

Vol 18 No 4 November 1999

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From the Editor

am thrilled to announce that Scan welcomed its 3000th subscriber last term. "3000 in 2000" has such an agreeable ring to it. Feedback from our readership continues to be positive and constructive. It is pleasing that Scan and the School libraries: empowering learning Web site have been able to address the needs of users, assisting teacher-librarians, teachers, students; Principals, and information technology personnel to prepare for the new millennium. I hope you will take the time to fill in and return the enclosed survey.

Please remember that Scan subscriptions are for a calendar year; this issue finishes up your current subscription. All subscribers should have already received, by separate post, a renewal form for the year 2000. This was in response to many requests, as some schools close off budgets early to prepare for the annual financial roll over.

It has been a busy time for the SCIS/Scan team, with Book Week/National Literacy Week (see From DET on p 4) and Education Week in guick succession. An enjoyable ASLA/ALIA event was the presentation given by author Anna Fienberg, who also previewed her upcoming short story, Ghost bird. A few days before, a collection of Norwegian folk tales, Tatterhood and other feisty folk tales by School Magazine's Margrete Lamond, was launched by the irrepressible Geoffrey McSkimming.

Other book launches were: Winning back Dad by Ian Bone & Craig Smith (the first book to be commissioned through the Australian office of Walker Books); and "twin" titles by Libby Gléeson. Libby's Hannah and the tomorrow room and Writing Hannah: on writing for children were launched most ably by Robin Morrow at the 7th annual Spring Writing festival. Thank you to the organisers of these important events, each of which serve to reinforce and celebrate the high calibre of published material being produced for children in Australia.

Our feature article in this Scan focuses on how Merrylands East Public School teachers integrate Book Week illustrator visits into the whole school plan. I am grateful to teacherlibrarian Jenny Scheffers, who managed to shape her article within hours of the unit's culmination so that Scan could meet its deadlines. In Teaching/Learning, Frances Plummer concludes her four part series on quality assessment for the School Certificate, this issue concentrating on student learning logbooks. The Internet continues to be a popular medium in schools and several articles feature unique applications for Web based technologies in teaching and learning and school library management. You will also find Cumulative indexes for the 1999 resource and Internet site reviews; these indexes making it easier to locate particular titles and authors across the four issues:

Thank you to all our contributors, readers, and advertisers for your support of Scan, and special thanks to those resource publishers who supply books to be catalogued and reviewed. We do hope you will all join us again next year.

Ian McLean

Currents

The new HSC

The new Higher School Certificate remains a key issue for high school teacher-librarians and teachers. Assessment requirements and the standards referenced approach are the focus of the third Local Interest Group (LIG) event package and a range of professional development opportunities in 2000. The implications for assessment task design will be of interest to teacher-librarians supporting teaching and learning for the new HSC.

The following Web sites continue to provide support and updates about the new HSC. They warrant constant revisits for the latest details:

- New HSC Website
- <http://www.det.nsw.edu.au/newhsc/> • Board of Studies NSW < http://www. boardofstudies.nsw.edu.au/>

A number of resources provide information about assessment policy and practices for the new HSC. Cooperatively produced resources include:

- New HSC assessment a standards-referenced approach Bulletin 1 & 2
- Standards-referencing: a context for assessment. This video will be provided with the package available to each school attending the third LIG event on assessment. This package also includes sample assessment tasks.

Board of Studies produced materials on assessment and the new HSC include:

- The new Higher School Certificate assessment support document and
- Securing their future newsletter, numbers 14, 16 and 17.

All support materials from the subject specific LIG events are available on the New HSC Website.

Virtual conference

The first Virtual conference hosted on our Web site for teacher-librarians, School libraries: empowering learning <http://www.det.nsw.edu.au/schoollibraries>, was very successful. This conference focussed on effective ways for students and teachers to search the Internet. The discussion was very interesting and raised some important issues. One district participated as part of a teacherlibrarian network development day. We see this first virtual conference as the exciting

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Michelle Ellis is Senior Curriculum Adviser, Library and Information literacy



beginning of such professional development and networking opportunities for teacherlibrarians and teachers. Discussion and participation in such events will expand as people become more comfortable with the format. It is a great way to get used to using technology for supporting teaching and learning. While the conference is now finished, the papers and discussion are available on the site for you to explore, along with a summary paper. Your suggestions for future virtual conference topics are most welcome.

Secondary book rap

After the success of the Sailing home Book rap, we are enthusiastically following the progress of our secondary Book rap on Maddie by Brian Caswell on the School libraries: empowering learning Web site. This book rap is being coordinated by Bill Bowie, English teacher, and Guri MacKinnon, teacher-librarian, from Dulwich High School. Wendy Chapman, teacher-librarian at Wollondilly Public School, is partnering them in running the parallel Teacher support course. Brian Caswell's involvement has added to our enjoyment and appreciation. As you receive this issue of Scan, we will be entering the Rap wrap up phase.

These book raps and accompanying teacher support courses have been a wonderful opportunity for teacher-librarians and teachers to venture into using technology for teaching and learning in a supportive environment. We have all learned much together, whether we have been raw beginners or more experienced with book raps. You will find all the relevant support material in the Teaching and learning section of School libraries: empowering learning. This support material includes: the rap questions; associated class pro formas; and Program and planning documentation, which provides the links to English 7-10 learning outcomes and a range of classroom activities. If you missed out on participating in the Maddie rap, you would find the support material useful for ideas when participating in other book raps. It is also readily translatable to other classroom experiences for using technology to support literacy through literature. As this is the last Scan for the year, I wish everyone best wishes for the rest of 1999, and

look forward to hearing from you all in 2000.

CAN

National Literacy Week 1999

New South Wales schools celebrated the inaugural National Literacy Week from 23rd August. This annual event focuses on literacy learning and teaching in government and non government schools.



"Underpinning all of the programs is the belief that students are capable of high literacy achievement."

WWW Minister of Education and Training Minister

n a special National Literacy Week award ceremony, outstanding primary schools from New South Wales were recognised for their exceptional literacy programs.

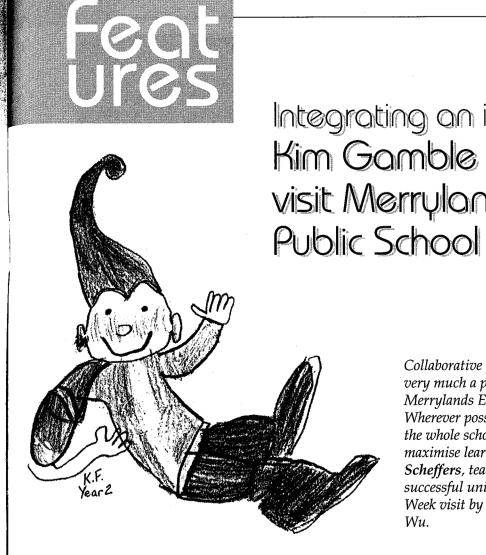
The Education and Training Minister, John Aquilina, presented the awards to student representatives, with the major award of \$10000 going to Belmore South Public School. The school has seen significant improvements in students' Basic Skills Tests results and overall literacy skills. 93% of Belmore South's students come from non English speaking backgrounds.

A further fifteen schools were presented with awards of \$1000 each. These were:

- Belambi Public School (Wollongong District)
- Bexley Public School (St George District)
- Blayney Public School (Bathurst District)
- Coraki Public School (Lismore District)
- Hillvue Public School (Tamworth District)
- Ingleburn Public School (Liverpool District)
- Narrabri West Public School (Moree District)
- Sacred Heart Primary School, Cabramatta
- St Columban's Primary School, Mayfield
- St Lucy's School, Wahroonga
- St Michael's Parish School, Deniliquin
- South Coogee Public School (Bondi District)
- Seven Hills Public School (Blacktown District)
- Stanmore Public School (Port Jackson District)
- Westport Public School (Port Macquarie District).

Mr Aquilina congratulated the schools for their "best practice programs which are based on a 'whole school' approach to literacy. Underpinning all of the programs is the belief that students are capable of high literacy achievement."

The Federal Education Minister, Dr David Kemp, presented Belmore South Public School with a further award during National Literacy Week celebrations in Melbourne during September.





errylands East Public School, located in the Fairfield District, has a transient student popu-LYL lation of approximately 345 students. About 82% of these students are from non English speaking backgrounds (NESB). With the exception of Kindergarten, classes are multi aged. Currently, about 70% of the library operates to a flexible timetable.

As described by Jenny Foster in Scan vol 17 no 3, visits by guest illustrators and authors are a most valuable means of promoting students' interest in reading, writing and drawing. This is the second year that such visits have been organised as part of the school's Book Week and literacy celebrations. Last year, well known children's author Anna Fienberg addressed Stage 1 students, whilst cartoonist and illustrator Gus Gordon conducted drawing sessions for Stages 2 and 3.

Planning for success

Two illustrators, with greatly contrasting styles and backgrounds, were scheduled for this year's Book Week celebrations. To consolidate upon Anna's successful visit, illustrator Kim Gamble was invited to address Stage 1 classes. Kim has illustrated many of Anna Fienberg's books, including the popular Tashi and Minton series.

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Integrating an illustrator study: Kim Gamble and Di Wu visit Merrylands East

Collaborative planning and teaching is very much a part of the K-6 program at Merrylands East Public School.



Wherever possible, special events are integrated into the whole school literacy plan to support and maximise learning outcomes for students. Jenny *Scheffers*, teacher-librarian, reports on a recent successful unit, the highlight of which was a Book Week visit by the illustrators Kim Gamble and Di Wu.

Illustrator Di Wu, whose picture books include Rebel! and Old magic, was guest speaker for Stage 2 and Stage 3 students. The bookings were made a year in advance, so there was plenty of time for whole school planning.

As recommended by Hall (1998), productive time was spent familiarising both students and staff with the illustrators and their work prior to their visits. (We had already heard the anecdotes of schools being caught totally unprepared for visits by Kim and Di; their first names are not gender specific.) At our Term Three School Development Day, plans for the upcoming illustrator studies were discussed.

The thirteen class teachers were strongly urged to make bookings for weekly half hour collaborative planning and teaching sessions in the library for the four weeks leading up to the visits. When other support timetables permitted, including English as a second language (ESL) and integration, these support teachers also participated in the team taught sessions.

In the recent article by Liz Brandtman & Kay Simpson (Scan vol 18 no 2), the roles of the classroom teachers and teacher librarian were clearly defined before the start of their particular unit. We followed a similar model. The immediate and ongoing responses by staff were very supportive.

Features

Teacher-librarian's responsibilities:

- Purchase of additional Kim Gamble works.
- Collection and display of biographical information about Kim Gamble and Di Wu.
- Organisation of collaborative teaching timetable.
- Contact local newspaper to write article about visits.
- Word processing/storage of completed unit and results of staff and student evaluations.
- Organise staff morning tea and luncheon roster.

Classroom teachers' responsibilities:

- Read and discuss some Kim Gamble/Di Wu titles in the classroom.
- Model construction/deconstruction of sample information reports and recounts, where applicable.
- Teaching contribution in team taught sessions.
- Organise class library displays (Optional).
- Collect money for particular illustrator's visit.
- Complete unit evaluation sheet.

STUDENTS' QUESTIONS FOR KIM GAMBLE

These questions were brainstormed by the Hobbits (a class of Year 1 & 2 students) prior to Kim's visit and scribed onto butcher's paper by the teacher-librarian during a team taught session in the school library. Constructing the questions allowed the students the opportunity to 'rehearse' for the visit and helped them to discriminate between questions that were 'on topic', 'off topic but still informative' and 'way off topic'.

The final version of the question bank was displayed during Kim's session. It proved to be a highly effective support for all Stage 1 students as it reminded them of question structures, keywords and other useful field knowledge.

Family:

- What are your children's names, ages and years at school?
- Do you have any brothers or sisters? How many? Names?
- Are any of your brothers or sisters illustrators?
- Do you have any pets? What types and names?
- What are your hobbies?
- What's your favourite food?

Illustrating:

- How did you learn to become an illustrator?
- What is your favourite book that you've illustrated?
- What is your favourite book character?
- How many books have you illustrated? How many of these are Anna Fienberg's titles?
- Are you good friends with other illustrators or authors?
- Do you ever get a rest from illustrating?
- Do you illustrate everyday and for how long?
- Where do your ideas come from?
- How long does it take to illustrate a book?
- How many books a year do you illustrate?
- Why do you like illustrating?
- When you were at school, did you do lots of drawing?
- Which are the shortest/longest books that you've illustrated?

TEACHING AND LEARNING

The Kim Gamble literacy outcomes for Stage 1 classes are outlined in this article. A similar unit was planned and implemented for the Stage 2 and 3 classes studying Di Wu and his work. The main teaching and learning activities of both author studies involved:

- class construction of concept maps
- joint selection of biographical keywords about the illustrator, which were recorded on the concept maps
- students reading, responding to, and discussing books featuring the illustrator's artwork
- brainstorming and recording of questions to ask the illustrators during the visits
- students' oral and written self reflections
- staff evaluation of students' responses to the unit and of their own professional development.

Although the units were student centred, they resulted in a diverse range of learning outcomes for everyone involved.



Kim Gamble discusses his career as an illustrator.





STAGE 1 OUTCOMES: KIM GAMBLE ILLUSTRATOR STUDY

A student:

V1 enjoys creating a range of spoken and written texts V2 enjoys experiencing and responding to a range of spoken and written texts

V6 chooses to reflect on and share experiences of texts.

(English K-6 Values and attitudes outcomes, 1998, p 16.)

A student also:

TS1.1 Communicates with an increasing range of people, for a variety of purposes, on both familiar and introduced topics in spontaneous and structured classroom activities.

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

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.

(English K-6 syllabus, 1998, pp 17-19.)

Whole class student activities

Kim Gamble visited our school to conduct three one-hour sessions, with two classes per session. During the previous four weeks, each class studied the illustrator's biographical background and work. Additional titles were read and discussed during weekly collaborative sessions in the library and during class time.

- V2 V6 RS1.5 RS1.7 Listen to Kim's books in class and during collaborative sessions in the library, with emphasis on response to illustrations and discussion of the relationship between text and pictures (**Building field knowledge; Defining**)
- V2 V6 RS1.7 Evaluate the role of illustrations in providing additional information (eg in *Arabella*, the illustrations show the boy in a wheelchair, although no refer-

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Kim Gamble's story keeps his young audience enthralled.

ence to this is made in the text), and discuss features such as positioning on pages, size, borders, colours, materials used, etc. (Building field knowledge; Defining)

- WS1.9 Construct a simple concept map of a famous illustrator: heading "Kim Gamble"; and subheadings of "Family" and "Illustrating". (Defining)
- RS1.5 Select keywords from a published biographical report about Kim Gamble. Students suggest to class teacher where to record keywords on concept map, under appropriate headings. (Selecting, Organising)
- TS1.1 Brainstorm questions for Kim (using above headings) and record on large sheets of paper. Display question banks during Kim's visit. (Defining, Organising)
- V2 WS1.9 Classes may construct library displays based on Kim's titles. (Organising, Presenting)

Additional activities

Two classes sent introductory letters to Kim and Di prior to their visits. Students described various aspects of the school and themselves, illustrating their letters with self portraits. This information provided our guests with valuable insights into our school, even before their visits. Neither of the classes involved had constructed letters before, so this was a very practical and worthwhile writing activity. The Stage 1 class was thrilled when they received a beautifully painted "thank you" letter from Kim Gamble! Similarly, the senior class was most impressed with Di Wu's tiger picture, which was sent in response to their letters. Both of these drawings are now framed and proudly on display in the classrooms, serving as treasured mementos.

Several teachers extended the unit further, by incorporating the practical study of various text types and artworks. The Hobbits, a Stage 1 class, designed recounts of Kim's visit. Although sections of the recounts were jointly constructed, students included their own opinions about what they enjoyed most. Another Stage 1 class painted a scene from the book *Bunyips don't* and wrote simple statements about their favourite parts of the story.

The Hobbits also used the keywords about Kim Gamble to write jointly constructed information reports. The students then illustrated their reports by copying some of Kim's popular characters in freehand. The students demonstrated a high level of motivation and skills when illustrating the reports with Kim's characters. The class

Features



In freehand line drawing exercises, inspired by Di Wu's illustrations, the students explored book characters' physical attributes and other aspects of visual literacy.

Note: Di Wu's permission was sought to reproduce this image in Scan.

teacher spent time with the students: deconstructing the characters' main physical features, such as appearance, colour and clothing; and discussing how the elements complemented the characters' actions and the story as a whole.

After sharing a Tashi story, a Kindergarten class drew some Tashi pictures. As evident from their artwork, even such young students were readily able to distinguish the unique features of this character and further develop their visual literacy skills, support by discussion and explicit teaching.

Evaluation

Although the units were student centred, they resulted in a diverse range of learning outcomes for everyone involved. Our whole school approach enabled not only the successful achievement of the programmed student English outcomes, but also significant social skills and attitudes. Evidence was gathered via evaluation sheets and oral comments made by students, staff, parents and the illustrators themselves.

The students' responses were tabulated and the Principal and class teachers compiled written assessments of the unit outcomes. Students in the Genies, Hobbits, Lynx and Jaguars groups (representing Stages 1 and 3) were invited to complete self reflections and these results were collated and discussed. A copy of the unit and evaluations were filed in the library for future reference.

The students:

• developed a greater appreciation of these particular illustrators, and illustrating in general:

"When I met Kim I felt excited because he drew us good pictures."

Christine, Year 1

"The best part of Kim's visit was when he answered the questions and when he drew the pictures."

Faten, Year 2

"When I met Di, I felt privileged because he was telling me about his life and doing cool drawings."

Elise, Year 6

"After Di's visit, I was happy and excited because I learned a lot."

Upasana, Year 6

"It was extremely beneficial to conduct these sessions as the children were well prepared."

Olympia Berios, Stage 2 class teacher

• developed a greater interest in reading these illustrators' titles, as demonstrated by the constant requests to borrow their titles before and after the visits:

"... and they have developed an interest in pursuing authors/illustrators they know."

Kathy Drury, Kindergarten teacher

• were motivated to improve their own drawing skills, as evident by the many students who volunteered to copy Kim's and Di's pictures, during library sessions, lunch breaks or at home, both before and after the visits. The students also developed more self confidence and interest in their own drawing:

"Before Kim's visit, I enjoyed doing some drawing in the library and doing some Tashi and Minton pictures."

Frishta, Year 2

"I like drawing the Terrible Tiger and Minton because the more drawing you do, the better you get."

Stephen, Year 2

"We learnt how to draw better pictures than we use to." Laila, Year 3

"The best part of Di's visit was when he drew the people and he let us have a turn of drawing our friend."

Lisa, Year 6

"After Di's visit, I was drawing a picture of myself at home, looking at a mirror."

Neno, Year 6

Features

Constructing the questions allowed the students the opportunity to 'rehearse' for the visit

 developed a heightened awareness of the features of well known characters, as depicted in the students' work samples:

"I like drawing Tashi because he's got nice clothes and his hair."

Ashley, Year 1

- further developed their writing skills by constructing letters, reports, recounts and opinions about the books
- both illustrators, particularly Di Wu, provided valuable role models for all students, especially our NESB pupils:

"Di Wu's visit was very beneficial for the students as it allowed them to recognise that people from all types of backgrounds, can achieve success."

Sandy Julieff, Stage 3 class teacher

• Book Week was made more exciting and significant for students and rest of the school community:

"When I met Di, I felt lucky because not many people get to meet famous illustrators."

Moustafa, Year 5

"When I met Di, I felt excited because it was my first time to meet a real live illustrator in person."

Mina, Year 5.

The teaching staff:

• Expressed that their own appreciation of illustrators and illustrating was heightened:

"I felt I learnt a lot about Kim Gamble; previously he was just a name. I also realised there was a great deal involved in illustrating children's books. This unit exceeded my expectations."

Ann Brown, Stage 1 class teacher

• facilitated professional development, especially for those staff who don't usually utilise collaboration opportunities with the teacher-librarian:

"... added another dimension to the Literacy Strategy for staff members."

Len Winter, Principal

SCAN

Recount of Kim Gamble's visit

Yesterday, the Hobbits and the Genies went to the Library and we was seeing Kim Gamble. Kim Gamble is a children's illustrator.

Kim first read us a story of "Gone!", then we gave him ideas for his picture. While Kim was drawing we asked him questions. We all liked the picture that Kim drawed and I liked the models of Minton and Arabella.

When we finished asking all questions and Kim has finished drawing, the Hobbits and the Genies went back to class.

By Calvin, Year 2

School and staff morale had also been promoted through the unit's whole school focus. The beautiful pictures and caricatures that the illustrators had drawn for our school are a lasting legacy. Everyone enjoyed the specially arranged morning teas and luncheons, which were held during the visits. A local newspaper article and photograph promoted the school and its learning programs within the wider community.

The teacher-librarian:

 provided the impetus to work collaboratively with all class teachers on the same theme. The units also facilitated access to students whose teachers don't always choose to work collaboratively:

"I thoroughly enjoyed the unit. Working in collaboration with others is always helpful."

Denise Hessenthaler, Stage 1 teacher • highlighted the role of the library. More than ever, the library is viewed as a vital, integral part of the total school literacy program:

"... a great association with books and literacy."

from a teacher survey

• integrated information skills, as they were embedded in all of the collaborative library sessions and classroom activities:

"Before Kim's visit, I learnt about when he was born and how old he was. I even learnt about his illustrating."

Catherine, Year 2

• promoted the collaborative and leadership role of the teacher-librarian:

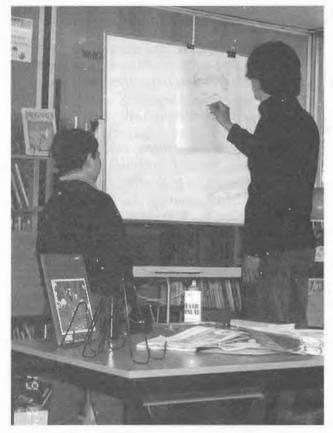
"Thanks for organising such a professional unit. When do we meet our next visitor?"

John Kolodziej, Assistant Principal.

The guest illustrators:

Both Kim Gamble and Di Wu commented on how they:

 felt valued as talented guests, not merely "entertainment value" CAN Vol 18 No 4 November 1999



Di Wu sketches a student.

- experienced great satisfaction from their time spent at the school
- · could relate to students and staff on a more meaningful level. The background knowledge and appreciation of them personally and their books, resulted in more in depth questions, discussions and demonstrations during their sessions:

"The presentations of Di and Kim were greatly enhanced because of the children's familiarity with their work."

Len Winter, Principal.

The parents:

Although only a few parents attended the sessions, they too developed a:

- greater appreciation of illustrators
- interest in the illustrators' titles, as evidenced from the popular sale of Kim Gamble's books at our subsequent Book Fair.

Conclusion

Clearly, the students' and staff's various literacy skills (visual, written and oral) were greatly enhanced by the illustrator studies. The visits were certainly the highlight of the school's Book Week celebrations.

This enormous success will ensure future invitations to other illustrators and authors. The valuable staff recommendations concerning improvements to the units, such as a detailed focus on illustrators' styles, the possibility of all classes meeting both guests, and an emphasis on visual literacy, will be considered for when planning similar studies. Discussion is already underway regarding next year's Book Week visits!

Contacts

Lateral Learning (Jennie Orchard, phone 02 9948 1185) organised the illustrators' visits to our school.

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Exploring quality assessment Talking the learning further: student learning logs

Teaching/Learning



Concluding our four part series on rich assessment, Frances Plummer explores, through an outcomes approach to teaching, learning and assessing, how learning can be enhanced by providing choice and control through real life contexts. Embedding choice and control into units of work supports students when they are completing resource based learning tasks, such as those published in the English and science volumes of Securing Their Future subject based materials for the School Certificate.

In this article, Frances also highlights the use of student learning logs. Designed and assessed against a scaffold of the elements of the information skills process, learning logs can make visible the learning process and validate what learning has occurred. Frances is a Senior Project Officer with the Securing Their Future Professional Development Team.

n the introductory article (Scan vol 18 no 1) of this series, I

Lexplored the elements of authentic assessment, and the teacher-librarian's role in the context of teaching and learning, particularly regarding the School Certificate. The article also explained the spiral approach to programming, in which student assessment is used to evaluate student progress and inform the next phase in the teaching sequence.

Collaborative assessment planning was the focus of the second article (Scan vol 18 no 2). We featured the work of Jenny Byrne, Head Teacher English, teacher-librarian Margaret Stapley and the English staff at Pendle Hill High School. That instalment discussed the teacher-librarian as a member of the professional learning team and emphasised that well designed, relevant tasks allow learners to see clear connections between objectives, activities and assessment methods. An assessment schedule for Year 10 English was pre-

sented as a matrix. This schedule was

designed by the English faculty and featured elements of rich task design. A third article (Scan vol 18 no 3) explored quality assessment and the research unit design process. It featured Urban growth, a sample geography unit for students in Stages 4-5, and was designed and taught by teacher-librarian Elizabeth Maxwell and teacher Nerida McGeachie of Cherrybrook Technology High School. The unit featured structured learning opportunities, with explicit information about the task design and assessment criteria linked to syllabus outcomes. The student activities had a graded degree of difficulty and were presented in diagrammatic form. Students were able to determine their commitment and potential for achievement.

Taking the learning further

Learning is a constructive process when "the learner is building an internal representation of knowledge,

a personal interpretation of experience. This representation is constantly open to change... Learning is an active process in which meaning is developed on the basis of experience." (Bednar, Cunningham, Duffy & Perry, 1994).

Learning is also an interactive process, one which brings together the learner's interests, abilities and opportunities to construct personal meaning. Rich learning occurs when it is situated in experience and real world contexts.

The school "builds on students' present levels of proficiency and aims to equip them with the more sophisticated information attitudes and skills required for adult life" (Information skills in the school, p 3). Teacher-librarians, with their unique, whole school perspective and responsibilities for information and resource management, are well placed to assist teachers in the development of resource based learning tasks that: reflect real life contexts; and have student choice and control embedded in them.

Applying the information skills process (Information skills in the school, pp 6-7) in an outcomes based approach provides students with opportunities for meaningful learning as they:

- define the learning that is to take place
- relate the new learning to prior knowledge
- · develop strategies for how to perform the task
- explore the options for presenting their work
- reflect on their performance and think about applying the learning to new situations.

Rich learning occurs when it is situated in experience and real world contexts.

Approaches in applying the information skills process to take the learning further include:

- accommodating a range of preferred learning styles
- valuing prior knowledge and learning experiences
- planning for individual and cooperative problem solving
- using technology for information retrieval from a range of resources
- exploring options for creative multimedia presentations
- demonstrating that learning has taken place
- making the learning visible through the use of student learning logs.

Student learning logs

Student learning logs provide real learning opportunities. Robin Fogarty (1994) describes "writing and illustrating a personal log... throughout an experience causes students to synthesise thoughts and

actions and to translate them to symbolic form."

Recording learning experiences, and articulating how learning occurs, can be made visible through student learning logs. Students can demonstrate achievement at a range of levels but developing learning logs, in particular, can offer opportunities for students to demonstrate the higher order thinking skills of synthesising and

evaluating. By design, a learning log validates that learning has occurred. The information skills process can provide a useful scaffold for students to construct their learning log as they: · record and reflect on the learning

- process revisit or redefine what has to be
- achieved track changes and development in
- original perceptions • chart the processes of strategic
- thinking and decision making • identify 'brick walls' in their research
- celebrate successes and reassess challenges.
- It is important to include these elements in explicit assessment criteria as valuable assessment tools to provide visible evidence of student achievement. Assessment criteria should explicitly communicate expectations to students.

Securing their future subject based assessment materials for the school certificate provide actual samples of English and science assessment tasks in which student logbooks were an integral component of the task and achievement evidence.



Log MEDIA

ENGLISH

Snapshot 9 (Section 2 pp 61-65) is a data collection; report writing; media duced by the students was outstandorganising, analysing data, and evalence.

SCIENCE

Snapshot 8b (Section 2 pp 60-67 and Section 3 pp 56-57) required students to work in groups of two or three to research a current issue in science which has an impact on society, or could influence society in the future.

Instructions to students included the compiling of a logbook record with specific criteria. Sample self assessment and teacher assessment opportunities are also provided. The Assessment criteria (Table 1) is located in Section 2 p 66 of Securing their future. Science: subject based assessment materials for the school certificate.

Teaching/Learning

science

Table 1

Assessment criteria

In your log book did you record:

- details from a large variety of resource materials
- your progression of thoughts and ideas on your topic
- alternative ideas for the most appropriate way to present your assignment
- the development of your group interaction
- . identify and problems
- evaluate the assignment process
- For your submission/presentation did you?
- speak clearly and confidently within your group
- accept specific roles within your group
- listen to the viewpoint of others .
- locate information form a variety of sources
- summarise information
- present information clearly
- reference information sources in an appropriate manner
- accept individual responsibility for the completion of tasks
- demonstrate persistence to complete a task
- consider a variety of presentation methods
- work effectively within a time frame
- organise the group .

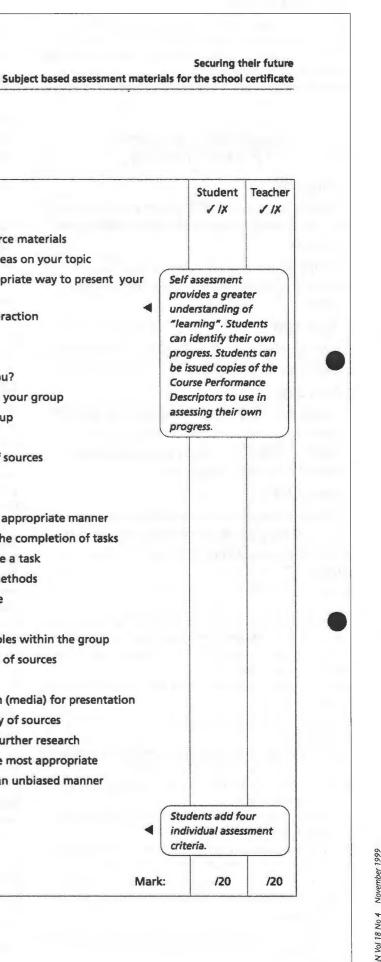
66

- · negotiate and allocate leadership roles within the group
- organise information from a variety of sources
- express an informed opinion
- select the most appropriate medium (media) for presentation
- integrate information from a variety of sources
- identify issues /facts which require further research
- · evaluate information and select the most appropriate
- select and evaluate information in an unbiased manner

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ASSESSMENT

media assessment task requiring: evaluation; and a logbook. Marking criteria is provided. The work proing, with the students clearly enjoying the task. The task incorporated a hierarchy of thinking skills in the process of collecting, selecting, uating the effectiveness of news broadcasts in reaching their audi-



Providing choice and control through real life contexts

The logbook extracts below are from one group's research into the much publicised cloning of Dolly the sheep. The logbook maintained by each student provided an important learning tool for **analysing the research process** and articulating the logical steps to completion of their assignment:

LOGBOOK FOR SCIENCE: DOLLY/CLONING

May 20th

"Again applied the technology provided at school library to search for appropriate information."

"With the time given, we allocated and divided the different aspects of the assignment."

May 27th

"We decided to utilise the time... for further and deeper information."

May 28th

"With some difficulty – which at the end we overcame – we saved the necessary files under a different location and futhermore backed it up on a floppy disk."

May 29th

"In an attempt not to waste my time, I proceeded with the parts of the report that I could do, and talked again of the time frame..."

The information in the group's report, *Dolly/Cloning*, is validated in the students' learning logs. Analysis of the logbook clearly showed that this particular student had demonstrated abilities to:

- define, locate, and select from a wide range of scientific information
- identify the main issues for research and synthesise the information
- construct and refine a plan for investigation, write a scientific report and presentation of ideas
- see a group task through to completion (social and organisation skills)
- understand the ethical and moral debates when new applications of science are proposed
- evaluate the research process in terms of time effectiveness and appropriateness of the information
- know when there is enough information
- express an informal conclusion in relation to biotechnological issues.
- (Securing their future. Science: subject based assessment materials for the school certificate, Section 3, p 57.)

The logbook also provided evidence that it had supported and encouraged **reflective thinking** about the task:

May 23rd & 24th

"Thinking deeper into the issue I concluded with the idea that, despite all science is only science, whether a new technology brings man fortune or misfortune is not decided by the technology itself, but how man applies it and control (sic) it application."

June 11th

"The information that I have found relating to the assignment was plentiful. The knowledge that I have gained leads me not to the destructive scenarios of biotechnology but rather to its immense benefits, yet I could never fail to neglect its dire possibilities."

Lifelong learning

Random House dictionary defines learning as "to gain knowledge, understanding, skills by study, instruction, experience". Learning for students in our schools is also about learning how to learn, so that learning and making meaning of the world in which we live grows throughout a lifetime. These are the opportunities offered to students to take responsibility for their learning.

"Where teachers are aware of the information skills process and actively assist students in skill development, the rate and quality of learning can be greatly increased" (*Information skills in the school*, p 9). Through real life contexts, teachers and teacher-librarians can show students that the information process is "a schema which they can deliberately employ in their own learning" (*Information skills in the school*, p 9). By doing this, teachers and teacher-librarians are promoting student independence.

"Learning is a from-to experience We go from ourselves to the newness. It is not automatic. It is the act of a person, the knower, Forming the integration. The learner attends and intends."

McCarthy (1996)

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Editor's note: The previous issue of *Scan* inadvertently omitted an acknowledgment to Nerida McGeachie for her substantial contribution to Frances and Liz's article. Our apologies to Nerida for this oversight.



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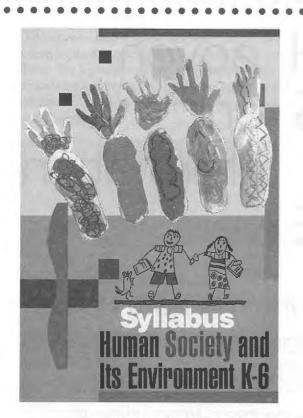
Why the new HSIE documents are heaven sent for teacher-librarians

> In Scan vol 18 no 2, an article for New South Wales schools discussed the recent K-6 syllabus and support materials for human society and its environment. Sue Britton, an experienced teacher-librarian, is currently HSIE Consultant in the Queanbeyan District, NSW Department of Education and Training.

s a Deputy Principal and a teacher-librarian, I looked forward to seeing the new *Human society* and its environment K-6: syllabus document (1998). It has turned out to be everything I could have hoped for.

Teacher-librarians in K-6 schools will not have to look hard to see the many and varied opportunities in the new syllabus for them to:

- collaborate with classroom teachers, grade teams and other support teachers in their planning and teaching
- match appropriate resources to teaching and learning programs
- use networking to increase the school's access to needed resources
- support teachers and students to use information technology efficiently.



What is the HSIE document and what is it trying to do?

The aim of human society and its environment is to develop in students the values and attitudes, skills, knowledge and understandings that enhance students' sense of personal, community, national and global identity, and enable them to participate effectively in maintaining and improving the quality of their society and their environment.

The HSIE K-6 syllabus (1998) is user friendly, using the same format as *English K-6 syllabus* (1998). The new HSIE documents are based on research of how children learn facts in history and geography, and how they develop values and attitudes.

The syllabus works towards the values and attitudes of: • social justice

- intercultural understanding
- ecological sustainability
- democratic processes
- beliefs and moral codes
- lifelong learning.

It also incorporates Aboriginal, citizenship, environmental, gender, global, multicultural and work perspectives.

The values and attitudes, perspectives and skills are delivered through knowledge and understandings about:

- change and continuity
- cultures
- environments
- social systems and structures

which include mandated subject matter.

Schools will use the outcomes (see **Overview of outcomes**, right) and indicators as the focus of: **teaching and** Critical literacy has always existed and teacherlibrarians have always taught it. We used to call it 'assessing the authority of the text'!

learning; and **assessing and reporting** on student achievement. "The outcomes are statements of the knowledge and understandings, skills, and values and attitudes expected to be gained by most students as a result of effective teaching and learning" of HSIE K-6 by the end of each stage. (*Human society and its environment K-6: syllabus*, 1998: 19).

It is clear that the mandatory subject matter (see **Content overview**, below) is a major part of human society and its environment. However, with the world's information doubling every two to five years, combined with what we now know about different learning styles, it is obvious that in addition to teaching content we must also teach students how to research. It is in the area of skills that teacher-librarians can seize an important opportunity. Students and teachers really need to be comfortable using information skills, and to use them as second nature.

OVERVIEW OF OUTCOMES:

O' LIL TL T	ou comilo.	
Change and continuity outcomes		p 20
Cultures outcomes		p 20
Environments		p 21
Social systems	and structures outcomes	p 21.
The mandatory matter , of HSI	7 pages, Content overview E are:	– subject
Early Stage 1	pp 42-43	
Stage 1	pp 48-49	
Stage 2	pp 54-55	
Stage 3	pp 60-61.	

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Why are information skills so important?

Often, traditional teaching suits the 'born to be mild'. Teacher-librarians, however, tend to teach in interactive ways to ensure the information process is inculcated into learning. Hence, students enjoy HSIE topics that are linked with an inquiry process that encourages interaction and risk taking.

In order for children to develop as lifelong learners, they need: knowledge of specifics; knowledge of *dealing* with specifics; and knowledge of universals and abstractions. Intellectual skills are needed to do this. These are the well known skills of: comprehension; translation; interpretation; extrapolation; application; analysis; synthesis; and evaluation. These translate into the information skills.

The skills underpinning the K-6 HSIE syllabus are: acquiring information; using an inquiry process; and social and civic participation. These skills link beautifully with the information skills process (in *Information skills in the school*), with which students are already familiar:

Information skills	Syllabus inquiry process
Defining	Initiate investigation
Locating Selecting	Identify and gather information
Selecting Organising	Analyse, organise and store information
Presenting	Synthesise and communicate
	Apply, plan and implement
Assessing (Reflecting, evaluating)	Reflect on learning

Critical literacy and HSIE

A working knowledge of critical literacy and strategies to help students acquire information is essential.

What is critical literacy? A number of different ideas exist. At its core is the belief that literacy is not just about how to decode texts to understand their meaning but also about understanding how language works to empower some and exclude others. Critical literacy seeks to develop the skills to look critically at texts that put forward views about how things should be, but in a selective way.

The multitude of texts surrounding us all present a version of the world: someone's version of reality, knowledge, culture, ideology or power. Authors place their readers, listeners or viewers within that world.

Critical literacy has become acutely important in the Internet age, but we have always needed it. Critical literacy has always existed and teacher-librarians have always taught it. We used to call it 'assessing the authority of the text'! With the development of the World Wide Web, it is imperative that teachers and teacher-librarians facilitate students' development of critical literacy skills. Keep your eyes open; examples to teach critical literacy are all around us!

SCAL

Probably one of the best speakers you can hear on literacy, and also critical literacy, is Allen Luke, now Assistant Director of Education in Queensland. In 1998, at a conference at the National Gallery entitled *Educational leadership in the information age*, Luke suggested a set of questions useful when teaching skills of critical literacy. I have found these invaluable when arming students to deal with information from questionable sources. They are: • What is the topic?

- How is it being presented?
- Who is writing to whom?
- Whose voices and positions are being expressed?What is the text trying to do to you?
- What other ways are there of writing about the topic?What wasn't said about the topic?

This is a crucial part for teacher-librarians to play, especially as the new HSIE document asks staff to cover controversial issues and current affairs.

What other things are great about the HSIE document?

In addition to giving every teacher the ultimate goals (outcomes) for their students, the document also states the mandatory subject matter, and suggests teaching strategies and student activities. Most importantly for teacher-librarians, are the planning and programming ideas (on pages 79-82), and numerous exemplars of **Teaching strategies and practices** that work with full sized classes (p 153 of the support document, *Units of work*).

The excellent **Glossary** (p 84-96 of the syllabus) is perfect for busy teacher-librarians to orient themselves about the specifics of a given topic, especially during the initial stages of a collaborative grade planning session.

If the document is so good, what should teacher-librarians be doing?

Answer: More of the same! Think laterally and 'up your image'! Use the document to be pro-active. Show what you have achieved. Put the students' work up in the library, but take over the foyer too! Let the Principal see all that you do.

The *HSIE K-6 syllabus* document encourages us to become more active in collaborative planning and teaching by expecting a mix of inquiry and knowledge. The teacher-librarian is well placed to keep the balance between the two.

I recommend that the school HSIE committee is the one for teacher-librarians to join. Often, the teacher-librarian is the one staff member who really knows topics and resources across the whole school. In the schools I've visited as HSIE Consultant, to assist the teachers with the scope and sequence, having the teacher-librarian present the whole time has been invaluable.

As Sue Field, Senior Curriculum Adviser HSIE, has said (in *Scan* vol 18 no 2), "teacher-librarians are in a unique

position to assist teachers to absorb all the material that is being given to schools" in relation to the teaching of HSIE. Remember that a flexible outlook to resourcing will ensure that you can use some existing resources within the school. Careful planning with teachers will enable schools to select new resources wisely.

Finally, the document is fun to use. It offers many exciting opportunities for teacher-librarians in primary schools to be intrinsically involved with whole school, grade and class HSIE programs.

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A book rap for secondary students: 1999 Children's Book Council Older Readers' shortlist

A book rap is a book discussion conducted via electronic mail. In Scan vol 17 no 4, we presented two articles about book raps for infants and primary students. What follows is a description of the organisation and progress of a book rap on the 1999 Children's Book Council of Australia (CBCA) shortlist for older readers.



Lee FitzGerald is a teacher-librarian at Trinity Grammar School in Sydney, and a former editor of Scan. This is Lee's second time hosting a book rap on the shortlisted books. As a teaching strategy, book raps complement her school's involvement in literature circles (Scan vol 16 no 3). Also included is a perspective from Jo Carrozzi, the teacher-librarian at Knox Grammar School.

he awards-99 book rap and the judging-99 book rap have just finished. This ends what has been a three month process, during which ten schools participated in a dialogue about this year's CBCA shortlisted books. The debate was heated at times, from secondary school students scattered across systems and across Australia, and added a freshness of perspective to our students' participation in a literature circle on these books.

decision on the ranking of the books. This part was timed to coincide with the CBCA awards committee announcing its decisions.

The participants

The schools joining Trinity Grammar School's Year 9 English students for the rap were:

- Merriwa Central School in the Tamworth District
- St George Girls High School, Kogarah, in Sydney (a group of from each wide reading class, Year 7-10)
- Knox Grammar School in Wahroonga, Sydney (Year 10 English)

- Academy of Mary Immaculate in Fitzroy, Victoria
- Frankston High School in Victoria
- Koonung Secondary College in Box Hill, Victoria (a group of students in a Challenge program)
- Moonta Area School on the Yorke Peninsula, 175 km from Adelaide (Year 10 English)
- Ogilvie High School for Girls in Hobart, Tasmania (Year 9 English)
- Reece High School, a Years 7-10 secondary school, in Devonport, Tasmania (a small group from three different Year 9 English classes)

Ernie Tucker, the NSW CBC judge, also participated in the debate and gave a CBC perspective on the

Teaching/Learning

process of reading and judging these awards, as did Jill Midolo, the WA CBC judge. An illustrious and humorous visitor to the rap was author John Marsden, who provided an enthusiastic vote for Deadly unna? and a laconic comment or two about the other books.

