 will need to have made plans to move to the new products next year.

As we have all become more skilled in the use of the products the enormous flexibility in the way they can be used has become evident. The Using SCISWeb and SCISCD in school libraries pages on the DET Web site have provided opportunities for teacher-librarians to raise issues and make suggestions for the ways in which the products can be used.

An issue that comes up in nearly all the District meetings is that of **Backup**. The Web site suggests a number of ways in which schools can approach the issue to ensure that the **Backup** process does not disrupt the library educational program. From the *Network for education* home page, follow the path **Staff**, then **Training and Development**, then **Initiatives**, then **Your say!**, then **List of topics**. Both the **FAQs** and the discussion board **Your say!** suggest a variety of approaches to the issue. Curriculum Support Directorate and Training and Development Directorate are currently collaborating on the development of a training package on the use of the products. The package will cover the use of *SCISWeb* for downloading of records and basic searching on the *WEB OPAC*. The package will be flexible enough to accommodate individual use, and use by a facilitator with small groups such as a District network meeting. Teacher-librarians could assume the role of workshop leader at a District network meeting.

#### PRIVACY ISSUES AND OASIS LIBRARY

OASIS Library data is an important educational tool. However, it also contains data which is highly confidential as it includes information on staff and students, such as names and addresses, and borrowing and reading habits. It is not information which should be given or sent to anyone outside the school without consultation and discussion with the Principal. Assurances need to be sought and investigated to ensure the confidentiality and safety of data.

#### AGENDA '99

As the Library and Information Literacy team begins the process of planning for 1999 the unit will take its lead from the Agenda '99 priorities. They will form the basis of the support to teaching and learning programs provided by the unit including resource reviewing; Scan contents; SCIS cataloguing records; work with other units within Curriculum Support and other Directorates including Training and Development. As the school and school library begin to plan educational programs for 1999, system priorities need to be incorporated.

#### Michelle Ellis is Senior Curriculum Adviser, Library and Information Literacy



#### TRAINING AND DEVELOPMENT FOR UNTRAINED TEACHER-LIBRARIANS

During my visits to District network meetings, a number of untrained teacher-librarians have talked to me about upgrading their qualifications through tertiary study. Training and Development Directorate offer a sponsorship program for such study. A number of different universities are accredited, and the sponsorship offers both relief days and some financial support. As Jenny Scheffers, a recent graduate, states in her article in Scan (Vol 17 no 3 1998), "My outlook and experience has been greatly enriched... The benefits of study are not only personal; they flow directly onto the whole school community." The sponsorship program will be advertised in the Personnel Bulletin at the beginning of Term 4. I hope that many of the people I have met in Districts will avail themselves of the program.

As this is the last *Scan* for the year I wish everyone best wishes for the rest of 1998, and I look forward to hearing from all of you in 1999.

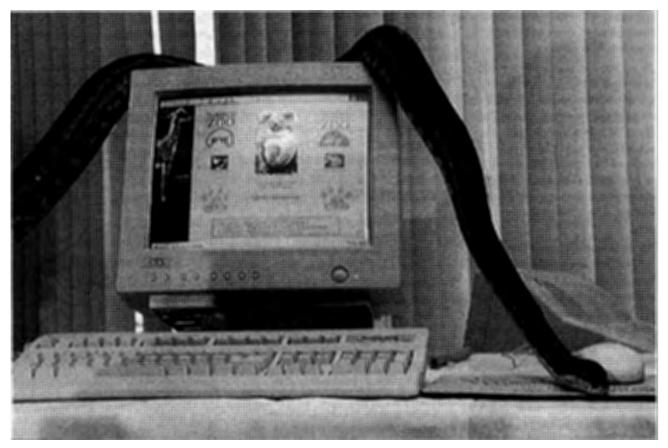
Zoos' Web site is a big hit for schools



How does one find out the average mass of an elephant?! Taronga and Western Plains Zoos recently uploaded a new Internet site on the World Wide Web, which promises to be an exciting information source for use in schools. Both Zoo Education Centres are a part of Curriculum Support Directorate. **Simon Duffy** is an Education Project Officer, Taronga Zoo.

The Zoological Parks Board of New South Wales' Web site is just the place to find out how much an elephant weighs... or the length of a giraffe's neck. Students all over the world are browsing the zoos' site and posing questions, from the simple to the Webmaster's current favourite: "How many times can a tiger mate in one day?!"

These are the types of questions which zoos and teacher-librarians are asked often by students, and the answers are not easily found in school library books. However, the answers to these specific animal questions can be found on the new Web site, *Welcome to Zoological Parks Board of New South Wales* at: http://www.zoo.nsw.gov.au/



Taronga Zoo and Western Plains Zoo are now as close as your school's Internet computer

# 200 8

#### A comprehensive information source

From DET

The site was launched on 1st June this year and is very user friendly. The information on the site is provided by the staff of both Taronga Zoo and Western Plains Zoo, based on their comprehensive wildlife knowledge and first hand experience. Students can choose from one of the many sections to find that specific piece of information, and the answers to many animal and environmental questions. The sections include: Education; Animals; Plants; Environment; Conservation; Sponsorship; What's New; and much more.

There is also information about: the zoos' research and conservation work; Platypus Project; endangered species breeding programs; and the Australian Marine Mammal Research Centre.

#### Interactive bulletin board

If visitors to the site cannot find the answer to a particular question, messages can be left on the Web site's Chat Club by clicking the **Chat room** hypertext link. The Chat Club is an interactive bulletin board where queries can be addressed by a Zoo Education Officer. It is also a valuable resource for teacher-librarians, teachers and students, as questions and comments are read and answered daily.

The Chat Club also provides the excellent opportunity for classes to book a *live chat* session with a Zoo Education Officer. These sessions can focus on particular themes, or units of work, that the students are studying in class. This service will be especially useful for classes who have visited the zoos' Education Centres and need to learn more about the animals they saw. Themes for the live chat sessions can range from endangered species to classification, Australian animals, conservation and primates. Children can also learn about the role of the modern zoo. To book one of these live chat sessions, just leave a message in the **Chat room**. These sessions are available between 2.00 - 3.00 pm, Monday to Friday.

#### Wild ways of learning

Education is one of the main roles of a modern zoo. Taronga and Western Plains Zoos' Education Centres provide over 100000 students each year with an educational experience. They provide a centre for the study of animals and the environment, teaching students about important environmental issues. Both zoos are specially equipped with stimulating classrooms where formal edu-



cation takes place using live animals and biofacts to make lessons come alive.

The Web site allows teachers to plan effectively an excursion to either zoo. Entry prices, information on the latest work being done by conservation teams, maps, animal presentations and new exhibits are available online. Before visiting the zoo, teachers can explore the **Education** section to find a list of teaching resources which can be utilised when planning a unit of work. Topics available include: *Endangered now... extinct forever*; *Rather remarkable rainforests*; *Primates*; *Animal classification*; *Animal adaptations*; *Animals under threat*; and *Enclosure design*.

#### The Zoo library

Through the new Web site, teachers and teacher-librarians in schools are also connected to the zoos' library. Taronga and Western Plains Zoos share a specialised library system that has access to over 3000 books, and subscribes to a variety of wildlife and zoological journals. The library is full of specific animal information and the Zoos' librarian is more than willing to find answers to any questions. This library is also an excellent resource to utilise when you are deciding on which animal texts would be appropriate for your school library, and which Internet sites are useful for students. Questions to the zoos' librarian can be left as a message in the **Chat room**.

#### Other online services

Taronga and Western Plains Zoos coordinate many state wide competitions for children, such as the *Readers Digest* Writing Competition and the Banner competition. These contests attract over 2000 entries, with the winning entries displayed on the zoos' Web site. It is very exciting and motivating for children to see their work displayed on the World Wide Web.

As a way of cementing interschool relationships, and promoting New South Wales zoos at the same time, classes can choose to **Send a postcard** to email buddies all over the world using the interactive facility on the site.

Welcome to Zoological Parks Board of New South Wales is updated regularly with new happenings, animal births and new exhibits at both Taronga and Western Plains Zoos. ■

# Feat ures

# Libby Gleeson visits the Southern Highlands



**Katharine Chauncy** is the teacher-librarian at two small schools, Sutton Forest Public School and Bundanoon Public School, in the Southern Highlands of New South Wales. As a part of both schools' literacy through literature programs, children's author Libby Gleeson was invited to be a guest speaker. Collaboration with other local teacherlibrarians and support networks made possible a fuller itinerary, which maximised the impact of Libby's journey for all concerned.

romoting children's literature and, in particular, Australian children's literature, is a part of the teacher-librarian's job description which is close to many hearts. Having an author visit scheduled, well in advance, onto the whole school plan for the year can be the catalyst for meaningful literature based units of work. Cooperatively planned and programmed between classroom teachers and the teacher-librarian, such a visit goes beyond the traditional 'author study', becoming a fully integrated, real life learning experience for the community, with a very rewarding finale. It is also an opportunity for the teacher-librarian to take a leadership role: as organiser and educator.

#### Selecting a guest

This is the second year I have organised an author visit for the two small schools in which I work. In 1997 we thoroughly enjoyed a visit by Richard Tulloch, who 'performed' many of his stories to the delight of all students from Kindergarten to Year 6, and for the teachers as well. This year, one week prior to the primary school library's 'Big Event' for the year, Children's Book Week, we were privileged to have Libby Gleeson as our special guest.

Although the visit was arranged long before the 1998 Children's Book Council of Australia Awards Shortlist was announced, we were thrilled when Libby's book, *Queen of the universe* was nominated in the Book of the Year for Younger Readers category; thrilled for Libby and thrilled for us. What serendipity for a little school community such as ours. The students had already enjoyed *Hannah plus one*, the winner of this category in 1997, and many also remembered her award winning picture book *Where's mum*? Making the shortlist again in 1998 made Libby even more famous and well known in the children's lives.

#### Management issues

Small rural schools, by their nature, depend heavily on collaboration to reduce the effects of their isolation.

Teaching staff K-6 quickly learn the benefits of coordinating efforts to create successful whole school experiences. It therefore becomes necessary to identify a potential guest whose body of work encompasses examples of: picture books; short stories or short easy fiction; and more demanding novels for the older students. Libby Gleeson was an outstanding example of the ideal guest author.

Networking between schools is another essential management strategy for making author visits feasible, reducing the travelling distances for the guest and the costs involved. I involved a number of other teacher-librarians in the area, and two local support groups: SHELTA (Southern Highlands Educators, Librarians and Teachers Association) and SHARE (Southern Highlands Association of Reading Enthusiasts).

Together, and in consultation with our guest, we planned two full days of appointments for Libby, including a dinner and professional development session for adults during the first evening. This way, accommodation costs did not have to borne by individual schools, and Libby's travelling expenses were shared.

It is a lot to expect of an author that they speak to a group of students (age range: five to twelve years) in one session, then leap into their car to dash another twenty-odd kilometres to the next school and two more sessions! I am sure that some would not have been as keen about our proposed program. However, Libby was not fazed by her quest, and genuinely seemed to enjoy the different settings, and casts of characters, confronting her in the tight time frame.

The night out was a bonus, and would have been extremely difficult for a small, individual school to coordinate. Libby was a fabulous after-dinner speaker, extolling the importance and virtues of both teacher-librarians and school libraries! Libby Gleeson has gone on record as saying that, if our profession was ever in danger of being made obsolete, Libby and her writer colleagues "would be out in the streets waving placards" to support our cause!



Children's author Libby Gleeson shares her picture book Big Dog with students in the New South Wales Southern Highlands.

#### Preparing the students

Prior to Libby's visit to Sutton Forest and Bundanoon, K-6 students in both schools were made very familiar with her work. Firstly, a display of Libby's published writings was set up in each library, after borrowing from neighbouring schools and the public library (or purchasing) any missing titles in the Gleeson collection.

- Infants students were read each picture book during library sessions; older students read the picture books in small groups with their teachers, or in the Library, employing literature circle strategies. Many primary classes enjoyed a serial reading of *Skating on sand*, the first novel in the Hannah series. Novels were also read independently in the classroom, or during library sessions, with many comparisons identified and discussed both orally and in written activities.
- Queen of the universe was turned into a readers' theatre production by some classes, with polished performances scheduled during Book Week. Biographical notes on Libby Gleeson were used for dictagloss (see note) and keyword activities. A series of questions for the author was also compiled, and frequently added to, as each class read a new title.

#### Enter the author...

Libby arrived at school, armed with a teacher type basket of "interesting looking stuff" and was obviously prepared for any situation. One always worries that the excitement level of the children will affect their listening skills, but they sat mesmerised by their speaker and remembered their good manners and appropriate behaviour.

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The students were enthralled with the examples of Armin Greder's original artwork for her picture books, which included storyboards and rough sketches. Libby also shared some 'getting started' ideas from her notebooks, which have since inspired young writers.

There was time for the students at each session to ask both pre formulated and spur of the moment questions, which were patiently answered by Libby as if they had never been asked before. A big hit for all was the sneak preview, read aloud by Libby, of a chapter from the next Hannah title, *Hannah and the tomorrow room*, not due for release until next year... but I am not sharing any secrets.

We finished up with photographs and autographs, and many students lingered for that important "just one more" piece of information. The sessions passed so quickly, and our visitor had to move on through the busy schedule we had set for her.

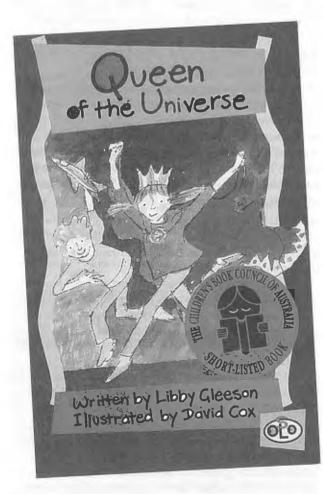
Dictagloss A dictagloss is a type of dictation. The teacher reads aloud a passage or a poem from a literary or factual text at a normal pace. The students make notes, writing down only the keywords or phrases. The teacher then rereads the passage or poem. In groups, the students reconstruct the passage as they heard it. They are concerned with reconstructing the meaning, taking into account the semantic and grammatical levels. The students' versions may then be compared with the original version.

#### Achieving outcomes

The day was a great success in so many ways. Syllabus outcomes were most certainly achieved (see Table 1) but, just as importantly, there were other, less definable, less assessable outcomes of an author visit, which offered real benefits and provided reading motivation to our students. Books by Libby Gleeson in both school libraries, now proudly bearing the author's signature, have long reservation queues on OASIS. They are only sighted long enough on the Returns trolley to be sent out to the next student. Requests are constantly made for "more books like Queen of the universe and Big dog", and students keep asking, "When we can read that new Hannah book?" and "Who is coming next year?"

Teachers have requested "another author study" for next term. Reading and literature, and the learning experiences emanating from the school's library, are being seen as important, enjoyable and worthwhile. . Perhaps next time we could investigate a prolific non fiction author, or an illustrator?

Apart from all this, having an author to school for a visit is fun and, having been involved in each of Libby's four sessions in one day, I can honestly say that, as an educator, I learned something new and valuable about writing and literature at each one. Many of these have already been put into practice at both schools.



#### Queen of the universe by Libby Gleeson. Illustrated by David Cox. Copyright © 1997. Permission granted by the publisher, Omnibus Books.

#### Table 1.

Outcomes for author visits: some English K-6 indicators and information skills Ifrom English K-6 syllabus, 1998; see article in Scan 17(2), pp 15-18]

#### **Early Stage One:**

- Uses relevant questions to ask for specific information (Defining)
- Asks for books or other reading material to be read (Locating).

#### Stage One:

- Listens to a variety of speakers and responds with questions and comments that are relevant to the topic (Locating)
- Assesses the role of visual images accompanying written text, eg providing additional information / introducing new information (Locating).

#### Stage Two:

- Conducts brief interviews to obtain information (Locating)
- Seeks an explanation or more information from a speaker (Locating)
- Identifies key words and phrases (Selecting)
- Distinguishes between fact and opinion (Selecting)
- Discusses the ways different groups of people are represented in texts; identifies stereotypes (Selecting). Stage Three:
- Recognises when an opinion is being offered as opposed to fact (Selecting)
- Reflects critically on the effectiveness of writing (Assessing).

#### **BOOKS BY LIBBY GLEESON**

#### Picture books:

The princess and the perfect dish, Scholastic, 1995 Hurry up!, Nelson, 1994 Walking to school, Nelson, 1994 Sleep time, Ashton Scholastic, 1993 Mum goes to work, Ashton Scholastic, 1992 Uncle David, Ashton Scholastic, 1992 Big dog, Ashton Scholastic, 1991 One Sunday, Angus & Robertson, 1988 Younger readers: Hannah and the tomorrow room, Penguin (forthcoming) Queen of the universe, Omnibus, 1997 Hannah plus one, Penguin, 1996 Skating on sand, Viking, 1994

#### Older readers:

Refuge, Penguin, 1998 Love me, love me not, Penguin, 1994 Dodger, Turton & Chambers, 1990 I am Susannah, Angus & Robertson, 1987 Eleanor, Elizabeth, Angus & Roberston, 1984

# For a



We all love books. For many educators, reading stories to same books, and love to read too, then wouldn't that be a valuable exercise?

The questions have been developed to encourage higher order thinking skills.

oz-TeacherNet's book rap projects on the Internet are online discussions about a particular book, conducted via electronic mail (email). All a class needs to participate in a book rap is: access to email; a love of books; and a willingness to share thoughts and feelings with classes throughout Australia and overseas.

There is always a range of books to choose from each term, suitable for children from five to eighteen years of age. A book rap will last four weeks, although many teachers and teacher-librarians will plan and program their classes' participation to be a part of a much larger unit of work.

#### **Getting started**

All that is required is to go to the oz-TeacherNet projects home page (hosted by The Rite Group, Faculty of Education, Queensland University of Technology), choose the book you and your students would like to

oz-TeacherNet runs many Internet curriculum projects for incorporating into schools' teaching and learning programs, and interactive Book Raps are becoming a firm favourite in many schools. Jane Carr is an Education Adviser, Learning Technology, for Education Queensland. Jane is currently organising the

book rap for the picture book An apology to bilbies by Rob Atherton.

children is the best part of the school day. If you could show children that people all over the world enjoy the

'rap' about, and then join that email listserv.

After the participants have introduced themselves, the book rap coordinator posts (via email) one 'rap point' each week. These are questions about the book, designed to challenge students to think about the story, its characters, plot etc. The questions have been developed to encourage higher order thinking skills. For example, "What would happen if ..."

#### Student outcomes and indicators

Many teachers and teacher-librarians use the rap points to collaboratively plan, program and teach thematic writing activities and information skills, according to appropriate levels of student outcomes. For example, a student may demonstrate the following indicators:

#### Early Stage 1

- Retells information gained from texts (Selecting)
- · Contributes to joint construction of texts (Organising)
- Dictates a range of text types for adults to write (Presenting).

#### Teaching/Learning

#### Stage 1

- Brainstorms in class or small groups to cluster or categorise ideas (Selecting)
- Uses pro formas to scaffold text, and word processors to create texts (Organising; Presenting)
- · Has modelled how to select and organise information before writing (Organising).

#### Stage 2

- · Acts as a reporter for a discussion group, summarising main points (Selecting)
- Makes some inferences about ideas implicit in a text (Selecting)
- Uses computers to draft and edit writing (Organising).

#### Stage 3

- · Uses email and Internet sources to request and receive information (Locating)
- Recognises when opinion is offered, as opposed to fact (Selecting)
- Uses related diagrams, charts, maps, graphs and illustrations to present information (Presenting). [from English K-6 syllabus, 1998; see *article in Scan* 17(2), pp 15-18]

#### The rap goes on...

In each school, after gathering together the students' responses to that week's particular rap point, the answers are typed up into an email message and posted back to the list. Your schools' messages, and those of all other participants, are available for perusal and further response. The procedure continues until the rap 'wraps'.

You can imagine the enthusiasm generated as classes check for new email messages - even every day if desired. Printing out the ones of interest to you and your students makes possible the opportunity for students to re-read the messages, even when there is limited access to the Internet computer. The print-outs can be placed on a display board, with a map showing where all the other 'rappers' live. The possibilities for related visual arts, drama, science and HSIE learning activities are endless.

You can imagine the enthusiasm generated as classes check for new email messages.

#### An apology to bilbies

In October of this year, Jane Carr instigated a book rap for middle and upper primary students, focusing on the Australian picture book An apology to bilbies: (with good grace) by Rob Atherton.

Rob was the Senior Research Officer involved in the National Parks and Wildlife's Queensland Bilby Project. His main duties were to study species of concern, such as rainforest possums, tree kangaroos and the bilby. Rob spent many years in the Northern Queensland rainforests, and in the Diamantina Shire (also known as 'bilby country'). He loved bilbies, calling them "the little gentlemen of the inland desert".

Rob Atherton originally wrote his tale for Jane's Year 6 class, at Boronia Heights State School, a few years ago. The story remained one of the students' favourite 'read it again' stories. When Rob died last year, Jane arranged to have the story published in his memory. An apology to bilbies, and a companion teaching kit called Australia's endangered mammals, became a collaborative school team effort. The illustrator of the book, artist Gayle Kutuzov, is a Year 7 teacher at the school, as is the narrator on the kit's CD-ROM, Steve Schuhmacher. The CD-ROM master was even set up and 'burnt' by one of the students. To support first time book rappers, and the experienced ones, Jane Carr created a Bilby book rap Web site on the Internet that includes: the rap points; factual information about bilbies; details on the book and teaching kit; related resources about conservation; the Walpiri's quest travel buddy project; and Jane's recommended links to endangered animal sites on the World Wide Web. There are also classroom activities for teachers and teacherlibrarians to adopt or adapt, useful for programming a whole unit on the environment.

During the book rap, guest experts were invited to come online and answer student questions. These included: Jeff Short, a CSIRO research scientist; Kaye Kessing, illustrator of *Easter bilby* by Ali Garnett; and Ann Jelinek, a representative of the Endangered Species Program. Gayle Kutuzov was also available throughout the rap to help teachers and classes who were feeling artistic and wanting to try their hand at linocut printing, the medium Gayle used to illustrate Rob Atherton's story.

Teachers from all over Australia, plus several schools from England and South Africa, signed up their schools in the *Bilby book rap*. By responding to the rap points, and sharing their knowledge of local endangered animals, all participants were able to get a global understanding of the plight of many species, whilst sharing a love of books.



#### **Book rapping at home!**

Now that so many homes have Internet access, many parents and their children are discovering oz-TeacherNet's book raps too, and join the rap as a family unit. Here is a family's email message from the recently completed book rap on The jolly postman:

We have a big map of Australia, plus a smaller map of the world, on our kitchen wall and we have been putting up stickers to mark the location of all The jolly postman rappers. So far, there are 31 stickers on our maps! We have one problem: we can't find Myponga marked on our map of Australia. Can your class

give us some more information to help us work out where you are? This is the first book rap we have done and we chose The jolly post*man book rap* because we have enjoyed reading The jolly pocket postman ever since Keegan was in preschool. This is the first time we have read the original version of The jolly postman and we are enjoying doing the book rap while we read it. A question for Emma and Esther at the National Archives: would it be okay for Keegan to design a stamp and send it to you by mail? We will need your postal address please. Bye for now,

Keegan and his Mum.

Illustrations courtesy of Gayle Kutuzov © 1998

The Athena Generat Have you g Skaha Pty Ltd ACN 071 518 422 Skaha@s054.aone.net.au. email

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# Literacy through book raps for Years K-2

In this article, teacher-librarian Wendy Chapman outlines how Internet book raps are used with infants classes at Wollondilly Public School to enhance and extend the teaching of literacy.



J. David Cooper, in his online article Literacy, literature and learning for life, argues strongly that schools must "broaden their concept of literacy" so children will experience "communicating through technology" as well as through more traditional media. "Literacy must be viewed as the ability of individuals to communicate effectively in the real world. This must involve ... preparing students for the Communication Age. Broadening the concept of literacy means that schools much broaden the type and scope of activities that they provide under the heading of literacy learning."

What used to be defined as "the ability of individuals to read and write" (Smith, 1965) has now become a much more complex issue, with prominent educators suggesting there are seven or possibly eight different literacies.

Planning a whole-school approach to literacy (1997), a publication produced to support the implementation of the State Literacy Strategy, states that "effective literacy recognises the variety of ways in which literacy is relevant to the daily lives of people within diverse social and cultural contexts". Children, and indeed adults, are constantly moving into "different situations or specialised areas of learning", and experiencing "new technologies". All of us "are continually required to adapt and extend our knowledge and literacy skills" so that we can "understand and use language appropriately".

#### The book rap experience

The previous Scan article, and earlier ones such as 'Bridge to Terabithia book rap' (in Scan vol 16 no 4), have described the procedures involved in book rapping. Archives of recent book raps can be found at the 1998 book rap info page on the World Wide Web at: http://rite.ed.qut.edu.au/oz-teachernet/projects/bookrap/br.html by scrolling to the link Student book rap email list archives: past and present.

Each book rap experience is unique. Among the factors that contribute to the 'flavour' of a book rap are:

- The nature of the book chosen (eg fiction or non fiction; its structure; its message)
- The nature of the rap points, as designed by the rap coordinator
- The variety of schools participating (and the individuals contributing to the responses)
- The teachers' guiding and extending of the rappers' experiences 'behind the scenes'.

As teaching and learning experiences, K-2 book raps have assisted in the achievement of numerous English K-6 student outcomes (see Table 1).



#### Teaching/Learning

#### ENGLISH K-6 LEARNING OUTCOMES Table 1 Talking and Listening outcomes **TES1.1** Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics Communicates with an increasing range of people for a variety of purposes on both familiar and intro-TS1.1 duced topics in spontaneous and structured classroom activities. **Reading outcomes** Demonstrates developing reading skills to read short, predictable written texts on familiar topics RES1.5 **RES1.7** Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes RSI.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter RSI.8 Identifies the text structure and basic grammatical features of a limited range of text types. Writing outcomes Engages in writing texts with the intention of conveying an idea or message WES1.9 WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type WES1.13 Recognises some different purposes for writing and that own texts differ in various ways WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language. Early Stage 1 and Stage 1 indicators for these outcomes are list-

ed on pages 20, 22, and 24 of the English K-6 syllabus. Many of them are evident in the course of a book rap.

Book raps provide a perfect opportunity for effective collaborative planning, programming and teaching.

#### Book raps, information skills and technology

Book raps have also contributed to additional skills for our students, which underpin Cooper's broadened concept of literacy as mentioned earlier.

While participating in book raps, our K-2 students:

- · Participate in group processes and contribute to team efforts with collaborative problem solving opportunities
- Use information skills to locate other rappers on their 'rap maps', using indexes and atlases
- Use information skills (selecting; organising; presenting) to discuss factual rap points, and issues arising from them
- Develop increasing familiarity with technology (eg sending and receiving email), acquiring skills in context of need, thus empowering learning and demonstrating that technology is a tool

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· Recognise the protocols and etiquette of email messages, and the reasons for them (eg including accurate subject lines)

- Interact with other students, both geographically and culturally distant, thereby extending their understanding of differences and developing appreciation for diversity
- · Examine literature closely to discover different ways of responding to text, and viewpoints of other people Engage in cross curricular activities, thereby enjoying the integration of learning processes across several key learning areas.

#### How book raps have worked for us

This year, students from each of Wollondilly Public School's seven K-2 classes have participated in book raps via the Internet. Each of the six book raps we have participated in this year was developed to its own organisational structure within the school. One of the advantages of the book rap concept is that there is opportunity for participants to tailor their involvement to suit the needs of particular students and teachers.

A key component of my role as teacher-librarian, I believe, is to seek out ways I can actively support teachers and their learning programs. With this agenda, I keep a watchful eye on the online 1998 Book rap calendar for new raps to be advertised, and then I invite teachers to participate in forthcoming opportunities. Interest has spread throughout the school, often via overheard snippets of enthusiastic staffroom conversation - and yet another teacher's curiosity is piqued!

#### Teaching/Learning

In our school's experience, book raps provide a perfect opportunity for effective collaborative planning, programming and teaching (CPPT), whereby learning is enhanced and specified outcomes are achieved through a team approach between teacher-librarian, class teachers and students. Through CPPT, I am kept aware of current class units and teachers' working styles, and these factors assist me when matching rap invitations to particular classes.

#### Flexibility and variety

The next step is to clarify just how a particular book rap could best contribute to current learning outcomes. Sometimes I work closely with the class teacher throughout the project, assisting with rap responses and information processes that arise. At other times, teachers have requested for me to work with a small extension group, independent of current class thematic units. On occasions, I have simply been the intermediary, receiving and sending rap messages with class Rap Reps each day, leaving teachers to integrate the activities as they wish.

During Term 1, some our K-2 classes were working on the English unit *Australians write*. The *Wilfred Gordon MacDonald Partridge book rap* became a pivotal aspect of this unit and provided many opportunities for literacy development. The teacher-librarian's role in this rap was to: subscribe our school to the listserv; assist the Rap Reps with daily access to their incoming mail; print out the email messages; and support different class activities emanating from the rap points.

One of these classes used incoming email messages as invaluable reading material and, on occasion, they became samples for editing practice when spelling and syntax were incorrect. This experience of using relevant, real life examples of text for modelling the editing process greatly enhanced learning. It also ensured that students checked their class responses very carefully before sending them out. The teacher was delighted with the experience, and used her creative, professional talent to make the most of other learning opportunities that emerged. The book rap really invigorating her students about literacy and she remarked, "There was so much more we could have done, if only we'd had time!"

## Travel buddies: extending the book rap experience

Term 2 saw the commencement of the *Teddy bear rap*. While not tied to one specific book, this rap was advertised specifically as suited to Kindergarten and Year 1 classes. With adequate prior warning, both Kindergarten classes elected to base their term's work on teddy bears, using the rap as a key unit stimulus. On her curriculum mapping data sheet, one of these teachers described this initiative as "a very productive unit, especially in achieving talking, listening and writing outcomes". Another teacher included in her unit an investigation of real bears, and information skills were introduced to these young students through the use of video and CD-ROM resources. After initially alerting the teachers to this particular book rap prospect, my role was to: explain book rap procedures; receive and send email (I supported them with technology on their steep learning curve); and assist with teaching and learning activities as requested.

At the conclusion of this rap, schools were invited to exchange their classroom teddy with another school, using the 'travel buddies' concept, another of *oz-TeacherNet*'s Internet projects (see the online *Travel buddies - home page*). Wollondilly's two bears were 'snail mailed' interstate – one to Perth in Western Australia and the other to Innisfail in Queensland, carrying with them the students' teddy bear stories and photo albums of procedural texts, which had been created as the classes observed their teddies being knitted by a school clerical assistant, step by step. There were also photographs of the school's Teddy Bears' Picnic outing.

The library profile has been enhanced by its role in initiating and supporting new learning opportunities.

Both classes were thrilled when, in return, they received Snowy from Innisfail and Honey Bear from Perth, complete with stories, photos and diaries from their respective classes. The travel buddies project, as an extension of the book rap, provided a significant bonus for professional development, as we were able to note the different approaches to literacy learning and teaching, and gather new ideas for subsequent units.

#### Real world literacy

When Year 1 teachers at Wollondilly expressed a need to provide some extension work for a group of their able readers, *The bad tempered ladybird book rap* was an excellent stimulus. This time, I met with these enthusiastic rappers each day in the library. Together we located other rappers on our rap maps, read the rap points, and crafted our own group responses. The students worked as a group to send and received the email messages, and also maintained their rap folders. At the conclusion of this rap, the students also completed a self-evaluation rap reflection sheet, which was included in their portfolios as a reminder of the great work they had completed.

As one of the rap points asked participants to describe their daily timetable, we decided to graph some of the school times of the book rap schools across Australia using a computer. When a South African school happened to mention a creature of which we had never heard in one of their responses, the students conducted their own information skills process to find out more. When parts of Victoria had experienced severe flooding, Merrissa, one of the Year 1 rappers, heard a news report which mentioned Bairnsdale. She checked her rap map, pointed out to me that a Bairnsdale school was rapping

#### Teaching/Learning

with us, and asked if we could email them expressing our concern. This we did, and we were delighted to receive a 'thank you' message from the Principal the next day. If I had ever worried that rap information was beyond infants students' understanding, this experience confirmed for me the inherent power within what Cooper refers to as "real world literacy".

#### Book rapping in the library

When an enterprising Year 2 student brought a live turtle to school, it launched one class into a spontaneous investigation of turtles and tortoises, eventually evolving into a unit of work. The announcement of the *Yakkinn the swamp tortoise book rap*, just days later, was serendipity at its best.

Although the class teacher expressed reluctance – or was it apprehension? – to be involved, my previous experiences had convinced me of the educational value of this book rap. Therefore, I offered to take a small group of her students and work with them on the rap each day in the library. This method was very successful, and the students maintained their own 'Rap records' (folders of their book rap work) which complemented the class work. Reporting their experiences back to their classmates allowed others to benefit from the rappers' newly-learned field knowledge.



Downloading email and saving it to disk is a simply learned procedure.

#### Book rapping in the classroom

At the beginning of Term 3, *The jolly postman book rap* was announced, and a Year 2 teacher responded to the invitation to participate. Up until this point, classes had been sending two Rap Reps to the library each day to connect to the Internet, and download, file and print their email messages. I was concerned that other students' interaction with the Netscape browser itself was too limited. I was also uncomfortable about the reams of paper being consumed by printing out of so many email messages.

As our school is not yet networked, a solution was found by saving mail to disk. Now, when classes want to participate in a book rap, I simply load Netscape onto their classroom computers, and provide a simple text procedure for accessing mail from a floppy disk. The students



can now read their mail in their classrooms *offline*, and are thus becoming more familiar with Internet browser layouts at the same time.

#### Authentic literacy learning experiences

In our experience, book raps have brought benefits far beyond their literacy merit. The library profile has been enhanced by its role in initiating and supporting new learning opportunities. More importantly, the teacherlibrarian has been able to demonstrate, in a new context, her desire to work collaboratively with teachers to stimulate learning.

The book rap experiences described in this article, together with the active and practical support of the school library, has encouraged several teachers at this school to plan further collaborative learning activities with me. Others have commented that book rapping has been a wonderful professional development exercise, giving them unexpected insights into other teachers' approaches, and a new purpose for learning about the Internet and the integration of technology into the curriculum.

A special mention must be made of our principal, Phil Irvine, who allocates extra time to the library from the school budget, thus nurturing these programs. I also pay tribute to the fine members of the teaching staff at Wollondilly Public School, who have actively grasped these new opportunities, and courageously extended their own horizons. Without their conscientious support, book raps could not have contributed so powerfully to the learning programs at our school.

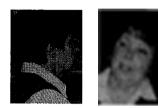
In Cooper's words, approaches to literacy must "combine a variety of resources and activities" to allow students to have many different types of "authentic literacy learning experiences" (Cooper 1993). Internet book raps provide an excellent context for such experiences. They open doors to much student and professional teaching and learning.

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Vol 17 No 4 November 1

## Literacy through literature: a collaborative unit for Year 7



Toni Moodie is the teacher-librarian at Walcha Central School, a remote K-12 school on the northern tablelands of New South Wales. Marlene Gates is an English teacher at the school. Together, Toni and Marlene have developed a successful literature program to improve the reading attitudes and literacy skills of their Year 7 students.

he town of Walcha is about an hour's drive from each of two major inland cities in New South Wales. Although the school library at Walcha Central has over 12000 resource items, and there is also small branch of the Central Northern Library nearby, it is rare that students entering Year 7 claim reading books to be a favourite leisure activity. Sport, watching television and hiring movies on videocassette usually rate more highly than reading for pleasure.

Consequently, over recent years a cooperative effort by the Year 7 English teacher, the teacher-librarian and the Support Teacher Learning Difficulties, developed R.A.G.E: *Read and get enjoyment!*, a literacy through literature unit of work to encourage students to:

- enjoy reading
- read regularly and widely
- respond in greater depth to literature
- improve their verbal and written literacy skills
- use information skills in context.

#### Preparation

The school library is booked up for every Year 7 English period for the duration of the unit. This works out to be a combination of single and double periods totalling 240 minutes a week. As most students previously attended the primary department of the school, they are accustomed to the library and its various locations. However, this time allows the teacher-librarian to familiarise students from smaller feeder schools or those who are new to the area.

For this reason, we like to timetable this unit towards the beginning of the school year. In the time leading up to the start of the unit, the class teacher promotes how the unit will work and the staff's expectations of the students. Within the time frame of the unit, the students are required to read and respond to a total of six books, including:

- a picture book
- a novel by an Australian author
- a fantasy or science fiction narrative
- a book set pre 1970
- two other books, either fiction or non fiction.

Each student is given a Manila folder, a reading log pro forma and an assessment sheet. Specific worksheets are prepared, and distributed as needed during the unit. Parents are informed of this component, and are invited to join in the weekly book sharing sessions.

#### Beginning the unit

At the commencement of the unit, and once a week throughout the term, the teacher-librarian focuses on a particular genre of children's literature and presents an excerpt of a typical example to the class. In the case of picture books, the whole book is shared, and we are careful to select something that will appeal to the more sophisticated interests of secondary students. Gary Crew and Steven Woolman's The watertower, Rod Clement's Just another ordinary day, and Tohby Riddle's The great escape from City Zoo, have proven to be highly successful picture books for use with Stage 4 students.

Following the shared reading, a class discussion ensues in which we brainstorm the features of the particular text type. While students are required to read an example from each category of their reading log over the course of the unit, there is no compulsion for them to correspond this reading with the shared example of the week. However, most students elect to do so, and the freedom to choose helps them to define the types of literature available and make comparisons.

Lists of subject headings, keywords and recommended authors are located near the OASIS enquiry terminals. Agnes Nieuwenhuizen's Good books for teenagers and its companion volume, together with the review sections from recent issues of periodicals (such as Scan, Magpies and Literature Base) are made available to the students to help them to make their selections.

#### **Responses to reading**

Throughout the unit, students are encouraged to see reading as enjoyable, and not a chore. They learn to discriminate and form their own tastes. In small groups, we discuss and advocate the rejection of books they find too difficult or too boring, hoping to avoid the "I've read 20 pages and I don't want to waste my time!" syndrome. Thus the program can be tailored to suit individual needs and allow freedom of choice, whilst ensuring that stu-



Sharing picture books: Teacher-librarian Toni Moodie with Year 7 students.

dents do not get 'stuck' in Sweet Valley High or R.L. Stine mode for the whole term.

The final few minutes of the weekly shared book sessions are set aside for students to record their reflections in their reading logs. This same pro forma is used for reading completed at home. The students write about each of the books they read, and also note their personal responses. The three staff members are available to discuss the students' writing with them during this time.

A teacher-student conference takes place for each student whenever a book is finished, and the teacher signs a recording sheet. This provides an ongoing diary of the students' work and progress.

Specific worksheets which allow creative responses, provide language activities and pose questions to assess the students' understanding of particular books are then completed. Some examples are suggested in Table 1. The activities are intended to be suggestions only; students are also encouraged to develop their own tasks, discussing alternatives with a teacher. Often, the students are far more original and imaginative in their suggestions!

It is exciting to experience the students: verbalising and writing about their reading; selecting and organising their information; and responding imaginatively to literature. The teachers share in the evaluation of this work, and use the opportunity to model reading in small groups wherever possible.

#### Presenting and assessing

Based on the concept of the literature circle (see Scan vol 16 no 3), students are divided into three groups (one per

The final few minutes of the weekly shared book sessions are set aside for students to record their reflections in their reading logs.

The future The staff team is constantly refining this unit by incorporating: student suggestions; new modes of information technology; and teaching and management ideas from Scan articles. Next year, we intend to feature books from oz-TeacherNet's online Book rap calendar in the weekly book sharing, which will definitely broaden the scope of our students' audience for their presentations. Another student suggestion under consideration is the potential to utilise *ICO*, an efficient online communication facility which would enable Walcha Central students to chat with Year 7 students in other schools about literature. There is also scope to extend the program to include the range of factual text types. The pro forma for non fiction could require students to determine which text types

staff member) to share their book with their peers. For three or four minutes each, individual students can either read from the book or discuss their reflections. Group members then question the presenter about the book.

Initially, the questions tend to be of the "Did you like the book?" type, but we guide the students towards asking more incisive questions. They very quickly grasp the idea and are soon asking "Did you find the main character to be convincing? Why or why not?"

Considerable time is spent discussing how the tasks are to be assessed. It is essential that the assessment criteria is shared with the students prior to them engaging in written and drawn responses. The program allows for ongoing peer assessment, teacher assessment and self assessment of the students. The culmination of this is a formal evaluation of the students' own written work, their contributions to book sharing sessions and presentation circles, and the unit as a whole. The students gauge how well they have met the intended outcomes.

School merit awards and peer-nominated awards are given out weekly, with the students becoming increasingly discriminating by raising their standards for the granting of these awards as the term progresses.

have been used (ie recount; procedure; report; explanation; exposition; discussion), and then comment on the appropriateness of the author's choices. As many of our students who read for pleasure select narrative fiction every time, this option would be an excellent way to broaden Year 7's reading experiences.

#### YEAR 7 R.A.G.E ACTIVITIES (read and get enjoyment!)

#### Note to teachers and teacher-librarians:

Ensure that students will be able to achieve success. The activities listed below imply a whole lot of knowledge, skills and understandings that educators will need to teach their students, to prepare them to respond to these tasks. Furthermore, the types of tasks will depend on the type of text that the students read.

