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SCAN

Vol 19 Number 2 May 2000

Curriculum Support Directorate

www.det.nsw.edu.au/schoollibraries



ATTENTION: THE LIBRARY
CHILDREN'S BOOK WEEK 2000

Children's Book Week will be held this year from 19-25 August. The theme this year is *Book Week 2000 - The Edge of Tomorrow*. The Ipswich District Teacher-Librarian Network is once again producing a book of ideas and activities based on the theme, shortlisted titles and other popular titles from 1999. This is a useful book for libraries and classrooms and can be used as a source of ideas for promoting literature for years to come. It contains blackline masters as well as ideas for teachers, librarians and teacher-librarians. The book is aimed at a primary school level.



Order early to ensure a quick delivery after the Book Launch on June 28.

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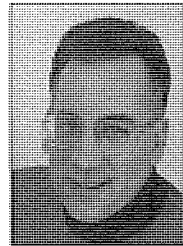
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From the editor



The recent announcement of the Children's Book Council of Australia Awards shortlist for 2000 heralds another Book Week. This issue (inside back cover) contains an annotated guide to the nominated books, directing you to reviews that have appeared in past issues of *Scan*. Some of our readers would have already discovered these reviews online, on the *School libraries: empowering learning* web site.

Go to www.det.nsw.edu.au/schoollibraries and, from the home page, follow the path:

Teaching and learning, then **Book Week**, then **Shortlist**.

Our feature article is an interview with Boori Monty Pryor and Meme McDonald, who explain the importance of collaboration in the creation of their acclaimed books, *My girragundji* and *Maybe tomorrow*. Boori and Meme are currently guest participants in the *My girragundji* book rap on *School libraries: empowering learning*, and it has been most enlightening getting to know them and experiencing first hand some of the powerful effects their storytelling can have on audiences of all ages. Thank you Boori and Meme.

In this issue, our Reading the future series of papers begins an exploration into the literacy demands of visual texts. What impact will the "new learning environments", such as CD-ROMs and the Internet, have on students in the 21st Century? What are the implications for teacher-librarians? Often, the teacher-librarian is assumed to be a school's "expert" on such aspects because they "know" about picture books, multimedia resources and web sites.

We hope that our readers will be appreciative of the views and strategies on offer by luminaries in this growing field of study, and that you will feel empowered and inspired by the information. Some of the articles on the literacy demands of visual texts that will be appearing in Reading the future and Teaching and learning have had a long gestation period. It is reassuring that names such as Jon Callow and Steve Moline, who have contributed the articles for this issue, keep recurring in our investigations.

Last year, when *Scan* instigated Reading the future, we had no idea that four instalments on knowledge management would eventuate. However, those 1999 articles are having a significant effect on schools, with several teacher-librarians notifying us of their attempts to formalise and evaluate knowledge management projects. Please keep us informed of your progress in this area! We also appreciate the many positive comments received about *Scan's* new look, and look forward to hearing your reactions to the current issue.

Ian McLean

Currents



Michelle Ellis is
Manager
SCIS/Scan,
Library and
Information
Literacy

New HSC

The new Higher School Certificate is still a key issue for high school teacher-librarians and teachers. The focus of the third Local Interest Group (LIG) event, conducted in Term Four 1999, was on assessment requirements and the standards referenced approach to assessment.

In order to support teacher-librarians to understand the assessment and task design implications of the new HSC, a training and development package is currently being developed. The package utilises the material developed for the LIG event as well as other resources that have been made available to schools. Initial trialing of the package in two districts has indicated that the package will fill a very important information need for teacher-librarians in secondary schools. Elements of the package, particularly in the area of task design, have applicability beyond the new HSC.

The material will be published on the *School libraries: empowering learning* web site at: www.det.nsw.edu.au/schoollibraries (select Teaching and learning from the main menu) during Term Two, 2000. The training package can be used either in school with classroom teachers, or as modules for incorporation in district teacher-librarian meetings.

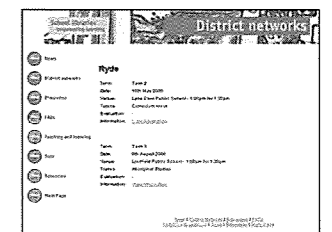
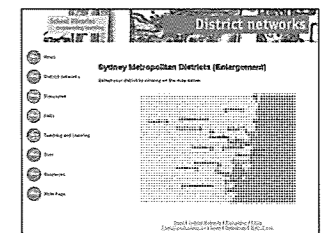
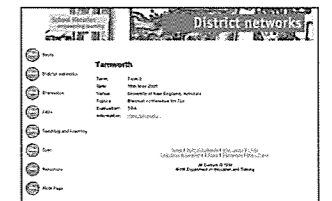
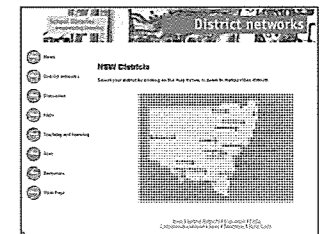
Teaching and learning

In addition to the new HSC package, the Teaching and learning section of the web site will be updated regularly. As I am writing Currents, email subscriptions and introductory messages to the *My girragundji* book rap and Teacher support rap are flowing in. Other projects for the year will include a further book rap for Stages 1 and 2 and a virtual conference. Bookmark the *School libraries: empowering learning* site and look for the most recent additions.

Districts

The online District network pages (depicted at right) are now operational. On these pages you will find the contact names for the district committees and the professional development that has been arranged by those committees in your district. Three of our district committees participated in the early testing of the district management system and, apart from very minor questions, found the system very easy to use. Since the early testing, a number of other districts have added their events information and contact details. Over the next term other districts will add their information to the pages.

To view the district information, go to www.det.nsw.edu.au/schoollibraries and select District networks from the home page. Then for either District events or District contacts, click on the appropriate NSW map or Sydney metropolitan map and select your district. All districts will regularly update their district information so it should prove a very valuable reference point for teacher-librarians and help to disseminate information about meetings and conferences.

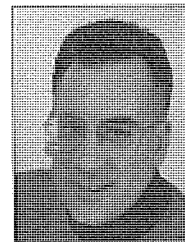


An interview with

Boori Pryor and Meme McDonald

1999 was an exciting and busy year for storytellers and authors **Boori Monty Pryor** and **Meme McDonald**. Two of their books were shortlisted for the annual Children's Book Council of Australia Awards, with **My girragundji** winning the Books for Younger Readers category. Boori also spends much of his time touring Australia as a performer in schools. Meme, a theatre director for sixteen years, is now fully immersed in a writing career.

Boori and Meme continue to collaborate with Boori's family on new writing



projects, enabling a wide audience to experience Aboriginal culture and to share in the important messages inherent in

these stories. Their most recent book is **The Binna Binna man**. Currently, Boori and Meme are guest participants in a book rap about **My girragundji** on the **School libraries: empowering learning** web site.

Ian McLean, editor of **Scan**, recently spoke to Boori and Meme about their body of work.



Scan: Boori, we have heard you described as a storyteller, and you refer to yourself as the "designated" storyteller of your family. What are the most important things about being a storyteller?

BP: My aunty... saw me at a young age, five or six. She said that she knew that I was going to be the storyteller, the one to be given the stories, and I think my journey through life has taken all the right steps. I have succeeded through the difficult times. Like I said in *Maybe tomorrow*, (it's) sort of like a new form of Initiation, all the different steps in Initiation, I suppose, and there's still lots to go through for me. I don't know how Aunty knew at such a young age, but that's how it happens. She was selected the same way.

I love listening to stories. I love telling stories. There are different ways to tell them and different times. I suppose that storytelling is a personal thing. When you have varying age groups, preschool through to Year 12, prisons and high schools and whatever, there are different ways that you tell the stories, but you have the same effect. The learning curve is the profession:



being a young person, up until you are an older person; and how you actually deal with pain and your heart; and maybe your body and even your soul, through storytelling.

When we were in Perth, we had a panel on dealing with Reconciliation through storytelling, which is right on the money with me because that is what I do. When I speak I don't lecture. I tell stories, and I find that is a great way to achieve your goal because a lot of people say, "I found myself listening to you and laughing and crying." I was telling the same things as people standing up and saying, "You white people should listen!" Rather than saying that, I do it through stories. If you want to put your finger on it, I think that's the gift that I have, to be able to explain these things through stories. Everybody likes a good story, whether it's sad, happy, cruel, or whatever.

Scan: How did you move from the oral tradition to a written story, and what do each of you bring to the writing partnership?

BP: I think Meme uses the power of the white man's magic, the words,

to tell the magic of the black man's stories. That's what she does. Does that sound right, Meme?

MM: It sounds pretty good to me.

BP: She's a witch! (Laughter from Boori and Meme.) I think that writing skills are important. We use a conversational form in the three books we've done together. Just one example is the Year 9 student who said to his teacher, "Miss, I really loved this book, *Maybe tomorrow*. It's fantastic!" When his teacher asked why, he said, "It's because he writes worse than me." He could actually understand it, and he really loved it. We try to capture the mannerisms and sayings, and I think it goes back to telling stories. A lot of kids love the sounds of Aboriginal words. Even like the words "you fulla"; we say "yibulla", and little kids love saying that. Those kinds of things, those connections, are important parts of the story.

MM: One of the reasons why we work so well together is that we bring different skills to the books we've written. Boori has a really strong oral tradition, and great experience in working with children, and telling stories to children and adults. Myself, I think I bring the skills of a writer, and for me, I love images and working out ways of expressing things. If we're working on a story that is about a frog and a snake, like *My girragundji*, how can we express images that are very evocative of the mood, the place and the deeper spiritual significance of the story.

When Boori first told the story to Grace, my daughter, she was only five or six at the time. It was in the half-time of a footy match. She was really pestering him to tell a story, because she wasn't that keen on footy. She was keen on traditional stories. Boori said that he didn't have time for a traditional story but he would sneak this one in about his own life. And, of course, he told her that the frog was eaten by a snake and all of us were

really sad. Just as well we had to go back to the footy! But it really got me in: how you could tell a story that is full of sorrow like that, and make it something that would be uplifting to read. Most of us have to deal with death, whether it be the death of a pet, or something more serious like the death of a member of the family. I think it is a great thing to be able to work through it in a story and come to a point where you know you've received a great gift from the life of that creature, rather than their death. That was a challenge.

BP: I can remember crawling under the house and crying, and I was actually going to bite the snake and everything, I was so upset!

I can grab bits of *My girragundji* and sit down with a preschool. The little ones, I'll get them to do the actions of the frog, and make the sounds of the frog. Whereas, with the bigger ones, I tell it in a more lively version. I'll go more into detail about how I punched up the curtains instead of the ghosts, and chased my sisters, and how they screamed when they jumped out of the window! They love it! Adults are amazed that you let a frog climb on you!

MM: Both *My girragundji* and *The Binna Binna man* are based on Boori's own experiences, but include made up material as well. Sometimes it becomes fudgy between what is real and what is made up, and sometimes the made up bit comes into a real life story that Boori is talking about, and the real life goes into fiction. It's interesting to write that way. We've had some fantastic letters from different parts of Australia where the kids have never come across books that they like to read. A lot of teachers have had success with the books on that level. A lot of teachers in schools also use *My girragundji* for kids who have been bullied.

Scan: In the video, *Boori & Meme: the process of collaborative writing*, Boori

says that if some bully calls you a name you have already won. I wish I'd known that as a child at school.

BP: That's what the kids say. I tell them another story of when I went to school and that's all incorporated in how I got to write. The kids really love the idea of a little green mushy thing being your friend and mentor, sleeping on your pillow, protecting you from the mosquitoes and the ghosts.

MM: And that you can get strength from within you, rather than from groovy clothes.

BP: As a child, and as a young adult, I was surrounded by alcohol. Getting the strength, not from anything chemical, but yourself through the frog: I think that that was a great thing. I didn't know that I'd learnt it back then. I thought I was just a hero to myself. I was, but I didn't know why. So I think that what a lot of kids relate to in *My girragundji* is being strong within themselves.

Scan: Please describe how you work together to create a book.

MM: It varies, really. Some of it is over the phone, because Boori travels a lot to Sydney, Melbourne, Adelaide and Tasmania. With the first book, *Maybe tomorrow*, I would ask Boori questions and tape his answers, and transcribe that. My role in *Maybe tomorrow* was to listen and form a structure for the book: where it might start, and what journey we were taking the reader on. Both of us had the intention that it should be uplifting by the end: a vision of the future of how our two cultures could work together, and that was an exciting possibility, rather than something too fearful to approach with the past we have experienced.

With the next two books, our collaboration has gone further. Now it is very much a feeling that *My girragundji* and *The Binna Binna man* have both of our stories, in different ways. For me, it is probably the subtext of the story, the search in *My girragundji* for some-

thing to believe in is a kind of personal story for me, set in the context of Boori's adolescence and childhood. It's a little bit the same with *The Binna Binna man*: trying to find what is the underlying thread of the book, that loss of faith and the re-finding of it that people, whether they are Aboriginal or non Aboriginal, have as a common experience.

Scan: You describe Boori's family as "the first editors" of your books. Why do you call them this?

BP: Well, because they are. With *Maybe tomorrow*, we weren't going to get it done unless Aunty looked at this or Uncle looked at that... There are no traditional stories being told in any of the books, but they are about the spirit of my people and my country.

MM: Once we've done a draft of any of the books then it goes back to Boori's Elders to edit for the first time, in particular, Boori's mother and his Aunty Val. I think a lot of writers would be daunted by that. What we've found is that, as much as anything is taken out of the books, it is what those Elders have to suggest to put into the books that has often been the saving grace.

BP: They read through it, and they tell a story, and it will be like this beautiful gem or opal will start shining. Meme said, "Oh, yes, that drops into that spot there", and she polishes it up and it really shines through.

MM: We also travelled up there to take the photographs, so it has been such an extraordinary process. By the time the books are created, you have the feeling that a lot of people have worked as a team. It's not only Boori and myself and his family, but also designers and editors and publicists. It's many people's contributions that make the books successful.

It is important for us to get the cultural things right first, and then a more normal edit takes place. Sometimes those two things are happening at the same time, but the priority goes to the Elders.

I think both Penguin and Allen & Unwin have shown great respect for that. They respect that the cultural things are made right first, and then it is edited in the "other culture", if you like.

BP: One helps the other in a sense, and it's about understanding: one to the other. A lot has been said and written about our culture, and there is a lot that hasn't been said and written, so I think (the process is about) righting the wrongs and wronging the rights, I suppose, if you understand. Probably that's the underlying theme, but the main thing is that if it's not right with the Elders, it doesn't go in.



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MM: I think also there is a great sense that the books belong to more than just Boori and I, and that everyone is getting it right, even our nieces and nephews. With the photographs, the kids (in Boori's family) are the guides, and so it is that these books do belong to a whole family of people. They have to be right for that family first, and something that they would be proud of and really happy about.

Scan: Boori, coming from North Queensland and travelling all over Australia as you do, how do other Aboriginal people feel about you sharing traditional stories?

BP: I performed my work in Melbourne, paying my respects to the Wurundjeri people, and when I go to Adelaide, my brother in law is from there, so that was cool to go to Adelaide and work there. In Sydney, through Dad's friends with the Church, there's two or three dance groups there, that I make a connection through. You need to pay your respects to the traditional people of each place and then you are not taking anything away from anybody, you're just adding.

I think the sharing of what you have is really important, and also the sharing of what other people have, because one needs the other to survive. City Blacks have to respect the Arnhem Land People who can speak the language, and have to respect what they have. Those fullas up there should respect what we fought to keep, so that's important. I think that understanding, of knocking on the door and respecting, is really important.

Scan: What books or other projects are you working on?

MM: I'm working on a novel at the moment. I had actually started this novel before I met Boori. Now I've come back to complete the novel, which is about my own growing up in Western Queensland.

We also have the structure together for a third book, which follows on from *The Binna Binna man* to form a trilogy. Really, you could grow up with these books. It will be for the next level of older readers. It's the boy now really testing his strength out going to the city.

BP: ... similar to lots of Aboriginal people trying to find a place within their own culture, but having to find a place in another culture to survive without dying. I think, like I said about the Initiation, different forms of Initiation are in place now, rather than being taken out in the bush and you had to learn all of those structures. I'm being taught now

what those are, even back to the sacred stories going back thousands and thousands of years.

I suppose the Initiation is being able to defend yourself within the structure of society itself, and then also not being drowned in sorrow in your own society. I think that's where the frog comes in greatly with *Gundji*, and *The Binna Binna man* and the next book explains all of that. These books are now planned so one ignites the other. There's possibly also a picture book and a poetry book.

Scan: Thanks so much for your time, Boori and Meme, and for sharing your experiences. We are really looking forward to your participation in the *My girrragundji* book rap. ■

Books by Meme McDonald

Put your whole self in. Penguin, 1992

The way of the birds: a child and a curlew travel across the world. Allen & Unwin, 1996

Books by Boori Monty Pryor & Meme McDonald

Maybe tomorrow. Penguin, 1998

My girrragundji. Allen & Unwin, 1998 (A little ark book)

The Binna Binna man. Allen & Unwin, 1999 (A little ark book)

Audio and audiovisual productions

My girrragundji. The Binna Binna man. [sound recording] Louis Braille Audio, 1999 [140 min.]

Boori & Meme: the process of collaborative writing. [videorecording] Video Education Australasia, 1999 [23 min.]

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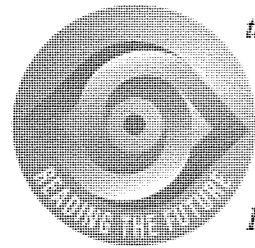
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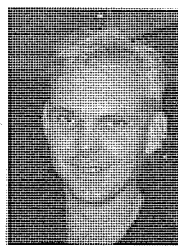


In 1999, *Scan* commenced a series of articles under the collective title of *Reading the future*. Our intention is to highlight insightful and inspirational papers about the future of teacher-librarianship and information technology for pro-active educators in the new millennium.

In this issue, *Scan* explores the literacy demands of visual text, and how teacher-librarians and teachers can assist students using, creating and critiquing visual information to achieve literacy outcomes.



Looking ahead: the future of visual literacy is here now



Jon Callow is a lecturer in literacy education at the University of Western Sydney. His experience includes: classroom

teaching, from primary to secondary level; working as a literacy consultant with the New South Wales Disadvantaged Schools Program; and adult education in Europe. His current interests include language and critical literacy in both written and multimedia texts, visual literacy, and the use of technology in teaching and learning.

His most recent publication is

Image matters: visual texts in the classroom (1999, PETA).

Picture yourself in a café in Paris, France. Smoke curls towards the ceiling. The smell of espresso fills the air. People talk and chat loudly over the week's events. The year is 1895. You, and a crowd of select individuals, have been invited to see a newly developed technology, something that apparently allows moving images to be seen on a screen. Suddenly the lights dim and you see a train moving towards you...

Popular legend has it that many ran screaming from their seats, fearful of being hit by the train. True or not, this was one of a significant number of events that have shaped our present experience of interacting with visual images. The past has an important role in helping us deal with the present and the future. But what type of future might it be?

Fast forward to 2097. You are visiting an entertainment venue, the equivalent of today's Megaplex cinemas. What has changed?

"The equivalent of a hit movie... might perhaps begin with a walk through a three-dimensional projected environment looking much like the theme-based restaurants and parks of our time or like

the digital sets that are increasingly common in contemporary movies. We would be able to move the images around by moving our hands; for example we might pick an illusory apple from a bowl of fruit or move an illusory chair. We would feel the weight and texture of these objects, although we could not eat the apple or sit on the chair. We would meet characters within this world who would sense our presence and converse with us; they would become as familiar to us as the characters in a beloved book or film. We would enter the story, and the plot would change according to our actions while still sustaining its power to surprise and delight us." (Murray, 1997: 63).

Visual images have and will continue to play a pivotal role in our lives. Imagine if every image disappeared. Would you notice? Look around from where you are reading this article? Where would blank spaces appear? Book covers, photos of the family, icons on the computer screen, advertising posters, logos on paperwork, blank television screens... Images really have become a normal part of everyday life for most people in western cultures. From billboards, television, magazines, the Internet,

movies: the list can go on. Images on television, computer and movie screens now unite many areas not previously associated with technology (ie. fine art, encyclopedias, letter writing, and shopping) with areas that we have traditionally associated with screen, such as computer games and word processing. To a generation who experience this as a normal part of life, pointing out the prevalence and influence of images, particularly screen based ones, is sometimes like asking a young child to describe the air that they breathe: it is just there.

As educators, we are in the business of assisting our students to become aware of what is in their world, to master the skills needed to under-

stand them, and to critique and challenge them as active members of our community. However, our world is changing quickly. Literacy is a term that has widened to incorporate not only reading, writing, talking and listening, but also viewing visual texts and navigating within hypermedia environments. We need to be "multiliterate" (*A pedagogy of multiliteracies*, 1995; Cope & Kalantzis, 2000).

The evolution of multimedia communication

The future of the new literacy (or literacies) looks to be an exciting and fast paced one. And images will play a key role. But we must not forget that what has gone before is vital in shaping how we will understand the future. While some may lament that they see the written text being usurped by images, or by multimedia computer texts, others see it as being joined, creating new and exciting possibilities for the mind to explore.

"The computer is not the enemy of the book. It is the child of print

culture, a result of the five centuries of organised, collective inquiry and invention that the printing press made possible" (Murray 1997:8).

The book has been one of the key means through which culture has been passed on. Early copies of holy books were painstakingly copied, utilising ornate fonts and coloured illustration. The printed book certainly has made a home for itself over the past 400 years, since Johannes Gutenberg began printing the bible, and it looks set to continue to play a key role in our lives. Even then the

book as we know it now had to evolve. It took fifty years to establish conventions such as legible fonts, page numbering, paragraphs, title pages, etc. Janet Murray suggests that the today's plethora of video games and diverse tangle of web sites on the Internet are in the beginning of a technical evolution, similar to that of the book. (Murray, 1997:28).

With the evolution of multimedia communication early this century, images saturated our experience of life, playing a dominant role in our western culture. This was not always the case. While we do have a strong history of western art, in terms of painting, sculpture and architecture, this did not mean that the average citizen necessarily had access to it. As author Luc Sante noted, "For most of this millennium, art was reserved for places of wealth and worship. Now you can have *Blue Poles* on your screen saver" (Sante, 1999).

The end of the 19th and midway into the 20th century saw the debut of motion pictures and television respectively. The use of image, black and white and colour, has increased dramatically this century, from newspapers and magazines, to children's

narratives and information texts. Before the proliferation of the Internet into homes, schools and offices, science fiction novelist William Gibson coined the phrase "cyberspace" in his novel *Neuromancer*.

The use of image, real or virtual, is vaunted as a powerful tool.

His perhaps prophetic vision speaks of people jacking into a web like environment to experience a virtual reality inside their heads. Only fifteen years later, millions of people interact with sound, text and image on the World Wide Web, surfing through the maze of linked sites.

The recent film *The Matrix* took the cyberspace element one step further, enveloping audiences in a chilling visual interpretation of a similar computer generated web, one where the earth's population is imprisoned inside a virtual reality, controlled by the computers they originally created. The use of image, real or virtual, is vaunted as a powerful tool.

The speed of change in the area of literacy and images is no more evident than in computers. Depending on your age, you may remember early television video games: the thrilling *Pong* and *TV tennis*, and early Commodore computers with chess or car racing programs. You may have been the proud owner of a Gameboy precursor, such as *Donkey Kong* or *Octopus*. (see page 11).

Even the visual metaphor of the 'desktop', which describes the space where you work on your computer screen, is a relatively new term, originating with the Macintosh computer. It is significant in that it transformed the way we think about computers, particularly in visual terms. What is common parlance now was treated with some disdain when it first appeared. During the mid eighties, when Macintosh computers first appeared, one computer journalist

stated, "Icons and a mouse will not make a non-literate person literate. Pointing at pictures can last only so long. Sooner or later you must stop pointing and selecting, and begin to think and type" (Johnson, 1997). Screen based media has increased dramatically not only in terms of the number of users, but also in its technology. The rate of change can also be overwhelming or frustrating. CD-ROMs that were innovative and

exciting three years ago are slow and out of date today. Even web sites that take more than 30 seconds to load are often considered annoying, whereas even four years ago the amazement of being able to access a computer from across the world was worth waiting for a minute or longer.

The future?

While things will continue to change in our culture, many elements that

will impact on us in terms of images are already apparent. Still and moving images will continue to grow in use and sophistication. This will be teamed with more complex interactivity, involving sound, navigation, music and virtual realities. We need to be aware not only of the role that images take in our cultural and literacy experiences, but be able to talk about, analyse and critique the various messages and constructs that are

presented. These types of teaching and learning experiences need to happen from the early years of schooling until students leave formal education. As such, we will need to draw on critical tools that will help us in this process.

Many disciplines, such as film, graphic design and fine arts, draw on explicit understandings of visual codes. Theorists Kress & Van Leeuwen (1996) and O'Toole (1994) suggest a framework that not only considers the cultural and situational aspects of an image, but also describes the 'grammar' inherent in images, similar to written grammar. This system, combined with the expertise from the previously mentioned disciplines, can further deepen our understanding of how images make meaning.

All texts, visual or written, are created within particular historical and social contexts. Their authors both bind, and are bound by, relations of power. Any text must then be considered in its cultural, situational and authorial context, alongside the intended audience. Within this framework, functional semiotics suggests that every piece of communication combines three main functions. The first looks at the field, or experiential nature of the image, asking what sort of information about the world is being represented. The second function, the tenor or interpersonal, considers how our attention, attitude and interest is engaged with the image and the image maker. The final function, mode or the textual function, considers the composition of the elements from both field and tenor (see Table 1).



Nintendo Octopus game & watch © Nintendo 1981. Used for illustrative purposes only. No endorsement for Scan by Nintendo is inferred.

This model needs to be applied in a practical fashion within classroom contexts to be more fully understood. As with written texts, time needs to be taken to explore images with students, in order to understand, appreciate and critique them. This exploration should take place across the curriculum, and

Time needs to be taken to explore images with students, in order to understand, appreciate and critique them.

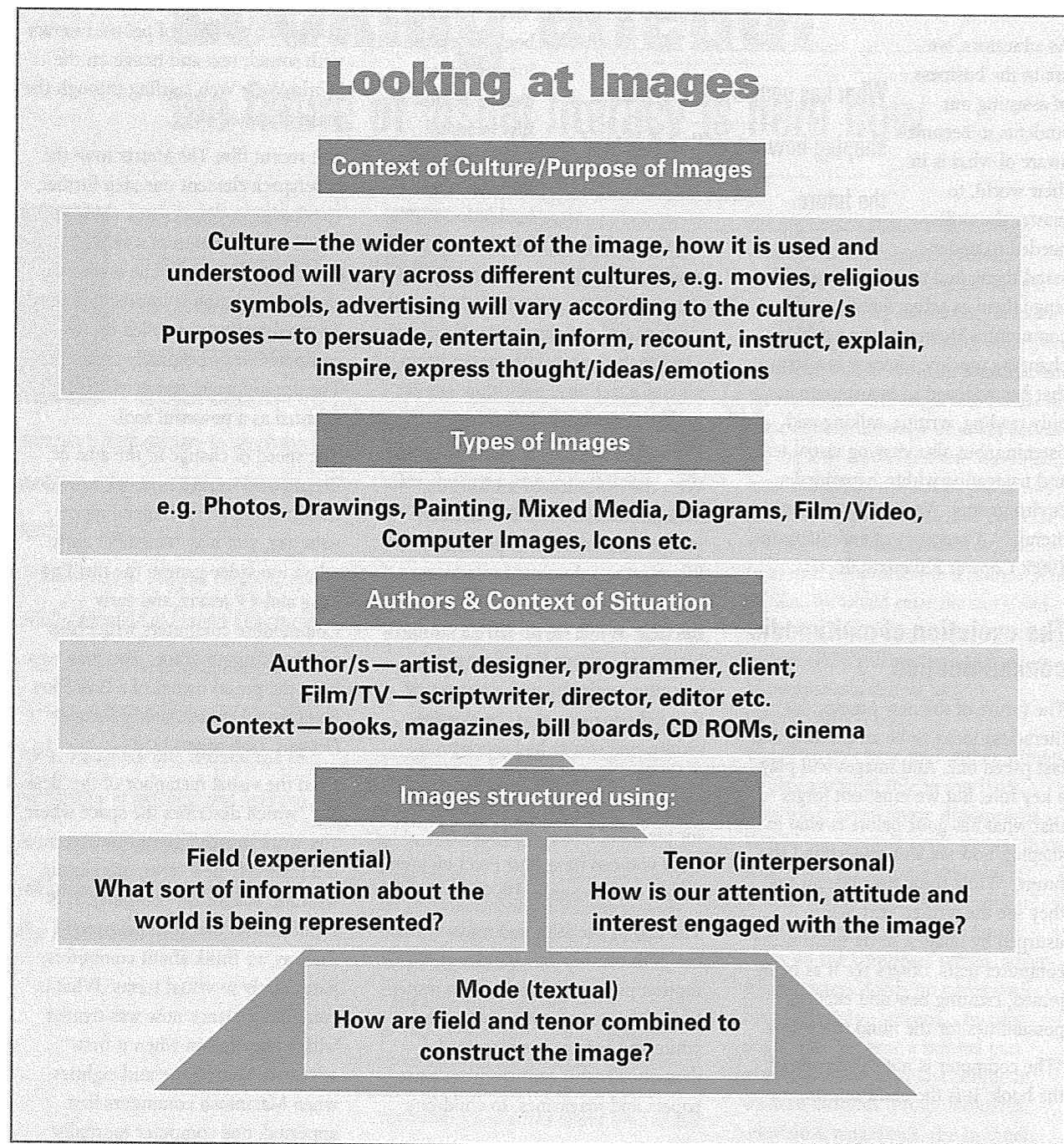
will be elaborated upon in upcoming Scan articles. The future of visual literacy is in the present. We already have much work as educators to become familiar with the burgeoning culture of images, in the form of web sites, movies, video games, television, and advertising. By being involved and informed members of our ever changing culture, teachers and teacher-librarians can continue to have a wider contextual understanding of the types of visual literacies that our students need. By utilising evolving critical tools, such as those suggested by functional semiotics, we can contextualise our students' understanding of images into

a variety of learning situations, from art to science and technology. Many educators have begun to explore this integrated aspect of visual literacy (see Callow 1999). Provided with both an informed and critical orientation to images, our students will be equipped to be literate in viewing and designing the future. ■

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Table 1



Visualising information



Steve Moline is a writer, illustrator and book designer. He is the author of an introduction to visual literacy (I see

what you mean, Longman/Pearson) and, under the name of David Drew, he has written and designed *InfoActive*, *Informazing* and other collections of non fiction resources, including 'big books', that visualise information.

In this article, Steve outlines the benefits to primary and secondary students of using visual 'tools' (such as diagrams) to summarise, plan, illustrate and integrate their information texts.

What is visual literacy?

Visual literacy is more than picture story books, television, film, video and DVD, which are largely narrative media. Visual literacy is also a part of information literacy and it includes an understanding of texts such as tables, flow diagrams and storyboards, and the icons found on software programs and web sites. Both print and electronic media are being transformed by the growing use of visualisation in organising and presenting the information they offer.

The strength of visual literacy lies in its economy, its memorability, its accessibility and its capacity to organise details.

Print will not be replaced by visual literacy. Information in sentences and paragraphs can be more thorough, and more nuanced, than a visual representation. The strength of visual literacy lies in its economy, its memorability, its accessibility and its capacity to organise details. The two are best seen as complementary.

Why visualise information?

The increasing visualisation of information resources is driven by the electronic media and perhaps by a generational bias in its users, since most Internet users are young. Electronic texts, such as web sites, are accessible globally. They need to be comprehensible in many languages, and it follows that many of their basic operations are done by clicking icons that picture their use.

In their turn, the print media are becoming more visual, partly in response to the pressure of competition from electronic information sources. Many print publishers feel that they need to retain younger users who they believe are less patient with written (words-only) texts. This does not mean that books are merely mimicking electronic texts. There are certain things that printed texts do better than e-texts. For example, an image in a reference book has a finer grain than the same image viewed on screen. It has higher 'resolution': that is, it is made up of several hundred dots per inch (dpi), while the current television or computer screen has only 72 dpi. This is why maps and diagrams on a web site look so awkward and contain much less detail.

Visualising is a way of thinking

There are other fundamental reasons to consider visual literacy as a useful addition to our tools for learning. Visualisation is a way of thinking, just as 'putting words on paper' is a (different) way of thinking. Visualising has benefits for children when they are doing research. It helps them to:

- summarise
- plan
- illustrate and
- integrate

information texts. To see the benefits of visual literacy it is useful to consider each of these four elements of a research activity.

Summarising a text

We usually teach students to summarise by 'making notes'. These notes are often merely lists of phrases, arranged at best as 'dot points', or at worst as a collection of rather discon-

nected details to be sorted out while composing a written text. As a result, this collection of words and phrases is not very helpful in seeing the overall shape of what is being summarised: it is useful for getting down the details, but is weaker at capturing how the details fit together. Examples are: to explain a process, such as how bread is made; or a system, such as how we are governed.

Visual texts are especially useful in solving this problem. A flow diagram, eg. of the water cycle, links all the details into a sequence of steps that provides us with a meaningful account of the process. All the details are still there, but they are connected by arrows that construct an image of the system itself. It is this structure that is missing from a page of written 'notes' (see Figure 1).

Planning a text

Suppose the research task is to write a report that classifies rainforests into their main groups, and describes an example from each group. A tree diagram will help the writer not only to find gaps in the data they have collected, but also to build a writing plan of the report (see Figure 2). The names of the groups in the tree diagram can become the subheadings of the written text, and the content of the boxes under the group names will become the sentences and paragraphs under each subheading. The lines in a flow diagram, sometimes called leader lines, provide the writer with a sequence to follow when writing. The writer can refer to the diagram while composing the sentences and paragraphs. By following the leader lines a writer can avoid taking wrong turns, or discovering (too late) gaps in the research, or 'running out of things to say'.

This is only one example of planning a text by visualising its structure first. Table 1 (see page 14) summarises some of the other ways. Each visual

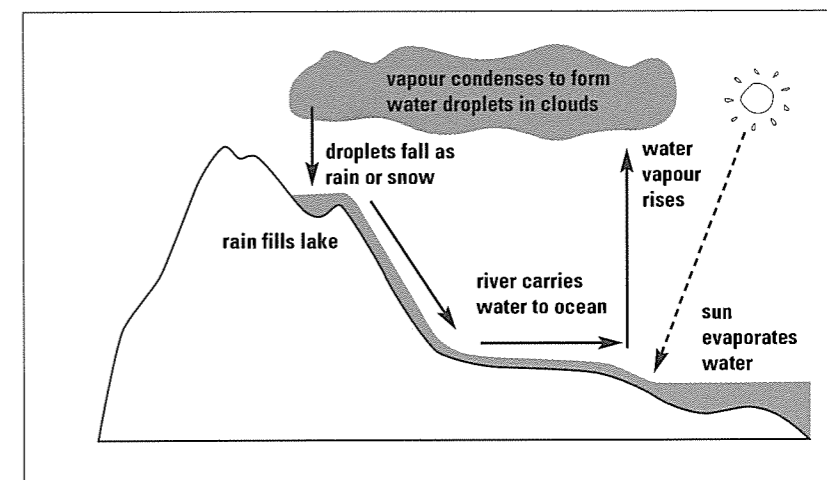


Figure 1. Summarising a text using a flow diagram

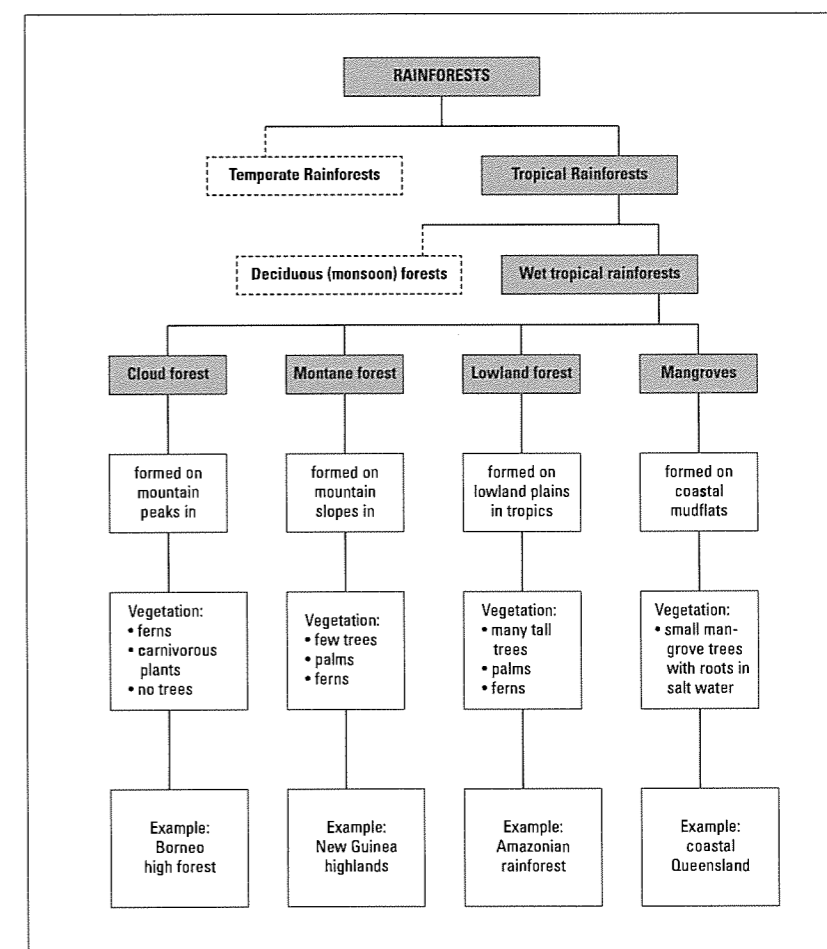


Figure 2. Planning an information report using a tree diagram

text in this table works differently. A time line allows for accurate recording of exactly when events occurred. A storyboard pictures these events as snapshots in a time sequence. A tree diagram organises topics into a hierarchy where subtopics are nested within broader topics, while a web diagram

shows many networked connections between topics that are all of equal importance. Finally, a table arranges items into groups according to the attributes they have in common. Accordingly each kind of visual text can be matched to a different type of written text.

Written text	Visual text	Purpose
Recount	time line	to organise events in sequence
Procedure	storyboard	to plan steps in a sequence; to locate missing steps
Report	tree diagram	to classify topics into groups and subgroups
Explanation	web diagram	to explain how parts of a system are connected
Exposition	flow diagram	to organise steps logically to argue a case
Discussion	table	to arrange opposing points of view in order to show their strengths and weaknesses.

Table 1. Planning a text

Illustrating a text

Why should the text, written out carefully to follow the plan, be illustrated at all? Isn't it enough to have completed the report? Again, consider the different benefits of verbal and visual thinking. Some things are said better in words, others in images.

For example, to support an essay about dinosaurs, a diagram can show how the parts of the animal 'fit together'. A map may show us where its fossils have been found, and a table can organise similarities and differences between species. In each case, the visual text is a more economical way of giving the information.

Designing (integrating) a text

When we teach students how to do research, we can also offer some advice about designing the text. Design is neither trivial nor decorative: to design a text is to integrate its parts. Design elements include headings, columns and boxes, along with the positioning of graphics and their captions. All of these features help readers navigate texts.

Headings and subheadings work as signposts that provide alternate entry points into the text. By arranging the text into columns, separated by white space or boxes, we can help the reader to follow the flow of the text. Captions to the graphics connect them to the

paragraphed text, while cross references connect the paragraphs to other parts of the document. This interrelationship between paragraphs and graphics is characteristic of how published information (printed or electronic) is organised. In order to understand how to interpret these published information texts, children need practice in writing, drawing and designing them. Figure 3 (see page 15) shows some of the features of a web site home page, many of which are derived from print design.

Book design and web site design

One hundred years ago, when movies were new, film makers still thought of film as if it were no more than a play projected on a wall. The camera remained fixed, as if bolted to a seat in a theatre, and the actors came and went from the sides of the movie frame, exactly as actors walk on and off the theatre stage. Only later did it occur to film directors that the camera itself could move, offering a shifting point of view.

We are at the same point in the early development of electronic texts. Web sites still look surprisingly like books, since most have the equivalent of a table of contents, index, chapter headings, and so on. In the future, web sites are likely to become more fluid, more capable of self assembly ('customised sites') and, in content,

more video based. However, at present, web site design typically reflects the continuing dominance of book culture. Table 2 considers some of the design features that are found in printed and electronic texts. These features help readers and viewers to orientate themselves in the book or the site ('Is this what I am looking for?'), to find a straw of information in the haystack of other data (providing faster access), and to 'navigate' their way through the material.

