

SCAN

Vol 20 Number 3 August 2001

Curriculum Support Directorate

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"Today Mrs Scheffers explained what is a book rap and what 'Rap Lingo' is about. Today I wanted to do more and I can't wait to talk to people in other schools." Jheric, 5B.

"At the conclusion of the rap I feel happy because our class kept up with high schools. I thought it (the Rap) was well organised and grew better each time we did it. I also thought it was very good sending emails to all over NSW and a couple of outer state schools." Conor, 5T.

"I would be interested in participating in another rap because it was an interesting experience for me and a wonderful activity to learn about as well as it being educational at the same time." Sacha, 5T.

See Book Rap reflections inside pp 8-15.

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SCAN

Vol 20 No 3 August 2001

Curriculum Support Directorate

From the Editor	2
Currents	3

Teaching and Learning

Dismantling the scaffold without falling off: students learning to write independently – <i>Teeny Patterson</i>	4
Integrating technology in teaching and learning: reflections on recent book raps. Introduction – <i>Bernadette Thorne</i>	8
Reflections from – <i>Wendy Chapman</i>	8
– <i>Rosemary Clarke</i>	10
– <i>Anne Longworth</i>	12
– <i>Jenny Scheffers</i>	12
– <i>Vicki Douglass</i>	13
– <i>Noel Grannall</i>	14
– <i>Lesley Fitzpatrick & Judith Mee</i>	14
Using Discovering Democracy in the classroom – <i>Megan Raadsma</i>	16
Discovering Democracy: redefining civics and citizenship education in New South Wales – <i>Lianne Singleton</i>	19
Collaboration and the information age school: an interview with Carol Collier Kuhlthau – <i>Dr Ross J. Todd</i>	24

Research columns

Research columns 3, 2001 – <i>Dr Ross J. Todd</i>	26
Inquiry based learning and school reform – <i>Carol Collier Kuhlthau</i>	27

Noticeboard

Information networking: Infocus and the State Library of New South Wales – <i>Jane Little</i>	34
Successful spine labels using OASIS – <i>Barbara Deece & Anne Dunne</i>	36
From VET in Schools: Pathways from school to work – <i>Michael McNamara & Sheryn Symons</i>	37

Resources

Reviews of Internet sites	40
Literacy resources	54
Picture books	56
Fiction for younger readers	59
Fiction for older readers	64
Information, poetry and drama	69
Professional reading	86
Who reviews?	87

Indexes	88
---------	----

From the editor



Term Three is upon us again and so are Book Week, Education Week and National Literacy and Numeracy Week. Although it is a busy time of year, I hope you will be able to relax with the latest *Scan* to enjoy some thought provoking and inspirational articles, and interesting and pertinent reviews.

Teeny Patterson, from the English Unit of Curriculum Support Directorate, has prepared our feature article about supporting students as they learn to write independently. *Dismantling the scaffold without falling off* is an article in response to requests from the *Scan* readership. Numerous past *Scan*'s articles have emphasised an important collaborative role for teacher-librarians in the creation of proformas for students' writing tasks. Where do we go from here? Teeny's article offers excellent, practical advice for how to move beyond standard proformas, including student involvement in the development of writing scaffolds, and the fostering of independence in writing through flexibility and critical understanding.

A term we are hearing more often in education is information communications technology (ICT). The integration of ICT through recent book raps is a focus of this issue's "rap wrap up" from teachers and teacher-librarians. These short, reflective articles may inspire your school to participate in a rap. View the current Book Week – Picture books and *Othello* raps online at the *School libraries: empowering learning* web site. Go to www.det.nsw.edu.au/schoollibraries and, from the home page, follow the path: Teaching and learning, then Book raps.

Dr Ross Todd reports from Rutgers University, USA, where he is currently Visiting Associate Professor. In addition to his regular *Research* columns, Ross introduces us to Professor Carol Kuhlthau in a special interview he conducted for *Scan*. Carol and Ross discuss the Information Search Process and the information age school. In *Research* columns, Carol returns to report on her recent research into inquiry based learning and school reform.

In *Resources*, you will find the remaining reviews of the 2001 Children's Book Council of Australian Awards shortlisted books. All of the reviews of the shortlist have been available online since Term Two on *School libraries: empowering learning*. Go to www.det.nsw.edu.au/schoollibraries and click on Teaching and learning, then Book Week. (Please remember to hold down the Shift key and select Refresh or Reload from your browser to view the latest version of each web page.)

We often hear back from new subscribers that they discovered *Scan* at a district meeting or other professional development activity. I wish to thank our subscribers, authors and reviewers for being such excellent ambassadors for the journal, and for promoting *Scan*'s articles and reviews both within and beyond their schools. Such impromptu endorsements are a highly effective form of advertising.

Ian McLean

Important note to *Scan* subscribers using subscription agencies

The introduction of the GST has created a variety of difficulties for subscription agencies to overcome, and *Scan* has received reports about delays in the commencement of several 2001 subscriptions. Most often this has been due to incorrect details or amounts being sent to *Scan*. Also, please try to ensure that your school or institution does not accidentally subscribe twice when our automatically generated 2002 Tax invoice/Renewal reminder arrives towards the end of Term Three.

Currents

*Colleen Foley is Acting Manager
SCIS/Scan, Library and Information
Literacy*

I am constantly impressed with the wonderful contributions teacher-librarians across New South Wales make as integral members of their school teaching and learning team. Our *Scan* articles serve as a lively reminder of this commitment and dedication.

The reflective comments about their experiences of Book raps from teachers in this issue are a delight, and a great illustration of the value of explicit teaching using technology. If you haven't already experienced a book rap, take the leap with one of the current or forthcoming raps and experience some of the exciting learning they offer.

You'll find the list of planned raps in the News section on our web site for teacher-librarians, *School libraries: empowering learning* at www.det.nsw.edu.au/schoollibraries

Please remember that in order to view the most recent version of a page on the web site, hold down the Shift key and click Refresh or Reload on your browser.

