

A school library contributes to the improvement of student learning outcomes by providing services and programs which support teaching and learning practices within the school. A school library contributes to the improvement of student learning outcomes by providing services and programs which support teaching and learning practices within the school. A school library contributes to the improvement of student learning outcomes by providing services and programs which support teaching and learning practices within the school.

SCAN

Vol 19 Number 4 November 2000

Curriculum Support Directorate

www.det.nsw.edu.au/schoollibraries



www.curriculumsupport.nsw.edu.au/

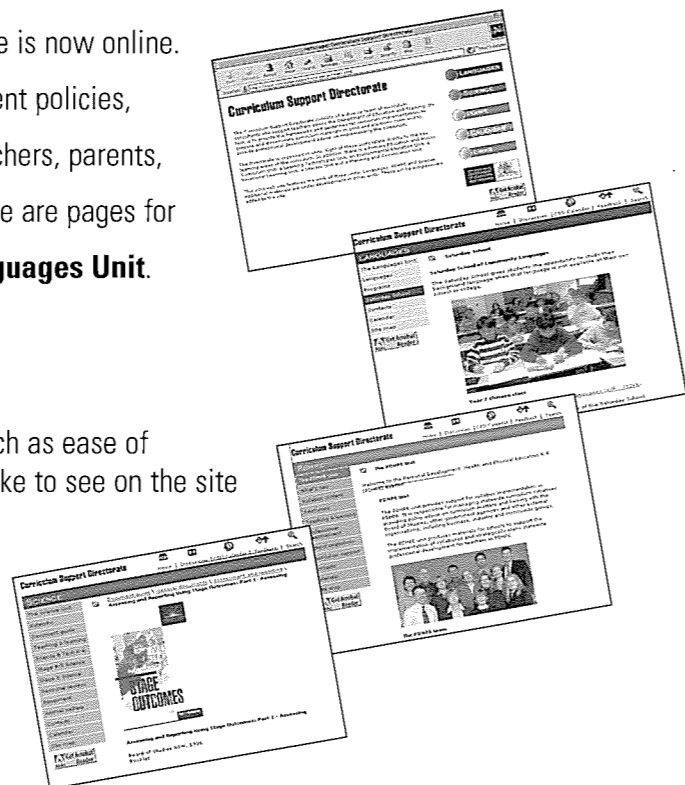
Curriculum Support Directorate online

The **Curriculum Support Directorate** pilot web site is now online. This site provides access to teaching resources, current policies, support documents, initiatives and strategies for teachers, parents, students and community members. Currently available are pages for **The PDHPE Unit, The Science Unit and The Languages Unit.**

Have your say

Teachers are encouraged to comment on features such as ease of navigation, structure of the site, content you would like to see on the site and any changes or improvements you can suggest.

Please use the online feedback facility provided with the site, or email your comments to: Bill Gillespie, Internet Project Officer, Learning Technologies.
Email: bill.gillespie@det.nsw.edu.au



Editor: Ian McLean
Review Coordinator: Colleen Foley
Graphic Designer: BIAGDESIGN
Subscription enquiries:
Scan
Fax: (02) 9886 7413
Web: www.det.nsw.edu.au/schoollibraries

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

© 2000 NSW Department of Education and Training, Curriculum Support Directorate
ISSN 0716-4127 SCIS 751744

Views expressed in Scan are not necessarily those of the editor or the Department of Education and Training. All covers are reproduced with permission of the relevant publishers. Scan accepts paid advertisements and publication of such does not imply endorsement by the NSW Government, DET or Scan. Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan, Private Bag 3, Ryde, NSW 2112, Australia. Phone: (02) 9886 7501, Fax: (02) 9886 7413, Email: Ian.McLean@det.nsw.edu.au

RESTRICTED WAIVER OF COPYRIGHT

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

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

Scan accepts advertising.
For further information, contact
The Editor on (02) 9886 7401

SCAN

Vol 19 No 4 November 2000

Curriculum Support Directorate

From the Editor	2
Currents	3

Teaching and Learning

Live video conferencing with Web in a box: the Green and Golden Bell Frog – <i>Jan Eade & Frances Hough</i>	4
Blayney Public School's Museum: literacy, information technology and cooperative learning – <i>Cherie Ferson & Tanya Connor</i>	11
Our community: using the outcomes approach to write your own HSIE unit – <i>Denise Newton & Sue Field</i>	16
How teacher-librarians can support Stage 6 English teachers and students – <i>Kerry Underhill & Gillian Lovell</i>	20
Good WWW page design... by accident or design? – <i>Doug Piper</i>	23

Research columns

Research columns 4, 2000 – <i>Dr Ross J. Todd</i>	26
Moving forward: knowledge management in action – <i>Sue Richer</i>	27



Management

Web site cataloguing and SCIS – <i>Anne Dowling</i>	32
A guide for school literacy support teams – <i>Bronwyn Hafey</i>	34
The School Magazine – <i>Jonathan Shaw</i>	36

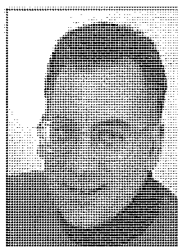
Resources

Reviews of Internet sites	38
Literacy resources	52
Picture books	56
Fiction for younger readers	59
Fiction for older readers	64
Information, poetry and drama	71
Professional reading	87
Who reviews?	88

Noticeboard	89
Indexes	91

Cumulative indexes to Vol 19 – articles, Internet sites, resource titles and resource authors

From the editor



By separate cover, please look out for your 2001 **Scan** Tax invoice/subscription form. In past years, we have sent out renewal reminders towards the end of Term Three, as many schools close off their budgets early to prepare for the annual financial roll over. However, the changes to vacation times for the Olympic Games have slightly altered some of **Scan's** due dates. Please remember that a subscription to **Scan** is for a calendar year, and that this issue completes your current subscription.

Feedback on *Scan*, particularly in regard to our recent articles on the literacy demands of visual text, continues to be positive and constructive. We value such comments, and enjoy hearing about how *Scan* and the School libraries: empowering learning web site are addressing the needs of teacher-librarians, students, teachers, Principals, and information technology personnel. If your school achieves success with a collaborative innovation, we would like to hear about it.

Teacher-librarians have an important role in the integration of technology into class programs, and this is reflected in *Scan*. In this issue's articles, our writers discuss online resources to support the New HSC (Higher School Certificate), ideas for school web site design, and the cataloguing of web sites by SCIS.

The feature article in *Teaching and learning* is from Turramurra North Public School. It is also technology related, concerning a successful trial of *Web in a box*, an Internet based video conferencing facility provided by the Australian Museum and Sydney Water. As part of a science and technology unit, students were able to consult with experts at the Museum, using state of the art equipment, in a real life context. Teacher-librarian Jan Eade, who is also a member of the SCIS reviewing team, happened to mention this event on a brief visit to the SCIS/*Scan* office. It certainly sounded like a potential article to us! Many thanks to Jan and Frances for writing the article so promptly, allowing this innovative teaching and learning experience to be shared with *Scan's* readership.

In Research columns, Dr Ross Todd presents the results of an action research project in knowledge management. The concept of knowledge management for schools was explored in a series of *Scan* articles throughout 1999, and now we are seeing the first results of small knowledge management projects instigated by teacher-librarians. I hope you enjoy Sue Richer's timely article.

The Cumulative indexes of resource and Internet sites will assist you to locate reviews included in the four issues of *Scan* for 2000. As noted last issue, prices have not been included with resource reviews. This is due to the introduction of the Goods and Services Tax (GST). However, new material arriving for review has detailed pricing information, so from *Scan* vol 20 no 1, 2001, we will again be able to include prices with each review.

Thank you to all our readers, contributors, and advertisers for supporting *Scan*, and special thanks to the resource publishers who supply books to be catalogued and reviewed. We do hope you will all join us again in 2001.

Ian McLean

Currents



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

School libraries: empowering learning at [www.det.nsw.edu.au/ schoollibraries](http://www.det.nsw.edu.au/schoollibraries)

Our web site for teacher-librarians continues to develop, providing teacher-librarians with the latest information on important issues and initiatives. Checking News will inform users of changes and additions; for example, as soon as the new SCIS subject authority files are available for use in NSW government schools, the relevant information will be posted here.

Discussion and feedback from teacher-librarians is welcomed in Discussion. Such discussion was helpful in addressing issues and needs in relation to cataloguing web sites, about which there is an article in this *Scan*.

More district committees are adding information and contacts for their teacher-librarian networks in District networks. Apart from using this to keep in touch with their own district network, teacher-librarians may find it interesting to explore the topics and activities of various district networks, as they could provide ideas and contacts for their own professional events. Key additions to *Teaching and Learning* are as follows.

Professional development

A professional development program, Exploring a standards referenced

approach for assessment in the new HSC, is now live in *Teaching and learning*. This takes participants through the assessment process in detail, helping them understand the new syllabuses, and how teacher-librarians can support their implementation. It gives a clear understanding of how assessment tasks are designed and marked, which allows teacher-librarians to assist teachers and students more effectively. The package takes a collaborative approach, with teacher-librarians and teachers working together, and would help them address concerns about the design of assessment tasks. It also provides strategies for working with teachers on this, and using the related expertise teacher-librarians have. While the module is specific to new HSC implementation, many of the issues are translatable to all stages.

The module could be a possible item for a district teacher-librarian network day or half day. The package includes a suggested process for using the materials as a focus for district teacher-librarian meetings. Over the past few years I have been privileged to be invited to participate in professional development activities organised by district networks, and I would welcome the opportunity to support or facilitate such a session.

Future book raps

Our book raps in 2000, including the recent *Paralympics rap*, have been well received, exciting *Teaching and learning* events. In 2001 a number of book rap opportunities will be available. As with past raps, these will feature collaborative planning, with the units of work written by teachers with appropriate expertise, and the raps jointly managed and supported by the

relevant Key Learning Area and Library and Information Literacy teams from Curriculum Support Directorate.

Some of the planned book raps include:

- for Stage 6 English (ESL): *Only the heart* by Brian Caswell & David Phu An Chiem; at the beginning of Term 1, 2001
- for Stage 5 English: *The Binna Binna man* by Meme McDonald & Boori Pryor; Term 2, 2001
- for Stage 1: *Big mob books for little fullas*; Term 2, 2001
- for Stage 2: *Mrs Millie's painting* by Matt Ottley; Term 3, 2001
- for Stage 6 English (Standard): *Maybe tomorrow* by Boori Monty Pryor.

Teachers will be advised of the specific timing of raps, where not stated, in News as soon as dates are confirmed.

Curriculum Support Directorate web site

The Curriculum Support Directorate web site at www.curriculumsupport.nsw.edu.au/index.htm is in the pilot stages of development. The site provides significant support and policy advice for teachers implementing the curriculum. Teacher-librarians and teachers in schools will find this an essential site to bookmark. It will be a focal point for disseminating curriculum materials and professional development advice.

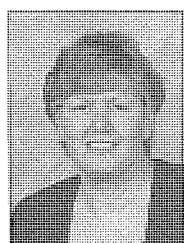
Currently, the site features contacts and support material for Languages, PDHPE, and Science. Sections for other Key Learning Areas and Curriculum Support Directorate units are under development and will be progressively added to the site.

As this is the last *Scan* for the year, I wish everyone best wishes for the rest of 2000, and look forward to hearing from you all next year.

Live video conferencing with Web in a box: the Green and Golden Bell Frog



Turrumurra North Public School is located in the Ryde District and has a population of 309 students. **Jan Eade** is the teacher-librarian at the school for three days a week and operates a semi flexible timetable that encourages teachers



to book their classes into the library for the team teaching of collaboratively planned units. **Frances Hough** is the science coordinator at Turrumurra North, and is currently teaching a Year 3/4 composite class.



Frog image courtesy Alan Greer and the Australian Museum.

Stage 2 students from Turrumurra North Public School were recently involved in a highly successful, web based video conference with a panel of experts on Australian frogs.

Following a successful science fair in Term Two, Frances Hough was asked by the Australian Museum if their interactive *Web in a box* initiative could be launched at our school. A topic was not difficult to select, as Frances had already decided to implement a science and technology unit based around resources from *The Aussie frog challenge K-6 kit*. The unit had been planned to investigate the link between the Green and Golden Bell Frog species found at Homebush Bay and its use as an icon of the Sydney 2000 "Green Olympics". The students had also expressed a genuine interest in studying frogs.

Students consulting with experts

The *Science and technology K-6 syllabus and support document* (1991) states that learning resources should include "places such as science and technology museums and centres etc; organisations which provide information and services and people's knowledge and expertise" (pp 50-51). It further suggests that programs

should "look beyond the classroom and utilise the community and its resources to enrich students' learning experiences" (p 55).

Year 3/4 regularly participates in the local *Streamwatch* program, and the

Several aquariums have also been set up in the classroom so that the students can observe the creek life

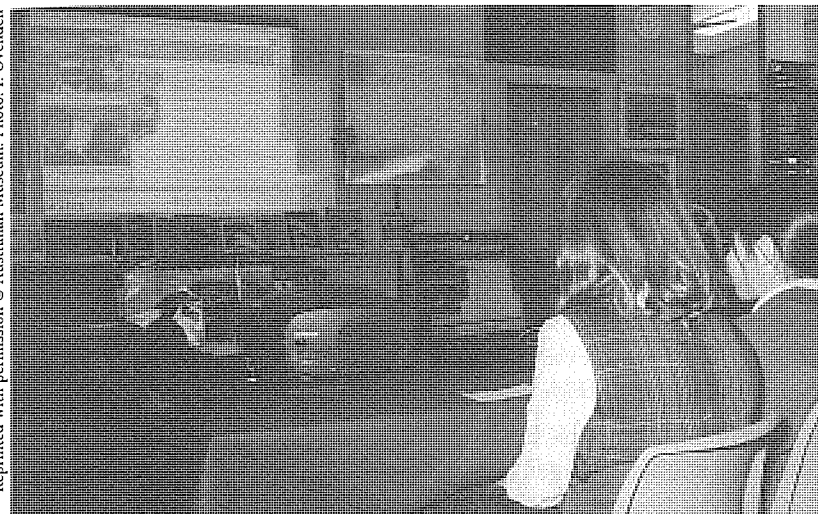
students have become increasingly aware of the need to protect the macroinvertebrates of two creeks in close vicinity to the school.

The students are required to count these organisms in order to monitor the health of the creeks.

In recent months, several aquariums have also been set up in the classroom so that the students can observe the creek life. However, the students are also aware that they must return all their water bugs to the original habitats, and that a special licence is required to keep tadpoles.

This was reinforced when one of the students brought in some White Lipped Frogs for the class to observe. He was able to tell the class how he had completed a course and obtained a frog licence in order to help protect endangered Australian frogs. The student had joined a Frog and Tadpole Society *Frogwatch* Group, and learnt about caring for frogs. He is very knowledgeable about the causes of the decline of some populations of frogs, and his experiences had motivated the students to learn more.

Reprinted with permission © Australian Museum. Photo: P. Ovenden



The *Web in a box* package allows the whole class to join in on the live online conference with Australian Museum scientists.

The Green and Golden Bell Frog

Frances and Jan were able to build upon the students' interest and field knowledge by collaborating on a unit on frogs, in particular the Green and Golden Bell Frog, that was designed to culminate in the formulating of the students questions to be used in the live video conference.

This unit is presented in two parts:

- Task A is related to the collaborative unit of work already begun on *Mini-worlds* from the science and technology K-6 syllabus documents. It involves students researching and comparing frog species from all over the world.
- Task B is designed to encourage students to formulate questions of interest, not already answered by the research activities in Task A, to be asked of the Australian Museum's experts in frogs. These questions become the core of an Internet site specially prepared by the scientists to support their answers during the video conference.

Outcomes for English

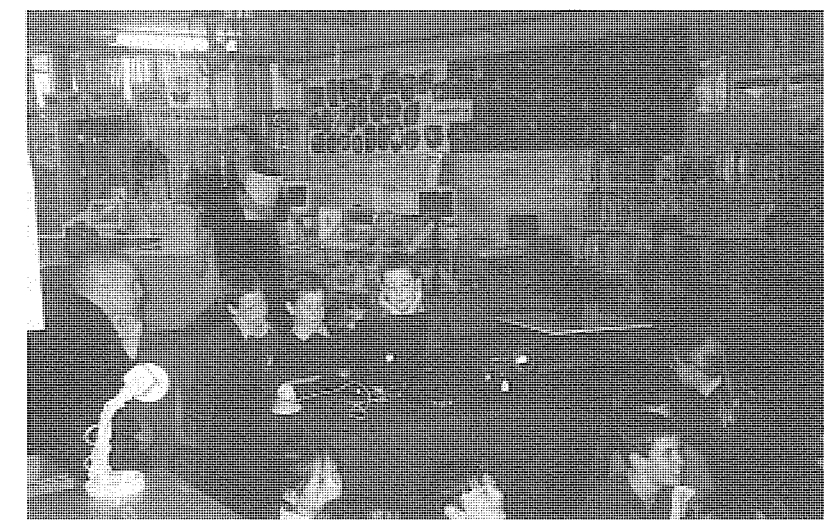
For this unit, the Stage 2 English outcomes (*English K-6 syllabus*, 1998) were:

TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various strategies for different situations.

We built upon the students'

interest and field knowledge by collaborating on a unit on frogs.

RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.



Web designer Russ Weakley (left), of The Australian Museum, tests the equipment in preparation for the online conference.

RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

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

Learning activities for these outcomes included the students:

- contributing to class summaries after reading or viewing
- predicting and listing a range of print and non print resources for answering focus questions
- obtaining information about frogs from databases and selected Internet sites
- locating and sorting information from a variety of sources
- using correct word order when asking questions or making statements
- acting as reporter for a group
- writing questions for identified experts on a topic of interest
- identifying keywords and phrases.

Outcomes for science and technology

The Utilising technology and Living things strands of the *Science and technology K-6 syllabus: outcomes and indicators* (2000) provided the following additional Stage 2 outcomes:

UT S2.9 Selects and uses a range of equipment, computer-based technology, materials and other resources to undertake an investigation or design task.

LT S2.3 Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment.

Learning activities for these outcomes included the students:

- designing, making and using a database to record information on frogs

- developing an appropriate format for publishing information on the life cycle of a frog (eg. written texts, diagrammatic, etc).

Task A: teaching and learning activities

Defining

- A floor storm (brainstorm) was used to find out what the students already knew about frogs.
- Concept maps: ideas from the previous activity, categorised into topics, were developed into a *Frog profile* pro forma (see page 8) to use later for gathering information.

- Using students' knowledge and print resources, fifteen frogs, from various habitats and with interesting characteristics, were selected by the class and teachers.

Locating

- In response to the question, "Where will we find the information?", the students were able to indicate that they could use *OASIS library inquiry* to locate books, posters, videos and CD-ROMs. The students also suggested encyclopedias in the library's reference section, and the Internet.

- The library currently provides access to a network of fifteen computers that are connected to the Internet and a curriculum files server. The files server allows students to use a variety of licensed CD-ROMs.
- Although the students have developed some skills in the use of search engines, for this particular activity some suitable web sites were located and bookmarked by the teacher-librarian for ease of student access.

Selecting and organising

- Modelling and group construction: a sample of the research pro forma was filled out with the class using an overhead projector and information on the Green and Golden Bell Frog.
- The students practised keyword strategies whilst notetaking and drafting the required information onto their pro forma.
- The pro formas were edited with the students in preparation for presentation.

Presenting

- The information was compiled into a database using *Clarisworks*. The students had previously had some experience using this database. Together with the class teacher and the teacher-librarian, the format of this database was discussed, and relevant categories were selected from the pro forma. Text boxes, pop up windows and check boxes were utilised.
- After all the information had been entered, the students were able to manipulate the data, in pairs and groups, to find out answers to questions such as "How many of the fifteen frogs are endangered?"

Assessing

- The students completed a *Frog self assessment sheet* at the end of this part of the unit, whereby they indicated how well they felt they had participated in the activities.

Web in a box: video conferencing for students

Web in a box is an innovation that supports teaching and learning through technology. A joint project between the Australian Museum and Sydney Water, it assists schools and community groups to learn more about natural history and cultural heritage. *Web in a box* allows participants to talk to, and see each other, in real time, and provides increased access to the Museum's vast bank of knowledge and scientific collections.

Students using technology to consult with experts

The most current web site technology and Internet based video conference tools link scientists from the Australian Museum and Sydney Water with school and community groups throughout New South Wales. Created after a web conference between Barrack Heights Public School and Australian Museum staff and scientists, the first *Web in a box* event was so successful that the Museum has made it an ongoing part of their outreach program.

After a booking is made, each school has a unique Internet site built for

them. These sites have information about the chosen topic, and about the Australian Museum staff who will be participating in the conference. The web pages are also used during the conference, when Museum staff or scientists want to show an image or specimen to the students. Images are sometimes added to the site while the conference is in progress.

Support for schools

Schools and community groups do not need high end video conferencing equipment, Internet access or any of their own equipment. Before the conference, schools or community groups are lent a *Web in a box* kit that contains all the equipment they need to participate in a live video conference with the Museum. The equipment includes: a laptop computer with built in modem; a web video camera; a data projector; and all essential connectors. The equipment has clearly labelled leads, so that plugging in is straightforward. All that the school needs to provide are power outlets and access to a telephone line.

The laptop computer and the Australian Museum are connect via a direct link. This means that no one else on the Internet can watch or 'tap into' the conference. The laptop comes with all software installed and ready to use. After plugging in and starting up, the laptop automatically dials up and connects to the Australian Museum web site and the conferencing software. There are desktop instructions that answer most of the frequently asked questions, and the Museum web team is also available to talk through any problems via the telephone.

The web video camera is solid and reliable. As soon as it is plugged in, it is able to send images to the laptop. It does not require any power source. The data projector enables students who are not actually participating in the web conference to watch the event. The projector displays an enlarged version of exactly what is happening on the laptop.

At least one day prior to the official conference, a 'dry run' conference takes place with the teacher and

Museum web team. On the morning of the conference, an initial link up is made between the teacher and Museum scientists/web team. An hour later, the conference starts with the students. At the end of the booked week, *Web in a box* is returned to the Museum.

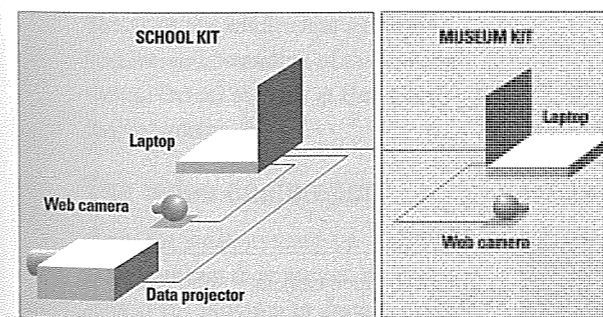
The Museum web team then prepared a customised web site for the school (available for viewing at: www.austmus.gov.au/webinabox/schools/turrumurra.htm). This site was uploaded onto the Australian Museum web site, and also downloaded onto the hard drive of the

laptop being sent to the school.

For this particular topic, the Museum's *Web in a box* participants included: Helen Slarke (search & discover); Martyn Robinson (Education Resource Services); Anne Skates

(Manager, search & discover); Peter Firminger (Web Manager, Australian Museum Online); and Russ Weakley (Web Designer, Australian Museum).

For further information about *Web in a box*, call the Australian Museum on (02) 9320 6197, or visit the web site at: www.austmus.gov.au/webinabox/index.htm

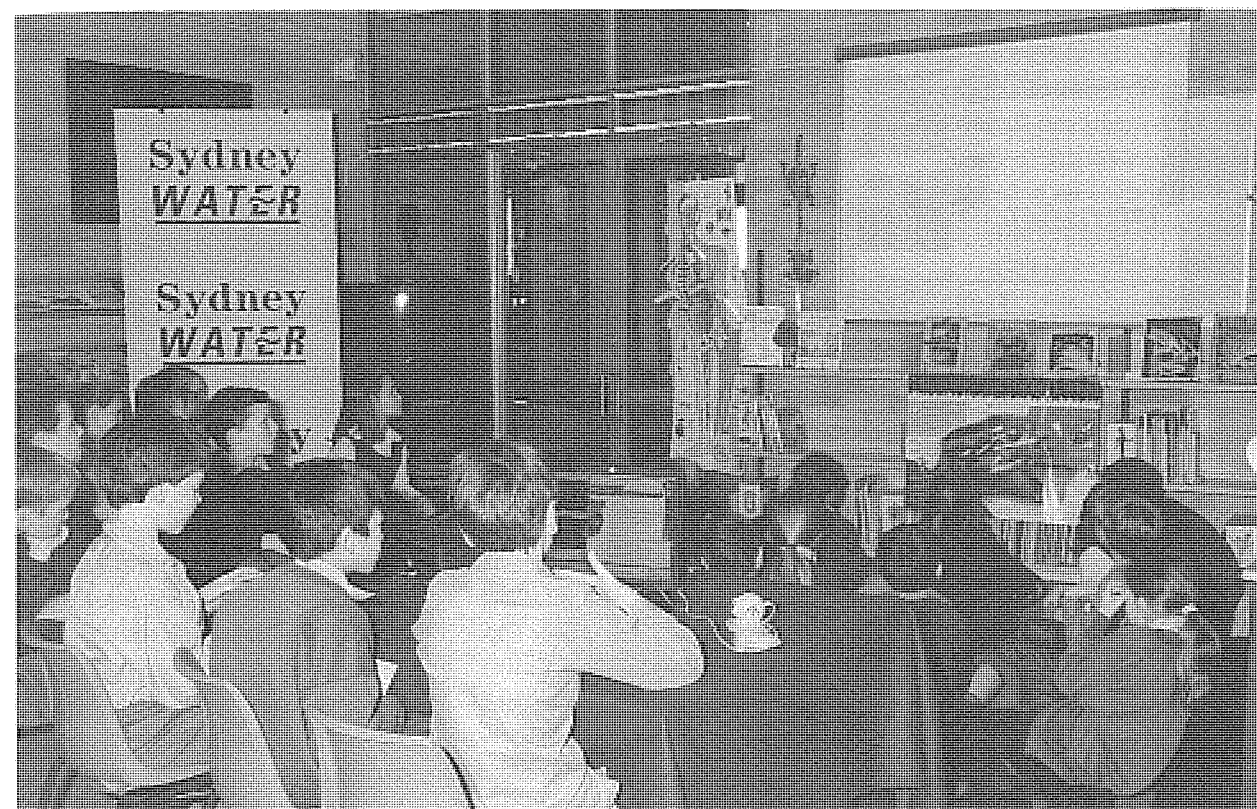


Customised Internet sites for student use

Turrumurra North Primary School's chosen topic of investigation was *The Green and Golden Bell Frog* for a science and technology unit. When confirming their booking date, the teacher-librarian was asked to fax the Museum a list of questions from the students relating to the topic.

Frog profile

Common name:	Scientific name:
Description (Appearance, size, colour):	Life cycle:
Habitat (Distribution):	Food:
Call:	Endangered? Why?



- reading on
- question generating ("getting the gist")
- summarising and wrap up.

After a short time, each group reported back on what they had read and presented a summary of their article, written to show key points. This gave the whole class a comprehensive understanding of the environmental factors at work at Homebush Bay in Sydney.

The video conference

Next, the students came up with frog questions that they wanted the biologists at the Museum to answer. Each group wrote out their questions and we came up with a list of 68. The same cooperative groups examined the full list of questions and culled any that were similar. They then worked on a mind map to categorise the questions, using headings such as: breeding; food; habitat; and physical description.

The initial questions were sent to the staff at the search & discover section of The Australian Museum. During the week leading up to the live confer-

ence, the Museum developed and uploaded a unique web site for the students. The site had a basic overview of the topic, and contained text information, photographic images of frogs, animations, links to other sites, and photographs of the experts who were to participate in the conference.

The Museum's web designer, Russ Weakley, came to the school two days before the video conference to set up and test the equipment. On the day of

the live conference, the students (in their groups) had the chance to talk to the Museum's experts and ask their questions. Afterwards the students completed a *Did you know...?* notice-board display in the school library detailing all of the questions and answers from the live conference.

Achieving outcomes

From their involvement in the unit, the students were able to interpret that frogs were good environmental indica-



Turrumurra North's students using the Web in a box equipment.

tors, and that many species of frog are under threat. The students are aware that this raises important conservation issues for Australia and the world. The students were able to identify and describe the ways in which frogs interact with, and are effected by, other living things and their environment.

Whilst locating and selecting information, the students used a wide range of information texts, CD-ROMs and Internet sites.

The students were often able to compare and challenge the validity of facts and the authority of different information sources. The students succeeded in formulating their own questions. They practised and enhanced their talking and

listening skills as they worked collaboratively to share ideas. The students also enjoyed the opportunity to adopt a range of roles.

The use of technology was extensive, with computers used not only for the video conference, and searching the Internet and CD-ROMs, but also in the design of databases, entering of the information and manipulating the data.

The video conference itself was an excellent culmination of this series of learning experiences, affording the unique opportunity for students to interact with experts, and to have their questions answered personally. Importantly, we found that video conferencing was a great incentive for the students to improve their communication skills.

Whilst locating and selecting information, the students used a wide range of information texts, CD-ROMs and Internet sites. The students were often able to compare and challenge the validity of facts and the authority of different information sources. The students succeeded in formulating their own questions. They practised and enhanced their talking and

They became very conscious of the need to speak clearly and slowly so that the experts on the screen could hear their questions correctly.

Also, as our Principal, Cheryl Turner, stated, "The Museum's video conference provides a safe and protected environment by which students can have access to experts at the Museum. Because it is a secure connection, without outside interference, child protection requirements can be safeguarded."

Overall, we found this unit to be extremely useful and successful. The Australian Museum provided a technological edge to the unit that would not otherwise have been possible. Just as schools use the Museum in a box facility to give hands on experience to students, especially in isolated areas, innovations such as *Web in a box* should become another valuable resource for Australian schools. ■

Video conferencing was a great incentive for the students to improve their communication skills.



Educational Resources & Information Network

ERIN

ERIN is a leading electronic publisher for the educational, research and information communities

Two new resources available online include *Metro Magazine* & *Australian Screen Education*



Produced by ATOM these journals are excellent for teachers, and students researching film, television and multimedia



For further information visit www.erin.com.au

ERIN is an initiative of RMIT Publishing

Contact Details
RMIT Publishing
PO Box 12058, A'Beckett St, Melbourne VIC 8006
Tel: 03 9925 8100 Fax: 03 9925 8134
email: info@rmitpublishing.com.au

References and further reading

The Aussie frog challenge K-6, School Sport Unit, NSW Department of Education and Training, 1999.

Australian Museum Web in a box - North Turramurra Primary School [online] at: <http://www.austmus.gov.au/webinabox/schools/turramurra.htm>

Dalton, J. *Adventures in thinking: creative thinking and co-operative talk in small groups*, Nelson, 1992.

English K-6 syllabus, NSW Board of Studies, revised 1998.

Environet: ETD: Stormwater pollution control at the Sydney 2000 site [online] at: http://www.erin.gov.au/epg/environet/tech/cs/cs_028_ov.html

The environment: green & golden bell frog [online] at: http://www.oca.nsw.gov.au/Env_BellFrog.htm

Frogs on the net [online] at: <http://cgee.hamline.edu/frogs/resources/internet.html>

Goodnow, J. & Hoogbeem, S. *The problem solver 4: activities for learning problem-solving strategies*, Creative Publications, 1987.

Information skills in the school, NSW Department of Education, [1989].

Mini-worlds (Science and technology K-6), Board of Studies NSW, 1991.

Science and technology K-6: outcomes and indicators, Board of Studies NSW, 2000.

Science and technology K-6 syllabus and support document, Board of Studies NSW, 1991.

Web in a box: what is it? [online] at: <http://www.austmus.gov.au/webinabox/index.htm>

Welcome to Frogland [online] at: <http://allaboutfrogs.org/irglnd.shtml>

Wetlands our most threatened resource [videorecording], Sixpence Productions, 1992.

Blayney Public School's

Museum: literacy, information technology and cooperative learning

As a result of TILT (Technology in learning & teaching) and other professional development, many teachers are increasingly interested in applying their newfound skills in practical classroom



applications. Cherie Ferson is teacher-librarian at Blayney Public School and a recent graduate from a Post Graduate Teacher Librarianship course at Charles Sturt University.



Tanya Connor is a TILT facilitator for Bathurst District and Computer Coordinator at Blayney Public.

In this article, Cherie and Tanya discuss an innovative application of the information process, which they used with Stage 3 students.

As teacher-librarian and computer coordinator, we are constantly faced with the challenge of finding stimulating, meaningful teaching and learning activities that incorporate and consolidate the students' technology and information process skills.

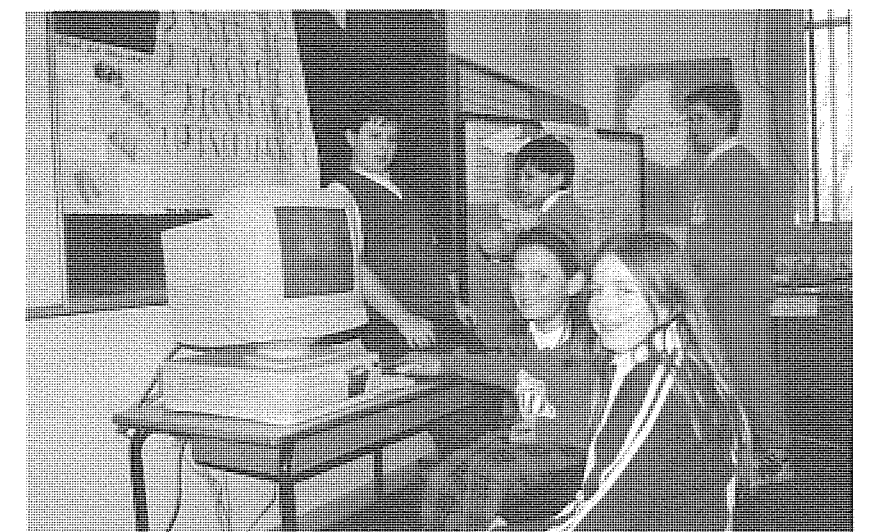
The students at Blayney Public School are very experienced with cooperative learning strategies. The staff has been explicitly teaching these skills, and providing opportunities to put them into practice, for approximately five years. As an integral part of our whole school plan, over 60% of lessons K-6 are completed using cooperative strategies.

One of the integrated Stage 3 units of work the Year 6 students at the school were working on was *Deserts of the world*; the other two were *Polar regions* and *Countries of the*

world. These units addressed outcomes in English, human society and its environment, and science and technology. During research for a tertiary level assignment, we "happened across" a WebQuest about deserts of the world, part of the *Digital desert library* Internet site. We decided to adapt and expand upon this original WebQuest to design three separate, but interrelated, units that would culminate in a combined presentation.

The original WebQuest task required students to assume roles associated with creating an interactive exhibit for a children's museum. (The brief involved comparing the Chihuahuan Desert to other desert areas of the world.) Using this program as a template for our own initiative, we designed three sets of

These units of work aligned themselves easily with the cooperative learning mode.



roles and tasks appropriate to each of the three topics, retaining the concept of a museum as a stimulus.

The Blayney Public School Museum

The units are readily adaptable to complement a study of the Olympic Games, and integrate well with other units on *Year 2000: The International Year for the Culture of Peace*. Additionally, these units of work aligned themselves easily with the cooperative learning mode. Our students' brief for *Countries of the world* has been included with this article (pp 12-14).

It was decided to establish the Blayney Public School Museum: a semi permanent display area where actual (and virtual?) exhibits could be changed to reflect learning in different stages and units of work. (For example, the exhibit which followed *Deserts, polar regions and countries of the world* featured the theme of *Spiders* and the work of Stages 1 and 2 students.)

The teacher divided the class into groups of six or seven students, allocating a different continent to each group. Teams are responsible for gathering information, and creating both interactive and static museum exhibits for children.

Outcomes for Stage 3

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively (Talking and listening outcome, *English K-6 syllabus*, p 23).

RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues. (Reading outcome, *English K-6 syllabus*, p 29).

WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways (Writing outcome, *English K-6 syllabus*, p 43).

The students' brief:

Countries of the world

Rationale

As members of the global community, it is important to enhance our understanding of the different cultures of the world. Today, living in a multicultural society, it is important that we are able to relate to, and have an increasing awareness of, the backgrounds and lifestyles of all peoples. Comparing and contrasting our own culture with those from other countries is the first step to providing an insight into the unique and diverse everyday human needs and practices.

The task

The Chief Curator of the Blayney Public School Museum has selected your team to create an interactive exhibit comparing two different cultures of the world for their children's museum. Your task is to inform the public of the differences and similarities of the two cultures. Be sure to keep track of your findings in a portfolio or a word processing document. As a researcher, always be aware of the ethnic perspective of the information and data you gather.

The process

1. Your team of experts will compare and contrast two countries (or regions) from one continent.
2. Each team will consist of a minimum of two cultural researchers, two zoologists, and two lifestyle researchers. Make sure you have assigned at least one curator to each group who will coordinate the interactive display.
3. Teams are to locate and gather information, from online, CD-ROM and print resources, for their particular group.
4. Teams are to decide what product they will create for their aspect of the interactive exhibit, such as: plays; games; displays; maps; storytelling; graphs; multimedia presentations; art; music; dance; and cooking.
5. Analyse and compile your findings and create your exhibit as a team.

The roles

Cultural researchers

Tip: remember you will be researching two countries (or regions) from your allocated continent.

- What can you find out about the dances common to these countries?
- What can you find out about the music originating in these countries?
- Are there any musical instruments that are particular to these countries?
- Do your countries have a national costume? Describe them. How can you illustrate/model your information?
- Share any folklore you can find on your countries.
- What are the celebrations, festivals, events or family occasions associated with your countries?
- What are the main religions/beliefs practised in your chosen countries?
- Create an appealing name for your display that will capture the interest of children.

Extension activity

Dramatise one example of folklore that you have found during your research.

Lifestyle researchers

Tip: remember you will be researching two countries (or regions) from your allocated continent.

- What can you find out about the everyday life of people in your chosen countries? You might like to find out about:
 - (a) schooling
 - (b) leisure activities
 - (c) food
 - (d) currency
 - (e) industry
 - (f) language
- Create an appealing name for your display that will capture the interest of children.

Extension activity

Prepare an example of a national dish for a taste sampling at the museum's Grand Opening.

Zoologists

Tip: remember you will be researching two countries (or regions) from your allocated continent.

- What animals are native to your countries?
- Classify these into groups eg. mammals, reptiles, fish, birds etc.
- Research the most interesting animal in each group.
- Pick one of the above animals and describe its food chain.
- Create an appealing name for your display that will capture the interest of children.

Extension activity

Create a 3D model of one of the animals, or produce a diorama (with explanatory labels) depicting the animals in their native environment.

Curator(s)

- You are responsible for coordinating the interactive exhibit for your group.
- In addition, you are responsible for assisting your other group members in their research as needed.

ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change, and value their environment.

(Environment outcome, *Human society and its environment syllabus*, p 33).

LTS3.3 Identifies, describes and evaluates the interactions between living things and their effects on the environment. (Living things outcome, *Science and technology K-6: outcomes and indicators*, p 25).

These outcomes indicated to us that the information skills of organising and presenting would be emphasised.

Each group was given a copy of the tasks and the roles involved. The students then democratically decided who would adopt each role. An assessment rubric, based on the literacy outcomes and the cooperative and information skills required by the unit, was also negotiated with the students and accepted as a means of final assessment.

Explicit teaching and scaffolds for success

The teacher-librarian and computer coordinator team taught for the majority of the time these students were in the library. However, if a particular group was concentrating on information skills, Cherie led the lesson. For computer based lessons, involving Internet search skills, tips for using *PowerPoint*, or identifying keywords on Internet pages, Tanya led it. We both worked with small groups, making sure that students were on task, had a plan and knew what they were doing.

Following the literacy structure of modelled, guided and independent activities, Cherie and Tanya worked with small groups to help them find keywords, and take notes before they were required to do it independently. To scaffold the students when organising their information, we planned and taught detailed lessons on rewriting brief notes into whole thoughts. We

Evaluation

- Pre and post mind maps will be created and displayed.
- At the completion of the project complete the assessment rubric honestly, and reflect on your overall contributions, quality of presentation and learning processes.

Conclusion

- The unit will be concluded with the grand public opening of the Blayney Public School Museum.

did this with the students several times, with a variety of media, including encyclopedias, articles, web pages, and reference books. The classroom teachers consolidated this work in the classrooms, by doing follow up lessons as part of their literacy programs.

The students practised using matrixes to record their information, brainstorming appropriate questions or headings, and numbers of columns needed, before they began note taking. The students then put their notes and bibliographic details into the grid boxes. We did a similar lesson using computer cards to organise information and keep track of it, and the students were able to select the method that suited their task.

Cherie and Tanya also taught structured lessons on how to discard information after redefining the purpose. For example, we enlarged a typical encyclopedia entry, and provided a model question. Through discussion, we guided the class to decide jointly what information was relevant to this question, and what wasn't. This strategy was repeated as the students neared the presentation phase of their display.

Supporting students with presentation

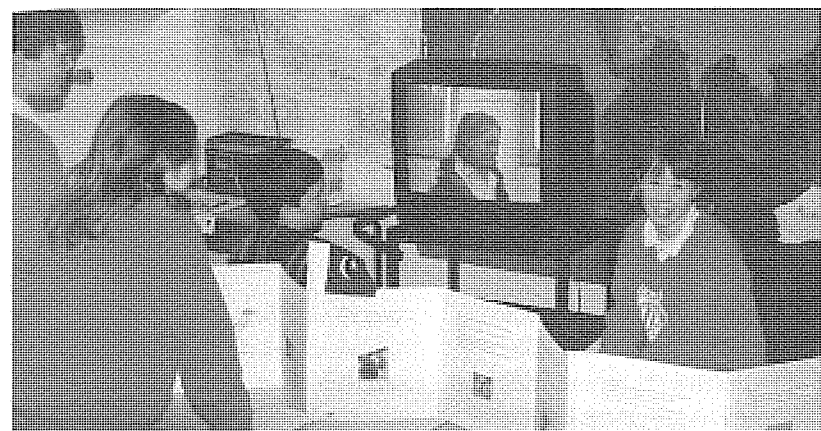
Each class was guided in a brainstorm of possible ideas for presenting information based on the various roles in the teams, and there were times when all the Curators, for example, gathered as one group for planning sessions. The students were also required to plan the time frame of their oral and static presentations, including what

they were going to do, how it would be achieved, equipment required, and what resources could be shared with another group. The Curators then

conferenced with us and their teams on a regular basis to ensure they were on track.

Each class deconstructed sample travel brochures, professionally published posters and videos with the teachers, looking at both typical and successful features. Cherie and Tanya also prepared a mock presentation that was deliberately intended to be less than perfect. After we had performed this for each class, the students evaluated it, noting our spelling mistakes, untidy lettering, tiny pictures, off topic remarks and proliferation of 'ums' and 'errs'. From this, the teams were able to chart the qualities of a good presen-

Each class deconstructed sample travel brochures, professionally published posters and videos with the teachers, looking at both typical and successful features.



The variety of interactive exhibits was amazing.

tation. We encouraged the students to use teachers, other students, and family members as test audiences for practice runs of their presentations.

Practical reflection

Physical proximity of the computer lab with the library, along with flexible timetabling and a commitment towards collaboration from the school's classroom teachers and support staff, enabled this unit to be team taught.

One of the most obvious and exciting results of this unit was the excitement generated amongst the students. It was most encouraging to hear Stage 3 students talking about finding resources, experimenting with recipes, shooting (and re-shooting) video clips, and organising work outside school hours (to redo lost computer slide shows) and so on.

Their enthusiasm was contagious and fairly soon other staff at the school, parents and community members became involved. Even the most reluctant of students were caught up in the momentum, and exultantly showed off their creative masterpieces. The beauty of this program was that it allowed all students to achieve satisfying levels of success, which was reflected in their very honest completion of the assessment rubric.

The variety and complexity of the culminating interactive exhibits was amazing, including such things as: mock video interviews; sound record-

ings of music; slide shows; taste testings of elaborate menus; board and card games; electronic quizzes; life size models; dioramas; and student created costumes. These were in addition to the expected static displays and posters.

The highlight was the museum's Grand Opening, for which the students were involved in creative advertising. This event was attended by parents and community members, and allowed the students to show off the fruits of their hard work beyond the scope of the original anticipated audience. As space did not allow the inclusion of other classes at the Grand Opening, most classes voluntarily booked themselves in for 'guided tours' during the following week.

Achieving outcomes

We were pleased with the extent to which the outcomes were achieved, particularly in talking and listening. Students who were hard to motivate or often off task in previous units, were engaged in the discussions and interviews to a high degree.

Teams of students were constantly engrossed in discussion and negotiations with their Curators to ensure that there was not only a variety of presentations, and that each of these meet the stated requirements, but also that there was an equitable sharing of resources.

The students enthusiastically enlisted anyone who would listen, and used them as sounding boards in the

countdown to the final presentations. Their involvement in this project spilled over into the home environments, too; parents who had hitherto never been involved in school activities were persuaded by their children to attend the Grand Opening. As one parent said, "We weren't game to miss it."

As a result, the students and parents were exposed to a range of cultural beliefs and practices associated with the countries studied and presented, building upon the respect and tolerance of other cultures fostered by our whole school plan and Stage 3 HSIE programs.

Certainly, this unit was time consuming, and occasionally frustrating. With three topics "on the run" simultaneously, there were times when keeping track of ninety students (all at various stages of the information process), working on such a large variety of activities, and meeting the demands on resources, was a challenge. However, our insistence on high expectations in terms of teamwork and the presentation of final products rewarded us all via the students' fluent and legible written texts, and high standard of computer generated texts, slide show presentations and videos.

Our advice to anyone attempting such a project is to start small. The learning benefits for students are certainly worth the effort. ■

References and further reading

- Digital desert library* [online] at: <http://horizon.nmsu.edu/ddl/welcome.html>
- English K-6 syllabus*, Board of Studies NSW, revised 1998.
- Hill, S. & Hill, T. *The collaborative classroom: a guide to co-operative learning*, Curtin, 1990.
- Human society and its environment K-6: syllabus*, Board of Studies NSW, 1998.
- Information skills in the school*, NSW Department of Education, [1989].
- Science and technology K-6: outcomes and indicators*, Board of Studies NSW, 1999.
- Summative assessment scoring rubric* [online] at: <http://horizon.nmsu.edu/ddl/summativerub.html>
- WebQuest: Deserts of the world (Digital desert library)* [online] at: <http://horizon.nmsu.edu/ddl/wqdesert-worlds.html>

Our community:

using the outcomes approach to write your own HSIE unit

This article features a human society and its environment unit for Early Stage 1 students. As the consultant for the Tweed Heads-Ballina and Lismore Districts (NSW Department of Education and Training), **Denise Newton** assisted schools to develop their own units of work in HSIE using an outcomes approach. Denise teaches at Casino Public School. The unit of work, **Our community**, was developed when Denise was relieving K-6 HSIE Consultant in her district during 1999. **Sue Field** is Senior Curriculum Adviser, HSIE.



During 1999, primary schools across New South Wales developed a school HSIE plan to prepare for the implementation of the *Human society and its environment K-6 syllabus* in 2000. The unit options for teachers to include in the school plan are broad. These have been outlined in the newsletter *Curriculum Support for Primary Teachers* (vol 5 no 1, 2000), and in *Scan* (Field, 1999). The unit design process has been followed to formulate the unit of work, *Our community*.

1. Select a topic

The teachers chose to cover subject matter from the Environment and Social systems and structures strands, and to incorporate an excursion through the local community.