The book rap took place on oz-TeacherNet's Book rap Web site at: <http://rite.ed.qut.edu.au/ oz-teachernet/projects/book-rap/ index.html>. Here you will find: a Book rap calendar of other raps available; clear instructions about joining book raps; a step by step guide to coordinating one in your school; and hints for book rap hosts when Writing successful rap points.

How book raps can be used

Teacher-librarians can add book raps to the already impressive array of strategies to involve the school library and information technology in whole school planning, collaborative teaching and the achievement of student learning outcomes.

Most book raps deal with one book only (such as the Maddie book rap on School libraries: empowering *learning*), but there are also raps for multiple titles, such as this one and in the case of an author study. Sometimes a book rap will incorporate special events such as: author/illustrator involvement; content area experts as online guests; and live chat sessions.

Book raps can be:

- integrated with activities in a collaborative unit of work; the cross curricular nature of primary themes, and the extra availability of classes (not arranged in subject areas) to come to the library, opens up many possibilities.
- part of a literature circle; theme or author based literature circles benefit from the added dimension of book rapping
- · a support for English teachers' programs and class set novels
- an activity for a school based reading club; our RAGE (Read and get educated) students really enjoyed this book rap.

A warning probably almost goes without saying: Don't rely on a book rap by itself! Integrate it as part of a wider unit, so that if the technology happens to fail, all is not lost. As we all know, Murphy's Law is alive and well in cyberspace!

Outcomes

Our learning outcomes for this rap

- to read, in concert with other students and other schools, the 'best' young adult literature
- to engage in group discussion, and formulating of opinions
- to use email and other technologies to participate in the discussion and evaluation of literature, following the processes and protocols of a book rap
- to consider the CBCA awards process and judgments against the process undertaken by students to evaluate literature.

Book raps and the English syllabus

Like literature circles, book raps can bring together in one process the four strands of the English 7-10 syllabus: Reading; Writing; Talking and listening and Viewing. This accords with the New South Wales State Literacy Strategy (Focus on literacy, 1997), by targeting: variety and student appeal in text types; student talk as an essential element of effective learning; and critical literacy as a fundamental standpoint when engaging with any text.

Raps have added a dimension to the established literature circle process at Trinity, and are particularly suited to the group structure of literature circles. Fundamental to literature circles is the notion that participation in a group to discuss literature produces a deeper understanding than a solitary experience of a book. Widening the discussion to include groups of students, from around Australia, can deepen understanding dramatically. Student debate on the books in the rap certainly contained evidence of this.

Reading reluctance and technology

Book raps integrate technology into a reading program. Familiarising

CAN

students with technology as part of a unit of work, rather than out of context, is as effective as teaching students information skills at the point of need. 'Doing' technology is not an isolated course. Learning the conventions of email, and following on screen instructions, are more effective when the student has a real need to know.

Book raps are another weapon in the arsenal for fighting the reading war! At Trinity, typical of many secondary schools, we often face a core of resistance to reading from those in the middle years. Students who enjoyed reading in primary school, often develop a perception that reading is "uncool". There are many reasons, including: a lack of time for leisure reading; strong competition from other media; and a mistrust of some young adult literature as written by "try hard" adults who seem out of touch with how it is to be a teenager today.

The school does, of course, have many devoted student readers. Most of these tend to choose fantasy when reading for pleasure, ripping into the considerably weighty tomes of Sarah Douglass, Phillip Pullman, Raymond E. Feist, David Eddings and their ilk. The teachers are delighted that they are reading, and with their choices.

How to encourage all the others, who might otherwise miss out on the pleasures of a life long reading habit? We bring out the arsenal! The students tend to be particularly adept at technology on the whole. Integrating technology in an area where there is some resistance is usually a positive experience, we have discovered.

Do the staff ever win this reading war? Sometimes. Just today we scored another small victory when one of the boys who had participated in the book rap came to tell me that he had loved Deadly unna?, approved of the CBCA's choice, and had now read all of the shortlist.

Why did we choose to do this particular book rap?

The shortlist provides a ready made literature circle, with the added seal of approval of having been chosen to be on the shortlist. There are six titles, which is the number we usually have in a literature circle. Adding the book rap to the program certainly heightened interest in the CBCA Awards and Book Week.

Additionally, we hoped to address the current issues surrounding young adult literature. Many of our students who engage in reading adult literature, whether for English requirements or by choice, seriously question the place of literature that is specifically intended for young adults. It is often noted by them that most young adult fiction is written by older adults. Reading and rapping about 'the best' of what was available for 1999 was an excellent opportunity to test these students' theories. The results I think, show a greater respect for the genre, due mainly to this concentrated look at 'six of the best'.

What was the process for the book rap coordinator?

- reading the books
- establishing the intended student learning outcomes
- sharing the job of writing rap points with a teacher-librarian colleague, Jo Carrozzi of Knox Grammar School; (there are instructions on the oz-TeacherNet Book rap site about writing rap points that require students to use higher order thinking)
- letting the oz-TeacherNet Book Rap Project Manager, Cherrol McGee, know of our intention to host a rap four weeks in advance
- advertising the book rap on the OZTL_NET listserv and oz-*TeacherNet home* site early enough to allow schools time

enough for their students to read the books

- · starting the literature circle, making sure students have enough time to read all books in the rap
- advertising again just before the rap was to start.

Students needed to have most of the reading done before the awards-99 *book rap* started. We used the rap points as prompts for journal writing, and set up some folders for each of the groups in the literature circles. The folders contained reviews of the books and the rap points, and this material was added to during the literature circle and book rap. At the end of the whole process, we ended up with quite impressive mementos for the groups of the whole process.

How did it go?

The book rap process went quite smoothly, with some interesting debate over some of the books:

Re A place like this:

"Today, life is a continual labyrinth of deadlines, burdens and stress. A place like this helps us to remember those simple things in life, of apple picking and Sunday strolls. The pleasures few of us ever indulge in, and when we do, it is normally with some trepidation. So, it makes for a pleasant change to read a book with no complex story lines, no stressful situations, and no confusing messages to unravel. It is a simple message for a simple story: stop and take time to pick the apples."

Re Deadly unna?:

"... we think we have good knowledge of the events occurring in Deadly unna? You see, Port (Port Victoria) is just down the Peninsula from us (we live in Moonta, South Australia). Moonta has six football teams that participate in the competition mentioned in the book. Aboriginal players from Port Victoria have just started playing for us, and are every bit the same as the characters in the book. They are very talented. The author, Philip Gwynne, was a resident at Maitland, a town 35km from us. And he even played in the same competition he wrote about in the book. The book Deadly unna? helps city teenagers to understand what it is like to live in a small country town. The book does relate to many country kids' lives and how some people in country towns are against Aborigines and people of other cultures."

Camphor laurel was the book that sparked the most interaction, providing lots of opportunities for discussions about sexism. Here is some of that controversy:

Re Camphor laurel:

"The ending of this book is absolutely terrible. A normal make up best of friends just like they have in all the girls' romance books. Just doesn't work for boys. The writer's only attempt to make the story possible is by having Julietta run away. They can quite often prefer to leave the books with issues at the end. The tortured relationship in the novel is just girls having a bitch about each other like they do in normal life. A storm in a teacup is just what the whole book is about... PS: We are expecting to get ripped apart by all the girls' schools."

Teaching/Learning

A reply:

"I couldn't agree more ... with your teacher, you have some serious issues. Camphor laurel is ... a story of how girls deal with their relationships with other girls, and how people change as they grow, and how this changes the way they treat people. The fact it's about how GIRLS change does not make it a girls' book. Many boys could learn a lot from this book if they wanted to. PS: I am a girl."

Re Judging:

"And the winner is... Phillip Gwynne for Deadly unna?... The honour books are... Judith Clarke for Nighttrain and Sarah Walker for Camphor laurel. As a judge, I read 316 books during nine months so you might think I'm looking foward to a rather less busy reading timetable now ... " Ernie Tucker, NSW CBC Judge.

A selection of student quotes:

1. "Almost unanimously we decided that the judges would give the award to A place like this... We have just heard that Deadly unna? is the winner. It would be interesting to hear from the judges as to why they chose that particular book over the others."

2. "When I first found out Deadly unna? won, I was angry. I believed All my dangerous friends should have won. It was exciting and kept me in suspense. But now that I have thought it over, Deadly unna? did have a good storyline and gave me a lot to contemplate."

The results

In general, we noted positive aspects such as:

- enjoyment of the integration of technology into a literature circle
- some really good interaction and debate by students on the books
- a new recognition of the shortlisted books
- a new awareness of young adult books and of the CBCA selection process.

There were also a few issues that arose:

 The learning curve for teachers and students using technology was steep. We learnt that students are at very different stages of proficiency using technology.

· On screen instructions are rarely, if ever, read. The fact that there was a judging page on the Web site went unnoticed by many! The students tended to ignore the idea of replying to a message, and the advantages of filing messages under the same heading.

 Sending individual emails takes longer than you would expect, even when the students have prepared their response before class. The students' emails were the assessment tasks for this literature circle. We learnt that a very different style of writing is the norm for emails; it can be very informal and colloquial. Putting aside two emails that were inappropriate, there were still difficulties in "allocating marks" because of the nature of the language in email.

Student assessment of the unit

At the end of the literature circle and book rap, the students at Trinity were given a "Plus, minus, interesting" evaluation sheet to fill out. The student comments speak for themselves.

Pluses and Interestings:

- I was able to see what the rest of Australia thought of the books, and to see how the Book Council works.
- It exposes people who don't usually read Australian literature for the teenage bracket, and allows students the opportunity to hear what other students have to say.
- Knox emailed so much(!).
- I enjoyed the contradiction between the views of the different schools, and the disagreement between the opinions of the Book Council and the real teenagers.
- This was a good opportunity to read from an already chosen list of guaranteed good books.

• I feel that the project was successful, and more classes should get to experience what our class did.

Issues:

- The program took a lot of time to complete and used up a lot of class time.
- · Some of the books weren't very interesting.
- There was not enough time to read all of the books.
- Our opinions don't make any difference to the CBC final results.

REFERENCES AND FURTHER READING

Book raps [online] at: http://rite.ed.qut.edu.au/ oz-teachernet/projects/ book-rap/index.html Book rap - Children's Book Council Awards [online] at: http://rite.ed.qut.edu.au/ oz-teachernet/projects/ book-rap/awards-99.html Carr, J. 'For a rapping good time ...', Scan 17(4) 1998, pp 9-11. Chapman, W. 'Literacy through book raps for Years 1-2', Scan 17(4) 1998, pp 12-15. The Children's Book Council of Australia [online] at:

http://www.slsa.sa.gov.au/cbca/ Clarke, J. Nighttrain. Penguin, 1998. Disher, G. The divine wind. Hodder Headline, 1998.

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FitzGerald, L. 'Literature circles: linking literature and information literacy', *Scan*, 16(3) 1997, pp 17-20.
Focus on literacy: a position paper on the teaching of literacy, NSW Department of School Education, 1997.
Gwynne, P. Deadly unna? Penguin, 1998.
Hartnett, S. All my dangerous friends. Penguin, 1998.

- linking Herrick, S. A place like this. University of Queensland Press, 1998. oz-TeacherNet home [online] at:
 - http://rite.ed.qut.edu.au/ozteachernet/ OZTL_NET [main] [online] at:
 - http://www.csu.edu.au/research/cstl /oztl_net/
- School libraries: book rap [online] on School libraries: empowering learning at: http://www.det.nsw.edu.au/schoolli braries (Click on Teaching and learning, then Book rap.) Walker, S. Camphor laurel. Pan Macmillan, 1998. ■

a perspective from Knox Grammar School

Jo Carrozzi is teacher-librarian and Janeane Waters is an English teacher at Knox Grammar School. A Year 10 English class from Knox participated in the book rap coordinated by Trinity Grammar.

magine presenting 21 Year 10 boys with six books to read, in addition to preparing for their Common L Tests. This is exactly what we did with the 1999 Children's Book Council Shortlist in the Older Reader category, and yes, we received predictable responses. However, being bolstered by a positive experience last year and loving a challenge, we bravely faced and countered all their concerns: "Will this count towards our assessment?"; "What about exam practice?"; "They're too thick!"; "Will we be behind the other classes?" By making explicit the skills they would continue to develop through their participation in a book rap, we managed to convince most of them about the merits of the project. Overcoming this initial reaction was the most difficult part. The shortlist this year included some popular choices, so once the students began to read most of them were hooked.

The class was booked into the library for one period per week. During Term 2, the students were placed in groups. They had time to read, discuss and record their initial responses in group journals. These lessons were relaxed and enjoyable. Throughout, we discussed the notion of criteria rather than simply reacting to a story or cover or typeset or size or length. On one level, they simply read and responded to these six books. On another, however, they reflected on, argued about, defended, criticised, evaluated and interacted with others about the books.

In Term 3, we prepared for the **awards-99 book rap**. To increase interest we presented a handout of some excerpts of student and teacher comments from last year's CBCA rap, which we read and discussed. We also described the *Battle of the books* excursion to Trinity Grammar, which was highly successful.

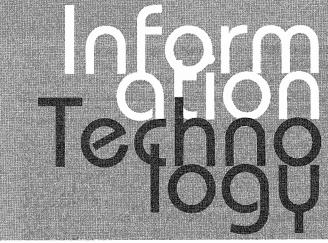
Although all the students had access to computers for word processing during lessons, we decided that only one computer terminal would be allocated for postings and this one was connected to the data/video projector so that all messages and responses were public at all times. Initially, we encouraged the boys to post group responses, but quite a number of them preferred to post individual messages. This highlighted for us their growing confidence.

The students became more motivated the more they participated in the book rap. The rap itself forced them to move away from their typically egocentric way of responding to the novels and characters. Via the Internet, they were able to see other viewpoints and deal with those contrary to their own, challenging them to re-examine some of their ideas, and perhaps even increase their understanding of the prevalence of personal biases and prejudices.

Not all boys read all the books; some read only three. But what an achievement in itself! The teachers did play 'Devil's advocate' on several occasions (such as when Janeane added a post script to one group's response apologising for their ignorance, or when we highlighted gender issues), but the discussions the class had as a result were amongst the most enjoyable.

We believe that what made this a successful venture was the good working relationship between the class teacher and the teacher-librarian, and our enthusiasm. A book rap is a terrific opportunity for collaborative partnership between the library and English department, and for the integration of technology into the curriculum in a meaningful way.

A book rap is a particularly useful project to undertake with secondary students. Our thanks to Lee, Cherrol and oz-TeacherNet. ■



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. Reviews of Internet sites which support Literacy appear at the beginning of Resources to support literacy. 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>.

ABS - Australia now - a statistical profile.

http://www.abs.gov.au/websitedbs/c311215.NSF/20564c23 f3183fdaca25672100813ef1?OpenView

Teachers and students studying most aspects of the core economics course will find this section of the Australian Bureau of Statistics site particularly useful. It provides a comprehensive overview of the economic and social conditions of contemporary Australia. All the latest statistics may be easily accessed. Of particular note are: Labour; Income and welfare; Agriculture; Mining; Government finance; Prices; National accounts; and International accounts. Information is provided to help in understanding and interpreting the statistics provided. K. Jackson

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Commerce 7-10; 3U Business Studies;
	2U/3U Economics
SCIS SUBJECTS:	Australia – Economic conditions -
	Statistics; Australia – Social conditions;
	Australia - Statistics; Balance of pay-
	ments; National income; Work
KEYWORDS:	ABS; income; labour, national accounts;
	statistical
PUBLISHER:	Commonwealth of Australia
REVIEW DATE:	9/9/99

Access excellence activities exchange.

http://www.accessexcellence.org/AE/

Teachers wishing to broaden their repertoire of biology practical work will find this site invaluable. Most useful is **Activities-to-go**, which presents activities developed by

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teachers. Searching this section under Life sciences will access suggestions for new ways of teaching key concepts, many of which rely on open ended, student centred approaches, covering areas including: cell structure; diversity; ecology; adaptations; reproduction; genetics; and evolution. Titles such as Candy DNA replication, Easter egg genetics, The kingdom of pasta, and Rat islands, are just a few of the innovative approaches presented. The Fellows collection describes the best activities developed since 1994. Useful links are also provided, but exploration is required to justify curriculum relevance of these. It is a rewarding site, well worth investigating. J. Morgan

JSER LEVEL:	Professional
KLA:	Science
SYLLABUS:	2U Biology; Science Stages 4-5
SCIS SUBJECTS:	Biology – Study and teaching
KEYWORDS:	Activities exchange; excellence; practi-
	cal work
PUBLISHER:	Genentech Inc. USA
REVIEW DATE:	7/9/99
EVAL:	Highly recommended
	•••

Art of Indonesia by Windsong.

http://www.windsong2.com

Insight into the culture and religion of Indonesia can be gained at this commercial site. Summaries of popular Indonesian myths, and a varied collection of statues, **Masks** and **Paintings** relating to the **Stories**, and the ideas and characters embedded in them, are available. The high quality photographs and material presented has particular relevance to the traditions and lifestyle component of the 2U Z Indonesian course, and relates to the knowledge of crafts and entertainment required in 2 Unit and 3 Unit Indonesian. **Wayang Wong**, **Barong**, **Calonarang** (Rangda), **Masks**, and **Ramayana** are of particular interest. K. Anstis

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	LOTE
SYLLABUS:	2U/3U Indonesian; 2U Z Indonesian
SCIS SUBJECTS:	Art, Indonesian; Folklore, Indonesian;
	Indonesia – Social life and customs;
	Indonesian language – Study and
	teaching
KEYWORDS:	Art; Indonesia; Windsong
PUBLISHER:	Windsong Gallery, USA
REVIEW DATE:	7/9/99

Auschwitz alphabet.

http://www.spectacle.org/695/ausch.html

Researched from secondary sources, this site presents information in an alphabetical index (sometimes contrived) about Auschwitz Concentration Camp. Many detailed accounts of atrocities and genocide, supplied by former prisoners, are highly explicit and care may need to be taken when students are using it. The user learns about medical experiments, the Death Wall, krematoria, the cunning necessary for prisoners to survive, and the characters of Mengele, Clauberg and Hess (sic). Headings are printed on a morbid, crimson background, showing a single barbed wire strand, but most of the other graphics are in black and white. Unfortunately, some of these are not specific to Auschwitz. Information is relevant to studies of twentieth century Germany. D. Doust **USER LEVEL:** Stage 6

USER I	LEVEL:	Stage
KLA:		HSIE

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SYLLABUS:	2U Modern History; 2U People &
SCIS SUBJECTS	Events Auschwitz concentration camp;
	Holocaust, Jewish, 1939-1945; World War, 1939-1945 - Atrocities; World War 1939-1945 - Prisoners and prisons
KEYWORDS: PUBLISHER: REVIEW DATE:	Auschwitz; concentration camps Jonathan Wallace (Jonathan Blumen) 13/9/99

Australian Alps National Parks - minimal impact recreation.

http://www.anca.gov.au/protecte/alps/minimal.htm

Part of a much larger site on Alpine National Parks, this site has interesting environmental information about this grouping of cooperatively managed parks nestled across three states. The site covers appropriate recreational usage of the parks with codes of minimal impact for, for example: bushwalking; horse riding; snow camping; river use; and mountain biking. The site uses a simple mix of text and artwork, and a systematic approach that is easy to read and quick to search. The information level is basic, but further reference is given for those who need greater detail. I. Hancock

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	2U Geography; Geography Stages 4-5;
	HSIE K-6; Australian Alps
SCIS SUBJECTS	: Environmental protection; National
	parks and reserves; Nature conserva-
	tion; Outdoor recreation
KEYWORDS:	Australian Alps; minimal impact;
	national parks
PUBLISHER:	Department of the Environment and
	Heritage/Australian Nature
	Conservation Agency
AUTHOR:	Australian Alps Liaison Committee
REVIEW DATE:	14/9/99

Colonial Limited: financial solutions, banking, insurance, investments, superannuation, pensions.

http://www.colonial.com.au/

The Economics section of this site provides invaluable information on Australian macroeconomics. Eleven most important graphs of the economy can be saved as GIF files for use in a presentation, or to vary the size of the graphs. Weekly updated graphs and Medium-term economic forecasts are available. Links are provided to a number of useful sites, including: the Australian Bureau of Agriculture and Resource Economics; Australian Bureau of Statistics; Australian Government Treasury; Reserve Bank of Australia; National Library of Australia; and US Federal Reserve Board of Governors. Time may be required to locate specific information in these sites. A number of Economic publications are available for down loading through a free Adobe Acrobat reader. They include: Economic calendar; Monthly economic report; and Quarterly economic report. Easily navigated, and regularly updated, this site is a worthwhile resource. R. Lees

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	2U/3U Economics
SCIS SUBJECTS:	Australia – Economic conditions;
	Economics; United States – Economic
	conditions
KEYWORDS:	Australian economy; banking; Colonial
	Limited; economics

Colonial Limited, Australia PUBLISHER: **REVIEW DATE:** 7/9/99 EVALUATION: Highly recommended

Computer art.

http://tqd.advanced.org/3543/

For students of art or computing studies, this site provides instruction and examples on a broad range of computer art techniques. The Lessons link leads to History (a brief, informal look at the past 20 years); Art 101 (which provides some basic background); Fractals; Moirés; 3D effects; and Manipulation. These latter sections make effective use of applets to provide interactive demonstrations and animated illustrations. The notes are very informative, well organised, and also pose questions concerning the nature and appreciation of this art form. An extensive, fully credited Art gallery offers self running and interactive presentations. G. Donaldson

JSER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; TAS
VIT ADUC.	Commuting Chiling 7 10, OII

SYLLABUS:	Computing Studies 7-10; 2U
	Computing Studies, Preliminary; 2U
	Computing Studies; Visual Arts 7-10;
	2U Visual Arts, Preliminary; 2U/3U
	Visual Arts
SCIS SUBJECTS: Art, Modern - 20th century; Comp	
	art; Fractals
KEYWORDS:	Computer art; gallery; lessons; moirés
PUBLISHER:	Thinkquest, USA
AUTHOR:	MILLER, M.
REVIEW DATE:	14/9/99

Convicts to Australia ... a guide to researching your convict ancestors.

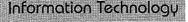
http://carmen.murdoch.edu.au/community/dps/convicts/ Were any of your ancestors "Bound for Botany Bay"? Although designed as a database for people interested in genealogy, students and teachers will benefit from this well structured site. Information is presented on: Trial and imprisonment; Transportation; and Convict life. A Time line is included. A list of convict names, ships, and some short convict tales are also presented. This information is brief, but does include Australian references for locating historical documentation. The site is relevant to the new HSIE K-6 units on British colonisation of Australia and Identity and values. The best feature of this site is the Convict quiz, which can be completed online with instantaneous results. S. Taylor

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Australia - History - 1788-1851;
	Convicts; Convicts - Transportation
KEYWORDS:	Australia; convicts; colonisation; first settlement
PUBLISHER:	Murdoch University, Western Australia
REVIEW DATE:	14/9/99

CSIRO human nutrition factsheets list.

http://www.dhn.csiro.au/factsheets.html

These brief fact sheets and accompanying reference lists may be a good starting point for the 3 Unit Food Technology independent research project. A list of eatSmart nutrition fact sheets, with a postal contact for obtaining them, provide relevant topics for senior students. Also included are: other sources of information on nutrition; resource lists; and reputable organisations pro-



PUBLISHER:

REVIEW DATE: 9/9/99

ducing resources about food, nutrition, and safe food handling. Some direct links are available, though such sites would need exploration to verify curriculum relevance. An index to agency entries (in Where to find the facts on nutrition) provides an outline of the publications from various organisations, and contact points, most of which are in Victoria and South Australia. Advantage, a food industry newsletter, has excellent articles on recent issues, suitable for units for senior students on the Australian food industry, nutrition, and food manufacture. G. Buttel USER LEVEL: Stage 6 Professional KLA: TAS SYLLABUS: 2U/3U Food Technology SCIS SUBJECTS: Food; Food industry; Nutrition KEYWORDS: CSIRO; food industry; nutrition

Discovery online, Earth alert - the week of August 30 – September 3, 1999.

CSIRO, Australia

http://www.discovery.com/news/earthalert/ earthalert.html

Earth alert provides good general information on disasters around the world. Navigation is easy, via an image map that allows users to click on the various types of disasters. Alternatively, information can be accessed by icons, which provide worldwide information on the selected type of disaster. Information on a specific disaster includes brief details and a picture or satellite image. Students in Stage 2 and Stage 3 will find this site supportive during units on weather or disasters. Information is updated daily (and the dates in the site title adjusted accordingly), allowing users to track the progress of the disaster. S. Taylor USER LEVEL: Stage 2 Stage 3 Professional KLA: ST Science & Technology K-6 SYLLABUS: SCIS SUBJECTS: Disasters **KEYWORDS:** Disasters; earth; weather

PUBLISHER: Discovery Communications, USA **REVIEW DATE:** 14/9/99

Disneyland Paris online.

http://www.disneylandparis.com/disney/smain.htm

A well constructed, graphics intensive site, this contains information on the famous theme park in Paris. The information is available in French, English, German, Dutch, Italian, and Spanish and includes: opening times; prices of entry tickets; and arranging hotel rooms. Languages teachers can find useful, real world information for topics such as: Holidays and leisure time; Social interaction; Services; and Getting around. Within Kid's area, students could email their favourite character in the relevant language; play with some interactive games in the language being studied; and create a journal for a trip to Disneyland Paris. K. Nowacki USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: SYLLABUS:

LOTE German 7-10; HSIE K-6; Italian 7-10; 2UZ Italian; Spanish 7-10; 2UZ Spanish SCIS SUBJECTS: French language - Study and teaching; German language - Study and teaching; Italian language - Study and teaching; Spanish language - Study and teaching

Amusement parks; Disneyland Paris; **KEYWORDS:** Mickey Mouse; Walt Disney **PUBLISHER: Disneyland** Paris

REVIEW DATE: 13/9/1999

Eat well live well research and information centre homepage.

http://www.healthyeating.org/

As part of a program to provide up to date nutrition and food resources, and to identify the food and nutrition needs of at risk groups, this site is a joint initiative of the Australian Nutrition Foundation (Victoria) and Monash University. As such, it caters to a wide range of people including children, students, and health professionals. Relevant activities incorporate: calculating body mass; rating physical activity levels; checking food variety scores; consulting Food composition tables (in Students); and playing the Healthy eating picnic panic game (in Kids). A range of general, text, and visual information on nutrition is provided on this attractive, well organised site, offering potential interactive learning experiences. J. Redfern

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
	Professional
KLA:	PDHPE; TAS
SYLLABUS:	Food Technology 7-10; 2U Food
	Technology; PDHPE K-6; PDHPE 7-10;
	2U PDHPE
SCIS SUBJECTS	: Food habits; Nutrition
KEYWORDS:	Healthy eating; nutrition
PUBLISHER:	Healthy Eating Healthy Living
	Program, Monash University, Australia
REVIEW DATE:	9/9/99

Egypt history-pharaonic dynasties.

http://interoz.com/egypt/ehistory.htm

An excellent resource for all senior students of Ancient Egypt, this site will be of particular interest to 2 Unit candidates and teachers of all Egyptian historical periods in the current and new syllabuses. Extensive information is provided covering almost all the dynasties, and students can access additional information on specific pharaohs or archaeological sites by selecting key words in hypertext. The authors have used many sources to present a range of theories and ideas about Egypt's history. In addition to pharaohs, tombs and religious sites, such as Abydos and Karnak, are dealt with in some detail, as are important gods. This is a site to bookmark and revisit many times. External sites which are linked would require exploration time to verify curriculum relevance. R. McDowall

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	2U Ancient History
SCIS SUBJECTS	: Egypt – History; Egypt – Antiquities;
	Pharaohs
KEYWORDS:	Egyptian history; Egyptian pharaohs;
	pharaonic dynasties
PUBLISHER:	Ministry of Tourism, Egypt
REVIEW DATE:	13/6/99
EVAL:	Highly recommended

Electronic desktop project - virtual flylab.

http://vflylab.angis.org.au/edesktop/VirtApps/VflyLab/ IntroVflyLab.html

Simulations of genetic experiments using fruit flies are available at this site. Students can perform virtual experiments by selecting the genotypes of parent flies, performing crosses, analysing experimental results and making conclusions about how the traits are inherited. Clear, step-

wise instructions are provided, and the possible phenotypes are clearly illustrated. The site provides an effective supplement to lessons and laboratory exercises on Mendelian genetics, and is highly relevant to the genetics section of 2 Unit Biology. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional	
KLA:	Science	
SYLLABUS:	2U Biology	
SCIS SUBJECTS: Genetics; Mendel's Law		
KEYWORDS:	Fly; genetics	
PUBLISHER:	California State University, USA	
AUTHOR:	DESHARNAIS, Robert	
REVIEW DATE:	7/9/99	
EVAL:	Highly recommended	

Environment Australia – Biodiversity group home page.

http://www.biodiversity.environment.gov.au/index.htm Information about Australian ecosystems and introduced species is provided at this site. Environments links to worthwhile information on the conservation and management of terrestrial and marine areas. Plants and animals provides information on causes of endangerment and fact sheets on endangered Australian species. Also on this page is Management of plants and animals, which accesses general information on introduced species, and details about feral animals and environmental weeds. This includes history, impacts, and control methods for a range of species, such as cats, goats, pigs, foxes, rabbits, bitou bush, and mimosa. The site is particularly relevant to the core topic, ecology, and the electives, The Australian environment and Human environmental impacts, of senior biology. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; Science; TAS
SYLLABUS:	Agriculture 7-10; 2U Agriculture; 2U
	Biology; Geography Stages 4-5; Science Stages 4-5
SCIS SUBJECTS	: Biodiversity – Study and teaching;
	Ecology – Australia; Endangered
	species; Introduced species
KEYWORDS:	Australia; biodiversity; environment
PUBLISHER:	Environment Australia, Department of
	the Environment and Heritage
AUTHOR:	Australian Nature Conservation
	Agency
REVIEW DATE:	7/9/99
EVAL:	Highly recommended

Extreme science home page.

http://www.extremescience.com/

The "biggest, baddest and the best" of the natural world is explored by this site. It gives data, descriptions, explanations and diagrams of, for example, the largest mountain, the deepest cave, the largest creature, or the deepest place in the ocean. Some lessons are included on topics such as plate tectonics. **Gallery of scientists** describes the life and career paths of typical scientists such as oceanographers, entomologists, and geologists, while **Krystal Cool adventures** features a cartoon scientist who undertakes various scientific expeditions involving activities such as diving, climbing, or jungle exploration. The attractive graphics and interesting themes will appeal to a broad range of student interests and ages, and could inspire some interest in science careers. Useful links are also provided, but require exploration to verify curriculum relevance. J. Morgan

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science
	Stages 4-5
SCIS SUBJECTS	: Animals; Earth; Science; Scientists
KEYWORDS: `	Biology; geology; oceanography; sci-
	ence; scientists
PUBLISHER:	Elizabeth Keller, USA
REVIEW DATE:	13/9/99
EVAL:	Highly recommended
	<i>e</i> ,

FEMA for kids: the disaster area.

http://www.fema.gov/kids/dizarea.htm

Relevant information for Australian students studying natural disasters is available at this easily navigated site. Topics covered include: Floods; Hurricanes; Thunderstorms; Tsunami; and Earthquakes. Simple definitions and explanations are provided for each disaster. In addition, practical advice on How to protect your home from disasters and Pets and disasters is supplied. Photos contains interesting pictures of the various disasters. Users may access information from within the site, through the Search facility. Main icons provides links to teaching resources and activities, but these require verification for curriculum relevance. This attractive and well designed site offers support for the science and technology *What's the weather*? unit. J. Scheffers

USER LEVEL:	Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Disasters
KEYWORDS:	Natural disasters
PUBLISHER:	Federal Emergency Management
	Agency, USA
REVIEW DATE:	14/9/99

From sideshow to genocide.

http://edweb.gsn.org/sideshow/index.html

Inspired by the author's travels in Southeast Asia, this well presented site was created to give an overview of the Cambodian holocaust, and publish the stories of the survivors. For students of 20th Century Indochina, this site provides an extensive collection of primary source materials, both photographic and written. Although appropriate within the context of the course, some of the material is disturbing and it would be advisable for teachers to preview the site before using it with senior students. Suggested resources offers an interesting range of additional material, including: recommended reading; lesson plans and questions for discussion; and links to briefly annotated sites, which would require exploration to verify curriculum relevance. R. McDowall

e	USER LEVEL:	Stage 6 Professional
s 1	KLA:	HSIE
, ,	SYLLABUS:	2U Modern History
-	SCIS SUBJECTS	: Cambodia - History
s	KEYWORDS:	Cambodia; genocide; holocaust
	PUBLISHER:	Andy Carvin/EdWeb, U.S.A
s.	AUTHOR:	CARVIN, Andy (New Media Program
-		Officer, Corporation for Public
n		Broadcasting, Washington)
е	REVIEW DATE:	13/9/99
	EVAL:	Highly recommended

Information Technology

Impact of insects on human history.

http://www.ento.vt.edu/IHS/

The new Stage 4-5 Science syllabus has an emphasis on teaching in context, and on learning about science from an historical point of view. This on line lecture series caters for both of these aspects of the course by describing the development of our knowledge about insects and disease throughout history. Information is clearly presented using some point format and tables. Included are descriptions of how insect-vectored diseases have changed major battles, altered governments, and shaped human history. The contributions of individual scientists such as Leeuwenhoek, Darwin, and Pasteur are briefly discussed. Detailed information is provided on malaria, bubonic plague, and typhus, making the site also relevant to 2 Unit Biology. Useful links to additional information and external sites (exploration time required to verify curriculum relevance) are embedded in the text. J. Morgan LISER I EVEL Stars / Stars & Drofe

USER LEVEL:	Stage 4 Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Biology; Science Stages 4-5
SCIS SUBJECTS	: Insects; Insects as carriers of disease
KEYWORDS:	Disease, entomology; history of science;
	insects
PUBLISHER:	Department of Entomology, Virginia
	Tech, USA
REVIEW DATE:	13/9/99
EVAL:	Highly recommended

Inside Indonesia: widely read, inside and out!

http://www.insideindonesia.org/

The superb quarterly magazine on which this site is based is invaluable to all those interested in issues confronting Indonesia today. The site provides a comprehensive index to major issues dealt with in the magazines from 1984 onwards, along with a search engine allowing access to the magazine's archives. The articles, generally written by a group of Australian based contributors, are informative and thought provoking. A list of provocative opinion pieces written by the editor is indexed and available in Digest. The self correcting, interactive exercises, based on the Indonesian language inserts from the latest magazines, should be particularly useful for both 3 Unit and advanced 2 Unit students. K. Anstis USER LEVEL: Stage 6 Professional LOTE KLA: SYLLABUS: 2/3U Indonesian Background Speakers; 2U/3U Indonesian SCIS SUBJECTS: Environmental protection; Indonesia -Biography; Indonesia – Politics and government; Indonesia - Social life and customs; Indonesian language - Study

~	and teaching
KEYWORDS:	Indonesia
PUBLISHER:	Inside Indonesia/Indonesian Resource
	and Information Programme, Australia
REVIEW DATE:	7/9/99
EVAL:	Highly recommended
	0,

Internet ArtResources.

http://www.artresources.com/

Artists will find this regularly updated site very valuable. Currently covering predominantly American art events and issues, the site may well expand to include a more worldwide perspective. This resource provides invaluable

coverage of a range of contemporary art images and is an excellent source of unseen images for Section 2 of the HSC examination. There are: a large, searchable database of information relevant to Visual Arts; listings of the locations of artwork and artists; exhibition and book reviews; reports on controversial art events; information on art schools; and much up to date, contemporary, critical art writing. The many links (including Australian) offer much potential but require further exploration to determine curriculum relevance. While there were no problems at the time of review, the site is constantly changing and there may at times be Child Protection issues to consider. T. Schlenker

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	2U Visual Arts
SCIS SUBJECTS	: Art – Galleries and museums, Artists
KEYWORDS:	Art; resources
PUBLISHER:	Sound Data Inc., USA
REVIEW DATE:	7/9/99
EVAL:	Highly recommended

Internet modern history sourcebook: 19th century Germany.

http://www.fordham.edu/halsall/mod/modsbook22.html Teachers in particular will find this site useful for locating a variety of course material to explore issues related to Prussia, German unification, and the role of Bismark. There is a direct link to the German Text Archive, and many links to sources such as letters or proclamations from the key players, for example: Bismark; von Moltke; and Friedrich Wilhelm VI of Prussia. The unification of Germany and Italy in maps is very useful. This is an attractive and easily navigated site that provides valuable primary and secondary sources on nineteenth century Germany in an alternative format. V. Harmer

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	2U Modern History
SCIS SUBJECTS	: Germany – History – to 1866; Germany
	– History –1866-1918
KEYWORDS :	19th century Germany; German unifi- cation
PUBLISHER:	Fordham University, USA
AUTHOR:	HALSALL, Paul
REVIEW DATE:	9/9/99

Internet modern history sourcebook: French Revolution.

http://www.fordham.edu/halsall/mod/modsbook13.html Students and teachers of the 3 Unit *Revolutions* course will find much relevant information at this site. A compact Summary of the events could be used as a starting point or for revision. Of most interest are the documents and multimedia (enter via Multimedia on the side bar and select French Revolution). Fascinating primary sources cover all phases of the Revolution, from lead up, through the Liberal and Radical stages, until the Napoleonic phase. Listening to The Marseillaise, viewing maps, and accessing movie titles about the Revolution will help to bring this period to life for students. V. Harmer

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	3U Modern History
SCIS SUBJECTS	: France - History - 1789-1799,
	Revolution

4 Vol 18 No 4 November 1999

KEYWORDS:	French Revolution; modern history
PUBLISHER:	Fordham University, USA
AUTHOR:	HALSALL, Paul
REVIEW DATE:	9/9/99

The Internet pathology laboratory.

http://www.medlib.med.utah.edu/WebPath/webpath.html Although intended for students at university level, much of this site is suitable for use by students of the Human disease core topic of 2 Unit Biology. The site provides text, images, tutorials, and exercises that demonstrate the gross and microscopic pathology of normal and diseased tissue for topics including infection, inflammation, and atherosclerosis. Organ system pathology shows quality photographs of normal and diseased tissues and organs. Minitutorials covers diverse topics such as: Breast cancer; diabetes; and Tuberculosis. Information is clearly presented and we to date I Manage

and up to date. J. Morgan	
USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Biology
SCIS SUBJECTS:	Diseases; Pathology
KEYWORDS:	Disease; pathology
PUBLISHER:	Department of Pathology, University of
	Utah, USA
REVIEW DATE:	14/9/99

John Donne (1572-1631).

http://www.luminarium.org/sevenlit/donne/index.html Period music sets the mood on entering this well devised site, which contains a vast array of useful information. Categories such as Quotes; Life; Works; Essays; Books and More present some wonderful resources on this greatly admired and frequently studied metaphysical poet. The wealth of information available on this site includes: biographical details; critical essays and commentaries; pictorial representations; segments of original manuscripts; and poems. Texts of the poems are available for printing, and some also have audio presentations. A great deal of fruitful and enjoyable research time could be spent at this location. C. Slv

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USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	2U Related English
SCIS SUBJECTS	Donne, John; English poetry;
	Metaphysical poetry
KEYWORDS:	John Donne; metaphysical poets
PUBLISHER:	Luminarium Book Store/Amazon,
	USA
AUTHOR:	JOKINEN, Anniina
REVIEW DATE:	9/9/99

The learning Web at the U.S. Geological Survey.

http://www.usgs.gov/education/

A broad range of topics related to geology are treated at a level suitable for high school students at this site. Geology provides fact sheets and FAQs on topics such as: the nature and cause of Earthquakes; earthquake prediction; the San Andreas fault; earthquake severity; Volcanoes; and Plate tectonics. Fact sheets provides fact sheets listed by environmental theme, which discuss natural resources, natural hazards, and environmental issues. Teaching in the learning Web suggests innovative activities and lessons on: fossils; faulting; geologic ages; mapping; and geological careers. This site is highly relevant to the geology out-

comes described in the new Science Stages 4-5 syllabus. J. Morgan **USER LEVEL:** Stage 4 Stage 5 KLA: Science; VOC ED SYLLABUS: Science Stages 4-5 SCIS SUBJECTS: Earthquakes; Geology - Study and teaching; Plate tectonics; Volcanoes **KEYWORDS:** Earthquakes; geology; volcanoes PUBLISHER: U.S. Geological Survey **REVIE DATE:** 13/9/99

Magazine art & design's - miscellaneous illustration portfolio.

http://www.magazineartanddesign.com/illus/misc/index. html

Graphic design for printed and electronic formats is presented by this commercial organisation. The pages show examples of the work in the areas of: Woodworking; Marine; and Home & landscape. Relevant to students of design, graphics, and technical drawing, these images show excellent communication techniques, with clear annotation and rendering. As an example to all students preparing a portfolio, they give clear messages about the clarity and brevity of the images. Work shown is from technical and non technical fields. Exploded views, pictorials, rendered orthographics, and cutaways are shown. The exploded rocking horse is an excellent example of a working drawing. P. Thompson, R. Thompson

	Poor, an anompoor
USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; 2U Design
	& Technology; 2U Industrial
	Technology; Technical Drawing 7-10;
	Technics 7-10
SCIS SUBJECTS	Design; Industrial design; Technical
	drawing; Woodwork
KEYWORDS:	Art; design; drawing; graphics; illustra
	tion; portfolio; woodworking
PUBLISHER:	Magazine Art & Design, USA
REVIEW DATE:	14/9/99

The Mariners' Museum - Newport News, Virginia.

http://www.mariner.org/age/cook.html

An easily read site, this page does justice to Captain James Cook, an exceptional mariner. Teachers and their students in upper Stage 2 and Stage 3, will find the information supportive for the new HSIE K-6 units: British colonisation of Australia; and Identity and values. The map of Cook's voyages is very clear and allows easy reference for students. There are also short, clear definitions and explanations of important people of the period. This uncomplicated site, with its simple text, is appropriate for student access. S. Tavlor Class 0 Class 0 Des (see 173 7171

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Cook, James; Explorers
KEYWORDS:	Australia; Captain Cook; Endeavour;
	explorers
PUBLISHER:	The Mariners' Museum
REVIEW DATE:	14/9/99

Information Technology

Math Forum: famous problems in the history of Mathematics.

http://forum.swarthmore.edu/~isaac/mathhist.html

Teachers will find this a good source of extension or project material for secondary students. The six sections all provide an historical context for the problems and are well illustrated. There are quality links to extensive information on the mathematicians involved. Some problems included are: The bridges of Konigsberg; The value of pi (which includes a table of values of Pi over the centuries); Puzzling primes; Famous paradoxes; A proof of the Pythagorean Theorem (which provides an algebraic and geometric solution); and A proof that e is irrational, by contradiction, which is more applicable to senior students. Most of the material is presented in language suitable to students. G. Donaldson

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Mathematics
SYLLABUS:	Mathematics 7-8; Mathematics 9-10;
	2U/3U Mathematics
SCIS SUBJECTS:	Mathematicians; Mathematics - History
KEYWORDS:	Math Forum; math history; math prob-
	lems
PUBLISHER:	Swarthmore College, USA
AUTHOR:	REED, Isaac
REVIEW DATE:	14/9/99

Math Forum - Suzanne Alejandre: factor lesson.