The recent Curriculum Corporation conference, *New curriculum for the knowledge age*, was a timely reminder about the significance and the challenges of collaborative pedagogy and creative professionalism, and the need to continue to address equity issues. Teacher-librarians and teachers are important collaborative partners in realising this, and supporting students in the development of higher order thinking through the use of an information skills process, as demanded by many syllabus outcomes.

Entitlement

A recent memorandum mentioned the concept of 'entitlement'. Forthcoming Departmental documents also incorporate this ideal. Entitlement is a significant element of our mandate and reflects very strongly the movement towards the outcomes based approach to teaching and learning of all new and recent syllabuses.

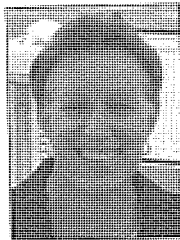
Virtual conference

The *Using authentic texts* Virtual conference was very successful. There was much interesting discussion about the triumphs and challenges we experience. You can view the discussion and the full article by Penny Hutton from the same section of our web site as the Book raps. The next issue of *Scan* will feature a follow up article by Penny, drawing together key issues, along with some reference to the recent research report, *Young Australians reading: from keen to reluctant readers*. This will help further our understandings of the connections between literacy, explicit teaching strategies, and the role of teachers and teacher-librarians in this.

Subject headings authority file

The April issue of the *SCIS Subject heading authority file* was sent to schools in early Term Two, as indicated in the memo sent to all NSW Government schools at the beginning of 2001. Schools can expect another issue in October. There has been much positive feedback on this. The *OASIS April update* CD-ROM also included a feature enabling the ability to produce Spine labels using a new Sample report. More details about this are included in this issue. Remember that the most accurate and up to date source of help for *OASIS Library* is School Technology Support (phone 13 23 48). Articles in *Scan* and information in the FAQs section of *School libraries: empowering learning* also provide additional information on these issues. ■

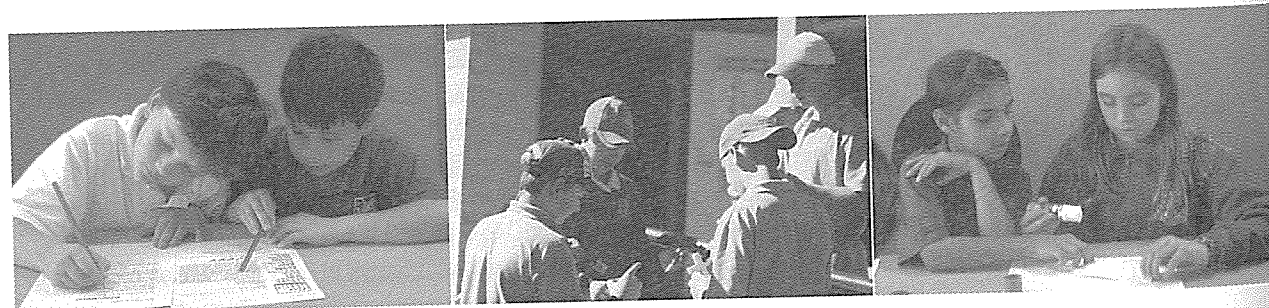
Dismantling the scaffold without falling off: students learning to write independently



Teeny Patterson
is Linkages
Coordinator,
English Unit,
Curriculum Support

Directorate. In this article, Teeny discusses some strategies for supporting students as they move towards independence when writing. Teeny prepared this article for *Scan* in consultation with **Sandy Fitzgerald**, a teacher-librarian at Glen Innes High School.

Students should be encouraged to work in small peer groups to construct their own criteria for a particular writing task.



Photographs courtesy of Stanmore Public School and Glenn Innes High School.

Over the last two years, I've worked with teacher-librarians and classroom teachers in both primary and secondary settings. Many are now feeling more comfortable about teaching their students to write for different purposes and audiences in a variety of subjects.

However, one factor that continues to baffle teacher-librarians and teachers is why their students are able to write quite well in a wide variety of situations, when a proforma had been provided, but seem unable to make any reasonable attempt when required to write independently.

Teachers invariably report that, no matter how many times they provide students with a proforma for the same type of writing, once the support provided by the proforma is removed, students seem unable to proceed on a similar task with any great degree of success. Teachers and students alike find this very frustrating.

In discussions with colleagues in libraries, classrooms and district and state offices, I've come to the conclusion that there are three main factors that will contribute to an improve-

ment in this situation:

- collaborative planning between classroom teachers and teacher-librarians
- developing proformas or writing criteria with student input
- developing flexibility and critical understanding.

Collaborative planning

More and more, we find research pointing out that unless learning is made relevant for students, they will disengage from it. In many school situations, such as lessons in the library (ie removed from the regular classroom setting), the learning is supported by the teacher-librarian.

It is essential that these lessons are collaboratively planned between the teacher-librarian and the classroom teacher. This will ensure that both teachers know they are working towards the same syllabus outcomes, and delivering the same message about the subject to students. For students, the benefits lay in knowing that what they learn with the teacher-librarian, for instance, is directly related to their work in the classroom and vice versa.

This close link makes the work of students in the two different settings: relevant to each other; meaningful; and in context.

Sometimes collaborative planning means that the teacher-librarian takes responsibility for a particular segment of the program. Sometimes it means the two teachers weaving in and out of the program as a whole, taking up from where the other left off. This type of cooperation between teachers requires quality, ongoing communication.

Developing proformas or writing criteria

Often proformas to support writing, or a set of criteria for writing, are prepared by teachers and presented to students on paper as an outline of what is required of students engaging in a particular writing task. Usually the teacher puts a great deal of thought into preparing the proforma or writing criteria, so that the writing will fulfil its purpose. In a school setting, students mainly write for the teacher as audience, either to demonstrate control over particular writing skills or to demonstrate mastery of subject content.