To understand how a web site is constructed, and therefore how to access a site successfully, students can design or construct one of their own, even if this is purely a 'pen and paper' exercise. Professional web designers do exactly this when they plan (that is, visualise) the overall structure of a site, using a system diagram. This kind of visual text combines the elements of a flow, tree and web diagram. Figure 4 (on page 16) shows a simple web site structure.

By practising the skills of web designers, or by constructing a web site, students, and for that matter teachers and teacher-librarians, can understand better how information is integrated using these design tools.

What next?

Visual literacy is not new. Books containing colour illustrations have been with us at least since the botanical works of Cratueas, which were

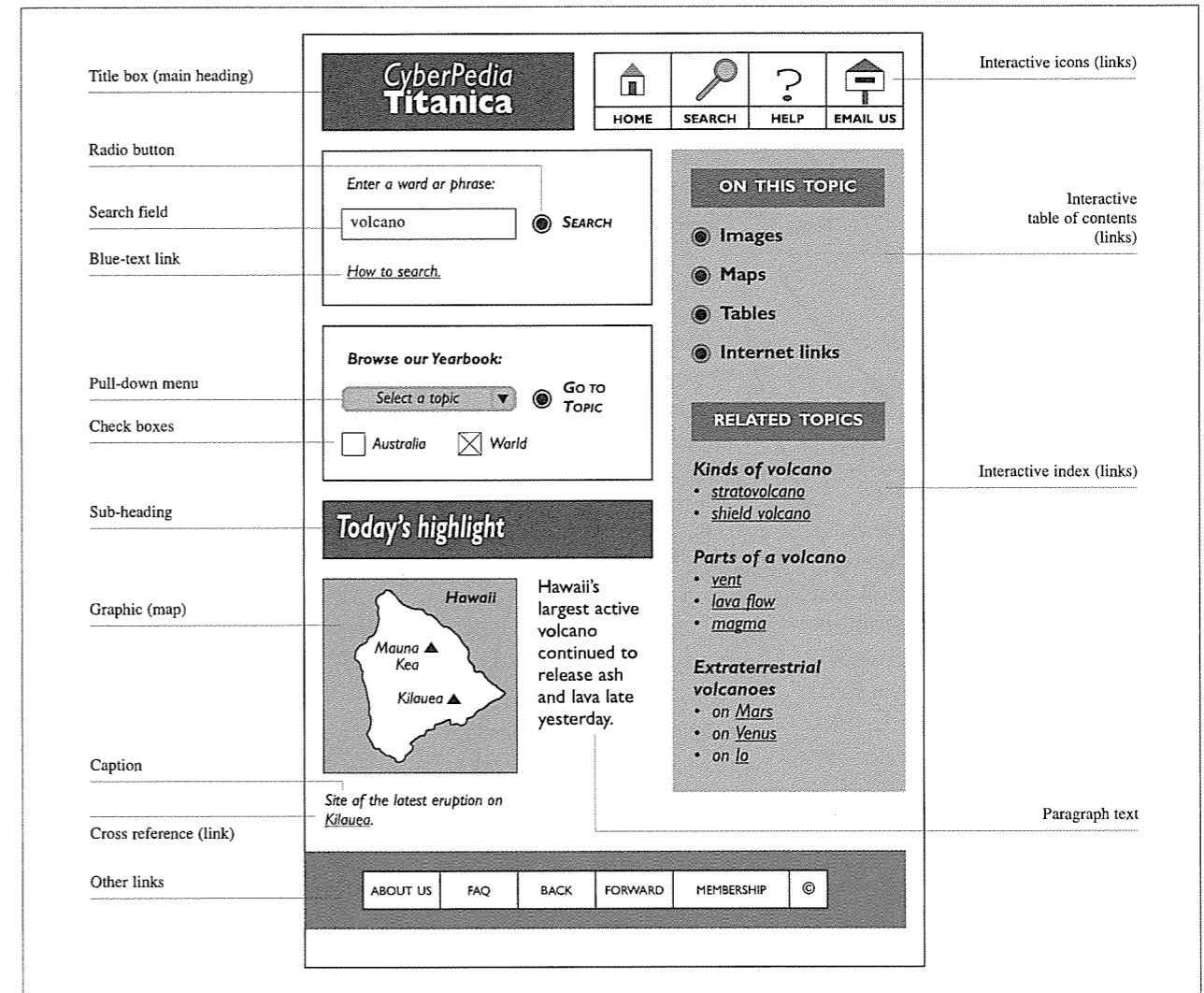


Figure 3. Design elements on a web site page

Books	Web sites	Purpose
Main heading	Title bar	to identify the main topic of a site/book
Subheadings	Subheadings	to provide alternate entry points into the text
Table of contents	Sidebar links Site map 'Browse' field	to provide access to main topic groups to provide an overview of whole site to offer a selection of the site's contents
Index	'Search' field 'Find' dialogue box Highlighted text (using 'Find' box)	to provide access to details in the whole book/site to provide access to details on one page to identify a 'found' detail in the text
Graphics (maps, diagrams, etc)	Graphics	to summarise, exemplify or contextualise topics in the accompanying paragraphs
Captions	Captions	to link graphics to the paragraphed text
Cross references	(Internal) links	to link a detail in one paragraph to other paragraphs or to a graphic
Bibliography	(External) links	to provide access to other resources.

Table 2. Design elements in books and web sites

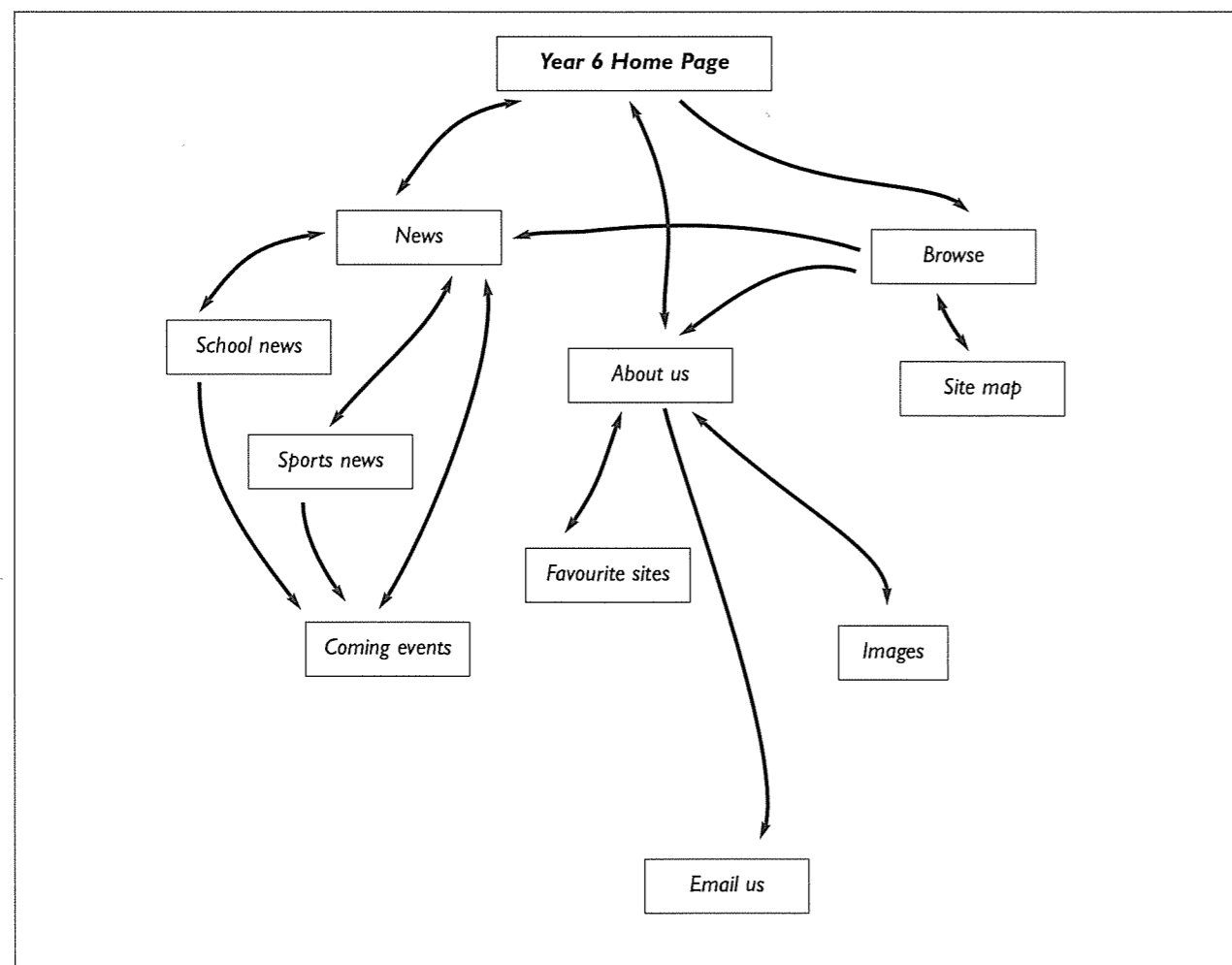


Figure 4. Design for a web site

handwritten 2000 years ago. Within 50 years of the invention of printing (1456-1500) one third of the world's printed books were illustrated.

Megenberg's *Book of nature* (1475) was one of the first reference books to include printed diagrams, while the first atlas was published by Mercator in 1569. The first children's encyclopedia appeared in 1695. It is odd that we have

taken so long to ask ourselves how visual literacy works, since it began at least two millennia ago.

Indeed, so conservative is our visual thinking that the standard classroom

atlases in the 1980s were still based on Mercator's venerated, yet distorted, projection. E-texts are similarly conservative, despite all the claims that have been made lately about our

present age of radical technological change. Web sites are still dominated by text based information, partly because of the problem of low screen resolution, and partly because words take up less memory and can be

downloaded more rapidly than images.

To some extent, technology will change this: picture quality may be improved by high definition television (if it is adopted and includes Internet

access); and downloading may become faster with the introduction of fibre optic cabling. But technology is not enough: the key to making the most of visual learning lies with our schools. If we treat seriously the potential of visualisation as a thinking and learning tool, we can improve the research skills of our students, many of whom can expect to become our web managers in a few years' time. ■

References and further reading

- The ideas in this article have their origins in the following:
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Teaching and learning

for Year 7 at Turrumurra High School

Alison Glasscock has been a teacher-librarian for more than 20 years and still loves her job. Although she has had the opportunity to move out of the classroom, Alison says she "has been lucky enough to have a profession where change can be a challenge but a delight". The administration and community of Turrumurra High School support the library program, and Alison is in a position where she can be frequently helping students. Alison describes her 70+ teaching colleagues as "highly professional, hard working, creative, sharing, generous and fun".

When the *Scan* editor asked me to write something for the Teaching and learning section of the journal, my first reaction was "No time!" My next thought was "Nothing to offer." But then I thought about the fact that every time I visit a colleague's library, I find some wonderful ideas happening. So much unshared creativity out there is taken for granted in the course of the everyday teacher-librarian's work. I frequently take back great concepts, ideas and practices from these visits and adopt or adapt them to enrich my own teaching programs.

Therefore, I thought I would just share what we are doing as part of our Year 7 program in the library. It is not particularly innovative or leading edge but is practical and has been developed (such as many other collaborative units in library programs) with teamwork and experience of what will successfully achieve outcomes. I would like to throw out a challenge to other teacher-librarians to document their everyday successes and share them with *Scan* readers. I am sure the editor will be pleased to receive your manuscripts, and I will look forward to reading your articles.

Year 7 in the library at Turrumurra High

Throughout the year, Year 7 visits the library for a succession of units. Except for initial visits, the units are planned and taught with different faculties. In 2000 in Term One, they have included:

- *Orientation*
This comprises several visits with their English teachers. eg. Where is everything?; online catalogue exercises, etc.
- *School network introduction*
Students visit for three or four lessons, with their design and technology teachers, to be introduced to the school intranet and to make sure their password works. (The students choose their passwords as part of the process of signing and returning their *Acceptable use forms*.) As we have an NT network, each student can only have access through his or her password. They do an exercise in *Microsoft Word* from *Office 2000* as part of these lessons. This works out particularly well as design and technology classes are smaller. If we are able to bring in our school computer coordinator and other support staff to these sessions we can end up with every student on a computer and five "guides on the side". The aim is for every student to be confident in their network access, and begin to be familiar with the types of programs available to them to meet their information and presentation needs.
- *"Science is multimedia"*
This unit is more fully below as an example of our planned units. In Term Two we are planning units with Year 7 geography and history teachers. These will include tasks promoting effective and discriminating use of the Internet. Year 7 music and mathematics units will be developed or revised in Term Three. Note taking strategies will be emphasised. In Term Four, collaboration with Year 7 languages teachers has been planned.

All this goes on at the same time as the usual ongoing visits from Year 7 classes, which can be from any faculty. We don't rely on ad hoc visits alone, in case some students miss out.

Science is multimedia

Our third revision of this unit was recently taught with every Year 7 class. It has been very successful. The students enjoyed it, although with 30 people all doing something different at the same time, it is somewhat exhausting, even for the two teachers on the class!

For the science teachers, the aims are for students to: realise that information about science topics comes in many different formats; and consider the different way scientists work

(covered in the research card and Internet tasks). In addition, we wanted the students to build upon their use of print resources over time, as part of their ongoing information locating and selecting. Therefore, we designed teaching and learning strategies to build in success.

We know that some students are not confident in their search for information, and that they expect to fail. In these highly directed tasks, success (we hope) is guaranteed, with students' self confidence building for future, less directed assignments. In *Science is multimedia*, students accumulate signatures and lots of ticks as they go. They have to work individually, not relying on a friend; if they skim, scan, use indexes and follow the

directions successfully on their worksheets, the answers are there for them. The students recognise the multitasking worksheet format from their library orientation lessons.

Research cards for print resources

The research cards used by our Year 7 students were the most labour intensive task to prepare. Science teachers and the teacher-librarian prepared the drafts for the cards during a planning session. We sat down with about fifteen books that were attractive, interesting and suited to use by Stage 4 students. Any appropriate books could be chosen. We included titles such as: *Science and medicine* (from the *Great Australian women* series); *Scientists* (*Outstanding Australians* series); and *Scientists* (*Australia's best* series).

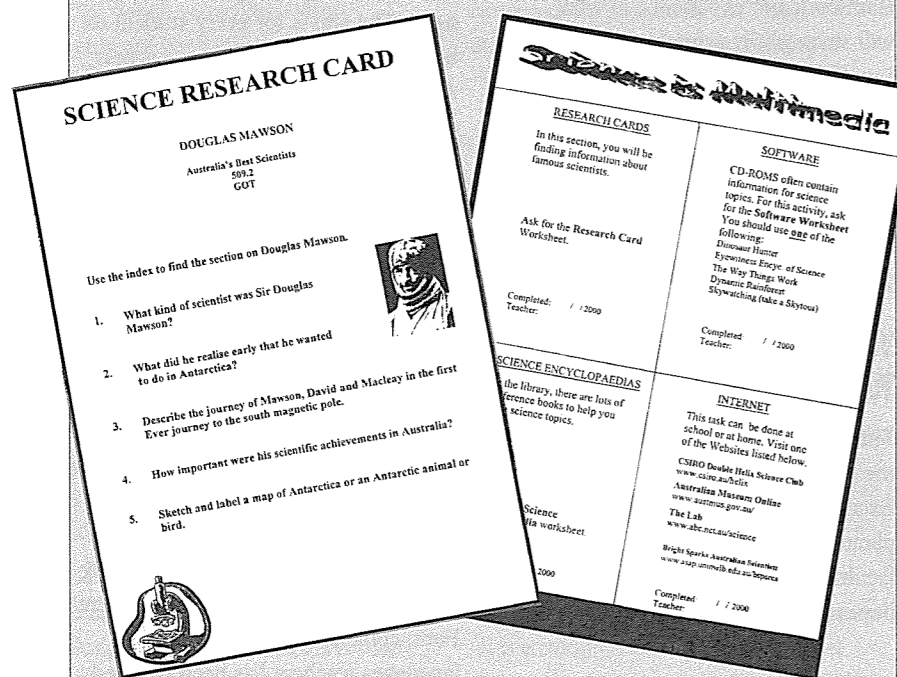
For each book, a set of questions to be answered from the book was written, with the answers recorded for the benefit of later markers. (Some cards require the student to use the catalogue; some give a call number.) The teacher-librarian prepared an A4 pro forma for the cards with heading, design and border. A library school assistant completed the preparation by typing up each task onto the pro forma, adding relevant graphics to make each card attractive. Cards for student use were created by photocopying the blackline originals onto colour copycard and laminating them. Students can select a research card and a generic answer sheet.

Software

From the task cover sheet, you can see that we have just chosen some of our existing science CD-ROMS for the students to use on our stand alone computers. The software worksheet includes such questions as:

- What kind of scientist would find this useful?
- What is the date of publication of the CD-ROM?

At Turramurra High, we have 40 minute periods, most timetabled as doubles. The *Science is multimedia* unit takes about five or six periods to complete, but due to its flexible nature can be extended if the teacher wishes. As with lots of other jointly planned units, it is multitasking. Sometimes we use lists of tasks with tick boxes but in this case, students receive an attractive cover sheet photocopied onto coloured copyboard. Students must complete at least four different tasks. For each they must get a separate worksheet which includes some highly directed and some open ended questions. They paperclip each completed sheet to their cover sheet after it has been signed off (the library has to be well supplied with clips!) and staple it together when complete. Students can complete the tasks in any order.



Evaluation

The students seemed, on the whole, to enjoy the format and variation of this unit. At first, some students were alarmed that they were all doing different activities, but that soon passed as they began to find the tasks interesting and their confidence as information users grew. The carefully structured activities meant that less

The carefully structured activities meant that less able students could complete all tasks successfully.

able students could complete all tasks successfully. More able students could forge ahead and were delighted to build up their collection of completed worksheets.

Teachers tended to be very busy checking and signing completed sheets and assisting students to get started with the technology activities. Every Year 7 science class completed the unit, although only two science teachers and the teacher-librarian had prepared it. A model like this allows the teacher-librarian to collaborate

with some colleagues and then work across the whole grade, drawing in teachers who are less inclined (or have less time) to prepare collaboratively.

A whole school plan for skill development, tracked across the grades and disciplines through devices such as curriculum mapping (see *Editor's note*), can provide many opportunities for teacher-librarians to collaborate with teachers, and to have a creative and worthwhile contribution to teaching and learning. ■

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Editor's note

Scan has featured numerous articles on the concept and practice of curriculum mapping. These have included:

Dawson, D. 'Curriculum mapping and the information literacy program', *Scan* 15(2), 1996, pp 17-21.

Maxwell, E. 'Extended uses for curriculum mapping: keeping track of text types and technology use in units of work at Cherrybrook Technology High School', *Scan* 16(1), 1997, pp 20-21.

Zivanovic, S. 'Curriculum mapping and information skills', *Scan* 15(3), 1996, pp 20-23.

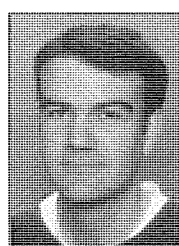
THE THEME FOR MANTLE'S ANNUAL CONFERENCE THIS YEAR IS :

Libraries 2000 BOOKSANDALL

Venue: The University Of Newcastle Functions Centre
 Dates: Friday 23rd and Saturday 24th June, 2000
 Guest speakers include: Lindsay Wasson (Director of Curriculum Support); Debra Pinkerton (National education program for the Paralympic Games); Judy Thistleton-Martin (CBCA judge); Michelle Ellis (Library and Information Literacy); and Jackie French and Linda Aronson (authors).
 Contact: Carol Crotty, Hamilton Public School, Tudor Street, Hamilton 2303
 Email: d7420pn1@ozemail.com.au

Plant a rainforest, build a web page

achieving literacy outcomes through a community project



This article discusses an integrated unit of work on rainforests that was taught during Term Four 1999, at Five Dock Public

School, by **Damian Maher**, a casual relief teacher on a block appointment.

The teaching and learning activities paralleled and complemented a rainforest planting project that was initiated by the Friends of Five Dock, a community action group whose efforts have contributed much to the school.

Damian, who is also a computing lecturer, was keen for his students to explore the Internet as a research and publishing medium. The creation of a class web page was an important outcome. **Toni Field**, the teacher-librarian at Five Dock, is also the school's web site coordinator.

Toni's perspective on the unit accompanies this article.

There were already four ancient Moreton Bay figs growing at Five Dock Public School, and a natural canopy had developed. Inspired by this, the Friends of Five Dock decided to plant a rainforest in the school grounds that could be used as a living classroom. As soon as I heard about this project, I asked if my Year 4/5 class could participate and we were pleased to receive a positive response.

The rainforest project took much of the term to complete, and involved school students, staff, parents, and other community members. Some of the actual planting took place on Election Day one Saturday, and the turn out was very encouraging.

The students had drawn maps of the area to be planted, adding different features that they wanted included. They were very creative with their ideas! During the unit, we selected some of the best parts from different drawings. The final version of the diagram was completed by students, as a group construction, for display.

Collaborative planning and teaching

An early challenge for the planning of the teaching and learning unit on rainforests was that my composite class consisted of Year 4 students (Later Stage 2), and Year 5 students (Early Stage 3). The students were presented with similar work during the unit,

but the programmed outcomes were different for the two stages.

One way that I was able to give more individualised time to students was by working in collaboration with Toni Field, the teacher-librarian. The school's support teacher learning difficulties (STLD) and the English as a second language (ESL) teacher also worked with the class during the project. Some students were withdrawn, on occasions, to work in smaller groups, especially during the individual construction of texts. At other times, these teachers came into the classroom to support students. This helped the students to achieve a greater understanding of the content and processes, and to become more confident.

Presenting our information

There were two publishing mediums chosen for the students to present their work. The first medium was a class book, which was to be bound and placed into the library for future access. The first section of the book included an introduction to the school's planting project, and some pictures of the new rainforest taken by some of the students using a digital camera. The second section consisted of the published copies of the students' written texts.

The other researching and publishing medium was the Internet. Web pages, as a publishing medium, can utilise

the full range of texts. The students at Five Dock had not yet had the opportunity to present their own work as a web page. The school had recently set up a presence on the World Wide Web with the help of an experienced parent helper. Following much enthusiasm from the Toni and myself, Year 4/5 was able to publish reports, narratives and poetry using this medium. The digital images

taken by the students were also used on the web page.

English outcomes and indicators

For this unit the English outcomes (*English K-6 syllabus*, 1998) were:

RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own

interpretation of ideas, information and events.

RS3.5 Reads independently an extensive wide range of texts with increasing content demands and responds to themes and issues.

Learning activities to address these outcomes included students: using email and Internet sources to request and receive information; obtaining

Collaboration at Five Dock Public School

Toni Field is the teacher-librarian for three days each week at Five Dock Public School.

I've been at Five Dock Primary for nine years, five years as teacher-librarian. All students, Years K-6, experience teaching and learning activities that have been collaboratively planned.

We have begun to move to a semi flexible timetable in the library by designating an open session which classes can book up for additional visits. The library now has a bank of eight computers connected to the Internet, and a school home page for presenting work to the online wider community. A parent helper, who has had three children pass through the school, is our "webmaster". The teachers have taken an active interest in the development of the site and, in 2000, several are following Damian's example and are working with their students to construct class web pages around units being taught. One page we hope to upload this year is on a human society and its environment (HSIE) unit, *Gold*.

Since arriving at the school, I have worked with the staff to develop the students' information skills through problem solving, with plenty of

hands-on lessons. The students from Damian's 1999 class are very familiar with this style of teaching and learning. Throughout their primary school education, these students have become confident in taking risks with their research work. Typically, we spend a lot of time with the students investigating the defining stage. There is a lot of problem solving, in either pairs or small groups, followed by brainstorming as a whole class. I like to emphasise the importance of keywords, and sometimes the students come for three or four lessons in the library before they actually write anything down about their topic individually.

For the rainforest unit, Damian took the role of guider, and I was his support for the development of research skills. Usually, the class was divided into two groups, then we alternated the activities. Before the unit commenced, Damian and I discussed what outcomes he intended the students to achieve. We also discussed how each lesson would be assessed, and how particular pieces of student work would be marked and presented.

We focussed on activities that required the students to develop and practise their metacognitive skills in planning and researching. Each pair was encouraged to ask themselves

questions, and constantly revisit them:

- Where would we find this information?
- How reliable are our information sources?
- How will we present this idea?
- Where will we go from here?

And most importantly,

- Have we answered the question?

Planning and programming the unit required the same questions be posed and answered by Damian and myself. From the beginning, the students were aware of our expectations, and we were delighted at their responses to the variety of ways they presented their work and explained their findings. The students practised the skills of skimming and scanning, and the visual cues of using keywords. These skills certainly made using the Internet for research less arduous.

A high level of satisfaction was experienced by both students and staff. We were pleased that our programmed outcomes were achieved so successfully, with literacy, technology and information skills working in tandem. Presenting their work on the World Wide Web was extremely motivating for the students, and has contributed to a long term sense of pride in their achievements as learners. ■

information from selected Internet sites, computer graphics and texts; accessing and interpreting a wide range of Internet/computer texts and graphics; and finding information for specific purposes in factual texts.

WS2.9 Drafts, revises, proofreads and publishes well structured texts that are more demanding in terms of topic audience and written features.

WS3.9 Produces a wide range of well structured and well presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

Learning activities included students: identifying key words and phrases; planning writing through discussion with others and by making notes; contributing to joint construction of text; writing texts independently; using computers to draft and edit writing; and organising text to suit a multimedia product.

Human society and its environment

The Environments: patterns of place and location section of *Human society and its environment K-6 syllabus* (1998) provided additional outcomes for the unit:

ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.

ENS3.5 Demonstrates an understanding of the interconnectness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.

Indicators for these outcomes included the students: naming and locating rainforests; using maps and drawing diagrams; and participating in the

improvement and maintenance of an environment.

Scaffolds for success in writing

As a scaffold to assist students when taking notes, a pro forma may be designed in collaboration with the class. (The format of this pro forma varies according to the social purpose of the text, and each horizontal section of the matrix designates a paragraph of an information report. Table 1 is based on an example from *Continuity of literacy development in Years 5-8, 1999*.)

The students watched some videos on rainforests; one of these focussed on the Daintree Rainforest. The class brainstormed rainforest vocabulary, and used atlases to look at some of the major rainforests of the world. We indicated the area covered by Daintree on a map of Australia. The class then prepared to write a joint construction on the biophysical features of a rainforest. For this particular exercise, the paragraphs listed on the pro forma included: Location; Structure; Flora; Fauna; Insects; and Food.

Later, the students chose a single topic from the list of rainforest features to develop further. The students drafted their factual texts in pairs. Others explored the concept of bush tucker, with the *Bush tucker man CD-ROM: from the rainforest to Cape York* providing much of the content. These students: located a particular plant; researched how it is used as bush tucker; and indicated where it grows in Australia and what growing conditions it requires.

After editing, the writing was typed up using a word processing program on the computers in the library, and on the two classroom computers. The students identified keywords in their written texts and highlighted them using a different coloured font, a useful strategy for creating the glossary. The students' edited pages were printed out with a coloured ink cartridge.

Rainforest art and poetry

We explored Impressionist art, discussing and deconstructing the works of Monet, in particular (see the Scan article by Margaret Phillips, 1999). The final art lesson of the unit involved the class going out into the rainforest area with paints, water, paper and clipboards. The students created rainforest paintings in the Impressionist style. It was the culmination of a very enjoyable and successful series of art lessons.

The students also wrote rainforest poems for publication on the web. The focus for the poem was to try and capture the rainforest using the five senses. (Some students were hesitant to use "taste", and this opened possibilities for discussing poisonous rainforest plants.)

Before they began writing, we discussed the five senses, then sat in the rainforest for a while and focussed on each sense.

Back in the classroom, we created a list of some descriptive words that might be used to write a poem.

Our class web page

The students responded well to writing for a multimedia environment. Reference material had been gathered from the school library. Students used these sources, along with material collected from council libraries, the State Equity Centre Library at Erskineville, and from material obtained from the

Internet. For some of the lessons conducted in the library, the students were divided into two alternating groups. One group went outside to tend to the rainforest and the other group stayed in the library and accessed the Internet for research.

We also located some rainforest web sites written by students at other schools. These were useful for

deconstruction exercises when planning our own class web page.

Following is a brief set of guidelines that capture some of the essential elements of a school web page. While ideas can be changed to suit other users' needs, and availability of resources, it is important for the students to have brainstormed a structure for their page

to ensure that the web page meets the purpose for which it was constructed.

An effective class web page:

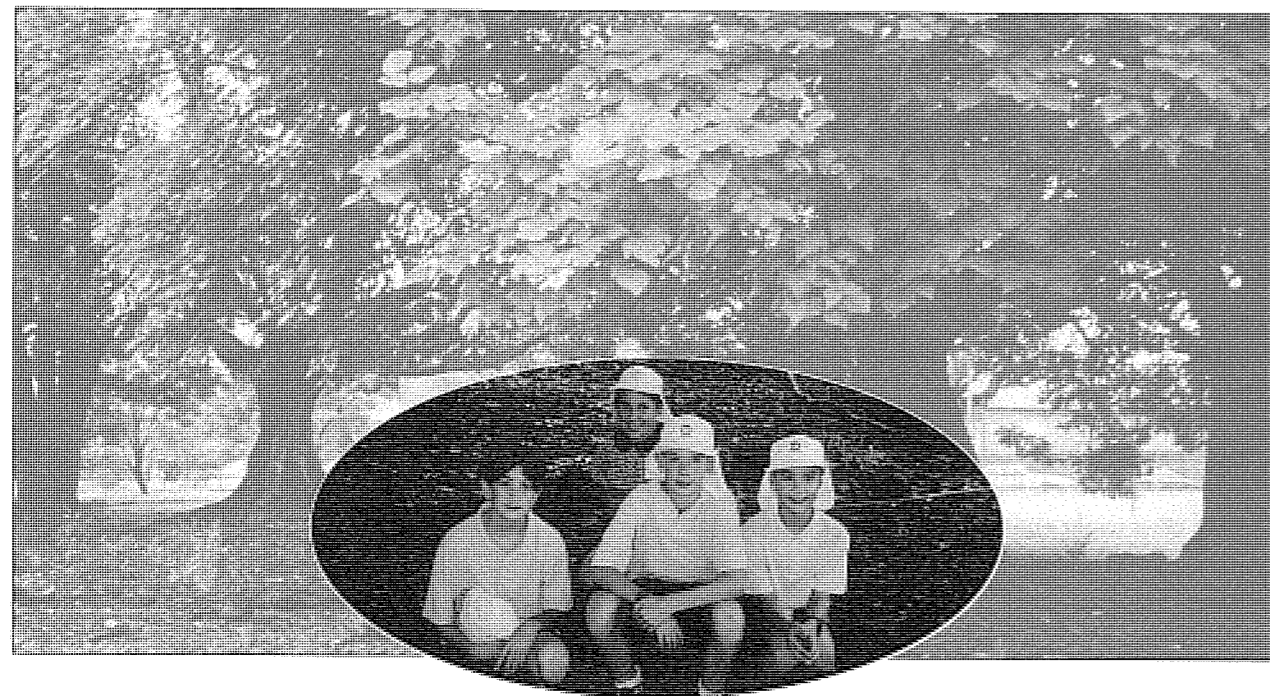
- states the purpose of the work, by way of an Introduction
- clearly links to projects or activities that involve the wider school community
- contains examples of students' work

Note-taking outline: The biophysical features of rainforests

Write notes on the outline about the biophysical features of rainforests mentioned in

Biophysical features	General information	Specific details and examples
Location	<ul style="list-style-type: none"> • Australia 	<ul style="list-style-type: none"> • Daintree, Queensland • 16°S 145°E • Cape York Peninsula • North of Tropic of Capricorn
		<ul style="list-style-type: none"> • •
		<ul style="list-style-type: none"> • • • • •
		<ul style="list-style-type: none"> • • • • •
		<ul style="list-style-type: none"> • • • • •

Table 1



Some tips for electronic publishing

Don't try to do too much at once if you are developing a web page for the first time. Try starting with text only. As your expertise grows you can experiment and add more. Choose a key learning area in which to publish. Students need to consider audience (of the World Wide Web) and purpose.

Students can work directly onto the web page file that is to be uploaded, or they can produce work on other computers, then cut and paste. If students are working on different computers, install the web page making program onto those computers. This ensures all formatting, etc, is retained.

Always encourage students to save their work on floppy disks; computers crash and it's good insurance to have a backup copy. This also means that students do not have to return to the same computer each time they want to edit their files.

Ask the students to advertise the web page URL by word of mouth or email. There is generally a large amount of work that goes into making a web page and it's very rewarding when students get positive feedback from friends and relatives. Schools can also register their home pages with a hot link from the Board of Studies NSW site. Don't forget to include the class or school email address on the web page. There will be opportunities to answer visitors' questions and comments with jointly constructed replies.

Hints with images

If using a digital camera or a scanner to create images for use on school web pages, use a setting of 72 dpi (dots per inch) and save the files as jpegs. This size is the most efficient, as monitors usually display a maximum of 72 dpi. Try not to get above 50 KB; overly large files will take longer to download and can be a source of frustration to site visitors.

Higher resolutions (160 dpi and over) are required for professional print publications, which is why most Internet images are unsuitable for reproduction in books. When schools are purchasing digital cameras, it may be wise to consider obtaining a camera capable of multiple resolution settings.

It is still possible to create a graphically pleasing web page without a camera or scanner. Pictures, borders and buttons can be downloaded from the web. Some images from the Internet, but certainly not all, are copyright free. Always seek permission from the web coordinator of a site before downloading their images or uploading copies to your own site.

Under the rules of "Netiquette", it is also polite to seek permission before hyperlinking to someone else's home page. Some site owners must pay their service provider more if their site becomes popular, so linking without permission is not recommended. ■

- is connected to other home pages or web pages via hyperlinks
- enables readers to contact the author(s) via email (whilst conforming to current Child Protection recommendations)
- is multimedia in format, including text, graphics, audio and video.

Several students contacted authors of web sites by email for further information, or for permission to copy images. They were very excited to receive responses. It is possible to set up email addresses so that each class in a school can have its own mailbox. Email can easily be transferred to other mailboxes so that the students can access it easily. Recent book rap articles in *Scan* have described management strategies for classes wanting to download email,

and copy the data to disk for offline access. (Chapman, 1998)

Hypertext markup language (HTML), the coding placed around words or images by the web page designer or program, allows great flexibility of presentation. Even minor changes to the coding can dramatically alter font sizes, colours and placement of graphics. The rainforests web page that Five Dock's students produced was originally uploaded to the school's web site, but it can still be viewed at: www.ozemail.com.au/~maherd/rainforests.htm

The completed student web page, *4/5M's rainforest project*, contains: an introduction to the page; pictures; a quiz; and rainforest poems.

Other achievements

In addition to achieving literacy outcomes, this unit allowed the students to:

- work cooperatively with the wider school community to produce an asset which will be able to be developed and expanded upon in the future
- gain a greater understanding of rainforests in Australia and other parts of the world
- develop technology skills, such as the use of digital cameras, email and HTML
- draw upon a large range of resources to solve practical problems. ■

Photographs accompanying this article, and also on page 8, are courtesy of Five Dock Public School.

References and further reading

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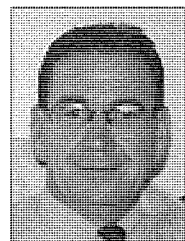
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Research columns continues to build a value for research as a process, strengthening the theoretical basis for

the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. **Dr Ross J. Todd** is Head of Department of Information Studies, University of Technology, Sydney, and referees **Research columns** for **Scan**.

A part from being almost glued to the television on New Year's Day 2000 (in Invercargill, New Zealand), watching the spectacular celebrations of the beginnings of the 21st century around the world, I was keen to know of the outcomes of another event that had also captured our attention: the Y2K computer bug. I was glad that nothing appeared to happen.

Given the world-wide paranoia, unprecedented contingency planning, activity and expenditure to deal with a potential problem, and given that international estimates of Y2K readiness was reported at \$920 billion, it is no wonder that people are asking, "Was this the most expensive business and marketing scam in history?"

Were we conned by the potential risks of the ongoing evolution of information technology? One thing is certain: we will never really know.

The whole episode, however, underscores the significant role that information technology plays in the fabric of our everyday lives. It is an integral role rather than a peripheral role, one that is increasingly seamless in its interweaving in our lives. There is no going back.

In the *Weekend Australian* of January 22-23, 2000, I came across this headline: "Effective computer use lifts literacy". The article discussed research, from Newcastle University in the United Kingdom, which suggests

"The challenge for teachers is to understand that our children need to know how to access, analyse and critique information."

that children's "literacy and numeracy skills can soar with effective use of computers by teachers in the classroom" (p 16). More recently, the headlines of a *Sydney Morning Herald* article, dated February 3, caught my attention. It was entitled *Lessons for the cyber classroom*. Written by Kerry Chikarovski, it asserts that "the challenge for teachers is to understand that our children need to know how to access, analyse and critique information... How do we transform classrooms... into classrooms of active seekers of information – the true navigators of the future?" (p 15).

There is considerable media attention being drawn to the important role of developing students as effective, efficient and responsible seekers and users of information. At the same time, there is considerable discussion and debate about literacy and literacy education. This issue is taken up in *Research columns*, by Elizabeth Maxwell, who is currently teacher-librarian at Cherrybrook Technology High School. The research documented in this column was undertaken by Liz as part of the professional project requirements for the Master of Arts in Information at the University of Technology, Sydney. R. Todd. ■

Note from Michelle Ellis

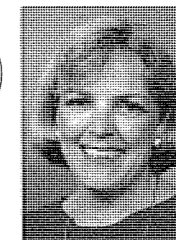
Dr Ross Todd will be taking up an invited appointment as Visiting Associate Professor in the Department of Library and Information Science at Rutgers University, the State University of New Jersey, USA.

His appointment is primarily to engage in a research program with Professor Carol Kuhlthau, Chair of the Department and eminent scholar in the fields of information seeking behaviour and the information search process.

The department's programs, School Library Media and Services for Children and Youth, were ranked Number 1 in the USA in a recent nationwide survey by **US News and World Report**. Its program in Information Systems was ranked 5th.

Ross will be continuing as editor of **Research columns**. This will be an opportunity for **Scan** to expand and enhance its profile internationally, and to participate in joint initiatives with leading US researchers and practitioners.

Integrating information skills and exposition texts into the Year 7 science program



Elizabeth Maxwell

Background and focus

Literacy skills are the determining factor by which today's students will achieve success in the future. The requisite skills are diverse. Students must be articulate in oral, aural, written and evaluative skills. The added visual and technological literacies required by the rapid expansion of the media and technology within our community have direct implications for the role of the library in fostering these skills.

The action research project described here sought to evaluate the validity and viability of effectively and collaboratively teaching a draft support document being developed for teacher-librarians to accompany the *Teaching literacy in science in Year 7* publication. In particular, in the context of learning about water management, it sought to move students sequentially from concrete, cognitive responses to those that require significant abstract or inferential presentation of their understanding. Students would move from merely understanding basic concepts in water management, recognising explanation and exposition texts, and knowing where and how to locate information, to more sophisticated cognitive skills:

- projecting or hypothesising on the impact and outcomes of water management decisions and actions

- creating exposition texts within a science setting, and
- critically implementing the information skills process to research methodology.

Literature review

Literacy, which historically and traditionally has been interpreted as the ability to read, write and comprehend, has adapted over time to fulfil changing societal and cultural needs (Luke & Freebody, 1997; Unsworth, 1997; and *Focus on Literacy*, 1997). The *Focus on literacy* (1997) paper signals that "improved literacy outcomes for all students are best achieved within a supportive and stimulating language environment where there is an integration of reading, writing ... with critical thinking" (p 13). The definition of literacy per se continues to merge closer to that of information literacy.

Of importance to the *Literacy 97* agenda were the programs conducted by the Language and Social Power Project, as part of the Disadvantaged Schools Program in the Metropolitan East Region of Sydney. Advocates of genre theory have extensively reported on these LERN projects, where Callaghan, Knapp & Noble (1993) were key players.