http://forum.swarthmore.edu/alejandre/factor1.html

Through the use of concrete materials (tiles), this collection of sequential pages provides teachers with concise lesson details. Objectives and Materials are listed, and the presentation is clear and well illustrated. The lessons build towards a geometric treatment of factorisation by associating numerals with areas of rectangles, and factors with side length. The last five pages in the series deal with quadratic trinomials, including perfect squares, and the difference of two squares. Throughout the lesson students are asked questions. Teachers may use the entire suite or begin part way through, depending on their students' needs. G. Donaldson USER LEVEL: Stage 4 Stage 5 Stage 6 K

KLA:	Mathematics
SYLLABUS:	Mathematics 7-8; Mathematics 9-10;
	2U/3U Mathematics
SCIS SUBJECTS:	Algebra – Study and teaching
KEYWORDS:	Factor; geometry; graphs; Math Forum
PUBLISHER:	Swarthmore College, USA
AUTHOR:	ALEJANDRE, Suzanne
REVIEW DATE:	14/9/99

Mission to the planets - Earth.

http://ispec.scibernet.com/station/earth.html

A worthwhile site about planet Earth, this is presented in language well suited to young users. Highlighted keywords are helpfully linked to additional text and visual K information, or brief explanatory illustrated text. The plan-S et is treated in controlled detail, with excellent images, suited to older primary students. From Go home users can access Mission to the planets, which includes information S on each planet, using the same structure. Graphics take a while to load, but are worthwhile. Additional information K is available by email. The resources are helpful and additional class activities are available from the home page. P

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Space trivia challenge is valuable, and gives instant posi- tive responses. G. Cale		
USER LEVEL:	Stage 2 Stage 3 Stage 4	
KLA:	Science; ST	
SYLLABUS:	Science & Technology K-6; Science 7-10	
SCIS SUBJECTS:	Planets; Earth; Solar system	
KEYWORDS :	Earth; planets; space	
PUBLISHER:	International Space Physics	
	Educational Consortium, USA	
REVIEW DATE:	9/9/99	

Musician's health.

http://www.musicianshealth.com/default.htm

An enlightening Web site, this provides valuable information about the cause and prevention of injuries commonly suffered by musicians. Many of the articles were written by a chiropractor, who specialises in the prevention, diagnosis, and treatment of repetitive strain injuries suffered by musicians. Common musculoskeletal problems provides concise outlines of a range of conditions, each linked to more detailed information from a variety of sources. Other worthwhile information covers Environmental issues; Nutritional issues; and Recommended books. Links includes sites on techniques such as the Alexander technique, sites addressing hearing problems for musicians, and sites devoted to specific instruments. These require further exploration to verify curriculum relevance. J. Montague

SER LEVEL:	Stage 6 Community Professional
LA:	CA
YLLABUS:	2U Music Course 1; 2U/3U Music
CIS SUBJECTS:	Health – Environmental aspects;
	Musicians – Care and health
EYWORDS:	Alexander technique; carpal tunnel
	syndrome; Feldenkrais method; hear-
	ing loss; musician's health; RSI
UBLISHER:	Timothy Jameson, Bayshore
	Chiropractic Holistic Health Centre,
	USA
EVIEW DATE:	9/9/99

Nucleus.

http://www.nor.com.au/business/sustain/

Architect designers who offer courses in environmentally friendly and sustainable house design operate this site, offering excellent discussion of these and related issues. The site includes an outstanding slide show, which illustrates the main environmental issues to be dealt with in urban and city development. These slide shows present alternative models for the future development of society. They also highlight a range of architectural styles. This site could provide excellent stimuli for the discussion of environmental issues, and assist in understanding: social and environmental impacts; cradle to grave analysis; and the developing world. P. Thompson, R. Thompson

SER LEVEL:	Stage 5 Stage 6 Community
	Professional
CLA:	TAS
YLLABUS:	Design & Technology 7-10; 2U Design
	& Technology; 2U Industrial
	Technology; Technical Drawing 7-10
CIS SUBJECTS:	Architecture; Design; Environmental
	engineering; Technical drawing
EYWORDS:	Architecture; environmental design;
	sustainable architecture
UBLISHER:	Nucleus/Design
	-

AUTHOR: BUTCHER, Martin and others **REVIEW DATE: 14/9/99**

Parliament of Australia: Parliamentary Library: historical parliamentary information.

http://www.aph.gov.au/library/parl/hist/histinfo.htm A fact file of Australian Federal Government since 1901, this homepage does not offer any interpretations. It lists facts, such as: Governors-General since 1901; Chronology of parliaments since 1901; Fathers (sic) of the house; State of the parties in the House of Representatives since 1901; and First women in Australian Parliaments - historical note (Parliamentary Library research note no.55 1996-97). The facts could be used by teachers to make judgments about causes of change or provoke thought on linking the past to the contemporary, for example, what issues led to the formation of the Protection party? It is a simple, easily navigated home page, providing student researchers with an abundance of facts. It is also relevant to civics issues. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
	Professional
KLA:	HSIE
SYLLABUS:	HSIE K-6; History Stages 4-5
SCIS SUBJECTS	: Australia. Parliament - History
KEYWORDS:	Australia; government; parliament
PUBLISHER:	Commonwealth of Australia
REVIEW DATE:	14/9/99

Real science! home page.

http://www.realscience.org/

The new science syllabus requires students to explore various scientific careers. This American site provides one method of addressing this by presenting information about individual scientists and their career paths. A comprehensive list of scientific careers is available, ranging from acoustical research engineer to aerospace engineer, or from biochemist to wildlife psychologist. Students will be informed about training for various careers, the types of activities scientists undertake, and the lifestyles of various scientists. It is a worthwhile starting point for students interested in pursuing a scientific career. J. Morgan

USER LEVEL:	Stage 5 Stage 6
KLA:	Science; VOC ED
SYLLABUS:	Science Stages 4-5
SCIS SUBJECTS:	Science - Careers
KEYWORDS:	Careers; science
PUBLISHER	KTEH Public Television California,
	USA
REVIEW DATE:	13/9/99

Reserve Bank of Australia teachers seminar. (Monetary policy in Australia)

http://www.rba.gov.au/publ/pu_teach_98_3.html

A detailed explanation of the main features of Australian monetary policy, and monetary instruments and objectives, can be found at this site. The trade off between low inflation and full employment, and the economic impact of monetary policy, are also covered in detail. The narrative text is well supported with statistics and graphical information. This site is particularly useful for the economics preliminary course topic, The financial sector, and the HSC course core section, Contemporary macroeconomic management in National economic management. K. Jackson USER LEVEL: Stage 6 Professional

KLA:	HSIE
SYLLABUS:	3U Business Studies; 2U Economics
SCIS SUBJECTS:	Monetary policy - Australia
KEYWORDS:	Cash rate; interest rates; monetary
	objectives; monetary policy
PUBLISHER: `	Reserve Bank of Australia
AUTHOR:	EDEY, Malcolm
REVIEW DATE:	9/9/99
EVALUATION:	Highly Recommended

Rotten truth (about garbage): home.

http://www.astc.org/info/exhibits/rotten/rthome.htm

What is garbage? This question is explained within this excellent site, and supported with relevant classroom activities, such as making a soda bottle bioreactor. The site is constructed around four sections: What is garbage?; There's no "away"; Nature recycles; and Making choices. Throughout the site, students are able to discover that there are many alternatives to waste management, not just recycling. The only drawback of this resource is the American content, which is most noticeable in the statistics provided, and the account of the history of America's relationship with garbage (pre 1800 to 1993). Overall, this is a great resource for teachers and students who are studying waste, with much information that is relevant to our curriculum. S. Taylor

USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	HSIE; ST
SYLLABUS:	Geography Stages 4-5; HSIE K-6;
	Science & Technology K-6
SCIS SUBJECTS:	Recycling (Waste, etc); Rubbish dispos-
	al
KEYWORDS:	Environment; garbage; recycle; rubbish;
	waste
PUBLISHER:	Association of Science-Technology
	Centers/Smithsonian Institution, USA
REVIEW DATE:	14/9/99

Seeking the source.

http://educate.si.edu/migrations/seeking/seekhome.html A site which shows students how to collect and use primary source material, this offers ideas adaptable to the NSW curriculum, and which could complement Australian sources such as those available from the State Library. Getting to know the grand generation provides guidelines for gathering material from family and friends, including: guides for conducting an interview; sample lists of questions; and ideas for presenting findings. Family folklore gives students some directions on how to collect the folklore of their own family, how to present their findings and the ethics of collecting and using these sources. The information available on this site could be used to help students answer the inquiry questions for the Stage 4 topic Introducing history or for the development of historical skills for a number of Stage 5 topics. R. McDowall USER LEVEL: Stage 4 Stage 5 Professional

KLA:	HSIE
SYLLABUS:	History Stages 4-5
SCIS SUBJECTS:	Geneology; Historiography; History -
	Sources
KEYWORDS:	Family folklore; primary sources;
	sources
PUBLISHER:	Smithsonian Institution, USA
REVIEW DATE:	13/9/99



StarChild: a learning center for young astronomers.

http://starchild.gsfc.nasa.gov/docs/StarChild/ StarChild.html

At this site users are greeted with a clear menu and a large, colourfully enticing graphic. All information is separated into two levels (Level 1 and Level 2), depending on the depth and the language used, offering the flexibility to direct students to the level best suited to them, or structure activities with increasing difficulty. Topics include: Solar System; Universe; Space stuff (astronauts, space travel, etc.); and a Glossary. Attractive, well structured pages offer much potential for systematic learning activities, with relevant question boxes linked to The facts, Did you know? and The answer. Teachers will find the staged classroom activities, downloadable activity booklet, and lesson plans (more suited to Stages 3 and 4), supportive. The wonderful graphics will provide enjoyment and motivation. S. Taylor

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science
	Stages 4-5
SCIS SUBJECTS	: Astronomy; Planets; Solar system
KEYWORDS :	Astronomers; NASA; planets; universe
PUBLISHER:	NASA Goddard Space Flight Center,
	USA
AUTHOR:	The Starchild Team, Lakeside Middle
	School, USA
REVIEW DATE:	14/9/99
EVAL:	Highly recommended
	<u> </u>

Study Questions for Shakespeare's Macbeth.

http://www.jetlink.net/~massij/wssq/macbeth.html

The study guide offered on this page is very useful, challenging junior secondary students to consider theme, characterisation, symbolism, social and historical context, and structure in this most popular of Shakespeare's tragedies. Some questions guide students to consider closely aspects of theatre in Macbeth, while others suggest a more open ended approach to motivation and even authorial intent. Some would be very useful in conjunction with student searches on other Shakespearean Web sites. A variety of purposes, including small group work, and individual assignments, could certainly be served by this guide. W. Bowie

USER LEVEL:	Stage 4 Stage 5
KLA:	CA;English
SYLLABUS:	Drama 7-10; 2U Drama; English 7-10;
	2U General English
SCIS SUBJECTS:	Shakespeare, William. Macbeth
KEYWORDS:	Macbeth; Shakespeare
PUBLISHER:	Doctor J. M. Massi
REVIEW DATE:	9/9/99

Study guide for Sophocles' Antigone.

http://www.temple.edu/classics/antigone.html

A compact, but handy overview of this ancient Greek tragedy, along with brief notes on setting, are the main contents of this site. Presented in the form of a study guide, it divides the play into scenes, and poses questions to assist students to focus their reading and direct their analysis of the script. Although somewhat limited in itself, the site does provide links to the more extensive Perseus project (previously reviewed), which offers additional sources that

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US KL SY

SC KE PU

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may be consulted. These locations do not cater for students who are seeking critiques of the play. C. Sly		
USER LEVEL:	Stage 6	
KLA:	English	
SYLLABUS:	2U General English; 2U Related	
	English	
SCIS SUBJECTS:	: Greek drama; Sophocles; Antigone	
KEYWORDS :	Antigone; Greek drama; Sophocles	
PUBLISHER:	Temple University, Philadelphia, USA	
AUTHOR:	MITCHELL-BOYASK, Robin	
REVIEW DATE:	9/9/99	

Supermarket to Asia home page.

http://www.supermarkettoasia.com.au/index.htm

An overview of the export potential of the Australian food industry is available at this well constructed site. **Ouarterly magazine** provides access to a variety of articles related to the export industry. Acrobat reader is required to view these files. Helpful information for students is available in **Trade statistics**, which are tabularised (All figures) or displayed as graphs under the various categories. Included here is an interesting, colourfully presented food market profile of each of the Asian countries. All students will find information here relevant to their product study. K. Heap

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SER LEVEL:	Stage 6 Professional
LA:	TAS
LLABUS:	2U/3U Agriculture
CIS SUBJECTS:	Agriculture – Economic aspects; Farm
	produce – Marketing; Food industry
EYWORDS:	Asia; supermarket
JBLISHER:	The Supermarket to Asia Council,
	Canberra
EVIEW DATE:	14/9/99

The tech | visit | the robot zoo!

http://www.thetech.org/exhibits_events/traveling/ robotzoo/

A wonderful site, this is full of innovative ideas in science. It is primarily aimed at visitors going to the museum, but has a plethora of on line information. For each of seven animals in the robot zoo (including a platypus), clear, colourful graphics of the biomechanical animal are available, revealing how the animal works, along with specific explanations of segments and operating parts. Additional general, factual information about each animal is also provided. Teacher's guide offers suggested previsit activities with worthwhile research cues and excellent ideas for units of work. Gallery lesson plans in Teach provide additional creative ideas for teachers. The site offers excellent potential for supporting science and technology K-6 and design issues in Design and technology 7-10. G. Cale

Q	U	0,
SER LEVEL:	Stage 3 Stage 4 Sta	ige 5
LA:	HSIE; Science; ST	-
YLLABUS:	Science & Technol	ogy K-6; Design &
	Technology 7-10	
CIS SUBJECTS:	Robots	
EYWORDS:	Design; Tech Mus	eum of Innovation;
	robot; science	
UBLISHER:	The Tech Museum	of Innovation, USA

Untitled. (3D dictionary)

http://www.maran.com/dictionary/index.html

The front page of this dictionary provides alphabetical links to a list of terms. These then link to illustrated defin-

itions of a broad range of computer related concepts. Navigation is not always consistent, as the home and back keys alternate their effects. Each item is on one page, and has a simple written definition and an illustration intended to enhance the meaning. The presentation is clear and attractive. The dictionary does not cover all terms in the HSC computing studies syllabus list though it would be a good reference tool for students and a helpful starting point. G. Donaldson

USER LEVEL:	Stage 5 Stage 6 Professional	
KLA:	ST; TAS	
SYLLABUS:	ABUS: Computing Studies 7-10; 2U	
	Computing Studies, Preliminary;	
	2U/3U Computing Studies	
SCIS SUBJECTS	: Computers – Dictionaries	
KEYWORDS:	Computers; dictionary	
PUBLISHER:	maranGraphics, USA	
REVIEW DATE:	14/9/99	
SCIS SUBJECTS KEYWORDS: PUBLISHER:	Computing Studies 7-10; 2U Computing Studies, Preliminary; 2U/3U Computing Studies Computers – Dictionaries Computers; dictionary maranGraphics, USA	

USA gymnastics online.

http://www.usa-gymnastics.org/

An ideal resource for all aspects of gymnastics, this site offers-good support for the Movement skill content strand of PDHPE 7-10. The site's purpose is to support and enhance the sport of gymnastics. Coverage is comprehensive in relation to American events, athletes, and organisations. The top box of the mostly text version provides the clearest entry points, with the Table of contents on the side panel of this version leading to additional choices. Careful selection of options accesses information on a range of gymnastics topics, including: history; programs; safety; athlete profiles; artistic gymnastics, rhythmic gymnastics; and trampolining. Guide to gymnastics is the best starting point. Springboard links accesses some informative pages regarding sports science, biomechanics, sports nutrition, sport psychology, and goal setting, but exploration time is required to verify curriculum relevance. This site would also benefit students studying 2 Unit PDHPE. Time is required to locate specific information. Teacher guidance would enhance effective use of the site. R. Lees

USER LEVEL: KLA: SYLLABUS: SCIS SUBJECTS: KEYWORDS:	artistic gymnastics; rhythmic gymnas-
PUBLISHER:	tics; trampolining
REVIEW DATE:	USA Gymnastics

The Wall Street Journal classroom edition.

http://info.wsj.com/classroom/

The Wall Street Journal newspaper and video subscription service is introduced to American schools through this site. Easy to navigate, it proves useful as an interdisciplinary classroom tool without the need for a subscription. Users access the journal via **The teacher guide**, which contains: the classroom newspaper (includes a yearly edition guide); and another entry point to a **Student center**. Sample copies of the newspaper can be downloaded, and accompanying vocabulary lists, questions, extension activities, and topics are suitable for Australian students. These editions are colourful and have a language level suited to Stage 5 and Stage 6 students. **Teacher resources** is available and the site also includes a glossary of economic terminology and key economic indicators. M. Saphin

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USER LEVEL: Stage 5 Stage 6 Professional

ts.	KLA:	HSIE; Mathematics
ck	SYLLABUS:	2U/3U Business Studies; Commerce 7-
nd	•	10; 2U Economics; 2U General Studies;
d-		Geography Stages 4-5; 2U Legal
nd		Studies; 2U Mathematics in Society
he	SCIS SUBJECTS	Economics – Study and teaching; Wall
e a		Street – Study and teaching.
ng	KEYWORDS:	Classroom; newspaper; Wall Street
	PUBLISHER:	Dow Jones and Company, Inc. USA
	REVIEW DATE:	9/9/99

Water science for schools.

http://ga.water.usgs.gov/edu/

Water in all its forms is explored at this site. **Earth's water** presents colourful text and diagrams on the water cycle, groundwater, and glaciers. **Water basics** investigates the properties of water at a simple level, and **Special topics** discusses environmental issues such as acid rain, water shortages, soil salinity, and water quality. Terms related to water science are explained simply in a glossary. Students studying water or environmental management in Stage 4 or 5 science will find this site very informative. Useful links are also included but require exploration to verify curriculum relevance. J. Morgan

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; Science
SYLLABUS:	Geography Stages 4-5; Science Stages 4-
	5
SCIS SUBJECTS	: Water

KEYWORDS:	Hydrology; salinity; water
UBLISHER:	U.S. Geological Survey
REVIEW DATE:	5/9/99

Web elements periodic table of the elements.

http://www.shef.ac.uk/chemistry/web-elements/

A comprehensive amount of information on each of the elements of the periodic table is presented here. Clicking on each element in the coloured periodic table allows the user to access numerical data such as atomic number, atomic radius, binding energies, and ionisation energies. A description of each element and its compounds is included, as are properties such as crystal structure and the chemistry of radioisotopes. Data is supplemented by appropriate graphs, diagrams and tables, and is very easy to navigate. The history of our knowledge about each element is presented. Highly relevant to 2 Unit Chemistry, this site also has applications to the science Stages 4-5 syllabus. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Chemistry; Science Stages 4-5
SCIS SUBJECTS	: Chemical elements; Periodic law
KEYWORDS:	Elements; periodic table
PUBLISHER:	University of Sheffield, England
AUTHOR:	WINTER, Mark
REVIEW DATE:	13/9/99
EVAL:	Highly recommended

Welcome to Australian agribusiness.

http://www.agribusiness.asn.au/

Australian agribusiness is involved in developing existing and new markets for agricultural products, domestically and internationally. This concept is studied in the 2U Agriculture course, giving this site high relevance. **Perspectives articles** and **Agribusiness review papers**



(lower left frame) provide articles on a number of different agricultural industries. Up to date, authoritative information on a range of industries, and related issues such as export capabilities and potential markets, is discussed by the refereed articles. The wool trade, livestock, potato seed technology, and the wine industry are among the topics examined. Acrobat reader is required to access these files. There are Links to other related sites, but exploration is required to verify their curriculum relevance. K. Heap USER LEVEL: Stage 6 Professional KLA: TAS SYLLABUS: 2U/3U Agriculture SCIS SUBJECTS: Agriculture; Agriculture - Economic aspects; Farm produce – Marketing **KEYWORDS:** Australian agribusiness PUBLISHER: Agribusiness Association of Australia, NSW **REVIEW DATE: 14/9/99**

Welcome to Recycle City!

http://www.epa.gov/recyclecity

Offering good information about how to live a greener life, this site contains an imaginary, environmentally friendly city. Each part of the city has information about a different aspect of green living. From the home page Go to Recycle City! displays an illustration of a city. Children can click on objects inside the buildings, such as a pile of papers in the factory, and discover how the city has been made greener. Comprehensive lesson plans are included in Information for teachers, which is accessed from Activities. Most suited to planned activities with upper primary students, this site could also be used with younger children. C. Burden USER LEVEL: Stage 2 Stage 3 KLA: ST SYLLABUS: Science & Technology K-6 SCIS SUBJECTS: Pollution; Recycling (Waste, etc)

 SCIS SUBJECTS: Pollution; Recycling (Waste, etc)

 KEYWORDS:
 Pollution; recycle

 PUBLISHER:
 United States Environmental Protection

 Agency
 REVIEW DATE:

 EVAL:
 Highly recommended

Welcome to the combined health information database.

http://chid.nih.gov/welcome/welcome.html

The United States sources for this site are the Center for Disease Control and the National Institute of Health. The site allows easy access to information on eighteen diseases or conditions. These include: AIDS education; Cancer prevention and control; and Diabetes. In Centers for disease control and prevention, users are able to view Health topics and Data & statistics for a range of diseases including Sexually transmitted diseases and Tuberculosis. It is a good starting point for researching diseases, as required by the *Human disease* core topic of the biology syllabus. It also provides useful links to other health related sites, but exploration is required to verify curriculum relevance of these. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE; Science
SYLLABUS:	2U Biology, PDHPE 7-10; 2U PDHPE
SCIS SUBJECTS:	Diseases
KEYWORDS:	Disease; health
PUBLISHER:	Center for Disease Control, USA
REVIEW DATE:	7/9/99

Welcome to the computer museum.

http://www.tcm.org/

Providing an opportunity for students to learn about computers, this site is offers three relevant choices: Computer History Resources; Interactive Exhibits; and Educational Materials. Computer History Resources presents This day in history, or students may choose to explore the Timeline (1945-90). The Interactive exhibits on Robots and Networks provide opportunities to explore via puzzles, which are downloadable, and suggested activities. Educational materials includes: Careers in computing; and Kids and computers. Activity packets on How does a computer work?; Can a computer think?; and How do computers affect our lives? are also available within the educational materials directory. The information is comprehensive in range. Some sections are overly simplified but on the whole there is much helpful information here. Taylor, S.

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; ST; TAS
SYLLABUS:	Computing Studies 7-10; Science &
	Technology K-6; Science Stages 4-5
SCIS SUBJECTS	: Computers; Robots
KEYWORDS:	Computers; computer education; com-
	puter history; museum
PUBLISHER:	Boston Museum of Science/The
	Computer Museum, USA
REVIEW DATE:	14/9/99

Women in world history curriculum.

http://home.earthlink.net/~womenwhist/index.html

An interactive site, this contains worthwhile information and resources about women's experiences in world history. Teachers and students of Stage 4 will find this site particularly useful, since it offers material on ancient, Medieval, and Renaissance women. For teachers, the site provides: Lessons; Reviews; and Links to other resources, which may be worth exploring. Students researching the role of women in history can: access biographies of important women through Female heroes; read women's Words of wisdom; and find answers to their questions under Q & A. Of particular interest for the new syllabus, are the lessons on: Women and Confucianism; Ancient tablets; Ancient graves; and Tools uncover women's work. The fascinating range of information would also offer background information across a range of topics for HSC students of modern and ancient history. R. McDowall

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	2U Ancient History; History Stages 4-5;
	2U Modern history
SCIS SUBJECTS:	: Women - History
KEYWORDS:	Curriculum; women; women in world
	history
PUBLISHER:	Women in World History Curriculum,
	USA
AUTHOR:	REESE, Lyn
REVIEW DATE:	13/9/99
EVAL:	Highly recommended

Worm world.

http://www.yucky.com/worm/

Specifically aimed at primary school students, the graphics of this site will delight children and adults alike. Information is presented attractively, in appropriate amounts for young learners. Some of this information is Vol 18 No 4 November 1999

provided as interviews with worms or associated human experts. Much is relevant to recycling and environmental issues. Images are clear, and diagrams simple and well labelled. Video links are available, but are slow to download. The Teacher center offers a range of interesting activities and useful support materials for Teaching with worms. Ask Wendell allows students to email additional questions. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 KLA: Science: ST SYLLABUS: Science & Technology K-6; Science 7-10 SCIS SUBJECTS: Earthworms; Invertebrates; Worms **KEYWORDS:** Worms **PUBLISHER:** New Jersey Online, USA **REVIEW DATE: 9/9/99**

The write site home page.

http://www.writesite.org/default.htm

Although originally intended for Ohio State Schools, these resources are easily adaptable for teaching the writing and researching skills necessary for producing newspapers. While they used a video and kit, these are not necessary for our purposes. Sufficient teaching steps are outlined for this to work well. Acrobat Reader is required to download the Checklists and Task cards, which are designed for individual and group work. These are available from the Editor's desk. All learning styles are addressed, and the use of multiple formats, such as the Internet, books, and periodicals, is expected. The Ninth Grade Proficiency Test outcomes (in Extra, extra!! in Editor's desk) equate closely to DET outcomes for the our corresponding stage. J. Whyte USER LEVEL: Stage 4 Stage 5 Professional KLA: English

SYLLABUS:	English 7-10
SCIS SUBJECTS:	Communication; Journalism; Mass
	media; Newspapers - Study and teach-
	ing
KEYWORDS:	Newspapers; newsroom; write
PUBLISHER:	Greater Dayton Public Television, USA
REVIEW DATE:	

Zoom whales - Enchanted Learning software.

http://www.enchantedlearning.com/subjects/whales/

The information on whales and other marine mammals in this comprehensive site is useful for teachers and students. Topics include: What is a whale?; Anatomy and behaviour; Classification; Whale information sheets; Whale myths; and Whale evolution. The language is appropriate to all primary aged students, while the colourful graphics are abundant and enjoyable to view. Teachers will be able to use the Classroom activities, puzzles, and links to provide fact sheets and develop activities for their classes. S. Taylor

USER LEVEL:	Stage 1 Stage 2 Stage 3 Professional
KLA:	CA; English; Mathematics; ST
SYLLABUS:	Creative Arts K-6; English K-6;
	Mathematics K-6; Science &
	Technology K-6
SCIS SUBJECTS:	Whales
KEYWORDS:	Whales
PUBLISHER:	Enchanted Learning, USA
AUTHOR:	COL, Jeananda
REVIEW DATE:	14/9/99
EVAL:	Highly recommended

The Zuzu's petals literary resource homepage.

http://www.zuzu.com

An eclectic range of worthwhile literary resources can be found at this extensive links site for teachers wishing to browse. With over 7000 links, primary and secondary English teachers will find a plethora of continually updated possibilities for literature, media, and the visual arts. After entering Organised links, Teachers provides an interesting list of General teaching resources ranging from literary magazines and research journals to study guides. Creative kids leads to site links logically organised in categories the selector deems useful. There is much potential here for teachers looking for sites to support developing a love of literature in their students. Time is required to locate sites relevant to teaching and learning programs. H. Gardiner

USER LEVEL: Professional KLA: English SCIS SUBJECTS: Literature **KEYWORDS:** Literary; resources PUBLISHER: Zuzu's Petals Literary Resource, USA **REVIEW DATE: 14/9/99**

Internet reviewers for this issue were:

Karen Anstis, Open High

Carolyn Burden, Blairmont Primary

Bill Bowie, Dulwich High

Georgina Buttel, Corrimal High

Gayle Cale, Engadine West Primary

Greg Donaldson, Westport Technology High/TILT

Chris Dorbis, Project Officer, Internat. Civics & Citizenship

Diana Doust, Lismore High

Karen Heap, Muirfield Technology High

Ian Hancock, Longneck Lagoon FSC

Vicki Harmer, Bradfield College

Heather Gardiner, Literacy Consultant

Kim Jackson, Kingsgrove North High

Bob Lees, SEO1, PDHPE

Ray Lees, James Ruse Agricultural High

Rosemary McDowall, Project Officer, TILT Julie Montague, Music Consultant

Judy Morgan, Sefton High

Kanitha Nowacki, Open High School

Janelle Redfern, Karabar High

Mary Saphin, Blacktown Boys' High

Jenny Scheffers, Merrylands East Primary

Cathy Sly, Barrenjoey High

Simon Taylor, Wakool Primary

Peter Thompson, Bossley Park High Ruth Thompson, Bossley Park High Judy Whyte, Port Macquarie High

acquiring information literacy skills through a Web competition

In 1998, a group of students from Years 7-10 created an Internet site about bushfires, which won state and national recognition in the Australian Schools Web Challenge. In this article, Daphne Gonzalvez reports on how her students achieved information literacy outcomes through purposeful learning by entering this World Wide Web competition. Daphne is a teacher in the history faculty at Sydney Secondary Distance Education Centre, which provides quality education to students whose circumstances prevent them from attending regular school.

ost teachers see their students in class every day. At Sydney Secondary

Distance Education Centre (SSDEC), we don't! Our classrooms have no walls and the students live all over the greater Sydney area. The majority of our students are at home, ill with some chronic disease. Some are in juvenile justice centres or in special schools. A few are gifted, spending most of their time developing their extraordinary talent in music, dance

At SSDEC, the staff are acutely aware that "we are the last generation to be reared within a culture in which print is the primary information medium. Because we have grown up and become skilled in a print based community, we have developed certain ways of making sense of the world. We are, to some extent, what print made us. And now we have to change" (Spender, 1995).

or sport.

Change is a scary word! It implies venturing into things unknown, exposing our ignorance, and gaining new skills. The staff bit the bullet and jumped onto the information superhighway. We discovered that many of the students had already left the curb before us.

The Australian Schools Web Challenge

Early in 1998, while surfing the Internet, I discovered a Web competition: the Australian Schools Web Challenge. In just two years, this competition "has become an integral part" of information technology (IT) education in schools "by helping many thousands of students and teachers learn more about the endless possibilities of the Internet" (Ruddock, 1999).

I consulted a colleague who was also a keen Internet user, and she agreed that we should make the leap together. The competition had a fast approaching deadline. Without the luxury of time to devise a whole unit of work around the competition, we integrated it into our existing programs.

A virtual team

From the very beginning, more challenges rose up to meet us. For a distance education school to take on any team project with the students, the disadvantage is always not being able to assemble the group in the school's computer room. Therefore, we organised a teleconference, can-

A classroom without walls:

vassing those students who had Internet access at home and were willing to join the team.

Team strength was an additional hurdle to overcome. The number of students fluctuated depending on their health and other commitments. Starting out with about twelve student members, we ended up with an active team of seven committed individuals, "The Homers", ranging in age from twelve to fifteen.

Achieving student learning outcomes

Through this project, the students learned and practised:

- the control of electronic media (very different from paper and print)
- worldwide research skills, including the need to gain permission from copyright holders to use their material
- selecting skills, as they rejected useless items from information overload
- technology skills, using unfamiliar software, to create Web pages with text, graphics and animation

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- aesthetic skills, judging what looks good and works effectively on a computer screen
- social skills, such as valuing the contributions of team members
- problemsolving skills, as they dealt with the fickleness of technology
- the planning and discipline required to meet a deadline.

The students also came to appreciate the need for quality. Their audience was no longer the forgiving group of familiar teachers and friends, but a worldwide gallery of Internet users, many of whom have extremely high expectations and display sharp evaluation skills.

At a more personal level, several members of the Web site development team experienced a morale boost to low self esteem, and a tonic against debilitating illness.

The theme

The theme of the competition in 1998 was *Cool solutions for hot issues*. Entrants were free to choose any topic that fitted the theme. After considerable deliberation, our students chose to develop a Web site entitled *The hottest problem: bushfires*.

Thematic pages on the final site include: Define problem; Extent of problem; Bushfire timeline; Cool solutions; Managing fires; Fire fighting; and Bushfire links. Other pages which were developed described: Who we are; About our site; Hints and tips; Thankyou list; and Our school. There is also Competition, a link to the Australian Schools Web Challenge Web site and its current theme.

View the site at: http://www.angelfire.com/ pq/hottestprob/

The process

Weekly project meetings were held by teleconference. Teacher advisers and students kept in touch with each other by regular email, occasional chat sessions and many telephone calls. The teacher advisers had to walk a fine line; we could advise and comment, but the students had to do the work of brainstorming, researching, creating and editing. It was the team of students who: planned the structure of the Web site; researched sources of information; and decided what information was of use to them. They allocated tasks amongst themselves and worked through their disagreements. Through this project, the students truly came to know what was involved in working as a team.

Towards the conclusion of the project, communicating at a distance was not enough. The team members and their teachers decided to meet for several face to face sessions. Two such rewarding sessions were held at the homes of students. As some members of the team had chronic health disorders which could subject them to rapid declines in energy, quick mood changes and a fear of meeting strangers, these sessions proved to be inspiring and very successful. (One session started at 11.00 am and finished at 1.00 am the following morning!)

The results and the rewards

Parents played a big role in the success of these meetings, offering hospitality, being supportive and often accompanying students hundreds of kilometres to the meeting sites. Successful parental involvement in such projects strengthens the link between home and school and can lead to other collaborations.

The hottest problem: bushfires won awards at both state and national levels. But the awards are only the icing on the cake; the real rewards were the substantial skills gained for the information age in developing the Web project as a team initiative.

COLLABORATION, TEACHER-LIBRARIANS AND DISTANCE EDUCATION

Jennifer Nisbet is a teacher-librarian at Secondary Distance Education Centre.



Secondary Distance Education Centre. The library staff at Secondary Distance Education Centre (SSDEC) do not often see members of the school's student population. Borrowing and retu

often see members of the school's student population. Borrowing and returning of resources, and consultations as to research etc, are all done by telephone, fax, post or email. However, the teachers are located on site, so this situation offers many opportunities for fruitful collaboration between teacher-librarian and teachers.

Daphne and the other teacher advisers in the first *Australian Schools Web Challenge* approached me to be part of the team supporting our students. We met to evaluate resources, work through problems, brainstorm ideas and discuss progress. We discovered that the newness of the Internet as a medium: encourages experimentation; is forgiving of mistakes; and provides an ideal environment in which to learn.

We also discovered that creation of a Web page is an open ended activity in the sense that many different skills are involved, and such a project is ideally suited to teamwork. Among the skills the teacher-librarian brings to this are his or her background in research and the evaluation of information, and traditional competencies such as familiarity with navigation tools.

This collaboration was my first involvement in the creation of Web pages by students, and the experience was invaluable for all involved. Observing the way in which our talented students handled the complex interaction of text and images, in addition to the formal elements of the pages, was a learning experience in itself. It also opened the way to an ongoing exploration of the changes that will be needed in our teaching practices if we are to accomodate a new generation of students for whom a wired environment is the norm.

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FROM THE STUDENTS

Our team was organised by one of our teachers who contacted us by email. Our main communication was the teleconference, which was a bit temperamental at times but was basically a good tool. We tried out different ways of communicating, chatting on the Internet and corresponding by email through a listserv.

As our local area is Sydney, we chose *Bushfires* as our "hottest problem". Each of us took different areas to research and different ways of doing it. We got information through the Internet, interviewing people and by contacting various organisations. We found information on Web sites, in newspapers, in pamphlets and from stories of personal experiences.

By the middle of May we decided to meet to put it all together. Because we are from all parts of Sydney, it was hard deciding on a good place and time to meet. But we managed to organise it. We met at the home of one of the team. Two people came from the Central Coast and we had the meeting in Sydney. Of course the day we picked was May 18th, the rainiest day in a long time, but the downpour did not stop us. We planned the structure of our site, shared out the jobs and had a lot of fun! It was great finally seeing the team mates we had so far met only electronically.

Our next meeting was on the Central Coast just to get things finalised and put our work on the 'Net.

As distance education students we don't have a lot of face to face contact with each other, so we had to rely on electronic methods of communication. Our team comprised students from Years 7-10. The students were (in

This year, inspired by our previous successes, two teams of students from Sydney Secondary Distance Education Centre entered Web sites in the Australian Schools Web Challenge theme, *Great celebrations*. The new sites are *The Sydney Women's Festival*, by "The SSDEC Team", and *Celebrations big and small*, which is a second effort by members of "The Homers".

Feedback on the new sites has been extremely positive. A Sydney Secondary Distance Education Centre staff member, travelling through the United States, was able to access the sites when meeting other educators. Many Internet users of these sites assume, at first, that they have been produced by adults.

Both teams' Web sites have been announced as finalists in the competition. We are thrilled that "The SSDEC Team" has been selected for an award!

Teachers as learners

The teacher advisers and library staff at SSDEC also learned a lot from this project. To use a popular term, we definitely felt the 'paradigm shift' towards the student centred model that is taking place in education.

Our role is ever changing; teachers and teacher-librarians are no longer the font of all knowledge, but are evolving into guides and partners in the learning process. In help-

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http://www.learning21.org/ Celebrations big and small [online] at:

GIF wizard home page [online] at: http://www.gifwizard.com/

The hottest problem: bushfires [online] at:

Ruddock, P. 'A Message from the Minister for Immigration and Multicultural Affairs and Minister Assisting the Prime

http://www.learning21.org/guide/frameset_about_all.htm Spender, D. Nattering on the Net: women, power and cyberspace. Spinifex, 1995.

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alphabetical order): Allister; Ashley; Chantel; Danielle; Elizabeth; Marguerite; and Michelle. All are students of Sydney Secondary Distance Education Centre (SSDEC).

HINTS AND TIPS

• Research and write up all the information that you want to include on your site. You then have to organise your site into main pages and sub pages.

 Get a program like Microsoft Frontpage to help you convert your notes into hypertext markup language

(HTML). It is helpful to know a bit of HTML because then you can manipulate things better to your advantage.

• Make sure your images aren't too large because they take a long time for the person viewing to upload them. You could probably compress them to make it easier. *GIF wizard* will reduce the size of your images. If scanning images, use a setting of 72 dpi (dots per inch).

• Make each page fit on every kind of screen size. Don't make the page too long so your viewer doesn't have to scroll through endless pages.

• Keep things simple. Don't go for flashy effects because people get sick of too many animations and flashing colours. Aim for plain, simple, neat and nice pages.

• Make sure your pages are well linked with no broken links to annoy the viewer.

• Put links on every page. The viewers must always know where they are and how to get back to the main page.

• Check out the online tips at Web design cram course.

ing students gain skills in the new technologies, we gained many skills ourselves.

Now whenever I am asked for the best way to tackle the new technologies, I like to quote Nike's slogan: "Just do it."

REFERENCES

Australian Schools Web Challenge [online] at: http://www.learning21.org/

http://www2.tpg.com.au/users/ssdeclib/

http://www.angelfire.com/pq/hottestprob/

Minister for Reconciliation' [online], 1999, Australian Schools Web Challenge: about at:

SSDEC home page (Sydney Secondary Distance Education Centre) [online] at:

http://www.ssdec.start.com.au/

The Sydney Women's Festival [online] at:

http://www.comcen.com.au/~gemzilla/swf/

Web design cram course: Part 1 [online] at:

http://www.schoolpc.acp.com.au/features/web_tut1.htm

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Researching on the Internet: HTML worksheets for students

ow can teachers and teacher-librarians assist L their students to navigate the Internet purposefully and successfully? How do we ensure that students do not lose interest during long, unproductive searches? At Willawarrin Public School, the teacher-librarian, in collaboration with classroom teachers, has been producing a range of curriculum relevant student worksheets to support learning. These 'clickable' activity sheets, created with hypertext markup language (HTML), are accessed via the browser program of any computer that has a live Internet connection.

An HTML worksheet does not need to be uploaded to a Web site (although it can certainly be shared with a larger, international audience that way). The worksheet acts as an interface for the Internet, providing students with a scaffold that embeds a purpose for using the Internet. Other features are: highly relevant questions and instructions; and hyperlinks to specific, teacher vetted Web sites.

Using such worksheets, Willawarrin's students are 'directed' to Web sites of suitable reading levels and, most importantly, of sufficient relevance, without the concern that they may end up at highly inappropriate sites. In this way, their Internet work is



Willawarrin Public School is a small school near Kempsey. Anne McLellan is the teacher-librarian one day per

week, with the other days being made up of varied roles: support teacher learning difficulties (STLD); classroom teacher on Year 5/6 for the Principal's release; and literacy projects support teacher. Anne's unique perspective on the whole school program has given her a sound understanding of students' literacy needs. The development of Web based worksheets, to help students when using the Internet for research activities, has proven to be a successful strategy.

very structured. I know which sites the students are looking at, and what information they are likely to find there. In our experience, HTML worksheets also foster a more centred, cooperative approach, as the students work together in small groups.

Integrating technology

My interest in HTML worksheets came about as a result of my five years experience as a teacher-librarian, in combination with my other support roles at this school. When I began as a teacher-librarian, I knew nothing about computers. OASIS was introduced into the school and, of necessity, I commenced my steep learning curve, commencing with an OASIS library training course. These days I share the role of computer coordinator at Willawarrin. As in many other small schools, we had no 'computer expert' on staff; it was a case of 'sink or swim' and I chose to start swimming.

Several enlightening steps along the learning curve were due to my attendance at Technology Training Cooperative (TTC) workshops, organised by Greg Davidson, who was our District Technology Adviser at the time. It was at one of these courses that I was introduced to Web authoring tools and the concept of HTML, those mysterious codes that tell an

Internet browser how to display information. (Of course, with Web authoring programs, one doesn't need to learn the actual codes.) Soon I had learned how to adapt a typical paper research worksheet into browser readable form, and was delighted when I created an interactive, 'clickable' worksheet page that actually worked!

My first effort had a Christmas theme. It was readily adaptable to students of different abilities, and guided its users to various Internet sites that: explained Christmas traditions and customs; took students on a tour of Santa's village; and encouraged them to draft and email a Christmas letter to Santa Claus. The students thoroughly enjoyed using the worksheet and, at the same time, were consolidating computer skills and learning new ones.

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A collaborative approach

Encouraged by this success, the staff and I developed many such worksheets over the years, each one complementing a particular unit being taught in classrooms. Students worked through the suggested tasks during library lessons. Alternatively, I would take a small group across to

the library while the rest of a class worked on other aspects of the topic, or engaged other resources for their research.

This year the school is networked, so every class has access to the Internet in their own rooms, which has given the teachers and students more flexibility in the way the worksheets are used.

Internet using an HTML worksheet about living things. The teacher and I are moving these students towards being able to use a labeled diagram of a particular life cycle to write an explanation.

Constructing an HTML worksheet

To develop a worksheet, the teacher and I work out what student outcomes will be anticipated, and what information is needed to answer their research questions. We consult the Internet reviews in Scan and do a search for other relevant sites using online search engines. I have discovered that, when preparing work-



Willawarrin students complete an online HTML worksheet.

HTML worksheets mainly assist students with the **locating** and **selecting** stages of the information skills process. In library lessons, we work on the other stages as well. Since the class teacher has collaboratively planned their human society & its environment (HSIE) and science & technology units with me, the information skills are embedded in the class program. For example, Year 1 students at Willawarrin are currently working on the integrated unit, *Change*. In library lessons, we are investigating life cycles and I will be modeling how to label a diagram. In class, the students will research the

sheets for younger students, search engines designed expressly for students, such as Yahooligans! and KidsClick!, are excellent sources of sites specifically aimed at early reading stages.