What would be most valuable to students in this process, is access to the "great deal of thought" that teachers put into developing the proformas or writing criteria. In other words, students would benefit greatly from being involved in the process of developing

the proforma or writing criteria.

This involvement will help students understand the elements selected for any given task. This should be part of the modelling that teachers do in libraries and classrooms with their students, not for them. If teachers, as proficient writers, model aloud the thought processes as they construct writing criteria or proformas, teachers will 'talk' students into understanding not just the what and how of writing, but the why. It is in understanding why proficient writers make the structural and language choices they do, that enables apprentice writers to become more proficient.

When students have received sufficient modelling, they should be encouraged, with teacher guidance, to work in small peer groups to construct their own criteria for a particular writing task. In doing so, they will be required to discuss their decisions with peers and justify them according to the purpose and audience for the task. Both modelled and guided writing strategies provide opportunities to teach students how to talk about language use and develop a common language, or metalanguage, for doing so. Modelling and guiding, through

demonstration and discussion, will best prepare students to write independently. In this way, the use of proformas to support students writing, can be gradually withdrawn.

Flexibility and critical understanding

Following on from developing the why of writing is developing flexibility and critical understanding about writing. The new and most important aspect of recent syllabuses, including

English K-6 and English Stage 6, and subject syllabuses such as the Science Stages 4-5, is the emphasis now being placed on developing knowledge and understanding alongside skills.

This is particularly important for improving students' literacy achievements. They need to have a critical understanding of how authors use the structure of a text, and the words in it, to position readers in a certain way. This is how authors achieve their purposes to inform, entertain, shock, persuade, and so on.

This critical understanding needs to be specifically taught. In this way, students can learn about what proficient writers do in the wide variety of texts they encounter in school subjects, and incorporate this learnt knowledge when constructing the visual, oral and written texts they are required to create throughout their schooling. Ensuring the development of knowledge about writing, as well as the skills of writing, is like ensuring that the theory accompanies the fieldwork.

In considering the need for both knowledge about how writing works, and the skills to carry out the task, I often use the analogy of teachers attending a professional development activity. Teachers can be provided with

Ensuring the development of knowledge about writing, as well as the skills of writing, is like ensuring that the theory accompanies the fieldwork.

Students would benefit greatly from being involved in the process of developing the proforma or writing criteria.



the most wonderful 'grab bag' of teaching strategies but, unless they also develop understanding about how these strategies will influence learning outcomes (purpose) for their students (audience), teachers will use the strategies for a few weeks at most and gradually stop using them. For teachers, like students, the theory has to accompany the fieldwork.

In the *English K-6 syllabus*, the 'theory' or understanding equates to the *Learning about* outcomes in each strand. In the *Writing* strand, the *Learning about* outcomes relate to the *Context and text* outcomes (.13) and the *Language structures and features* outcomes (.14).

The *Context and text* outcome requires even students in Early Stage 1 to recognise different purposes for writing, and the way in which their own texts differ in a variety of ways. At Stage 2, the outcome requires an ability to articulate the way in which texts must be adjusted to suit different readers, topics and purposes.

The *Language structures and features* outcome requires students in Stage 1 to identify the structure of their own literary and factual texts and articulate some related grammatical features and conventions. By Stage 3 the syllabus expects students to critically evaluate how texts have been constructed to achieve a wide variety of purposes, and how grammar and writing conventions are employed to shape readers' and viewers' understanding on texts.

In the *English Stage 6 syllabus*, the Rationale includes the statement that "Students reflect on their... learning and understand that... communication processes are shaped by the contexts in which they respond to and compose texts".

This is the first indication that the *English Stage 6 syllabus* also requires students to learn about language. The K-12 continuum extends the learning about this requirement by stating that students:

"develop knowledge and understanding of the ways that linguistic, structural, contextual and thematic interrelationships among texts shape meaning. They develop and apply knowledge and understanding of the role and function of literary conventions and devices.

These statements from the Rationale and the K-12 continuum are reflected in the first five outcomes of the Standard English course, in both preliminary and HSC years.

Writing in Science

As an example outside the English key learning area in secondary schools, the *Science Stages 4-5 syllabus* also includes science outcomes that require students to develop an understanding of the literacy demands of the subject of science. The syllabus Rationale articulates the importance of literacy in science through statements such as:

"Contexts are chosen... to increase students' motivation, conceptual understanding, literacy and ... confidence. ... contexts should encourage students to... extend connections between their learning and their experiences, develop literacy skills, increase scientific literacy and their personal and societal power in a broad range of situations."

This statement from the rationale in the *Science Stages 4-5 syllabus* is further supported by outcomes devoted to developing students' literacy knowledge, skills and understandings in science, particularly:

- 4.16 accesses information from identified secondary sources
- 5.16 accesses information from a wide variety of secondary sources
- 4.17 evaluates the relevance of data and information
- 5.17 explains trends, patterns and relationships in data and/or information from a variety of sources

- 4.18 with guidance, presents information to an audience to achieve a particular outcome
- 5.18 selects and uses appropriate forms of communication to present information to an audience.

Students will be unable to achieve many of the science outcomes without a clear understanding of the effect of language choices on their audience and an understanding of the literacy demands of science.

A successful writing program

In summary, a successful writing program that combines the best of what classroom teachers and teacher-librarians have to offer students will have the following elements:

- collaborative planning between classroom teachers and teacher-librarians, so that students make meaningful connections between the classroom program and that being offered to them in the library
- involving students closely in developing writing criteria that will support them in understanding the purposes for writing, and the language choices that proficient writers make in positioning their readers
- ensuring that classroom and library programs provide a balance between developing writers' skills and developing their knowledge and understandings about the way in which language is used effectively in different contexts to achieve a wide variety of purposes for a range of audiences.