Consideration should also be given as to how these tasks are to be assessed. The assessment criteria should be *shared with the students* prior to engaging in a task. Also, will each task have a similar weighting? What reading, writing, talking, listening, drawing or viewing will students need to engage in to complete these tasks?

#### **CREATIVE RESPONSE ACTIVITIES**

Discuss with your teachers an appropriate activity to suit the book you have read and then complete one of the following:

- Draw the room lived in by the main character. Make sure you include appropriate furniture, sporting equipment, books, or anything else the character needed or used. Label your diagram and add brief explanation boxes.
- Design a poster advertising the book as a film. Include a cast list of appropriate actors to star in the film.
- Draw a map of the town or country in which the story was set.
- Make a passport for a character in the book, and include visa and entry stamps.
- Construct a crossword, or other word puzzle, using words from the book.
- Add a character to the narrative. Describe that character and his/her role in the story.
- Construct a storyboard of the novel.

#### LANGUAGE ACTIVITIES

Discuss with your teachers an appropriate activity to suit the book you have read and then complete one of the following:

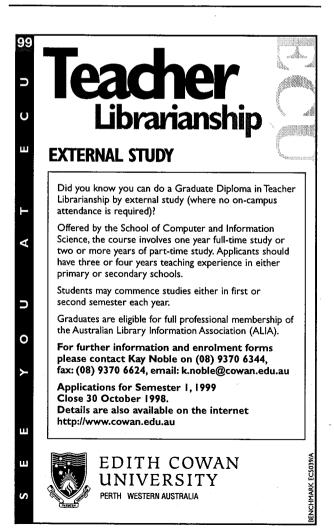
- Rewrite the ending of the novel from a different viewpoint.
- Recount an incident from the novel in play or poetry form.
- Draw a sociogram of the main characters in the story.
- Construct a character profile of a character in the story. Include as many details as you can.
- Write a newspaper report on an event/incident from the novel.
- Script a dialogue between two characters.
- Write a letter to the author, or to a friend, about the book, or from one character to another.
- Add another chapter to the novel, maintaining the narrative style of the author.

The parents who have participated in the program are very supportive, and have relished the chance to share their own favourite titles. Often, they sign up as external borrowers of the school library.

Generally, the students have found the unit to be very enjoyable. After the predictable aversion to the book sharing sessions, they begin to appreciate the opportunity to communicate their ideas, and to sample books they may not normally have considered of value. They certainly become more regular in their borrowing habits after the unit, another important indicator to us that our anticipated outcomes are being achieved by most students. It is satisfying to know that our Year 7 students are now more willing to list reading amongst their list of recreational activities.

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## Achieving literacy outcomes through cooperative learning groups

*Cooperative student learning is a popular teaching and management* strategy. Working in small groups, students have many opportunities to improve their oracy skills. Kay Byrne, Assistant Principal Primary at Caringbah Public School, has always worked closely with the teacherlibrarian at her previous schools, and was eager to build upon her successes at Punchbowl Public School, where cooperative learning groups have become an intrinsic part of the whole school plan.

ooperative learning is an effective way of increasing opportunities for students to achieve outcomes in talking and listening, and to develop essential social skills. Through collaborative planning, programming and teaching with the teacher-librarian and other support staff, teachers can select, design, or re-design tasks which encourage oracy, and are able to be completed in small groups or teams.

Teaching/Learning

In contrast to the traditional 'chalk and talk' classroom, students in my Year 6 class at Caringbah Public School complete an increasing number of their daily teaching and learning activities in clusters of four students. What makes cooperative learning groups so exciting and successful as a method of teaching and learning is that *one quarter* of my class is producing oral language at any one time.

Cooperative learning groups can be used by: individual classroom teachers; release from face-to-face (RFF) teachers; support teachers; and casual staff. In my experience, this strategy is especially successful in team teaching situations with teacherlibrarians. Ideally, cooperative learning can be implemented across the grades as a whole school initiative, and supported by a social skills program.

#### A whole school approach

I first encountered K-6 cooperative learning at Punchbowl Public

School, a large Sydney school with a high percentage of non English speaking background (NESB) students. The school has a strong commitment to improving teaching and learning through innovative K-6 changes to teaching practice. Most importantly, the strategies used are designed to permeate Punchbowl's K-6 school plan, going beyond initial funding, to become intrinsic elements of school life.

As Assistant Principal Infants, I led the school's Disadvantaged Schools Program (DSP) Reading/Writing Committee. An ongoing parent participation program (see Scan vol 14 no 1) was supplemented with *Reading/writing together*, a three year implementation of factual writing K-6. I invited the teacher-librarian to be involved with the committee, and he became a crucial member of our planning team. Collaborative planning, programming and teaching (CPPT) was made an integral component of our implementation strategy. Later, the school's Quality Assurance evaluation indicated the need for a change of focus. It was the teacherlibrarian who moved over to the new Talking and Listening Committee. He brought to their planning sessions a unique K-6 overview, derived from working with so many grade programs. The teacher-librarian also: presented sessions about information skills at staff development days; modelled teaching practice using cooperative learning groups; and was involved in baseline data collection.



#### Effective talking and listenina

In the first year of this module, Punchbowl's staff was introduced to the concept of cooperative learning groups. Emphasis on team building activities, to improve students' social skills so that they could interact more effectively, maximised opportunities for effective talking and listening. In the following year, we worked in grade groups to embed talking and listening outcomes and indicators into a selection of existing school based science units. Pre tests, post tests and learning activities were developed to suit the nature of the cooperative learning model and available resources, again with encouraging success.

It was an enervating experience to observe and monitor our teachers learning together, embracing new teaching methods, and building upon the solid base of previous years' work as their teaching skills adapted yet again. While some class teachers embraced the concept of cooperative learning faster than others, we soon discovered that involving the teacher-librarian and other support staff made this teaching style easier to introduce.

"Please move into your groups" was soon all that was needed to be said to get a whole class swiftly on task and working, whether they were in the classroom, the library or elsewhere. When the material supporting the State Literacy Strategy, and drafts of

#### Teaching/Learning

English K-6 syllabus, began to arrive in the school, the staff was pleased to note that we were well prepared for the future.

#### A new beginning

The State Literacy Strategy emphasises "the need for teachers to be to be explicit and systematic" (Hutton & O'Dowd, 1998). Arriving at Caringbah Public School, I found a dedicated staff eager to refocus on the implications of the Literacy Strategy and English K-6 syllabus.

The students in my new Year 6 class were using oracy at high levels of achievement. I needed to develop a teaching and learning program that provided explicit scaffolds in reading and writing, yet would also extend the students' existing skills and talents. Once again, cooperative learning groups proved to be highly effective.

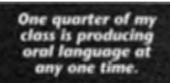
An existing school commitment to an annual public speaking contest complemented this strategy and, by working closely with Caringbah's teacher-librarian, Leonie Stannard, I am certainly off to a good start. The two of us have also begun sharing our successes with other staff, both formally during professional development days, and informally in the staffroom and at grade programming sessions.

#### Extending and enhancing oracy skills

Mostly, cooperative student learning activities are designed for groups which are heterogenous; one high achiever, several middle achievers and one low achiever per team is the norm. Heterogenous groups produce the greatest opportunities for peer tutoring and support, and they do make classroom management easier than other types of cooperative learning. Alternatively, depending on particular tasks, the class can be divided into random groups or interest teams.

At Caringbah, I first used heterogenous group learning for a unit on Natural disasters, which lent itself towards developing the text type of explanation. "An explanation is a piece of writing that tells readers

how and why things happen" (Christie et al, 1992). The objective was to design structured tasks that allowed one quarter of my class to produce oral language at any one time. Oral explanations and joint construction activities were explored during the unit, leading to the independent construction of an explanation, How does a volcano erupt? (see example) and public speaking pre-



sentations.

The unit also emphasised aspects of visual literacy (drawing, labelling, and interpreting explanatory diagrams) during the group activities. To quote Steve Moline, also known as children's author David Drew, "to provide a complete literacy program, we need to include opportunities to draw information as well as to write it" (Moline, 1995).

#### **Roles in cooperative** learning

Each member of a cooperative learning group has a title describing his or her function within the team. Individual teachers can tailor the terms and responsibilities to suit their own teaching styles. The roles are rotated so that all students experience each responsibility (when appropriate).

Generally, I use the following roles within each group:

- Reader: Reads the activity's instructions to the team and keeps everyone 'on task'. Although this is usually a leadership role by proxy, it does not always have to be filled by a 'good reader'. Many tasks will offer excellent opportunities to rotate less able readers into this role. These days I use media related labels, and the term **Director** suits this position.
- **Recorder:** Records all ideas and decisions of the group. Also known as the Scribe.
- Reporter: Towards the end of a session, reports the group's findings: to other teams; the teacher; or the whole class. Currently, I use the term Presenter.

• Encourager: Positively, but quietly, praises the efforts and ideas of the other team members. My new class baulked at this title, so we renamed the position **Contributor**, in keeping with the news media theme.

Should any group have additional members, a Gatekeeper makes sure that all members are participating. A **Checker** ensures agreement is reached, or checks for understanding. Currently, I assign extra members as other Contributors.

#### Scaffolds to support learning

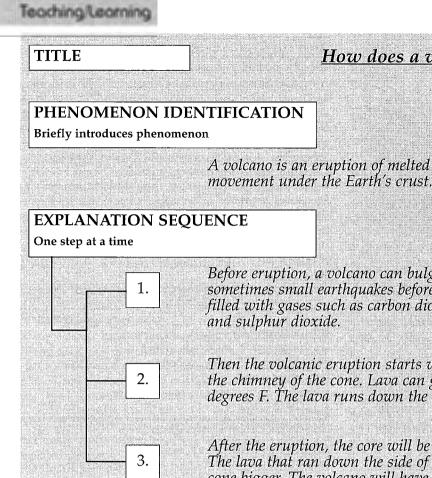
The Natural disasters unit was introduced via several reading activities based on an article about Cyclone Tracy in a Young Australia reading scheme textbook.

All unfamiliar tasks, which I had programmed for later use in group sessions, were modelled to the whole class using the topic of cyclones. This was to ensure that the students would be supported during their learning and that success was achievable for each group. These tasks included: reassembling a jigsaw of explanation paragraphs; matching labels to a diagram of a cyclone on the overhead projector; and searching Encarta CD-ROM for famous natural disasters. A joint construction on how cyclones are formed was also developed, and displayed (and read often).

The above mentioned activities were then repeated, but this time the students worked in their cooperative groups and the topic was volcanoes. Field knowledge and note taking, much of it gathered from the library, enabled all members of the groups to contribute (ie to talk and to listen).

#### Incorporating technology

Each cooperative learning group of four to five students rotated through the library so that they could have some experience with the Internet. The teacher-librarian's brief was to help students to build up their field knowledge on volcanoes, through structured exploration of reference resources about the destruction of Pompeii. An appropriate Internet Web site called Pompeii: unraveling



A sample of independent construction of an explanation by a Year 6 student at Caringbah Public School. This work was the culminating activity for the unit, and was invaluable for evaluation and student assessment. (NB The white labels are not part of the child's work.)

ancient mysteries included some motivating animations and supposed 'eyewitness' accounts on the eruption of Mount Vesuvius.

It was discovered that many of the students had never before typed a URL, or used a hypertext link, so numerous design and content aspects of this recommended Pompeii site were used, rather than spending the lesson with the students looking for other, perhaps less effective, Internet sites via search engines. In the smaller groups, it was also a good opportunity to demonstrate note taking skills (for later use back in the classroom) and to discuss the implications of plagiarism.

Eventually, the teams also used library sessions to create three dimensional, labelled, models of volcanoes, including several which 'erupted' bicarbonate of soda! Personal reactions to the Pompeii first person narratives they had read together were recorded in five line 'lantern poems', a poetry form simi-

lar to cinquains. This consolidated much information from their research, encouraged synthesis, and removed the opportunity to regurgitate plagiarised facts.

#### The future

So far, my experiences with cooperative learning groups at Caringbah have been extremely encouraging. I am grateful to the teams of dedicated teachers at both Punchbowl and Caringbah schools for their support, in particular the Reading/Writing Committee and Oracy Committee members at Punchbowl.

In a class top heavy with boys, it has been rewarding to make use of strategies that: are gender equitable; develop social skills; address essential talking and listening outcomes; and reinforce a sense of community. In a short time, I feel I have achieved much, and I look forward to future collaborative opportunities with my teaching colleagues.

#### How does a volcano erupt?

A volcano is an eruption of melted metals and gases caused by plate

Before eruption, a volcano can bulge out about 100 metres. There are sometimes small earthquakes before the eruption. The lava inside is filled with gases such as carbon dioxide, hydrogen, carbon monoxide,

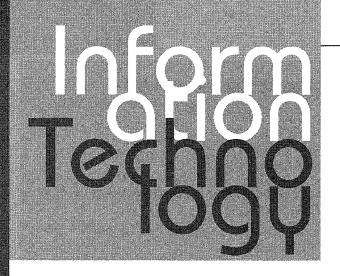
Then the volcanic eruption starts with a blast. The lava blasts out of the chimney of the cone. Lava can get up to a temperature of 2100 degrees F. The lava runs down the side of the volcano.

After the eruption, the core will be spewing out gases for a long time. The lava that ran down the side of the cone will harden, making the cone bigger. The volcano will have changed shape completely. by A. B.

#### REFERENCES

Christie, F., et al, Exploring explanations about natural disasters. Student book level 2. Harcourt Brace Jovanovich, 1992, p 2. DSC oracy program: co-operative learning [participants' manual]. Presented by Robyn Rankin, NSW Disadvantaged Schools Component, 1996. English K-6 syllabus. NSW Board of Studies, 1998. "Fury on the wind", Danger! (Young Australia Level 14), Thomas Nelson, 1983, pp 67-73. Hutton, P. & O'Dowd, M., "Text types for teacher-librarians", Scan 17(1) 1998, p 13. McLean, I., "Putting parents in the picture at Punchbowl Primary School" in Scan 14(1) 1995. Moline, S., I see what you mean: children at work with visual information. Longman Australia, 1995, p 1. Pompeii: unraveling ancient mysteries (online) at: http://www.hbschool.com/justforki ds/socialstudies/grade\_6/unit\_04/po

mpeii/index.html 🔳



Our series of Internet reviews continues. Sites for a range of Key Learning Areas are included in each edition of Scan 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>.

#### 1998 book rap - info page.

#### http://rite.ed.qut.edu.au/oz-teachernet/projects/ book-rap/br.html

For the uninitiated, book raps are discussions about scheduled books and their authors conducted between individuals, or classes, using email and live chat sessions. This site is aimed at teachers and teacher-librarians who would like to be involved in book raps but are unsure where to start. The site includes sections on current and future books being discussed, and how to participate in book raps as a coordinator. The steps necessary to begin running a book rap as a coordinator are well set out and would be easy, yet exciting, to implement. Information on what other teachers have been working on with book raps is featured in an archive section. N. Paull

<b>USER LEVEL:</b>	Professional
KLA:	English
SYLLABUS:	English K-6; English 7-10
SCIS SUBJECTS:	Authors; Criticism; Literary style
<b>KEYWORDS:</b>	Author; book rap
<b>PUBLISHER:</b>	RITE Group, Queensland University
	of Technology
<b>REVIEW DATE:</b>	10/9/98

## Archi-Tech Services home page.

#### http://home.hotlinks.net.au/arch/

Archi-Tech Services provide information for the Australian architect by being an online showcase for all types of products. It shows'a comprehensive Product directory organised: alphabetically; by Product; Company; and by Brand name. Listings of Industry organisations could also provide some excellent contacts for project development. Users are able to drill down to individual product descriptions. The products range from Metal polishes to Venetians & blinds. Information is up to date and comprehensive. Contact information for all companies is included. Visitors to the site can request brochures and further information online. P. Thompson

<b>USER LEVEL:</b>	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; 2U Design
	& Technology; 2U Industrial
	Technology; Technical Drawing 7-10
SCIS SUBJECTS	: Architects; Architecture
<b>KEYWORDS:</b>	Architect; architecture
<b>PUBLISHER:</b>	Archi-Tech Services, Australia
<b>REVIEW DATE:</b>	4/9/98
EVAL:	Highly recommended

#### Australia Street - introduction.

#### http://www.australiast.uts.edu.au

A snapshot of a small number of houses and of the people who have made them home, this site offers slices of Australian culture and identity. Each address links to: Aboriginal history; **Demographics** of the area; and other background information. Sound bites give the user a sense of intimacy with the person whose home is being explored. Time is needed to explore each of the addresses. Click onto Archive for an interesting look at relevant information on a variety of aspects of society and culture. The site is currently limited and is not representative of multicultural Australia. There are plans for further development, including an additional Aboriginal perspective. This site is interactive, allowing for personal input in Your Street and the discussion site. C. Preston

<b>USER LEVEL:</b>	Stage 3 Stage 4 Stage 5 Stage 6
	Professional
KLA:	HSIE
SYLLABUS:	History 7-10; HSIE K-6; Geography 7-
	10; 2U Society & Culture; Studies in
	Society 7-10
SCIS SUBJECTS	: Australia - social life and customs;
	National characteristics - Australia
<b>KEYWORDS:</b>	Australia; demography
PUBLISHER:	University of Technology/Australian
	Museum, Sydney
<b>REVIEW DATE:</b>	2/9/98

#### Australian Department of Foreign Affairs and Trade.

#### http://www.dfat.gov.au

This site is excellent for those teachers and students studying trade and business with the Asian Pacific Rim countries. Some of the most beneficial material is found in the geographic section which includes the Country fact sheets library and Economies at a glance. These are very good for students trying to get up to date statistics on a range of countries. The East Asia analytical unit, located in the services section provides good analytical articles and refer-

#### Information Technology

ences related to trade issues and business in some specific AU Asian nations. Government trade policy and policy speeches are also listed. K. Jackson

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USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	3U Business Studies; 2U/3U
	Economics; Geography 7-10;
	History 7-10
SCIS SUBJECTS	Asia - Economic conditions; Australia.
	Department of Foreign Affairs and
	Trade; Pacific Region - Economic
	conditions
<b>KEYWORDS:</b>	Foreign affairs; trade
<b>PUBLISHER:</b>	Australian Government
<b>REVIEW DATE:</b>	31/8/98
EVAL:	Highly recommended

#### The Block Island School home page.

#### http://www.bi.k12.ri.us/

Many schools have interesting Web sites and the Block Island K-12 school of 126 students is one of these. A feature of the site is the online individualised career and education plan which is based on the premise that students need to plan their education by creating a plan beginning in Year 9. The form guides them through the decision making process and helps clarify their thinking. In addition the site has many links to sites featuring: study skills; gifted and talented resources; parent resources; and social and environmental awareness. These links may prove worthy of further investigation by teachers. Unlike most school sites it does not feature students' work, but it is constantly developing. A. Soutter

<b>USER LEVEL:</b>	Stage 3 Stage 4 Stage 5 Stage 6
	Community Professional
KLA:	HSIE; PDHPE; VOC ED
SYLLABUS:	HSIE K-6; PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS	: Study methods; vocational guidance
<b>KEYWORDS:</b>	Career guidance; study skills
AUTHOR:	DILLON, Dennis
<b>REVIEW DATE:</b>	9/9/98
EVAL:	Highly recommended

#### BodyQuest.

#### http://library.advanced.org/10348/

Developed by students and winning third place in the 1997 ThinkQuest competition, this site is an enjoyable way to learn about the human body. Designed for the eleven to sixteen age group, it provides information on a number of different body systems. Users may Search for information through the Alphabetical index (body parts); Categorical index (body systems); or click and zoom on a particular system. The site also hosts an exciting JavaBody viewer applet, which allows users to take slices through a virtual human which are then displayed in colour. Users are able to download all of this site to a local disk for quick offline access. J. A. Robinson

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	PDHPE; Science
SYLLABUS:	2U Biology; 2U General Science;
	PDHPE 7-10; 2U PDHPE; Science 7-10;
	2U Science for Life
SCIS SUBJECTS	: Physiology
<b>KEYWORDS:</b>	Body systems
PUBLISHER:	Advanced Network & Services,
	New York

SY SC KE PI RE

AUTHOR:	CHOU, Joshua; KOU, Charles; THISTLETHWAITE, Alistair
REVIEW DATE:	31/8/98
EVAL:	Highly recommended

#### Bushranger site home page.

#### http://wwwcream.une.edu.au/OtherSites/Bushrangers/ HOME.HTM

Starting out with a contents page, this well organised site goes beyond merely giving background information on bushrangers. It deals with why men and women relinquished whatever social rights and privileges they had to become bushrangers. The profiles, haunts, and quotes of bushrangers are explored, as are bushrangers who appear in poetry and song. Students have the option of emailing questions to an expert in the field, and teachers can investigate the classroom activities and bibliography. This extensive site would be a rewarding source of information for a unit of work on bushrangers. N. Paull

<b>USER LEVEL:</b>	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7-10; HSIE K-6
SCIS SUBJECTS:	Bushrangers
<b>KEYWORDS:</b>	Bushrangers
AUTHOR:	ORR, Hazel K.
<b>REVIEW DATE:</b>	10/9/98
EVAL:	Highly recommended

#### Cadbury - Yowie.

http://www.cadbury.com.au/yowie

Collectors of Yowie toys are the main target for this commercial site, but it makes an effort to provide more educationally useful information. Six Australian habitats are each represented by a Yowie character, with information provided on that habitat and its characteristic fauna. An interactive game asks users to answer questions about each habitat to 'save' the Yowies. A section for teachers offers reproducible lesson plans on habitat, fauna and environmental protection, which could be adapted for use in primary classrooms. The site is potentially useful, but some teachers may be reluctant to use material so obviously produced by a confectionery manufacturer. W. Smith

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USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	Animals, Australian; Environmental
	protection
<b>KEYWORDS:</b>	Australian animals; environment;
	habitat; Yowies
<b>PUBLISHER:</b>	Cadbury, Victoria, Australia
<b>REVIEW DATE:</b>	8/9/98

#### Canegrowers home page.

http://www.farmwide.com.au/nff/canegrowers/cane.htm For students studying the cane growing industry this site is a must. Information is available online from the Cane industry information handbook, covering topics such as: industry logistics and reviews; export earnings; deregulation processes; and the Sugar Industry Act. This information is text based, so it is very quick to view. There are links to Australian canegrower magazine, and online Media releases about environmental issues. Smut, on this site, refers to the sugarcane smut disease. Although the focus is on the Queensland cane industry, there is some reference to NSW. Updates are frequent, so information is very relevant. K. Heap

USER LEVEL:	Stage 5 Stage 6
KLA:	TAŠ
SYLLABUS:	Agriculture 7-10; 2U/3U Agriculture
SCIS SUBJECTS	: Sugar industry - Australia
<b>KEYWORDS:</b>	Cane sugar; industry
<b>PUBLISHER:</b>	Canegrowers Association, QLD
<b>REVIEW DATE:</b>	8/9/98

#### CCER home page.

#### http://www.ccer.ggl.ruu.nl/ccer/

A browser to support frames is necessary to view this extensive Egyptology homepage. Eight sections provide a diverse approach to studying Ancient Egypt, ranging from traditional texts and museums through to computer aided study techniques. The skill level of the user and the computer technology available are important for this site. The easily accessed Egyptology list and database offers The complete hieroglyphica, which lists 4700 hieroglyphs. Experimental corner provides downloadable videos. The FTP - corner offers a complete list of software necessary for computer aided Egyptology. A number of amusing perceptions of Egypt can be found in **Check out this funny stuff**. There is a lot of valuable information at this one site. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
	Professional
KLA:	HSIE
SYLLABUS:	2U/3U Ancient History; History 7-10;
	HSIE K-6
SCIS SUBJECTS:	: Egypt - History - to 332 B.C.
<b>KEYWORDS:</b>	Egyptology
<b>PUBLISHER:</b>	Utrecht University, The Netherlands
<b>REVIEW DATE:</b>	

#### Chemical comics.

#### http://www.uky.edu/~holler/periodic/periodic.html

An art gallery of comic book cartoons hyperlinked to almost every chemical element in the periodic table has been created at this site. Users are presented with a standard periodic table and have the ability to click on an element to see a list of comic book pages involving that element. Thumbnails can then be expanded to see the full comic book page. There are also external links for information about each element but time is required to verify curriculum relevance. The properties of some of the elements in the comics can be used as a basis for class discussion. J. A. Robinson

<b>USER LEVEL:</b>	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Chemistry; Science 7-10
SCIS SUBJECTS:	: Chemical elements; Periodic law
<b>KEYWORDS</b> :	Periodic table
PUBLISHER:	Department of Chemistry, University of
	Kentucky, KY
AUTHOR:	HOLLER, F. James; SELEGUE, John P.
<b>REVIEW DATE:</b>	31/8/98
EVAL:	Highly recommended

## http://www.uow.edu.au/crearts/chimera/

Chimera Gallery.

Chimera is the experimental student Web space of The Faculty of Creative Arts, The University of Wollongong. This interdisciplinary student project has been developed as an outlet through which students and staff can exhibit

and contribute to the World Wide Web. There is a constantly changing schedule of exhibits, in the areas of sound, writing, theatre, visual arts and new media. The presentation of all exhibits varies according to the chosen theme, genre of the work, and the individual curator of each exhibit. As well as an archive of past Web projects, there are links to local projects on the Web initiated within the faculty or in the Wollongong area. M. Beare USER LEVEL: Stage 5 Stage 6 Professional KLA: CA SYLLABUS: Visual Arts 7-10; 2U/3U Visual Arts SCIS SUBJECTS: Art; Australia - Galleries and museums **KEYWORDS:** Chimera Gallery; University of Wollongong PUBLISHER: University of Wollongong **REVIEW DATE: 8/9/98** 

#### Cold war international history project (CWIHP).

#### http://cwihp.si.edu/default.htm

A virtual library; Discussion group (requires a username); Frequently asked questions; and a CWIHP bulletin are available at this site. The CWIHP virtual library allows the user to search archival materials in a number of ways: Keywords, Keywords/Subject; Keywords/Year; Bulletin issue, Geographic subject; Collection; and Subject. Once a topic has been selected, there is a choice of a wide range of relevant documents for study. The resources here are extensive, and most students will require some direction to use them effectively. This is an enormous site. Before attempting to navigate it is helpful to select the Frequently asked questions, which includes guidelines for using the Web site and conducting a search. R. McDowall USER LEVEL: Stage 6 Professional KLA: HSIE SYLLABUS: 2U/3U Modern History; 2U People & Events SCIS SUBJECTS: Cold war

**KEYWORDS:** 

Cold war; history; international **PUBLISHER:** Woodrow Wilson International Center for Scholars, Washington **REVIEW DATE: 2/9/98** 

Common errors in English.

#### http://www.wsu.edu/~brians/errors/index.html

An alphabetical list of common misspellings and confused words are easily accessed here. Examples include accept/except; cite/site/sight; definate (sic); who's/whose; woman/women; writting (sic). Very simple explanations, examples, rules and corrections are given on the site to assist with understanding how and why the correct usage occurs. The author can be contacted with suggestions for additions. There is a link to the Curricular resources in English as a second language page which provides a list of sites which teachers can investigate to determine curriculum relevance. This site becomes a self help tool, if the error has been noticed in the first instance. K. Underhill USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: English SYLLABUS: English 7-10, 2U/3U English SCIS SUBJECTS: English language - Spelling; English language - Usage English; errors; language; spelling **KEYWORDS: PUBLISHER:** Washington State University AUTHOR: BRIANS, Paul

**REVIEW DATE: 7/9/98** 

#### Information Technology

#### The cuckoo Clark - author Margaret Clark on the Web.

#### http://www.newwebcity.com/cuckoo/clark.htm

Each section of this site is accessible from the home page as well as from every section. Separate sections are devoted to: the Mango Street series; Hair raisers series; teen books; and what Clark terms Special books, written from her experiences as a drug and alcohol worker. Lists of titles are accompanied by a brief synopsis of each book, with some scanned book cover graphics. Readers are encouraged to write to the author, by post or email, and a list of FAQs gives honest answers to many questions about the writer's life. Simply designed, this site may offer student readers useful and interesting information about a popular author. W. Smith

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English
SYLLABUS:	English K-6; English 7-10
SCIS SUBJECTS:	Authors, Australian; Children's litera-
	ture; Writing (authorship)
<b>KEYWORDS:</b>	Authors; horror; writing
AUTHOR:	CLARK, Margaret
<b>REVIEW DATE:</b>	8/9/98

#### Cultural survival.

#### http://www.cs.org

Concerned with the rights of indigenous people world wide, this site contains anthropological material useful for cross cultural studies for the opening section of the society and culture course. Active voices, an online journal, contains educational materials that promote tolerance and understanding of other cultures and respect for indigenous people. The articles have relevance for the 3 unit course as well as the 2 unit course. Links to related sites gives access to women's issues; countries around the world studied in 3 unit; and Web Wombat online newspapers. Time may be required to verify the curriculum relevance of these links. C. Preston USER LEVEL: Stage 5 Stage 6 Professional HSIE KLA: SYLLABUS: Asian Social Studies 7-10; 2U/3U Society & Culture; Studies in Society 7-10 SCIS SUBJECTS: Anthropology; Human rights; Indigenous peoples; Women **KEYWORDS:** Cultural; indigenous **PUBLISHER:** Cultural Survival Inc., Cambridge, USA **REVIEW DATE: 2/9/98** 

#### DIVA.

#### http://www.arts.monash.edu.au/visarts/diva/diva.html

Digital images from the visual arts library at Monash University form the content of this site. It contains a general overview of Australian art and architecture, and more detailed surveys of Australian painters, sculptors, photographers, performance artists and architects. Other focus areas are Aboriginal art and film, television and video. A gardens and landscape design survey features the French Impressionist painter Claude Monet's garden at Giverney in France. An excellent text, which provides an account of each artist's concerns and practice, accompanies the images. Because the site provides access to a wide ranging R

survey of recent Australian art, it is a valuable resource for senior visual arts students. M. Beare		
USER LEVEL:	Stage 6 Professional	
KLA:	CA	
SYLLABUS:	2U/3U Visual Arts	
SCIS SUBJECTS: Art, Australian; Landscape architecture		
<b>KEYWORDS:</b>	Architecture; Australian art and artists;	
	Monet; performance art	
<b>PUBLISHER:</b>	Monash University, VIC	
<b>REVIEW DATE:</b>	8/9/98	
EVAL:	Highly recommended	

#### Dr. Hawass - The plateau - official Website of Dr Zahi Hawass - main gate.

http://guardians.net/hawass/index.htm

Several aspects of the ancient history preliminary and HSC courses are addressed here. Dr. Hawass's Press releases; Recent interview transcripts; and site conservation plans are available. What better way to develop students' understanding of current archaeological issues, preservation techniques and problems associated with conservation than to study such up to date material? The site includes information about: the reigns of Khufu and Menkoure (Kings & pyramids); the Site management & tourism impact on places like Abu Simbel and the Valley of the Kings; and the restoration of the Sphinx (Saving the secrets of the sands). There is little pictorial evidence but the relevance of the text makes this a unique and valuable site. This site is updated regularly. J. Kempthorne

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SER LEVEL:	Stage 6
LA:	HSIE
YLLABUS:	2U/3U Ancient History; 2U
	Personalities & Their Times
CIS SUBJECTS:	Egypt - History; Hawass, Zahi;
	Pyramids
EYWORDS:	Egyptian pyramids
UTHOR:	BAYUK, Andrew; HAWASS, Zahi
EVIEW DATE:	2/9/98

#### Elders Limited.

http://www.elders.com.au/

The Elders Australia site is a source of information that is relevant to all agriculture students. The site provides information on current wool and livestock prices. The prices are presented in a format that would be easy to adapt for student use. The Bush telegraph is an interactive bulletin board containing questions and replies from farmers and interested parties, and comments about industry problems. Bush resources are useful links, including climatic information (Australian weather) in which satellite images are displayed. There is also access to a variety of agriculture links which teachers would need to investigate to determine curriculum relevance. K. Heap

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Agriculture 7-10; 2U/3U Agriculture
SCIS SUBJECTS:	: Pastoral industry - Australia
<b>KEYWORDS:</b>	Livestock; price; wool
<b>PUBLISHER:</b>	Elders Limited
<b>REVIEW DATE:</b>	8/9/98

#### For the Juniors homepage.

#### http://www.abc.net.au/juniors/default.htm

Teachers who utilise the popular ABC television broadcast, *For the juniors*, should bookmark this site. It provides student outcomes and teacher support material for upcoming shows. Key concepts in the series deal with the environment, health and safety. The comprehensive support material gives specific instructions for teachers to follow before and after each show, and includes excellent activities that are easy to follow, appropriate for the intended audience, and manageable in their scope. N. Paull

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USER LEVEL:	Stage 1 Stage 2 Professional
KLA:	HSIE; PDHPE
SYLLABUS:	HSIE K-6; PDHPE K-6
SCIS SUBJECTS:	: Environment - Study and teaching;
	Health -Study and teaching
KEYWORDS:	Environment; health; safety
PUBLISHER:	Australian Broadcasting Corporation
<b>REVIEW DATE:</b>	10/9/98
EVAL:	Highly recommended

#### Free lesson plans from Broderbund.

http://www.broder.com:80/education/school/lessons.html

As the title implies, Broderbund's site incorporates lesson plans for many of the company's most popular CD-ROMs such as *Arthur's birthday*, *The print shop*, and *The logical journey of the Zoombinis*. The emphasis is on ideas that can be easily translated into the classroom and are suitable for a wide range of students. The lesson plans are broad in scope, yet offer another dimension to using these programs in the classroom setting. They usually contain blackline masters or project templates and could be used as follow up or extension activities to the CD-ROMs themselves. N. Paull **USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4 Stage 5

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4 Stage	
KLA:	CA; English; HSIE; LOTE;	
	Mathematics; Science; ST; TAS	
SCIS SUBJECTS: Computer-assisted instruction;		
	Computers in education	
KEYWORDS:	Computers; lesson plans	
PUBLISHER:	Broderbund, USA	
<b>REVIEW DATE:</b>	10/9/98	

#### Freshwater ecology.

#### http://www.yvw.com.au/schools/enviro\_schools.htm

Yarra Valley Water has provided an extensive Website that would supplement any water ecology program. Part of a much larger Website, this site provides information about basic ecology, pond life, life cycles, and investigation ideas. The **Freshwater ecology** page provides information on food webs and photosynthesis. The **Pond research** pages provide information on how to conduct research, equipment required (even DIY instructions), and safety issues. Another highlight is that many pages provide support and reinforcement questions, with answers located on another page. The language is appropriate for upper primary students and has reference to scientific terms and names. S. Tavlor

laylor	
USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE; Science; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6;
	Science 7-10
SCIS SUBJECTS:	Freshwater ecology; Life cycles
	(biology)
KEYWORDS:	Freshwater; life cycles; Yarra

PUBLISHER:	Yarra Valley Water, Victoria, Australia
<b>REVIEW DATE:</b>	8/9/98
EVAL:	Highly recommended

#### Greenpeace Australia - home page.

#### http://www.greenpeace.org.au/

Australian and international environmental issues are treated from a conservationist viewpoint at this attractive and well organised site. Topics include: case studies, including the plight of the blue finned tuna; climatic change; forest depletion; and toxins, such as PVC. Greenpeace's charter and history are also presented. There are suggestions as to how problems may be solved and the action that Greenpeace is taking. **Press releases** report on current environmental problems and there is monitoring of the Homebush Bay Olympic site. Links are given to other environmental sites that may reward teachers who investigate these further. S. Leslie

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science; ST
SYLLABUS:	Geography 7-10; 2U Geography; HSIE
	K-6; Science & Technology K-6;
	Science 7-10; 2U Science
SCIS SUBJECTS:	Environment; Pollution
<b>KEYWORDS:</b>	Environment; pollution
<b>PUBLISHER:</b>	Greenpeace Australia
<b>REVIEW DATE:</b>	7/9/98

#### The Henry Moore Foundation.

#### http://www.henry-moore-fdn.co.uk/hmf/

The emphasis within this site, at the present, is to mark the centenary of Henry Moore's birth. It covers a diverse cross section of his work and links to other sites, but time may be required to verify curriculum relevance. There is a short but concise **Biography** and **Chronology** of his life. **Works on view** has thumbnails that are expandable to a much larger size than most books. An **Exhibition and events** section has basic information of past and present exhibitions with some links to other sculpture based sites. There is also a list of **Selected publications**, including catalogues for sale. A. Whyte

USER LEVEL:Stage 5 Stage 6 ProfessionalKLA:CASYLLABUS:Visual Arts 7-10; 2U/3U Visual ArtsSCIS SUBJECTS:Moore, Henry; Sculpture,<br/>modern - 20th centuryKEYWORDS:Henry MoorePUBLISHER:Henry Moore Foundation, UKREVIEW DATE:4/9/98

#### How to sharpen a knife.

#### http://gpvec.unl.edu/public/files/feedlot/sharp1.htm

More than the sharpening of knives, this site gives comprehensive, well-explained information about the science and practice of producing an edge on a tool. The diagrams from the site are of a very high quality. Step by step instructions lead the user through the whole process of grinding and honing, including the correct use of a steel and its purpose in removing defects, rather than being used as a sharpening tool. This site is directly applicable to chisels and planes and would provide valuable assistance to teachers maintaining workshop equipment. Sharpening angles are included for reference. The author explains how the system will sharpen tools to be used as scalpels. P. Thompson

#### Information Technology

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	2U Industrial Technology;
	Technics 7-10
SCIS SUBJECTS: Sharpening of tools	
<b>KEYWORDS:</b>	Sharpening; tools
<b>PUBLISHER:</b>	Great Plains Veterinary Educational
	Center, USA
AUTHOR:	GRIFFIN, Dee
<b>REVIEW DATE:</b>	4/9/98
EVAL:	Highly recommended

## In Motion magazine - a multicultural, online U.S. publication about democracy.

#### http://www.inmotionmagazine.com/

Easily navigated, this site gives Links around the world which includes The Web of culture, ideal for cross cultural communications as it provides a comprehensive coverage of international body language and gestures. **Religions and belief systems** would be useful for studies of religion as well as the religion and belief depth study for society and culture. **Global eyes** covers globalisation and indigenous rights in the Pacific region and there is wider international coverage through **Regions**. This site offers articles on many of the concepts of the social inequality, prejudice and discrimination for society and culture, however, most of the affirmative action material is American based. C. Preston

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	2U Society & Culture; 2U Studies
	of Religion
SCIS SUBJECTS:	Civil rights; Immigration and emigra-
	tion; Racism; Religion; Social justice
<b>KEYWORDS:</b>	Democracy; multicultural; religion
<b>PUBLISHER:</b>	NPC Productions, San Diego, CA
AUTHOR:	PAGET-CLARKE, Nic
<b>REVIEW DATE:</b>	2/9/98

## Index to passages from WLGR. (Women's life in Greece and Rome).

http://www.uky.edu/ArtsSciences/Classics/wlgr/wlgrindex.html

A series of primary source documents, these provide information related to women in the Greek and Roman worlds. Sources are taken from ancient Roman laws; **Philosophers**; writers; histories and legal papyri. They are an excellent collection of information for students and teachers regarding Roman society. The sources date from the eighth century BC to the fourth century AD and reflect the changes in women's status over the centuries. The site is easy to navigate and provides links to **Diotima**. This allows access to other sources on Greek and Roman women, but time may be required to verify curriculum relevance. R. McDowall **USER LEVEL:** Stage 6 Professional

KLA:	HSIE
SYLLABUS:	2U/3U Ancient History; 2U
	Personalities & Their Times
SCIS SUBJECTS:	Greece - History; Rome - History
<b>KEYWORDS:</b>	Greek; Roman; Women
PUBLISHER:	University of Kentucky, USA
AUTHOR:	FANT, Maureen B.; LEFKOWITZ,
	Mary R.
<b>REVIEW DATE:</b>	2/9/98

## "inQuiry Almanack" - spotlighting simple machines.

#### http://www.fi.edu/qa97/spotlight3/spotlight3.html

Part of a larger site from a monthly online magazine, this particular site succinctly explains how simple machines work. By matching diagrams with age appropriate language, students will better understand how inclined planes, levers, wedges, wheels and axles, screws, and pulleys make work easier. Hypertext links are available for those students who want additional information on each machine. Students are encouraged to think about creative ways that two or more machines can be worked together to form compound machines. Additional links to supplementary Websites could be investigated by teachers to ascertain curriculum relevance. N. Paull

SER LEVEL:	Stage 2 Stage 3
LA:	ST
(LLABUS:	Science & Technology K-6
CIS SUBJECTS:	Machinery; Physics
EYWORDS:	Levers; pulleys; screws; simple
	machines; wedges; wheels
JBLISHER:	Franklin Institute Science Museum,
	Philadelphia
EVIEW DATE:	10/9/98

#### Jacket magazine homepage.

#### http://www.jacket.zip.com.au/

Jacket is a free Internet quarterly magazine which includes poetry, interviews, reviews and articles about new writing from many English speaking countries. Edited by the well known Australian poet, John Tranter, this site offers a great range of reading and discussion material that has been written specifically for the magazine, or comes from sources that would be difficult to obtain. There are many links to other contemporary sites that could be investigated for curriculum relevance, including those with specific comments about Tranter's own work. One of these is a long interview (about 30 printed pages, including photographs) that gives an insight to Tranter's life and writing. K. Underhill

USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	3U English
SCIS SUBJECTS:	Literature - Collections; Poetry
<b>KEYWORDS:</b>	Literature; poetry
<b>PUBLISHER:</b>	Jacket, Sydney
AUTHOR:	TRANTER, John
<b>REVIEW DATE:</b>	7/9/98

#### Juggling information service.

#### http://www.juggling.org/

The information in this site will inform the user of the physical aspects of juggling. It would also be useful for the beginning juggler as well as the professional performer. Under **Juggling help**, there are text based lessons on how to juggle with: balls; clubs; rings; and torches. This is supplemented by a large number of video clips of jugglers at work. The extensive table of contents contains: contacts for juggling services from Australia and the world; links to printed materials, catalogues, books on juggling (**Juggling in the media**); and other resources. The search engine (**Search JIS**) for archived juggling information would be particularly useful for students researching this area. C. O'Rourke

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Drama 7-10; 2U Drama
SCIS SUBJECTS	: Juggling
KEYWORDS:	Juggling
PUBLISHER:	Juggling Information Service, Indiana
	University
AUTHOR:	BAKALOR, Barry
<b>REVIEW DATE:</b>	2/9/98

#### KIDiddles (TM) - Mojo's Musical Mouseum.

#### http://www.kididdles.com/mouseum/index.html

Ever wondered where to find those missing lyrics to a favourite children's song? This site features the lyrics to children's songs that are not the subject of copyright. The songs are indexed by title and by subject. If you know just a few lyrics, you can try the search engine, and if you have no idea at all then there is a help site. Also featured is a song of the week; links to related sites that could be further investigated by teachers; and a Good buys section which has all the information on the latest happenings in children's music. Although a North American site there is some Australian content, including a link to The Wiggles ' home page. N. Paull

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional KLA: CA SYLLABUS: Music K-6 SCIS SUBJECTS: Singing; Songs **KEYWORDS:** Lyrics; songs PUBLISHER: KiDiddles, Canada **REVIEW DATE:** 10/9/98

#### Kids.

#### http://www.forest.nsw.gov.au/f\_kids.htm

Part of the State Forests of NSW home page, this site has been designed for both teachers and students. Students can follow two cartoon characters on a journey that leads them through a forest, encountering feral animals, and problems that need investigation. The background information available to teachers on forests and their management would be a welcome addition when preparing units of work on the forest environment and working with wood. Details of Field Studies Centres and the programs they run are also available. The site encourages teachers to use blackline masters which have been prepared by State Forests, but unfortunately these aren't available on the site, but via mail. N. Paull

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE; Science; ST; TAS
SYLLABUS:	Design and Technology 7-10;
	Geography 7-10; HSIE K-6; Science &
	Technology K-6; Science 7-10
SCIS SUBJECTS	Forests and forestry
<b>KEYWORDS</b> :	Feral animals; forests; timber products
PUBLISHER:	State Forests of NSW, Sydney
<b>REVIEW DATE:</b>	10/9/98

#### Learn physics today!

#### http://library.advanced.org/10796/

A high quality, interactive physics learning tool developed by students, this won fifth place in the 1997 ThinkQuest competition. Via interactive problems using Java applets, the user is able to explore concepts starting from Basic skills through to: Motion in two dimensions; Projectile

and periodic motion; Waves; Sound; Light; and Electric forces. Users are invited to perform calculations online and check their answers. An online calculator is available for use. At the end of each section is an interactive quiz. The site is highly suitable for many topics in the preliminary and HSC courses. J. A. Robinson

USER LEVEL:	Stage 6
KLA:	Science
SYLLABUS:	2U Physics
SCIS SUBJECTS:	Physics
KEYWORDS:	Physics
<b>PUBLISHER:</b>	Advanced Network & Services, New
	York
AUTHOR:	JUDEZ, Hector; KU CHO, Hyun;
	OENOKI, Kazushi; OENOKI, Keiji
<b>REVIEW DATE:</b>	3/9/98
EVAL:	Highly recommended

#### Marche mondiale.

#### http://www2.club.ch/webc151/globalmarch/

The readings contained on this French language site deal with child exploitation in the workplace and the Global March Against Child Labour (Marche Mondiale Contre le Trevail des Enfants.) Starting with the present situation of exploited children in the world, background information is given on the march and actions taken by the UN. This is followed by poems written by children who were exploited themselves (écrivain en herbe.). One can also read Victor Hugo's Les contenporains. There are also some easier readings in French such as Roman feuilleton and considerable reading comprehension material suitable for 2 unit and 3 unit students. A chat page in French, English or in Spanish is also available. K. Nowacki USER LEVEL: Stage 6 LOTE KLA: SYLLABUS: 2U/3U French SCIS SUBJECT: Child abuse; French language **KEYWORDS:** Child labour; French PUBLISHER: Marche Mondiale, Switzerland **REVIEW DATE:** 11/9/98

#### Measurements converter.

#### http://www.niceeasy.com.au/Converter.html

Area; Capacity; Circular; Length; Pressure; Speed; Temperature; Time; Volume; and Weight are all easy to convert by visiting this site. Once saved this site can be used offline. With comprehensive metric and imperial calculations, a user simply enters their measurement into one of the fields, clicks in another, and the site then displays the equivalent in all the available units. Length for example includes: kilometre; metre; decimetre; centimetre; millimetre; league mile; furlong; chain; rod; yard; foot; and inch. Old Russian; typographical; astronomical; and nautical lengths are also displayed. The accuracy is amazing and would prove useful for many engineering design applications. P. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: TAS

SYLLABUS: Design & Technology 7-10; 2U Design & Technology; 2U Engineering Science; 2U Industrial Technology; Technics 7-10

SCIS SUBJECTS: Measurement

KEYWORDS: Conversion; measurement

PUBLISHER:	Nice & Easy Multimedia Pty Ltd,
AUTHOR:	Australia GERSHTEIN, Sergey
REVIEW DATE: EVAL:	4/9/98 Highly recommended
Mother Goose Learning Softw	rebus rhymes - Enchanted vare.
http://www.Ench	antedLearning.com/Rhymes.html
Here is a site th	at teachers can incorporate into less

Info

plans and activities for young students. Preschool students will enjoy looking up their favourite nursery rhymes and seeing if they can recognise some words. As the site's title implies it incorporates rebus, or picture, clues to help beginning readers. Kindergarten students and others who are learning to read will enjoy attempting to read, or reading, these familiar favourites. The site is easily navigated for its intended audience. Included are several links to other sites at this user level that teachers could investigate to determine curriculum relevance. N. Paull USER LEVEL: Early Stage 1 Stage 1 KLA: English SYLLABUS: English K-6 SCIS SUBJECTS: Nursery rhymes **KEYWORDS:** Mother Goose; nursery rhymes PUBLISHER: Enchanted Learning Software, USA. **REVIEW DATE: 10/9/98** 

#### The mysteries of space and time.

#### http://library.advanced.org/12523/

Developed by students as part of the 1997 ThinkQuest competition, this site won second place. It allows the inquisitive student to learn about some of the mysteries, ideas, and theories associated with stellar objects. These include: secrets of distant suns; black holes; and stellar anomalies in space and time. Frame and non frame versions are available, with extensive use of Java applets. An interactive virtual Lab allows the user to create a star and watch it die. They can also add stars to a virtual universe and watch it grow and change over a period of time. This site is highly suitable for physics elective 5: astronomy and 2U General Science. J. A. Robinson USER LEVEL: Stage 6 KLA: Science 2U General Science; 2U Physics SYLLABUS: SCIS SUBJECTS: Astrophysics **KEYWORDS:** Space; time PUBLISHER: Advanced Network & Services, New York DOVE, Edwin; HAMANN, Garret; **AUTHOR:** KOHLER, Tobias **REVIEW DATE:** 3/9/98 EVAL: Highly recommended

#### National Council on Economic Education.

#### http://www.nationalcouncil.org

A lot of information is available on this site to help teachers integrate the Internet into their economics teaching. Economics America provides information on economics education in the USA, including curriculum issues. EconEdLink includes Cyberteach which has ideas for Building an economics lesson and a Sample general economics lesson. The Economics international section has Web links to universities, international organisations and

businesses. These can supply up to date information on economic concepts as well as useful teaching resources that can be integrated from K-12, but time may be required to verify curriculum relevance. There is good support for economics syllabus options. K. Jackson

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	2U/3U Business Studies;
	2U/3U Economics
SCIS SUBJECTS	: Economics - Study and teaching;
	United States - economic conditions
<b>KEYWORDS:</b>	Economics
<b>PUBLISHER:</b>	National Council on Economic
	Education, New York
<b>REVIEW DATE:</b>	31/8/98
EVALUATION:	Highly recommended

#### The National Museum of Women in the Arts.

#### http://www.nmwa.org/index.htm

For those investigating the involvement of women in the arts, this is a useful site. The museum, although based in Washington DC, has an international perspective and covers all disciplines within the subject area. Within the Permanent collection, the periods covered are from The Renaissance to the present day. There are thumbnails of most pictures and some downloadable videos related to the museum and its collection. The Library & research centre is contactable for further information. The Museum shop has mail order Books, Gifts and Jewellery. A. Whyte Stage 5 Stage 6 Professional USER LEVEL: KLA: CA

SYLLABUS:	Visual Arts 7-10; 2U/3U Visual Arts
SCIS SUBJECTS:	: Artists; Arts; Women
<b>KEYWORDS:</b>	Arts; women
<b>PUBLISHER:</b>	The National Museum of Women in the
	Arts, Washington
<b>REVIEW DATE:</b>	4/9/98

#### Oceans alive.

#### http://www.abc.net.au/oceans/alive.htm

A companion to the Year of the ocean site, this encompassing site features the biodiversity of Australian marine life and ways to preserve our oceans. Content includes: an interactive map to log whale sightings; Australia's top marine diversity sites; facts about oceans and marine life; a search engine; links to schools with online sites that feature a marine content; and a question and answer section. The site has been designed to expand in the future and host online schools marine projects. The breadth and scope of this well designed site would make it ideal as an integral component of any research unit on Australian marine life. N. Paull

USER LEVEL: KLA: SYLLABUS:	Stage 3 Stage 4 Stage 5 HSIE; Science; ST Geography 7-10; HSIE K-6; Science &
	Technology K-6; Science 7-10
SCIS SUBJECTS	: Marine biology; Marine ecology
<b>KEYWORDS:</b>	Marine animals; marine plants; oceans
PUBLISHER:	Australian Broadcasting Corporation
<b>REVIEW DATE:</b>	10/9/98
EVAL:	Highly recommended

#### Periodic table:Webelements.

http://www.shef.ac.uk/chemistry/web-elements/ Users are presented with a coloured periodic table on this site. Clicking on an element will provide the user with a number of options, including History; Uses; Key data; Electronegativities; Bond enthalpies; Lattice energies; Atom radii; Reduction potentials; Crystal structure; Bulk properties; Thermal properties; Radioisotopes; Electronic configuration; Valence shell radii; Ionization enthalpies; Electron affinities; Effective nuclear charges; Biology; and Geology. Such data is supplemented by appropriate graphs, diagrams and tables and is very easy to navigate. Users may also access a frameless interface and a printable

periodic table. J. A	A. Robinson
USER LEVEL:	Stage 5 Stage 6
KLA:	Science
SYLLABUS:	2U Chemistry; 2U General Science;
	2U Geology; Science 7-10
SCIS SUBJECTS	: Chemical elements; Periodic law
<b>KEYWORDS:</b>	Elements; periodic table
PUBLISHER:	University of Sheffield, UK
AUTHOR:	WINTER, Mark
<b>REVIEW DATE:</b>	1/9/98

#### pH tutorial launch pad.

#### http://www.science.ubc.ca/~chem/tutorials/pH/ launch.html

Notes and self directed exercises at this site are designed to help students with the fundamental concepts of acid base chemistry. Since the level of instruction is aimed at first year university students with no prior knowledge of acid base chemistry, the content is suitable for consolidation or revision by HSC students. The site is organised into 18 separate sections with an online quiz for each section. It covers the entire content of chemistry core topic 10, acids and bases. The section on Biological applications of pH is appropriate for elective 3, biological chemistry. There is also a useful online glossary (ABC). Users may download the tutorial package to use offline. J. A. Robinson

USER LEVEL:	Stage 6
KLA:	Science
SYLLABUS:	2U Chemistry
SCIS SUBJECTS	: Chemistry
<b>KEYWORDS:</b>	pH; science
PUBLISHER:	Department of Chemistry, University of
	British Columbia
AUTHOR:	HERRING, Geoff
<b>REVIEW DATE:</b>	1/9/98
EVAL:	Highly recommended

#### The physics applet collection.

#### http://jersey.uoregon.edu/vlab/

Effective use of Javascript is used to create a variety of interactive applets to demonstrate a range of physics concepts. These include: Mechanics; projectile motion; gravitation; momentum; Astrophysics; Thermodynamics; and Energy and Environment. The site contains helpful hints on running some of these applets. For each applet featured, the user has a choice to access the **Raw applet link** or to a Link to applet embedded in example HTML lesson plan. Each applet is supplied with technical details, and some have additional documentation. In running these applets users choose values for the parameters and then see the

motion or graph generated. It is useful for many topics in preliminary and HSC courses. I. A. Robinson

premimary and fibe courses. J. A. Robitson			
<b>USER LEVEL:</b>	Stage 6		
KLA:	Science		
SYLLABUS:	2U General Science; 2U Physics;		
•	2U Science for Life		
SCIS SUBJECTS	: Physics		
<b>KEYWORDS:</b>	Physics		
<b>PUBLISHER:</b>	University of Oregon		
AUTHOR:	BOTHUN, Greg; McGREW, Amy;		
	RUSSELL, Sean		
<b>REVIEW DATE:</b>	3/9/98		
EVAL:	Highly recommended		

#### Playwriting seminars introduction.

#### http://www.vcu.edu/artweb/playwriting/

Providing practical advice for budding playwrights, this site is a readable guide to this art form. The author examines a number of key elements including: Structure; exposition; narrative techniques; character development; Subtext; and climax. Interlaced with this advice are numerous quotes from prominent playwrights and excerpts from contemporary plays which are used to illustrate the author's ideas. A useful inclusion is an examination of the difference between Film and stage writing and a section on the one act play. This site will be very useful for students' attempting to write their own scripts for the stage. Navigation is a little disjointed, but the information is presented in a concise and accessible manner. C. O'Rourke

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	2U Drama
SCIS SUBJECTS:	Script writing
<b>KEYWORDS</b> :	Playwriting
PUBLISHER:	Virginia Commonwealth University,
	USA
AUTHOR:	TOSCAN, Richard
<b>REVIEW DATE:</b>	2/9/98

#### Premiers pas sur la plage "chat".

#### http://www.momes.net/endirect/index.html

French teachers with a keen class of technology minded students will find this page useful. Through this page, students and teachers can conduct a live chat session with French students in France. The page gives details on how to proceed, with an updated weekly program with exact times when the chat can take place. After subscribing to the program and choosing the topic of discussion, you can start a free chat from your own site. An exciting page for a live chat in French where students can develop their French with students in France or in French speaking countries. Teachers would need to be aware of Child Protec-tion issues when using this site. K. Nowacki USER LEVEL: Stage 3

KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECT:	French language text
<b>KEYWORDS:</b>	French
PUBLISHER:	Premier pas sur l'Internet, France
<b>REVIEW DATE:</b>	21/9/98

#### Information Technology

#### Safety on the farm.

#### http://www.wt.com.au/~dohswa/d\_pubs/farmsafe/ index\_fs.htm

An extensive site that is relevant to the junior and senior agriculture syllabuses, this provides information on twenty-four topics covering all aspects of farm safety. These include: Operating a tractor; Tractor maintenance; Farm noise; Handling sheep; Handling cattle; Hay baling; and Dairy farms. There are also main sections explaining the legal aspects of farm safety (Your legal duties) and Managing farm safety. The information is very easy to read and is supported with diagrams where appropriate. Teachers will find it useful as the information is approved, for copying and use in class, as long as the source is acknowledged. K. Heap USER LEVEL: Stage 5 Stage 6 Professional

KLA: TAS SYLLABUS: Agriculture 7-10; 2U/3U Agriculture SCIS SUBJECTS: Farms - Safety measures **KEYWORDS:** Farms; safety WorkSafe Western Australia PUBLISHER: **REVIEW DATE:** 8/9/98

#### Southern Districts Visual Arts Network home page.

#### http://www.shoal.net.au/~van/

Southern Districts Visual Arts Network (VAN) is the professional organisation of visual arts teachers in the south coast region of NSW. Their site includes information on coming events and activities as well as photos and links to visual arts sites. Of particular interest to students are the Links, Resources and Camp pages. The Links page contains an extensive list of site reviews which would require further investigation. A well illustrated study guide to a recommended area of study from the HSC, developed by teachers in the VAN, can be found on the **Resources** page. The site has many photographs of VAN's activities such as the annual HSC camp for students and the VAN teachers' conference. M. Beare USER LEVEL: Stage 4 Stage 5 Stage 6 Professional CA KLA: SYLLABUS: Visual Arts 7-10; 2U/3U Visual Arts SCIS SUBJECTS: Art; Art - Study and teaching KEYWORDS: Art resources; art teaching; Southern Districts Visual Arts Network; VAN

PUBLISHER: Southern Districts Visual Arts Network, NSW **REVIEW DATE:** 8/9/98 EVAL: Highly recommended

#### Teacher Magazine.

#### http://www.edweek.org/tm/tm.htm

An American monthly online magazine, this site has many articles of interest to Australian primary and secondary teachers. Each issue has five sections: Features, Current events, Research, Comment, Books and Departments. In addition, one can browse the Archives, Special reports, Daily news and obtain resources for lessons. There is always an article on behaviour management and at least one on a curriculum area. Features include a monthly account of an issue confronted by a teacher. This month deals with alleviating the shock that a class feels when a classmate is arrested for a violent crime. There is a great

deal of relevant information in this well constructed site. A. Soutter

	Community Professional
SCIS SUBJECTS:	Classroom management; Education
<b>KEYWORDS:</b>	Behaviour; curriculum; teacher
PUBLISHER:	Editorial Projects in Education, USA
<b>REVIEW DATE:</b>	9/9/98
EVAL:	Highly recommended

#### Threatened species network index.

#### http://nccnsw.org.au/member/tsn/

Although not an extensive list, a valuable feature of this site is information on a selection of Australian threatened plants and animals. Information on each species is well covered. Included on the site is: general information about threatened species; media releases on environmental issues; a glossary of biological and environmental terms; and ideas on how the individual can assist in conservation. There is a facility to search for specific terms, both within this site and others from the Nature Conservation Council of NSW. Links to other environmental sites, which may have curriculum relevance, would need further exploration by teachers. S. Leslie

SER LEVEL:	Stage 3 Stage 4 Stage 5
LA:	HSIE; Science; ST
LLABUS:	Geography 7-10; HSIE K-6; Science &
	Technology K-6; Science 7-10
CIS SUBJECTS:	Animals-Australia; Environment;
	Wildlife conservation
EYWORDS:	Conservation; environment
<b>JBLISHER:</b>	Nature Conservation Council of NSW
EVIEW DATE:	7/9/98

#### Understanding our planet through chemistry.

http://minerals.cr.usgs.gov/gips/aii-home.htm

U.S. Geological Survey have created an informative site which shows how chemists and geologists use analytical chemistry to: determine How old is the earth: show that an extraterrestrial body collided with the earth in Disaster from space; predict volcanic eruptions; observe Global change in the geologic past; and document damage by Acid rain and pollution of the Earth's surface. There is also a thorough description of the use of chemistry in the understanding of geologic processes; the environment; pollution and its prevention; plus the mapping of the chemistry of the earth. This site is suitable for chemistry elective 4, chemistry and the environment. J. A. Robinson

SER LEVEL:	Stage 5 Stage 6
LA:	Science
YLLABUS:	2U Chemistry; 2U Geology;
	Science 7-10
CIS SUBJECTS:	Earth sciences; Pollution
EYWORDS:	Chemistry; minerals; planet
UBLISHER:	US Department of the Interior,
	US Geological Survey
UTHOR:	TAGGART Jr., Joseph E
EVIEW DATE:	1/9/98
VAL:	Highly recommended

#### The Vietnam war Internet project.

http://www.lbjlib.utexas.edu/shwv/shwvhome.html Offering a wide range of accounts and a depth of information, this site offers a multi-perspective view of the war which divided countries. It contains extensive

**Resources** lists; Articles from academics and interested parties; Documents including orders and government papers; military Units; Society of History Vietnam War; and memoirs and personal Narratives. Students can find much to augment their studies. The Images are largely donated by Americans involved in the war. The narratives and memoirs give primary evidence not commonly found. An Australian section has been added, but is not extensive. Links specific to Vietnam are comprehensive, but time may be required to verify curriculum relevance. C. Dorbis

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	History 7-10; 2U/3U Unit Modern
	History
SCIS SUBJECTS:	Vietnam war, 1961 - 1975
<b>KEYWORDS:</b>	Vietnam war
<b>PUBLISHER:</b>	Lyndon Baines Johnson Library,
	University of Texas
AUTHOR:	TEGTMEIER, John
<b>REVIEW DATE:</b>	2/9/98

#### Virtual Galápagos.

http://www.terraquest.com/galapagos/

This site provides an interactive means to explore the: history; geology; and natural history of the Galápagos Islands. History includes a description of Charles **Darwin's visit** and links to his book *The voyage of the Beagle*. Issues discusses current conservation issues such as Introduced species and tourism. Wildlife explains the theory of **Evolution** and how it was developed by Darwin and others. Information is also included on: Darwin's finches; giant tortoises; land lizards; marine iguanas; and sea mammals. This site is relevant to the core 2U biology topic, genetics and evolution I Morgan

Serieuco una evon	auon, j. morgun
USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Biology; Science 7-10
SCIS SUBJECTS:	Animals - Galapagos Islands;
	Galapagos Islands
<b>KEYWORDS:</b>	Galápagos
<b>PUBLISHER:</b>	Terraquest, USA
<b>REVIEW DATE:</b>	1/9/98

#### The water cycle.

#### http://www.yvw.com.au/schools/cycle\_1.htm

Studying cycles? Then visit the Yarra Valley Water Website for a comprehensive look at the water cycle. This site opens with a flow diagram of the water cycle covering topics such as **Precipitation**, **Condensation**, and the Role of the sun. The instructions are simple, requiring students to click on the flow diagram with corresponding information appearing in the lower frame. As this site is framed (divided into two sections) some adjusting of the frame divisions may be needed. The language is appropriate for middle to upper primary, with occasional terms needing further explanation. The animated graphics used to explain evaporation and transpiration provide fantastic visual support to the process being explained. S. Taylor

KLA:

USER LEVEL: Stage 2 Stage 3 Stage 4 HSIE; Science; ST HSIE K-6; Science & Technology K-6; SYLLABUS: Science 7-10

SCIS SUBJECTS: Water cycle

**KEYWORDS:** Water cycle; Yarra Yarra Valley Water, VIC **PUBLISHER: REVIEW DATE:** 8/9/98

#### Welcome to Zoological Parks Board of New South Wales.

#### http://www.zoo.nsw.gov.au

Coverage of both Taronga and Western Plains Zoos is provided at this extensive, well designed and easily navigated site. Information about Western Plains Zoo is not as comprehensive as for Taronga Zoo. Specific information, including photographs, is provided for 21 individual animals, as well as about animal families, sponsorship programs and employment opportunities at both zoos. Programs for environmental protection (eg What do they do with all the zoo doo?) are described and practical information, including maps, entrance prices and opening times, will prove useful for teachers organising excursions. The site includes the comprehensive Australian shark attack file. This would be a helpful site for pre and post excursion use by teachers and students. W. Smith LISER LEVEL. Stage 2 Stage 2

USEN LEVEL:	Stage 2 Stage S
KLA:	ST
SYLLABUS:	Science & technology K-6
SCIS SUBJECTS:	Animals; Taronga Park Zoo; Western
	Plains Zoo; Zoos
<b>KEYWORDS:</b>	Animals; zoo
<b>PUBLISHER:</b>	The Zoological Parks Board of New
	South Wales
<b>REVIEW DATE:</b>	7/9/98

### Internet reviewers for this issue were:

Michael Beare, Shoalhaven High Chris Dorbis, SEO1, Aboriginal Studies Karen Heap, Muirfield Technology High Kim Jackson, Kingsgrove High School Judith Kempthorne, Cranebrook High School Suzanne Leslie, Lindfield Primary Rosemary McDowall, MacKellar Girls' High School Judy Morgan, Sefton High School Kanitha Nowacki, Open High School Chris O'Rourke, Bathurst High Nigel Paull, South Grafton Primary Christine Preston, secondary teacher Wendy Smith, Tamworth Primary School Alison Soutter, Project Officer, Student Services Jenny (JA) Robinson, Byron Bay High Simon Taylor, primary teacher Peter Thompson, Bossley Park High Kerry Underhill, MacKellar Girls' High Anthony Whyte, Westport Technology High

Internet site reviewers, especially primary, urgently needed. Email: Colleen.Foley@det.nsw.edu.au

# Isolated no longer: Internet solutions at Moree Technology High School

Moree Technology High School has 500 students from Years 7 through to Year 12, of whom 17% identify as Aboriginal. Teacher-librarian **Jill Jones** discusses some of the ways the school is incorporating computer technologies into teaching and learning, bridging some of the isolation that is experienced by this school community.

lthough Moree Technology High School is approximately 800km north west of Sydney, the school offers a full range of subjects, has vocational programs, and uses Distance Education to access some courses. As in other country locations, the staff at Moree strives to ensure that our school's remoteness does not become an educational disadvantage. The students require current, relevant sources of information and many topics are a challenge to resource.

Information Technology

Difficulties can arise for students needing access to specialist information required for senior subjects; the range and quality of information from community sources may not be adequate. We are constantly aware of the social disadvantages that may be experienced by students who might have a decreased awareness of the degree of competition and available opportunities for the future. Isolated students may feel insecure when exposed to the wider environment.

Since 1991, computers, and other associated technologies such as the Internet and electronic mail (email), have been a growing factor in overcoming some of the feelings of isolation experienced by students and staff. As an aid to teaching and learning, a whole school computer network has been established, which links three computer rooms, all staff rooms, the administration block and the library.

The Internet is now widely accepted as a major learning tool at the school, and it is rapidly becoming integrated into the curriculum to enhance both teaching and student learning.

Internet and email access, via the network, is available in all staff rooms using a local service provider, while student Internet access is via two computers (part of the Computers in schools project) connected to the Department of Education and Training's service provider. The student terminals are located in the library; this year it is planned to install a further ten computers in the library, each one capable of accessing the Internet.

#### Email access

All staff members at the school have a *Hotmail* address so that they can easily access their email from both home and school connections.

However, limited student access has meant that their present email use, for now at least, is restricted to:

- more information
- asking questions in sites such as Oz kidz and AskERIC
- · emailing other classroom connections, which has been particularly useful for Aboriginal Studies students who study another cultural group
- exchange students communicating with distant family members.

#### Integrating the Internet

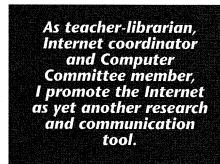
Since our first connection in October 1995, the Internet has not always been looked on favourably by all staff at the school. Technical problems, such as unreliable telephone lines, led to some initial frustration. Our Internet connection is charged at STD telephone rates (approximately



• requests to Web site publishers for

\$20 per hour) but this is subsidised by the Department.

Even so, some staff regarded the Internet as a time waster. Others expressed concern that students might be exposed to "sex sites and bomb sites", as sensationalised in numerous reports by the media. The staff's fears decreased as they became more familiar with the Internet and its possibilities. Through professional development, we worked to improve search tech-



niques, and promoted the use of refined search engines that permitted Boolean terms. Concerns regarding suitability of sites was overcome in several ways: the students' Internet computers are located in a prominent position in the Library; and Ozemail's use of filters protect students from offensive sites and news groups. Also, our students accept the Moree Technology High School user's agreement, which outlines areas of use and acceptable Internet behaviour.

#### Internet implications for the teacher-librarian

As teacher-librarian, Internet coordinator and Computer Committee member, I promote the Internet as

#### Information Technology

yet another research and communication tool. Although the Internet, or more precisely the World Wide Web, extends far beyond the walls of the school library, I aimed to merge it into the library collection in a similar way to books and CD-ROMs.

The Internet is 'another place' in the library to find information. It may be the first port of call, especially for current information such as daily news, weather, share market or stock market reports, or for providing obscure information. Recent examples have included: designs for weather vanes, barbecues and guitars; the breeding of rare animals; and the cultivation of unusual crops. At other times it is the last place students search. We do not have rules on who can use the Internet, or when. However, I do encourage the students to define what it is they want to know, brainstorm relevant

keywords and phrases, and select the best search engine for the task, before I log them onto the Internet.

The introduction of the Internet into teaching and learning has required me to spend more time with both students and staff, on a one-to-one and small group basis, and to develop in users the appropriate information skills to ensure successful searches. Staff and students have to be critically aware of the material

Students require structured exposure to the Internet. It is very tempting for them to "surf the Web" aimlessly.

#### THE INTERNET AND PROFESSIONAL DEVELOPMENT

Internet use by staff for professional development is growing, with several staff at Moree Technology High participating in online conferences. Nicenet is an Internet classroom Web site which I have used, along with other mentors, participants and coordinators in the NSW school based training program for teacherlibrarians. This site facilitates easy online group communication. As a teacher-librarian, I also use listservs, such as OZTL\_NET, for up to date discussions and information on current library issues. Examples of other educational listservs include Voc Ed Coordinator Online (VECO) and Technology Education.

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#### SAMPLE SEARCH: BARBECUES

The Internet was seen as a valuable research tool to provide a range of initial designs for barbecues, as part of a Year 12 student's major project in Design & Technology.

Initially, the student used a multi-index search engine, but had not considered keywords or phrases. Instead, he had chosen to search for the term most familiar to him: 'BBO'. Instead of the designs and diagrams he had expected to locate, the most common returns were: recipes: condiments: sauces: real estate: and bars and restaurants to visit. When Australian search engines were tried, a high rate of hits was achieved, but these sites produced little more than a list of local barbecue suppliers and didn't answer the original query.

Following discussions with his colleagues and the teacher-librarian, it was realised that alternative keywords and spellings needed to be tried. These included: barbecue, barbeque; bar-b-q; barbecue design; brick barbecue; brickwork; fireplace; grill; chargrill; and camp cooking. Terms from the building industry, outdoor recreation and hobbies were also useful search words.

The student's subsequent attempt at searching was very successful. Of the above keywords, 'grill' (the most common American term) gave the best hit rate of on-topic sites. The student found several unique sources of alternative barbeque designs to inspire his project, and even some practical hints for laying bricks and mixing mortar.

This sample search reinforced, for all of us, several factors that can empower users of the World Wide Web:

- Always have on hand a range of alternative search words
- Single words often return numerous hits, but will not necessarily answer the specific enquiry
- Compound (Boolean) search strategies are usually more efficient
- The Internet is international, so many cultural differences will be reflected in keywords, spellings and site content
- Save useful information; it may not be there tomorrow!

#### Information Technology

they are using in terms of: validity; authenticity; and quantity of information available online.

#### The Internet in teaching and learning

Staff members are encouraged to plan units of work collaboratively, with the teacher-librarian, particularly whenever research is involved. Searches of the Internet are made in advance, and relevant sites (including those reviewed favourably in issues of Scan) are bookmarked to make Internet research faster, and therefore accessible, to more students. A variety of search engines, including meta-indexes, are also bookmarked. These bookmarks are organised into appropriate topic folders (under key learning areas) for ease of use.

Internet projects and contests on a national level have been undertaken in recent years, including Murder *under the microscope*, an ecology mystery competition (see Scan vol 17 no 2, p26), and the Australian Stock Exchange's Schools' sharemarket game. These are interactive and encourage the students to research, select and collate information to solve problems based on real life situations.

Year 11 and 12 students are encouraged to visit Web sites such as *HSC* on-line, Network for education, Board of Studies NSW and HECS (about the Higher Education Contribution Scheme) as part of an ongoing study skills program. These sites have been developed to help students and staff find relevant, useful information which has been designed to target syllabus needs.

techniques and links to worthwhile sites.

#### Information skills and Internet use

There must be a continuum for developing the skills required for successful access of the Internet as a research tool.

needs, such as searching for information on famous people, or particular animals or plants, and these needs are allied with an overall curiosity about the Web. Overly specific questions, however, often result in search information that is not immediately useable, highlighting the need for teachers to construct tasks with care. Sufficient time must be spent guiding students to define topics and select appropriate information. Students require structured exposure to the Internet. It is very tempting for them to 'surf the Web' aimlessly if their specific needs are not being met with positive results. By collaborating with teacher-librarians and other staff, teachers can develop activities which provide scaffolds for success.

Students in Stage 5 are not as concerned with finding a definitive response to their question on the Web itself. These students are beginning to refine their search techniques, and therefore tend to seek a wider variety of information, frequently as an intermediate part of developing their final responses. They will be ready to synthesise this information from a variety of sources. Senior students (Stage 6) tend to search two particular types of information. Firstly, they are interested in



There are also tips on examination

Stage 4 students tend to have specific

specific areas related to assessment tasks or topics in their subject work and, secondly, the students seek information concerning: study skills; past examination papers; Board of Studies information; and potential occupations and careers.

Within the school, the Internet at Moree Technology High School has proved to be a valuable addition to the library's resources. Speed of access, and the range of information available, have greatly enhanced teaching and student learning. Communication and professional development has been enhanced. The Internet is certainly providing a means of reducing the impact of isolation on our school.

Welcome to Network for education is at: http://www.dse.nsw.edu.au/

#### **OTHER ONLINE REFERENCES**

**Board of Studies NSW educational** resources index at: http://www.boardofstudies.nsw .edu.au/

HECS: your questions answered 1998 at: http://www.deetya.gov.au/divisions/ hed/highered/pubs/hecs/98hecs1.htm

Murder under the microscope at:

http://www.microscope.aone.net.au/ Nicenet at:

http://www.nicenet.org/ NSW HSC on-line home page at:

http://www.hsc.csu.edu.au/ Oz kidz internaut cyber centre at:

http://www.ozkidz.gil.com.au/ Schools' sharemarket game at:

http://www.asx.com.au/E1000.htm Welcome to AskERIC at: http://ericir.syr.edu/index.html

The ABC

established

Learn online

to act as

a central

gateway.

coordinating

## Learning online with the Australian Broadcasting Corporation

The education audience has always been a strong priority for the Australian Broadcasting Corporation, from the schools' radio singing programs of the forties and fifties through to today's Behind the news and educational television programming. In the 90s, the ABC also has a presence on the internet. Ian Vaile is the producer of Education Online, part of the ABC's Multimedia Unit.

here is something very traditional about the Australian Broadcasting Corporation's move into online education via the World Wide Web. In a sense, ABC online is a continuation of the Corporation's educational mission, the medium might be new but the intention hasn't changed. Like the rest of the Corporation's output, ABC online is independent, commercial-free, unbiased and dedicated to providing a distinctively Australian voice.

#### Learn online

With over 38000 pages in the entire ABC Web site, finding the right ones for use in schools has been a challenge for teacherlibrarians attempting to meet their users needs. Last year, the ABC established Learn online <http://www.abc.net.au/learn> to act as a central coordinating gateway for the ABC's educational material on the Internet. *Learn online* is intended to make it easier for teachers, teacher-librarians, education administrators and students to find their way through the wealth of information. Online incarnations of popular educational TV programs are available, such as: *BTN* (Behind the news); Australians, the fiveminute documentary series; and For the juniors. There are also transcripts and details of other programs which can be readily used by educators.

The creation of an educational portfolio within ABC online has also been a catalyst for the generation of several Web-specific educational projects. For example, Frontier education online (indigenous issues), ConCon (the 1998 Constitutional Convention), Oceans alive (Biodiversity) and the forthcoming Civics education gate*way*. These projects aim to coordinate the ABC material available for a specific subject or issue, as well as generating original material available solely online.

#### Exploring a new medium

The challenge for the ABC has been to find the most appropriate ways to harness the new medium. The educational sector is one of the prime areas for multimedia and online development.

The most powerful aspect is the interactivity of the Web: the ability of users to actively become involved with the content in a manner impossible with TV or radio. For a broadcaster, that has profound implications, as the audience grows to demand much greater access to the programs, and to the people behind them. Another feature is global reach; our geographical audiences are no longer as well-defined.

#### The future?

As digital TV and audio gain acceptance, and as the online medium matures, the potential for the ABC to add value to its programs and projects is immense. There will be whole new patterns of TV and radio use emerging. Consider, for example, being able to view any program broadcast by the ABC whenever you want it, rather than being tied to schedules and tapes. All of the research and material created for TV or radio programs could be harnessed for the audience, rather than just the material that ends up in the finished program. Collaborative projects running between schools (all over the world, if desired) could call on parts of those programs at will. Guestbooks and mailing lists would enable students and educators to talk with other people using the same resources and to swap ideas.

It is an exciting time to be working in this medium, and an exciting time to be using it as well. We are at the beginning of a major transformation in the electronic media, a transformation which will change education and schooling as much as it changes broadcasting. The ABC intends to be a valued player in that future.

# Managing a specialist collection: Newtown High School of Performing Arts

Newtown High School of the Performing Arts (NHSPA) was formed, in part, by combining Newtown Boys High School with Petersham Girls High School in 1990. Students gain entry to the school by audition in dance, drama or music. There is a proportion of local area students. Teacher-librarian Andrew Barber serves on the coordinating committee of the Port Jackson District Teacher-Librarians Group. Andrew is also a long serving committee member of the ALIA School Libraries Section (NSW Group) and was its president during 1996.

ewtown High School of the Performing Arts (NHSPA) was initiated during the 1970s. The then State government continued its purchase of sites around the existing Newtown Boys High School and Newtown Public School, including the historic St Georges Hall building, a Newtown landmark which dates back to 1887.

The NHSPA library collection was initially formed from amalgamation and culling of the resources of two former secondary schools. All resources have been entered onto OASIS, including periodicals, equipment and computer software. Technically, a knowledge of performing arts is not essential to work here as a teacher-librarian. However, as with any specialised collection, an interest in the area of specialisation really helps, and working with the materials and teaching staff has certainly increased my knowledge of the disciplines.

#### How NHSPA's library is similar

This is the third school library in which I have worked. Most of the things we do here are much the same as in other schools. We run orientation programs and training in information skills. We use the Periodicals and Acquisitions modules of OASIS. Just as in other schools, the library staff have had to develop good relations with our suppliers.

Similarly, as in all schools, the library at NHSPA strives to support the curriculum that is taught in the school. We have all the regular English, Science, Human Society and Its Environment (HSIE) and other key learning area resources.

Each year, in conjunction with our school's Support Teacher Learning Difficulties and the HSIE and Science faculties, we run an information skills-rich unit with all the Year 7 classes. Some of the learning experiences we have trialed with them have now been rewritten for all years, and are applicable for use in all libraries. Our Searching the Internet: a beginner's guide is now used by students in all years and is appropriate for any Internet connected computers, not just those in the school.

#### How NHSPA's library is guite different

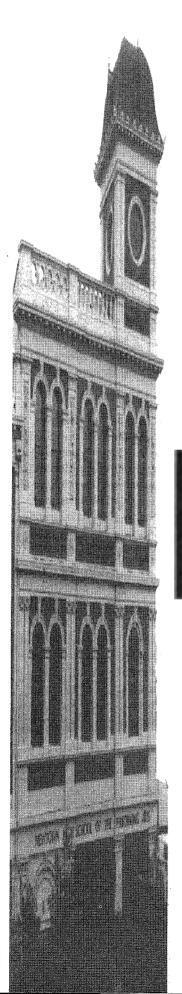


The following two articles describe two very different resource centres for young people. In each situation, the library staff and the wider community have responded to the needs of a unique group of users...

It is NHSPA's proximity to the Sydney city centre, and the students' ready access to other resources, that affects some of the decisions we make in the library. We are close to two major universities and a large TAFE institution. Sydney City Public Library is ten minutes away by train; the State Library of NSW is just two minutes further. Most of our students also commute to school by public transport and have ready, daily access to a huge range of public library material.

The staff deliberately widens the application of the school's educational programs to make them more universal. For example, our Using a library catalogue: a beginner's guide was made universal because Year 11 students had commented that they felt a little overwhelmed in the State Library.

The school's library collection has been developed to supplement the students' requirements with drama, music and dance materials. Drama and music are not necessarily difficult subjects to resource. Each has a fairly standard core collection, including reference material. Both subjects



are taught widely in this state, so resources are quite easily obtained.

All the titles in the English HSC options are regularly ordered, but we also order all the titles in the drama options. An advantage of having good suppliers means that they track down the more obscure titles and lesser known publishers. For example, this year several new titles in the HSC drama courses did not have SCIS records and were not necessarily readily obtained.

The suppliers also recommend new resources, and one such supplier has been particularly helpful. When one of their customers, another school library, ordered a large collection of drama resources (on the recommendation of one of that school's staff who had returned from overseas), this supplier ordered in duplicate copies for us as a matter of routine. Similarly, other performing arts schools order the titles that we buy.