For many students, issues such as ethnicity, gender or class have led to patterns of exclusion for minority

groups, and literacy difficulties encountered, within and outside the classroom, originate from their inability to differentiate between written and spoken language structures and subject specific language requirements (Unsworth, 1997). Halliday (1985), Martin (1990) and Unsworth's studies have revealed that a more dense language is required for written formats than is practised in everyday language (Halliday & Martin, 1993). As a result, students who, for whatever reason, fail to develop this skill are unable to write effectively in curriculum areas such as geography and science, where the facility to use technical language is an inherent characteristic of the subject. This skill is not instinctive and must be explicitly taught within scaffolded frameworks. Research by Martin & Rothery (cited in Rothery & Gerot, 1986) revealed that the most common genres required in students' writing are those of narrative, report, procedure and exposition. These, along with procedural texts used for experiments then form the basis for the extended writing composed by students. Martin (1990) recognises that one of the major difficulties encountered by science students has been that most science textbooks are written in report or explanation format. Therefore, exposition, the specific text type promoted in the unit of work applied in this study, is rarely modelled for

students. This exemplifies why it is important for the deconstruction and explicit teaching of this type of text to occur and validates many of the activities developed in the support document.

Spender argues that "Literacy is more than the mechanics of comprehension, it is fundamentally about the making and communicating of meaning... In a computer based education system it may also no longer be a matter of knowing information, but a matter of doing information (Spender, 1995). Computer skills must now be imbedded in research and analysis skills if students are to be considered literate (Lepani, 1997). Bruce (1997) emphasises the role of technology in information literacy skills and elaborates on the need for broader, less specific or defined, but more adaptable intellectual literacy skills.

The collaboration envisaged for the support document program encouraged the development of the learning community. According to Hill (1996), a collaborative venture does not guarantee positive outcomes for teachers and students. Like the learning outcomes themselves, it is the processes by which this collaboration is established that will determine the strength of the program's objectives. The literature of collaborative planning and teaching (for example Henri, 1996; Bonanno, 1996) advocates a pivotal role for the teacher-librarian as an equal but specialist partner, involved in jointly planning, developing, implementing and evaluating units of study which include information research skills, facilitating learning, meeting individual needs and modelling collaboration. Doyle (1994) similarly emphasises the need for the teacher-librarian's role to extend beyond the library so that the learning experience relates to the real world and is therefore more effective in transforming information into knowledge. All components of the science program sought to fulfill such criteria.

Doyle (1994) maintains that for any innovation to be successful, it must be integrated into current practices and programs. She draws particular attention to the applicability and suitability of information literacy integration in science. Science requires students to clarify and address problems, to be cognisant of issues in our society and, by informed strategies, encourages solutions to be determined for these problems. The information skills process (*Information skills in the school*, 1989) provides the necessary incremental enquiry process reflected in scientific research: defining the problem/issue; and gathering the available data which is then analysed before formulating possible solutions as part of the evaluative process. Examination of the syllabus for *Science Years 7-10* reflects these common outcomes for students.

It is most obvious from the literature that there have been innumerable investigations of across the curriculum literacy implementation in the primary and early childhood sectors (Skrzeczynski, 1995; Freebody, 1997; Comber, 1997). There is a significant dearth of research literature available on secondary integration of literacy and information literacy that is specifically based on non fiction material. Doyle (1994), Henri & Bonanno (1999) and Lewis (1999) also document this void. One important study that did focus on a non fiction based model for generating change in order to facilitate curriculum based information skills practice is that of Todd, McNicholas & Sivanesarajah (1991). Progressive reporting of this ongoing project identified improved learning outcomes for students when information skills and critical thinking were embedded in the curriculum. This research sought to begin to address this gap.

Methodology

The action research was undertaken over two years at a large metropolitan,

coeducational high school. The first phase of the action research cycle was a preliminary investigation, followed by a second phase in which an amended program was taught. The draft support document was integrated into the existing Year 7 science programs. The constraints of time meant that the samples in the pilot study, and in the second phase of the action research cycle, were restricted to only one class in each phase and these were determined by convenience sampling. This however was also desirable, as it reinforced the role of the support document co-authors as participants in the action research cycle. Opportunities to evaluate pedagogical practicalities and then to amend the draft document were more easily achieved, in keeping with the essence of the spiralling characteristic of action research (to plan, act, observe and reflect) and to achieve the original outcomes of the literacy draft support document.

Whilst quantitative data was collected in order to validate the sample size, as is standard for action research, qualitative data formed the basis of the evaluation. This was collected in diary and journal formats by the teacher-librarian and the students, and in student work samples from the teaching program.

Both the teacher-librarian and the science teacher attended almost all science lessons for the duration of the preliminary investigation and subsequent research studies. The science teacher was responsible for conducting science content classes; the teacher-librarian took the information skills lessons and both teachers taught the text type focussed lessons. This emphasised, both to staff and to the students, the science teacher's and the teacher-librarian's competencies and roles in literacy education in the school. Both teachers worked with the whole class whilst undertaking the research assignment in the library. This enabled greater facilitation for those students requiring assistance

and endeavoured to eliminate the reluctance by students revealed in this study, and by Lewis (1999), to seek help when encountering research difficulties outside the library setting.

The two Year 7 classes selected were academically ungraded, and sufficiently representative of a range of interest and abilities, as to verify the applicability of applying this program to schools statewide. Results from the ELLA and TORCH standardised testing instruments were used to verify the range of abilities of each student. For the sample students, the mean calculated in the writing, reading and language components of ELLA were all fairly close, if

not exactly replicating those found for the state mean and standard deviation for the corresponding state results.

Two surveys regarding information literacy were carried out. The first survey sought to establish the students' prior knowledge and abilities to recognise, understand and implement information literacy skills. The concluding survey helped to consolidate teachers' observations and evaluations of students' progress. Questions included recognition and application of the information skills process and strategies for developing critical skills in student learning.

Students completed journals in which they regularly recorded their responses to the program and their learning in order to identify elements of metacognitive development and recognition, and also to gain an understanding of the program from the students' perspectives. The teacher-librarian kept a diary to record observations and reflective comments on all lessons and any action taken in response to analysis of students' comments. A pretest was also conducted to

establish prior knowledge of the science content of the unit.

Findings summation

A fundamental philosophy of the draft support document initiative assessed in this pilot study is that it will contribute towards the ongoing change and development within the school. The original *Teaching literacy in science in Year 7* document focuses on literacy skills and text type recognition, generation and implementation within the science curriculum for Year 7 students. The draft support document aims to further develop information literacy, with a view to enabling

students to conceptualise their information needs and then implementation processes which will enable them to critically analyse information. These are inherent characteristics of the information literate person (Todd, 1995; Bruce, 1997) and as such contribute towards the criteria by which schools see themselves as learning communities, where both acquiring skills and deep involvement in constructing understanding are seen as essential to lifelong learning (Sergiovanni, 1996:42).

The collaboration in this project provided an excellent opportunity for both the classroom teacher and the teacher-librarian to adopt roles beyond those traditionally acknowledged by students. Whilst there remained a few students reluctant to accept the presence of literacy and information literacy instruction in the science classroom, there were no complaints regarding the advantages and perceived value of having two teachers upon whose assistance they could rely in the classroom or library.

Evaluation of the literacy progress between the first two preliminary

exposition tasks in the unit and the research task was positive. Students improved skills in almost all the targeted features of exposition text as assessed using the guidelines provided by the Department of Education and Training (similar to those used to assess ELLA texts).

The introductory information skills survey conducted prior to commencement of the unit indicated that substantial work needed to be done in the unit to ensure that students acquired a working understanding of the information skills process and became adept at utilising the process in their research. As a consequence, remedial lessons were incorporated into the program.

Commentary provided by students in their journals, and in both surveys on the research on the Murray-Darling Basin, indicated that most students certainly believed that they had the skills at the concrete cognitive level. Assessment by teachers on students' assignment material, including the compulsory exposition text, indicated that not all students had mastered all these outcomes at the abstract level required. Students had difficulty with recall of specific data when synthesising their information. Whilst expositions were structured well, their content was, in places, general, indicating reflection in the defining stages of their research was weak.

Before and after comparisons indicate that instruction in electronic searching had been particularly well received by most students. There is much evidence in both survey results to suggest that this is an area where student learning has benefited from the integration of the information skills process into curriculum material, and where exposition text and the information skills process provided structures for students to present their work effectively. Both the classroom teacher and the teacher-librarian were active in asking students searching on the Internet to

define clearly each activity selected, in order to refine search protocols and check for authenticity of the information obtained. Observations were made of which students predominantly used the Internet during library lessons, or where text based resources supplemented Internet searches. It was still necessary to prompt students to be actively notetaking during the research process. Some students had a tendency to browse for information without engaging in the learning process.

The extensive use of electronic resources in particular, and a wide base of printed text materials, by the group not only provided students with the experience of texts in a range of formats, but also contributed to a sense of control over their own learning. Such control accompanies the increased choices such experiences encourage (Thomas, 1999). Sources such as the Internet also satisfy the "just in time learning" needs of students and, as suggested by Thomas (1999:119), provide access to an array of viewpoints necessary for their research. These engender critical thinking and require students to apply assessment criteria as a final stage in the research process.

It has certainly been encouraging to observe the enthusiasm with which students have undertaken the research (many on their own initiative working during lunch times), and the degree to which most have either entirely or partially engaged in the abstract conceptualisations required within the three main categories of instruction and learning: science curriculum content; literacy; and information literacy. Integral to the draft support unit is curriculum content for science in water management, and recognition of explanation and exposition text types. However, the *Streamwatch* activities and the research assignment in the draft unit specifically target information literacy skills asking students to acquire information, then interpret

and synthesise this information to turn it into knowledge. Stephenson (1996) argues that "the integration of information literacy by curriculum developers at all levels is the key to enabling competency for lifelong learning" (p 23). In his enthusiasm for advocating a capability approach to learning, he asserts that information literacy (ie. possessing skills and knowledge) cannot stand on its own if learners do not have confidence in their own abilities.

Where initial surveys of students indicated that they had confidence in their own abilities (eg. conducting searches on the Internet), the support document program has enhanced their confidence by providing them with superior skills to those with which they entered the program. This is further illustrated in improvements achieved by students in exposition writing as assessed using the ELLA criteria.

Reading comprehension, writing and study skills are identified by Rosenshine (1995) as tasks that are more difficult and less structured than concrete academic tasks, such as mathematical computations. As such, these higher level tasks require that the learner be supported with cognitive strategies that enable the development of internal procedures that facilitate comprehension. Strategies suggested by

Rosenshine include:

- procedural prompts; teaching in small steps;
- modeling processes; and guiding student practice.

Again it is clear that, with the information skills process and joint construction procedures incorporated into this support unit, the requisite frameworks are firmly established as reliable strategies for enhancing cognitive development.

Findings in this research, and also those of Oberman (1995), Irving (1990) and Neuman (1995) as cited in Thomas (1999), conclude that students' developmental levels are often incompatible with the cognitive demands of online information presentation and construction. Difficulties with literacy skills may well be amplified within the electronic medium. Kafai & Bates (1997), also cited by Thomas (1999), concluded that "big words and lots of text without pictures" (p 108) impeded knowledge acquisition. This was certainly true for a number of students in this study.

The distracting presentation and screen layouts impeded fluidity of reading for those whose lack of knowledge of online sources' structures gave them few clues as to how to progress to more detailed information (ie. additional pages on a web site). Nonetheless these same students did express some degree of satisfaction with their searches, often with teacher assisted intervention, or from explicit teaching of Internet searching and evaluation strategies.

The final examples of exposition written by students during the research assignment successfully employed scientific language in presenting a sustained argument. This was true for even the less able students, whose

previous results indicated barriers in literacy competencies. As shown in earlier research, previous models for reading and writing have significantly disadvantaged and marginalised minority groups in our

community. Results from this action research indicate that explicit teaching of genre theory leads to clear identification and construction of targeted text types by students in the study group.

Successful collaborative programs do not simply change classroom behaviours, but rather result in a change in the culture of the school.

Oberg's (1990) study on the impact of the teacher-librarian as an agent of change suggests that successful collaborative programs do not simply change classroom behaviours, but rather result in a change in the culture of the school. Much of this change is in evidence in these findings.

Implications for practice

As was hoped, group dynamics and diverse information literacy needs have challenged the integrity of the program. Students have been proud of their achievements in completing their work:

a novelty for some. All students have exhibited an involvement in information processing that, if repeated frequently in a range of learning scenarios, will lead to long term gains for the students. In addition, consistent, explicit teaching of the information skills process must continue. Students must learn to adopt the terminology of information literacy as competently as they have internalised the processes of the information skills continuum. Students like these have a great need for the structures that such a system of learning provides.

The abundance of current information on the research topics was such that the selection process was at times quite difficult for some students. Given that this is the quintessential reason why students must acquire these information literacy skills, the emphasis for future programs such as this one will need to continue to focus on these skills in order to empower them as self directed learners capable of analysing and synthesising their information. ■

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Updating subject headings and subject reference structure in OASIS Version Y2K

The fourth edition of **SCIS subject headings** was published late in 1999.

New headings have been added, terminology has been updated, and the instructions have been expanded.

Doug Jenkins, Senior Technology Officer, School Technology Support, explains how teacher-librarians in NSW government schools can ensure that their school's **OASIS Library** data conforms to the updated subject headings. For full details of new, replaced and cancelled subject headings, please refer to the **Foreword and Guidelines for using SCIS subject headings** in the fourth edition.

The release of the **SCIS subject headings** (4th edition) necessitates some remedial work on existing data in **OASIS Library** systems for New South Wales schools. This will ensure that when new bibliographic records are downloaded from **SCIS** into **OASIS Library**, that the subject headings will be consistent and up to date. Once this work is complete, it is important NOT to run the **SCIS subject headings** floppy disk on the **OASIS Library** system. The disk relates to third edition headings and will generate inappropriate references that are not consistent with the fourth edition headings. A new edition of the **SCIS subject headings** disk should be available later this year.

Refer to pages ix-xiv of the book **SCIS subject headings** (4th edition) or see the **School libraries: empowering learning** web site. Go to: www.det.nsw.edu.au/schoollibraries and select Resources, then Resources for practising teacher-librarians, then **SCIS subject headings** (4th edition) changes for a listing of new, replacement, and cancelled subject headings. NOTE: Before any changes are made to the **Subject authority file**, it is essential to run a **B4 N1 Rebuild** and a **K1 Data backup**. This process should be repeated as the changes are completed.

The following processes may be useful in updating headings and references:

Process 1. Using the Subject Authority File to update replaced Subject Headings

In the following example, a third edition subject heading will be edited to make it consistent with fourth edition headings. This same process can be used to make similar changes for replaced subject headings. See **SCIS subject headings** (4th edition), p ix-xi.

Select **B1 A3 Subject heading**

Select <F>ind and <N>ame

Type in the heading *Aborigines - Social life and customs* and <Enter>

Select <E>dit from the option bar

Edit the subject heading to the fourth edition heading *Aboriginal peoples - Social life and customs*

Take care to keep the punctuation, spacing and formatting the same as the original heading

Select <Enter> through the remaining fields until the option bar reappears

Repeat the process for other headings where there have been changes in terminology.

All titles that were linked to the subject *Aborigines - Social life and customs* will now be linked to the replaced heading *Aboriginal peoples - Social life and customs*.

An alternative to this approach is to run the **Global change** option (in **B1 C3**) and select <S>ubject from the option bar. Details on how to run this

process are in the **OASIS library reference manual**, pp 3-62 to 3-70. The disadvantage of using this approach rather than editing is that it requires the user to know the subject codes for the subjects they wish to change. This is accomplished by checking the authority file for each individual subject or running a **B4 F3 Subject data validation** report.

Process 2. Using the Subject Authority File to update cancelled Subject Headings without exact equivalents.

In the following example, a third edition subject heading will be checked to identify the titles attached. The decision will then have to be made as to what titles should be attached to be consistent with fourth edition headings. This same process can be used to make similar changes for replaced subject headings.

For example, the subject heading *Aborigines - Food* has been cancelled, and *Bush food* and *Aboriginal peoples - Nutrition* have replaced it. See also **SCIS subject headings** (4th edition), p xiii-xiv.

Select **B1 A3 Subject heading**

Select <F>ind and <N>ame

Type in the heading *Aborigines - Food* and <Enter>

Select <R>esources from the option bar

This will list the titles attached to this third edition heading, eg. Title 1, Title 2 and Title 3.

These items may have to be checked to see which is the most appropriate fourth edition subject heading for them.

In this case, Title 1 and Title 2 are most appropriate for the subject heading *Bush food* while Title 3 is more appropriate for the heading *Aboriginal peoples - Nutrition*.

The subject heading *Aborigines - Food* can now be edited to *Bush food*. The process is identical to Process 1. This will attach all three titles to the new fourth edition heading *Bush food*.

However, Title 3 is no longer appropriate to this heading. While in **B1 A3**, select <F>ind to ensure that the heading *Aboriginal peoples - Nutrition* is in the **Subject authority file** and has been edited to the fourth edition standard. If it is not there, it can be added as follows:

Select <A>dd from the option bar

Type in the first three characters of the heading and press <Enter>

In the name field type in *Aboriginal peoples - Nutrition* and <Enter>

<Enter> through the remaining fields until the option bar reappears.

Once the heading is in the **Subject authority file**, the links to the subject heading *Bush food* for Title 3 can be changed to *Aboriginal peoples - Nutrition*.

Do this by selecting <Esc> to get back to the **Library management** menu

Select **D1 General Resources**

Select <F>ind and <T>itle

Type in the title, eg. Title 3 and <Enter>

From the correct title screen select <E>dit from the option bar and <S>ubjects

The **Subject headings** attached to this title are now displayed.

Use the **Down Arrow** key to select the subject heading that is now inappropriate for this record. In this example this would be *Bush food*.

Select <D>elete and <C>onfirm from the option bar.

Now select <A>dd and type in the heading that should now be linked to this title, eg. *Aboriginal peoples - Nutrition* and <Enter>

The **Subject heading** window appears and the arrow should be pointing at the correct heading.

Select <Enter> and Title 3 now has the appropriate fourth edition heading.

<Esc> when finished and <Esc> twice more to return to the **General resources** screen.

Process 3. Checking the Subject Reference Structure

There will be non preferred terms that are no longer appropriate. Delete such non preferred terms, if they have been used, as follows:

In **B1 A3 Subject headings**

Select <F>ind and type in the heading then <Enter>

Select <D>elete from the option bar

The option bar displays the message **References will be deleted...**

Select <C>onfirm deletion

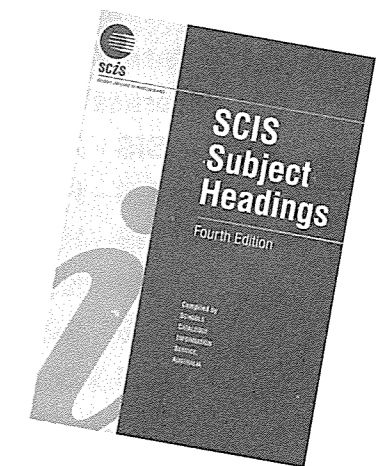
The reference will no longer link to the preferred term.

To assist in the identification of any other **See** references that are no longer valid, a **B4 M2** report can be run to check **See** references.

This will report on anomalies in **See** references, ie.: **See** references that no longer lead to a preferred term; or **See** references that lead to a subject that no longer has links to resources.

For example, if the term *Jet boating* was a **See** reference to *Jet propulsion*, but the heading *Jet propulsion* has been deleted or no longer has resources attached to it, then the **See** reference is redundant.

This report will report on such anomalies. It will not however make the changes, it is a report only. Any changes have to be made in the **Subject authority file** (ie. **B1 A3**).



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Process 4. Generating See References

In circumstances where changes have been made to the Subject authority file due to the release of a new SCIS subject headings list, the utility B4 N3 Generate See references may need to be run. After the editing or global change of subject headings, some of these automatically generated See references may be redundant. Running this utility will update the changes made to the Subject authority file.

The following explains how the automatic generation works:

If the parameter in B1 C1 <L>library has been set to Yes, See references will be generated for each permutation of the subject and its subdivisions. For example:

Australia - History - 19th Century will also appear as :

History - 19th Century - Australia and 19th Century - Australia - History

In a similar way adjectival subject headings, such as Art, Islamic would also appear as Islamic - Art.

If the other parameter to Generate See references by word has been set to Yes in B1 C1 <L>library, the effect would be to generate See references for each word in the subject. For example, Motor vehicles - Air conditioning would produce references as follows:

vehicles, Motor - Air conditioning and conditioning Air - Motor vehicles

This utility can only be run after a B4 N1 Rebuild and a K1 Data backup. It may take many hours to run and users are warned when the option is selected. It can be run from the time school closes in the afternoon and should be complete before the server Backup to tape occurs at 2.00 am. ■

References and further reading

Dowling, A. & Schauder, C. 'New format for SCIS subject headings', *Scan* 18(4), 1999, pp 46-48.

School libraries: empowering learning [online] at: <http://www.det.nsw.edu.au/schoollibraries>

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Educational Technologies provides Frequently Asked Questions (FAQs) at: <http://www.intranet.dse.nsw.edu.au/stand.cgi/staff/F6.0/faqs/index.htm>

The site provides NSW DET teachers and administrators with answers to **Frequently asked questions** related to the use of technology for teaching, learning and administration. The questions are grouped by categories. Of particular interest to teacher-librarians are the FAQs relating to **OASIS Library** and **The Internet**. Other categories include:

Educational Applications

Internet - Ozlogin installations

Internet - SchoolsNET installations

Internet - d account installations

OASIS - Administration

OASIS - Finance

OASIS - Hardware

OASIS - New server system maintenance

OASIS - System maintenance

OASIS Y2K server upgrade

Webmail

The site is growing rapidly and other features are being planned.

from DET
Support services for schools

ETIS: Education & Training Information Service



Jocelyne Sealey is Manager, Education & Training Information Service.

In August 1998, the Education & Training Information Service (ETIS) was given responsibility for the provision of library and information services for the NSW Department of Education and Training. This information service, however, does not extend to staff in Technical and Further Education (TAFE) institutes as there is an extended network of TAFE College libraries to support staff, students and management of NSW TAFE Institutes.

ETIS is a service provided by the Open Training & Education Network - Distance Education (OTEN-DE), and it is located at the OTEN-DE site in Strathfield. A satellite service also operates at Level 11, 1 Oxford St, Darlinghurst, and provides an information service for Departmental staff located in the Sydney central business district.

At ETIS we hold a core collection of 10 000 monographs and some 500 journal titles. Our collection strength is vocational education, distance education and educational management. This small collection is underpinned

by access to a range of technologies which enable us to operate from a "just in time" service delivery approach.

Through interlibrary loans, we have access to the large library collections of universities, state libraries, and other specialist collections throughout Australia. By subscribing to a range of commercial, full text database services we can also access information held outside Australia. These services are used both to perform literature searches and for document delivery. We routinely evaluate all services subscribed to, and assess new products and services, in order to provide relevant, responsive services to our large client base.

A brochure outlining the service was distributed last year and a web presence has also been established on the *Department of Education and Training intranet - e-Library*. The web page Library and information services can be located at: detwww.det.nsw.edu.au/library/info_services/

Through our web page, you can access: the NSW TAFE catalogue (TAFecat: TAFE Library Network Catalogue on the web), a listing of over one million resources; and *MacquarieNet online reference library*, which has a full text dictionary, atlas and encyclopaedias plus an image database service. Under What's new?,

there is a listing of resources newly acquired by ETIS, all available for loan, and much more.

ETIS can offer a range of information services to teacher-librarians. These are: literature searches for any professional development activities and meetings; interlibrary loans; and document delivery. We can also provide you with web sites for particular topics; locate book reviews; and provide publisher and publication details. For your school, we can provide through the History Information Officer, a range of historical information related to particular schools.

I would like to encourage you to make contact with the service to discuss your particular information need. Last year I was privileged to have been invited to attend some teacher-librarian network meetings. I found those meetings to be both informative and stimulating, and look forward to meeting more of you in the coming year.

Access to any services for schools, including access to any resources listed in the NSW TAFE catalogue, is through the Strathfield site which operates from Monday to Friday, 8:30am to 5:00pm. Additional copies of our brochure can also be requested. You can contact us by fax 02 9715 8292, phone 02 9715 8301 and email: etis.strathfield@tafensw.edu.au ■

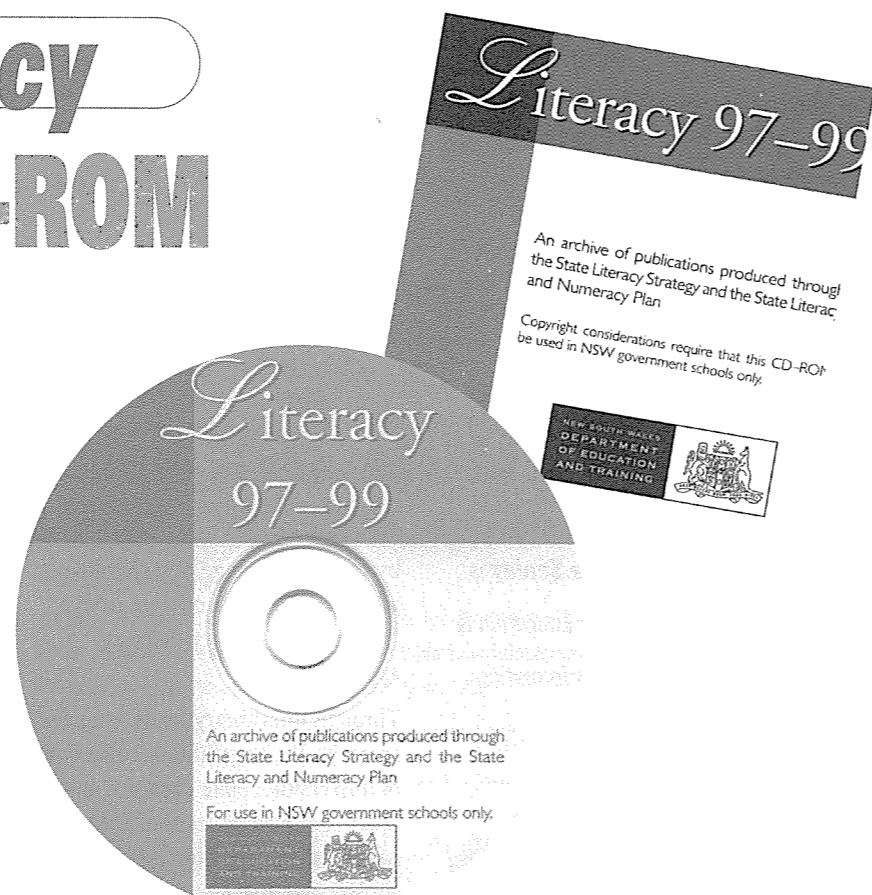
The Literacy 97-99 CD-ROM

Neville Keeley is Publications Development Officer, Curriculum Support Directorate.

Recently, all NSW government schools were issued with a copy of the *Literacy 97-99* CD-ROM. The CD-ROM is intended as an archive of the publications produced, to date, through the State Literacy Strategy and the State Literacy and Numeracy Plan. The CD-ROM contains: all print publications that were available in electronic format; the accompanying memoranda; brochures; and SCIS abstracts. Copyright considerations require that this CD-ROM is only for use in NSW government schools.

Schools expressed the need for ongoing access to many of these materials, and the CD-ROM is seen as a way to make the documents available in an economical way. The memorandum that accompanied *Literacy 97-99* suggested that the CD-ROM be kept in the library so that it is available for whatever uses the school or staff may need. This resource is not intended to replace the printed documentation but rather to complement it.

Curriculum Support Directorate intends to provide as many past publications in this archival form as are available in electronic format, so that schools have ongoing access to out of print publications. For example, an archive currently being developed contains all back copies of the *Curriculum support for primary teachers* and *Curriculum support in the secondary KLAS newsletters*.



This archive will be available on CD-ROM in Term 2, 2000.

In publishing NSW DET resources in print, the page layout program *Pagemaker 6.5* is used. On the *Literacy 97-99* CD-ROM, these files have been formatted in *Adobe Portable Document Format (PDF)*. The version of *Acrobat* on the CD-ROM does require at least a *Windows 95 or 98* system, or *Macintosh OS 8.1*.

Using *Acrobat reader*, files may be read and printed on most types of computer, without the difficulties of requiring fonts, linked images or the *Pagemaker* application. *Acrobat* also employs a very useful navigation system letting the user move around in the document. Cutting and pasting of sections of the document is possible, though this is somewhat limited. Unfortunately, the documents cannot be made available as *Microsoft Word*

A pleasing aspect of the distribution of the CD-ROM archive is the number of staff who took the time to return the accompanying evaluation sheet. The support for this electronic form of publication is very positive, particularly in respect of the convenience of having so many publications gathered together and the ease of storage. Many schools have suggested that they will install it on the server so that as many teachers as possible can have access to the publications. Some evaluations expressed a difficulty in accessing the files but many of these problems were clarified over the phone. A very common comment was "Extremely useful". ■



Noticeboard

National literacy week

This year, all states of Australia are celebrating National Literacy Week at the same time, in the week commencing 27th August, 2000. Children's Book Week precedes National Literacy Week, with activities spanning 19-25th August, 2000. Book Week details can be found in the previous *Scan*.

Awards

Congratulations to **Terry Bruce**, teacher-librarian at Samuel Gilbert Public School, who was a recent recipient of the John Hirst Award. This is presented annually by the Australian School Library Association (ASLA) NSW.

Niki Kallenberger, currently part of the Infocus team at the State Library of New South Wales and also well remembered as a former *Scan* editor, has been recognised for her services to teacher-librarianship by the NSW Branch of ALIA, the Australian Libraries and Information Association.

Congratulations also to **Miranda Harrowell**, Children's Librarian at Ryde Public Library in Sydney, who has received the 1999 Lady Cutler Award for distinguished service to children's literature in New South Wales. Miranda has had a long association with KOALA, the Kids Own Australian Literature Awards (see *Scan* vol 19 no 1, p 17). She has also been active in many other library related associations, including: ALIA; IBBY; the Children's Book Council (CBC); and the AORA research collection.

The NESTLÉ Smarties Book Prize was announced in London recently.

J.K. Rowling took out a prize for the third consecutive year with her successful *Harry Potter* series. The Gold award winners were:

- *Harry Potter and the prisoner of Azkaban* by J.K. Rowling, Bloomsbury (9-11 Age Group)
- *Snow White and the seven aliens* by Laurence Anholt & Arthur Robins, Orchard Books (6-8 Age Group)
- *The gruffalo* by Julie Donaldson & Alex Scheffler, Macmillan (Under 5 Age Group).

Planet Ark

Planet Ark's aim is to show people the many ways that they can reduce their day to day impact on the environment. With the start of a new millennium, many people are thinking about the condition of the environment in which we live, and the impact of human activity on our planet. Planet Ark initiatives during the Year 2000 of interest to schools include:

- *Daily World Environment News* and the *Planet Ark* Internet site
Thanks to sponsorship from Reuters, Planet Ark runs a daily, online, environmental news service. Up to 40 environmental news stories are uploaded to the *Planet Ark* site per day.
- *Do something!* video
10,000 copies of this video (a follow up to the *Do something! environmental education in action for primary schools kit*) are being distributed through Video Ezy. From April, this video is available to hire (free of charge) from Video Ezy stores around Australia.

- *Cartons 4 trees* campaign
A kit is being sent to all primary schools in Australia. Hundreds of thousands of trees were planted in 1999 as a result of collections throughout schools across Australia. Sponsored by Dorling Kindersley (\$10 000 of educational books and resources as prizes) and Amcor (recycled paper), the competition runs from May 1 through to October 13. Schools can enter online via the *Cartons 4 trees* web page at: www.planetark.org/cartons4trees/

Dates for the school calendar

- ✓ World Environment Day: 5th June 2000
- ✓ National Tree Day: Sunday, 30th July 2000 (celebrated on Friday 28th July in schools)
- ✓ National Recycling Week: 13-19th November 2000
- ✓ Cards 4 Planet Ark: 26th December 2000 - 1 March 2001

Yvette Bru is Public Relations Assistant at Planet Ark Environmental Foundation. If you would like any more information on Planet Ark and its campaigns please contact the Public Relations team in Sydney on (02) 9319 5288, or Tanya Ha in our Melbourne office on (03) 9399 2153. ■

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print 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>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on HSC On-Line <<http://hsc.csu.edu.au>>.

USER LEVELS are 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)

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

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

CA	Creative Arts (primary & 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
CEC	in front of a syllabus denotes that it is a Content Endorsed Course.

References to HSC syllabuses for students completing the HSC in 2000 will continue to be referred to in accordance with their Unit component, eg. 2 Unit English in the review, or 2U English in the SYLLABUS descriptor below the review. Courses relevant to the new HSC will be referred to by their syllabus title in the review followed by the endorsement date in brackets eg. Aboriginal Studies: Stage 6 (approved 1999); in the SYLLABUS descriptor, they will be followed by 'Stage 6', with any delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Reviews of internet sites

Sites are listed alphabetically by title. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy resources**. 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.

4000 years of women in science

<http://www.astr.ua.edu/4000WS/4000WS.html>

Students and teachers are able to research the role of women in science on this well organised, mainly text site, making it relevant to all current science syllabuses, which emphasise the history of science. **Introduction** gives a brief history of the role of women in science throughout recorded time. **Biographies** provides concise information about 125 female scientists. These may be searched alphabetically, by time, or by field of study. An extensive bibliography is also provided. The value of this site is that it presents information that is otherwise quite difficult to access. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology; Biology Stage 6; 2U Chemistry; Chemistry Stage 6; Earth & Environmental Science Stage 6; 2U General Science; 2U Geology; 2U Physics; Physics Stage 6; Science Stages 4-5; 3U/4U Science; 2U Science for Life; Senior Science Stage 6
SCIS SUBJECTS: Scientists; Women
KEYWORDS: Biography; science; women
PUBLISHER: University of Alabama, USA
REVIEW DATE: 10/4/00

ABC rural online

<http://www.abc.net.au/rural/>

Grouped together here is rural content from ABC television, radio, and web sites, for easy access. **Online features** includes: links to a rural events diary; and an extensive list of links to external sites by subject, which require further exploration to ensure curriculum relevance. **Rural news** transcripts, **Landline** information and

selected audio from ABC radio are also easily accessed in the **Find it** option. With the credibility and newsgathering resources of the public broadcaster, this becomes an ideal site for student research on current rural issues and sociology. The numerous and well organised links also make it a worthwhile starting point for research on any agricultural topic. The site is frequently updated and visually appealing. S. Annetts

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U/3U Agriculture
SCIS SUBJECTS: Agriculture; Country life; Rural sociology
KEYWORDS: ABC; agriculture; rural; sociology
PUBLISHER: Australian Broadcasting Corporation
REVIEW DATE: 6/4/00

About: Waltzing Matilda

<http://www.ozramp.net.au/~senani/waltz.htm>

Words to the iconic Australian song, *Waltzing Matilda*, can be found on this site, with students' artwork to illustrate each verse. There is an interesting explanation of the song's title, and information from students on how the song originated after Banjo Paterson's visit to a sheep station. Underlined words of the song link not to an online dictionary but to a wealth of information on: Australian history; landmarks; Sydney; and much more. Also available are some of Paterson's popular bush poems. This page is a tiny part of *Trishan's Oz Page*, accessed by clicking the **Home** button. This web page and its parent site would prove useful in supplementing the HSIE K-6 syllabus. C. Burden

USER LEVEL: Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6
SCIS SUBJECTS: Australian poetry; National songs, Australian; Patterson, A.B.
KEYWORDS: A. B. Patterson; Australian songs; Waltzing Matilda
PUBLISHER: Senani Ponnampereuma, Australia
REVIEW DATE: 7/4/00

Academy of Achievement (Twyla Tharp: dancer and choreographer)

<http://www.achievement.org/frames.html>

The Hall of Arts in the Academy of Achievement is an online anthology of the work of American performing artists. Of most use to teachers and students of dance are the pages on Twyla Tharp, which include a profile, biography and interview. The **Profile** is a short critique of Tharp's contribution as a seminal artist. The **Biography** summarily lists key choreographies and characteristics of Tharp's style. The **Interview** was conducted in 1993 and includes transcript, video, audio and photographs. In this interview Tharp discusses a range of subjects including her influences, vision, technique, process and work in modern dance, ballet and musicals. D. Wauchop

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7-10; 2U Dance
SCIS SUBJECTS: Choreography; Dancers
KEYWORDS: Choreography; Twyla Tharp
PUBLISHER: American Academy of Achievement
REVIEW DATE: 7/4/00

Access Economics budget monitor

<http://www.ae.aust.com/~aeweb/bm.html>

Access Economics' publications, services, and samples of their twice yearly analysis of the Commonwealth, State, and Territory budgets, are easily accessed at this site. The most recent Commonwealth *Budget Monitor* was reviewed in November 1999, and would be useful for students comparing the published forecasts with current reality. Selected past *Budget Monitor* releases are also available on the site. Written for economists and business people, this site would be best suited to Year 12 economics students wishing to increase their knowledge of national economic management. M. Saphin

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Economics
SCIS SUBJECTS: Asia - Economic conditions; Australia - Economic conditions; Australia - Economic policy; Budget - Australia; Budget - New South Wales
KEYWORDS: Budget; economics; monitor
PUBLISHER: Access Economics Pty Ltd, Australia
REVIEW DATE: 7/4/00

The adventures of Herman

<http://www.urbanext.uiuc.edu/worms/>

Comprehensive facts about worms are presented through the various links on the home page. Most valuable to teachers would be: **My anatomy**; **Worm deli**; **Worm facts**; and **Can't live without me**; as the information in these areas would contribute to the writing of an information report. **History** deals with the introduction of earthworms to America and thus has little significance in Australian classrooms. **My fun place** includes: colouring sheets; grammar activities; art; jokes; and a maze. All of these are suited to younger children. **Teacher's bin** is concerned primarily with the setting up of worm bins or farms, but also includes some goals and objectives that could be suited to Australian schools. C. Burden

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Earthworms; Worms
KEYWORDS: Worms
PUBLISHER: University of Illinois Extension Urban Programs Resource Network, USA
REVIEW DATE: 7/4/00

Article - Using functional flow diagrams to enhance technical systems understanding

<http://borg.lib.vt.edu/ejournals/JITE/v34n2/Satchwell.html>

A 1996 academic paper via *Digital Library and Archives*, this is specific to the use and impact of diagrams in technical communication. The single, long page has examples of many drawing types for the purpose of communicating processes, instructions, or algorithms. A detailed, scholarly analysis, with hypertext references to research, about the effectiveness of the various types of diagram is provided. Tables, charts, and flow diagrams are compared, with clear, easily read samples of each. Students should find the presentation easy to follow despite the academic nature of the paper. The use of technical language and terminology will assist many students and teachers with their understanding of the

RESOURCES cont.

subject matter. Teachers, in particular, will find evidence to support their use of diagrams as an instructional tool. P. Thompson, R. Thompson

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: 2U Design & Technology; 2U Industrial Technology
SCIS SUBJECTS: Design; Industrial design; Technical drawing
KEYWORDS: Communication; diagrams; functional flow; graphic; technical
PUBLISHER: Journal of Industrial Teacher Education, USA
AUTHOR: SATCHWELL, R. E.
REVIEW DATE: 10/4/00

Australian Dance Council - Ausdance

<http://sunsite.anu.edu.au/ausdance/index.html>

The Australian Dance Council (Ausdance) provides advocacy and professional support for the Australian dance community. Ausdance's brief is to service the dance community, from belly dancers to ballerinas, and from choreographers to high school teachers. The web site provides a mission statement (Mission & aims), a brief history, and information about current projects, Publications and resources for dance teachers and students. There are listings of Australian dance artists and Companies. The succinct summaries are a good foundation for the study of dance in Australia while dance company information includes historical overviews, aims and policies. D. Wauchop

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7-10; 2U Dance
SCIS SUBJECTS: Dancing - Australia
KEYWORDS: Choreographers; dance companies
PUBLISHER: Institute of the Arts and FEIT, Australian National University
REVIEW DATE: 7/4/00

Australian human rights and civil rights

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

Designed and maintained by Victor Perton; Liberal MP from Doncaster in Victoria, this is a well structured web site providing access to papers and links relating to human rights. It focuses on Australian issues but also contains a compendium of international links. Exploration time is required to verify curriculum relevance of external sites. The human rights material and links should appeal to a wide audience. Issues raised include: Bill of Rights; Equal opportunity law; Parliamentary protection of rights; and Privacy issues. This site could be useful in a unit of work on human rights in Australia, and could be helpful for investigating civil rights issues in legal studies. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: 1U General Studies; Geography Stages 4-5; History Stages 4-5; 2U/3U Legal Studies; 2U Modern History
SCIS SUBJECTS: Civil rights; Human rights
KEY WORDS: Civil; human rights; Australia; equal opportunity
PUBLISHER: Victor Perton, MP, Australia
REVIEW DATE: 7/4/00