2. Select the outcomes

Using the HSIE K-6 syllabus, Early Stage 1 outcomes and subject matter were chosen from pages 42 and 43. Learning opportunities were developed for the students to work towards achieving the following outcomes:

ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

The indicators for this unit were written by the teachers, rather than using the examples from the syllabus.

SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

3. Write indicators

The indicators for this unit were written by the teachers, rather than using the examples from the syllabus. This was done because teachers were clear in their understanding about how the outcome would be achieved by the students.

For example:

- identifies natural and built features of the local community
- recognises the rights of others in the classroom.

When writing indicators, teachers were not only focussed on the knowledge and understanding the students could gain, but also the skills they could acquire.

“An indicator is a statement of the behaviour that students might display as they work towards the achievement of outcomes, and are linked to the content”
(HSIE K-6 syllabus, p 19).

4. Design teaching and learning activities

The next step in the process was to brainstorm possible student learning activities. The activities were then placed in a teaching sequence with their outcomes and indicators. Any activities that did not work towards achieving outcomes and indicators were omitted.

A sample of how these were recorded is shown:

Teaching and learning sequence	HSIE outcomes and indicators
Take students for a walk through their local community or just their school environment. Observe buildings, roads, gardens and people.	<i>ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.</i>
Students write a simple recount about their walk.	<ul style="list-style-type: none"> • identifies natural and built features of the local community • describes environmental features • recognises places and features in their home, school and immediate environment. ■
Using blocks, build a model of the local community.	

Table 1. From Learning sequence 1: What is a community?

Teaching and learning activities on School libraries: empowering learning

Currently on the *School libraries: empowering learning* web site, a list of the proposed online **Teaching and learning activities** for 2001 is displayed, along with starting dates. Go to: www.det.nsw.edu.au/schoollibraries and, from the home page, click on **Latest news**. The information is also reproduced on a flier in this issue of *Scan*.

Primary and secondary teacher-librarians can plan to be involved in a variety of online learning activities with classroom teachers and students in their school. These will include raps and book raps. We hope you and your school will join us.

Our community: a unit for Early Stage 1

For example, in Term Three 2001, it is proposed that **School libraries: empowering learning** will host a rap to support **Our community**, a human society and its environment unit for Early Stage 1 students and their teachers.

To help schools to prepare for this online activity, *Scan* presents the following article by Denise Newton and Sue Field, and an accompanying unit outline. In the article, Denise and Sue discuss the process involved in using an outcomes approach to write an HSIE unit. **Our community** can be adopted or adapted by schools to reflect their unique situations, and to foster participation by their wider communities.

The rap points on **School libraries: empowering learning** will assist schools to implement the unit. It is hoped that student responses to the rap points will involve both written and visual texts. Downloadable support material on the web site will include a planning and teaching matrix for the Early Stage 1 outcomes, rap maps, and blackline pro formas to use with students.

References and further reading

- Britton, S. 'Heaven sent information event, or, Why the new HSIE documents are heaven sent for teacher-librarians', *Scan* 18(4), pp 15-17.
- Curriculum Support for Primary Teachers*, vol 5 no1, NSW Department of Education and Training, 2000.
- English K-6 syllabus*, Board of Studies NSW, revised 1998.
- Field, S. 'Human society and its environment: Kindergarten to Year 6 syllabus', *Scan* 18 (2), 1999, p 5.
- Human society and its environment K-6 syllabus*, Board of Studies NSW, 1998.
- HSIE K-6 module 2*, NSW Department of Education and Training, 1999.



Outcomes

ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

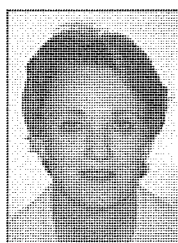
Subject matter

- features and places in their immediate environment
- natural and built features of their environment and of areas they have visited
- experiences and interactions with their environment and with areas they have visited
- features, places and environments that are clean and safe
- care of natural things in the immediate environment
- personal and class needs and how they are met
- roles, rights and responsibilities in the classroom and at home
- classroom rules and routines.

Teaching and learning sequence	HSIE outcomes and indicators
<p>1. What is a community?</p> <p>Brainstorm ideas to establish what is a community: shared space and social organisation; either a small group or a large population.</p> <p>Discuss different groups within the community, eg. families, school, cultures, sport.</p> <p>Take students for a walk through their local community or just their school environment. Observe buildings, roads, gardens and people.</p> <p>Students write a simple recount about their walk.</p> <p>Using blocks, build a model of the local community.</p> <p>Show video snippets to students about life in a variety of communities. For example, display images of communities that are either similar or different to the local community.</p> <p>List the similarities and differences between these communities and the local community.</p>	<p><i>ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.</i></p> <ul style="list-style-type: none"> • recognises different community groupings • identifies natural and built features of the local community • describes environmental features • recognises places and features in their home, school and immediate environment • describes communities beyond their own.
<p>2. Why do we need rules in our community?</p> <p>Read the class rules from the poster on the wall. Look at the school's rules and look for similarities and differences.</p> <p>Divide the class into groups and allocate a class rule to each group. Groups to role play what the class would be like if that rule did not exist.</p> <p>Discuss how rules help everyone to meet their needs as a group and as individuals in that group. Discuss the importance of rules.</p> <p>How do schools and communities communicate rules? Draw posters and signs of some rules, eg. road signs, classroom signs.</p> <p>Invite local police to talk to students about rules in the community and what happens when people break these rules.</p> <p>Students discuss what happens when they break school rules and class rules.</p>	<p><i>SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.</i></p> <ul style="list-style-type: none"> • explains class and school rules • recognises the rights of other people in the classroom • identifies their role and responsibilities as a member of the class, school and community • describes the consequences when rules are broken, in the class, school and community.

Teaching and learning sequence	HSIE outcomes and indicators
<p>3. How can we look after our community?</p> <p>Discuss the numbers and placement of rubbish bins and seats in your community or school ground.</p> <p>Are these important to have? Why?</p> <p>Who would use them?</p> <p>Are there enough? Why? Why not?</p> <p>Who deals with the rubbish in our playground and community?</p> <p>Organise a clean up session for the school grounds. Give each student a plastic bag and a designated area to clean. Bring back rubbish, sort and construct a class graph of different types of rubbish. Discuss what can be done about the different sorts of rubbish eg. reuse, recycle or reduce.</p> <p>Share with the class the wordless picture book, <i>Window</i> by Jeannie Baker. Discuss the changes. How can we make sure that the changes around us are good changes? For example, encourage people to plant trees and create more parklands.</p> <p>Look at a big map of the local area with all the parks marked on. Students to describe the park closest to their home. Discuss how these parks are used and why they are important.</p> <p>List other well known parks further away from the school, eg Hyde Park, Centennial Park, Royal National Park, Parramatta Park. Who uses these parks?</p> <p>Class to adopt a park close to the school, with council permission. Visit the park and plant trees.</p>	<p><i>ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.</i></p> <ul style="list-style-type: none"> • gathers and sorts information about rubbish in their school environment. • identifies ways they can help care for the school grounds. • explains the concepts of: reuse, recycle and reduce rubbish. • recognises that environments change over time and they need to be cared for. • identifies parks (green) and streets on a local wall map. • explains how people interact with the environment (built and natural) in parks. • recognises the importance of tree planting.
<p>4. Transport in our community</p> <p>Draw a picture of the type of transport you use to come to school.</p> <p>Draw a class graph of the numbers of people in the class to use different forms of transport.</p> <p>Discuss how children in other communities may go to school. Show the children illustrations of children in different communities in Australia and other countries.</p> <p>Are they different to our community? Why? Relate to environmental differences.</p> <p>Discuss the rules for people using the different forms of transport. Why are these rules necessary?</p>	<p><i>SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.</i></p> <ul style="list-style-type: none"> • identifies different ways students come to school, either individually or cooperatively. • recognises the need for rules when using public transport, to meet their own and others' needs.

How teacher-librarians can support Stage 6 English teachers and students



Kerry Underhill is Senior Curriculum Adviser, Middle Years Literacy at Curriculum Support Directorate. Since the inception of **NSW HSC**



On-line, Kerry has been an English node coordinator and is continuing with the new node. **Gillian**

Lovell joined the Directorate in 1999 as Project Officer, Implementation Stage 6 English, which included the coordination of written material for LIG (Local Interest Group) training days for English Stage 6. **Gil** is continuing as a consultant for the Department in 2000.

Teacher-librarians have always played a crucial role in supporting English teachers and students. Because of the breadth and new directions of all Stage 6 English courses, this role is even more vital, and the implications for teacher-librarian support, from Kindergarten to Year 12, are vast.

The Rationale of the *English Stage 6 syllabus* states that:

“English involves the study and use of language in its various textual forms, encompassing written, spoken and visual texts of varying complexity”.

This statement signals the first of several fundamental changes to the syllabus. Now, rather than just literary texts, students have an opportunity to study: non fiction; film; documentary; media; and multimedia texts.

The Rationale also states:

“The study of English enables students to recognise and use a diversity of approaches and texts to meet the growing array of literacy demands, including higher-order

social, aesthetic and cultural literacy. This study is designed to promote a sound knowledge of the structure and function of the

English language and to develop effective English communication skills” (p 6).

Form, content, purpose and audience

In the past, the emphasis in senior English courses has been on the aesthetic qualities of texts. Now, with the wider range of texts, it is appropriate to consider other qualities as well. Students have to develop an appreciation of how texts make meaning. This involves a consideration of form, content, purpose and audience. For example, how does the text make meaning? In what contexts does it make meaning?

These questions point to the value of literacy development and an understanding of personal, social, historical, cultural and workplace contexts. Language forms and features and the technical vocabulary of particular texts, whether poetry, fiction,

newspaper articles, web sites or films, must be incorporated in their responses. Students are also expected to reflect on their own processes of responding to and

composing texts, and on their learning.

This is a tall order. Students need to be able to access a wide range of

material in the school library. More use than previously might be made of such resources as: picture books; films; television programs, including documentaries; web sites; CD-ROMs; and, of course, newspapers, magazines and journals.

Implications for teacher-librarians

The richness of Australia’s cultural diversity and popular culture will be reflected in the choice of texts chosen for study. Therefore, materials and activities in the library need to reflect this expanded variety of texts. Films, documentaries, CD-ROMs, web sites and hypertext stories will need to be accessible by students.

If we want students to become autonomous, creative and reflective learners, there are implications for teacher-librarians. Students will be involved in a good deal more independent research because of the demands of the courses. Teacher-librarians are well placed to support students, in partnership with other teachers, to achieve positive learning outcomes.

Obviously, it is important to expose students to a wide range of texts, including media and multimedia, fiction and non fiction, throughout secondary school so the students become familiar with them and develop critical awareness. In addition, students in all courses are required to compose their own texts. The more opportunities and exposure students have throughout their schooling, the more options they have when they are producing a particular text.

For the most able and keen students, the *HSC English (Extension) Course 2* offers an opportunity to complete a creative major project: a portfolio of their own work, including the documentation of the process of developing it. This major work can be presented in any medium: print, sound, visual, or multimedia texts.

The more opportunities students have to explore a variety of texts, and the more they have been taught to develop critical awareness of these texts, the greater the chances there will be of having students demonstrate achievement at the highest levels.

Resources for teachers

Some teachers may need the teacher-librarian’s help, and good library resources, to develop their professional knowledge of more recent critical theories. An excellent list is available from the *English Stage 6: annotated professional readings support document* (1999), available online at: www.boardofstudies.nsw.edu.au/syllabus99/english_read_support.pdf

The following are some suggested resources for both teachers and students. Teachers can be encouraged visit the Board of Studies (BOS) NSW and *New HSC* web sites regularly to access the vast array of support materials available, and to keep a watch for updated information, some of which is only available on the Internet.

Board of Studies NSW educational resources index could also be checked often for the latest information about the prescribed texts. Presently available from this location are:

- the *Area of study* stimulus booklet for the English Stage 6 ESL, *Standard* and *Advanced* courses
- *Speeches* for the *Advanced* course
- *Workplace and community texts* support document for the *Standard* and *ESL*.

Another useful resource is the *Annotations of texts prescribed for the first time for Higher School Certificate 2001-2002*, at www.boardofstudies.nsw.edu.au/syllabus99/english_textnotes.pdf that gives the focus for studying each text in its elective or module. Some of these materials are only available from the BOS site.

Curriculum Support for Teaching English 7-12 is published each term by the New South Wales Department of

Education and Training’s Curriculum Support Directorate. The Stage 6 component is also uploaded on the *New HSC website*. Some of the articles available online include:

No 3, 2000:

- ‘Developing marking guidelines for an assessment task, using a standards-referenced approach’
- ‘The Preliminary English (Extension Course)’.

No 2, 2000:

- ‘Teaching combined ESL-non-ESL classes’
- ‘Progress report (on Stage 6 English syllabus)’.
- ‘Designing an assessment program for the Stage 6 English Preliminary courses’

No 1, 2000:

- ‘Teaching ESL students in the new Stage 6 English courses’
- ‘Swimming not drowning in technology’.

No 4, 1999:

- ‘Visual texts in newspapers’
- ‘Implementing film, television and multimedia in English’.

No 3, 1999:

- ‘The theory bases of Stage 6 English’
- ‘Responding to film’
- ‘The *Area of study*’
- ‘Taking a look at assessment & reporting in 2000’.

Local Interest Group (LIG) materials and other support, such as *Assessment Bulletins* and a *Discussion forum*, can also be accessed at www.newhsc.schools.nsw.edu.au.

NSW HSC On-line

Stage 6 students should also know where they can access syllabus and support information from the BOS web site. Units of work that have been specially commissioned for the new courses will be available at *NSW HSC On-line* <<http://hsc.csu.edu.au>> after the 2000 HSC examinations have been completed.

Book raps and resource reviews

The *School libraries: empowering learning* web site at www.det.nsw.edu.au/schoollibraries encourages students to integrate technology into their learning through the highly successful book raps. These range from primary to secondary and will include two HSC texts in Term 1, 2001.

A wide range of book, CD-ROM and Internet site reviews, for all stages and key learning areas, are also available in *Scan* and on the Department's web site. Go to *School libraries: empowering learning* and from the home page, click on Resources, then Database of resource reviews or Database of Internet site reviews.

So, how can teacher-librarians support Stage 6 English? By giving students, at every stage of their schooling, opportunities to develop critical literacy skills through explicit and systematic teaching. In collaboration with the

classroom teacher, teacher-librarians can expose students to the widest possible range of texts and encourage them to read, listen and view with discernment. ■

References and further reading

Annotations of texts prescribed for the first time for Higher School Certificate 2001-2002 [online] at: http://www.boardofstudies.nsw.edu.au/syllabus99/english_textnotes.pdf

Board of Studies NSW educational resources index [online] at: <http://www.boardofstudies.nsw.edu.au/>

Curriculum Support for Teaching English 7-12, Curriculum Support Directorate, NSW Department of Education and Training.

English Stage 6: annotated professional readings support document, Board of Studies NSW, 1999. Also available online at: http://www.boardofstudies.nsw.edu.au/syllabus99/english_read_support.pdf

English Stage 6 syllabus, Board of Studies NSW, 1999.

HSC on-line [online] at: <http://hsc.csu.edu.au/>

New HSC website [online] at: <http://www.newhsc.schools.nsw.edu.au/>

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

Athena and Spectrum, two world class library systems which are known for their quality.



Enjoy library services of the highest standard.

Proven software from the leader in school library automation.

Sagebrush Corporation is the leader in education automation and supports 40,000 libraries in over 70 countries.

Check out the site – www.Sagebrushcorp.com

For more information please call

Skaha Pty Ltd
ACN 071 518 422
Suite 65 Level 12
88 Pitt Street
Sydney NSW 2000

Fax 02 9221 7570 Tel 02 9232 1277

Skaha

Skaha's innovation combined with Sagebrush Corporation's international presence: a powerful combination.

Good WWW page design... by accident or design?

Most schools now have a presence on the World Wide Web in the form of a school home page, and many teacher-librarians have taken coordination or advisory roles on Internet site development committees. Before returning to a school position at Westport Public School, Doug Piper was a Senior Education Officer with the Disabilities and Learning Difficulties Unit of the NSW Department of Education and Training. In this article, Doug suggests some planning and design strategies for creating school web sites that also provide equity of access for all potential visitors.

"A mixture of empathy and brainstorming can move mountains."

Hazel Hawke

Over recent times there has been much publicity about the Internet in the media. Once a scarcity, Internet related resources and reference materials now abound. All New South Wales state schools, most private schools and many individual teacher and student homes, are connected to the Internet. Australia has one of the highest connectivity rates in the world.

The range of public reaction goes from those of the educational futurists, who realise the vast potential of the Internet, to sections of the media focussing on the comparatively small areas of inappropriate content. In the midst of all of this are the schools, which have to address the curriculum, and the training and resource implications of accessing the Internet for both staff and students.

Access to electronic information services, as made available through the Internet, enables students, teachers and teacher-librarians to:

- broaden their range of knowledge, understanding, experiences and concepts
- increase their personal and professional contacts
- improve their opportunities to actively participate in a range of activities: social; recreational; educational; and vocational
- increase their access to, and use of, technology.

These activities can and should be enhanced by well considered and planned web sites.

Designing for your audience

Design briefs that include the philosophy of 'universal accessibility' ensure that Internet sites are developed to serve the largest possible audience

using the broadest range of hardware and software platforms, and that the needs of all users are considered.

As potential web site publishers, teacher-librarians and school home page committees

should ask themselves what design elements can be considered to produce a truly accessible web page. It is also important to ask when these elements should be considered. Is it during the design or the construction stages?

Basically, good design is good design is good design! Quite often the newest innovations on the World Wide Web are inaccessible to a wide range of Internet users, either because their hardware and software cannot support the new features, or because the feature was not designed with universal accessibility in mind.

Good design features, whilst assisting the general end user, also have particular significance for end users who may be disabled.

Teacher-librarians and school home page committees should ask themselves what design elements can be considered to produce a truly accessible web page.

Online resources for web designing

Some informative resources to assist in good web design, available on the Internet, include:

- The **Web accessibility initiative (WAI) home page** at www.w3.org/WAI/ through the World Wide Web Consortium (W3C) Accessibility Initiative, has developed draft international guidelines, techniques and principles for better page design so that web sites are accessible and more usable for everyone, including people with disabilities.
- The Australian government's web accessibility site also has guidelines at: <http://accessability.noie.gov.au/>
- CAST (Center for Applied Special Technology) has developed *Bobby* (v. 3.2), which is an example of validation software. It will examine a page's HTML to see if it is incompatible with selected web browsers or HTML specifications and download times. *Bobby* will also analyse single web pages for their accessibility to people with disabilities. Go to: www.cast.org/bobby/



© CAST. Reproduced with kind permission.

Equity of access

"People with a disability are members of the NSW community and should be able to use the services provided for the community." This is the philosophy put forward by the NSW government's *Disability policy framework* (p 6). Since the ultimate end user cannot count on either standard technology or helping devices to ensure access to information on the Internet, the onus is on web page developers to deliver their messages in ways that allow everyone to benefit. It is very much to their advantage to do so.

Individuals who are accessing the Internet through slow connections can speed up that access by using a text based format. Similarly, a student with a sight disability who cannot access a graphics based presentation would also benefit from a text based format.

A web site that offers text format can have a multiplicity of uses. Text formats can be saved and used to print a Braille version of the same material. Text sites can also be used with 'text to speech' software

by a range of individuals for auditory versions. For students who are deaf or hearing impaired, audio and radio based elements on the Internet are useless and

meaningless unless accompanied by alternate text descriptors.

Web pages with small, inconsistent navigational links can be very difficult to access for a person with fine motor difficulties, or for a person who has targeting problems, or for a person who has difficulty in using a mouse. Such persons can range from the young to the aged.

Systems and tools that help people with disabilities overcome the barriers to accessibility are constantly being refined and enhanced. Unfortunately,

developing these aids often lags far behind the introduction of new and inaccessible features of the World Wide Web.

Another perspective, as outlined in *Australian Personal Computer* magazine (1998), is one of legal responsibility. The advice that the magazine's staff received was that "creating web sites that don't offer alternative access for disabled users may be in breach of the Disability Discrimination Act (1992)... Equal access for people with a disability in this area is required by the DDA where it can reasonably be provided".

Designing for maximum accessibility

The immediate impact of the many technological 'speed bumps' encountered by school home page committees can be reduced through the implementation of good, but simple, universal design features. In many cases it has been shown that, where such features have been incorporated

into a range of technologies, such changes have benefited both non disabled and disabled users.

A good design is good for all. If you consider the simple tips and techniques

contained in this article, you should be confident that your school's web site will be accessible by the largest audience possible.

Some good design elements that should be considered include:

- **Design consistency:** The use of consistent design strategies for all your related documents make it easier for users to navigate through the pages. Do your documents have a highly consistent style with predictable layout elements?

Parts of school Internet sites may have several distinct audiences, with certain pages aimed at beginning readers, more independent students and parents.

- **Reading/language levels:** Consider your audience. Is the language suitable? Parts of school Internet sites may have several distinct audiences, with certain pages aimed at beginning readers, more independent students and parents.

- **Allow for resizable fonts:** Depending on the reading age of end users, such as young students, or persons with partial vision, they may need to change the default font size in their browser preferences to a larger type. If your documents are reformatted into different font sizes, do they still remain clear?

- **Punctuation:** Do sentences, paragraphs, headers, titles, and list items use punctuation consistently? This helps structure the documents and increases readability for both people and screen reading devices.

- **Photographs:** Slow Internet access can cause difficulties when downloading images. Visually impaired people cannot access photographs and graphics in web pages. Important images can be supported by alternative descriptive text.

- **Navigational links:** Navigational links help users to find their way through web based documents. Descriptive, text format links, either by themselves or as a supplement to

graphic navigational links, can be provided. Whilst including 'clickable' links within image maps can look 'cute', they may in fact increase the degree of difficulty for an end user in locating and accessing all of the links. Some Internet browsers cannot interpret 'images used as links', nor read the alternate text within an image tag. For clarity, web sites can feature a separate descriptive text link for each image or image map.

- **Backgrounds:** Contrasting background and text colours help the text to stand out. Many browsers cannot read web page background pictures, known as 'wallpaper'. Sites using 'wallpaper' could even provide a simple text description of it.

- **Document length:** Some documents are more accessible when presented in smaller, subdivided units. Many sites successfully make use of alternative, 'text only', whole versions which are available for download.

- **First screen text blank:** Textless first screens may look attractive, but they provide no feedback about the site. A first screen should contain at least some explanatory text.

- **Forms:** Some browsers cannot access form tags without the use of a mouse. It is important to include the

actual email address, or an email link, on a site as an alternative. Clearly indicate that this method is supported and acceptable.

- **Tables and charts:** Tables presented with X and Y text columns, and information presented within graphic format (eg. a pie chart, or text inside a bit map image) are not accessible to Braille screen readers. An alternate text version of this information can be provided on a web page without using up too much additional web space.

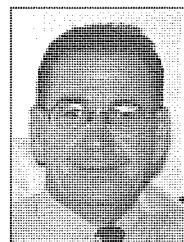
- **Audiovisual clips:** Similarly, audio clips and radio broadcasts can enhance web pages, but text based narratives or archives will be appreciated by many users. Web pages with video clips present access obstacles similar to those presented by bit map images. If your document uses video clips, consider providing a brief description of the contents.

The immediate impact of many such technological 'speed bumps' on school web pages can be reduced through the implementation of good but simple universal design features. It has been shown that, in many cases where such features have been incorporated into a range of technologies, these changes have benefited both non disabled and disabled users. A good design is good for all. ■

References

- AccessAbility online resource** [online] at: <http://accessability.noie.gov.au/>
Australian Personal Computer. January 1998, p 13.
- CAST's Bobby: web accessibility** [online] at: <http://www.cast.org/bobby>
- Foundation law - W3C HTML 4.0 and access to the web - universal access** [online] at: <http://www.fl.asn.au/lawtech/access/seminar98.html> (Cited Nov 1999.)
- NSW government disability policy framework*, State Government of New South Wales, (no date), p 6.
- Online Legal Access Project: accessibility** [online] at: <http://lawfoundation.net.au/olap/access>
- Web Accessibility Initiative (WAI) home page** [online] at: <http://www.w3.org/WAI/>

four 2000



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

Sydney, and referees **Research
columns** for **Scan**.

I am greatly encouraged by the emerging interest, and initiatives being undertaken, in the arena of knowledge management. *Scan* featured a number of papers on knowledge management in 1999, set within the context of Reading the future. These papers presented the notion of knowledge management as a significant concept for schools, and one of which teacher-librarians and school executives should take advantage. The papers also explored how knowledge management initiatives and processes might contribute to: a more integrated and resource intensive information environment in schools; more effective resource based teaching and learning partnerships; and a more receptive environment for the development of school wide information literacy programs and enhanced learning outcomes.

We know that knowledge has always been important in organisations, and particularly in education, with teacher-librarians caring for, and making available, an important part of that knowledge: that which is codified and published. However, increasing attention has been given to leveraging "the intellectual capital locked up in key staff; to learn from and benefit from sharing information, processes, best practices, skills and competencies; to exploit the wealth of information in corporate records, reports, databases" (Nicholson, 1997), and to "conceptualising the organisation as an integrated knowledge system, and the management of the organisation for that effective use of that knowledge" (Southon & Todd, 1999).

There is real potential for knowledge management to extend and enrich the resource base of a school, and to widen the boundaries of intellectual and economic access. It provides unparalleled opportunities for creating the school as a holistic information-knowledge-learning environment, and the development of a

**There is real potential for
knowledge management to extend
and enrich the resource base of
a school.**

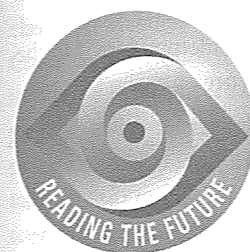
stronger infrastructure for learning effectiveness, and ensuring that the learning objectives of the school are met. It recognises that people are an integral part of the information environment and the information chain, not as mechanisms for transmission/transfer of information, but as an important information source of knowing in achieving the learning outcomes of the school. It is also clear that the teacher-librarian has a key role to play in these initiatives.

Sue Richer, who is the author of the article appearing in this issue's *Research columns*, argues that teacher-librarians "must be prepared to look beyond our traditional roles and seek new and innovative ways to best gather the contextual knowledge relevant to each and every inquiry, mining not only textual or digital formats but the inherent knowledge of our coworkers, opening up valuable information through knowledge management" (Richer, 1999, v). The central ideas raised in the above discussion imply that schools, as learning organisations, have much to benefit from knowledge management initiatives.

This is the philosophy that has underpinned Sue's knowledge management project presented here. Sue Richer is Senior Librarian at Newington College in Sydney, and has recently completed her Master of Arts in Information, where the major project focused on implementing knowledge management initiatives in schools. R. Todd ■

References

Nicholson, M. *The remaking of librarians in the knowledge era: skills to meet future requirements.* [Occasional paper], Library Locums, 1997, p 2.
Richer, S. 'Information services: putting knowledge management to work' in *Delivering superior library services: new strategies for the digital age.* IES Conferences: conference held at the Boulevard Hotel, Sydney, November 1999.
Southon, G. & Todd, R. J. 'Knowledge management: a social perspective' in *KNOW '99: deciphering knowledge management. Vol. 2. Proceedings of KNOW '99 conference, Sydney, November 1999.* Faculty of Business, University of Technology, pp 290-301.



Moving forward:

knowledge management in action

Sue Richer

This action research project focuses on knowledge management and the strategies undertaken to implement a knowledge management initiative in a Sydney secondary school. It documents the framework and experience of how a teacher-librarian engaged a school community to focus on knowledge management in order to create an environment for more effective sharing of knowledge to support learning.

Introduction

Knowledge management has quickly become a 'buzz word' in management circles, and has taken the corporate world by storm. Large commercial organisations are creating positions for personnel with titles such as: 'Knowledge Manager'; 'National Knowledge Manager'; and 'Chief Knowledge Officer'. We, as teacher-librarians, recognise the words 'knowledge' and 'management', but how do they apply to us?

There is a growing body of writing about the resource that each individual carries around in his or her head; that is, the accumulation of that person's 'knowing'. It is increasingly being acknowledged that this resource is a very valuable one, and organisations which ignore this nebulous, but untapped, source of information do so at their peril (Allee, 1997; Broadbent, 1997; Davenport & Prusak, 1998; Todd, 1999a, b).

The concept of knowledge management embraces the accessing of such knowledge, and its transformation through sharing and reconfiguring this knowledge with other members of that organisation, so that it can be used for

mutual benefit. Although the means of recording this knowledge must, of necessity, 'freeze' the knowledge at the moment of capture, note that the true benefits of knowledge management will only become apparent when the members of a 'team' interact and share this knowledge dynamic to arrive at a solution to a problem or a new way of seeing.

Nonaka & Takeuchi (1995) focus on "organisational knowledge creation" by which is meant "the capability of a company as a whole to create new knowledge, disseminate it throughout the organisation, and embody it in products, services and systems."

This concept, in terms of its relevance for the educational institution, is very exciting. Schools are hopefully places

where young people acquire knowledge and construct their own meanings, new ideas and understandings, not just information. The idea of creating new knowledge through dynamic exchanges of ideas and knowing, disseminating this to the students via their teachers (and other students) in order to produce a superior educational product, and thereby improving the administrative system through interactive cooperation, is a very empowering concept.

The concept of knowledge management is not new. Many successful businesses and other enterprises have been practising it for some time. The interconnecting facets of knowledge management, as identified by Boynton (1996), are:

- making knowledge visible (who knows what)
- building knowledge intensity (training and networking)
- building a knowledge infrastructure (a common communication infrastructure)
- developing a knowledge culture (sharing and exchanging knowledge in an environment of mutual trust).

Such a structure in a business organisation, or in a school, is seen to provide a basis for a holistic approach to assisting that organisation in the

realisation of its vision, aims and objectives.

**Underpinning the concept of
knowledge management is a move
in focus from information to
knowledge.**

Underpinning the concept of knowledge management is a move in focus from information

to knowledge. Not so very many years ago, fact gathering itself wasn't a huge hurdle to be jumped before serious research could get under way. Information was contained in either the printed word (books, magazines) or the spoken word (teachers, lecturers, managers). For the student, gathering facts meant taking endless notes (no photocopiers) or otherwise committing the ubiquitous 'textbook' to heart, in order to achieve highly in exams.

Since the advent of rapidly proliferating communications and computer information technologies, this new world of instant information, and global communication technology, has overturned our thinking. Information

is available any time, any place, anywhere, merely by the turning on of a computer. Digitised indexing databases now save hours of time. The problem is not where to find information but, increasingly, how to decide which pieces of information from a search is relevant to the enquiry. Although this has always been the essence of research, there is now such a plethora of information available that students no longer need worry about finding information at all. The problem now focuses at an earlier time on the information skills process, and highlights the task of finding the facts which best fit the context of the search.

Barclay (1996) reinforces the point about the use of computers as a means to produce so much information that access to information is no longer a primary consideration. The problem has become one of "leveraging the value of information in order to achieve better performance, developing targeted knowledge resources far more quickly, and delivering them in such a way that they result in more effective action".

A recent search for "knowledge management" on *Alta Vista* yielded 985 380 hits; on *Anzwers*, an Australia only search engine: 135 957 sites. The upside of this avalanche of information is that students have more time for the quality acquisition of 'knowledge'. What is the effect of this? Has the old way of thinking become obsolete? Not at all. Rather as we expand our understanding, old knowledge does not become irrelevant. We integrate old understanding with new so that both are transformed.

Dunham, in a paper appearing in *KM Metazine* ('Information worker to knowledge worker to value worker'), is careful to distinguish between information systems and knowledge systems. He sees the difference as lying in the fact that information does not produce value unless it can enable an effective action, and that

knowledge is, itself, a demonstrated capacity for action. A true knowledge worker has to design information to contribute to action that produces value. The information is just a tool or enabler of these actions. Information, then, is part of the framework of action, and is designed as needed to complete a particular step of work. Or, information is made accessible to particular roles in the work process and thereby enables the people filling these roles to take action. In the school framework, the teacher-librarian will work with both teachers and students to select and organise information in order that the presentation of a unit of work (action) may be completed.

This contextual approach to the conversion of information into knowledge is increasingly important in schools, particularly with the release of the new Board of Studies NSW syllabuses, which place so much emphasis on contextual matters and intellectual scaffolds. In the new science syllabus, for example, one of the major changes is the shift from 'content' to 'content plus context'.

Newcombe, in his paper 'Science and the library: a shared interest' (1999), cites the *Science Stages 4-5 syllabus* (pp 7, 9 & 10): "Contexts are intended to represent an underpinning philosophical stance about learning in science... Students achieve greater engagement and understanding when learning experiences begin with phenomena and issues familiar to them... Learning in science should be more relevant to students' present and future social experience... Contexts should bring innovation in and renewal of young people's learning in science". The Board of Studies' syllabus writers acknowledge the importance of the conversion of information into knowledge through active ("engagement") and imaginative participation ("innovation" and "renewal") in the learning process. Educators in the school environment must also learn how to manage

knowledge in order to add value ("philosophical underpinnings") to the learning experience.

Dunham's guidelines for differentiating knowledge work from information work may be paralleled in the school environment. The 'customer', for the teacher-librarian, is either the student or staff member. To clarify what will produce value, we need to define the task. In answer to Dunham's question "What actions will produce this value?", we engage in the selection process. To satisfy the query "What information is needed to enable the actions to produce value?", we move to the organising and presenting actions. It seems that teacher-librarians are already knowledge workers. O'Dell & Grayson (1998) suggest that "knowledge management is a conscious strategy of getting the right knowledge to the right people at the right time and helping people share and put information into action in ways that strive to improve organisational performance."

Todd (1999a) commented that knowledge management "assumes that human knowledge has value and utility, and is worth exploiting. We must recognise the reusability of human knowledge. Knowledge management assumes that in any dynamic organisation, people are actively creating and consuming knowledge, and using this knowledge to make quality decisions".

Application of knowledge management to a school situation

This project in knowledge management was undertaken in a boys' non government school in the wide and varied expertise of the academic staff.

The overall aim of the project was to improve communications in the school, from within the hierarchical management structure (ie. from the

classroom teachers to the School Council), and horizontally (ie. between individual members of staff). In opening up of channels of communication, the project sought to enable the wealth of tacit knowledge, expertises, and competencies to be more effectively shared to support the teaching and learning environment in the school.

Beginning a knowledge management project

It is essential in any project involving the application of the principles of knowledge management, that the approval (and active support) of 'management' is sought, whether that be: a school's Principal; house coordinators; heads of subject departments; or directors of studies. Most effectively, a 'champion' is needed who will work to reform thinking about management systems within the school. In the event that a modest project is successful in demonstrating a perceived value for the school, then further work can be undertaken, the gates having been opened by success.

For this particular project, a questionnaire sheet was devised entitled *Caring and sharing*, which sought input from staff in ten different 'information areas'. All but two staff members, from a total of 112, participated. Initially, the staff was asked to fill in the questionnaires and return them to the school library, but this elicited only approximately a 25% response. It then became a matter of personal contact; sitting down with each individual and chatting about possible responses, to complete the survey.

This personal communication was essential. I cannot overemphasise the importance of personal contact in setting up and running any knowledge management project, as we are here dealing with 'intellectual ownership' of information and privacy issues. A person's 'knowing' is unique to that person and must be willingly shared. The question sheet was a search for initial 'information', a first step in

creating an index or guide to individuals who were the possessors of particular 'knowledge'. The questionnaire covered a wide range of topics, as the possible outcomes of such an experiment (ie. improved communications generally) were fairly broad. It was the actual responses which, in the end, drove the outcomes of the research. The ten headings were:

1. Name and school department
2. Co-curricula responsibilities
3. Sports and games
4. Outside school pastimes
5. Academic records
6. Present interests, or knowledge as a result of formal education
7. Interest or recreational courses
8. Travel
9. Technology
10. Hidden talents

Coding and classifying the data

As we were planning to set up a database from which staff members could access and update the data provided, we had to decide which points of access would work most effectively. Through discussion with teaching staff and library staff, we settled on the following categories: General information; Academia; Computing and the web; and Sport and special interests.

One of our problems was finding the right approach for developing and providing access to the captured knowledge. There are now many software packages available which are designed specifically for setting up knowledge management databases, such as *ReCall*, *GrapeVine*, *Knowledge organiser*, *Fulcrum*, and *HyperKnowledge*, to name just a few which the corporate world is using. However, for the purposes of electronically 'managing knowledge' in schools, we saw value in using software already available in the school, potentially running the school's intranet. In our project we gathered and recorded the data

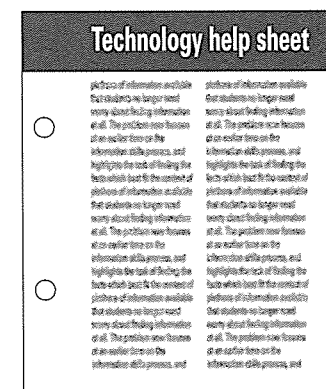
initially on *Excel* and then converted it for our intranet into *Microsoft Access* and *FrontPage*.

Outcomes

One of the most pressing needs which we had in the school, was the difficulty staff were finding in this new electronic world. The staff members were at, literally, 112 different stages of development in their relationships with computers and computer software.

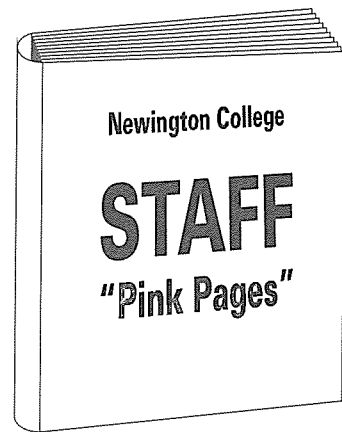
From our technology data gathered in the questionnaire (Computing and the web), we were able to develop a "technology expertise" flier entitled *Technology help sheet*. This was distributed to all staff, indicating those with expertise in areas covering all software packages used by the school, plus those who had confessed to a higher level of expertise in computer hardware. Now, should a member of staff find his or herself in difficulties, or have a technology problem which must be solved quickly (usually instantly), he or she has a number of other teachers to contact immediately and receive some 'just in time' assistance.

In a longer term framework, this expertise tool has led to greater communication between staff members, who have been seeking out 'experts' in particular software programs which they were eager to conquer. 'Coaching' and 'mentoring' sessions have been set up between pairs of teachers to facilitate development of skills and understandings. Enlarged copies of the *Technology help sheet*



sheet have also been posted in areas where there are staff computers available: help at a glance!

Data concerning personal areas of interest and sporting expertise was used to produce a hardcopy *Staff Pink Pages*. This is arranged alphabetically



according to subject areas, and staff with this particular interest are listed underneath with their internal phone extension as a locator. This publication also offers little snippets of information about participants. For example, under the subject History, interested parties have their area of historical interest noted ("The Crusades"; "The East India Company"; and so on). A smattering of appropriate illustrations helps to lighten the directory. As a hardcopy publication, it has been very well received. It is easy to consult and is portable (we do not, as yet, have laptop computers for general use at the school). It is also particularly user friendly for those staff still not convinced that computers are more than a passing fad. It has also appealed to those staff members whose toleration point is being constantly lowered by the cry, "The server's down again!". Administration has agreed to revising and updating *Staff Pink Pages* once every semester.

Reaction to the project

There has been very positive support and reinforcement from most sections of the school. The participants report

that it is now easier to make contacts regarding academic backups and assistance, and in forming recreational partnerships. Already several subject departments are discussing the possibility of publishing examples of best practice lessons on the *Caring and sharing* database to assist all teachers in these areas to 'teach smarter', and free up time otherwise spent in lesson preparation. We are all aware of how often the teaching profession 'reinvents the wheel', and our staff are beginning to see the collegial and learning value of sharing their expertises and best practices.

An orientation program for new staff to the school was developed using the expertise and 'knowing' of members of staff who had joined the school over the previous two years, yet felt very bewildered by the innumerable tasks and rules required by the school. Using the knowledge management initiatives established in the school, they developed a program to ease new staff members into their positions. Each new teacher was assigned two 'buddies' from the contributing group, not attached to their subject department. This program is designed to cover the entire academic year and has been particularly successful in limiting the number of errors and omissions new staff members have unwittingly incurred in the past. Many friendships have also been formed through regular 'buddy' meetings.

Department Heads have also begun a program of presentations during their regular meetings on matters which cross over subject boundaries. These 'educational best practices' are presented by a number of innovative members of the teaching staff, and are not necessarily confined to the Heads of Department.

Barriers to the development of the project

Frustratingly, problems with technology proved the greatest barrier to realisation of our aims. However, this can only improve as time goes by. Pressures of time, on both the teacher-librarians and staff contributors, held up progress to some extent, and there is the ongoing challenge of maintaining the information stored. Self help updating facilities are not yet available, although a member of the library staff is attempting to keep the data current.

Where to go now: opportunities and challenges

Once a knowledge management framework is set rolling in a school, the way is open for limitless innovation. Teacher-librarians, already experts in information management, should have no qualms about managing yet another form of information: the knowledge inside their colleagues' heads. After all, we have already assumed the challenge of managing digital information in school libraries, and most of us are competently managing that!

The project outlined in this article began small, but the principles involved have been noted by the school leaders and community, and are now being turned to ever increasing use. Future directions which our school may take include: electronic discussion forums available to all teachers on 'hot' educational topics; more 'best practice' exemplars on the intranet, especially regarding technological expertise and classroom teaching; a database and index to the knowledge held by external sources associated with the school, such as parent groups and ex-students; news

Once a knowledge management framework is set rolling in a school, the way is open for limitless innovation.

reports from members of the school's administration (perhaps giving views on the school's mission); and statements about philosophical educational matters. The possibilities are endless!

Teacher-librarians can spread the knowledge management message, and help to sell the idea that teachers' knowledge is an asset that should not be kept hidden. How much more satisfactory if educators can learn from each other, and thereby save ourselves time: a commodity that is becoming increasingly precious in the teaching profession. ■

Bibliography

- Allee, V. *The knowledge evolution: expanding organizational intelligence*. Butterworth-Heinemann, 1997.
- Barclay, R. O. & Murray, P. C. 'It's all in your head' [online], 1996, *KM Metazine* at: <http://www.ktic.com/topic6/KMHEAD.HTM> or <http://listweb.bilkent.edu.tr/Mirrors/www.ktic.com/topic6/KMHEAD.HTM>
- Boynton, A. 'How to get started with knowledge management', 1996, cited in Broadbent, M. 'The Emerging Phenomenon of Knowledge Management', *The Australian Library Journal*, February, 1997.
- Broadbent, M. 'The Emerging Phenomenon of Knowledge Management', *The Australian Library Journal*, February, 1997.
- Davenport, T. & Prusak, L. *Working knowledge: how organizations manage what they know*, Harvard Business School Press, 1998.
- Dunham, R. 'Information worker to knowledge worker to value worker', *KM Metazine* [online] http://www.ktic.com/topic6_DUNH2.HTM
- Newcombe, P. 'Science and the library: a shared interest', *Libraries on the Move*, ASLA NSW conference, Sydney, 23 October, 1999.
- Nonaka, I. & Takeuchi, H. *The knowledge-creating company: how Japanese companies create the dynamics of innovation*, Oxford University Press, 1995.
- O'Dell, C. & Grayson, J. Jr. *If only we knew what we know: the transfer of internal knowledge and best practice*, The Free Press, 1998.
- Todd, R. J. 'Knowledge management: resourcing a learning community', *Bytes, books and bolds by the bay: information management for the third millennium*. 16th Biennial Conference of the Australian School Library Association. School Library Association of Victoria, 1999a.
- Todd, R. J. 'Moving forward: teacher-librarians creating the new millennium', *Scan* 17(2), 1998.
- Todd, R. J. 'Reading the future: knowledge management 2. Processes and practices'. *Scan* 18(2), 1999b.

Abstracts

TURNER, P. 'What help do teachers want, and what will they do to get it?', *School Library Media Quarterly*, Summer 1996, pp 208-211.

Representing one of the earliest studies with a knowledge management theme, this reports on the perceptions of teachers in terms of what they need to make them better teachers, how they could perform their teaching-learning roles more effectively, and how the role of the teacher-librarian might support this. The sample of teachers were drawn from a variety of schools engaged in a large project, known as the National Library Power Program, that was undertaken across the United States.

Three categories of needs were identified: materials; activities; and implementation steps of the instructional design process. In particular, the most prioritised needs identified were: inservice training on emerging learning technologies; workshops on latest instructional techniques, especially model teaching of critical thinking skills; and workshops on motivational strategies. More moderate priority needs included: assistance in creating positive attitudes towards learning; creating a positive physical and emotional learning environment; providing assistance in conflict resolution; and developing effective instructional strategies.

Informed access to a high quality collection of instructional tools were also prominent, including sample lessons on information skills and critical thinking skills, integration of new technologies and multimedia into learning, and approaches to promoting reading and literature. Teachers were aware that they need high level instructional consultation, and identified the role of the teacher-librarian in this process. The study also showed that critical to the success of these initiatives was developing mechanisms for sustaining the ongoing consultation process. R. Todd ■

KUHLTHAU, C. 'Student learning in the library: what "Library Power" librarians say', *School Libraries Worldwide*, 5(2), 1999, pp 80-96.

This research study focussed on the outcomes of a major USA Library Power project in which nineteen primary and secondary schools were funded for library resources, and how learning opportunities were improved through improved school libraries. In particular, it sought to identify those factors that seemed to have the most significant influence on student learning. The study was based on an open ended survey questionnaire of teacher-librarians, and theme case studies in selected schools that sought to determine the impact of the library on opportunities for students to learn. The study identified a range of significant findings. At a broad level, it found that a shared inquiry learning approach in which teachers, teacher-librarians and administrators were committed to developing students as active and constructive learners creates a very effective environment for learning. It showed that fundamental to constructivist learning is the development of information skills.

Also identified by the study were five levels that characterised the way teacher-librarians view and measure the library's role in student learning. These were:

- Level 1. **Input:** providing resources, technology or lessons
- Level 2. **Output:** providing quantitative measures on visits to library, loans, frequency of use
- Level 3. **Attitude:** measuring changes in attitude through library use, such as increased motivation
- Level 4. **Skills:** emphasis on effective research skills and use of technology
- Level 5. **Utilization:** emphasis on active engagement with information to construct ideas and understanding.

The study provides a very useful methodology for teacher-librarians to consider how they might investigate and document the contribution their library and role makes to student learning outcomes. R. Todd ■

Web site cataloguing and SCIS

Anne Dowling is Cataloguing Coordinator for the New South Wales agency of SCIS (School Catalogue Information Service).

number on the Internet, and what information should be included in the catalogue record.

Selection of sites to catalogue

With so many sites on the World Wide Web, it is difficult to determine which ones will be of long term value to teachers and students, and which sites will remain accessible on the Web. To solve this dilemma, only sites that have been identified for inclusion in publications, and resources from state and national education systems, are being catalogued by SCIS.

In New South Wales, the SCIS agency is cataloguing web sites which have

been reviewed in *Scan*, *HSC online*, and on the Department's Internet site, *Network for education*. These sites have been

evaluated for their specific relevance to the NSW curriculum. The Western Australian SCIS agency is targeting web sites that have been recommended by the Curriculum Materials Information Services (CMIS) Evaluation team for *Technology Focus*.

What information will be included in the catalogue record?

SCIS is conducting a trial in which web sites are catalogued, and the issues identified in the process are fully explored and resolved. The cataloguing

tools that SCIS uses to catalogue all other types of resources, such as *Anglo-American Cataloguing Rules (AACR2)*, the *Dewey Decimal Classification*, *USMARC format for bibliographic data*, and the *SCIS subject headings list*, are also used for web site cataloguing.