Through explicit teaching and modelling students will be able to construct their own texts rather than simply reproduce information.

Carefully and collaboratively planned, well resourced learning tasks and research assignments will develop the knowledge skills and understandings required by students to demonstrate achievement of syllabus outcomes. Through explicit teaching and modelling, and with sufficient guidance and support, students will be able to construct their own texts rather than simply reproduce information.

A colleague of mine jokingly suggested that the title of this article could quite easily have been *Dismantling the scaffold and making sure there is a building underneath*. This is because, of the three factors in successfully scaffolding students writing, the third is most important. Overemphasis on conforming to a

"text type" causes students to become wary of writing flexibly, and according to purpose and audience (refer to pages 16-19 of *Focus on literacy: writing*). The confidence to be flexible comes from independence, and

independence comes from critical understanding of the why of writing. The ability to write independently is the 'building' that the scaffolding, or various forms of support, is helping us to put up. ■

References and further reading

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- Virtual conference: Using authentic texts at: *School libraries: empowering learning* [website]: <http://www.det.nsw.edu.au/schoollibraries> (Click on Teaching and learning, then Virtual conferences, then Using authentic texts.)

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

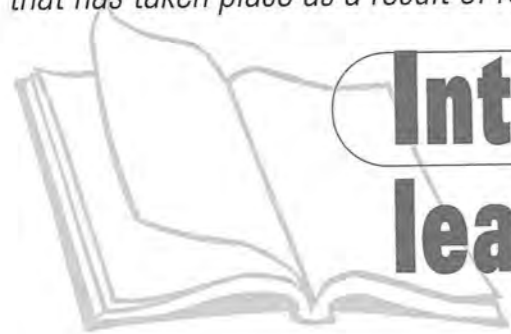


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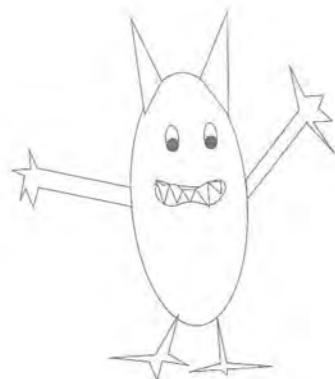
Scan invited a range of book rap participants to reflect upon the learning that has taken place as a result of recent raps.



Integrating technology teaching and learning: reflections on recent book raps



Introduced by **Bernadette Thorne**,
Senior Curriculum Adviser, English.

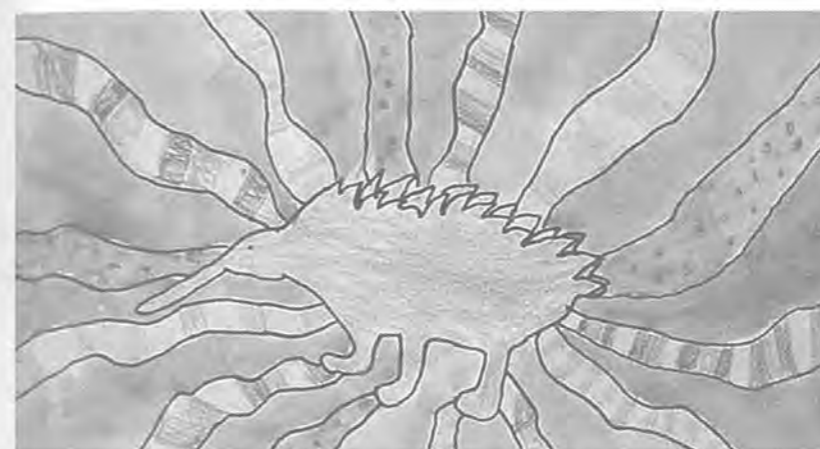


Book raps provide a unique opportunity to engage students in quality literature and the purposeful use of information technology communications (ICT) at the same time. The Program and planning sections for raps on *School libraries: empowering learning* provide links to syllabus outcomes, and model strategies and examples of explicit teaching using ICT in teaching towards the outcomes.

The use of the Internet provides opportunities to share reactions to texts with students and teachers across the state. The speed of response, which this technology offers, motivates students and creates clear purposes for using technology as part of their everyday work.

The quality texts selected for book rap discussions encourage the love of reading, and provide students with examples of literate language use that they can use as models in their own writing. The book raps also induct students into critical understandings by demonstrating that people respond to and think about texts in a variety of ways.

The articles on these next few pages encapsulate some of the exciting learning that has taken place for students and teachers participating in book raps...



"We only have 21 students in our school and four of us are Koori. We enjoyed reading *The Bunyip* and writing to the kids in schools all over Australia. Year 1 and Year 2 students used crayons, water colours and felt pens to create these artworks, with inspiration from the work of Bronwyn Bancroft."

"Tanja Kids", Tanja Public School

"We learnt about imagination. I enjoyed it very much working in small groups so we could share answers." Shaun, 5T.

"Today we learnt about other schools and made our own email. Now I'm even more excited." Danyle, 5T.

"At the library with my partner, I went into the Internet and I searched and found things like picking keywords. I felt proud of myself because I thought I did well; I was working hard." Shain, 5D.

Comments from Marayong Public School students.

Wendy Chapman is teacher-librarian at Wollondilly Public School. A coordinator of the **Big mob Dreaming** and **Mrs Millie's painting** book raps in 2001, she has also worked concurrently with several classes of book rappers in her school.



During the **Big mob Dreaming** book rap, students were exposed to a range of literature in different types of text: *The Bunyip*, a small picture book; oral storytelling; traditional stories; and the poems and literary constructions written by other rappers responding to the rap points.

This book rap provided a meaningful context and purpose for such reading, and allowed participants to read, examine and discuss the creative writing of other

rappers across Australia, which would not have been possible without the rap.