Bizarre stuff you can make in your kitchen

<http://freeweb.pdq.net/headstrong/>

The experiments at this site cover a variety of topics, and mostly use material readily available in any household. Projects are easy to locate via the alphabetical Index or in Categories. There are activities relevant to chemistry, physics, astronomy, communication and earth science. As some references are made to American products, these would need to be substituted before students could proceed with the experiment. Most measures are given in both imperial and metric. Care needs to be taken to ensure that the experiments follow appropriate safety practices. Students will find this a useful site to enhance current science knowledge, or to further explore concepts raised at school. K. Heap

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Science - Experiments
KEYWORDS: Science
PUBLISHER: Brian Carusella, USA
REVIEW DATE: 7/4/00

Charlotte Bronte: an overview

<http://landow.stg.brown.edu/victorian/bronte/cbronte/bronteov.html>

A study of *Jane Eyre* could certainly be enhanced by the wealth of information available on this site. As a section of The Victorian Web, it is well conceived and provides extensive information on the author, her social context, and her contribution to literature. In relation to her most renowned novel, there is a vast array of collected essays. These focus on such aspects as: Themes; symbolism; Characterization; and Genre & mode. It is a comprehensive location that is easy to navigate and rewards the interested student with a selection of valuable academic resource material. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: 3U English
SCIS SUBJECTS: Bronte, Charlotte; Jane Eyre; English literature
KEYWORDS: Charlotte Bronte; literature; Victorian
PUBLISHER: Brown University, USA
AUTHOR: LANDOW, G. P.
REVIEW DATE: 7/4/00

Chef Combo's fantastic adventures

http://nutritionexplorations.org/chef_combo.html

Material on this attractive site provides ideas for guiding students from Early Stage 1 to Stage 3 through a range of experiences with food to develop a broader palate and greater range of food acceptance. The idea behind this American program is commendable and does translate to the 1999 PDHPE K-6 syllabus curriculum, in particular the *Safe living, Personal health choices, and Growth and development* topics. The related links are helpful, especially Activities and Teacher central, which provide the greatest support for teachers in the development of nutrition lessons for the classroom. C. Maher

USER LEVEL: Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Nutrition
KEYWORDS: Chef; food; nutrition
PUBLISHER: Nutrition explorations/National Dairy Council, USA
REVIEW DATE: 7/4/00

Colorado School Mediation Project home page

<http://www.csmproj.org>

Teachers considering coordinating a peer mediation program in their school would benefit from consulting this site, which has information on all aspects of conflict resolution in primary and secondary schools. The most useful sections are Handouts for schools, Whole school approach, and Helping families. They contain: helpful articles for parents and teachers; sample agreements; ways of integrating conflict resolution into literacy programs; and references. The site, which also sells the Colorado training and resources, provides more than twenty pages of material which would help anyone starting a new peer mediation program or revitalising an old one. A. Soutter

USER LEVEL: Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Conflict management
KEYWORDS: Conflict; mediation; justice
PUBLISHER: The Colorado School Mediation Project, USA
REVIEW DATE: 7/4/00

Coral reef fishes

<http://www.geocities.com/RainForest/2298/index.html>

A beautifully presented, simple site, this offers quality images and other information. The fish explored are particular to Brazil and related reefs. Some language is of a technical nature, such as correct scientific names of fish or processes. This does not disadvantage the user and could be helpful in teaching appropriate scientific language. Information is not comprehensive, but the site is well constructed, easy to navigate, and provides succinct information without embellishment, well suited to younger users. The pictorial index at the side of the home page is an excellent site guide. At the time of review the Fish of the week link had a technical problem, which has been reported. The site is authored by an enthusiast in the area with a scientific background, who has had work published in this field. G. Cale

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Coral reefs and islands; Fishes
KEYWORDS: Coral reef; fishes
PUBLISHER: Luiz A. Rocha, USA?
REVIEW DATE: 10/4/00

Crayons and computers homepage

<http://members.aol.com/Sabbeth/CrayonsandComputers.html>

Many art and craft ideas for students, parents and teachers are held at this site. The lessons change monthly, with the previous month's lessons accessed via Ideas for teachers and parents. Many lessons have background information on artists. Lessons are provided in detail and explicit instructions enable users to complete the work successfully. Follow-up craft activities are suggested to enhance the skills gained via the lessons. Navigation is simple and all instructions are detailed and easy to follow. Print options and alternative suggestions for use of lessons are available. This site is a great boon for users who are not gifted artistically, to aid in providing effective lessons. G. Cale

USER LEVEL: Stage 2 Stage 3 Professional
KLA: CA
SYLLABUS: Creative Arts K-6

SCIS SUBJECTS: Art - Study and teaching; Computer education

KEYWORDS: Art; computers; craft
PUBLISHER: Carol Sabbeth, USA
REVIEW DATE: 7/4/00

ECN Internet (Graphics and resources)

<http://commerce.ecn.net.au/graphics/>

Teachers and students wishing to create colourful buttons, icons, or animations for web pages will be impressed by the assistance this site offers for what can be a difficult task. With Moving graphics/animations, Backgrounds, Bullets, Buttons, Icons, and Lines, free images are made available for use on pages designed by students or teachers. As part of interactive project development, or for major projects of a multimedia nature, this is an excellent Australian resource. The animations page will take some time to load, and results in a range of animated gifs for all types of pages. Information on setting up World Wide Web pages is also available at this site. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Design & Technology 7-10; 2U Design & Technology; 2U Industrial Technology; Technics 7-10
SCIS SUBJECTS: Web sites - Design and construction
KEYWORDS: Buttons; graphics; Internet; web design
PUBLISHER: ECN Internet, Australia
REVIEW DATE: 10/4/00

Educational Paperback Association (EPA)

<http://www.edupaperback.org/>

The 1998 records of books sold to American schools and libraries by this association of publishers and distributors were used to compile a list of 100 popular authors. Presentation of information is clear and easy to navigate. The authors are presented in two groups: Grades 1-4; and Grades 5-8, and then arranged alphabetically. No Australian authors are included, but classic to modern English, American and Canadian authors are featured. Information on the site would assist in author studies. For each author, there is: a profile; a short list of works; and references for locating additional print information. Some profiles are presented in an autobiographical format and most are accompanied by a photograph. S. Leslie

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Authors
KEYWORDS: Authors
PUBLISHER: Educational Paperback Association, USA
REVIEW DATE: 7/4/00

Emily Bronte: an overview

<http://landow.stg.brown.edu/victorian/bronte/ebronte/ebronteov.html>

The much loved classic, *Wuthering Heights*, and its author are the focus of this particular site on The Victorian Web. It offers a comprehensive coverage that includes biographical information, sets the writer in her Social and political contexts, and reveals the literary significance of this novelist. A wide range of interesting critiques and commentaries are available to assist students with their research. Such a finely devised and clearly presented site is an indication of the way in which the Internet may be used to convey

qualitative academic resources, and to assist in developing in students a critical approach to literature. It is well worth consulting. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: 2U Related English
SCIS SUBJECTS: Bronte, Emily; Wuthering Heights; English literature
KEYWORDS: Emily Bronte; literature; Victorian
PUBLISHER: Brown University, USA
AUTHOR: LANDOW, G. P.
REVIEW DATE: 7/4/00

The ESG biology hypertextbook home page
<http://esg-www.mit.edu:8001/esgbio>

Designed to supplement course materials for introductory biology students at the Massachusetts Institute of Technology, this is relevant to students studying senior biology. The biology hypertextbook chapters opens to a list of topics, from Large molecules and Cell biology to Immunology. Each chapter has a clear directory page, operating like a table of contents for that chapter, including Practice problems at the end. Most of these are relevant to 2 Unit biology and allow students to test their knowledge. The problems can be printed out and the answers completed offline. Students will find this site a relevant aid to consolidate and extend their biology knowledge. K. Heap

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: 2U Biology
SCIS SUBJECTS: Biology
KEYWORDS: Biology
PUBLISHER: Massachusetts Institute of Technology, USA
REVIEW DATE: 7/4/00

ExploreScience.com
<http://www.explorescience.com/>

The use of computer simulations to model various phenomena is embedded in all current science syllabuses and this site offers some support in fulfilling this requirement. It uses the Shockwave plug-in to simulate a range of classic experiments in physics and biology, allowing students to manipulate a range of variables. The activities are grouped into categories, including: Mechanics; Waves; Optics; and Life sciences. Some of the more relevant options are experiments involving free fall, air tracks, inertia, the Doppler effect, reflexes, and fruit flies. It is possible to download a version of the site so that modules can be run offline. This excellent site is particularly relevant to Stage 5 science and the Stage 6 biology and physics syllabuses (approved 1999). J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology; Biology Stage 6; 2U Physics; Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS: Science; Science - Experiments
KEYWORDS: Electricity; genetics; mechanics; optics; science; waves
PUBLISHER: Third Millennium Press, USA
REVIEW DATE: 10/4/00

Food safety net – education pages
<http://www.safefood.net.au/>

A very relevant site for Years 9 to 12 in the study of food poisoning bacteria, symptoms and safe food handling in domestic and industrial situations. This is a visually appealing site, using language suitable for students with easy to access links. The Industry site pages are particularly useful for Stage 6 food technology students, referring to Hazard Analysis Critical Control Point (HACCP) and food regulations for industry. There is excellent information to support occupational health and hygiene modules in hospitality. Fun & games is a good review activity, but needs a plug-in which may take some time to download. G. Buttler

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology; Hospitality
SCIS SUBJECTS: Food handling
KEYWORDS: Food safety; HACCP; food poisoning
PUBLISHER: Food Safety Campaign Group
REVIEW DATE: 7/4/00

Goodman Fielder Ltd – home page
<http://www.goodmanfielder.com.au>

A commercial site directed at consumers, this demonstrates the diversity of this Australian bread and baked goods company and relates extremely well to units on: the Australian Food Industry (AFI); food manufacture; nutrition; and product development. A wealth of information is available about the company's history, product areas and services, brands, media releases and employment opportunities. Topics are regularly updated, providing excellent information regarding operations locally and internationally. Interesting background can be found in Media releases for 1999. The nutrition pages deal with many current issues regarding company policy. The nutrition Factsheets often promote company products, however the information is concise and useful for Years 9-12, and include: Sport nutrition; Dietary fibre; Folate; Nutrition during pregnancy; and Allergies. G. Buttler

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS; HSIE
SYLLABUS: 2U/3U Food Technology; 2U Business Studies
SCIS SUBJECTS: Bread; Food; Nutrition
KEYWORDS: Bread; Goodman Fielder; nutrition policy; food products; product developments
PUBLISHER: Goodman Fielder Ltd, Australia
REVIEW DATE: 7/4/00

Gravity tutorial contents page
(Exploring gravity)

<http://www.curtin.edu.au/curtin/dept/phys-sci/gravity/>

A brief history of ideas about gravity is presented at this site. The contributions to our understanding of gravity, as developed by a range of important physicists, are described in simple language. These astronomers include: Galileo; Brahe; Kepler; Newton; Einstein; Hawking; and Thorne. This site is particularly relevant to the modules The cosmic engine and Space of the Physics: Stage 6 syllabus (approved 1999) and is a useful resource to address the History of science prescribed focus area of the Stage 4 and 5 science syllabus. Topics are easily assessed through a pull-down menu and hyperlinks. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science

SYLLABUS: 2U Physics; Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS: Astronomy; Gravitation; Physics - History; Physicists
KEYWORDS: Astronomy; gravity; history of physics; physicists
PUBLISHER: Curtin University of Technology, WA
AUTHOR: KOVLER, Mariusz
REVIEW DATE: 7/4/00

The great Olympics adventure with Spike and Eddie
<http://www.schools.nt.edu.au/olsu/olyadvent/>

Presented clearly in a story format, two Australian lizard characters are winners of a virtual trip to the Sydney Olympic Games. Students help them to plan their itinerary by: selecting events; balancing budgets; and writing about the Olympics. A calendar of events and outlines of sports are presented at a level suited to the audience. Supporting activity booklets may be downloaded for printing. There are useful hyperlinks to sports, and travel details, but external links need to be explored by teachers for curriculum relevance. With teacher direction, this material could be used as an enjoyable preliminary class activity for the Olympics, crossing several key learning areas. L. Ward

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; Mathematics
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6
SCIS SUBJECTS: Olympic Games; Sports
KEYWORDS: Olympic Games
PUBLISHER: Open Learning Support Unit, NT
AUTHOR: EVANS, Judith & TELFER, Lynne
REVIEW DATE: 7/4/00

Greenpeace Australia – teachers resource zone (Protecting whales)
<http://www.greenpeace.org.au/TRZ/index.html>

Sixteen lesson plans on whaling, crossing several KLAs, are supported by information in Greenpeace Australia's Global whale sanctuary petition site. Each plan includes the aim, time frame, activities, preparation and procedures. Outcomes for each plan have been provided, but their presentation is inconsistent. Outcomes and indicators from the NSW HSIE K-6 syllabus codes are used interchangeably under the Outcomes headings. The English codes do not match with those used in NSW. The site does provide some valuable teaching ideas and is easy to navigate, with help information provided. The additional software required to download lesson information and worksheets is available from within the site. S. Leslie

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: English; HSIE; Science; ST
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Whales; whaling
KEYWORDS: Whales; whaling
PUBLISHER: Greenpeace Australia
REVIEW DATE: 7/4/00

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email inquiries to: Colleen.Foley@det.nsw.edu.au

Howstuffworks.com's Around the house
<http://www.howstuffworks.com/category-around-the-house.htm>

Part of a larger, fascinating site that covers a wide variety of commonly asked questions about what makes things work, this section investigates how common household items operate. This site explains mechanical, electrical, natural, and technological phenomena in an interesting and informative manner. How bicycles work is very useful for the Personal and public transport module of the Engineering studies: Stage 6 syllabus (approved 1999). Other linked articles are relevant to the Household appliances and Bio-engineering preliminary course modules, and to the Aeronautical engineering focus module. The site is clearly presented, and easy for most students at this level to use. C. Williams

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Engineering Studies Stage 6; 2U Engineering Science
SCIS SUBJECTS: Inventions; Technology
KEYWORDS: House; how stuff works; science
PUBLISHER: Howstuffworks.com Inc., USA
AUTHOR: BRAIN, Marshall
REVIEW DATE: 7/4/00

Institute for International Economics homepage
<http://www.iie.com>

This site is a think tank devoted to trade and international economics. Focus areas include: Asian financial crisis; exchange rates between the American dollar, yen and Euro; and the emergence of China. The depth of research opportunities is dependent on the user's needs and ability level. It is useful for the interdependence and globalisation of modern economies, current information on issues such as The Japanese crisis and their problems and prospects, and for a case study of an advanced industrialised economy. The site contains links to related sites and references to speeches and new books. Time is required to verify these for curriculum relevance. R. Khoury

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U/3U Economics
SCIS SUBJECTS: Economics; International economic relations
KEYWORDS: Foreign investment; Global trade; Protection
PUBLISHER: Institute for International Economics, USA
REVIEW DATE: 7/4/00

Kratts' creatures

<http://www.pbs.org/kratts/index.shtml>

Numerous factual text outlines of common animals can be found at this colourful site through Creature world, a clickable map of the world. The scientific name, habitat, description and a photograph, are provided for each animal and would be helpful for younger children when completing information reports. Imperial measurements are used throughout. Creature crazy leads to four interactive games. Shockwave is needed for downloading Who lives here? and Create your own adventure, which requires users to fill in words. Basic grammar terms would need to have been taught before completion by students. Kratt's TV, which requires a plug-in, allows the viewing of animal videos. C. Burden

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6

SCIS SUBJECTS: Animals
KEYWORDS: Animals
PUBLISHER: PBS Online, USA
REVIEW DATE: 7/4/00

LHS FOSS "Mr Bones" 1031776

<http://www.lhs.berkeley.edu/shockwave/bones.html>

Featuring a white skeleton on a black background, this is an interesting site, which contains an interactive activity adapted from the Full Option Science System's (FOSS) Human body module, an American curriculum program. The click of the mouse causes the Shockwave human skeleton to fall apart and the user must then put it together again. This is quite a complicated task, but it is possible to gain help from audio prompts and a question mark icon, which displays the skeleton and names all of the bones. A further link from this site contains a human body programming matrix, providing some helpful ideas for students in Years 3 and 4. This site would be a valuable activity for students studying the skeleton in the Stage 2 science and technology unit *A look inside*. J. Eade

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Human anatomy; Physiology; Skeleton
KEYWORDS: Bones; human body; skeleton
PUBLISHER: Lawrence Hall of Science, University of California, Berkeley, USA
REVIEW DATE: 7/4/00

Life on Mars - key text 1031740

<http://www.science.org.au/nova/019/019key.htm>

NASA's investigation of a meteorite from Mars, found in Antarctica in 1984, is used as the springboard for speculation as to whether or not there is life on Mars. This evidence provides background reading for students in Stage 3 who are preparing to write an exposition about life in space. While some of the concepts may be too difficult for all students in Stage 3, the information would be useful for meaningful factual text writing exercises in the science and technology curriculum associated with the *Out in space* unit. Activities include: **Characteristics of planets that might support life**; and **Extraterrestrial environmental responsibilities**. The hypertext **Glossary** entries are a great asset to this site. S. Taylor

USER LEVEL: Stage 3 Professional
KLA: Science
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Mars (Planet)
KEYWORDS: Mars; NASA; space
PUBLISHER: The Australian Academy of Science
REVIEW DATE: 7/4/00

Medieval women 1031736

<http://www.millersv.edu/~english/homepage/duncan/medfem/>

Teachers of Stage 4 students investigating Medieval Europe will find a wealth of primary and secondary source material here. This material includes the writings, such as letters, and excerpts from books and papers, of Medieval women. There are also articles concerning women of the period generally, and a section of secondary hypertext links, which would be useful sources for answering inquiry questions on daily life, features of society, and beliefs and values. As a high level of literacy is needed to access the information, most students would require clear guidelines or

strategies specific to their task if accessing the site in an independent learning situation. R. McDowall

USER LEVEL: Stage 4 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Middle Ages; Women - History
KEYWORDS: Medieval; women; writers
PUBLISHER: Millersville University, USA
AUTHOR: DUNCAN, Dr Bonnie
REVIEW DATE: 10/4/00

Mem Fox 1022557

<http://www.memfox.net/>

Presented as a book, in a style reminiscent of many of Mem Fox's works, this site allows pages to be browsed by clicking at their corners. A contents page has main topics listed under chapter headings in hypertext. All pages have an option to return to **Contents**, so navigation is easy. Some scrolling is necessary to view all information on a page. Besides biographical information, an insight into the author is given through likes, dislikes, favourite recipes, and more. **Mem's guestbook** allows users to ask questions not answered by **Possums' FAQ** (frequently asked questions). The inspiration behind twelve of her stories is explained and articles for adults on writing, and encouraging reading, are included. S. Leslie

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Authors
KEYWORDS: Authors
PUBLISHER: Mem Fox, Australia
REVIEW DATE: 7/4/00

NWF's For kids! page 1031757

<http://www.nwf.org/kids/>

Presented in both Spanish and English, this excellent, child centred site seeks to develop the user's knowledge of a variety of wildlife through play and discovery games. Part of the *National Wildlife Federation's homepage*, it is easy to navigate and excellent for younger students. Animals and their habitats are explored. The questions in **Quiz yourself** relate directly to information found on the site; this is extremely useful for the development of information skills. Underlined text is defined in a glossary. Users are encouraged to get out into their local environment and observe what happens there, and to perhaps make a difference in the area of conservation. Whilst American in origin, the ideas and data are relevant to all studies of the environment. G. Cale

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science and Technology K-6
SCIS SUBJECTS: Deserts; Endangered species; Habitats; Wetlands
KEYWORDS: Deserts; endangered animals; wetlands; wildlife
PUBLISHER: National Wildlife Federation
REVIEW DATE: 7/4/00

Do you have a great idea for a future Scan article?
 Please ring The Editor on 02 9886 7501 or email
 Ian.McLellan@det.nsw.edu.au

Official site of the Sydney 2000 Olympic Games (Gymnastics) 1031755

<http://www.olympics.com/eng/sports/>

As part of the official web site for the 2000 Olympic Games in Sydney, the **Choose a sport** option provides information on three categories of gymnastics: artistic; rhythmic; and the trampoline. Aspects of these sports are described; news features are provided; and the schedule of gymnastic events for the 2000 Olympics is listed. Specific files of interest for students include; a brief **History** of the sport; and an explanation of **Rules**. Information is simply written and interspersed with relevant colour photographs. Several related links take students to: the International Gymnastics Federation site; a glossary of gymnastics terms; and further information about the Sydney Olympics. L. Ward

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Gymnastics; Gymnasts; Trampolining; Olympic Games
KEYWORDS: Gymnastics; Olympics
PUBLISHER: Sydney Organising Committee for the Olympic Games
REVIEW DATE: 7/4/00

Official site of the Sydney 2000 Olympic Games (Paralympic Games) 1032736

<http://www.olympics.com/eng/paralympics>

Latest news found in this section of the Sydney 2000 official site features articles about the Paralympic Games. At the time of review these included tennis grand slam referee Peter Bellenger's participation; the MAA Sydney torch relay; and the latest on the tour by the wheelchair basketball team, the current defending champions. All past articles are available in the **News archive**. The side ladder of linked sections features information about: ticketing; the committee; the Paralympics experience; and pathways to **Get involved**. A section of frequently asked questions provides clear and concise information on all aspects of the Paralympics. This is a well structured site for student research. L. Ward

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Special Olympics; Sports
KEYWORDS: Paralympics
PUBLISHER: Sydney Organising Committee for the Olympic Games
REVIEW DATE: 7/4/00

Official site of the Sydney 2000 Olympic Games (Wheelchair rugby) 1031736

http://www.olympics.com/eng/paralympics/the_experience/sports/index.html

Wheelchair rugby became a recognised Paralympic competition sport for the first time in 2000. As part of the large Sydney Olympics site (select **WC rugby** from the **Choose a sport** menu), this web page briefly describes both the sport and the **Wheelchair rugby venue** (the Dome at Homebush Bay). There are numerous links to wider Paralympic issues, such as: **Out-of-competition drug testing**; the Paralympic torch relay; **Disability categories**; and other Paralympic sports. Two student education initiatives are highlighted: the *Set no limits* Paralympic sports kit distributed to

schools in 1998; and the *Link elite athletes program*, a penpal scheme which puts students in direct touch with Australia's Paralympic athletes. L. Ward

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Special Olympics; Sports
KEYWORDS: Competition; disabled athletes; wheelchair rugby
PUBLISHER: Sydney Organising Committee for the Olympic Games
REVIEW DATE: 7/4/00

Pfizer microbes site 1031782

<http://pfizer.com/rd/microbes>

Although this site has been designed to support a travelling science exhibit, its attractive and colourful presentation and content will appeal to a wide range of students. **What is a microbe?** discusses the basics of the biology of bacteria, viruses, protozoa, and fungi. **Did you know?** presents interesting facts about microbes, and **Microbe dictionary** is a comprehensive glossary of terms at a level suitable for Year 10. **Meet a Microbe** includes images of a range of microbes, and **Microbe quiz** is where students can test their knowledge. This excellent site is relevant to the *Human disease* core topic of 2 Unit Biology, and also to science students in Years 7 to 10. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology; Science Stages 4-5
SCIS SUBJECTS: Bacteria; Biology; Microbiology; Micro-organisms; Viruses
KEYWORDS: Bacteria; fungi; microbes; microbiology; viruses
PUBLISHER: Pfizer, Inc., USA
REVIEW DATE: 10/4/00

Physics 2000 1031712

<http://www.colorado.edu/physics/2000/index.pl>

This site makes extensive use of interactive applets to present a journey through modern atomic physics and its application to technology. **Einstein's legacy** gives clear explanations of how X-rays, CAT scans, microwave ovens and lasers work. **The atomic lab** demonstrates some classic interference experiments and **Science trek** discusses: electromagnetic waves; the quantum atom; polarisation; isotopes; and radioactivity. This site is particularly useful to address the prescribed focus area *Applications and uses of science* of the Stage 4 and 5 science syllabus; and the module *From ideas to implementation* and the option *Medical physics* of the *Physics: Stage 6 syllabus* (approved 1999). There are links to external sites, but exploration is required to verify curriculum relevance. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Physics; Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS: Atoms; Physics
KEYWORDS: atomic structure; physics; technology
PUBLISHER: University of Colorado, USA
REVIEW DATE: 7/4/00

Polymer banknotes - Australians on our notes

http://www.rba.gov.au/poly/po_who.html 1031760

A simply designed site, this provides reasonably detailed biographical information, suitable for younger students, about the eight famous Australians appearing on the current monetary notes. For easy reference, a clickable list of the individuals depicted on each is provided at the top. Included are: AB 'Banjo' Paterson; Dame Mary Gilmore; Reverend John Flynn; Mary Reibey; and David Unaipon. The individuals' portraits and colour copies of each banknote illustrate the clear text. This easily navigated, simple page is part of the extensive Reserve Bank of Australia home page. More detailed information may be accessed through About the RBA and Polymer currency. J. Scheffers

USER LEVEL: Stage 2
KLA: HSIE; Mathematics
SYLLABUS: HSIE K-6; Mathematics K-6
SCIS SUBJECTS: Australia - Biography; Currency
KEYWORDS: Australian currency; Australians; banknotes
PUBLISHER: Reserve Bank of Australia
REVIEW DATE: 7/4/00

RealTime Australian National Arts

<http://www.rtimearts.com/~opencity/index.html> 1032685

RealTime online magazine documents Australian innovative arts practice, including dance, and incorporates OnScreen (film and digital media). The site delivers articles and reviews in current and back issues. The issue at the time of review contained an interview with Tess de Quincey and a report on her workshop Triple Alice and a report on the Australian contingent working towards the New Moves Festival in Scotland. Erin Brannigan also writes a treatise on the current state of dance films and videos, based on the films shown in IMZ Dance Screen 99. This site is particularly useful for students studying the Stage 6 Major Study option Dance and Technology: Film and Video. D. Wauchop

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U Dance
SCIS SUBJECTS: Dancing
KEYWORDS: Contemporary dance; dance film; dance video
PUBLISHER: Open City, NSW
REVIEW DATE: 7/4/00

Saad's petroleum patch

<http://www.ozemail.com.au/~tao/> 1032698

This interesting guide to the world of petroleum engineering provides access to recent career information, covering topics such as Where can I study petroleum engineering?; course outlines; and prerequisites. Petroleum resources is an alphabetical compilation of links to oil and gas Companies with a presence on the Internet. Secondary students wanting information on petroleum may find the Petroleum FAQ (frequently asked questions) a useful feature. Student sites, with links to academic sites pertaining to petroleum around the world, will require further exploration to determine curriculum relevance. This site will be of interest to science or engineering students for survey training information and employment possibilities worldwide. R. Alliband

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: 2U Chemistry; Science Stages 4-5

SCIS SUBJECTS: Engineering; Science; Vocational education
KEYWORDS: Gas; Oil; Petroleum engineering
PUBLISHER: Saad's Petroleum Patch, Australia
REVIEW DATE: 7/4/00

Science in the rainforest: rainforest facts

http://www.pbs.org/tal/costa_rica/rainfacts.html 1031878

Are bananas killing fish? This question and more are answered in this web site's concise information on rainforest composition, vegetation, and indigenous inhabitants. A fictional story from Borneo relates what happens when the forest is destroyed. Human impact is explored through The impact of harmful practices in the rainforest, including the Tropical timber industry. The best feature is the inclusion of 66 Rainforest facts. The numerous facts and statistics would support teaching and learning activities to achieve HSIE environment outcomes, providing an excellent classroom resource. Whilst this particular section contains no images, Take a walk in the rainforest, part of the parent Science in the rainforest electronic field trip site, is accompanied by numerous photographs. S. Taylor

USER LEVEL: Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Rainforests
KEYWORDS: Environment; layers; rainforest
PUBLISHER: PBS and Turner Adventure Learning, USA
REVIEW DATE: 7/4/00

Shakespeare on film

<http://www.jetlink.net/~massij/shakes/films/movolist.shtml> 1031718

Imagine comparing Baz Luhrmann's Romeo and Juliet to Franco Zeffirelli's version of 1968. Or perhaps you would like to compare Branagh's Hamlet to Olivier's; or Mel Gibson's (Zeffirelli's); or even Disney's The Lion King? All this is possible on this site where a good range of information lies, carefully arranged, on easily navigated pages. The advice on how to watch a Shakespeare film is comprehensive, and includes tips for viewing film generally. A page each is dedicated to the four categories of Shakespearean canon (Comedies; Tragedies; Histories; Romances). There are also links to sites that are often of high visual and textual quality, though these require exploration time to verify curriculum relevance. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; 2U Drama; English 7-10; 2U General English
SCIS SUBJECTS: Motion picture adaptations; Shakespeare, William - Adaptations
KEYWORDS: Film; Hamlet; Romeo and Juliet; Shakespeare
PUBLISHER: MASSI, J.M.
REVIEW DATE: 7/4/00

SCIS Reviewing Team
 DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email inquiries to: Coileen.Foley@det.nsw.edu.au

Soil salinity - key text

<http://www.science.org.au/nova/032/032key.htm> 1031880

Salinity is one of Australia's biggest agricultural problems, damaging 2.5 million hectares of land and costing \$270 million per year. This web site provides excellent information: defining dryland salinity; examining the sources of the salt; monitoring the problem; and predicting and preventing the advance of salinity. The Glossary is concise and clearly written, and students in Stage 3 or higher would be able to comprehend most information unassisted, and HSIE Environments outcomes are well supported by the material. Although lacking a diagram or map to enhance educational value, this is a very informative web site addressing a widespread agricultural problem. S. Taylor

USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE; TAS
SYLLABUS: Agriculture 7-10; HSIE K-6
SCIS SUBJECTS: Soil salinity
KEYWORDS: Environment; salinity
PUBLISHER: The Australian Academy of Science
REVIEW DATE: 7/4/00

Soil sodicity - key text

<http://www.science.org.au/nova/035/035key.htm> 1031882

This informative site explains the difference between saline and sodic soils. The problems and possible solutions associated with sodicity, a little known agricultural problem, are covered. Presentation is text intensive but of unique design, with sections of the site resembling tabbed divider sheets of a ring binder. Numerous Activities include a Field test for sodicity, contributions from world universities, and a feedback link for user suggestions. The Glossary is concise, well written, and cross referenced via hyperlinked keywords. Supporting the HSIE Environments outcomes, students in Stage 3 would be able to comprehend most information unassisted. Teachers may need to use a diagram to reinforce the material. S. Taylor

USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE; TAS
SYLLABUS: HSIE K-6; Agriculture 7-10
SCIS SUBJECTS: Soils
KEYWORDS: Salinity; Sodicity
PUBLISHER: The Australian Academy of Science
REVIEW DATE: 7/4/00

TeacherVision.com (What works: powered by teachers)

<http://teachervision.com/whatworks/subject/index/0,2081,2,00.html>

At the time of review, 52 Lesson Plans, sixteen suggestions on behaviour management, fourteen Test-taking strategies, 23 School fundraising ideas and activities and 172 Product reviews could be found at this site. New items are added regularly. Although American in orientation, the lesson plan topics and ideas can be easily utilised and adapted for the NSW curriculum. These are organised by age groups. The list of links makes finding an area of interest very easy, with the current Seasonal activities being Music in our schools month. Professional ideas can be easily submitted to the site. This web site contains many useful articles and ideas for teachers. S. Taylor

USER LEVEL: Professional
SCIS SUBJECTS: Teaching methods

Content first

KEYWORDS: Education; lesson plans; resources; teaching
PUBLISHER: Family Education Network, USA
REVIEW DATE: 7/4/00

Theatre Central

<http://www.playbill.com/cgi-bin/plb/central?cmd=start> 1031768

A performing arts web site, this features: theatre resources; a directory of theatre professionals on the Internet; and a journal of articles, editorials, and columns submitted by contributors from around the world. Sites provides an extensive list of theatre links, including those about: pedagogical issues; acting technique; advocacy; design projects; playwright's perspectives; children's theatre; and theatre technology. Exploration time is required to verify curriculum relevance of these external links. Connections is a central resource for contacting and communicating with theatre professionals, with specific interests or background, throughout the world, though primarily in the USA. These listings are only short resumes and not worth the lengthy loading time. Current theatre news articles can be found in Extra! Extra! D. Wauchop

USER LEVEL: Professional
KLA: CA
SYLLABUS: 2U Drama
SCIS SUBJECTS: Theatre
KEYWORDS: Drama theory; theatre
PUBLISHER: Playbill On-Line, USA
REVIEW DATE: 7/4/00

Theban mapping project

<http://www.kv5.com/intro.html> 1031765

An excellent resource for students of 3 Unit Ancient History, and with some of the material also relevant for the New Kingdom topics in the 2 Unit course, this attractive site contains up to date information on tomb KV5 (the tomb of the sons of Ramesses II). Students can: tour the Theban necropolis; view Personal profiles on a number of Pharaohs (in Theban necropolis); visit the tombs of the Pharaohs in the Valley of the Kings; and find out about the Theban mapping project by selecting Egyptology. The content is particularly relevant to New Kingdom royal tombs in the 3 Unit course, and will provide students with both primary and secondary source material. R. McDowall

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U/3U Ancient History
SCIS SUBJECTS: Egypt - History - To 332 B.C.; Pharaohs; Tombs
KEYWORDS: Egyptology; KV5; necropolis; Theban; Valley of the Kings
PUBLISHER: Theban Mapping Project, American University in Cairo
REVIEW DATE: 7/4/00

Toxic blue-green algae bloom information - Tacoma and Pierce County

<http://www.healthdept.co.pierce.wa.us/water/wells/algae1.html> 1031876

Starting with some clear definitions and illustrations of cyanobacteria, the focus in this site is on the danger and health implications of these toxins. Designed to provide community health information, causes and conditions for the proliferation of the bacteria are given. Specific health risks such as skin rashes and abdominal complications to humans, or the fatal risks for fish and other small, including domestic, animals in an infected environment, are also identified. Symptoms,

means of protection, and precautions are highlighted. This broad coverage of the subject allows this site to have relevance for a range of curriculum areas relating to health, science of the bacteria, or lifestyle management programs. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Algae; Health - Environmental aspects; Water pollution
KEYWORDS: Algae; blue-green algae; cyanobacteria
PUBLISHER: Tacoma-Pierce County Health Department, USA
REVIEW DATE: 10/4/00

United States Department of Agriculture
<http://www.usda.gov/> 1031870

When exploring natural disasters, such as floods and forest fires, this is a good site to support teaching and learning in Stage 4 geography. The information is given in simple language. USDA for kids page, while focussed on America, is helpful for teaching science or food technology topics. Most of this information is aimed at younger students, but **Weather** and **Backyard** conservation have some relevance for the Year 11 geography research project. Overall, much of the information at the main site is science based, and best utilised by students when a specific assignment has been set. K. Dally

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Geography; Science; TAS
SYLLABUS: Food Technology 7-10; Geography Stages 4-5; 2U Geography; Science Stages 4-5
SCIS SUBJECTS: Disasters
KEYWORDS: Agriculture; natural disasters
PUBLISHER: Department of Agriculture, USA
REVIEW DATE: 7/4/00

Welcome to absurd math 1031770
<http://www.hrmvideo.com/abmath/index.html>

Each location in this non linear adventure has a mathematical and a game objective, making it an enjoyable way to solve mathematical problems. The game plot revolves around two evil geniuses who are rivals for a huge money grant. The problems involve: solving codes; Venn diagrams; pre algebra activities; measurement; and other mathematical computations. Help is available at the bottom of each page where it is possible to email Soceye (Society of the Half-closed Eye) and activate the "mathulator" (a calculator for complex operations.) The problems are quite difficult and would be an interesting challenge for Year 5 and 6 gifted and talented students. J. Eade

USER LEVEL: Stage 3 Stage 4
KLA: Mathematics
SYLLABUS: Mathematics K-6
SCIS SUBJECTS: Mathematics; Measurement; Problem solving; Puzzles
KEYWORDS: Mathematics
PUBLISHER: Human Relations Media, Inc., USA
AUTHOR: CAIN, Michael
REVIEW DATE: 7/4/00

Welcome to the International Paralympic Committee 1032635
<http://www.paralympic.org/>

Regularly updated, this site celebrates the special importance of the different combinations of mind, body and spirit upon which disabled sports people draw when they compete at the elite Paralympic level. The welcoming home page offers links to: information about the International Paralympic Committee (IPC); News; the upcoming Paralympic Games in Sydney; and a Calendar of events. Information on Paralympic Sports is concise yet comprehensive, and the Glossary has useful and important Definitions and Abbreviations. Students could use this site to research the functions of the IPC, current affairs, past and future Paralympic Games, records set, and the range of paraplegic sports not played at the international level. L. Ward

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Special Olympics; Sports
KEYWORDS: Paralympics; disabled athletes
PUBLISHER: International Paralympic Committee, Germany
REVIEW DATE: 7/4/00

WHO/OMS: World Health Organisation 1032640
<http://www.who.int/>

The prevention and treatment of disease is the focus of this site. The most useful section is **Health** topics which describes a comprehensive range of infectious and non infectious diseases. Related topics such as drinking water quality and sanitation; and lifestyle issues including substance abuse and ageing, are featured. A search engine is incorporated into the site and it is also possible to access a range of World Health Organisation (WHO) reports and documents. Students accessing this site will be able to find information related to the HSC topic *The search for better health* of the *Biology: Stage 6 syllabus* (approved 1999), and also to some aspects of the Stage 5 science syllabus. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology; Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Diseases; Health
KEYWORDS: disease; health
PUBLISHER: World Health Organisation, Switzerland
REVIEW DATE: 7/4/00

The why files 1032629
<http://whyfiles.news.wisc.edu/index.html>

Each week, a new story exploring the science behind the headlines is presented at this attractive and colourful site. The stories are a good mix of information and interactivity and cover topics as diverse as: cloning; bacterial resistance; and the biology of mosquitoes. The most useful page is **More stories**, which files previous week's stories according to topic areas such as biology and physical science. Cool science images is a photograph gallery sorted by field. This site can provide teachers with useful starting points for teaching science in context and could be used to address several of the prescribed focus areas in the Stage 4 and 5 science syllabus. J. Morgan

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science

SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Scientists; Technology
KEYWORDS: Applications of science; scientific method; scientists; technology
PUBLISHER: University of Wisconsin, USA
REVIEW DATE: 7/4/00

Wooden kits - woodworking net links 1031871
<http://woodworking.miningco.com/hobbies/woodworking/msub20.htm>

The page of links here may assist students and teachers who are challenged when seeking ideas for designing and making individual projects. This provides diverse inspiration for projects in wood, and represents places where kits can be purchased online. Its main advantage is to provide a broader range of options to students with an interest in the technology of woodworking, but who are struggling to identify an appropriate project, need, or opportunity. The breadth of representation includes: traditional furniture; insects made from timber; and a site marketing furniture parts representing styles over the centuries. It is an excellent starting point for investigating projects in timber on the Internet. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; 2U Design & Technology; 2U Industrial Technology; Technics 7-10

SCIS SUBJECTS: Technology; timber; wooden; woodworking
KEYWORDS: Technology; timber; wooden; woodworking
PUBLISHER: About.com, Inc., USA
AUTHOR: EASTMAN, Larry
REVIEW DATE: 10/4/00

The Woolmark Company 1020687
<http://www.wool.com.au/>

Accurate information on the history and properties of wool, and its use in apparel and interior décor, including carpet, can be found at this easily navigated site. Students can investigate the different breeds of sheep, and how to remove stains from wool products. There are also sections on innovation and the new Sportwool fabric. **Education** offers: a concise summary of processing; an alphabetical glossary; and relevant information on environmental policies and developments. Brief but interesting news articles can be found in **Global**. It is definitely worth a visit. J. Redfern

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design 7-10; 2U Textiles & Design
SCIS SUBJECTS: Wool industry
KEYWORDS: Textiles; wool; Woolmark
PUBLISHER: The Woolmark Company, Australia
REVIEW DATE: 7/4/00

The World Bank Group 1031874
<http://www.worldbank.org>

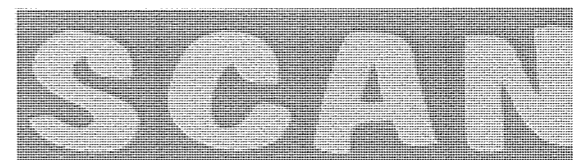
Teachers and students will find the For schools section of this excellent site most useful. It contains relevant information on developing countries and a wide range of fairly recent statistics. Topics covered include: climate; education; environmental issues; economic development; sustainable development; and population growth. **Learning materials** for your classroom provides student activities and information for teachers. The current Economic module is **GNP per capita**. Issues such as the informal economy, purchasing power, capital, and resources are noted. Helpful charts, tables, maps, photographs, case studies, and key terms linked to a glossary, are integrated in the clearly organised, well presented information. K. Dally

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: 2U Economics; Geography Stages 4-5; 2U Geography
SCIS SUBJECTS: Developing areas; Economic assistance; Economic conditions; Sustainable development
KEYWORDS: Development; education; World Bank
PUBLISHER: The World Bank, USA
REVIEW DATE: 7/4/00

WOVD home page (World Organisation Volleyball for Disabled) 1032747
<http://www.wovd.com/>

An exceptionally well presented and maintained online resource about the sport of volleyball for the disabled, this site opens with **What's new**, giving regularly updated listings. Other features are: **Sydney 2000 issues**; a report on the Malmo Open 2000 competition; up to date statistics; and calendar of events. There is also a **Photo gallery**, and a clearly stepped list of instructions at **Webshots community-fjkwovd's community page** <<http://community2.webshots.com/user?fjkwovd>> provides additional images of WOVD volleyball players in action. A comprehensive ladder of fourteen sections offers: a concise history of WOVD; tournament schedules; and details of the world's first WOVD Youth Festival, which was held in Slovenia in 1999. L. Ward

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: HSIE K-6; PDHPE 7-10
SCIS SUBJECTS: Special Olympics; Sports
KEYWORDS: Competition; disabled athletes; volleyball
PUBLISHER: World Organisation Volleyball for Disabled
REVIEW DATE: 7/4/00



Do you have a great idea for a future **Scan** article?