Dance is a more difficult subject to resource\*. Dance periodicals do not seem to review many resources, and the titles that we do seek are often difficult to obtain and require ordering from overseas. However, our dance staff is very good at recommending titles.

#### Plays and screenplays

I did think of calling this section "Don't other schools buy screenplays?" The specialist nature of the school means that we tend to buy certain resources other schools do not. NHSPA buys a lot of play scripts, and most people would expect that of us. We also buy a lot of screenplays because our students read them.

We would rather resources 'died in action' than remain in locked cupboards. Because we use SCIS for cataloguing, we discovered that most screenplays do not have SCIS numbers. At first, we found this rather surprising. A very successful arrangement with the SCIS cataloguers at Ryde was soon worked out whereby we send these "not matched" resources to be added to the SCIS database.

#### **Donations of resources**

Each school library I have been associated with has been offered donations. However, at NHSPA it is often quite extraordinary what people want to give us. The school actively seeks the donation of performing arts periodicals, especially if it is a large collection of back issues for a title. We have received: entire sets of Dance Australia; long runs of Theatre Australia dating back to the very first issue; and whole collections of British ballet and theatre periodicals dating back to the mid 1950s. This material is impossible to acquire by other means. With the Periodicals module of OASIS all these items are easily catalogued, and can be located via Enquiry. And they are well used. The library's philosophy here is that we would rather resources 'died in action' than remain, sitting preciously, in locked cupboards. People and organisations give us books. Thanks to one of our donors, the library has a whole shelf of Wagner criti-

#### Management

cism and opera biographies. A retired drama teacher presented us with her extensive collection of plays. Fort Street High School gave us an irreplaceable collection of dance books from the 1950s and 1960s. We never decline to accept donated resources because there are always some otherwise unobtainable treasures, for example: a long out-of-print book on Martha Graham; and a rare Eugene O'Neill play.

#### Theatre programs

Donors also keep offering us collections of professional theatre programs. As a collection, these items are an irreplaceable, historical resource about live theatre productions in this city and around the world. In many cases, especially recently, there has been a trend in theatre programs to feature critical analysis of works, including the directors' intentions.

The staff at the school feel that these resources provide an invaluable insight into works in performance. Theatre programs are catalogued using the same Dewey numbers as the play texts themselves. The library has a separate vertical file for programs and we have created a GMD called **Theatre Program** in *OASIS* so that they are immediately distinctive in *Enquiry*. As yet, we have not fully broached the subject of dance, music and opera programs.

#### The NHSPA archives

As in all schools, there is a certain obligation to keep archival records. When I came here there was an incredibly large backlog. While much of it belonged to the former schools, a lot of material has been generated over the years that the principal, quite rightly, wanted to preserve for posterity.

Most school concerts and performances have been videotaped. Most of these productions also have their own programs, posters and memorabilia. The school is fortunate to have had a couple of long term community volunteers, originally from the an organisation called Volunteering NSW, and it is they who have helped in the processing of these materials.

In 1997, one of our volunteers sat through three boxes of unsorted videotapes, found in storage in another area of the school, and matched them to the concert programs that she had sorted previously. Volunteer time has helped us with sorting and accessioning our collection of professional theatre programs. Our present volunteers are interested people working in an interesting school; neither of them has had any direct connection with the school as a family member or similar.

#### Services for a unique user group

Our students' proximity to the city centre and its resources has required that the school considers its users' needs and responds to them. This really affects some of the decisions we make. The coordination of ideas, skills, resources, and environment has led to the creation of an effective and appropriate library for the school's staff and students.

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# a library with a difference

Within The New Children's Hospital Westmead, an innovative library haven called Book Bunker has been created. This collection of current books, audio tapes and CD-ROMs for children is available to all young hospital patients and their care givers. **Margo Pickworth**, a relieving teacher-librarian at Penrith Public School, spent time at Book Bunker as part of her professional placement during Master of Education (Teacher Librarianship) post graduate studies.

hildren in hospital often have their lives thrown into turmoil, separated from family and friends. Book Bunker enables them to continue with a normal part of living: to read and learn; enjoy a CD-ROM; listen to a story; or just meet and talk in an inviting place, away from the stresses of medial treatment.

Book Bunker has been made possible by the generosity of children's publisher Scholastic Australia and other sponsors, working through the Variety Club of Australia. The idea originated from a Scholastic staff member, also the father of a young heart patient, who realised the difficulties associated with providing enough books for children in the hospital setting. It has developed into much more than a collection of books.

#### State of the art information services

Since its planning stages, an emphasis has been on providing a state of the art library that responds to the needs of a unique clientele. Book Bunker offers sick children the very best that library and publishing industries have available.

The library automation software is *OASIS*, generously donated by the then-Technology Directorate of the NSW Department of School Education. Circulation procedures, although fully automated, have been designed to meet

<sup>\*</sup> The Library and Information Literacy Unit is developing a bibliography of dance resources.



Book Bunker: Interior designers turned an empty basement into a contemporary, dynamic library environment. Although there is an illusion of space, there are also cosy quiet nooks. The dimensions of wheelchairs and intravenous drips were important considerations for the designers to ensure equitable access for all. The centrepiece is the Mem Fox Storytelling Couch, named for the popular author of such memorable books as Possum magic and Hattie and the fox. Mem herself officially opened Book Bunker last August.

the special needs of a library working within a hospital environment. The OASIS enquiry facility is made available to the children via three workstations in the library itself. For bed bound children, a laptop on a mobile book trolley can be is accessed. This is linked to the library via the hospital network.

There is also access to a large collection of CD-ROMs, stored on a fourteen CD-ROM stacker. These are networked to the workstations. Six listening posts, set into cosy furniture, allow young patients to listen to their favourite music and stories. Books in languages other than English, and large print books for sight-impaired children also make up the collection. Many major publishers donate current children's materials on a regular basis.

The library receives invaluable ongoing support from the Library and Information Literacy team of Curriculum Support Directorate. Cataloguing services are sponsored by the Curriculum Corporation. All resources are catalogued via SCISWeb and SCISCD.

#### A unique library

Book Bunker is staffed by dedicated teacher-librarians and clerical assistants, job sharing on a voluntary basis. They have been presented with many challenges in

adapting their professional skills and knowledge to this special environment. Vital, day to day message transmissions between librarians is through a daily communication book and regular meetings. The ongoing support of these volunteers ensures a very special library: the only one of its kind in Australia, and possibly the world.

A special 'issues' collection of resources is being established at Book Bunker, covering trauma and life-threatening conditions. This will be managed separately by a committee of medical and children's literature professionals, and used by staff for counselling and education.

Every day this unique library makes a difference for some special child and their family. A visit to Book Bunker can be a moving experience. If you wish to stop by and see it for yourself, please feel free to phone Book Bunker on (02) 9845 0808.

Would you like to become a volunteer helper at Book Bunker? Teacher-librarians or clerical assistants interested in contributing some time are most welcome. Please contact Debra Fowler, Public Relations Officer at The New Children's Hospital on (02) 9845 3584.

Management

Managing change through training and development

Our teachers... recognise the library as a centre for training and development.

he dominant paradigm in information science at the present time is the user perspective (Dervin and Nilan, 1986). The dominant paradigm in education is student centred learning. Both focus on the learner or user at the centre of any planning. In this case, the learners were the teachers at Pennant Hills High School.

It is from this assumption that the school's current program of Training and Development emerged. Placing users, ie the teachers, at the centre of planning meant that the service that was to be developed would suit their needs.

#### Identifying needs

The first step was to identify the users' needs. Pennant Hills High School's extensive computer network, and the incorporation of information technology into all key learning areas, led to the Training and Development Committee identifying that there was a need for teachers to be able to use effectively the technology available to them.

These included:

- needs





Pennant Hills High School has a network of nearly 200 computers at various sites within the school's staffrooms. computer laboratories and the library. When the school's Training and Development Committee determined directions for its future planning, numerous opportunities were identified for the involvement of the school library in the professional development of teachers. Lorraine Bruce is a teacher-librarian at Pennant Hills High School and Cherrybrook Technology High School, Sydney.

Specific technology needs were identified from questions and interviews.

To identify which media types were appropriate for various information

- To use the Internet to locate relevant information
- To locate Internet addresses (URLs)
- To use Internet catalogues (search engines) effectively

To use the various CD-ROM applications on the school's network, in particular newspaper and journal indexes and World Bank magazine To save information from CD-ROM and Internet sources, and re-use it in other applications, such as various word processing packages.

#### On site training and development

The committee realised that training individual teachers off site would not achieve the goal of empowering the majority of teachers to feel comfortable using the technology available within the school. An expensive outside program would have been out of context and not cost efficient. As the library was already established as the information centre in the school, it seemed logical to continue a program of professional development in partnership with the library. This need was also reflected in our 1998 Library management plan.

#### Budget and time considerations

Another early step was to determine a budget. Part of any technology plan should include not only hardware but financial resources for training users in the implementation of the technology. The Training and Development Committee targeted substantial funds in this area. It was decided to trial the program in a one day session to evaluate its worth, and then make further plans if necessary.

There was a need for teachers to be able to use effectively the technology available to them.

It was not the committee's original intention to hold these sessions in school time. However, from past experience, it was felt that training sessions after school were less likely to be as productive as sessions within the school day. Scheduling time during an otherwise regular day can have a number of benefits: the school is seen to be recognising the importance of a particular staff development activity; teachers released from their classes know that programmed lessons will be taught by competent casual teachers; and the training is both time and cost efficient.

#### The initial program

A half day program was developed, and this was to be repeated for a different group in the afternoon. Teachers were offered the chance to apply for the trial. This was filled immediately and a waiting list was started. Classroom teachers were to be released from their classes and five casual teachers were employed, allowing us to release six teachers and one ancillary per session.

Other benefits of the small group sessions were that the teachers supported each others' learning, and individuals could be given maximum attention. This program cost the school approximately \$1000 for casual teachers but this

was minimal when compared to sending individuals off site to attend courses that may not be relevant for the technology available at Pennant Hills High School. The Principal and executive backed the decision of the committee and the trial began.

The outcome in terms of training and development was that, in one day, fourteen staff (seven in the morning and seven in the afternoon), could be trained to use the technology within the school. It was then possible to practise their new skills at any time during the school day, and there was support to answer their information needs. Learning was in context and relevant, as per the emphasis of the student centred paradigm.

Evaluation data was gathered and feedback to other staff members was positive. This was indicated by the influx of applications to the committee from other staff wishing to do the course. Another eight sessions (four days) followed and soon the whole staff was using the technology with confidence. Any follow up was informal and usually satisfied their needs.

#### **Building on success**

As the staff became more confident users of the technology, they also realised that they needed to fill gaps in their knowledge. They wanted to learn more. I, as teacherlibrarian, was approached by the Training and Development Committee to develop a further program to be offered in Terms Three and Four.

The needs of this extension program were determined to be:

- Further tips and examples of advanced searches
- The use of *Power point*, for improved audiovisual presentations by staff
- The use of the data projector with the computers for classroom use.

This is likely to be run over five days using the same release program as originally described. The total cost for both sessions has been \$10000. However, 80 percent of staff at Pennant Hills High School can now state that they are confident users of the technology available at our school. They have overcome their reluctance to use the technology and they are now driving the agenda for more in school training and development programs.

#### Implications for the teacher-librarian

The outcomes of such a program identify the library as the crucial information and learning centre in a school. At Pennant Hills High School, this has been recognised for some time. Our teachers are increasing their usage of technology and they rely on the library as an important information source in the planning and writing of units. They recognise the library as a centre for training and development.

Teamwork is also central to the educational philosophy of Pennant Hills. Students and staff are working together to implement curriculum, using the most suitable informa-

#### Management

tion sources, to satisfy the information need. It is vital that the teacher-librarian be a part of such team efforts.

If schools are to follow the current paradigm shift – putting users at the centre of the curriculum – then teachers need to feel confident to use their school's supporting technology. For some schools this may be a significant change. Teacher-librarians are well-placed to contribute their skills in leadership and information literacy, providing guidance in many areas of school life.

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## Videorecordings and SCIS

*Anne Dowling* is the Divisional Librarian for SCIS in New South Wales.

**SCIS** records for videorecordings follow the *Anglo-American cataloguing rules* (1988 revision). The AACR lists the different locations from which the title of a videorecording can be taken and ranks the locations in order of preference. The order is:

• the item itself, ie the title from the title screen on the videorecording

• the container and its label

• accompanying material or other sources if the information is not available in either of the above places.

The SCIS cataloguers play all videos, and install all software, that we catalogue to locate the title on the item itself. This is the reason that we need the item itself to catalogue, rather than cataloguing from the container or accompanying material. If you are searching the WEB OPAC, the title on the videorecording is the first choice. Sometimes the titles from the other locations may be given an added entry, so they may appear on the WEB OPAC, but the title from the videorecording is still the first choice.

The ABC television programs *Many nations, one people* and *Pathways to Australian science* have both been supplied to us by the ABC. Records have been made for the whole of each series and each episode. For *Many nations, one people* the SCIS record for the whole series is 947354. It contains a contents note listing each episode. The first episode, *Family and kinship*, has a series entry of *Many nations, one people; episode 1*, and subject headings and a Dewey number for that episode.

The suffix, or book number, is made from the first three letters of the title of the episode. For that reason, the call number can be different for each episode of the videorecording, and different to the call number on the record for the whole series. The call number for the whole series of *Many nations*, *one people* is 305.89 MAN and for the episode *Language* it is 499 LAN.

Creating both a record for the series and records for each episode is one way of catering for the different ways teacher-librarians record and store these programs. The decision has been based on feedback from teacher-librarians, who agreed that one record for the series (with numerous subject headings and added title entries) is cumbersome. We would be interested to know if this decision is useful.

Contact the SCIS team at Ryde by fax at (02) 9886 7413.

#### **RESEARCH COLUMNS**

# RESEARCH COLUMNS

## 4, 1998

Dr Ross J. Todd is Head of Department of Information Studies, University of Technology, Sydney.

 $\mathbf{T}$  t has been my privilege over the last three months to participate **L** in three international activities that have spotlighted school libraries and teacher-librarians. The annual conference of the International Association for School Librarianship convened in Tel Aviv, Israel. A key feature for me was the International Research Forum, featuring research into many aspects of teacher-librarianship. In August, I attended the Information Seeking in Context conference held in Sheffield, UK. One of the key note addresses was presented by Professor Carol Kuhlthau, who directs the teacher-librarianship program at Rutgers University in New Jersey, USA. Many teacher-librarians in Australia would be familiar with her important research on the information search process. While the broad context of this conference focused on understanding how people seek and utilise information, a number of papers specifically focused on the information seeking behaviour, search strategies and cognitive processes of adolescents. The research abstract at the end of this column features one of the papers presented there. In September, as guest of the College of Library and Information Services at the University of Maryland in Washington DC, I participated in a visioning-for-the-future panel for education for teacher-librarianship.

Out of all of this, one thing is very clear to me. Teacher-librarians are part of a global network, and the exchange of ideas across this international arena is important for the vitality and longevity of the profession. Despite differences of cultures, ideologies, politics, educational systems and professional practices, there is a common commitment to: literacy; information literacy; the role of literature in learning and the social process; integrating information technology into learning; and issues surrounding the development of students as independent, lifelong learners. There is also a common quest to understand more of these issues from research agendas around the globe. Developments in information technology also mean that our students are global students, increasingly operating in classrooms that cut across cultural, linguistic and ideological boundaries. While we practice 'locally', our thinking arena must be 'global'. Scan Research **columns** is committed to bringing you both Australian and international research that continues to address these key aspects of our professional role.

Accordingly, in this issue, Research columns presents the work of Dr Carol Gordon, from Massachusetts USA, who is reporting on action research she undertook in Frankfurt, Germany. Readers of Research

columns have already met Dr Gordon. The abstract of her study "Is fish a vegetable?" appeared in Scan vol 16 no 3. Dr Gordon's specialities include teaching and assessment, library and information services, and teacher training. For twenty years, prior to founding Gordon Consulting, she held positions in public and private schools as a classroom teacher, teacher-librarian, coordinator of multicultural education, and director of information services. She has taught primary, middle and high school levels, as well as in adult education for high school completion, and as a visiting lecturer for undergraduate and graduate university courses. Her professional experience includes teaching and managing libraries in New York, Michigan and Massachusetts, and in Frankfurt, Germany. Dr Gordon holds a BA in literature, an MS in secondary education, an MLS in library science, and an Ed.D in curriculum and instruction. She is also a regular presenter at educational conferences and seminars, and has published several articles in the States and in international journals. In addition, she has consulted for several schools in Europe and Asia.

I recently met with Dr Gordon in her home at Centerville, Cape Cod. It was an engaging conversation. What emerged very clearly was that underpinning her role as a teacher-librarian meeting the daily challenges in the school, was the importance of working as a reflective practitioner, and engaging in careful analysis of learning needs to design and implement effective learning strategies. Her action research project focusing on students' and teachers' evaluation of an instructional process, as presented in this column, illustrates this important professional role. How the evaluation process was undertaken, the richness of the responses, and the responsive actions taken should provide teacher-librarians with many insights and strategies for working in their own schools.

## STUDENTS AS AUTHENTIC **RESEARCHERS:** A NEW PRESCRIPTION FOR THE HIGH SCHOOL RESEARCH ASSIGNMENT

#### Dr Carol A. Gordon

#### Introduction

What's wrong with the research assignment? The research assignment has become analogous to: "Take two aspirins and call me in the morning." It doesn't seem to do any harm and may even do some good. Educators adjust the dosage for older students: the length of the paper grows with the time allotted to the task, but the prescription is the same. It is universally accepted as a benign activity that allows teachers to attend to the 'real curriculum' while students get better at 'writing a research paper'. Teacher-librarians promote the assignment because they want students to get better at searching, retrieving and evaluating information. English teachers see it as an opportunity for sustained writing. Parents like it because it is good preparation for university.

Everyone likes it because it gets students into the library and reading. So, what is wrong with research as it is traditionally taught in secondary schools? And what do students think?

The research assignment operates on the report level when student involvement is limited to information gathering, usually demonstrated by reading and taking notes. Reporting has masqueraded as researching for so long that the terms are used interchangeably. While 'doing a report' can be an appropriate fact finding exercise for short term assignments, it has been over-prescribed, eating up time for learning and practising the thinking skills required by authentic research. Students express dislike for research when, in fact, they dislike doing reports. A study of ninth graders revealed, "The student perception of doing research was writing a grammatically correct report that was well presented and provided other people's answers to someone else's question" (Gordon, 1996, p 32). Students expressed negative connotations for research: it was described as "one of the trials and tribulations of going to school". Research was seen as an addition to school work, and in competition with other assignments: "... we could actually be learning other things in math. We could be learning real things."

Bogus research assignments lead students to perceive library time as an extension of teacher and textbook dependent classroom paradigms. Implicit in the report assignment is an underestimation of what students can

do, sending a clear message to them that they are passive recipients. Influenced by authoritarian, top-down models of learning, students value what teachers say rather than what they discover for themselves. The reticence of teachers to take time for 'research' discredits library based research as a teaching strategy. Students accommodate teachers' low expectations with disappointing results. Even when there is no intent to copy 'word for word' many papers are the product of cutting and pasting information; they contain little creativity and virtually no discovery that has been tested, analysed and internalised by the learner. Easily subverted assignments, with requirements that can be bought for fifty dollars on the Internet, persist in an electronic age that offers an information and data rich environment.

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Does 'doing research' have to be limited to highlighting photocopied text from books and magazine articles, and printing out from Internet sites or CD-ROMs? Can students successfully use primary research methods to collect their own data? What if research assignments distinguished between information and data, ie between other people's answers recorded in books and electronic sources, and evidence, or data, collected first hand by the student researcher? What if teachers became authentic researchers in order to evaluate such a unit and used their data to revise it?

#### What the literature tells us

The theoretical framework for this study is rooted in school library studies, information retrieval theory and educational research. In the model of the information search process, developed by Kuhlthau (1986), students moved from uncertainty to satisfaction or dissatisfaction with the way they have handled the search prior and subsequent to focus formulation. Both thoughts and feelings were considered as searchers advanced from seeking relevant information to seeking pertinent information. When applied to high school seniors, the stages indicated that information seeking was a complex learning process involving finding meaning (Kuhlthau, 1989). This constructivist approach is based in Kelly's (1963) theory of personal constructs. The function of a construct is to enable learners to anticipate events and predict outcomes, and behaviour is based on the predictions they make. When confronted by a vague new idea, either the system of constructs incorporates the idea or, if the idea cannot be assimilated, confusion results. Kelly speculated that the individual may choose to form a hypothesis which enables him/her to get on with the task or reject the hypothesis. Assessing the outcome of the undertaking and reconstructing are the final phases of the cycle of construction.

Models of information seeking evolved toward a problem-oriented school of thought that borrowed its approach from cognitive science. Belkin (1980) identi-----

Res	earch	Ques	tions		
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How did students judge the unit? How would they change it?	Questionnaire administered by the teacher-librarian at the end of the unit. Observations of student behaviour, comments during unit.
How did teachers judge the unit? How would they change it?	Content analysis of students' papers: teachers graded for content/form and teacher-librarian graded appendices. Observations and questionnaire results were shared in a meeting attended by English teachers of Grade 10, teacher-librarian, and Principal.

**Data Collection Methods** 

fied an anomalous state of knowledge (ASK) in which there were gaps in the user's knowledge about the problem and what the user needs to know to solve the problem. The expression of an information need was a statement of what the user did not know (Belkin, Oddy, & Brooks, 1982). Belkin (1980) traced the user's movement from an anomalous state to one of specificity and described a scale of levels that represent the user's ability to articulate an information need.

Ausubel (1963) provided cognitive learning theory for the study. In order for meaningful learning to occur, new information must be linked to pre-existing knowledge. This led to the distinction between rote learning which is verbatim, involving externally dictated stimulus response associations and reception-discovery learning, which requires the association of new learning material with what the learner already knows (Ausubel, Novak & Hanesian, 1978).

#### Testing a new prescription: students as authentic researchers

The setting for the study was Frankfurt International School in Germany, an independent school serving employees of multinational corporations and government agencies as well as German families. The school has an enrolment of over 1600 students on three campuses. The high school, located on the largest of these, enrols over 400 students from more than 50 countries in the world. Most students in Years 11 and 12 complete the International Baccalaureate, and this requires an Extended Essay of 4000 words. Teachers wanted to target analytical methods to improve exam scores and Extended Essays, and identified working with students in Grade 10 as the starting point for this preparation.

The context of the research project was a research unit designed by the teacher-librarian in collaboration with Grade 10 English teachers. The unit focused on developing students as authentic researchers, competent in: defining researchable questions; collecting and analysing primary data; and drawing conclusions. As part of this process, students participated in an advisory class once every six school days and the teacher-librarian taught a series of nine pivotal lessons focusing on the authentic research process. These included: question formulation; hypothesis generation; methods of collecting data, both qualitative and quantitative; data analysis; use of evidence; and making conclusions. As part of the learning process, students were required to submit two proposals outlining their study. They visited the library eight times to gather information. English teachers provided class time for the writing process, providing research guidance, including peer editing of rough drafts.

Teachers, as action researchers seeking to evaluate the learning process of students, applied similar questions to design their study. The questions they formulated were: 1. What are the major questions of our investigation? 2. How can we refine the questions to collect data? 3. How can we collect data for each question? 4. How can we collaborate to analyse the data? 5. What conclusions will inform revision of the unit? Against this backdrop, the action research focused on two questions: Was the Grade 10 authentic research project successful? How could we do it better? These questions were refined and data collection methods were developed as shown in Table 1.

#### Findings

How did students and teachers judge the unit? What changes would they make? After the final drafts were submitted, 65 students completed an eighteen item questionnaire. Items 1-12 used a Likert Rating Scale of 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement. Items 13-18 required extended written answers.

Table 2 summarises the data. The first five columns display student responses. A 1-5 Likert Scale is problematic because the 3 rating is difficult to interpret, so the number of responses for each item for ratings of 1, 2, 4, and 5 were added to determine N, or the number in the

sample. Scores for ratings of 1 and 2 were added to determine the number of respondents who disagreed; scores for ratings of 4 and 5 were added to determine the number of responses which agreed. The percentage of those who disagreed and those who agreed was calculated and reported in the last two columns These calculations help to identify trends in the data and are used in the analysis that follows. Data from items 13-18, which elicited written comments from respondents, along with data collected during the meeting with teachers, are used to triangulate the data in order to provide additional evidence for conclusions drawn, and/or to provide explanations for these conclusions.

Timelines, which students were required to generate, were considered reasonable by 63% of respondents: the project began in February and ended in April. Advisory class was scheduled once a cycle with two holidays weeks intervening. When asked what they would change to improve the project, 25% of respondents suggested more time. This indicates many students did not have the same perception of instructional time as teachers, who thought too much class time was used and that the project needed to be shortened and intensified. With the elimination of the advisory sessions next year, all lessons will take place in English classes. Teachers were concerned about what would be eliminated from the English curriculum to make time for the research assignment. Data about timelines was expanded by the questions, "Do you think it was worth the class time allotted?

#### Table 2: Summary of Data

Questionnaire Items	1	2	3	4	5	NR*	% Disagree	% Agree
1. Timelines	4	11	24	21	4	1	37	63
2. Instructions	2	9	17	25	12	0	23	77
3. Library resources	5	7	17	25	11	0	25	75
4 Grading system	1	2	23	25	2	12	10	90
5. Bibliography charts	4	8	11	21	21	0	22	78
6. Keywords	9	10	23	15	6	2	48	52
7. Proposals	5	7	23	21	9	0	29	71
8. Research question	3	1	11	20	20	0	7	93
9. Information	2	17	12	29	4	1	37	63
10. Help	2	2	17	23	21	0	8	92
11. Data collection	3	10	27	21	4	0	34	66
12. Analysis	3	12	20	28	2	0	33	67

N = 65 for ratings 1-5

N varies for each item in calculating percentage for disagree/agree since responses for ratings 1 and 2 and responses for 4 and 5 comprise N.

\*NR = No response

Why?" While 92% of respondents said the project was worth the class time, two thirds of that group stated that allotting class time gave them the time to ask questions and get help. A typical comment was, "We got guidance during the lessons which was very valuable". This was substantiated by the frequently written response, "I could get help when I needed it". Teachers, however, did not agree that class time was as well used for writing as it could have been. They concluded that class time for writing must be focused, with a product expected at the end of each period.

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Data for items 2 and 3 of Table 2 indicate that students' perceptions of the clarity of instructions and availability of library resources were positive. Many student comments alluded to how precise and formal was the assignment. While students were positive about available resources, they did not respond as positively to feeling prepared for information searching, as shown in item 9 of Table 2. Many students had never used the Internet and required help after school. It was apparent during an inspection of bibliography charts midway through the unit that most students did not take full advantage of library resources and had to be directed to specific sources of information. Bibliographies in the research papers also indicated this. In the meeting, teachers discussed this issue and it was noted that teachers and their students need to become more familiar with databases available in the library through focused lessons and briefings. Data on grading (item 4) seems overwhelmingly

#### **RESEARCH COLUMNS**

positive. However, it was agreed that the rubric, or assessment criteria, should be reviewed more thoroughly with students at the beginning of the unit.

Students were asked to respond to statements about support materials. While 52% of respondents agreed that keywords (item 6) were helpful, teachers thought vocabulary and concepts are prerequisites to writing commentary and that keywords need more emphasis. Item 5 reports a positive reaction to bibliography charts (item 7): 78% agreed or strongly agreed that they were useful. All completed papers included bibliographies.

Only 71% thought writing the proposals was helpful (item 7) while 93% agreed that formulating a research question was helpful (item 8). One student wrote, "Personally I would have wanted to read a lot more than what I did before I thought of a research question. It would have been a lot easier than changing it five times". This revealing comment illustrates the purpose of the proposals and that the respondent learned, albeit the hard way, that research is recursive. Teachers agreed that time spent on background reading was critical in helping students to focus and that some students realised too late into the unit that they should have read more.

Data collection and analysis (items 11 and 12) were not rated as favourably as formulating a research question, with about two thirds of students rating these methods as helpful. Teachers noted that this was the most difficult aspect of the assignment for students. A common problem was the incorporation of uncited material that was not directly linked to the research question or to a method of analysis. Teachers agreed to address this concern next year.

Content analysis of the written responses in the questionnaire identified important issues. A word analysis of responses to the question, "How was this research assignment different from what you have done in the past?" revealed that the following words were used most often: "longer"; "more depth"; "more detailed"; "more demanding". Although comments mentioned precise instructions, format and regulation, students revealed that they felt more independent. "In the past I was given full instructions on the essay. Now I had to do it by myself." When asked what the best aspect of the project was, one student wrote, "That we stood on our own two feet!" Comments also reflected an appreciation of the distinction between reporting and research: "I never did proper research before"; "It was the first real serious research I have done"; and "It was much longer and more difficult than previous papers. It was also much more interesting and more fun as well".

An important indicator of success is student recognition of the distinction between reporting and researching, and their references to "serious research" in the questionnaire. The written comments were overwhelmingly positive: "As a whole, this was a good experience in learning

how to do a research project and essay"; "I thought it was a worthy experience"; and "I enjoyed the research very much".

The principal and teacher-librarian noted that parent feedback was positive; they expressed appreciation for the quality of the assignment and thought the project developed skills students would need in International Baccalaureate studies.

Guidelines mentioned in 39% of the responses included advisory classes and the "paperwork" that was required in the papers' appendices. Four respondents wrote that the journals were "unnecessary". There were indications in students' comments, however, that organisation and time management were the most important factors in feeling better prepared for the Extended Essay. This suggests the emphasis on process and support materials were helpful. Furthermore, responses to the questionnaire items related to support materials (keywords, bibliography charts, proposals and research questions) did not indicate a negative trend (see Table 2). Many comments referred to the various forms or papers that were used in the unit to structure the process for students, followed by comments about fear of losing them and the time it took to assemble them in the appendix of the paper. Adverse student input about the support materials probably arose from logistics rather than the content of the materials. Ten students were not able to attend advisory sessions because of schedule conflicts. One of them commented, "People not taking Advisory ended up in the dust of the mob".

Teachers decided the following changes would be their priorities for next year:

- 1. Identify project as a Grade 10 assignment rather than practice for the Extended Essay.
- 2. Provide focused class time for writing.
- 3. Re-word assessment descriptors.
- 4. Make time for the Grade 10 research paper in the English curriculum.
- 5. Revise section on citation in the style sheet provided to students
- 6. Consolidate support materials into a booklet to be distributed to:
- a. students to eliminate individual handouts and simplify organisation tasks;
- b. faculty who are teaching or advising student essays.
- 7. Provide time for student practice with peer editing prior to the project.
- 8. Offer teachers briefing sessions, inservices, ongoing training or more support for library resources and access, and research techniques for qualitative studies.

#### Implications for teacher-librarians

The underlying purpose of this study was to collect data that contributed to the reflective practice of classroom teachers and teacher-librarians who design and implement research assignments. It illustrates that not only is such investigation necessary to challenge a range of assumptions teachers and students make about research assignments, but it also shows that such action research investigations are easy to do.

Based on the overwhelmingly positive reactions of students, it is strongly indicated that a new dimension to the research assignment that challenges students to become authentic researchers is desirable. The researcher concludes that the consensus of students and teachers was that the assignment was a good preparation for the Extended Essay. Students' responses showed a positive trend in attitudes toward the support materials and recommendations for changes generally involved refinement of the project rather than revision. Structure for student efforts provided by support materials, help when they need it, and sufficient time to do the work emerge as primary student concerns. Complicating the issue of time is the differences in perceptions between students and teachers.

Another important implication for practitioners is the training that is essential, not only in existing library resources, but in the use of qualitative research methods. Such training offers the obvious reward of equipping educators with the tools and expertise they need to help students, but also equips them for their own action research that will inform their practice as they model the research process for students. This collaboration of students-as-researchers and teachers-as-researchers is a powerful paradigm for raising instructional quality to a new level of sophistication.

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Abstract

LIMBERG, Louise. 'Three conceptions of information seeking and use.' Paper presented at the Information Seeking in Context 1998 Conference, Sheffield, England, 13-15th August, 1998. (Manuscript available from Ross Todd.)

This is an insightful paper that presents and discusses some major findings investigating the interaction between school students' information seeking and learning outcomes. The research was based on a sample of 25 senior high school students (aged 18-19 years) in a school in Sweden undertaking an independent research assignment. It used a phenomenographic approach, a research methodology that seeks to unpack the differences in people's understanding of, and thinking about, phenomena and processes, and how these might change over a period of time. Interviews and structured observations were used to collect the data.

The findings identified three distinct conceptions amongst the students of what information seeking was all about, and each of these conceptions had impact on: the search process; selection/rejection of information; extent of use of information sources; and the nature and quality of the product. The three conceptions were: fact finding to find the 'right' answer to the question; balancing information in order to choose right (when enough information was found on particular viewpoint as opposed to another, then the viewpoint with the most information was accepted as the personal standpoint); and information seeking, which was seen to be about scrutinising and analysing information to develop an understanding of

These findings raise important implications for classroom teachers and teacher-librarians. Understanding the mental models that students have of research is critical if students are to be guided through the research process and become independent and constructive researchers. Equally important is the careful tracking of students in the search process and intervening to ensure appropriate learning outcomes.

#### HAMURAS CHRANDIRAS STORRESS HAMURAS STORRESS HAMURAS STORRESS HAMURAS STORRESS HAMURAS STORRESS HAMURAS STORRES

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 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th 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	(for Teachers)

**Picture books** 

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

AGERTOFT, Ejnar and INGPEN, Robert Jacob, the boy from Nuremberg. Lothian, 1998

ISBN 0850918561

Not only does this handsome picture book offer tribute to the artistry, life and times of German painter, Albrecht Dürer, but also it showcases the amazing talent of contemporary illustrator, Ingpen. A simple narrative tells how Jacob, an errand boy for Dürer, witnesses an unprovoked assault on a local pawnbroker and later identifies the attackers



leading to them being charged. Ingpen has cleverly drawn upon, and integrated, the artworks of Dürer into the illustrations and the result is an authentic depiction of the famous artist (based on his own self portrait), his works' themes and motifs, and aspects of daily life in the medieval city of Nuremburg. B. Richardson

<b>USER LEVEL:</b>	Stage 2 Stage 3 Stage 4	
KLA:	CA	
SYLLABUS:	Visual Arts K-6; Visual Arts	s <b>7-1</b> 0
AVAIL:	\$22.95	SCIS 93525

ALLEN, Judy Panda. (Animals at risk) Walker, 1998 ISBN 0744532965

50

This delightful picture book sensitively explores the issue of the panda, an endangered animal at risk, using a narrative format. Jake is the main character, and his experiences leading to the complication are cleverly written and interspersed with factual information. Allen's resolution will definitely appeal to and connect with the prior experience of students. Superb watercolour illustrations add an ethereal quality and reinforce the precious, unique nature of the panda and its environment. Biographical information about the author and illustrator, and the panda fact sheet, provide excellent information, which students could use when constructing factual descriptive reports. J. Stratford

USER LEVEL: Stage 1 Stage 2 Stage 3 KLA: English; HSIE SYLLABUS: English K-6; HSIE K-6 AVAIL: \$19.95 SCIS 939587 Also in this series: Tiger SCIS 939666

#### ATHERTON, Rob & KUTUZOV, Gayle

An apology to bilbies: (with good grace). Iane Carr, 1998 ISBN 0646354841

Walpiri the bilby undertakes an arduous quest to discover the disturbing answer as to why so few bilby colonies are left in Australia. In addition to its strong conservation message, the text is rich with vocabulary of Australian desert flora and fauna. The late Rob Atherton was a ranger for Queensland National Parks and Wildlife, and his devotion to these endangered marsupials lives on through this picture book. The bold illustrations are linocuts, printed in brown ink on textured paper, and provide excellent models for visual literacy, perhaps inspiring students to emulate Kutuzov's techniques. A page of facts about bilbies will also prove useful for classroom use. I. McLean USER LEVEL: Stage 2 Stage 3

KLA: HSIE SYLLABUS: HSIE K-6 AVAIL: Paper \$10.00 SCIS 949213

#### BAUMGART, Klaus Laura's star. Koala, 1998

ISBN 0864611323

The nature of relationships is explored in this fanciful picture book. For the younger child, the star may be a metaphor for a sibling, pet, relative or friend. While younger children are not usually psychologically predisposed to mentoring or stepping aside to allow others to shine, the book is perhaps a useful awareness raiser and discussion starter regarding such issues. The single silver holographic star which twinkles on the front cover, and throughout the book, is sure to catch the attention of, and appeal to, children. It serves to entice them into the story and the non threatening environment of Laura's world to consider the needs of others. N. Chaffey.