Because a web site has different characteristics to other resources, not all of the answers to the cataloguing problems are to be found in the standard tools. Nancy Olson's *Cataloging Internet resources*, an online manual and practical guide at www.purl.org/oclc/cataloging-internet was used to supplement the standard tools. Developed by the Online Computer Library Center (OCLC), this resource is based on *AACR2*, and includes discussion of rules to supplement the standard cataloguing rules.

As solutions are found, the SCIS standards are being formed. All changes in the cataloguing rules for web sites in *AACR2*, *Dewey* and *USMARC* are being monitored. Any changes that impact upon SCIS will be considered and the standards adjusted accordingly. As with the standards for cataloguing other resources, some detail may be omitted from the records but no decisions are made that will bring SCIS records into conflict with internationally accepted cataloguing rules.

Some differences in SCIS records for web sites are:

- **Authors:** Authors and statements of responsibility are included if they are on the home page or copyright page.
- **Title:** As with computer software and videorecordings, the web site

title is taken from the "title screen" (ie. the home page of a site). The metadata title, which appears on the tool bar of the browser, is the title added to the metadata for the site by whoever indexes the site. (The metadata of any web page is visible using View, Source or View, Page source.) If it is a useful access point, the meta title is given as an added entry and is searchable on the *SCIS OPAC*.

- **Notes:** The date of cataloguing has been added to show when the site was available.
- **Publication details:** Publication details are taken from the home page, copyright page, disclaimer, and "about" page. If there is no probable publisher, no publisher name is given. If there is no place listed it is assumed from the country code in the URL. The date is given as a multiple date, such as 2000- , unless there is information on the site that it has not, and will not, be updated.
- **System notes:** Information about requirements for using a site is supplied as a note. However, standard plug-ins, such as *Adobe Acrobat reader*, are not given because these are readily available for downloading from the Internet.
- **URL:** The URL for the home page is included, plus URLs for preliminary pages and mirror sites. In some systems, the URL may be a hypertext line to the actual site.
- **GMD:** "Website" is used for the General material designation (GMD) in SCIS records because it is considered to be the most appropriate for Australian schools. Some other systems are using "Electronic resource" and "Computer file".

How to locate the records on SCISWeb and SCISCD

To find the SCIS number of a web site, records can be located on *SCISWeb* and *SCISCD* by title, either the title

Web site record for The Official Eric Carle web site

SCIS No:	1007677
Main Author:	<u>Carle, Eric.</u>
Title:	The Official <u>Eric Carle</u> web site [website] → GMD
Call Nos:	813 CAR a13 813.54 CAR 21
Physical Description:	Computer File
Subject(s):	<u>Carle, Eric.</u>
Publisher:	Northampton, Mass. : E. <u>Carle</u> , [1999?]
URL:	http://www.eric-carle.com/index.html →
Notes:	Website catalogued: 21 May 2000 This comprehensive site will engross K-3 students who are fans of the author/illustrator Eric Carle . Information pertaining to Carle includes forthcoming publications, selections of artwork, biographical details and a bulletin board for teachers to share ideas on integrating his books into their lessons.

Date of cataloguing is included to indicate the date when the site was available.

URL In the SCIS OPAC and some library systems this is a hypertext link.

Summary note: This note is often from Internetting Corner in Connections published by the Curriculum Corporation.

The record for the Eric Carle site is from the SCIS OPAC. The GMD, URL, Date of cataloguing and the notes are shown on the sample web site record.

from its title screen, or from its metadata title. Sites which have been catalogued can be identified from:

- Reviews of Internet sites in issues of *Scan*
- **Internetting corner** in Curriculum Corporation's *Connections*
- Western Australia's *Technology Focus*.

Catalogue records for web sites are seen by SCIS to be an important addition to the school library catalogue. To ensure that the records meet the same high quality standard as records for other resources, the project for cataloguing sites will be continued, and developments in cataloguing sites in other countries will be monitored. ■

Reference

Olson, N. B. (ed.), *Cataloguing Internet resources: a manual and practical guide* [online], 2nd ed. at: www.purl.org/oclc/cataloging-internet (Cited 4/9/00).

SCIS TIP

Cataloguing resources without ISBNs
Do you have videorecordings, computer software or other resources that don't have an ISBN? You can locate records for these resources on SCIS by using the *SCIS OPAC*, and searching under **Title**.

Instructions on searching by title can be found in the *SCIS OPAC online manual*, which is located in **Online manual** on the **SCISWeb online order** screen. An updated manual is part of the redesigned **SCISWeb**, launched in August 2000.

If you are in a NSW government school and would like more detailed instructions and examples of **Title** searches, look in the resource *Using SCISWeb*, pp 59-62.

Using SCISWeb was distributed by the New South Wales Department of Education and Training in 1999 to all NSW government schools.

from DET
Support services for schools

A guide for school literacy support teams

In the last issue of *Scan*, we featured an article about the Literacy and Numeracy Plus project and peer tutoring. The initiatives and resources developed in this project have been incorporated into *Linkages Years 5-8*. **Bronwyn Hafey** is Senior Curriculum Adviser, *Linkages Support*. In this article, Bronwyn introduces teacher-librarians to a recent publication, *A guide for school literacy support teams*.

The resource entitled *A guide for school literacy support teams: assisting students who need additional support in literacy* (SCIS 984236) was developed as a component of the Literacy and Numeracy Plus project and distributed to all central and secondary schools in December 1999.

The activities in the document are designed for use during sessions at school development days, staff meetings, or training and development meetings. They are divided into eight sessions of 60 minutes each.

Overview

Session 1:

- defines "needing additional support in literacy"
- identifies students who need additional support in literacy

Session 2:

- introduces a teaching and learning cycle
- explores assessment and its implications for the identified students

Session 3:

- examines a model of explicit teaching
- explores several teaching strategies

Session 4:

- explores the complexity of the task of writing
- examines a process to support students as they write for KLA specific tasks

Session 5:

- reviews strategies for teachers to use with students who have difficulty reading textbooks

Session 6:

- examines the issues of student groupings
- explores a variety of grouping strategies

Session 7:

- provides advice and activities for each KLA to support the use of the *Teaching literacy in... in Year 7 series*

Session 8:

- provides suggestions for each KLA in programming to meet the needs of students as they work to achieve outcomes in the KLA.

A guide for school literacy support teams provides activities for school literacy support teams to facilitate training and development with teachers. Facilitators' notes, participants' worksheets and overhead transparencies are provided for each session.

The Linkages program

During the recent Literacy and Numeracy Plus training (March - June 2000), 117 school teams from 26 districts were provided with the opportunity to investigate the contents of *A guide for school literacy support teams*.

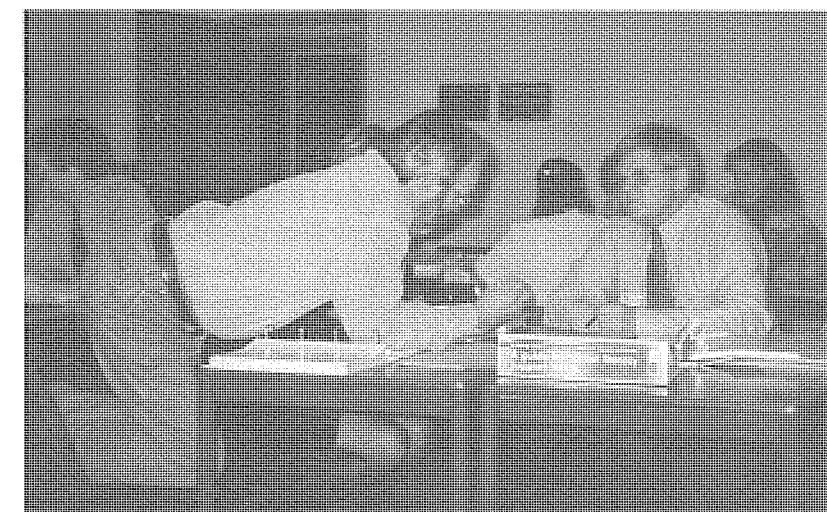
The school teams were supported by members of the district literacy teams as they selected, prioritised and planned for implementation of the eight sessions. This initiative will be expanded to additional schools in 2001 as part of the *Linkages* program. ■



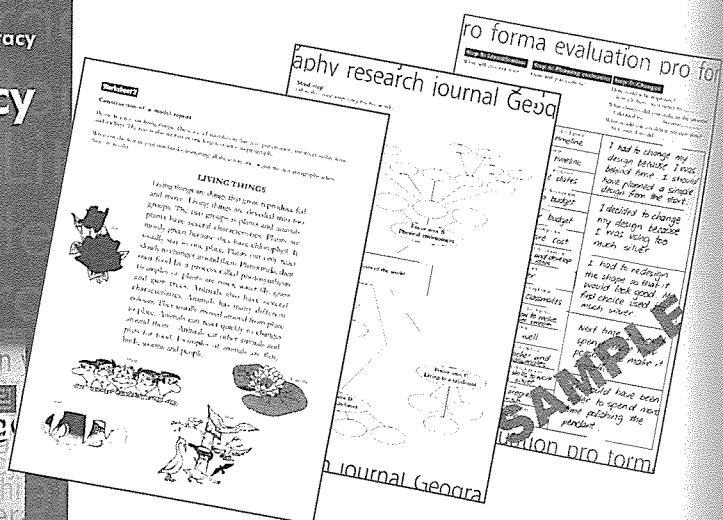
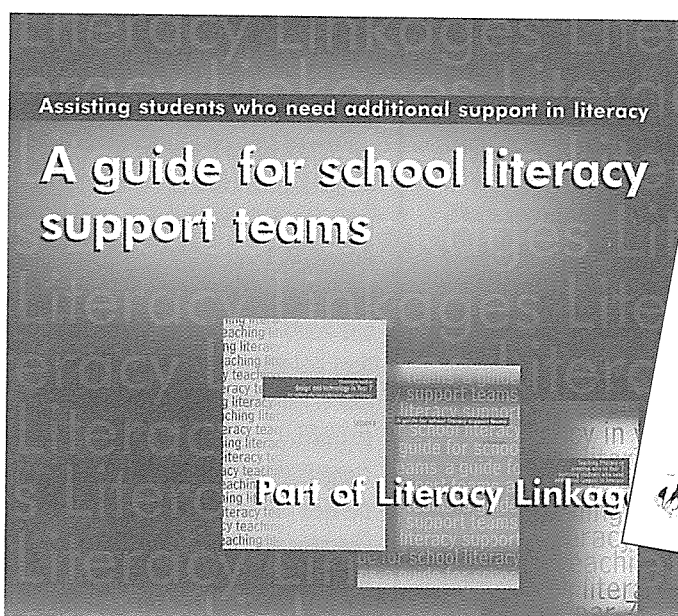
The planning team from Goulburn High School: Fred Rainger, Leading Teacher; Wendy Dally support teacher learning difficulties (STLD); and Rodney Falconer, Head Teacher Science and Student Adviser Year 7.



Mary Dorrian, Queanbeyan District Literacy Consultant, and the planning team from Yass High School: Alex Webb, English teacher/Integration; Penny McGregor, support teacher learning difficulties (STLD); and Allan Newhouse, Head Teacher English/History.



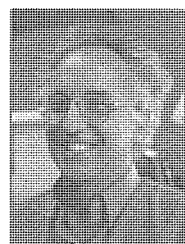
Planning is underway at Goulburn High School.



The School Magazine



Where might a primary student find... a story to engage the imagination? Text and images working together in a resonant unity? Fiction, poetry,



information, a play suitable for a class performance? Two places spring to mind: the school

library... and **The School Magazine**.

The School Magazine is 85 years old and still going strong, with close to 160 000 copies mailed out each month. But, as editor **Jonathan Shaw** reports, change has been afoot...

The New South Wales Department of Education and Training's *The School Magazine* recently underwent a transformation. 1999 saw the introduction of a cool, clean, classic new design that consciously echoes design elements from the magazine's long history. Also that year, the magazine made the transition to full colour throughout.

Other recent developments

There have been other innovations in recent years: a serialised graphic novel published on the inside covers, for example, and a monthly letters page. The latter attracts hundreds of letters, far more than there is room to print. (Every student who writes to the magazine receives a personal response, mostly from one of the four cartoon character "editors" created by artist Stephen Axelsen. See p 37.)

Yet *The School Magazine* continues very much in the spirit with which it began in 1916, as "a magazine of literature for our boys and girls". The idea was ahead of its time in 1916, and *The School Magazine*, with virtually iconic status in NSW, is still the only publication of its kind for children in Australia, and probably the longest running in the English speaking world.

A literary magazine

In *The School Magazine*, students are introduced to the work of some of the best loved creators of Australian and international children's literature and illustration. There are short stories, serials, poems, plays, non-fiction articles and comic strips. A section of each issue is devoted to the promotion, by way of a review and extract, of a recommended book. Forty titles are promoted

The effectiveness of The School Magazine's promotion of books and libraries depends to a large extent on teacher-librarian awareness and support.



in this way each year, and each time the school library is mentioned as the place where readers are likely to find it! The effectiveness of *The School Magazine's* promotion of books and libraries depends to a large extent on teacher-librarian awareness and support.



The School Magazine's web site at www.geko.net.au/~schmag lists the featured books and non-fiction topics for the coming year, and outlines the full contents several months in advance of publication. The Bookshelf 2000 list was published in a pamphlet at the end of 1999, with brief descriptions of each of the recommended books, and a



similar pamphlet for 2001 will be mailed out to schools in the coming months.

A tool for literacy

The School Magazine is now supported by Literacy teaching units, which accompany every second issue throughout the year. The units (right) give detailed, systematic suggestions for using *The School Magazine* to implement the State Literacy and Numeracy Plan.

The introduction of the teaching units has seen an emphasis, as possibly

never before in the magazine's history, on its practical, in-the-classroom uses to support the teaching of literacy. Responses to a request for feedback at the end of these units' first year of publication were overwhelmingly positive.

The School Magazine and school libraries

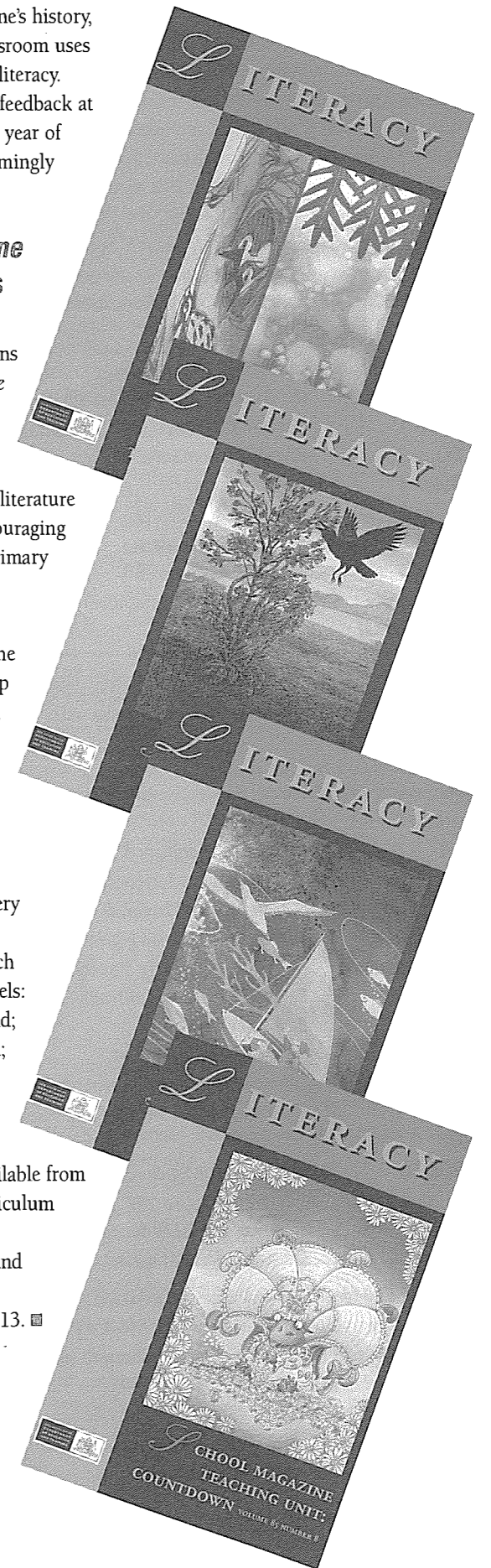
The literary identity of *The School Magazine* remains intact. *The School Magazine* is composed of "real" literature, chosen for literary quality, and with the hope of representing the best of literature for children, and thus encouraging a love of reading among primary school students.

The partnership between *The School Magazine* and the school library, a partnership that goes back many years, looks set to continue well into the 21st century!

From Countdown to Touchdown

Four magazines appear every month from February to November, one title for each of four reading interest levels: *Countdown* for 8-9 years old; *Blast Off* for 9-10 years old; *Orbit* for 10-11 years old; and *Touchdown* for advanced readers.

Subscription forms are available from *The School Magazine*, Curriculum Support Directorate, NSW Department of Education and Training, PO Box 1928, Macquarie Centre NSW 2113. ■



from DET
Support services for schools

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;
 - Languages** 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.

All references to HSC syllabuses are now specific to new HSC syllabuses. 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.

ACHUKA – author interviews

<http://www.achuka.co.uk/guest.htm>

Interviews with over thirty British born authors are available on this user friendly site. Popular writers now residing in Australia include: Ursula Dubosarsky; Gillian Rubinstein; and Colin Thompson. For each author, a Biographical sketch, Booklist, Authorfile, and Interview are provided. The Authorfile lists fascinating biographical information, such as personal appearance, star sign, and favourite things. Primary students would find this section most useful for note taking. Links to various book reviews and sales including: Teen/YA; fiction (Fic); non fiction (Non-Fic); picture books (Pic); and Poetry; are provided. A new author interview is added each month. Upcoming interviews are also listed. J. Scheffers

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Authors, Australian; Authors, British
KEYWORDS: Australian authors; British authors
PUBLISHER: ACHUKA Children's Books, UK
REVIEW DATE: 12/9/00

Australian frogs! rainforest, tree frogs, marsh frogs, pond frogs. Tropical North Queensland

<http://wildlife-australia.com/frogs.htm>

Part of the much larger site of a Queensland tourist resort, this section consists of thumbnail prints which, when enlarged, produce excellent photographs of many Australian frogs, with succinct information, including habitat, on each. The information

at each enlargement is brief, and follows the same format. The Wildlife search engine enables users to search the site for the broader topics related to frogs. The site includes some advertising, but this does not detract from its usefulness as an information tool. Language is clear and concise, although the print is quite small. As part of a database of sites for frog enthusiasts, this one definitely rates a visit. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Amphibians; Endangered species; Frogs
KEYWORDS: Endangered animals; frogs
PUBLISHER: John Chambers, Australia
REVIEW DATE: 12/9/00

Autodesk - design your future - math, science, and technology for girls

<http://www.autodesk.com/compinfo/dyf/index.htm>

Activities, challenges, and interesting stories about women in technological careers are found at this site, constructed by student interns. Information is included for young women interested in technological careers. There are spotlights on female students who have been successful with technology. Images of girls involved in technological activities and competitions are shown. Some quotes from girls who have participated in the program provide inspiration for young female designers and technologists. An email list can provide the site's latest updates. Links are given to educational sites and those dealing with women role models, with time required to verify the curriculum relevance of these. P. Thompson, R. Thompson

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: TAS; VOC ED
SYLLABUS: Design & Technology 7-10
SCIS SUBJECTS: Girls – Education; Non-sexist education; Technology
KEYWORDS: CAD; computer aided design; technology careers
PUBLISHER: Autodesk, Inc., USA
REVIEW DATE: 12/9/00

AVSC International

<http://www.avsc.org>

The international perspective on sexual health issues provided by this site would be a valuable tool for students studying the Preliminary core 2, *Better health for individuals*, and HSC option 5, *Equity and health for the PDHPE: Stage 6 syllabus* (approved 1999). The site contains extensive information on sexually transmitted diseases and contraceptive methods. Other sections, including **Men as partners**, focus on emerging issues in reproductive health. This site would be an excellent source of information for highlighting the socio-cultural view of reproductive health. J. Atkin

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECTS: Birth control; Public health; Sexual health; Sexually transmitted diseases
KEYWORDS: Contraception; gender issues; health services; sexually transmitted diseases
PUBLISHER: AVSC International, USA
REVIEW DATE: 28/8/00

BBC Education - GCSE Bitesize revision (Macbeth)

<http://www.bbc.co.uk/education/gcsebitesize/english/macbeth/index.html>

Designed to support the British equivalent of the HSC, this site thoroughly revises the play, *Macbeth*, in a very accessible and supportive way. The characters of Macbeth and Lady Macbeth, and their relationship, are covered, as are the witches and the concept of tragedy. Each section is linked to a timeline, and the sections on character provide interactive feedback through multiple-choice tests. While intended for use with the BBC Bitesize television program, the graphic presentation of structural concepts and basic character analysis makes this a very useful resource for the English: Stage 6 syllabus (approved 1999) Standard course (Module B: *Close study of text: Drama*). W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: Standard
SCIS SUBJECTS: Shakespeare, William – Characters; Shakespeare, William – Criticism, interpretation, etc.; Shakespeare, William. *Macbeth*
KEYWORDS: BBC Education; Macbeth; revision
PUBLISHER: BBC Education, UK
REVIEW DATE: 12/9/00

BBC Education: the travel hour

<http://www.bbc.co.uk/education/hours/travel/france.shtml>

A chance to explore the various regions of France, with useful items on travel, culture, food and drink, and essential survival language, is provided here. **Regional flavours** takes a look at most highlights, region by region, while **Crucial phrases** proves to be an essential language toolkit for any successful trip to France. A whole page is also dedicated to **Gastronomy**, with recipe tips and typical French drinks. For those in need of further information, there is an **Essential links** page to several French tourism guides, though exploration time is required to verify curriculum relevance of these. Similar sites, dedicated to Italy and Spain, are also available. K. Le Bourdonnec

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: Languages
SYLLABUS: French 7-10; French Stage 6; Italian 7-10; Italian Stage 6; Spanish 7-10; Spanish Stage 6
SCIS SUBJECTS: France – Social life and customs; French language
KEYWORDS: BBC Education; travel
PUBLISHER: BBC education, UK
REVIEW DATE: 1/9/00

Buildata – building Australia online

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

Buildata is an Australian commercial web site that is devoted to building products and services. It provides building professionals and amateurs with an up to date building product library. Information about building products would prove useful to those involved in developing projects in the architectural area, building construction, and woodworking. Students engaged in technical drawing within many subjects will also find downloadable CAD drawings from this site, showing technical specifications to Australian standards. Links, which teachers would need to explore

to verify their curriculum relevance, exist to many companies providing product information for the phases of designing, construction, and fitting out of buildings from domestic and commercial settings. The database is searchable. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Industrial Technology Stage 6; Technical Drawing 7-10
SCIS SUBJECTS: Architecture; Building materials
KEYWORDS: Architecture; building products
PUBLISHER: DataTech (WA) P/L trading as Buildata, Australia
REVIEW DATE: 12/9/00

Bureau of Rural Sciences (BRS)

<http://www.brs.gov.au/index2.html>

Teachers and students will be able to keep up to date with current scientific research applicable to agricultural production at this excellent site. Comprehensive information is provided on a range of topics, including: pests; Greenhouse and climate change; gene technology; and innovative and sustainable agricultural systems. Maps of Australian soils, geological bedrock, and salt affected areas are available to download. This easily navigated site would be relevant to teachers and students of the *Agriculture: Stage 6 syllabus* (approved 1999). Those students wishing to attempt the *Research project* component of the HSC course will find valuable information to help decide a research area. Excellent contacts to scientists working in the field can be found. P. Hurst

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6; Earth & Environmental Science Stage 6; Geography Stage 6
SCIS SUBJECTS: Agriculture; Genetic engineering; Greenhouse effect; Sustainable agriculture
KEYWORDS: Agricultural pests; climate; rural sciences; salinity
PUBLISHER: Bureau of Rural Science, Australia
REVIEW DATE: 1/9/00

Choix langues (Tourism in France)

<http://www.w3i.com/>

If planning a trip to France, wishing to practise reading French, or just wanting to know more about the French capital and its surrounding regions, this bilingual site might be a useful tool. A large section is devoted to Paris, with colourful photographs and brief details concerning the social and cultural life of the city. *Vie pratique* provides information on hotels, wine and public transport with links to relevant web sites, though exploration time is required to verify curriculum relevance of these. Historical and geographical information on other cities in France is also provided. K. Le Bourdonnec

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: French 7-10; French Stage 6: *Beginners; Continuers; Extension; LOTE K-6*
SCIS SUBJECTS: France
KEYWORDS: France; Paris; tourism
PUBLISHER: W3i, France
REVIEW DATE: 1/9/00

The chook shed

<http://www.webone.com.au/~greggles/>

For those interested in poultry, here is an Australian site that gives a comprehensive cover of poultry husbandry. Chook pictures has excellent images of chicken breeds. FAQ has areas of interest and veterinary advice for raising poultry. Keeping chooks has very good information on areas of housing, breeding, reproduction, incubation, nutrition and parasites. A breeder's directory is available for those looking for new breeding stock. This site has relevant information for the *Agriculture: Stage 6 syllabus* (approved 1999) Preliminary course, *Animal production*. This colourful, easily navigated site also has a large list of links to both Australian and international poultry sites. Exploration of these links would be required to determine curriculum relevance. P. Hurst

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Agriculture 7-10; Agriculture Stage 6
SCIS SUBJECTS: Poultry; Poultry industry
KEYWORDS: Chickens; poultry
PUBLISHER: Gregory S. Davies, Australia
REVIEW DATE: 1/9/00

The complete treefrog homepage

<http://www.megsinet.net/~treefrog/>

Designed by and for enthusiasts of treefrogs, viewers of this site will glean much information regarding their keeping and breeding. Among the topics included are practicalities such as heating, food, diseases, sounds, and calls of these creatures, plus tips, articles, and environmental issues associated with this hobby. Whilst the photographs and advice are appealing, useful and detailed for collectors, there is little depth of scientific information such as that required for life cycle studies of the frog. The page creators assume this is prior knowledge. The site would nonetheless have relevance for those studying the environment and other needs for sustaining treefrog populations. E. Maxwell

USER LEVEL: Stage 4
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Amphibians; Animal breeding; Frogs
KEYWORDS: Frogs; treefrogs
PUBLISHER: Matthew Klueppel, USA
REVIEW DATE: 12/9/00

Cultural connections

<http://library.thinkquest.org/50055/indexmain.htm>

Designed by teachers to be a resource for learning about countries and cultures, this site contains a variety of activities that are both enjoyable and educational. It could supplement the HSIE Stage 2 unit, *People and their beliefs*, as it explores how certain customs are influenced by religious beliefs. Topics include: **Information; Photos; Maps & facts; Activity; Language; Fun facts; and Celebrations.** Teachers provides: Lessons with passport pages for recording facts; Objectives, which may be translated into some outcomes; and **Passport**, for a blackline original for a cover page. The entry point for each country is accompanied by the relevant flag, and leads to succinct information in easily read text. The links within the site would require exploration time to verify their curriculum relevance. C. Burden

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6

SCIS SUBJECTS: Geography; Multicultural education; Social life and customs
KEYWORDS: Countries; cultures
PUBLISHER: ThinkQuest team 50055, ThinkQuest, USA
REVIEW DATE: 12/9/00

Curriculum IT support for design and technology

<http://vtc.ngfl.gov.uk/resource/cits/dant/>

The integration of the information and communication technologies (ICT) within design and technology classrooms is the concern of all teachers, and this site gives examples of innovative uses for ICT in the curriculum. In addition to the examples provided, teachers would be interested in the range of curriculum areas covered. Strategies are given for the use of the Internet with students, showing various alternate methodologies, with the advantages and disadvantages of each. There is a **Quick start web tour**, showing a range of sites of professional interest to teachers; and overviews of a range of web sites by topic. The spirit of the discussions is very much in keeping with the use of ICT within the NSW design and technology curriculum. P. Thompson, R. Thompson

USER LEVEL: Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Industrial Technology Stage 6; Technics 7-10
SCIS SUBJECTS: Design – Study and teaching; Technology – Study and teaching
KEYWORDS: Design; technology
PUBLISHER: National Grid for Learning, UK
REVIEW DATE: 12/9/00

Design trust home page

<http://www.destru.com/deshome.htm>

If students are involved in the design, production, and maintenance of web sites, this site provides a clear and appropriate design process. The whole site has a novel navigation procedure, where visitors can either take a guided tour, or be self guided. The company focuses upon the convergence of communication technologies, and has many suggestions about the purpose of design with communication. They have a guided explanation of measuring creativity. Topics include: **Originality; Discovery; Emotion; Harmony; and Economy.** The issues discussed here are relevant to the design of any product, page, or graphic. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Industrial Technology Stage 6; Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Communications software – Design and construction
KEYWORDS: Communication; creativity; design
PUBLISHER: Design Trust Inc., USA
REVIEW DATE: 12/9/00

Diabetes Australia - Victoria

<http://www.dav.org.au/>

Although designed for those with diabetes, this site offers some useful information for students, particularly those studying the

Food Technology: Stage 6 syllabus (approved 1999) option strand *Contemporary food issues: Nutrition.* Most useful are the resources for School projects in Education issues, and Diet and nutrition pages. There is also information on Diabetes Australia and the role of this private agency in promoting health. Page for kids has an easy quiz that could be used to reinforce basic facts. Issues of the quarterly magazine are also online with some very informative articles. This site could also be useful for the *PDHPE: Stage 6 syllabus* (approved 1999) core, *Health priorities in Australia.* J. Redfern

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE; TAS
SYLLABUS: Food Technology 7-10; Food Technology Stage 6; PDHPE Stage 6
SCIS SUBJECTS: Diabetes
KEYWORDS: Diabetes; diet; nutrition
PUBLISHER: Diabetes Australia, Victoria
REVIEW DATE: 5/9/00

Dr. Seuss's Seussville!

<http://www.randomhouse.com/seussville>

From the entrance to this site, the young imagination will be stirred at the sight of *The cat in the hat*, as he introduces the contents. Easily recognisable icons take the user to many wonderful activity pages. Downloads are needed to be able to participate in this site. The **Contests** link is a trivia quiz that changes monthly. Prizes are associated with this link and details need to be given, so utilising this link would need to be supervised by either parents or teachers. All the questions in the quiz concern *Dr Seuss* books. The **More fun** link focuses on particular *Dr Seuss* characters and the books in which they are portrayed. There are many extended links here to afford users hours of active learning. Also included are teacher activities for K-8 classrooms. An online catalogue reviews *Dr Seuss* books. G. Cale

USER LEVEL: Stage 1 Stage 2 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Reading
KEYWORDS: Dr Seuss
PUBLISHER: Random House, USA
REVIEW DATE: 12/9/00

Ethics and the design of technology

<http://www.personal.psu.edu/dept/sts/courses/spr97/233/>

A number of projects from a Penn State University course are given online, with the resources to complete them available on the Internet. These can be offered to our students and include three projects that could easily be adapted to match the curriculum for Stage 5 and Stage 6 students. The first is a group project about air bags, their positive and negative aspects; the second, an engineering ethics case study; and the third analyses the sustainability of our current attitudes to consumption. The general requirements include assessment guidelines for grading of the tasks to be completed by students. P. Thompson, R. Thompson

USER LEVEL: Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Engineering Studies Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS: Design – Study and teaching; Ethics; Technology – Study and teaching
KEYWORDS: Ethics; student design projects

PUBLISHER: Penn State College of Engineering/NASA, USA
AUTHOR: SMEDLEY, Matt, & YANG, Walter
REVIEW DATE: 12/9/00

Eximcorp - an innovative solution to your needs of plywood and other wood panel products

<http://eximcorp.org/index.html>

Specifications and safety information for timber and timber products can be found at the site of this timber supply company. The Medium density fibre boards page should be of interest to all teachers thinking of using this material in their workshops. Information on: Plywoods; Particle boards; Veneers; HMR boards; block boards; inlays; and laminates, are also present. There are graphics showing typical uses and details about: Availability; Storage, handling and maintenance; safety; and Properties. The information is comprehensive in detail. It would be appropriate for senior students and teachers who are designing and producing in timber or timber products. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Industrial Technology Stage 6
SCIS SUBJECTS: Laminates; Particle boards; Veneers
KEYWORDS: Particle boards; plywood; timber products; wood
PUBLISHER: Eximcorp India Private Ltd, India
REVIEW DATE: 12/9/00

Explore Australia network

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

The general overview of Australian settlement and geography available at this eye catching site could be used to complement the Stage 2 unit, *Australia: you're standing in it*. The simple information describes a comprehensive list of communities. Topics include: Cities; Towns; Regions; and Route maps. These folders open to subheadings, such as: Getting around and Attractions. Photographs of the scenery are included. The search facility locates particular words in sections of text. The site appears to be still under construction and some discrepancies would need to be pointed out to young users. Many of the smaller towns and suburbs listed have no information; some Route maps were not available; and some information appears under incorrect headings. S. Leslie

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia - Geography
KEYWORDS: Australia; cities; explore; towns
PUBLISHER: Explore Australia
REVIEW DATE: 12/9/00

Farmwide

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

Featuring market reports and rural news, this site is a useful resource for several aspects of the *Agriculture: Stage 6 syllabus* (approved 1999) It could be particularly helpful for information relevant to the *Farm/product study*. Commodity price fluctuations collected from the site could form the basis for a practical assignment or assessment task. Stage 6 students working on their *Research project* may find the *Bulletin board* useful in locating

contacts or information relevant to their research There is also a well organised list of links to other agricultural sites, though time is required to locate relevant information. The software review section, *agSoftware*, could be used to provide examples of technologies used in production and marketing. S. Annetts

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Agriculture Stage 6
SCIS SUBJECTS: Agriculture; Agriculture - Societies
KEYWORDS: Commodity; market; news; research; technology
PUBLISHER: National Farmers' Federation, Australia
REVIEW DATE: 31/8/00

Flying pig gallery

<http://www.flying-pig.co.uk/>

Animated cardboard models may be purchased through this site. The models are constructed easily, using a sharp knife, scissors, and glue. Each model investigates a mechanism, and the completed models work! The site includes some downloadable free samples. This site would provide inspiration to teachers and students investigating mechanical systems. Of equal value are the pages explicitly dealing with mechanisms. Simple animations show the workings of Cams, Levers, Linkages, Ratchets, Crank slider, and Gears. These are colourful and informative, with excellent descriptions and explanations. P. Thompson, R. Thompson

USER LEVEL: Stage 1 Stage 2 Stage 4 Stage 5 Stage 6
KLA: ST; TAS
SYLLABUS: Science & Technology K-6; Design & Technology 7-10; Industrial Technology Stage 6; Engineering Studies Stage 6
SCIS SUBJECTS: Gearing; Mechanics; Models and model making
KEYWORDS: Gallery; gears; mechanisms; pulleys
PUBLISHER: Flying Pig Company, UK
AUTHOR: IVES, Rob
REVIEW DATE: 12/9/00

Food and nutrition

<http://www.health.gov.au/pubhlth/strateg/food/index.htm>

Easily read information on nutrition and public health in Australia can be found at this well structured site. Policy documents, National nutrition survey results, and dietary guidelines for Australians of all ages are easily accessed. This is particularly useful for the Preliminary core, *Nutrition*, the HSC core, *The Australian food industry*, and the HSC option strand, *Contemporary food issues: Nutrition*, in the *Food Technology: Stage 6 syllabus* (approved 1999). *Adobe Acrobat reader* is needed to view many of the documents, and this can be downloaded via a link from the site. A comprehensive list of links to other food and nutrition related web sites is provided. Further exploration of these would be required to determine curriculum relevance. This site could also support the Preliminary core, *Better health for individuals*, in the *PDHPE: Stage 6 syllabus* (approved 1999). J. Redfern

USER LEVEL: Stage 6 Professional
KLA: PDHPE; TAS
SYLLABUS: Food Technology Stage 6; PDHPE Stage 6
SCIS SUBJECTS: Food habits; Nutrition; Public health
KEYWORDS: Food; nutrition
PUBLISHER: Commonwealth Department of Health and Aged Care, Australia
REVIEW DATE: 5/9/00

Food and nutrition in local government

<http://www.uow.edu.au/health/phn/LGfood/LGfood.html>

Students investigating the work of local governments in promoting health initiatives would find this site valuable. The site includes an outline of the policies and processes to initiate nutrition programs, and Examples of council programs. There is background information on surveys conducted on local government initiatives, and the National food review. Of most interest is the model Food system, which highlights links between nutrition, socio-economic, and socio-cultural issues. This site offers good support for students investigating the Preliminary core 2, *Better health for individuals* and HSC option 5, *Equity and health* in the *PDHPE: Stage 6 syllabus* (approved 1999). J. Atkin

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Health; Local government; Nutrition; Public health
KEYWORDS: Health; health promotion; local government; nutrition
PUBLISHER: University of Wollongong, Australia
AUTHOR: YEATMAN, Heather
REVIEW DATE: 28/8/00

Food safety net - education pages

<http://www.safefood.net.au>

A colourful, user friendly site, this provides a wide range of information, and some activities and games, on food safety and hygiene. Food safety tips provides a range of Facts and figures, Consumer beliefs and practices, and general information on Cross-contamination and preparation. The Fact sheets give clear, specific information on the organisms that cause food poisoning and the characteristics of illness, foods associated with the organisms, and prevention tips. Food safety library contains short articles on topics, such as eating out, and Food safety and the microwave. The Food safety industry site has a short overview of Hazard Analysis Critical Control Point (HACCP). This site could be used effectively by students for research or as part of a guided assignment. J. Redfern

USER LEVEL: Stage 6 Professional
KLA: TAS; VOC ED
SYLLABUS: Food Technology Stage 6; VET Tourism & Hospitality Stage 6
SCIS SUBJECTS: Food industry; Food contamination; Food handling; Public health
KEYWORDS: Food safety; food hygiene; food poisoning
PUBLISHER: Food Safety Campaign Group, Australia
REVIEW DATE: 5/9/00

The Forum on Children and Violence - download checkpoints for schools

<http://www.ncb.org.uk/violtdown.htm>

The aims of the document at this British site are: to raise awareness; to enable schools to add a violence prevention perspective to all aspects of their work; and to evaluate their progress. It has four parts. Part 1 is a series of checklists for an executive or welfare meeting to assess how the school is addressing violence. There is guidance for further action. Part 2 is a chart for mapping the school's position. Part 3 gives further information on checklist issues. Part 4 lists resources from all over the world. Both primary

and secondary schools have found the checklists a good starting point when planning programs to address bullying and playground violence. A. Soutter

USER LEVEL: Community Professional
SCIS SUBJECTS: Bullying; Children - Management; Violence and non-violence
KEYWORDS: Anti-violence; bullying; discipline; harassment
PUBLISHER: National Children's Bureau, UK
REVIEW DATE: 6/9/00

Frenchlesson.org - an intermediate guide to French

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

Designed for students with some knowledge of the French language, this easily navigated site focuses on Conjugations and Noun gender. It also covers many other topics, such as Past participles and Adjectives, with exercises on prepositions, and relative pronouns. In addition to tutorials, there are many interactive exercises to facilitate the difficult internalisation process that is part of learning a language. Teachers may wish students to Login to the site, to make use of the potential to review progress and work on problem areas with specific exercises, where this is relevant to their teaching and learning program. Access to French web conjugue and Hachette dictionnaire en ligne is also available, making it a more than valuable site for French practice. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6
KLA: Languages; VOC ED
SYLLABUS: French 7-10; French Stage 6: *Continuers*
SCIS SUBJECTS: French language - Study and teaching
KEYWORDS: Conjugation; French; gender; grammar
PUBLISHER: Thomas Blackmon
REVIEW DATE: 1/9/00

The frog files

<http://www.upnaway.com/~rdavis/index2.htm>

Much of the language is scientific at this easily navigated site developed by a Western Australian biologist. The scientific terms are explained and information is presented in clear, concise language. All pages have the facility to return to either the main or previous page. Photographs are excellent. The site is updated frequently and these updates are published in the What's new? section. All graphics are sourced, and these sources are often linked to further frog related sites. Time would be required to verify the curriculum relevance of these external links. The information provided requires competence in reading for independent use of the site; some students would need additional literacy support in locating and selecting information. G. Cale

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology, K-6
SCIS SUBJECTS: Amphibians; Frogs
KEYWORDS: Frogs
PUBLISHER: Robert Davis, Western Australia
REVIEW DATE: 12/9/00

Frogland!!!

<http://allaboutfrogs.org/frogInd.shtml>

Definitely for the frog enthusiast, this site has many positive features. The photographs are excellent and most can be enlarged.

Navigation is simple, and each page is linked back to either the **Homepage** or the previous page visited. Hyperlinks within the text are a good feature. Site graphics are very appealing and a real enhancement to the attractiveness of the information. The print is well sized, and the language clear and concise. A variety of appealing and informative activities and topics are available. A helpful section on **Copyright** would assist in the teaching of such issues as how to reference Internet sites. A range of global and local environmental issues, such as recycling, are addressed with practical solutions. In all, this is a well structured, comprehensive site, well suited to primary users. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Amphibians; Environmental protection; Frogs; Recycling (Waste, etc.)
KEYWORDS: Frogs
PUBLISHER: Dorota, USA?
REVIEW DATE: 12/9/00

Gayle's preschool rainbow – activity central
<http://www.preschoolrainbow.org/index.htm>

Activities and lesson plans for teachers of infant students are available at this web site. They have been submitted by teachers, who have used the ideas in classroom situations. These activities can be tailored to meet many of our curriculum outcomes in Early Stage 1, and some in Stage 1. Topics and activities are usually thematically linked for easy access via the menu bar. One of the best aspects of this site is the list of recommended picture books for preschool and Kindergarten students, with titles arranged by themes, such as: counting; multicultural; and Me, my family and friends. The activities are not limited to use by schools, and could be recommended to parents for use at home. S. Taylor

USER LEVEL: Community Professional
KLA: English; HSIE; ST
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Classroom activities; Thematic approach
KEYWORDS: Activities; early childhood education; preschool; lesson plans; themes
PUBLISHER: Gayle Jacobs, USA?
REVIEW DATE: 12/9/00

Genetics Australia
<http://www.genaust.com.au/>

Here is a site that can help teachers and students keep up to date with the rapid advances in technology related to animal reproduction. New technologies, such as embryo multiplication and transfer, marker assisted selection, semen sexing, oocyte pick-up, cloning, and transgenics are all discussed. The information would be useful for students of the *Agriculture: Stage 6 syllabus* (approved 1999) Preliminary course, *Animal production*, and the HSC optional components, the elective topics of *Animal management* and *Innovation and diversification*. There is also an excellent glossary in **Technology info**, which covers most areas of reproduction technology. The site is well presented and easily navigated. P. Hurst

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture 7-10; Biology Stage 6; Agriculture Stage 6
SCIS SUBJECTS: Animal breeding; Biotechnology; Genetic engineering

KEYWORDS: Breeding technologies; cattle breeding; genetics
PUBLISHER: Genetics Australia
REVIEW DATE: 31/8/00

George Lovitt (Manufacturing) Pty. Ltd.
<http://www.lovittools.com.au/Default.htm>

Visitors to this comprehensive site are given an indication of the structure, history, and breadth of expertise of this well recognised precision engineering company. The latest technology is used throughout, including the transfer of drawings from clients to their machines via the Internet. The company works in the aerospace and defence industries, and excellent images of the results of their various machining techniques are shown. These are supported by descriptions of the advantages of processes. Their emphasis on quality control and assurance is also evident. Students of the metal technologies in particular will find the site an indicator of current state of the art manufacturing processes. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Industrial Technology Stage 6; Technics 7-10
SCIS SUBJECTS: Engineering; Metalworking machinery
KEYWORDS: Computer Numerical Control; Lovitt; metal; technologies
PUBLISHER: George Lovitt (Mfg) Pty Ltd, Australia
REVIEW DATE: 12/9/00

Greet2 (Cruise into the world of learning theories)
<http://www.hwi.com/tygger/edpsych/default.html>

Set up as a learning conference for an undergraduate teacher education course at the University of Houston, this is a good example of the use of the Internet in classroom teaching in the upper secondary school. It is also useful for teachers wanting to know more about learning. Three main areas are covered: **Developmental theory** (Piaget and Kohlberg); **Behavioural theory** (Skinner and Bandura); and **cognitive theories** (Bruner). The Information processing approach is listed but unavailable. *Microsoft Powerpoint* presentations give clear concise information which can be followed up in a chat room. A. Soutter

USER LEVEL: Professional
SCIS SUBJECTS: Learning, Psychology of
KEYWORDS: Learning
PUBLISHER: University of Houston, USA
AUTHOR: DICKENSON, Virginia
REVIEW DATE: 12/9/00

Gwen Harwood - selected poems
<http://www.iniaccess.net.au/~spectre/index.html>

Of the seven poems covered in this site, three (*The glass jar*; *In the park*; *Prize giving*) are set for study in the *Changing self* focus Area of study for the *English: Stage syllabus* (approved 1999) *Standard* and *Advanced* courses. Each poem is reproduced in full, and is accompanied by competent notes discussing elementary aspects, such as theme and language, particularly figurative aspects and rhythmic patterns. In as much as Harwood's work deals extensively with change in a personal mode, these notes provide a useful perspective of personal development because they identify that aspect of her work in a voice quite accessible to students. W. Bowie

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard*; *Advanced*
SCIS SUBJECTS: Harwood, Gwen; Australian poetry – Study and teaching
KEYWORDS: Gwen Harwood; poems
AUTHOR: Spectre, Australia
REVIEW DATE: 12/9/00

Heroes: unit plan [English online]
<http://english.unitecnology.ac.nz/resources/units/heroes/home.html>

Teachers and students undertaking a study of the film text *When we were kings* should find this site a useful starting point. Composed in a simple manner, it offers a range of possible teaching and learning activities. Although devised for the New Zealand education system, it has application to the *English: Stage 6 syllabus* (approved 1999) *Extension* course elective, *The language of sport*. It presents several practical suggestions for individual and group tasks. There is a significant focus on language, and links to other sites that contain a number of varied reviews on the film, along with a vast range of sites dealing with film theory. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension 1*
SCIS SUBJECTS: English language – Study and teaching; Motion pictures – Reviews; Motion pictures – Study and teaching; *When we were kings*
KEYWORDS: Heroes; unit; *When we were kings*
PUBLISHER: New Zealand Ministry of Education
AUTHOR: DOWNS, Warwick
REVIEW DATE: 12/9/00

Home (IllusionWorks)
<http://www.illusionworks.com/>

A collection of optical illusions are presented at this site. Interactive demonstrations, scientific explanations, school projects, illusion artworks, and interactive puzzles are available. The most useful pages are: **Introduction to illusions**, which discusses perception; and **Interactive demonstrations**, where students can vary parameters to affect the strength of the effect. **Illusions in art** discusses the techniques artists have used to produce three dimensional scenes, with seven examples provided. The site would be a useful introduction to develop observation skills in Year 7 students. It is bright, attractive, and easily navigated. J. Morgan

USER LEVEL: Stage 4 Stage 5 Professional
KLA: CA; Science
SYLLABUS: Science Stages 4-5; Visual Arts 7-10
SCIS SUBJECTS: Optical illusions; Perception
KEYWORDS: Optical illusions; perception
PUBLISHER: California Institute of Technology/Illusionworks, USA
REVIEW DATE: 12/9/00