After bookmarking the relevant sites for a unit, I use Netscape communicator to construct the worksheet. I open up a page in Composer and begin to create a Web page. Through trial and error, we have discovered that a table format works well, with the introductory instructions for students appearing in the first 'box'. The research questions are entered, with hypertext links to our selected sites. Headings,

The students feel in control of their own learning and enjoy working in cooperative groups.

background 'wallpaper' and relevant, colourful graphics and are added. Using the browser, I can preview the Web page's appearance and edit my work offline. I then go online to test all of the hyperlinks.

Exploring Antarctica on the Web

In my professional reading about the changing role of educators due to technology, I have become aware of how I am now more of a facilitator of students' learning. With the structure provided by the HTML worksheets, the students become more responsible for their own learning. For example, I am only with my Year 5/6 class one day per week but, last term, the

The worksheet acts as an interface for the Internet, providing students with a scaffold that embeds a purpose for using the Internet.

students were able to work independently, using: their Antarctica worksheet via a Web browser; and individual contracts as extension work each day. This could occur even when I was engaged elsewhere in the school. Contracts are also excellent for guiding students to make use of other research sources, such as CD-ROMs and books.

Technology has been integrated into many aspects of the Antarctica unit. The students used a spreadsheet program to record daily temperature at Mawson Station (with figures gathered from the Internet). Eventually, this information was converted into a AN

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graph. The text type of exposition was explored on the topic of mining in the Antarctic. The students were presented with numerous options for the tasks they selected and had the freedom to tackle most activities in any order.

Sharing our successes

Willawarrin is in an area where not many families have access to the World Wide Web at home. Those that do usually cannot get local call rates. This means that for the majority of students, their only experience with the Internet is at school. One of the school's literacy projects has been to familiarise parents in the use of the Internet. The students' parents have learned new skills, which has empowered several of them to volunteer their time to come into the school and assist groups of students.

Anne Smith is currently our district's Technology Adviser. Anne has developed a Web site for the Port Macquarie TTC (see Scan vol 18 no 3), and our school's HTML worksheets are now on that site for other teachers and students to use. Go to: http://www.midcoast.com.au/~ttc/

As more schools in the Port Macquarie District create their own Web based worksheets, it is intended that categories will be developed for the key learning areas and different outcome stages. Teachers are busy people and sharing our efforts in this

efficient and motivating way makes our jobs easier and promotes interschool communication.

The time spent preparing the worksheets for Willawarrin's students has been well spent. The worksheets are easily adaptable for different ability levels. The students feel in control of their own learning and enjoy working in cooperative groups, yet the

staff and parents have fewer worries about the sites the students are accessing.

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- TTC curriculum resources and links for K-12 (Technology Training Co-operative - Port Macquarie) [online] at:
- http://www.midcoast.com.au/~ttc/ Yahooligans! (The Web guide for kids) [online] at:

http://www.yahooligans.com/

The library plan at Mudgee High School

The development of the management plan for the coming year is an integral part of school planning at Mudgee 12. A library plan can also:

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High. From the school plan, teacherlibrarian **Birgit Smith** and the library committee are able to design a library plan which reflects and supports teaching and learning 7anticipate staff development needs, technology and other resources; and suggest a range of roles for the teacher-librarian to be involved in *the school plan.*

he process for developing the whole school management plan for each year is an integral part of school planning at Mudgee High School. It is a process which involves the entire staff and, increasingly, the School Council and the Student Representative Council. The process we undergo is not dissimilar to that described by Joy Pogson, of Beresford Road Primary School, in Scan vol 16 no 1.

The school management plan reflects our purpose

Mudgee High School's purpose is to "provide a high quality education in a stimulating and caring environment" and is achieved through goal setting in seven major focus areas:

- welfare
- professional development
- curriculum
- school/community
- administration/planning
- extended curriculum
- environment.

(School management plan, Mudgee High School, 1999.)

Knowledge of the school plan also means that you can be ready for events that are going to occur during the year.

Taking into account the four or five mandatory Departmental Agenda priorities, the focus areas are addressed through action plans. These target a number of aspects or areas and are proposed by the stakeholders. They are voted on to determine which become the ten priorities for the ensuing year.

The development of the action plans occurs at meetings of working groups headed by a staff member. Each participant: has the opportunity to be involved in the strategic planning for two priority areas; and can indicate a willingness to be active in other areas.

Action plans involve:

- · determining goals and the strategies for achieving them
- establishing a timeframe
- determining personnel, resources and costs
- stating success indicators.

Each staffroom, all offices and the library have been provided with a folder. The folders are divided into sections for the school's mission statement, focus areas, current priorities, action plans, and each faculty's plan. This makes it easy to see how the faculty plan relates to the school plans and Departmental agendas. An evaluation committee considers success indicators and targets reached for incorporation into the school's Annual report and for further action. This process then continues the cycle into the next year.

Participation in the working groups is an ideal opportunity for the teacher-librarian to provide input into the school plan and help set its direction. This year, I was joint coordinator of the technology group and a member of the literacy group. Such participation ensures that I know what is happening in the school in those areas. Moreover, it can ensure the inclusion of current and future library initiatives into the school plan, meaning that the library is recognised for its contributions to the school as a learning community.

For example, my involvement in devising the 1999 technology plan meant that it was possible for me suggest that the expertise of library staff was utilised for workshops on school development days. In the literacy plan, I was looking for an opportunity and assistance to development some Year 7-12 collaboratively planned and taught units which focussed on particular aspects of information literacy. I perceived a niche in our action plan, and made a proposal to this group that was accepted and included in the school plan.

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Developing the library management plan

Aligning the library plan with the whole school plan is extremely important. This is the best way to ensure that the library truly reflects the school's mission and makes a sound contribution to student learning outcomes. It provides the direction needed to drive your programs and efforts toward the intended goals.

At Mudgee High, our thinking around the library plan covers six areas, adapted from James Henri's suggested "roles of the teacher librarian" (1988). These are:

- management
- instruction and cooperative program
- collection development
- program advocacy
- consultation and information services
- professional development.

Using this format is an efficient way of ensuring that all aspects of library services and programs have been considered in planning. Pro formas, with sections for goals, strategies, success indicators and recommendations, are used for planning in each area. The planning for collection development, for example (see Table 1), shows the process and its relationship to the Agenda 99 priority areas.

The first step for developing the new library management plan is to consider the whole school plan and determine those priorities where the library can contribute to the school mission. This year, school priorities in technology, literacy, the new Higher School Certificate (HSC), peer mediation and drug education were all addressed, to some extent, by the library plan.

The next step is to consider the success indicators of the current library plan and evaluate the extent to which goals have been reached. Some goals may have been achieved and therefore require no further action. For others, the recommendation may be to continue the aspect into the new plan, perhaps with revised strategies. Other goals will be suggested by the evaluation of the previous year's plan. For example, a recommendation from our 1998 library plan was to trial some online journal services, such as World Magazine Bank, with a view to increasing access to current information. This became a goal for the current management plan. Finally, other goals may be included as a result of input by library staff, teachers and students. The plan is committed to paper and becomes a working document.

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Table 1: Excerpt of a sample page of the 1999 library plan. The Recommendations column is filled in at year's end.

Mudgee High School 1999 library plan

Agenda 99: Laying strong foundations In 1999, we will: give students and teachers better access to learning resources through new technologies

Goals	Strategies	Responsibility	Success indicators	Recommendations
Acquisition of suitable software for use across the network	 Ascertain curriculum needs through Tech. Committee Determine suitability of software from journal reviews and suppliers' notes 	Teacher-librarian Teacher-librarian and faculty reps	CD-ROMs and software run successfully on network and are utilised	
Provision of suitable teacher resources to support use of technology in classrooms	 Select and acquire appropriate resources from bibliographies and journal reviews 	Teacher-librarian and faculty reps	 Resources accessioned, catalogue reports printed Resources used by staff 	
Update Internet sites entered onto OASIS	• Check accuracy of cataloguing information, with particular reference to: URL; Last update	Teacher-librarian	 OASIS reports by subject produced Reports distributed to staffrooms and used in library 	
Supplement the collection by free trial of online magazines	Organise free trials for <i>EBBSCO World Magazine Bank</i> by staff and students	Teacher-librarian	• Free trial used by staff and students	
	 Publicise through school communication channels Cost benefit analysis 	Teacher-librarian Teacher-librarian	• Evaluation to make decisions regarding future subscription	

Why plan?

Consider the success indicators of the current library plan and evaluate the extent to which goals have been reached.

As Michelle Ellis put it so succinctly in a recent Scan (vol 18 no 1), "a. library management plan can help teacher-librarians to sift through programs and services, and make decisions about what can be deleted, maintained or expanded", particularly in the light of Departmental agendas. Apart from being a part of your professional responsibility as a teacher-librarian, it can also be a great advocate of the contribution you make to student and teacher learning. It helps prioritise items for the budget. More importantly, it can be the basis for negotiation for additional funding.

Knowledge of the school plan also means that you can be ready for events that are going to occur during the year. For example, my knowledge about schools.net meant that the library could prepare teaching staff for Internet access in staffrooms through workshops and small group tuition well beforehand. At present, the senior executive is undertaking a review where each faculty has been asked to show how their plans related to school priorities. Given the way the planning process was undertaken in the library, it has been a relatively simple matter to show how our goals, strategies and success indicators are aligned to those of the school as a whole.

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Reading the future:

Management

Knowledge management 4. Towards a community of learning



"The late twentieth century has been described as the Age of Information, where an emphasis is placed on the external organisation, transformation and communication of information. It has been suggested that the twenty-first century will be the Age of the Mind, where the focus on the externally observable features of information will have been replaced by a completely different set of rules and customs and modes of delivery and where people will use it according to judgements made on a different set of criteria."

ith almost a year down the track since my first Reading the future article on knowledge management in Scan (Todd, 1999a), I am very pleased to see the interest, enthusiasm and action centring on this important arena in schools. All education springs from some image of the future, and the emerging discussion on knowledge management (KM) is playing a part in shifting our attention from the actual information environments in schools to support learning, to the possible information environments. Learning to explore what is possible, in the context of providing the best learning opportunities for our students, is an important step. And knowledge management must have that broader objective at its centre.

In this paper, I want to provide some ideas on "enablings" that focus particularly on building a sense of community. Hansen (1999) argues that knowledge management is "about people, their work practices and their work culture", and comprises "developing new knowledge, "securing new and existing knowledge", "distributing knowledge" and "combining available knowledge". This statement highlights that underpinning knowledge management is the assumption that people's accumulated knowledge, as experiences, best practices, competencies, skills and ideas, is worth identifying, capturing, structuring, sharing and using as part of, and natural progression towards, a school's holistic information environment to support high quality learning outcomes.

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As we approach the new millennium, Scan's series of articles about the future of teacherlibrarianship and information technology continues. Dr Ross J. Todd is Head of Department of Information Studies, Faculty of Humanities and Social Sciences, at University of Technology, Sydney.



Heilprin (1989)

Recently, I took part in ISIS 99 (Information Services in Schools), an online conference for teacher-librarians and teachers, organised by Lyn Hay at Charles Sturt University. The conference was titled Enter the millennium: reflections and strategic intentions, and as part of that conference, I participated in an AussieMoo virtual workshop on knowledge management, where issues and ideas were vigorously discussed. I am greatly encouraged that people are talking about it; thinking about how it might contribute to their school; and identifying potential knowledge management practices that address concerns and issues in their schools.

In the emerging knowledge management literature, and certainly emerging out of the virtual workshop, a central building block for effective knowledge management practices in schools is 'community': collaboration; collegiality; interaction; team spirit; unity rather than uniformity; and networking. Where these are valued and actioned, a community of practice is evolving where individuals are creating knowledge together, sharing it together, and learning together.

One of the key issues that emerged from the KM virtual workshop was how to create a knowledge sharing community:

• How do you encourage people be a part of a learning and knowledge sharing culture?

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- How do you change attitudes from a view that possessing knowledge is power for one person, to a view where sharing knowledge is power to a whole community (that is, moving from information and knowledge as dividing, to information and knowledge as liberating and empowering)?
- How do you maintain an environment conducive to effective communication among knowledgeable people?

The creation of a knowledge sharing culture, breaking down the knowledge fiefdoms that exist, and recognising the value of a collective base of knowledge capital is fundamental to the success of knowledge management initiatives. I have been reading two thought provoking books that focus on building a sense of community, and they have provided input on the ideas I will suggest here. The first, by Peter Senge and colleagues, is entitled *The dance of change: the challenges of sustaining momentum in learning organizations* (1999). It provides a model (see Diagram 1) and identifies some of the key building blocks for creating and maintaining a sense of a community of practice where knowledge sharing and knowledge using is an integral part.

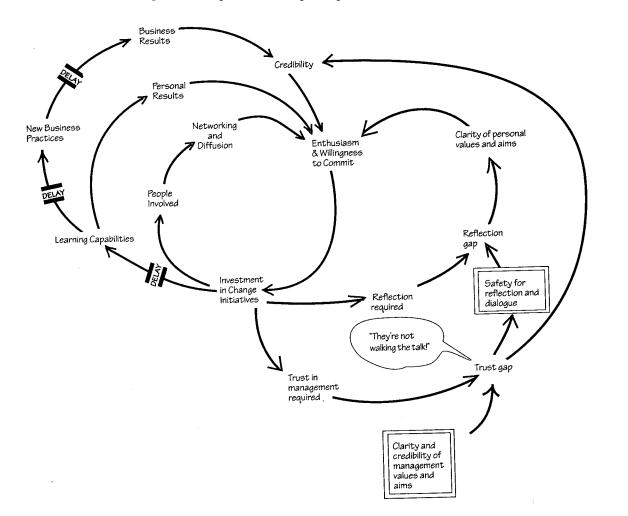
The second book, by Etienne Wenger is *Communities of practice: learning, meaning and identity* (1998). This book presents the theory that engagement and participation in social practice is the fundamental process by which we learn and so become who we are (Wenger, 1998: 4). It posits three notions of belonging to a community:

- *Imagination*: creating images, creating possibilities, and seeing connections by extrapolating from our own experiences. It involves: recognising our experiences in others; knowing what others are doing; seeing ourselves in new ways; sharing stories, explanations, experiences; visiting, observing, talking; generating scenarios; and exploring other ways of doing what we are doing.
- *Engagement*: actual involvement in mutual processes of negotiation of meaning. It implies a sustained intensity and mutuality; and involves: defining a common starting point; accumulating shared experiences; developing interpersonal relationships; and managing the boundaries.
- *Alignment*: coordinating our energy and activities in order to fit within broader structures and goals of the school. It involves: creating a focus; negotiating and reconciling different perspectives; finding common ground; convincing, inspiring, trusting, uniting; and devising procedures.

(Wenger, 1998: 164-187)

Wenger claims that communities of practice are "organizational assets that represent investments in mutual engagement. The learning that they embody constitutes the competence of the organization, and the development of communities of practice is essential to developing this competence" (Wenger, 1998: 251). Wenger highlights that mutual engagement is, in itself, building competences

Diagram 1: Growth processes of profound change (Senge, 1999: 197)



and skills, which can become part of the knowledge infrastructure of the school.

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Here are some ideas that I have gleaned from literature and experience in building a knowledge sharing culture. Some of these aspects have been referred to in my previous papers, and I want to draw them all together here.

- (a) Focus on what you share in common. Communities are built on common ground, and the connections and networks are very important. Commit to something worthwhile where its link to the vision and strategic goals of the school is very clear. For example, if the school has negotiated a strategic set of priorities for the year, capitalise on one or more of these priorities as a KM initiative. Speak the common language, the language of syllabus outcomes. Avoid the language of 'library land', as this can be very alienating at times.
- (b) Demonstrate passion about the shared vision: "Share and celebrate the mission on the inside of the organization not just on the outside" (Covey & Crawley, 1999). People are motivated by individual initiative, passion and creativity. This contributes to morale building and provision of support.
- (c) Don't make KM initiatives a demand. Use incentives, not mandates. Incentives can range from mentoring teachers in new skills, such as Web page design; meetings with fresh croissants; opportunities to speak at a professional development day; and so on.
- (d) Choose KM initiatives that benefit many rather than a few. These need to be connected with real work goals and processes, and connected to improving performance. One way to do this is to utilise project teams that are cross disciplinary, so that it has visibility across the school and so that the disciplinary fiefdoms are broken down.
- (e) Start small, grow steadily. Don't plan to conquer the whole knowledge world in one go. As Gell-Mann claims, "Knowledge is often sprawling and messy, and the ways in which knowledge workers use it are manifold and unpredictable" (in Davenport, 1997). Test, trial, experiment with a defined and contained project.
- (f) Recognise that nothing happens without commitment, and that initial commitment is almost always limited to a small group of interested people. Make explicit why, who wants it to happen, establish deliverable deadlines, and the expected results it will produce. Not all people come ready to contribute to such initiatives. Involve people who have the power to take action, and utilise the different skills and talents of this team, and encourage team members to develop new skills through the project, enabling and empowering individuals for the benefit of the whole. Diversity becomes a key asset.
- (g) Don't be a "know all". Admit uncertainties and seek help. Admit problems and seek help. Invite critique and feedback. Invite ideas and suggestions.
 Appreciate and bring out the many dimensions and sides to every issue. Explicitly raise questions about the relevance of the project, and make ongoing information available about its progress. Work for commit-

In summary, there are three keys to the development of a successful knowledge sharing environment in your school. Prusak (1999) refers to them as: knowledge visibility; knowledge infrastructure, and knowledge culture. Knowing who knows what in your school, and letting

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(h) Start small and grow steadily to build momentum. As Senge says: "Don't give speeches. Find a few partners who share your values and passions. Identify key practical issues and get to work on them. Remember that profound change is a *self*-reinforcing process" (Senge, 1999: 55). Demonstrate, don't articulate. Demonstrate, don't procrastinate. Don't hit management with a campaign, but give them action. Sometimes this might mean taking a working example, or prototype, to a group in the school where the outcome matters. If you want to create a staff *Yellow Pages* which illustrates the competencies, skills and experiences of staff that can be made available, create a working model of a *Yellow Pages* using the library staff or the history teachers, for example.

(i) Be a strategist when working to get people on board. Don't create an environment of 'insiders' and 'outsiders', marginalising people who may be disinterested or opposed to the initiative. Underpinning sustained, across school action is emotional engagement, and emotional engagement is built on intellectual understanding. Communicate. Communicate. Communicate. Expose the project at all stages. This often captures attention, arouses curiosity, and people get motivated to jump on board. Openness rather than secrecy is important.

(j) *Deliver on promises.* Keep the project within manageable boundaries so that it doesn't become bigger than *Ben Hur.* This is particularly important on the first initiative. At the same time, keep the project on track to ensure coherence, momentum and continuity. Projects that fizzle out before they get up and running further signal that this is just a passing fad, without real substance.

(k) Deliver a tangible output, and one that is immediately accessible and usable without much effort. Formalise the structures for sharing knowledge in ways that reflect teachers' information seeking and use behaviours. This is responsive management of knowledge. Avoid excessive structures and misplaced precision. Celebrate the achievement together, recognising the talents that have contributed to the effort, and even inviting a new project team to get going. The building of professional esteem and pride, and acknowledging this in the school community, contributes to developing a sharing community.

The knowledge sharing environment

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others know and use this knowledge is central to making knowledge visible.

While there are many technical applications that can foster effective knowledge capture, organising and sharing, it is important to realise that at the heart of knowledge sharing is interactions with people. Any knowledge infrastructure involves connectivity and access, but a successful knowledge infrastructure brings people together in new and dynamic ways. Identifying the knowledge and information networks, and finding creative ways to bring these networks together, further contributes to building a knowledge sharing culture. I think Kahlil Gibran (1999) got it right in saying: "A little knowledge that acts is worth infinitely more than much knowledge".

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Reading the future in 2000: **Scan** explores visual literacy!

New format for SCIS subject headings

With the publication of SCIS subject headings (4th edition) imminent, Anne Dowling and Cherryl Schauder present some key features. This article also offers important advice for teacher-librarians when implementing the changes to the list. Anne is Cataloguing Coordinator for the New South Wales Agency of SCIS (School Catalogue Information Service). Cherryl is SCIS National Cataloguing Coordinator at Curriculum Corporation.

he fourth edition of the SCIS subject headings list is due for publication towards the end of 1999. New headings have been added, terminology has been updated, and the instructions have been expanded. The format of the list has been redeveloped to reflect current international indexing practices. This edition will be the most comprehensive list of curriculum based subject headings yet produced for Australasian school libraries.

Main changes

To make the changes easier for teacher-librarians to implement in their school library catalogues, summary listings of new and replaced headings will be included in the new edition. Some of the changes are minor and can be made as time permits. However, one major area of revision is the headings for **Aboriginal peoples**, formerly **Aborigines**. The headings for **Aboriginal peoples** have been developed in consultation with the Aboriginal Studies Consultants in each state, and the New South Wales Aboriginal Education Consultative Group (AECG). This is one area of change that is important to implement immediately so that acceptable language for Aboriginal peoples is used in all school catalogues.

Some library systems, such as *OASIS*, provide a 'global change' facility that changes each occurrence of a heading in the catalogue when the authorised version (the authority) for the heading in the system is changed. With other systems these changes have to be done for each bibliographic record.

Changes in presentation between the third and fourth editions are illustrated in the example in Table 1 (right) While the revised list may look somewhat different to the previous editions, the actual content has not been radically changed. In this edition the symbols used to represent

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the *See* and *See also* relationships between the headings have been altered to conform to current international practice. An explanation of the new symbols (USE/UF, BT, NT, RT) is provided at the bottom of each page of the list:

UF=Used for or Seen from **USE**=Use or See **BT**=Broader terms **NT**=Narrower terms **RT**=Related terms.

The headings provided in the list as broader, narrower and related terms will be examined on an ongoing basis to refine them further, and to check them for relevance in the school environment. Cataloguers will use them to locate a heading that is more appropriate to represent a particular topic. If catalogues were to display these references as broader, narrower and related terms, catalogue users would be able to use them to expand their searches upwards, downwards and laterally.

See and See also references in the catalogue

The way that references are presented in catalogues tend to differ from library system to library system. The *see/USE* reference in the above example might, for instance, be presented as:

Education, Safety
Use Safety education
OR
Education, Safety
See under Safety education
OR
Education, Safety
Reference information
See: Safety education

See also references are similarly presented in different ways in different catalogues. It has been one traditional practice to economise on *See also* references by only making them downwards (broad to narrow) and to/from related headings. SCIS has followed this policy in the past.

In previous editions of the list, the suggested catalogue *See also* references to be made to and from a heading when entering it in the catalogue for the first time were represented by the *See also* note which referred the user from the lead heading towards narrower and related headings,

Table 1

Previous format	New
SAFETY EDUCATION	Safe
x Education, Safety	UF I
See also ROAD SAFETY; ACCIDENT	BT I
PREVENTION	NT I
xx ACCIDENT PREVENTION; INDUSTRIAL	RT A
HEALTH AND SAFETY	

See reference	USE
Education, Safety	Educ
See SAFETY EDUCATION	USE

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and the *xx* headings which referred the user from broader and related headings towards the lead heading. Again using the above example, and assuming that all the headings referred to were used headings in the catalogue, *See also* references would be made as follows:

> Safety education See also Accident prevention; Protective behaviours; Road safety. Accident prevention See also Safety education and Industrial health and safety See also Safety education

Ideally, with rigorous application of this approach to *See also* references, the full hierarchies and associations were expressed right through the catalogue, working from broad to narrow, and from related to related.

When using the fourth edition with its new format, these practices could be continued by making *See also* references in the catalogue from the heading being introduced towards the headings listed as narrower and related; and from the headings labelled as broader and related towards the heading being introduced.

After completion of the fourth edition, SCIS will be working hard to finalise policies about these issues and to make available the *See* and *See also* references on disk to facilitate the creation of these in individual catalogues.

Headings to be devised by the cataloguer

The new edition highlights categories for which headings may be devised by the cataloguer by using an asterisk within an instruction. For example, the subject heading **Navies** has an instruction 'See also names of specific navies*, eg. Australia. Royal Australian Navy'. Thus the names of other navies which cannot be found in the list or on the database can be assigned when needed, using the example provided as a guide.

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w format fety education Education, Safety Industrial health and safety Road safety Accident prevention

E reference cation, Safety E Safety education

Examples of names

There are many new names in the list so that when you follow the instructions to add a name, there is an example to follow. Some of the new examples are: Lisu (Asian people); Tenzin Gysato, Dalai Lama XIV; Fraser, Malcolm; and Ramu River Region (Papua New Guinea).

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Filing in the fourth edition

As with the third edition, the filing of the list is generally alphabetically word by word, with hyphenated words filed as if they were two separate words. In the fourth edition, however, a heading and all of its subdivisions (ie. headings after the long dash) are filed together. Inverted and phrase headings follow the heading and its subdivisions, but are interfiled alphabetically as before. This arrangement will make it easier to identify those headings which have a pattern of subdivisions that may be applied to other similar headings, eg. the subdivisions at the headings **Bible** and **Shakespeare, William**. This filing will not affect the filing in the library catalogue.

Ongoing revision process

The revision of a controlled vocabulary is an ongoing process that requires considerable resources in terms of staff time, knowledge of cataloguing and indexing principles, and expertise about a wide range of topics. Terminology and attitudes change over the years, and compilers of a list like this need to constantly review the appropriateness of terminology and of links between headings. At the same time revisers need to maintain a balance between responsiveness to new concepts and terms, and the stability and search predictability of each school catalogue.

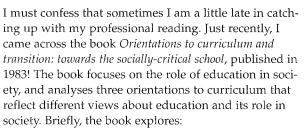
This list has established the new format and made a number of important revisions. It provides a snapshot of headings at a given point in time, but many areas have been signalled for ongoing and further review. Over time, the list will benefit enormously from ever increasing dialogue between the cataloguing agencies and teacher-librarians. This two way communication process is steadily being enhanced by information technologies both in schools and in the SCIS agencies. The dialogue will help to ensure that the list serves the needs of teacher-librarians in our fast changing educational environment.

Several online discussion board topics about SCIS subject headings, products and services can be accessed on the *School libraries: empowering learning* Web site. Go to http://www.det.nsw.edu.au/schoollibraries and click on Discussion from the menu on the home page.

The SCIS/*Scan* team will be working with *OASIS* Technology Support to ensure that the most efficient way of making the changes in *OASIS*, particularly for the **Aboriginal peoples** subject headings, is identified. As soon as the information is developed, it will be uploaded to the *School libraries: empowering learning* site and featured in *Scan.* ■



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- the vocational/neo-classical orientation, in which education is understood as a preparation for work, and one which identifies the sense of vocation students reveal through their participation in school life, and through acquiring skills and disciplinary knowledge
- the **liberal/progressive orientation**, in which education is seen as a preparation for life rather than work; it is for the whole person, developing a sense of the good, true and beautiful in every child, and preparing each child to participate in ongoing social change and improvement
- the socially-critical orientation, in which education is seen to engage students in social and cultural issues and give them experience in working on them, through experience in critical thinking, interaction, reflection, interpretation and action. Collaboration, construction, critique, cooperation, and community are key concepts.

The development of students as information literate, as independent lifelong learners who are able to engage purposefully and actively in their society, strongly reflects the socially-critical orientation to education. This development is something that can only be achieved through a sense of community, and a community of teachers being empowered to understand, critically evaluate the practices of school life and school work, and make informed commitment to collaborative action that will empower learners.

Collaborative interaction, negotiation, self reflection and community are key dimensions of the research reported in this **Research columns** article. The research, by Dr Penny Moore and Noeline Poulopoulos, focuses on the development of a school community in New Zealand oriented to the development of information literate students. I have recently had the pleasure of reading the manuscript of the book, soon to be published, which tells the full journey of this school.

Dr Penny Moore is not new to readers of *Scan* (see vol 15 no 1). Her background includes research management and lecturing in education and librarianship. She has considerable experience in education research that has substantially focussed on information problem solving. In recent years, Penny has undertaken information literacy research for the New Zealand Ministry of Education and the New Zealand Council of Educational Research.

Noeline Poulopoulos is an experienced *Reading Recovery* teacher at Island Bay Primary School in Wellington, New Zealand. Noeline has been working with At Risk readers and students with non English speaking backgrounds (NESB).

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BUTTERFLIES AND ELEPHANTS IN THE CLASSROOM:

TEACHERS RESEARCHING INFORMATION LITERACY

Dr Penny Moore & Noeline Poulopoulos

"There is no learning without a learner. And there is no meaning without a meaning maker. In order to survive in a world of rapid change there is nothing more worth knowing, for any of us, than the continuing process of how to make viable meanings."

Postman & Weingartner (1969: 85)

Over the past decade or so, perspectives on information handling have been emerging fairly rapidly, like butterflies from chrysalises. Successive generations have evolved in this short time span, partly in response to rapid changes foreseen in the above quotation. For example, library and study skills at one time flew separately, then came together to emerge as information skills (but both are far from extinct in their own right). At the same time, researchers have looked at the demands of information handling in terms of research skills, inquiry skills, critical thinking skills and information problem solving skills among others, all different, but evidently related and part of the genus Information literacy. Like butterflies, these skills cluster in the warmth of the sun, grouping, dispersing and regrouping, forming different patterns according to situational demands and current conceptions. Their habitat is filled with activities like inquiry methods, discovery learning, resource-based learning, topic work, problem-based learning and the like.

Current questions include: What do we mean by all these terms? How are they different and what do they add in practice? Have the associated learning activities really made a difference to learning? And how, as we engage in

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scholarly discussion, can we minimise confusion and miscommunication in describing this wealth of attractive life forms? A focus on any one of the species of information literacy provides a unique perspective on the genus as a whole. However, as Woolls (cited Loertscher & Woolls, 1997) implies, some of these component concepts are so closely related that distinction between them is difficult. Langford (1999), in discussing critical literacy, strikes a chord by alluding to the tale of the seven blind men describing an elephant: understanding of the concept depends on which part of the elephant you have in your grasp.

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Some effects of defining concepts are recalled in points made by Postman & Weingartner (1969: 36): "Find the right label for some process, and you know about it. If you know about it, you needn't think of it any further". Those who are seeking relationships among species within information literacy keep developing understanding. Those who equate its components with tightly defined labels may be in danger of assuming that somewhere a box alongside the curriculum can be ticked, ie. we took/did/covered information skills last term. This is a variety of what Postman & Weingartner call the "Vaccination Theory of Education"; if you've had it, you are immune and therefore need not take it again!

Several authors, for example Holloway, Doyle & Lindsay, have commented that "information literacy is best thought of as a verb, a way of doing information" (cited Loertscher & Woolls, 1997). In considering information literacy this is a critical point, to which a further quote from Postman & Weingartner (1969: 30) makes a useful addition. They remind us that sense making is a survival skill and more importantly, it "is not what you say to people that counts; it is what you have them do. In order to understand what kinds of behaviours classrooms promote, one must become accustomed to observing what, in fact, students actually do in them. What students do in the classroom is what they learn (as Dewey would say), and what they learn to do is the classroom's message (as McLuhan would say)". The question then is what are teachers getting children to do with information? What are the classroom's messages about 'doing information literacy'? A consequential question is what can teacher-librarians do to help teachers focus on, and if necessary modify, the information literacy messages of their classrooms?

An earlier study (Moore, 1998) examined primary school teachers' understanding of information skills and resource based learning. Some of the meanings apparently assigned to information skills echoed a statement by Hopkins (1987), "There is an unresolved dichotomy and confusion between the notion of information skills as (a) the retrieval and location of information, and (b) the analysis and synthesis of information. The former aspect of the term is most commonly the focus of information skill programmes, but the latter is arguably the more important." In the study referred to, analysis and synthesis were found to be understated by teachers. Indeed, some expected information skills to emerge unaided and fully formed from their chrysalis. A second phase of that project centred on information literacy workshops and followed these with classroom observations. Two findings are of central interest here.

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The first is that in schools where teachers' understanding of information skills was most confused, it was more difficult to implement information problem solving approaches to learning and teaching, to 'do information literacy'. Some teachers spontaneously acknowledged that they had not thought through the meanings they assign to information skills, implying that the words had become the thing. The second was that workshop participants in all four schools placed a high value on receiving detailed observations of how children in their classrooms were interacting with information. Knowing what children do with information was a tool in thinking about information skills, and seeing changes in learning outcomes, however small, was instrumental in encouraging teachers to apply information literacy principles.

In that study, teachers tried systematically to observe children themselves, but pressures of the school day overwhelmed them and most observations were carried out by the researcher. A second study (Moore, 1999), this time involving all teachers in a single school, recognised and used staff strengths in seeking the best teaching practices. It aimed to identify teachers' needs as learners and to provide experience and guidance in conducting information literacy research in the classroom. A central concern was to begin with the teachers' perceptions of information literacy issues for the children they taught, rather than with any particular model of information literacy. In other words, it began with viable meanings of information skills in their classrooms and created a framework for observing children as information problem solvers. This prompted reflection on teaching practices.

This approach is in accord with that suggested by Lincoln (1987) who identified the following essential ingredients for a whole school approach to information skills teaching:

- It must develop from where teachers are and not be imposed upon them.
- It must respect the fact that teachers are individuals with their own classroom 'style'.
- It should be descriptive rather than prescriptive.
- It should be expressed in terms of practical classroom ^c techniques and strategies so that teachers can see the relevance of it to their own work.

The findings of the study are rich and varied. For the purposes of this report however, one teacher led project will be detailed to explore the questions:

- · What are teachers getting children to do with information?
- What are the classroom messages about information literacy?

Implications for teacher-librarian collaboration are discussed.

Method

The school's senior management group had determined that information literacy issues would be an appropriate focus for a whole school professional development initiative, thus opportunity to participate in this study fitted existing school goals. At the beginning of the project, information literacy had an understated profile in the use of both traditional, print based materials and information and communications technology. Information technology

and library developments were underway, but there were technological teething problems. No qualified library staff were available to assist teachers in grappling with the information world.

The study involved thirteen teaching staff, including the Principal, in a series of workshops and brief action research projects. Conducting formal research is a special case of the information problem solving process. It demands sound planning, systematic data collection from a variety of information sources, analysis and evaluation, and having a basis in previous research and theory. Work at the adult level of this process can be constantly compared with similar activities in children's topic work. Thus, teacher driven research projects provided: a vehicle for reflecting on personal information literacy; the support required for personal success; and the implications for supporting information literacy development.

According to Hopkins (1996), it is when teachers are recognised as learners who need support that professional development can move from a peripheral, 'add on' activity to being part of the central life of the school. In this case, staff knew little about information literacy and were not skilled or experienced researchers. Therefore, the author provided workshops and personal mentorship to:

- · increase teachers' skills and knowledge in the field of information literacy
- increase teachers' skills, knowledge an confidence in conducting action research
- promote the value of educational theory and familiarity with relevant educational literature.

Following an overview of information literacy, discussion of information skills and information problem solving, staff identified information literacy issues of concern for their particular students. Eleven action research projects were then designed conforming to the overall plan as follows:

- · Classroom evidence was gathered to test the basis of the concern identified.
- Following analysis and interpretation, the focus for information skills development was refined.
- Lesson plans were examined to identify underlying expectations for students' information skills.
- Ways of explicitly supporting target information skills were developed by teachers.
- Specific sources of evidence of children's performance on those skills were identified.
- Data was collected in parallel with teaching and learning (documentary, observational, etc).
- Evaluation of teaching and learning led to further development of information skills support mechanisms which were similarly monitored and evaluated.

The projects varied in content from a focus on students as peer tutors to use of multimedia reference materials and print based information sources. Some focussed entirely on gathering and using verbal information, and data collection methods varied accordingly. In some cases, teachers were able to collect all data independently; in others the author acted as research assistant and, in a few cases, other teachers assisted by record keeping and observing children.

By way of illustration, one project will be discussed in detail. It concerned just four students, representing a group of considerable interest to teacher-librarians.

Objective

Noeline Poulopoulos, as a specialist reading teacher, had had a longstanding concern to create greater cooperation with classroom teachers. She was working with four boys (aged 8-10) who were reading at a level two to three years below their chronological age. The students came from three different classrooms, three different teaching programs, thus making it difficult to ensure small group reading activities reflected those of the classroom. Noeline was concerned to discover whether withdrawal programs are successful. In particular, could the students transfer skills taught in a small withdrawal group to their own classrooms? The same question could be asked of 'library lessons'.

Phase One method

Previously when working with At Risk readers, the focus was solely on improving reading skills, but in the context of this initiative, it was widened to include information skills. While the students' reading needs were known, little was known about them as learners in general. The first phase of the project, therefore, involved interviewing teachers about the boys as learners. This was done fairly informally and provided a general overview (but few points upon which data were strictly comparable). Much was learned about the value of interview schedules and semi structured interviews.

The boys were also interviewed individually to assess their perceptions of themselves as learners. An interview schedule ensured that data gathering was more systematic in this case and the boys gave permission for interviews to be recorded for future reference.

Phase One findings

The teachers provided a picture of these students as often being reluctant participants in class topic studies, and as needing lots of teacher support when involved in information seeking using texts. They needed guidance in the selection of relevant text and text that they could read. They were functioning at a lower reading level than the rest of the class and teachers needed to work hard to involve them in learning. The boys were not motivated learners, found schoolwork difficult and often used work avoidance techniques.

The boys generally viewed themselves as poor learners. One student's understanding of learning involved "listening to your teacher" and when you had difficulty learning, it was "because you were not listening". The other students' focussed on learning how to read, reading itself was for "knowing more words and being able to read" and when learning was difficult, it was "because the book was too hard".

When asked what they did when they did not understand something, the students focussed on reading strategies, and asking the teacher or someone else in the class. None of the boys identified gaining information as a pur-

• asking questions (to clarify understanding; to gain more information)

• evaluating information (Can I read it? Can I understand it? Is it on the topic? Does it answer my question?) • using brainstorms and word webs to record information already known, and information gained from reading (Using coloured pens for additions allowed the children to see what they had learned from reading.)

writing about what they already knew, what they learned and what was most interesting. During this period, classroom teachers recorded their impressions of the students' ability to: select books, find relevant information; ask questions to clarify meaning; contribute to class brainstorms; and offer topic information. A simple checklist was provided to make this task quick and easy (See Poulopoulos, 1999).

Overall, the students became more skilled at verbally summarising information. Two, in particular, asked more questions to clarify understanding. The students began to bring books from home and from the library. One announced, "There was another book there and it had more information, but I couldn't read it and it had no contents or index, so I didn't take it out." Another brought an encyclopedia from home, complete with the bookmarks he had inserted on a topic. He sought extra books on animals to take back to the classroom and checked to see when a book was published, commenting on how old it was. Although one boy continued to need help to stay on task, he contributed to the group, although not with the same level of interest in the topics covered. All became

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pose for reading, although they recognised that one asks questions to gain information.

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Asked about the processes they used to find information in texts, all were able to talk about the use of content pages and indexes. They thought they knew what to do, but in the classroom often were unable to access information. They were confused about library organisation too, with all four expecting to find books on dinosaurs under "D" in the fiction section.

Based on interview findings, a program incorporating concepts of reciprocal reading (Palincsar & Klenk, 1992) was developed to encourage the students to:

• take responsibility for their learning

• generate their own questions

• use reading as a tool in finding answers to their questions.

Phase Two

Over a period of five weeks, meeting for 30 minutes each day, the students focussed on:

• finding information in texts (using contents tables, indexes, headings and pictures)

• extracting relevant information from text

The students also reflected on what had been learned by

Phase Two findings

In the withdrawal group, all four boys contributed to discussion but verbal input to brainstorming and word webs was greater than their written work suggested. With an adult scribe, far more was recorded.

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more skilled at finding relevant information in texts, although sometimes they needed support because of the demands of a particular book's layout.

The teachers' checklists and observations were generally positive. Three students had made marked progress, with their teachers commenting they there were now contributing more confidently to class brainstorms. They were offering topic information voluntarily and sometimes asking questions on the topic and to clarify understanding. The fourth boy was reading more fluently, but had shown little change in other areas.

For two of the students, in particular, there had been an increase in motivation. They were also interested in sharing information they had found. However their ability to use contents pages, indexes, headings and pictures in class was not consistently reported on, perhaps because this demands close observation which is difficult in a class of 30 students.

Conclusion

So what were the teachers getting students to do with information? Previously, withdrawal group reading sessions had focussed on word attack strategies and actually learning to read. The message was apparent in the boys' assessment: one reads to know more words. Reading to gain information did not a feature in discussions about learning.

In classroom activities requiring information seeking and reading to learn, teachers found it difficult to get these boys involved and, from their own reports, the students were not very successful in accessing information. The message for these students was that tasks demanding information skills were not very rewarding.

During the information skills intervention, although learning to read was still being addressed, the emphasis was on doing something with information. Attention was on gaining information and answering questions arising from disputes as the boys discussed crocodiles and other self chosen topics. Seeking information now received a high level of support accompanied by information about strategies to find and evaluate sources on a variety of levels. Success levels rose and were visibly recorded on word webs and in writing.

It is apparent that the boys not only transferred newly gained skills to the classroom, but that they also exercised them voluntarily at home and in the library to find books to share. However, it is also apparent that while withdrawal programs can be effective, added support is still needed in the classroom. In this case, all three classroom teachers were also focussing on different aspects of information skills development, and buddy reading systems were in place as a further aid. It is therefore likely that skills gained (and information literacy messages) were being reinforced in classroom and withdrawal settings.

Throughout this research project, there was more communication between the classroom and reading specialist teachers. This in itself increased the opportunities for coordination of effort. The initial interviews with teachers contained their own information literacy message: we are supporting these students together and can collaborate on a variety of levels. Teachers learned more of the techniques each was using to help these children and could apply them to the whole class.

Involving the students in discussion of how they learn, and how they handle information, sent information literacy messages too. It was at this level that the major changes appear to have occurred. 'Doing information skills' became more obvious to the students and was a legitimate topic for discussion. Strategies for coping with failures to find relevant information or being unable to read a particular text were developed and confidence rose.

What does this schoolwide project imply for teacher-librarians?

At this time, the teachers (as with some teachers in schools with more highly developed libraries) did not see the library as central to learning. This does not mean that they were unconcerned about information literacy; on the contrary: all quickly identified aspects of information skills that that required attention.

In this school, however, much information seeking took place in the classroom using borrowed resources. Thus, classroom observation would reveal more about information skills than was seen during library activities. Teachers were hampered by lack of experience in examining information literacy in detail. They initially had neither an in depth knowledge of the concept, nor ways to gather concrete evidence of student performance.

Starting with their concerns about students' learning provided a purpose for exploring information literacy. Providing an array of views on information problem solving, critical thinking, and affective aspects of information seeking, allowed teachers to clarify the meanings they had assigned to information literacy. Teacher-librarians are in a position to promote the concept in ways that allow for a plurality of understanding. In this context, the "Vaccination Theory of Education" is untenable, and discussion between colleagues is enriched.

In this study, independently created lesson plans were analysed in terms of underlying information skills. This 'after the fact' curriculum design may be used as a precursor to future collaborative planning with those unused to working closely with teacher-librarians. The critical point was that while the whole raft of underlying information skills could not be addressed at once, those of greatest concern to the teacher were targeted. This takes us back to viable meanings of information literacy in the classroom based on the teacher's perspective. Teacherlibrarians' experience of looking for aspects of information handling can facilitate discussion of meaning and points in learning activities where particular information skills will be most evident.