Please ring The Editor on 02 9886 7501 or email Ian.Mclean@det.nsw.edu.au

Literacy resources

The NSW Literacy and Numeracy Plan 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 in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

BUSH, John & GERAGHTY, Paul

The giraffe who got in a knot

Red Fox, 1999
ISBN 0099596202

A giraffe with a tight knot in his long neck is the humorous focus of the complication in this entertaining picture book. The use of rhyme and rhythm, together with the brilliantly illustrated animal characters, will give support to independent readers. The text provides teachers with a model for the explicit teaching of grammatical features such as nouns and extended noun groups, adverbial phrases and complex sentence structure. This book could also be read by teachers and students together, and would be useful in the planning of lessons focusing on the *Learning to reading* and writing outcomes. C. Maxymenko

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$11.95 SCIS 988544

CURRALL, Dave & SUMMERTON, Shane

Alex the whale

Crawford House, 1999
ISBN 1863331875

The visit of Alex, a southern right whale, to Sydney Harbour in August 1999 is the subject of this well written picture book. Alex's visit generates media attention, and as the whale travels around the harbour, speculation is rife about the purpose of the visit. Only Old Tom Foster really knows. Simple colourful illustrations support the written text. Explicitly planned learning experiences could focus on accessing media articles. Older students could investigate the history of the area, and past whale sightings and visits to Sydney. The included factual description will allow teachers to discuss and

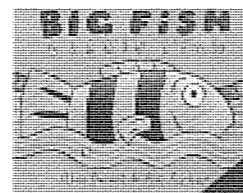
compare explicitly how language patterns are constructed in different written texts. This is a useful resource to effectively support student achievement of a range of *English K-6* syllabus outcomes. J. Stratford

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$12.95 SCIS 991980

DURANT, Alan & PARKER, Ant

Big fish little fish

Koala, 1999
ISBN 0864612346



Big Fish was very happy living in his little pond, until he heard about the sea. Will the sea really meet all his expectations? This innovative picture book cleverly and simply explores how deceptive our preconceptions about ourselves and the world can be. Fold out pages enhance the written text, allowing students to experience and explore how visual representations of key concepts are presented. This is a useful book for investigating how visual images are constructed, and assisting students to develop the knowledge, skills and understandings of visual literacy. Opportunities also exist to discuss the way changes in our situation and environmental context can alter the view we have of ourselves and others. J. Stratford

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$9.95 SCIS 990695

GREJNIEC, Michael

Look

North-South, 1999 (A North-South paperback)
ISBN 0735811970

Being sick and confined to bed initially seems very boring for the main character in this delightful picture book, but his opinion soon changes. Detailed illustrations reflect the view from the window as it constantly evolves. These illustrations provide opportunities for critically examining how the boy's view is visually constructed, and the way each page is linked to the next via the images. Discussions could focus on the way visual images are used to add depth and layers of meaning to the written text. This is an excellent book for developing critical and visual literacy skills, allowing students to work towards achievement of the *Learning about* outcomes in the *English K-6 syllabus*. J. Stratford

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$9.95 SCIS 990692

PEARCE, Philippa

Here comes Tod!

Walker, 1999
ISBN 0744569311

The adventures of Tod are imaginative and will encourage students who are reading independently to create places and actions in their minds. Each of the six stories is short enough for guided reading lessons, and provides the stimulus for discussions about the types

of situations and adventures that exist in students' lives. The black and white illustrations with captions are excellent for modelled and guided learning experiences. The written text is a useful for the explicit teaching of many of the grammar and punctuation components of the writing outcomes, and the *Text structure and Grammar* areas of the *Learning about reading* outcomes. C. Maxymenko

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$8.95 SCIS 990667

TURNER, Gwenda

Let's make mud!

Penguin, 1999 (Puffin)
ISBN 0140564543



An enjoyable story, this picture book is set in a preschool yard on a really hot day. Turner uses realistic watercolour illustrations of young children to portray an observation of an actual day at preschool. The illustrations accurately reflect and bring to life the text, supporting beginning readers to access meaning from print. A combination of framed and unframed images presents an assortment of offers and demands, providing an excellent opportunity for critical visual appraisal. The placement of print and changes of font and print size also provide opportunities to focus on text layout and organisation. M. O'Dowd

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$11.95 SCIS 989552

WILLIAMS, Marcia

Fabulous monsters

Walker, 1999
ISBN 0744561957 [398.24]

Mythical monsters from around the world (the Basilisk, the Bunyip, Grendel, the Chimera and Isikukumanderu) are featured in this collection of short stories. Humorous twists and comments are interspersed in the comic strip format, which will definitely appeal to students, especially older, primary reluctant readers. Elements of each story could be critically analysed and deconstructed by students, with discussions focussing on how text structure, language choices and visual images are used to achieve the social purpose and create humour. Planned learning experiences could also allow students to research, using a range of sources, each of the monsters and to present this information using a variety of different written text structures, which is a requirement of the *English K-6 syllabus*. J. Stratford

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$22.95 SCIS 990836

Do you have a great idea for a future Scan article? Please ring The Editor on 02 9886 7501 or email ian.McLean@pctnsw.edu.au

HEYWOOD, Peta

English steps. 1

Cambridge University Press, 1999 (Cambridge primary skills)
ISBN 0521646901 [428.0076]

The "text types" referred to in this language skills activities book for beginning readers and writers are predominately wordbuilding, word level, and surface feature skills that often require little understanding to complete. A curious mix of straight copying, counting, and creative writing, this resource does not interpret the systematic and explicit teaching of literacy skills in a manner that supports students learning to read and write for different purposes. This is a time filler and busy book, with an array of unrelated activities adjacent to each other, unrelated by theme and literacy skills. Students would also need specific skills in interpreting the cartoon characters. S. Bremner

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$9.95 SCIS 983292

HEYWOOD, Peta

English steps. 2

Cambridge University Press, 1999 (Cambridge primary skills)
ISBN 052164691X [428.0076]

Despite claims to present grammar and punctuation activities in meaningful contexts, and to promote reading comprehension, this material is reminiscent of an era of isolated copying and matching activities, despite the attempt to provide constructed contexts. Confusion will abound about text types (letter writing, poster and upper and lower case are all listed under text types, with no mention of purpose) and adding endings to words with sporadic links made to rules. The uneven, haphazard organisation of the exercises makes this resource of limited application and at odds with the support for the teaching of literacy skills and knowledge advocated by the Literacy Plan. S. Bremner

USER LEVEL: Stage 1 Stage 2
KLA: English K-6
SYLLABUS: English K-6
Paper \$9.95 SCIS 983294

MONAGHAN, Elizabeth

Grammar skills. 1

Cambridge University Press, 1999
ISBN 0521597560 [428.2]

Opportunities to put simple grammar rules into practice abound in this language skills book. Grammatical rules are stated, and followed by short exercises linked to the rule being addressed. Explanations are sometimes not adequate to give the user information about, for example, what phrases are, and why contractions are used. The booklet focuses on the fundamentals of dictionary work, parts of speech, phrases and punctuation. The examples focus mainly on words, their class, the typical function (adjectives, adverbs) and do not go beyond the sentence level. Users typically have to locate particular parts of speech or make simple substitutions in a number of artificially constructed examples. S. Bremner

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$14.95 SCIS 981563

Little green readers [series]

Macmillan Education Australia, 1999

Forty eight titles comprise this series of high interest information books levelled to support beginning readers as they develop independent reading skills and strategies. A variety of information text types including reports, recounts, arguments and explanations are covered in the series. Each book contains outstanding photographs, which are consistent with the text type, and provide excellent visual clues by clearly reflecting the information included in the written text. The variety of topics and titles should engage students with diverse interests in environmental issues and solutions. The range of reading activities suggested in the teachers' resource book will support groups of students during guided reading within a balanced literacy program in a number of KLAs. M. O'Dowd

USER LEVEL: Early Stage 1 Stage 1 Early Stage 2
KLA: English
SYLLABUS: English K-6
 Paper \$24.95 each set of six readers

Sets in this series include:

- Set 1A** SCIS 990379
- Set 1B** SCIS 990382
- Set 2A** SCIS 990381
- Set 2B** SCIS 990374
- Set 3A** SCIS 990386
- Set 3B** SCIS 990372
- Set 4A** SCIS 990384
- Set 4B** SCIS 990370

LESLEY, Ann

Little green readers: a resource book for teachers

Macmillan Education Australia, 1999 (Macmillan blackline masters)
 ISBN 0732960568 [428.6]

An easy to follow resource book for K-3 teachers, this book supports the four graded levels of information books about recycling, animals in danger, pollution, caretakers, habitats and energy in the *Little green readers* series. The resource book is full of sound notes on guided reading for before reading, during reading, and after reading sessions. These explicit notes are supported by reproducible text based activities directly related to the books in the series. The resource book uses a dual field focus approach, by noting the English outcomes alongside the content outcomes of HSIE, science and technology, or PDHPE. It highlights the place of literacy teaching in all KLAs consistent with the key elements of the NSW Literacy and Numeracy Plan. M. O'Dowd

USER LEVEL: Early Stage 1 Stage 1 Early Stage 2
KLA: English
SYLLABUS: English K-6
 Paper \$34.95 SCIS 990441

DOYLE, Malachy & TECKENTRUP, Britta

Well, a crocodile can!

Penguin, 1999
 ISBN 0670889016 [591.5]

Unique facts about amazing animals with incredible skills and talents are the subject of this appealing picture book. The flip up pages with pop out segments will enthral students and stimulate discussions about the



ways in which visual images in picture books can be constructed to add meaning to the written text. English K-6 outcomes could be explicitly addressed via planned learning experiences which focus on the differences between questions and statements and joint and independent construction of questions that include factual information to inform the reader. The question and answer pattern of the written text could also provide models for innovating on the written text. The concluding pages will definitely delight students. J. Stratford

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 \$14.95 SCIS 986016

O'NEILL, Amanda

The best-ever book of dogs

Kingfisher, 1999
 ISBN 0753403064 [636.7]

High quality illustrations and well organised contents make this book very useful for students. It includes the history and cultural significance of dogs, and information on different types of dogs, their anatomy and how people have used the dog as workmate and companion. Students will be able to use the list of contents, glossary and extensive index to gather information and produce written work on the topic in a range of subjects from history to science. This book scaffolds the reader as a text user by providing a clear layout, supportive illustrations, and excellent examples of factual writing. K. Rushton

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; ST
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
 \$24.95 SCIS 974157

SEIBOLD, J. Otto & WALSH, V. L

Penguin dreams

Chronicle, 1999 (I can sleep book)
 ISBN 0811825582 [811]

Bright, colourful and imaginative, this picture book provides a stimulus suitable for discussions around the topic of dreams. Young students will easily relate to the central character, a penguin. The book is ideal for sharing and provides opportunities for learning experiences supporting the *Learning about reading - context and text* outcomes. The written text, although brief, could be useful for the modelling of more difficult letter sound relationships. This book is an excellent resource for beginning readers to enjoy and share, with the images providing the stimulus for their own imaginations. C. Maxymenko

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 \$22.95 SCIS 990697

BOWRING, Jane & FOYE, Lloyd

The haunted house party

Koala, 1999 (A peephole book)
 ISBN 0864612060 [A821]

Who's the ghost in the house? Why is the doorbell always ringing? These questions are answered in this colourful, attractive picture

book. Featured peepholes link the illustrations, stimulating interest, and allowing students to develop and practise prediction and confirmation skills. The repetitive language structure and the rhymes and rhythms of words and sentences will support emergent and early readers as they acquire beginning reading skills and strategies. The written text's pattern and grammatical features provide many opportunities for explicitly teaching grammar and spelling in the context of whole texts. Diverse learning experiences could be planned that address the *Learning to* and *Learning about* outcomes in the *English K-6 syllabus*, and the forms of spelling knowledge in *Teaching spelling K-6*. J. Stratford

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$9.95 SCIS 975609

CARLSON, Bo Kage

Sweden

Macdonald Young, 1999 (Country fact files)
 ISBN 0750026170 [948.5]

The layout of this book is excellent. The well presented information in each chapter covers a comprehensive range of topics, including Swedish landscape, daily life, transport, population and environment. Information is supported by well written text, clear photographs, graphs, diagrams, maps, and charts. Included is a useful address section for follow up research. This would be an appropriate text for students studying different cultures. Teachers could readily use sections of the text for modelling and jointly constructing factual descriptions and information reports. The photographs, graphs and topics covered would provide excellent stimulus for critical literacy lessons. This is an excellent resource for guided reading of information reports. C. Maxymenko

USER LEVEL: Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$29.95 SCIS 976639

DAS, Prodepta

Geeta's day: from dawn to dusk in an Indian village

Lincoln, 1999
 ISBN 0711212341 [954.05]

A day in Geeta's world is brought to life through this book and the accompanying photographs. It provides an excellent stimulus for a comparative study of Indian village culture. The vibrant photographs provide opportunity for teachers and students to describe the many differences and similarities of aspects of daily life in India and Australia. They contribute much to the authenticity of the work. Its features could easily support many aspects of the *Learning to talk and listen - skills and strategies*. The comprehensive glossary accompanying the Indian terms gives additional scope for guided reading lessons and a possible model for students' own factual recounts. C. Maxymenko

USER LEVEL: Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 \$29.95 SCIS 976277

Resources to support numeracy

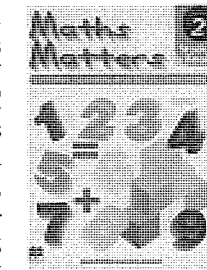
The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some internet sites, to support numeracy. In this issue, we highlight further resources to support numeracy,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

PITKETHLY, Anne

Maths matters. Student book [series]

Macmillan, 1999

Designed as student workbooks for Stage 1, Stage 2 and Stage 3, this series includes outcome statements from the NSW document *Mathematics K-6 outcomes and indicators*. Each book in the series has teaching and learning tasks arranged in units of work: **Pattern and order; Rational number; Addition; Subtraction; Multiplication; Division; Spatial thinking and geometry; Project work; and Chance and data.** Teachers may find the chance and data activities appropriate in supporting the teaching of outcomes from the *Space* strand of the mathematics syllabus. Each unit of work provides the opportunity for open investigation, concept development, skill practice and assessment. Teachers will need to plan carefully to ensure a balance of these opportunities in relation to NSW syllabus priorities. Outcomes from the *Working mathematically* strand only feature in the **Chance and data** unit of work, and teachers will need to ensure that explicit links to these outcomes are made across other units of work. J. Fenech



USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6
 Paper \$10.95 each Year 2 to Year 4. \$12.95 each Year 5 to Year 6

Titles in this series are:

- Maths matters. Year 2: student book** SCIS 989423
- Maths matters. Year 3: student book** SCIS 989420
- Maths matters. Year 4: student book** SCIS 989416
- Maths matters. Year 5: student book** SCIS 990165
- Maths matters. Year 6: student book** SCIS 990163

PITKETHLY, Anne

Maths matters. Extra practice [series]

Macmillan, 1999

A companion to the student workbook of the same name, this series is designed to reinforce skills and concepts previously introduced. Each book is arranged in units of work which include: **Pattern and order; Rational number; Addition; Subtraction; Multiplication; and Division.** Also covered are: spatial thinking and geometry; project work; and exercises on chance and data. These link to the student workbooks. Teachers using the student workbooks may find these companions suitable for homework or fast finisher activities for Stage 1, Stage 2 or Stage 3 students. Attempts have been made to model everyday texts for students to read and interpret mathematical data. Reference pages, including facts, multiplication and division tables are included for students, as well as a set of answers. Teachers will need to monitor student progress carefully to ensure the appropriate use of mental strategies. J. Fenech

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6
 Paper \$6.95 each

Titles in this series are:

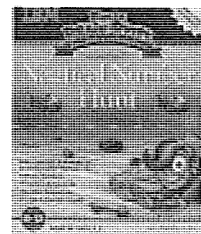
Maths matters. Year 2: extra practice SCIS 990172
Maths matters. Year 3: extra practice SCIS 990171
Maths matters. Year 4: extra practice SCIS 990168
Maths matters. Year 5: extra practice SCIS 990167
Maths matters. Year 6: extra practice SCIS 990166

Nautical number hunt [computer software]

Edmark, 1998 (Bigger brain bytes)
 ISBN 1569265445

[510.76]

An underwater theme is the setting for this CD-ROM. Based on the search for sunken treasure, students navigate the submarine along a nautical number line. The four number lines provide a visual model for students to focus their learning. Throughout their journey, students demonstrate and practise skills in: whole number; fraction and decimal recognition; numeral sequences; positive and negative numbers; rounding up and down to the nearest 10 and 100; and addition, subtraction and multiplication of whole numbers, fractions and decimals. Options exist to cater for individual differences by selecting one of several levels of difficulty within each concept. There are two modes of operation: question and answer; and exploration. Detailed instructions, available through the **Help** option, may require additional teacher demonstration to support students through the initial operation of each mode. Once mastered, students will have no difficulty in continuing to operate the program through the variety of topics and levels, as the screen remains constant throughout. J. Fenech



Minimum requirements

Macintosh: System 7.0.1; 68040; 8MB RAM
 Windows 3.1: 486; 8 MB RAM; 5MB hard disk

USER LEVEL: Stage 2 Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K-6
 \$19.95 Dataflow

SCIS 969801

Operation Neptune [computer software]

The Learning Company, 1998

ISBN none

[510.76]

Mysterious and deadly creatures of the ocean environment add excitement and motivation to this CD-ROM, as students explore five deep sea zones in a high technology mini submarine, the Neptune. They are in search of pieces of the Galaxy space capsule, which broke up on entry and crashed into the South Pacific. Effort has been taken to establish the context of manoeuvring and maintaining the submarine, as a method of presenting a variety of mathematical problems. Mathematical concepts include: decimals; measurement and time; graphing and statistics; percentages; sequences and patterns in number; calculator skills; mental mathematical strategies; and conversion of units of measure. Some non metric units of measures will require careful explanation. Special features include problem solving hints and a calculator option. Teachers will find this a good resource in supporting *Working mathematically* outcomes. Options are available to customise the level of difficulty to cater for individual needs. A practice mode exists to further support student learning. J. Fenech

Minimum requirements

Macintosh: System 7.1; 16MB RAM; 12MB hard disk
 Windows 3.1: 486; 16MB RAM; 12MB hard disk

USER LEVEL: Stage 2 Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K-6
 Roadshow. Bonus disk with The Clue finders' math ages 9-12
 SCIS 965292

Reader Rabbit's math ages 4-6 [computer software]

The Learning Company, 1998

ISBN none

[510.76]

Fun packed adventure at the amusement park provides the motivation for students in this CD-ROM. Whether they enjoy the wild rides of the log ride, the roller coaster and the math racer car, or visit the attractions, students will have fun practising skills in counting, adding and subtracting. The games can also develop skills in recognising number relationships, patterns, colours and shapes. The customising option allows each mathematical concept to be presented at several levels of difficulty. At the most difficult level, careful instruction is required to ensure students use a variety of strategies, including mental, to solve arithmetic problems. However, the software directs students to complete vertical addition and subtraction problems by forcing the insertion of the 'ones' digit first, followed by the 'tens'. Teachers with access to the program *Acrobat reader* have the added option of printing out a workbook to support their students' learning. J. Fenech

Minimum requirements

Macintosh: System 7.5; 16MB RAM; 16MB hard disk
 Windows 3.1: 486; 16MB RAM; 16MB hard disk

USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
 \$69.95 Roadshow
 SCIS 965252

The Clue finders' math ages 9-12 [computer software]

The Learning Company, 1998

ISBN none

[510.76]

Mysterious crimes are the focus of this CD-ROM, as students join a band of young detectives to help the people of a small Himalayan mountain village recover their missing ancient treasure. Clues to the type and whereabouts of the treasure and the identity of the thief are found as students navigate the ten available sights, solving mathematical problems. A variety of problems is presented within the context of the village scene. They focus on: area and perimeter; constructing and interpreting charts and graphs; addition and subtraction using fractions and decimals; whole number addition, subtraction, multiplication and division; and geometric shape identification. Individual differences can be catered for by selecting one of the three different levels of difficulty for each problem task. Alternatively, the automatic selector option will change the level of difficulty for each student as they progress through the adventure. Students develop skills in the use of a logic cube as they make selections to eliminate suspects and solve the crime. J. Fenech

Minimum requirements

Macintosh: System 7.1; 16MB RAM; 12MB hard disk
 Windows 3.1: 486; 16MB RAM; 12MB hard disk

USER LEVEL: Stage 2 Stage 3
KLA: Mathematics
SYLLABUS: Mathematics K-6
 \$59.95 Roadshow
 SCIS 965292

Treasure MathStorm! [computer software]

The Learning Company, 1997

ISBN none

[510.76]

As students explore the fun-filled, frozen slopes of Treasure Mountain, this CD-ROM offers the opportunity to learn and practise mathematical skills. Problem solving skills are developed during travel through the Time Igloo, Gold Room, and Crystal Cave in search of treasure, before entry to the Icy Gate at the top of the mountain is permitted. Mathematical focus areas include: equal and unequal balance; the relationship between digital and analog time; place value concepts; and pattern recognition. The difficulty level of games can be customised to suit the difficulty level for individual students. The journey itself offers opportunities to practise arithmetic problems and money handling skills using American currency. Careful instruction is required to ensure students use a variety of strategies, including mental, to solve arithmetic problems. The software directs students to follow processes to complete vertical addition and subtraction problems by forcing the insertion of the 'ones' digit first, followed by the 'tens'. American measures of money will need some explanation. J. Fenech

Minimum requirements

Windows 3.1: 486; 8MB RAM; 12MB hard disk
 Macintosh: System 7.0.1; 68040; 8MB RAM;
 300K hard disk

USER LEVEL: Early Stage 1 Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
 Roadshow. Bonus disk with Reader Rabbit's math ages 4-6
 SCIS 965252

Picture books

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

AHLBERG, Allan & AMSTUTZ, André

The hen house

Penguin, 1999 (Fast fox, slow dog/Puffin)
 ISBN 0140563997



Full of old favourite characters including chickens, a dog and a not so clever fox; this is a delightful contemporary tale. The narrator presents three separate yet simultaneous vignettes in the lives of these characters. The story climaxes when these vignettes converge in a happy coincidence where the dog saves the day. Ahlberg uses a repetitive style to construct an easy to follow yet cleverly constructed plot. Amstutz's brightly coloured illustrations depict all characters except the fox, who is hidden in shadow throughout the story until caught. The illustrations clearly reflect the written text, making this an excellent picture book for beginning readers or to read to emergent readers. M. O'Dowd

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$9.95
 SCIS 974104

ANDREAE, Giles & PARKER-REES, Guy

Giraffes can't dance

Orchard, 1999
 ISBN 1860399185

[821]

Told in rollicking, rhyming verse, this is the humorous story of gangly Gerald the giraffe, who is too uncoordinated to dance like the warthogs, lions, chimps and other jungle animals. However, after a few words of encouragement from a wise cricket, and some positive thinking, Gerald's outlook changes and soon he's moving in a unique, but successful fashion. Parker-Rees' vivid and lively paintings, which fill every page, are a delight, as are the pastel orange endpapers filled with drawings of Gerald. This would be an ideal picture book to use for a reader's theatre script, or as a springboard for class discussions about self esteem. I. McLean



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
 \$25.95
 SCIS 983894

ANGELETTI, Roberta

The Minotaur of KnossosBritish Museum Press, 1999 (A journey through time)
ISBN 0714121584

When Robbie falls asleep over his history homework, he finds himself transported to the palace of Knossos where, with Sir Arthur Evans as his guide, he locates the Minotaur. In this blend of fiction and non fiction, the author attempts to make historical civilisations and characters accessible to very young readers by presenting colourful, cartoon style pictures to accompany the story. The narrative suffers a little from being translated from the original Italian, but the idea is a good one. The last few pages provide a factual supplement to the story, with some information about the Minoans and Evans. J. Donovan

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$24.95

SCIS 990739

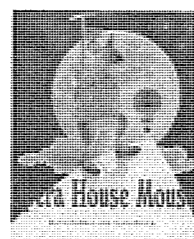
CHAPMAN, Jean & OLIVER, Tony

Opera House MouseMargaret Hamilton, 1999
ISBN 1876289198

Mouse, kept awake by "singing, zinging and thudding", decides there must be more to life, so he sets off to climb the nearest mountain. It does not take long for those familiar with the Sydney Opera House to realise just what mountain Mouse is climbing, but many students may need to be primed first to fully appreciate the perils and challenges of Mouse's venture, and the significance of the fireworks. The circular story is reminiscent of the folktale, with lyrical language, imagery and repetition features of the telling. Softly luminous colour, authentic detail and wide eyed, expressive characters ensure child appeal in this very Australian picture book. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
Paper \$22.95

SCIS 989580



CREW, Gary & HOBBS, Leigh

Leo the lion tamerLothian, 1999
ISBN 0734400012

Young, sensitive Leo is so embarrassed by the vain shortcomings of his parents' trapeze act that he seeks solace in talking quietly to the lions. His parents decide he is the reluctant new member of their failing high wire circus act, the Glittering Gargantuos. Disaster looms until Leo is able to use his empathy with the lions to save the day and revitalise the family's future in the circus. Some wry observations on the family dynamics are provided. Lively colour illustrations by Leigh Hobbs feature bright pinks and yellows. They add just the right touch to the text, and capture the humour in seemingly effortless, relaxed line. J. Buckley

USER LEVEL: Stage 2 Stage 2 Stage 3
\$22.95

SCIS 990092

DOYLE, Malachy & ALLIBONE, Judith

Jody's beansWalker, 1999
ISBN 0744562120

Jody has assistance from a wise and loving grandfather to grow her own crop of beans. In the background, the illustrations depict the passing seasons, which bring change in the family. Jody has great success and satisfaction from her gardening, as well as delicious meals. Soft toned illustrations abound with fine detail in this simple picture book. Numerous small illustrations, separated by text, fill each page. It is a gentle and satisfying story, ideal for encouraging interest in plants and gardening. Text is carefully written to be both informative and engaging. Parental support is featured. Readers may be inspired by this book to duplicate Jody's experience. J. Buckley

USER LEVEL: Stage 1 Stage 2
\$22.95

SCIS 970360

FAULKNER, Keith & LAMBERT, Jonathan

The big yawnKoala, 1999
ISBN 0864612230

What happens to the animals when the sun sets over the rainforest? Young readers will enjoy discovering the answer in this wonderful picture book. Simple, repetitive yet rhythmic language patterns are engaging and make this an ideal book for shared reading. The unusual design encourages the reader to keep turning the page. However, the final page should prove to be the most popular with its interactive element. Colourful illustrations and text layout add to the book's overall appeal. The book could also be used for the contextualised teaching of grammar including adverbs, adjectives and alliteration. H. Gardiner

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
\$12.95

SCIS 983714

FAULKNER, Keith & LAMBERT, Jonathan

Is that my egg?Koala, 1999
ISBN 0864612222

By lifting the flaps in this picture book, the young reader joins the hunt for mother hen's lost egg. When learning protective strategies, students need to be given opportunities to identify feelings, to explore alternate courses of action, and to determine the possible consequences of these actions. When used in class lessons, this beautifully presented book would assist in the reinforcement of the concept of persistence, in this case, mother hen not giving up until she found her egg. Through class discussion, students could also be encouraged to identify the feelings of the characters and perhaps roleplay possible outcomes. G. Penn

USER LEVEL: Early Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$9.95

SCIS 987411



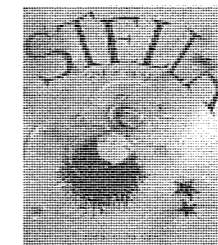
GAY, Marie Louise

Stella star of the seaAllen & Unwin, 1999
ISBN 1865081752

Generous double page illustrations in watercolour, ink and collage show high spirited, enthusiastic Stella and her cautious, less experienced younger brother in a richly varied experience of the seaside. Sam's constant questions reflect the concerns and interests of young children about new experiences. The vastness of sea and sky, the expanse of beach, and the great volume of sand are skilfully captured, and a wide range of seaside activities is shown. This imaginative, playful, challenging and ultimately reassuring picture book would have value in classroom studies of the beach, sea creatures, brothers and sisters and personal anxieties. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: CA; English; HSIE
SYLLABUS: CA K-6; English K-6; HSIE K-6
\$19.95

SCIS 989528



GLIORI, Debi

No matter whatKoala, 1999
ISBN 0864611773

Reassurance of being loved is very important to young children. The simple, rhyming text and the large illustrations in this picture book provide excellent examples of both the verbal and the non verbal forms of communication that often express needs, wants and feelings. In child protection education lessons, the book could be used as a stimulus for promoting discussion about the nurturing interactions between caregivers and their children, as well as helping students identify the positive qualities of people they trust. Students could also be encouraged to talk about their own families and the ways that caring and love are shown to others. This book may also be a useful resource for children dealing with the loss of a loved one. G. Penn

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

SCIS 975604



JENSEN, Jo & WILLIAMS, Adrienne

PipitGreater Glider, 1999 (Sun glider)
ISBN 0947304436

A first picture book effort from both Jensen and illustrator Williams, combines with masterful book design to produce an engaging, attractive and informative resource for the primary classroom. Pipit, a ground nesting bird, routinely defends her eggs and fledglings against predators, especially Bent-Ear the feral cat. Particularly fascinating is the description of the breed's tactic for eluding capture. This study of the Richard's pipit species, found in Australia, New Zealand, and several other countries, is presented as a narrative. It is excellent for building field knowledge for life cycles and conservation topics. The paintings are richly coloured

and would be useful for deconstruction activities as to the techniques and media used. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$9.95 SCIS 987832

JESSUP, Harley

Grandma summerViking, 1999
ISBN 0670882607

Summer holiday with Grandma in the old shuttered house down by the beach doesn't seem too promising to young Ben, but that's before he experiences Grandma's sense of fun and adventure, and explores the wonders of the sand after a storm. The simple story in this picture book is enhanced with generously sized and executed watercolour illustrations imbued with warmth, charm and character that reflect the blossoming of a close, loving relationship between the youthful Grandma and her small companion. Observant readers will pick up on details that suggest many more adventures, treasures and memories to be discovered and enjoyed. This is an ideal book for sharing and discussing. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
\$22.95

SCIS 990702

LIN, Grace

The ugly vegetablesCharlesbridge, 1999 (A Talewinds book)
ISBN 0881063363

Having grown up in a small town where her family grew "ugly vegetables", Grace Lin has obviously drawn upon personal experiences to write and illustrate this charming picture book. It tells the story of a little girl and her mother who did things differently to their neighbours when they dug, planted and watered their garden. When the plants grew they even looked different. It was not until they were harvested that the girl started to feel less embarrassed about being different. If used in a personal development program for Stage 2 students, this book could provide a stimulus for discussion about the recognition and acceptance of individual differences. G. Penn

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

SCIS 990663

MITCHELL, Rita Phillips

The gotcha smileOrchard, 1999
ISBN 1860399517

Starting school was an exciting time for Clarine. She was sure she was going to make lots of new friends in no time, but Clarine found out, as many children do, it takes time to make real friends. Students working at an Early Stage 1 level need to be exposed to a range of materials that show the expression of feelings, positive relationships and the expectations in positive relationships. This picture book would provide a stimulus for discussion about relationships and friendships based on trust. Also presented in the book are examples of the communication skills which enhance the expression of needs, wants, feelings and ideas. G. Penn

USER LEVEL: Early Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
 Paper \$12.95 SCIS 981010

MORECROFT, Richard, MACKAY, Alison & HARRIS, Wayne

Impossible pets

ABC Books, 1999
 ISBN 0733307043

Although the plot is not new in this picture book (a little girl desperately seeking a suitable pet with disastrous results) the characterisation of the parents saves it from being mundane. Dad imparts a small snippet of useful, and biologically correct, information as each new pet arrives and blithely gets on with his life, while Mum simply admires the physical qualities. The book could generate some discussion about stereotypes. Nerissa is an independent child able to act decisively in any desperate situation. The illustrations are vibrant and quirky, with facial expressions complementing the text. Older primary students may enjoy presenting this book as a readers theatre for infants' classes. K. Chauncy

USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$22.95 SCIS 989787

OVEREND, Jenni & VIVAS, Julie

Hello baby

ABC, 1999
 ISBN 0733306853



A picture book which celebrates the birth of a baby at home, this is a warm and appealing work. While being suitable for parents to read with younger readers, it would need to be used with discretion in the classroom, as the frankness of the text and illustrations could be viewed as controversial. The well written text and detailed illustrations in this book make it interesting related literature for Stage 3 students who are studying the reproductive process in the context of human sexuality lessons. G. Penn

USER LEVEL: Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
 Paper \$22.95 SCIS 987634

PAUL, Korky & THOMAS, Valerie

Winnie flies again

Oxford University Press, 1999 (Winnie the witch)
 ISBN 0192723480

Good humoured, rollicking nonsense, this picture book shows the amusing misadventures of Winnie in busy, exuberant illustrations, and dry, faintly ironic prose. The conclusion leaves just enough unexplained to encourage the young reader to work out just what is going on. Although young readers will relish the story and enjoy working out Winnie's problem, the chief attraction and value of this book lies in its detailed illustration, in which several vertically arranged double pages are used to illustrate specific ideas. The book has value as a classroom resource in studies of humour, transport, and vision and visual impairment. W. Smith

USER LEVEL: Stage 1 Stage 2
 Paper \$12.95 SCIS 990281

RADCLIFFE, Theresa & BUTLER, John

Maya, tiger cub

Viking, 1999
 ISBN 0670878944

Beautiful colour illustrations complement this story about the experiences of a tiger and her cubs. Sparing text and the evocative paintings tell the simple story of two tiger cubs in India, left alone while their mother seeks water. One of the cubs faces a threatening hyena. The simple story carries a great deal of information about the animals and their lives. The need for conservation of the habitat of these creatures is implicit in the text, and not overstated. This is a most attractive and involving picture book, which blends elegant text and beautiful artwork. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3
 \$24.95 SCIS 976857

SHANAHAN, Lisa & LOBBECKE, Eric

What rot!

Hodder Headline, 1999 (Mark Macleod books)
 ISBN 0733611052

An old, worldly wise frog, wearing his magnificent red and white pyjamas, watches patiently as a parade of beautiful insects extol their virtues, which he scorns out loud. They fail to hear his comments or notice him and flit about the pond conceitedly arguing amongst themselves. Shanahan's interesting use of language and vibrant dialogue make this a suitable story for dramatisation with young students. Children will learn about the misplaced importance of vanity from the shrewd frog and the unsuspecting pond visitors. I. Kolder-Wicks

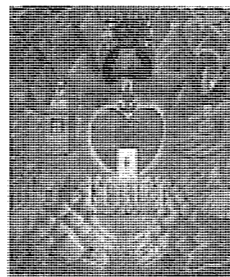
USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$12.95 SCIS 987153

SIS, Peter

Tibet: through the red box

Allen & Unwin, 1999
 ISBN 1865081574 [951]

The detailing of this picture book's rich red cover demands attention. Inside is revealed a poignant story, beautifully presented across glossy double page spreads of intricate artwork. A young child finally seizes the chance to read a series of diary entries from his enigmatic father's unexpected escapades in Tibet. Is this fact or fiction? Passages of narrative from the child's perspective foreshadow and anticipate the events told in the diaries, an excellent and sophisticated example of skilful storytelling. Particularly effective are the pages made to resemble surviving scraps of the diary, covered with the father's handwritten commentary. This book is sure to become a perennial favourite in many libraries. I. McLean



USER LEVEL: Stage 3 Stage 4 Stage 5
 \$29.95 SCIS 988836

TURNER, Gwenda

The builder's cat

Penguin, 1999 (Puffin)
 ISBN 0140565884 [808.88]

A pet cat, Abraham, accompanies his building contractor owner in the van to work sites every day, exploring the equipment, climbing to the roof, watching the chores, and even sharing an ice cream. A colourful poster is attached to the resource; this reprints many of the picture book's images, but without words, providing a useful teaching aid for: class discussion; retelling of the story; joint construction of text activities; and numerous other literacy opportunities. The book concludes with two replica New Zealand newspaper clippings. These relate a real life story of Abraham going missing, which occurred as the book was being written. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Professional
KLA: English
SYLLABUS: English K-6
 Paper \$11.95 SCIS 990652

WHATLEY, Bruce

The flying emu

Koala, 1999 (A Pa Roo story)
 ISBN 0864612249



Emu desperately wanted to fly, so he tried flapping, fluttering, running fast and running slowly. When that didn't work he asked Pa Roo and Earl Grey for help. The latter assembles some weird and wacky wings. With a helping push from various animal mates, Emu launches himself from Eagle Ridge with, of course, predictably disastrous results. Space and perspective are optimised and exploited in this picture book to showcase Emu in all his hilarious flying attempts. His expressions and body language, along with those of his Aussie animal mates are delightful. Young readers will be captivated, while older readers at this level will be doubly entertained by the witty allusions and sub texts. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
 Paper \$9.95 SCIS 990669

Fiction for younger readers

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

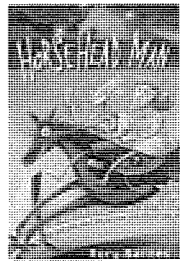
BARNES, Rory

Horsehead man

Angus & Robertson, 1999 (The horsehead trilogy 2/Bluegum)
 ISBN 0207198330

The second of a trilogy, this tale moves at breakneck speed to develop the complications that inevitably attend a full brain trans-

plant: the friends; the enemies; and the agony of confused identity. Young Spud Wilson (alias Scalp, a.k.a. Bluey Doig, bike shop owner and brain dead brain surgeon) is kidnapped for nefarious purposes, including brain only space flight. The worst prognosis for Spud, however, is that he will eventually be transplanted to a horse's head. A racehorse with Spud's brain on board could win or lose a race with ease; or so the crooks believe. W. Bowie



USER LEVEL: Stage 3 Stage 4
 Paper \$10.95 SCIS 984050

BONE, Ian

Winning back Dad

Walker, 1999
 ISBN 0744559391

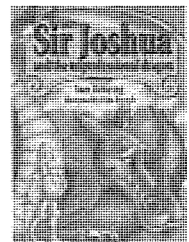
Dad was "king of the road" until he was forced to sell his truck, so Kel came up with a plan to help stop his dad from becoming "king of the grumps". This short novel examines the changing relationship between a father and son. It could be used when implementing a PDHPE Stage 2 *Interpersonal relationships* unit. Through the experiences of the characters, students would be able to identify the feelings associated with changes in family situations, and also recognise situations where expectations can differ according to gender. An associated problem solving task might challenge students to identify what needs to be done in order to achieve Kel's goal of winning back Dad. G. Penn

USER LEVEL: Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
 \$17.95 SCIS 988179

BOWRING, Sam

Sir Joshua and the unprofessional dragon

Koala, 1999 (Tadpoles)
 ISBN 0864612273



There is a wonderfully gentle humour used throughout this tale of a brave, loyal knight commanded to kill a dragon that has invaded King Ro's kingdom. Poor Sir Joshua! Everyone mistakes his armour for "metal pants" and even the dragon gives him no respect. Students will enjoy anticipating the frequent alterations to Sir Joshua's victory song, and the numerous tricks of the crafty dragon. Clues and in-jokes abound for alert readers. A funny and surprising twist is revealed in the epilogue. Nina Rycroft's black and white, ink and wash drawings capture the whimsy of the story. This book would make an ideal short serial to read aloud. I. McLean

USER LEVEL: Stage 2 Stage 3
 Paper \$8.95 SCIS 975643

CLARK, Margaret

Pop!