HowStuffWorks
<http://www.howstuffworks.com/>

Working like an Internet search engine (but only within their own server), this fascinating site allows users to locate information on: how virtually any object with moving parts works; and the meaning of commonly used terms, phrases or customs. A keyword search facility and a range of categories help users to locate information. Hyperlinked words within the fact sheets lead to

additional diagrams and text for further understanding and exploration. The direct, conversational language may appeal to students. Discussing the author's view of the audience, and clarifying American expressions could be helpful activities. Answers to related questions tend to be specific to America. Students requiring additional literacy support may find this a challenging site for independent research. This could be addressed, for example, by clearly focussed use of the site, structured group work, peer tutoring, and specific strategies to assist students to read the often dense text. Devices as diverse as toilets, computers, smoke detectors, planes and telephones are explained using simple scientific concepts, through text and diagrams, making this site applicable to the prescribed focus area *Applications and uses of science* of the *Science Stages 4 -5 syllabus*, and to several topics in the *Physics: Stage 6 syllabus* (approved 1999). S. Bremner, K. Heap, J. Morgan

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; ST; TAS
SYLLABUS: Computing Studies 7-10; Design & Technology 7-10; Design & Technology Stage 6; Engineering Studies Stage 6; Food Technology Stage 6; Industrial Technology Stage 6; Physics Stage 6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Inventions; Technology
KEYWORDS: Machines; physics; science
PUBLISHER: Howstuffworks.com Inc. USA
AUTHOR: BRAIN, Marshall
REVIEW DATE: 12/9/00

Kids farm
<http://www.kidsfarm.com>

A colourful page opens this site, which takes users to an easy to use site map where they can choose categories such as: **Farm animals**; **What grows**; **Equipment**; and **People**. A **Table of contents** lists all topics in the site in hypertext. The site would be appealing to young students, and it is easy for them to navigate. Wild and domestic animals; farm crops; and wildflowers, are featured. The site would support the *Living things* science and technology content strand, and the HSIE unit of work, *Meeting needs*. It provides facts and descriptions of life on a farm. The information is presented in a simple way with many photographs that can be enlarged. Some short recordings of animal noises are included. K. Wheeler

USER LEVEL: Early Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Animals; Farm animals; Farm life
KEYWORDS: Animals; colts; farm; foals; horses; wildflowers
PUBLISHER: Kids Farm, Inc., USA
REVIEW DATE: 12/9/00

The last straw: home
<http://cycas.cornell.edu/ebp/projects/ise-main/ise/home.html>

The most useful feature of this site is **The virtual lab**, a computer simulation model that allows students to experiment with different plant types growing in different climates. The model allows students to compare the growth of dry or wet adapted plants in different climatic conditions. After choosing plants and growing conditions, the simulation shows how plants grow, and different aspects of plant physiology, such as the number of leaves, leaf and root biomass, and carbon uptake, may be measured. The data can be graphed so that the plants can be compared. This site is appropriate to meet the simulation requirements of the *Biology: Stage 6*

syllabus (approved 1999) and the *Science Stages 4-5 syllabus*. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Adaptation (Biology); Photosynthesis; Plant physiology; Plants – Experiments
KEYWORDS: Botany; controlled experiments; photosynthesis
PUBLISHER: Boyce Thompson Institute, Cornell University, USA
REVIEW DATE: 12/9/00

Lesson plans for children's books

<http://members.aol.com/DonnAnCiv/Literature.html>

Access to thousands of lesson plans, units, and activity ideas for children's books is provided at this lead site. By choosing from an A to Z index of titles, the user can then explore the links associated with their choice of book title. Some online activities are included. There is a selection of Australian titles. Links to author studies, fairytales, poetry, proverbs, book reports, mysteries, and other topics are contained in a table format. A few of the lesson plans are in PDF format and require *Adobe Acrobat reader*, which may be downloaded from the site. Free **stuff for teachers and kids** is also worth investigating, as many useful programs for educators may be downloaded for class use. C. Burden

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Children's literature – Problems, exercises, etc.; Classroom activities
KEYWORDS: Book activities; books; children; literature units
PUBLISHER: Lin and Don Donn, USA
REVIEW DATE: 16/8/00

Life, the universe and the electron

<http://www.iop.org/Physics/Electron/Exhibition/>

Everything a student could want to know about electrons is presented at this site, which is an online exhibition to celebrate the discovery of the electron. **What is an electron?** describes: the properties of electrons; the standard atomic model; and the role of electrons in the Big Bang. **Discovery, 1897** explains the experiments leading to the discovery of the electron, including a reconstruction of Thompson's experiment. **Seeing with electrons** explains the use of electrons in modern microscopy and telescopes. **Electrons in atoms** presents a timeline of discoveries related to atomic structure. This site provides comprehensive information for the module *From ideas to implementation* in the *Physics: Stage 6 syllabus* (approved 1999), and is also relevant to the *Chemistry: Stage 6 syllabus* (approved 1999). J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6; Physics Stage 6
SCIS SUBJECTS: Atoms; Electron microscopes; Electrons; Microscopes and microscopy
KEYWORDS: Atomic structure; electrons
PUBLISHER: Science Museum/Institute of Physics, London
REVIEW DATE: 12/9/00

Meteorology guide: the online guides

[http://www2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/home.rxml](http://www2010.atmos.uiuc.edu/(Gh)/guides/mtr/home.rxml)

This collection of multimedia instructional modules introduces and explains fundamental concepts in meteorology. The complex index lists all available modules, and the information contained within each. Some excellent animations and movie archives demonstrate meteorological phenomena. The photographic and diagrammatic representations are of a very high quality. The site contains complex language, specific to the stated topics, and is information rich. Most images can be enlarged and each section contains cross referencing that will further enhance the given information. G. Cale

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Science; ST
SYLLABUS: Geography Stages 4-5; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Clouds; Tides; Weather
KEYWORDS: Clouds; meteorology; tides; weather
PUBLISHER: University of Illinois, USA
REVIEW DATE: 12/9/00

National Public Health Nutrition Strategy 2000 - 2010 - draft

<http://www.health.gov.au/pubhlth/strateg/food/signal/index.htm>

This draft document and A draft National Aboriginal and Torres Strait Islander Nutrition Strategy and Action Plan are available at this site. *Adobe Acrobat reader* is needed to view the documents, and this may be downloaded via a link from the site. The documents outline draft strategies that have been prepared to achieve the objectives stated in the Food and Nutrition Policy (1992). They are lengthy documents, and student visits would need to be structured. This is an invaluable site on policy for *The Australian food industry* core strand in the *Food Technology: Stage 6 syllabus* (approved 1999). There is also some excellent information for the option strand, *Contemporary food issues: Nutrition*. For further information on Aboriginal perspectives, students and teachers could contact their local Aboriginal health workers in NSW Health, or local Aboriginal health services. J. Redfern

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6
SCIS SUBJECTS: Public health
KEYWORDS: Food; health; nutrition; strategy
PUBLISHER: Commonwealth Department of Health and Aged Care, Australia
REVIEW DATE: 5/9/00

NSW Cancer Council

<http://www.nswcc.org.au>

Students and teachers of PDHPE will find this site useful, relevant, easy to navigate, and a source of accurate information. **Resource library/Publications** contains a series of fact sheets and statistical reports on the mortality rates and incidence of most forms of cancer across different age groups and demographics. These are mostly based on 1996 figures, but projections are given for the future. **All about tobacco** offers opportunities to explore information on tobacco smoking and related issues. **Media matters** provides details of recent media releases and current trends. This site is particularly useful for the HSC core 1: *Health priorities in*

Australia, and HSC option 1: *The health of young people in the PDHPE: Stage 6 syllabus* (approved 1999). R. Lees, K. Steward

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
SCIS SUBJECTS: Cancer
KEYWORDS: Cancer; mortality; NSW Cancer Council; tobacco
PUBLISHER: NSW Cancer Council; Australia
REVIEW DATE: 28/8/00

NSWHealth: Internet home

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

This comprehensive, easily navigated site is excellent for teachers and students of the *PDHPE: Stage 6 syllabus* (approved 1999). **Health 4 young people** deals with the range of health issues facing young people in Australia, and is particularly relevant to HSC option 1, *The health of young people*, in the *PDHPE: Stage 6 syllabus* (approved 1999). There is up to date information on health campaigns coordinated by NSW Health and other agencies, and current statistics and research in the health field. Some of the language is jargonised, or specific to language use in professional reports. Some students may need assistance with such language. J. Atkin

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: Stage 6
SCIS SUBJECTS: Adolescents – Care and health; Children – Care and health; Public health
KEYWORDS: Health; health campaigns; NSW
PUBLISHER: NSW Health, Australia
REVIEW DATE: 28/8/00

OnHealth: athletic injuries

<http://www.onhealth.com/ch1/resource/conditions/item,216.asp>

A page within a broader site, this contains comprehensive information on different sports injuries, and would be an ideal resource for individual research assignments. Focussed selection of pertinent sections and information, from the considerable amount available, would help students and teachers locate material relevant to their area of study. This site would be an ideal resource for the HSC option 3, *Sports medicine* in the *PDHPE: Stage 6 syllabus* (approved 1999). The **Athletic injuries (sports injuries) quiz** (in **Library**) may be a useful review activity during the unit. J. Atkin

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Sports medicine
KEYWORDS: Athletic; injuries; sport
PUBLISHER: OnHealth, USA
REVIEW DATE: 28/8/00

Paul Taylor Dance Company / home page

<http://www.ptdc.org/index.htm>

Choreographer Paul Taylor began his career with the Martha Graham Dance Company and has created works for dance companies worldwide. This site provides a chronological archive of repertoire performed by the Paul Taylor Dance Company. It is documented with images from performances that will provide visual stimulus for dance students. A link to **Dancemaker**, the filmed documentary of

Taylor's work, provides comprehensive reviews from a plethora of American newspapers, which give further insight into the work of this leading choreographer. D. Wauchop

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7-10; Dance Stage 6
SCIS SUBJECTS: Dancing; Modern dance
KEYWORDS: Contemporary dance; Paul Taylor
PUBLISHER: Paul Taylor Dance Company, USA
REVIEW DATE: 12/9/00

The physics classroom table of contents

<http://www.glenbrook.k12.il.us/gbssci/phys/Class/BBoard.html>

Fifteen online physics tutorials, written for high school physics students, are presented here. They contain: lengthy tutorials; a collection of animations; problems; interactive *Shockwave* activities; unit reviews with answers; and sample quizzes. The lessons contain a wealth of informative graphics and cater for most of the topics in the *Physics: Stage 6 syllabus* (approved 1999). The simulations can also be accessed via **Multimedia physics**, and would be invaluable in assisting student understanding of physics concepts. Practical work is suggested at **The laboratory**. The site is of excellent quality. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Electricity; Forces and energy; Motion; Physics – Study and teaching; Waves
KEYWORDS: Animations; classroom; forces; motion; physics; simulations
PUBLISHER: Glenbrook South High School, USA
REVIEW DATE: 12/9/00

Quia - French - top 20 activities

<http://www.quia.com/french.html>

The Quintessential Instructional Archive (Quia) offers much fun and games in French for all age levels. Flashcards, matching pairs, word searches, and jumbled words are some of the activities that will help students learn new vocabulary, grammar, and expressions. For teachers, it is possible to: print out some useful material, including complete lists of terms used in a particular topic; and create new activities. Directions are clear and given in English. Topic areas include: **Basic French vocabulary**; **French numbers**; **French foods**; **Days, months**; and **French verbs**. From the home page, a variety of educational services in over forty subject areas are also available, from basic alphabet and counting games to university level activities. These could be investigated by teachers to verify curriculum relevance. K. Le Bourdonnec

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: Languages
SYLLABUS: French 7-10; French Stage 6: *Beginners*; *Continuers*; LOTE K-6
SCIS SUBJECTS: France – Social life and customs; French language – Study and teaching
KEYWORDS: Activities; French; vocabulary
PUBLISHER: Quia corporation, USA?
REVIEW DATE: 11/6/2000

The Riversleigh Society Australian palaeontology web site

<http://www.exposure.aust.com/~promote1/auspalaeo/index.html>

Students are able to access resources, information, ideas, and latest news in world and Australian palaeontology at this site. A geological time scale is provided. Most pertinent to school students is **History of the Australian continent**, which explains continental drift, and presents an animation of the geological history of the Australian continent. Students can choose a geological period and obtain a map of plate positions at that time. News informs students about recent discoveries. Links are provided, with time required to verify their curriculum relevance. This site is highly relevant to the core Preliminary topic, *Evolution of the Australian biota*, of the *Biology: Stage 6 syllabus* (approved 1999), and also to the *Earth and Environmental Science: Stage 6 syllabus* (approved 1999). J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6
SCIS SUBJECTS: Fossils; Plate tectonics
KEYWORDS: Palaeogeography; palaeontology
PUBLISHER: Riversleigh Society/University of NSW, Australia
REVIEW DATE: 12/9/00

Satellite 101

<http://www.hughespace.com/sat101.html>

An introduction to the technology, terminology, and uses of satellites is found here in easily understood language. There are simple graphics that explain more difficult concepts, such as: **Geostationary earth orbit**; **How big is a satellite?**; and **What's inside a satellite?**. There are many quick links to other pages showing diagrams of orbits, launch vehicles, and television and weather functions of satellites. Some of these are to sites that would require teacher time to verify the curriculum relevance. The graphics are simple and fast loading. The high resolution cutaway diagrams of satellites are particularly good. As a study of innovation and cutting edge technology, this site gives a clear and easily understood explanation of a complex topic. P. Thompson, R. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Design & Technology 7-10, Engineering Studies Stage 6; Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Satellites; Space technology
KEYWORDS: Satellite
PUBLISHER: Hughes Space and Communications Company, USA
REVIEW DATE: 12/9/00

Seattle Times: Martin Luther King Jr

<http://seattletimes.nwsourc.com/mlk/>

The presentation of this site is reflective of its newspaper origins. It is primarily text based, but its clean lines make it easy to locate and select appropriate information. **Thirty-nine years for freedom** displays a timeline of the life of Martin Luther King, and it is accompanied by a photographic summary. It would assist in researching people who have enhanced democratic rights. Answering the interactive quiz located in the **Study guide** of the **Electronic classroom** would be facilitated by the material in the timeline. Multimedia clips and transcripts from the basketball

players of the Seattle Supersonics; newspaper articles; and essays by school students; would give Australian students an idea of the esteem in which this man is held. S. Leslie

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Blacks – Civil rights; Civil rights; Human rights; King, Martin Luther
KEYWORDS: Martin Luther King Jr
PUBLISHER: Seattle Times Company
REVIEW DATE: 12/9/00

Secrets of the ice from the Museum of Science, Boston

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

A knowledge of the Antarctic through the first hand experiences of a team of explorers is found at this site. The information would support the HSIE outcome ENS3.6 because of the focus on human interaction with the environment. A thorough overview of the continent, with scientific information, is supplied. The site is easily navigated with a search option at the bottom of each page. An overview of the discovery and history of Antarctica is available through a simple timeline in **Human discovery of the continent**. This has external links to information about specific explorers. Time would be required to verify the curriculum relevance of these linked sites. **Learning resources** leads to three activities, two of which are suitable for Stage 3. One is an enjoyable interactive task of appropriately dressing an explorer. L. Eccleston

USER LEVEL: Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Antarctica; Antarctica – Discovery and exploration; Scientific expeditions
KEYWORDS: Antarctic; continent; discovery; exploration; ice
PUBLISHER: Museum of Science, USA
REVIEW DATE: 12/9/00

Sovereign Hill Education Service home page

<http://www.sovereignhill.com.au/education/index.htm>

Information about the Australian gold rush period presented at this site would support the HSIE outcome CCS3.1. **Map of Sovereign Hill** gives an idea of life in a goldfields town, including **The Chinese village**. The worksheets developed for tours of the Sovereign Hill tourist attraction give simple descriptions of the functions of various buildings, and could be adapted for class research activities. **Fourteen Frequently asked questions** offer brief information about: gold discoveries; uses of gold; and goldfields life. The information is cross referenced to **Research notes**. **Classroom activities**, developed by a Victorian school, gives teaching ideas using the information process. They are aimed at a high school level, but could be adapted for Stage 3, and provide discussion points such as authority on the Internet. S. Leslie

USER LEVEL: Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia – Gold discoveries; Gold; Gold mining
KEYWORDS: Gold; mining; gold rush
PUBLISHER: Sovereign Hill Education Service, Australia
REVIEW DATE: 12/9/00

Sport science @ the exploratorium

<http://netra.exploratorium.edu/sports/index.html>

Many teachers have begun to use sport as a context for teaching basic physics, and this site provides an invaluable resource for teachers and students. The physics behind baseball, cycling, skateboarding, and hockey are discussed in detail; and some interactive *Javascripts* are used to calculate physical quantities associated with various sports. This site is particularly relevant to the *Science Stages 4-5 syllabus*, covering concepts such as: braking distances; energy consumption; momentum; gravity; and friction. The popular subjects, clear descriptions, and use of diagrams make this is a very attractive and useful site. **Science of cycling** is useful for Stage 3 students, giving practical application for: surface area friction; development of the bicycle wheel; gear ratios; and the scientific principals of design testing and modification. J. Morgan, S. Zivanovic

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Science; Sports
KEYWORDS: Forces, motion, sport science
PUBLISHER: The Exploratorium, USA
REVIEW DATE: 12/9/00

Sportscoach – home page

<http://www.brianmac.demon.co.uk/>

A senior UK athletics coach created this useful site, which provides comprehensive coverage of factors important for successful coaching of athletics. The site includes: sample training programs; factors for effective communication with athletes; information regarding skill learning; and tips for evaluating programs. Students with an interest in athletics could easily create their own pathways around the site to research their particular area of interest. The site has a keyword facility, which would assist students in locating specific material. Some specific training information relates to the UK athletics season, but students will benefit from analysing a formal training program for elite athletes. It is relevant to HSC core 2, *Factors affecting performance*; and option 3: *Improving performance*, in the *PDHPE: Stage 6 syllabus* (approved 1999). K. Steward

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Athletics; Coaching; Sports
KEYWORDS: Athletics; coaching; sports training
PUBLISHER: Sportscoach, UK
AUTHOR: MACKENZIE, Brian
REVIEW DATE: 28/8/00

Steel cans recycling campaign

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

Explaining the cyclical process of recycling is easy with this site. Students can read about the history of cans and aerosols, and the **History of steel**. A list of steps on how to recycle cans and what not to recycle is also included. Many aspects of this site are supported equally with text and pictures, with the animated recycling process being a highlight. Students would also be interested in the craft ideas for recycling steel cans, such as a pot plant holder, and string telephone. This site could easily be used to help students achieve outcomes ENS 2.6 and ENS3.6 in the *HSIE K-6 syllabus*. S. Taylor

USER LEVEL: Stage 2 Stage 3 Professional
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Recycling (Waste, etc)
KEYWORDS: Can, process; recycling; steel
PUBLISHER: Planet Ark, Australia
REVIEW DATE: 12/9/00

StoryPlace: the children's digital library

<http://www.storyplace.org>

The virtual experience of going to the library and participating in the same types of activities a public library offers is the main aim of this interactive site. The **Pre-school library** themes include: **Animals**; **Colors**; **Babies**; **Crocodiles**; **Monkeys**; and **Teddy bears**. Each theme features a story, an online activity, a take home craft activity and a suggested book list. The linked site by the same publishers, **Book hive**, provides reviews and titles grouped by subject matter. The Spanish version could prove useful for languages students. This site would supplement preschool and lower primary literacy programs. An **Early elementary library** was under construction at the time of the review. C. Burden

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
SCIS SUBJECTS: Children's literature; Paper crafts
KEYWORDS: Book activities; library; story; stories
PUBLISHER: Public Library of Charlotte and Mecklenburg County, USA
REVIEW DATE: 12/9/00

Stromboli on-line (English)

<http://educeth.ethz.ch/stromboli/index-e.html>

Stromboli is a permanently active volcano situated on an Italian island. Budding vulcanologists will find an enormous amount of seismic data and research on this particular volcano. Information is available in a variety of contemporary formats, including: video footage; 3D photographs; maps; virtual excursions; live cameras; and eruptive activity reports. The site is regularly updated and highlights links to other recent or current volcano eruptions worldwide. These sites would need further investigation by teachers to ascertain their curriculum relevance. The site is available in Italian and German, and the authors encourage students and teachers to email questions or comments. N. Paull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
SCIS SUBJECTS: Volcanoes
KEYWORDS: Eruptions; Stromboli; volcanoes
PUBLISHER: Stromboli On-Line, Switzerland
REVIEW DATE: 12/9/00

Technology in Australia 1788 – 1988 title page

<http://www.austehc.unimelb.edu.au/tia/>

Essentially the online edition of a book and accessed as such by chapters, this provides information about a wide variety of technologies. Several chapters, particularly chapter one, are relevant to the *Agriculture: Stage 6 syllabus* (approved 1999). This begins with **Aboriginal use of resources**. As this information is brief and simplified, with no obvious consultation with Aboriginal people, further resources and consultation with the local Aboriginal community, would be needed to complement this aspect and provide the Aboriginal perspective. The first chapter

continues with early European agricultural technology, and follows the progression of agricultural practices to the present time, fitting in well with several content requirements of the Preliminary and HSC courses. Chapters on food technology, irrigation, forestry, and textiles may also be useful depending on Areas of study. Teachers could develop a set of questions for students to answer from the site. It is a helpful resource as some of the information is difficult to locate elsewhere. S. Annetts

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Agriculture Stage 6
SCIS SUBJECTS: Agriculture – Ecology; Industry; Technology
KEYWORDS: Australia; dairy; environment; irrigation; science; technology
PUBLISHER: Australian Science and Technology Heritage Centre, University of Melbourne, Australia
REVIEW DATE: 31/8/00

Technology workbook

<http://members.aol.com/dtstaidan/>

A comprehensive resistant materials database is just one aspect of this site established by a teacher. Materials and their properties, appropriate to Years 7 to 10, are covered in terms of physical and mechanical properties. This could also provide introductory information for Year 11 Engineering Studies students in the preparation of engineering reports. Two projects are explained showing one approach to design and technology education. Some excellent back up material in **Electronic products**; **Textiles**; **Graphic media**; and **Manufacturing**, are also included in the **Topics** link. The **Design portfolio** summary will provide excellent direction for our students. P. Thompson, R. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology 7-10; Engineering Studies Stage 6; Food Technology 7-10; Industrial Technology Stage 6; Technics 7-10
SCIS SUBJECTS: Design – Study and teaching; Technology – Study and teaching
KEYWORDS: Design; technology
PUBLISHER: St Aidan's CE High School, UK
AUTHOR: IVES, Chris
REVIEW DATE: 12/9/00

United States Patent and Trademark Office home page

<http://www.uspto.gov/>

General information about patenting and trademarks, and a full text and image database of patent articles, are found at this huge, searchable site. The resulting pages give a comprehensive product description, and these would need to be further analysed to discern exactly what the product is able to do. Bibliographic and full text searches for products are available. Teachers may find the site a useful adjunct to technological literacy work. Technical language is used throughout. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Industrial Technology Stage 6
SCIS SUBJECTS: Inventions; Patents; Trademarks
KEYWORDS: Patent; trademark
PUBLISHER: US Patent and Trademark Office
REVIEW DATE: 12/9/00

VALues In Design And Technology Education

<http://www.data.org.uk/Values/index.htm>

VALIDATE is an informal, independent network of educators interested in values issues and judgements in design and technology education. The site explains the different types of values students need to be aware of, in making ethical and moral judgements to solve problems in design and technology, and other subjects in our curriculum. There are: papers; **On-line resources**; and regular, archived bulletins. Students and teachers could benefit from the discussion of some of the more difficult issues surrounding designing and development. There are also links to sustainable technology sites. Time would be required to verify their curriculum relevance. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Engineering Studies Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS: Design – Study and teaching; Ethics; Technology – Study and teaching
KEYWORDS: Design; education; technology; values
PUBLISHER: Design and Technology Association, UK
AUTHOR: MARTIN, Mike
REVIEW DATE: 12/9/00

Virtual laboratory

<http://www.jhu.edu/~virtlab/virtlab.html>

This virtual laboratory is a series of interactive tasks aimed at beginning university students, emphasising experimentation and problem solving. The most useful experiments for the *Physics: Stage 6 syllabus* (approved 1999) include: a **Diffusion** simulator; **Drilling for oil**; **Bridge designer**; and **Sound propagation**. Although the simulations require a high skill level, they will allow students to address the computer simulation requirements of the syllabus. The site would also be a resource for the *Engineering Studies: Stage 6 syllabus* (approved 1999), with experiments such as controlling a two segment robotic arm. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Engineering Studies Stage 6; Physics Stage 6
SCIS SUBJECTS: Physics – Experiments; Engineering – Experiments
KEYWORDS: Forces; laboratory; simulations; virtual
PUBLISHER: Johns Hopkins University, USA
REVIEW DATE: 12/9/00

Welcome to PALS

<http://pals.sri.com/>

PALS (Performance Assessment Links in Science) is an online, standards based, continually updated resource bank of science assessment tasks, indexed to the United States National Science Education Standards (NSES). The tasks include student directions and response forms, administration procedures, marking schemes (rubrics), and examples of student work. The tasks are organised according to the branch of science and include practical tests. A glossary of performance assessment terms is included. This site can provide teachers with new perspectives on assessment, and could be used for staff development within faculties. The site is relevant to all science syllabuses. J. Morgan

USER LEVEL: Professional
KLA: Science; ST
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics

SCIS SUBJECTS: Stage 6; Science & Technology K-6; Science Stages 4-5; Senior Science Stage 6
KEYWORDS: Educational evaluation; Science – Study and teaching
PUBLISHER: Assessment
REVIEW DATE: SRI International, Center for Technology in Learning, USA
 12/9/00

What is a family?

<http://www.teachers.ash.org.au/researchskills/family.htm>

The purpose behind this WebQuest is for children to actively investigate whether all families are the same, and to form their own opinions based on their research. An easily navigated site, younger students could successfully work through the assigned activities, filling out the tables designed to help them define the concept of a family. Comprehensive teacher notes introduce and explain the WebQuest process. An evaluation rubric is also available for assessment purposes. Teachers who are struggling to incorporate technology based teaching activities could find this site user friendly and a useful resource in implementing the HSIE syllabus. C. Burden

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
SCIS SUBJECTS: Family life
KEYWORDS: Families; WebQuests
AUTHOR: CARR, Jane & McGHEE, Cherrol
REVIEW DATE: 12/9/00

Women's health

<http://womenshealth.about.com/health/womenshealth/>

Current information on a vast range of health conditions prevalent in women is available at this site. It can provide excellent background reading for teachers and students alike. Specialist information on hard to answer questions, and responsible and balanced coverage of the critical issues, can be accessed. Current issues such as contraceptive methods and sexually transmitted disease prevention are dealt with thoroughly. A range of factual information sheets are available for such topics as: **Body image and self-esteem**; **Women and the eating disorders**; **Teenage pregnancy**; **Breast cancer**; **Cervical cancer**; and **Women and sexual violence**. This site would be ideal for students investigating issues in the Preliminary core 2, *Better health for individuals*; and HSC core 1, *Health priorities in Australia* in the *PDHPE: Stage 6 syllabus* (approved 1999). J. Atkin, R. Lees

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
SCIS SUBJECTS: Sexually transmitted diseases; Birth control; Women – Care and health
KEYWORDS: Women; health; contraception; services
PUBLISHER: About.com, USA
REVIEW DATE: 28/8/00

Do you have a great idea for a future Scan article?
 Please ring The Editor on 02 8886 3601 or email
 Ian.McLear@de.nsw.edu.au

Woodworking plans - Adirondack chairs - wood working projects - woodworking plans

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

Though the plans on this site are for sale, a huge range of project ideas, with good images, are provided. Students should find enough variations on a theme to enable them to stretch their own imagination in the design and development of their own projects. An **E-zine** is available to have updates on plans and associated accessories regularly emailed. The site has plans for a variety of projects, such as a **Cessna airplane** model made from recycled aluminium cans. Project categories include: indoor and outdoor furniture; **Kids** plans; **Airplanes**; bird houses; and a range of seasonal projects. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Industrial Technology Stage 6; Technics 7-10
SCIS SUBJECTS: Carpentry; Woodwork
KEYWORDS: Furniture; models; timber; plans; projects
PUBLISHER: Gold Country Woodworks, USA
REVIEW DATE: 12/9/00

Word problems for kids

<http://www.stfx.ca/special/mathproblems/>

Broken into sections from Grade 5 to Grade 12, this site presents word and diagram based problems across the mathematics curriculum. The problems originated from Canadian mathematics competitions. Brief hints and answers are provided. Measurements are metric. There are from 40 to 50 problems for each of the eight grades. Teachers would need to locate appropriate problems, but should find this a good resource. Students from Stages 3 to 6 could be directed to specific activities. Download is fast and navigation easy. The problems are in simple language, concise, and come from both real world applications and abstract algebraic, geometrical, and trigonometric constructs. G. Donaldson

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-8; Mathematics 9-10; Mathematics Stage 6: *General; Extension 1; Extension 2*
SCIS SUBJECTS: Mathematics – Problems, exercises, etc.
KEYWORDS: Grade; word problems
PUBLISHER: St. Francis Xavier University, Canada
REVIEW DATE: 12/9/00

www.freeworksheets.com / Home

<http://www.schoolexpress.com/fws/>

Work sheets on most mainstream educational topics can be found at this helpful site. They are provided for students from the age of three, and are grouped into fourteen topic areas. The units in many cases provide lesson plans and answers to most work sheets. One of the highlights of this web site is that all worksheets are provided in a printable format. Unfortunately, many worksheets have their pages indexed separately, so browsing through what is on offer can be time consuming. Teachers would be able to select and adapt materials for their students, from Early Stage 1 to Stage 3, to supplement class work in a range of syllabuses. Users need to be aware that occasional intrusive commercial messages come on screen in such a manner as to demand a response. S. Taylor

USER LEVEL: Professional

KLA: English; HSIE; Mathematics; ST
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Classroom activities
KEYWORDS: Thematic units; worksheets
PUBLISHER: CompEd, Inc., USA
REVIEW DATE: 12/9/00

YRCA sample book ideas – We all fall down

http://www.acs.ucalgary.ca/~dkbrown/yrca_cormier.html

For a concise overview of Robert Cormier's chilling and suspenseful novel, *We all fall down*, this site is a helpful place to begin. It presents interesting biographical information on the author, along with a brief plot summary of the novel. In addition, concise notes on major issues, such as vandalism, gun control legislation (specific to USA), and teenage alcoholism, are included, as are some reviews of the book. The information available on this site could be a valuable resource for students and teachers studying this novel for the *Standard* course (Module B) of the *English: Stage 6 syllabus* (approved 1999). C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: Stage 6 English: *Standard*
SCIS SUBJECTS: American literature – Study and teaching; Cormier, Robert. *We all fall down*
KEYWORDS: Book; ideas; sample; *We all fall down*
PUBLISHER: University of Calgary, Canada
AUTHOR: SHERMAN, Gale & AMMON, Bette
REVIEW DATE: 12/9/00

Zoom rainforest – Enchanted Learning software

<http://www.zoomschool.com/subjects/rainforest/>

A comprehensive, well presented web unit awaits students and teachers, with information and resources supplied, at this site. Topics include: **What is a rainforest?**; **Strata of the rainforest**; **Animals of the rainforest**; **Where are rainforests?**; and people living in the rainforest. The text is appropriate to primary aged students, while the colourful graphics are motivational. Teachers would be able to utilise the lesson activities for Stage 2 or Stage 3; these include some cross curricular puzzles. A multiple choice puzzle allows students to click on answers, with a picture slowly revealing itself with correct answers. This comprehensive site would support a rainforest unit. S. Taylor

USER LEVEL: Stage 2 Stage 3 Professional
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Animals; Rainforest ecology; Rainforests; Tropical rainforests
KEYWORDS: Education; environment; rainforest
PUBLISHER: Enchanted Learning Company, USA
AUTHOR: COL, Jeananda
REVIEW DATE: 12/9/00

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 enquiries to: Colleen.Foley@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.

BJORK, Christina & ERIKSSON, Inga-Karin

Vendela in Venice

/ translated by Patricia Crampton. R&S, 1999
 ISBN 912964559X

Vendela and her father's journey, from Stockholm to Venice, is recounted in this detailed, well written picture book. Literary and factual elements are featured, with actual photographs and supportive illustrations interspersed meaningfully throughout, enhancing the reader's visual perceptions of Venice. **Things you might like to know** contains factual information about Venice and Stockholm, including key dates in history. Explicit teaching could focus on the structure and language features of recounts and diary entries, table of contents, foreword, and the maps on the endpapers. It is an excellent resource to support *Focus on literacy: writing*, the explicit teaching of information skills, and the *Learning to read and write* outcomes of the *English K-6 syllabus*. J. Stratford

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10 SCIS 998370

CHASE, Diana, KRANTZ, Valerie & HUMMEL, Heather

Angel in a gum tree

Sandcastle, 1999
 ISBN 1863682228

Christmas in Australia is the theme of this colourfully illustrated picture book. As the littlest angel travels on his voyage of discovery, he presents the reader with a variety of detailed images of an Australian Christmas. Postcards from around the world are included, providing brief facts about Christmas in other lands. Planned learning experiences could focus on researching Christmas in other lands, allowing students to develop information skills. Students could also explicitly discuss the grammatical

features and the different layouts and organisation of the illustrations and written text. This is a suitable resource to support the explicit teaching of the *Learning about* outcomes of the reading strand of the *English K-6 syllabus*. J. Stratford

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 977651

CREW, Gary & SMITH, Craig

Troy Thompson's radical prose folio

Lothian, 2000
 ISBN 073440039X

Ms Kranke's Year 6 prose writing program challenges her students to complete a range of writing forms. Her eleven assignments, and Troy's folio, become the content of this incredibly detailed and entertaining picture book, which will definitely motivate even the most reluctant writers and readers. The social purpose of each writing form is followed by a teacher's model, explicit instructions for students, and Troy's written and illustrated response. The various texts could be critically analysed and deconstructed by students, with discussions focussing on how text structure, language choices, and visual images are used to achieve social purpose and create humor. The explicit statement of student expectations, purpose and criteria for assessment make this an excellent resource to support the *Focus on literacy: writing* document. J. Stratford

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10 SCIS 994800

SEWELL, Anna & AMBRUS, Victor

Black Beauty: the greatest horse story ever told

/ adapted by Caryn Jenner. DK, 2000 (Classic readers. Level 4: Proficient readers)
 ISBN 0751367206

In this version of a children's masterpiece, one of the attractive elements is the colour illustrations. They are historically accurate and present a lively view of the original novel. Having visually tempted the reader, the condensed story represents a reasonably faithful interpretation of Sewell's "autobiography of a horse", and her concern for animal welfare. However, the plot loses depth in abbreviating the descriptions of Beauty's life. Young independent readers will enjoy the more complex demands of language and context, supported by information boxes and a glossary. They may be enticed to read the original book to better understand an era when people were more dependent on horses. I. Kolder-Wicks



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 1006373

Other titles in this series include:
Robin Hood: the tale of the great outlaw hero SCIS 1006386

*Overseas publication © 2000 Dorling Kindersley Limited, London

SPYRI, Johanna & VENUS, Pamela

Heidi: a timeless story of childhood

/ adapted by Lucy Coats. DK, 2000 (Classic readers. Level 3: Reading alone)
 ISBN 0751367354

The editors of this series have targeted an audience of independent early readers who are ready for a more complex tale. This book has the challenge of longer sentences and interesting vocabulary. The timeless plot of the original *Heidi* is preserved, but a noticeable change is the absence of detailed descriptive passages. Predictably, the characters are sparsely developed. In this instance, the visual quality and historical mood are created by many fine watercolour illustrations. Information boxes and a glossary explain some unusual aspects of the narrative. As a textbook, this adaptation may find its niche. Some readers might even be enticed to tackle the unabridged version. I. Kolder-Wicks

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 1006377

Other titles in this series include:
Aladdin: and other tales from the Arabian nights SCIS 1006419

WALKER, Kate

Sticky stuff

Omnibus, 2000 (Solos)
 ISBN 1862914303

When Sophie sets out for school she is beset by calamity: stuck fast to the footpath by chewing gum; then stuck to a park bench; and finally the school fence. What could she do? Her classmates and teacher come to her rescue, with disastrous results. Sophie comes up with some clever ideas to get them all out of trouble. This is a humorous little chapter book for newly independent young readers. The large print text is supported by Craig Smith's delightful line drawings. The strong narrative, with numerous complications and resolutions, provides a good model for writing. It is also useful as a resource for guided or independent reading. J. Evans

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 1006340

WHYBROW, Ian & REYNOLDS, Adrian

Harry and the bucketful of dinosaurs

Koala, 1999
 ISBN 0864612028

When Harry helps Nan clear out the attic, little does he realise how important the toy dinosaurs will be! His developing relationship with them is the theme of this delightful picture book for beginning readers. Colourful illustrations enhance the written text, effectively supporting students to use semantic information to access meaning. Changes in font, speech bubbles, apostrophes for contractions and possession, direct speech, and proper nouns, are just some of the features that could



be the focus of planned learning experiences. This is a very useful book to effectively support the explicit teaching of reading skills, and strategies allowing students to work towards achievement of many English K-6 syllabus outcomes. J. Stratford

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 987374

WITHROW, Sarah

Bat summer

Allen & Unwin, 2000
 ISBN 1865081779

Lucy believes she is a bat. Her developing friendship with Terence is cleverly interwoven into this moving novel about acceptance, death, dealing with grief, and respect. Sensitive exploration of these issues, throughout the events leading to the resolution, provides many opportunities for students to examine the impact of the events on the characters. Students could explore: the impact of such issues on their own lives; or the text analyst role of the reader, examining how language choices are used to build literary descriptions, create humor, and achieve social purpose. This well written, first novel assists students to discuss objectively key elements of the *Growth and development* and *Interpersonal relationship* strands of the PDHPE K-6 syllabus, and *Learning about outcomes* in English K-6. J. Stratford



USER LEVEL: Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; English 7-10; PDHPE K-6
SUPPLIED: Paper SCIS 995634

HOUGH, Lyndall

Language, context and meaning. Book 1

Heinemann, 1999
 ISBN 0864624190 [401]

Written for the revised HSC, this textbook supports *Preliminary, Standard, and Advanced* course students of the *English: Stage 6 syllabus* (approved 1999). It uses a unit approach to address the skills, knowledge, and understanding required for the Year 12 modules. A sizeable reference section starts the book, explaining aspects of the functional approach. Metalinguistic analysis, critical literacy, and composition are taught through a thematic study of everyday, commercial, and academic communications. Students develop insight into the construction of meaning in a rigorous study of text and context. One chapter concentrates on the Area of study: *Power*. An imaginative assortment of spoken, written, and visual texts and assignments clearly demonstrate the diverse ways we take advantage of language. I. Kolder-Wicks

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
SUPPLIED: Paper SCIS 999588

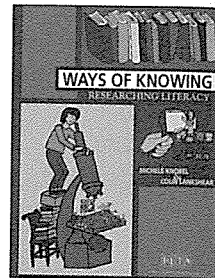
Do you have a great idea for a future SCIS article?
 Please ring The Editor on 02 9383 7501 or email
 lan.mclea@det.nsw.edu.au

KNOBEL, Michele

Ways of knowing: researching literature

PETA, 1999
 ISBN 1875622330 [428.0072]

A timely resource, this work provides practical and discerning support for teachers in interpreting research findings concerning community and academic literacy practices. It further offers systematic assistance for teachers who are interested in conducting literacy related research in their own working contexts. The authors apprentice readers into research terminology and methodologies, then move on to demonstrate the applicability and significance of each. This book has relevance for all teachers who are interested in critically questioning popular media myths about current and past literacy teaching trends, and enhancing their own teaching. With cautions about quick solutions and simplistic interpretations of data, this book provides invaluable ways for teachers to see the bigger picture. S. Bremner



USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
SUPPLIED: PETA, email: info@peta.edu.au SCIS 994854

RIGG, Kevin

Vowel sounds: investigating common sound patterns

R.I.C., 2000
 ISBN 1863116192 [428.107]

For those looking for support in teaching phonics, this book provides basic information about digraphs and worksheets to support learning. Although outcomes are referred to in support of the subject matter, this aspect of learning to read and write is only a very small part of the curriculum and is not appropriate as a focus for acquiring skills in reading, especially in this decontextualized way. Teachers, however, may be able to use this book as a resource for information about phonics to use in the context of their guided reading program. Students might also find some activities enjoyable for independent practice at home, or as an extracurricular student choice activity at school. K. Rushton

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 1006125

TADEWALDT-WREN, Carol

50 spelling activities: for any spelling program

Prim-Ed, 2000
 ISBN 186400343X [428.1076]

As the title implies, this teacher resource of blackline worksheets provides a wide range of generic spelling activities suitable for use with Stage 2 and Stage 3 students. They address the phonological, visual, and morphemic knowledge areas quite well, while only one activity relates to the etymology of words. Most activities are easy to understand. Some concepts, such as *Anagrams, Spoonerisms, and Morphemes*, will require further teacher explanation because they lack definitions within the tasks. While most activities are

worthwhile, the value of others, as a teaching and learning tool, is dubious. Overall, this book is a useful resource for teachers seeking new and interesting spelling activities. J. Evans

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 1002699

BUTT, David

Using functional grammar: an explorer's guide

2nd ed. National Centre for English Language Teaching and Research, Macquarie University, Sydney, 2000
 ISBN 1864085509 [428.2]

A revised edition, containing additional sections, this reference explains how the English language works to make meanings for a range of purposes and audiences, and in a variety of contexts. Explicit teaching of grammar is an essential part of teaching students to be successful producers and interpreters of texts in all subjects; this book addresses this need. Whilst the terminology is based on systematic linguistics, it is so well explained and exemplified that it is not a barrier to understanding. Each chapter concludes with exercises, so that readers may apply their new knowledge, and *Implications for language teaching*, specifically added for ESL (English as a Second Language) teachers, discusses translation of theory into classroom practice. P. Hutton

USER LEVEL: Professional
SUPPLIED: Paper SCIS 997040

WALSHE, R. D. & WHEELER, Phyllis M.

Mastering words

Longman, 2000
 ISBN 0733910734 [428.2076]

More than just a spelling textbook, this resource contains 99 units of work that encourage students to engage in regular spelling practice, vocabulary extension, word recognition, effective punctuation, and word usage skills. There is a strong emphasis on developing morphemic and etymological knowledge in line with the requirements of *Teaching spelling K-6*. The activities are stimulating, and provide fascinating facts to encourage students to delve further into investigating word origins, meanings, and usage. Eight essential parts of speech have been identified and treated, and align well with the marking criteria for ELLA writing. *Grammar essentials* and *Issues of style and usage*, plus a list of KLA specific words are included. J. Evans

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K-6; English 7-10
SUPPLIED: Paper SCIS 1002469

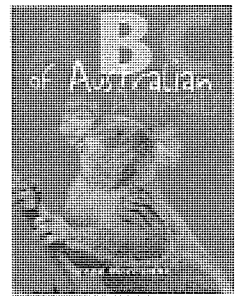
MORCOMBE, Irene

ABC of Australian animals

Working Title Press, 2000
 ISBN 187628806X [591.994]

The excellent, full page photographs and short but comprehensive texts in this book provide a wealth of information about Australian animals and birds. The alphabet is used as the way of organising the text, which is too advanced for students who are still unfamiliar with the alphabet. The text could most appropriately be used as

a good model of a factual text. Students could develop their skills as readers and writers using this text to select and organise factual information about an Australian animal. The text provides enough information to write a simple report, though supplementary resources would be needed for extending students' knowledge, skills and understandings. K. Rushton



USER LEVEL: Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
SUPPLIED: Paper SCIS 999301

Other titles in this series include:

ABC of Australian birds SCIS 1006428

FLEISCHMAN, Paul

Big talk: poems for four voices

Candlewick, 2000
 ISBN 0763606367 [811]

Increasing in difficulty, the three poems here depict quiet evenings enjoyed by a family; trials and tribulations of Year 7 students; and ghosts reminiscing about the subtle delights of eating, whilst watching a family enjoying an evening meal. Sequential illustrations by Beppe Giacobbe support the fast moving text, and are a feature of this beautifully presented book. The colour coded lines, representing each participant's role, make the parts easy to follow and to recite. This innovative format would be readily adaptable for other choral performance scripts. Students will enjoy performing these poems, while at the same time addressing talking and listening outcomes of the *English K-6 syllabus*. J. Evans

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10 SCIS 1006439

FRENCH, Vivian

Read me story play [series]

Walker, 2000 [822]

Well loved, simple picture books, with all the textual aspects like repetition, rhyme, rich language, and familiar content, are represented as play scripts in this series. The illustrations provide support for the reading, as does quite a lot of repetition in the text. Each line of text is also overlaid by one of four colours to help students in a group to take turns in reading the text as a play. The texts offer a rich interplay between the reader, the narrator, and the characters. There is much in these books to challenge and engage young readers and they are highly structured to promote success. The plays are very engaging and enjoyable variations of the original works. This series is a great resource for a range of emergent readers. K. Rushton

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper

Titles in this series are:

Farmer duck SCIS 1000121
Little Rabbit Foo Foo SCIS 1000123
This is the bear SCIS 1000093
We're going on a bear hunt SCIS 1000118

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 & HOWARD, Paul

The bravest ever bear

Walker, 1999
ISBN 0744561817

Revisiting familiar but fruitful territory, this startlingly post modern picture book is fresh, exciting, and deliciously clever. Howard's sly dragon, opportunistic wolf, boastful bear, and persistent penguin complement perfectly Ahlberg's spare, witty prose. The circular nature of the story, implying that the whole bizarre series of events occurs in a single day, provides security and closure. Younger readers will enjoy identifying familiar characters and situations, especially those appearing only in the illustrations. The influence of popular culture and traditional literature are evident in both writing and illustrations, providing a useful opportunity to demonstrate and discuss intertextuality with older primary students. Readers of all ages can enjoy this highly recommended book. W. Smith

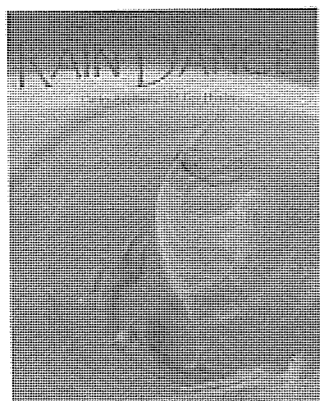
USER LEVEL: Stage 1 Stage 2 Stage 3 **SCIS 997724**

APPLEGATE, Cathy & HUXLEY, Dee

Rain dance

Scholastic Australia, 2000 (A Margaret Hamilton book)
ISBN 1876289392

The first person, present tense narrative of this evocative and atmospheric picture book firmly establishes the narrator's voice. The details of setting, characters, and events are illustrated and enlarged by Huxley's free, sweeping drawings. The hot, dry conditions, and the child's joy in the rain shower, are well captured. Unfortunately, this attractive, well presented book is marred by some inconsistencies between text and illustrations, leading to a suggestion that drought only affects the flat, treeless inland. This could be a useful model for first person present tense narrative, and a discussion starter when comparing city and country lifestyles, and particularly the effects of the weather on people's lives. W. Smith



USER LEVEL: Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
SCIS 1005199

BIRD, Carmel

The cassowary's quiz

Random, 2000
ISBN 0091831636

When Natasha, a little Russian doll, discovers there is to be concert by the King Superbs on their triumphant return from Russia, she longs to go. Her friend Peg, a wooden doll, offers to help her win free tickets by answering some mystery questions. In her quest to seek information about the questions to be asked, Peg discovers some very interesting facts about native Australian birds. Carmel Bird has engineered a clever melding of narrative and information in this beautifully presented picture book. Anita Mertzlin's illustrations of a host of Australian birds are superb, adding further depth to the message in the text. J. Evans

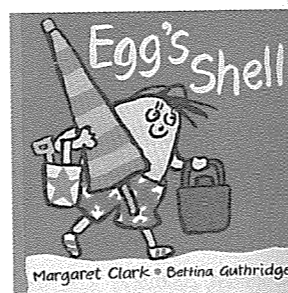
USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6 **SCIS 1006403**

CLARK, Margaret & GUTHRIDGE, Bettina

Egg's shell

Hodder Headline, 2000 (A Mark Macleod book)
ISBN 0733611354

Egg is a pretty cool character whose trip to the beach is full of surprises. The simple activities Egg enjoys are depicted in vibrant, strongly outlined illustrations, which support carefully constructed text. Egg manages to appeal to a fairly wide readership, with the addition of a little surfing style into a story designed for young readers.