USER LEVEL: Early Stage 1 Stage 1 KLA: PDHPE SYLLABUS: PDHPE K-6 AVAIL: \$22.95

SCIS 936247

CREW, Gary & SMITH, Craig Troy Thompson's excellent peotry [sic] book. Lothian, 1998

ISBN 0850918340

Excellent indeed is this collection of clever poems, and dialogue between student and teacher, styled as Troy's school exercise book. The work is a seamless blend of its creators' talents. Smith's boldly coloured, collage style illustrations, and strong picture book page design, work well with the humor-



point for explo- cerns and preo used to great eff Troy's admirab poetry. Likewis many potential	onstructed text. This is a wo ring poetic genres. As Troy ccupations through his poe fect to build and deliver emot le teacher, is able to build of se, this resource will attract poets. J. Buckley Stage 2 Stage 3 English English K-6 \$22.95 Highly recommended	reveals his con- ems, humour is ion. Ms Kranke, deep interest in
DE PAOLA, '	Tomie	
Nana upstain Scholastic, 199 ISBN 1863883 Tomie De Paola edition of this p ing technology 1990s audience gives the story tions, employir of colour and o poignant text. T cessfully retain of love, friends child through to grandchild relain ly and the seaso	rs & Nana downstairs. 98	lvances in print- he benefit of his ure of the book hile the illustra- economical use the simple yet and images suc- and experience xperienced by a the grandparent- bration of fami-
DUNBAR, Jo Baby bird. Walker, 1998	yce & AYTO, Russell	
ISBN 0744549 Bold, distinct characterise th ture book. A ba to achieve fligh malicious or n creatures and threaten him, o struggle of any leave home any indifferent wo apparent: the p tors to assist in physically una transformed by tern and its illu it an interesting	213 ive illustrations is allegorical pic- by bird's struggle at, whilst evading herely indifferent situations which can be seen as the young person to d achieve independence in rld. A strong message of in rotagonist has no friends, fai the struggle. Participants a ppealing or downright ugly success, flies alone. The sto strative influences from cine gmodel for student writing. : Stage 1 Stage 2 Stage 3 English English English K-6 \$19.95	ndividualism is mily or benefac- are portrayed as y, until the bird, ry's circular pat- ema could make
EDENICII V	vian & HARBOUR Eliz	ale ath

FRENCH, Vivian & HARBOUR, Elizabeth The thistle princess. Walker, 1998 ISBN 0744544645

Instantly recognisable as a fairytale with its classic title, cover design and soft, evocative, pastel illustrations, this picture KLA: SYLL AVAI EVAL KLA: AVAIL:

AVAIL:

book deserves time in a shared reading session in the classroom. An original tale, it features a well constructed text with a thought provoking ending. Younger students will enjoy the book for the story and illustrations alone, but it could also be useful in a study of the fairy tale genre. The story's themes of the value of friendship, company and games and, more subtly, the gift of giving, also make it appropriate for use with older students. K. Chauncy USER LEVEL: Stage 1 Stage 2 Stage 3

V LEVEL:	Slage I Slage Z Slage J
:	English
ABUS:	English K-6
[ <b>L</b> :	\$22.95
	Highly recommended
	• •

SCIS 937604

HARPER, Piers If you love a bear. Walker, 1998

ISBN 0744549205

What looks to be just another bear book becomes, on closer inspection, much more significant. In clear, flat illustrations and spare text, this picture book takes the reader through a toddler's day. Familiar locations, of bedroom,

kitchen, bathroom and outdoors, show child and bear companions sharing common activities of dressing, eating, playing, bathing and going to bed. The child's perspective is reflected through the bear, and the instructions on caring for bears can be interpreted as applying to children: for "bear" read "child". With its positive message of love, acceptance and understanding, this is a book for parents and carers to share with young children. W. Smith

USER LEVEL: Early Stage 1 Stage 1 HSIE SYLLABUS: HSIE K-6 \$17.95

SCIS 930691

HEAP, Sue Cowboy baby. Walker, 1998

ISBN 0744555019

Bright, simple, colourful, cartoon style illustrations accompanied by large, bold text consisting of short, repetitive sentences make this picture book a definite temptation for younger readers. Cowboy Baby has to find Texas Ted, Denver Dog and

Hank the Horse before he will go to bed. A warm, strong, loving relationship between Sheriff Pa and Cowboy Baby is developed through pictures and text, with an emotionally satisfying ending. With its simple story, quaintly charming characters and generally happy theme (the main character is always smiling) this book should appeal to young children, especially if read aloud. J. Eade

USER LEVEL: Early Stage 1 Stage 1 \$19.95



SCIS 930601

HOWES, Jim & HARVEY, Roland Islands in my garden. Roland Harvey, 1998 ISBN 0949714526

[A821]

The sharp eye and natural curiosity of young children are beautifully depicted in this picture book. Absorbing illustrations detail the insect habitats in a suburban backyard. A dead log, rubbish bin, and overgrown paving are some of the sites which reveal small creatures, carefully rendered in

REMINDER NATOURCE CARACORCE CARACOURCE CERECOURCE CERECORCE

the colour illustrations. The simple rhyming text sets the scene on which the illustrations build. This is a fascinating work for young entomologists, in which the focus is far from the activities of the adults, and fully on the observed world. A strong conservation message builds to a plea for natural space in an inner city landscape. J. Buckley

<b>USER LEVEL:</b>	Early Stage 1 Stage 1 Stage	e 2 Stage 3
KLA:	English; HSIE; ST	0
SYLLABUS:	English K-6; HSIE K-6; Sci	ience &
	Technology K-6	
AVAIL:	\$19.95	SCIS 931755

JERAM, Anita Happy birthday, Contrary Mary. Walker, 1988 ISBN 0744555884

Here is a picture book for all those 'what if?' thinkers! Contrary Mary does everything differently, but is still loved and accepted by her parents and friends. Her flouting of convention seems to stem not from perversity and a desire to be noticed, but from a genuine need to try alternative ways of thinking and doing. Young readers and listeners will enjoy pointing out Mary's contrariness in language and behaviour; a few may recognise themselves in her. This could be a useful basis for class discussion of behavioural conventions, the reasons for keeping or breaking them, and the consequences of doing so. W. Smith

0	
Early Stage 1 Stage 1	
English; HSIE	
English K-6; HSIE K-6	
\$15.95	
Highly recommended	SCIS 934552
	English; HSIE English K-6; HSIE K-6 \$15.95

MCKEE, David

Charlotte's piggy bank. Random House, 1998

ISBN 0099721813

Colourful, detailed illustrations in this stimulating picture book provide lots of discussion and text innovation opportunities for students. As an incentive to save, Charlotte is given a piggy bank by her Aunt Jane and is definitely not impressed, until she discovers the pig is magical and can talk. Charlotte's efforts to add to her savings will definitely impress. McKee's quirky sense of humour is evident in both the text and illustrations, especially the resolution, which may disappoint young readers. Detail in the final illustration gives a clue that the story could even begin again. Close examination and discussion of the illustrations is definitely recommended. J. Stratford

<b>USER LEVEL:</b>	Early Stage 1 Stage 1	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	Paper \$9.95	SCIS 938112

MARSDEN, John & GOULDTHORPE, Peter Norton's hut. Lothian, 1998 ISBN 0850917395 [A821] What starts out as a beautifully illustrated picture book,

52



clouds, shadowy vegetation, and a wintry blizzard, all given equal attention. The book also demonstrates a range of indoor pastimes utilised by the young people stranded by the snowstorm. Both text and illustrations contain numerous clues to the mystery. The poem itself is repeated in plain text in the final pages. I. McLean

USER LEVEL:	Stage 2 Stage 3 Stage 4	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
AVAIL:	\$22.95	
EVAL:	Highly recommended	SCIS 941856
	0 )	

RODDA, Emily & SMITH, Craig Game plan. Omnibus, 1998 ISBN 1862913714

Basketball is hot, both in enthusiasm levels and temperature, during an afternoon game in the backyard. The unnamed narrator is an integral part of her team's planned strategy to shoot the most goals. While the intensity of childhood games is well developed, good humour prevails as all age groups take part. The youngest member of the group, the dog, and the limitations of the backyard all cause delays in the game. Smith's cartoon style illustrations use a mixture of large and small frames full of active and lively children. Colour and perspective are well used. The text uses repetition effectively as the game builds to an exciting conclusion. J. Buckley

**USER LEVEL:** Stage 1 Stage 2 Stage 3 AVAIL: \$22.95 SCIS 943629

RUBINSTEIN, Gillian & SOFILAS, Mark Each beach. Box Press, 1998 ISBN 1876233052 Blue and yellow pages representing setting, eye catching changes in text size and a distinctive, contemporary illustrating style are features of this appealing picture book. Eccentric, lovable characters are involved in a search for the perfect ice cream. Tongue twisting rhymes could provide students with a model to write their own nonsense verse and chants. The secret recipe offers a stimulating starting point for the exploration of procedural text types. Though the text is relatively long, interest level is high. It can be read

successfully in one session, then revisited to explore specific curriculum objectives. Originally written as a play, the text would adapt well to readers' theatre. K. Chauncy USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3

KLA:	English	•	0
SYLLABUS:	English K-6		
AVAIL:	Paper \$14.95		
EVAL:	Highly recommended	SCIS	5 936245

RUBINSTEIN, Gillian, & MACKINTOSH, David Hooray for the Kafe Karaoke! Random House, 1998 (A Mark Macleod book)

ISBN 0091832799

From the award-winning duo who created Sharon, keep your hair on, comes another lively, entertaining picture book. Once

again, jaunty rap rhythms set the pace in a romp that soon has readers and listeners engrossed in the trials and tribulations of Blake and Sally, "driven daffy" by the noise from the Kafe Karaoke, a new establishment next door to their city abode. Imaginative interplay of wonderfully, exuberant language and witty, mobile images makes this a book enjoy-



[A821]

REATE RECOURSESSER RESOURCESSE				
able in many ways, for a variety of audiences. Read it aloud (practise first) and watch as eyes light up and bodies start to move to the irrepressible beat. B. Richardson USER LEVEL: Stage 1 Stage 2 AVAIL: \$22.95 SCIS 933553	WII Firs Alle ISBI			
SEARLE, Rick & SEARLE, Bronwyn	remi table			
Slam dunk Tim.	divi			
Random House, 1998 (Red fox; A Mark Macleod	It do			
book)	but			
ISBN 0091834686	dent			
The sporting theme and lively, realistic illustrations of this	ticul supj			
picture book give it a high interest, particularly for reluc- tant readers. In a simple style, suited to students with read-				
ing difficulties, it tells the story of a young male basketball	Gan and			
enthusiast who is too short to 'slam dunk'. His grandfather	vidu			
thinks of basketball as too American but, after seeing a match	USE			
on television, he builds Tim a shorter hoop so that his grand-	KLA			
son can practise regularly and achieve the success he craves. The book would also be useful resource for class discussions	SYL			
about aspects of discrimination and stereotyping, as	AVA			
Grandad realises that good games come from many differ-	EVA			
ent countries. A. Soutter	Wil			
USER LEVEL: Early Stage 1 Stage 1 Stage 2	Sco			
KLA: English; PDHPE	Wal			
SYLLABUS: English K-6; PDHPE K-6	ISB			
AVAIL:         Paper \$12.95         SCIS 931757	Weld			

TURNER, Gwenda The pony club. Penguin, 1998 (Puffin books) ISBN 0140564373 Factual information is cleverly interwoven through this literary picture book about a pony club and horse riding in general. Technical language is carefully introduced and scaffolded via the colourful, realistic and sometimes very humorous illustrations. Text features including text layout, font changes, grammatical features, punctuation conventions and labelling, will provide excellent starting points for a range of classroom learning experiences. Further support is also provided via a labelled poster. An informative and entertaining text, this book will delight young readers and allow teachers to introduce students to grammatical features via a meaningful context. J. Stratford USER LEVEL: Early Stage 1 Stage 1 KLA: English; HSIE SYLLABUS: English K-6; HSIE K-6 AVAIL: Paper \$9.95 SCIS 937659

WADDELL, Martin & BENDALL-BRUNELLO, Iohn

Yum, yum, yummy. Walker, 1998 ISBN 0744555892

Greedy and lazy Guzzley Bear seems to enjoy making life miserable for three younger bears during their trek to the beehive, scaring them and then stealing their pots of honey. However, this bully doesn't count on a mother's unswerving protectiveness of her cubs. An attractively designed, small picture book, in which creators have skilfully combined an economy of words, a variety of large font styles, humour, repetition, and delightfully textured illustrations to convey its simple message. Of particular note is the clever way in which readers are empowered to anticipate events of the story through both visual and textual clues. I. McLean **USER LEVEL:** Early Stage 1 Stage 1 AVAIL: \$15.95

LD, Margaret & GAMBLE, Kim st day.

len & Unwin, 1998 (A little ark book) 3N 186448103X

enjoyable, modern story about the first day at school ninds readers that little has changed about this unforgetle event. Essentially, the work is a small picture book ided into chapters which focus on the stages of the day. oes not seem to be written for students in kindergarten, more to stir reminiscences and anecdotes from older stunts. The text and dynamic colour illustrations reflect mul-Iltural Australia, and present school as a positive and portive learning environment. Of particular note are: nble's clever icons, which decorate each page number; the story's acknowledgment of prior learning, and indiual skills and talents. I. McLean

YOURGEST THEYOURGEST CHREADINGEST

**ER LEVEL:** Stage 1 Stage 2 HSIE: PDHPE A: LLABUS: HSIE K-6; PDHPE K-6 AIL: \$19.95 AL: Highly recommended

SCIS 947089

lkinson, Tony

oop and Hudson and the deadly germ. lker, 1998

3N 0744541220

lcome to the comic strip world of Scoop, a sixth grader with dreams of being an international reporter, and Hudson, a kind of English butler, complete with bowler hat, who just happens to be a talking dog. Spy equipment, a bookworm control computer complex and the dastardly villian, Lucifer Germ, combine to provide the ingredients for an entertaining adventure. The forces of good win in the end, and radioactive rocks don't become recycled foundations for amusement parks across the USA! A contemporary problem likely to interest children, presented in popular comic strip format, suggests that this book will prove popular with primary students. S. Blackwell

USER LEVEL: Stage 2 Stage 3 Stage 4 AVAIL: \$19.95

SCIS 930061

#### WINTON, Tim & LOUISE, Karen

The deep.

Sandcastle, 1998

ISBN 1863682422

Alice and her family live by the sea and, although she can swim well, Alice is terrified of deep water. She yearns to join her parents, brothers and pet dog cavorting in the sea, but it takes the appearance of some friendly dolphins to begin chipping away at



her fear. Throughout, Alice's family are warmly supportive of her numerous efforts at venturing into deeper water. Karen Louise has contributed spectacular and highly detailed oil pastel artworks to this work, her first picture book. The drawings have a three-dimensional quality, adding much to the author's gentle and satisfying tale of one child's personal growth. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2 KLA: PDHPE SYLLABUS: PDHPE K-6 AVAIL: \$21.95 EVAL: Highly recommended

SCIS 942836

#### Fiction for younger readers

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

#### BROOME, Errol Tough luck.

Fremantle Arts Centre Press, 1998 ISBN 0750217588

A well constructed plot and well spaced text, interspersed with small sketches, make this short novel about a child's love for her pet an easy and enjoyable story for younger readers. Carrie's unusual choice of Drusilla the duckling as a pet causes some alarm in other members of her family. Drusilla's adventures with a series of duck sitters while the family is on holidays finally end with Garth, who has duck dinner in mind! Young readers can learn many



lessons on animal care as the tension builds and the story develops. This novel would read well aloud and may be useful as a stimulus for class discussion about pets. J. Quirk

<b>USER LEVEL:</b>	Stage 1 Stage 2			
KLA:	HSIE; English			
SYLLABUS:	HSIE K-6; English K-6			
AVAIL:	Paper \$8.95			
EVAL:	Highly recommended	SC	IS 93	5362

CARAHER, Kim The cockroach cup. Random House, 1998 ISBN 0091831520

With an attention catching title and Craig Smith's comic illustrations, this first chapter book has instant child appeal. Short snappy sentences and carefully chosen vocabulary enable the reader to be carried along by the pace of the plot without being hindered by unnecessary text. There is humour throughout, and as the suspense builds, the characters develop into real identities. The style and layout of the book



make it suitable to share with a group, or for independent readers to enjoy. This is a well balanced story with a surprise twist at the end S Rasaiah

pribe to be at the end. b. Rubular			
USER LEVEL: Stage 1 Stage 2			
KLA:	English		
SYLLABUS:	English K-6		
AVAIL:	Paper \$9.95		
EVAL:	Highly recommended	SCIS 934098	

CLARK, Margaret Meatball's good dog day. Random, 1998 ISBN 0091831709



events: the simple text telling the story from the human perspective, while the captioned illustrations provide the thoughts of the dog. The language is repetitive and simple, making the story easy to read. This story will have appeal for young reluctant readers, especially dog lovers. J. Anderson

**USER LEVEL:** Stage 1 Stage 2 Paper \$9.95 AVAIL:

SCIS 934555

#### CREBBIN, June The curse of the skull. Walker, 1997

#### ISBN 0744541646

When Jack and Tom find a human skull in the village church, their bad luck really begins. First they are blamed when Milly's pet rat escapes in the classroom. Then Tom's football skills desert him and his cat, Sooty, disappears. Finally, Jack undergoes a ghostly experience in the church at night, and the skull is returned. Because the humour is pitched at the level of a child's experience, these adventures are funny and real enough for the young reader to visualise. Short sentences, easy vocabulary, well spaced print and line drawings at the head of each chapter are features of this short novel for newly independent readers. L. Ward

USER LEVEL: Stage 2 Stage 3 AVAIL: \$16.95

SCIS 935094

#### DANN, Max No place for Grubbs!

Penguin, 1998 (Aussie bites/Puffin books) ISBN 0140388362

The outrageous role reversal in this eye catchingly packaged book is sure to appeal to many young readers. Charles, the obsessively tidy child of the only untidy family in a prize winning tidy town (in which hands in pockets, missing buttons and sneezing are all outlawed), sets about reforming his parents with hilarious consequences for himself, his parents and the obsessive and ambitious Mayor Pheoul. Eight short chapters, illustrated with boisterous, exuberant, comic line drawings by Peter Viska, make a fast moving and enjoyable story with great appeal for newly independent readers, offering interesting opportunities for discussions about obsession, conformity and difference. L. Bowring

USER LEVE	L: Stage 2	
AVAIL:	Paper \$8.95	
EVAL:	Highly recommended	SCIS 930872

GLEITZMAN, Morris Bumface. Penguin, 1998 (Puffin books)

ISBN 0140387978

Twelve year old Angus is the weary hero of this strong novel, in which Gleitzman's exploration of adult-child relationships takes a darker turn. Not only are the parents involved ineffectual, they are neglectful and selfish. Angus carries the burden of looking after his two younger siblings. His major worry is his mother's irresponsible attitude to contraception. A new friendship with Rindi, an Indian girl facing an arranged marriage, increases life's complexity. The novel's sharp dialogue carries a great deal of humour. Even though Angus is eventually affirmed by his parents, the constant themes of sex and contraception, and the child neglect, make this an inappropriate work for less mature readers, who may not perceive the novel's embedded irony. J. Buckley **USER LEVEL:** Stage 4

Paper \$9.95 AVAIL:

GRIFFITHS, Andy				
Just annoying!				
Pan Macmillan Australia, 1998				
ISBN 0330360787				
Nine wonderful short stories about the extremely annoying Andy make up this sequel to <i>Just tricking!</i> Dialogue and short direct sentences help make the stories easy to read. Fun abounds as one situation after another involves Andy's family putting up with his persistent joking. The long car drive, the sports carnival, swinging on the clothesline, and copying his older sister are some of the situations fraught with annoying and comic possibilities. The margins of each page are full of line drawings by Terry Denton. These con- tribute immeasurably to the fun of this book. They offer run- ning gags and visual commentary on the stories. J. Buckley <b>USER LEVEL:</b> Stage 2 Stage 3 Stage 4 <b>AVAIL:</b> Paper \$9.95 SCIS 945549				
▲				
HILTON, Nette				
A ghost of a chance.				
Penguin, 1998 (Puffin books) ISBN 0140387951				
Anne-Marie's family is spending a year in England while				
her mother is on teacher exchange, and the girl yearns for her grandparents and her elderly pet dog, Maudie, in Australia. A growing fascination for English church cemeteries leads to a quest to reunite an enigmatic canine ghost named Puck, with the stone effigy of its long dead mistress, thereby wip- ing away much of Anne-Marie's homesickness. This is a				
gentle and quirky tale from a prolific and dependable author. While a ghost story, it is never scary, and the characters and events are always engaging. Chantal Stewart's soft pencil sketches are suitably moody. I. McLean				

USER LEVEL: Stage 3 Stage 4 Paper \$11.95 AVAIL: EVAL: Highly recommended SCIS 940391

#### JENNINGS, Paul

Singenpoo strikes again. Penguin, 1998 (A Puffin book) ISBN 014130099X

Singenpoo, the literate cat, and browbeaten teenager, Scott, from The paw thing, return in another far-fetched adventure, boisterously illustrated by Keith McEwan. In spite of the greed, neglect and duplicity of Mr Mac, the chicken shop proprietor, Scott and Singenpoo are finally reunited, following an exciting and original public contest of skill and perseverance. Jennings' purpose is to make reading relevant and enjoyable for reluctant readers, especially boys. With simple language, first person narrative, and a guaranteed twist in the tail of the tale, he has developed a formula, but one in which he continues to produce well crafted, humorous stories which students want to read. W. Smith

USER LEVEL: Stage 2 Stage 3 AVAIL: Paper \$9.95

KLEIN, Robin. Gabby's fair. Omnibus, 1998 (Solo) ISBN 1862913676

Sibling relationships are subtlety treated in this easy to read chapter book designed for younger, beginning readers. Mum's busy working at the fair, so Gabby has to spend the day with her older brother Matt. Unfortunately he controls the money. His bossy attitude ignores the fact that their tastes are very different, and his choices have little appeal for Gabby. The last chapter's quirky twist provides new insights

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SCIS 938741

into sibling differences and fears. Early and reluctant readers will find this text enjoyable and very supportive, with illustrations that add depth to the characters and their experiences. A personal touch is added via the inclusion of brief factual information from the author and illustrator. J. Stratford **USER LEVEL:** Stage 1 Stage 2

	English; PDHPE
ABUS:	English K-6; PDHPE K-6
L:	Paper \$7.95

SCIS 932990

#### MATTINGLEY, Christobel Work wanted.

A THE CAME AND A COURCESS OF A COURCESS

ISBN 014039060X

The continuing story of Shane and his out of work family will please those who enjoyed The sack, and those who love family dramas. Shane is a likeable lad who will do anything to help his family. He is infectious in his enthusiasm and his money making schemes. At home things are financially tight; there is a new baby, and the family has moved in with grandfather. Issues of unemployment, friendship, the need for spirituality and the death of a close relative are all sensitively explored. Despite these serious issues, the story is fast moving and optimistic, with a positive resolution. L. Bowring

USER LEVEL: Stage 3 Stage 4 Paper \$11.95

SCIS 930781

MEASDAY, Stephen My friend Roger Bacon. Mammoth, 1998 ISBN 1863306463

Roger, a transgenic pig of unique talents, abilities and ambitions, has been bred as part of a program to produce replacement body parts for human organ transplants. Resolute, brave and clever Lucy Russo, niece of the pig's breeder, together with her uncle Reg and the eccentric custodian of an unusual animal sanctuary, manages to foil the plans for Roger's exploitation

by the cruel, greedy owner of Genius Genes Corporation. While remaining light hearted, entertaining and humorous, this sequel novel to A pig called Francis Bacon challenges young readers to consider the purposes and implications of scientific research and experimentation. W. Smith

USER LEVEL: Stage 2 Stage 3 Paper \$10.95

#### METZENTHEN, David Fort Island.

Penguin, 1998 (Aussie bites/Puffin books) ISBN 0141301422

Sailing, taking chances, and learning something new are the ingredients of this well written work for younger readers. Patrick learns to sail a small boat. Despite warnings, he and Lou, who has just taught him the basics of sailing, venture out in a storm. The exhilaration of mastering a new skill and the pure pleasure of successful independence are featured. Black and white illustrations by Peter Gouldthorpe are excellent. They are informative, exciting and evocative of weather and situation. Large print size and clear delineation of chapters make this simple, yet satisfying, story most appropriate for developing readers. J. Buckley

**USER LEVEL:** Stage 2 Stage 3 English SYLLABUS: English K-6 Paper \$8.95

SCIS 933528



SCIS 937327

#### ASOURCES CHRONELS CHROLINGES CHROLINGES CHROLINGES CHROLINGE

RODDA, Emily Green fingers. Omnibus, 1998 (Solo) ISBN 186291356X

This humorous short story plays on the concept of a green thumb: could it actually be true? Emily Rodda once again captures children's imagination with ease. On Sam's family property Mr Brown plants some seeds. However, even Sam realises that seeds need water to grow, and it hasn't rained for months. But one night it does rain and that's when strange objects start sprouting on Mr Brown's plants. His old shoes, gloves and hat are replaced, but how? Sam knows, but no one believes him. Craig Smith's illustrations enhance this bridging book, which lends itself to reading aloud. R. Murray

USER LEVEL: Stage 1 Stage 2 **AVAIL:** Paper \$7.95

RUBINSTEIN, Gillian Pure chance. Walker, 1998 ISBN 0744524008

For all children who love horses, this is an ideal book, which tells the story of Lizzie and her quest for a horse of her own. Lizzie's relationship with her best friend Sarah is also tested when Sarah eventually gets her own pony, something which is

SCIS 928666

financially impossible for Lizzie's family. However, a chance meeting with an older woman, Moya, and her horse Spud, leads to a most satisfactory conclusion for all concerned. Written in short, manageable chapters, each prefaced by a black and white illustration, this well written novel is sure to appeal to young independent readers. J. Eade

USER LEVEL: Stage 2 Stage 3 AVAIL: \$16.95 SCIS 937756

RUBINSTEIN, Gillian Space demons. [sound recording] Louis Braille, 1996 (390 min.) ISBN 073201946X

Four children on the threshold of adolescence each confront their own personal demons as they battle the implacable space demons in a dangerous computer game. Despite being first published twelve years ago, Space demons remains a convincing, menacing thriller, and even the computer game technology does not sound out of date. Like any audio book it takes a short while to get into the text, and then it becomes compulsive listening. The narrator, Cate Milte, gives a clear and sympathetic reading, making this an excellent alternative version of a powerful book. The attractive packaging of these audiobooks ensures reluctant reader interest. They are also valuable for sight impaired students. M. Lobban

**USER LEVEL:** Stage 2 Stage 3 Stage 4 AVAIL: \$49.95 Louis Braille Books SCIS 939090 Other titles available as audio books.

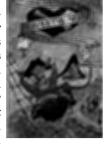
SCIS 939106		
SCIS 943605		
SCIS 939118		

SHANAHAN, Lisa Sweetie May.

ABC Books, 1998 ISBN 0733306128

Pirates, adventure and an unexpected treasure combine in this short novel for newly independent readers. Cartoon

style illustrations accompany the story of Captain Widehide and Captain Leanbean and their search for riches in their pirate ship, the *Thick and thin*. The names of the ship and the main characters reflect the descriptive and sly humour in the story. The captains get more than they bargained for when they open their latest treasure chest. Will their constant arguing finally ruin this unique and unrepeatable chance to be wealthier and



happier than in their wildest dreams? There is much to enjoy and discuss in this simple and entertaining story. B. Roberts **USER LEVEL:** Stage 1 Stage 2

Paper \$8.95

SCIS 936076

#### SIMONS, Moya Whoppers.

AVAIL:

Penguin, 1998 (Puffin books/Aussie bites) ISBN 0140387528

Mrs Filterstein's class is encouraged to use their imaginations as they retell their life stories, only this time they have to tell whoppers. Mark, who's infatuated with Deborah and has just begun experimenting with kissing her, gets rather carried away and has the class spellbound. But is his story true or a whopper? Readers will have to continue to the last few pages to discover for themselves. Simons cleverly blends real events throughout the whoppers. This provides opportunities for research and discussion. Inclusion of information from the author and illustrator at the end of the book adds further humour. J. Stratford

USER LEVEL: Stage 1 Stage 2 KLA: English SYLLABUS: English K-6 AVAIL: Paper \$8.95

SCIS 930889

STAFFORD, Paul Blatantly bogus. Crawford, 1998 ISBN 1863331522

The seven lively stories in this collection range across experiences of early adolescence, adding a layer of bizarre comic action to each situation. Electric underpants which assist brain function; making money by selling funnel web spiders; muscle building to improve physique; and experimentation with flies are some of the subjects



which develop into macabre and funny stories. The impossible situations, and the use of adolescent characters, are reminiscent of the work of Paul Jennings. Each volume in the series is attractively presented, with an eye catching cover by Shane Summerton. The writing moves swiftly. A strong narrator's voice and vivid description are well employed to build the pace of each story. J. Buckley

	USER LEV	EL: Stage 3 Stage 4	
	AVAIL:	Paper \$9.95	SCIS 933404
;	Also in this	s series:	
,	Basically	bollocks	SCIS 934064
\$	Ludicrous	lies	SCIS 934065
1	Fully fake	d	SCIS 933405

WELDON, Andrew The kid with the amazing head. Penguin, 1998 ISBN 0140388222

who expect humour, colloquial language, and stories told via speech bubbles and pictures. This book has them all, though the text style can be pedestrian and some illustrations are a little crudely executed. The title and presentation promise a story of bizarre characters who fall into unlikely situations and it doesn't disappoint the reader. The resolution of the plot and some of the scenes depict values which some parents may find unsuitable for young children. Reluctant readers may enjoy the style of writing, but this is not a story to share aloud with a young audience. S. Rasaiah **USER LEVEL:** Stage 3 Stage 4 AVAIL: Paper \$9.95

Cartoons in book form have the potential to snare readers

SCIS 929146

The second of th

## Fiction for older readers

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

#### BEALE, Fleur I am not Esther. Hyland House, 1998

ISBN 1864470593

Deserted hurriedly and inexplicably by her loving mother, fourteen year old Kirby is sent to live with her Uncle Caleb and Aunt Naomi, who, with their children, are members of a very strict religious sect known as the Children of the Faith. Apart from the frightfully oppressive new lifestyle, Kirby (now given the biblical name Esther) agonises over many mysteries that surround her mother's departure. In her attempts to discover her mother's whereabouts, Kirby unravels some disturbing secrets from the past. Set in New Zealand, this thrilling story really stirs the emotions as unexpected answers gradually unfold. It is compelling reading from beginning to end. C. Sly

**USER LEVEL:** Stage 5 SCIS 934636 AVAIL: Paper \$12.95

#### CARMODY, Isobelle

The Gathering. [sound recording] Louis Braille, 1995 ISBN 0732915391

Stephen Pease's very enthusiastic and committed reading of this complete and unabridged edition of Carmody's chilling tale of the eternal conflict of dark and light, good and evil, will be a very useful resource for sighted and vision impaired listeners alike. The end of each side is repeated at the start of the next side of each cassette, thereby eliminating confusion and frustrating interruption. An introduction provides useful background information and guidance. This reading is evenly paced and of very consistent quality. Pease smoothly performs a range of easily differentiated and thoroughly believable characters and allows Carmody's words to convey the dramatic atmosphere. W. Bowie

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6			
AVAIL:	\$56.95 Louis l	Braille Books SCIS 900373	
Other titles available as audio books:			
Deucalion SCIS 939108			
<i>Tomorrow, when the war began</i> SCIS 900374			

CLARK, Margaret No fat chicks. Random, 1998 (A Mark Macleod book) ISBN 0091837405

KLA: AVAIL: AVAIL: CREW, Gary AVAIL:

56

Big girls like Mandy, no matter what their talents, are often made to feel unwanted and inadequate. When a group of unpleasant senior high boys, including one of her stepbrothers, form a No Fat Chicks club, Mandy and other female students at her school decide to fight back. This is an accessible, page-turning story that is teen centred, honest,

yet good humoured. The central themes of body image and acceptance are explored with honesty and perception. Other issues, such as the blended family, parent and sibling relationships, child beauty pageants and the beauty versus brains debate, are interwoven naturally into the story. B. Richardson



SCIS 938403

**USER LEVEL:** Stage 4 Stage 5 PDHPE SYLLABUS: PDHPE 7-10 Paper \$12.95

COHEN, Bernard Snowdome.

Allen & Unwin, 1998

ISBN 1864486902

In a work making considerable demands upon the reader, two visions of Sydney alternate. The future city is a post industrial museum, its bleakness reflected by a guide who writes taped commentaries for tourists. In the contemporary city, William and his friends progress through a series of vignettes, sometimes comic, often horrific, of inner city life. Both scenarios provide abundant material for the author's perceptive critique of a civilisation in decay, as the writing moves effortlessly between fantasy, allegory and realism. However, the two sides of that vision do not illuminate each other as they should, and the book's originality cannot compensate the reader for a journey that is ultimately inconclusive. J. Nisbet

**USER LEVEL:** Stage 6 Paper \$14.95

SCIS 929144

Force of evil.

Reed, 1998 (Mammoth)

ISBN 1863306455

Those who like to feel a shiver down the spine, or hair creeping on the back of the neck, should thrill to this collection of mysterious, haunting tales by award-winning author Gary Crew. Here are stories of mysterious deaths and disappearances, gargoyles coming to life, and other inexplicable happenings, supposedly drawn from hidden police files. In the best tradition of the macabre, the tales are recounted in a pared back, matter-of-fact style that lends an uncanny credibility. Readers are left asking if this is, in fact, truth rather than fiction. Even Crew's explanation of the inspiration for the book is creepy. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6 Paper \$15.95

SCIS 934408

ELLIOTT, Kate King's dragon. Orbit, 1998

ISBN 1857236092

Rebellion is in the air and the kingdom of Wendar is in crisis mode. Caught up in the opposing armies are the teenagers Alain and Liath, each discovering extraordinary powers which can alter the course of the battle which follows. This battle will be won largely through magical powers and the youngsters will play pivotal roles. Elliott creates a convincing world, complex and layered, peopled with

characters who change and develop, make mistakes and learn from them. Readers will readily find points of identification with the characters and their lovalties, loves, fears and joys. Tighter editing would have helped reduce some unnecessarily long passages. M. Steinberger

**USER LEVEL**: Stage 5 Stage 6 **AVAIL:** \$14.95 Paper

#### HARRIS, Christine Fortune cookies. Random House, 1998 ISBN 0091834872

In this aptly titled volume, ten short stories lay bare the lives and legends of Asian people. Sarah revisits her Singapore homeland; Huong, an Australian born Vietnamese boy, faces school bullies; Halil endures torture; Lacey visits an unusual Balinese tourist attraction; and Su Lin and Amelia have a taste for fast food. The warmth apparent in the cover photograph of Japanese exchange student, Miki, and her friend, Joe, is reflected



SCIS 938783

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in Miki's diary entries and Joe's anecdotes. Readers may empathise with the sadness of the characters, their hopes and torments, and through it all develop a better understanding of cross cultural ties between Australia and Asia. The book has great potential as a Year 8 novel. D. Doust

USER LEVEL:	Stage 4 Stage 5	
AVAIL:	\$12.95	SCIS 936248
EVAL:	Highly recommended	

HARTNETT, Sonva

*Sleeping dogs.* [sound recording] / narrated by Cate Milte, Louis Braille, 1997 (255 min.)

#### ISBN 0732020700

Hartnett's grim, powerful story of the dysfunctional Willow family is well served in this sympathetic interpretation. The narrator's voice is suitably modulated and expressive, sure and consistent in tone and pace. She delineates characters well, bringing each to life, and Hartnett's vivid descriptions are rendered almost tangible. The story is not a 'feel good' experience, venturing into disturbing territory and confronting the audience with difficult subjects such as: paternal bullying; cruel physical abuse; sibling incest; and murder. These aspects are explored with brutal honesty, but also insight and compassion. This audio version will keep older readers, new and unfamiliar, riveted from beginning to shocking ending. B. Richardson

**USER LEVEL:** Stage 5 Stage 6 KLA: HSIE; PDHPE SYLLABUS: PDHPE 7-10; Studies in Society 7-10 AVAIL: \$29.95 Louis Braille Books SCIS 939086

#### HOLLAND, Julia

Nothing to remember. University of Queensland Press, 1998 (A UQP young adult fiction) ISBN 0702230626

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How do our memories define us? How do we reconstruct ourselves when amnesia removes access to the framework by which we perceive the world? In this absorbing novel, Lara struggles with memory loss. An accident has killed her parents and caused her



amnesia. Living a secluded life with her enigmatic aunt, Lara yearns to know herself, yet the mysterious behaviour of Aunt Vee indicates a mystery. Despite awkward patches of description and a too obvious narrative on cultural differences, the novel gathers momentum towards its rapid resolution. Lara's relationships with her peers are sensitively described. She is a courageous protagonist whose extreme dilemma causes reflection on interesting issues. J. Buckley **USER LEVEL:** Stage 4 Stage 5

Paper \$12.95 AVAIL:

SCIS 945282

JAGOSE, Annamarie
Lulu: a romance.
Allen & Unwin, 1998
ICDNI 1064406010

ISBN 1864486813

Scientific research involving a chimpanzee lays bare the lives of Mitch and Kate, and the fragility of their relationship. In a fine example of contemporary Australian literature, this exploration of a bizarre menage a trois throws up shifting attitudes, priorities and ethics. The story resonates with the lively use, and changing patterns, of words: their interpretations, uses and implications. Love, lust, sexual flirtations, jealousy and, finally, silent mistrust simmer under the surface of the couple's daily research routine. It is sometimes hard to differentiate between the twin protagonists; the linguist and psychologist suggest two sides of one person. I. Watts

USER LEVEL: Stage 4 Stage 5 AVAIL: Paper \$16.95

SCIS 929140

JINKS, Catherine Piggy in the middle. Penguin, 1998

ISBN 014038586X

How would one feel and behave if faced with living evidence of human genetic material, obtained without knowledge or consent, implanted in the brain of a pig? In the year 2008, this problem arises for three teenagers who work for ABR (Agricultural and Biological Research) Industries. The serious ethical problem adds a compelling dimension to a great story idea, which features a cast of interesting, quirky characters. Unfortunately, the novel doesn't quite fulfil its early promise. At times, it is thoughtful reading, but some elements do sit uneasily in the story and the conclusion leaves many questions unanswered, and many strands unconnected. B. Richardson

USER LEVEL:	Stage 4 Stage 5 Stage 6	
KLA:	HSIE	
SYLLABUS:	Studies in Society 7-10	
AVAIL:	Paper \$12.95	SCIS 935374

#### **IOHNS**, Eric

My life as a movie hero. Walker, 1997 ISBN 0744541883

Blaming himself for the breaking up of his parents' relationship, adolescent Owen fantasises himself in a range of heroic film roles to cope with difficult situations over which he feels he has little or no control. Through the understanding of a compassionate grandfather, Owen begins to deal with his life realistically. Confronting his father, he realises that he bears no responsibility for his parents' behaviour. Suitable for reading aloud, this novel could form the basis for classroom discussions about circumstances affecting many students. There are implications for child protection issues, especially in Owen's relationship with his mother's lover, and in his unaccompanied train journey to London. W. Smith

**USER LEVEL:** Stage 3 Stage 4 KLA: PDHPE SYLLABUS: PDHPE K-6; PDHPE 7-10 AVAIL: \$18.95

LUCKETT, Dave A dark winter. Omnibus, 1998 ISBN 1862913684

When a mysterious swordswoman boldly enters the city of Tenabra, she brings warning to the prince and the counts of enemies beyond their city walls. At her insistence a small army is raised. The band of adventurers includes a young squire, Will de Parkin. He narrates this epic tale with an eye for detail and a wry wit. Readers who enjoy the fantasy genre will be lured into the action of the adventurers' confrontation with the natural and unnatural forces. This book has a medieval flavour with its vivid descriptions of the armour and weaponry of the fearless knights who strive to defeat the armies of the Dark. C. Sly **USER LEVEL:** Stage 5

SCIS 931577 AVAIL: Paper \$11.95

LUTZEIER, Elizabeth Lost for words. Oxford University Press, 1997 ISBN 019271628X

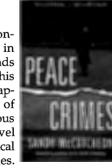
Leaving friends, most family members and a comfortable rural community in Bangladesh, Aysha and her mother move to England. The physical conditions are far from what was described by her father, who awaits their arrival, but the main concern for twelve year old Aysha is the better education that was promised. This unsentimental account of Aysha's induction into a new culture, where her budding competence in the English language is interpreted in a variety of ways by community members, teachers and classmates, will strike a familiar chord with many adolescent readers. This novel is worth considering for raising awareness of some issues that face newly arrived Australian students. S. Bremner

USER LEVEL:	Stage 3 Stage 4 Stage 5	
KLA:	English; HSIE; PDHPE	
SYLLABUS:	English K-6; English 7-10; F	'DHPE K-6;
	PDHPE 7-10; Studies in Soc	riety 7-10
AVAIL:	Paper \$14.95	SCIS 921167
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McCUTCHEON, Sandy Peace crimes. HarperCollins, 1998

ISBN 0732259401

Here is an espionage thriller so contemporary, so local, so Australian in detail that readers willingly suspends their parameters of reality. 'Could this happen in Brisbane?' and 'Did this happen?' fuse, as the cross purposes of ASIO, the CIA, Ustasa and the fictitious Prema Foundation gradually unravel against a background of current political comment and familiar social frailties.



The writing is racy, the plot involved, the narrative packed with action. Plot, violent action and language all make it inappropriate for younger readers. Savva Golitsyn, the sympathetic, reluctant spy heads a cast of recognisably Australian types and slightly less credible foreigners. H. Gordon

**USER LEVEL:** Stage 6 Paper \$13.95 AVAIL:



SCIS 937334

Raw.

McOUEEN, James The Candelaria massacre. Addsion Wesley Longman, 1998 (Rave) ISBN 0733902367

Jos and Michael expect fun, sun and girls when they travel to Rio de Janiero to stay with Michael's brother, but once in Rio they find themselves caught up in the politics of poverty and wealth through the brutal massacre of a group of street children. Jos falls hopelessly in love with the fearless Isobel who lives on the streets and is determined to see the police who murdered the children brought to justice. Whilst this is both a creditable thriller and a romance, it is also a strongly political book which will confront young readers with the harsh realities of the lives of the poor and dispossessed. M. Lobban

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**USER LEVEL:** Stage 5 AVAIL: Paper \$10.95

SCIS 935097

MASSON, Sophie Red city.

HarperCollins, 1998 ISBN 0732259169

Red City, once flourishing and powerful, now lies in decay. Sulia and Kay journey to an Otherworld to find three ancient treasures which will restore the heart of the city. There they risk the danger of becoming sacrifices to Donalba's illusionary web and mirror. This complex story, with historical allusions and symbolism, is based on Gaelic, Scottish and Arthurian legends. It contains mind games, magic, fantasy, sorcery, mythical places and spirit doubles. Readers unfamiliar with the pre-



quel, The gifting, could be slightly disadvantaged, because of references to places, characters and events already established. However, the story can stand alone as Sulia's second journey. D. Doust

**USER LEVEL:** Stage 4 Stage 5 AVAIL: \$12.95

SCIS 935987

MASSON, Sophie The tiger.

Angus & Robertson, 1998

ISBN 0207196354

Steeped in the heady atmosphere of everyday Java, the writer's depth of attachment is revealed in her portrayal of the ordinary Javanese people, desperately poor and dependent on tourist dollars for survival, yet fiercely proud of their traditions and culture. The mysterious events during the turbulent 1960s involving sixteen year old Nick's grandmother are entwined with current intrigue, involving corruption, greed, and finally death. The stirring of a first love is sensitively handled, and the plot is intricately woven around real, surreal and legendary characters. The unexpected ending is tied up satisfactorily, but left open. This is a well crafted and timely work. J. Watts

USER LEVEL: Stage 3 Stage 4 AVAIL: Paper \$12.95

SCIS 932178

MONK, Scott

Random House, 1998 (A Mark Macleod book) ISBN 0091837545

An aptly titled story of troubled teenager, Brett, who is sent to a juvenile correction farm following a stealing offence.

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Not only does 'raw' serve as a descriptor of the protagonist, but also for aspects of the story and the simple, unembellished style of the telling. Action drives the narrative which results in a page-turning read, but may leave some feeling a little short changed on characterisation and desc-ription. The novel does, nevertheless, have an authentic ring and while the ending reveals no real winners, it is not without hope. Teen crime, motivation, responsibility,

accountability and punishment, are timely and thought provoking issues to explore. B. Richardson

<b>USER LEVEL:</b>	Stage 4 Stage 5	
AVAIL:	Paper \$14.95	SCIS 937955

#### ORR, Wendy

*Peeling the onion.* [sound recording] / narrated by Melissa Eccleston. Louis Braille, 1997 (330 min.)