Penguin, 1999 (Aussie bites/Puffin)
 ISBN 0141306173

The traditional children's party game *Pop goes the weasel* is given the ultimate reality test when a modern child needs to make sense of

the words. Why would a weasel want to go pop? Jack sets out to find the answer to his question using his computer. Technology melds with fantasy when Jack comes face to face with a cyber weasel, which invades his room and his life. The limited use of comic black and white illustrations complements the humorous nature of the text. With simple language, large print text and short chapters, this appealing story has the right ingredients to encourage the transition from the picture book to the novel. L. Crofts



USER LEVEL: Stage 1 Stage 2
Paper \$9.95

COLLINS, Paul

Out of this world

Koala, 1999 (Tadpoles)
ISBN 0864612265

Skid Marx had never known his dad and always reckoned that was the one thing he really missed in his life. While telling his friend Gus about the perfect father he had dreamed up, Mr Maerd, a new casual teacher, appeared at the classroom door. Gus, who had difficulty in convincing others that something peculiar was going on, narrates the resulting adventure. When reading this short novel to a class, a teacher could draw attention to the examples of the child protection concept of persistence in telling others, and also encourage discussion about different kinds of relationships, and the things that make these relationships special. G. Penn

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$8.95

SCIS 975629

CREW, Gary

The bread of heaven

Lothian, 1999 (After dark 39)
ISBN 0850919827

Crew's contribution to this series is a suitably dark and suspenseful short novel. Set in the wheatbelt during prolonged drought, it features an Australian farming family in desperate circumstances. Mum is terminally ill and they are close to losing the farm. An apparently heaven sent reprieve, in the form of a mysterious new seed advertised on the Internet, soon turns ugly for son Michah. Events border on the miraculous, then teeter over into the supernatural; even the extraterrestrial. Gregory Rogers' facing page greytone illustrations are an integral part of the even development of story, atmosphere and growing sense of brooding and ambivalent power, even menace. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$8.95

SCIS 984742

ELBOZ, Stephen

The tower at Moonville

Oxford University Press, 1999
ISBN 0192718061

Nathan Wheatear, having been unwillingly apprenticed to his uncle, a vermin catcher, seizes the opportunity to escape this vile master and his trade in exchange for a new identity and an education at Moonville. This is no ordinary boys' boarding school.

Students are wild and undisciplined, and academic instruction is farcical. Bullying still exists, as does mystery and intrigue in old haunted buildings. Under the shadow of deception and fear, Nathan discovers friendship, honesty and learning. Despite a slow start, this story will particularly appeal to readers who enjoy adventure and identify with the details of daily boarding school life. E. Maxwell

USER LEVEL: Stage 3 Stage 4
Paper \$18.95

SCIS 990842

FINE, Anne

Roll over Roly

Penguin, 1999 (Puffin)
ISBN 0141303182

An eccentric great aunt who lives in a house with no television or computer; a talking parrot with rude manners; and a pup that badly needs training; provide the catalyst for the humorous events that befall the young character in this short novel. Great Aunt Ada has agreed to look after Rupert and his little pup Roly for the afternoon. Events unfold with some fascinating experiences for both of them. With simple conversational language, large print, very short chapters, and a smattering of black and white line drawings that give some support, young independent readers who are ready for the novella will find this book enticing and easy to read. L. Crofts

USER LEVEL: Stage 2
Paper \$8.95

SCIS 983604

FOWLER, Thurley

Hello world, it's me!

Penguin, 1999 (Aussie bites/Puffin)
ISBN 0141306149

When a baby enters the family, what happens? The older children, plus the baby, the sergeant major maiden aunt, household pets, and the milking cow who make up this farming family, are about to let you know the trials, the traumas, the tribulations, and resulting joy of those first months. Each character, within their own chapters, regales the reader with their view of the situation as events following the birth unfold. While humourously rendered, it is a realistic look at post birth family dynamics; the vulnerability, and the misunderstandings that can and do occur. The novel offers a useful example of looking at events from different points of view. N. Chaffey

USER LEVEL: Stage 2
Paper \$9.95

SCIS 988860

FRENCH, Jackie

Charlie's gold

Koala, 1999 (Tadpoles)
ISBN 0864612281

With the peach crop ruined, and no income to pay the mortgage, Emily's family have little time for her childish fantasies. No one believes that Emily has a friend called Charlie, who can help them. Only a miracle can save the farm. Facing possible economic hardship, the family is loving and caring, and each member is prepared to help. The story would be ideal for class sharing, offering opportunities for discussion on inherited wealth, unselfishness, and making choices. Although the black and white

illustrations by Nina Rycroft are plentiful, they are rather stark and angular, and at times lack the youthfulness, warmth and tenderness of the characters they portray. D. Doust

USER LEVEL: Stage 2 Stage 3
Paper \$8.95

SCIS 975640

FRENCH, Jackie

Stories to eat with a watermelon

Angus & Robertson/HarperCollins, 1999
ISBN 0207197385

The narrator of these stories is Pru, a human girl with some unusual friends, including Bruce (the handsome prince who prefers to be a frog) and Phredde the phaery. The author has a lovely time disrupting our traditional notions of fairytales by giving the characters very contemporary attitudes and lifestyles, and of course by having an ordinary human narrator. The stories are good fun and the narrative is fast paced. Pru has a lively wit and an inclination to confide in her audience, which makes for some entertaining diversions from the plot. As the title implies, these are lightweight stories, meant to be read for fun. J. Donovan



USER LEVEL: Stage 3 Stage 4
Paper \$9.95

SCIS 988918

FRENCH, Jackie

Hitler's daughter

Angus & Robertson/Harper Collins, 1999
ISBN 0207198012

Could Hitler have had a daughter and have kept her existence a secret? This intriguing idea is developed in spare, graceful text in this powerful novel. Children waiting for their school bus tell stories to entertain the youngest one, but this tale has a power of its own. The students in their rural existence provide a realistic setting for the poignant story of a child starting to understand life in Germany during World War II. Their reflections on the ideas raised about guilt and evil are totally believable. The novel's strengths are its authentic setting and characterisation, and its sparse and evocative storytelling. This is fine historical fiction with wide reader appeal. J. Buckley

USER LEVEL: Stage 3 Stage 4
Paper \$12.95

SCIS 988370

GLEESON, Libby

Hannah and the tomorrow room

Penguin, 1999 (Puffin)
ISBN 0141305126

Family relations, sibling rivalry, and friendship are at the heart of this captivating story. Hannah's struggles as she comes to terms with what was to be her own special room when someone else unexpectedly needs it, and the actions she takes to get it back, are engagingly, at times humorously, told. It could be successfully read aloud to a class or group. Young readers will be drawn into Hannah's emotions, relate to sensitively explored extended family issues, and enjoy discussing how Hannah copes, and what she learns in the process. James' simple, line illustrations complement tone and plot, and help break up the text. This moving, intimate

book skillfully integrates complex family issues and the perspectives of a six year old. C. Foley

USER LEVEL: Stage 2 Stage 3
Paper \$9.95

SCIS 983905

HIRSCH, Odo

Bartlett and the city of flames

Allen & Unwin, 1999
ISBN 1865081167

The Underground is a place at once feared and dreamed about by the people of the City of Flames. In this absolutely charming tale of high adventure and intrigue, the intrepid and famous explorers Bartlett and Jacques le Grand must retrieve the Pasha's son from this place. These discoverers of the Argolian Caves and that wondrous fruit, the melidrop, are equal to the task. We are reminded of the essential qualities of a true explorer: inventiveness; desperation and perseverance. There is plenty of high action and loads of gentle humour in this sequel to *Bartlett and the ice voyage*. Issues dealt with include reconciliation, social harmony, and personal integrity. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$12.95

SCIS 988968

JENSEN, Jo

Tyrone and the time tripper

Greater Glider, 1999
ISBN 0947304444

You know that a day is unusual when an octopus lands on your head. A frantic mission ensues for eleven year old Ty (short for Tyrone) and his time traveller descendent, Ronny (Tyronia), who could pass for Ty's twin sister if he had one. Together, the adventurers must capture several escaped alien beings and the plot takes delightfully humorous turns. Superb internal layout and design, and Coral Tulloch's distinctive illustrations complement the story. One disappointment is an important revelation about a minor character, barely mentioned in earlier chapters. Overall the story is fulfilling, with promise of more adventures for Tyrone and Ronny from the author of *The Gyro kids*. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$9.95

SCIS 972616

MURRAY, Kirsty

Zarconi's magic flying fish

Allen & Unwin, 1999
ISBN 186508039X

Circuses are universally popular with children, but are a controversial subject because of concern about animal rights. This well written, engaging story neither idealises nor condemns circuses, rather it presents an authentic portrayal of a small struggling family concern: the ups and downs; rough and tumble and sheer hard work of circus life; and the illusive magic of performance under the big top. Reluctantly thrust into this environment while his mother is receiving treatment for cancer, young Gus adapts naturally, displays talent, and uncovers some dark, family secrets. Few young readers will be sceptical of his improbable, easy stardom. Indeed, most will thrill to the young hero saving the day. B. Richardson

USER LEVEL: Stage 2 Stage 3
Paper \$12.95

SCIS 990738

NILSSON, Eleanor

The bell of Germelshausen

Lothian, 1999 (After dark 38)
ISBN 0850919681

There is a sense of foreboding as the discordant clanging of the Germelshausen bell measures each interval of the day. The villagers are regulated by it, but love stricken Friedrich is unaware of its warning. The story, the retelling of a traditional tale from a German author, is cleverly constructed. There is symmetry about the beginning and the end as the chimes of a church bell from another village contrast with the harsh tones of the cursed village bell. Both cause Friedrich to reminisce about home. Death is a thematic thread, and the illustrations of shrouded villagers and their darkened facial expressions reflect horror. Reluctant readers would enjoy this suspenseful story. D. Doust

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$8.95 SCIS 977486

ODGERS, Sally

The ringmaster

Koala, 1999 (Tadpoles)
ISBN 0864612303

When she is stricken with arthritis, it seems that a young girl's dream of working in a circus must remain just that. However, fuelled by her own determination and encouraged by her father, she persists, organising, producing, and compering a neighbourhood circus with friends and school fellows as performers. Stressing the necessity for cooperation and compromise, planning, practice and thorough rehearsal, this short novel for newly independent readers might usefully serve as a model for young performers. The decision to name characters after their circus roles may irritate some readers while complementing the loss of identity sufferers of debilitating illness may experience. Simple line drawings complement the story. W. Smith

USER LEVEL: Stage 2
Paper \$8.95 SCIS 975637

RODDA, Emily

Rowan and the Zebak

Omnibus, 1999
ISBN 186291303X

Spellbinding adventure, and a treacherous, daring journey are key ingredients of this fourth, gripping title in the Rowan series. A diverse array of deftly drawn characters shows that being different can be a gift, and all have roles to play in a rich tapestry of life and destiny. Once again, Rowan exhibits significant courage, facing fear and conflicting emotions, and working as a team with his fellow travellers, to solve the cryptic rhymes giving them direction in their dangerous quest. Ideals, self perception, strong characterisation (female and male), and a tight, well paced plot, contribute to the success of this book. It is an excellent, challenging, and fulfilling read. C. Foley

USER LEVEL: Stage 3 Stage 4
Paper \$10.95 SCIS 988966

ROWLING, J. K.

Harry Potter and the prisoner of Azkaban

Bloomsbury, 1999
ISBN 0747542155

This title is the third adventure of Harry Potter, and can be read in isolation, but readers beginning with this novel will certainly be persuaded to go backwards and read the first two. Harry Potter is now in his third year at Hogwarts School of Witchcraft and Wizardry, and, as usual, the new school year holds frightful challenges for the intrepid Harry and his friends. Of several wonderful new characters, the funniest must be Sibyl Trelawney, Divination teacher, who baffles them all with her daffy predictions and new age convictions. Sirius Black and the Dementors provide the suspense that make eating and sleeping annoying inconveniences for the engrossed reader. J. Donovan

USER LEVEL: Stage 3
\$19.95 SCIS 982567

ROY, James

Captain Mack

University of Queensland Press, 1999 (UQP Storybridge)
ISBN 070223107X

Bullying is often a long term problem. In this story it lasts through primary school into high school, as it sometimes may when the bully is a charismatic student who is able to get teachers on side. Danny tries the strategies which well meaning adults recommend, such as avoiding the bully and ignoring him. But it is not until he meets a sick old man and comes to understand that there are many types of bullying that he is able to develop the self confidence to deal with the problem effectively. Reading this novel will help students deal with bullying wherever they see it happening. A. Soutter

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 979917

SIMONS, Moya

Totally awesome!

ABC, 1999
ISBN 0733307604

The lives of three unusual twelve year olds with various social problems are given a special boost when they discover they are part alien. Viewed through the eyes of one of the children, Winnie, the story bounces along when she develops alien antennae. As they combine their powers of telepathy, levitation and flying, the children considerably spice up their previously predictable existences. Comedy and clever characterisation convey a traditional message of triumph over adversity, as the bullies are silenced very effectively. This is a very enjoyable and satisfying novel with appealing characters and straightforward style. B. Roberts

USER LEVEL: Stage 2 Stage 3
Paper \$9.95 SCIS 986278



STAFFORD, Paul

Chronic crapola

Crawford, 1999 (Pants on fire presents 7)
ISBN 1863331786

A fascination with human excretory functions and body wastes, and other subjects of interest to some adolescents, characterises this collection of six short stories. Colloquial language, and occasional use of the first person in strongly plot driven narratives with a single character as the focus, add to its appeal to this readership. While imitative of the style and themes made popular by Paul Jennings, these stories lack his grace, subtlety, and lightness of touch. The humour is coarse and confronting, and characters seem alienated, disconnected from family and peers, while expressing attitudes dismissive of others. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$9.95 SCIS 975450

STILLER, Laurie

Packing it!

Hodder Headline, 2000 (A Mark Macleod book)
ISBN 0733611591

Rebellious teenager Charlie Carver terrorises most people, but has a soft spot for one of his teachers, Ms Carol Delaine. She takes no nonsense, is a staunch environmentalist, can beat Charlie at the Streetfighter video game, and owns a killer cat. When Charlie discovers Ms Delaine is in big trouble he sets out to save her by enlisting the help of a rather unusual police officer. This hilarious satire presents some bizarre, highly memorable characters. It is a fast moving, easy to read, wickedly witty tale. Young readers should quickly become engaged in this madcap adventure. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 997466

SUNDERLAND, Alan

Toy wars

Scholastic, 1999
ISBN 1865041270

Toys come to life in this short and exciting novel. The mannered, stylised and conformist chess pieces are tumbled into the toy box with the brutish toy monsters from Planet X. Battles follow, as the chess pieces have to conquer their traditional animosity to focus their energies on the monsters. This is a fast paced adventure in which assumptions about others are examined. The traditional chess pieces display developing appreciation of individual differences, and come to question their acceptance of tradition. This novel could promote discussion of these issues, and of bullying. Short chapters and occasional line drawings by David Stanley assist newly independent readers. J. Buckley

USER LEVEL: Stage 3
Paper \$10.95 SCIS 990482

TULLOCH, Richard

Rodney's runaway nose

ABC, 1999 (Crazy tales 1)
ISBN 0733307442

A springtime allergy is not usually the subject of poetry, but this humorous exaggeration of the complaint to spectacular heights will

have instant child appeal. The short stanzas and comic illustrations by Stephen Axelsen make each page a riot, as the little trickle in the nose builds up to flood the town! The final twist and clever resolution of Rodney's predicament will delight readers. This is a tightly scripted and witty story, which may ease the discomfort of young hay fever sufferers. S. Rasiaiah



USER LEVEL: Stage 1 Stage 2
Paper \$8.95

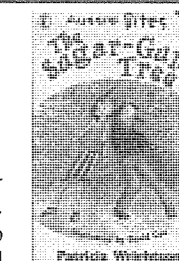
SCIS 973654

WRIGHTSON, Patricia

The sugar-gum tree

Penguin, 1999 (Aussie bites/Puffin)
ISBN 0141306912

A well known Wrightson story is re-presented here for the Aussie bites series. Sarah and Penny were best friends who always played together, and sometimes had fights. But after the fights they made up and were friends again. Contained within the text of this short novel are fine examples of interpersonal relationships and the consequences of actions taken by an individual. A class teacher could use these examples when helping students to identify the ways in which they communicate, cooperate and care for others, demonstrating positive actions that could be taken when feeling upset, angry or frightened. Sections of the story could also be used as role play vignettes for practising skills in maintaining friendships, resolving conflicts and attempting restitution. G. Penn



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$9.95

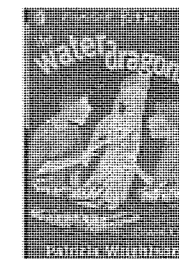
SCIS 988840

WRIGHTSON, Patricia

The water-dragons

Penguin, 1999 (Aussie bites/Puffin)
ISBN 0141305363

In another solid entry in the Aussie bites series, Wrightson shares a warm and engaging story about three primary school aged neighbours and their pet reptiles. There are council plans to clean up the local drain, and an urgent mission to "save" the children's water-dragons ensues. What isn't realised is that, reminiscent of the cats in *Six dinner Sid* and *Scallywag*, the children share much more than adjoining backyards and a fondness for lizards. The story demonstrates resilience, self confidence, and the development of friendships amongst students with common interests. Expressive black and white drawings by David Cox support six short chapters of clear, bold type. I. McLean



USER LEVEL: Stage 2 Stage 3
Paper \$9.95

SCIS 983881

Do you have a great idea for a future Scan article?
Please ring The Editor on 02 9886 7501 or email
Ien.McLean@de.nsw.edu.au

Fiction for older readers

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

ANTLE, Nancy

The longest war

Penguin, 1998 (Puffin)
ISBN 0141303247

Told from the perspective of the elder of two daughters, this novel deals with the emotional struggle of an ex Vietnam War nurse, and the ongoing impact of the war on her family. As their father was killed in action, the dedication of a memorial wall in Washington DC, over a decade later, is a focal point. The responses of characters and treatment of issues are excellent, though may be less resonant for some readers. The characters are easily identifiable, uniquely different to the veteran soldier's perspective of most film and print. The main weakness is the suggestion that everything is fixed and everyone will live happily ever after. B. Kervin

USER LEVEL: Stage 4 Stage 5
Paper \$12.95 SCIS 961603

ASTLEY, Thea

Drylands: a book for the world's last reader

Viking, 1999
ISBN 067088619X

A transplanted soul, alive to the tactile pleasures of reading and resentful of youth and technology, Janet Deakin is marooned in a dying Queensland country town. She is both a watcher and watched. In trying to chronicle the death of the town, she writes for 'the last reader', herself. Her narrative is one of six portraits that convey the essence of a town in the same satisfying way that Gillian Mears' *Fineflour* does. Graphically evoking the dark, abusive, machismo of a clannish cultural desert, it successfully asserts the creative impulse of inhabitants whose responses to the town's asphyxiation are unique and startling. This is a dense work, full of resonances and narrative cross currents, deeply satisfying for competent readers. W. Bowie



USER LEVEL: Stage 6 Professional
\$29.95 SCIS 981539

BLAIN, Georgia

Candelo

Penguin, 1999
ISBN 0140272062

Ursula, in her thirties, is narrator. From the novel's start we are curious to know more about her militant, socially conscious mother and her depressed brother. The death of the mysterious

Mitchell is the catalyst for memories of relationships set awry by a long ago incident during a family holiday in Candelo. The well rounded characters are defined by their actions and interactions. The complexities of human relationships, governed by misunderstandings, grief and guilt form the theme. This is a well written and satisfying novel. The style is an example of lucidity, as flashbacks are interwoven seamlessly. Character and incidents from the past are gradually revealed, without ever losing the intrigue. M. Hamlyn

USER LEVEL: Stage 6
Paper \$17.95 SCIS 970991

BOWLER, Tim

Shadows

Oxford University Press, 1999
ISBN 0192718029

Starting as a seemingly simple sports story, this challenging novel develops into a chronicle of family violence and disintegration. Jamie's father puts him under unbearable pressure by constantly driving him to improve his squash game. When Jamie meets a pregnant girl on the run and living on the streets, he impulsively throws his lot in with her. Abby is also fleeing an unhappy home, but now has the added complication of two gangsters on her trail. Abby and Jamie forge a strong, supportive friendship that gives each of them the chance to confront their past. The subject matter of this novel is bleak, although a somewhat positive resolution is reached. M. Lobban

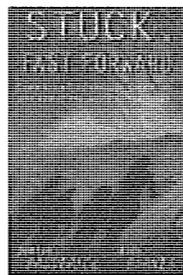
USER LEVEL: Stage 5 Stage 6
Paper \$18.95 SCIS 976271

BRODERICK, Damien

Stuck in fast forward

HarperCollins, 1999 (Voyager)
ISBN 0732265622

The scientific theories about space and time underpinning this novel boggle the mind if the reader is unable to enter into a suspension of disbelief. The author gives us an Australian female narrator who favours irony, and clearly has some empathy for the reader finding her story hard to swallow. Natalie is a sympathetic character, and we go along for the ride because, as our guide to the unfolding of the future of the earth, she keeps us believing in her own human reactions to the impossible. This is an intelligent and well paced end of the world story that could spark enthusiastic discussion in the science as well as the English classroom. J. Donovan



USER LEVEL: Stage 4 Stage 5
Paper \$12.95 SCIS 977652

CADNUM, Michael

Edge

Penguin Putnam Books for Young Readers, 1999 (Puffin)
ISBN 0140387145

Zach describes his involvement in street violence; finding and hiding a revolver; the tenuous relationship with girlfriend Bea; receiving the news of his father's near fatal shooting; the capture and release of the perpetrator; and waiting and agonising with his mother and stepmother at the hospital; almost as though it is someone's else's story. There is a sense of thinking, seeing, hearing,

and experiencing with Zach, but of emotions and feelings being held tightly in control. The reader gets close, but not too close: kept, like Zach himself, on edge, not quite sure how he will act or react. This is an intense, powerfully told story that grips the reader from beginning to end. B. Richardson

USER LEVEL: Stage 5 Stage 6
Paper \$11.95 SCIS 990699

CARDIGAN, Pat

Avatar

Orion Children's, 1999 (The web/A Dolphin paperback)
ISBN 1858816416

In this exciting and unusual story, set in the near future, biotechnology makes it possible to give feelings, through virtual reality, to thirteen year old Max. As Max is totally incapacitated because of a diving accident, Sarah Jane, his willing friend, takes him into a virtual web. There are complications, because they live in a community which does not believe in using technology unnecessarily. When Sarah Jane trades her life with an alien using the web to invade Earth, Max is endangered. The action in this novel is fast paced, the language clear, and the ideas intriguing and a basis for discussion. M. Hamlyn

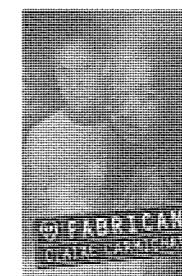
USER LEVEL: Stage 3 Stage 4
Paper \$7.95 SCIS 980322

CARMICHAEL, Claire

Fabricant

Random House, 1999
ISBN 0091839564

Sequel to *Originator*, this engrossing future science fiction adventure is an enjoyable addition to the genre. Genetic engineering, and being different, are integral themes. These are well explored through plot and strong, realistic characterisation of teen protagonists and adults, female and male. The helpful glossary may be better placed at the front so the reader is aware of it and can refer to it as needed. Some of the terms included reflect an interesting play on words and 1990s concepts and issues, and may offer worthwhile ideas for student writing activities and the exploration of language in writing. Language and style is thoroughly readable while exploring complex issues and ideas. C. Foley



USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 984955

CASWELL, Brian & PHU AN CHIEM, David

Only the heart [sound recording]

/ narrated by Rebecca Macauley. Louis Braille, 1998
ISBN 0732022819

A very useful recording for sighted and vision impaired audiences alike, this unabridged edition eliminates confusion and frustrating interruption with the end of each cassette being the start of the next side. The introduction provides useful background information and guidance. Rebecca Macauley's reading is evenly paced and of very consistent quality; not an easy accomplishment given the multiple



narrative style we have come to expect from Brian Caswell. Despite the gripping, thrilling and evocative description as we trace the epic transmigration of Toan and Linh to Australia, there is also a beatific stillness at the heart of this tale. Issues dealt with include cultural identity, peace and war, family and growing up. This is a good literacy support for students studying the ESL Stage 6 course. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; 2U Contemporary; English Stage 6: ESL
\$49.95 SCIS 947341

CLEMENTS, Andrew

The Landry News

Simon & Schuster for Young Readers, 1999
ISBN 0689818173

Ten year old Cara Landry shares with all journalists a symbiosis with rumour, innuendo and gossip. She is in a new school and grieving the break up of her family. In a story about facts and their reporting, it is notable that characters find they must face up to them; least not Cara, who misses her Dad, and Karl Larson, her teacher, who misses his vocation. Each chapter is announced by a banner headline in truly breathless and ironic tones. Types of text include: letter; feature article; news report; and speech. More experienced readers may find the author intrusive, but all readers will find Cara and Karl's titanic struggle with the authorities absorbing. W. Bowie

USER LEVEL: Stage 3 Stage 4
\$22.95 SCIS 979618

CREECH, Sharon

Bloomability

Macmillan Children's, 1999
ISBN 0330355368

Well realised, believable characterisation and very visual settings ensure that the reader is taken right into this story sensually and emotionally. Young and old will empathise with Dinnie, the adolescent central character, and share with her every mood, emotion and experience as she is whisked away from family and a nomadic life in the United States to experience schooling in an international boarding school in Switzerland. The story is quietly appealing with its emphasis on adolescent feelings, behaviour and relationships. It does not, however, lack action or pace, an avalanche providing a particularly gripping sequence. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$10.95 SCIS 969298

DICKINSON, Peter

Touch and go

Macmillan Children's, 1999
ISBN 0330371657

Time has a multitude of meanings for a variety of people, and this powerful collection of three short stories cleverly manipulates the concept of time so as to blur the boundary between what is real and what is not. Each protagonist possesses a strong voice that plunges readers into a world that is not necessarily what appears to be. Richly developed plots and plausible settings also add to the intriguing yet surreal quality of the stories. Furthermore, used as

the basis for shared reading, the collection could stimulate thoughtful discussion about the power of imagination and the intangibility of time. This profound book provides enjoyable reading. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$10.95 SCIS 990654

EARLS, Nick
48 shades of brown

Penguin, 1999
ISBN 0140287698

Until now Dan's life has been structured and comfortingly predictable. When his parents relocate to Geneva, Dan opts to spend the final year of his schooling flatting with his Aunt Jacq (who plays bass in a band) and her fellow university student, Naomi. The emotional and sexual development and liberation that ensue provide an engaging and humorous depiction of discomfort and reality for the male protagonist. Earls entwines an objective study of the familiar Romeo and Juliet plot and film with the traumas Dan faces in coping and surviving his own imagination, obsessions and romance. Life's insecurities are abundant yet sufficiently realistic to give this novel wide appeal. E. Maxwell

USER LEVEL: Stage 6
Paper \$14.95 SCIS 979904

ELBOZ, Stephen
The house of rats

Oxford University Press, 1999 (Oxford Fantasy)
ISBN 0192750216

A Victorian mansion deep in the wolf infested forest mysteriously loses its master, and things rapidly decline for its founding inhabitants, Esther, young Frankie, Carl and Zachary. Names like Aphid, Blackhead and Purseglove present us with adults who are both dangerous and ridiculous in their vanity, servility, and greedy bullying. Quickly we are introduced to the Rats, and the other-world labyrinthine pipes of the great house that they inhabit. Here Esther meets Oonagh, and, together with blind Man O' Dea, they wreak their revenge on the usurping adults. Issues include the corrupting nature of power and greed, cooperation, and loyalty. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$12.95 SCIS 990710

FOSTER, David
In the new country

Fourth Estate, 1999
ISBN 1841150363

The gorilla suited winner of the City to Surf race disappears, Cinderella like, leaving a single Nike runner for newshounds to sniff. However, the solution of this problem is peripheral to the inspired and insightful chaos that infuses Foster's tale of the Irish in New South Wales. The Gucci Kangaroo, World Wide Webb, bushfire, and the Fane whorl around the archetypal bush entrepreneur, Ad Hock, as he struggles manfully to put the forgotten towns of Knocklofty, Crooked Corner and Ballymeaner on the tourist map. A stimulating brace of undeniably eccentric and exotic new country characters career through indelible events. Language and

content of this novel would suit experienced readers, and may require discussion. W. Bowie

USER LEVEL: Stage 6 Professional
Paper \$22.95 SCIS 971038

GEE, Maurice
Hostel girl

Penguin Books New Zealand, 1999 (Puffin original)
ISBN 014130653X

Ailsa likes her mother's live-in job as a hostel matron, because it gives her the chance to be friends with older, more experienced young women, but when her room mate, Gloria, is being stalked by an obsessed man, and Ailsa thinks she knows his identity, Ailsa is in real danger. At the same time she is tentatively establishing a relationship with a boy of her own age, and drawing him into the mystery. Set in post war New Zealand, this novel is a curious blend of menace and romance, adult concerns, and children's detection. Ailsa's deepening friendship with Calum, who is recovering from polio, is a strength of the book. M. Lobban

USER LEVEL: Stage 5
Paper \$11.95 SCIS 983047

HARRIS, David
Firebug

Penguin, 1999 (Cliffhangers 4/Puffin)
ISBN 0141306637

Rob just happens to be in the wrong places at the wrong times. There's a maniac firebug on the loose, and although Rob pleads his innocence, no one will believe him. The arsonist and Rob have much in common. Each relives the past. Blaming himself for a sibling's death, each is alienated from his family and each desperately craves his father's attention. While the arsonist displays vengeful tendencies in order to gain recognition, Rob's compassion and courage are undeniable. Readers may learn from Rob's actions how to survive in a bushfire, or perhaps, how to defuse emotional situations. The characters are credible and the action packed story enjoyable. D. Doust

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 987884

HAUTMAN, Pete
Feeling lucky

Bloomsbury, 1999
ISBN 0747543577

The major theme of this intense novel is an addiction to gambling by the underage protagonist. Reading the book is similarly compulsive as it successfully draws the reader in, effectively mirroring its key topic. Uncritical readers may experience the exhilaration of playing the game and betting. Critical readers will recognise the barrenness that overtakes the main character's life, as he loses friends and any sense of perspective, and money becomes a prime motivation. His hollow attempt to save a friend from gambling fails to convince, though the twist that follows is uncomfortable. Overall, characters lack depth, which may well be intentional. Some students may need guidance in dealing with the issues. C. Foley

USER LEVEL: Stage 4 Stage 5
Paper \$9.95 SCIS 987803

HENDRY, Frances Mary
Atlantis in peril

Oxford University Press, 1999 (Oxford fantasy)
ISBN 0192750186

Fantasy and adventure are successfully interwoven in this exciting variation on the quest theme. The introductory outline of Atlantis, and social organisation, assists the reader to understand the complex interrelationships of characters and families, and some of the underlying themes. Issues relevant to government, honour, growing up, truth, justice, and overcoming fear and prejudice, are skillfully explored. The diverse characters are generally well developed and believable, though in some cases a little overdone. The language used by Atlanteans is easily understood in context, and when Chooker journeys to the Outside, this results in some humorous plays on human endeavour and lifestyle, deftly highlighting some of the ideas central to the novel. This work offers much to enjoy and discuss. C. Foley

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$12.95 SCIS 988969

HENDRY, Frances Mary
Chandra

Oxford University Press, 1999
ISBN 0192750585

Barely into her teens, Chandra's life is changed violently when her new husband's family takes control of her life. The novel, set in India, gives an entertaining but disturbing account of Chandra's battle with maintaining her own identity and her beliefs about the value placed on past practices. The abusive (and illegal) interpretation of tradition by her in laws, and her own family's betrayal are also explored. Readers are privy to influences on Chandra's decision making. The diversity of characterisations provides a rich backdrop for further study. Explorations of the situation would need to be dealt with sensitively to avoid overly simple interpretations or cultural stereotyping. S. Bremner

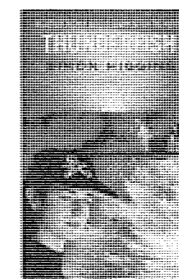
USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$12.95 SCIS 990651

HIGGINS, Simon
Thunderfish

Random House, 1999
ISBN 009183953X

En route to Cairns, young Kira Beaumont witnesses the horrific predations of pirates. Traumatized, and loaded to the gunwales with loot recently released by her father's death, she crusades, aiming to rid the Solomon and South China Seas of this scourge. The pyrotechnics, thrilling action and tense atmosphere provide plenty of interest for readers uninterested in character development. An interesting aspect is the use of tabloid or rumour sheet announcements at the beginning of each chapter. All the while Kira is missing, increasingly outrageous and bizarre suppositions counterpoint the seriousness of her crusade. Issues dealt with include the nature of daring leadership and the loneliness of command. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 979901



HILTON, Nette
The Hickville horror

Lothian, 1999 (After dark 37)
ISBN 0850919770

The new boy in town finds out the hard way about Wedge, the town bully. Wedge encourages his cat killing dog to make short work of the boy's beloved cat Socksy. Wedge and Meataxe may be formidable enemies, but they are powerless against the malevolent magic of the strange woman who lives in the old house called Enilef. The boy unwittingly lures Wedge into a trap set by the woman, a trap from which there is no escape. This short novel is determinedly dark and menacing, and is both high interest and accessible. It ends on a reflective note as the boy ponders his role in Wedge's undoubtedly nasty fate. M. Lobban

USER LEVEL: Stage 3 Stage 4
Paper \$8.95 SCIS 977487

JARVIS, Robin
Thorn ogres of Hagwood

Penguin, 1999 (The Hagwood books 1/Puffin)
ISBN 014130085X

A fast moving fantasy, this work will appeal to fluent readers. Hagwood Forest is home to strange little Werling folk, able to wergle (change) into other forest creatures for protection from the many dangers that beset them. In a classic good versus evil plot the Werling children find themselves confronted by evil in many forms: the giant spider Frighy Aggie; blood sucking Thorn Ogres; and the wicked Queen Rhiannon, intent upon destroying all creatures in the forest that threaten her power. By the end of this first book the unlikely hero has been chosen to continue the battle, the author cleverly leaving the reader eager for the next book in the series. K. Chauncy

USER LEVEL: Stage 3 Stage 4
Paper \$11.95 SCIS 990754

KELLEHER, Victor
Collected stories

University of Queensland Press, 1999 (UQP fiction)
ISBN 0702231002

In the first section, *The traveller*, guilt colours these various responses to the colonial experience in Africa, and later Australia, ranging from sharp, violent abuse, through useless brooding, to cultural and spiritual dislocation. Artfully crafted, these stories present the gulf in understanding between the oppressor and the oppressed; moving relentlessly through succinct portraits of stunted emotional growth. The second section, *Mickey Darlin'*, moves with deep understanding and loving acceptance of the human variation evident in this extended and paupered family. It weaves a tapestry of expatriate Irish life in 1940s London. It is wonderfully evocative. W. Bowie

USER LEVEL: Stage 6 Professional
Paper \$19.95 SCIS 987651



KLAUSE, Annette Curtis

Blood and chocolateCorgi, 1999
ISBN 0552546127

Written to a classic romantic formula is this story of fatal attraction: girl falls in love with unsuitable boy; complications lead to conflict; older potential suitor comes to the rescue; some, not all, live happily ever after. It may sound familiar, but this young adult novel is as much thriller as romance; its sinister, chilling edge resulting from reader knowledge that the 'girl' in love is a werewolf - one of a pack attempting to live undetected in a country town. Further to the dangerous romance threatening the pack's existence is sinister evidence of a rogue killer in their number. Clever characterisation, evocative writing and edge of the seat action enable suspension of disbelief. B. Richardson

USER LEVEL: Stage 5 Stage 6
Paper \$12.95 SCIS 979560

MACPHAIL, Catherine

FugitivePenguin, 1999 (Puffin)
ISBN 0140382712

When Jack stumbles on the secret of the cellar, little does he realize that he has uncovered a family connection from which his mother has been trying to protect him. All is not as it seems, however, and it is Jack who finally ensures that justice is done, and at the same time gains himself a father. This well constructed and written short novel for pre adolescent and teen readers provides gripping reading for those with a liking for mystery. Jovial interactions between Jack and his mother, and sarcastic exchanges between Jack and his peers, provide a light touch of humour, which adds realism to the characterisation. D. Doust

USER LEVEL: Stage 3 Stage 4
Paper \$9.95 SCIS 974113

MAPPIN, Strophyn

Kiss of bloodFremantle Arts Centre Press, 1999
ISBN 1863682643

Told with tongue in cheek humour, and a deft lightness of touch that suggest that it should not be taken too seriously, this is a thriller for teen readers. Mappin provides page turning, action packed excitement with his story of two friends who unwittingly find themselves at the mercy of teen temptresses who are vampires in disguise. The story contains all the expected elements: stormy weather; mysterious disappearances; bats; a many roomed, mysterious mansion with subterranean chamber; empty coffins; and dead bodies. A nice touch is the book's multicultural slant with its references to mouth watering Italian cooking and a heavily laced garlic sausage saving the day. This is good fun, but with enough chill factor to satisfy blood thirsty young thrill seekers. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 973250

McCARTHY, Maureen

Chain of heartsPenguin, 1999
ISBN 0140281533

Switches in narrative voice and shifts in time assist readers to full understanding of the members, past and present, of the O'Brien family, and the physical and emotional ties that both bind and separate them. When conservative, successful Geraldine begs her estranged, bohemian sister Fran for respite care for her severely troubled, seventeen year old daughter, Sophie, the scene is set for sparks to fly and they do, in the end quite literally. Sophie's struggle with grief and guilt over her part in the death of her Vietnamese friend is played out against a complex, extended family saga of love, loss and alienation, death and grieving, revenge, betrayal and, hopefully, forgiveness. This riveting, unforgettable story is not to be missed. B. Richardson

USER LEVEL: Stage 5 Stage 6 Community
Paper \$16.95 SCIS 989587

McROBBIE, David

TyroPenguin, 1999
ISBN 0141304561

Bullying and workplace harassment are effectively linked and challenged in this gripping tale, as Andrew Kinnear struggles to make his way as an apprentice in the Scottish dockyards of the 1950s. It is a close study of the purposes and process of bastardry and bullying, that covers a wide variety of social strata, through colloquial dialogue and atmospheric description. The Christian Youth meetings he attends outside working hours amplify Andrew's moral dilemma as it develops along his tortuous journey of initiation into the perilous and repressive ways of the working world. The afterword leaves us in no doubt as to the principal themes of this engaging work. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$12.95 SCIS 976168

MORGAN, Damian

Broken ringsScholastic, 1999
ISBN 1865041653

Traumatised by her father's early death, young Brooke swims. It provides her with friends and relief from both asthma and her mum's depression. Set on the NSW Central Coast, this story deals with coaching and motivation; self esteem and that strange phenomenon, the sports parent. Some evocative descriptions of elite swimming bring that world into sharp focus as, with first person immediacy and a puzzle, the tale works steadily through Brooke's dilemma. Clearly Mum is a victim of circumstance and abuse. Will Brooke be able to swim in the Sydney Olympics? Competent, if pedestrian, this is a good resource for the issue *Sport*, in the Contemporary English course. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$8.95 SCIS 979912

KLA: English
SYLLABUS: English 7-10; 2U Contemporary English



RIX, Jamie

The changing face of Johnny CasanovaWalker, 1998
ISBN 0744560489

Teenage lothario and would be poet, Johnny Casanova, alias Johnny Worms, will stop at nothing to win the heart of beautiful Bosie Cricket in this humorous tale of unrequited love. The relatively simple plot, narrated by Johnny, chronicles his unsuccessful attempts to woo the most popular girl in school. To make matters worse, Johnny's problems are compounded by the antics of his dysfunctional family, including an unhygienic dog. The characterisations are deliberately exaggerated and somewhat stereotyped. In particular, the juvenile feud between Mr Worms and his neighbour, Mr Driver, brings into question the behaviour of the adults. H. Gardiner

USER LEVEL: Stage 3 Stage 4
Paper \$9.95 SCIS 968715

ROGERS-DAVIDSON, Sally

Spare partsPenguin, 1999
ISBN 0140275061

Kelty, a 'Subbie' (C-grade citizen) living in Melbourne at the turn of the century 2001, sells her human form to an aging 'Skywalker' (A-grade citizen) in order to become a cyborg. She wants to join the Space Corps and hopefully save her seriously injured friend. Belying its thickness, this science fiction novel is a fast, undemanding page turner. It is entertaining, but essentially light weight, with some loose ends and undeveloped characterisation. Thoughtful readers may ponder some of the philosophical, moral and ethical questions raised, but never seriously addressed. These include: the nature of humanity, particularly the relationship between mind, body and soul; cybergeneics; inequality and exploitation in society; family relationships; friendship; sacrifice; and self fulfilment. B. Richardson

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 974144

ROXBOROUGH, Tania Kelly

CompulsionScholastic, 1999
ISBN 1869434129

The emotions of an adolescent boy named Simon are investigated in this novel. As well as the usual turbulence that accompanies this life stage, Simon also has to come to grips with the breakdown of his parents' marriage and the changing nature of his relationship with his best friend, Kelly. Simon discovers that, while alcohol helps him to deal with the emotions that accompany these circumstances, abuse of alcohol can also result in significant social and health harms. These harms are described in a realistic context, without use of condescending style. This is a realistic exploration of the antecedents and consequences of adolescent alcohol abuse, and one with which teenagers would readily engage. J. MacDonald

USER LEVEL: Stage 5
Paper \$9.95 SCIS 967614

TOMLINSON, Theresa

Child of the MayRandom, 1999 (Red Fox)
ISBN 0099692317

The legend of Robin Hood lives on in many stories, and this is an authentic and robust story of revolt against King John's despotic rule. The Robin figure and his men risk their lives to save a nun, a gentlewoman, and her daughter from being entombed alive. Little John's daughter, Magda, accompanies them, and she glories in the adventure until she comes to understand the harsh realities of the guerilla warfare being waged. Magda is the apprentice of Marian, the Forestwife healer, and she also learns to value Marian's authority and contribution to the struggle. Complex characters, rich historical detail and a hint of romance make this an engaging novel. M. Lobban

USER LEVEL: Stage 3 Stage 4
Paper \$10.95 SCIS 979565

When I was your age. Volume two: original stories about growing up/ edited by Amy Ehrlich. Candlewick, 1999
ISBN 0763604070

Each of the ten short stories in this collection is written from the perspective of childhood, adolescence or young adulthood, by people who have become writers. It presents a comprehensive rendering of the experience of growing up for American children in a quite multicultural context. More than records of lost innocence, these are moments of sudden awareness that accompany stages in the unique process that is growing up. Each speaks honestly, generously and directly to its readers of themes including: rites of passage; identity; peer pressure; family influences; nurturing and the urge to independence. They are an excellent resource for the issue *Growing up* in the Contemporary English course. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; 2U Contemporary English; 2U General English
\$19.95 SCIS 972920

Information, poetry and drama

Resources are in Dewey order.