Egg's adventures capture common experiences of children at the beach. He is knocked over by a wave, holds a seashell to his ear, and is surprised by the incoming tide. The text is direct and economical, suitable for new readers, and using appropriate vocabulary. Guthridge provides an endearing and appealing visual element in this clever, small format picture book. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2 **SCIS 999603**

COOKE, Trish & WILSON, Sharon

The Grandad tree

Walker, UK, 2000
ISBN 0744525764

In this attractively designed picture book, an apple tree in the garden is used as a metaphor for the changing stages of life. The children play in the shade of the tree with their Grandad, rake its leaves in autumn, enjoy the spring blossoms, and appreciate the wintry snow covered boughs. The continuing presence of the tree supports them as they come to accept Grandad's death. Beautiful illustrations, alive with texture and colour, complement the simple story. This is a graceful and well integrated work, which could be used to stimulate discussion about grandparents and family relationships. J. Buckley

USER LEVEL: Stage 2 Stage 3 **SCIS 999290**

FLYNN, Rachel & PIGNATARO, Anna

Whisper Wild, freedom child

Viking, 2000
ISBN 0670888583

Bright, distinctive watercolour illustrations combine with subtle, poetic prose to celebrate the security and freedom of a loving family. Two generations of apparently unconventional parents, who give their children unusual and original names, demonstrate that the fundamentals of happy family life are love and acceptance, coupled with parental care and responsibility. Neither Whisper nor Fury lives up to her name, nor perhaps to parental expectations, but this matters less than the reassurance that each is loved for herself. This attractive, highly recommended picture book has potential for classroom discussion about lifestyle choices, personal qualities, and the need to accept personal responsibility for the choices one makes. W. Smith



USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6 **SCIS 1006480**

FREYMAN, Saxton & ELFFERS, Joost

One lonely sea horse

Scholastic, 2000 (Arthur A. Levine books)
ISBN 0439110149 **[811]**

A rich array of fruit and vegetables makes up the intriguing collage illustrations of this counting book. A lone seahorse encounters a range of sea creatures in a search for some friends. Lobsters made of ginger, playful banana dolphins, eggplant mackerel, and red pepper angelfish are some of the visual delights spread across the rich blue backgrounds of the pages. Amazing, also, is the array of mushrooms which form the coral outcrops. In the course of the journey, the seahorse learns to count to ten. It is the visual appeal of the photographs in this picture book that will interest young readers. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
SCIS 1002471

GERAGHTY, Paul

Tortuga

Hutchinson, 2000
ISBN 0091768845

Here is a very simple animal story with a realistic basis. A tortoise, caught in a storm, drifts for days on the sea before finding refuge on an island. There she lays her eggs but predators force her to abandon her nest. She searches the island but doesn't find a mate. Eventually she does find some of her young, hatched and thriving near the nest site. This is a good picture book for introducing students to the issues of animal extinction, life cycles, and survival. Wonderful illustrations of a rainforest environment keep the reader involved. J. Quirk



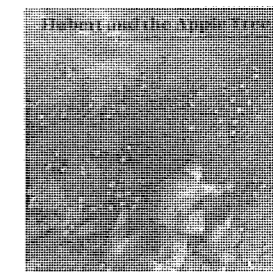
USER LEVEL: Stage 1 Stage 2 Stage 3 **SCIS 1006414**

HACHLER, Bruno & RISSLER, Albrecht

Hubert and the apple tree

/ translated by Rosemary Lanning. North-South, 2000
ISBN 0735812187

The circle of life and death is gently threaded through this work. A story of the seasons of living and the process of ageing is entwined in a whimsical tale of an apple tree and one man's devotion to it. This book entertains, informs, tells a story, and has a visual impact, all in the space of a few pages. Hubert cares deeply for his tree and is able to ensure the continuity of a beautiful apple tree throughout his lifetime. Supported by beautiful and evocative coloured paintings on each page, this is a most engaging picture book. S. Rasiaiah



USER LEVEL: Stage 1 Stage 2 **SCIS 1006387**

HANEL, Wolfram & KADMON, Cristina

Little elephant's song

/ translated by J. Alison James. North-South, 2000
ISBN 0735812977

A delightful picture book, this story recounts the first few weeks in a cute, African baby elephant's life, and describes his comical antics as he learns to survive in his natural habitat. Whilst ideal for sharing with a class, it could also be used effectively as a means to teach young students how to extract factual information from a picture book. Much can be learned about elephant behaviour including: movement; feeding habits; protection; family groups; and the importance of the trunk to the elephant species. The vibrant illustrations, in shades of blue, green, yellow and brown, are visually appealing and provide the reader with another information source to explore. K. Chauncy

USER LEVEL: Early Stage 1 Stage 1 Stage 2 **SCIS 1006315**

HOL, Coby

The birth of the moon

/ translated by Sibylle Kazeroid. North-South, 2000
ISBN 0735812497

Providing a concise explanation of the phases of the moon, and illustrated using torn paper collage to give the impression of texture, this picture book is perfect for reading aloud. Teachers and parents would find their audience responding to the simple text and bright colours as the story unfolds, and the animals are taught about the power of the sun and the moon. The literary style of this book is reminiscent of traditional stories, with its simplicity and message. The animals take on human characteristics and learn to appreciate the forces of nature. This resource supports the Stage 1 science unit, *A place in time*. S. Rasiaiah



USER LEVEL: Early Stage 1 Stage 1
KLA: ST
SYLLABUS: Science & Technology K-6 **SCIS 1006375**

INGRAM, Anne & MORIMOTO, Junko

Run Damon, run!

Random, 2000
ISBN 0091839823 [398.20938]

Set in 400 B.C., this picture book tells of a young Greek shepherd who puts faith in his ability to teach a king an important lesson about human nature. The key themes of loyalty and trust are demonstrated when Damon must undertake a quest to save his friend, Pythias, from death. Can he prove to King Dionysius the power of friendship? The language used is simple, although some words will challenge the able reader. Softly coloured crayon illustrations spread across the double pages to underscore the text. A fascinating explanation is provided about the original Greek folk tale, its various translations, and the parallel with a similar Japanese one. L. Crofts

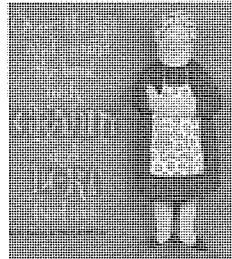
USER LEVEL: Stage 1 Stage 2 SCIS 1005205

LUNN, Helen & MILLER, David

Over the hill and around the bend with Granny and Bert and me

Scholastic, 2000
ISBN 1865040455

The cheerful nonsense of this tall story, in which deliberate narrative gaps are interpreted in hilarious ways by the illustrations, is embellished and extended by the striking cut paper illustrations. Miller's skill and dexterity are demonstrated in his use of shape and texture, and in the increasing complexity of composition employed, especially the 3D effects. Subtle safety messages for young readers are conveyed in the story, making this picture book useful in discussions about safe behaviour when away from home. The book also provides a useful model for students' own writing on the themes of journeys and safety. W. Smith



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6 SCIS 1006365

MAHY, Margaret & ALLEN, Jonathan

Simply delicious!

Penguin, 2000 (Puffin)
ISBN 0141308737

Margaret Mahy loves to savour and play with language. This picture book, in the spirit of the traditional tale of the gingerbread man, is an appetising tale that leads readers on a mouth watering chase. Repetition, rhythm, rhyme, and alliteration are liberally sprinkled through the text. The resulting cumulative nature of the narrative invites participation, as an unlikely group of characters from the jungles of the world joins the chase. This is a useful resource for identifying rhyme and alliteration, to be enjoyed with food related topics. It could also be an appealing introduction to the concept of food webs. Children will enjoy the wonderfully bright and expressive cartoon style illustrations, and the unexpected twist at the end. N. Chaffey

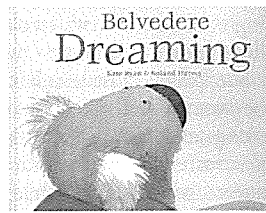
USER LEVEL: Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
SUPPLIED: Paper SCIS 1006351

RYAN, Kate & HARVEY, Roland

Belvedere dreaming

Roland Harvey, 2000
ISBN 0949714836

So many of the prolific Roland Harvey's works feature panoramic illustrations filled with minuscule, yet highly detailed characters. What makes this new picture book so appealing, and refreshingly different, are the close up portraits of Belvedere, the koala with a dream to visit the city. Belvedere gathers all the essential items for taking a long journey; all he needs now is a travelling companion! This book would be a useful resource to introduce a unit that compares city with country, or discusses friendships or holidays. Ryan's whimsical story also provides a plethora of vocabulary for developing field knowledge on such topics. I. McLean



USER LEVEL: Stage 1 Stage 2
SUPPLIED: Paper SCIS 1005202

SCHUBERT, Ingrid & SCHUBERT, Dieter

There's a hole in my bucket

/ translated by Janice Thomson. Andersen, 2000
ISBN 0862649579

Drawing inspiration from the same, wonderfully ironic, circular conundrum as the song *There's a hole in the bucket* (dear Liza, dear Liza), this picture book from the Netherlands features a bear and a hedgehog and their quest to patch a leaky bucket using straw and a blunt pair of scissors. The Schuberts have added a humorous coda, which may catch students by surprise if they are already familiar with the song version. Whilst the front cover seems a little dated in style, the internal artwork is more vibrant, and the expressive interpretations of the animal characters are delightful. Bear and Hedgehog have been previously featured in *Bear's eggs*. I. McLean

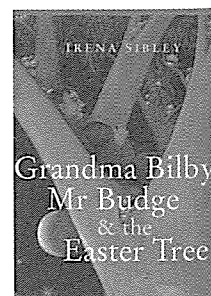
USER LEVEL: Stage 1 Stage 2
SUPPLIED: Paper SCIS 1006817

SIBLEY, Irena

Grandma Bilby, Mr Budge & the Easter tree

Lothian, 2000
ISBN 0734400888

Here is a lovely Australian Easter story that lets the reader share in the strange and mysterious things, that old Grandma Bilby understands. This is a picture book to share with younger readers who will be attracted to the bilbies' preparations for their Easter Eve egg run. More competent and older readers will also understand and enjoy reading about the happiness this moment brings to Bill Budge and Miss Button. The story is supported by charming illustrations and has the potential to become one of those seasonal classics that adults and children enjoy together. This is a great resource for shared reading with younger students, or as independent reading for older primary students. K. Rushton



USER LEVEL: Early Stage 1 Stage 1 Stage 2 SCIS 1000962

TAVARES, Matt

Zachary's ball

Candlewick, 2000
ISBN 0763607304

Set in the United States, the many tones of grey which make up the beautiful pencil sketches in this picture book evoke a moody, dreamlike quality to complement an enigmatic story of a magic baseball. For a Red Sox fan, a stray fly ball from a stadium stirs up memories of almost forgotten ambitions, the happy times of childhood, and a shared love for the game with his father. The disappearance of the coveted ball from Zachary's old bedroom is symbolic of his passage into adulthood. The conclusion is unexpectedly subtle, managing to be satisfying and gender inclusive. Judicious use of red ink completes the richness of this reading experience. I. McLean

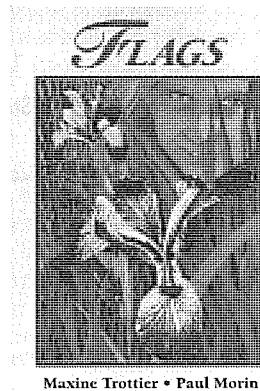
USER LEVEL: Stage 2 Stage 3 SCIS 1006430

TROTTIER, Maxine & MORIN, Paul

Flags

Stoddart Kids, 1999
ISBN 0773731369

Striking, painterly illustrations in vibrant colours combine with a restrained, moving text to reveal a sad story of discrimination and removal of freedom. The setting is Canada during World War II and a young girl tells of a summer spent with her grandmother, her friendship with Mr Hiroshi, and her joy in his wondrous garden. Although Mr Hiroshi is Canadian, her grandmother is concerned for him because of his Japanese ancestry, and the day arrives when soldiers take him away. The girl cares for the plants in his garden, and the koi carp in his pond, while she awaits Mr Hiroshi's hoped for return. This is a powerful, moving picture book with an important message for young and old. B. Richardson



USER LEVEL: Stage 1 Stage 2 Stage 3 SCIS 1006374

WINCH, John

Keeping up with Grandma

Scholastic, 2000
ISBN 1865041629

Grandma decides that she and Grandpa should do more things together, such as: bushwalking; sailing; horse riding, tobogganing; boating; and dancing. When Grandpa's declining physical abilities become painfully evident, Grandma agrees that perhaps they are better off concentrating on their individual hobbies of painting and making cakes. There is room in the market for joyful portrayals of more traditional, aged grandparents but, somehow, the almost caricatured, and at times quite unappealing, pair in this picture book fail to convince or elicit much reader empathy. The humour tends to fall flat and the failing Grandpa becomes more and more a sad, pathetic figure, almost an object of pity. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 SCIS 1005206

Fiction for younger readers

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

CHESHIRE, Simon

They melted his brain!

Walker, UK, 2000
ISBN 0744572932

This is a humorous and enthralling adventure story for upper primary students. Three friends, Matthew, Lloyd, and Penelope, are a team of enthusiastic, amateur, science fiction film makers, who stumble across mind control experiment advertisements transmitted across the airwaves. A madcap series of events follows as the trio hunts down the evil perpetrators. They face disbelief, peril, and kidnapping; overcome incredible odds; and, of course, finally triumph over the "baddies" to become local heroes. The story is fast paced, easy to read, and includes humorous characterisations of teachers, parents, and siblings. A good title for recreational reading, it may even inspire an amateur video or two. K. Chauncy

USER LEVEL: Stage 3
SUPPLIED: Paper SCIS 1006369

CLARK, Margaret

Footy shorts

Penguin, 2000 (Puffin)
ISBN 0141308877

Finally coming to terms with the reality that he is not going to follow family tradition and be a star Australian Rules player, Lennie Lewis discovers that his talents lie in being a "footy" reporter. Lennie's befriending of Calvin Calamari, who has obvious natural attributes in regard to football, and his "adoption" by Lennie's family as a protégé, demonstrates the underlying theme that natural talent needs nurturing. Using colloquial football language and humorous descriptions of events and characters, this novella of eleven short chapters will engage avid fans of the game, and those readers who enjoy humorous stories. L. Crofts

USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1003306

CLARK, Margaret

Sheila the heeler

Hodder Headline, 2000 (Aussie angels 7/A Mark Macleod book)
ISBN 0733612121

This series sets out to portray Australian children in Australian settings, and the writing is of such good quality that it never seems like a self conscious exercise.



The dialogue always rings true, and even contains a smattering of Australian expressions which manage to sound appropriate, despite being heard less frequently now. The author has created characters, both human and animal, who are plucky and likeable, and this book contains humour and drama in an entertaining mix. This is easy to read, and worthwhile, especially for younger readers making the transition to chapter books. J. Donovan

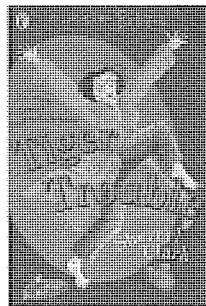
USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1007829

CLARK, Sherryl

Tiger trouble

Penguin, 2000 (Aussie bites/Puffin)
ISBN 0141306327

Eccentric parental behaviour in public is often a source of embarrassment to children, and Eric's situation is no different. Eric is mortified by his mother's misadventures with a ladder in the supermarket, and her clumsiness during line dancing lessons. However, when Mum is hypnotised by a circus performer, things get much worse and now she dances whenever anyone utters the word "Tiger". Is there no end to Eric's embarrassment? Supported by Teresa Culkin-Lawrence's illustrations, this humorous story features the familiar large font, short chapters and appealing design of the dependable *Aussie bites* series. Brief comments about mothers by both author and illustrator emphasise commonalities in the story's themes. I. McLean



USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1005886

DUNMORE, Helen

Zillah & me

Scholastic, 2000
ISBN 0439012988

Katie moves to Cornwall with her mother after her father's death. Here she meets Zillah, a strange and lonely girl, who is also grieving. Her great aunt, who needed lots of medication, had suffered a fatal stroke. At least this is what Zillah's parents had told her. She believes her death was much more sinister. The story is told from the viewpoint of a newcomer, who witnesses family feuds and long held resentments within this tight knit farming community. For Katie, life is challenging on this gale swept coast, without the home comforts which city dwellers take for granted. The characters are convincing, the plot well paced, and the element of mystery enjoyable. D. Doust

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1004855

FINE, Anne

Charm School

Transworld, 2000 (A Corgi Yearling book)
ISBN 0440864003

In this funny, topical and appealing novel, robust, no nonsense Bonny demonstrates a healthy attitude to herself and others. This enables her to survive her enforced day at Charm School. Contrary to her expectations, she discovers a true talent, helps others to see through the shallow, passive vapidity encouraged among the long

term participants, and makes a friend. Concealed within the hyperbole of Mrs Opalene's beauty talks lies some good advice for adolescents: good health and nutrition are the basis for beauty. This enjoyable novel, particularly the hilarious performance episode, will appeal to young readers, and may have value in classroom discussions of body image, friendship, and acceptance of personal differences. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SUPPLIED: Paper SCIS 1006298

FITZPATRICK, Judy

Lily and the wizard Wackoo

Omnibus, 2000 (Solos/An easy-to-read Solo for beginning readers)
ISBN 1862914370

Princess Lily's magic is not quite accurate enough. Her spells produce snakes instead of cakes, so wizardly help is needed. However, Wackoo the wizard has his own plans, and it is Lily's magic powers which lead to the rescue of her sisters. This is a clever, fast moving story in which a feisty princess successfully resolves a dilemma. It is well designed to support young readers. Page layout is excellent, and very effective use is made of Don Hatcher's illustrations to support the text. A concluding comment from the author and illustrator adds a warm and encouraging note to this attractive, short novel. J. Buckley

USER LEVEL: Stage 1 Stage 2
SUPPLIED: Paper SCIS 10009889

FLYNN, Rachel

Sacked!

Penguin, 2000 (Puffin)
ISBN 0141306882

This book will have immediate appeal to primary school students. The author takes a light hearted approach to the problems one boy encounters after giving his mum "the sack" for not performing household duties in traditional fashion! All is not well in Edward Van Eek's new day to day life. Will he resolve the problem he has created? Can he accept the family's changed circumstances of having a working mum in the household? The short, easy to read chapters, realistic characters, and funny situations are well balanced with Craig Smith's appealing pen drawings. The book offers a gentle way of approaching how children and families cope with change. K. Chauncy

USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1003286

GREGORY, Philippa

Florizella and the giant

Walker, UK, 2000
ISBN 0744572584

Florizella and her friend Bennet are princess and prince of neighbouring kingdoms, but they are the antithesis of stereotypical fairytale royalty. Despite their environment, which includes wizards, giants and castles, these two are determinedly ordinary and down to earth. When a dislocated giant causes havoc to their lands, they resist the urging of the peasant folk to slay him with swordplay, and instead create a practical solution. This is a simply read tale of contemporary characters in a fairytale setting. While it

is written for a young audience, its conscious mixing of genres will challenge and interest beginning readers. J. Donovan

USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1006355

GREGORY, Philippa

Florizella and the wolves

Walker, UK, 2000
ISBN 0744572576

Florizella is a princess with a refreshingly down to earth attitude. When lost in the forest, she shelters with some wolves. From this experience she comes to care for four wolf cubs, with predictable results as the cubs become demanding and not able to be kept secret from her parents. A likeable protagonist and a fast moving story make this an appealing short novel. It is suitable for newly independent readers, with strong narration, clear development of character and action, and appropriate support from Patrice Aggs' line drawings. It is the strength and energy of Florizella which make this an enjoyable work. J. Buckley

USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1006358

HAWKE, Rosanne

The keeper

Lothian, 2000 (Takeaways)
ISBN 0734400683

Joel is a student who suffers from an attention deficit disorder, and lives on Yorke Peninsula with Gran, his adoptive mother. Kept busy fishing, protecting school friend Mei from bullies, and befriending university student Zoe, Joel yearns for a father figure. He places a classified advertisement in the newspaper, and tattooed Dev Eagle, a leather clad biker, answers the ad in time for the annual father and son fishing competition. There are surprises aplenty when Joel's biological father is released from prison. The variety of elements and themes contribute to a suspenseful novel, which offers possibilities for discussing types of families, stereotypes, talking to supportive adults, resilience, and developing coping skills. I. McLean

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 995976

HIRSCH, Odo

Something's fishy, Hazel Green!

Allen & Unwin, 2000
ISBN 1865082570

In this sequel to *Hazel Green*, we are reintroduced to Hazel, a girl of indeterminate age and cultural background, and an eclectic mix of shopkeepers and children. Two expensive lobsters have disappeared from the fish shop. The only clue: a coded ransom note. Hazel puzzles over why the fishmonger is so upset. It's not that he cannot decode the message; in fact, he cannot read at all! The illustrations by Andrew McLean are appropriate, but the mystery story lacks suspense. Hazel is, at times, reminiscent of *Madeline*, albeit a poor copy. Hirsch is a talented wordsmith who is capable of manipulating language for maximum reading enjoyment, although some may find this book overly long and tedious. J. Donovan, I. McLean

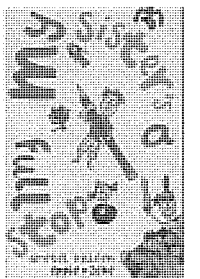
USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1011264

KILLEEN, Gretel

My sister's a full stop

Random, 2000
ISBN 0091839688

Not for the reader with delicate sensitivities is this crazy story of Eppie and Zeke, who find themselves trapped in the pages of a book of fairytales. The story hurtles along at a frenetic pace as the diminutive children escape from one ghastly scrape or desperate situation into another. Storybook characters abound, recognisable to those familiar with traditional literature, even though Killeen has had some fun tampering with the names of several. Language, speech, and dialogue reflect that of the targeted audience, as does the plot, action and scatological humour, which probably explains the book's appeal to some children, but the generally adverse reaction of some adult readers. B. Richardson



USER LEVEL: Stage 2
SUPPLIED: Paper SCIS 999996

KELLEHER, Annette

Biddy Blatherskate's blunder

Scholastic Australia, 2000 (A Margaret Hamilton book)
ISBN 1876289449

Leprechauns and fairies are tangled up with the human protagonist in this humorous story set in Ireland and Australia. The front cover is a snapshot of the Irish half of the story and the back cover is typically Australian. The chapters are short and snappy, and the events roll on in the quest for the pot of gold that belongs to the wee folk. The language is a mixture of colloquialisms and descriptive prose, which paints the scenery of each country in the mind of the reader. S. Rasaiah



USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1007771

LARKIN, John

Western Wildcats suck!

Hodder Headline, 2000 (A Mark Macleod book/Western Wildcats 2)
ISBN 0733612164

Set in contemporary Sydney, this simplistic novel relates the lack of motivation and skill in a soccer team of twelve and thirteen year old boys. Exaggerated stereotypes and behaviour create a transparent level of humour. The plot is flimsy (it's really an extended soccer game), but there's plenty of action, of a "boy's own adventure" kind in the soccer match, a police bust, and a bullying episode. A suspension of reality is needed to appreciate the story and the surfeit of characters, most with more than one name. Passing references to One Nation, multiculturalism, *The footy show* and *Ally McBeal*, attempt to lift the story. A nice touch is the set of player profiles at the end. C. Thomas

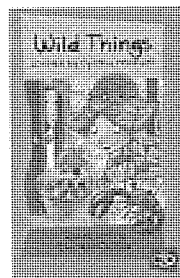
USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1000601

MAXWELL, Cynthia

Wild things

Omnibus, 2000 (Solos/An easy-to-read Solo for beginning readers)
ISBN 1862914265

Different attitudes to tadpoles, a yabby, and a frog are explored in this short novel. The text is simple and understated, yet carefully depicts the fears of Carla's father, who lacks her confidence with small living creatures. There is an excellent balance between Dad's tolerance of the new household members and how the characters deal with personal fears. Newly independent readers get plenty of support from Stephen Axelsen's fine illustrations on each page. They greatly enhance the humour of the story. The themes of caring for animals, and recognising the value of natural habitats, are well developed. This is an engaging story, which has been well designed to encourage independent reading. J. Buckley



USER LEVEL: Stage 1 Stage 2
SUPPLIED: Paper SCIS 1009892

MCKAY, Amanda

Not Sally Marshall again!

University of Queensland Press, 2000 (UQP Storybridge series)
ISBN 070223169X

Although this book is a sequel to *Sally Marshall's not an alien!*, it is not necessary to have read the previous title to understand and enjoy this next instalment. Throughout the story events from the previous saga are slowly revealed, so that the reader feels quite comfortable with the main characters: Pip; Ben; Rhonnie; and Sally. The story revolves around the friendship between Pip and Sally, which transcends even the long distances of outer space, intertwined with a struggling circus plot. Young independent readers will readily relate to this well written novel with its short chapters, humorous situations, and a fulfilling conclusion in which all problems are finally solved in a most satisfactory manner. J. Eade

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1004043

McSKIMMING, Geoffrey

Cairo Jim and the quest for the Quetzal Queen [sound recording]

/ narrated by James Wright. Louis Braille, 1998 (6 hrs., 25 min.)
ISBN 0732023254

The archaeological sites of Mexico are the setting for this Cairo Jim adventure mystery, whose progress and location are colourfully described in minute detail, all the while unravelling the complex machinations of his adversary. Rendered in the manner of the music hall melodrama and the silent movie, the villains are dastardly and our intrepid hero tireless as he ruminates on this and that, the whys and the wherefores, at times quite oblivious to the fact that his loyal companions contribute significantly to his successes. James Wright's narration gives credible voice to each of the characters, bringing them and the story to life for those who like a ripping yarn. N. Chaffey



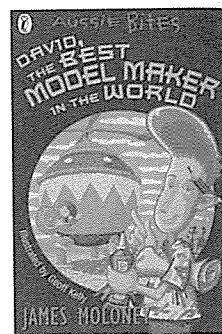
USER LEVEL: Stage 3 Stage 4 SCIS 990358

MOLONEY, James

David, the best model maker in the world

Penguin, 2000 (Aussie bites/Puffin)
ISBN 0141307447

Like many an eccentric inventor, this young hero designs and constructs brilliantly, yet bumbles through more obvious everyday situations. This simple chapter book will appeal to Lego enthusiasts. Spiced with a dash of intrigue, the fast moving narrative doesn't linger with description. Instead, the actions and words of the characters reveal their natures. Repetition is used as a device to consolidate this, and to highlight family dynamics. This book could be a useful model for identifying elements of character with students. There is also potential for using it as a resource to discuss, deconstruct and illustrate or evaluate the design process. This is an affirming family story. N. Chaffey



USER LEVEL: Stage 2
SUPPLIED: Paper SCIS 1006349

OLIVER, Martin

The winner's wreath

Watts, 1999 (Sparks historical adventures: ancient Greece)
ISBN 074963555X

Social life and customs in ancient Greece, 500-404 B.C., provide the background for this narrative in which a young fieldworker, Glaucus, becomes an Olympic champion in the sport of boxing. Descriptions woven into the simple plot include: key ancient Greek Olympic sites, such as the Hippodrome and Temple of Olympia; tribute ceremonies to the gods Zeus and Apollo; and the excitement of Glaucus's family as spectators at the Games. Line illustrations by Martin Remphry give support to the text. This novella in short chapters provides an interesting way of learning about the original Olympic Games. Notes at the back of the book highlight key facts about the original Olympics. L. Crofts

USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1006332

PEARSON, Maggie

Wanted - one body!

Penguin, 2000 (Puffin/Surfers)
ISBN 0141302798

In a plot full of unexpected twists and turns, an intrepid young narrator and his younger brother stumble upon a murder, and set out to solve the mystery which surrounds it. Narrated similarly in style to the classic Hollywood private detective movies of yore, the reader cannot help but be amused by the clever one liners which are employed to describe people, places, and our sleuth's reactions to both. His relationship with his younger brother highlights the challenges of younger siblings, and the care, loyalty and protectiveness of family members toward each other in moments of adversity. N. Chaffey

USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper SCIS 1006158

RICHEMONT, Enid

The enchanted village

Walker, 1999
ISBN 0744559375

Set in mystical Cornwall, this modern fantasy incorporates colourful characters and stories from classical mythology into a tale of intrigue and suspense. From the time the fairground people arrive at Tremarion, dressed as ancient gods and goddesses, weird things begin to happen. Piers, the main character, finds himself caught in the middle of this strange situation when he is given a golden apple by one of the goddesses. Throughout the story Piers learns more and more about ancient mythology, with the gods and goddesses referred to by both their Greek and Roman names. This book would be an excellent motivation for a class study of ancient mythology, and is a most enjoyable reading experience. J. Eade

USER LEVEL: Stage 3 Stage 4 SCIS 1006367

RIPPIN, Sally

Twin trouble

Omnibus, 2000 (Solos)
ISBN 1862914257

Fat Cheeks and Little Bean are twins, different in both looks and personality from the moment they were born. Seeing identical twins in the park sets Fat Cheeks on her quest to have a twin who looks exactly like herself. Uncle Shu Fu, who owns a toy shop, helps her to solve her problem. Clear and simple text, together with illustrations by the author which directly support the text, combine to make this story highly accessible and enjoyable. This is an excellent book for early independent readers, and reflects our multicultural society. J. Quirk



USER LEVEL: Stage 1 Stage 2
SUPPLIED: Paper SCIS 1006783

RODDA, Emily

Deltora quest [series]

Scholastic Australia, 2000

If the series can be judged by the first three titles, this will provide eight tightly written, well paced, suspenseful adventures. The *Forests of Silence* deftly sets the scene and successfully completes the first thrilling tale, with Lief and Barda thrown together in their dangerous endeavour to save Deltora from the evil Shadow Lord. *The Lake of Tears* and *City of the rats* offer further gripping instalments as the quest unfolds. Magic, monsters, freedom, bravery, and environmental issues all have a part so far. Whilst typical of the quest genre, each of the stories is original. The plots of individual titles are excitingly different, with many unexpected twists and turns. C. Foley

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper

Titles in this series are:

- 1. *The Forests of Silence* SCIS 1004905
- 2. *The Lake of Tears* SCIS 1005310
- 3. *City of the rats* SCIS 1011531
- 4. *The Shifting Sands* SCIS 1015928
- 5. *Dread Mountain* SCIS 1015035
- 6. *The maze of the beast* SCIS 1018014
- 7. *The Valley of the Lost* SCIS 1021848
- 8. *Return to Del* Forthcoming

RODDA, Emily

Fairy realm [series]

ABC, 2000

The stories in this series were originally published as part of the *Storytelling charms* series, under another of the author's pseudonyms, Mary-Anne Dickinson. They are adventures about a secret magical world, which Jessie discovers and enters in the first volume. Jessie's grandmother is the link to the realm, and Jessie proves to have inherited some of her magic, in addition to common sense and courage. Her further adventures involve problem solving and quests. These are attractively presented short novels, designed to appeal to a young readership. The stories move briskly, with a good balance of realistic characterisation and magical invention. J. Buckley

USER LEVEL: Stage 2 Stage 3
SUPPLIED: Paper

Titles in this series are:

- The charm bracelet* SCIS 1006269
- The flower fairies* SCIS 1006634
- The third wish* SCIS 1006627
- The last fairy-apple tree* SCIS 1006636
- The magic key* SCIS 1006637
- The unicorn* SCIS 1006626

Round the twist. Series 3. Book 1

HarperCollins, 2000
ISBN 0207197709

The Twist family, originally created by Paul Jennings, returns in this series adapted from television scripts, and written by a number of authors. In these stories, Pete finds that pregnancy begins with a 'pee'; Bronson swallows a fish, which puts him in a tail spin; Linda meets a snotty ice cream maker; and Bronson tells a hair raising story. Young readers are likely to find the weird and wacky humour, based on human body parts and excrement, hilarious. While the Gribbles represent social evils, the Twists exhibit redeeming qualities of love, forgiveness, and concern for conservation of the environment. Photographs of the characters and an explanation of the origins of the television series are included. D. Doust

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 999006

Titles in this series include:
Round the twist. Series 3. Book 2 SCIS 999007



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

Fiction for older readers

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

ASHTON, Jay

The key to the lost kingdom

Oxford University Press, 2000

ISBN 0192750666

In this adventure into long lost and mythical lands, Conrad and Prince Ronan lead a wayward team of scoundrels, including a goose and a lazy dragon. They are in search of Ilyriand, the original plentiful lands of the Fallond people. Confrontations between the group and other races add to the fantasy aspects of this novel, as do warriors, hunters, a horrid Queen, and other richly described creatures. Passing through the lands of the Axemen, Mirim joins the group. She is able to translate the ancient language on the golden key to Ilyriand, as she is a descendant of this legendary lost kingdom. Lessons of friendship, persistence, greed, compassion, and environmental abuse add to the mythical qualities of this novel. K. Taylor

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1006776

BAWDEN, Nina

Off the road

Penguin, UK, 2000 (Puffin)

ISBN 0141302216

Chasing his grandfather through a hole in the Wall, Tom finds himself on the Outside of his own futuristic society. The Outside is a prohibited world he has been taught to fear and despise for its aggression and barbarity. Instead, Tom discovers his grandfather's past, and a family and a community that has retained many of the values and mores that we value today, but without the benefits brought about by progress and development. Tom's dilemmas centre on whether to remain in the caring, warm family he has come to like, or whether to return to his sterile, progressive home, where loving parents reside. E. Maxwell

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1006213

BEAMES, Margaret

Outlanders

Scholastic, 2000

ISBN 1869434684

When an asteroid hits Earth, refuges called Domes protect the chosen few. In this controlled and orderly world, 200 years pass. Young artist Rhiane then finds herself outside, where she makes contact with the Outlanders in a forbidden, but fresh and excitingly untidy world. Rhiane returns to the Dome to reveal the lies that have been told about the world outside. Told in retrospect, as

Rhiane dictates events onto tape, the story switches between her adventure outside and her trial. Issues explored include fear, persecution, medicine, justice, and survival. Dialogue and plot are scant on conflict and drama, and the meeting of two cultures is too ordinary, given these extraordinary circumstances. C. Thomas

USER LEVEL: Stage 5
SUPPLIED: Paper SCIS 1001026

BELL, Krista

Read my mind!

Lothian, 2000 (Takeaways)

ISBN 0734401086

Two best friends have problems with their parents. Tahnee's are so busy with their careers that they never have time to listen to her. Ellen's parents are different. They constantly video, criticise, and listen, shaping her future as a concert pianist, but they don't hear her pleas. Readers may empathise with both girls. Tahnee has numerous frustrations: alienation from her mother; jealousy of her baby sister; and her longing to be treated as an adult. Ellen craves for independence, lowered parental expectations, and for a sharing of her hopes and dreams. Both girls just want to be themselves. The characters and the conflicts are convincing, and both scenarios have fitting resolutions. D. Doust

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1008726

BONE, Ian

Tin soldiers

Lothian, 2000 (Lothian YA fiction)

ISBN 0734401248

In this piece of social realism is a disquieting account of seventeen year old Michael's examination of behaviour which may have led to a post party, late night attack. The bashing has left him with partial memory loss, but enough recollection to consider if he wants to continue living with unresolved anger. Michael considers his alliances with his peers, family members, and his past as he struggles to work out who he is and where he feels most at ease. The influence of peers who appear to ascribe to popular ethnic and gender stereotyping, the father's war experiences, and an insightful female friend all add layers to a lucid tale of an incident interpreted as an epiphany. S. Bremner

USER LEVEL: Stage 5 Stage 6
SUPPLIED: Paper SCIS 1005369

BOWKETT, Stephen

Dreamcatcher

Orion Children's, 2000 (A Dolphin paperback/Dreamtime)

ISBN 1858816521

Native American dreamcatchers and fables feature in this story of two friends gaining control and awareness in their lives. John and Dodger are street kids, drawn to an old city factory where they find a spiritually powerful place of questions, dreams, and spells. John's inner wisdom and Dodger's street skills lead them through several weird and dangerous encounters. The past features as a place one can visit, and as an manipulation of identity, particularly for the two women they meet who have been affected by abuse. This is a well written novel, especially in the interplay of characters. The concept



of dreams as an active and controlling force in peoples' lives adds a mysterious dimension. C. Thomas

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1006860

BRONTE, Charlotte

Jane Eyre [videorecording]

LWT, 1997 (107 min.)

ISBN none

A young girl's struggle to live by her own convictions in a difficult world is the essence of Bronte's classic novel on which this video-recording is based. It is well produced and could be used to augment the teaching of the Victorian tale. This version readily captures the eeriness and passion that exist for Jane Eyre at Thornfield Hall. The convenient length of the video, and a screenplay by Kay Mellor that closely adapts the written text, combine to provide a resource which will engage students and extend their understanding and appreciation of a significant novel on the 2001 prescribed list for the *Advanced* course of the *English: Stage 6 syllabus* (approved 1999). C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Advanced*
SUPPLIED: Maxwells SCIS 1001192

CLARKE, Judith

The heroic lives of Al Capsella

University of Queensland Press, 2000 (UQP young adult fiction)

ISBN 0702230618

It is delightful to meet the irrepressible Al Capsella in this new single novel format, which encompasses the earlier trilogy. These funny stories are an insightful exploration of a boy's growing pains. Empathy with Al develops easily, as each reader's parents are probably as embarrassing as the Capsellas. The stories are written from Al's viewpoint, so adolescents will be able to relate to him and laugh at the misunderstandings that occur. Clarke's writing is precise and evocative. Most of the revelations stem from accompanying Al, for example to his grandparents' home, where their timetable lifestyle helps him to appreciate his more flexible parents. This is a book that will make readers laugh out loud. M. Hamlyn

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1006383

CLARKE, Judith

Wolf on the fold

Duffy & Snellgrove, 2000

ISBN 1876631058

While not in purely chronological order, each story in this collection starts a single member of a new generation of the same family tree on the road to a full life. In doing so they impart a wonderful sense of the progression and permanence of life, while dealing competently with a variety of issues such as: stranger danger; senility; social equity; racism; displacement; abuse; and love.

Even reading gets a positive treatment as a survival strategy when making life choices. Stories are linked thematically. As the first story began with fourteen year old Kenny pedaling off to an uncertain future, so the final story concludes with his posthumous advice to great grandson, James, to keep pedaling. W. Bowie

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 997412

DE GOLDI, Kate

Love, Charlie Mike [sound recording]

/ read by Rebecca Macauley. Louis Braille, 1999 (375 min.)

ISBN 0732021278

A first love closely followed by a separation, a family mystery, and quirky family relationships keep this easy to follow story of teenager Christy Callaghan moving at a pleasant pace. Set in contemporary New Zealand, Christy's comfortable state of affairs unfolds, despite the first person narrator's apparent embarrassment about family circumstances, including her still married parents, and a grandmother with dementia. The agonising waiting game for any communication from boyfriend Sonny, and memories of the relationship, are well portrayed and the most engaging aspect of the story. The gender roles in this up tempo, gentle tale might be further investigated, particularly the representations of the males in Christy's life. There are some sexual references and use of expletives. S. Bremner

USER LEVEL: Stage 5 Stage 6 SCIS 1008512

DISHER, Garry

The apostle bird [sound recording]

/ read by Stig Wemyss. Louis Braille, 1999 (165 min.)

ISBN 0732021804

Neil is coming of age on the goldfields during the Great Depression. His agonies of self reproach and gauche attempts to forge a significant relationship with an American girl, Kitty, bring us very close to the essence of adolescence. Powerful writing evokes the viciousness of jealously xenophobic opinion, as the persecution of Kitty and her pacifist father parallels Neil's own experience at the hands of the boorish son of the local squatter. Wemyss' reading of this archetypal tale is enthusiastically youthful, approachable, and very well enunciated. He captures the essential characteristics of each character with vigour and spirit, and does great justice to the thrill and power of events. W. Bowie

USER LEVEL: Stage 4 Stage 5 SCIS 1008001

DROUART, Michele

Into the wadi

Fremantle Arts Centre Press, 2000

ISBN 1863682759

Life for a western woman in a Muslim and Arab cultural setting is one of the themes of this novel, which is written from the perspective of the Australian born wife of a Jordanian academic. Michele and Omar meet in America, then move to live with his family in Jordan. The memoirs explore the challenges and rewards of cross cultural communication, with the story woven to keep the reader guessing the fate of the lovers to the end. The subtleties of the vignettes, the near absence of explicit references to religious differences, and the deeply respectful bonds that are formed and maintained between Michele and her inlaws are the strengths of Drouart's first book. S. Bremner

USER LEVEL: Stage 5 Stage 6
SUPPLIED: Paper SCIS 994229

EDWARDS, Hazel

Stalker

Lothian, 2000 (Lothian YA fiction)
ISBN 0734401035

Lily is the presenter of the graveyard shift on a community radio station. Those hours always attract some odd people, but one listener becomes obsessed with Lily, and sets out to invade and control her life. After initially enjoying the notion that she could inspire such close attention, Lily becomes unnerved, then frightened. Lily's story is interspersed with fragments of the stalker's twisted thoughts, making the menace more immediate. The novel is plausible, suspenseful and scary, although Lily is never portrayed as being in physical or sexual danger. The story moves briskly, and would be a satisfying choice for both able and reluctant readers. M. Lobban

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1001039

From two islands: stories from Ireland and Australia

/ edited by Emer Ryan & Clive Newman. Fremantle Arts Centre Press, 2000
ISBN 1863682821

In this collection, the seven short stories set in Ireland are simpler, in theme and language, to the five stories set in Australia. Of the Irish tales, three are fantasy written in a weak, Paul Jennings like style, and one takes the reader through a long and tedious computer game. The Australian stories are more tightly written and form a solid collection, based in reality and dealing with such issues as domestic violence, surfing, and contemporary teenage culture. The best of these is *Popocatapetl*, which all teachers could read as a lovely reminder of the different learning styles in our classrooms. C. Thomas

USER LEVEL: Stage 4
SUPPLIED: Paper SCIS 1002771

GIBBONS, Alan

Shadow of the minotaur

Orion, 2000 (A dolphin paperback)
ISBN 1858817218

A marvellously suspenseful story, this novel successfully combines the technological present with the ancient past. Computer technology runs amok, taking on a life of its own and aiming to cause real harm to those who enter its virtual world. Phoenix is the contemporary coward who must become an ancient hero to save his family. The real delight of this book is the evocation of ancient times: in the labyrinth with the Minotaur; at the court of King Polydectes; or in the cave with the Gorgon Medusa. This is an absorbing contemporary suspense thriller with an historical setting. J. Donovan

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1006443

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 enquiries to: Colleen.Foley@det.nsw.edu.au

HARRIS, Christine

Warped: twisted stories

Random, 2000
ISBN 0091840732

Fourteen short stories and seven very short stories (a sentence or two, with the punchline over the page), form this humorous collection. It covers a wide range of material, including technology, television soaps, ghosts, adventure, transplant medicine, adolescent identity, crime, and fantasy. Three of the stories are science fiction and, although quite short, are the pick of the bunch for good writing. The writing quality varies. Generally, the stories develop one idea, with limited character development. Endings are erratic, and sometimes fade out oddly, rather than wrapping up the story in style. However, the stories have realistic dialogue, and feature excellent use of interior monologue. C. Thomas



USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1001040

HARTNETT, Sonya

All my dangerous friends [sound recording]

/ read by Michelle Offen. Louis Braille, 1999 (5 hrs., 15 min.)
ISBN 0732023823

An excellent resource, this audio production is not just for the sight impaired, as it offers readers a different entree into Hartnett's suspenseful, disquieting story with its focus on morality, friendship, crime, status and control. The powerfully evocative language and imagery are perhaps even better appreciated in the listening process; the impact of the dreadful climax more shocking as the captured audience cannot speed up, nor escape the fine detail. Michelle Offen's well modulated reading captures the voice and tone of Louie most convincingly as she reflects on her involvement with and subsequent disengagement from her dangerous friends, and the difficult narrative voice switch is accomplished satisfactorily. One frustration is the irritating length of lead-in and turnover times. B. Richardson

USER LEVEL: Stage 5 Stage 6 SCIS 991083

HINES, Sue

The Plunketts

Random, 2000
ISBN 0091840848

A delightfully entertaining story, this book explores family relationships, technological espionage, Alzheimer's, and growing up. Bernie is fourteen, and is working towards her final year of school when Gran comes to live with the Plunketts. Gran wanders the street in her nightgown and believes that her daughter in law is a 'bloody Jap'. Further complications of the plot arise from family attitudes towards her gay uncles, who have become a couple. This novel has all the elements for a disastrous family Christmas. Warm, funny, and inspiring, it reflects: family life; noisy neighbours; fears of world technological domination; racism; and, finally, the dream of starting again with an extended family commune in Gippsland. K. Taylor

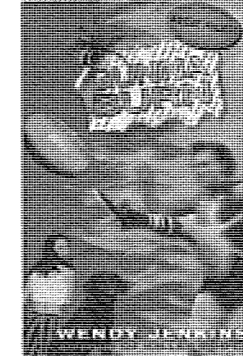
USER LEVEL: Stage 5 Stage 6
SUPPLIED: Paper SCIS 1005367

JENKINS, Wendy

Gunna burn

Fremantle Arts Centre Press, 2000 (Aussie Rules!)
ISBN 186368283X

The third in a trilogy about Australian Rules footballers from Western Australia, this book has surprising appeal even for readers not particularly engaged by sport of any sort. The main character, Greg, wrestles with the usual adolescent problems, but he has emotional depth, plus there is an interesting issue concerning his emerging obsession with his weight, fitness and body shape. The other characters are similarly well drawn, especially Greg's girlfriend, Jaz. Although we know less about them, it makes these characters no less interesting. This novel is a worthwhile one, with the potential to engage reluctant readers. J. Donovan



USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1010092

JONES, Jenny

Shadowsong

Orion Children's, 2000 (A Dolphin paperback/Dreamtime)
ISBN 1858817080

The third slender novel in a series, this works well as a single entity, with enough intrigue to tempt competent readers into seeking previous titles. Gillyflower is a talented singer, easily winning the role of Eurydice in her school's musical production of *The legend of Orpheus*. Gilly manages to upset jealous Sarah, whose boyfriend is writing the music score. She also loses an expensive mask belonging to the new drama teacher, Mr Wyatt, who lives above the ruins of a haunted castle. Underlying the contemporary scenes brews a plot with dark, mystical elements: the sinister Shadowman has power over dreams; and the object of his desires is Gilly. I. McLean

USER LEVEL: Stage 4
SUPPLIED: Paper SCIS 1006865

KENNEDY, Patricia

The mouldering of Miss Haversham

Greater Glider, 2000
ISBN 0947304495

Primarily this is a story of a haunting by the spirit of a woman whose anger, hurt, and loss is so profound that it projects into the present. The woman is Eliza Donnithorne, thought by some to be Dicken's inspiration for the character of the jilted Miss Haversham. Seventeen year old Stella tells of the possession and gradual disintegration of her mother, and her realisation that, to save her, Eliza's unhappy spirit must be assuaged. The idea is clever and reader interest is largely maintained, but the novel is not compelling. Despite some excursions into Stella's school, social life, and love life, lack of any real depth in characterisation negates close reader involvement and the conclusion does stretch credibility. B. Richardson

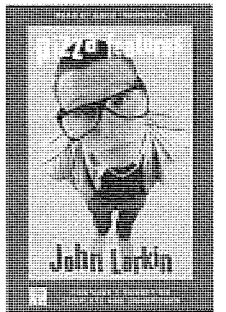
USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1009205

LARKIN, John

Pizza features [sound recording]

/ read by David Tredennick. Louis Braille, 2000 (225 min.)
ISBN 073202434X

Eric Underwood has to make it to the other side of Year 9 without loss of face; or another precious part of his anatomy, for that matter. But thoroughly embarrassing parents and a mad English grandmother seem to conspire to thwart even his most heroic attempts at average dignity. The sardonic tone of Tredennick's reading combines well with the authors' verbal pyrotechnics to capture the emotional chaos that can be adolescence, and make it seem an affliction at worst, and a victimless crime at best. The narrator's very fluid rendition of a range of regional dialects, ages, and sexes readily populates this performance of Larkin's manic text with thoroughly believable comic characters. W. Bowie



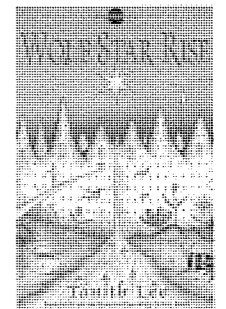
USER LEVEL: Stage 3 Stage 4 SCIS 1008062

LEE, Tanith

Wolf Star rise

Hodder Children's, 2000 (Hodder silver)
ISBN 0340746475

A sequel to *Law of the Wolf Tower*, this lacks the pace and action of that first title, but is nevertheless a quality, suspenseful work. This is a subtler piece of fantasy. Strong willed Claidi is kidnapped, taken to a strange, menacing, intriguing world, where appearances are deceiving, and from which there appears no possibility of escape. An air of mystery remains till the final pages as Claidi and the reader unravel the threads of fate, intermingled with friendship, human relations, magic, and family. There will no doubt be a third *Wolf* title to look forward to, and to be enjoyed, by thoughtful readers who appreciate this genre. C. Foley



USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1006322

MANSELL, Henning

Secrets in the fire

/ translated by Anne Connie Stuksrud. Allen & Unwin, 2000
ISBN 1865081817

Based on a true account of a young refugee girl's determination to overcome the loss of her legs, and the death of a sister, in a Mozambique landmine accident, this book takes the reader on an emotional journey in one of the world's poorest countries. With strong central themes of the value of relationships and overcoming adversity, Sofia successfully draws on secret strengths to establish herself in business in her mother's adopted village. The "secrets" of the title are the memories of people Sofia had lost on the way, including those of her father, killed by bandits. This translation is well written, drawing students into Sofia's determined struggle to get on with life. B. Kervin

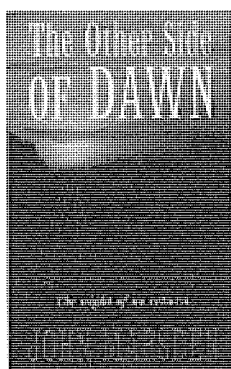
USER LEVEL: Stage 4 Stage 5 Stage 6
SUPPLIED: Paper SCIS 1005374

MARSDEN, John

The other side of dawn

Pan MacMillan, 2000 (The tomorrow series 7)
ISBN 0330362135

Marsden ends his *Tomorrow* series answering questions that have been with us from the beginning of the series. This novel is a sensory experience from its opening chapter. Marsden engages his characters in more terrifying situations from which they rise triumphant and changed. Ryan arrives by helicopter with supplies to help the group escalate their guerrilla campaign. Ellie ends up involved with a train, and the group engages in two more attacks. A startling experience of life in a prison camp is described, again with Ellie providing a strong, focussed narration. The epilogue is dedicated to covering what has happened to Homer, Kevin Lee, Fi and the ferals. K. Taylor



USER LEVEL: Stage 5
SUPPLIED: Paper SCIS 1009725

MARSDEN, John

The other side of dawn [sound recording]

/ read by Kate Hosking. Louis Braille, 1999 (The tomorrow series 7) (555 min.)
ISBN 073202417X

The ultimate installment of the *Tomorrow* series finds full expression in the more than capable narration of Kate Hosking. Her consistent characterisation of a war weary Ellie lends credence to Marsden's design. The clever combination of high octane excitement with insightful personal reflection that has long characterised this series, continues to work well. Ellie has grown up under enormous pressure and her contemporaneous record of resistance to the invasion of Australia has been a testament to the indestructibility of the human spirit. This thrill packed episode of an extraordinary story does not disappoint readers expecting a powerful experience. W. Bowie

USER LEVEL: Stage 5 Stage 6 SCIS 1006996

METZENTHEN, David

Falling forward [sound recording]

/ read by Stig Wemyss. Louis Braille, 1999 (approx 300 min.)
ISBN 0732023726

Tracing the development of a destructive friendship between "devil may care" Troy and "loyal but slow thinking" Bruce, this audio production of Metzenthens novel features characters clearly established by voice, although some fans of the original book may have initial problems with the audio portrayals chosen. Despite the boys' series of personal disasters, a number of positives come to the fore. The themes of friendship and the value of relationships are well developed, providing scope for thoughtful discussion, making *Falling forward* a worthwhile addition to any study of such themes. The structure and organisation of the four cassettes allows for easy identification. Chapters are always introduced, and the changeover steps are clearly explained. B. Kervin

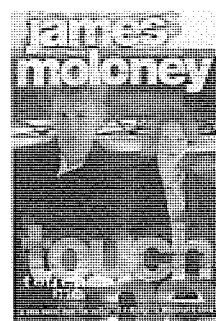
USER LEVEL: Stage 5 Stage 6 SCIS 995309

MOLONEY, James

Touch me

University of Queensland Press, 2000 (UQP young adult fiction)
ISBN 0702231517

A dramatic prologue entices the reader into this absorbing, well crafted narrative that maintains interest and sympathies to the end. Central to the story is the relationship between Year 12 students Zavier McLachlan, and the feisty, troubled Nuala Magee. Other narrative threads trace the widening gap between Zavier and his football mates, and the development of his friendship with Alex, a quiet newcomer in remission from leukaemia. Attitudes to sex, sexuality and intimate relationships, game playing with the primary focus on football and the ethos of winning at all costs, the meaning and quality of friendship, the gaining of self knowledge and facing one's own mortality, are thought provoking issues integral to this moving, memorable novel. B. Richardson.