#### ISBN 0732020689

A very personal, passionate sharing of a teenager's pain and anguish is the subject of this unabridged audio presentation. A car accident has left the central character with lasting injuries, and a difficult re-adjustment to a life that will never be same. Listeners familiar with the text version may have preconceived ideas about voice, as the story is a first person narrative in which voice is critical to audience empathy. At first this narration disappointed, seeming to lack emotion. However, as the reading progresses, and the narrator becomes more confident, expressive and convincing, listeners are drawn in to this long, but worthwhile, story experience. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6 KLA: PDHPE SYLLABUS: PDHPE 7-10 AVAIL: \$39.95 Louis Braille Books SCIS 939120

#### PARRY, Glyn Sad boys.

Hodder Children's, 1998 (H signature) ISBN 0733608221

Billed as a 'kick-ass read for real boys with real attitude', this is a self-consciously cool novel which at times seems directionless. Three adolescent boys set off to Rottnest Island for a camping holiday. Three teenage girls also arrive on the island, and the two groups meet and match over several surreal days. The style is jumpy post modern, and the language and interior monologues present an adolescent world in which all types of communication are seriously comprim-



ised. The themes of sex, conservation, and the need for love, belonging and self-acceptance are explored, but this novel may just be too cool for its intended readership. M. Lobban **USER LEVEL:** Stage 5

AVAIL: Paper \$14.95 SCIS 937853

#### PAUSACKER, Jenny *The Blake mysteries.* [series] Reed, 1998

Blake is the hunter, but also the hunted. Who is she trying to find? And why is she on the run? A variety of mysteries are

Stott -on

solved: the haunted factory and missing street kids; an arson; and hackers infiltrating a company's computers. Blake, herself, is a mystery; so little is known about her. The titles are woven into the fabric of the narrative, and each story is interconnected with the others, with major and some minor characters reappearing. A simple conversational style, with Blake's asides in italics, is employed, and characters are of suitable ages to attract older reluctant readers. Fans will wel-



come the arrival of further titles. D. Doust **USER LEVEL:** Stage 3 Stage 4 AVAIL: \$9.95 SCIS 933535 Other titles in this series are: One way street SCIS 937770 Time to go SCIS 933535 Wall of fire SCIS 937757

#### PAUSAKER, Jenny

Home GRRRLS. [series] Random House, 1998 (Red Fox/A Mark Macleod book)

Unashamedly targeting issues of concern to teenaged girls, each title's protagonist is one of the Home Grrrls group: four friends who have known each other since preschool, and now aim to produce a magazine about, and thus relevant to, 'real' girls. While this theme is not fully developed in either of the first two books, it does provide a connecting link for the girls and their separate stories. The four novels focus on relationships, sexuality, and body image (read overweight). The simple romantic storylines, teen centred focus and easy readability should ensure an enthusiastic following among adolescent girls. B. Richardson LISER I EVEL . Stage A Sta

USER LEVEL	: Stage 4 Stage 5	
KLA:	PDHPE	
SYLLABUS:	PDHPE 7-10	
AVAIL:	Paper \$10.95 each	
Titles in this se	eries are:	
How to tell y	our parents that	
you're straigh	ıt	SCIS 937939
Low fat		SCIS 937944
It's not over t	till you're over it	SCIS 941227
Mix & match		SCIS 941226

#### SCHEMBRI, Jim

The Jay Beans guild. Addison Wesley Longman, 1998 (Rave) ISBN 0733902340

Two stories in one, this tale of multiple mysteries and suspense begins in an ultra conservative boys only private school, and in the home of the protagonist, the happy, well adjusted and priggish Lionel. A family secret is uncovered. Lionel discovers love and then supernatural phenomena, all in rapid succession. The setting then moves to rural Victoria, in an awkward transition, and the major plot is developed. However, many earlier matters remain unresolved. The secondary story, a lively plot of lost people, a dying town's secrets and unsolved disappearances, is more imaginative. J. Watts

USER LEVEL: Stage 3 Stage 4 AVAIL: Paper \$10.95

SCIS 931581

### Information, poetry and drama

Resources are in Dewey order. The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

~ .		~ ~
CA	Creative Arts (primary &	n
	secondary);	ti
English	English (primary & secondary);	Т
HSIE	Human Society & its	n
	Environment;	р
LOTE	Languages other than English;	р
Mathematics	Mathematics (primary &	N
	secondary);	v
PDHPE	Personal Development/Health/	2
	Physical Education;	τ
Science	Science (secondary);	K
ST	Science & Technology (primary);	
TAS	Technology & Applied Studies (sec-	A
	ondary);	-
and		
VOC ED	Vocational Education	i

Webster, 1996

#### ISBN 1863981616

Although students could use this resource, in many ways this computer training CD-ROM is more applicable for teachers and administrative staff who have had little formal training in the use of the Internet. A self paced resource, the CD-ROM allows for repeat visits to the various topics. These deal with setting up hardware and software, file retrieval, navigating the World Wide Web, and Internet services. A multimedia approach is used for each of the major topic groups, with both Microsoft Internet Explorer and Netscape Navigator used in the interactive tutorials. Being able to become familiar with various aspects of the Internet in a controlled environment will appeal to many first time users. Those with more background knowledge will benefit before tackling the real thing, specifically with the file retrieval and the setting up of hardware and software within the Windows environment. N. Paull

#### Minimum requirements

Windows 3.1/95: 486SX25; 256 colours			
USER LEVEL: Stage 4 Stage 5 Professional			
KLA:	TAS		
SYLLABUS:	Computing Studies 7-10		
AVAIL:	\$29.95 Webster	SCIS 882504	

Infopedia: the complete reference collection. [computer software]

Learning Co, 1997 (Compton's home library) ISBN none

More than an encyclopedia, this CD-ROM contains not only the authoritative 26 volume Compton's encyclopedia, but also: Australia's Macquarie concise dictionary; Macquarie concise thesaurus; and Macquarie dictionary of Australian quotations. Other references are: Merriam-Webster's geographical dictionary; World history; The Columbia University complete home medical

256 colours KLA:

## **AVAIL:**

[004.6]

KLA:

#### AVAIL:

[030]

software Edmark, 1996 [152.1] ISBN none Despite the rather unfortunate choice of title, this CD-ROM is designed to promote the development of thinking skills. Students can work individually or in pairs to complete a series of activities centred on: basic computer programming; the physics concepts of inertia, gravity, friction and motion; inductive and deductive reasoning; predicting outcomes; comprehension skills; and problem solving. The activities

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guide; Compton's concise world atlas; The world almanac and book of facts; and Compton's Internet directory. The Australian content of the encyclopedia has been expanded and updated with Internet links (exploration time is required to verify curriculum relevance) and additional material. Although there are over 3000 Australian articles, it would only complement, not replace, a quality Australian encyclopedia. The same holds true of the atlas, which doesn't feature all towns found in the encyclopedia. The splendid interface, when coupled with the rapid search engine, ensures easy searching and retrieval from any combination of the reference works. Another user friendly feature, particularly for pri-

nary students, is that all the informaion is contained on a single CD-ROM. This combination of quality reference naterial on a single CD-ROM would be articularly useful on stand alone comouters. N. Paull



#### **Minimum** requirements

Windows 3.1: 486DX; 8MB RAM; 350K hard disk space;

JSER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS \$99.00 Roadshow SCIS 936350

#### Oxford multimedia encyclopedia; Compton's nteractive world atlas. [computer software] earning Co., 1997

SBN 0763014044

[030]

nformation is no longer the sole criterion for assessing an encyclopedia. As with other multimedia CD-ROM encyclopedias, this seeks to enhance the print information with movies, slide shows, instant dictionary references, timelines, biographies, hyperlinks to Internet sites and a basic atlas (here supplemented by a separate CD-ROM of Compton's world atlas). Particular features of this encyclopedia include: The planetarium, showing night skies as seen from any location in the world; and the MediaStudio, which allows students to produce multimedia presentations. Information is accessed through topic and contents searches, and advanced searches are possible. A sampling of country entries revealed brief treatments covering physical features, economy and history. This is an acceptable general encyclopedia with a fair coverage of Australia, although it is curious to have Tasmania described as the largest of the numerous islands surrounding Australia, and Canberra referred to as our 'capitol'. A 50 page Users guide is included. M. Lobban

#### Minimum requirements

Windows 3.1: 486DX2; 8MB RAM; 75K hard disk; DOS 5.0; double speed CD-ROM drive; 256 colours USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS \$59.95 Learning Co. SCIS 936346

#### Thinkin' things. Collection 3. [computer

#### ASSOURCES C RESOURCES PRESOURCES O RESOURCES O RESOURCES C RESOURCES

are diverse and challenging, with a range of levels of complexity. Some of the more recent advances in computer technology, such as morphing photographs, have major functions within the learning activities. This functional and entertaining program can be utilised in many applications in the classroom. The school version of this resource would be a worthwhile purchase, as it comes with a comprehensive manual, which includes an overview of each activity, and appropriate teaching ideas. N. Paull

#### **Minimum requirements**

Macintosh: System 7.0.1; 4MB RAM; 256 colours

Windows 3.1/95: 486; 8MB RAM; 256 colours; 8 bit sound board USER LEVEL: Stage 2 Stage 3 Stage 4

•••=•	ouge - ouge o ouge i	
KLA:	Science; ST	
SYLLABUS:	Computing Studies 7-10; Se	cience &
	Technology K-6; Science 7-	10
AVAIL:	\$79.95 Edmark	SCIS 879284

Mission: T.H.I.N.K. [computer software] Learning Co., 1997

ISBN 0763013781 [153.4] Students will relish the challenge of trying to outsmart the Master of Mischief in this absorbing and complex CD-RQM game, based around improving thinking skills. The game is won by a combination of problem solving, decision making, sequencing, deductive reasoning, information organisation, categorisation and logical thinking. The CD-ROM encourages students to divide the tasks into manageable steps and progress through each stage, honing skills they can apply to other research and reasoning tasks. Each of the puzzles addresses a specific thinking skill. The culmination of completing each puzzle is playing the corresponding level of the strategy games against the Master of Mischief. Students can play in pairs, or individually, and are encouraged to experiment and rethink their strategies during the course of the game. This well developed resource is a valuable adjunct to teaching thinking skills and problem solving. N. Paull

#### **Minimum requirements**

Macintosh: 68040; System 7.0.1; 16MB RAM; 15MB hard disk

Windows 3.1: 486DX2; 16MB RAM; 15 MB hard disk; 256 colours

USER LEVEL: Stage 2 Stage 3 Stage 4 KLA: Mathematics; Science; ST SYLLABUS: Mathematics K-6; Mathematics 7-10; Science & Technology K-6; Science 7-10 AVAIL: \$69.95 Roadshow SCIS 938628

#### *Rite of passage.* [videorecording] Apollo Films, 1998 (54 min.) **ISBN** none

Positive self-expression is one focus of this account of the individual and collective journeys of several long-term unemployed Australian youths. Their expedition is through 250 kilometres of wilderness with the promise of full-time employment at the finishing line. The internal emotional struggle of each proves as gruelling as the overcoming of the physical ordeals. The candid, insightful comments and reflections of these individuals are inspiring as they honestly discuss their childhoods, inner critical voices and destructive behaviours. Despite the tragic backgrounds of many of the travellers, this video celebrates the challenging of negative beliefs and replacing those beliefs with new ways of viewing the world. S. Bremner

-	USER LEVEL	: Stage 3 Stage 4 Stage 5 Stag	ge 6
-	KLA:	English; HSIE; PDHPE	
-	SYLLABUS:	English K-6; English 7-10; 1	History 7-10;
-		PDHPE K-6; PDHPE 7-10;	Studies in
е		Society 7-10	
a	AVAIL:	\$95.00 Film Australia	SCIS 938033
e			

LINDBERGH, Reeve The circle of days. Walker, 1998 ISBN 074454047X A twentieth century version of the

1225 hymn, the Canticle of the sun, originally written by Saint Francis of Assisi in praise of the natural world, appears in this appealing picture book. The original humility and reverence has been skilfully retained and translated for today's audience. Young and old alike can enjoy the visual feast of colourful, naive style col-



[301]

[302.5]

lages by Cathie Felstead which accompany the verse. The illustrations reflect, explore and expand each couplet, portraying shades of meaning across many cultures. While the images and verse are European, their message is universal. This could therefore be a useful resource in both religious and non religious contexts. N. Chaffey

Stage 1 Stage 2 Stage 3 Sta	ige 4
Community Professional	
CA ; English; HSIE	
Creative Arts K-6; English	K-6; HSIE
Visual Arts 7-10	
\$24.95	
Highly recommended	SCIS 932522
	Community Professional CA ; English; HSIE Creative Arts K-6; English K-6; Studies of Religion 7- Visual Arts 7-10 \$24.95

#### CAVE, Kathryn

W is for world: a round-the-world ABC.	
Frances Lincoln, 1998	
ISBN 0711212600	

The first sentence of each page of this beautifully photographed alphabet book touches on a global theme that most students will be able to identify with in their own lives. The text which follows then gives a more specific example related to the lives of children and their families who live in poor countries all around the world. Accompanying photographs, taken in over twenty countries, depict a range of community themes related to working, food gathering and preparation, shelter and learning in both formal and informal settings. This is a useful resource for highlighting similarities and differences in lifestyles around the world. S Bremner 4.04

Early Stage 1 Stage 1 Stage	2
English; HSIE; PDHPE	~
English K-6; HSIE K-6; PD	HPE K-6
\$29.95 Peribo	SCIS 949255
	English; HSIE; PDHPE English K-6; HSIE K-6; PD

#### Bullying and peer pressure.

/edited by Kaye Healey. Spinney, 1998 (Issues in society)

government reports and academic journals. Dr Ken Rigby's

ISBN 1876811064

[158.1]

Exploring the links between violence and bullying, this resource examines school and workplace bullying. There are twenty brief articles, with relevant, up to date information, drawn from a range of sources including newspapers,

contributions on the incidence and repercussions of bullying in schools are particularly helpful. An article on young female bullies discusses indirect bullying, while another discusses the correlation between bullying and depression. The section on bullying in the workplace is also relevant for schools in their attempt to promote a positive atmosphere amongst staff and students. The book would be useful as reading material for a staff development day. A. Soutter USER LEVEL: Stage 6 Community Professional PDHPE KLA: SYLLABUS: 2U PDHPE

Paper \$14.95 SCIS 937780 AVAIL:

#### MARSDEN, John

Secret men's business: manhood, the big gig. Pan Macmillan, 1998 ISBN 0330360744 [305.31]

A range of practical, honest hints for getting on with being a person and an individual, this important information is clearly relevant, and of concern to both sexes. Topics extend beyond the usual puberty, sex, relationships and drugs advice (readily available through teenage girls' media), although these are covered in the same direct, responsible manner. Personal perceptions for successful relationships with parents, friends and self are explored. Popularity; confidence; personality; maturity myths; communication; risk taking; and planning for the future are also discussed. Offering no excuses for lack of respect in adults or young people, the ideas successfully fill a void with reassuring, realistic messages and detail for tomorrow's Australians. J. Hawkes LICED LEVEL, Class A Class E Class & Community

USEK LEVEL:	Stage 4 Stage 5 Stage 6 Con	amunity
	Professional	
KLA:	PDHPE	
SYLLABUS:	PDHPE 7-10; 2U/3U PDHI	. Έ
AVAIL:	Paper \$14.95	
EVAL:	Highly recommended	SCIS 936210

#### Bitter herbs and honey. [videorecording] Ronin Films, 1996 (71 min.) [305.8] ISBN none

Entering into people's lives and memories is important for the understanding of historical developments. The Jewish people portrayed here help us to understand their lives through a variety of historical snapshots, including: reasons for migration; racism; stereotyping; the suburb of Carlton (and thus Melbourne) of the 1930s and historical change. Told through interviews, photographs and contemporary home movies, the film reveals an intimate kaleidoscope of a vanished era. Bonded by traditions and customs, the Jews of Carlton reveal bittersweet experiences of daily life in the Australia in the 1930s, in contrast with life in the present. The film may be used in a variety of ways to increase historical and multicultural understandings. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stag	ge 6
•	Professional	
AVAIL:	\$95.00	
KLA:	HSIE	
SYLLABUS:	Geography 7-10; History 7-	-10; HSIE K-
	6; 2U/3U Modern History	
EVAL:	Highly recommended	SCIS 920820

#### **Editorial Email address for Scan:** lan.McLean@det.nsw.edu.au

etv) USER I

AVAIL EVAL:

KLA:

SYLL

USER I KLA: SYLL AVAI Longman 1997

#### A republic: yes or no?

/editor Kaye Healey. Spinney 1998 (Issues in soci-

#### ISBN 1876811013

#### [320.994]

Here, attractively presented, are short papers on pertinent issues. The first group deals with: the present Constitution and system of government; current attitudes and other related matters; the second with the republic debate. A range of republican models is offered, the interest groups present their views, and the 1998 Constitutional Convention outcomes are summarised, with the problem of an elected or appointed Head of State remaining contentious. The brevity, clarity and currency of most of the information makes this collection especially valuable for civics learning, even where the republic is not the focus issue. An index, short glossary, discussion pointers and a list of further resources complete this useful resource, which is relevant to Civics and Citizenship. G. Spindler

LEVEL:	Stage 5 Stage 6	
	HSIE	
ABUS:	History 7-10; Commerce 7-1	10; General
	Studies; 2U/3U Modern Hi	story;
	2U/3U Society & Culture	-
L:	Paper \$14.95	
:	Highly recommended	SCIS 937784

#### SOLOMON, David

#### Coming of age: charter for a new Australia.

University of Queensland Press, 1998 ISBN 0702230316

[320.994]

Both the arguments against a republic and for a minimalist republic essentially say that the system of government "ain't broke, so don't fix it". Solomon argues that a lot of the system requires much fixing. Australians, he says, are disillusioned with their politicians and the present system. He analyses executive and legislative government, the Constitution, federalism, the courts, and argues thoughtfully for something like an American style presidential system and a restructuring to make the system more democratic and responsive and best use our institutions and political talents. This is an important contribution to the civics and citizenship debate. G. Spindler

Stage 6 Professional	
HSIE	
2U General Studies; 2U/3U	Legal
Studies	
Paper \$29.95	SCIS 924094
	2U General Studies; 2U/3U Studies

#### CORCORAN, Robert

The Longman dictionary of politics, civics and environment.

ISBN 0733901344

#### [320.99403]

63

A timely dictionary of political or civic terms, this book also recognises the environment's increasing public significance. A reasonably comprehensive coverage is offered of the many terms readers will need in dealing with these areas. Definitions are presented with welcome simplicity, beginning with a brief lexical definition followed by commentary, sufficient for most introductory readers. Obviously, many of the concepts are complex, and specialist readers will need to go beyond this dictionary. However, it will prove a valuable and easily understood tool for most secondary students. An appendix provides a usefully brief chapter by chapter summary of the Australian Constitution. It is a relevant resource for Civics and Citizenship. G. Spindler

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA:	HSIE		C
SYLLABUS:	History 7-10; Commerce	7-10;	0
	Geography 7-10; General		e
	2U/3U Modern History;		1
	Society & Culture		]
AVAIL:	Paper \$19.95		9
EVAL:	Highly recommended	SCIS 919851	1

#### HEALEY, Kave

Unemployment in Australia.
Spinney, 1998
ISBN 1876811056

The recency and relevance of the material, and the inclusion of some very useful definitions and further reading on suggested issues for debate render this resource a highly valued research tool for senior students. Excerpts for discussion of unemployment focus on youth, the long term unemployed and economies of the situation. Work for the dole schemes, changing rules and society's attitudes to these issues are presented in well balanced perspectives that would also be beneficial for students' own reading. Authoritative sourcing and varied formats of data presentation allow for student assessment of literacy issues as well as the emotive and statistical elements of the topic. E. Maxwell

USER LEVEL:	: Stage 5 Stage 6
KLA:	English; HSIE
SYLLABUS:	2U General English; 2U Contemporary
	English; 2U/3U Economics; 1U General
	Studies; 2U/3U Society & Culture

AVAIL: Paper \$14.95

SAUNDERS, Chervl

The Australian constitution.

Constitutional Centenary Foundation, 1997 ISBN 0958690812 [342.94]

Here is probably the most accessible, authoritative commentary on the Australian Constitution currently available. In it, Professor Saunders takes the Constitution clause by clause, analyses the significance and implications of each, and reviews the issues that arise from it. The language and concepts are accessible to the average reader, but it would seem an essential and current reference work for any educational activity that touches on Constitutional matters. The Australia Act of 1986 is appended, without commentary, but the Statute of Westminster, which is usually included with the Constitution, is not. This is a useful resource for Civics and Citizenship. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional HSIE KLA: **F** 10 C OVAT A DITO

History 7-10; Commerce	7-10; 20
General Studies; 2U/3U	Modern
History; 2U/3U Society &	& Culture
Paper \$10.00	
Highly recommended	SCIS 928383
	General Studies; 2U/3U History; 2U/3U Society & Paper \$10.00

Parliament NSW. [videorecording] Cornerstone Media (1998?) (30 min.) ISBN none

In this short introduction to the State Parliament, presentation is in a student oriented format, using the device of a narrator/computer. While giving a general overview of Parliament, it focuses on the Lower House (Legislative Assembly) with scant reference to the Upper House (Legislative Council). The program places State Parliament in the context of the three levels of government, provides some historical background and considers the role of Parliament, as well as showing the House in action. It offers an accessible introduction to Parliament, which could be used alone with students of Civics and Citizenship, or could be useful as an excursion preparation. G. Spindler USER LEVEL Stage 3 Stage 4 Stage 5 KLA: HSIE SYLLABUS: HSIE K-6; History 7-10; Commerce 7-10 AVAIL: \$25.00 SCIS 935996

WILLIAMS, Brenda Your environment. Wayland, 1998 (Geography starts here!) ISBN 0750219955

The four Rs of waste reduction (reduce, re-use, recycle, repair) are here examined from both local and global perspectives. Covering such topics as: products and services, the built environment, pollution and living things, this book presents information in simple text, appropriate for primary students, and accompanied by bright, clear photographs and drawings. A facts



and figures page, glossary and index are included. The UK origin and European point of view of the book, (which also includes most of the examples and illustrations), with no specifically Australian content or examples, limits its relevance for Australian teachers and students. D. Low

USER LEVEL: Stage 2 Stage 3

KLA: HSIE: ST

SYLLABUS: HSIE K-6; Science & Technology K-6 \$29.95 **AVAIL:** SCIS 935597

#### GIUGNI, Des

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[331.13]

SCIS 937775

[398.2]

Challenge: technological change: 3 unit legal studies.

McGraw Hill, 1998 (A question of justice) ISBN 0074702149

An effective resource for legal studies, this work provides a negotiable path through a rigorous course. It covers issues related to technology and technological change. Multimedia technology, biotechnology and bioethics, communication technology and technological fraud are treated as in depth case studies. Legal studies requires a deep understanding of current affairs, which complements this text. It is a thorough and reliable starting point for both students and teachers. J. Donovan

**USER LEVEL:** Stage 6 Professional HSIE KLA: SYLLABUS: 3U Legal Studies AVAIL: Paper \$18.95

SCIS 921597

[344]

#### BARWICK, John & BARWICK, Jennifer Australia's worst disasters. [series] Heinemann Library, 1998

Detailed information on many of Australia's worst disasters, both natural and caused by human error, are presented in this series. Eyewitness accounts, newspaper articles and photographs add realism and a personal perspective to the facts presented, while maps and fact boxes provide additional information explaining when and where the disaster took place, and resulting casu-



alties. Each book also contains a list of historic disasters as well as how such a disaster may occur and how, if possible,

tains an exceller tralian resource	nces might be prever nt glossary and a list s for further reading	of predo ;. J. Eade	ominantly Aus-	FREN Jamil' France
	Stage 3 Stage 4 Sta	ige 5		ISBN 0
KLA: SYLLABUS:	HSIE; Science; ST Geography 7-10; H	Jistory 7	7-10. HSIE K-	A Beng
SILLADUS:	6; Science & Techn	nstory /	-6: Science 7-	cat and
	10	lology i	t o, belence /	has som
AVAIL:	\$24.95 each			money
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Air disasters	1100 111011110.		SCIS 930399	trated b
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Disasters at s	ea		SCIS 930398	work co
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MORRIS, Jill				USER
	rrior: battle for t	he plan	iet.	KLA:
	8 (Extraordinary)		Ka (a =1	SYLLA
ISBN 1862913			[363.7]	
	e Rainbow Warrior, t			AVAIL
	nisation Greenpeace			Th LOOP
portraved thro	est, reporting and c ugh stories recount	ing its n	s convincingly	INGP
	1969 to 1985. Comm			Fabul
	the bombing in Au			Lothia
	ospective follows the			ISBN (
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	the French governme			myth a Atlanti
	short chapters eco			brough
	ical account, which r			through
mental studies.	appropriate for bot	II Instor	y and environ-	say cas
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KLA:	: Stage 3 Stage 4 HSIE			ancien
SYLLABUS:	HSIE K-6; Geogra	nhv 7-1(	0	imagin
AVAIL:	Paper \$9.95	pily / I	0	poems
EVAL:	Highly recommen	nded	SCIS 935902	Tower of
				archite ance ar
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Mealtimes.				tive illu
Wayland, 199	-			and ve
	meal times of many		STATE OF STREET, ST	USER
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	ppropriately devel-			SYLLA
	ning readers. The six-		actific and a second second	AVAII
	which are featured in		and the second second	
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trated on a wor	rld map at the begin-			Macn
	ook. The named indi- ently children, repre-		100	Macm
	country are shown			ISBN (
	ng the most usually			The ma

SCIS 935614

SCIS 935618

SCIS 935616

cooking or eating the meal, usually in company with other family members. Each large coloured photograph is clearly captioned with two or three simple sentences, enabling independent use by beginning readers. The structure encourages browsing and relates well to the index. L. Bowring

USER LEVEL: Stage 1 Stage 2 KLA: HSIE SYLLABUS: HSIE K-6 AVAIL: \$29.95 Titles in this series are: Breakfast **Evening** meals Lunch

KLA: SYLL AVAI

KLA: AVAIL:

64

#### RENCH, Fiona amil's clever cat: a folk tale from Bengal. Frances Lincoln, 1998 SBN 0711212090

[398.2095492]

Bengali folktale of a poor weaver, his clever, conniving at and their shared vision of becoming wealthy, this story as some interesting twists. Both cat and owner believe that noney will make them happy and lessen their workload. The marriage of the weaver to a beautiful princess, orchesrated by the cat, has surprising results for the bride. The olourful hand painted paper designs on each page are mpressive and may provide stimulus for visual arts activties. They use complex patterns and strong design. This vork could be used as a basis for students to explore other olk and fairy tales from a number of perspectives, includng gender roles. S. Bremner

USER LEVEL: Early Stage 1 Stage 1 English; HSIE; CA SYLLABUS: English K-6; HSIE K-6; Creative Arts K-6 AVAIL: \$24.95 Peribo SCIS 939791

NGPEN, Robert

Fabulous places of myth. Lothian, 1998

SBN 0950918391

n a powerful mixture of reality and magination, four famous places of nyth and legend (Camelot, Valhalla, Atlantis and the Tower of Babel) are prought to life. Camelot is imagined hrough drawings inspired by Stokesay castle, a fortified English manor

nouse; Atlantis from a spurious ancient chart and the illustrator's magination; Valhalla from ancient poems and Norse mythology; the

Tower of Babel from the bible and a conglomeration of world architectural styles. Speculations on construction, appearance and lifestyles of the people are written by Michael Cave. The book's strength lies not in the text, but in Ingpen's evocative illustrations which, although muted, are quite detailed and very beautiful. J. Anderson.

USER LEVEL: Stage 2 Stage 3 English

ABUS:	English K-6 \$24.95	

#### The Macmillan picture dictionary. The Macmillan thematic dictionary. Macmillan Education Australia, 1998

ISBN 0732950384

The major part of this book is taken up with the picture dictionary; flipping it over reveals a thematic dictionary, incorporating fifteen topics, such as colours, animals of the wild and farm animals, and language features such as opposites and position. All words and themes are supported by small coloured illustrations. The focus is international and gender and ethnicity are well represented. Head words are used on each page of eight to twelve entries (all nouns), with a combined list of all entries at the foot of each right hand page. For teachers of Stage 1 students the dictionary could be a useful resource for teaching dictionary skills. G. Ross

**USER LEVEL:** Stage 1 English SYLLABUS: English K-6 Paper \$10.95

[398.23]



SCIS 935604

SCIS 935459



#### HAYES, Sarah

Sound city: a guided tour for beginner readers. Walker, 1998

ISBN 0744532973 An entertaining introduction to phon-

ics for younger students is contained in this visually stimulating picture book. The carefully designed double pages feature a key sound or group of sounds and provide a verse incorporating the sound, together with numerous activities. Designed to be shared by adults and children, the book becomes an interactive tool which encourages young readers to



find the patterns in words. There is no fixed sequence, so readers can choose any page that appeals. Lively coloured cartoon style illustrations, using captions, labels and conversation balloons, will have strong appeal for younger readers. J. Anderson

<b>USER LEVEL:</b>	Early Stage 1 Stage 1	
KŁA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$24.95	SCIS 930724

*First look through...* [series] Heinemann, 1998

Introductory information about a range of popular subjects is presented in this series. Each double page opening treats a different aspect through simple, well spaced text and colourful and attractive illustrations. Three surprise pages in the form of transparent plastic overlays give an extra three dimensional effect. Sturdy binding, and the inclusion of contents pages, a glossary and index mean that this series could be useful for use with students beginning to use resources for independent location and use of information. While not Australian in origin, the series is international in scope, and some Australian topics are mentioned. B. Roberts.

USER LEVEL:	Stage 1 Stage 2	
KLA:	HSIE; ST	
SYLLABUS:	HSIE K-6; Science & Technology K-6	)
AVAIL:	\$19.95 each	
Titles in this se	ries are:	
Cars	SCIS 937	829
Cities	SCIS 937	821
Stars and pla	nets SCIS 937	823
Tractors	SCIS 937	826

Science projects. [series] Wayland, 1997

Attractively presented, with colourful child centred photographs and clear diagrams and line drawings, each volume in this series guides the student reader through a series of enjoyable and exciting experiments and activities exploring significant physical and natural phenomena. The text is lively and instructive, with information clearly separated from instructions for experiments.



Answers, to questions posed throughout the text, are provided at the end. An informative glossary, a simple index, and a reference list which features CD-ROMS, are also included. Although of UK origin, the series could be useful for Australian students, particularly in a study of procedural and explanatory text types. L. Ward

USER LEVEL:	Stage 3		
KLA:	Science		
SYLLABUS:	Science & Technology K-6		
AVAIL:	\$29.95 each		
Titles in this se	ries are:		
Electri ity 🗋		SCIS	938075
Light		SCIS	938071
Magnetism		SCIS	938066
Rocks and so	ils	SCIS	938445
Sound		SCIS	938076
Weather		SCIS	938354

#### Chemistry laboratory manual for senior secondary school.

Longman, 1998

ISBN 0733901662

Although produced by the Science Teachers Association of Western Australia, this clearly set out textbook contains many of the mandatory practical experiences incorporated in the current NSW chemistry syllabus. The experiments are not presented in a fixed teaching order, and may be selected to fit in with any teaching program. Features of the manual are: the introductory skills section demonstrating various laboratory techniques; clear scientific diagrams; and suggestions for incorporation of technology into the school laboratory. There is a strong focus on laboratory safety. The inclusion of the development of skills in planning, conducting investigations, processing data, and evaluating, makes this an extremely useful resource. N. Johnston

USER LEVEL: Stage 6 Professional

KLA:	Science	
SYLLABUS:	2U Chemistry	
AVAIL:	Paper \$18.95	

#### FOWKE, Bob

#### What they don't tell you about planet earth. Hodder Children's, 1998

ISBN 0340713291

[550]

[551.46]

SCIS 923981

[540.78]

Unusual facts and theories about the history and structure of the earth are presented here in an informal, conversational style. Numerous cartoon style line drawings illustrate and highlight key points in the text while adding to the humorous presentation. An imaginary geologist, Glacier Flint, presents summaries of chapters which cover many topics in geology and physical geography. The presentation of information in small sections makes the book suitable for browsing, and young readers attracted by its informal approach and humorous manner may acquire information in a painless and enjoyable way. J. Anderson

**USER LEVEL:** Stage 3 Stage 4 KLA: ST

SYLLABUS: Science & Technology K-6 SCIS 937984 AVAIL: Paper \$10.95

#### Oceans. [kit]

Two-Can Publishing, 1997 (Interfact) ISBN 1854344889

One of the titles promoted as 'the book and disk that work together', this kit consists of a 48 page spiral bound book and a CD-ROM, attached to the cover in a hard plastic pouch. An overview of the disk's seven segments, and instructions for its use, are included in the book. The predominantly factual book features high standards of presentation: colourful illustrations; table of contents; index; glossary; and a quiz page. This is not always matched by the CD-ROM, which has limited animation, often confusing

attack, a quiz so Something fish frustrating beca not be accessed ever, <b>Creature</b>	I some poor quality sound egment, has incorrect spellir hy, involving the labelling of ause information explaining until all labels are correctly p feature is excellent, wherein tions are given immediate for	ng in an answer. of a diagram, is 5 the terms can- ositioned. How- picture choices
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Minimum requ		
-	20; System 7.0; 4MB RAM	
	Vindows 3.1: 386; 4MB RAM	-
	: Stage 2 Stage 3	
KLA:	ST; HSIE	
SYLLABUS: AVAIL:	HSIE K-6; Science & Tech \$19.95 The Learning Jourr	
HOOPER, M	eredith	
•	ny drink: the story of w	oater on our
planet.	1 1000	
Frances Linco	-	
ISBN 0711211	825 a single drop of water can ha	[553.7]
this resource de asm for the sub lengthy, yet we cluding pages which encapsu is well used to c and lead the re water conserva	ninous colour illustrations l escribes the cyclic journey of ject is conveyed most effect. Il framed by the vivid illustr provide an illustration of lates the preceding text. Pict communicate a sense of won- ader to a strong environmen- tion. J. Buckley : Stage 2 Stage 3 HSIE; ST HSIE K-6; Science & Tech Paper \$16.95 Peribo	water. Enthusi- ively. The text is rations. The con- the water cycle ure book format der about water, ntal message on
HEFFERNA	N, D. A.	
The Australi	an biology dictionary.	
	ley Longman, 1997	r
ISBN 0582809		[574.03]
with more that comprehensive Australian pers accessible lang changes in biolo ics, immunolog particular inter disciplines are the understand clear and well p	en for Stage 6 students study n four thousand entries, thi e Australian dictionary of b spective with Australian exan guage and up-to-date entri- ogy. Included are the latest ac gy and biotechnology, and r rest to students. Words from also included where they a ing of biology. Many entries a presented diagrams. This reso nt in the biology classroom	is is a great first iology, using an mples. Clear and es reflect recent dvances in genet- nedical terms of n other scientific are important to are supported by purce is an essen-
library. J. A. Ro		
USER LEVEL	: Stage 4 Stage 5 Stage 6 P	rofessional
KLA:	Science	
SYLLABUS:	Science 7-10; 2U Biology	
AVAIL:	Science; 2U Science for L Paper \$19.95	ш <i>с</i>
EVAL:	Highly recommended	SCIS 911964

- TINICAN NIATONII (CAN

*Exploring land habitats.* [computer software] Wayland Multimedia, 1997 ISBN 0750295023 [574.5] Clicking on the main menu of this CD-ROM allows stu-

dents to explore and interact with the landscape, climate,

ecosystems, animals and people from a variety of habitats worldwide, including Australia. The habitats are centred on: forests; grasslands; mountains; rivers and lakes; deserts; and cities. The program highlights the interdependence that animals and people have with their various habitats. Concise definitions and text are used, but may be insufficient for some users. Other features include: simple activities; videos; maps; a glossary and index; and built-in links to Web sites, which require exploration to verify curriculum relevance. Navigation is good, with icons at the bottom of each page, although searching is done by scrolling through the index. This resource is useful for an introduction to the topic, however students would need to consult other resources to gather indepth information. N. Paull

CERTAINTERSTRUCTURE

#### **Minimum requirements**

Macintosh: LC 475; System 7; 8MB RAM; double speed CD-ROM drive

Windows 3.1/95: 486DX; 8MB RAM; double speed CD-ROM drive; 256 colours

**USER LEVEL:** Stage 2 Stage 3 Stage 4 KLA: HSIE SYLLABUS: Geography 7-10; HSIE K-6 SCIS 921929 \$89.95 each VEA AVAIL: Also available in this series: SCIS 921927

Exploring water habitats

#### ROC, Margaret & HAWKE, Kath Australian habitats. [series] Macmillan Education Australia, 1998

Concisely written text balanced with maps, clearly labelled photographs and illustrations, Did You Know? boxes and flow charts are features of this series. Topics are introduced on a worldwide basis, then each specific ecosystem is examined, followed by treatment of Australian areas. Traditional Aboriginal lands, the exploration and impact of Europeans and Australia's National Parks and World



Heritage Areas are well covered. The series provides a set of excellent resources for the upper primary classroom for whole class shared reading sessions and small group work. The well mixed presentation of information ensures that the needs of all students, from the efficient to the less able reader, are met. K. Chauncy

SER LEVEL:	Stage 3 Stage 4	
LA:	English; HSIE; ST	
LLABUS:	English K-6; HSIE K-6;	Science &
	Technology K-6	
VAIL:	\$19.95 each	
VAL:	Highly recommended	
tles in this se	eries are:	
pastal regions SCIS 92		
eserts		SCIS 929667
rasslands		SCIS 929662
ainforests		SCIS 929657
mperate for	rests	SCIS 929664
Vetlands		SCIS 929666

#### Australian guide to... [series]

Gould League of Victoria, 1998] Visually appealing and packed with information relevant to Australia, this series provides students with resources to help them discover the natural world around them. Students

researching the seashore or pond life will value the colour-

ful photographs, diagrams and written information on exploring specific habitats, contained in short, easily read, jargon free paragraphs. Useful information about specific animals is provided. Details are provided on: what is needed to search the identified area; what is likely to be found; and what dangers are likely to be met. An excellent resource for students, these books could also prove invaluable to teachers planning excursions. S. Blackwell.