Workshop participants in an earlier study had valued receipt of detailed descriptions about children interacting with information. Through the lesson analysis described above, teachers in the current project directed the focus of observations of children. Considerable attention was paid to creating simple ways of recording those observations, the intention being to ensure that research was not a burden for busy teachers. In several cases, the author or another teacher acted as observer. Teacher-librarians could offer this collegial service centred on students' learning. Involvement in collaborative planning and evaluation of information skills development is a long standing and desirable goal for teacher-librarians, one that has often been difficult to achieve for a variety of reasons. Many strategies are needed, but here it is suggested that collaboration can be increased by offering to observe what children actually do with information and by examining the information literacy messages of the classroom. The key however, is that one must begin with the species of information literacy most salient to the teacher. Discovering the shifting patterns in the flight of related species can then prompt ever-deeper thinking about information literacy. When combined with knowledge about one's own class as information problem solvers, classroom messages may undergo change.

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ABSTRACTS

FITZGERALD, M. A. "Evaluating information: an information literacy challenge". School Library Media Research, 2, 1999. Available at SLMR online © 1999 ALA at:

http://ala8.ala.org/aasl/SLMR/evaluating.html

Recent research and discussion on information and critical literacies have highlighted the importance of developing students' abilities to critically evaluate and synthesise information for a wide variety of sources and formats. There is recognition that this is a complex and difficult pedagogical process. There is a certain urgency in developing this key intellectual scaffold, given the diverse and ambiguous nature of information now available on the Internet, and the importance of accessing reliable and authoritative information for effective learning. This

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paper is a synthesis of the theoretical and research based literature on the process of evaluating information. Drawing from cognitive psychology and critical thinking theory, it first explores central concepts in the evaluation process, such as: prior knowledge; problem structure; metacognition; goals and motivation; disposition; signals; deliberation; and decision. This exploration provides a strong understanding of the intellectual and learning processes involved in evaluating information.

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The second part of the paper explores how this theoretical framework translates into classroom practice, highlighting some of the key ways that this might translate into a school library context and the educative work of teacher-librarians in developing information skills including evaluation. Particularly useful is the list of explicit teaching and learning strategies that might be used in classrooms. Some of these ideas can be easily built into collaborative teaching activities.

TALLMAN, J. I. & HENDERSON, L. "Constructing mental model paradigms for teaching electronic resources", *School Library Media Research*, 2, 1999. Available online at *SLMR* © 1999 ALA at:

http://ala8.ala.org/aasl/SLMR/mental.html

If you have been following and participating in the virtual conference on Internet searching (*School libraries: empowering learning* Web site, NSW Department of Education and Training) you may have read my paper where I suggested that we may need to rethink our whole approach to searching and accessing information on the Internet. Tallman & Henderson's paper supports the approach I have taken. The paper argues that effective teaching of electronic information sources requires teachers and teacher-librarians to have appropriate mental models of the characteristics and protocols of these sources. It suggests that these mental models are somewhat different to the mental models used when teaching about intellectual and physical access to print resources.

This study was undertaken in Georgia, USA, using a sample of teacher-librarians, and replicated in Queensland. Interviews, and video/audio taping of teaching and learning sequences were used to gather data. This data were used to construct the mental models utilised by teacher-librarians in the teaching sequences. These models not only focussed on the search process, but also on teaching roles, learning roles, desired outcomes of lessons, and teaching strategies. What clearly emerged in the findings was the problematic nature of existing models of accessing, researching and retrieving information from electronic databases, transposed from models of working with traditional print environments. Their conclusion provides much food for thought: simply acknowledging that current mental models to searching are flawed is an inadequate response to developing future effective teaching and learning strategies for electronic information searching. It might be timely to re-read my paper, Reconceptualising the search process in electronic information environments, available online at:

http://www.det.nsw.edu.au/schoollibraries (Click on Teaching and learning, then Virtual conference 1)

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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)

RESOURCES TO SUPPORT LITERACY

The NSW State Literacy Strategy underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources to support literacy, in keeping with initiatives in this area. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy Strategy.

Critical literacies in the primary classroom.

/ edited by Michele Knobel and Annah Healy. PETA, 1998

This well structured work is an authoritative handbook for

teachers keen to support learners towards becoming more

critically literate. Following an exploration of what critical lit-

eracy is and why teachers need to engage their students in

it, eight experienced educators present a collection of acces-

sible approaches to "doing" critical literacy. With each of

these approaches the theory that informs it and the assump-

tions about literacy that underpin it are articulated. There

is a wealth of strategies and ideas for the practical imple-

mentation of critical literacy practices in the classroom. This

is not a quick fix formularised book, but one to be valued

and highly prized by reflective practitioners. L. Rowles

ISBN 1875622284

YATES, Irene *Photocopiable activities for language and literacy.*

Scholastic, 1998 (Learning in the early years) ISBN 0590538802 [428.007] Produced in the United Kingdom, this book comprises photocopiable activity sheets. Each page has a learning objective and notes for teachers, with suggestions regarding the suitability of each activity for individuals, pairs or small groups. While the activities are described as having learning objectives derived from broader listening, speaking, reading and writing outcomes for preschoolers, the activities as presented are limited, one dimensional, one off and unconnected. Teachers keen to use this type of material might do so critically, to ensure that activities they use form part of a quality teaching, learning and assessment cycle. L. Rowles **USER LEVEL:** Early Stage1 KLA: CA: English

SYLLABUS: Creative Arts K-6; English K-6 AVAIL: Ashton Scholastic Bookclub SCIS 966365

BROWN, Kristine Developing critical literacy.

National Centre for English Language Teaching & Research, 1999 (Professional development collection)

ISBN1864084944

[428.07]

A short but very significant exploration of recent research into the teaching of critical literacy in the Australian context is given by this resource. While written primarily for teachers of adult English as a second language (ESL) learners, it addresses fundamental questions relevant to all teachers. Issues raised include: why learners need to be critically literate; what is possible with low level learners; and the role of linguistic analysis in critical literacy. The layout of the book reinforces its aim to draw together research, theory, and practice in an accessible way. Quotes from the research papers are presented on the left hand pages, while summaries of the findings and suggestions for classroom use appear on the right. This provides the reader with easy access to the main points. S. Humphrey

USER LEVEL:ProfessionalAVAIL:Paper \$14.95EVAL:Highly recommendedSCIS 965567

Grammar for the real world. [computer software]

Knowledge Adventure, 1998 ISBN 0784914311

[428.007]

SCIS 956431

[428.2076]

Set amongst the cut throat world of American show business, this CD-ROM offers opportunities to enhance students' knowledge of grammar, through structured use in activities explicitly planned by teachers. By completing a broad range of creative assignments, each with a specific grammatical focus, students move through six levels of difficulty. Although guidance is readily available through such features as the extensive grammar reference and clear screen instructions, students would require a great deal of grammatical knowledge in order to complete some of the activities. Students needing additional support in literacy would find accessing the program difficult. Feedback on performance is given by a wide array of animated characters. There is a concern that some of the characters are portrayed in gender stereotyped ways, and the American pronunciation and spelling may not be appropriate. The CD-ROM addresses numerous conventional grammatical concepts, including prepositions, subject-verb agreement, punctuation and sentence structure. These align with English K-6 and the ELLA writing criteria. In addition, skills such as proofreading, editing, paragraphing and identifying target audiences are also developed in the various activities. With relevant planning, the CD-ROM is an appropriate supplement to the explicit and systematic teaching of grammar in the context of a balanced literacy program. H. Gardiner

Minimum requirements

Macintosh: System 7.5.1; 16MB RAM

Windows 95: 16MB RAM

USER LEVEL: Stage 3 Stage 4		
KLA:	English	
SYLLABUS:	English K-6; English 7-10	
AVAIL:	\$69.95 Dataflow	SCIS 968710

GUPPY, Peter

The development of independent reading: reading support explained.

Open University Press, 1999 ISBN 0335201520

Set firmly in the British context, this book provides an overview of reading and reading development, and classroom activities to support K-6 students learning to read. Although it includes useful samples of reading events and how to capitalise on these, the use of specific terminology relating to the British national curriculum and the reference to different frameworks for reading to those used in the State Literacy Strategy could be very confusing to NSW teachers. School literacy support teams and consultants who have a thorough understanding of the NSW frameworks may find some useful activities and perspectives, particularly in the last chapter on teachers, parents and helpers working as a team to support reading development. I. Balcomb

USER LEVEL: Professional AVAIL: Paper \$45.00

Rainbow reading programme. [kit]

Rainbow Reading Programme, 1998

ISBN none

Based on the beliefs that reading for meaning is paramount and that reading must always be rewarding, this child centred program is versatile and well researched. Designed for use with *Rainbow reading's* six levels of graded books and cassettes for student reading and listening (reviewed in *Scan* vol 18 no 3, August 1999), these practical resources employ familiar teaching strategies and assessment tools, including running records, which support the key elements of the State Literacy Strategy. Reproducible versions of text based activities are contained within the *Cloze* and *Text sequencing* manuals. Explicit instructions for implementing the program are included in the teaching manual and video. The flexible manner in which this program can be used mean it would be most effective for guided and independent reading. H. Gardiner

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KLA:	English		
CN/T T A DITIC	Enalish V (

SYLLABUS: English K-6 AVAIL: Assessment

Assessment manual \$49.95; Cloze manual \$49.95; Teacher's manual \$39.95; Text sequencing manual \$49.95; Training video \$39.95

EVAL:

AVAIL:

Paper \$17.00 PE \$24.00 non meml	
Highly recomme	ended SO

USER LEVEL: Professional

Components of this kit are:	
Assessment manual	SCIS 964633
Cloze (text completion) manual	SCIS 961084
Teacher's manual	SCIS 964630
Text sequencing manual	SCIS 964634
Training video	SCIS 964643
Teacher's manual Text sequencing manual	SCIS 964630 SCIS 964634

SPREADBURY, Julie

TETOINICAL MERINA AND T

[428.407]

SCIS 966058

[428.407]

Read me a story: parents, teachers and children as partners in literacy learning. Choice Books, 1999

ISBN 0947277544

With the development of effective partnerships between schools and parents a key element of the State Literacy Strategy, this practical book shows the critical role parents play as their child's first literacy teacher. The simply written, documented case study highlights crucial literacy learning occurring before the commencement of formal schooling. Numerous suggestions are provided for parents to model effective literacy learning in the informal and supportive home

environment. Ways to develop a love of reading are offered. A chapter for teachers emphasises the establishment of productive partnerships between home and school. This practical book may be useful for schools looking to supplement parent literacy resources. H. Gardiner

USER LEVEL:	Community Professional
KLA:	English
SYLLABUS:	English K-6
AVAIL:	Paper \$13.00

SCIS 969620

JOYCE, Helen *Focus on grammar*.

National Centre for English Language Teaching & Research, 1999

ISBN 1864083131

Teachers may find this resource is a significant contribution to building understandings of grammar, and how to effectively apply this knowledge in the classroom. It would be helpful to all teachers, and is particularly relevant to teachers of English as a second language (ESL). The book describes the grammar of both spoken and written English, focussing on the characteristics of grammar relevant to learning in an educational setting. It also provides

many practical suggestions for explicitly and systematically programming grammar. The pre-readings and tasks supplied in each chapter make it suitable for use by professional learning teams in schools, and by individual teachers. I. Balcomb, S. Humphrey

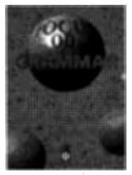
USER LEVEL: Professional AVAIL: Paper \$27.50

SCIS 965573

55

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







[428.407]

Water Research Prater Research Research Research Research Research Research Research Research Research Research

[428.6]

[808]

[808]

CLIFFORD, Deborah	
The friends' secret. [kit]	
Mandol, 1998	
ISBN none	

The kit, consisting of a big book, set of classroom readers and teacher resource book is an attempt to provide phonics practice within an attractively illustrated but unrealistic story. The story itself lacks any real social purpose, characters are introduced without regard to plot development, and the events and descriptions within it are contrived. The phonics patterns, too, are contrived. One particularly insensitive example sees the name of one of the friends, Hosé, placed to rhyme with the words Rose and hose. While some activities in the teacher's resource book attempt to address outcomes from the English K-6 syllabus, they rarely move students beyond the code-breaker role. S. Humphrey, I. Balcomb

USER LEVEL	: Stage 1	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$119.50	
Components of	^f this kit are:	
The friends' secret - big book SCIS 96582		SCIS 965822
The friends' secret - little book SCIS 965		SCIS 965845
The friends' secret - teacher's resource book		
		SCIS 965823

COREY, Megan

Story starters for upper primary.
Macmillan Education, 1998
ISBN 0732947057

Written and pictorial scenarios which upper primary students could develop into story plots are contained in this resource. While the idea of supporting students in producing interesting stories is commendable, the support offered here is limited, both by the quality of the scenarios and by the lack of teaching suggestions. The pictures by Craig Smith are sketched in heavy black ink, which contributes to overly busy and confusing scenes. Teachers would need to carefully assess the relevance of the context of the scenes, particularly for targeted equity groups such as Aboriginal students, students of low socioeconomic status (LSES) and English as a second language (ESL) students. The introduction provides some suggestions for writing successful stories but does not provide any explicit support on how to incorporate these features into successful stories. S. Humphrey

Stage 3	
English	
English K-6	
Paper \$21.95	SCIS 946859
	English English K-6

WYSE, Dominic Primary writing. **Open University Press**, 1998 ISBN 0335198139

56

Although Australian teachers have long been familiar with the process approach to teaching writing, this interesting book from the UK examines its recent implementation in whole school contexts. Comprehensive chapters outline the effectiveness of writing workshops in primary classrooms and provide clear explanations of the links between reading and writing. Practical teaching ideas and examples of writing development are given. It would be important for teachers to consider how the learning experiences and the continuum of writing development presented in this book align with the English K-6 syllabus. For teachers wishing to

further explore language and literacy development, this detailed book gives an insightful account of the process approach. H. Gardiner **USER LEVEL:** Professional KLA: English SYLLABUS: `English K-6; English 7-10 AVAIL: Paper \$39.95 SCIS 950595

Oral language and the teaching of English: an inservice package based on a series of papers and workshops. [kit]

Australian Association for the Teaching of English, 1999 (English discipline renewal seminar series)

ISBN none [808.5071] The teaching of oracy can be quite complex, but it is an essential skill required by all members of society according to this invaluable professional development resource. Providing a contemporary theoretical framework for teaching oral language, the resource comprises four workshops addressing storytelling, drama and assessment. The practical and adaptable teaching ideas suggested support the view of language and literacy learning of the State Literacy Strategy. In particular, the workshop on engaging reluctant speakers provides secondary English teachers with an excellent balance of theory and useful activities. A number of background readings are easily loaded from a disk, and workshop activities are readily reproducible from the booklet. The video cassette, two computer disks and comprehensive booklet are easy to use workshop materials which could be delivered by school based personnel. H. Gardiner

USER LEVEL: Professional T/T A. English

English	
English 7-10; 2U Contemporary	
English; 2U General English	
\$55.00	SCIS 969156
	English 7-10; 2U Contemp English; 2U General Englis

RESOURCES TO SUPPORT NUMERACY

Numeracy is a focus of Agenda 99, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support numeracy. In this issue, we highlight further resources to support numeracy, in keeping with initiatives in this area. Our reviewers include numeracy experts to give an accurate appraisal of resources.

STANGER, Donna

Sky Island mysteries. [computer software] Edmark,1998 (Thinkin' things) ISBN 1569264449

[428.2076]

The CD-ROM is a collection of loosely focussed activities, using the metaphor of a spy on a mission to attempt to develop thinking skills. The user is taken to a fantasy location, which contains four islands. A guide presents the user with a mystery to solve, and prompts them to collect clues by engaging in a variety of activities on each island. The activities are in three modes: question and answer; explore; and challenge. Because of the expectation that the user will be able to understand the purpose of each activity with a minimum of guidance, and the lack of clear educational outcomes for most tasks, this CD-ROM is unlikely to be a useful addition to any teaching and learning programs unless such experiences are specifically structured by the teacher. S. Robinson

Minimum requirements

Macintosh: 68040; System 7.0.1; 8MB RAM		
6641		

JumpStart math for first graders. [computer softwarel

Students battle with life sized insects in this CD-ROM, as

they explore the oversized backyard of Frankie the dog, who

has been shrunk by the Queen Bee herself. They are moti-

Knowledge Adventure, 1997 ISBN 1569974179

[510.76]

sources of Resources & Resources of Resources of Resources

lect bones as rewards which will help restore Frankie to his true size. Navigation throughout the backyard is by trial and error. Transition between activity screens can be slow, and repetition of instructions and commands could be frustrating for some students. The mathematical skills and understandings of: addition; subtraction; basic geometry and spatial relations; counting money and telling time; sorting and grouping; weight and measurement; and sequences and patterns, are developed through interaction with a variety of insect characters. The interaction is enjoyable, but could distract from mathematical learning. Teachers will need to explain the American systems of measuring money and weight so that students gain meaning from these tasks. Each task is presented at three levels of difficulty, which can be preselected for students. J. Fenech

Minimum requirements

Macintosh: System 7.5.1; 8MB RAM; 15MB hard disk

Windows 3.1/95: 8MB RAM; 15MB hard disk

USER LEVEL:	Early Stage 1 Stage 1	
KLA:	Mathematics	
SYLLABUS:	Mathematics K-6	
AVAIL:	\$69.95 Dataflow	SCIS 9696

Math for the real world. [computer software] Knowledge Adventure, 1997 ISBN 0784913765

In this CD-ROM, the aim is for the band members to travel around USA to make a music video. While on the road, the player is challenged with real life problems associated with food, gas, and money. The game is quite entertaining, as the player has the excitement of the journey and the making of the music video. The educational value of this resource is limited, as the questions are based on imperial measurements. Simplified fractions are not accepted as correct answers. The topic area can be loosely connected to the K-6 mathematics syllabus, but the game could not be seriously used as an educational tool. L. Wilson

Minimum requirements

Macintosh: System 7.5.1; 16MB RAM		
Windows 95: 486; 16MB RAM		
USER LEVEL: Stage 3		
KLA:	Mathematics	
SYLLABUS:	Mathematics K-6	
AVAIL:	\$69.95 Dataflow	SCIS 969756

Reader Rabbit's math ages 6-9. [computer software]

Learning Co., 1998

ISBN none

[510.76]

Students will be motivated by the variety of games and activities, in this CD-ROM. During their exploration of Pirate Island, students practise mouse and keyboard skills as they encounter nine settings in the context of pirates and boat building. Each task is designed to improve mathematical skills and problem solving strategies. Three of these are designed to provide practice in memorising basic facts. The other six encourage use of problem solving strategies. Skills and understandings included in the tasks are: number patterns; addition and subtraction; multiplication and division; greater than and less than; geometric shape identification; measurement; place value; fractions; time; and money. Teachers can set difficulty levels throughout the adventure, or use automatic settings where levels of difficulty are adjusted as the student progresses through the learning tasks. A practice mode enables teachers to set specific tasks for students and monitor their progress. An option of printing out a workbook to support student learning requires Adobe Acrobat software. J. Fenech

Minimum requirements

Macintosh: System 7.1; 16MB RAM; 20MB hard disk Windows 3.1/95: 16MB RAM; 20MB hard disk

USER LEVEL: Stage 1 Stage 2 Mathematics SYLLABUS: Mathematics K-6 AVAIL: \$69.95 Roadshow

SCIS 965275

Reader Rabbit presents math journey for grades **1-3.** [computer software]

The Learning Company, 1998

ISBN none

[510.76]

57

Students are invited to explore ten "Math Lands" in this CD-ROM, as they venture on a problem solving journey in search of the Math Magician. Each land has a mathematical focus: patterns and shapes; addition and subtraction; measurement; fractions; and multiplication. Two levels of difficulty are evident in each mathematical area, as students move from the first of five lands into the second. Level 1 concepts include skills in: recognising shapes and patterns to create patchwork designs; addition and subtraction to 20; estimating and measuring length; fractions as equal parts of a whole; and the exploration of multiplication facts. Level 2 concepts include skills in: recognising shapes in order to solve geometrical puzzles; addition and subtraction of large numbers; place value exploration; estimation and measurement of height and weight; fractions; and multiplication. There are many mathematical tasks available to students as they practise precise mouse skills along their journey. Student/teacher interaction throughout the journey will ensure that students are developing the intended mathematical skills and understandings. J. Fenech

Minimum requirements

Macintosh: System 7.1; 16MB RAM; 20MB hard disk; quadspeed CD-ROM drive

Windows 3.1: 486 DX; 16MB RAM; 20MB hard disk; guadspeed CD-ROM drive

USER LEVEL: Early Stage 1 Stage 1 KLA: Mathematics SYLLABUS: Mathematics K-6 AVAIL: Bonus disk with Reader Rabbit's math SCIS 965275 ages 6-9

NAVOURGES CREADURIES CREADURES CREADURES CREATENTRES CREATERINGES CREATERINGES

Green globs & graphing equations. [computer
software]
Sunburst Communications, Inc., 1996?

ISBN none [512.9076] As with most Sunburst products, this unsophisticated, single disk **computer software** program is supported by a comprehensive teacher's guide. An effective teaching tool, it is also a useful resource for small group or individual student use. It could be used independently, or with a graphics calculator. The range of graphs available include: linear; quadratic; hyperbolic; and absolute value. Level of difficulty spans simple point plotting to finding the equation of the line of best fit. An associated game involves students writing equations for best fit lines to eliminate points. It is a very easy program to use and links well to NSW syllabuses. L. Hunter

Minimum requirements

Macintosh: System 6.0.5

USER LEVEL:	Stage 5 Stage 6	
KLA:	Mathematics	
SYLLABUS:	Mathematics 9-10; 2U/3U	Mathematics
AVAIL:	\$79.95 Lioncrest	
EVAL:	Highly recommended	SCIS 963303

BAKER, Candida & OGDEN, Betina *The little angels counting book*.

Penguin 1998 (Puffin)

renguni, 1990 (runni)	
ISBN 0140557245	

Young students will be delighted by the illustrations in this picture book. Each character is depicted as an angel, complete with dress up wings, stars, and glitter. The numbers one to ten are presented in rhyming couplets, which encourage even very young students to anticipate the text and join in the reading. The whimsical characters and their actions accumulate. Eventually, the group of ten fictional angels includes two young girls, a very large bear, a very large kangaroo and a joey, a possum, a penguin, a duck, a wombat, and a deer. This little book would be an asset to any early childhood classroom or home library. J. Fenech

USER LEVEL:	: Early Stage 1	
KLA:	Mathematics	
SYLLABUS:	Mathematics K-6	
AVAIL:	Paper \$9.95	SCIS 964010

Math blaster. Ages **4-6.** [computer software] Davidson, 1997

ISBN 078491253X

Excellent sound and graphics feature in this CD-ROM of a space adventure in which students are motivated to complete missions, at three levels of difficulty, earning and printing out medals and certificates to record skills and achievements. Keyboard and mouse skills are practised as students manoeuvre around the ship's bridge and on various planets. Students interact with good and evil characters whilst solving mathematical tasks, developing skills in: counting; number and colour identification; addition and subtraction to 20; shape identification; classification; estimation; fractions; patterns; prediction; and spatial awareness. A free play mode permits practice at any level before committing to a mission; teachers will find this feature invaluable for setting tasks for students with specific needs. Opportunities exist for teachers to use this software to enhance mathematics teaching in an integrated unit of work. This CD-ROM is also packaged as Math blaster jr. J. Fenech

666

Minimum requirements

Macintosh: System 7; 12MB RAM; 8MB hard disk

Windows 3.1/95: 8MB RAM		
USER LEVEL: Early Stage 1 Stage 1		
KLA:	A: Mathematics	
SYLLABUS:	Mathematics K-6	
AVAIL:	`\$69.95	SCIS 929181

Math blaster. Ages 6-9. [computer software]

Davidson, 1997 (Blaster learning system)	
ISBN 0784912548	

Using a space theme, the strategy in this CD-ROM is for the player to gain ammunition to be used to shoot oncoming missiles, by completing number strand exercises. The game begins with a story, and invites the player to choose a level of expertise. Practise is provided on the four operations, and on fractions, decimals, and percentages. After the player is successful, there is an invitation to sample another activity. The teaching style aims to build skill by repetition. Assistance is given to the player by using number lines and grids. The game is a little complicated to play and very repetitive. Some of the harder questions are far too difficult for students in the CD-ROM's intended age range. Issues relating to anti-violence strategies would need to be addressed if using this resource, for example, teachers could encourage critical discussion about the appropriateness of some of the tools used in the program. L. Wilson

Minimum requirements

[513.2]

[513.2]

Macintosh: S	System	7.5;	8MB	RAM
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Windows 3.1/95: 486; 8MB RAM

USER LEVEL: Stage 2

KLA:	Mathematics
SYLLABUS:	Mathematics K-6
AVAIL:	\$69.95 Dataflow

SCIS 948046

[A821]

[513.2]

Picture books

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

ALLE	N, Pamel	a		
The p	ear in the	pear tree.		
Viking	g, 1999			
ISBN	067088316	6		

John and Jane are off on a pear hunt, and young readers will learn something new from the latest Pamela Allen picture book. The problem of how to retrieve a pear from a branch too high for the children to reach, sets in motion a hilarious and unlikely chain of events, that culminates in a successful resolution. A fruitless first attempt to reach the pear with a ladder leads to the unwitting assistance of a very fat duck. Simple scientific principles, treated in a manner reminiscent of *Mr Archimedes' bath*, are explored in Allen's carefully constructed rhyming, repetitive, text and sequential illustrations. This is a work not to be missed. K. Chauncy

-	USER LEVEL:	Early Stage 1 Stage 1	
1	KLA:	English; ST	
	SYLLABUS:	English K-6; Science & Tech	mology K-6
	AVAIL:	\$19.95	
	EVAL:	Highly recommended	SCIS 970978

ARMITAGE, Ronda & ARMITAGE, David *Queen of the night*. Lothian, 1999

ISBN 0734400330 Who is the queen of the night? Clues on the cover and endpapers of this large format picture book lead us into the story of a small girl's night fears, and their resolution. While her mother is

supportive and understanding,

Tatty must go alone, for the mes-

sage is that we are all ultimately

alone in confronting and con-

quering such fears. Atmospher-

ic illustrations suggest the amor-



phous yet threatening nature of night fears. The descriptive language will extend and challenge young readers, and the predominantly conversational text lends itself to reading aloud, and to readers' theatre. This book also offers a useful model for student writing, particularly of dialogue. W. Smith USER LEVEL: Stage 1 Stage 2 KLA: English; PDHPE SYLLABUS: English K-6; PDHPE K-6 AVAIL: \$22.95 EVAL: Highly recommended SCIS 969293

BATESON, David & OKTOBER, Tricia Cresta come home.

Future Horizons, 1998 ISBN 0958554706 Full page colour illustrations are integrated with the text to

create this stimulating picture book. Supported by visual clues, the language is appropriate for the competent reader. Conservation of Australian native birds is an underlying theme. Cresta, a fledgling Major Mitchell cockatoo, escapes a smuggler to find friendship and safety with Kim. The simple plot covers the bird's capture, surviving in an urban setting, and achieving a full life in the wild of the Australian bush. Included is a page of factual information about the Major Mitchell cockatoo, describing characteristics and habitat. This story is useful for introducing young students to the study of Australian birds and related environmental issues. L. Crofts **USER LEVEL**: Early Stage 1 Stage 1 **KLA**: ST

	•	
SYLLABUS:	Science & Technology K-6	
AVAIL:	\$23.95	SCIS 954144

BOURGEOIS, Paulette, JENNINGS, Sharon & CLARK, Brenda *Franklin's class trip.* Scholastic, 1999 ISBN 1863884580

Schoolboy tortoise Franklin and his classmates go on a field trip to a museum to see "real" dinosaurs, and are quite relieved by what they find there. Not as saccharine or moralistic as other recent titles in the series, this picture book is an enjoyable instalment for Franklin fans. At the same time, the book is a useful resource to extend field knowledge, and provide rules of museum etiquette before a first school or preschool excursion to the museum. The illustrations feature some excellent discussion starters. Signage, loudspeakers, spotlights, tactile displays, and souvenirs are details shown but not mentioned in the text. I. McLean **USER LEVEL:** Early Stage 1 Stage 1

AVAIL: Paper \$8.95

SCIS 968059

BRADSHAW, Gillian & COX, David *Shock Monday*. Lothian, 1999

ISBN 0850918669

SOURGAS O RATOURGAS C RATOURGAS C REATOURGAS PRATOURGAS PRATOURGAS

Tom's mother decides that, rather than driving, they will walk to school. Tom grumbles about the effort involved, despite the health and cost benefits, but soon he experiences the advantages of walking, including a new appreciation for aspects of his local environment and the development of a new friendship. Elements of subtle humour in the text and the watercolour illustrations capture and maintain read-



er interest. Useful classroom discussion may be generated by the book, if students are encouraged to make judgments about whom or what they value in their community. It could also be useful in the *Environmental health* and *Preventive measures* areas of the *Personal health choices* strands of the PDHPE curriculum. J. MacDonald

USER LEVEL:	Stage 1 Stage 2
KLA:	HSIE; PDHPE
SYLLABUS:	HSIE K-6; PDHPE K-6
AVAIL:	\$22.95
EVAL:	Highly recommended

SCIS 967560

BURNINGHAM, John Whadayamean.

Cape, 1999 (A Tom Maschler book) ISBN 0224047531

Shown with the clarity and simplicity of a child's vision, and reflecting the awareness and anxiety of many children concerning the state of the world, this picture book is a companion to Burningham's *Oi get off our train!* God, remote from Earth's affairs, deputises two children to organise the cleansing of the world from industrial pollution, sectarian conflict, war, and apathy. Business people, generals and religious leaders of all nations, and ordinary people, respond positively, perhaps unrealistically, to the children's message, resulting in a return to the Edenic state. The book's emotional weight, and the twist on the final page, should generate much discussion as to the story's meaning and significance. W. Smith

USER LEVEL:Stage 2 Stage 3KLA:HSIESYLLABUS:HSIE K-6AVAIL:\$22.95

SCIS 970979

59

COLE, Babette

Bad habits! or, The taming of Lucrezia Crum. Hamish Hamilton, 1998

ISBN 0241139791

Cartoon style, brightly coloured, detailed illustrations give a sense of action and stretch the imagination in this very humorous picture book for readers of all ages. Illustrations dominate the simple, supporting text, making it suitable for young independent readers, or to be read aloud. Exploring ideas of how to teach a child to behave in a socially positive manner, the plot involves Lucrezia Crum, whose outrageously ill mannered behaviour rails against all the rules of etiquette. She behaves like a monster to all who come into contact with her, especially her parents. A moral lesson on how children should behave underpins the action in this short tale, which culminates in Lucrezia's interesting birth-

day party. The topic of good m	story is an excellent way to anners to students. L. Crofts	introduce the
USER LEVEL:	Early Stage 1 Stage 1	
AVAIL:	\$24.95	
EVAL:	Highly recommended	SCIS 967381

COSGROVE. Matt Birds, birds and more birds. Weldon, 1999 ISBN 1875875565

An elderly woman, Nancy Cornflower, lives alone enjoying the company of her many feathered companions, who visit regularly for food and a chat. Nancy gives a casual invitation to a galah to return with friends at any time, and so unleashes an unprecedented cacophony of guests. Mayhem and havoc abound in the garden and home until, dishevelled and harassed, Nancy



eventually calls a halt to proceedings. Nancy is beautifully and sensitively drawn, and the vibrant colours of the huge variety of Australian birds make this a spectacular picture book. The final page will make all readers smile! This book is a celebration of life, particularly of the elderly. K. Chauncy **USER LEVEL:** Early Stage 1 Stage 1

DE LYNAM, Alicia Garcia When the world was new. Lion, 1998

ISBN 0745939260

[221.09] The creation story in this picture book zooms through a number of useful discussion questions that could easily be presented to young groups of children. Each inquiry suggests a jumping off point for a wider look at such areas as: racial harmony; equality; and caring for the land and natural resources. The quirky, helpful, grandfatherly God (shown in the pictures but not mentioned in the text) engenders a gentle, caring world, and embraces many races and countries, offering a multicultural perspective. Children will respond to the highly evocative watercolours and the softness of the wet paper techniques that balance the boldness of the colour. K. Ashley

USER LEVEL: Early Stage 1 Stage 1 Stage 2 KLA: CA; English; HSIE; PDHPE SYLLABUS: English K-6; HSIE K-6 AVAIL: \$22.95 SCIS 966949

GOODALL, Jane & LITTY, Julie Dr. White.

North-South, 1999 (A Michael Neugebauer book) ISBN 073581063X

Based on a true story about a little white dog adopted by a children's hospital in London, this picture book tells of Dr White's love and affection which gave comfort to many suffering children. Carefully observed and realistically executed watercolour illustrations enhance the story. At Stage 1, this book would be useful in examining the relationships between pets and their owners, which is the basis for pet assisted therapy. Teachers of Stage 3 students may use it as a stimulus for looking at: the role of health services; the need for shared responsibility and decision making; and the guidelines implemented in pet assisted therapy which protect the health of individuals. G. Penn

user LEVEL: Stage 1 Stage 2 Stage 3 PDHPE KLA: SYLLABUS: PDHPE K-6 AVAIL: \$22.95

GRAHAM, Bob

NAVUPREASE NATOPPREASE NATOPPREASE NATOPPREASE NATOPPREASE NATOPPREASE NATOPPREASE NATOPPREASE NATOPPREASE NATO

Buffy: an adventure story. Walker, 1999 ISBN 0744561922

A small, charming, independent hero, a series of amusing incidents and situations, and a family focussed, loving happy ending are again combined by this author and illustrator in another masterly picture book. Buffy and the Kellys are made for each other: the conflict and suffering in the book lie in his



[220.9]

SCIS 969713

long and complex search for what he does not know he needs, what we all need: loving acceptance for who and what we are. Buffy's picaresque adventure will amuse children and adults alike, and offers much scope for discussion about personal talents and the search for fulfillment and acceptance. The story also lends itself particularly well to dramatisation for classroom performance. W. Smith LICER I EVEL · Farly Stage 1 Stage 1 Stage 2

USEK LEVEL:	Early Stage 1 Stage 1 St	age 2
KLA:	HSIÉ; PDHPE	0
SYLLABUS:	HSIE K-6; PDHPE K-6	
AVAIL:	\$24.95	
EVAL:	Highly recommended	SCIS 970892
*Overseas publication	n: BUFFY ©1999 Bob Graham. R	eproduced by permis-
sion of the publisher	, Walker Books Ltd, London.	

HARTMAN, Bob & JONKE, Tim The Easter angels. Lion, 1999 ISBN 0745938779 A serious picture book for older primary students, this examines the nature and implications of death, for the living and the dying, in the context of the crucifixion and resurrection of Jesus. The significance and consequences of these events for Christians is reinforced and reflected in the story by the transformation of the Angel of Death, Shakkath. The earthy grey tones, which dominate the illustrations, enhance the initial mystery and developing sense of expectation, while

reflecting the conflicting emotions of sadness and joy of the Christian doctrine regarding death. This resource is of use as a discussion starter for religious studies and topics. N. Chaffey

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
AVAIL:	\$24.95

SCIS 968827

HICKCOX, Ruth & SOMAN, David Great-grandmother's treasure. Dial Books for Young Readers, 1998

ISBN 0803715137

Like Great-Grandmother's wonderful gifts to her family, this book is a treasure. While it is a little sentimentalised, few would deny that the story is both moving and memorable, one that hopefully will help children understand that old people were not always thus, and that their histories are worth investigating. Through carefully written text and warm, engaging illustrations, Great-Grandmother's life story is revealed in telling incidents from her birth, childhood, adulthood, old age and ultimately her death. Readers learn much about living, loving and caring as they discover the child and the woman, share her loves, sorrows, hopes, fears

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AVAIL: EVAL:	\$22.95 Highly recommended	SCIS 970279
KIRK, David		
Nova's ark.		
Hodder Child	lren's, 1999	
ISBN 0733610)544	
Inventive robot tings on popul robot, whose a spaceship. He memories of th lengthy story o finding the lom ondary elemen Colour and des al techniques of	ges are the initial focus of the s and robotic animals inhabi- ated and isolated planets. N dventurous spirit results in builds a collection of robo- e ancient wooden animals h f the child robot's discovery of g sought after crystal, unfold t to the illustrations than as ign are strong features of this f which will inspire discussi Stage 1 Stage 2 Stage 3 St CA	t wonderful set- Nova is a young him crashing a ts, based on his e treasures. This of his father, and ds more as a sec- a cohesive story. s work, the visu- ton. J. Buckley
KLA: SYLLABUS: AVAIL:	Visual Arts K-6; Visual A \$29.95	SCIS 970981
KLA: SYLLABUS: AVAIL: McCORMIC	Visual Arts K-6; Visual A \$29.95 K, Wendy & EACHUS,	SCIS 970981
KLA: SYLLABUS: AVAIL: McCORMIC Daddy will	Visual Arts K-6; Visual A \$29.95 K, Wendy & EACHUS, you miss me?	SCIS 970981
KLA: SYLLABUS: AVAIL: McCORMIC Daddy will Orchard, 199	Visual Arts K-6; Visual A \$29.95 K, Wendy & EACHUS, you miss me?	SCIS 970981
KLA: SYLLABUS: AVAIL: McCORMIC Daddy will Orchard, 1999 ISBN 1860390	Visual Arts K-6; Visual A \$29.95 K, Wendy & EACHUS, you miss me?	SCIS 970981 Jennifer
KLA: SYLLABUS: AVAIL: McCORMIC Daddy will Orchard, 1999 ISBN 1860390 Carefully obse	Visual Arts K-6; Visual A \$29.95 K, Wendy & EACHUS, you miss me?	SCIS 970981 Jennifer vn illustrations

and memories, and appreciate the priceless treasure she

bestowed on her family. B. Richardson

Carei reflec the story, in this picture book which portrays the affectionate relationship between a boy and his father. Young children will identify with the little boy and his relationship with Daddy, while older readers will appreciate the richness of language and images. The emphasis on the caring and trusting relationship between the boy and his father would make this book a useful adjunct to Child Protection lessons. Discussion of the bond between the boy and his father, and their communication when apart, may be particularly helpful in examining changing relationships. G. Penn

USER LEVEL: Stage 1 Stage 2 KLA: PDHPE SYLLABUS PDHPE K-6 AVAIL: \$24.95

MILLER, Virginia Be gentle! Walker, 1999 ISBN 0744563291

In this fourth picture book in the Bartholomew series, which endeavours to identify and treat personal development issues for young children, Bartholomew the bear is given a little



SCIS 967075

black kitten and warned to be gentle with her. True to his toddler nature, Bartholomew begins by treating it anything but gently, but comes to realise the virtues and rewards of gentle care. Although written essentially for preschool children, the simple text and large, clear illustrations allow this book to be used in small group reading situations. It would provide a useful stimulus for group discussions on the con-KLA:

cepts of care and protection, and power in relationships, two key concepts in Child Protection Education. G. Penn

USER LEVEL: Early Stage 1 PDHPE KLA: SYLLABUS PDHPE K-6 AVAIL: Paper \$9.95 SCIS 966230 *Overseas publication: BE GENTLE! ©1997 Virginia Miller. Reproduced by permission of the publisher, Walker Books Ltd, London.

PALMER, Raenette & COOK, Dylan

Santa quits.

Sage Creek, 1998

ISBN 1890394084

Soft, pastel, but brightly coloured illustrations on each page work together with the text of this picture book to provide an interesting tale about Santa Claus and his struggle to quit smoking tobacco. There is quite a lot of text which, although simple, will challenge newly independent readers. A drug education theme in the story explores the difficulties faced in trying to give up smoking, and the effort required to establish a healthy lifestyle. In this case, Santa Claus, with the help of his elves, demonstrates that one can succeed, with determination and a little help. Teachers will find this story complements very well their drug education lessons on tobacco, especially the issue of quitting. L. Crofts

USER LEVEL: Stage 1 Stage 2 KLA: PDHPE SYLLABUS: PDHPE K-6 AVAIL: \$31.95

SCIS 965547

SANSONE, Adele & MARKS, Alan The little green goose. North-South, 1999 ISBN 0735810710

Mr Goose, who loves children but has none of his own, adopts a very unusual egg, caring for it until out hatches a strange green chick. Beautifully observed charcoal and watercolour illustrations enhance the text. The story deals sensitively with the relationships between parents and children. It could be used to highlight some of the issues about belonging and self identity that may face a child who has been adopted. Teachers could use this picture book as a focus for group discussions which would help students to develop deeper understandings of difference, acceptance, and belonging, and how they affect an individual's sense of worth and dignity. G. Penn

USER LEVEL:	Stage 1 Stage 2
KLA:	PDHPE
AVAIL:	\$22.95

SCIS 970914

61

SCHEIDL, Gerda Marie & UNZNER, Christa Tommy's new sister.

/ translated by J. Alison James. North-South, 1999 ISBN 0735810567

There are many books which describe the feelings of jealousy and hurt experienced by an older sibling on the arrival of a new baby in the family. In this picture book, a brother's innovative solutions to this baby problem will have students seeing the funny side of this very real dilemma. The resolution is predictable, and reassuring for parents and children alike. Teachers could use this book as an adjunct to life education and personal development programs in schools. The full colour illustrations depict the changing emotions of each character, and the expressions on the face of Muffin the dog are a delight. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 HSIE: PDHPE

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SYLLABUS:	HSIE K-6; PDHPE K-6	
AVAIL:	\$22.95	SCIS 970826

SCHUURMANS, Hilde Plotter doesn't want to swim. Koala, 1999 ISBN 0864611935

Plotter's reluctance to participate in his first swimming lesson is examined in this picture book. Although it offers some scope to consider this common childhood concern within a personal development framework, its usefulness is limited by a fairly weak ending where Plotter still hasn't reconciled his fear of the water to any significant degree. Detailed watercolour illustrations use soft colours and fine line drawing to extend and enhance the text. Although the book does touch on aspects of bullying and caring for others, Plotter and other characters do not demonstrate strategies for dealing with these: thus the opportunity is lost for teachers and students to engage in genuine discussion and learning after reading the book. J. MacDonald

USER LEVEL:	Stage 1 Stage 2	
AVAIL:	Paper \$9.95	SCIS 966416

SHIPTON, Jonathan & NASCIMBENI, Barbara What if?