LEMIEUX, Michéle

Stormy nightSilverfish, 1999
ISBN 1876631031

[128]

A little girl, kept awake by the storm that rages outside, ponders some of the little and really big life questions: questions about identity and feeling, life and death, fate and free will, dreams versus reality, love and friendship, life beyond our planet. A mix of delightful, imaginatively evocative line and shaded drawings (reminiscent of Leunig) accompany sparse text, exploring, imbuing

and extending each of the little girl's questions with light hearted humour and whimsy. This is a book readers will find themselves returning to, poring over, dipping into, reflecting on. It is marvellous for the young and young at heart, particularly those who themselves like to philosophise about the meaning of life. B. Richardson

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Stage 6
SYLLABUS: Paper \$19.95 SCIS 990872

CURRIE, Paul, CARNEGIE, Jon & STYNES, Jim

A hero's journey

TGS Press, 1998? [158.1]
ISBN 0958515506

Heroes ask what contribution they can make to the world. Everyone whose life is a journey to discover their true self, is a hero in their own way. These are the themes of this motivational book, linked to a program called Reach Youth, which runs hero's journey days in schools, and teacher training days. Each of the seven chapters is devoted to a stage of the journey: **Who am I?**; **The call to adventure**; **Accepting responsibility**; **Chasing the dream**; **Never give in**; **Slaying the dragon**; and **Hopes, dreams and futures**. The book would be useful for a Year 6 to 7 transition program or for pastoral care lessons. The *Reach youth* web site is at <http://www.ozemail.com.au/~reachyouth/body.html> and would require teacher exploration to establish curriculum relevance. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
Paper \$19.95 SCIS 950687

GANERI, Anita

The Oxford children's A-Z of world religions

Oxford University Press, 1999 [200.3]
ISBN 0199104689

What is religion? Why do people follow a religion? These questions form the focus of this work. Two pages of detailed, yet simply written information are provided on the six main religions of the world: Buddhism; Christianity; Hinduism; Islam; Judaism; and Sikhism. Clear, colour photographs and illustrations on each page enhance the appeal of this handy reference tool. They also greatly increase the understanding of the text and some of the more difficult concepts. This resource is appropriate for HSIE topics on religions of the world. J. Quirk

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$22.95 SCIS 976306

Discerning the Australian social conscience: from the Jesuit Lenten series

Jesuit, 1999 [261]
ISBN 0958679622

Although aimed at a tertiary and adult readership, the discerning senior school student may well interpret the issues confronting our social conscience that are outlined in this collection of papers and transcripts presented at the 1999 Jesuit Lenten Seminar series. There are clear links to the closing section, *Looking ahead to*

tomorrow's world, in the 2 Unit Society and Culture syllabus. Students would find application to changes in values and beliefs, technology and the institutional structure of society. While the structure of the text is sophisticated for some students, the subject matter within is worthwhile. K. Wratten

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Society & Culture
Paper \$24.95 SCIS 976822

GEASON, Susan

Great Australian girls

ABC, 1999 [305.84]
ISBN 0733307582

Brief, easy to read biographies constitute this book, which tells the stories of 23 women whose similarities lie in leading lives that are remarkable in some way, and in having begun on the path to their exceptional lives when they were still girls. The paper and photographs are very poor quality, but it hardly matters because the importance and pleasure of the book lies in the stories themselves. The author has chosen an interesting and diverse range of women whose lives are played out across the two hundred years of white settlement of Australia, from Mary Reibey (convict and entrepreneur) to Monique Truong (eleven year old survivor of kidnapping). J. Donovan



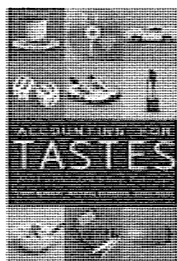
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6
Paper \$16.95 SCIS 985173

BENNETT, Tony

Accounting for tastes: Australian everyday cultures

Cambridge University Press, 1999 [306.0994]
ISBN 0521635047

Empirical data gathered in a national survey in 1994 and 1995 provides the basis of this study of Australian cultural tastes, preferences and activities. Trends of consumption and choice, patterns of age and gender are illustrated. This book will enable students to discover the influences of American culture on Australian choice. It relates the influence of work and friendship cultures on how people spend their leisure time. It examines government provision of cultural resources and presents findings about structure and maintenance of social class. This well structured resource would be invaluable for students examining the depth studies: *Work, leisure and sport* and *Popular culture* in the 2 Unit society and culture syllabus, and the depth studies in the *Society and culture: Stage 6 syllabus* (approved 1999). K. Wratten



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Society & Culture; Society & Culture
Stage 6
Paper \$34.95 SCIS 979851

VAN DER WAGEN, Lynn

Hospitality careers: planning and preparing for a career in the hospitality industry

3rd ed. Hospitality, 1999 [331.7]
ISBN 1862504881

The hospitality industry is constantly changing and expanding. This guide will assist those who are contemplating a career in this industry. A description of the industry and details of various vocations, skills and essential training helps students to plan their career pathway. Alongside this information, there is an explanation of industrial relations, awards, and enterprise agreements. Training and workplace assessment for career advancement and recognising qualifications are addressed. The author has a thorough and current knowledge of this industry, thus making this invaluable reading for students and teachers delivering the *Tourism and hospitality curriculum framework: Stage 6 syllabus* (approved 1999). C. Bertram



USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Tourism & Hospitality Stage 6
Paper \$24.95 SCIS 990533

From the summit to the sea: a first step in healing the Hawkesbury-Nepean together

Hawkesbury-Nepean Catchment Management Trust, 1999 [333.91]
ISBN none

The water cycle and the impact of human activity on our water resource are the subjects of this work, which traces a molecule of water from the headwaters of the catchment to the sea. Although written as a story for children to read, the theme is supported on each page by a great variety of relevant activities which teachers could organise for students to undertake. Story and activities relate directly to outcomes from science and technology, HSIE and the environmental education curriculum statements. Personal responsibility is emphasised. This is a worthwhile and useful resource. J. Kennelly

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
Paper \$10.00 SCIS 974997

McCLISH, Bruce

Forestry and forest products

Macmillan, 1999 (Primary industries) [338.1]
ISBN 0732947758

The timber industry is an often controversial rural issue, and is the subject of considerable propaganda. This book provides a straightforward and factual picture of the industry, which could be used as a resource in the classroom to compare with other information. Included are sections on the different types of timber and timber sources, processing and value adding, as well as historical and environmental perspectives. Clear, colour photographs and diagrams of marketing chains help make the book attractive and easy to read. If plantation timber is being studied as a plant enterprise this book could be a useful information resource. S. Annetts

USER LEVEL: Stage 4 Stage 5

KLA: TAS
SYLLABUS: Agriculture 7-10
\$24.95 SCIS 988124

Titles in this series include:

Fishing and aquaculture SCIS 988129
Fruit, sugar and honey SCIS 988129
Grains, oilseeds and cotton SCIS 988135

McCLISH, Bruce

Sheep and wool

Macmillan, 1999 (Primary industries) [338.1]
ISBN 0732947715

A comprehensive reference, this book touches on every aspect of the sheep industry, from stock management to wool processing and selling, meat processing and other goods production. It describes processing of meat and wool from other animals including goats. There is mention of marketing, the commercial importance of the wool and meat industries, the organisations which support the industry, environmental impacts, the changing role of technology, and the early impacts of these industries on Aboriginal people. It provides examples which would be useful for students moving towards many of the outcomes listed in HSIE K-6 syllabus. For primary readers this book is relevant, useful, clearly written, and meaningfully illustrated. J. Kennelly

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 988137

McCLISH, Bruce

Vegetables, flowers and gardening

Macmillan, 1999 (Primary industries) [338.1]
ISBN 0732947731

Included in this introduction to the Australian horticulture industry are sections on vegetables, flowers, nurseries, herbs and hydroponics. Each section contains basic information on growing, harvesting, processing and export. Unlike many information resources, the emphasis here is not on production, but rather on the industry structure. Historical and environmental issues are also addressed. Diagrams of the various marketing chains, a location map and many clear and colourful photographs support the text. Depending on the plant enterprises being studied, this book could be used to access useful information about horticultural industries and their links to the wider Australian community. S. Annetts

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture
\$24.95 SCIS 988133

Primary industries prime notes [computer software]

Queensland Dept. of Primary Industries, 1999 [338.10994]
ISBN 0734500475

All aspects of agricultural production are covered on this CD-ROM. It is presented as a collection of information from all major agricultural associations around Australia. These include: NSW Agriculture; Agriculture Western Australia; Tropical Beef Centre; Kondinin Group; and the National Farmers' Federation. The data can be accessed in one of two ways, either directly through each individual organisation, or through use of the

search button. This navigation is easy to learn through viewing the tutorial video located on the welcome screen. Once located, information is presented as a series of fact sheets. These can be viewed on screen or printed. The CD-ROM is accessed through the use of the program *Adobe Acrobat reader*. This is highly recommended as a resource for schools involved in agricultural education. K. Heap

Minimum requirements

Macintosh: System 7.0; 68020; 3.5MB RAM
Windows 3.1/Windows NT: 486; 8MB RAM; 16MB RAM for Windows NT

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture
\$45.00 Queensland Dept.
of Primary Industries SCIS 986501

McCLISH, Bruce

Mining and quarrying

Macmillan, 1999 (Primary industries) [338.20994]
ISBN 0732947774

The nature of key minerals in Australia, and the location, history, processes and technology of mining are examined in this resource. These topics have direct links to the geography and science curriculum areas. Students will also be able to assess the impact of mining on the environment and identify the major stakeholders within the industry. This resource provides a thorough account of the industry with a style and format suited to junior secondary students. Pages are well illustrated with colour photographs, flow charts and highlighted glossary items. K. Wratten

USER LEVEL: Stage 4
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
\$24.95 SCIS 988122

LOVES, June

Park rangers

Macmillan, 1999 (Australians at work) [363.6]
ISBN 0732953731

In this easily read and handled description of a park ranger's job, each double page spread uses a simple sentence or two accompanied by large coloured photographs. The requirements for becoming a ranger, and the diversity of daily tasks, working conditions, environments and roles of a ranger are covered. Three internationally known parks are used as examples to illustrate this diversity. The overriding impression is that rangers look after places of beauty for people to enjoy. The real difficulty of balancing the demands of people and recreation with important conservation needs, habitat protection, maintenance of biodiversity and research, though mentioned, is understated. N. Chaffey

USER LEVEL: Stage 2
KLA: HSIE; VOC ED
SYLLABUS: HSIE K-6
\$19.95 SCIS 964115

Law and order

/ edited by Justin Healey. Spinney, 1999 (Issues in society 116)
ISBN 1876811250 [364.994]

Trying to keep content up to date is one of the big challenges for teachers of legal studies, and collections of recent articles are an enormous help. The articles are designed to be accessible to

students, and relevant to the syllabus. There is a supplementary reading list and a set of focus questions which reflect a hierarchy of straightforward comprehension questions, building to questions which require inferences or further research. This is a good selection of articulate and informed opinion, as well as empirical evidence from the people who participate in the legal system. This resource assists students to argue issues on the basis of information rather than personal opinion alone. J. Donovan

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Legal Studies
Paper \$14.95 SCIS 986865

INSERRA, Rose

Historical celebrations & festivals in Australia

Macmillan, 1999 (Celebrations and festivals) [394.26994]
ISBN 0732953693

Featured in this resource are a selection of national, state and local commemorations, all of non Indigenous origin, representing all the states and territories of the Commonwealth and almost all months of the year. They reflect the diversity of non Indigenous events and cultures that have contributed to, and formed Australian society since 1788. Information about some celebrations makes reference to Aboriginal issues or viewpoints. Page layouts are visually interesting, with information presented either at a glance via a table, map outline and coloured photographs and illustrations, or in some detail in text boxes with historical background notes and standard paragraphs with coloured text or headings. N. Chaffey

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 976743

INSERRA, Rose

Religious celebrations & festivals in Australia

Macmillan, 1999 (Celebrations & festivals) [394.26994]
ISBN 0732953685

A well presented book, this is an invaluable resource for the *Cultures* strand of the HSIE K-6 syllabus. Religious celebrations from Christian, Jewish, Buddhist, Tibetan Buddhist, Hindu, Sikh, Islamic, and an example of Aboriginal culture are represented. Annual events in the Gregorian, Hebrew, Indian, Islamic and Chinese calendars are listed. Each celebration is clearly set out and supported with attractive illustrations and colour photographs. Fact boxes and short glossary notes provide the definitions for religious terms. Text covers religious beliefs, origins, recipes and history of the celebration. This resource is extremely useful for the HSIE units *Celebrations, People and their beliefs, Living in communities, and Identity and values*. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 979364

GILCHRIST, Cherry

Stories from the Silk Road

Barefoot, 1999 [398.2]
ISBN 1901223213

Famous for the exchange of trade goods, and knowledge in the fields of art, astronomy, medicine, religion and science, the Silk Road is an excellent theme for this anthology of challenging and entertaining stories and informative facts. Each narrative is prefaced by an introduction and includes factual information about the history of silk and its manufacture. Additional fascinating facts about silk are included at the back of the book. Detailed colour illustrations are interspersed, enhancing the content and the page borders. This is an excellent book for stimulating students to further investigate the silk industry and keeping silkworms. The end page maps could also be used to compare the similarities and differences between ancient and modern maps. J. Stratford

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$32.95 SCIS 990752

MATTHEWS, John

The Barefoot book of giants, ghosts and goblins: traditional tales from around the world

Barefoot, 1999 [398.2]
ISBN 1902283260

Nine tales from nine countries or cultures are included in this attractively presented book illustrated by Giovanni Manna. The supernatural characters described are not frightening and some are positively benign. The sources are all adapted (some very freely indeed!) from secondary sources, which in at least one case, is a very long way from its origins. *The Bunyip*, identified as "Australian", is derived from Andrew Lang, and contains many anachronisms and culturally inappropriate expressions. It is now expected that greater respect be paid to the traditional owners and tellers of all such stories, and their permission sought for retelling. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
\$32.95 SCIS 990730

McCAUGHREAN, Geraldine

Silver myths and legends of the world

Orion, 1999 (Dolphin) [398.2]
ISBN 1858816769

The 50 stories in this excellent, wide ranging and representative collection, in original and evocative language by an award winning collector and reteller, are drawn from over 40 countries or cultures. Familiar themes appear in unfamiliar guises, recognisable characters in exotic settings. Male and female protagonists appear in stories of creation, of heroes and tricksters, of the brave, the clever and the good. Humour and pathos, drama, tragedy and grandeur, and authentic voices for retelling characterise the tales. Sources and notes are included in an appendix. Enjoy the stories for their own sakes, or use them to enhance a unit from the *Cultures* strand of the HSIE syllabus. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; HSIE

SYLLABUS: English K-6; HSIE K-6
Paper \$14.95 SCIS 990860

McCAUGHREAN, Geraldine & BLYTHE, Gary

Beauty and the beast

/ based on the tale by Madame Leprince de Beaumont. Doubleday, 1999 [398.20944]
ISBN 0385409575

Two award winning creators have combined their exceptional writing and artistic talents to produce a superb picture book. Hauntingly beautiful, atmospheric illustrations in luminous colours combine with detailed drawings to enrich this traditional tale of enchantment with its universal message of the power of goodness and unselfish love. The narrative is lyrically and dramatically written. It tells how the virtuous Beauty, kept a prisoner of a loathsome beast as the price to be paid for her father's theft of a rose from the creature's garden, learns to love her horrid, menacing keeper. Her love eventually changes and frees a prince from the beastly form. This is an absolute must for every fairytale collection. B. Richardson

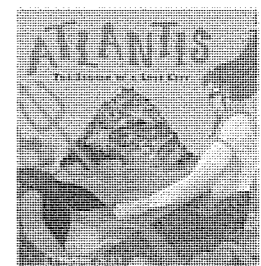
USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
AVAIL: \$24.95 SCIS 989373

BALIT, Christine

Atlantis: the legend of a lost city

Koala, 1999 [398.23]
ISBN 0864612087

Large, bold, striking coloured illustrations, with an archaic flavour, characterise this sumptuous picture book retelling of an ancient Greek legend. The language is dignified and formal, well suited to the antiquity, sweep and style of the story. Direct speech is eschewed, with the narrative remaining deliberately distanced from the characters and their actions. In an afterword, the origin of the Atlantis legend, and the possible location of the island, are discussed by a noted historian. Well designed and handsomely produced, this book is a recommended addition to a collection of legends, and its illustrations may serve as a stimulus to a discussion of pre Hellenic Greek art. W. Smith



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; HSIE K-6;
\$22.95 SCIS 984282

BERGER, Gilles

Un enfant de la lune (kit)

Longman, 1998 [448.0076]
ISBN 0733904750

Designed primarily to nurture listening skills in tandem with developing independent communication and interpretation skills on issues and themes of a personal nature, the teaching strategies recommended in this kit foster extensive discussion and expression in French. Supplemented with the novel and workbook, the key to

this package is the CD-ROM, which allows students to focus on aural comprehension before the written text of the novel is seen. It is an adventurous undertaking, certainly if used in Stage 5 (as proposed in the introduction). The level of maturity and sophistication of language required (both in vocabulary and grammar) are better suited to abilities and interests of Stage 6 courses. E. Maxwell

USER LEVEL: Stage 6
KLA: LOTE
SYLLABUS: 2U French
 \$35.00 SCIS 969647

FURNISS, Tim

The sun

Wayland, 1999 (Spinning through space)
 ISBN 075022407X [523.7]

A visually appealing work, this will attract students interested in all aspects of the solar system, and provide teachers with an excellent, up to date resource to complement the primary science syllabus. On each double page spread information is provided through interesting, readable paragraphs of text, well captioned illustrations, diagrams and spectacular photographs, and fact bubbles. Chapters cover the sun in relation to the solar system and the earth, physical facts, eclipses, exploration and the harnessing of solar power. K. Chauncy

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
AVAIL: \$29.95 each SCIS 984253

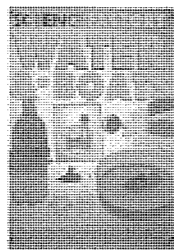
Titles in this series include:
The solar system SCIS 989129

RICHARDS, Jon

Water and boats

Watts, 1999 (Science factory)
 ISBN 0749634111 [532]

Each experiment in this resource is entertaining to read, simple to replicate, and presented in clear text, colourfully illustrated with photographs and well defined drawings. The book presents learning experiences which explore the major properties of water and flotation. The effects of cooling, buoyancy, marbling, capillary action, surface tension, pressure, power and mobility are explored. The necessary equipment list for the reader's personal science factory is well set out. The text is well organised and attractively presented for scientific research. Print size is large enough for Stage 2 students to enjoy reading. L. Ward



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$29.95 SCIS 970081

SNEDDEN, Robert

Smart science [series]

Heinemann, 1999

Opportunities for individual research that provides creative explanations, and exploration of scientific principles, are presented clearly and imaginatively in this series. Each volume develops a

theme of responsive science. In addition to the simple descriptions of the concepts, basic examples, interesting applications, future directions and simple experiments allow the reader to investigate every topic. Graphics and illustrations facilitate comprehension of both the science and the scientific language (which is referenced in a glossary). The hands on approach to science encouraged here will have many practical and theoretical applications both within and outside the classroom. E. Maxwell

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6;
 Science Stage 4-5
AVAIL: \$26.95 each

Titles in this series are:

Earth and beyond SCIS 977758
Electricity and magnetism SCIS 977774
Energy SCIS 977778
Forces SCIS 977776
Materials SCIS 977764
Sound and light SCIS 977777

ASHWELL, Miranda

What is weather? [series]

Heinemann Library, 1999

These books cover weather phenomena, weather observation and measurement. Each book explores in detail the cause and effect of specific aspects of the weather. The books are simply written to ensure younger readers are able to understand the concepts. Each chapter is accompanied by clear colourful photographs. The use of the explanation text type provides an accurate model for developing writers. New and difficult words are in bold text and explained in simple terms in the glossary. Easy language and clear large print makes this series an excellent resource for younger students carrying out an independent investigation of the weather. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$26.95 each

Titles in this series are:

Rain SCIS 977786
Sunshine SCIS 977754
Snow SCIS 977782
Watching the weather SCIS 977790
Wind SCIS 977783

Australian rainman: rainfall information for better management [computer software]

Queensland Dept. of Primary Industries, 1999 (Information series)
 ISBN 0734500092 [551.6994]

Rainfall and climate data for 3700 recording stations around Australia can be manipulated by users of this CD-ROM. The user can choose: Monthly rainfall; Seasonal rainfall; Daily rainfall; Drought; Climate; and Site information. The information can be viewed as data tables or as graphs. Located on the CD-ROM is a range of reference material to help the user better understand the effects and causes of climatic changes. To be viewed, these require access to an Internet browser. The resources section is stocked with links to support information, including graphics and relevant Internet sites, although time will be required to verify curriculum relevance. Students who require knowledge of climatic conditions,

particularly 2 unit agriculture students, will find this CD-ROM invaluable. Navigation is a little complicated when using the climate analysis section, but perseverance is warranted. K. Heap

Minimum requirements
 Windows 95: 16MB RAM

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture
 \$95.00 Queensland Dept. of Primary Industries SCIS 986506

TAYLOR, Barbara

Pole to Pole

Ticktock Publishing, 1999 (Snapping turtle guide/The natural world)
 ISBN 186007099X [577.0911]

In this delightfully presented, vividly coloured book, each page arrests the reader's attention. This resource effectively guides students through a series of interest catching, illustrated, text displays about the North Pole and South Pole, the animals who live there, what people do at the Poles, and climatic and conservation issues. Although the text combines superbly with the vivid illustrations in presenting information, some of the text is very small due to the compact nature of the book. L. Ward

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 Paper \$ 10.95 each SCIS 984954

Titles in this series include:
Under the ocean SCIS 984936

KITE, Lorien

A rainforest tree

Moondrake, 1999 (Small worlds)
 ISBN 1840440201 [577.34]

An excellent resource for an investigation of the rainforest environment, this resource focuses on a rainforest tree in South America. It explores in detail life in the three areas of the rainforest: the canopy; the understory; and the forest floor. The text highlights the interdependence of the various levels of the rainforest. Explanations are simply written and are supported by eye catching photographs and informative labels. Illustrations, where included, are colourful and purposeful. Each chapter contains a section listing facts which provide the reader with interesting and useful snippets of information. This book is an excellent resource for individual or class investigations of the rainforest environment. J. Hancock

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$24.95 SCIS 973415

BENNETT, Paul

The hospitable desert

Ticktock Publishing, 1999 (Snapping turtle guide/The natural world)
 ISBN 1860071023 [577.54]

The information in this book focuses on interactions and adaptations of plants and animals in the desert ecosystem. Global distribution of deserts, and a short account of climate and other factors

which cause deserts, are included. A brief discussion of human interactions with and impact on desert environments make this book relevant to Stage 4 geography. The content and presentation are interesting and relevant, and help provide a sense of place about environments outside Australia. The broad scope of material covered in this book makes it useful as an introduction and as a means of generating interest in the topic. J. Kennelly

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5
 Paper \$10.95 SCIS 984926

PASCOE, Elaine

Seeds and seedlings

Macmillan Education, 1999 (Nature close-up)
 ISBN 0732958121 [581.4]

Beginning with an effective explanation of how seeds form, grow and travel, this book then leads the reader into practical experimentation in planting and growing from seeds. A series of focus questions is posed, exploring what seeds need for growth, and characteristics of their growth. Readers explore their way through these questions with clear instructions for relevant experiments. Exquisitely detailed photographs by Dwight Kuhn explore every detail of the germination process. They are an outstanding feature of the well designed pages. The text is well organised and attractively presented for research. L. Ward

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$19.95 each SCIS 974098

Titles in this series include:

Ants SCIS 974103
Butterflies and moths SCIS 974099
Crickets and grasshoppers SCIS 974105
Snails and slugs SCIS 974102

SILKSTONE, Barry

Zoos and parks

Macmillan, 1999 (People and animals)
 ISBN 0732941490 [590.73]

More than a collection of animal and geographical facts, this work attempts to explain the functions of zoos and parks, and to raise issues such as animal welfare, resource competition and conservation. It explains concepts such as dependence on habitat, human responsibility, and mentions Aboriginal management of resources. A glossary, time line, list of organisations concerned with animal welfare, and discussion of government licences and laws make the book even more useful with respect to the environment outcomes of HSIE K-6. Photographs are excellent and add to the appeal of the book for young readers. J. Kennelly

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$24.95 SCIS 981481

Animals of the oceans [series]

Lothian, 1999

Detailed information about individual marine creatures is provided in each volume of this series. Topics feature detailed body descrip-

tions accompanied by diagrams. These cover how the creature uses its senses, its life cycle and its interaction with people. Every topic is displayed over two pages accompanied by large, attractive photographs. The books are well researched and up to date, with credit given to authoritative contributions from scientists and marine biologists. The information is appropriate for the science and technology units *Mini-worlds* and *Change for the better*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6

Paper \$10.95 each

Titles in this series include:

Sharks SCIS 971054
Whales SCIS 971746

THEODOROU, Rod
Mammals

Heinemann Library, 1999 (Animal young)
ISBN 0431030707 [599]

The subject matter of this work is organised around the theme of mammal babies, which will appeal to many young readers. The inclusion of an index, glossary and list of contents supports young readers, and the text is organised specifically to help the reader gather information. It does not provide enough general information about mammals to help the student generate a report on a specific mammal, or mammals in general, so students would need to consult other sources. Students will enjoy this book and it could be used as a starting point for reading on the topic, to introduce the student to the structure and organisation of factual texts. K. Rushton

USER LEVEL: Stage 1
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
\$24.95 each SCIS 983828

Titles in this series include:

Amphibians SCIS 983837
Birds SCIS 983840
Fish SCIS 983811
Insects SCIS 983835
Reptiles SCIS 983822

THOMAS, Ann
Bilbies

Macmillan, 1999 (Australian animals/Macmillan young library)
ISBN 0732948576 [599.2]

Australia's alternative symbol for Easter, the bilby, is described in this resource. Their habitat, feeding, breeding, and life cycle are explored. The book then expands its approach to cover the bilby's tracks and burrows, the predators which threaten it and those species which compete with the bilby for their ecological niche. The detail and clarity of the many supporting colour photographs is of the highest standard, and provides excellent understanding of bilby life. The text is well organised and attractively presented for research. L. Ward

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
\$17.95 each SCIS 964093

Titles in this series include:

Echidnas SCIS 964096
Flying foxes SCIS 964108
Saltwater crocodiles SCIS 964105
Wedge-tailed eagles SCIS 964085

WILLIAMS, Anne

Caring for kangaroos and wallabies

Kangaroo Press, 1999
ISBN 0864178972 [599.2]

For the study of native animals, this book is a useful resource. It very thoroughly covers all areas of raising macropods. There is also a section on identification and biology of kangaroos. The information is supported with colourful pictures and diagrams. The language used is sophisticated. Although students may not be involved in raising kangaroos at school, the information supplied provides a detailed insight into kangaroos and hopefully ensures a higher level of understanding about native animals. K. Heap

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science Stages 4-5
Paper \$24.95 SCIS 975926

KLEVANSKY, Rhonda

Big cats

Lorenz, 1999 (Nature watch)
ISBN 1859676383 [599.75]

Detail and simplicity are characteristics of this study of nature's big felines, the lion, puma, cheetah, leopard, tiger, snow leopard, and jaguar. The differences between the two main groups of small cats and big cats are featured. Each double page concentrates on a different concept, including how big cats work, catching prey, behaviour, habitat and interesting facts. Colour photographs and diagrams are accompanied by simple information about cute cubs and aggressive killers. A small concluding section on conservation and protection could be enlarged to emphasise the danger of extinction. Students seeking basic knowledge about the world's variety of cats will appreciate this work. B. Roberts

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$16.95 each SCIS 974186

Titles in this series include:

Elephants SCIS 980449

Body story [videorecording] [series]

/ dramatisations written by Russell Gascoigne, Wall to Wall Television, 1998 (approx 25 min each)
ISBN none

A video series that explains internal events occurring in the human body, *The cold war* episode focuses on Holly's battle with the influenza virus. Through the use of excellent 3D graphics and animation, the process (catching a virus; the development of symptoms; and the immune system attempting to combat the bug) is explained via a war analogy. A bicycle accident in *Crash repairs* leads to an explanation of how Lisa's broken arm repairs itself. *Basic instinct* examines two different response levels operating in the brain. The central character reacts to a number of situations: danger; excitement; and sexual simulation. Controlled responses,

based on custom and conditioning, and tribal or instinctive responses, based on our need to survive or win, are demonstrated. Information is logically sequenced, and not overly academic in presentation, but technical jargon throughout is often not emphasised visually, so viewers are not made aware of spellings. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: PDHPE; Science
SYLLABUS: 2U Biology; PDHPE 7-10; Science Stages 4-5
\$85.00 each; \$395.00 set of six

Titles in this series include:

Basic instinct SCIS 964778
Body story SCIS 964763
The cold war SCIS 964760
Crash repairs SCIS 964780
Shut down SCIS 964762
The takeover SCIS 964733

LOVES, June

Australians at work [series]

Macmillan Education, 1999

An attractively and thoughtfully produced series, these books offer genuinely informative and up to date overviews of several occupations. Each volume covers many aspects of the occupational area. The language is simple, the layout clean and the text is brief, but the author still manages to present some of the more complex aspects and issues specific to that occupation. The books also present some related information, such as how a cow's stomach works, details of teeth, or some historical aspects. Clear, informative colour photographs or diagrams on every page support the text very effectively, and reasonable attention has been given to gender and cultural balance in their selection. G. Spindler

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST; VOC ED
SYLLABUS: HSIE K-6; Science & Technology K-6
AVAIL: \$19.95 each

Titles in this series include:

Builders SCIS 964107
Cooks SCIS 964110
Dairy farmers SCIS 964084
Dentists SCIS 964119
Pilots SCIS 964102

BALKWILL, Richard

My best book of trains

Kingfisher, 1999
ISBN 0753403439 [625.2]

Outlining the two hundred and fifty years of rail travel from mining tracks in Europe to maglev trains today, this book captures the interest of train lovers. The technology of railway engineering is illustrated by way of large colourful pictures and diagrams. The language is plain and the sentences short, in keeping with the large font used throughout. There are chapters dealing with tunnels and bridges (including the Sydney Harbour Bridge), city railways and monorails, and high speed trains. The history of the iron horse in the USA makes fascinating reading. This book could support a study of nineteenth and twentieth century transport. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
\$14.95 SCIS 9835453

SILKSTONE, Barry

Farms and food

Macmillan, 1999 (People and animals)
ISBN 0732941482 [636]

A basic introduction to the animals used in Australian agriculture is provided by this resource. Presentation is attractive with clear, well labelled photographs, text boxes to expand on some aspects, and glossary words defined on the page that they appear. Information presented includes historical, environmental and moral perspectives and brief outlines of most major animal industries, several alternative species, aquaculture, fishing and feral animals. Coverage depth for each species is insufficient for agriculture students studying a particular animal enterprise, although it may be useful as an overview, and could contribute to the *Community, Environmental and Animal welfare* syllabus perspectives. Simplification of language and ideas has resulted in minor inaccuracies and some statements could lead to student misconceptions. S. Annetts

USER LEVEL: Stage 4
KLA: TAS
SYLLABUS: Agriculture 7-10
\$24.95 SCIS 981594

My animal and me [videorecording] [series]

Marathon, 1997 (Window to our world)

Cultural diversity is readily recognised from this series of videos, each covering four separate stories, most from overseas locations. Generally the stories focus on a child who is highly skilled in the family business of producing some service or commodity, for example honey, cheese, meat or wool. The technology used is clearly visible and often contrasts with that used in Australia. The stories are interesting, focus on family life and are clearly narrated. They show ways environments are used outside Australia, often in quite different economic circumstances. Although not providing a direct interpretation of the HSIE syllabus, these quality videos emphasise caring family attitudes, active lifestyle and the abilities of young people to help out in family enterprise and to care for the animal highlighted in each story. J. Kennelly

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: \$65.00 each \$295.00 set of six

Titles in this series include:

Breno and the dolphins, Dimitris and his bees, Justina and her llama, Jacie the cowgirl SCIS 974547
Jeremiah and his bison, Anna and her raccoon, Pierre and his goats, Alexandre and his sheepdog SCIS 973387
Kamal and his snake, Andrea and his falcon, Kumara and his elephant, Doipo and his herd SCIS 974543
Kate and her pony, Natasha and her carrier pigeon, Steven and his parrot, Carlos and his bull SCIS 974338
Mohamed and his camel, Koun and her water buffalo, Emily and her husky, To and his monkey Paulino and his alligators, Joyce and her owl, Justin and his Camargue pony, Amadou and his horse taxi SCIS 973266

Animal welfare

/ edited by Kaye Healey. Spinney, 1999 (Issues in society 109)
ISBN 1876811188 [636.08]

Animal welfare issues are important to anyone involved in agriculture, although care must be taken to present a balanced view. This book is very easy to read, however in a lot of areas it presents only one side of the issue. Students must realise this as they use this information to critically evaluate the animal management techniques that they learn through studying agriculture. This book would be useful as a tool to promote discussion, provided the maturity of the student was at a level to sensibly cope with the issues raised. K. Heap

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture Stages 7-10; 2U Agriculture;
Agriculture Stage 6; Science Stages 4-5
Paper \$14.95 SCIS 962227

SILKSTONE, Barry

Work and leisure

Macmillan, 1999 (People and animals)
ISBN 0732941474 [636.088]

The focus of this resource is the relationship between people and animals. There are indirect links to curriculum areas, through a thematic study on animals in English, researching natural features in geography, or the features of living things in science. Students will be able to discover information about how animals are used in the areas of work and sport, and the role they play as helpers or as pets. The rights and responsibilities of dealing with animals are also covered, with useful addresses of relevant groups. This book is well illustrated with colour photographs, and includes time lines and definitions. K. Wratten

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE; Science
SYLLABUS: English 7-10; Geography Stages 4-5; History
Stages 4-5; HSIE K-6; Science Stages 4-5
\$24.95 SCIS 983523

Hot dog stand: the works [computer software]

Sunburst Communications, 1998
ISBN none [658.02]

Using a game format, this CD-ROM teaches students how to run a small business. Students take on the role of a food vendor at a hot dog stand at a sports arena. They begin with \$500 in the bank and try to reach a given goal at the end of a number of events. To ensure successful sales before each event, students must navigate their way around the office to check out the desk to keep track of preparations and use the bulletin board to find out information about each event and the weather conditions. Students then need to order and pay for supplies by using the filing cabinets and use the bookcase to gather more information or enjoy some light relief by reading some hot dog jokes. Additional functions allow students to use a calculator, estimator and electronic cheque book. This creative resource supports teaching and learning with clear links to solving problems in mathematics, commerce, and business studies. K. Wratten

Minimum requirements

Macintosh: 68030; System 7.0; 8MB RAM
Windows 3.1: 486; 8MB RAM

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Mathematics

SYLLABUS: 2U Business Studies; Commerce 7-10;
Mathematics 7-8
\$79.95 SCIS 963328

DONEY, Malcolm

The Oxford children's A to Z of art

Oxford University Press, 1999
ISBN 0199104700 [703]

An interesting way to approach the study of art is through the use of the alphabet. This resource begins with a wonderfully presented time line in art, and then acquaints the reader with art information and biographies of famous artists, arranged alphabetically. Although it begins by looking at **Aboriginal art**, this refers to the broader term meaning indigenous peoples. There is a small section on Australian Aboriginal art. The images include the works of mostly European and American artists, with Sidney Nolan the only Australian contemporary artist featured. Examples of children's artworks are used to demonstrate techniques. A lack of contents or index makes cross referencing difficult. L. Pratt

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6, Visual Arts 7-10
Paper \$22.95 SCIS 976304

GOODMAN, Marilyn J S

Learning through art: the Guggenheim Museum collection

Guggenheim Museum, 1999
ISBN 0810969106 [707.6]

The approach that learning through art should be fun is the basis of the Guggenheim Museum's well presented book for children. It uses famous paintings and sculptures from the Guggenheim Collection to study each art work, and the world from which it came. The book then broadens to explore subject areas such as mathematics, science, sport, music, and social issues. The twelve visual images are well chosen for their narrative content. They have all been taken from important artists of the twentieth century. This is essentially a work book, but there is plenty of room for open class or group discussion arising from each print. K. Ashley

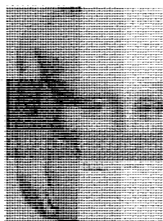
USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
\$35.00 SCIS 984603

HONOUR, Hugh

A world history of art

5th ed. Laurence King, 1999
ISBN 1856691683 [709]

An overview of the history of art, from a variety of continents, this work does more than follow the traditional chronological framework. What amplifies the information in this book is the addition of sources and documents that illustrate and discuss works of art in their original context. This makes for a vivid interest and an immediacy that a mere factual representation often lacks. It is also helpful to see a timeline at the beginning of each chapter, to pin point major directions or highlights from the visual arts, and which also parallels these with historical landmarks. Australian Aboriginal art is referred to in a two page section. K. Ashley



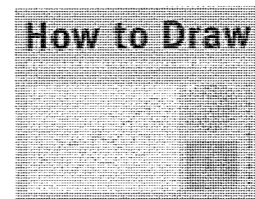
USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: 2U Visual Arts
Paper \$85.00 SCIS 983802

DANTZIC, Cynthia Maris

How to draw: a complete guide to techniques and appreciation

Laurence King, 1999
ISBN 1856691438 [741.2]

Paul Klee has said that art does not reproduce what we see; it makes us see. By introducing us to the basic study of drawing through line, tone, and the definition of volume, this work gives our 'seeing' a greater facility. The book leads the reader to explore a multitude of approaches and materials in clear exercises. The human figure forms a whole section of the book, as does the conceptual approach and its translation into drawn form. The author recognises the blurring of boundaries between different disciplines that all involve drawing, for example between etching, print making and woodcuts. This is a feast of a book, with many wonderful possibilities for students. K. Ashley



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10; 2U Visual
Arts
Paper \$39.95 SCIS 979160

BAATZ, Wilfried

Photography

Laurence King, 1999
ISBN 1856691675 [770.9]

Easily accessible information in this resource would assist photography students to answer their questions on the historical development of this technology or on its social and political impact on the world. A compact text in both size and content, the book has a convenient colour coded chronological layout. Each period of history has an appropriately named heading, which would make an interesting topic for an essay or area of study within the 1 or 2 Unit photography course. The images themselves are numerous but no greater than 8x5 cm, making the book more suitable for individual than class use. L. Pratt

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: 1U/2U Photography; 2U Visual Arts
Paper \$29.95 SCIS 979701

Megabucks [game]

Megabucks International, 1999
ISBN none [794]

This board game will enable students to develop an understanding of how to accumulate wealth or net worth through buying or selling shares on the boards of various companies. It enables students to see how changing economic conditions impact on business. The game incorporates profiles of Australian and global companies, giving students an understanding of the prime function of key businesses, which is appropriate to business studies.