USER LEVEL: Stage 5 Stage 6
SUPPLIED: Paper SCIS 1005365

MONAGLE, Bernie

Blue girl, yella fella

Lothian, 2000 (Lothian YA fiction)
ISBN 0734400918

Combined here are three distinctly different narratives. A teenaged boy's recount of a thrill a minute, incident loaded school camping trip is regularly interrupted by his fellow campers' individual contributions to a collective epic tale. A diary introduced at the end of the book reveals that fiction and reality can be difficult to separate. Reader reaction to this mystery thriller is likely to be mixed. The primary narrative is colloquial, at times coarse, and it is not always easy to accept that this storyteller and his schoolmates are also authors of the more complex and literary epic. Suspense and intrigue provided by the scary, lurking 'yella fella' and the strange 'blue girl' of the fantasy do, however, propel readers on. B. Richardson

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1001038

MONK, Scott

The crush

Random, 2000
ISBN 0091839734

Set in Sydney's Bankstown area, fifteen year old Matt Cassidy has expectations of playing professional Rugby League. However, as captain of a high school team, he must first successfully lead them to the grand final. Along the way, Matt deals with: rivalries (on and off the field); a major crush; and the discovery of his supposedly "dead" father, quite alive and in prison! He must also survive an opposing team's dirty tricks whilst maintaining his own integrity. This well written novel has clear plot development and dynamic action sequences. Themes, viewed from the male perspective, include: teenage relationships with family members and peers; being a good sport; and coping with domestic violence. F. Crum

USER LEVEL: Stage 5 Stage 6
SUPPLIED: Paper SCIS 1001029

MORIARTY, Jaclyn

Feeling sorry for Celia

Pan Macmillan, 2000
ISBN 0330262100

Elizabeth feels sorry for her best friend, Celia, who never seems to be content, but Celia's not much of a friend to Elizabeth. Celia runs away to join a circus and doesn't write, then returns to steal Elizabeth's first boyfriend. Told through real and imagined letters and notes, this witty novel captures beautifully the insecurities of a shy adolescent. "Late bloomer" Elizabeth's tentative forays into being a real teenager meet with ridicule or encouragement in the form of acerbic notes from her internal censors. Her emergence from Celia's shadow is bittersweet and funny, and her developing relationships with parents and peers are captured with warmth and subtlety. M. Lobban

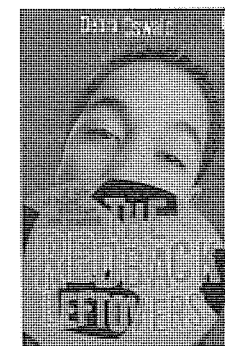
USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1000999

OSWALD, Debra

The Redback Leftovers

Penguin, 2000 (Puffin)
ISBN 0141304944

Thirteen year old Will Fisher learns important lessons about himself as his team of cast off soccer players approach the grand final. They are a motley crew, whose strengths and weaknesses are cunningly and courageously worked on by their coaches, Sal and Emilio. Tight, comic writing accurately captures the authentic voice of adolescence, and is very knowledgeable about the game, and about the art of coaching. It is enthralling to witness the personal growth of each Leftover under the inspired tutelage of Sal and Emilio. That, and the infectious, spirited and generous support given by the Italian community of Leichhardt to the team, are salutary lessons in effective teaching. W. Bowie



USER LEVEL: Stage 3 Stage 4 Stage 5
SUPPLIED: Paper SCIS 1006276

PRYOR, Michael

Blackout

Hodder Headline, 2000 (A Hodder SF/fantasy book)
ISBN 0733611818

Initial reactions to yet another end of the world scenario that faintly echoes *The day of the triffids* are soon dispelled by Pryor's gripping narrative. Two parallel stories reflect different reactions to a computerised world immobilised by an electromagnetic pulse strike and the subsequent lack of power and control. In an increasingly chaotic society, terrorised and overwhelmed by desperados or irrational splinter groups, four teenagers struggle to survive. Holly and Alex vainly search for their loving parents, whilst Tony and Paulie flee an abusive father in the now increasingly fragmented society. Concerns that both worlds are imperfect, the old and the new, are sympathetically and realistically portrayed in this adventure. E. Maxwell

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1005363

QUARLES, Heather

A door near here

Dell, 1998 (Laurel-leaf books)
ISBN 0440227615

With all the hallmarks of a young adult tale about a dysfunctional family from the perspective of one of the victims, this story appropriates a motif of hope from *The chronicles of Narnia*. What could have been a very depressing tale is leavened by the self possession of this fifteen year old family head, whose alcoholic mother refuses to leave the bedroom. The careful construction of Katherine's adolescent personality through the development of her narrative voice poignantly counterpoints her onerous responsibilities. The drama of alienated Alisa's insistence on fantasy is handled well. Adults receive fair treatment and the theme of the cross generational nature of child abuse is sensitively incorporated. W. Bowie

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 996518

RICHEMONT, Enid

To summon a spirit

Walker, 2000
ISBN 0744569796

In this time slip story with a twist, a young girl travels backwards and forwards in her own life, and also into the distant past. Jessica's family is unhappy and split by circumstances when she makes contact with an equally lonely girl from Victorian times. In the present, Jessica is researching the Victorian period; when she finds a newspaper article about Lettie's early death she determines to save her. Her act has consequences for history and her own twentieth century life. The contrast between the lives of the two girls is well portrayed, and the resolution of the novel satisfying for both. M. Lobban

USER LEVEL: Stage 4
SUPPLIED: Paper SCIS 1006062

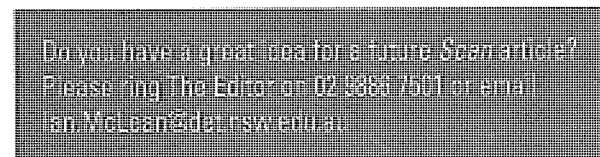
RIDDEN, Brian

Outfall

Greater Glider, 2000 (Storm glider series)
ISBN 0947304487

Dean Galway is preparing for his HSC, and feels the pressure of responsibility. He sees himself as a chameleon, unable to assert himself in the face of dominant personalities like his environmental warrior father, and his girlfriend, who just happens to be the developer's daughter. Watching John Crane, the local police officer, walk the mental tightrope of local opinion and personal integrity during a local environmental battle, Dean learns to take risks, particularly with his family's celebration of a recent tragedy. Issues addressed include: environmental responsibility; grief; protest; social change; and intolerance. There are many passages of deft description in this novel, but an unconvincing voice may alienate experienced readers. W. Bowie

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 999399



SACHAR, Louis

Holes

Bloomsbury, 2000
ISBN 0747548471

An engaging and unusual story, this work involves strange characters entwined in a fascinating narrative. In the Texan wasteland, a prison for 'bad boys' is a cover for the warden's search for something hidden in the desert. Each day the boys must dig one hole of specific dimensions. Switching between the past of 200 years ago and the present, parallel stories are slowly woven together. Realistic dialogue and character conflict contribute to a very readable and well written story of greed and corruption. An impressive array of links includes past and present characters, motifs of water, lizards, and strength, and themes of luck, families, prejudice, and friendship. These links create a crafted piece of writing that entertains from start to quirky finish. C. Thomas

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 996954

SHAN, Darren

Cirque du Freak

Collins, UK, 2000 (The saga of Darren Shan 1)
ISBN 0006754163

In this the first book in an impending horror series, we are taken through the reasons for some of Darren's more important life decisions. These involve: spiders; his best friend; and the world of vampires and the living dead. Oddly, one can easily identify with the bizarre circumstances and situations, as the first person, confessional style narrative establishes an intimate and immediate rapport between Darren and the reader. The subject matter also generates a high level of interest for young teenagers. While the storyline is quite lighthearted, the themes of obsession, choice, and self sacrifice provide much stimulus material for further discussion. B. Kervin

USER LEVEL: Stage 4
SUPPLIED: Paper SCIS 999162

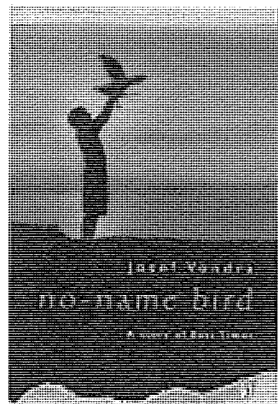
VONDRA, Joseph

No-name bird

Penguin, 2000 (Puffin)
ISBN 014028317X

Although set in East Timor in 1975, the year of the Indonesian invasion, this tale of a boy, his uncle, and their fighting cockerel has modern relevance. As a motif of courage the cock is very effective, and the cultural significance of cock fighting to the East Timorese is respected by the writer. Tio Adolfo's personal endurance of daily humiliation finds resonance in the endurance of the East Timorese people themselves, and young Jose's growing awareness of his own place in life. Vondra carefully constructs the elusive and pervasive tension and palpable sense of menace as the Portuguese withdrawal becomes imminent. W. Bowie

USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 997468

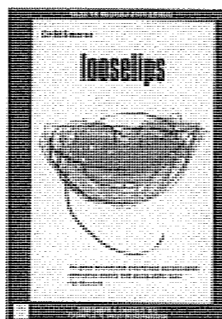


WHEAT, Chris

Loose lips [sound recording]

/ read by Melissa Eccleston. Louis Braille, 1999 (7 hrs.)
ISBN 073202384X

Narrator Eccleston brings Wheat's deliciously funny story of teen concerns, sexual orientation, love, and relationships to life in this dramatic, spirited reading. After a brief settling in, each of the mixed (sexual, cultural, socioeconomic) collection of idiosyncratic characters and their parent/s is given a differentiated, readily identifiable voice and personality. The copious, often difficult, dialogue is managed admirably. The novel's dynamic style and wry humour is captured well, and listeners will find themselves quietly chuckling or laughing out loud as what becomes a comedy of errors unfolds. Wheat's novel is a not to be missed treat and it is pleasing to see it made available as an audio version. B. Richardson



USER LEVEL: Stage 4 Stage 5 Stage 6 SCIS 974494

WHEATLEY, Nadia

Vigil

Viking, 2000
ISBN 0670889598

After attending the funerals of his two oldest friends, Nathan spends a weekend reliving his childhood, trying to discover the seeds of self destruction in their shared past. He is also coping with grief, and facing his guilt for not somehow preventing their deaths by heroin overdose. The reader is often inside Nathan's head, rerunning incidents from the past. The language of the novel is frank, and its themes include: families; friendship; responsibility; prejudice; and the interconnectedness of people. The book demands a level of sophistication and commitment from its readers, who are rewarded by a complex, thought provoking story of contemporary Australian life. M. Lobban

USER LEVEL: Stage 5 Stage 6
SUPPLIED: Paper SCIS 1004073

WILLIAMS, Islwyn

Domain of demons

Greater Glider, 2000 (Storm glider)
ISBN 0947304479

Daniel and his entourage of friends have become involved in a number of potentially fatal incidents involving Stiles, Kev and Tatts. Stiles and company are busy operating an illegal smuggling operation, near a wildlife sanctuary. Daniel comes across a vital piece of evidence that will bring the operation undone. The book also explores friendships, especially Daniel's friendship with Cobar and his feelings for Tiffany. The plight of rare Australian animals will keep readers engaged. With a touch of horror, mystery and suspense, this adventure of a group of teenagers may interest reluctant readers. The demonic cat on the cover and the easy text increase the book's appeal for this group. K. Taylor

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1009215

WILSON, Jacqueline

The illustrated mum

Transworld, 2000 (A Corgi Yearling book)
ISBN 0440863686

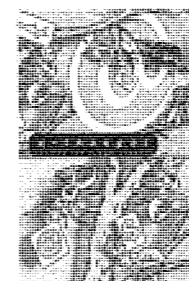
Wilson targets an older audience than usual with this sensitively written, often disturbing, but ultimately hopeful, story of thirteen year old Star, ten year old Dolphin (Dol) and their extraordinary tattooed Mum, Marigold. The girls and the flamboyant Marigold are brought to life through Dol's convincing first person narrative. Drawn into their unsettled world, the reader experiences with them the highs and lows, joys and anguish of living with someone with manic depression, discovering and meeting long lost fathers, and understanding the meaning of love. Particularly poignant is the perceptive insight into life lived as a child "outsider": the loneliness and feelings of worthlessness, and the strategies developed to cope with bullying, and the perceived lack of understanding from peers and adults. B. Richardson

USER LEVEL: Stage 3 Stage 4
SUPPLIED: Paper SCIS 1006272

X-changes: stories for a new century

/ illustrated by Klaus Zumbuhl. Allen & Unwin, 2000
ISBN 1865081647

As a collection of modern stories for teenagers, this makes fascinating reading. The broad theme connecting them is the preservation of the natural environment into the new millennium. Originating in seven different countries, they invite comparisons of style as well as of background culture. The Australian stories, by Anna Fienberg and Garth Nix, are good examples of storytelling. The French contribution is quite different, being written from the viewpoints of five characters. The way the threads are interwoven makes an involving story for readers and a good example for writers. The German, Spanish, Czech, Norwegian and Dutch stories are similarly gripping and rich for discussion. The translations are fluent. M. Hamlyn



USER LEVEL: Stage 5 Stage 6
SUPPLIED: Paper SCIS 1004459

YASBINCEK, Morgan

Liv

Fremantle Arts Centre Press, 2000
ISBN 1863682848

The personality of Olivia exists in the psychological context of her mother Sancha, sister Adrienne, grandmother Lydia and great grandmother Anika. Gradually, through the almost imperceptible accretion of physical and psychological detail, we become aware of the thread of strength running through Liv's fractured personality in this multi layered and confessional reconstruction. The regular narrative switch between Australia, Slovenia and Croatia gives depth to our experience of the dislocation and alienation of these migrant women, and daughters of migrant women. Issues canvassed include: child abuse; identity; displacement and the trauma of war. The fragmentary narrative makes this a very challenging read and care will be needed in recommending this to younger readers. W. Bowie

USER LEVEL: Stage 6 Professional
SUPPLIED: Paper SCIS 1005827

ZUSAK, Marcus

Fighting Ruben Wolfe

Omnibus, 2000
ISBN 1862914311

Meet (or revisit) the Wolfes: Dad, unemployed, refusing to collect the dole; Mum, working overtime, battling to make ends meet; Steve, the eldest boy, asserting independence; young teen Sarah, a little on the wild side. Then there are the mid teens, Ruben and Cameron, and this is primarily their story. Cameron, in immediate, wry and gritty style, tells of their money making venture as fighters in a brutal boxing underworld: a world of battering, bruising, of never saying die. Despite the unsavoury nature of some of the action, the story is compelling. The true meaning of courage, facing and overcoming fear and self doubt, family love, unity, loyalty, and identity are all perceptively explored in this commendable novel. B. Richardson



USER LEVEL: Stage 4 Stage 5
SUPPLIED: Paper SCIS 1001037

Information, poetry and drama

Resources are in Dewey order.

What can Australia do to create a more just world?

/ edited by Anna-Louise van Gelder. Jesuit, 2000 (Jesuit sesquicentenary social justice seminar series)
ISBN 0958679630 [261]

In light of contemporary economic rationalism that dominates democracies around the world, this set of papers raises, and attempts to answer, many social justice questions. The book asserts that these need to be addressed if Australia's commitments to various international human rights covenants are to be met. This is a collection of papers given around Australia to commemorate the Jesuit Order's Sesquicentenary. It is an academic work that requires background knowledge of current affairs, ethical philosophy, and some understanding of Christian doctrine. It could be used to stimulate discussion, or as a reference point for research in selected HSIE syllabuses. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Society & Culture Stage 6; Studies of Religion Stage 6
SUPPLIED: Paper SCIS 1000984

Mass media and society

/ edited by Justin Healy, Spinney, 2000 (Issues in society 130)
ISBN 1876811390 [302.23]

Aspects of the issue of the place of the media in society dealt with here include: the social impact of the media; media ownership in Australia; media regulation; and ethics. Complexity is presented in a balanced way. The variety of current sources includes government reports, newspaper reports and features, magazine articles, Internet sites, and lobby group literature. The collection could prove very useful for tasks such as determining audience and purpose, and discerning fact from opinion. A glossary provides useful terms and the index is cross referenced. Recommended reading further supports extended discussion of the issues. Exploration time would be required to verify the curriculum relevance of any web sites included in the resource. W. Bowie

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
SUPPLIED: Paper SCIS 1005343

MacDONALD, Fiona

Women in medieval times

Belitha, 2000 (The other half of history)
ISBN 184138111X [305.4094]

"I'm no fool - I don't want to be forgotten!" wrote poet Marie de France around 1180 AD. In this well laid out book is an apt introduction to the world of medieval women. It includes such topics as: women and society; work; religion; and health and beauty. All strata of society, from noblewomen to village women, are discussed. Brief biographies are provided in sidebars for key female scholars (Fatima of Cordoba), women of power (Eleanor of Aquitaine), and saints (St Elizabeth of Hungary). Both pictorial and written sources are interspersed throughout this easy to read book. A glossary and further reading list are included. This is a useful resource for a study of women or the Middle Ages. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5 SCIS 1007590

PALLOTTA-CHIAROLLI, Maria

Tapestry [sound recording]

/ read by Cate Milte. Louis Braille, 2000 (525 min.)
ISBN 0732024013 [305.85]

Narrator Cate Milte gives a very versatile performance of a wide range of diverse characters, genders, and accents. She captures the panoply of voices that makes for the richness of this cultural tapestry. It is woven of threads in spaces, places and times, expressing the joy and pain that is consequent on refusing to obey the rules; everywhere from Italy to the Sydney Gay and Lesbian Mardi Gras. It is also a tale that is at once complex and accessible, moving effortlessly between generations and among cultures, telling the strands of common human experience. It is quite epic in scope. W. Bowie

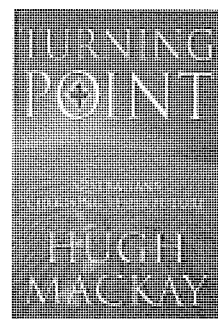
USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard*
SCIS 1008509

MACKAY, Hugh

Turning point: Australians choosing their future

Pan Macmillan, 1999
ISBN 0732910013 [306.0994]

A respected commentator and writer, Mackay draws together surveys and social research to create a picture of Australians at the millennium. Views surveyed cover an array of issues: diversity; leadership; Indigenous Australians; egalitarianism; family; community, and more. Mackay finds Australians disengaging amidst complex and contradictory attitudes. He sees us seeking a breathing space, a pause in the onrush of social, technological and economic change, and turning inward from communal and big picture issues to try to shore up private and often personal solutions and satisfactions. This is a great book to dip into, soundly based, thoughtful and thought provoking. Although fundamentally optimistic, it underlines the concerns about community disintegration that brought civics and citizenship education to the fore. G. Spindler



USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; Society & Culture Stage 6
SUPPLIED: Paper SCIS 994144

Inside out: an Australian collection of coming out stories

/ edited by Erin Shale. Bookman Press, 1999
ISBN 1863952659 [306.76092]

38 people, young, old, and middle aged, share their stories about how they came out, to themselves, their families, and the world. Most contributors are gay and lesbian, and some are well known (Bob Brown; Dorothy McRae-McMahon; Monique Brumby; and Ian Roberts), but most are not. There are also accounts by bisexual and transsexual people. The difficulties that individuals have faced are never minimised, but the happiness of self acceptance is a message constantly repeated. For any reader this is a compelling, joyous, and moving collection. For young people considering their sexuality, it may be invaluable. This book has a place in every secondary school. M. Lobban

USER LEVEL: Stage 5 Stage 6
KLA: PDHPE
SYLLABUS: PDHPE 7-10
SUPPLIED: Paper SCIS 976572

WILSON, Andrea

Families

Heinemann Library, 1999 (What's at issue?)
ISBN 0431035318 [306.85]

In this resource, glossy colour photographs, captioned cartoon figures, and large print help provide information on a range of issues relating to families. The book breaks down family stereotypes, with chapters addressing nuclear, one-parent, step, foster

and extended families, through to gay relationships. Sensitive issues involving family life are also dealt with positively. Divorce, domestic violence, child abuse, and grief and loss issues are covered with solution focussed ideas for promoting positive relationships. An excellent glossary is included. Although issues covered in this book are both topical and relevant, constant references made to British law and statistics would need to be complemented in the classroom with Australian facts. K. Tweddle

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10 SCIS 996767

WOOLLEY, Marilyn & PIGDON, Keith

Knowing Australia [series]

Macmillan Education, 2000

Providing a clear impression of diversity in the Australian landscape, this series supports the Stage 2 HSIE unit *Australia: you're standing in it*. Whilst descriptive information is sometimes uninspired, significant dates and statistics, and interesting historical and contemporary photographs, add to the usefulness of these books. Clear, simple scaled maps show useful data, such as climate zones, population and rainfall across our continent. State and regional maps locate places described in the text. *Wildlife* describes different types of protection provided, making it particularly useful for the *State and national parks* unit. Coverage of examples, from all parts of the continent, is impressive and includes less known places such as Thursday Island. An attempt has been made to incorporate Aboriginal issues, though such information is brief and generalised. Aboriginal content in the books needs to be supplemented with further information, and consultation with local Aboriginal communities including Aboriginal educators, to ensure appropriate Aboriginal perspectives. Some of the Aboriginal content lacks sensitivity. J. Kennelly

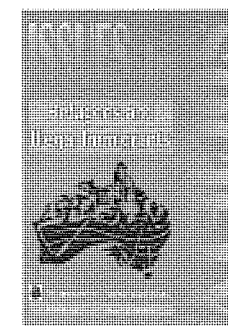
USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6

Titles in this series include:
Coastlines, islands and beaches SCIS 999034
The outback SCIS 999044
Ports, cities and towns SCIS 999059
Wildlife SCIS 999055

Refugees and illegal immigrants

/ edited by Justin Healey, Spinney, 2000 (Issues in society 128)
ISBN 1876811374 [325]

In approaching this much debated and potentially misrepresented topic, the editor of this volume in this excellent series has avoided sensationalism and taken a conservative, factual, and middle of the road approach to source selection. Government fact sheets, the Refugee Council, and the United Nations Organisation provide most material, with a little more colour coming from newspaper articles. Australia is one of the few countries providing a reasonable level of humanitarian refugee programs. However, this selection of material is heavier on justification of programs, and lighter on the human rights criticisms that are made about the Australian



processes. It is useful to find this accessible and factual resource on this politically charged issue. G. Spindler

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; Society & Culture Stage 6
SUPPLIED: Paper SCIS 1005338

BARWICK, John

A culture of peace

Reed, 2000 (Echidna books)
ISBN 1863911944 [327.1]

People who work for peace in the world are explored through a series of snapshots in this book. It is written with the United Nations theme for 2000, the *International year for the culture of peace*, in mind. It contains short biographies of famous people, and stories of ordinary people who work for peace; there are outlines of organisations and historical movements that have focussed people on the values of peace. Designed to stimulate discussion, additional activities and supplementary material would be needed to establish historical context, and to extend the usefulness of the resource. A list of peace organisations concludes this worthwhile book. C. Dorbis



USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE
SYLLABUS: HSIE K-6, Geography Stages 4-5, History Stages 4-5 SCIS 1007635

KEATING, Paul

Engagement: Australia faces the Asia-Pacific

Pan Macmillan, 2000
ISBN 0732910196 [327.94]

As portrayed by this book, Keating's years as Prime Minister saw the most determined effort yet by an Australian government to reposition and integrate itself in relation to the Asia-Pacific region. This policy of positive engagement with Asia was based on realism, and focussed particularly on international trade agreements and the move towards free trade. The controversies and complexities in the relationship with Indonesia and Malaysia are well explored. This is predominantly a personal political memoir, with events viewed from the eye of the beholder. It is also a significant, well written, and well argued overview of that stage in our relationship with our neighbours. It is appropriate reading for those selecting *Australia in the world 1946-1996* from the *National studies in Modern History: Stage 6 syllabus* (approved 1999). G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6; Society & Culture Stage 6 SCIS 1001539

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 enquiries to: Colleen.Foley@det.nsw.edu.au

LEWIS, Peter

Tales from the new shop floor: inside the real jobs of the information economyPluto Press, 2000
ISBN 1864030798

[331.11]

Fifteen young people are profiled in this book, which assesses the impact of the information age on individuals' working lives. It presents an honest picture of young people living with the insecurity of the "information economy" whilst they ponder uncertain futures. A day in the working life of Michelle, coordinator of a council's bush regeneration program, highlights the reality of patience and passion in all the stories. Other occupations covered include: **The sales rep**; **The techie**; **The union organiser**; and **The traveller**. The sustained readings are accompanied by engaging photographs. Photocopiable activity suggestions are included. The book provides many discussion starters for teachers to use with students when investigating careers. E. Kesby

USER LEVEL: Stage 5 Stage 6 Professional
KLA: VOC ED
SUPPLIED: Paper SCIS 1007673

Managing your money [videorecording]Learning Essentials, 1999 (22 min.)
ISBN none

[332.024]

Commerce teachers will welcome the contemporary approach to money management in this audiovisual resource. The content of the video links directly to the Stages 4 and 5 commerce syllabus. It provides information on the concepts of needs and wants, and is useful as a stimulus for students to construct their own simple budgets through an analysis of income and expenses. Students could then develop their own savings goals, and brainstorm some money saving ideas. They would also be able to recognise the pitfalls often associated with impulse buying and the use of credit cards. By targeting adolescent interests, the video connects and makes relevant important commercial concepts for middle school students. K. Wratten

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Commerce 7-10
SUPPLIED: Infosentials SCIS 993498

Ethical investment/ edited by Ross Knowles. 2nd ed. Choice, 2000
ISBN 0947277641

[332.6]

Business studies outcomes relating to the impact of management decisions on business stakeholders, and to the analysis of social and ethical responsibilities of management, are well served by this book. Compulsory reading for potential financial investors, it aims to provide the knowledge for making informed choices about investments. For students, the case studies alone are of tremendous value. Chapters in **Examining the issues**, by respected practitioners, discuss the economic viability of ethical investments. **Company profiles** provides objective analyses of the conflict of ethical ideals for two Australian companies. This chapter is relevant to the *Financial planning and management* topic in the *Business Studies: Stage 6 syllabus* (approved 1999). A number of funds are evaluated in **Ethical investment alternatives**. N. McFayden

USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SUPPLIED: Paper SCIS 1007588

The earth strikes back [series]

Belitha Press, 2000

Subtitled *How we use and abuse our planet*, the books in this excellent series provide clear statements of our need to preserve natural resources. The dependence of humanity on land and water resources is explained, and examples are carefully selected to provide a global picture. Factual information includes: the treatment and non treatment of sewage, water and diseases; water shortages; pollutants; and land degradation linked to human activities. Strengths lie in thorough research, clarity of presentation, and the linking of solutions to personal action and cooperative management. Global maps, interesting facts and figures, excellent photographs and some simple experiments add to the usefulness of these books. J. Kennelly

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6

Titles in this series include:

Land SCIS 999529
Water SCIS 999528

HEWITT, Sally

It's science! [series]

Watts, 2000

Clean layout, vibrant covers, excellent colour photographs and large text fonts combine to produce a practical set of resources for introducing topics in science and technology, such as light; sound; energy resources; human metabolism; magnetism and other natural forces; machinery; and applied mechanics. **Try it out!**, **Think about it!** and **Look again** are supportive sidebars, marked with icons and scattered throughout the text, to direct students to important information and aspects for further investigation. Books in this series would be appealing additional resources for primary students. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SUPPLIED: Paper

Titles in this series are:

Forces around us SCIS 1007420
Full of energy SCIS 1007410
Hearing sounds SCIS 1007434
Light and dark SCIS 1007437
Machines we use SCIS 1007413

MATHEWS, Race

Jobs of our own: building a stake-holder society: alternatives to the market and the statePluto, 1999
ISBN 186403064X

[339.2]

For the often cramped senior humanities curricula, this advanced work provides material to: stimulate debate and discussion on the notion of Third Way politics; and evaluate the legacy of industrialised capitalism, poverty, and the dispossessed. In promoting the Third Way concepts of distributism, the common good, Christian socialism, and citizenship, former state and federal Member of

Parliament Mathews illustrates an alternative model for achieving equity in the distribution of wealth. Movements operating in Britain, Novia Scotia and Spain are detailed. The book is divided into two sections: **British distributism**; and **Distributism reborn**. Definitely a book for background reading and building the field, this is a valuable teacher and student resource. K. Wratten

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Economics Stage 6
SUPPLIED: Paper SCIS 975422

History of warfare [series]

Raintree Steck-Vaughn, 1999

Presented with excellent colour illustrations and featured text boxes, these books seem designed for young readers, but the subject matter and writing are appropriate for older readers. The authors are recognised military writers who make use of more demanding details, concepts and language, but a sense of a misplaced level persists and the material is not always evenly presented. Each book provides a military history of a particular period. Weapons and strategy are discussed, but the main emphasis is the history of events, particularly international conflicts and movements, often providing insights into events by passed in general histories. The modern world (post World War Two) volume, for instance, looks at wide ranging events such as wars of liberation, terrorism, and peace keeping. The series would appeal to those with a more specialist interest, and offer information appropriate to the *International studies in peace and conflict* section of the *Modern History: Stage 6 syllabus* (approved 1999). G. Spindler

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6

Titles in this series include:

Warfare in the modern world SCIS 1007647
Warfare in the nineteenth century SCIS 1007645

HUTTON, Drew & CONNORS Libby

A history of the Australian environment movementCambridge, 1999
ISBN 052145686X

[363.7]

Providing senior environmental studies and geography students with an understanding of the development of the environmental movement in Australia, this book is organised into five historical periods. It covers the 1860s to the 1990s, and describes the preservation movement in Australia. Students and teachers could use this resource to discover the environmental protection issues surrounding the specific cases of Lake Pedder, Kakadu and Fraser Island, or the more general issues related to forests and urban pollution. The growth and significance of political environmental activism is examined, and its evolution as a tool of social change. Bibliographic notes, some black and white photographs, and a key to abbreviations are useful additions. K. Wratten

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stage 6; Earth & Environmental Science Stage 6
SUPPLIED: Paper SCIS 969625

Global warming/ edited by Justin Healey, Spinney, 2000 (Issues in society 132)
ISBN 1876811412

[363.738]

The up to date, clearly referenced material presented in this book comes from a range of sources including major newspapers, the CSIRO, and Australian Greenhouse Office. Details cover: key statistics; a history of scientific consensus; explanations of process; methods of research; carbon credits; and the Kyoto Protocol. Issues surrounding climate change are relevant to HSIE and science and technology, at all but the earliest of stages, so the broad coverage is most convenient to teachers. For example, English teachers might use differing reports from CSIRO and newspapers to integrate environmental studies into their work. **Exploring the issues** is a useful one page summary. Lists of recommended reading and further resources are included. J. Kennelly

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE; ST
SYLLABUS: English 7-10; Geography Stages 4-5; HSIE K-6; Science & Technology K-6
SUPPLIED: Paper SCIS 1005351

Getting there [videorecording]EDplus, 1999 (16 min.)
ISBN none

[371.3028]

Intended as a practical guide for students and parents, this video aims to provide strategies to minimise stress in the final years of school. It stresses the importance of time management, recommending that students get organised early in the year. It is emphasised that the first step is to establish career goals. This may alienate those students who have no idea of what they want to do. A positive aspect of the video is the discussion of the importance of balancing fun, exercise, and study. The video features a teacher as narrator, with scenarios of typical situations in senior students' lives. A. Soutter

USER LEVEL: Stage 5 Stage 6 Community
KLA: VOC ED SCIS 999255

FOX, Deborah

People at work [series]

Evans, 2000

This well designed British series reveals the hidden jobs in large organisations. The book publishing process is explained by introducing the people involved, from editorial meetings to printing press. A nurse guides us through sections of a children's hospital to meet doctors, operating theatre staff, and radiographers. Duties of kitchen, housekeeping, and maintenance staff are featured in *People at work in a hotel*. The familiarity of the department store is peeled back to explain jobs of counter staff, and those behind the scenes. Some insights into financial and marketing aspects are often given. Clarity of layout, and photographs which accurately reflect the written text, also make these books a useful resource for students investigating career options. E. Kesby

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; VOC ED
SYLLABUS: HSIE K-6

Titles in this series include:

People at work in a children's hospital SCIS 1000053
People at work in a department store SCIS 1000686
People at work in a hotel SCIS 1000687
People at work making books SCIS 998848

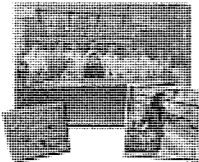
MACDONALD, Fiona

Yesterday and today [series]

Watts, 2000

Smartly designed, the books in this informative series provide many contrasts between old and new for several social phenomena. Historical sepia or black and white photographs sit alongside large colour images of artefacts and contemporary snapshots of shops, houses, toys, and clothing. While compiled in the United Kingdom, using distinctively English source material such as Harrod's department store, Rupert Bear toys, and London slums, much of the information remains sufficiently relevant for young Australian audiences. Each double page spread is bordered by a timeline, which assists students to place the facts into their historical contexts. I. McLean

Going Shopping



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SUPPLIED: Paper

Titles in this series are:

- Going shopping** SCIS 1007591
- Houses and homes** SCIS 1007451
- Toys at playtime** SCIS 1007447
- What we wear** SCIS 1007442

20th century fashion [series]

Heinemann Library, UK, 1999 [391.009]

This well designed series of books documents fashion from the early 1900s to the 1990s, allowing users to draw conclusions about how people are influenced by fashion. The presentation of social and cultural changes that have occurred throughout the last century, in terms of fashion design trends and technological developments, is simple yet effective. Colourful photographs, and appealingly appropriate page border designs, make these resources most appealing to the eye. These books are an excellent starting point for students researching the history of fashion and costumes in textile studies. They are also an enjoyable reading experience for fashion conscious students, imparting an appreciation of style and change. C. Bertram

USER LEVEL: Stage 5
KLA: TAS
SYLLABUS: Textiles & Design 7-10

Titles in this series are:

- 1900-20: linen & lace** SCIS 999642
- The 20s & 30s: flappers & vamps** SCIS 999646
- The 40s & 50s: utility to new look** SCIS 999648
- The 60s: mods & hippies** SCIS 999651
- The 70s: punks, glam rockers & new romantics** SCIS 999653
- The 80s & 90s: power dressing to sportswear** SCIS 999670

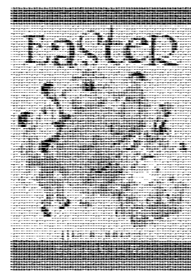
BRUCE, Jill B.

Easter

Kangaroo, 2000
 ISBN 0731808975 [394.2667]

A comprehensive resource, this book encompasses information about Easter which would be useful in the Cultures strand of the HSIE K-6 syllabus, most particularly in the Celebrations unit.