Koala, 1999 ISBN 0864611722

A charming and wistful trip through the imagination, this richly coloured picture book fairly rollicks along as a young boy climbs a giant sunflower, rides clouds across the sky and meets the amazing Arabella, a girl who firmly believes that "You can do anything if you try!" The text's thick, black font is most effective

floating against the bright blues, oranges and reds of the painted pages. Not unexpectedly, the book concludes on a delightfully inviting "What if?" twist, which almost demands to be followed up with drama, writing or visual arts lessons based on the ideas in the story. I. McLean USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: Paper \$9.95 SCIS 966211

SMYTH, Gwenda & HARVEY, Roland The six wonders of Wobbly Bridge. Roland Harvey Studios, 1999 ISBN 0949714607

The author of the Mrs Arbuckle stories and ubiquitous cartoonist Harvey combine their talents to produce a quirky and involving tale of unexplained phenomena in the tiny town of Wobbly Bridge. Highly detailed illustrations and endpapers of this picture book have numerous tiny elements that will outlast several re-readings. One member of



SCIS 963826

the population may hold the key to the mystery, but with so many other eccentrics in town, such as Clyde the cat burglar in his ginger tabby suit, students will enjoy debating the answer. I. McLean

USER LEVEL: Stage 1 Stage 2 **AVAIL:** \$22.95

The role of a father, and the impact of the time spent with his child, is explored through the eyes of a little boy in this picture book, illustrated with large, bold, simple acrylic pictures in primary colours. Intended for reading by and with early readers, the book portrays a range of enjoyable activities, shared by parent and child, in a warm, caring relationship. Each double page spread reinforces the message of the book, which is highly suited to reading in small groups. Opportunity is offered for further discussion, and enhancement of reading skills, through the visual cues given in each illustration. C. Maher

USER LEVEL:	Early Stage 1 Stage 1	
KLA:	English; HSIE	
SYLLABUS:	English K-6; HSIE K-6	
AVAIL:	Paper \$9.95	SCIS 970881

WATSON, Joy & CRAIGHEAD, Annabel Foster dog. Scholastic, 1999 ISBN 1869433688

A range of relationships, with a particular emphasis on nuclear and extended family relationships and those shared with pets, is examined through the eyes of a young boy. At one level this picture book is a well constructed story which would be enjoyable and interesting to read aloud to students. It is also an excellent vehicle for examining the Growth and development and Interpersonal relationships content strands of the PDHPE curriculum. Issues examined include: types of families; rights and responsibilities in relationships; and coping with and feelings about change. J. MacDonald

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA:	PDHPE
SYLLABUS:	PDHPE K-6
AVAIL:	\$22.95

SCIS 963828

WATTS, Bernadette

Harvey Hare postman extraordinaire. North-South, 1999 ISBN 0735810966

No matter the season, no matter the weather, Harvey Hare delivers the mail: letters; parcels; invitations; even bundles of twigs sent to the sparrows. He is so dedicated, and the animals are so appreciative, that they decide to reward his efforts by making him a gift, a beautiful protective umbrella fashioned from leaves and twigs and flowers and grasses. Charming, soft edged pastel illustrations reflect the seasonal colours and characteristics of the northern hemisphere, providing backgrounds for an assortment of appealing little creatures: field mice; hedgehogs; moles; squirrels; badgers; sparrows; robins; and rabbits. The simple prose narrative reads aloud well. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 AVAIL:

Paper \$9.95

Do you have an idea for a future Scan article? Contact lan McLean at (02) 9886 7501

WEIGELT, Udo & REICHSTEIN, Alexander Hiding Horatio. North-South, 1999 ISBN 0735810672 Horatio, the hippopotamus, is particularly scary when he opens his enormous toothy mouth, so it is only to be expected that the forest animals hide as he lumbers into their territory. After realising that he is friendly and polite, however, they soon welcome him and devise a very clever ruse to trick hunters who have tracked him down and want to recapture him. Wonderfully expressive illustrations complement and extend a well written translation that includes substantial dialogue. Children will enjoy the humour in the illustrations, and appreciate the animals' cleverness and the hunters' consternation and confusion. This work is ideal for sharing and dramatising. B. Richardson **USER LEVEL:** Early Stage 1 Stage 1 SCIS 970895 AVAIL: \$22.95

WHYBROW, Ian & BIRMINGHAM, Christian A baby for Grace. Kingfisher, 1998 ISBN 0753402068 Change can be mystifying and unsettling, especially when it involves the arrival of a new baby, and you want to be part of the excitement and action. This perceptive and insightful picture book gently explores the group dynamics of the family unit when a new baby is introduced. Christian Birmingham's soft pastel illustrations, although idealised, respond to and reflect Grace's changing moods, while simultaneously heightening the reader's emotional response to the text. This is a warm and useful book to be shared, especially with young children and families welcoming new

USER LEVEL: Early Stage 1 Stage 1 CommunityKLA:English; HSIE; PDHPESYLLABUS:English K-6; HSIE K-6; PDHPE K-6AVAIL:\$22.95EVAL:Highly recommendedSCIS 9655.	siblings into the	eir ranks. N. Chaffey	0
SYLLABUS:English K-6; HSIE K-6; PDHPE K-6AVAIL:\$22.95	USER LEVEL: Early Stage 1 Stage 1 Community		
AVAIL: \$22.95	KLA:	English; HSIE; PDHPE	
······································	SYLLABUS:	BUS: English K-6; HSIE K-6; PDHPE K-6	
EVAL: Highly recommended SCIS 9655	AVAIL:	\$22.95	
	EVAL:	Highly recommended	SCIS 965558

WILLIS, Scott & PACKER, Jenna Tip the stomper. Scholastic, 1999 ISBN 1865040681

The need for some young children to stamp, shout and make lots of noise is addressed in this picture book. Tip is a young Vietnamese girl who stomps so much she turns into an elephant. After experiencing some initial advantages in being an elephant,



she soon discovers some disadvantages and so returns to being a little girl. As Tip hops away, the last illustration suggests that perhaps she has turned into a grasshopper. The illustrations use bright, primary colours, effectively placed on white backgrounds. While the story itself is banal and tedious, interesting use is made of typography to suggest sounds, movement and size. J. MacDonald

USER LEVEL: Stage 1 AVAIL: \$22.95

SCIS 963829

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

SCIS 970925

Fiction for younger readers

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

BARWICK, John Nigel the terrible. Omnibus, 1999 ISBN 1862913951

THREE CERTSONRESS CREWNINGS CERTSONRESS CREWINGS CREWNINGS CREWNINGS

A humorous pirate adventure told with witty dialogue is a recipe for success in this first chapter book. Characters such as Arnold Rottenegger the Musclebound and Pungent Pete, supported by Mitch Vane's wonderfully silly illustrations, make the wacky plot believable. The use of short snappy sentences and



well sized font encourages independent reading, whilst the language used has a nautical flavour and would spark a class discussion of the theme and word meanings. The comic dialogue lends itself to dramatic representation of the story, which is well suited to reading aloud. The piracy theme, while dealt with in a comic manner, may disturb students whose families suffered such experiences during their journey to Australia. S. Rasaiah

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

SCIS 967547

BATES, Dianne & CONDON, Bill Bushranger Bob and the nude Olympics. Hodder Children's, 1999 (Bushrangers) ISBN 0733610382

In this predicably zany, raucous, and timely book for reluctant readers and those gaining confidence, Bates repeats the naked hilarity of My wacky gran, teaming with Condon in this story about the bushrangers of Gunkyloo. To improve their boring town's reputation, but concerned about hidden weapons, the bushrangers decide to host an Olympic Games in which all competitors and audience members must be naked. Imaginative use of text fonts, book design, Australian expressions, and character names and attributes, plus amusing cartoons by Caroline Magerl, combine in a polished package. Teachers may find sections of the book useful as models for students trying to make their own narratives more humorous. I. McLean

USER LEVEL: Stage 2 Stage 3 AVAIL: Paper \$7.95

SCIS 968356

BODSWORTH, Nan

Peg Leg Meg.

Penguin, 1999 (Aussie Bites/Puffin) ISBN 041303441

Meg (who has a peg leg as the result of an encounter with her odious cousin and a crocodile), is the daughter and granddaughter of two pirates. In this highly imaginary tale of high seas adventure, kidnapping and betrayal, Poll the talking parrot helps rescue Meg from Maude the Marauder, the worst grandmother in the world. This fast moving tale of a bold and resourceful heroine will appeal to newly independent readers. Such themes as deliberate sinking of ships, slavery, and other violence, while dealt with in a comic manner, may disturb students whose families suffered such experiences during their journey to Australia. R. Murray

USER LEVEL: Stage 1 Stage 2 Stage 3 AVAIL: Paper \$9.95

SCIS 967677

CLARK, Margaret Crackle! Penguin, 1999 ISBN 0141304138

Have you ever heard that crackle when you combed your hair on a windy day? That's just what this entertaining story, is about. Here, this everyday phenomenon is taken to extremes with some hilarious results. Earl wakes up one morning with his hair spiked straight up and stiff, and each time he tries to do something about it, such as cutting it or dampening it down, sparks fly. Electrical goods react alarmingly when Earl approaches; consequently other people are not too happy with him. How will he fix the problem? This engaging story will keep even a reluctant reader engrossed, and the twist at the end will surprise and delight. J. Quirk LICED LEVEL, Change 2 Cha

USEK LEVEL:	Stage 2 Stage 3	
KLA:	English	
AVAIL:	Paper \$9.95	SCIS: 963120

CLARKE, Judith Angels passing by. Penguin, 1999 (Puffin) ISBN 0141300817

Tom's parents aren't just old fashioned; they inhabit their own 1950s time warp, with kitsch sculptured shrubs in the yard and a vocabulary peppered with nearly extinguished Australianisms. But Tom lives in the '90s, struggling with contemporary problems. Zoning regulations force him to attend a remote school, stocked with stereotypical bullies. Tom is a gentle character who looks outwards too, finding an understanding about the others who share his story. Like Tom, we discover that none is the caricature or stereotype they might first appear. The only pity about this sweet book is that it isn't longer: the pace of the plot is occasionally hurried, which jars with the gentle unfolding of the theme. J. Donovan

USER LEVEL: Stage 3 Stage 4 SCIS 967497 AVAIL: Paper \$9.95

COWLEY, Joy

Agapanthus Hum and the eyeglasses. Philomel, 1999 ISBN 0399232117

Mommy and Daddy accept Agapanthus for who she is: a running, cartwheeling, humming whirlwind of a little girl, whose zest for life often leads to accidents. Agapanthus has a very positive self image and does not let the wearing of glasses stop her from doing the things that she enjoys. Bright, cheerful illustrations by Jennifer Plecas add interest. This book could be useful in supporting a child who has been prescribed glasses or who is being teased by other students. It could also be used in personal development programs which help students to value the qualities that make them unique, whilst becoming more sensitive to the needs, rights, feelings and efforts of others. G. Penn

USER LEVEL:	Stage 1 Stage 2	
KLA:	PDHPE	
AVAIL:	\$19.95	SCIS 970277

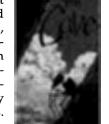
CREW, Gary

The windmill trilogy. [series]

Era, 1998 (Magic bean junior novel)

The boxed set comprises three slim volumes, each a thrilling instalment of the story of the struggle of two brothers to cope with the terrible consequences of a leakage of stockpiled nuclear waste. The problem was brought to light by the installation of alternative power generation on the farm

they visit during holidays. The large font of Crew's engrossing text, complemented by Steven Woolman's line drawings, makes this trilogy very accessible to emergent or insecure readers. Issues dealt with include: environmental degradation; attitudes towards technology; the consequences of its use; how to deal properly with authorities; and sibling relations. W. Bowie



USER LEVEL: Stage 2 Stage 3 Stage4

AVAIL: Paper \$7.95 each; \$26.95 for trilogy in slip case

Titles in the series:	
The windmill	SCIS 964251
The cave	SCIS 961601
The survivors	SCIS 964031

CROSER, Josephine

RAMURAS RAMURAS RAMURAS RAMURAS RAMURAS CRISTOURAS CRISTOURAS CRISTOURAS

The Hannah trilogy. [series] Era, 1998-99

In three short novels, set in and around London's Covent Garden in the late eighteenth century, readers follow the trials of Hannah's life as she is separated from her farmer father, forced to struggle for a living on the streets, and finally reunited with him. Short, italicised, poetic interpolations give clues to Hannah's father's fate. Historical events and personalities are introduced to add authenticity. Steven

Woolman's soft pencil drawings add atmosphere and detail, and aid young readers' understanding of the time. This series may be useful background reading for studies of the first British settlement in Australia, and of the social conditions of the time. W. Smith

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USER LEVEL: Stage 2 Stage 3			
KLA:	HSIE		
SYLLABUS:	HSIE K-6		
AVAIL:	Paper \$7.95 each		
Titles in the se	ries are:		
Hannah		SCIS 960015	
Hannah and the golden thread		SCIS 970430	
Hannah's voyage		SCIS 970427	

DANIELS, Lucy

Panda in the park.

Hodder Children's, 1999 (Animal ark 38) ISBN 034072403X

Set in the Sichuan Province of south western China, this engrossing story for young independent readers has a conservation theme. Mandy's veterinarian mother is working at a research station, helping relocate giant pandas to a reservation. Suspense builds as a baby panda is found separated from his mother. If the baby panda is not reunited with his injured mother in time, he may die. The setting, in the panda's natural habitat, gives the reader an informative insight into the work done by researchers to save this endangered species. It also offers a brief look at Chinese culture and the conflicts arising as humans and animals fight for survival in the pandas' diminishing natural habitat. J. Quirk **USER LEVEL:** Stage 3

AVAIL: Paper \$8.95 SCIS 966236

Fax your District news to Columns: 02 9886 7413

DANIELS, Lucy Tiger on the track.

Hodder Children's, 1999 (Animal ark 39) ISBN 0340724048

Tigers are in danger, and poachers are suspected. Can Mandy solve the mystery of the missing tigress and hence save her cubs? Readers will experience life on a Bengal tiger reserve in India, where Mandy's mother is employed as a veterinarian. Mandy's character is well developed. Her determination to save endangered species, a concern she shares with her parents, sometimes causes Mandy to act impetuously, putting her own life at risk. The cover illustration would



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appeal to animal lovers, and the story offers opportunities for class discussion on: conservation issues; the reasons why villagers hunt; interesting animal behaviours; cultural terms; and Indian cuisine. D. Doust

USER LEVEL: Stage 3 Stage 4 AVAIL: Paper \$8.95

SCIS 967832 DANZIGER, Paula & MARTIN, Ann M. P.S. longer letter later.

Hodder Children's, 1999 ISBN 0340744316

When best friends are split apart by a family move, they vow to continue their friendship by correspondence. The very different personalities of quietly conservative Elizabeth, and the more flamboyant Tara Starr, are revealed through their series of honest, colourful, chatty letters. Over time, they share their joys, anxieties and even some disturbing changes that take place in their lives. Undertaken as an experiment, this book is the result of two American authors faxing successive letters to one another, allowing their characters and their story to develop in the process. It is a readable book with particular appeal for pre-teen girls. C. Sly

USER LEVEL: Stage 3 AVAIL: Paper \$10.95 SCIS 970276

D'ATH, Justin Fantabulous. Holy Angels, 1998 (Mysterious)

ISBN 1875930108

Here is a great, easy to read story about shoes, values, families and friends! Flacky desperately wants a pair of the all important, imported, brand name runners that everybody (except he) has! Having a family business producing the all Australian, but boring, runners does not help the desperate struggle. Flacky spends all his hard earned money to buy the runners, but eventually learns that running faster, winning or being the ultimate hero do not depend on the shoe, but on the person. Very short chapters, large sized typeface, plenty of white space, and believable, humorous characters and storyline, make this an appealing book for newly independent readers. K. Chauncy

USER LEVEL: Stage 2 Stage 3 AVAIL: Paper \$11.95

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

SCIS 964611

64

FORRESTAL, Elaine Straggler's Reef. Fremantle Arts Centre Press, 1999 ISBN 1863682546

Based on a shipwreck and loss of treasure that took place off the Western Australian coast in the late nineteenth century, this novel is the archetypal adventure story. The text uses a good blend of conversation and descriptive passages, the short chapters allow the story to move quickly, and the plot integrates the present and past. Karri, while reading of an account of her great-great grandfather's experiences as a sea captain, is introduced to his daughter, Caroline, who appears to Karri as a ghost. Subsequent events draw the reader into having to untangle a number of clues that belie the reason for Caroline's appearance in the present, and her interest in assisting Karri to find the treasure. L. Crofts USER LEVEL: Stage 3

Paper \$12.95 AVAIL:

SCIS 970278

GLEITZMAN, Morris Gift of the gab. Penguin, 1999

ISBN 0140387986

Told from the perspective of twelve year old Rowena Batts, this novel is sure to delight young readers. Beginning with Rowena spending time in a police cell, the fast paced, humorous story quickly engrosses the reader. From an Australian country town to provincial France, Rowena is caught up in a number of comical and heartbreaking situations. Eccentric but charismatic characters, including a cantankerous grandfather who loves bacon, butter, tomato sauce and jam sandwiches, bring to life the hilarity and pathos of Rowena's adventures. Gleitzman's irrepressible style evokes a multitude of emotions through his witty prose. Undoubtedly, fans of the author's previous novels will not be disappointed. H. Gardiner

USER LEVEL: Stage 2 Stage 3 AVAIL: Paper \$11.95

SCIS 971848

HILL, David Boots 'n' all. Scholastic, 1999 (Sport max) ISBN 1869433955

A short, easy to read novel focussing on a teenage sport, this story follows the development of a disparate group of students into a winning hockey team. Every chapter features action sequences from a practice session or game on the team's way to the grand final. Characters include an adolescent bully on parole, a disabled teacher, a refugee, a once renowned hockey player who is now the unemployed father of a timid son, a snooty girl from an affluent background, and the dreamy daughter of ecologically aware parents. Contrived? Perhaps, but imparted are gentle messages about bullying, cooperation, tolerance, and the value of sport. B. Richardson

USER LEVEL: Stage 3 Stage 4 PDHPE KLA: SYLLABUS: **PDHPE 7-10** AVAIL: Paper \$8.95

SCIS 972943

HOWARTH, Lesley Aliens for dinner. Hodder Children's, 1999 (Takeaway tales 1) ISBN 0340739797

Sinclair, an obsessive ten year old, helps out in his parent's Chinese takeaway, his only interest being calculations and memorising chunks of Encarta. Cruelly microwaving his pet

fish causes an incredible sequence of events, catapulting Sinclair, his aunt, cousin and various customers into the future. They journey through "Fish World" and ultimately to "Veggie World", where animals and lizard like aliens are the dominant species. Fantasy enthusiasts will enjoy the adventure, but may become confused by the disjointed plot, and limited characterisation. The author's comments on intolerance, cruelty to animals and her request for sympathy and understanding may be lost on young readers. K. Chauncy

USER LEVEL: Stage 3 Stage 4 SCIS 970985 AVAIL: Paper \$10.95

LINGARD, Joan A secret place. Hodder Children's, 1999 (H signature) ISBN 0340716622

A moving story, this relates the experiences of six year old Charles and eleven year old Maria when they are taken from the school playground and back to Spain by their father. Narrated by Maria, it accurately reflects the tensions of the situation and a sense of adventure, but fails to adequately capture the voice of the children, especially Maria, consistently. The resolution, while positive, seems rushed, simplistic, and a little out of pace with the rest of the novel. Despite this, many students whose parents have parted would find support for their conflicting emotions, and identify strongly with the main characters in this simply told, gentle novel. C. Foley

USER LEVEL: Stage 3 Stage 4 SCIS 971387 AVAIL: Paper \$14.95

MCFARLANE, Peter Michaela the whaler. Angus & Robertson/HarperCollins, 1999 ISBN 0207197776

A fast moving narrative, this work outlines the trials and tribulations of an eccentric group of characters, residents of a seaside caravan park, in their struggle to overcome an unsympathetic developer's plans for their community. At the same time, the residents are fostering and promoting whale conservation and appreciation. Although action rather than depth and detail predominate, the book has an infectious, optimistic energy about it, and is liberally sprinkled with comic interactions. Whale facts are woven into the story, which is a celebration of teamwork and resourcefulness. Its message is that through working together, people can be personally enriched, and make a difference! N. Chaffey

USER LEVEL:	Stage 2 Stage 3	
AVAIL:	Paper \$9.95	SCIS 969850

METZENTHEN, David

The hand-knitted hero.

Penguin, 1999 (Aussie bites/Puffin) ISBN 0141304987

David Metzenthen deftly creates characters with depth and appeal for younger audiences. Jammy, the pudgy hero of the title, wears a lurid home made vest, with no notion of how uncool his shape and clothes make him. Jammy is completely engrossed in spinning adventure stories for him and Red to act out in their secret place. When two like minded girls move in on their territory, a battle is inevitable. This story has wit and charm, and never patronises its young readers. David Cox's illustrations add to the gentle humour. J. Donovan

SCIS 970813

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

O'HARA, Michael The millstone. Lothian, 1999 (After dark 36) ISBN 0850919673

WHAYOURCEASED WAYOURCEASED WAYOURCEASED WAYOURCEASED WAYOURCEASED WAYOURCEASED WAYOURCEASED WAYOURCEASED WAYOURCEASED

The pressure experienced by children of divorced parents in trying to remain loyal to opposing sides is central to this novel. Not knowing who to trust, and the misunderstandings that arise, are issues that underpin Kasha's story. A young girl, Kasha is influenced by her mother's warnings that her father's new partner is a witch determined to destroy the family, even though the woman appears to be friendly and likeable. During a trip to an underground cave Kasha has to trust in her confused feelings. Tension builds as Kasha has to take decisive action that reaches its climax on the final page. A somewhat ambivalent and unsatisfying ending leaves the reader having to make judgments. Black and white illustrations by Anne Spudvilas provide a limited visual stimulus. L. Crofts

USER LEVEL: Stage 3 Paper \$8.95 AVAIL:

ORR, Wendy Paradise gold.

Angus & Robertson/HarperCollins, 1999 ISBN 0207197695

Roland's family won their home in a competition, but the family still faces financial difficulties. With Dad a dreamer with a penchant for repairing things, and Mum's chief enjoyment being excruciating rhymed verse, the family stands out in the neighbourhood. Some improbable schemes provide enjoyment, but not the much needed money. Can another competition help the family's finances? Orr's writing beautifully depicts Roland's agony at being dif-



SCIS 971058

ferent. Social issues are adeptly raised: class; belonging; financial necessity; tolerance; and seeking truth and pleasure in life are woven into the tale. Illustrations by David Mackintosh contribute much to this funny and action packed sequel to Paradise Palace. J. Buckley

USER LEVEL: Stage 2 Stage 3 AVAIL: Paper \$10.95

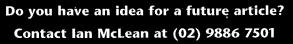
SCIS 964072

RAYNER, Shoo

The life-snatcher. Hodder Children's, 1999 (H read alone/Rex files 1) ISBN 0340714328

A humorous, clever bridging book of short chapters, this book features text generously interspersed with black and white cartoons and illustrations. The title begins the word play and sets the scene and tone for this detective fiction spoof. At a glance deceptively simple, the underlying messages regarding peer pressure, group dynamics and the notion that fear can rob you of a 'life', make this a diversely useful book, perhaps also for high school students and teachers. Fans will be delighted to find this is one of a series of adventures featuring Rex and Franky, the dog detectives, who may also be visited on the World Wide Web. N. Chaffey **USER LEVEL:** Stage 2 Stage 3

AVAIL: Paper \$9.95 SCIS 966849



RAYNER, Shoo The phantom bantam.

Hodder Children's, 1999 (H read alone/Rex files 2) ISBN 0340714662

With the success of *The X-files*, it is not surprising that such a popular television program has been parodied. In this instance, a humorous plot with many twists sees dog detectives, Rex and Franky, assume the roles of investigators of the supernatural. Called upon to explore mysterious events at New Hampshire Towers, the two super sleuths find themselves embroiled in a conspiracy involving the National Egg Corporation. The mixture of cartoons and large print in short chapters will appeal to young readers. Teachers of Stage 2 students, searching for appropriate material for independent reading, may find this a useful book. H. Gardiner USER LEVEL: Stage 1 Stage 2 Stage 3 Paper \$9.95 AVAIL: SCIS 966847

ROWLING, J. K.

Harry Potter and the chamber of secrets. Bloomsbury, 1998 ISBN 0747538484

What wonderfully realised creations are Harry Potter and his world at Hogwart's school for witchcraft and wizardry! Once again, the likeable Harry is cast in the hero role when he emerges triumphant after fighting the forces of the Dark and ridding the school of a dreadful monster unleashed when a secret underground chamber is re-opened. A welcome sequel to Harry Potter and the philosopher's stone, this story is also certain to capture the imagination of children and adults across the globe. Like its predecessor, it has a well conceived, substantial storyline, fine characterisation, entertaining, occasionally spinechilling action and adventure, all spiced with magic, mayhem, and a delightful sense of fun. B. Richardson

USER LEVEL: Stage 3 Stage 4 AVAIL: Paper \$12.95 **EVAL:** Highly recommended

SCIS 968358

SIMONS, Mova Monkey talk.

Omnibus, 1999 (Solo) ISBN 1862913986 Bub Tub is the nickname of two

year old Penny, who adores her older brother Danny. Bub Tub isn't talking clearly yet, preferring to use a jumbled mixture of sounds which baffle her family, but prove surprisingly useful during a visit to the zoo. A gentle story, this presents a realistic family situation and its improbable development. It is well designed to be easily read. The text is divided into short chapters, and arranged with up to three sentences on each page. Mitch Vane's

black and white illustrations on every page further assist

(Thenkay)

newly independent readers. J. Buckley USER LEVEL: Stage 1 Stage 2 Stage 3 AVAIL: Paper \$7.95

SCIS 966240

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

66

SIMONS, Mova *Totally weird!* [sound recording] / narrated by Susan Prior. ABC Audio, 1999 (70 min.)

ISBN 0642555311

on the state of th

Read in eight episodes, introduced and separated by appropriately 'spacey' music, this bizarre tale of likeable characters in humorously fantastic situations will have broad appeal. Expertly read by Prior, who clearly delineates the individual characters, this is the story of Mop's abduction by aliens, her difficulties with the results of eating baked beans, and the subsequent unlikely chain of events involving her teacher, friends and family. This resource would make excellent travel listening for children, could be used as an alternative to print for visually impaired or reluctant readers, and would also be useful, in conjunction with the print version, in comparing ways of presenting texts. W. Smith

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

STEWART, Alison Pineapple ravioli. Hodder Children's, 1999 ISBN 073360997X

There is always one character who is into mischief, that great scapegoat of literature: the likeable scoundrel. In this case it is one David Coffey, who is always starving! A pineapple loving (yes!) scout troop is off to the Baden-Powell Testimonial Jamboree in Queensland, harbouring loving thoughts of a trip to the pineapple factory. Be prepared for the most disgusting, hilarious happenings to delight or deliciously disgust young readers. Written in short, descriptive sentences with Craig Smith's humor-

ous line drawings on every page, it is ideal for newly independent readers, although there are no clearly marked chapters. It would complement studies involving friendship, community or family. R. Bodlay

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

SCIS 968693

THIELE, Colin

The monster fish. Omnibus Books, 1999 (Solo) ISBN 1862913919

Thiele brings his formidable narrative skills to a simple and slender tale about a fishing expedition in this short chapter book, printed in a large, clear font, and illustrated cleverly by Craig Smith. Mum, Dad and Ben are a cheerful Australian family, and cousin Andy an amiable disaster attracter. Easily read books for beginning or struggling readers, like this, retain age appropriate appeal across many age groups by using humour and refraining from patronising the reader. Author and illustrator notes at the end provide an interesting stimulus for critical literacy. J. Donovan

USER LEVEL: Stage 2 Stage 3 KLA: English AVAIL: Paper \$7.95

SCIS 966401



SCIS 973608

HAYOURGAS C HAYOURGAS C HAYOURGAS C HAYOURGAS C HAYOURGAS C HAYOURGAS

TODD, Trevor Ingrid rules the waves. Margaret Hamilton, 1999 ISBN 1876289112

The return of the whales to the beach near Ingrid's home is uplifting for her and everyone visiting the area. Ingrid feels mystical and joyous when they are near, so much so that she talks to them and comes to believe that she is "ruler of the waves". Her father, a lone yachtsman, is lost at sea, and Ingrid needs her

beliefs in order to endure the uncertainty and to assist her father. Ingrid's relationships with the younger child, Arthur, and his grandfather are instrumental in her experience. Occasional illustrations by Annette Lodge set the mood of each chapter and enhance this short novel, which presents and explores Ingrid's perceptions. J. Buckley

USER LEVEL: Stage 2 Stage 3

AVAIL: SCIS 969295 Paper \$9.95

Fiction for older readers

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

ARONSON, Linda

Rude health: a comedy of vitamins, the evil eye and Harpic.

Pan Macmillan, 1999

ISBN 0330360620

While the plot seems too familiar (boy moves to country town filled with eccentrics, is victimised by bullies, and clashes with nasty mathematics teacher), the author presents a cast of quirky, interesting characters. Ian Rude is small in stature, but he is a sensible teenager whose parents open a health food shop. Inexplicably, Ian finds himself labelled as class clown and purveyor of drugs, although he desperately tries to remind his peers that they are only vitamin pills. Each amusing chapter ends in an enticing hook, making this an excellent novel to read to a class in serialised form. I. McLean

USER LEVEL:	Stage 3 Stage 4	
AVAIL:	Paper \$7.95	
EVAL:	Highly recommended	SCIS 969320

BARNES, Helen Killing Aurora. Penguin, 1999

ISBN 0140287744

Compelling, confronting, and certain to be controversial, is this bleak, though at times blackly humorous novel about two troubled teenagers. Both Web and Aurora consider themselves outsiders, both suffer self esteem and identity problems, and both embark on paths of destruction: one of self through anorexia nervosa; the other of society, with graffiti and arson. The girls' stories are cleverly interwoven, the surprise ending is shocking, not totally resolved, but not without hope. Barnes' writing is sharp, authentic: she does not flinch from using coarse language and sexual references. Her novel targets many adolescent concerns: the impact of loss and change; alienation; self esteem; sexuality; and peer and family relationships. B. Richardson

USER LEVEL: Stage 5 Stage 6 Paper \$14.95

SCIS 972522

BAUER, Joan Rules of the road. Ingrid

Orion Children's, 1999 (Dolphin paperback) ISBN 1858816483

Sixteen year old Jenna feels awkward about lots of things: her height; her absent, alcoholic father; and her falling grades; but one thing she feels totally confident about is her ability to sell shoes. When the ageing president of Gladstone Shoes hires Jenna to drive her across America, Jenna jumps at the chance to leave the negative things behind her for the summer. On the road she discovers unknown strengths and skills, and learns that she must confront her father's irresponsibility. Jenna is a resolutely upright hero, and the message is at times a bit obvious, but this is a pleasant and positive story of a young woman's growing independence and maturity. M. Lobban

USER LEVEL: Stage 4 Stage 5 **AVAIL:** Paper \$9.95

SCIS 973616

Below the waterline: 31 Australian writers choose their best short stories. / edited by Gary Disher. Flamingo, 1999

ISBN 0732266165

Disher invited some more recent writers on the Australian fiction scene to submit their best short story for this collection, and with it an explanation of how they wrote it and why they chose it: the story behind the story. The 31 writers represented include: Marele Day; Christos Tsiolkas; Delia Falconer; Gillian Meares; and Adib Khan. Many of the stories concern childhood and growing up, but in some the strong subject matter and language demand sophisticated readers. The stories vary from the straightforward to the impressionistic, and in all cases the story is made more interesting by the insights offered in the writer's notes. M. Lobban

USER LEVEL: Stage 6 KLA: English SYLLABUS: 2U English AVAIL: Paper \$17.95

SCIS 964424

SCIS 971060

BONE, Ian The puppet.

Lothian, 1999 (After dark 35) ISBN 0850919665

Tim discovers that Dr Riddle, the puppet in his father's television show, is alive. Rather, it was until Tim accidentally dropped a stage prop and cracked the puppet's head, leaving it lifeless. The puppeteer is bent on revenge, and the fury of Tim's estranged father is uncontrollable. Young readers will be drawn to this book by Shaun Tan's haunting illustrations, predominantly of eyes, hands, and evil, facial expressions, while its short chapters are an added bonus. The opening is simple and effective, and the characters plausible. Unfortunately, the dramatic intensity is not sustained throughout, and the climax is quite predictable. D. Doust **USER LEVEL:** Stage 3 Stage 4

Paper \$5.99

BRASSI, G.

Attacked.

AVAIL:

Scholastic New Zealand, 1999 (Extreme) ISBN 186943417X

While Livvie is deep sea fishing with Jack and his dog, she discovers there is more bite to the 'catch of the day' than she expected. Jack is mauled by a shark, and fourteen year old Livvie has to render first aid, and pilot the boat through treacherous waters. But the boat is leaking diesel, the radio is not responding, and a storm is closing in fast! The first person narration emphasises the immediacy of the action, and Livvie's thoughts add urgency. Literary devices are used to enhance description, and a map showing the boat's course clarifies the unfolding drama. Many New Zealand fish species and locations are named, and boating and fishing terms are used. D. Doust

USER LEVEL:	Stage 3 Stage 4	
AVAIL:	Paper \$9.95	SCIS 969306

BRONTE, Emily

Wuthering Heights. [videorecording] / screenplay by Neil McKay. Granada Media, 1998

(113 min.) ISBN none

The decision to faithfully produce the tale as Emily Bronte wrote it is the greatest strength of this production. Essential aspects of the original novel are available to us. Catherine and Heathcliffe are convincingly portrayed as ghosts of premoral, usurping, and self consuming passion. Cathy and Heaton slowly build a loving and viable relationship, Wuthering Heights becomes a garden, and mentor Nelly Dean bridges the generations. It therefore becomes much more than the familiar Gothic tale of thwarted passion and revenge. Through evocative setting, powerful performance, and taut dialogue, it captures that great nineteenth century preoccupation with the destructive nature of passion and its moralisation through successive generations. W. Bowie **USER LEVEL:** Stage 5 Stage 6

OUTR LEVEL.	Diage D Diage D		
KLA:	English		
SYLLABUS:	2U General English; 2U Related		
	English		
AVAIL:	\$59.00		
EVAL:	Highly recommended	SCIS 967943	

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AVAIL: Paper \$19.95

CASWELL, Brian

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Black sister. Angus&Robertson/HarperCollins, 1999 ISBN 0207196796 In the breathless action of this suspense story, a New Zealand country town is haunted by the avenging spirit of a long dead murderer, savaged by her sheep killing spirit dog, and being set up for economic betrayal by the local lord of the manor. Joe Redmond, in the hiatus between school and university, tries to unravel the truth about the murders and the recurrent attacks by the dog, whilst dealing with his own tragedy of having been a drunken driver in an accident which killed three of his friends. The florid and crowded plot strains credulity at times. The novel delivers a strong anti-drug message. M. Lobban **USER LEVEL:** Stage 5 AVAIL: Paper \$12.95 SCIS 969325 CORMIER, Robert Heroes. Hamish Hamilton, 1998 ISBN 0241139929 Cormier's tale draws out the suspenseful puzzle of a vendetta, a girl, a personal injury, and a veteran of World War II, who is sustained only by desire for revenge. It is a well crafted portrait of the physical and mental damage done to an individual by war. It raises issues around heroism, war, guilt, revenge, betrayal, and forgiveness. A strong thread throughout is the deftly drawn vulnerability of adolescence, and an overpowering sense of guilt. Francis is a gauche, callow youth, transfigured to a driven, hideously disfigured, and mentally tortured veteran with little hope for the future. The humane concerns of the townsfolk leaves this tale an open ended one. B. Beggs, W. Bowie KL SY AV 5 959381 DISHER, Garry The dragon man. Allen & Unwin, 1999 ISBN 1865080462 SCIS 974124 The December heat of a sleepy Mornington Peninsula provides a suitably oppressive setting for the hunt for a serial killer by a Victorian police team headed by the capable, but emotionally scarred, Inspector Challis. A very diverse cast of well drawn characters gives this thriller a wide social canvas,

AVAIL:

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USER LEVEL:	Stage 4 Stage 5 Stage 6	
AVAIL:	Paper \$14.95	
EVAL:	Highly recommended	SCIS 969326

CATRAN, Ken

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SER LEVEL:	Stage 5 Stage 6	
LA:	English	
LLABUS:	English 7-10; 2U English	
VAIL:	\$26.95	SCIS

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USER LEVEL: Stage 6 Paper \$22.95 **AVAIL:**

SCIS 970515

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

SCIS 969295

Ingrid

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SCIS 974124

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USER LEVEL: Stage 4 Stage 5 Stage 6 Paper \$14.95 AVAIL: Highly recommended EVAL:

SCIS 969326

CATRAN, Ken

Black sister.

The second se

Angus&Robertson/HarperCollins, 1999

USER LEVEL: Stage 6 AVAIL: Paper \$22.95

SCIS 970515

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SCIS 963202

FLEISCHMAN, Paul Seedfolks.

HarperCollins, 1997 (Joanna Cotler books) ISBN 0060274719

In downtown Cleveland a rubbish filled vacant lot becomes a community garden when a cross section of inner city dwellers plant their seeds and their dreams in its increasingly fertile soil. Thirteen people have thirteen different reasons for wanting to grow their plants, and each person tells their story in a short, direct chapter. The one thing that none of them expected was the sense of community and connection that grows with the garden. Deceptively simple, this is a subtle and beautifully written hymn to multiculturalism and the human spirit. It is also an example of excellence in book design and production, echoing the hand made beauty of the garden within. M. Lobban

USER LEVEL:	Stage 5 Stage 6
AVAIL:	\$26.95

FRENCH, Jackie Tajore Arkle.

Angus&Robertson/HarperCollins, 1999 ISBN 0207197202

Drawn from the secret world of French's childhood, this is a powerful, engrossing story of personal integrity and being different. A misfit in the grey world of her village, Anya inevitably journeys to the Mountain, where Pastseers live. This is the beginning of adventure, friendships, and unravelling mysteries and destiny. Will Anya and Ib succeed in finding their friend at the much feared Rift? What wisdoms about people are

nature and equipty C Folor

gained through their quest? The conclusion is too simple and quick after the complexity and depth of the novel till then: reader expectation just before the final two pages is for an equally enthralling sequel. This is only a slight flaw in a clever, creative exploration of human

nature and society. C. Poley				
USER LEVEL: Stage 3 Stage 4 Stage 5				
Paper \$12.95				
Highly recommended	SCIS 969191			
	Stage 3 Stage 4 Stage 5 Paper \$12.95			

HARRIS, David Devil's Island. Penguin, 1999 (Cliffhangers 1/Puffin) ISBN 0141303220

Luke is haunted by an image that he knows is connected to the forbidding Devil's Island. Convinced he must confront his nightmare, a reconnaissance trip goes terribly wrong when he is shipwrecked on the island's treacherous shores. As he makes a perilous journey into the island's interior, he meets a truly mad scientist who is determined to protect the startling geological treasures of Devil's Island. A tense cat and mouse game ensues, with Luke's life being the prize. Plenty of gruesome discoveries contribute to the atmosphere of menace, and the action is well paced. Once the rather exotic premise of the novel is accepted, this is a competent and accessible suspense story. M. Lobban

USER LEVEL: Stage 3 Stage 4 Stage 5 **AVAIL:** Paper \$12.95 SCIS 967628 HOLUB, Josef The robber and me.

Bantam Doubleday Dell Books for Young Readers, 1999 (Yearling)

ISBN 0440415403

Translated from German, this is the story of Boniface, an orphaned boy sent from the city to live with his uncle, the mayor of a country village in the forested German countryside in 1867. Through his eyes we meet the unique characters and experience the prejudices, superstition and gossip of a small town, especially about his friend Christian, who is considered to be not a fit companion, because his father is said to be a robber. There is an intriguing adventure finding out who really is the criminal. The growing respect and affection between Boniface and his childless uncle makes this a sensitive story of relationships and growing up. M. Hamlyn

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

JINKS, Catherine The future trap. Penguin, 1999 (Puffin) ISBN 0141305096

Five thousand years into the future,

our species is chillingly referred to as "it" by a genetically altered human. When that callous disrespect condemns fourteen year old Paula Freeman to laboratory rat status, it becomes terrifying enough to move us to empathise with all experimental animals, endangered species and domestic pets. Our responsibility for terrestrial cohabitants is cleverly resolved in this allegory. An appalling picture of the future emerges,



SCIS 965478

unpleasantly like the present with the very worst aspects of human nature in abundance. However, these dark possibilities are counterbalanced by high adventure, saving graces, the mental resilience of youth, and a very uplifting conclusion. W. Bowie

USER LEVEL:	: Stage 4 Stage 5	
AVAIL:	Paper \$12.95	
EVAL:	Highly recommended	SCIS 967671

LUCKETT, Dave A dark journey. Omnibus, 1999 (Tenabran trilogy 2) ISBN 1862913811

The hunt is on when Silvus de Castro and his young squire, Will de Parkin, escape the clutches of Georghe de Barras, Prince Nathan's evil enforcer. To extend his power and empire, the dark Prince needs magic. He has enlisted the services of the self seeking Master Grames, and his innocent assistant Arienne, but wants also to harness the magic that de Castro has vowed never to call on. This gripping, pacy story, the second in the Tenabran trilogy, again draws on the traditional fantasy elements of good versus evil, magic, and goblins. There are thrills and action aplenty; even romance and thoughtful, ethical self examination by the heroes. Roll on episode three. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5 **AVAIL:** Paper \$11.95

SCIS 961606

McALLISTER, Margaret Hold my hand and run. Oxford University Press, 1999 ISBN 0192717693

Set in Great Britain during the Stuart period, this story describes the dynamics of physical abuse. Kezia demonstrates compassion and a strong spirit in her determination to protect her younger and more vulnerable sister, Beth. The sisters' adventures during their escape, and Kezia's painful journey of self discovery will hold the interest of more mature readers. The historical setting serves to distance the impact of the abuse, and present running away as a fictional rather than a modern day solution. This well written story could provide opportunities to discuss changing gender roles, prejudice and loss, and the effects of abuse with young people. M. Hadfield

Stage 3 Stage 4	
English; PDHPE	
English K-6; PDHPE	K-6; PDHPE 7-10
Paper \$18.95	SCIS 970440
	English K-6; PDHPE

McFARLANE, Peter More than a game. Penguin, 1999 ISBN 0141301821

Tammy Tin Bum is a convincing, endearing character who lives on in the memory long after the book is closed. Her exuberant personality, her warm embrace of life, and her enthusiastic enjoyment of AFL football capture reader interest and ensure empathy. The novel offers much to ponder and discuss on the nature of friendship and the subject of disability, addressing issues such as integration and independence, sexuality, love and lasting relationships, community prejudice and acceptance. Unfortunately the story might not hold its teen audience, as it requires maturity to fill in gaps, and lacks the excitement and/or intrigue necessary to keep young readers turning pages. B. Richardson **USER LEVEL:** Stage 4 Stage 5 **AVAIL:**

Paper \$14.95 SCIS 965468

MACKAY, Hugh

The spin: two candidates...one winner. Pan Macmillan, 1999 ISBN 0330361430

In this contemporary novel, there is much humorous comment on the world of politics, specifically elections, and the intrigues behind campaigns and policy, especially for women. The characters are sufficiently believable to engage the reader in the romp, and in the mystery of the identity of the female candidate's lover. References to current world affairs anchor the story to the present in an Australian country town in a marginal electorate (an important seat for both parties). It is an easy to read novel, which could be used as an interesting example of satire. M. Hamlyn

USER LEVEL: Stage 6 **AVAIL:** Paper \$16.95

SCIS 968708

McVIETY, Jen

Dreamcatcher. Lothian, 1999 (Lothian YA fiction) ISBN 0850919649

Jess, the narrator of this book, seems to be just a rebellious teenager whose environmental concerns and activities are causing her to neglect her school work and sport. But Jess is also angry about the fact that her father's political career takes him

70

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away from his family so much, especially from Laura, the child of his second marriage. Jess is painfully divided between her new family and her mother, and she feels constantly torn and unhappy. During a successful campaign to save a beached whale, new understandings arise between the adults and their children. This is a warm and sensitive portrayal of loyalty, love and families. M. Lobban

USER LEVEL: Stage 3 Stage 4 AVAIL: Paper \$14.95

SCIS 967586

MARTIN, S. R. Endsville. Scholastic, 1999 ISBN 1865041254

Zac has survived and brought the Originals (products of genetic engineering equally at home in or out of water) to the tenuous safety of the lake, only to face the onslaught of those rapacious mutant health freaks, the Cyclists. As a sequel to Tankworld and Swampland, this book could easily have become the febrile post apocalyptic fantasy of a diseased imagination. Yet it combines powerful and evocative writing with a contemporary preoccupation with environmental degradation to develop an optimistic and humanist themes of struggle, stoic constancy, and ultimate redemption for Zac. It successfully posits a world so traumatised as to be unrecognisable, yet one where transmutation is really but another manifestation of life. W. Bowie

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

MASSON, Sophie Clementine. Hodder Headline, 1999

ISBN 0733609880

Based on the original French fairytale, Sleeping Beauty, this fantasy is a fascinating exploration of human nature and the human response to a changing world. Themes skilfully interwoven and subtly probed include: social position; individuality versus outward appearances; human relations; love; friendship; fate; and good

versus evil. There is much embedded symbolism in the portrayal of magic, fairies and invention, pointing to significant social loss if change means that humans become disconnected from nature. This is an engrossing read, with great integrity in style, character and plot. C. Foley

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

SCIS 969317

NAPOLI, Donna Jo Stones in water. Oxford University Press, 1999 ISBN 0192717987

It may prove tempting to judge this book by its cover, resulting in a reluctance to pick it up and enjoy reading what is a truly interesting, even inspiring read. Roberto's is not the typical survivor story, for Roberto is Italian. Theoretically he's on the same side as the Nazis, and this raises some interesting issues about what it means to love your country, or to remain faithful to your religion, and how far you can compromise your sense of what is right to survive. While the themes sound weighty, Roberto's story, based on true stories of survivors, is most of all an adventure story. J. Dono-

USER LEVEL: Stage 4 Stage 5 AVAIL: Paper \$18.95

SCIS 970456



SCIS970189

RATOURGANCYRAATOURGATCHRATOURGATCHRATOURGATCHRATOURGA

NAPOLI, Donna Jo Zel. Penguin, 1998 (Puffin) ISBN 0141301163

Zel is a young woman of rare beauty and innocence, and her devoted mother keeps her isolated from the world. In this Gothic but lyrically beautiful reworking of the story of Rapunzel, Zel's mother has traded her soul for the child, and is determined to save Zel from a similar fate. She believes she must imprison and deceive Zel, and keep her at all costs from the attentions of the handsome young count who met her fleetingly and is obsessed by her. While the reality of

Zel's imprisonment is described in horrifying detail, the story is also highly romantic, and ultimately as satisfying as its fairy tale origins demand. M. Lobban

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$12.95

EVAL: Highly recommended SCIS 969032 *Overseas publication: "Jacket" by Steven Johnson, ©1996 by Steven Johnson. Used by permission of Dutton Children's Books, a division of Penguin Putnam Inc.