The rap also necessitated the discussion of basic grammatical features of texts, including extending language patterns from the book, and the identification of the purpose of different words, such as describing words and action words. The rap provided a purpose for such learning, and allowed students to use their learning in a meaningful context.

New understandings about Aboriginal perspectives were supported as result of the input of the Aboriginal Studies team at Curriculum Support Directorate.

Teachers reported contacting local storytellers, and mentioned different ways their rappers were publicising their work, including: school assembly items; school newsletters; and local press reports.

At the culmination of this rap, there was a unique

opportunity to share some of the artworks created by students as they investigated the rap points. A selection of students' paintings and drawings of Australian animals, computer generated illustrations of bunyips, and bunyip 'catalogue' poems, were uploaded into the online **Gallery** on **School libraries: empowering learning**.

During most book raps, students at Wollondilly also engage in meaningful map work. Prior to beginning

work on the **Big mob Dreaming** rap, the class involved had been looking at maps of Australia and New South Wales. This rap provided a perfect opportunity to consolidate skills previously introduced through the completion of a **Rap map**. There was great excitement when Stage 1 classes from the border regions introduced themselves, as state borders had been explained in a previous HSIE unit.

(cont. top of page 10.)

Book raps can change and improve your teaching practice

The students' rap responses often refer to classroom processes, both implicitly and explicitly. This can allow teachers to 'see through' the written responses to the learning opportunities being presented in the classroom. Teachers deal with the rap points depending on their circumstances and the needs of their students.

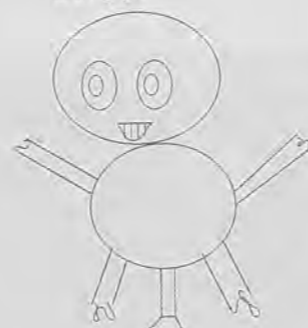
Working with classroom teachers at a school level is an excellent way to enhance teaching practice. Sharing

responsibilities with colleagues during a rap provides opportunities for teachers to learn from each other, support one another, and share new understandings.

Raps also foster collaboration with teachers geographically removed. The **Teacher support rap for Big mob Dreaming** enriched teaching practice through direct discussion with other teachers. For example, in this rap, Gayle Pinn's class from Rosewood Public School responded with a "catalogue poem". I had not come across this term before, and was able to ask for an explanation. Gayle responded to the whole list, so that all

teachers subscribing could read and learn. Here is a Bunyip catalogue poem from Kingscliff Public School:

following
looking
hunting
sneaking
hiding
Bunyip ! Bunyip !
Bunyip !



ICT in teaching and learning

Information communications technology is seen as useful and relevant when it offers opportunities, and allows results, which cannot be achieved in other ways. Book raps offer the following benefits which would be difficult, if not impossible, to achieve through traditional communication tools. In the course of the **Big mob Dreaming** rap, opportunities were provided to:

- discuss issues and literature efficiently with students geographically removed
- present and substantiate reasons for holding particular viewpoints, and the need to express these in writing
- share and publish group work for a much wider audience than previously possible, ie. beyond the immediate school population (Potentially, the audience is worldwide, an incentive for students to strive for a high standard of work.)
- read email texts, where the subject matter and structure can be predictable and familiar
- learn and practise word processing skills and correct email 'netiquette'
- build new meanings, concepts and understandings by reading other work
- learn from other teachers and students by the responses presented, eg. classroom practice is often implicit in students' responses to rap points
- allow teachers to read and observe the work of students beyond the local school level. ■

Rosemary Clarke teaches a Year1/2 composite class at Marayong Public School. Her class participated in the Big mob Dreaming book rap for Stage 1 students.

"This is my first attempt at being involved in a book rap. I started teaching thirty years ago, so this is a brave move with technology for me. If I can do it, anyone can! I'm looking forward to being involved with the rap and I know my class is very excited."

So went my initial email to the Teacher support listserv for the **Big mob Dreaming** book rap about *The Bunyip*. I really didn't know what to expect. Five weeks later, I am amazed by the learning that has occurred.

With the guidance and support of Jenny Scheffers, our teacher-librarian, the students have been so enthusiastic that it has rubbed off onto the staff, parents, and even the community.

The students have surprised me with their enthusiasm for all the tasks. They particularly enjoyed typing up the rap responses, hence the opportunity to print out their own cinquain poetry was met with great delight. Students were

writing their own poems at home, finding related stories and even searching the Internet for information about bunyips. Locating participant schools on a **Rap map** was also fun, especially when it came to pinpointing the small primary schools of Tanja and Rosewood.

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very memorable for the students. It made them feel very special!

I feel all the rap points were suitable, especially Rap Point 1, as the students found this easy and enjoyable. There was a real purpose for the joint construction of rap responses. The addition of new animal characters to the narrative encouraged use of adjectives and creativity. Some of the illustrations are just gorgeous. You should see the dingo dripping with saliva! The students are so proud of their work that it has been shown at a school assembly, and put into a class big book which will be loaned to other classes in the school. We are all a bit loath to part with it.

When students are "switched on", learning happens at a fast pace. The storytellers, books, poems, and emails all added to the huge variety of authentic texts read by the class, and not necessarily set at the individuals' reading levels. Many of my students have jumped three to five levels in reading over the book rap period. Sometimes we cancelled regular reading groups so that the students could work on their rap responses.

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to provide more learning experiences that support group work.

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incoming class emails, and then to read the **Teacher support rap** messages thoroughly.

Due to participating in the rap, I also feel more confident about using the computer as a learning tool in the classroom. As the students typed and printed out their own poems, I was able to assess their skills

for their portfolios.

On a personal note, I have been thrilled with my own confidence with the Internet. I can actually do it myself now, much to my family's relief, and in recent weeks have been surfing the World Wide Web for a range of other interests. ■

1/2R book rappers at Marayong really enjoyed hearing from the following schools:

- Tanja, because your whole school is the same size as our class. We loved the description of your dingo with dripping saliva!
- Moree East, because you also read *Turramulli*, which we really enjoyed. It was great to read your poems with the Hairy Man and Turramulli in them.
- Beauty Point, because we would love to see the water from our classrooms.
- Pymble, because we really giggled when we read your acrostic poem about the bunyip. We were a bit surprised!