USER LEVEL: Stage 1 Stage 2 Stage 3				
AVAIL:	\$12.95 each			
KLA:	HSIE; ST			
SYLLABUS:	HSIE K-6; Science & Technology K-6			
EVAL:	Highly recommended			
Titles in the series are:				
Australian guide to pondlife SCIS 93181				
Australian guide to seashores SCIS 93180				

#### Plant analysis: an interpretation manual.

/edited by D.J. Reuter & J.B. Robinson. 2nd ed. CSIRO Australia, 1997 ISBN 0643059385 [580]

For students studying senior agriculture, this comprehensive book, is an invaluable resource, as it covers many aspects of plant production including: plant analysis; nutrient deficiency and toxicity; and guidelines for collecting, handling, and analysing plant material. Of particular interest are the later chapters which specify guidelines for diagnosing nutrient deficiencies in agronomic crops, pastures, vegetable crops, ornamentals, fruits and forestry. Much of the layout is in the form of tables. The language used would be a little difficult in some places for students to understand but it is well referenced and the tabular information is well supported. K. Heap

Professional
Agriculture
SCIS 924866

#### ROYSTON, Angela Life cycle of a... [series] Heinemann Library, 1998

Young readers of this visually appealing series are introduced to life cycles in the plant and animal world. Each book begins with the classification of the nominated plant or animal. It then progresses through the stages of its growth, supported by excellent illustrations and large, well spaced text, enabling independent student use. Useful features include alternat-

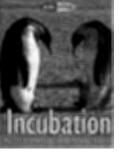
ing yellow and white pages and a continuous frieze, showing stages of the life cycle, running across the bottom of each double page opening, reinforcing the aim of the series. The life cycle is also depicted in a series of photographs at the end. A useful fact file and glossary are included. J. Quirk

USER LEVEL: Stage 1 Stage 2			
KLA:	HSIE; ST		
SYLLABUS:	HSIE K-6; Science & Technolo	gy K-6	
AVAIL:	\$22.95 each		
EVAL:	Highly recommended		
Titles in this series are:			
Broad bean	SC	IS 933605	
Frog	SC	IS 933603	
Guinea pig	SC	IS 933600	
Kangaroo	SC	IS 933604	

#### WOOLLEY, Marilyn & PIGDON, Keith Animal patterns. [series]

Macmillan, 1998

The six books in this series aim to show the links between behaviour and characteristics of various animals, and the strategies that different species use for survival. This aim is achieved through the use of excellent coloured photographs, tables, diagrams, and illustrations. The print is large and the text written in lay terms accessible to children who are beginning to locate information inde-



SCIS 929152

SCIS 929679

SCIS 929155

SCIS 929676

SCIS 929157

SCIS 929681

pendently. The series focuses chiefly on native Australian animals, drawing comparisons with non native animals where necessary. Facts on every page are intended to stimulate student curiosity, and to encourage them to investigate further. S. Rasaiah

gate further. 0. 1	(usulari				
USER LEVEL: Stage 2 Stage 3					
KLA:	ST				
SYLLABUS:	Science & Technology K-6				
AVAIL:	\$19.95 each				
EVAL:	Highly recommended				
Titles in this se	Titles in this series are:				
Food					
Homes					
Incubation					
Lifetimes					

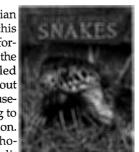
KEYT, Terry

Movement

Survival

#### Dangerous Australian... [series] Macmillan, 1998

The dangerous aspects of Australian flora and fauna are explored in this series. Each title follows a similar format with a general introduction to the topic, followed by more detailed information. Pages are clearly laid out and the text is easy to read, with useful features for students beginning to read independently for information. Illustrations include coloured photographs, diagrams and maps indi-



cating the region of Australia where each particular dangerous plant or animal occurs. A section on first aid provides basic advice including information needed when calling emergency services. Key terms are bolded in the text, and included in a glossary. S. Blackwell

	0,			
USER LEVEL: Stage 2 Stage 3 Stage 4				
KLA:	HSIE; ST			
SYLLABUS:	HSIE K-6; Science & Techr	nology K-6;		
	Science 7-10			
AVAIL:	\$19.95 each			
Titles in the set	ries are:			
Dangerous Australian crocodiles SCIS 929711				
Dangerous Australian insects SCIS 929713				
Dangerous Australian marine animals SCIS 929712				
Dangerous Australian plants SCIS 929708				
Dangerous Australian snakes SCIS 929710				
Dangerous Australian spiders SCIS 929716				

*Insects: little creatures in a big world.* [computer software] CSIRO Australia, 1997

ISBN 0643060456

A CD-ROM resource for students or teachers researching insects, this provides information on over 600 types of insects, sorted by groups. Quizzes, insect sounds, tips on collecting insects, and information on the heroes and villains of the insect world are easily accessed. From the Insect hut the user can zoom in on a country to discover insects particular to that country. One drawback is the overly Australian voice used when representing Australia. Students will have little difficulty navigating through the levels from an icon bar at the bottom of the screen. Photographs as well as diagrams provide interest. S. Blackwell

#### Minimum requirements

Macintosh: 68040; System 7.1; 4MB RAM					
Windows 3.1/9	Windows 3.1/95 or NT: 486; 8MB RAM				
USER LEVEL: Stage 2 Stage 3 Stage 4					
KLA:	HSIE; ST, Science				
SYLLABUS:	HSIE K-6; Science & Technology K-6;				
	Science 7-10				
AVAIL:	\$69.95 CSIRO	SCIS 911039			

#### KAKU, Michio

Visions: how science will revolutionize the twenty first century. Oxford University Press, 1998 ISBN 0198500866 [601] By following a spellbinding narrative of the most significant and far reaching scientific revolutions in the separate, but interlinked, fields of computing and artificial intelligence, biogenetics and quantum physics, the reader of this work is guided through the author's compelling vision of the science of the next century. Such visions of the future are based on the author's well researched documentation of the pioneering efforts by theoreticians, and current groundbreaking research. The premise is that, using today's knowledge, we can confidently predict the direction of science through the next century. The author's lucid style makes the account easily readable. J. A. Robinson USER LEVEL: Stage 5 Stage 6 Professional KL

KLA:	Science; TAS		
SYLLABUS:	2U Applied Studies; 2U Computing		
	Studies; Science 7-10; 2U Biology;		
	2U Chemistry; 2U General Science;		
	2U Physics; 2U Science for Life;		
	3U/4U Science		
AVAIL:	\$59.95		
EVAL:	Highly recommended	SCIS 938243	

#### BIRO, George

What killed Jane Austen? and other medical mysteries, marvels and mayhem. HarperCollins, 1998 ISBN 0732259584

The intriguing demise of Jane Austen is just one of the memorable stories featured in this collection of bizarre, whimsical and ghoulish essays. Off-beat, quirky clinical facts are presented in an interesting and informative manner. The focus is on royalty, quacks, warfare, eccentrics and pioneers, with some astonishing tales of discoveries, disasters, diseases, addictions and obsessions. The essays, which are a compilation of sections written for medical newspapers and broadcasts for ABC radio, provide a useful resource for the

US KLA SY AV KL SY [610.9] AV EV

study of health, disease, forensic science, or historical figures. J. A. Robinson

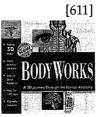
USER LEVEL: Stage 4 Stage 5 Stage 6				
KLA:	HSIE; PDHPE; Science; ST			
SYLLABUS:	History 7-10; 2U Modern History;			
	PDHPE 7-10; Science 7-10; 2U Biology;			
	2U General Science; 2U Science for Life			
AVAIL:	Paper \$16.95			
EVAL:	Highly recommended	SCIS 931303		

#### BodyWorks 6.0: a 3D journey through the human anatomy. [computer software] TLC Properties, 1997

ISBN none

[595.7]

Over 80 high resolution three dimensional models of body parts are the main feature of this **CD-ROM**. They may be rotated, with various sections highlighted and named. Other valuable aspects include: videos of the major systems; video lectures; printed and verbal infor-



mation; a hypertext glossary; and multiple choice quizzes. It is easy to move around the program. A toolbar at the top of the screen gives access to body parts and systems, and health issues. There is an index and a facility for word and phrase searches (with a phonetic option available). Topics can be investigated via broad to specific information. The screen layout may be rearranged and saved. It is possible to print text and graphics and use bookmarks. Human reproduction topics can be censored during installation. Internet links provide current medical information and an extensive list of associated sites, although exploration time is required to verify curriculum relevance. There is some use of imperial measurements in this program. S. Leslie

#### **Minimum requirements**

Windows 3.1/95: 486DX; 8MB RAM; 12MB disk space; 256 colours

5	ER	LEV	/EL:	Stage	3	Sta	age	4	

LA:	HSIE; Science; ST	
LLABUS:	HSIE K-6; Science K-6; S	Science 7-10
VAIL:	\$69.95 Roadshow	SCIS 934478

#### ARNOLD, Nick

Disgusting digestion.

Scholastic Children's, 1998 (Horrible science) [612.3]

ISBN 0590198092

Promoted as "science with the squishy bits left in", this delightful book is bursting with a wealth of horrible information about the functioning of the human body. This easily readable and enjoyable book employs fantastic fact files, curious quizzes, teacher tests and crazy cartoons to impart information about urine, nausea, and bodily gases. This is a great resource for browsing and research projects, or for teachers to use to enthuse students who are attracted to this aspect of human biology and bodily functions. J A. Robinson USER LEVEL: Sta 1 CL-- E CL . ( Due feeste

SER LEVEL:	Stage 4 Stage 5 Stage 6 P	rofessional
LA:	Science	
YLLABUS:	Science 7-10; 2U Biology; 2U General	
	Science; 2U Science for L	ife
VAIL:	Paper \$9.95	
VAL:	Highly recommended	SCIS 940492
	•••	

POWELL, Jillian

Health matters. [series]

Wayland, 1997

The aim of this series is to give students clear, factual information about a variety of health issues. Each book explores



EVAL:

its topic in an interesting way, with small amounts of text supplemented by colour photographs, simple diagrams and magnified images. Motivating questions, such as why socks

are sometimes smelly, and which fast foods are the healthiest to eat, would ensure an attentive audience amongst primary students. Information boxes highlight rules and facts, and suggested learning activities are scattered throughout. Each book has a glossary of easy to understand definitions, further reading and an index. This series, undoubtedly, would be an oft used resource. A. Soutter



[620.1]

USER LEVEL: KLA: SYLLABUS: AVAIL:	Stage1 Stage 2 Stage 3 PDHPE PDHPE K-6 \$26.95 each				
Titles in this se	Titles in this series are:				
<i>Exercise and your health</i> SCIS 917715					
Food and your health		SCIS 914797			
Hygiene and g	your health	SCIS 914800			

HOLLINS, Martin

Materials.

BBC Educational, 1994 (BBC fact finders) ISBN 0563396555

Designed to introduce children to the world of materials, this is a useful science resource. Each natural or manufactured material is identified in clear headings at the beginning of each double page of information. Photographs and illustrations accompany each description. The origins, properties and uses of materials, such as clay, cement, ceramics, glass, natural fibres, wood, paper, metals, fossil fuels, oil, rubber, plastics and fabrics, are included. Little mention is made of environmental issues, except in one section on the recycling of waste paper. This book is a concise summary, useful for research and the introduction of this particular topic. B. Roberts

USER LEVEL:	Stage 1 Stage 2 Stage 3	
KLA:	ST	
SYLLABUS:	Science & Technology K-6	
AVAIL:	\$10.00	
EVAL:	Highly recommended	SCIS 927785

#### *Materials*. [videorecording]

BBC Education 1997 (Primary science plus) (76 min.) ISBN none [620.1]

Accompanied by teacher's notes with curriculum links and student activities, this set of two excellent videos features an investigative approach, interwoven with a simple storyline. Many aspects and uses of materials are explored. Two likeable characters, Sarah and the alien XP, host the four episodes (two per tape), looking at natural and manufactured materials, such as gold, clay, wool and synthetics, in Types of materials. In volume 2, Changes in materials, emphasis is placed on the effects of heating and cooling, and changes that are reversible and not reversible. Practical experiments and visits to factories and laboratories are included. B. Roberts USER LEVEL · Stage 1 Stage 2 Stage 3

OBER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
AVAIL:	\$138.00 (free 48p. book accompanies set
	of two only) or \$69.00 each

DALEY, Mich	ael				
Amazing sun fun activities.					
Learning Triar	Learning Triangle, 1998				
ISBN 00701512		[621.4707]			
Harnessing the sun's energy is the focus of this book. An experimental approach is used in leading students to dis- cover: the relationship between the sun and earth; the value of sunlight as an inexhaustable energy source; and ways in which the sun's energy can be used to help us today. A col- lection of solar projects genuinely involves the student in investigatory science and discovery learning, through pro- jects which are simple enough for children to enjoy manag- ing them. Informal sketches, with yellow shading, in addi- tion to simple diagrams, effectively support the clear text. The US origin means that measurements are not metric, and some terminology may be unfamiliar to Australian students. L. Ward					
<b>USER LEVEL:</b>	Stage 2 Stage 3				
KLA:	ST				
SYLLABUS:	Science & Technology K-	ó			
AVAIL:	Paper \$26.95	SCIS 921253			
	<i>explorers of the unknow</i> 8 (Extraordinary)	wn. [629.45]			
	ccessible text, attention to d				
siastic prose ma	ake this series both eve cate	hing and infor-			
	siastic prose make this series both eye catching and infor- mative. In short chapters, the author: explains the symbol-				
	race between the USA and				
	the early space flights, notable disasters and the develop-				
	echnology; gives the reader				
of what it is lik	te to be an astronaut; and o	offers advice on			
	of future space exploratio				
	he detail, such as the answ				
auestion of how	to go to the toilet in space.	The clearly pre-			

Highly recommended

bibliography and index. M. Lobban **USER LEVEL:** Stage 3 Stage 4 Stage 5 HSIE KLA: SYLLABUS: HSIE K-6; History 7-10 Paper \$9.95 SCIS 928451 AVAIL: Also in this series: SCIS 928482 Cleopatra: last queen of Egypt

sented information is supplemented by glossary, timeline,

#### Sustainable agriculture: managing our land for the future. [videorecording] Classroom Video, 1997 (25 min.) ISBN none

[631]

SCIS 928434

A brief but thorough introduction to sustainable agriculture is the topic of this video. There are nine short sections, supported by interviews. Aspects of environmental impacts, and possible solutions to the potential threats faced by Australian agriculture, are discussed through four case studies: backyard gardens; city farms; whole farm planning; and communities and land care. Students are given an insight into measures being undertaken to promote sustainable agriculture. The video is accompanied by a student worksheet (which contains references to useful Internet sites), and comprehensive teacher's notes containing suggestions for class activities and assignments, making this product a useful classroom resource. K. Heap **USER LEVEL:** Stage 5 Stage 6

KLA: Science; TAS

<u>//(danoj</u> ł		115301176659 <u>6</u>	<u> </u>		
SYLLABUS:	Agriculture 7-10; 2U	/3U Agriculture;	SMITH, K.L.	C., EGAN-O'REILLY, D.	., &
AVAIL:	Science 7-10 \$85.00	SCIS 921166	BRIGGS, M.J	ſ.	
The stockme	ın's handbook.			rategies for agribusiness In perspective.	enterprises:
	y Roger Kaus, John L	apworth and		of Primary Industries, 199	97
	6th ed. Department		(Information		
	997 (Information serie		ISBN 072426		[658.8]
ISBN 0724262				s becoming increasingly im	
Students requi	ring a general overview	of animal husbandry		nd information on the marke relevant. This book covers th	
	ticularly those related to terest. Aspects covered			particular, the effect of 'brand	
	cattle management; Liv			ng, ie the creation of appropr	
	arketing. The discussion			os to help in the recognition ell known products are used a	
	ations regarding cattle ar nical treatments used a			studies are provided. There i	
	is well supported by tal		nation of the n	narket situations in Japan, Ta	iwan and Thai-
photographs, a	nd hand drawn diagran	ns. Although written		a text based book, it is easy t	
	ty managers and stockr			vior 2 unit Agriculture stude cularly useful. K. Heap	
	luction would find this b verview to the livestock		-	: Stage 5 Stage 6	
-	: Stage 5 Stage 6	I	KLA:	Science; TAS	
KLA:	Science; TAS		SYLLABUS:	Agriculture 7-10; 2U/3U	Agriculture;
SYLLABUS:	Agriculture 7-10; 2U	/3U Agriculture SCIS 918221	AVAIL:	Science 7-10 Paper \$55.00	SCIS 918212
AVAIL:	Paper \$20.00	5015 918221			
THOMAS, A	nn		BAHN, Paul		
Food. [series	-			lge illustrated history o	f prehistoric
	998 (Macmillan youn	g library)	art.	Iniversity Press 1008 (Ca	mbridge illus
	s food, in all its is the focus of this	Favo -	trated histori	University Press, 1998 (Car es)	monage mas-
	nation books. All	a cov	ISBN 0521454	,	[709.01]
	h food group are			strated volume the	Cashington
	om production	Distance of the		prehistoric art in all	A CONTRACTOR OF A CONTRACTOR O
	sumption. Each	Sec. 51		e and rock art; body	nantorae a and
book in the se	ries deals with a	Bel and		ne of the enduring	
	d group, giving a	10 0 00		sex and portraiture,	Line Frank
	view of the nutri- each, and clearly	COLUMN TO BE STORE		ible symbolism, and one of science in dat-	
	riety and modera-	The second		sing prehistoric art.	7 -
	ll to health. Eye catching		The book conc	ludes with a section	
	illustrate each page, pro and extend the informa			hreats and future	a ha da a ƙasar la
	nterest and value is the			nis most fragile and mysterion or emphasis on Australian ar	
	tural and indigenous fo			by its placement in a global c	
	: Stage 2 Stage 3		quantity and c	outstanding quality of illustr	ation make this
KLA: SYLLABUS:	HSIE; PDHPE; ST	-6. Science la		well as informative resource	e. M. Lobban
SILLADUS:	HSIE K-6; PDHPE K Technology K-6	-0, Science &	USER LEVEL KLA:	: Stage 5 Stage 6 CA; HSIE	
AVAIL:	\$16.95 each		SYLLABUS:	2U Aboriginal Studies; 2	U/3U Visual
EVAL:	Highly recommende	d		Arts	
Titles in this s			AVAIL:	\$64.95	
Breads, grain		SCIS 933839	EVAL:	Highly recommended	SCIS 930762
Dairy produc	ets	SCIS 934635	GIRARD-GE	SLAN, Maud land othe	rsl

LVAL.	ringing recommended		
Titles in this	series are:		A
Breads, gra	ins and rice	SCIS 933839	EV
Dairy prod	ucts	SCIS 934635	G
Fruits		SCIS 933892	A:
Meat and f	ish	SCIS 933883	A
Sugars, fats	and oils	SCIS 933887	IS
Vegetables		SCIS 933901	As

Do you have an idea for a future Scan article? **Contact lan McLean at** (02) 9886 7501

### GIRARD-GESLAN, Maud [and others]

rt of Southeast Asia.

brams, 1998

SBN 0810919958

[709.59]

As a reference book, this large volume of essays is comprehensive. Authored by six specialists in the field of Southeast Asian art, the chapters document arts practice within cultural and historic contexts in Burma, Thailand, Vietnam, Cambodia and Indonesia. Specifically commissioned photographs supporting the text provide fresh images of sculpture, painting, decorative arts and architecture. While the language and structure of each essay is different, clear sub-



headings guide the reader through the text. Appendices include small scale black and white photographs providing additional visual documentation, and a glossary and bibliography. This is a valuable source book for senior arts students. D. Wauchop

<b>USER LEVEL:</b>	Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Visual Arts 7-10; 2U/3U Visual Arts
AVAIL:	\$350.00 Thames & Hudson SCIS 948074

#### HUTCHERSON, Gillian

Gong-Wapitja: women and art from Yirrkala, Northeast Arnhem Land. Aboriginal Studies Press, 1998 ISBN 0855753153 [709.94]

A collaborative project, designed to show the depth of this nation's culture, was developed between the women of Yirrkala in north-east Arnhem Land and the author of this well designed book. The misunderstandings (based on the findings of early male anthropologists) of male and female roles in Aboriginal societies are exposed through the stories of these woman as portrayed through their art. Through an exposition over time, interwoven with the Dreaming and personal experiences, the art reflects the adaptability and cultural interchanges that these women and their ancestors have experienced. This is an important story, in the evershifting sands of Reconciliation, which helps all Australians to understand the complexities and diversity of Aboriginal cultural expressions. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: CA; HSIE SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies: Visual Arts 7-10: 2U/3U Visual Arts AVAIL: Paper \$39.95 Peribo Highly recommended SCIS 949418 EVAL:

Viewpoints: visual arts case studies.

/edited by Anne Bamford. Heinemann, 1998 ISBN 0858599732

The value of a multi-layered approach in case studies is that students may organise their own explorations of art from various aspects. A theme such as women in art could be traced, or a medium such as photography looked at historically, with reference to any number of themes. The method used here is to focus in an in depth way on an artist, and then to look at that artist's work critically and contextually. The fact that works



are created as a product of a particular time, and reflect historical influences, is recognised. This is a valuable resource for senior students. K. Ashley

USER LEVEL:	Stage 5 Stage 6 Professio	nal
KLA:	CA	
SYLLABUS:	2U/3U Visual Arts	
AVAIL:	Paper \$28.95	
EVAL:	Highly recommended	SCIS 931762
DEEC Manual		

REES, Vaughan Art-i-facts. Book 2: an exploration of ideas in drawing. McGraw-Hill, 1998 ISBN 0074704958 [741.076] Designed to prompt students to explore a variety of techniques, materials and approaches to common themes, this book also leaves plenty of room for the teacher to contribute, with additional practical activities. Students are led through a range of techniques, from the simple to the more complex. Intended outcomes are stated at the beginning of each chapter. The whole is profusely illustrated in colour, using examples from many significant artists. A strong emphasis on being able to use appropriate terms, and to recognise one's own process in images from contemporary artists, while having fun doing so, permeates through the book. K. Ashley **USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 KLA: CA

SYLLABUS:	Visual Arts 7-10; 2U Visual	Arts
AVAIL:	Paper \$36.95	
EVAL:	Highly recommended	SCIS 927359

#### BOGLE, Michael

Design in Australia: 1880 - 1970.

Craftsman, 1998

ISBN 9057034611

[745.4] A well researched investigation into the history of Australian design, from the period of accelerated technological change to 1970, is strongly presented in this book. It covers the areas of decorative, industrial and applied arts, acknowledging the social, political, psychological and economic factors that drive the design process. We see the beginning of this history in the master and apprentice relationships of the late 1800s, and its reliance on European traditions. This quickly changes, and a strong emphasis on Australian themes emerges in the early 1900s. This is an excellent reference for all senior students of design. K. Ashley

<b>USER LEVEL:</b>	Stage 5 Stage 6 Professiona	1
KLA:	CA; TAS	
SYLLABUS:	2U/3U Design & Technolog	gy; 2U/3U
	Visual Arts	
AVAIL:	\$80.00	SCIS 931315

#### DIBBS, Kristen

#### Machine embroidery: inspirations from Australian artists.

Fairfax, 1998

ISBN 1863433309

[746.44] The superb presentation of this volume and the focus on Australian design and craft will provide an incentive for young craftspeople to develop and improve their skills. Annemieke Mein will be the best known of the artists, but all demonstrate an exquisite sense of design and a commitment to excellence which cannot fail to excite the aspirations of the reader. Large full colour photographs exhibit the finished work, but the strength of the book is in the artists' detailed descriptions of the techniques and materials used. A blend of traditional and innovative techniques will ensure that the book holds appeal for the novice and the experienced, young and old. M. Steinberger

enced, young and old. M. Steinberger		
<b>USER LEVEL:</b>	Stage 5 Stage 6	
KLA:	CA; TAS	
SYLLABUS:	Visual Arts 7-10; 2U Visual	Arts; 2U
	Textiles & Design	
AVAIL:	Paper \$24.98	SCIS 936244

#### CUMMING, Robert

Great	artists.	
010000		
D	- T/: J	-1

Dorling Kindersley, 1998 (DK annotated guides)

ISBN 075130445X [750.1] A strikingly attractive presentation of twenty or more artists and their works, this large format book spans the period,

lock. Large, handsomely presented examples are analysed, with the emphasis predominantly on the creator's style and technique. The artists' lives and the time in which each lived attract a brief, general comment. Symbolic and representa- tional elements in the paintings are highlighted by specific reference to their importance in historical or social terms. At times, these aspects are given greater importance than artistic principles. Students would enjoy the bite sized pieces of information as much as looking at the art works. K. Ashley <b>USER LEVEL:</b> Stage 2 Stage 3 Stage 4 Stage 5 Stage 6	ings also provide a glimpse into her selection of subject mat- ter beyond portraiture, her family life, her early impressions of Australia and anecdotes about the artist's world. Two subjects share their experience of sitting for Cassab. The sig- nificant collection of portraits is a gallery of Australian artists, writers, performers and political figures. D. Wau- chop <b>USER LEVEL:</b> Stage 5 Stage 6 Professional <b>KLA:</b> CA <b>SYLLABUS:</b> Visual Arts 7-10; 2U Visual Arts
KLA:CASYLLABUS:Visual Arts K-6; Visual Arts 7-10;	AVAIL:\$49.95 PeriboEVAL:Highly recommendedSCIS 948566
2U/3U Visual Arts           AVAIL:         \$39.95         SCIS 937475	<i>Rolling Stone: the complete covers 1967-1997.</i> Abrams, 1998
GAUGUIN, Paul Gauguin by himself. /edited by Belinda Thompson. Little Brown, 1998 ISBN 0316643920 [759.4] The study of Gauguin's works is essential to an under- standing of modern art. In this book, 237 works (mainly paintings) are displayed in wonderful colour reproductions, complemented by excerpts from his letters which reveal his thoughts on life, his works and the art of the time. The com- bination gives insight into this artist, especially for senior visual arts students, who will appreciate his writings on art. The information is presented in four sections, representing the main periods of his artistic career, with a brief introduc- tion summarising his achievements during each period. There is also a useful list of significant details about persons or galleries mentioned in the letters. M. Hamlyn. USER LEVEL: Stage 5 Stage 6 Professional KLA: CA	ISBN 0810937972 [782.42166] Rock and movie fans and artists will be in their element with this comprehensive study of the covers of the influential magazine <i>Rolling Stone</i> in the thirty years since its founda- tion in 1967. Over 700 covers are represented in this hefty tome, the work of some key photographers and designers. Jagger, Rondstadt, Springsteen, the McCartneys, Baez, Madonna, Belushi, Elvis and hundreds more all appear, many of them several times. Changes in design style and printing techniques are highlighted. Commentary through- out ensures that this is more than just a fan magazine, although many will be frustrated by the lack of an index. The Seinfeld covers are magnificent! M. Steinberger <b>USER LEVEL:</b> Stage 4 Stage 5 Stage 6 <b>KLA:</b> CA <b>SYLLABUS:</b> Visual Arts 7-10; 2U Visual Arts <b>AVAIL:</b> \$59.95 Thames & Hudson SCIS 938642 NEWMAN, Marjorie
SYLLABUS:Visual Arts 7-10; 2U/3U Visual ArtsAVAIL:Paper \$45.00SCIS 937497CURNOW, WystanImants Tiller: the book of power.Craftsman, 1998[759.994]ISBN 9057032716[759.994]Although we perceive Imants Tiller predominantly as a painter, this book reveals his initial interest in installation and conceptual work, as well as his parallel love of science and art. His appropriation of images and the 'recirculation' of these into new and powerful combinations has given him strong international success. This is an academic treatise on the development of Tiller's ideas behind The book of power. It is appropriate for the senior and tertiary level student who wishes to make an in depth study of the history of Tiller's development and influence. Numerous coloured plates rich- ly complement the text. K. AshleyUSER LEVEL:Stage 6 Professional KLA:KLA:CA SYLLABUS:SYLLABUS:3U Visual Arts AVAIL:AVAIL:\$80.00SCIS 928537	Puzzle storybooks. [series]Walker, 1998Designed to hone the powers of observation, these picture puzzle books entice the reader who enjoys interacting with the char- acters in a story. On every page there are mysteries to solve, mazes to unravel, and detailed directions to follow. The story threads through these activities, but is incidental to the books' main aim, which is to entertain the readerwith the thrill of the chase. Reluctant readers may appreci- ate the format of these books with their lift the flap sections, lively and colourful illustrations, and text boxes. There is enough variety and humour to satisfy a junior audience, and frustration is avoided as solutions to the puzzles are provided. S. RasaiahUSER LEVEL: Stage 1 Stage 2 KLA:KLA:English AVAIL:AVAIL:\$19.95 each Titles in the series include:
KLEPAC, Lou Judy Cassab: portraits of artists and friends. Beagle, 1998 ISBN 0947349235 [759.994] Excerpts from personal diaries and high quality reproduc- tions of portrait paintings provide a fascinating insight into	A brave knight to the rescue!SCIS 935201Hornpipe's hunt for pirate goldSCIS 930355Mystery of the monster partySCIS 937748The wonderful journey of Cameron Cat SCIS 937734Internet site reviewers, especially

OFFENDER STOR

over 500 years, from the Limbourg brothers to Jackson Pol-

the life and work of Judy Cassab. The introduction contex tualises Cassab's work within the modernist tradition of portraiture. Text and images throughout illustrate Cassab's process, from choosing the pose and making sketches to the

'moments of highest concentration'. Cassab's poetic writ-



primary, urgently needed. Contact Colleen Foley: Colleen.Foley@det.nsw.edu.au

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### REVOLUTION CERTIFICATION REVOLUTION CASTON REVOLUTION REVOLUTI REVOLUTI REVOLUTION REVOLUTI REVOL

[808]

[808]

#### BLACKALL, Bernie Top sport. [series] Heinemann Library, 1998

Details on popular Australian sports are provided in this series. Each volume provides: a general explanation about the sport; Australian highlights; a brief history; rules; equipment. The skills section forms the bulk of each volume. Excellent, photographic illustrations and line drawings demonstrate skills and step by step procedures. A notable feature is the balance between male and female participants A welcome inclusion is the Getting ready section, with photographs illustrating warm up activities. This series could provide a useful resource for young beginning players, and their teachers, S. Blackwell

their teachers, b. blackwen			
USER LEVEL:	Stage 2 Stage 3 Stage 4		
KLA:	PDHPE		
SYLLABUS:	PDHPE K-6; PDHPE 7-10		
AVAIL:	\$22.95 each		
Titles in the set	ries are:		
Athletics		SCIS 923	3987
Cricket		SCIS 923	3985
Swimming		SCIS 928	303
Table tennis		SCIS 928	3302

#### HAYES, Andrea

Writing made easy: an extensive guide to writing for English students.

Longman, 1998

ISBN 073390381

Sensible, explicit and sincere reasons for each suggestion are made in this student friendly guide. It provides clear direction and appropriate examples for all necessary aspects of good writing, from consideration of audience and purpose to drafting, editing and presentation. Careful layout makes information readily accessible, combining well with the welcoming, patient, confident and encouraging tone. One very welcome aspect of this guide, and not just in the section dealing with style, is the regular acknowledgement of the importance to writing of reading. The ideas bank encourages students to value personal experience, while the obligatory list of writing topics is certainly topical, e.g. http:/www.heaven.com.au. W. Bowie

USER LEVEL:	Stage 4 Stage 5 Stage 6 Pro	fessional
KLA:	English	
SYLLABUS:	English 7-10; 2U/3U English	sh; 2U
	General English	
AVAIL:	Paper \$12.95	SCIS 932439

Writing blaster ages 6-9. [computer software] Davidson, 1998

ISBN 0784912645 A diverse range of options for students to access is provid-

ed by this CD-ROM. Over 100 templates can be downloaded to create a range of different text forms, including alphabet books, cards, certificates, journals, and reviews. Drawing and writing tools encourage students to express themselves in both words and pictures. Stickers can be downloaded to replace specific words in the text with a visual representation, resulting in improved picture word matching skills. A read aloud feature allows students to record their texts and replay them, aiding editing skill development. Opportunities to improve skills in sentence construction, paragraph development, vocabulary extension and use of adjectives, capital letters and punctuation correctly and appropriately are also provided. An email facility enables students to share their writing locally and globally, as long as the receiver has

the software loaded. A comprehensive, easy to read guide accompanies the CD-ROM. It is a useful resource, enabling students to practice, reinforce and improve their writing skills. J. Stratford

#### Minimum requirements

Macintosh: Power PC; System 7.5.1; 256 colours

Windows 3.1/95: 486; 16MB RAM; 256 colours USER LEVEL: Early Stage 1 Stage 1 KLA: English SYLLABUS: English K-6 \$79.95 Dataflow AVAIL:

SCIS 946360

[808.1]

#### FOULCHER, John

#### The song in your head: ways to write and read poetru.

Heinemann, 1998

ISBN 0864623461

If you are curious to see the kind of poetry text a poet would write, this guide from teacher and accomplished Australian poet John Foulcher is worth serious consideration. Not only is poetry by a range of important Australian, American and British poets included, but each aspect of the genre is illuminated by their views. All aspects are given thorough treatment and are connected by Foulcher's patient and



articulate text. His treatment of the elements of sound in poetry is exceptional. Users of the book are regularly challenged to construct meaning in terms of each section's focus. The black and white layout is fashionably eccentric but unobtrusive.W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: English SYLLABUS: English 7-10; 2U/3U English

Paper \$19.95 SCIS 931802 AVAIL:

#### HINDLEY, Judy A song of colours. Walker, 1998

ISBN 0744521866

A range of colours, as well as white, grey, black and brown is explored in this collection of verse. The illustrations work together with the visual patterning of the lines to enhance the feel of each verse. Great richness of vocabulary is offered in each section, culminating in the exhilarating verse Many-



[821]

coloured. Younger students may find the vocabulary challenging, but it will also enrich and extend students' own language. This collection would be useful as a stimulus for student work, both in art and in the writing of verse. It would lend itself both to quiet and thoughtful perusal, and to multi voice reading aloud. J. Quirk

USER LEVEL:	Stage 2 Stage 3 Stage 4	
KLA:	CA; English	
SYLLABUS:	English K-6; English 7-10;	Visual Arts
	K-6; Visual Arts 7-10	
AVAIL:	19.95	
EVAL:	Highly recommended	SCIS 930764
	• •	

FAHEY, Diane Listening to a far sea. Hale & Iremonger, 1998 (Contemporary Australian poets) [A821] ISBN 0868066427 An anthology of modern Australian poetry, this collection explores classical Greek myths as story, psychology and a history of power. Divided into sections by theme, Of men

and heroes; Life studies; and The monsters talk back, the poet exposes thought provoking responses to classical and contemporary situations. From Midas, the judge's "Even you, a royal fool ... " to Sirens' "We have such perfect bodies for song...", the work satirises all manner of modern human behaviours and idiosyncrasies. The section entitled Stories, epigrams is a celebration of creative wisdom which, while sometimes comic, has the delightful poignancy of searching for the truth through history. F. Plummer

USER LEVEL:	Stage 6 Professional		
KLA:	English		
AVAIL:	\$16.95	SCIS 93	38923

#### GRAY, Nigel Full house.

### Lothian, 1998 (A lift-the-flap book) ISBN 0850918790

Simple rhyming text is effectively enhanced by Bob Graham's distinctive cartoon style illustrations in this delightful picture book. Produced on glossy, good quality paper, this sturdy book is sure to wear well, even after heavy use. The theme is reproduction and birth, as the main character, a little girl, notices first the dog, then the cat and finally mum getting fatter and fatter. By the time she has discovered puppies and kittens, she has discovered the secret and knows what to expect when mum comes home from the hospital. This is also a counting book with each flap hiding a number of delightful surprises. J. Eade

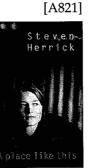
USER LEVEL:	Early Stage 1 Stage 1	
KLA:	English; Mathematics	
SYLLABUS:	English K-6; Mathematics I	K-6
AVAIL:	\$14.95	SCIS 935599
SYLLABUS:	English K-6; Mathematics I	

#### HERRICK, Steven

A place like this.

University of Queensland Press, 1998 ISBN 0702229849

An excellent companion to Love, ghosts and nosehair, this story in free verse proves the effectiveness of this medium for writing on significant themes. Consisting of a number of interior monologues offering a fine degree of intimacy, tension and energy, it covers a range of topics: personal identity; adolescent pregnancy; work; and discovery in a wonderfully laconic, gentle and immediate style. The discrete voices of char-



acters embodied in the very subtle and natural rhythms of speech give a very moving, at times achingly funny, but ultimately warm and hopeful depiction of life from the perspectives of people at all recognisable stages of growing up. W. Bowie

USER LEVEL:	Stage 5 Stage 6	
KLA:	English	
SYLLABUS:	English 7-10; 2U/3U Engli	sh; 2U
	General English	
AVAIL:	Paper \$12.95	
EVAL:	Highly recommended	SCIS 928965
	•••	

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HONEY, Elizabeth Mongrel doggerel. Allen & Unwin, 1998 (A little ark book) ISBN 1864486848

Don't be put off by the title; not all of this illustrated verse is mean or trivial. Indeed, most of it is clever and good natured, guaranteed to produce smiles and nods of recognition. Some rhymes will raise chuckles and others will induce an appreciative belly laugh. There are 58 verses, targeting a variety of subjects, written with a light touch and an appreciation of the ridiculous, with Honey playfully manipulating words and meanings in innovative and amusing ways. The fun



[A821]

is extended by lively illustrations. The collection is suitable for shared and independent reading and offers great possibilities for stimulating children's own creativity. B. Richard-

USER LEVEL: Stage 2 Stage 3 English KLA: SYLLABUS: English K-6 Paper \$10.95 AVAIL:

SCIS 933550

[A821]

KENT, Jean

son

[A821]

The satin bowerbird.

Hale & Iremonger, 1998

ISBN 0868066400

Delicately blending the realms of nature and domesticity, this collection of poetry has an immediate appeal. Observations and nostalgic reminiscences are conveyed through rich images. Appealing to the senses, this poet has a reader hearing melodious birdcalls and smelling an exquisite array of flowers and aromatic herbs. She displays a powerful perception that delights in the simple pleasures of life. Accessible language, flowing form and a gentle colloquial tone invite reflection on many readily recognisable experiences.

These inspiring poems are a source of joy and wonder and offer excellent examples of contemporary Australian poetry. C. Sly

**USER LEVEL:** Stage 6 KLA: English SYLLABUS: 2U English Paper \$16.95 AVAIL:

SCIS 938927

CAMERON, Matt Tear from a glass eye. Currency, 1998 ISBN 0868195596

[A822]

A powerful drama in the absurdist style, this play moves through an incongruous array of nightmarish symbols. The protagonist, Titus, is believed to have been killed in a plane crash, but is discovered suffering from sunburn and amnesia in the desert. While his parents search the salvaged wreckage in the hope of finding evidence of Titus' death, he is elsewhere trying to establish his identity. In this chaotic world only the enigmatic Mr Petra appears able to unravel the pieces of the puzzle. A demanding script that requires an appreciation of the absurd, it offers an imaginatively obtuse view of today's world. C. Sly

**USER LEVEL:** Stage 6 Professional CA; English KLA: SYLLABUS: 2U Drama AVAIL: Paper \$14.95

SCIS 940797

# RESTOURCES ENANOURCES CONTRACT RESTOURCES CONSTOURCES CONSTOURCES CONTRACT RESTOURCES

#### BENNETT, Geoffrey

The edge of the world: Tim Winton - author.[videorecording]Film Australia, 1997 (55 min.)ISBN none[A823]

One of Australia's best regarded authors is given stylish treatment in this engaging videorecording. The stunning photography, and commentary by actor Hugo Weaving, typify the high production values. Winton speaks eloquently of his connection with the landscape; he is seen in various West Australian locations, highlighting his affinity with sea and desert. For Winton these landscapes are not symbols of emptiness, but brimming with life, dynamic and changeable. Parallels with his writing may be detected. Spirituality is another focus, as he talks of what it is to be human. Substantial readings from several recent novels help illuminate Winton's themes and style. M. Steinberger

USER LEVEL:	Stage 5 Stage 6	
KLA:	English	
SYLLABUS:	English 7-12	
AVAIL:	\$95.00	
EVAL:	Highly recommended	SCIS 935896

*The Hutchinson history library.* [computer software]

Helicon, 1996

ISBN 1859861229 [909]

A handy summary of history topics is provided by this **CD-ROM**. Easy access is facilitated by the colour coding of areas, eg light green for **Ideas**; dark green for **Chronology**; and yellow for the **Book of days**. The trail facility allows the user to trace and reverse the research path. Some photographs, tables and quotations in the **Media** option provide interest and detail, while the **Quiz** option is challenging and enjoyable. This program does not provide detailed information but rather a brief overview and explanation of events, terms and people. It is a quick reference point for students of history. B. Hull

#### Minimum requirements:

Windows 3.1/95/NT: 486; 8MB RAM, 8MB hard disk; double speed CD ROM drive; 256 colours

USER LEVEL:	: Stage 3 Stage 4	
KLA:	HSIE	
SYLLABUS:	HSIE K-6; History 7-10	
AVAIL:	\$69.95 Scholastic	SCIS 921890

*National Geographic magazine.* [computer software].

National Geographic Interactive, 1997 ISBN 0791126714

National Geographic magazine started publication in 1888 and most libraries have shelves of back copies attesting to its enduring popularity and usefulness. This set of 20 CD-ROMs contains the entire archive of the magazine from 1888 to 1996, including 9,480 articles, and 178,567 illustrations plus every advertisement. The magazines have been scanned a double page at a time, giving rise to some limitations in the use of the CD-ROM. It is not possible to print sections of text or single images, just double-page spreads or whole articles. The text is not able to be pasted into another application, as it is part of the scanned image of the page. Text in early articles is sepia and difficult to read and faint when printed. However, those concerns aside, indexing is exhaustive and the searching is excellent and can be extremely precise. The quality of the illustrations is very good. It is also possible to search just the advertisements, a fascinating barometer of social mores and attitudes. To load the whole set of disks requires 100MB free hard disk, but also results in much faster searching and retrieval. The product was tested on Windows and Macintosh machines, with both Windows 95 and NT systems handling the software much better than the Macintosh. The potential for curriculum support is endless, and browsing irresistible. M. Lobban

#### Minimum requirements

Macintosh: 68030; System 7.5; 8MB RAM; 10MB hard disk; double speed CD-ROM drive; 256 colours

Windows 3.1/95/NT: 486; 8MB RAM; 10MB hard disk; DOS 6.0; double speed CD-ROM drive; VESA standard VGA; 256 colours USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 KLA: CA: English: HSIE: LOTE: PDHPE:

1, Dirghon, 11012, 2012,	$1 D m L_{i}$
ience; ST; TAS	
99.00 Scholastic	
ighly recommended	SCIS 921005
	ience; ST; TAS 99.00 Scholastic

#### COTTEE, Kay

First lady: a history-making solo voyage around the world.

Pan Macmillan, 1998 (Sun)

ISBN 072510760X

[910.4]

[912]

Rich in humour and action, this autobiographical account of how Kay Cottee sailed alone around the world presents a female role model of perseverance, positive thinking, goalsetting and achievement. Simply but graphically written, it shares with the reader every routine, challenge and life threatening experience in an exceptional endeavour. It has wide general appeal and varied relevance in the secondary curriculum, including: history units on women and great Australian achievers; examples of register and appropriate style in Contemporary English; and Option 6 of senior PDHPE relating to women in sport and the Australian sporting identity. H. Gordon

USER LEVEL:	Stage 4 Stage 5 Stage 6	
AVAIL:	Paper \$22.95	
KLA:	English; HSIE; PDHPE	
SYLLABUS:	2U Contemporary English;	History 7-
	10; 2U PDHPE	-
EVAL:	Highly recommended	SCIS 936012

# ROYSTON, Angela

Maps and symbols.

[909.8]

Wayland, 1998 (Geography starts here!) ISBN 0750219874

Appealing design features, colour photographs, labelled diagrams and judicious use of white space, combine to make this resource readily accessible to primary students. It also caters to a variety of learning styles. Many ideas for teaching and learning activities are suggested, as various attributes of maps are explained through comparison with students' everyday experiences. The range of aspects include: drawing a plan of a bedroom; the use of symbols, contour lines and scale; compass points; and a dinosaur fossil hunt using grid references. The section called **Map facts and figures** has fascinating trivia, thoughtfully collected together rather than sprinkled throughout in information boxes. I. McLean

USER LEVEL	: Stage 2 Stage 3 Stage 4	
KLA:	HSIE; ST	
SYLLABUS:	HSIE K-6; Science & Tech	nology K-6
AVAIL:	\$29.95	
EVAL:	Highly recommended	SCIS 935611

century and experiences of rural life and of wartime are two			
significant themes that emerge in the excerpts from their			
autobiographical writings. It is disappointing that there is			
only one Aboriginal account, despite the material now avail-			
able. Notable pieces include Fred Airey's Escape from Sin-			
gapore, and others celebrating: physical courage; the abili-			
ty to survive in adverse circumstances; and childhood expe-			
riences in a tough world. However, the quality of the writing			
is uneven, and the stories encompass a relatively narrow			
span with, for example, few urban pieces, leaving the read-			
er with an incomplete picture of the true range of men's			
lives. J. Nisbet			
USER LEVEL: Stage 4 Stage 5 Stage 6			
KLA: HSIE			
SYLLABUS: History 7-10			
AVAIL: Paper \$14.95 SCIS 939212			
DAVIES, Vivian			
Egypt.			
British Museum Press, 1998			
ISBN 0714119113 [932]			
Published to accompany an internationally produced tele-			
vision series, this is a beautifully produced text for browsing			
·			

Blokes: stories from Australian lives.