PARKER, Daniel *February*.

Simon & Schuster, 1999 (Count down 2) ISBN 0689818203

Teenagers who enjoy fast moving action will find that here, though not necessarily a fulfilling read. In a variation on the post holocaust novel, the mediocre style is reminiscent of a crass, B-grade science fiction movie with no special effects! However, it does reflect the disconnectedness of the changed world, where all parents have died. The story is populated by mostly superficial, stereotypical characters, who show no growth or leadership in response to disaster. Most of them want to party, get drunk, and think about sex! Told alternately in different voices, it offers no resolution except temporary escape for two of the characters while we await the next volume. This heavy handed work lacks any subtlety or depth. C. Foley

USER LEVEL: Stage 5 AVAIL: Paper \$7.95

PAULSEN, Gary *The Transall saga*. Macmillan Children's, 1999 ISBN 0330372610

Paulsen's readers expect to be caught up in stories of endurance and survival, but perhaps not so expected is the element of timeslip. Teenager Mark is plunged out of this time into what seems to be another planet, but is in fact a world of the future; one populated by warring peoples who have been thrust back centuries into a primitive way of living. Mark, finding himself alone in this unfamiliar, frightening world, quickly finds inner strength, courage and resilience. With time he develops the essential skills for ensuring his survival. He even becomes a hero and gets romantically involved, before eventually finding a way back to his own time. B. Richardson

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

> Editorial Email address for Scan: Ian.McLean@det.nsw.edu.au

PRYOR, Michael *The Unmaker*. Hodder Children's, 1999 (Doorways trilogy 3) ISBN 0733609295

Saul, Tobias, the Princess and her Followers use creation to destroy chaos in their final battle against the Unmaker, who cannot abide permanence and is determined to destroy the House of Many Rooms and unravel the whole fabric of creation itself. Pryor's fantasy world is fascinating and original, the underpinning ideas are clever and well thought out, and this last story in the trilogy moves at a satisfactory pace with plenty of action to sustain reader interest. As with many series novels, however, the story does not stand well alone, but needs to be read in context for full understanding and appreciation of the characters and the dynamics of their relationships. B. Richardson

USER LEVEL: Stage 3 Stage 4 AVAIL: Paper \$14.95

SCIS 963841

ROSS, Gerard *The darkroom.* Lothian, 1999 (After dark 34) ISBN 0850919800

Part of a series edited by Gary Crew, this book is sure to be popular with reluctant readers, as it uses short chapters to deliver a high interest, paranormal tale. The sentences are not too complex, and black and white full page illustrations by Steve Woolman are scattered throughout. The story revolves around Annie, who inherits her father's camera after his untimely death. Although her father had always told her that this was a special camera, Annie was not at all prepared for the results she obtained in the darkroom. This is a fascinating supernatural tale, which keeps the reader enthralled to the very end. J. Eade **USER LEVEL:** Stage 3 Stage 4

AVAIL: Paper \$8.95

SCIS 964019

SPILLMAN, Ken Blue: a novel. Fremantle Arts Centre Press, 1999

ISBN 1863682449

SCIS 970355

SCIS 963838

Contemporary life for young Australian adults is effortlessly captured in this fine novel. The characters are loosely connected by school, relationships, families and proximity, and their individual stories intersect and interweave to varying degrees. Some stories stand almost alone, others are enriched and illuminated by the stories of others. The realities of adolescent life are portrayed naturally, so frank language, sex, suicide, alcohol and drug use are all present, but so too are the torments of first love, the indecision of choosing a career, the delights of travel, the triumphs and disappointments of early adulthood. M. Lobban

USER LEVEL: Stage 6 AVAIL: Paper \$17.95

SCIS 960030

ZINDEL, Paul *Raptor*.

Hodder Children's, 1999 ISBN 0340740140

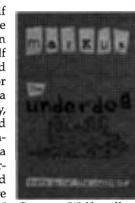
With a powerfully shocking opening, this thriller propels the ancient dinosaur Utahraptor from its mountain retreat into the modern American daylight. Teenaged Zack and his native American girlfriend, Uta, have discovered what they think is a fossilised dinosaur egg, but find that it is a very corporeal and dangerous anachronism. The supremely violent and overpoweringly visceral nature of the description makes for truly thrilling reading. In sharing cinematic qualOURGATE RECURSES NACOURGASE RACOURGASE RECOURGASE RECOURGASE

ities with recent blockbuster dinosaur movies, the stomach churning action and gross visceral detail in this powerfully charged thriller guarantee it will be a hit with readers less interested in character development and motivation than adrenalin inducing action. W. Bowie

USER LEVEL: Stage 3 Stage 4 Stage 5 AVAIL: Paper \$12.95

ZUSAK, Markus *The underdog*. Omnibus, 1999 ISBN 1862914133

Children can become quite self deprecating as they accept the labels applied to them, which then become significant obstacles to self realisation. Here are telling and evocative insights to the interior life of an adolescent boy who is a self proclaimed animal; a dirty boy, as he makes his own painful and ultimately liberating transformation. With a distinct voice, and a precise ear for the Australian vernacular, this sympathetic and understanding tale is very secure



SCIS 969334

SCIS 970699

in its imagery and mature in its style. Cameron Wolfe suffers the agonies of self doubt with funny and endearing commitment to the search for acceptance. It is a journey many readers will applaud. W. Bowie

USER LEVEL:Stage 4 Stage 5 Stage 6AVAIL:Paper \$11.95EVAL:Highly recommended

ISBN none tor US KL SY AV

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:

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CA	Creative Arts (primary & secondary);			
English	English (primary & secondary);			
HSIE	Human Society & its Environment;			
LOTE	Languages other than English;			
Mathematics	Mathematics (primary & secondary);			
PDHPE	Personal Development/Health/Physical Education;			
Science	Science (secondary);			
ST	Science & Technology (primary);			
TAS	Technology & Applied Studies (secondary);			
and				
VOC ED	Vocational Education			
	f a syllabus denotes that it is a Con			



General Eva Burrows. [videorecording] Film Australia, 1997 (26 min.) (Australian biography) ISBN none [287.9092]

With an emphasis on her path to the top job, as General of the Salvation Army, Eva Burrows is shown to be a risk taker, a born leader, and a highly successful Australian woman. This filmed biography features interviews with "the people's General", interspersed with historical footage and still images. Her abilities and opportunities to lead a major international branch of the Christian church are well demonstrated. Yet it is Burrows' deep spiritual beliefs, her driving force, that comes through, even though there are no direct questions about this aspect. This is a useful classroom resource for the study of contemporary religions. C. Dorbis

USER LEVEL: Stage 6 KLA: HSIE SYLLABUS: 2U Studies of Religion AVAIL: \$65.00 EVAL: Highly recommended SCIS 968077

REGAN, Colm *People of the islands.* Wayland, 1998 ISBN 0750220910

[304.2]

In a beautifully presented book, which examines life on diverse islands around the world, clear and appropriate colour photographs enhance the text. A history of exploration and colonisation of islands is provided, and the impact this has had on their peoples is discussed. Geography, weather patterns, and the culture and lifestyles of people living on islands today are examined. Environmental issues affecting the communities and their futures are discussed. With language suitable for Stage 3 students working independently, this could be a useful classroom resource for teachers seeking case studies of island cultures and lifestyles. A. Byron

USER LEVEL: Stage 3 Stage 4KLA:HSIESYLLABUS:Geography Stages 4-5; HSIE K-6AVAIL:\$35.00SCIS 954906

Social role of sport. [videorecording] / edited by J. Dubie. United Nations Development Program, 1994 (19 min.)

[306.4]

The positive impact of sport on young people's lives is examined in this video, which specifically addresses the role of sport in improving social conditions in developing countries. It offers very realistic insight into the plight of youth in extremely poor areas of Brazil and Kenya, clearly illustrating the important role of sport in improving people's lives. By providing a healthy outlet which fosters cooperation and teamwork, and offering avenues for success, sport has been a powerful tool in combating drug problems and in improving social conditions. Vivid images and a positive approach help to develop students' understanding of social conditions in developing countries, as part of studies of cultures. The video offers introductory support for the *Social perspectives in sport* module of Sport, Lifestyle & Recreation. K. Proc-

SER LEVEL:	Stage 5 Stage 6
LA:	HSIE; PDHPE
(LLABUS:	CEC Sport, Lifestyle & Recreation; 2U
	Society & Culture
VAIL:	\$75.00 SCIS 968445

CHN Vol 18 No 4 November 1995

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ELLIOT, Brian

Australian cities and towns.

Macmillan Education, 1999 (Macmillan highlights) ISBN 0732950368 [307.760994]

General information about prominent Australian cities and towns, state by state, is the focus of this attractive book. Topography and the natural environments are not part of its scope; emphasis is on dates and statistics. As a classroom resource for research, discussion and teacher guidance would be needed to enhance use. Sources are not well acknowledged and the text contains sweeping generalisations that are misleading. An attempt to incorporate Aboriginal peoples fails as there is no evidence of consultation, resulting in a stereotypical representation, which ignores the diverse contemporary Aboriginal culture. C. Dorbis

USER LEVEL:	: Stage 4 Stage 5	
KLA:	HSIE	
SYLLABUS:	Geography Stages 4-5	
AVAIL:	\$27.95	SCIS 964050

ELLIOT. Brian

Cities and towns.

Macmillan Education, 1999 (Focus on Australia) ISBN 073295035X [307.760994]

The content of this resource provides a good basis for secondary school investigations of Australian place and space and Australian communities. With a well chosen cross section of typical cities and towns, students are presented with a prospective collection for comparative case studies. Each state is represented by its capital and several prominent towns and cities. Early settlement, Architecture, Industry, and Places of interest are accompanied by colour photographs and fact boxes of population and climate statistics. The text is also within the scope of primary students developing their understandings of Australia and its environment. Major industries and focus is a useful data retrieval matrix when used in combination with the Glossary. D. Low

USER LEVEL	: Stage 3 Stage 4	
KLA:	HSIE	
SYLLABUS:	Geography Stages 4-5; HSI	E K-6
AVAIL:	\$24.95	SCIS 964125

KELLY, Ann

Local government.

Franklin Watts, 1999 (Australian knowledge) [320.80994] ISBN 0959660488

Covering 27 topics, this book aims to develop students' understanding of local government in Australia. A brief history helps students to understand the evolution of local government across Australia. The rest of the book explains the major roles and responsibilities of local councils, and the services they provide. Key points are framed and highlighted throughout, which, with the many illustrations, adds visual stimulus and information. Contents and index pages enable quick access to specific topics. This book could be a useful research tool for students studying local government. K. Wratten **USER LEVEL:** Stage 2 Stage 3 Stage 4

	0	0	Q	
KLA:	HSIE			
SYLLABUS:	Commer History S			y Stages 4-5; (-6
AVAIL:	\$14.95			SCIS 963528

MCNAB, Nan Government.

Macmillan Education, 1999 (Focus on Australia) [320.994] ISBN 0732954959

A well structured and presented resource, this readily relates to the civics and citizenship. Designed to give all core facts about government, it is useful as an introduction to government, with the focus on Australia. The three levels of government as set out in the Constitution, the legislature, the executive and judiciary, are defined well. The rights and responsibilities of governments and citizens are covered. Other



resources would be needed to balance some gaps in the information, for example, this book neglects how change has occurred and can happen. C. Dorbis

USER LEVEL: Stage 3 Stage 4 KLA: HSIE SYLLABUS: History Stages 4-5; HSIE K-6 \$24.95 SCIS 964310 AVAIL:

McNAB, Nan Government in Australia.

Macmillan Education, 1999 (Macmillan highlights) ISBN 0732954967 [320.994]

This is almost as simple, accessible, complete and as effectively presented an overview of the Australian federal system of government as one could hope for. It covers Commonwealth and state parliaments, executive government, the courts, and politics and elections, and is supported with a good glossary and index, contemporary colour photographs and excellent graphics and charts. Ironically, the very relevance and currency



sometimes also illustrate the volatile nature of politics and government. But this minor inevitability is more than compensated for by the book's outstanding presentation, clarity and comprehensiveness amidst which often difficult concepts, such as separation of powers, are dealt with an almost breathtaking simplicity. G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 HSĪE KLA: SYLLABUS: Geography Stages 4-5; HSIE K-6; History Stages 4-5 AVAIL: \$27.95 EVAL: Highly recommended SCIS 964056

B. A. Santamaria. [Parts 1 & 2] [videorecording] Film Australia, 1997 (52 min.) (Australian biogra-

phy) ISBN none

[324.2092]

Made shortly before Santamaria's death, this conversational talking head interview, intercut with documentary footage, gives some real insight into an intellectual, deeply certain and committed activist, who for decades was one of the most influential and hated men in Australia. Lawyer, journalist, and Machiavellian strategist, he was asked by Catholic Archbishop Mannix to fight communism in the

unions. To do this he adopted communist cadre tactics within organisations, setting off and fuelling the great ALP/DLP schism that did undermine communist influence, and also kept the Labor Party from office in the 1950s and '60s. Santamaria is a complex and significant post war figure and this record is both worthwhile and important. G. Spindler **USER LEVEL:** Stage 6 KLA: HSIE SYLLABUS: 2U/3U Legal Studies; 2U/3U Modern History; 2U Studies of Religion AVAIL: \$65.00 SCIS 968072

The future of work.

/ edited by Justin Healey. Spinney, 1999 (Issues in society 115) ISBN 1876811242

[331.1]

An examination of changes, in the Australian labour force, and in work practices, is provided in articles, reports, and materials from many primary sources, which describe and explain the diversity of work now and in the future. Sources include: government reports and statistics; newspaper and magazine reports and articles; material from Internet sites; and literature from lobby groups and charitable organisations. The book provides a useful stimulus to generate classroom debate, discussion and critical analysis. Exploring the issues provides a valuable focus for students and teachers. Helpful sections suggest recommended reading and additional resources for further research. These need to be individually evaluated to determine their relevance to the curriculum. K. Wratten

Stage 5 Stage 6	
HSIE	
Commerce 7-10; 2U Economics;	
2U Geography; 1U Gener	al Studies;
Paper \$14.95	SCIS 972539
	Commerce 7-10; 2U Econo 2U Geography; 1U Gener 2U Legal Studies; CEC Of 2U Society & Culture

SMITH, Viv

I can help save energy. Watts, 1998 (I can help) 074963197X

This particular title covers a number of contexts within the built environment topic area of the Science & technology K-6 syllabus, such as: services provided to communities; systems to control conditions; and transport. Students will relate well to the text level, clear fonts, and user friendly illustrations and labelled dia-

grams. Other excellent infor-



[333.791]

mation is scattered throughout (Fascinating fact! and Look back!), with a range of hands on activities presented in Have a go! boxes, each indicated with assigned icons and colours. The tasks are well within the capabilities of upper primary students and provide a ready source of individual extension exercises. D. Low

USER LEVEL: Stage 2 Stage 3			
KLA:	ST		
SYLLABUS:	Science & Technology K-6		
AVAIL:	\$26.95		
EVAL:	Highly recommended	SCIS 957296	

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NICHOLLS, Catriona *The workboot series.* [series]

Kondinin, 1998

In these colourful books, the processes involved in honey and timber production are explained in great detail. Students studying these topics will find the resources easy to use, as the books are colour coded into the various stages of production. Chapters cover the product source, the producer, the product, the consumer and the environment. The information is clearly written and supported by superb photography. This series provides a useful resource on different facets of agricultural industries. K. Heap

USER LEVEL: Stage 4 Stage 5 Stage 6		
KLA:	TAS	
SYLLABUS:	Agriculture 7-10; 2U/3U Agriculture	
AVAIL:	\$18.95 each	
Titles in this series include:		
Honey	SCIS 957955	
Timber	SCIS 962690	

BRODIE, Scott

Our constitution.

Franklin Watts, 1999 (Australian knowledge) ISBN 0958564906

[342.94]

An outline history of the road to Australian federation, a commentary on the Australian Constitution, and a copy of the Constitution itself are jammed colourfully but uncomfortably together in this resource. Illustrations, summary outlines, and black and white photographs are included. The content is appropriate to civics and citizenship education, and provides a sound account of the federal story. The section explaining the Constitution is accurate and illustrated by appropriate examples, though the layout will be discouraging to many users. G. Spindler

USER LEVEL	: Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History Stages 4-5
AVAIL:	Paper \$14.95

Recycling.

/ edited by J. Healey. Spinney, 1999 (Issues in society 114)

ISBN 1876811234

[363.72]

SCIS 963526

The focus of this book is on recycling domestic, commercial, and industrial waste in Australia. Primary sources, including: government reports, newspaper analyses and reports, extracts from local government manuals, and information from environmental lobby groups, have been used to compile the information, which is presented as written text, graphics, illustrations and statistical tables. Each chapter focuses on a recycling issue, which could be used: to build field knowledge; as a starting point for individual research projects; and as material for whole class activities. In using the book, it would be important for teachers to develop students' critical skills in analysing and identifying the writer's point of view, purpose and audience. F. Plummer

USER LEVEL:	Stage 3 Stage 4 Stage 5	
KLA:	HSIE	
SYLLABUS:	CEC Environmental Studie	
	Geography Stage 4-5; HSIE	E K-6
AVAIL:	Paper \$14.95	SCIS 972538

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GRAHAM, Pamela	
Bail up!	
Macmillan Education, 1999 (Australia's	
bushrangers)	
ISBN 0732947081	[364.1]
Detailed stories of four Australian bushrangers are	provid-

ed in this resource. Students will find the combination of large print, clearly reproduced high quality photographs, action filled drawings, and stimulating layout interesting. This high interest level is supported by the presentation of many interesting aspects of the topic, though there are some gaps. The book attempts to address issues, eg life for women of the period, but falls short of an accurate representation. The text is at an appropriate level for the targeted age group, but the simplistic presentation of information reinforces stereotypes. The linking of the bolded word, rum, to the glossary in a section about Aboriginal people is a disappointingly unfortunate choice. The labelling of photographs and illustrations is at times misleading, with some labels inappropriate or outside the timeframe of the text information presented. Supplementary material to balance this resource and a critical approach in using the book would enhance learning. L. Ward

USER LEVEL:	Stage 3 Stage 4	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
AVAIL:	\$24.95	SCIS 964316

O'HARA CALLAN, Georgina

The Thames and Hudson dictionary of fashion and fashion designers.

Revised ed. Thames and Hudson, 1998 (World of art)

ISBN 050020313X [391.003]

This is an updated and expanded edition of The encyclopaedia of fashion. Wonderful black and white and colour photographs and drawings, on virtually every page, make it irresistible for browsing and invaluable for reference. The alphabetical listing (accordion pleats to zouave jacket), provides detailed information on fashion terms, trends, accessories, techniques and designers from the 1840s through to the late 1990s. Australian designers are largely overlooked. It is a useful size, although the print is necessarily small. Many of the listings are cross referenced and there is an extensive Bibliography, divided into sixteen topics, at the back of the book. J. Redfern

USER LEVEL: Stage 5 Stage 6 Community Professional TAS; VOC ED KLA: SYLLABUS: 2U Textiles & Design AVAIL: Paper \$24.95 **EVAL:** Highly recommended SCIS 956130

Lebanon: a portrait of the country through its festivals and traditions. Moondrake, 1999 (Fiesta!) [394.2] ISBN 1840440104

Eight major festivals, three from Islam, four from Christian traditions, and one general, are each named in Arabic and discussed in illustrated double page spreads. Food, clothing and family customs are described. A map, essential information, and a brief explanation about the major religions are included. Two stories, one from each religion, add background and understanding, and recipes and craft activities offer scope for classroom group work. Unfortunately, the attractive illustrations are poorly captioned, limiting their use. The book

may be useful in supporting the Cultures strand of the new HSIE K-6 syllabus. USER LEVEL: Stage 2 Stage 3 KLA: HSĬE SYLLABUS: HSIE K-6 SCIS 971766 AVAIL: `\$24.95

Festivals of the world. [series] Times Editions, 1999

The aim of this series is to focus on a specific country and explore why and how people celebrate significant national and religious festivals. These are useful resources to support the implementation of the HSIE K-6 (1998) syllabus, although there are some unfortunate gaps in the information. For example, photographs portray Australia as being an anglo-celtic rather than a multicultural society. The descriptions



of how national and religious festivals are celebrated fail to recognise diversity and difference, and sometimes focus on the exotic. Used appropriately, these resources could provide an invaluable point of entry into discussions about inaccurate monocultural stereotypical values, practices and beliefs. R. Fugaccia

0			
USER LEVEL	: Stage 2 Stage 3		
KLA:	HSIE		
SYLLABUS:	HSIE K-6		
AVAIL:	\$24.95 each		
Titles in this se	eries include:		
Australia		SCIS	969945
Philippines		SCIS	968586
Madagascar		SCIS	968601
Mongolia		SCIS	968598

GRIMM BROTHERS & WATTS, Bernadette The wolf and the seven little kids: a fairy tale. North-South, 1999 [398.20943] ISBN 0735810990

The illustrations in this picture book edition capture a charming, anthropomorphised rural community. Their naive style complements the classic tale of the resourceful wolf able to trick the little kids. Suspense builds, the predicament is dire, and the resolution satisfying, as the mother goat, of course, outsmarts the wolf. There is a timeless quality to the illustrations, many of which contain amusing details. This translation by Anthea Bell provides a simply written, straightforward text. The extensive use of dialogue makes this work well suited to reading aloud or dramatisation. J. Buckley USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 AVAIL: Paper \$9.95 SCIS 970931

PERRAULT, Charles & KOOPMANS, Loek Cinderella. North-South, 1999 [398.20944] ISBN 0735810516

Colour, style and movement are expertly realised in this book's double page spreads, which, while referring to no specific time or place, offer a vision of characters and setting far removed from the mundane. Freshly illustrated in the European style, this favourite tale focuses almost entirely on Cinderella herself, with the other characters in the reinforced, and even the stepmother and her daughters seem unthinking and uncaring, rather than cruel and vindictive. The soft, feminine illustrations, which will have initial appeal for some girls, do not develop the subtext of the story, nor do they point out any of its social or symbolic resonances W. Smith USER LEVE AVAIL: TOLSTOY, Aleksei & SHARKEY, Niamh The gigantic turnip.

background. The message of her passivity and goodness is US KL SYL

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EL: Stage 1 Stage 2 \$22.95	SCIS 970863	A R
Alakasi & SUADVEV	Niamh	BI

Puffin, 1999 ISBN 0140565906 [398.20947] A most satisfying edition of the old folk tale, this picture book sets its simple repetitive elements in a contemporary, well designed work. The strong narratorial voice and cumulative elements build suspense. The ending, satisfying with the addition of humour, and a new final emphasis on one small animal, adds to the strength and completeness of the tale. Stylised colour illustrations and strong graphic design

contribute greatly to the story but do not overwhelm it. A pleasure to read aloud, this classic folk tale is given a new life by this edition. J. Buckley USER LEVEL: Early Stage 1 Stage 1 Stage 2

KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	Paper \$12.95	SCIS 967033

TABACK, Simms

There was an old lady who swallowed a fly. Viking, 1997 ISBN 0670869392 [398.8] An old favourite is given new life in this cheerful, rollicking picture book. Lively, colourful, busy mixed media and collage illustrations include visual jokes, comments by characters and passers by, and an increasingly enlarged old lady. A novel feature is the cutout showing the contents of the old lady's stomach. Once the tale is read and enjoyed, there is much to pore over and discuss in the illustrative detail. The rhyme is extended beyond the original, into similarly rhyming comments, offering opportunities to explore the concept and practice of making rhymes. Collage items suggest further exploration of the text types shown. W. Smith USER LEVEL: Early Stage 1 Stage 1 KLA: English

SYLLABUS:	English K-6	
AVAIL:	\$22.95	SCIS 972513

Spanish. [computer software]

Global Software Publishing, 1996 (Speak fluent

series) ISBN none

A language learning CD-ROM, based entirely on spoken Spanish, this resource offers learners graded opportunities to imitate and consolidate pronunciation, and participate in

dialogues with or without text support. These dialogues simulate real life situations. Lessons cover Describing yourself, Counting, Using nouns and adjectives, and Meeting people. A range of exercises, based on the dialogues, is included in each lesson, to develop pronunciation, broaden vocabulary and improve grammar and listening comprehension. Learner support in the form of translations of text is available. Through a graphic representation facility, learners can compare their attempts with a model version, and see how text, sound and image are related. The topic areas are appropriate to the Spanish 7-10, Spanish Beginners and Spanish Continuers syllabuses, although the approach and

76

level of language are definitely better suited to Stage 6 Beginners and Continuers. C. Dettino

JSER LEVEL:	Stage 6	
KLA:	LOTE	
SYLLABUS:	2UZ Spanish (Spanish Begi	inners);
	2U Spanish (Spanish Conti	nuers)
AVAIL:	\$89.95 Scholastic	SCIS 920860

Revista. [kit]

BC Educational, 1996 ISBN 0563375116

[468.007]

For beginners learning Spanish, this is a good, magazine style resource. The ten television and radio programs, supported by a resource book and photocopiable worksheets, offer structured language learning and practice across a range of appropriate themes. Young Spanish speakers from the Spanish speaking world deliver a variety of reports, consumer items, competitions and music. The programs provide a variety of listening items, with reading and writing follow up provided by the worksheets. Speaking skills will need to be further developed from other sources. The topic areas are appropriate to both the Spanish 7-10 and Spanish Beginners syllabuses, although the approach is better suited to Stage 4 and 5 learners. C. Dettino

USER LEVEL:	Stage 4 Stage 5 Stage 6	
KLA:	LOTE	
SYLLABUS:	Spanish 7-10;	
	2UZ Spanish (Spanish Begi	inners)
AVAIL:	\$199.00 BBC	SCIS 927986

Isabel. [videorecording]

BBC Education, 1997

ISBN 0563375973

[468.307]

A series of television programs for intermediate learners of Spanish makes up this resource. This is a practical and up to date kit for teachers of Spanish. The five programs focus on aspects of everyday Spanish life, especially that of teenagers, and are a rich source of authentic conversation. The photocopiable worksheets offer activities, which range from straightforward to challenging. They enable learners to practise the four macroskills: reading; writing; speaking; and listening. The teacher's notes for each program provide background information, and suggest additional class and group activities. The topic areas are appropriate to both the Spanish 7-10 and Spanish Beginners syllabuses, although the approach is better suited to Stage 5 learners. C. Dettino USER LEVEL: Stage 4 Stage 5 Stage 6

USEK LEVEL:	Stage 4 Stage 5 Stage 6	
KLA:	LOTE	
SYLLABUS:	Spanish 7-10;	
	2ÛZ Spanish (Spanish Beginners)	
AVAIL:	\$199.00 BBC	SCIS 921917

BIRCH, Robin.

[458.0076]

The Australian skies.

Macmillan Education, 1999 (Macmillan highlights) ISBN 0732948452 [520]

An excellent resource when studying the solar system and space phenomena, this easily read reference book contains good colour photographs and well labelled diagrams and illustrations. It focuses on the southern skies, and contains interesting factual information in each area of focus: stars; constellations; galaxies; the Antarctic sky; the solar system; and astronomy in Australia. This work is an excellent model for writing explanations. The book highlights the importance of the sun in our universe as the source of all energy. It details the process of photosynthesis in simple language, and illustrates the food chain through simple text. An easy

to read reference, this work is capable of being adapted to integrated themes. J. Hancock		
USER LEVEL: Stage 3		
KLA:	ST	
SYLLABUS:	Science & Technology K-6	
AVAIL:	\$27.95	
EVAL:	Highly recommended	SCIS 964070

BIRCH, Robin

Watching the skies.

Macmillan Education, 1999 (Focus on Australia) ISBN 0732948460 [520]

The simple text in this book is an easy way to assimilate information about space and its effect on the earth. Space and time are not covered in great detail, rather the emphasis is on the understanding of the concepts raised. These include day and night, seasonal changes, star constellations and the planets. This is a valuable Australian resource with well designed pages, colourful and detailed illustrations, and appro-



priate use of photographs. It is a good introduction to the subject. K. Heap

USER LEVEL:	Stage 3 Stage 4	
KLA:	Science; ST	
SYLLABUS:	Science & Technology I	K-6; Science
	Stages 4-5	
AVAIL:	\$24.95	SCIS 964134

HEWITT, Sally

It's science. [series]

Franklin Watts, 1999

Science comes to life in this series, which explains aspects of physics, human anatomy, chemistry, and biology in a format that children can understand. Bright colours and high quality photographs enhance the large printed text on each glossy page. The information is presented in an enquiring style, with experiments to try, and cross referencing activities to refine information skills. There are cross curricular links to information literacy and English as the resources illustrate good practice in organising and presenting information. The highlighted words in each short chapter compile the glossary and enable facts to be easily located by Stage 2 researchers. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 KLA: ST SYLLABUS: Science & Technology K-6 \$26.95 each AVAIL: **EVAL:** Highly recommended Titles in this series include: Time SCIS 973694 Water SCIS 973696

BIRCH, Robin

Ancient Australia.

Macmillan Education, 1999 (Focus on Australia) ISBN 0732948487 [560.994]

An overview of Australia's formation, and the development of its unique landscape, flora (Ancient forests) and a wide range of prehistoric fauna, from trilobites to the ancestors of echidnas and platypuses, are attractively presented in this book. The information about pre Aboriginal time reveals a comprehensive but brief overview. Simple, factual text is well supported with good colour photographs and illustrations of an ever changing and living continent. Designed for younger readers, the text is easily read, and most ideas and facts are clearly communicated. The Aboriginal content is simplistic, and demeans the complexities and richness of an ancient culture and its shaping of Australia. C. Dorbis **USER LEVEL:** Stage 2 Stage 3 KLA: ST SYLLABUS: Science & Technology K-6 \$24.95 AVAIL: SCIS 964155

AXWORTHY, Anni Peephole books. [series]

Walker, 1999

In this series, readers are invited to guess the habitat and adult forms of selected animals through identification of textual and pictorial clues. An indication of the correct answer is provided through a "peephole" glimpse of the following page. Consistent format and predictable text allow students to use prior knowledge to help word recognition. The repetitive nature of the questions posed also provides some structure for less capable readers. The lively and attractive illustrations are particularly appropriate, and independent readers should have little difficulty reading these books. The series would also be enjoyable to read aloud, provoking much discussion about animals and their habitats. J. Mac-Donald

USER LEVEL:	Stage 1	
KLA:	English, ST	
SYLLABUS:	English K-6;	
	Science and Technology K-	-6
AVAIL:	\$19.95 each	
Titles in the ser	ies include:	
Guess where I	live?	SCIS 973618
Guess who my	ı mummy is?	SCIS 973623
AVAIL: Titles in the seri Guess where I	\$19.95 each ies include: live?	SCIS 973618

Touch and feel. [series] Dorling Kindersley, 1998

Tactile sensations are effective teaching and learning tools in this hands on introductory series. These compact and colourful board books use a variety of materials for feeling. These include a luxurious lion's mane, the sticky pads of a tree frog's fingers, the warm, cuddly fleece of a parka, and even a furry pink feather in a hat. Each material is synthetic but the sensations they offer are realistic enough to intrigue young children. Two simple sentences describe each animal, with the adjective for the skin covering enlarged and bolded. While these concept picture books are educational and entertaining, they will deteriorate from over handling. B. Roberts

USER LEVEL:	Early Stage 1 Stage 1	
KLA:	English; ST	
SYLLABUS:	English K-6;	
	Science and Technology K	-6
AVAIL:	\$12.95 each	
Titles in this se	ries are:	
Clothes		SCIS 970364
Wild animals		SCIS 970368

OLIVER, Narelle

Sand swimmers: the secret life of the Australian dead heart. Lothian 1999

ISBN 0850917689

Illustrated with coloured lino cuts and pencil drawings, this handsome picture book follows Charles Sturt's journey north

[591.40994]

from Adelaide in 1844. Large pages combine illustrations of desert animals and their habitats, descriptive text and sketches of Sturt's expedition (annotated with quotations from Sturt's diary). Much information is conveyed in the illustrations; masterly depictions of the animals' adaptation and camouflage techniques. The book acknowledges the skills, knowledge and understanding of Aboriginal peoples living in a desert environment. It includes



names for many plants and animals from Pitjantjajara, Arrente, and Pintubi languages. The book has significant potential for use in Aboriginal studies, and learning about desert environments and Australian explorers. W. Smith

USER LEVEL	: Stage 2 Stage 3 Stage 4	
KLA:	HSIE, ST	
SYLLABUS:	Geography Stages 4-5; HS	SIE K-6;
	Science & Technology K-6	
AVAIL:	\$24.95	
EVAL:	Highly recommended	SCIS 961580
	0.	

MURDOCH, Kath Animal feet and legs.

Macmillan Education, 1999 ISBN 0732954177

[591.47] Featuring Australian animals, this is one of a series dealing with specific information on various aspects of animal body parts and their uses. In introducing each animal, the reader is presented with a photographic clue and a question. On turning the page the answer is revealed with a photograph of the animal and a sentence in large red text containing the animal's name. A further sentence explains how the animal uses its feet. Specific terms such as claws, talons and pads are used throughout the book and further explained in a glossary. The book is attractively presented, and the large, simple text makes it ideal for younger students studying animal behaviour. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2		
KLA:	ST	
SYLLABUS:	Science & Technology K-6	
AVAIL:	\$99.95 set of 6	SCIS 964283
Other titles in	this series are:	
Animal coverings		SCIS 964278
Animal eyes		SCIS 964280
Animal homes		SCIS 964285
Animal mouths		SCIS 964289
Animal tails		SCIS 964288

PIPE, Jim

The giant book of bugs and creepy crawlies. Aladdin/Watts, 1998 (The giant book of) ISBN 074963135X

A great deal of interesting scientific information could be hidden behind the distracting cover blurb and introduction of this book. It describes a range of creatures including insects, spiders, scorpions and centipedes, and the contents are organised according to everyday but useful groupings. Good models of information reports are provided, and technical terms are effectively introduced. However, teachers would need to point out the particular personal language used to appeal to children. The clear and realistic illustrations provide great support in developing scientific understandings. This book would be a very useful resource book for students and teachers. S. Humphrey

[595.7]

Buckley US KL SY AV EV NOONAN, Diana The emperor penguin. Macmillan Education, 1999 (Life cycles) ISBN 073295052X [598.47] The life cycle of emperor penguins of Antarctica is the fascinating subject of this book. Necessary background information is included throughout, giving the reader insights into all aspects of life as an emperor penguin. There is also a useful diagrammatic summary. This is an information book in which well labelled, colourful photographic illustrations enhance and support the clearly expressed, simple, yet appropriate text. These, combined with the size and overall layout, make it a user friendly resource for young information gatherers and nature lovers, and for senior primary students needing additional support, as they explore units of work on Antarctica. N. Chaffey **USER LEVEL:** Stage 2 Stage 3 KLA: ST SYLLABUS: Science & Technology K-6 AVAIL: \$17.95 EVAL: Highly recommended SCIS 964075 THOMAS, Ann Dingoes. Macmillan Education, 1999 (Australian animals/Macmillan young library) [599.77] ISBN 0732948584 With clear fresh design and illus-

USER LEVEL:	Stage 2 Stage 3 Stage 4	
KLA:	Science; ST	
SYLLABUS:	Science & Technology K-6;	
	Science Stages 4-5	
AVAIL:	\$29.95	SCIS 942250

NOONAN, Diana The green turtle.

Macmillan Education, 1999 (Life cycles)

ISBN 0732950511

The cohesive, simple and clear text of this resource is effectively matched with excellent colour photographs. Small format pages, featuring one idea and one large photograph per page and limited text, make this work most appropriate for independent reading and research. All aspects of the life cycle of the green turtle are sequenced and explained. A conservation message completes the work. A meaningful glossary assists information retrieval. Page design is clean and attractive, with strong and integrated use of marine colours on borders, headings, and the cover and endpapers. This is an excellent, informative and accessible resource. J.

SER LEVEL:	Stage 1 Stage 2 Stage 3	
LA:	ST	
LLABUS:	Science & Technology K-6	
AIL:	\$17.95	
AL:	Highly recommended	SCIS 964069
	* *	

[597.92]

trated with excellent coloured photographs and maps, this book is devoted to the dingo's history, lifestyle, habitat and relationship with humans. Each chapter is of one or two pages, with appealing photographs and short sentences. Bolded key words are explained in the glossary. It could easily be read to and understood by Stage 1 stu-



natolukea matolukea mikatolukea matolukea matolukea matolukea matolukea

[602]

[613]

[613]

dents, or used by newly independent readers for information gathering. Older primary students would find this it a useful research tool. This book could be used in teaching information skills, and would complement studies of: the environment; native and feral animals of Australia; and mammals. R. Bodlay

USER LEVEL:	Stage 1 Stage 2 Stage 3	
KLA:	ST	
SYLLABUS:	Science & Technology K-6	
AVAIL:	\$17.95	
EVAL:	Highly recommended	SCIS 964101

MACAULAY, David & ARDLEY, Neil

The new way things work.

Revised ed. Dorling Kindersley, 1998 ISBN 0751356433

Designed to appeal to a young audience, this 400 page, updated version of The way things work addresses effectively many aspects of the Science & technology K-6 syllabus, in particular: built environments; the earth and its surroundings; physical phenomena; and communications. For most of the contexts, students and teachers will find sound introductory information. In many cases, the material extends beyond the requirements of most users in the primary school. The bold, labelled diagrams are excellent models for teachers producing stimulus material (such as wall charts or proformas) and students illustrating assignments. This is a superior reference work for upper primary classrooms. D. Low

USER LEVEL:	Stage 2 Stage 3 Professiona	1
KLA:	ST	
SYLLABUS:	Science & Technology K-6	
AVAIL:	\$49.95	
EVAL:	Highly recommended	SCIS 964033

Men's health.

/ edited by Justin Healey. Spinney, 1999 (Issues in society 111)

ISBN 187681120X

Without claiming to be the definitive source of information on male related health issues, this book provides information drawn from a range of primary sources, including: government reports and statistics; newspaper reports; and literature produced by various lobby groups. The gender specific nature of many contemporary health related issues makes this a useful resource for analysing male health issues, and represents a helpful supplement to senior study in the PDHPE curriculum, where community health options and issues are considered. The use of primary sources offers classroom opportunities for critical examination of authors' points of view and purposes. The provision of substantial reference lists, including Web sites, encourages further reading, although further exploration is required to verify their curriculum relevance. J. MacDonald

USER LEVEL:	Stage 5 Stage 6	
KLA:	PDHPE	
SYLLABUS:	PDHPE 7-10; 2U/3U PDHE	ΡE
AVAIL:	Paper \$14.95	SCIS 972529

Women's health.

/ edited by Justin Healey. Spinney, 1999 (Issues in society 112)

ISBN 1876811218

The latest release in this excellent resource series on contemporary Australian social issues provides current information and research on women's health in Australia. A variety of sources (including government reports, newspaper articles and literature from lobby groups) allow fact, research and opinion to facilitate the critical examination of major health issues affecting women. A magazine style format organises material into easily readable topics. These include: discussing which women need a Pap test; exploding the PMT myth; sexually transmitted infections (STIs); and eating disorders. A glossary, a summary of the main focus points, and a list of contact organisations are additional useful features of this publication. M. Hadfield

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: PDHPE SYLLABUS: PDHPE 7-10; 2U/3U PDHPE AVAIL: Paper \$14.95 SCIS 972530

HOLSONBACK, Anita Monkey see, monkey do: an animal exercise book for you.

Kangaroo Press, 1998 ISBN 0864179944

The movements of 23 animals, including the kangaroo, are examined here. Large, colourful illustrations, showing two children moving with the specified animal, are accompanied by a short rhyme describing the movement of each animal. Habitat and diet are also mentioned. This could be a useful supplementary resource in the Gymnastics strand of PDHPE, in particular providing effective stimulus in Non locomotor skills and Ele-



SCIS 961992

[613.7]

ments of movement. Advice on the necessary hand and leg movements to simulate the movement of each animal is provided at the end of the book. A focus on more native Australian animals would widen the appeal of this book. J. Mac-Donald

USER LEVEL:	Stage 1
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
AVAIL:	\$12.95

CARROLL, Brian

Gold.

Macmillan Education, 1999 (Focus on Australia) ISBN 0732954126 [622]

The opening pages of this book show strikingly attractive pictures of gold. Unfortunately, the generally dry text is not in keeping with the expectations set by these wonderful illustrations, and may well destroy that spark of interest in this topic, though simple facts are presented. Many of the illustrations need to be more explicitly captioned to indicate source; captioning could in fact reflect particular biases. Representations of Aboriginal people and perspectives, in text and images, are problematic, at times irrelevant to the topic. A critical approach to using this resource could be encouraged. J. Donovan

USER LEVEL: Stage 3 Stage 4 KLA: HSĨE SYLLABUS: HSIE K-6; History Stages 4-5 AVAIL: \$24.95 SCIS 964128

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

MURCES 2 RESOURCES 2 RESOURCES 2 RESOURCES 2 RESOURCES 7 RESOURCES

CARROLL, Brian Gold in Australia.