So many schools did a good job and we will be able to keep reading all of the animals, poems and stories. Mrs Scheffers, our teacher-librarian, has been so helpful to us. She even arranged for two of us to be photographed for the local paper. Now our class is famous!

Thank you to Mrs Chapman and Mrs Douglass for thinking of such terrific things to do with *The Bunyip*. We enjoyed it all! We can't wait for the next book rap!

Anne Longworth is teacher-librarian at Hay War Memorial High School.

Anne was one of the coordinators of the **Luke's way of looking** book rap for Stage 3 and Stage 4 students.



This was the first time the teachers and I had studied a picture book with secondary school students. The nature of the story of *Luke's way of looking* and the illustrations were helpful in meeting *Reading and viewing* outcomes, particularly in terms of the literacy demands of visual text. It assisted our Stage 4 English students to extend their comprehension beyond the literal.

There was a lot of "reading the pictures". Some research in the library, and much discussion of the findings, were necessary for the students to be able to interpret

some of the images. Answering the rap points guided their learning and increased their general knowledge.

The rap responses, for the most part, were arrived at through a process of joint construction and editing involving the whole class. When negotiating the contents of each group response, the students quickly realised the importance of understanding the audience for whom they were writing. This also applied to the etiquette of email, especially when checking messages for errors before they were sent.

Many of the students were familiar with using regular email. Most had not used a listserv before; they were pleased with how little time it took for their responses to appear via the listserv. The online **Archives of the class email discussion** facility made the rap responses more accessible to students.

Through this rap, the class was able to see the differences and the similarities between themselves and other students across the state. That is always a positive process for students in isolated rural areas. When the author and illustrator

arrived online, the whole rap really came to life! The exchange of ideas the students were able to have with Nadia Wheatley and Matt Ottley was quite unique.

During the rap, the school hosted a group of trainee teachers from Sydney University, as part of the *Beyond the line* program which brings city students to the country in the hope that they will consider spending some of their teaching career in rural areas. These ESL and English student teachers were really impressed with the rap, and could see the potential for using raps in their programs.

Book raps are adaptable. They can be a whole class activity, or can be used for extension work with small groups. A book rap is also an effective way to integrate technology into the curriculum. The *School libraries: empowering learning* rap materials remain archived on the web site, so teachers can also access the **Programming and planning** information at any time, and adapt it for future use. ■

Jenny Scheffers is teacher-librarian at Marayong Public School. Jenny's school participated in several book raps this year. Jenny was a coordinator of the **Luke's way of looking** rap and, currently, the **Book Week - Picture books** rap.

Although I had been involved in raps at my previous school, last term's **Big mob Dreaming** and **Luke's way of looking** book raps have been unique experiences for the staff and students at Marayong. The planned teaching and learning outcomes were achieved very successfully, and additional outcomes were also attained. These included: the strengthening of a sense of class pride and achievement; a greater appreciation of other schools; and respect and tolerance of other people's opinions.

The Year 1/2 students read their **Big mob Dreaming** emails on the library's Internet computers. Rap responses were word processed by the students on the classroom computers, then saved to disk and taken to the library to be emailed to the listserv. There was a real buzz of excitement during the session when, in pairs, the Stage 1 students roamed from one computer to another, viewing and discussing the various rap responses, from our own school and from other participating schools, displayed on the monitors. The Deputy Principals were invited to come and witness this great experience teaching and learning moment!

For the Year 5 students participating in the **Luke's way of looking** rap, a greater understanding of how to compose, type and send an email message was developed. The students were rostered to: type up the jointly constructed class rap responses; email them; and print off incoming messages.

These experiences have demonstrated that book raps provide exciting and rewarding opportunities for classroom teachers and teacher-librarians to work collaboratively. As in any cooperative program, the expertise, interests and knowledge of teachers, plus the interests and knowledge of individual students, combine to maximise the outcomes for all. Enormous personal and professional growth was experienced by the four classroom teachers involved. As the newly appointed teacher-librarian, I appreciate that the positive models set by these raps will benefit many future collaborations.

The Year 1/2 teacher, Rosemary Clarke, and I jointly presented a session on book raps at a staff meeting. Whilst I outlined the concept of a book rap, and how one is organised, Rosemary discussed her Stage 1 students' successes in the **Big mob Dreaming** book rap and showed work samples. As a direct result of this session, four more teachers are keen to take part in the upcoming book raps. In addition, Rosemary and I have been invited to present a book rap session to the staff of a neighbouring school, as part of their next School Development Day.

Our whole school community has benefited from this involvement in book raps: the students; staff; and parents. Now that "the seed has now been sown" Marayong's interest and involvement in book raps is sure to continue to expand. ■

Vicki Douglass, Assistant Principal of Blacktown West Public School, was a coordinator of the **Big mob Dreaming** book rap about *The Bunyip*, a title in the **Big mob books for little fullas** kit. Vicki worked with a Year 2 classroom teacher, **Melinda Toner**.

The **Big mob Dreaming** book rap was very successful, as it developed skills of critical literacy. The students were able to observe the progress of Stage 1 students in other schools, and interact with their responses to the same text: discussing; comparing; and analysing. It was a highly motivating vehicle to promote discussion and support students towards the achievement of Stage 1 outcomes in English.

One of the highlights was a visit from an Aboriginal Community member. Aunty Daff, from the Wiradjuri Nation, was able to come and share *The Bunyip* Dreaming story with the

class. Aunty Daff gave the students an insight into the moral messages that *The Bunyip* depicts, and the importance of oral messages in past and present cultures. The students were then able to compare the language used in an oral story, and how it can differ from that of a written text.