The book includes explanations of what Easter is and when it began, and also gives detailed definitions of Lent, Palm Sunday, and Passover. Easter customs in Israel are discussed, and an excellent map of Holy sites is included. Various pages depict how Easter is celebrated in different countries, beginning with Australia (and the Easter bilby), then Great Britain, Ireland, Germany, Russia, South America, and the United States. Practical pages include recipes for hot cross buns, pancakes, Easter eggs, egg decorating, and making Easter cards. All pages are clearly set out and accompanied by colourful illustrations. J. Eade



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SUPPLIED: Paper SCIS 997007

BOUCHARD, David & HUANG, Zhong-Yang

The mermaid's muse: the legend of the dragon boats

Raincoast, 2000
 ISBN 1551922487 [398.20951]

In this attractive, large format picture book, illustrated with striking oil paintings, the legend of the Chinese poet Qu Yuan, and the origin of the now famous racing dragon boats, are presented. Blending history, legend and imagination, the story shows the pain of exile and the tentative growth of an unusual friendship, concluding with a mystical and mysterious disappearance. The framing story, setting the tale within a contemporary family, is intrusive and superfluous. If the centring of text on each page is intended to imply its poetic nature, the device fails, for the language is flat, dull and unoriginal: especially disappointing are Qu Yuan's poems. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6 SCIS 100155

WALKER, Richard & SHARKEY, Niahm

Jack and the beanstalk

/ based on the tale by Joseph Jacobs. Penguin, 2000 (Puffin)
 ISBN 0140567054 [398.20942]

The favourite tale has been retold in this version, using modern language although retaining the traditional plot. The language used is colloquial, descriptive, and interesting. This assists young readers to become involved in the story. The contemporary style illustrations are mainly simple and clear, with more detail in the delightful depictions of the magic beans and the giant's castle. There is a good balance between text and illustrations on each page, and illustrations are effectively used to enhance the text. This makes the book suitable for shared reading with Early Stage 1 and Stage 1 students, or independent reading for later Stage 1 and Stage 2 students. K. Wheeler



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 998735

MORRIS, Neil

Children's first book of science

Parragon, 1999
 ISBN 0752530852 [500]

The large, sturdy format, clear font, glossary icons, well sized colour photographs and labelled diagrams make this an excellent resource for use with groups of students. A range of eighteen science and technology topics is covered, including: Time; Solids, liquids and gases; Magnets; Light and colour; and Technology in the home. There are also numerous sections dedicated to aspects of transport and flora. Each chapter features fact boxes and vocabulary lists. A preface, How to use this book, identifies the usefulness of the book's attributes for teachers and students. A Quiz provides an excellent summary of key facts, complete with page number clues to assist information retrieval. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1007652

Other titles in this series include:

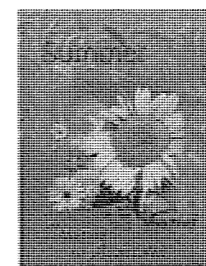
- Children's first book of animals** SCIS 1007660
- Children's first book of earth and space** SCIS 1007657
- Children's first book of long long ago** SCIS 1007616
- Children's first book of the human body** SCIS 1007622

PYERS, Greg

Seasons in Australia [series]

Heinemann Library, 2000

Handsomely produced, and generously illustrated with coloured illustrations, maps and diagrams, this highly recommended series explains the seasons specifically as they occur in Australia. Key information about weather and the causes of seasonal change is included in each volume, with an overview of that season in each state, and information on specific topics: floods; droughts; cyclones; bushfires; the El Nino effect; greenhouse warming; and ozone depletion. While each volume is complete, the series would be most effective if used together. In three of the titles there is brief reference to Aboriginal peoples' knowledge of seasonal changes for some areas, though implications for lifestyle and Aboriginal relationship with the Land are not elaborated. W. Smith



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: ST
SYLLABUS: Science & Technology K-6

Titles in this series are:

- Autumn** SCIS 1007620
- Spring** SCIS 1007603
- Summer** SCIS 1007604
- Winter** SCIS 1007617

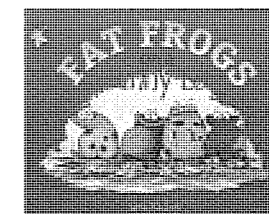
RICHES, Sara

Fat frogs on a skinny log

Scholastic, 2000
 ISBN 1865042234 [513.2]

An appealing book, this presents counting practice from one to ten in an interesting way. The story begins with one frog and builds to a humorous ending when ten frogs are on the log. The language is

rich and descriptive, with repetition used for consecutive numbers. The detailed illustrations on each page provide many discussion points. A variety of text fonts reflect effectively the descriptions of the log. Younger children would enjoy the gradual building of events while counting. K. Wheeler



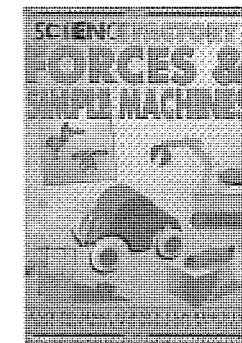
USER LEVEL: Early Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
SUPPLIED: Paper SCIS 998743

RICHARDS, Jon

Forces and simple machines

Watts, 2000 (Science factory)
 ISBN 0749634359 [531]

Making simple machines that work is the exciting focus of this book. An experimental, hands on approach is used in leading students to discover the relationships between: levers and friction; axles and wheels; ropes and pulleys; and wheels and cogs. As students do so, they learn how to make: a mechanical grabber; spinning tops; gears and cogs that turn; build a car; and learn how to counter balance weights against gravity. Best of all, these projects are simple enough for students to enjoy managing them. Formal guiding sketches and photographs effectively support the large, clearly written text. L. Ward



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1002448

Titles in this series include:

- Chemicals & reactions** SCIS 1002453
- Shapes & structures** SCIS 1002460

WRIGHT, Lynne

The science of noise

Wayland, 1999 (Science world)
 ISBN 0750224045 [534]

A great reference on sound, this book contains excellent colour photographs and illustrations, and child friendly language. The concepts are explained in simple terms and labelled diagrams are well annotated. Although technical terminology is not always supplied, students can easily associate the information with their everyday experiences. It encourages them to become involved in a scientific exploration of sound and the sense of hearing, stimulates their thinking and listening skills, and challenges them to investigate through the use of open ended questions. A Noise topic web is included, providing teachers with ideas for activities to integrate across key learning areas. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1002093

SUTHERLAND, Lin

The Reader's Digest children's book of earthquakes and volcanoes

Reader's Digest, 2000 (Reader's Digest pathfinders)
ISBN 1840882816 [551.2]

Here is a well illustrated, graphic reference to support the Stage 4 geography syllabus. It provides middle school students studying the mandatory *Global environments* section, or the *Environments at risk* elective, with clearly explained information on geomorphologic processes, earthquakes, and volcanoes. Special design features attract the reader; these include the use of word builders and fact boxes. Pathfinders lead the reader from one section to another, whilst **Inside story** sidebars give students clear accounts of eruptions, tremors, and earthquakes, as told by geologists, oceanographers, and scientists. The activities in **Hands on** provide teachers with details of creative experiments and observations that can bring these topics alive. K. Wratten

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5 SCIS 1002361

KOVACS, Deborah

Off to the sea: an inside look at a research cruise

Raintree Steck-Vaughn, 2000 (A Turnstone ocean pilot book)
ISBN 0739812289 [551.46]

Readers are given a profile of the US ocean research ship, *Atlantis*, through the well presented chapters of this resource. Background information on life on board is presented, before the real work of the vessel is discussed: finding ocean vent sites; diving in the submersible vessel, *Alvin*; and the ocean life they find at the darkest depths. The process of scientific analysis once the samples reach the ship is described. The text is vital and instructive, colour photographs and diagrams well used. L. Ward

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1007559

KESPERT, Deborah & BARRACLOUGH, Sue

Rain and shine

Two Can, 2000 (Ladders)
ISBN 1854348663 [551.6]

Although this is not an Australian publication, the information presented about weather and the seasons is relevant. The contents page is clearly set out and provides a quick way for readers to find specific topics. Each topic is set out on a double page, with factual text clearly set out around illustrations and photographs. The weather and the seasons sections have a quiz at the end, which may need guidance as the questions are arranged around the edges of the pages. An enjoyable and humorous short story is included at the end. K. Wheeler

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
SUPPLIED: Paper SCIS 1007653

HEWITT, Sally

Life cycles

Watts, 2000 (An Aladdin book/Discovering nature)
ISBN 0749637153 [571.8]

This full colour book, printed in a large type size, uses several strategies to engage young readers in the topic and make information about life cycles accessible to several reading levels. These include: simply labelled diagrams; fact boxes; flow charts; and warning icons and sidebars. Chapters explain human, plant, bird, amphibian, reptile, and insect life cycles. A great feature of the book for primary teachers, is the addition of simple activities and experiments, such as: **The wheel of life**; growing plants from seeds and cuttings; and making a potato maze. These are easily demonstrated in the classroom. K. Chauncy

USER LEVEL: Stage 1 Stage 2 Professional
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1002467

HARTLEY, Karen

Senses

Heinemann Library, 2000

An excellent introduction to the human senses, this series devotes a full book to each sense, and one to the sixth sense and other special senses. Each of the first five books follows a simple but informative content structure, which presents young students with an interesting, stimulating and appropriate research tool. The sixth title takes the reader beyond the obvious to explore their associated senses of rhythm, balance and hunger, before then investigating some of the simpler, special associated senses of animals and plants. All of the books feature large, clear and appropriate printed material supported by excellent colour photographs. L. Ward

USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6

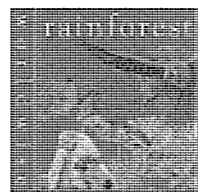
Titles in this series are:
Hearing in living things SCIS 1007628
Seeing in living things SCIS 1007630
The sixth sense and other special senses SCIS 1007601
Smelling in living things SCIS 1007597
Tasting in living things SCIS 1007633
Touching in living things SCIS 1007625

CLARKE, Penny

Rainforest

Watts, 2000 (Worldwise)
ISBN 0749638095 [577.34]

Numerous fascinating facts and vibrant pictures contribute to the usefulness of this small book for children seeking the answers to questions like "Why are rainforests important?" This and many other questions are posed and answered in easily understood text, with superbly detailed picture support. Every page has maps, pictures, captions, and large sized text, which fill all available space. Teachers will find this a valuable resource in dealing with ecology and environmental issues, and helpful for the Stage 3 HSIE unit, *Global environments: rainforests*. Students will enjoy the book for its interesting content and visual appeal. S. Rasaiah



USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SUPPLIED: Paper SCIS 1007390

Other titles in this series include:

Insects and spiders SCIS 1007406
Space SCIS 1007359
Volcanoes SCIS 1007401

HOOK, Cheryl

The Antarctic

Macmillan, 2000 (Water worlds)
ISBN 0732960584 [577.5]

While not providing a great deal of detail, this book gives an informative, clear and concise overview of the complexity of Antarctic geography, climate, ecology, and biodiversity. It also explores the extent of human interest and activity in the region, including the environmental implications of this activity. Highlighted is the importance of this area to our understanding of the earth's climate and atmosphere in the past, present, and future. Information is well set out for visual impact. Colour is used extensively, in headings, useful diagrams, and photographs to complement and extend the information, and to highlight and break up page arrangement. This is an eye catching and accessible resource for students. N. Chaffey

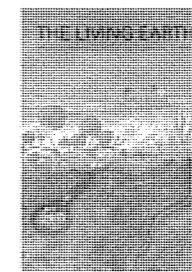
USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6 SCIS 1006012

SCHMID, Eleonore

The living earth

North-South, 2000
ISBN 0735813159 [577.5]

A beautifully presented book, this work features illustrations which are attractive and realistic. The book looks at the earth beneath our feet and its complex ecosystem. Each double page consists of a full page illustration, with minimal text explanations of four to five sentences. Intricate illustrations of plant roots, microscopic organisms, earthworms and animal burrows beneath the soil are depicted on several pages. The dependence of people on the earth, environmental concerns, and our sometime exploitation of its resources are also examined. The story carries a warning of the need to look after the earth for our future survival. This is an attractive resource, which will also be suitable for use in the science and technology syllabus. J. Eade



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1006426

Water worlds [series]

Macmillan, 2000 [577.6]

Compiled in conjunction with the Australian Museum, these attractive, clearly written and informative books contain food webs, life cycle diagrams, and interesting photographs with appropriate captions and labels. The books highlight the fragility of

ecosystems, point to adverse human impacts, and detail ways of helping to protect water habitats. *Fresh water* will be of particular interest to Stage 2 and Stage 3 classes undertaking freshwater studies. Plant and animal adaptations, useful information for the science and technology unit, *A change for the better*, are described, including such creatures as the burrowing frog. Human impacts, such as polluting water, and changes to water flows and salinity, are also explained. J. Kennelly

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

Titles in this series include:

Coral reefs SCIS 1006008
Fresh water SCIS 1006006
Mangroves SCIS 1006002
Oceans SCIS 1005995
Sea shores SCIS 1005999

ROBERTSON, Matthew

The Reader's Digest children's book of insects and spiders

Reader's Digest Children's, 2000 (Reader's Digest pathfinders)
ISBN 1840882824 [595.7]

A boldly colourful, visual book, on a subject of immense appeal to many students, the large size format encourages sharing with a small group. The amount of insect and spider information is enormous, and could support aspects of a unit on minibeasts. Presented in numerous ways, the icons (for **Inside story**; **Hands on**; **Word builders**; **That's amazing!**; and **Pathfinder**) make facts accessible, even for Early Stage 1 students. Each double page spread features: full colour photographs; labelled illustrations; fact boxes; activities; and life cycles. There are contents pages for the entire book and for each topic, plus a comprehensive glossary and index. This book is an exceptional primary school resource. K. Chauncy

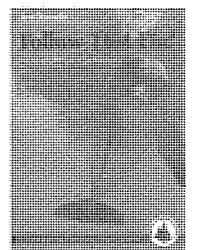
USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: Science
SYLLABUS: Science & Technology K-6 SCIS 1002180

SAMUELS, Amy

Follow that fin: studying dolphin behaviour

Raintree Steck-Vaughn, 2000 (A Turnstone ocean pilot book)
ISBN 0739812300 [599.53]

Beautifully presented, with good, colour photographs and well labelled illustrations, this resource leads readers through a series of exciting chapters, which focus on different aspects of dolphin life. Topics covered include daily events in a dolphin's life, and how marine scientists study animals. A close up view of dolphins at Shark Bay, and information on caring for dolphins in captivity at Chicago Zoo, are included. Because the author spends three months of every year watching Australian dolphins in Shark Bay, much of the book has a distinctly Australian flavour. The animal study notes feature baboon families and dolphins. The text is vital and instructive. L. Ward



USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1007683

TYM, Kate

Bear hugs

Element Children's, 2000
ISBN 1902618017 [599.78]

Interesting and little known facts about animals, with a focus on bears, are presented in this book. Bear habits and behaviour, in the wild and in captivity, the origin of the teddy bears, plus anecdotes of bear relationships with humans, are featured. The place of bears in Inuit, native American, and European folklore, is discussed. Crowding the main text are recurring framed sections, headed: **Celebrity bear** (famous fictional bears); **Giggly bear** (animal riddles and jokes), and **Did you know...?**. Small, whimsical black line illustrations by John Blackman are scattered throughout. **Bear brained** is a light hearted quiz which summarises facts for the able reader. L. Crofts

USER LEVEL: Stage 2 Stage 3
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
SUPPLIED: Paper SCIS 999972

BUTTERFIELD, Moira

Who am I? [series]

Belitha, 2000

Everyone enjoys a riddle, and the author uses this tool superbly to introduce young readers to the quite detailed study of animals. Large type face and realistic illustrations further assist engagement with the text. Each title in the series looks at one animal, which is introduced by a riddle. Anticipation builds as every second page that follows shows a close up of one part of the animal's anatomy with accompanying text. There are also other related objects for the reader to observe. The riddle is solved before the end of the book, allowing space for information on the animal's natural environment, questions to reinforce the knowledge gained, and a simple glossary. J. Quirk



USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6

Titles in this series include:

- Who am I? I am heavy and hoofed, gentle and slow. I eat grass and hay** SCIS 1007717
- Who am I? I am loud and crowing, proud and strutting. I have a sharp beak** SCIS 1007714
- Who am I? I am pink and curly-tailed, fat and grunting. I live on a farm** SCIS 1007674

GREENAWAY, Theresa

Minipets [series]

Raintree Steck-Vaughn, 2000

An excellent set of resources to support a science and technology unit on minibeasts, these books could be used to model various types of text and simple ways of keeping accurate scientific records. The easy to read written information, and coloured photographs by Chris Fairclough, enable students to locate information on physical characteristics of small fauna, their environments and survival features. Also explained are the hazards of introducing animals into a foreign environment. It is important to note that some of the

content, eg. in *Tadpoles*, does not reflect current policies and practices encouraged in NSW schools concerning the capture, breeding and keeping of animals in the classroom. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6

Titles in this series include:

- Ants** SCIS 1007744
- Centipedes and millipedes** SCIS 1007602
- Tadpoles** SCIS 1006815

BROWN, Graham & HEPNER, Karon

The waiter's handbook

2nd ed. Hospitality, 2000
ISBN 1862504946 [642]

An essential manual for experienced and inexperienced waiters, the emphasis of this resource is on training in every aspect of professional service in the food and beverage industry. The chapters are divided into numbered paragraphs, each followed by a set of revision questions. The illustrations, cartoons and photographs, especially those showing the noble art of plate service, add to the clarity of instruction. For students of hospitality, it puts into perspective the importance of the role of a professional waiter, available career pathways, and national training levels. For those on the receiving end of professional waiting service, it provides a window of understanding into the pride taken in delivering such service. E. Kesby

USER LEVEL: Stage 6 Professional
KLA: VOC ED
SYLLABUS: VET Tourism & Hospitality Stage 6
SUPPLIED: Paper SCIS 99461

Business in action [videorecording] [series]

Learning Essentials, 2000 (approx. 22 min. each)
ISBN none

Four videos in this series provide useful material for several business studies topics, particularly for *Business management and change* in the *Business Studies: Stage 6 syllabus* (approved 1999). Elements of business planning and strategies, management structures, management skills, and competencies are analysed in businesses where innovative success and rapid growth have been distinguishing features. A common presentation format means that the videos are easily used for introductory or follow up viewing, to identify and analyse success factors. Alternatively, programs could be broken into discrete sections. Selection of case studies is geared to student interests (eg. design; pop music; the environment; Target stores). Each case study is presented in sufficient depth for comparison purposes, especially in regard to: managing change effectively; nature and sources of change in business; or the Preliminary *Business research task*. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SUPPLIED: Infotentials

Titles in this series include:

- Designing success: Miriam Bereson Design** SCIS 998121
- Inputs, outputs, wastes: Visy Recycling** SCIS 998120
- Shock management: Shock Records** SCIS 998115
- Targeting management: Target Australia** SCIS 998113

WENTK, Richard

Computers for small business: what you need to know

Australian ed. Choice, 2000
ISBN 094727765X [658]

Primarily a guide on applications of computers for small business operators, the organised structure of this handbook leads readers through an understanding of how computers and software applications may meet the needs of a small business enterprise, present and future. Chapters include: **Managing money**; **Working with information**; **Advertising and promotion**; and **Safeguarding your investment**. For students, it has obvious links to business studies, particularly in the Preliminary business case studies, and the HSC topic, *Small business management of the Business Studies: Stage 6 syllabus* (approved 1999). Special features of this text enable the reader to explore the role of the Internet for business, and develop understandings of the notion of **E-commerce and the electronic economy** in simple language. K. Wratten

USER LEVEL: Stage 6
KLA: HSIE; VOC ED
SYLLABUS: Business Studies Stage 6; VET Information Technology Stage 6
SUPPLIED: Paper SCIS 1003331

Australian small business: an overview

[videorecording]
Learning Essentials, 1999 (VC Media education & training resources) (20 min.)
ISBN none [658.02]

Covering the history and fundamentals of small business, from definitions and economic impact, through to planning and future challenges for Australia's 9000 or so small businesses, this video suggests a variety of teaching approaches for the Preliminary topics, *Nature of business* and *Establishing a business* in the *Business Studies: Stage 6 syllabus* (approved 1999). Important syllabus concepts and content are given brief but clear introductions, and the resource lends itself to use in follow up treatment of the basics. Relevant three or four minute segments could also be isolated to consider elements (ie. structure) separately, or in depth. Presentation is colourful, consistently using screen headings, summaries and tables, and an interview format interspersed with action shots of small businesses operating in the field. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6 SCIS 993496

Managing a small business [videorecording]

Learning Essentials, 1999 (20 min.)
ISBN none [658.02]

What makes a successful business manager? A comparison of management operations for three different Australian businesses is the central theme of this straightforward, well presented video. It provides an overview of the small business sector of the Australian economy, and is an excellent resource for introducing or developing the Preliminary topic, *Nature of business* in the *Business Studies: Stage 6 syllabus* (approved 1999). Teachers' notes provide discussion questions for the video as a whole, but each of the case studies (presented by personable, young owner/managers) provide

valuable resource data for comparison purposes. An original and creative file card format introduces each operator; students will appreciate their commonsense and direct answers. The advice given by each is remarkably similar, strongly reinforcing the syllabus content. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SUPPLIED: Infotentials SCIS 993506

The new web of marketing [videorecording]

Learning Essentials, 1999 (VC Media education & training resources) (30 min.)
ISBN none [658.8]

The *Business Studies: Stage 6 syllabus* (approved 1999) topics, *Business management and change*, and *Marketing*, are well served by this video. Highlighting the shifts in technology that prompted the staggering worldwide growth of Internet marketing, it includes professional views and current real life examples to illustrate the dramatic changes. Presentation of web sites is creative and colourful, with three sites examined to provide valuable case study material. Key questions in the accompanying teachers' notes provide a framework for using the interviews with students. Useful for introductory or follow up activities, the video's four segments support both group discussion and individual research. Teachers will appreciate the suggested activities included with the accompanying study notes. N. McFayden

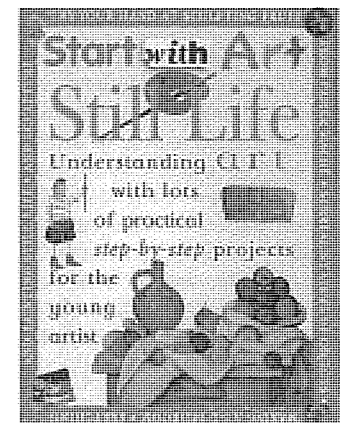
USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SUPPLIED: Infotentials SCIS 993495

LACEY, Sue

Start with art [series]

Franklin Watts, 2000

Using a variety of twentieth century artists as a starting point, this series treats each topic in a highly practical way. We can compose like Cezanne, texture like Van Gogh, mix colour in the same way as Suerat, and organise bold, colourful shapes reminiscent of Kandinsky's work. The coloured prints are of high quality, and the information



surrounding these gives us ample opportunity to appreciate the expertise of each artist. While some of the practical projects are stock experiences, others, such as creating a pastel sky in the vein of John Constable, show a degree of innovation. A young, independent reader would have no difficulty following the steps and accessing the simple glossary included. K. Ashley

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

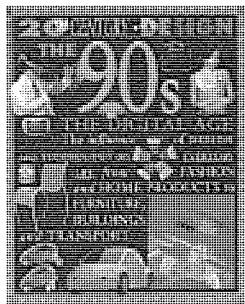
Titles in this series include:

- Landscapes** SCIS 1002324
- Still life** SCIS 1006760

20th century design [series]

Heinemann Library, 1999

Design and technology and their influence on all aspects of everyday life are shown in vivid form in this series. High quality photographs that spark the imagination are teamed with small sections of informative text. There are links through all the major decorative and functional arts, ranging from homeware and fashion to architecture and transport. Each double page spread begins with a succinct overview of the particular design focus. Particular aspects of these areas are illustrated with fascinating photographs. This is an excellent resource for a number of disciplines, including society and culture, history, visual arts, and graphic design. K. Ashley



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; HSIE; ST
SYLLABUS: Creative Arts K-6; Design & Technology 7-10; Design & Technology Stage 6; HSIE K-6; History Stages 4-5; Science & Technology K-6; Visual Arts 7-10

Titles in this series are:

1900-20: the birth of modernism SCIS 1006082
20s and 30s: between the wars SCIS 1006083
40s and 50s: war and post-war years SCIS 1006081
The 60s: the plastic age SCIS 1006087
70s and 80s: the high-tech age SCIS 1006085
The 90s: the digital age SCIS 1006088

Artisans around the world [series]

Raintree Steck-Vaughn, 2000

The introduction to the books in this series poses a number of thought provoking questions, that could easily provide a starting point for a class or group workshop, or individual research. Students would need to be strong independent readers in order to use the books independently, as the information is multi layered and complex in its cross referencing links to the history, geography, society, and artistic examples of an area. The series aims at understanding geography and history through art. The practical projects presented are diverse, from tin ornaments to batik, and have varying degrees of difficulty. They would need to be tailored to suit availability of materials and ability of groups. K. Ashley

USER LEVEL: Stage 4 Stage 5
KLA: CA; HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; Visual Arts 7-10

Titles in this series include:

Northern Asia SCIS 1007696
Mexico and Central America SCIS 1007640
Southwest Pacific SCIS 1007691

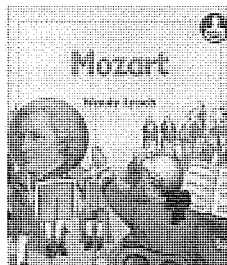
LYNCH, Wendy

Lives and times

Heinemann Library, 2000 [780.92]

In this informative introductory level series, a full book is devoted to each biography. Each book follows a simple structure, which presents young students with an interesting, stimulating, and

appropriate research tool. The books begin by telling the subject's life story, before an excellent guide to learning more about the person in question. The photographs illustrating the second section in each book are excellent. A different artist illustrates each book, and the illustrations vary in quality. The drawings illustrating Beethoven's life story lack clarity. Text is bold and clear, with new vocabulary clearly highlighted. L. Ward



USER LEVEL: Stage 1 Stage 2
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; HSIE K-6

Titles in this series include:

Bach SCIS 1007735
Beethoven SCIS 1007734
Mozart SCIS 1007733
Prokofiev SCIS 1007736

WOOLLEY, Marilyn & PIGDON, Keith

Leisure and sports

Macmillan Education Australia, 2000 (Knowing Australia)
 ISBN 0732950570 [790.0994]

Presenting an informative overview of Australian lifestyle, this book shows a range of modern day leisure activities. A contrast between city, home, and Outdoor leisure activities is shown, accompanied by colourful, glossy pictures and simple text. A selection of Popular sports commonly played in Australia, and some well known Sports achievers are covered. The Olympic Games, Paralympic Games, and some hobbies are briefly discussed. Most pastimes are accompanied by statistical information, presented in matrixes and graphs for ease of retrieval. This publication would be most useful for primary students. It is brief, yet covers many areas, and information is attractively presented. K. Bear

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6 SCIS 999026

Champions of Australian sport [series]

Echidna, 2000
 ISBN 1876672846

Each book in this sharply presented series features current sports people of Australia. An overview of the sport is presented as an introduction. This is followed by brief biographical information of various elite athletes or teams. The profile tables include: occupations; greatest sporting achievements; uniform colours; and statistics. An extremely current and informative series, the books include colourful action photographs, historical tables of All time greats for each sport, and glossaries. The book on Teams differs in that numerous sports are covered in the one volume, including: men's and women's basketball; hockey; netball; rugby union; and soccer. K. Bear



USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6

Titles in this series include:

Athletics SCIS 1005966
Cricket SCIS 1005948
Swimming SCIS 1005826
Teams SCIS 1005983
Tennis SCIS 1005945

The sun is laughing: a collection of poems

/ chosen by Sue Ellis. Walker, 2000 [821.008]
 ISBN 0744569982

Exposing its readers to a wide range of poetic styles and literary devices, this collection presents poems that feature a fresh way of looking at the world around them. Poems include selections from the works of: Edward Lear; Thomas Hardy; and Grace Nichols. They invite class discussion and interpretation, with several being suited to use with gifted and talented students, and to inspire creative thinking and writing. The language used ranges from very simple and easy to understand, through to some quite difficult words and interpretations. Each poem is thoughtfully illustrated, reflecting the mood of the poem. Illustrators include Cathie Falstead, Colin McNaughton and Emma Chichester Clark. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SUPPLIED: Paper SCIS 999265

HAMLEY, Dennis

Spilling the beans on: William Shakespeare and other Elizabethans from around the Globe

Miles Kelly, 2000 (Spilling the beans on)
 ISBN 1902947215 [822.3]

The tone of this learned and erudite investigation of the Shakespearean world is warm, friendly, and aimed at lower secondary students. Shakespeare is approached as a mystery by employing a detectives' notebook, and a series of questions to encourage speculation. It carefully places Shakespeare in a social context, and is quite engaging, with frequent multiple choice guided speculations to entertainingly separate myth from what we know to be true. Mike Mosedale's illustrations humorously support the text. This is a wonderful support for the junior secondary study of Shakespeare, and employs appropriate references to the works of the Bard. It includes a succinct appraisal of Renaissance Europe and Elizabethan England. W. Bowie

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
SUPPLIED: Paper SCIS 999923

Shakespearean tragedy [videorecording]

Learning Essentials, 2000 (Understanding Shakespeare) (30 min.)
 ISBN none [822.3]

While not related specifically to new HSC courses, this program does support the study of Shakespeare, as Hamlet and Macbeth are prescribed for the Standard and Advanced courses respectively of the English: Stage 6 syllabus (approved 1999). The presenters engage in a robust and supportive discussion of Shakespearean tragedy, illustrated at salient points by student readings of extracts from the texts. This does presume a working knowledge of the plays. Support notes with exercises focus on nine themes related to

Shakespearean tragedy, including: tragic heroism; soliloquies; supporting characters; reinterpretations; and the heroic moment of insight into tragic destiny. W. Bowie

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: Standard; Advanced SCIS 998109

Also available:

Shakespearean comedy SCIS 998114

HODGE, Brenda

One of many: poems from prison

Fremantle Arts Centre Press, 2000
 ISBN 1863682872 [A821]

Witty, lyrical, and self reflective, this anthology of 50 poems contains astute observations, sharpened by the poet's experiences as an inmate within Australian prisons between 1985 and 1994. The language and form are deceptively simple, economical, and eloquent. The clear, uncluttered imagery creates a powerful and stark reality, which is evocative and confronting. The poems deal with grief, guilt, alcoholism, violence, incest, fear, hope, and change, deftly and with sensitivity. There are also tributes and condemnations of family and friends. The poems could be linked thematically to senior texts (eg. Freud is wrong to Shakespeare's Macbeth), and used as stimuli for creative writing. F. Crum

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6
SUPPLIED: Paper SCIS 1002805

KOCAN, Peter

Fighting in the shade

Hale & Iremonger, 2000 (Contemporary Australian poets)
 ISBN 0868066893 [A821]

Kocan's warriors fight not only on familiar historic frontiers, but also starkly within realms both physical and imaginary that are familiar to us all. Deceptively simple language, rich in imagery, allusions, and delightful humour, betray the euphemisms of consensus that the poet questions. The poignant turmoil and lost causes of The Jacobite or Jekyll & Hyde are incisively contrasted with the single minded focus of individuals such as "The Business students..." (Tomorrow belongs to them) or the cacophony of "My neighbour's radio..." (Informed), which affronts our sensibilities and sensitivities. This is a marvellous collection by which to "...find the measure of the world/And of the human heart" (Explorer). E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
SUPPLIED: Paper SCIS 995457

DEAN, Philip

After January

/ adapted from the novel by Nick Earls. Currency, 2000 (Current theatre series)
 ISBN 0868196207 [A822]

During his annual holiday in Caloundra, Queensland, Alex's life is a mixture of television, body surfing, going to the library, and worrying about whether he will gain a university place in arts/law,

until he meets local resident, Fortuna, and her alternative lifestyle family. This play deals sensitively with the issue of first love, and safe sex, from the male perspective. Other themes include: expectations; family relationships and friendships; lifestyle choices; and fulfilment. The Teachers' notes, by Nataly Redhead Beh and Collette Brennan, contain productive classroom exercises, an interview with the playwright, and a useful bibliography. It is suitable for performance and reading at senior level with good male monologues and a female monologue. F. Crum

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Drama Stage 6
SUPPLIED: Paper SCIS 999385

FRY, Garry

Lockie Leonard, scumbuster

/ adapted from the novel by Tim Winton. Currency, 2000 (Currency teenage drama) ISBN 0868196088 [A822]

It is Christmas holidays at the beach. Thirteen year old Lockie, recovering from a broken heart, meets Egg, a heavy metal headbanger, and they soon become best friends. Together they uncover a deadly pollution threat and, with their families, arouse public opinion and save their harbour. This play features nine colourful characters (5 male, 4 female), acrobatic and mime sequences, and plenty of scope for imaginative staging. It provides an entertaining look at many issues. These include: environment; friendship; unemployment; depression; and rebelliousness. Easy to read, with witty dialogue and male monologues, it is useful as an English text for Years 7 to 8, and for school performance. F. Crum

USER LEVEL: Stage 4
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10
SUPPLIED: Paper SCIS 100443

GOW, Michael

Away [sound recording]

Louis Braille, 1998 (120 min.) ISBN 0732022789 [A822]

A popular, frequently studied contemporary Australian drama about the summer holidays of three families in the 1960s, Gow's play is now presented unabridged in audio form. The pack contains two cassettes that feature an engaging full cast production, with the range of actors' voices and sound effects bringing life to the text. The cast includes Stephen Pease and Deidre Rubenstein, although the cover shows actors from a previous Griffin production. The introductory commentaries help to set the play in its historical and social context. HSC students undertaking a study of this play in the context of the *Area of study: Change*, will find this production to be a valuable resource. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced* SCIS 1008507

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 enquiries to: Colleen.Foley@det.nsw.edu.au

MORRIS, Jill

Endangered!: play scripts & drama springboards for primary schools about endangered Australian animals

Greater Glider, 2000 ISBN 0947304509 [A822]

A unique spiral bound compilation of Australian plays, this features endangered fauna species as the focus. The ten photocopiable plays also present background information and ideas for research, drama springboards, and questions for stimulating the imagination. There are ideas for student improvisation, writing, and reflection. The style of writing is modern, with a fast flow of dialogue, and the plays vary in length from two to seventeen pages. Characterisation, mime, mask, movement, and the use of chorus and puppetry, are utilised in performance. The playwright's purpose is to raise awareness of environmental and conservation concerns. Her material, illustrated by Lynne Muir, supports integrated units for primary students, and cross syllabus units in Years 7 and 8. F. Crum



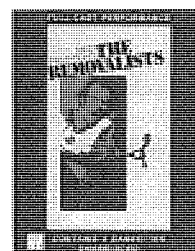
USER LEVEL: Stage 3 Stage 4
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; Drama 7-10; English K-6; English 7-10; HSIE K-6
SUPPLIED: Paper SCIS 999474

WILLIAMSON, David

The removalists [sound recording]

Louis Braille, 2000 (150 min.) ISBN 0732024382 [A822]

Williamson's early 1970s play about the undercurrent of violence in Australian society is available unabridged on audio cassette. An engaging, full cast version of this well known drama is preceded by a number of other useful resources. There is a synopsis of the play followed by an autobiographical sketch of the author. In addition, three introductory audio essays provide various perspectives on this work, including comments on authority, violence, and punishment by Frank Galbally and Ian Turner. For a play frequently studied by senior students, this audio resource provides another dimension to enhance students' appreciation of a drama that has long been revered for its astute social comment. C. Sly



USER LEVEL: Stage 6
KLA: Drama; English
SYLLABUS: Drama Stage 6; English Stage 6: *Preliminary, Standard; ESL; Fundamentals* SCIS 1008007

MARSDEN, John

Marsden on Marsden: the stories behind John Marsden's bestselling books

Pan Macmillan, 2000 ISBN 033036216X [A828]

Although sentimental in places, this book is a great alternative to an author visit. Marsden explores, in an easy to read fashion, the

real people and plots behind his popular novels. The book is suitable for classroom teachers in preparation, and for students who are engaged by Marsden's writings and characters. Each chapter explores a novel, nine in total, and two chapters are dedicated to the seven part *Tomorrow* series. Links between the characters and novels are clearly stated, as are the realistic themes on which they are based. K. Taylor

USER LEVEL: Stage 4 Professional
KLA: English
SYLLABUS: English 7-10
SUPPLIED: Paper SCIS 1009736

YOUNG, Karen Romano

Arctic investigations: exploring the frozen ocean

Raintree Steck-Vaughn, 2000 ISBN 0739812327 [919.804]

Everything a reader may want to know about journeying to and surviving in the polar regions of the world is contained in this book. Written in a documentary style, describing what daily life is like for scientists on expeditions, the text is informal and easy to follow. The coloured photographs are fascinating, and give an insight into everyday existence in the Arctic. A study by scientists from the Woods Hole Oceanographic Institution is described. They are undertaking the study of the millions of square kilometres of Arctic Ocean. The data collected helps us understand how the global ocean system affects our planet. This is a useful resource for the science and technology unit, *Environment matters*. S. Rasaiah

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6 SCIS 1005989

OLIVER, Martin

Spilling the beans on: Tutankhamen and other mummy's boys

Miles Kelly, 2000 (Spilling the beans on) ISBN 1902947207 [932]

From its catchy title and easily read text, through to Mike Mosedale's line cartoons, this book provides an enjoyable, but surprisingly detailed, account of the role of the pharaohs in ancient Egypt. After an introduction to the Amarna period, the book focuses on the life and discovery of the tomb of Tutankhamen and its associated mysteries. **The gods squad** lists the names and attributes of the gods as if they were characters in a deck of playing cards. Profiles, mock newspaper articles, humorous diary entries and quizzes present aspects of: government; pyramid building; tombs; mummification; and hieroglyphs. This is a useful introduction to ancient Egypt and Tutankhamen for junior students. B. Hull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
SUPPLIED: Paper SCIS 999885

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 enquiries to: Colleen.Foley@det.nsw.edu.au

STROUD, Jonathan

Ancient Rome: a guide to the glory of imperial Rome

Kingfisher, 2000 (Sightseers: essential travel guides to the past) ISBN 0753404117 [937]

In keeping with the concept of a tourists' modern day travel guide, this book includes tourist information on ancient Roman food, accommodation, baths, and theatre. Coloured diagrams and illustrations, and some small photographs, support the text. Social aspects are presented throughout, beside red tick icons, as sightseers' tips. These snippets will arouse the interest of young readers, especially the less squeamish, who delight in such trivia as liquamen sauce, public urine jars, and the vomitorium. A durable, fold out map highlights major sites of interest, such as the Circus Maximus, Colosseum, and Camp of the Praetorian Guard. This is a fascinating introduction to life in ancient Rome. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
SUPPLIED: Paper SCIS 1006455

Other titles in this series include:

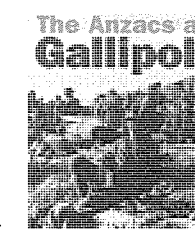
Ancient Egypt: a guide to Egypt in the time of the pharaohs SCIS 1006432
Ancient Greece: a guide to the golden age of Greece SCIS 993054

PUGSLEY, Chris

The ANZACS at Gallipoli

Lothian, 2000 ISBN 0734400705 [940.4]

A good introductory book for an important stage in Australia's development as a nation, this work does not introduce any new material. Through images and text the author outlines the stages of the military campaign at Gallipoli, and its consequences in Australia. The use of primary sources, photographs, and letters from the Diggers augments the well researched text. It may be used in a number of ways for the relevant HSIE syllabuses. The simply written text is appropriate for a range of students. A solid bibliography, including the Australian War Memorial Internet site, encourages students to extend their knowledge. C. Dorbis



USER LEVEL: Stage 3 Stage 4 Professional
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
SUPPLIED: Paper SCIS 998673

TAYLOR, Barbara

World of castles

Southwater, 2000 ISBN 1842150456 [940.1]

Many aspects of castles of the Middle Ages are introduced across double page spreads in this book. Generously illustrated, with full colour photographs, drawings, and diagrams, the small print (especially of the captions) and cramped layout may not be encouraging for some readers. Castle topics include: building a castle; defence; entertainment; and examples of everyday life. There is

also an informative cross sectional diagram of a castle. Practical projects for history students, such as making medieval gowns, cooking sweet cheese flans, and constructing models of castles and catapults, are featured as procedural texts. The timeline, with its world view of castles and innovations, provides a handy reference. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
SUPPLIED: Paper SCIS 1001900

FIELD, Catherine

China

Raintree Steck-Vaughn, 2000 (Nations of the world)
 ISBN 0817257810 [951]

A comprehensive exploration of the geography, economy, and culture of China is provided in this resource. Despite the level of detail of the text, this book is extremely accessible for primary students, due to good use of page layouts, illustrations, and blocks of colour. Maps, drawings, photographs, and graphs are used to advantage to aid the study of this unique country, the third largest country in the world. A double page almanac, and a timeline combining world history and Chinese history help to make this a valuable resource for students. J. Quirk

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6 SCIS 1007596

Other titles in this series include:

France SCIS 1007598
Mexico SCIS 1007599

Welcome to my country [series]

Times Media Private, 2000

Each book in this series provides comprehensive information about the selected country in a clearly set out, simple manner. The text is large and uncomplicated, which makes it ideal for use by students from Stage 1 and Stage 2, while Stage 3 students would find it easy to obtain basic facts needed for research. The information on the land, its history, government, economy, people and lifestyle, language, arts, leisure and food, makes this series a useful resource for the HSIE units *Celebrations*, *People and their beliefs*, and *Identity and values*. Other excellent features include up to date photographs, clear, colourful maps, pronunciations where applicable, and other suggested resources including books, videos and web sites. Internet sites would need to be checked to verify curriculum relevance. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6

Titles in this series include:

Welcome Brazil SCIS 1007755
Welcome to Egypt SCIS 1007754
Welcome to India SCIS 1007760

Do you have a great idea for a future *Scanarticle*?
 Please ring The Editor on 02 9336 7501 or email
 an.McLean@scet.nsw.edu.au

MURPHY, John

Imagining the fifties: private sentiment and political culture in Menzies' Australia

University of New South Wales Press, 2000 (A Pluto Press Australia book)
 ISBN 0868406902 [994.05]

A period of Australia's history that laid much of the foundations for contemporary society is explored in this book. The complex period of the fifties, still causes controversy, yet is not as well recognised in popular culture as the sixties. The migration of Europeans, the growing Aboriginal movement for freedom, the origins of the protest movement, the Communist scares and Menzies conservatism dominated the period. The book exposes myths of the era through a rational interpretation of primary material. It is a very useful reference book for many HSIE topics or themes. C. Dorbis



USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5
SUPPLIED: Paper SCIS 1005846

Australia's national identity

/ edited by Justin Healey. Spinney, 2000 (Issues in society 133)
 ISBN 1876811420 [994.06]

Two aspects of national identity that provide the foci of this book are: **Defining our nationhood**; and **Beyond the referendum**. This is a collection of relevant, up to date: newspaper articles; magazine features; texts of speeches; government reports and statistics; surveys; and literature from special interest groups. In addition, there are timelines and fact sheets. The diverse range of writers includes: Malcolm Turnbull; Liam Powell; representatives of government departments; and the Council for Aboriginal Reconciliation. This book is a convenient starting point for an exploration of Australian national identity issues. Essay and discussion topics, and recommended reading lists, are provided. **Further resources** includes relevant Internet sites and addresses of key organisations. Internet sites would need to be checked to verify curriculum relevance. B. Hull

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
SUPPLIED: Paper SCIS 1005354

CHARLEY, C. J.

The big freeze

Penguin, UK, 2000 (Extreme expeditions 1/Puffin)
 ISBN 014130345X [998]

In this well designed, informative treatment of the earth's polar regions, the experiences of some brave adventurers are related. Using a range of primary sources, including diaries, photographs, and ship's logs, the book charts the successes and tragic failures of various explorers who have battled the harsh conditions of the Arctic and Antarctic Circles. The true tales range from early English, French and Dutch attempts to find a northern passage, to the more recent Antarctic efforts by Sir Ranulph Fiennes. The information is detailed, but well headed, cross referenced, and indexed.

Extensive supplementary material includes: a glossary; Polar timeline; survival information regarding clothing and health; and environmental aspects. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5
SUPPLIED: Paper SCIS 1006470

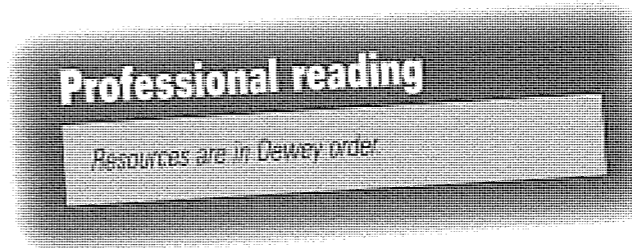
FREEMAN, Pamela

Pole to Pole

Koala, 2000
 ISBN 086461232X [998]

An information book with the format and feel of a picture book, this work gives a good overview and general insight into humanity's interest in and use of the polar regions. Though the print is small, the relatively simple text successfully presents the wonders, myths and mysteries, the biodiversity, and unique character of the species which live for at least part of the each year in the Northern and Southern polar regions. Philip Blythe's colour illustrations dominate each page, highlighting and supporting the text. While information cannot be accessed through a contents or index page, a numbered key to each illustration allows for accurate identification of the creatures illustrated. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6 SCIS 1005203



Love, lust & latex!: Julie McCrossin talks about sex, love & relationships with Robyn Archer... [and others]

FPA Health, 2000
 ISBN 0957713339 [306.70994]

An insight into the beliefs and values held by twelve well known Australians on sex and relationships is provided by this resource. Those interviewed, including Judith Lucy, Natasha Stott Despoja, and Rhys Muldoon, reveal how each lost their virginity, how they learnt to enjoy sex safely, and the role of sexuality in their lives now. **The sexual survival guide 2000** is compiled by Victoria Smith of FPA Health. The book is not appropriate for classroom use, and it is doubtful that it would directly benefit PDHPE teachers in their teaching of sex, love, and relationships. It may, however, offer PDHPE teachers increased awareness of current trends in values around sexuality in Australia. M. Biron

USER LEVEL: Professional
SUPPLIED: Paper, Feminist Bookshop SCIS 997763

Child abuse and neglect

/ edited by Justin Healey. Spinney, 2000 (Issues in society 131)
 ISBN 1876811404 [362.760994]

There are two parts to this book. The first section outlines the extent of child abuse and neglect. It defines abuse and outlines general indicators and effects. The second section focuses on dealing with child abuse and neglect. It lists protective strategies which can be learned by children and young people, explains mandatory reporting requirements in each state, and gives a flow chart of actions to protect children. There are sections on alternatives to hitting children and the use of respectful language. A list of resources and Internet sites completes this comprehensive guide. Web sites would need to be individually checked for curriculum relevance and consistency with DET policy and NSW legislation. Information in this book needs to be considered in the context of new child protection legislation in NSW. A. Soutter

USER LEVEL: Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SUPPLIED: Paper SCIS 1005346

Feeling safe and standing strong: a secondary curriculum for working toward creating non-violent individuals, families and communities

Astop, 1996
 ISBN none [362.82]

These excellent teaching materials for Stage 4 and Stage 5 are based on the Protective Behaviours Program, and extend to units which enhance student understanding of values and attitudes, self esteem, relationships, resolving conflict, and understanding and dealing with violence. This user friendly package is designed to be contained in a ring bound folder. Units of work include a wide range of explicit, enjoyable, and innovative activities for teachers to implement. Facilitator's notes at the beginning of each unit of work and an appendix with reference material complement the resource. The information and suggested approaches used in this publication could supplement the *NSW Child Protection Education: curriculum materials to support teaching and learning in PDHPE*, though the latter includes more recent material. K. Tweddle

USER LEVEL: Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10
SUPPLIED: Paper, Feminist Bookshop SCIS 980510

Studies in immigrant English language assessment. Volume 1

/ edited by Geoff Brindley. National Centre for English Language Teaching and Research, 2000 (Research series 11)
 ISBN 1864085479 [428.007]

Teachers and researchers, who are interested in the current assessment tools used to make judgments about the English language skills of older students for whom English is a second or additional language, will welcome this publication. The editor brings together a range of useful topics focussed around the use of the Certificate of Spoken and Written English (CSWE) in the Adult Migrant English Program. Examples are effective in supporting the authors' generalised observations, as is the user friendly relaying of the research of less accessible authors. This engaging collection raises

issues that will resonate with educators who are grappling with issues of fairness, validity and applicability in the assessments they administer to their students. S. Bremner

USER LEVEL: Professional
KLA: English
SUPPLIED: Paper

SCIS 1005765

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:

Su Annetts, Science/TAS, James Ruse Agricultural High
Janice Atkin, PDHPE, Ashfield Boys High
Bill Bowie, English, Dulwich High
Sue Bremner, Senior Assessment Officer, Literacy
Carolyn Burden, Blairmont Primary
Gayle Cale, Engadine West Primary
Greg Donaldson, Mathematics/TAS, Westport Technology High
Louise Eccleston, Lindfield Primary
Karen Heap, Science/TAS, Muirfield Technology High
Phil Hurst, Agriculture, Hawkesbury High
Bob Lees, SEO1, PDHPE (LMPC)
Kevin Le Bourdonnec, Languages, Liverpool Girls High
Suzanne Leslie, Lindfield Primary
Elizabeth Maxwell, Cherrybrook Technology High
Judy Morgan, HT Science, Sefton High
Nigel Paull, South Grafton Primary
Janelle Redfern, TAS, Karabar High
Jenny Scheffers, Merrylands East Primary
Cathy Sly, English/Drama, Barrenjoey High
Alison Soutter, Project Officer, Student Services & Equity
Kathy Steward, PDHPE, Glenmore Park High
Simon Taylor, Wakool Primary
Peter Thompson, HT TAS, Bossley Park High
Ruth Thompson, TAS, Bossley Park High
Deidre Wauchop, Dance Consultant
Kerry Wheeler, ESL, Crestwood Primary

Other resource reviewers for this issue were:

Kristin Ashley, Visual Arts, Newcastle High
Kathy Bear, HT PDHPE, Woolgoolga High
Carla Bertram, HT Home Economics, Greystanes High
Meaghan Biron, PDHPE, Camden Haven High
Bill Bowie, English, Dulwich High
Sue Bremner, SEO2, Training & Development
Jill Buckley, SEO1, Training & Development
Nell Chaffey, Tamworth Primary
Katharine Chauncy, Sutton Forest Primary
Lyn Crofts, SEO1, Drug Education
Frances Crum, Drama teacher
Jenny Donovan, SEO2, Literacy Assessment
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Jan Eade, Turrumurra North Primary
Jo-Ann Evans, Literacy Consultant
Colleen Foley, SCIS Review Coordinator
Vana Ford, Principal, Rouchel Primary
Marion Hamlyn, Wollongong High
Jan Hancock, ET, Peshurst West Primary
Bronwyn Hull, Goulburn High
Penny Hutton, Assessment & Reporting
Elissa Kesby, Careers Adviser, Pennant Hills High
Julie Kennelly, Thalgarrah FSC
Bede Kervin, Bowral High
Ineke Kolder-Wicks, Literacy Consultant
Marjorie Lobban, Chatswood High
Elizabeth Maxwell, Cherrybrook Technology High
Noel McFayden, Business Studies teacher
Ian McLean, *Scan* editor
Peter Myers, HT History, Grantham High
Jenny Quirk, Turrumurra Primary
Sally Rasaiah, Balgowlah North Primary
Beverley Richardson, teacher-librarian/literature specialist
Kathleen Rushton, Literacy Consultant
Cathy Sly, English/Drama, Barrenjoey High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Student Services & Equity
Graham Spindler, Parliamentary Education Liaison Officer
Jeni Stratford, Literacy Consultant
Kaylene Taylor, Barham High
Carol Thomas, English teacher
Kerrie Tweddle, Student Services & Equity, Wagga Wagga DO
Laurence Ward, DP, Carlton Primary
Kerrie Wratten, DP, Granville South High
Kerry Wheeler, ESL, Crestwood Primary

Noticeboard

National Literacy Week 2000

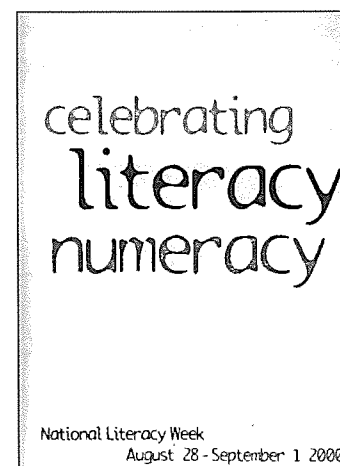
National Literacy Week was celebrated by Australian schools from 28th August 2000. This annual event focuses on literacy learning and teaching in government and non government schools.

At a special award ceremony, outstanding primary schools from New South Wales were recognised for their exceptional literacy programs. NSW Education and Training Minister, John Aquilina, presented awards to a number of schools, with the \$10 000 major award going to Lidcombe Public School from Granville District.

The recipients of the \$1000 awards were:

- Berkeley Public School (Wollongong District)
- Covenant Christian School, Belrose
- Curl Curl North Public School (Northern Beaches District)
- Ermington West Public School (Parramatta District)
- Huskisson Public School (Bateman's Bay District)
- Lithgow Public School (Bathurst District)
- Moree East Public School (Moree District)
- Mount Pritchard East Public School (Liverpool District)
- Noumea Public School (Mount Druitt District)
- St Joseph the Worker School, Auburn
- St Joseph's School, Walgett
- St Patrick's Primary School, Trundle
- Warrawang Public School (Wollongong District)
- Windsor Public School (Blacktown District)
- Woodberry Public School (Maitland District).

The Federal Education Minister, Dr David Kemp, presented Lidcombe Public School with the major award for NSW at a national ceremony in Melbourne on 1st September.