Press, 1998

ISBN 1863682341

/edited by B. R. Coffey. Fremantle Arts Centre

Many of the contributors to this volume were born early this

vision series, this is a beautifully produced text for browsing and specific research. The scholarly text and beautiful photographs work together effectively. The research, by two renowned, practising archaeologists, is up to the minute. It examines, for example, the most recent scientific techniques being used to conduct post-mortems of 4000 year-old mummified remains. These techniques permit the mummy to remain intact. This is a worthy resource which focuses on major aspects of ancient Egypt and Nubia, and describes some key archaeological sites. J. Donovan

USER LEVEL:	Stage 6	
KLA:	HSIE	
SYLLABUS:	2U Ancient History	
AVAIL:	\$49.95	SCIS 935953

#### *The Persian wars: the storm from the east.* [videorecording] Astarte Resources, 1997

ISBN none

Aimed at the senior ancient history curriculum, this title brings to life a topic for which there are very few other video resources available. The Persian wars are described with contemporary shots of ancient battle sites, computer graphics of battle tactics and lingering close ups of archaeological remains. The look and feel are astonishingly amateurish: narrator Ben Churcher seems to be giving a lesson in iambic pentameter as he stamps his fists to emphasise every plodding syllable of his live narration. However, the story itself remains thrilling and moving, and the other unseen narrator, and the actor reciting the primary sources, restore a dignity that Ben's Indiana Jones hat and leather jacket only diminish. J. Donovan **USER LEVEL:** Stage 6

USER LEVEL	: Stage 6	
KLA:	HSIE	
SYLLABUS:	2U Ancient History	
AVAIL:	\$95.00 Astarte	SCIS 921903

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[938]

#### LOCKYER, John *Lottie: Gallipoli nurse.* Reed, 1998

ISBN 1869489888

TAXES REFORMED BREVOURGE TO REFORMED AND REFORMED TO REFORME

[920.71]

Based on the actual letters of a nurse aboard a New Zealand hospital ship sent to Gallipoli, this little picture book may bring home to many younger readers the realities of war in a way other media may not: Lottie's own words have an immediacy and reality missing from more formal

accounts. New Zealand casualties on Gallipoli were horrendous, almost 90%. Even though she is based there, it is not until she receives, months later, a letter from her father in Auckland, that Lottie learns that her brother was amongst those killed. The illustrations seem rather too glamorous in style but the text is quite specific and moving. G. Spindler

Stage 2 Stage 3
HSIE
HSIE K-6
Paper \$11.95

SCIS 937349

#### OSBORNE, Elizabeth

Torres Strait Islander women and the Pacific War.

Aboriginal Studies Press, 1997 ISBN 0855753137

The histories of wars are often those of prominent events and personalities. This text is the story of people who have been ignored and or left out of these histories. The stories and oral traditions of the Torres Strait Islander women here are poignant. Osborne has demonstrated that cultural sensitivity and academic research are both possible in this extensive tome. Through snippets of information and oral histories, the little pieces of history are jig-sawed together, giving a picture of depth and courage against a background of government neglect, racism and historical changes. This is an important study of Australia's past, with a eye to Australia's future. C. Dorbis

ER LEVEL:	Stage 6 Professional	
A:	HSIE	
LLABUS:	2U Aboriginal Studies; 2U/	3U Modern
	History	
AIL:	Paper \$29.95 Peribo	
AL:	Highly recommended	SCIS 920132

UHR, Janet

*Against the sun: the AIF in Malaysia, 1941-42.* Allen & Unwin, 1998

ISBN 186448540X

[940.54]

Controversial episodes of history are always difficult to deal with, and the Malaysian campaign 1941-42 is no exception. We know it had a disastrous outcome, yet the reminiscences of the diggers, the use of newly released documents and official histories give this interpretation a unique dignity. Without clear leadership, the men who were the 'lambs to the slaughter' showed the famous ANZAC spirit. The author explains that Australians were under prepared for jungle warfare, and were largely trapped into the campaign. The military leaders' confusion about how to deal with the Japanese is evident throughout the text. With excellent sources for follow up, it could be a worthwhile reference. C. Dorbis **USER LEVEL:** Stage 6 Professional

KLA:HSIESYLLABUS:2U/3U Modern HistoryAVAIL:\$29.95EVAL:Highly recommended

[940.4]



[940.53]

/ol 17 No 4 November 19

#### REFOURCES CHAPTURGES CHAPTURGES CHAPTURGES CHAPTURGES CHAPTURGES CHAPTURGES

DEARY, Terry & BROWN, Martin	
The gorgeous Georgians.	
Scholastic Children's, 1998 (Horrible histori	es)
ISBN 059019772X	[941.07]

Full of puns and jokes at the expense of this period of history in general and often at the expense of history teachers in particular, this cleverly written book will engage youthful readers. Factual historical information, covering politics, fashion, education, medicine and many other areas is skilfully disguised by the entertaining and mocking manner of presentation, with the use of speech bubbles and humorous illustrations adding to its appeal. No prior knowledge of this particular period is required, but historically minded students with a good sense of humour would be eager to read other titles in this series. K. Chauncy

<b>USER LEVEL:</b>	Stage 3 Stage 4	
KLA:	HSĬE	
AVAIL:	Paper \$9.95	SCIS 936238

WRIGHT, Rachel

The Viking news.

Walker, 1998

There is a great deal of information on the lives of people in Viking times included in this large format volume. Presented as a newspaper, the book uses many narrative conventions: journalistic reporting of supposed actual events; lifestyle writing on crafts and cooking; interviews; advertisements; and discussion of different viewpoints on seemingly topical issues of the time.



The layout discourages systematic reading, and the inappropriate narrative structures hinder information retrieval. Students need to understand both the narrative conventions, and the inherent satire of their use in this context, before they can comprehend the information implicitly presented. This will challenge and involve some students, but may limit the resource's usefulness for research. J. Buckley

USER LEVEL	: Stage 3 Stage 4	
KLA:	HSIE	
SYLLABUS:	HSIE K-6; History 7-10	
AVAIL:	\$24.95	SCIS 937717
Also in this set	ries:	
The Egyptian	news	SCIS 900026
The stone age	e news	SCIS 937684
•		

DUKE, Selena Li With harharian abosts

with buibuitun ghosis.	
Southern Cross University Press, 1998	
ISBN 1875855270	

Culture and the individual, and culture in the vast sweeps of history, are the core of this personal odyssey. The basic question Duke asks is: can ducks ever talk to chickens? A mixture of historical narrative, which jolts the reader to see how the individual is part of the broader spectra of cultural histories; and personal foibles, hopes and failures, gives this autobiography realism. In a climate of xenophobia, Australia's multicultural society is put into the perspective that humans are the great colonisers, with inter-cultural exchange central to human history, and the author is part of this ongoing Diaspora. Pessimistic or realistic, this question is left up to the reader. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: English; HSIE

YLLABUS:	English 7-10 History 7-10;	
	Geography 7-10	
VAIL:	Paper \$19.95 Peribo	
VAL:	Highly recommended	SCIS 949293

One destiny! The Federation story. [computer software Global Vision, 1997

ISBN 0646330977

A comprehensive coverage of the story of Federation, this CD ROM will be of benefit to Stage 4 and Stage 5 students of the new junior history syllabus, as well as of civics and citizenship. The Pavilion, central to the 1901 Federation ceremony, is also central to the program, providing access both to pathways to Federation (eg: Defending the colonies; Aboriginal contrasts) and aspects of Federation (eg: Debate and Australia votes). These content areas can also be accessed though News of the day; Around the nation and Sources. This last section is very useful for teachers of this subject, providing a variety of primary sources for future research and discussion. The Morse game and Flag design are enjoyable aspects of this detailed, cross-referenced program, suitable for both class and individual use. B. Hull

#### **Minimum requirements**

Macintosh: LC575; System 7.1; 8MB RAM; Apple Quicktime 2.1; double speed CD ROM; 256 colours				
Windows 3.1: 486DX33; 8MB RAM; Apple Quicktime 2.1; double speed CD ROM; 256 colour; 8 bit audio				
USER LEVEL: Stage 4 Stage 5				
KLA:	HSIE			
SYLLABUS:	History 7-10			
AVAIL:	\$79.95 Global Vision	SCIS 919195		

#### *Waypoint 1.* [computer software] Gyro Interactive, 1997

### ISBN 0731105788

[994.5]

[994.03]

Developed by the Museum of Victoria, this is one of those rare educational CD-ROMs that push the boundaries of the technology. It utilises video, sound, 3D animations, photorealistic images, and an integrated Internet site. Another feature is the multimedia production tool, Waypoint word builder, which allows students to develop interactive multimedia projects themselves. All this technology has been harnessed to allow students to explore and interpret an information world set around Melbourne. Subjects studied in this interactive adventure include Aboriginal Australia, geology, the gold rush, social and cultural history, ecology, and dinosaurs. Strategies for teachers to integrate the CD-ROM into units of work are available in the Education kit. Make the time to preview a copy of this stunning resource, it will captivate students with its content and excite teachers with its possibilities. N. Paull

#### **Minimum requirements**

[994]

Windows 3.1: 486; 8MB RAM; MPCII compliant				
USER LEVEL	: Stage 3 Stage 4 Stage 5			
KLA:	HSIE; Science; ST; TAS			
SYLLABUS:	Computing Studies 7-10; Geography 7-			
	10; History 7-10; HSIE K-	6; Science &		
	Technology K-6; Science 7	<b>'-10</b>		
AVAIL:	\$49.95 Museum of Victori	а		
EVAL:	Highly recommended	SCIS 909426		

Editorial Email address for Scan: lan.McLean@det.nsw.edu.au

LOVES, June

Discovering Antarctica. [series] Macmillan, 1998

Four important aspects of Antarctica are treated in separate volumes in this series. Attractively presented, they present much information visually, in the form of captioned photographs (including significant historical images), maps, line drawings and diagrams. The text is clear and well laid out, with key words in bold



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type, and each volume includes a fact file, glossary and index. The series emphasises the importance of Antarctica for: the world's weather and climate; possible future food supplies; tourism; conservation of plants, animals and landscape; scientific research; and cooperation between people of many nations. A useful teacher's book provides additional resources for the effective use of the series in the classroom. W. Smith

USER LEVEL: Stage 3			
KLA:	HSIE; ST		
SYLLABUS:	HSIE K-6; Science & Tec	hnology K-6	
AVAIL:	\$19.95 each. Teacher's b	ook \$24.95	
EVAL:	Highly recommended		
Titles in this s	eries are:		
The future		SCIS 929148	
The land		SCIS 929151	
People		SCIS 929159	
Plants and animals		SCIS 929158	
Discovering Antarctica : a resource			
book for teac	hers	SCIS 929145	

# **Professional reading**

Resources are in Dewey order.

#### GARD, Stephen

The Internet: a resource for Australian primary schools.

Macmillan, 1998 ISBN 0732937094

[004.6707]

Informed by a healthy scepticism about the novelty of the Internet, this useful book provides K-6 teachers with: a basic understanding of the Internet; a rationale for its use; offline activities to develop student understandings; and information



about its components (email, newsgroups, World Wide Web, etc). No previous knowledge or experience of the Internet is required by the reader, but the book also has value for experienced Internet users, as its focus is on student activity and involvement, based on educational purposes and student outcomes. A bibliography, list of useful URLs (exploration time required to verify curriculum relevance), glossary, index and several copyright free proformas are provided. W. Smith USER LEVEL: Professional

USEK LEVEL		their
KLA:	English; HSIE; Mathematics; PDHPE; ST	USE
SYLLABUS:	English K-6; HSIE K-6; Mathematics K-6; PDHPE K-6; Science & Technology K-6	KLA SYL
AVAIL: EVAL:	Paper \$32.95 Highly recommended SCIS 937263	AVA

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Providing more with less: collection management for Australian school libraries. /edited by Ken Dillon and James Henri. Centre for Information Studies, Charles Sturt University, 1998 ISBN 0949060437 [025.2]

Several of Australia's leading teacherlibrarian educators have contributed to this very handy, readable and comprehensive reference to school library management. Whilst some of the topics replicate those found in other sources, this resource extends the role of the teacher-librarian within the changing technologies and resource needs of schools. Multimedia and online addresses provide additional means by



which information providers may adequately respond to ongoing user requirements. In individual papers contributors discuss the policies, collection management and budgeting strategies and procedures that need to be regularly updated and implemented. Proformas are provided to guide teacher-librarians in their assessment of resources in varying formats. E. Maxwell

**USER LEVEL:** Professional AVAIL: Paper \$35.00

SCIS 927830

#### Shaping the future: an introduction to future studies in education. [videorecording]

Visual Learning, 1997 (De Bono education network) (17 min.)

ISBN none

[303.47]

The scope of a futures curriculum for K-12, recently developed for Queensland schools, is outlined in this video. The range of teaching and learning programs includes: exploring imagination in early childhood; the environment and social justice in middle years; and towards sustainability in senior syllabuses. The information provided by the video may stimulate interest in reflecting on current HSIE and civics syllabuses to explore potential for students to develop skills in articulating ideas and fears about the future; and to develop initiatives for preferred and desired futures. F. Plummer USER LEVEL: Professional

Professional
English; HSIE
\$45.00

SCIS 929217

#### *Macquarie readers.* [series]

National Centre for English Language Teaching & Research, 1997 [305.8994]

Suitable for a wide range of students, including adults and students from language backgrounds other than English who are not yet proficient readers, these books cover a range of topics thematically concerned with the cultural diversity of Australia and conventional Australian practices. No single format is followed, so students are supported in reading texts which present information in differing ways. The follow up activities allow readers to demonstrate their specific and general understandings about the texts and how language works to make meaning. The reading activities can be considered as suggestions for teachers developing their own assessment tasks. S. Bremner

ER LEVEL:	Stage 3 Stage 4 Stage 5
. <b>A:</b>	English; HSIE
LLABUS:	English K-6; English 7-10; Studies in
	Society 7-10
AIL:	Paper \$12.95

#### RAMURGAEN R

Titles in this series are:	
The girl next door	SCIS 929283
At the footy	SCIS 925805
Like to learn something new?	SCIS 929282
Australians in the news	SCIS 938046
A knock at the door	SCIS 929286
Parakeet farm	SCIS 929287
We came to Australia	SCIS 929289

#### BURKE, Kay

Designing professional portfolios for change. Hawker Brownlow, 1997 ISBN 1864016639

[371.1] The use of portfolios as an instrument to enhance professional growth and lifelong learning is discussed in this resource. The text reinforces the professionalism of teachers who wish to take responsibility for their learning. Professional development and teaching and learning philosophy are interwoven in the examples provided. There are practical ideas for documenting professional learning resulting from classroom research, reflective thinking, lesson evaluation and self assessment. The sample portfolio draws together the main ideas, with suggestions of how the portfolio might be shared with colleagues. The ideas presented suggest that the professional portfolio represents a celebration of best practice. F. Plummer

**USER LEVEL:** Professional AVAIL: Paper \$35.95 SCIS 917469

SPARKS, Dennis & HIRSH, Stephanie

Staff development.

Association for Supervision and Curriculum Development, 1997

ISBN 0871202832

The authors of this work put forward a challenge to the traditional model of professional development. They highlight some aspects of professional development practices which promote growth, integrate new learning into practice, and offer occasions for critical reflection. Their approach encourages the adoption of several practices successfully used with students. The American context does not detract from the main messages, of links between improved student learning outcomes and professional development. Case studies provide a range of ways district staff, school staff, curriculum developers and school administrators have applied their shared vision. The complexities of educational reform are captured in each, and placed in the context of a continuum of learning, rather than a solution. S. Bremner

<b>USER LEVEL:</b>	Professional		
AVAIL:	Paper \$24.00	SCI	5 916911

The challenge of school change: a collection of articles.

/ edited by Michael Fullan. Hawker Brownlow Education, 1997

ISBN 1864016914

How does change occur in schools? How is a reform maintained? What is important and what is simply too much? The articles in this collection provide a detailed analysis of successful school change. Theories of change, school based change management, restructuring, school culture, and school community partnerships are examined as aspects of the change process. The need for emo-



[371.1]

tion and hope as part of the change process concludes this scholarly but readable text. It provides clear arguments to support school teams working to deliver the best outcomes for students within changing social and political contexts. This is a useful text for school leadership and collegial discussion. J. Buckley **USER LEVEL:** Professional AVAIL: Paper\$35.00 SCIS 936110

#### BRAGGETT, Eddie J.

Differentiated programs for primary schools: units of work for gifted and talented students. Hawker Brownlow Education, 1997 ISBN 1864015918 [371.95]

Designed for primary teachers who recognise the need to provide for their more able students, and who are looking for ways to do so, this book offers practical suggestions which would be workable in ordinary classrooms. The response to catering for gifted and talented students taken by this text is through the implementation of a differentiated curriculum, within the context of a mainstream classroom setting. Teachers will discover this text an excellent way forward towards understanding the concepts of giftedness and talent. It demonstrates ways in which curriculum units can be developed for all students, and then differentiated for those who are gifted and talented. L. Rowles

USER LEVEL:	Professional	
KLA:	English; HSIE; Mathematic	s;
	PDHPE; ST	
SYLLABUS:	English K-6; HSIE K-6;	
	Mathematics K-6; PDHPE	K-6;
	Science & Technology K-6	
AVAIL:	Paper \$39.95	SCIS 906447
	-	

Partnerships for learning: negotiated curriculum in the secondary classroom. [videorecording] De Bono Education Network 1997 (20 min.) ISBN none [373.19]

The construction of negotiated and integrated curriculum is the subject of this video. It explores the skills needed to be developed by teachers and students when generating agreed outcomes and personal goals. Integral to the development of these teaching and learning programs are: the creation of authentic assessment; assessing and reporting on the evidence of what students know and can do; and three way reporting. Teacher and student partnerships are demonstrated through teacher dialogue and classroom scenes. Small groups of teachers could use this resource to stimulate professional conversation about the values, beliefs and structures illustrated in the case study to support this initiative. F. Plummer

**USER LEVEL:** Professional **AVAIL:** \$45.00

SCIS 929222

*Getting started: ideas for the literacy teacher.* Primary English Teaching Association, 1998 ISBN 1875622276 [428.007]

A diverse range of topics to support teachers of students from Early Stage One to Stage Three is provided by this resource. The three strands of the English K-6 syllabus are included, and information is organised Getting Sta to target the early and later primary school years. Practical ideas and approaches for establishing effective

classroom/community relationships, organising instruction, and literacy assessment will be very useful for

literacy strategy lish syllabus. T teachers impler	s an excellent resource r and the implementatio he spelling chapter wil nenting <i>Teaching spellir</i> n Term 4, 1998. This is a tratford	n of the revised Eng ll especially support lg: a K-10 framework
USER LEVEL: KLA: SYLLABUS: AVAIL:	Professional English English K-6 Paper \$17.00 member members	rs, \$24.00 non- SCIS 93394
	<i>Jllabus design.</i> Te for Language Teac	ching and
ISBN 1864083 Developed in re of English lang for English lang grown out of th in the primary, tors in Australia teachers. The bo course design a of lessons and u analyse student <b>USER LEVEL:</b> KLA:	123 sponse to relatively rece uage teaching, this book guage teachers to teach e work of linguists and secondary, tertiary and a, and would be of prac ok expertly explores tex nd implementation. It c nits of work, and specific needs and monitor pro- Professional English	c focuses on the nee n whole texts. It ha language educator adult education sec tical use to languag ct based syllabus an outlines the plannin ically details ways t
SYLLABUS: AVAIL: BASKWILL,	English 7-10 Paper \$26.95 Jane	SCIS 93541
Every child c for helping st Scholastic Pro ISBN 0590103 Teachers lookir readers in Stage book very useft are built on a ph authors take tea call learner supp dren needing e port sessions are ing and learning range of practic ing and assess resources to use process. L. Row	an read: strategies a fruggling readers. fessional, 1997 89X ag for practical ways to 1 to Stage 3 classes wil 1. The suggested guid- tilosophy identified as a chers through a step by port, to help them ident xtra help with reading e designed to fit into reg g schedules. The book p al, easily accessed infor ing students. It descr , and ways to involve fa-	[428:4 o support strugglin Il find aspects of thi elines and strategie natural learning. Th step framework the ify and support chi fy and support chi . These learner sup ular classroom teach proceeds to provide mation about profi
USER LEVEL: KLA: SYLLABUS: AVAIL:	Professional English English K-6 Paper \$19.95	SCIS 93255
Hawker Brow ISBN 1864016	) ways to learner-ce nlow Education, 199 620	

seven conditions for language learning identified by Brian Cambourne, this book is designed to provide a plethora of ideas for creating learner oriented classrooms. The book is activity based, and organised into sections offering teachers of students from Stage 1 to Stage 3 ways to design a literate environment, orchestrate student interaction, develop fluency, nurture lifelong learners and assess student growth.

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ORGAN PRAYOURGAN WITH AND REAL PRAYOURGAN OF PRAYOURGAN CORRECT

The book's ideas are clear and practically orientated, and could be easily modified for use in KLAs other than English. The challenge for teachers will be to ensure that the implementation of these activities is grounded in authentic learning contexts. L. Rowles

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K-6
AVAIL:	Paper \$25.95

SCIS 935488

#### SHADWICK, Brian Science skills in perspective. Book 3. Science Press, 1998 ISBN 0855832525

[509.6]

In this resource, a high quality set of activities designed to improve the scientific literacy of students in Stage 4 and Stage 5 is provided. Students can develop a wide range of science skills, and learn much field knowledge by completing these stimulating activities and investigating problems related to the real world. Magnetism, chemical forces, atoms and ions, the human circulatory system, and the periodic table, are examples of the diverse topics covered. Student learning outcomes are clearly stated for each unit, extending: communication skills; knowledge and understanding; application; and problem solving. The activities align closely with the Science in perspectives textbooks, but are also useful as stand alone exercises. N. Johnston

**USER LEVEL:** Professional Science SYLLABUS: Science 7-10

AVAIL: Paper \$24.95 Highly recommended

SCIS 938541

#### MARTIN, Hope

Integrating mathematics across the curriculum. Hawker Brownlow, 1997

ISBN 1864015926

[510.7]

In an innovative approach to teaching mathematics, this resource incorporates the theory of multiple intelligences, and utilises diverse areas of curricula, to show the relevance of mathematics to real life situations. Topics include: natural disasters; the stock market; local river inquiry; the human body; and physics and formulas. A section on roller coasters and G-forces would interest secondary students. There are pages of clearly set out photocopiable material suitable for Years 5-10, and a list of additional readings concludes each chapter. Although mistakes and typographical errors need editing, this book is a valuable resource for mathematics and science teachers. D. Doust

<b>USER LEVEL:</b>	Professional	
KLA:	CA; English; HSIE; Math	nematics;
	Science; ST	
SYLLABUS:	Mathematics K-6; Mathe	matics 7-10;
	Science & Technology K-	-6; Science 7-10
AVAIL:	Paper \$55.95	SCIS 901779
	•	

#### WAHL, Mark

#### Maths for humans: teaching maths through 7 intelligences.

Hawker Brownlow Education, 1998

ISBN 1864016876

[510.71]

The first section of this multi faceted resource comprises the theories of multiple intelligences, brain hemisphericity, learning styles and cooperative learning, garnished with assessment ideas. Practical, refreshingly different exercises would engage even those students previously turned off mathematics. Real life activities involving the four operations;

## **RESOURCES** • **RESOURCES** • **RESOURCES** • **RESOURCES** • **RESOURCES** • **RESOURCES**

extension material consisting of distortions, ellipses, and parabolas; and brain teasers exemplify the range of activities. A key, which indicates challenge level, intelligences emphasised and maths skills used, gives a clear guide for activity choice. Photocopiable masters and suggestions for lesson introductions are included. The book's United States origins are obvious in some language, and the whole is marred by careless proofreading and inconsistent adaptation for use in Australia. D. Doust

Professional	
Mathematics	
Mathematics K-6; Mathe	ematics 7-10
Paper \$35.95	SCIS 939577
	Mathematics K-6; Math

# SMITH, Lesley

Measurement.

Emerald City, 1997 (Starting science; Classmasters) ISBN 1876133252 [530.8]

These photocopiable blackline masters have been designed with the lower ability senior secondary student in mind, but they are also suitable for use with primary and Stage 4 students. Measurement exercises include 'hands on' activities for: length; mass; temperature; time; area; and volume. Worksheets are self contained, ideal for day relief teachers, or suitable for revising sequences of work and as stand alone activities. The worksheets develop skills in: following written instructions; processing information in diagrams, tables and graphs; and selecting appropriate measuring equipment. They are clearly set out with attractive diagrams and some challenging questions. N. Johnston

USER LEVEL:	Professional	
KLA:	Science; ST	
SYLLABUS:	Science & Technology K-6;	Science 7-10;
	2U Science	
AVAIL:	Paper \$55.00	SCIS 920603

BARRS, Myra

*Reading together parents' handbook.* Walker, 1998

ISBN 0744557089

Developed for parents as a companion text for Walker Book's *Reading together* series, this compact text would prove a valuable resource for use with or without the series. The book's design, layout, visuals and content all work to make it a very successful resource for Australian contexts. The book makes

simple but powerful statements which centre on children developing life-long reading behaviours. It is based on sound understandings about literacy development. Particular strengths are the use of colour photographs depicting a range of adults and children engaged in enjoyable and purposeful reading activities, and the effective technique of framing and answering common questions asked by parents. L. Rowles

USER LEVEL KLA: SYLLABUS: AVAIL:	English	SCIS 937680
WHELAN, H Art works.	leather	
Lands End, 1 ISBN 1869597		[707]

Underpinning this book is the belief that providing a wide range of different art techniques and activities for students will ensure that all are able to achieve success and enjoyment in their art making. Working with string, chalk, tissue paper, or using marbling, collage or simple printing methods is not new, but teachers will welcome the brief, illustrated presentation of each procedure, the suggestions for display and extension work and the notes on assessment and evaluation. Such is the versatility of these techniques that, although designed for



niques that, although designed for primary pupils, this serviceable collection could also be a source of ideas for students and teachers in the secondary school. J. Nisbet USER LEVEL: Professional KLA: CA SYLLABUS: Visual Arts K-6; Visual Arts 7-10; 2U/3U Visual Arts AVAIL: Paper \$29.95 SCIS 936888 SAXBY, Maurice Offered to children: a history of Australian children's literature 1841-1941. Scholastic, 1998

ISBN 1863887032 [820.9] Rather than being a second edition of his authoritative 1969 *A history of Australian children's literature 1841-1941*, this present work represents both a revision and a complete rewriting and recasting of the content of that book. The material is organised both chronologically and thematically, thoughtfully tracing the development of writing for children in Australia, and always placing it within the wider social context in which it appeared. As usual, Saxby entertains and informs, presenting his formidable knowledge in modest and enthusiastic prose. A generous page layout, together with lively text supplemented by frequent quotations, illus-

trations and subheadings make this an extremely readable

and enjoyable reference. M. Lobban USER LEVEL: Community Professional AVAIL: Paper \$59.95 SCIS 927827

#### SCATES, Bruce

[649]

Reading

Parents'

Handbook

5 34

A new Australia: citizenship, radicalism and the first republic.

Cambridge, 1997 ISBN 0521572967

[994.03]

The 1890s were a defining period in Australian history with some uncomfortable parallels to Australia a century later. The era stridently stamped a lasting mark on an emerging Australia, but while much written about, its complexity makes important new insights possible. After meticulous research, Scates traces the spectrum of nationalist and labour politics, focusing on the short-lived radicalist, anarchist and early feminist movements, with their serious early advocacy for a true republic. However, the new Australia was a vision largely unfulfilled, or at least minimised by mainstream political compromise. Scates produces a fascinating and very readable history of interest to more serious and academic historians and relevant to Civics and Citizenship. G. Spindler

USER LEVEL: Professional KLA: HSIE SYLLABUS: History 7-10; 2U/3U History AVAIL: \$90.00 SCIS 930696

# SOURCES • RESOURCES • RESOURCES

### 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:

Judith Anderson, North Sydney Primary Kristin Ashley, VA, Newcastle High Sally Blackwell, SO2, Computers in Schools Bill Bowie, English, Dulwich High Liz Bowring, secondary teacher-librarian Sue Bremner, SEO2, Training & Development Jill Buckley, SEO1, Training & Development Nell Chaffey, Tamworth Primary Katharine Chauncy, Sutton Forest Primary Jenny Donovan, SEO1, Literacy Assessment Chris Dorbis, SEO1, Aboriginal Studies Diana Doust, STLD, Lismore High Jan Eade, Turramurra North Primary Marion Hamlyn, Wollongong High Jackie Hawkes, St Clair High Karen Heap, Science/TAS, Muirfield Technology High Bronwyn Hull, History/English, Queanbeyan High Narelle Johnston, SEO1, Training & Development Suzanne Leslie, Lindfield Primary Marjorie Lobban, Peter Board High Daniel Low, TAS, Epping Boys' High Elizabeth Maxwell, Cherrybrook Technology High Ian McLean, Scan editor Rebecca Murray, Blacktown South Primary Jennifer Nisbet, Sydney Secondary Distance Ed. Nigel Paull, South Grafton Primary Frances Plummer, SEO2, Training & Development Jenny Quirk, Turramurra Primary Sally Rasaiah, Waitara Primary Beverley Richardson, teacher-librarian/literature specialist Barbara Roberts, Yamba Primary Jenny (JA) Robinson, Science, Byron Bay High Graeme Ross, AP, South Coogee Primary Lorraine Rowles, Project Officer, Literacy Lynne Sepetuac, St Clair Primary Cathy Sly, English/Drama, Barrenjoey High Wendy Smith, Tamworth Primary Alison Soutter, Project Officer, Student Services Bill Spence, SEO2, English Graham Spindler, Parliamentary Education Liaison Officer Margaret Steinberger, secondary teacher-librarian Jenny Stratford, Literacy Consultant Laurence Ward, DP, Carlton Primary Jenny Watts, secondary teacher-librarian Deidhre Wauchop, SEO1, Creative Arts

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## COLUMNS

# 1998 Children's Book of the Year Awards

The winners were announced by the Children's Book Council of Australia on Friday 21st August.

### Picture Book of the Year:

Winner: MORIMOTO, Junko. *The two bullies*. (A Mark Macleod book) Random House

Honour: McLEAN, Andrew (text Janet McLean). Josh. (A little ark book) Allen & Unwin

**Honour:** WHATLEY, Bruce (text Bruce Whatley & Rosie Smith). *Detective Donut and the wild goose chase*. HarperCollins

### **Book of the Year - Younger Readers:**

Winner: FORRESTAL, Elaine. Someone like me. (Puffin) Penguin

**Honour:** HIRSH, Odo (illus Andrew McLean). *Antonio S and the mystery of Theodore Guzman*. (A little ark book) Allen & Unwin

Honour: WRIGHTSON, Patricia (illus David Cox). Rattler's place. (Aussie bites) Penguin

### **Book of the Year - Older Readers:**

Winner: JINKS, Catherine. Eye to eye. (Puffin) Penguin Honour: METZENTHEN, David. Gilbert's ghost train. Scholastic

Honour: WINTON, Tim. Lockie Leonard, legend. Pan Macmillan

### **Eve Pownall Award for Information Books:**

**Winner:** NICHOLSON, John. *A home among the gum trees: the story of Australian houses.* Allen & Unwin

Honour: DOLAN, Beth. Cathy Freeman. (Young achievers) Heinemann

Honour: TOFT, Kim Michelle & SHEATHER, Allan. One less fish. (Jam roll) University of Queensland Press.

# 1998 David Unaipon Award

**Ruth Hegarty** is the 1998 winner of this national award for previously unpublished Aboriginal and Torres Strait Islander writers. Her manuscript, *Ruthie is that you*? will be published by Queensland University Press in 1999. The Highly Commended novel was *Jonathan's soul* by **Howard Summer**. For further details, contact Vicki Hope or Sue Abbey on 07 3365 2403 (phone) or 07 3365 1988.

# 25th Braille and Talking Book Library Awards

These were announced in Melbourne on 20th August 1998. For the first time, awards were given in a Young Adult category, sponsored by Sanderson Computers.

#### **Best Audio Book Award for Young Adult Readers:**

ARONSON, Linda (narrator Caroline Lee). Kelp: a comedy of love, seaweed and Rupert Murdoch.

This title also picked up a Best Narrator Award for Caroline Lee.

#### **Special Commendation:**

STUART, Duncan (narrator David Tredinnick). The whole of the moon.

#### Shortlisted:

CASWELL, Brian & CHIEM, David Phu An (narrator Rebecca Macauley). Only the heart. SCIS 947341

MARSDEN, John (narrator Kate Hosking). Burning for revenge. SCIS 947346

METZETHEN, David (narrator Stephen Pease). Gilbert's ghost train. SCIS 947343

For more information:

Contact: Alison Forbes on 03 9867 6022 (phone) or 03 9820 1335 (fax),

Note: A selection of audio books from Louis Braille Books are reviewed in this issue of Scan. See pages 56, 57, 58 and 60.

# **1998 IASL/SIRS International Commendation Award**

At the 27th Annual Conference of IASL (International Association of School Librarianship) held in July in Israel, this cash award was presented to Jill Johnson on behalf of the Australian School Library Association (ASLA -ACT) for the development of Computers, research and students: a survival kit for teachers and parents. The 'train the trainer' kit is primarily aimed at teacher-librarians presenting workshops for their school communities.

## **Specific purpose resource** suppliers

#### Marcom Projects:

The video series Dancing mentioned on page 31 of Scan vol 17 no 2 (May), is available in Australia from Marcom Projects. Many other educational dance resources are also available.

Web site: http://www.marcom.com.au

Contact: 07 3801 5600 (phone).

#### **NSW Department of Education and Training Sales:**

The Sales Section recently moved location. The new contact details are:

DET Sales Section, PO Box 564, Moorebank NSW 1875

Still available:

Information skills in the school is \$10.00 each (please quote product code 11203).

Handbook for school libraries (revised 1996) is available for \$25.00 (please quote code 11201).

Do not send payment in advance, but fax your order and you will receive an invoice.

Contact: 02 9822 7500 (phone) or 02 9822 7511 (fax).

# **OTEN Information Services**

From 3rd August 1998, services previously offered by the former Department of School Education Library at Parramatta are now being provided by Open Training & Education Network (OTEN) Information Services at 51 Wentworth Road Strathfield.

Contact: 02 9715 8482 (reference services phone) or 02 9715 8292 (fax).

# Internet services for teacherlibrarians

#### Hot topics in Scan: supporting the Literacy Strategy

Hot topics in Scan is now available on Network for education, the NSW Department of Education's Web site. This is an index to many past *Scan* articles about literacy and the State Literacy Strategy, with implications for teacher-librarians. The index is annotated with abstracts, and is a useful resource for locating relevant readings from Scan on ways to support literacy in schools. To find Hot topics in Scan, go to <http://www.dse.nsw.edu.au/> and follow this hypertext route from the home page: Staff, then Curriculum Resources, then Publications, then Scan. Also available at the same location is an updated version of Hot topics in Scan: the Internet.

#### **Online discussion board**

Also available on Network for Education is Using SCISWeb and SCISCD in school libraries, a joint initiative of Training and Development Directorate and the Library and Information Literacy team. This site has three sections: SCIS Frequently Asked Questions (FAQs) about using SCIS products with OASIS library; online articles and links in Resources; and Your say!, the moderated discussion board.

Teacher-librarians are encouraged to read the ongoing discussions, add their own suggestions or ask new questions. Recent topics addressed on the bulletin board include: selecting DDC 21 (Dewey Decimal Classification) or ADDC 13 (Abridged); compatibility of SCIS products with Windows 98; password entry; cataloguing videocassettes; and SCIS genre subject headings for fiction.

Using SCISWeb and SCISCD in school libraries can be accessed by going to <http://www.dse.nsw.edu.au/> and following this hypertext route: Staff, then Training and Development, then Initiatives, then Your say!, then List of topics.

#### **OASIS Library - Common problems**

A set of Frequently asked questions (FAQs) for teacherlibrarians about OASIS Library (in PDF format) was recently uploaded to Network for education, the NSW Department of Education's Web site. To find OASIS Library - Common problems, go to <http://www.dse.nsw.edu.au/> and follow this hypertext

route from the home page: Staff, then Technology Advice

## **COLUMNS**

and Support, then OASIS and the Internet, then Library. Messages on the site will also direct you on how to download and install the free software Adobe acrobat reader to enable your computer to view PDF files. At the same OASIS and the Internet location are useful FAQs for the Internet; and OASIS Administration, Finance, Hardware and System Maintenance, specially prepared for administrators, school assistants, teacher-librarians and technology coordinators in New South Wales DET schools.

#### **PETA (Primary Enalish Teaching** Association)

Copies of The 1998 PETA guide to the Children's Book Council shortlist by Ann Hanzl; back issues of PEN (Primary English Notes); and joining details for school and individual memberships of PETA are available by writing to: PO Box 3106, Marrickville, NSW, 2204.

Contact: 02 9565 1277 (phone) or 02 9565 1070 (fax)

Email: webmaster@peta.edu.au or primeng@peg.apc.org

PETA recently launched its own Web site at: http://www.peta.edu.au/

#### **Teacher-librarians' listserv**

OZTL\_NET is an electronic community (or listserv) supporting the professional needs of Australian teacherlibrarians. It is administered by Lyn Hay of the Centre for Studies in Teacher Librarianship, Charles Sturt University. Full details on OZTL\_NET, some Netiquette guidelines, and access to the OZTL NET archives, are available from the OZTL NET home page on the World Wide Web.

Subscribe to the listserv by sending an email message to: OZTL NET-request@listserv.csu.edu.au

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Contact: Lyn Hay

Email: Ihay@csu.edu.au

# Conferences

#### ASLA XVI, biennial conference: Bytes, books and bollards by the bay: Information management for the third millenium:

Date: 18th-21st January 1999

Venue: Deakin University Woolstores Campus, Geelong, Victoria

Contact: ASLA XVI Secretariat, phone 03 9428 4173 or fax 03 9427 8270

Email: slav@netspace.net.au

#### Seventh Catholic Secondary Teacherlibrarian conference:

Date: 20th & 21st August 1999

Venue: Mary MacKillop Place, North Sydney

Hosted by: Teacher-librarians of the Sydney diocese Contact: Jane Cowman, phone 02 9662 4088 or

fax 02 9663 5252.



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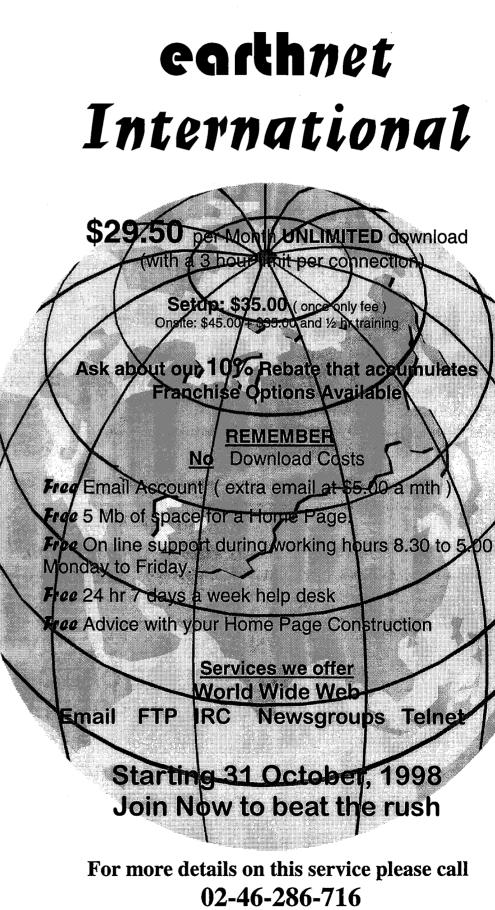
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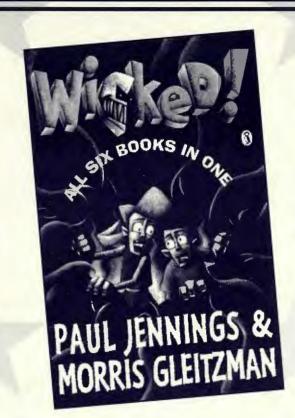
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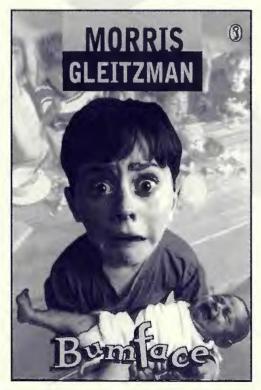
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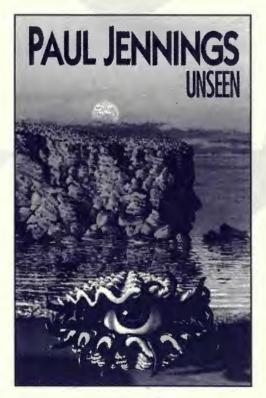


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