Using email in daily teaching and learning activities also developed skills in using computers. By the end of the rap, each student in Melinda's class was able to: log on to the *Hotmail* account; and retrieve and read messages; and use a word processor to create written responses.

There was a steep learning curve for all involved, students and teachers alike. The rap also encouraged genuine interest from school staff. There were many opportunities for other class teachers to observe the book rap lesson format in progress, including the joint construction of texts, and the use of the Internet to read and send emails.

Collaboration between participating teachers was ongoing, especially when posting responses and supporting joint construction. Collaborating

with Melinda also helped me, as a rap coordinator, to monitor the rap's successes in regard to timing, level of difficulty, and enjoyment of rap points.

This book rap assisted the students working towards the achievement of Stage 1 outcomes in English, but all book raps have strong links to other key learning areas. In particular, book raps can address the Stage 1 **Information and communication** outcome in Science and Technology, in which students "are able to use computer-based technologies where appropriate for a given task" (Stage statement, *Science and technology K-6: outcomes and indicators*, p 12).

IC S1.2 Creates a range of information products and communicates using a variety of media.

(*Science and technology K-6 outcomes and indicators*, p 22).

Through the **Big mob Dreaming** rap, our students also learned that: "there are different ways of communicating with others"; "information can be stored for later use"; and "equipment should be used with care and safety" (*Science and technology K-6 syllabus*, pp 10-12). ■

Noel Grannall's Stage 6 English (ESL course) students at Moorefield Girls High School participated in the *Only the heart* book rap.

This book rap helped my ESL students take ownership of their learning and certainly raised their interest levels in regards to this set text. The esteem of my students is sky high. This is a new way of teaching for me, and a new way of learning for the students.

At an earlier date, we had studied *Only the heart* concentrating purely on the narrative. That is, I made sure my students understood the story. By the

time the book rap came around, I was ready to revisit the text with the students, and I did this through the key questions posed by the rap. We browsed around the book rap web site a little. I set up an email address for the class, and gave them the password.

The book rap questions were set as homework, and we discussed their responses in class. Good ideas were scribbled on the board. For each rap point, one student was appointed as scribe, but this position brought with it the responsibility for word processing the class notes onto a floppy disk. I helped the 'Rap rep' tidy up a few spellings and structures, and together we posted the group's answers to the

book rap, making sure to give credit via a footnote to the student who wrote up the notes.

We visited the book rap site's Archives of the class email discussion regularly, both individually and as a class. To get a reply the next day from Brian Caswell was a real buzz, especially as he always had something positive to say. Having class responses analysed by the author himself is incomparable. There isn't a better way to check that you're on track.

The students' ownership of the learning was reflected in their half yearly examination. They were able to write about the book so fluently. Recall of events and understanding of perspective by the majority of my

students was excellent. Primarily, this was due to the students having taken pride in presenting their thoughts about *Only the heart* to other schools via the book rap. Good teaching, to me, is when the students want to do the hard yards and take responsibility for their own learning. That is what happened so successfully with the rap.

The communication with other teachers, via the Teacher support rap, was good for me as I was able to discuss syllabus and curriculum issues with my peers. I've really appreciated the opportunity to make contact with other ESL teachers. Next term, I shall be leading the entire English staff through the book rap process to spread the word as to the potential of this (for us) new venture. ■

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Editor's note: Student artwork and poetry accompanying these articles courtesy of Kingscliff and Tanja Public Schools.

A perspective on ELS students and book raps from Lesley Fitzpatrick and Judith Mee, Multicultural Programs Unit.



In Term One, there was a book rap on *Only the heart* by Brian Caswell and David Phu An Chiem, a prescribed text for the Stage 6 HSC English (ESL course).

Student enthusiasm was evident from the start; they so much wanted to communicate quickly and directly with their peers, to find out about each other and tell of their post-HSC exam aspirations. There was a genuine exchange of information and feedback on the set text.

The electronic medium of the book rap gave English as a Second Language (ESL) students a voice, and an extended and real audience for their written work. It proved to be highly motivating for them. Their teachers commented on the improved quality of work, evident both in class discussions to prepare book rap responses, and in their posted answers to focus questions. Drafting and editing for improved grammatical control increased significantly during the rap.

One of the best aspects of this book rap was the very active involvement of one of the authors, Brian Caswell. He was

outstanding in his regular feedback to student questions and responses, especially in valuing their insights. The consistent input by Brian was extremely motivating for the students, and helped to deepen their understanding of the text. They wrote at length, pushing themselves to explore and question the structure of the novel, in particular its film like episodes. This author/student contact via email proved to be a key benefit made possible by this use of information communications technology (ICT).

How can book raps help ESL students?

We find that book raps fulfil many requirements for enhancing ESL students' English language and literacy development in the areas of improved learning outcomes, programming and ESL teaching.

This type of learning is very supportive of reinforcing and consolidating ESL skill development, and building confidence in communicating with others. Students can get lots of writing practice that is defined but

unregimented, and focussed yet encouraging of imaginative and creative attempts. The technology allows for quick questioning or clarification of meaning. It is this interactive feature that provides the impetus for enhanced ESL learning.

The nature of the book rap generates much student talk in order to refine and organise their ideas, and makes students refer to the text for closer study in formulating their responses. The strategy of joint construction is required as part of the technology use, not forced. It also has students drafting, editing and checking the dictionary, important skills from the Strategies strand organiser of the ESL scales.

Further, there is much to which students can respond when reading and presenting to the class the points made by students from other schools during the rap. Students read authentic texts and experience real communication in English. They are pushed to extend their English language development as the book rap is an alive, real context.

How can book raps help ESL teachers?

Viewing the students' responses is a good moderation tool for ESL teachers. The *Only the heart* book rap assisted teachers to:

- raise expectations of student achievement
- modify their teaching practice
- provide additional help to students at the point of need
- monitor consistency of student achievement across the state.