Children's Book Of The Year Awards 2000

These awards were announced by the Children's Book Council of Australia (CBCA) on Friday 18th August:

Picture book of the year

(Some of these books may be for mature readers)

- Winner: SPUDVILAS, Anne (text Margaret Wild) *Jenny Angel*. Penguin (Viking), SCIS 985199, reviewed *Scan* 19 (1)
- Honour: OTTLEY, Matt (text Nadia Wheatley) *Luke's way of looking*. Hodder Children's, SCIS 976164, reviewed *Scan* 19 (1)
- Honour: TAN, Shaun (text Gary Crew) *Memorial*. Lothian, SCIS 967574, reviewed *Scan* 18 (3)

Book of the year: younger readers

- Winner: FRENCH, Jackie *Hitler's daughter*. HarperCollins, SCIS 988370, reviewed *Scan* 19 (2)
- Honour: GLEESON, Libby (illus Ann James) *Hannah and the tomorrow room*. Penguin (Puffin), SCIS 983905, reviewed *Scan* 19 (2)
- Honour: ROY, James *Captain Mack*. University of Queensland Press (UQP Storybridge), SCIS 979917, reviewed *Scan* 19 (2)

Book of the year: older readers

(These books are for mature readers)

- Winner: EARLS, Nick *48 shades of brown*. Penguin, SCIS 979904, reviewed *Scan* 19 (2)
- Honour: BARNES, Helen *Killing Aurora*. Penguin, SCIS 972522, reviewed *Scan* 18 (4)
- Honour: FIENBERG, Anna *Borrowed light*. Allen & Unwin, SCIS 968488, reviewed *Scan* 19 (3)

Eve Pownall Award for Information Book of the Year

- Winner: NICHOLSON, JOHN *Fishing for islands: traditional boats and seafarers of the Pacific*. Allen & Unwin, SCIS 983480, reviewed *Scan* 19 (1)
- Honour: BECK, Jennifer, BLACKLOCK, Dyan & ALLAN, Katrina *Crash!: the search for the Stinson*. Omnibus, SCIS 979899, reviewed *Scan* 19 (3)
- Honour: LAWRENSON, Diana *Inside The Australian Ballet*. Allen & Unwin, SCIS 989119, reviewed *Scan* 19 (3)

Note that from 2001 a new category called Early childhood will be introduced. Visit the official *Children's Book Council of Australia* web site at: www.cbc.org.au/

Reviews of the books 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 2000.

The Crichton Award for Children's Book Illustration

This national award is administered by the Victorian branch of the Children's Book Council of Australia. In recent years, it has been announced in conjunction with the Book of the Year Awards.

The winner for 2000 is illustrator Lorette Broekstra for *Baby Bear goes to the zoo* (Lothian, 1999).

For online information, and a list of past recipients, select Awards on the *CBC Victoria* web site at <http://home.vicnet.net.au/~cbcavic/>

Vision Australia Library Awards

These annual awards were announced in Melbourne on 20th August:

The Sanderson Junior and Young Adult Audio Book of the Year

In 2000, this award had joint winners:

CASWELL, Brian (narrator Melissa Eccleston). *The view from Ararat* (Louis Braille Audio, SCIS 1018706) and

KELLEHER, Victor (narrator Stuart Halusz). *The ivory trail* (Louis Braille Audio, SCIS 1018707).

Stuart Halusz was presented with the The Sanderson Young Narrator Award for his reading of *The ivory trail*.

Adult Audio Book of the Year

VARGA, Susan (narrator Helen Morse). *Happy families*.

This book also won the Braille Book of the Year category.

For more information:

Contact: 03 9867 6022 (phone) or 03 9820 1335 (fax).

Specific purpose resource suppliers

Magabala Books

Indigenous Australian publishing
PO Box 668, Broome WA 6725
Contact: 08 9192 1991 (phone) or 08 9193 5254 (fax)
Email: magabala@tpgi.com.au

PETA (Primary English Teaching Association)

PETA publications, information on back issues of *PEN (Primary English Notes)*, and joining details for school and individual memberships of PETA, are available by writing to:

PETA, PO Box 3106, Marrickville NSW 2204
Contact: 02 9565 1277 (phone) or 02 9565 1070 (fax)
Email: info@peta.edu.au
Web: www.peta.edu.au/

Hot topics in Scan

Articles to support the teaching of literacy

Hot topics in *Scan* is an annotated index available on *School libraries: empowering learning*, the NSW Department of Education and Training's web site for teacher-librarians.

Hot topics in *Scan*: Supporting the teaching of literacy features abstracts of past *Scan* articles about literacy, and the NSW Literacy and Numeracy Plan, that have implications for teacher-librarians.

Being an online index, Hot topics in *Scan* is updated frequently as new print issues of *Scan* are published. The abstracts can also be searched (by keyword, author, etc) using tools from your Internet browser. For example, in *Netscape* use Edit, Find in page as you scroll through the abstracts.

To find Hot topics in *Scan*, go to www.det.nsw.edu.au/schoollibraries and follow this hypertext route from the home page: *Scan*, then Hot topics in *Scan*, then Articles to support the teaching of literacy.

Also available at the same location are The Internet and Supporting the teaching of numeracy.

Articles Vol 19

Achieving literacy and history outcomes through a study of Ancient Egypt 1:12
Achieving literacy outcomes for Kindergarten through a science and technology unit 3:20
Achieving student learning outcomes through WebQuests and HyperStudio 1:19
Blayney Public School's Museum: literacy, information technology and cooperative learning 4:11
Book rapping at Hay War Memorial High School 1:11
Book raps: be tempted 1:4
Deconstructing a web page 3:15
ETIS: Education & Training Information Service 2:35
Good WWW page design... by accident or design? 4:23
guide for school literacy support teams, A 4:34
How teacher-librarians can support Stage 6 English teachers and students 4:20

Information literacy in action: improving student learning outcomes 3:27
Information networking: the PANDORA Archive and the National Library of Australia 3:34
Integrating information skills and exposition texts into the Year 7 science program 2:27
interview with Boori Prior and Meme McDonald, An 2:4
KIDMAP: software to support teaching and learning 3:36
KOALA (Kids Own Australian Literature Awards): a purpose for reading, talking and listening 1:16
Libraries 2000 - Books and all: school libraries in the new millennium 3:4
Literacy 97-99 CD-ROM, The 2:36
Literacy and Numeracy Plus: Peer tutoring at Wiley Park Girls High 3:17

literacy demands of visual text: deconstructing a web page, The 3:15
literacy demands of visual text: working with new learning environments, The 3:10
Live video conferencing with Web in a box: the Green and Golden Bell Frog 4:4
Looking ahead: the future of visual literacy is here now 2:8
Maddie book rap at Barham High School, The 1:6
Maddie: a perspective from Denilquin North Public School 1:8
Moving forward: knowledge management in action 4:27
New Disadvantaged Schools Program materials 3:37
Our community: using the outcomes approach to write your own HSIE unit 4:16
Plant a rainforest, build a web site: achieving literacy outcomes through a community project 2:20

Putting the learner in charge: are information literacy skills enough? 1:32
Reading the future 1:26, 2:8, 3:10, 3:15, 4:27
Research columns 1, 2000 1:32
Research columns 2, 2000 2:26
Research columns 3, 2000 3:26
Research columns 4, 2000 4:26
School Magazine, The 4:36
Teaching and learning for Year 7 at Turrumurra High School 2:17
Updating subject headings and subject reference structure in OASIS Version Y2K 2:32
Using SCISWeb 1:30
Virtual conference: students, the search process and electronic information environments 1:26
Visualising information 2:12
Web site cataloguing and SCIS 4:32
WebQuests: beyond information gathering 1:23

Internet Sites Vol 19

1999 National Education Summit briefing book 1:40
4000 years of women in science 2:38
ABC rural online 2:38
About: Waltzing Matilda 2:39
Academy of Achievement (Twyla Sharp: dancer and choreographer) 2:39
Access Economics budget monitor 2:39
ACHUKA - author interviews 4:38
adventures of Herman, The 2:39
Algebra story and word problems 3:38
Amazing space web-based activities 3:38
Anna Sokolow's Player's Project 3:39
Antarctica: the continent of wonder 1:40
Applets 3:39
Art on the Net [art.net] 3:39
Article - Using functional flow diagrams to enhance technical systems understanding 2:39
Artwood Gallery of Fine Woodworking: photos of work 1:41
Athletes against drugs - fit for life programs 1:41
Athletics Australia online 1:41
AusAID - the Australian Government's overseas aid program 3:39
Australia New Zealand Food Authority - home page 1:41
Australian Dance Council - Ausdance 2:40
Australian electoral commission home page, The 1:41
Australian frogs! rainforest, tree frogs, marsh frogs, pond frogs. TropicalNorth Queensland 4:38
Australian human rights and civil rights 2:40
Autodesk - design your future - math, science, and technology for girls 4:39
AVSC International 4:39
Ballet Co home page 3:39
BBC Education - GCSE Bitesize revision (Macbeth) 4:39
BBC Education - talk French 3:40
BBC Education: evolution homepage 3:40
BBC Education: the travel hour 4:39
BHP - homepage 3:40
Bienvenue a Toulouse 3:40
biology project, The 1:42
Bizarre stuff you can make in your kitchen 2:40
Blackwoods - home page 3:40
Bof! 3:41
BRW (Business Review Weekly) 3:41
Buildata - building Australia online 4:39
Bureau of Rural Sciences (BRS) 4:40
Charlotte Bronte: an overview 2:40
Chef Combo's fantastic adventures 2:40
Children's butterfly site 3:41
children's literature nook table of contents, The 1:42
China Vista - the world's premier on line gateway into China 3:41
Choix langues (Tourism in France) 4:40
chook shed, The 4:40
CMCC - mysteries of Egypt - menu 1:42
CMM image gallery 1:42
Coca-Cola 3:41
Colorado School Mediation Project home page 2:41
complete treefrog homepage, The 4:40
Coral reef fishes 2:41
Cosmic ancestry: the modern version of panspermia 1:42
Crafts Report online, The 3:42
Crayons and computers homepage 2:41
Cultural connections 4:40
Curriculum IT support for design and technology 4:41
Design for competitive advantage home page 1:43
Design trust home page 4:41
Deutsche Bahn AG (German Rail Company) 1:43
Diabetes Australia - Victoria 4:41

Directions for creating a bi-fold brochure 1:43
DNA from the beginning 3:42
Dr. Seuss's Seussville! 4:41
Drake's Indonesia page 1:43
Earth Dog home page 1:43
ECN Internet (Graphics and resources) 2:41
Economic education 1:44
EDUCATE 3:42
Education World: curriculum: log on and learn more: ten on-line projects to enhance your curriculum 1:44
Educational Paperback Association (EPA) 2:41
Emily Bronte: an overview 2:41
Endangered species - introduction 1:44
ESG biology hypertextbook home page, The 2:42
ESPN sportsfigures 3:42
Ethics and the design of technology 4:41
Eureka Stockade, The 1:44
Eximcorp - an innovative solution to your needs of plywood and other wood panel products 4:42
Explore Australia network 4:42
ExploreMath.com 3:42
ExploreScience.com 2:42
Farmwide 4:42
Filamentality 1:44
fitness files home page, The 1:45
Flags of all countries 3:42
Flying pig gallery 4:42
Food and nutrition 4:42
Food and nutrition in local government 4:43
Food safety net - education pages 2:42, 4:43
Forum on Children and Violence - download checkpoints for schools, The 4:43
FRBSF: Great economists - major schools of theory 3:43
Frenchlesson.org - an intermediate guide to French 4:43
frog files, The 4:43
Frog life cycle 1:45
Frogland!!! 1:45 (old URL), 4:43
Galapagos Islands 1:45

Gatorade Sports Science Institute 3:43
Gayle's preschool rainbow - activity central 4:44
Genetics Australia 4:44
George Lovitt (Manufacturing) Pty. Ltd. 4:44
Geoscience education - gold rush technology, AGSO 1:45
Goodman Fielder Ltd - home page 2:42
Gravity tutorial contents page (Exploring gravity) 2:42
GRDC - grain zone website 1:45
great Olympics adventure with Spike and Eddie, The 2:43
Greenpeace Australia - teachers resource zone (Protecting whales) 2:43
Greet2 (Cruise into the world of learning theories) 4:44
Gwen Harwood - selected poems 4:44
Hands-on universe 3:43
heart: an online exploration, The 1:46
Heroes: unit plan [English online] 4:45
holiday lectures on science - a biology education resource, The 3:43
Home (IllusionWorks) 4:45
HowStuffWorks 4:45
Howstuffworks.com's Around the house 2:43
Human space flight (HSF) - exploring Mars 3:43
If you lived in 1:46
Imagine the universe! home page 3:44
IMF International Monetary Fund home page 3:44
Institute for International Economics homepage 2:43
Internet lesson plans 1:46
Jake's custom woodworking and design 1:46
Javascript tutorial for the total non-programmer Webteacher.com 3:44
Jeopardy review 1:46
K-8 aeronautics Internet textbook, The 1:47



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

PFISTER, Marcus 3:55
 PFISTERER, Susan 3:79
 PHAM, Hoa 1:67
 PHILIP, Neil 3:71
 PHU AN CHIEM, David 2:65
 PICKETT, Carolyn 3:79
 PIGDON, Keith 4:73, 82
 PIGNATARO, Anna 3:57, 4:57
 PITKETHLY, Anne 2:53, 54
 PITTS, Kerri 3:55
 PLATT, Richard 1:59, 2:84, 3:55
 POWELL, Jillian 3:69
 PRATER, John 3:55
 PRICHARD, Katharine Susannah 1:80
 PRINCE, Alison 3:61
 PRIOR, Natalie Jane 3:61, 77
 PRYOR, Michael 4:69
 PUGSLEY, Chris 4:85
 PYERS, Greg 1:73, 4:77
 QUARLES, Heather 4:69
 QUAY, Emma 1:59
 RABY, Philip 1:78
 RADCLIFFE, Theresa 2:58
 RANKIN, Scott 1:81
 REDFERN, Martin 3:72
 REMPHRY, Martin 1:56
 REYNOLDS, Adrian 4:53
 REYNOLDS, Ruth 2:85
 RICHARDS, Jon 2:74, 4:77
 RICHEMONT, Enid 4:63, 69
 RICHES, Sara 4:77
 RIDDEN, Brian 4:69
 RIGG, Kevin 4:54
 RIORDAN, James 3:65
 RIPPIN, Sally 4:63
 RISSLER, Albrecht 4:57
 RIX, Jamie 2:69
 ROBERTSON, Matthew 4:79
 RODDA, Emily 1:67, 2:62, 4:63
 ROGERS-DAVIDSON, Sally 2:69
 ROLAND, Betty 1:81
 ROSS, Stewart 2:81
 ROSS, Tony 3:57
 ROWLING, J. K. 2:62

ROXBOROUGH, Tania Kelly 2:69
 ROY, James 2:62
 RUBINSTEIN, Gillian 1:63
 RUSHDIE, Salman 3:61
 RYAN, Jenny 3:83
 RYAN, Kate 4:58
 RYAN, Tracy 1:79
 SACHAR, Louis 4:70
 SAMUELS, Amy 4:79
 SANDS, Jenny 3:55
 SANTOMAURO, Josie 1:63
 SCHACHNER, Judith Byron 3:55
 SCHILL, Janne 1:56
 SCHMID, Eleonore 4:79
 SCHUBERT, Dieter 4:58
 SCHUBERT, Ingrid 4:58
 SCOTT, Paul 1:77
 SCUTTER, Heather 1:85
 SEIBOLD, J. Otto 2:52
 SELZER, Anita 3:78
 SENDAK, Maurice 3:55
 QUAY, Emma 1:59
 SHAKESPEARE, William 1:79
 SHAN, Darren 4:70
 SHANAHAN, Lisa 2:58
 SHANNON, David 3:56, 71
 SHANNON, Mark 3:71
 SHARKEY, Niahm 4:76
 SHEATHER, Allan 1:73
 SHIELDS, Carol Diggory 3:56
 SHUTER, Jane 1:81
 SIBLEY, Irena 4:58
 SILKSTONE, Barry 2:75, 77, 78, 3:73
 SIMONS, Moya 2:62
 SIMPSON, Judith 3:82
 SIS, Peter 2:58
 SMITH, Craig 1:59, 3:54, 4:53
 SMYTH, Gwenda 1:59
 SNEODEN, Robert 2:74
 SPLITTER, Laurance 1:84
 SPUDVILAS, Anne 1:60
 SPYRI, Johanna 4:53
 STAFFORD, Liliana 3:56
 STAFFORD, Paul 1:54, 2:63
 STAMOULIS, Derek C 1:68

STEVENS, Leonie 3:65
 STILLER, Laurie 2:63
 WALSH, V. L. 2:52
 STIMSON, Joan 3:56
 STOPPARD, Miriam 1:75
 STOTT, Carole 1:75
 STRAHAN, Lynne 1:76
 STROUD, Jonathan 4:85
 STYNES, Jim 2:70
 SUMMERTON, Shane 2:50
 SUNDERLAND, Alan 2:63
 SUTHERLAND, Lin 4:78
 SUTTON, Ian 3:76
 SUZUKI, David 3:72
 SYKES, Julie 3:56
 TADEWALDT-WREN, Carol 4:54
 TAVARES, Matt 4:59
 SCOTT, Paul 1:77
 TAYLOR, Barbara 2:75, 4:85
 TAYLOR, Leighton 1:72
 TECKENTRUP, Britta 2:52
 THEODOROU, Rod 2:76
 THIELE, Colin 1:63
 THOMAS, Ann 2:76
 THOMAS, Ron 3:69
 THOMAS, Valerie 2:58
 THOMPSON, Colin 1:59, 3:57
 THURIN, Sharon 1:74
 TOFT, Kim Michelle 1:73
 TOKELY, Rod 3:77
 TOMLINSON, Theresa 2:69
 TONKIN, Rachel 1:60
 TOROK, Simon 3:72
 TROTTIER, Maxine 4:59
 TULLOCH, Richard 2:63
 TURNER, Gwenda 2:51, 59
 TWAIN, Mark 3:57
 TYM, Kate 4:80
 VALENTINE, Alana 2:83
 VAN DER WAGEN, Lynn 1:68, 2:71
 VENUSS, Pamela 4:53
 VEROLME, Hetty 3:80
 VERSTRAETE, Larry 1:74
 VIVAS, Julie 2:58
 VOAKE, Charlotte 1:71
 VONDRA, Joseph 4:70
 WALKER, Kate 4:53

WALKER, Richard 1:74, 4:76
 WALLACE, Karen 1:64
 WALSH, V. L. 2:52
 WALSHE, R. D. 4:55
 WARD, Nick 1:60
 STRAHAN, Lynne 1:76
 WARNES, Tim 3:56
 WELDON, Andrew 3:61
 WELFORD, Sue 3:65
 WENTK, Richard 4:81
 WESTWOOD, Peter 1:55
 WHATLEY, Bruce 2:59
 SUTTON, Ian 3:76
 WHEATLEY, Nadia 1:54, 4:70
 WHEELER, Phyllis M. 4:55
 WHITE, Trudy 3:65
 WHITMORE, Trixie 2:82
 TAYLOR, Barbara 2:75, 4:85
 WILD, Margaret 1:60, 3:57
 WILLIAMS, Adrienne 2:57
 WILLIAMS, Rod 2:76
 WILLIAMS, Islywn 4:70
 WILLIAMS, Marcia 2:51
 WILLIAMSON, David 1:81, 4:84
 WILLIS, Jeanne 3:57
 WILSON, Andrea 4:72
 WILSON, Barbara Ker 1:60
 WILSON, Jacqueline 4:71
 WILSON, Sharon 4:56
 WILSON, Trevor 3:62
 WINCH, John 4:59
 TOROK, Sarah 4:54
 WOOD, Douglas 3:57
 WOOLLAMS, Tony 2:83
 WOOLLEY, Marilyn 4:73, 82
 WRIGHT Carol 1:56
 WRIGHT, Lynne 4:77
 WRIGHTSON, Patricia 2:63
 WU, Norbert 1:72
 YASBINCEK, Morgan 4:71
 YERBURY, Claire 2:82
 YOLEN, Jane 3:66
 SPYRI, Barry 3:82
 YOUNG, Karen Romano 4:85
 ZEPHANIAH, Benjamin 3:66
 ZINDEL, Paul 3:66

Resources – Title Vol 19

1000 makers of the new millennium 3:79
 200 boredom busters! 1:77
 20th century design [series] 4:82
 20th century fashion [series] 4:76
 48 shades of brown 2:66
 50 spelling activities: for any spelling program 4:54
 ABC of Australian animals 4:55
 abduction prevention library, The [series] 3:69
 Abel's moon 3:54
 Accidental discoveries: from laughing gas to dynamite 1:74
 Accounting for tastes: Australian everyday cultures 2:70
 acrobat & the angel, The 3:71
 Active phonics [series] 3:51
 adults 1:85
 After Alice 1:61
 After January 4:83
 Alex the whale 2:50
 All my dangerous friends [sound recording] 4:66
 Alpha religion [series] 2:83
 Alphabet adventure 1:71
 Amelia Ellicott's garden 3:56
 Ancient Greece [series] 1:81
 Ancient Rome: a guide to the glory of imperial Rome 4:85
 Angel in a gum tree 4:52
 Animal welfare 2:78
 Animals 3:76
 Animals of the oceans [series] 2:75
 Antarctic, The 4:79

Antarctica 1:57
 ANZACS at Gallipoli, The 4:85
 apostle bird, The [sound recording] 4:65
 Arctic investigations: exploring the frozen ocean 4:85
 Armageddon summer 3:66
 art of cricket, The [computer software] 2:79
 Artisans around the world [series] 4:82
 Atlantis 3:64
 Atlantis in peril 2:67
 Atlantis: the legend of a lost city 2:73
 Attention Deficit Hyperactivity Disorder: recognition, reality and resolution 2:85
 Australia and the Olympic Games 2:81
 Australia at the beach 2:81
 Australia in the global economy: continuity and change 3:68
 Australia's national identity 4:86
 Australia's Prime Ministers [series] 3:82
 Australia: all our yesterdays 3:81
 Australian Defence Force [series], The 3:69
 Australian houses and buildings 1:76
 Australian Olympic gold medallists [series] 1:77
 Australian rainman: rainfall information for better management [computer software] 2:74

Australian small business: an overview [videorecording] 4:81
 Australian sportswomen [series] 3:78
 Australians at work [series] 2:77
 Avatar 2:65
 Away [sound recording] 4:84
 Aztecs: the fall of the Aztec capital 2:84
 Babu's day 1:68
 Back to books: creating a focus on fiction [series] 3:83
 Bard of Toowoomba: the life and times of Bruce Dawe [videorecording], The 3:79
 Barefoot book of giants, ghosts and goblins: traditional tales from around the world, The 2:73
 Bartlett and the city of flames 2:61
 Basil and the babysitters 3:56
 Bat summer 4:54
 Bear hugs 4:80
 bear tale, A 3:54
 Beauty and the beast 2:73
 Beginnings to Federation 3:82
 bell of Garmelshausen, The 2:62
 Belvedere dreaming 4:58
 best-ever book of disasters, The 3:70
 best-ever book of dogs, The 2:52
 Bidly Blatherskate's blunder 4:61
 big book of little poems, The 3:79
 Big cats 2:76
 Big fish little fish 2:50
 big freeze, The 4:86

Call of the dolphin 1:61
 Can science solve? 1:67
 Candelo 2:64
 Captain Mack 2:62
 Caring for kangaroos and wallabies 2:76
 cassowary's quiz, The 4:56
 Castle diary: the journal of Tobias Burgess, page 1:59
 Centre stage: creating, performing and interpreting drama 3:78
 Centuries of stories: new stories for a new millennium 3:58
 Chain of hearts 2:68
 Challenging silence: innovative responses to sexual and domestic violence 1:85
 Champions of Australian sport [series] 4:82
 Chandra 2:67
 Change your room 1:76
 changing face of Johnny Casanova, The 2:69
 Charlie's gold 2:60
 Charm School 4:60
 Chaucer the cat and the animal pilgrims 3:58
 Chicken, chips and peas 3:52
 Child abuse and neglect 4:87
 Child of the May 2:69
 Children's first book of science 4:77
 children's house of Belsen, The 3:80
 China 4:86
 Chinese Cinderella: the secret story of an unwanted daughter 2:83
 Chronic crapola 2:63
 Cirque du Freak 4:70
 Citizenship, civics and you. Book 2 1:68
 Classical literature: taking a look at classical literature through language [series] 3:51
 Clever Trevor's stupendous inventions 3:61
 Climate and atmosphere 3:72
 Cloudstreet 2:82
 Clue finders' math ages 9-12, The [computer software] 2:55
 Cock-a-doodle-do! Farmyard hullabaloo 1:79
 Cockawun and Cockatoo 1:63
 Cold blood: the massacre of East Timor [videorecording] 3:81
 Collected stories 2:67
 Compulsion 2:69
 Computers for small business: what you need to know 4:81
 concise history of Australia, A 2:84
 Contemporary turned wood: new perspectives in a rich tradition 3:76
 Convict fleet to dragon boat [computer software] 3:67
 Copyright teaching resource book 3:68
 Cousin Cedric goes bananas 1:64
 Crash!: the search for the Stinson 3:70
 Cricket 1:77
 crowstarver, The 3:60
 crush, The 4:68
 culture of peace, A 4:73
 Cyber feminism: connectivity, critique and creativity 3:66
 Dare to be different: a celebration of freedom in association with Amnesty International 3:78
 Dark shadows 1:66
 David goes to school 3:56
 David, the best model maker in the world 4:62

Oays like this: a collection of small poems 2:81
 Dead silence 3:60
 Dear Del 3:61
 Dear Venny, dear Saffron 1:64
 deep field, The 3:62
 Deltora quest [series] 4:63
 Depth charge danger: a fictional story based on real-life events 3:59
 Deserts 3:72
 Dilly-Dally and the nine secrets 1:59
 Discerning the Australian social conscience: from the Jesuit Lenten series 2:70
 Discover great paintings 1:76
 Displaced fictions: contemporary Australian books for teenagers and young adults 1:85
 DK guide to space 1:72
 Domain of demons 4:70
 Don't worry, Grandpa 1:60
 door near here, A 4:69
 Dorling Kindersley myths & fairy tales collection, The 3:71
 Downsized 1:57
 Dr. Martin Luther King, Jr.: a historical perspective [videorecording] 3:67
 dream collector, The 1:58
 Dreamcatcher 4:64
 Drugs & you 3:83
 Drylands: a book for the world's last reader 2:64
 Early starters K-1: reading and writing readiness activities 3:51
 earth strikes back, The [series] 4:74
 Easter 4:76
 Eat well and stay out of jail 3:65
 Edge 2:64
 Egg's shell 4:56
 Elegant solution. Episode 1 [videorecording] 3:74
 Elegant solution. Episode 10 [videorecording] 3:75
 Elegant solution. Episode 2 [videorecording] 3:74
 Elegant solution. Episode 9 [videorecording] 3:75
 Emily Eyefinger and the black volcano 3:58
 Emotionally intelligent parenting 2:86
 enchanted village, The 4:63
 Endangered!: play scripts & drama springboards for primary schools about endangered Australian animals 4:84
 Energy forever? [series] 1:54
 Engagement: Australia faces the Asia-Pacific 4:73
 English steps 3 1:55
 English steps. 1 2:51
 English steps. 2 2:51
 Environmental issues 1:68
 Ethical investment 4:74
 Everyone is special!: a handbook for teachers on sexuality education 1:84
 Extensions to Bloom's taxonomy of educational objectives 1:85
 Fabricant 2:65
 Fabulous monsters 2:51
 Face 3:66
 Facing the tiger 3:55
 Failing boys?: issues in gender and achievement 1:85
 Fairy realm [series] 4:63
 Falling forward [sound recording] 4:68
 Families 4:72
 famous Wispy Bell, The 1:59
 Farms and food 2:77
 Fashion 1:70

- Inside out: an Australian collection of coming out stories 4:72
 Inside The Australian Ballet 3:78
 Intimate strangers: unseen life on earth [videorecording] [series] 3:73
 Into the wadi 4:65
 Introducing Dickens 1:79
 Introducing safe food handling [videorecording] 3:70
 Is that my egg? 2:56
 Issues in society [series] 3:66
 It came from outer space = Ta cong wai xing lai 1:56
 It's science! [series] 4:74
 Ivory trail, The 1:66
 Jack and the beanstalk 4:76
 Jake and Pete and the catcrow-bats 1:63
 Jane Eyre [videorecording] 4:65
 Jenny Angel 1:60
 Job in the zoo, A [videorecording] 3:73
 Jobs of our own: building a stakeholder society: alternatives to the market and the state 4:74
 Jody's beans 2:56
 Julia tapes, The 1:67
 Jump start adventures. 6th grade [computer software] 2:79
 Just you and me 1:54
 Justice rules. Book 2 1:69
 Karate star! 3:58
 keeper, The 4:61
 Keeping up with Grandma 4:59
 Kenya 3:81
 key to the lost kingdom, The 4:64
 King Midas and the golden touch 1:70
 Kingfisher book of planet Earth, The 3:72
 Kiss of blood 2:68
 Kit's wilderness 3:62
 Kite 1:64
 Knowing Australia [series] 4:73
 Kokey Koala and the bush Olympics 2:82
 Landbridge: contemporary Australian poetry 2:82
 landlord, The 1:64
 Landry News, The 2:65
 Language, context and meaning. Book 1 4:54
 lavender bus: how a hit movie was made and sold, The 3:77
 Law and order 2:72
 Learning through art: the Guggenheim Museum collection 2:78
 Legacies from ancient Greece 3:80
 Legacies from ancient Rome 3:80
 legend 1:78
 Leisure and sports 4:82
 Leo the lion tamer 2:56
 Let's build a house 1:75
 Let's make mud! 2:51
 Liar 1:66
 Life cycles 4:78
 Life in the sea [series] 1:72
 Life's been good: the children of the Great Depression 2:84
 Lili backstage 3:54
 Lily and the wizard Wackoo 4:60
 Lily Quench & the dragon of Ashby 3:61
 Literature circles: reading in action 3:84
 Little bat 1:57
 Little Bear's grandad 3:53
 Little elephant's song 4:57
 Little green readers [series] 2:52
 Little green readers: a resource book for teachers 2:52
 Little Tiger's big surprise! 3:56
 Liv 4:71
 Lives and times 4:82
 living earth, The 4:79
 Lizzie and Smiley: five stories for young children 1:58
 Lockie Leonard, scumbuster 4:84
 Log on to computers 1:67
 longest war, The 2:64
 Look 2:50
 Looking at Christianity 1:68
 Loose lips [sound recording] 4:70
 lottery and other stories, The 3:59
 Love, Charlie Mike [sound recording] 4:65
 Love, lust & latex!: Julie McCrossin talks about sex, love & relationships with Robyn Archer... [and others] 4:87
 Lucky Lad 3:61
 Luke's way of looking 1:54
 Mabo: life of an island man 1:80
 Macmillan countries [series] 3:80
 Mahogany the mystery glider 1:74
 making of Monkey King = Xiao shi hou cheng wan, The 1:70
 Mammals 2:76
 Managing a small business [videorecording] 4:81
 Managing your money [videorecording] 4:74
 Marcel Duchamp 1:75
 Marsden on Marsden: the stories behind John Marsden's bestselling books 4:84
 Martian rock 3:56
 Mass media and society 4:72
 Mastering words 4:55
 Maths matters. Extra practice [series] 2:54
 Maths matters. Student book [series] 2:53
 Maya, tiger cub 2:58
 Megabucks [game] 2:79
 Meltedown 1:60
 merchant of Venice, The [videorecording] 1:79
 mermaid's muse: the legend of the dragon boats, The 4:76
 Mining and quarrying 2:72
 Minipets [series] 4:80
 Minotaur of Knossos, The 2:56
 minstrel's tale, The 1:58
 Modern art: Impressionism to Post-modernism 1:75
 Moon landing: the race for the moon 1:75
 Motorbikes 1:78
 mouldering of Miss Haversham, The 4:67
 Mountains 3:72
 Movers and shapers 3:74
 Multiculturalism 3:67
 My animal and me [videorecording] [series] 2:77
 My best book of trains 2:77
 My sister's a burp 3:60
 My sister's a full stop 4:61
 My sister's a sea slug 1:62
 Mystery at Devon House 1:64
 Narrative therapy and community work: a conference collection 1:84
 Nature close up 1:73
 Nautical number hunt [computer software] 2:54
 Neptune's nursery 1:73
 New Australian food technology: our dairy industry [videorecording] 3:75
 new web of marketing, The [videorecording] 4:81
 Nim's island 1:63
 No matter what 2:57
 No one 1:63
 No-name bird 4:70
 Not Sally Marshall again! 4:62
 NOVA: Adventures in science [videorecording] [series] 1:69
 Nowhere to run 3:65
 Nuclear disasters 3:70
 Off the road 4:64
 Off to the sea: an inside look at a research cruise 4:78
 Oil disasters 3:69
 Olympia: warrior athletes of Ancient Greece 2:83
 Olympic countdown: diary of the Sydney Olympics 1998 2:80
 Olympic Games 2:80
 Olympic Games, The 1:78
 Olympics, The [series] 2:80
 On target: creating a text for a purpose 1:56
 Once upon a place: paintings, drawings and notes 1:71
 Once upon a time: narrative therapy with children and their families 1:85
 One lonely sea horse 4:57
 One of many: poems from prison 4:83
 Only the heart [sound recording] 2:65
 Opera House Mouse 2:56
 Operation Neptune [computer software] 2:54
 original Olympics, The 2:81
 other side of dawn, The 4:68
 other side of dawn, The [sound recording] 4:68
 other side of the hill, The 1:82
 Out of this world 2:60
 Outfall 4:69
 Outlanders 4:64
 Over the hill and around the bend with Granny and Bert and me 4:58
 Oxford children's A to Z of art, The 2:78
 Oxford children's A to Z of space, The 1:71
 Oxford children's A-Z of world religions, The 2:70
 Oxford children's encyclopedia of history, The 3:79
 Packing it! 2:63
 Park rangers 2:72
 Penny Pollard's scrapbook 1:53
 People 3:76
 People at work [series] 4:75
 Pete Paddock-Basher 3:60
 Philip Anderson: cycling legend 1:78
 Photography 2:79
 Pipit 2:57
 Pizza features 1:66
 Pizza features [sound recording] 4:67
 Places for thinking [kit] 1:84
 Playing with ideas: Australian women playwrights from the suffragettes to the sixties 3:79
 Plays of the 60s. Volume 2 1:80
 Plays of the 70s. Volume 1 1:80
 Plunketts, The 4:66
 Pole to Pole [Koala] 4:87
 Pole to Pole [Ticktock] 2:75
 Pop! 2:59
 poppykettle papers, The 3:60
 power of one, The 3:63
 primary 1:55
 Primary industries prime notes [computer software] 2:71
 prince and the pauper, The 3:57
 prisoner, The 3:65
 Professional hospitality core competencies 1:68
 Profiles: Australian women scientists 1:71
 Promoting development: Senibel: getting it right? [computer software] 3:68
 Pumpkin head is dead! 1:65
 puzzle duck, The 1:59
 Quentin's lunch 1:61
 Quicksilver 1:67
 Rain and shine 4:78
 Rain dance 4:56
 Rainforest 4:78
 rainforest, The 1:73
 rainforest tree, A 2:75
 Ramesses the Great: warrior and builder 1:81
 Rats 3:66
 Read me story play [series] 4:55
 Read my mind! 4:64
 Reader Rabbit's math ages 4-6 [computer software] 2:54
 Reader's Digest children's book of earthquakes and volcanoes, The 4:78
 Reader's Digest children's book of insects and spiders, The 4:79
 Really brave Tim 3:55
 recorder: how it changed the world, saved the universe and topped the charts, The 3:77
 Red Fred 2:82
 Redback Leftovers 4:69
 Refugees and illegal immigrants 4:73
 Religious celebrations & festivals in Australia 2:72
 removalists, The [sound recording] 4:84
 Rewind [videorecording] 3:67
 Riding the rough 3:62
 ringmaster, The 2:62
 Rocks and minerals 1:72
 Rodney's runaway nose 2:63
 Roll over Roly 2:60
 Romiette and Julio 3:63
 Round the twist. Series 3. Book 1 4:63
 Rowan and the Zebak 2:62
 Run Damon, run! 4:58
 Running towards Sydney 2000: the Olympic flame & torch 2:80
 Rural living: an outline of environmental protection and restoration measures for rural residential landholders 3:75
 Sacked! 4:60
 Sage's ark 3:54
 salt of broken tears, The 3:65
 Saving Jessie: a mother's moving story of her daughter's battle with heroin 1:84
 Scenes for young actors: a scene study resource book 2:83
 Science and human health 3:73
 Science of beauty [videorecording] 3:76
 science of noise, The 4:77
 Scooterboy 1:67
 Seasons in Australia [series] 4:77
 Second World War and its Australian Army battle honours, The 3:68
 Secrets in the fire 4:67
 Seeds and seedlings 2:75
 Senses 4:78
 Shadow of the minotaur 4:66
 Shadows 2:64
 Shadowson 4:67
 Shakespearean tragedy [videorecording] 4:83
 Shaping Australia [series] 1:82
 Sheep and wool 2:71
 Sheila the heeler 4:59
 Silver myths and legends of the world 2:73
 Silverwing 3:65
 Simply delicious! 4:58
 Sir Joshua and the unprofessional dragon 2:59
 Sleeping boy 3:53
 Sleepy bears 3:53
 Slow dog falling 3:52
 Small world 1:62
 Smart science [series] 2:74
 Smash 3:58
 Smudge 3:56
 Snake 1:73
 Societies and environments [series] 2:85
 Solving a crime 1:69
 Something's fishy, Hazel Green! 4:61
 Songs for my dog and other wry poems 2:81
 Space explorer atlas 3:55
 spangled drongo: a verse novel, The 1:79
 Spare parts 2:69
 Speaking of us: voices from twentieth-century Australia 3:82
 Spelling patterns [series] 1:55
 Spelling: approaches to teaching and assessment 1:55
 Spilling the beans on: William Shakespeare and other Elizabethans from around the Globe 4:83
 Spilling the beans on: Tutankhamen and other mummy's boys 4:85
 Stalker 4:66
 Start with art [series] 4:81
 State of the environment reporting manual 3:70
 Stella Louella's runaway book 1:57
 Stella star of the sea 2:57
 Step into ancient Japan 1:82
 Sticky stuff 4:53
 stone swan, The 3:52
 Stony heart country 1:66
 Stories from the Silk Road 2:73
 Stories to eat with a watermelon 2:61
 Stormy night 2:69
 Story starters for middle primary 1:55
 Stripes of the sidestep wolf 1:65
 Stuck in fast forward 2:64
 Studies in immigrant English language assessment. Volume 1 4:87
 sugar-gum tree, The 2:63
 sun is laughing: a collection of poems, The 4:83
 sun, The 2:74
 Susan laughs 3:57
 Sweden 2:53
 Swimming the globe 2:83
 Swine Lake 3:55
 Syd, Millie and Olly's guide to the 2000 Olympic Games 1:78
 Sydney through time 1:83
 Symbols of Australia [series] 3:81
 Table of everything 3:65
 Tales from the courts 1:69
 Tales from the new shop floor: inside the real jobs of the information economy 4:74
 Tales of the catwings 1:62
 Tapestry 3:67
 Tapestry [sound recording] 4:72
 Tashi and the demons 1:61
 Tatterhood: and other feisty folk tales 1:70
 Teaching and learning in science: towards a personalized approach 1:85
 Teddy Cool cleans up 1:59
 Terrible Troy 3:59
 Test your child: how to discover and enhance your child's true potential 1:75
 Theatre North: regional community theatre: images and impacts 1:77
 There's a hole in my bucket 4:58
 There's a wardrobe in my monster! 3:53
 There's more to food than eating: food foundations for children birth to eight years 3:74
 They melted his brain! 4:59
 This book bites!: or, why your mouth is more than just a hole in your head 3:73
 Thorn ogres of Hagwood 2:67
 three sillies, The 3:71
 Thunderfish 2:67
 Tibet: through the red box 2:58
 Tiger trouble 4:60
 Tiggie Tompson show, The 1:65
 Time for a rhyme 3:71
 Tin soldiers 4:64
 To summon a spirit 4:69
 To the goldfields! 1:60
 Toad rage 3:60
 Tortuga 4:57
 Totally awesome! 2:62
 Touch and go 2:65
 Touch me 4:68
 touch of silk, The 1:81
 Tough stuff 1:68
 tower at Moonville, The 2:60
 Toy wars 2:63
 Travelling solo to Morocco 3:51
 Treasure MathStorm! [computer software] 2:55
 Tremendous worlds 2:83
 Troy Thompson's radical prose folio 4:53
 Turning point: Australians choosing their future 4:72
 Twin trouble 4:63
 Two plays: Corporate vibes, Face to face 1:81
 Tyro 2:68
 Tyrone and the time tripper 2:61
 ugly vegetables, The 2:57
 Ultimate game: a novel 3:64
 Un enfant de la lune [kit] 2:73
 Unknown 3:57
 Unplugged! 1:59
 upside-down girl: a gravity defying adventure, The 3:59
 Usborne encyclopedia of ancient Greece, The 3:80
 Using functional grammar: an explorer's guide 4:55
 Vegetables, flowers and gardening 2:71
 Vendela in Venice 4:52
 Vigil 4:70
 villain's night out, A 1:62
 Violent volcanoes 1:72
 visit to, A [series] 3:80
 Vowel sounds: investigating common sound patterns 4:54
 waiter's handbook, The 4:80
 Waltzing Matilda meets Lazy Jack: 2:30 Australian ballads, poems and rhymes 2:82
 Wannabe wallaby 3:58
 Wanted - one body! 4:62
 Warped: twisted stories 4:66
 Water and boats 2:74
 Water worlds [series] 4:79
 water-dragons, The 2:63
 Ways of knowing: researching literature 4:54
 We come from [series] 2:84
 Welcome to Australia 3:82
 Welcome to my country [series] 4:86
 Well, a crocodile can! 2:52
 Wendy's whale 1:63
 Weslandia 1:58
 Western architecture: a survey from ancient Greece to the present 3:76
 Western Wildcats suck! 4:61
 Wetlands [Heinemann] 1:73
 Wetlands [Hodder] 3:73
 What am I? 3:73
 What can Australia do to create a more just world? 4:71
 What do we think about adoption? 3:69
 What is weather? [series] 2:74
 What on earth [series] 1:73
 What rot! 2:58
 What'll we get for Grandma? 1:62
 Wheatlands 3:79
 When I was young 1:56
 When I was your age. Volume two: original stories about growing up 2:69
 When the buffalo wakes 3:54
 Whisper Wild, freedom child 4:57
 Who am I? [series] 4:80
 Wild things 4:62
 willing eye: poems, The 1:79
 winner's wreath, The 4:62
 Winnie flies again 2:58
 Winning back Dad 2:59
 Wish you were here, and I wasn't 1:79
 Wish you weren't here 3:64
 wizard of Earthsea, A [sound recording] 1:62
 Wolf on the fold 4:65
 Wolf Star rise 4:67
 woman in the window, The 1:80
 Women in medieval times 4:72
 Women of the Long March 1:82
 Work and leisure 2:78
 world history of art, A 2:78
 World of castles 4:85
 worst band in the universe, The 1:56
 worst team ever, The 1:61
 Wow!: amazing science facts & trivia 3:72
 Writing in the curriculum: frames to support learn 1:56
 X-changes: stories for a new century 4:71
 Yesterday and today [series] 4:76
 You are the earth 3:72
 You can do it! [series] 3:78
 young athlete, The 2:80
 young cricketer, The 1:77
 young swimmer, The 2:81
 Zachary's ball 4:59
 Zap! splat! ka-pow! Make your own comic 3:77
 Zaroni's magic flying fish 2:61
 Zoo keeper 3:75

BOXER SHORTS



Margaret Clark

'You're a useless lump, Boxer. You'd forget your own head if it wasn't screwed on.' With that sort of grief, why should Boxer stay around? He hates the new town, hates the new school. He's scored another detention. So what? Who cares anyway? He's not coming back. Ever. His new mate, the Nicker, has ideas. 'You need action, Boxer,' he says. But what the Nicker has in mind is really pushing the edge.

0-14-130889-3
\$12.95
Available Now

SAVING ABBIE

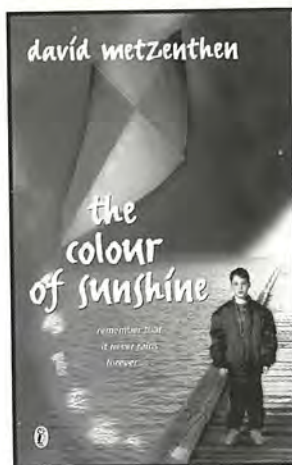


Allan Baillie

Ian first met Abbie the orangutan when they were trapped together on a sinking freighter in the middle of a cyclone. Now Ian is taking Abbie back home, giving her freedom in the jungles of Borneo. But it's not as simple as he thought it would be. There is something much worse than a cyclone waiting for them this time...

0-14-130740-4
\$14.95
Available Now

THE COLOUR OF SUNSHINE

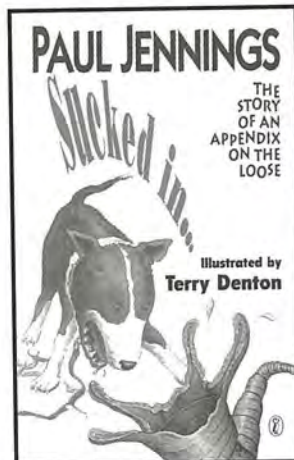


David Metzenthen

After his sister Petra dies, Davey's house is still and silent and his town is the sad colour of rain. Then Clarence, Joeline and Miranda arrive. With their exotic pets and colourful fish, their world is warm, bright and alive - and Davey starts to see that he might be happy again. But Davey's family doesn't believe in what he sees. Can one small boy prove that after the rain the sun will certainly shine again? Moving, engaging and uplifting, this is an exceptional story of one child's experience of grief and hope.

0-14-131051-0
\$12.95
Available Now

SUCKED IN



Paul Jennings

Illus. Terry Denton

From the combined talents of Jennings and Denton comes this madcap tale of an appendix on the loose... Trevor soon found out that life after his appendix operation would become a whole lot more complicated. Really crazy things started to happen. Trevor and his appendix just HAD to be together. And nothing would be allowed to get in their way!

0-14-131066-9
\$12.95
Available November

*Recommended retail including GST Published by Penguin Books Australia Ltd Visit us at www.puffin.com.au

From Penguin - great new Australian books for your school library

Order from your usual bookseller To order direct from Penguin Books, fax your school order (over \$100 rrp) to (03) 9871 2568

THE WORST BAND IN THE UNIVERSE

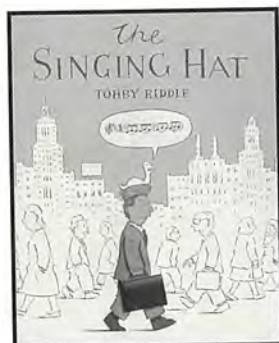


Graeme Base

A cosmic musical tale of Sprocc, a young Spingtwanger-player who leaves his home planet, Blipp, in search of musical freedom. Lured by the promise of fame and fortune, he enters the annual Worst Band in the Universe Competition - and is launched skywards on an adventure of truly intergalactic proportions.

0-14-056587-6
\$14.95
Available December

THE SINGING HAT



Toby Riddle

Toby Riddle's new picture book tells the story of Colin Jenkins, a man whose life changes forever after a bird builds a nest on his head. Lavishly illustrated and eloquent in the telling, this is a book that will equally enchant children and adults.

0-670-89266-1
\$25.00
Available November

TOTALLY WICKED



**Paul Jennings
& Morris Gleitzman**

Something very weird is happening to Dawn and Rory. And it's not just their new step-family. Slurping slobberers want to suck their bones out. Strange steel sheep want to smash them to pieces. Giant frogs want to crunch them up. Cruel killer creepers want to squeeze the life out of them. Their parents can't help them. Dawn and Rory are on their own. In one breathtaking volume - the original six books that inspired the television series.

0-14-131022-7
\$19.95
Available December

TWO HANDS TOGETHER



Diana Kidd

Lucy and her brother Jake idolise their father. They love the stories he tells about being a football player - especially the one about how he won the gold trophy for being the best and fairest player. But when the Rileys, an Aboriginal family, move in next door, Dad begins to fall off his pedestal...

0-14-130748-X
\$12.95
Available November