Macmillan Education, 1999 (Macmillan highlights) ISBN 0732954118 [622]

The uses of gold, its discovery in Australia, the impact which those discoveries had on economic and political development, and current issues concerning gold mining are examined from historical perspectives in this book. The effect of gold discoveries on crime, immigration, and race relations is considered, as are: conditions; discoveries; mining methods; and consequences in individual states. Each short chapter combines simple factual information in prose with well selected illustrations, many in colour, which will assist younger readers analyse the issues of the gold era. Many of the illustrations require more explicit captioning to assist this analysis. Some illustrations are irrelevent to accompanying text information, and potentially misleading in relation to Aboriginal issues. The later chapters focus on modern gold mining and explore current environmental and economical impacts on Australia. F. Plummer

USER LEVER: Stage 3 Stage 4			
KLA:	HSIE		
SYLLABUS:	HSIE K-6		
AVAIL:	\$27.95	SCIS 964060	

JOHNSTONE, Michael	
The history news: in space.	
Walker, 1999	
ISBN 0744562015	[629.409]
The information in this book is written as new one	non anticlos

The information in this book is written as newspaper articles, covering the history of space exploration from as early as 500 BC. This makes it very easy to read, as all articles are short and the information they contain written simply. The articles are also well supported with pictures and diagrams. Students researching space exploration will find this book an enjoyable way to do so, although they need to be aware of the conventions of the varying writing styles to fully appreciate the work. A time line assists readers to place the articles in their correct time period. K. Heap USER LEVEL: Stage 3 Stage 4 KLA: ST SYLLABUS: Science & Technology K-6; Science Stages 4-5

GROSS, John

AVAIL:

Food preserving at home. Choice, 1999

\$24.95

ISBN 0947277498

At home. Wayland, 1998 (Fifty years ago) ISBN 0750222654 [643.09] [641.4] Centered around a family's daily activities, this book com-An excellent resource for preserving fresh, seasonal foods pares modern technologies in the home with those used fifty at home, this book gives an outline on such varied methods years ago, including Cooking; Washing clothes; Storing as: Canning; pickling; making jellies and jams; juicing of food; Keeping warm; and Entertainment. Grandparents comment on how it was when they were children. Large colour and black and white photographs, simple text and large print make this book a good discussion starter or for primary students to read alone. Some terms, images and experiences do not directly translate from England to Australia. Notes for parents and teachers and Further information are suggested points and literacy aspects to explore for each technology. J. Redfern

fruit; Freezing; indoor and outdoor Drying; and meat Curing and smoking. Numerous tables give appropriate processing, storage and rehydrating times. Mouth watering recipes, solutions to common problems, details of processing, and packaging hints are all outlined clearly and simply. Supported by line diagrams of equipment and techniques, the text is suitable for students, first time preservers and those who wish to extend their skills. C. Bertram

USER LEVEL: Stage 5 Stage 6 Community KLA: TAS SYLLABUS: Food Technology 7-12 AVAIL: \$27.00

SCIS 966952

SCIS 969365

VAN LOON, Joan, STEWART, Chantel & GATE, Gabriel

Anyone can cook! Five Mile, 1999 ISBN 1865031313

Introducing children to the world of cooking through a picture story book here provides both insight and entertainment. Suitable for young independent readers, and richly and humorously illustrated, the book allows the reader to develop an appreciation of food preparation, especially the preparation of fruit desserts. Opportunities abound for students and teachers to discuss the broad range of culinary



experiences, and the book offers a useful model for classroom compiled cookery books on other themes. This superb book is likely to be highly valued in the classroom, and offers an incentive for students to cook at home. C. Maher

USER LEVEL: Stage 1 Stage 2 Stage 3			
KLA:	PDHPE; ST		
SYLLABUS:	PDHPE K-6; Science & T	Fechnology K-6	
AVAIL:	\$19.95	0,	
EVAL:	Highly recommended	SCIS 968529	

RANDALL, Ronne

A flavour of Israel.

Wayland, 1999 (Food and festivals)

ISBN 0750223928

[641.595694]

The first pages of this attractively presented book introduce the country, showing, through maps, its position in the world, its political divisions and its neighbours. The main focus of the book is the Jewish population of Israel, their festivals and the traditional food eaten on those special occasions. The concept of kosher food, and the symbolic foods presented and eaten at Jewish celebrations are explained simply. A recipe is given for each celebration covered. The topic web is a useful programming tool for teachers, giving an overview of related activities in other KLAs. This could be a useful resource for the Cultures strand of the new K-6 HSIE syllabus. J. Quirk

USER LEVEL:	Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K-6; HSIE K-6
AVAIL:	\$29.95

BRYANT-MOLE, Karen

SCIS 969285

USER LEVEL: Stage 1 Stage 2 Stage 3 KLA: ST: TAS SYLLABUS:

HSIE K-6; Science & Technology K-6 AVAIL: \$29.95 SCIS 968557

RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES

[652.3]

Learn to type [computer software] Typequick, 1997 ISBN 0646051865

This user friendly computer managed instruction course for touch typing comprises ten separate learning modules in two courses, one for adults and one for younger students. The first eight lessons teach the alphabetic keyboard and numeric keypad/calculator pad. The last two focus on speed and accuracy. The *Inform library* covers useful additional information including: introduction to computers; word processing techniques; a guided tour of the keyboard; securing files and programs; and maintaining health whilst using a computer. A key advantage of this resource is the self paced active learning approach in which exercises are automatically varied to avoid boredom. Students may view, analyse, graph and print progress reports and undertake optional remediation lessons to improve results. This could be a useful resource for teaching keyboarding skills. K. Wratten.

Minimum requirements

Windows 3.1

USER LEVEL:	Stage 4 Stage 5 Stage 6 Pro	fessional
KLA:	TAŠ; VOC ED	
SYLLABUS:	Commerce 7-10; 2U Comp	uting
	Studies; CEC Office Skills	-
AVAIL:	\$99.00	
EVAL: Highly recommended		SCIS 966013

Success with typing for students. [computer software] Typequick, 1996 ISBN 0958685002 [652.3]

Climbing mountains on the back of a goat, riding lizards deep underground, sitting on killer whales, or travelling under the sea with a lantern fish sound like entertaining ways to learn to type. These are just some of the activities offered in this CD-ROM multimedia tutorial adventure in Kewala's world of touch typing. Working at their own pace, students travel ten routes (or tutorial sessions) to find and learn the keys, with options enabling individuals to set personal goal speeds or to skip ahead if appropriate. Students may view, analyse, graph and print results. Bonus challenges enable the more competitive to earn extra points, while royal challenges will engage the touch typists who never look at the keyboard. In the books of wisdom students further develop their understanding and knowledge of computers, keyboard, posture, data protection and more. This entertaining resource is likely to enthuse most junior and middle school students. K. Wratten.

Minimum requirements

Windows 3.1: 486; 8MB RAM				
USER LEVEL	: Stage 3 Stage 4 Stage 5			
KLA:	TAS; VOC ED			
SYLLABUS:	SYLLABUS: Commerce 7-10;			
	2U Computing Studies;			
	CEC Office Skills			
AVAIL:	\$495.00 ten student packs; additional			
	five packs \$295.00			
EVAL:	Highly recommended	SCIS 935183		

The game is up!: a story about Australian women in history, sport and physical activities 1896-1956. [videorecording]

National Film and Sound Archive, 1993 (37 min.)ISBN none[796.082]An historical perspective of women's achievements in sport

is presented in this inspiring and informative resource which

comprises a video recording, activity sheet and book. The inclusion of news clippings and film footage effectively demonstrates the barriers for women in sport the early 1900s, clearly illustrates the changing roles of women in society, and positively shows their abilities. Extensive and varied sources of information provide a comprehensive picture of women and physical activity in Australian society, and of the feats of Australian sportswomen and the difficulties they faced, from 1896 to 1956. This valuable resource provides excellent information for students studying social perspectives of sport, and supports a variety of teaching strategies. It offers strong support when studying issues related to women in sport in: *Option 6* of 2 Unit PDHPE; the *Sport and Australian society* module of Sport, Lifestyle & Recreation; and the Stage 5 elective in PDHPE 7-10. K. Proctor

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USER LEVEL: Stage 5 Stage 6				
KLA:	PDHPE			
SYLLABUS:	CEC Sport, Lifestyle & Recreation;			
	PDHPE 7-10; 2U PDHPE			
AVAIL:	\$65.00	SCIS 805197		

ARNASON, H. H., & PRATHER, Marla F. A history of modern art: painting, sculpture, architecture, photography. 4th ed. Thames & Hudson, 1998

ISBN 0500237573

Generously illustrated with many new colour and black and white images throughout over 850 pages, this definitive textbook offers capable students, at senior and tertiary levels, one of the most comprehensive views of the visual art world, from the mid 1800s to the present. Prather's thought provoking questions, particularly on the nature of art styles in the 1990s, are insightful. **Epilogue** attempts to traverse the maze of styles of the current decade. Gender, the provinces of public and private art, multimedia installations, and the body as art, are all considered. Illustrations are predominantly from the United States, with a number of strategic artists of different nationalities discussed. K. Ashley

nunity	
-	
Visual Arts 7-10; 2U Visual Arts	
SCIS 966206	

CIDDOR, Anna

Houses.

Macmillan Education, 1999 (Focus on Australia) ISBN 073294757X [720.994]

Providing a history of housing and architecture in Australia, this attractive book describes each of the major styles of shelter and housing: from Aboriginal shelters, to wattle and daub huts, to modern apartments. The diversity, complexity and modern expressions of Aboriginal culture are not adequately addressed. Large, captioned photographs or drawings, most in colour, illustrate the simple text, although few specific houses or locations are identified by the labels. The book discusses the impact housing design had/has on people's lifestyles, and also considers interior decorating and functional features: bathroom; laundry; and cooking facilities. A useful resource for stimulating classroom discussion in heritage studies, this book is suitable for independent Stage 3 learners. A. Byron

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS	HSIE K-6
AVAIL:	\$24.95

SCIS 964306

[709.04]

OURCES C REFOURCES C RESOURCES C RESOURCES C RESOURCES

GAULT, Rosette *Paper clay*.

Thames & Hudson, 1998 (Ceramics handbooks) ISBN 9057038714 [731.4]

Entries in the excellent *Ceramics handbooks* series are simply written and easily used. This book concentrates on a plastic modelling mix of clay, paper pulp and water, which can be worked wet over dry and altered at any stage in the forming process. Gault highlights paper clay's much greater flexibility and freedom, assisting teachers, and beginning and advanced practitioners, to make informed decisions about its use in art projects. Of particular interest for primary and secondary schools are recipes for making paper clay. Hints for successful building of large sculptural pieces are provided. There are a number of wonderful illustrations and the hands on approach is most inviting. K. Ashley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional			
KLA:	CA		
SYLLABUS:	Visual Arts 7-10; 2U Visual	Arts	
AVAIL:	\$35.00	SCIS 966262	

POLLOCK, Griselda

Mary Cassatt: painter of modern women.

Thames & Hudson, 1998 (World of art)

ISBN 0500203172

In this new approach to the work of American Impressionist Mary Cassatt, the artist is placed in the perspective of nineteenth century art and the "feminist self-consciousness of that period". The book discusses Cassatt's role as a force in the development of modern American art. Loaded with a multitude of examples rarely seen, many in full colour, the powerful influence of the Japanese print, and the representation of women's themes are fully explored. A **Chronology** of Cassatt's career is included. While this is a specialist book, its relevance to the visual arts at the senior level and to women's studies is particularly apt. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional			
KLA:	CA		
SYLLABUS:	Visual Arts 7-10; 2U Visual Arts		
AVAIL:	Paper \$24.95	SCIS 966272	

HULL, Robert

Entertainment & the arts.

Franklin Watts, 1999 (The world of Ancient Greece) ISBN 0749632941 [790.09387]

Focussing on the legacy from the civilization of Ancient Greece, each book in this series details a different aspect of Greek history and culture. Well presented, with panels of text, colour photographs, and clear headings and sub headings, this resource would suit the information needs of students of many ages. Features include a timeline, glossary, word derivations, and quotes from original Greek sources. Access is simplified by having each chapter on a double page layout. Stage 3 students will use this resource in the study of *Change and continuity* and *Cultures*, learning of the significance of past cultures in shaping Australian society. S. Rasaiah

USER LEVEL:	Stage 3	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
AVAIL:	\$29.95	SCIS 973630

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[759.13]

USER LEVEL: Stage 2 Stage 3 Stage 4 KLA: PDHPE SYLLABUS: PDHPE K-6; PDHPE 7-10 AVAIL: \$22.95

Performing the unnameable. / edited by Richard James Allen & Karen Pearlman. Currency, 1999 ISBN 0868194204

[792.0994]

An innovative theatrical practice, 'performance' in this context refers to an organic style of production that melds an array of art forms. Such performances are not structured in the conventional way and 'scripting' often involves a collage of movement, direction, monologues, dialogues and notations on aural and visual effects. A number of contemporary Australian performance texts has been collected for the purpose of giving an unprecedented insight into the nature of this performance art. Teachers and students seeking a new dimension of creativity in theatre will find that this book truly stretches the imagination. Mature students may cope with the explicit references to nudity, sex, violence, and strong language; and care would need to be taken in relation to child protection issues. C. Sly

USER LEVEL: Professional KLA: CA SYLLABUS: 2U Drama AVAIL: Paper \$35.00

PERRY, Philippa *In-line skating.* Hodder Children's, 1999 (Activators) ISBN 0340736321

A comprehensive beginner's book, this covers many aspects of the sport of in-line skating. The book works through the basic to more advanced skills of skating, and includes some history of how in-line skating began. Cartoon type illustrations by Rowan Clifford are cleverly used throughout to assist in the description of skills and illustrate equipment. Bolded boxes offer important safety tips. This is a most appropriate and thorough book which would entertain students with an interest in the sport. K. Bear

Stage 4
PDHPE
PDHPE 7-10
Paper \$9.95

LACKALL, Bernie

ugby league.

einemann Library, 1999 (Top sport)

BN 1863918256

troducing the game of rugby league, this book places it in a historical perspective, allowing a greater understanding the game. Each chapter attempts to build upon the preous, using simple diagrams and photographs to depict ey aspects. Skills and rules are strongly emphasised, neouraging fair play and skill development, and warmup tercises are demonstrated, using student models. Contact ddresses and telephone numbers for each Australian State ugby League and the New Zealand Rugby League are otentially useful. This could be valuable as an introducon for players, or for those students wishing to research the game. C. Maher

[796.21]

[796.333]

SCIS 970480

SCIS 968867



118 No.4 November 10

BLACKALL, Bernie	
Hockey.	
Heinemann Library, 1999 (Top sport)	
ISBN 1863918280	[796.355]
Fasy to read text, colour photographs and	l clear diagrams

read text, colour photographs and clear diagrams make this a suitable resource for students. Concise information on the history of hockey, rules, skills and equipment is provided. This work would be a good teaching tool for teachers, as step by step instructions with supporting diagrams on how to perform skills are provided. The language used, and the variety of colour photographs of active adolescents make this an appealing book for young people. It is an informative book for both students and teachers who have a limited knowledge of the sport, and a great starting point for learning about how to perform the basic skills of the game. K. Proctor

USER LEVEL: Stage 3 Stage 4 Professional

KLA:	PDHPE	
SYLLABUS:	PDHPE K-6; PDHPE 7-10	
AVAIL:	\$22.95	SCIS 970487
Also in this ser	ries	
Australian football		SCIS 970489
Badminton		SCIS 970483
Netball		SCIS 970486

GUTMAN, Dan

Gymnastics. Penguin, 1999 (Puffin) ISBN 0141301309

[796.44]

A comprehensive coverage of the sport of gymnastics is presented through text and photographs in this book. It provides a wide range of interesting information, including the history of gymnastics, famous gymnasts over time and specifics about the sport itself. It would appeal to students who have a personal interest in gymnastics. The inclusion of profiles of famous gymnasts provides an insight into the dedication and hard work necessary for success. This resource does not focus on skill development, but it is a valuable resource for students who are studying this sport or achievements of athletes. K. Proctor

USER LEVEL:	Stage 3 Stage 4 Stage 5	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6; PDHPE 7-10	
AVAIL:	Paper \$12.95	SCIS 964020

ISAACS, Anne

Cat up a tree: a story in poems.	
Dutton Children's, 1998	
ISBN 0525459944 [811]	

The author has taken the common occurrence of a cat up a tree, and used it as the theme for fifteen poems, varying in style and mood. Each onlooker's thoughts and motivations are told in verse, including those of the cat and the tree. Do not rush the reading of this book! Each verse should be paced so as to feel the rhythm, enjoy the illustrations, and consider the motivations of the subjects. This book may be useful for character studies, would complement studies involving cats, and might initiate an interesting study of poetry. It is suitable to read to primary students or for private study by fully independent readers. R. Bodlay

USER LEVEL	: Stage 1 Stage 2 Stage 3	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$22.95	SCIS 970231
	English K-6	SCIS 970231

Poems about you and me: a collection of poems about values.

/ compiled by Brian Moses. Wayland, 1998 (Poems about)

[821]

953165

ISBN 0750211288

Primary students who have access to books like this are likely to grow up with positive attitudes to poetry. Colourful and well illustrated, this book contains 21 poems on the theme of friendship. They are about bullying, making friends, losing friends, being left out, sharing secrets and accepting different children. All can relate to the poem Left out, which begins 'It feels as if pins are pricking my eyes. My face is burning hot.' These poems are good discussion starters. There are poems which are funny, poems which are touching, and poems which are a lot of fun, illustrated by drawings and multicultural photographs of children. A. Soutter

USER LEVEL:	Stage 1 Stage 2 Stage 3	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
AVAIL:	\$29.95	SCIS

Three Victorian poets.

/ edited by Jane Ogborn. Cambridge Univer	sity
Press, 1998 (Cambridge literature)	•
ISBN 0521627109	[821]
With a mixture of extracts and complete poems, th	uis collec-
tion carefully introduces readers to the narrative	and lyric
work of Tennyson Elizabeth Barrett Browning an	d Robert

ric work of Tennyson, Elizabeth Barrett Browning and Robert Browning, set in that romantic, mythical and fantastic Victorian context, somewhat alien to modern sensibilities. The Robert Browning selection highlights dramatic monologue, while Elizabeth's focuses attention on the need to affect change for ordinary women and children in Victorian times. Tennyson the storyteller is represented through extracts from the longer narrative poems, which sample the major elements of his extensive oeuvre. Each is well supported by a comprehensive timeline, and pre reading and post reading tasks including imaginative recreation, group work and study guides. W. Bowie

USER LEVEL:	Stage 5 Stage 6	
KLA:	English	
SYLLABUS:	English 7-10; 2U/3U Englis	h
AVAIL:	Paper \$15.95	SCIS 952520
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Word whirls: and other shape poems.

/ collected by John Foster. Oxford University Press, 1998

ISBN 0192761889

[821.008]

An art form itself, concrete poetry is a positive delight and a worthy challenge for students of all persuasions. An anthology like this becomes an invaluable resource, a viable path to the joys of alliteration, a repository of endlessly delightful and various examples of this art, and a successful fusion of graphic and verbal meaning making. The models presented offer an inspiring variety of possibilities. Topics range from environmental, elemental and natural to animal, while forms covered include vers libre, short ballad, and haiku. Each is a rewarding puzzle and likely stimulant for emulation; particularly given the present possibilities of desktop publishing and image manipulation. W. Bowie

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 KLA: English SYLLABUS: English K-6; English 7-10 SCIS 970373 AVAIL: Paper \$12.95

HUGHES, Frieda Wooroloo. ISBN 1863682678 [A821] With a hard edged vulnerability, Hughes' poetry reveals a sharp painterly eye for the shape, weight and movement of objects and feelings. Her style is sure, confident and compelling, providing fresh perspectives on the natural world. Natural and personal disaster figures in both large and smaller canvases covering topics such as birth, death, age, youth, betrayal, obsession, deformity, fame and partnership. She sings paeans to the restorative and transfiguring power of cruel and chaotic experience such as bushfire. She keens dirges to lost innocence, is at times allegorical and, at her best, lyrical. Throughout this first collection of poems runs the rich vein of fearless self realisation. W. Bowie **USER LEVEL:** Stage 5 Stage 6 KLA: English SYLLABUS: 2U English; Professional AVAIL: Paper \$17.95 SCIS 965541 PORTER, Dorothy What a piece of work. Picador, 1999 ISBN 0330361287 [A821] Impressions of a psychiatrist are woven into a revealing, lyrical narrative. Relationships with his ex-wife, lover, and patients are exposed amidst a myriad of sensory images. As Superintendent of Callan Park Psychiatric Hospital, Peter Cyren treats his patients with compassion and tenderness. There are times when he revels in the "glorious images" that spring from their lunatic minds, while at others he tries to allay their terrors. In the process he discovers that he also has demons of his own which haunt him. This finely written book of poetry is compelling reading as it examines the fine line between sanity and insanity. C. Sly **USER LEVEL:** Stage 6 KLA: English SYLLABUS: 2U English AVAIL: Paper \$17.95 SCIS 968702 Bruce Dawe. [videorecording] Film Australia, 1997 (26 min.) (An Australian biography) ISBN none [A821.3] Here is a wonderful opportunity for urban HSC students to flesh out the creator of some of Australia's most accessible poetry. His earthy good humour, philosophically sharp perception, and the voice that resonates from his dramatic monologues are well represented; both in his readings of significant poems and the black and white film clips of contemporary life that punctuate the autobiographical sketch drawn from him by Robin Hughes' unobtrusive questioning. Views of Dawe writing in the lounge room, teaching and ascending the stairs of his Toowoomba Queenslander home counterpoint his own views of the creative process and the place of poetry in life. W. Bowie **USER LEVEL:** Stage 5 Stage 6 English KLA: SYLLABUS: 2U General English AVAIL: \$65.00 SCIS 968460 Oscar, Nan and me. ABC Books, 1999

ISBN 0733306721 [A821.3] Visually stimulating, the book provides readers with strong road safety messages which are further enhanced by the high quality illustrations. Opportunity is given for teacher

KLA:

and students to explore further the road safety messages, as the pictures contain several implied road safety messages not specifically mentioned in the story. Based on the Play school animation of the same name, this easily read book will entertain students as they follow the main characters on their walk through town. The use of counting out rhymes also further enhances language skills, making this an excellent resource for early readers. C. Maher

USER LEVEL: Early Stage 1 Stage 1 Stage 2		
KLA:	English; PDHPE	
SYLLABUS:	English K-6; PDHPE K-6	
AVAIL:	\$9.95	
EVAL:	Highly recommended	SCIS 970997

FORDE, Margery

X-Stacy.

MIRCES O RESOURCES O RESOURCES O RESOURCES D RESOURCES

Currency, 1999

ISBN 0868195979

[A822]

Drawing parallels between today's drug culture and religious ritual, this bold, incisive play also grapples with contentious issues. After the tragic, drug related death of his sister, Stacy, Ben is still drawn to the music, tribalism and drug induced euphoria of rave dance parties. His mother, Ann, is absorbed in the rituals of Catholicism and the mystical experiences of saints. Both are trying to avoid facing the devastating reality of their loss. A brilliantly constructed drama, it exposes an extremely tragic situation with honesty and insight. Accompanying teacher's notes offer sensitive directions to help students deal with the complex issues raised by this script. C. Sly

USER LEVEL:	: Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; 2U English
AVAIL:	Paper \$13.95

SCIS 966263

Earth scout. [computer software] Edmark, 1998 (Brain bytes)

ISBN 1569265364

[910]

A basic introduction to world geography and mapping is found on this simple CD-ROM, which views the world from different orientations through a spaceship window. It has three main activities: naming continents and oceans; identifying landmarks in each continent; and compiling a photograph album of these sites. Navigation of the program is simple, and the user's guide supplies a clear outline. Some licence has been taken in mapping the boundaries of the continents, with New Guinea and New Zealand for example, being included in Australia. Identification of the illustrated landmarks would require some prior knowledge. Students using the program enjoyed the comic figures that zoom in front of the screen, however the repetitive nature of the activities, the fact that scores of correct answers aren't kept, and no obvious purpose for the photograph album meant that their interest was not held for long. Outlines of maps and made and natural features can be printed. S. Leslie

Minimum requirements:

Macintosh: System 7.0; 8MB RAM Windows 3.1: 8MB RAM; 5MB hard disk **USER LEVEL:** Stage 1 Stage 2 HSIE SYLLABUS: HSIE K-6 AVAIL: \$19.95 Dataflow

SCIS 969795

		LISER LEVEL + Stage 3 Stage 4
FLINT, Davi		USER LEVEL: Stage 3 Stage 4 KLA: HSIE
Mapwork 1.		SYLLABUS: HSIE K-6; History Stages 4-5
Wayland, 199		AVAIL: \$29.95 SCIS 973700
ISBN 075022		Also available:
	v coloured, well laid out and clearly pho-	In search of Tutankhamun: the discovery of a boy
	l illustrated text provides an excellent intro-	king's tomb. SCIS 973697
	lerstanding maps. Its big book format invites	
	nteraction, building up a framework of skills to interpret maps as they occur in practical,	BRASSEY Richard & ROSS, Stewart
	exts that are revelant and appealing to pri-	The story of Scotland.
	. The book provides opportunities to engage	Orion, 1999
	ills across a range of key learning areas, and	ISBN 185881667X [941.1]
	eatures of non fiction texts: content page; glos-	In this colourful, well designed and illustrated book, young
	ap keys, signs and symbols; grids; and head-	readers are introduced to the history of Scotland from pre-
	d prove a highly valuable classroom resource.	historic times to the 1997 referendum. With an emphasis on
L. Rowles		the positive, it explains the successive wars, invasions and
	.: Early Stage 1 Stage 1 Stage 2 Stage 3 English: HSUE: Mathematics: ST	rebellions which have helped to form the Scots nation and
KLA: SYLLABUS:	English; HSIE; Mathematics; ST English K-6; HSIE K-6;	character. A notable feature is the series of boxed snippets of information on "Top Scots", ranging from St Margaret to
STEERBOO.	Mathematics K-6;	John Logie Baird. Information is easily located, simply writ-
	Science & Technology K-6	ten and attractively presented, making it suitable for stu-
AVAIL:	Paper \$45.00	dents seeking brief factual information. It may also have
EVAL:	Highly recommended SCIS 969158	appeal for students of Scots descent, and inspire a search
		for more detailed information. W. Smith
HULL, Robe		USER LEVEL: Stage 3
Everyday lij		KLA: HSIE SYLLABUS: HSIE K-6
	ts, 1999 (The world of ancient Greece)	AVAIL: \$12.95 SCIS 973594
ISBN 074963	E 1	AVAIL. \$12.95 5C15 97 5094
	ghts into the everyday life of ancient Greece,	STEELE, Philip
	s readers expertly through: the Greek land- s; slaves and non citizens; house and home;	Step into the Chinese Empire.
	men as wives; children; learning and school;	Lorenz, 1998
	arming and food; craft and industry; clothes	ISBN 1859677622 [951]
	and health. The book is well laid out, with	An outstanding book, this is essential for reference and
	riate photographs of places and artefacts,	browsing. Beautifully presented with glossy pictures and
	ngs and diagrams and informative maps. With	accessible text, this book also
	ble information and attractive presentation,	contains a series of activities
	useful resource for the <i>Cultures</i> strand of the syllabus. L. Rowles	which involve reproducing
	.: Stage 3 Stage 4	aspects of Chinese life, and are guaranteed to appeal to the
KLA:	HSIE	upper primary student. The
SYLLABUS:	HSIE K-6.	activities are well supported by
AVAIL	\$29.95	sequenced pictures and instruc-
EVAL:	Highly recommended SCIS 973690	tions, and range from the man-
		ageable (Make red bean soup)
CASELLI, G		to the highly ambitious (Make Chinese armour). This book
	Troy: one man's quest for Homer's	makes learning about the histo-
fabled city.		ry of a fascinating civilisation
Franklin Wat		seem like enormously good fun. J. Donovan
ISBN 074963		USER LEVEL: Stage 3 Stage 4
	er in this beautiful series of glossy, hardcover	KLA: HSIE
	udding junior archaeologist. This is more suc-	SYLLABUS: HSIE K-6
	he Tutankhamen volume, because it makes the actual search, and Schliemann's story is	AVAIL: \$16.95 SCIS 964077
	inspirational and	
	n, the illustrations by	ROOP, Peter
	f are beautiful, and	A visit to. [series]
	and around Priam's	Heinemann Library, 1998 (Heinemann first library) The aim of this series is to introduce students to the geog-
oity Donto of L		

7an SCIS 964077 nn first library) could confuse the reader at times. The series avoids creat-

tion of the HSII cia USER LEVEL KLA: SYLLABUS: AVAIL:	\$24.95 each	
Titles in the se		
A visit to Chi		SCIS 937836
A visit to Ind		SCIS 957553
A visit to Jap	an	SCIS 957554
ISBN 0732946 It is a shame the through this boor referenced, for Almost no write tures are excell captioned in p sources. This of researching and intended to be	lucation, 1999 (Aust 93X at the pictures, which a ok, are so simply caption r they are the great st ten primary source mat ent, if poorly reproduce laces, making it unclear could encourage bad p d presenting information accessible to mid and	[994.02] re generously spread ned and insufficiently rength of the work. erial is used. The pic- ed and inadequately or if any are primary practice for students n. Clearly the book is
cal issue, but th ership. Further balance the ina	e text is slight, in defere resources would be ne dequacies of this resou : Stage 3 Stage 4 HSIE HSIE HSIE K-6 \$24.95	ng a weighty histori- nce to its young read- eded on this topic to

of printing stu	acino. j. baac	
USER LEVEL:	Stage 2 Stage 3	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
AVAIL:	\$24.95	SCIS 964374

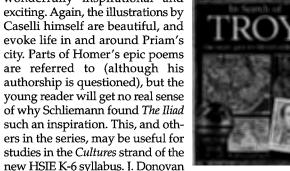
MACDONALD, Wendy Life in a new land.

Macmillan Education, 1999 (Australia's convicts) ISBN 0732946956 [994.02]

The attractive format of this book masks some concerns about the quality and inherent biases of the content. Simple text information, and primary and secondary sources, show the process of European colonisation, from harsh and bitter times to prospering states. The picture presented is incom-

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authorship is questioned), but the young reader will get no real sense of why Schliemann found The Iliad such an inspiration. This, and others in the series, may be useful for

The aim of this series is to introduce students to the geography and society of specific countries. The country is located on a world map. A simple map of the country uses a key to show geographic regions, and to show the location of the capital city and one or two significant landmarks. A series of clear, colour photographs accompanied by simple text introduces students to the country and the way of life of its people. The text does not always relate to the photograph, which plete. The book's Eurocentric approach virtually ignores Aboriginal people and the related beginnings of contact history. The few references are simplistic and potentially misleading. Additional resources would be required to present a balanced view, and critical analysis activities would be helpful classroom strategies. Some interesting illustrations are included, many of which require clearer labelling to clarify source and date of source. C. Dorbis

SER LEVEL:	Stage 2 Stage 3
.A:	HSIE
LLABUS:	HSIE K-6
AIL:	\$24.95

SCIS 964376

THOMAS, Jordan Gold rushes.

Franklin Watts, 1999 (Australian knowledge)

ISBN 0959660496

[994.03]

In this history of gold in Australia, from the 1820s to Federation, major discoveries, important personalities and significant events are briefly discussed, with some key points boxed and highlighted. While some attempt is made to consider the economic effects, and deep and lasting social and political consequences of the gold rushes, no new perspectives or insights are offered. The brief chapter on racism mentions only the Chinese. Illustrations are poorly captioned and unsourced, maps are too large in scale to be useful, and wide orange gutter borders serve no useful purpose. The book may be relevant for the Gold! topic in Stage 3 of the new HSIE K-6 syllabus. W. Smith

USER LEVEL: Stage 3 KLA: HSĨE SYLLABUS: HSIE K-6 AVAIL: Paper \$14.95

SCIS 963531

Professional reading

Resources are in Dewey order.

KIRNER, Joan & RAYNER, Moira The women's power handbook. Viking, 1999 ISBN 0670887773

[305.4]

Power is not bestowed on women as a result of hard work, the authors warn. This instruction manual is aimed at enabling women to claim their power and to be responsible for using it wisely in the world of work and public affairs. Both authors use their experiences of being in positions of power (and losing power) to illustrate the comprehensive advice given. These anecdotes and original suggestions (such as freezing your credit card!) make this an unusual 'how to' book, but even superwoman would be wise to dip into it when a particular need arises, rather than attempt to implement the entire package at once. M. Hadfield

USER LEVEL: Professional AVAIL: Paper \$24.95

SCIS 971912

87

WILLIAMS, Rick Teaching about parliament, civics & active citizenship: a strategy for years 5-10. Macmillan Education, 1998 ISBN 0732945380 [320.494] Tailored for the classroom, this book offers resources and easy to implement, practical activities for civics and citi-

zenship. Its six units deal with representation, elections, legislation, committees, parliamentary debate and active citizenship. The first five areas are concerned mainly with par-

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liamentary processes, the last extending these to student and community issues. Each unit is cross referenced to national profiles and begins with an overview, teacher preparation and sequencing. They then provide the framework for student activities through reproducible worksheets, checklists and assessment grids. This is systematic, self contained and ready to use material, suitable for students in Stage 3 to Stage



5, which will effectively support some of the civics and citizenship areas within the NSW curriculum. G. Spindler

USER LEVEL:	Professional	
KLA:	English; HSIE	
SYLLABUS:	English K-6; Geography St	ages 4-5;
	History Stages 4-5; HSIE K	
AVAIL:	Paper \$44.95	
EVAL:	Highly recommended	SCIS 962200

COOPER, Kerry

Solar designs: compiled for Futureworld NCAT Inc. [kit]

Futureworld, 1998 (Appropriate Technology Education kit 2) 0958614504

[333.792]

[362.28]

Specifically constructed around the requirements of the NSW syllabus, the resource can be used with confidence by Australian teachers and students. Created to fill a niche for secondary design and technology teachers, this ring bound folder of teaching and learning activities is accompanied by an Educational solar energy kit for constructing six different experiments using solar power. The unit notes are directed towards both contexts and suggest design brief titles. Topics include: Heating; Electricity; Photovoltaics; and Wind. The syllabus links are tabled to facilitate programming and there is a wealth of useful facts and activities in the well designed Worksheets and Information sheet proformas. D. Low

USER LEVEL:	Stage 4 Stage 5 Professiona	1
KLA:	TAŠ	
SYLLABUS:	Design & Technology 7-10	
AVAIL:	\$50.00 Futureworld Phone	02 44213752,
	Fax 02 44227312	
EVAL:	Highly recommended	SCIS 969960

A cry for help: understanding youth suicide. [videorecording]

VC Media, 1998 (22 min.) (VC Media education and training resources)

In this video, the topic of suicide is tackled without sensationalism, making it suitable for both older students and adults who wish to be informed. The statistics are clearly explained, together with the signs that a person may be contemplating suicide. Problems of isolation, family stress and shyness which can lead to adolescent depression are discussed, as are concerns about the high suicide rate amongst gay and lesbian rural youth The program notes give further information and activities before and after viewing. Every loss of life is an enormous tragedy. This comprehensive video is a resource which helps teachers deal with the complexities of suicidal behaviour. Teachers wishing to discuss the issue of suicide directly with Stage 6 students should consult with the school counsellor as research indicates that

direct discussion of suicide can be counterproductive. A. Soutter **USER LEVEL:** Community Professional PDHPE KLA: SYLLABUS: 2U PDHPE AVAIL: \$89.00 VC Media EVAL: Highly recommended SCIS 943457

WASSERMAN, Burt

Feeling good again: a guide for parents and therapists of sexually abused children. Safer Society, 1998 ISBN 1884444520

[364.15]

Positively supporting children who have been sexually abused is a difficult task that requires specific skills and sensitivity. Parents can sometimes feel helpless. This book provides useful information, and is an excellent guide for both parents and counsellors. It should be used with the children's workbook in this series. It provides expert information about the feelings and behaviours children will experience. It is positive, reassuring parents that children can have full recovery. This is an informative, valuable resource, which is easy to comprehend. It could also be a useful reading for teachers who wish to learn more about reactions to sexual abuse. K. Proctor

USER LEVEL: Community Professional AVAIL: Paper \$14.95

WASSERMAN, Burt

Feeling good again: a workbook for children who have been sexually abused. Safer Society, 1998

ISBN 1884444512

[364.15]

[428.07]

SCIS 970211

The need to provide positive support to sexually abused children is recognised through this excellent resource. It contains a comprehensive series of information and activity sheets, designed for use by children as they work through the many issues they face. Dealing with the feelings associated with sexual abuse, helping victims feel good about themselves again, and assisting them to become survivors are positively addressed. The resource is to be used in conjunction with adult support. It would be useful for parents and professionals to refer to the corresponding guide for parents and therapists before using this resource to support children. The information is clearly presented in easy to understand language. This valuable resource is designed for use by children from the age of six years. K. Proctor **USER LEVEL:** Community Professional

AVAIL: Paper \$27.95

SCIS 970213

BROWN, Kristine

Teaching disparate learner groups.

National Centre for English Language Teaching and Research, 1999

ISBN 1864084936

The action research documented in this resource examines the issues in the teaching of disparate adult learner groups. For each of the seven main issues identified, there are: a focus question; research findings; suggestions for the classroom; and current theory. The strategies listed in each chapter have interesting applications in school classrooms, for learners of diverse backgrounds, educational experiences, learning skills and language levels. The strategies reinforce quality teaching and learning practices, from course design and planning to classroom management and collaborative teaching. The implementation of these strategies encourages the use of action research processes. A list of references and

relevant texts p in the field. F.	provides a broad overview o Plummer	f current research
	: Professional	
AVAIL:	Paper \$14.95	
EVAL:	Highly recommended	SCIS 965570
MARTIN, SI		
	w language: the history	y of the Adult
	glish Program.	TT: 1.1
	ntre for English Languag	e Teaching and
Research, 199 ISBN 186408		[428.2]
	practices and policies through	
	ovide a rich backdrop for thi	
tory of the Ad	lult English Migrant Progra	am (AMEP), now
	ar of operation. This reso	
	ry of immigration policy dem nanging and varied roles	
	reaction) to policy, and an ov	
riculum. It is i	interspersed with personal	stories and com-
	y players. Even if readers' p	
	lude English as a second lan ook provides interesting s	
	of educational service provide	
the importance	e of educators questioning	practice in seek-
	ent of better results. S. Brem	
USER LEVEI AVAIL:	L: Community Professiona	al SCIS 965537
AVAIL:	Paper \$19.95	SC13 900037
Devised by an offered are also classrooms. Co ical perspective examples and cy development folios; determing The bibliograpt tions in this are lications on ass for teachers. H	the focus for this concise, d for ESL teachers of adults, o applicable to primary and sontaining brief overviews of ves, each chapter provides suggestions for monitoring nt. Particularly useful are the ining assessment criteria; an oby is a valuable reference ea. If read in conjunction wit sessment, this could be a mo	the practical ideas secondary English of current theoret- an abundance of g students' litera- e sections on: port- d self assessment. of recent publica- th NSW DET pub- ost useful resource
Who re	views?	
Reviewers for	Scan and the DET Web site	are selected from
	eacher-librarians across the	
they included	the following:	
Kristin Ashley	, Visual Arts, Newcastle Hi	gh
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		1

Barbara Beggs, SEO2, Guidance & Student Counselling Carla Bertram, HT Home Economics, Greystanes High Rosemary Bodlay, Telopea Primary Bill Bowie, English, Dulwich High

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1999 Children's book of the year awards The Children's Book Council of Australia Awards were presented in Canberra on Friday 20th August, 1999 PICTURE BOOK OF THE YEAR (Some of these books may be for mature readers; arranged in alphabetical order, illustrator listed first) WINNER: TAN, Shaun (text John Marsden) The rabbits. Lothian, SCIS 948298 HONOUR: McLEAN, Andrew (text Nadia Wheatley) Highway. Omnibus, SCIS 921941 HONOUR: YOUNG, Noela (text Lilith Norman) Grandpa. Margaret Hamilton, SCIS 948285 BOOK OF THE YEAR FOR YOUNGER READERS McDONALD, Meme & PRYOR, Boori (illus Meme McDonald) My girragundji. Allen & Unwin, SCIS WINNER: 950484 HONOUR: HILTON, Nette (illus Chantal Stewart) A ghost of a chance. Penguin, SCIS 940391 HONOUR: RODDA, Emily (illus Craig Smith) Bob the builder & the elves. ABC, SCIS 952314 **BOOK OF THE YEAR FOR OLDER READERS** (These books are for mature readers) GWYNNE, Phillip Deadly unna? Penguin, SCIS 935400 WINNER: HONOUR: CLARKE, Judith Nighttrain. Penguin, SCIS 931582 HONOUR: WALKER, Sarah Camphor laurel. Pan Macmillan, SCIS 930598 EVE POWNALL AWARD FOR INFORMATION BOOK OF THE YEAR WINNER: EDWARDS, Yvonne & DAY, Brenda Going for kalta: hunting for sleepy lizards at Yalata. IAD Press, SCIS 939531

(Note: No Honour books were selected in this category in 1999.)

Further information: National President, CBCA (Phone/Fax: 02 6287 5709) Awards Coordinator (Phone/Fax: 02 6259 6011)

Visit the official CBCA Web site at: http://www.slsa.sa.gov.au/cbca/

Edusales online catalogue

Did you know that there is an Information and library resources section in the online Edusales catalogue from the New South Wales Department of Education and Training?

Included in this catalogue are: packets of videotape labels (for meeting video copyright regulations); and publications of interest to teacher-librarians, such as Information skills in the school and Handbook for school libraries. To download a PDF copy and Order form of the Edusales catalogue, please go to: http://www.det.nsw.edu.au/schoollibraries and follow this path from the home page: Resources, then NSW Education and Training sales catalogue, then Information and library.

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STOCKTAKE AND THE NEW FILESERVER

The question of whether a stocktake should be done before the arrival of the new fileserver has been asked by a number of people. The arrival of the new YR2K server is advised by the contractor approximately one week prior to installation at the school.

If a full OASIS Library stocktake is being processed that will take longer than a week, it is probably best to postpone the stocktake until after the YR2K server installation. If a partial stocktake is being processed that can be completed in a couple of days, then there is no reason not to complete it. Schools which have the YR2K server can process a full or partial stocktake as normal once post migration tasks have been completed.

Further detail on this issue can be accessed under Stocktake in the Discussion forums on the Web site for teacherlibrarians, School libraries: empowering learning at http://www.det.nsw.edu.au/schoollibraries (select Discussion then View discussion forums).

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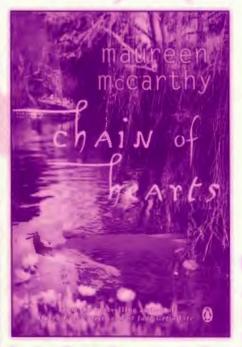
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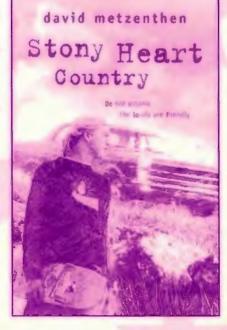
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