It enables students to discover the nature of economic problems and issues for business and could be used in economics classes. This exciting game can be learned quickly, and the duration can be timed to suit any lesson structure. K. Wratten

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: 2U Business Studies; Commerce 7-10; 2U
Economics
\$54.95 SCIS 986005

Jump start adventures. 6th grade

[computer software]
Knowledge Adventure, 1998 (Jumpstart learning system)
ISBN 1569973911 [794.8]

On this CD-ROM, Jess and Zack inhabit an imaginatively designed space station from which they hack into the mind shifts of ART, a powerful artificial intelligence. Their mission is to outwit ART and restore the earth to safety. The route to safety is via games in which students answer questions on different topics in three levels of difficulty. Assistance is available through the tutor mode, where definitions and strategies are explained. Here, the player finds long texts in the areas of fine art, science, mathematics, ancient history and language arts. The tutorial questions which follow each text are not always explicitly related, and may require detailed knowledge for the player to answer. Immediate feedback in both game and tutor modes is given through a variety of affirmations. A tabulated progress report is also available. Although there are parallels between the terminology and processes of Australian and American grammar, spelling and maths, the lack of similarity may make this program perplexing for some students. I. Kolder-Wicks

Minimum requirements

Macintosh: System 7.1; 11MB RAM; 15MB hard disk
Windows 95: 486DX2; 16MB RAM; 15MB hard disk

USER LEVEL: Stage 3 Stage 4
KLA: CA; English; HSIE; Science
SYLLABUS: English K-6; English 7-10
\$59.95 Dataflow SCIS 991869

BRADMAN, Sir Donald

The art of cricket [computer software]

ETT Imprint, 1998
ISBN 187589263X [796.358]

Forty years since the book of this name was first published, this CD-ROM provides another dimension to Bradman's thoughts on the game of cricket. There is extensive use of filmed footage, both playing in matches and demonstrating his prowess and techniques in batting. Video footage of Bradman expressing his thoughts about the game adds interest and a perspective on cricket, further enhancing the overall, user friendly aspect of the resource. The six

themes discussed are: **Batting**; **History**; **Equipment**; **Key roles**; **Fielding**; and **Bowling**. Each can be easily accessed by a click of the mouse, allowing students to explore further the great variety of information contained within each topic. It is easy to lose oneself within this CD-ROM; it is both interesting and engaging as it reflects on a lifetime's experience of the game. Available separately is a matching anniversary edition of Bradman's hardcover coaching book, revised and corrected from the 1958 edition. C. Maher

Minimum requirements

Macintosh: System 7.1; 68040; 8MB RAM
Windows 3.1: 486; 8MB RAM

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; 2U PDHPE
\$59.95 to NSW schools SCIS 964141

Also available:

The art of cricket [revised ed.] SCIS 964866

The young athlete

Dorling Kindersley, 2000
ISBN 1864662220 [796.42]

Revamped from a 1997 English edition, in anticipation of the Sydney 2000 Olympic Games, this superbly designed and illustrated work provides information about all aspects of those sports which make up athletics, such as: **The relay**; **Triple jump**; and **Discus**. Procedural text and colourful photographs of child athletes, complete with explanatory labels, demonstrate essential techniques of **Warming up**, **Sprint drills** and **Training for longer distances**. Additions include a new opening chapter (**Australia's Olympic athletes**) and an accompanying wall chart, which has pocket biographies of Cathy Freeman and Matt Shirvington, a border of labelled world flags, plus a matrix for recording Australia's medal tallies during the Olympic Games. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6; PDHPE 7-10
Paper \$24.95 SCIS 998156

CASHMAN, Richard

Olympic countdown: diary of the Sydney Olympics 1998

Walla Walla, 1999
ISBN 1876718005 [796.48]

A series of weekly articles published in local newspapers is collected in this book. The author, associate professor at the Centre for Olympic Studies at the University of New South Wales, raises a wide range of issues concerning the staging of the 2000 Olympic Games. His view of the Olympics as a positive and unique opportunity is obvious. The short pieces are light in tone and easy to read, yet raise complex ideas. Cashman's reflections cover many topics, including: athletes; drug use; security; politics; sponsorship; dissent; the Paralympics; and the global focus of the Olympics. This is a useful resource for background information and class debate on the Olympic Games in Sydney. J. Buckley

USER LEVEL: Stage 4 Stage 5
KLA: English; PDHPE
SYLLABUS: English 7-10; PDHPE 7-10
Paper \$16.95 SCIS 996436

OXLADE, Chris

Olympic Games

Dorling Kindersley, 2000 (Eyewitness guides)
ISBN 1864661259 [796.48]

An officially licensed product of the Sydney 2000 Olympic Games, this volume continues the excellent tradition of the popular *Eyewitness guides* series. As such, it features the expected hallmarks: clean layout; a mixture of large and small type fonts; stunning colour photography; explanatory labels; and fascinating information in small chunks. A particularly effective (and useful) double spread features the same male athlete posed in four runner's outfits across a century of **Changing styles**, designs and fabrics. Other chapters include: **The ancient Games**; **Traditions**; **Spoilsports**; **Behind the scenes** of the Olympic Games; and the building of **The stadium** at Sydney's Homebush Bay. I. McLean

USER LEVEL: Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6; PDHPE 7-10
\$19.95 SCIS 996608

CAHILL, Janet

Running towards Sydney 2000: the Olympic flame & torch

Walla Walla Press, 1999
ISBN 0958707987 [796.48]

Released to coincide with the AMP Ignite the Dream tour, an exhibition of Olympic torches that visited many Australian "torch relay celebration centres" across Australia, this book is a comprehensive social history of an important and symbolic aspect of the modern Olympic Games: the Olympic flame. A fascinating chart records **Method used for lighting the torch (1932-2000)**. Other tables contain hundreds of facts and figures which would be useful in various learning activities. Chapters discuss origins, sponsorship and **Overcoming politics**. Numerous sidebars in the **Running to Melbourne in 1956** chapter highlight anecdotes about participation of both ordinary Australians and famous sports people in this Olympic tradition. I. McLean

USER LEVEL: Stage 3 Stage 4 Community Professional
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$19.95 SCIS 996441

MIDDLETON, Haydn

The Olympics [series]

Heinemann Library, 1999

A colourful, approachable and informative series, these books present facts about aspects of the Olympic Games, from ancient to modern times. Clever use of photographs of decorated pottery provides graphical representations of athletes in *Ancient Olympic games*. Racism, amateur status versus professionalism, politics and terrorism are topics covered by *Crises at the Olympics*. Record breaking performances and identities are showcased in *Great Olympic moments*. *Modern Olympics* discusses evolving traditions: the Olympic village and flame; the marathon; animal mascots; political rivalry; and introduction of the Paralympic and



Winter Olympic movements. Glossary entries are indicated by bold type throughout the text. Sidebars and captions are well designed, presenting fascinating additional facts. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$27.95 each

Titles in this series are:

Ancient Olympic games SCIS 998032
Crises at the Olympics SCIS 997991
Great Olympic moments SCIS 998039
Modern Olympic games SCIS 998003

ROSS, Stewart

The original Olympics

Wayland, 1999 (Ancient Greece)
ISBN 0750225564 [796.4809]

An excellent historical background to studies of the contemporary Olympic Games is provided by this resource. Attractive page layout and design are immediate features. The book describes the origin and organisation of the ancient Greek Olympics. Effective use is made of close up colour photographs of statuary and urns, and of the site at Olympia. Short, well labelled extracts from primary sources are included on each double page spread. The first chapter provides an imaginary reconstruction of the experience of being a spectator at the early games. It then covers: the religious and social significance of the games; roles of various participants; events; and the legacy of the Olympics. J. Buckley

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; PDHPE
SYLLABUS: History Stages 4-5; PDHPE K-6; PDHPE 7-10
Paper \$19.95 SCIS 996202

GROVES, Jill

Australia and the Olympic Games

Heinemann Library, 2000 (Young achievers)
ISBN 1863919457 [796.480994]

After a brief background on the Olympic movement, this work focuses closely on Australian involvement. It profiles early Olympic athletes, including: Fanny Durack; Edwin Flack; Dawn Fraser; Betty Cuthbert; and Murray Rose. Athletes expected to perform well at the 2000 Olympic Games are also discussed. The book describes the organisation of the Games in Melbourne (1956), and explores aspects of the preparations for Sydney in 2000, providing a clear introduction to these topics. Use of photographs and boxed pieces of information adds interest to the otherwise plain page layout. This is a useful resource to support research into Australian involvement in the Olympics. J. Buckley

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6
\$24.95 SCIS 996695

The young swimmer

Dorling Kindersley, 2000
ISBN 1864662212 [797.2]

A useful classroom resource for supporting a study of the Sydney 2000 Olympic Games, this book updates the 1997 English edition. The opening chapter, **Australia's Olympic swimmers**, is new to

this edition. Aimed at encouraging student interest in swimming as a sporting activity, this guide discusses and explains: **Basic know-how**; **Early skills**; various styles of swimming; and **Swimming events and competitions**. The colourful photographs (of youthful swimmers demonstrating techniques) feature swimming equipment, and are supported by explanatory labels and captions. A loose wall chart includes: a results grid for recording Australia's swimming performances at the Olympics; pocket biographies of Susie O'Neill and Ian Thorpe; and a border of world flags. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6; PDHPE 7-10
Paper \$24.95 SCIS 998153

FATCHEN, Max

Songs for my dog and other wry poems

Wakefield, 1999
ISBN 1862544786 [A821]

The ubiquitous Fatchen verse appearing in nearly every English theme or language textbook is collected here. Wry and whimsical, it covers forms as varied as fractured fairy tales, limericks, short ballads and odes. Clever drawings by Michael Atchison work seamlessly with the verse to render the funny side of a child's view of things. This would be an excellent resource for constructing thematic units because the poems are stimulating and inspirational encapsulations of themes commonly explored in class: procrastination; pride; prejudice; rebelliousness; food; and animals, to name a few. W. Bowie

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$16.95 SCIS 975190

FATCHEN, Max & JELLETT, Tom

Australia at the beach

Omnibus, 1999
ISBN 1862913935 [A821]

A modern day ballad, in picture book format, this work tells the simple story of a suburban family's excursion to the beach on Australia Day. The logistics, pleasures and family dynamics of getting away, the crowds, the beach, siblings and picnic lunches feature, all viewed from the point of view of the eldest child. The busy pen and ink illustrations in bold colours add amusing asides and set a festive tone throughout. They also beg the reader to look and discover details; some mentioned in the verse. This is a wonderful discussion starter for a variety of themes, in praise of the Australia of ordinary people, outdoors, going places, together. N. Chaffey

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$22.95 SCIS 988550

JAMES, Simon

Days like this: a collection of small poems

Walker, 1999
ISBN 0744561337 [821]

A heartwarming anthology of small poems, in picture book format, this work makes the everyday and ordinary become whimsical and

wonderful. The simple observations and language, varying moods, infectious rhythms and rhymes which make up this collection of works aptly capture the quiet reflections, natural logic, zest for life and tactile world of children. Poems have been selected from a variety of poets, and include poems by Simon James himself. The watercolour illustrations encompass the spirit of each of the poems, adding mood, meaning and humour. A useful resource for theme work, enjoying poetry and picture discussion, this is a delightful work for the young and very young at heart. N. Chaffey



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Community Professional
KLA: English
SYLLABUS: English K-6
 \$22.95 SCIS 990762

*Overseas publication: Cover illustration © 1999 Simon James from *DAYS LIKE THIS*. Reproduced by permission of the publisher Walker Books Ltd., London.

Landbridge: contemporary Australian poetry

/ edited by John Kinsella. Fremantle Arts Centre Press, 1999
 ISBN 1863682694 [A821]

Each poet in this comprehensive collection of contemporary Australian poetry comments briefly on content and purpose, while a small selection then provides some illumination. All major poets, with the notable exception of Bruce Dawe, are represented. The generous and gregarious voice of John Tranter, Fay Zawaicky's lyrical grief and Pam Brown's playful pleonasm sit comfortably beside Chris Wallace-Crabbe, Les Murray and Dorothy Hewett. This is an interesting collection of quite disparate poetic voices. Arrangement is not by theme or style, but by author to showcase a very wide range of Australian poets: a landbridge to contemporary Australian poetry for a general reader - a temporary isthmus to a great Southland of lyrical and powerful poetic possibilities. W. Bowie

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; 2U English
 Paper \$19.95 SCIS 972777

LODGE, Annette

Red Fred

Margaret Hamilton, 1999
 ISBN 1876289236 [A821]

Fred is everyone's dog, behaving badly but being loved, no matter what. Those pet loving families with a Fred can relate to his antics and sympathise with his owners. Students will relish the funny rhyming story of this naughty puppy (which is based on the author's own dog) and delight in the bright colours of the full page illustrations. The language is simple, and Australian colloquialisms are used to effect. The text is well sized and well spaced and the rhyming couplets enable early readers to predict the ending of each sentence. This is a valuable book to share with young children. S. Rasiaiah



USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 \$22.95 SCIS 988983

WHITMORE, Trixie, YERBURY, Claire & NASH, Marlene

Kokey Koala and the bush Olympics

Murray David, 1999
 ISBN 01876411341 [A821]

In styles reminiscent of both *Where's Wally?* and *Possum magic*, this large and colourful picture book contains many highly detailed paintings. After enjoying the rollicking, yet unsophisticated, rhyming verse about Kokey's relentless efforts to tour all the states of Australia and win a medal at a bushland version of the Olympic Games, students can spend much time searching for hidden creatures and plants in the double page illustrations. Diagrams provide answers should the animals prove too elusive. As a classroom resource, this book is an excellent springboard to develop or consolidate field knowledge and vocabulary about: the Sydney 2000 Olympic Games; Australian states and capital cities; and native flora and fauna. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$12.95 SCIS 990903

Waltzing Matilda meets Lazy Jack: 30 Australian ballads, poems and rhymes

/ chosen by Moira Robinson. Silverfish, 1999
 ISBN 1876631015 [A821.008]

An eclectic mix of Australian poetry and rhymes, this anthology includes work from well known poets such as A. B. Paterson and Henry Lawson, and some from lesser known and anonymous poets. It is an ideal collection with which to introduce young readers to the wonderful world of Australian poetry and rhyme. Line drawings by Craig Smith add to the anthology's charm. It would also be useful as a resource inclusion for some topics in HSIE K-6. The collection gives a glimpse of our country's recent past, the characters, the humour and the struggle that is our heritage. J. Quirk

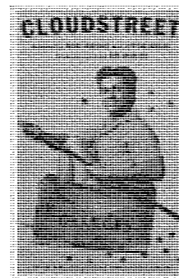
USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 Paper \$16.95 SCIS 990882

ENRIGHT, Nick

Cloudstreet

Currency, 1999 (Current theatre)
 ISBN 0868195898 [A822]

Adapted from the novel by Tim Winton, this three part epic drama has 102 scenes and 36 roles (17 male, 17 female, 2 voiceovers; doubling is possible). Scripted as a reminiscence encased by the family picnic, it tells the story of how circumstances force the Lamb and Pickles families to share a rambling house in post war Perth. Their fortunes are linked; and friendships and family are forged as they live under "the shifty shadow of God". Themes include: family; fidelity; adolescence; depression; alcoholism; physical and mental disability; murder, love and survival. The play contains sexual references and some swearing. Male and female monologues in this play are suitable for HSC individual perfor-



mance, and the work is appropriate supplementary reading for the English: Stage 6 syllabus (approved 1999). F. Crum

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: 2U Drama; English Stage 6: *Advanced*
 Paper \$14.95 SCIS 977669

*Cover featuring actor Daniel Wyllie reprinted with permission.

VALENTINE, Alana

Swimming the globe

Currency, 1999 (Currency teenage drama)
 ISBN 0868195952 [A822]

A contemporary drama with one male and two female characters, this work spans four years in the lives of two teenage Olympic swimming hopefuls. Stace is a high-profile Australian competitor, and Igorina is surviving in war torn Europe. Both girls dream, sacrifice, and manipulate their way to the Sydney Olympics. An episodic format highlights their stories and eventual meeting, as shown through their relationship with news reporter Mark Monroe. Competitiveness, war, ethnicity, abandonment, adoption, media hype, truth, personal identity and courage are dealt with as the characters cross personal boundaries and discover their own Olympic spirit. Video-cam, screens, pre-filmed footage and candles may cause concern for school performance. This play contains excellent female monologues and is suitable for senior performance. F. Crum

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: 2U Drama; 2U English
 Paper \$13.95 SCIS 982044

WOOLLAMS, Tony

Scenes for young actors: a scene study resource book

Currency, 1999
 ISBN 0868195073 [A822]

An impressive publication, this book offers clear guidelines on selecting, analysing and preparing dramatic scenes for performance. It integrates ideas adopted from some of the best known modern drama theoreticians, and outlines a step by step practical approach to dealing with scripts. It contains a wide selection of contemporary scenes from Australian and international playwrights. These stimulating extracts for two or three actors, listed by gender roles, present challenging dialogues for teenage and adult students. This is a most useful resource for drama classes and has a range of educational applications. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; 2U Drama
 Paper \$19.95 SCIS 984046

Tremendous worlds

/ edited by Susan Pfisterer. Currency, 1999
 ISBN 0868195766 [A822.009]

A treasure trove of feminist drama has been recovered from the past and published in this collection. It presents seven little known plays written between 1890 and 1960. They express the female perspective across a range of social, cultural and political issues. Coming to terms with such dilemmas as prejudice, oppression,

racism, institutional discrimination and rights in the work place, and the desire for independence are just some of the hard hitting themes. A comprehensive introduction sets the works in historical context and applauds these female writers who "helped to write women back into our history". This anthology provides a fascinating choice for senior students. C. Sly

USER LEVEL: Stage 6
KLA: CA; English
SYLLABUS: 2U Drama; 2U English
 Paper \$24.95 SCIS 991664

KENNETT, David & BLACKLOCK, Dyan

Olympia: warrior athletes of Ancient Greece

Omnibus, 2000
 ISBN 1862913889 [938]

Kennett's illustrations are the main focus of this book. Pages feature combinations of large and small colour illustrations and black and white drawings, accompanied by single paragraphs of text. The effect is dramatic, dynamic and reminiscent of comic book layout. One double page spread features a useful line map of ancient Olympia. The background to the ancient Olympic Games is described, the nature of the competitions discussed, and the religious and cultural significance of events is explained. This is an accessible work, which provides a background to the modern Olympics. The strong visual focus makes it an interesting resource to use for developing visual literacy activities. J. Buckley

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
 Paper \$14.95 SCIS 997413

Alpha religion [series]

Evans, 1999

The ancient holy cities have fascinating histories, and their unique characteristics are captured in this series. The major religions of the world, including Jewish, Christian, Muslim and Roman Catholic, are at the heart of the development of these cities. The diversity of cultures and races within each city is highlighted. Numerous colour photographs, diagrams and maps accompany descriptions of customs and traditions. A timeline of important events completes each book. The volumes are presented in glossy hardcover and are attractive resources. There is enough detail for them to be useful references for HSIE K-6. B. Roberts

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$29.95 each

Titles in this series include:

Jerusalem SCIS 976464
Makkah SCIS 978499
Rome SCIS 975254

MAH, Adeline Yen

Chinese Cinderella: the secret story of an unwanted daughter

Penguin, 1999 (Puffin)
 ISBN 0141304871 [951.25]

This is the heart wrenching and compelling true story of the author's childhood. Adeline's Chinese family considered her to be

bad luck because her mother died giving birth to her. Hers is a tale of a young person yearning for the love of her family as she deals with isolation, discrimination and rejection. The reader gains an insight into traditional Chinese popular beliefs and practices, and an understanding of the history of China from the Opium War to the communist takeover. R. Fugaccia

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
 Paper \$12.95 SCIS 979913

We come from [series]
 Wayland, 1999

Each book in the series introduces the reader to the geography and contemporary lifestyles of a young person living in a particular country of the world. The reader is introduced to a child and his or her family before exploring the country's geographical features and the diversity of urban and rural life styles. The emphasis is on modernity rather than on the traditional and exotic. These books provide excellent reading and source material for students in Stages 1 and 2. They are appropriate and high quality support materials for the HSIE syllabus for these stages. R. Fugaccia

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
 \$29.95 each

Titles in this series include:
China SCIS 971372
Japan SCIS 971371

PLATT, Richard
Aztecs: the fall of the Aztec capital

Dorling Kindersley, 1999
 ISBN 0751358851 [972]

Richly illustrated by Peter Dennis, this book provides students with a visual insight of life during the Spanish invasion of Mexico. The book begins with a series of biographies of key historical figures in this period, and an examination of pre contact Aztec society. Each double page spread offers information, pictures and diagrams on a new aspect of the history of the Aztecs. There is a strong focus on the Siege at Tenochtitlan and the role of religion in Aztec life. Text is presented in small, easy to read sections and is combined with historical documents, both written and visual, to provide a stimulating resource for young history students. A. Byron

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5; HSIE K-6
 \$22.95 SCIS 981169

MACINTYRE, Stuart
A concise history of Australia

Cambridge University Press, 1999 (Cambridge concise histories)
 ISBN 0521625777 [994]

Key points of Australian history, that enable us to reflect on our common good and shared future, are the basis of this work. The book is built on a solid foundation of knowledge and reasonable interpretation by the author. Like all concise books, it does require

at least a rudimentary knowledge of events and people discussed within. The author's premise, that with knowledge about our history we will have knowledge to consciously shape our future, is well argued. The text is supplemented with images and an excellent reference section for each theme. Its uses in the classroom are varied, from reference to historiographic research. C. Dorbis



USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; Geography Stages 4-5; 2U Geography; History Stages 4-5; 2U Modern History; 2U Society & Culture
 Paper \$19.55 SCIS 990527

GARD, Stephen
A history of Australia

Macmillan Education, 2000
 ISBN 02732954231 [994]

Acknowledging difficulties in covering Australia's history in sufficient depth at this level, this boxed set of ten volumes fares well in encapsulating the essence of Australia and all its people in an historical and social context. The simple narrative in each volume guides the reader thematically through major periods and events, and identifies individuals of ordinary and significant contribution to the development of the nation. The thematic approach at times creates a degree of overlap between chronological placement of events. Insets on each page elaborate on ideas and provide a concurrent glossary for the reader. The absence of a complete index (each volume contains its own index) may well present difficulties for younger students. E. Maxwell

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
AVAIL: \$250.00 set of 10

- Titles in this set are:*
- From the Dreaming** SCIS 987564
 - Early contacts** SCIS 987565
 - The colony of New South Wales** SCIS 987566
 - Early governors** SCIS 987567
 - Building Australia** SCIS 987568
 - Land, gold and government** SCIS 987569
 - Towards federation** SCIS 987570
 - Australia: a new nation** SCIS 987610
 - Discovering a national identity** SCIS 987616
 - Looking to the future** SCIS 987619

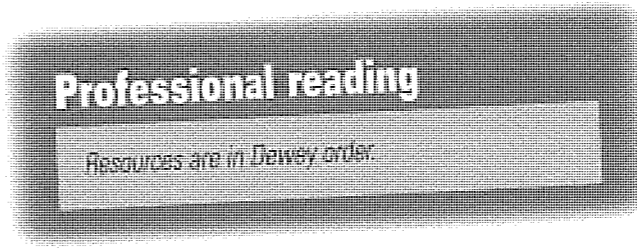
McLAREN, Glen
Life's been good: the children of the Great Depression

Fremantle Arts Centre Press, 1999
 ISBN 1863682651 [994.04]

Did the Depression ruin the lives of its children? Not these ones. This book records the authentic autobiographical voices of eight Australians who were of school age in the 1930s. Apart from their age and generally winding up in rural Western Australia, the origins and experiences of the eight are different. All had times of difficulty, some unimaginable to many of us, yet, reminiscent of

Facey's *A fortunate life*, without exception they stand at the end of their lives grateful for what life gave them. The stories demonstrate the strengths, spontaneity and the occasional confusion of unedited oral history, and in them we see again the extraordinariness of ordinary lives. G. Spindler

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
 Paper \$19.95 SCIS 971027



COUSENS, Sally & REYNOLDS, Ruth
Societies and environments [series]

Social Science, 1999

There are seven student workbooks, one for each of the primary years, and three teacher guides in this program. The authors do not always use the outcomes of the HSIE K-6 syllabus, instead writing outcomes to suit the chosen content area of their selected units of work. There is no reference to the four syllabus strands: *Change and continuity; Cultures; Environments; and Social systems and structures*. Instead, the authors have chosen to identify their own areas of knowledge, and introduce a new set of terminology which does not lend itself to the inclusion of all the outcomes and subject matter that teachers are required to cover in their school's scope and sequence plans in HSIE. There are close parallels with some of the units of work found in the Board of Studies publication, *Units of work*. Whilst the *Societies and environments* units of work do offer some alternative activities, it would be more appropriate to work directly from the Board's units, which refer explicitly to the syllabus outcomes. The student workbooks do not add sufficiently to the activities as described in the teacher's guide, nor would their presentation promote students' enthusiasm and enjoyment of HSIE. Many lack any visual stimulus. No page references are provided in the *Teacher's guide* to assist teachers in locating the appropriate page in the student workbooks. These resources do little to assist schools in the implementation of the HSIE K-6 syllabus. A. Arnott

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper Workbooks \$9.95 each; Teacher's guides \$25.00 each

- Titles in this series include:*
- Kindergarten workbook: a teaching and learning program for primary classrooms** SCIS 977287
 - Year one workbook: a teaching and learning program for primary classrooms** SCIS 977288
 - Year two workbook: a teaching and learning program for primary classrooms** SCIS 979016

- Year three workbook: a teaching and learning program for primary classrooms** SCIS 981757
- Year four workbook: a teaching and learning program for primary classrooms** SCIS 981766
- Year five workbook: a teaching and learning program for primary classrooms** SCIS 981759
- Year six workbook: a teaching and learning program for primary classrooms** SCIS 981758
- Teacher's guide, kindergarten to year two** SCIS 979017
- Teacher's guide, year three to year four** SCIS 989250
- Teacher's guide, year five to year six** SCIS 989259

KEWLEY, G. D.
Attention Deficit Hyperactivity Disorder: recognition, reality and resolution
 LAC, 1999
 ISBN 0953474801 [618.92]

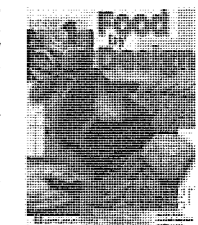
Parents and teachers need a clear guide of what to expect from children with Attention Deficit Hyperactivity Disorder (ADHD) and this book provides practical advice. It is a useful supplement to the booklet, *Talk, time, teamwork*, distributed to NSW DET schools. The chapter on core features is supplemented by case studies to show individual variations. There are chapters on what parents and teachers can do, including a section on getting the most out of medication. The long term outlook is also discussed. The only irrelevant chapter for Australians describes help available in Britain; otherwise this is a resource that will answer the many questions puzzling people who come into contact with ADHD. A. Soutter

USER LEVEL: Community Professional
 Paper \$24.95 SCIS 982346

HEATH, Glenis
Food by design. Book 1

Addison Wesley Longman Australia, 1999
 ISBN 0733905021 [641.30076]

A colourful and well presented book, this is full of activities and recipes with a strong practical and design focus. Based on the Victorian syllabus, this book provides opportunities for students to develop introductory knowledge and skills for working with food. The first few chapters look at the design process, safety, hygiene and recipe basics. From then on they focus on themes such as fruit and vegetables and food for fun. There is a chapter on the Sydney 2000 Olympics. There are many photographs and clearly labelled illustrations, including a simple but worthwhile diagram of the design process. This is a worthwhile reference text for teachers in NSW schools. J. Redfern



USER LEVEL: Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Food Technology 7-10
 Paper \$27.95 SCIS 973215

ELIAS, Maurice J.

Emotionally intelligent parenting

Doubleday, 1999

ISBN 1864710195

[649.1]

An easy to read guide, this work is based on Daniel Goleman's concept of emotional intelligence. Resting on the premise that parents are the main tutors of children in the basic skills of life, the author uses everyday interactions of parent and child to provide insights, case studies and practical suggestions. Effective parenting requires both the modelling and instruction of such qualities as self discipline and responsibility to produce emotionally competent young people. Information is well organised, providing specific strategies for homework, sibling rivalry, making friends and setting limits. This is a suitable resource for school counsellors to recommend to parents. A. McKenzie

USER LEVEL: Community Professional
Paper \$19.95

SCIS 980560

Who reviews?

Reviewers for **Scan** and the DET Web site are selected from teachers and teacher-librarians across the state.

Internet reviewers for this issue were:

Richard Alliband, Marsden High
Su Annetts, Science/TAS, James Ruse Agricultural High
Bill Bowie, English, Dulwich High
Carolyn Burden, Blairmont Primary
Georgina Buttler, Kiama High
Gayle Cale, Engadine West Primary
Kate Dally, Punchbowl Boys' High
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Simon Taylor, Wakool Primary
Peter Thompson, Bossley Park High
Ruth Thompson, Bossley Park High

Laurence Ward, DP, Carlton Primary
Deidre Wauchop, Dance Consultant
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Other resource reviewers for this issue were:

Su Annetts, Science/TAS, James Ruse Agricultural High
Ann Arnott, Ryde Primary
Kristin Ashley, Visual Arts, Newcastle High
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Bill Bowie, English, Dulwich High
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2000 Shortlisted finalists in the CHILDREN'S BOOK OF THE YEAR AWARDS

PICTURE BOOKS

(Some of these books may be for mature readers; arranged in alphabetical order by illustrator)

- GRAHAM, Bob **Buffy: an adventure story**. Walker, SCIS 970892, reviewed **Scan** 18 (4)
- GREDER, Armin (text Libby Gleeson) **The great bear**. Scholastic, SCIS 967569, reviewed **Scan** 19 (3)
- OTTLEY, Matt (text Nadia Wheatley) **Luke's way of looking**. Hodder Children's, SCIS 976164, reviewed **Scan** 19 (1)
- SPUDVILAS, Anne (text Margaret Wild) **Jenny Angel**. Penguin (Viking), SCIS 985199, reviewed **Scan** 19 (1)
- TAN, Shaun (text Gary Crew) **Memorial**. Lothian, SCIS 967574, reviewed **Scan** 18 (3)
- VIVAS, Julie (text Jenni Overend) **Hello baby**. ABC, SCIS 987634, reviewed **Scan** 19 (2)

BOOKS FOR YOUNGER READERS

- FORRESTAL, Elaine **Graffiti on the fence**. Penguin (Puffin), SCIS 982375, reviewed **Scan** 19 (1)
- FRENCH, Jackie **Hitler's daughter**. HarperCollins, SCIS 988370, reviewed **Scan** 19 (2)
- GLEESON, Libby (illus Ann James) **Hannah and the tomorrow room**. Penguin (Puffin), SCIS 983905, reviewed **Scan** 19 (2)
- HIRSCH, Odo **Hazel Green**. Allen & Unwin, SCIS 967978, **Scan** 19 (1)
- RODDA, Emily **Rowan and the Zebak**. Omnibus, SCIS 988966, reviewed **Scan** 19 (2)
- ROY, James **Captain Mack**. University of Queensland Press (UQP Storybridge), SCIS 979917, reviewed **Scan** 19 (2)

BOOKS FOR OLDER READERS

(These books are for mature readers)

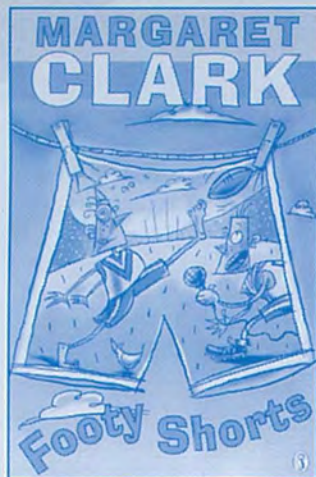
- BARNES, Helen **Killing Aurora**. Penguin, SCIS 972522, reviewed **Scan** 18 (4)
- EARLS, Nick **48 shades of brown**. Penguin, SCIS 979904, reviewed **Scan** 19 (2)
- FIENBERG, Anna **Borrowed light**. Allen & Unwin, SCIS 968488, reviewed **Scan** 19 (3)
- HARTNETT, Sonya **Stripes of the sidestep wolf**. Penguin (Viking), SCIS 967665, reviewed **Scan** 19 (1)
- McROBBIE, David **Tyro**. Penguin, SCIS 976168, reviewed **Scan** 19 (2)
- METZENTHEN, David, **Stony heart country**. Penguin, SCIS 985170, reviewed **Scan** 19 (1)

EVE POWNALL AWARD FOR INFORMATION BOOKS

- BECK, Jennifer, BLACKLOCK, Dyan & ALLAN, Katrina **Crash!: the search for the Stinson**. Omnibus, SCIS 979899, reviewed **Scan** 19 (3)
- FRENCH, Jackie **How to guzzle your garden**. HarperCollins, SCIS 983945, reviewed **Scan** 19 (3)
- LAWRENSON, Diana **Inside The Australian Ballet**. Allen & Unwin, SCIS 989119, reviewed **Scan** 19 (3)
- NICHOLSON, JOHN **Fishing for islands: traditional boats and seafarers of the Pacific**. Allen & Unwin, SCIS 983480, reviewed **Scan** 19 (1)
- OLIVER, Narelle **Sand swimmers: the secret life of the Australian dead heart**. Lothian, SCIS 961580, reviewed **Scan** 18 (4)
- PALLOTTA-CHIAROLLI, Maria **Tapestry**. Random House Australia, SCIS 967584, reviewed **Scan** 19 (3)

Note that from 2001 a new category called **Early childhood** will be introduced. The winners will be announced on Friday 18th August. **Book Week** commences 19th August. The theme is **Book Week 2000 - The Edge of Tomorrow**. Visit the new official **Children's Book Council of Australia** web site at: www.cbc.org.au/

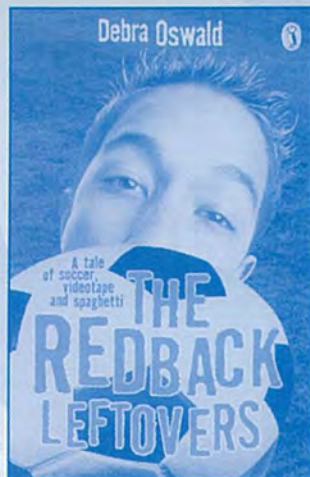
Reviews of the above resources are available online. Go to the **School libraries: empowering learning** web site at www.det.nsw.edu.au/schoollibraries and from the home page follow the path: **Teaching and learning**, then **Book Week**, then **Shortlist**.



Footy Shorts
Margaret Clark

Lennie's great-grandfather played for the Cheetahs. So did his grandfather. So did his dad. They're footy legends. But Lennie knows he's not legend material. So when Calvin Calamari, a specky player, drop-kicks in from up north into the Cheetahs' under-15 footy team, Lennie sees a way out. Calvin's cool, Lennie's laid-back, the family's happy, but there's another big problem they all need to solve. Margaret Clark's new *Shorts* gives us the assorted lives and assorted passions of four very different boys by one of Australia's most popular writers for young adults. Gritty, funny, realistic.

0-14-130887-7 \$11.95* Available Now



The Redback Leftovers
Debra Oswald

Thirteen-year-old Will Fisher used to love playing soccer, but now he hates it. This year he's been bundled into the team nobody would choose to be in - a team of leftovers. Two new coaches bring a renewed passion to the game but at the end of the season, on the brink of success, everything begins to fall apart for the Leftovers.

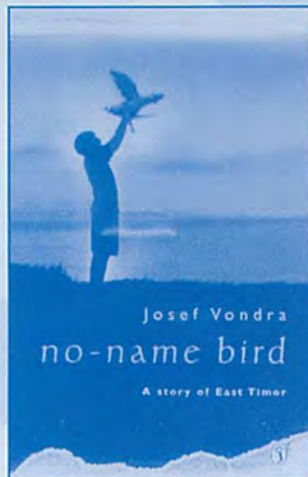
0-14-130494-4 \$12.95* Available May



Tiger Trouble
Sherryl Clark
Illus. Teresa Culkin-Lawrence

Eric's mother gets into trouble a lot. But why does she suddenly start tap-dancing at the supermarket and at the footy? Has it anything to do with the hypnotist at the circus? Another great Puffin Aussie Bite from the author of *The Too-Tight Tutu*.

0-14-130632-7 \$9.95* Available Now



No Name Bird
Josef Vondra

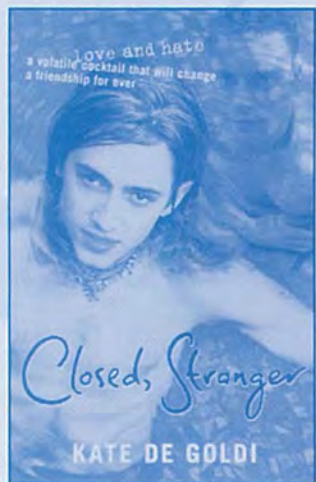
A topical, contemporary novel set in Timor, *No Name Bird* is the heart-warming and extraordinary story of a small boy and how he sees and reacts to the unfolding tragedy of the Indonesian invasion of Portugese Timor in 1975. A strong link is formed between Jose, his uncle, and the fighting bird they train. This bird becomes Jose's symbol of courage and strength - a magnificent fighting cock whom his uncle said must never have a name. Because courage has no other name. And it is the thing that Jose clings to as his world is torn apart.

0-14-028317-X \$14.95* Available Now

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Closed, Stranger
Kate de Goldi

They may be opposites, but the friendship that develops between Max and Westie is a one-off. They are young and flying high, until Max falls in love with Meredith and Westie meets his real mother. Their friendship will be tested beyond breaking point, and nothing will ever be the same again. Hard-hitting and potentially controversial YA drama from this award-winning author, about adoption and the tragic consequences which follow when the past intrudes. This superbly written young adult novel displays many of the Kate De Goldi qualities that won her a New Zealand Post Children's Book Award for *Sanctuary*.

0-14-130504-5 \$14.95* Available Now



Eat Well and Stay Out of Jail
Leonie Stevens

A berserk love story on wheels... Being a beatnik is tough going. So is getting dumped by your boyfriend, and not having much of a life to speak of. But does Vicky deserve all the heartache she comes across in the desert? A kooky town, a mysterious boy, and a bunch of wackos hiding out in the scrub isn't exactly what Vicky has in mind when she dreams of taking to the road. But that's exactly what she gets. Leonie Stevens' new novel is as hot and dangerous as far sizzling in the midday sun.

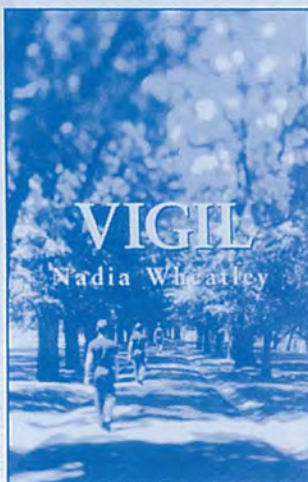
0-14-028498-2 \$14.95* Available Now



Looking for Alibrandi
Melina Marchetta

Looking for Alibrandi, the multi-award-winning novel, is now a major film starring Greta Scacchi, Anthony La Paglia, and Pia Miranda. The film tie-in edition of this YA classic tells the story of Josephine Alibrandi, in her final year at a wealthy Catholic school. This is the year her father comes back into her life, the year she falls in love, the year she discovers the secrets of her family's past and the year she sets herself free...

0-14-029350-7 \$17.95* Available May



Vigil
Nadia Wheatley

Nathan returns to his home town to attend the funerals of his friends, Tim and Dean. Wheatley's powerful new novel for teenagers, with its gutsy, gritty prose, touches on issues such as the lure of hard drugs, and the importance of not forgetting the past. *Vigil* is about the power of guilt - the guilt of the survivor.

0-670-88959-8 \$17.95* Available Now