Another important feature of the book raps hosted through *School libraries: empowering learning* is the facility for online teacher discussion. The Teacher support listserv runs concurrently for each rap, but is completely separate from the student responses. Emails to the teacher raps are not archived on the web site, and this allows for an immediate professional exchange about content, ESL best practice, collaborative teaching opportunities, and technology issues, that could be used in the classroom the very next day. ■

From participating in this book rap I have learnt...

"... that you don't just read the story but you have to look deeper into the pictures to make the story more interesting." Glaiza, 5B.

"... not to just look at a book – it's what the illustrations and writing are saying that counts." Conor, 5T.

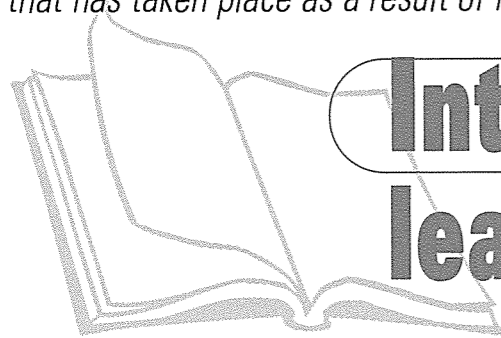
"... that books aren't just all pictures and writing; it is more than that, everything has a meaning and if you look closer you get what it means." Sacha, 5T.

"... things about Nadia Wheatley, Matt Ottley and how they worked together to think of what to write and illustrate the things they have done in this book. Also about how the other schools feel about the Book Rap." Gemma, 5T.

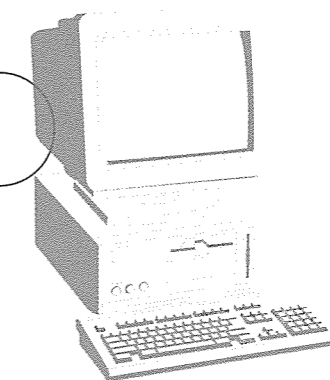
"... that you don't give up on your dreams." Zacharie, 5D.

Comments from Marayong Public School students.

Scan invited a range of book rap participants to reflect upon the learning that has taken place as a result of recent raps.



Integrating technology teaching and learning: reflections on recent book raps



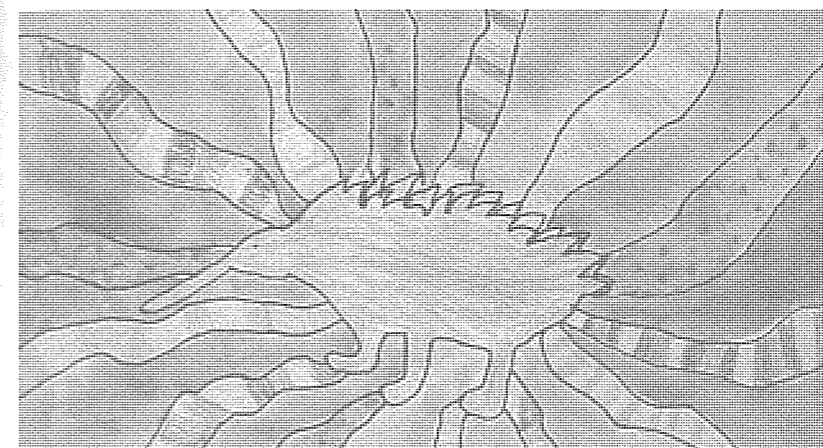
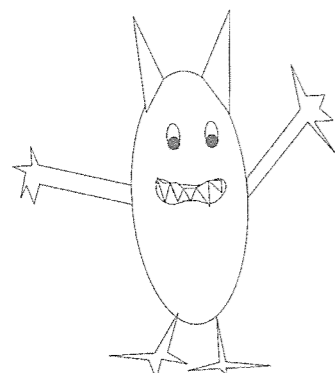
Introduced by **Bernadette Thorne**,
Senior Curriculum Adviser, English.

Book raps provide a unique opportunity to engage students in quality literature and the purposeful use of information technology communications (ICT) at the same time. The Program and planning sections for raps on *School libraries: empowering learning* provide links to syllabus outcomes, and model strategies and examples of explicit teaching using ICT in teaching towards the outcomes.

The use of the Internet provides opportunities to share reactions to texts with students and teachers across the state. The speed of response, which this technology offers, motivates students and creates clear purposes for using technology as part of their everyday work.

The quality texts selected for book rap discussions encourage the love of reading, and provide students with examples of literate language use that they can use as models in their own writing. The book raps also induct students into critical understandings by demonstrating that people respond to and think about texts in a variety of ways.

The articles on these next few pages encapsulate some of the exciting learning that has taken place for students and teachers participating in book raps...



"We only have 21 students in our school and four of us are Koori. We enjoyed reading *The Bunyip* and writing to the kids in schools all over Australia. Year 1 and Year 2 students used crayons, water colours and felt pens to create these artworks, with inspiration from the work of Bronwyn Bancroft."

"Tanja Kids", Tanja Public School

"We learnt about imagination. I enjoyed it very much working in small groups so we could share answers." Shaun, 5T.

"Today we learnt about other schools and made our own email. Now I'm even more excited." Danyle, 5T.

"At the library with my partner, I went into the Internet and I searched and found things like picking keywords. I felt proud of myself because I thought I did well; I was working hard." Shain, 5D.

Comments from Marayong Public School students.

Wendy Chapman is teacher-librarian at Wollondilly Public School. A coordinator of the **Big mob Dreaming** and **Mrs Millie's painting** book raps in 2001, she has also worked concurrently with several classes of book rappers in her school.

During the **Big mob Dreaming** book rap, students were exposed to a range of literature in different types of text: *The Bunyip*, a small picture book; oral storytelling; traditional stories; and the poems and literary constructions written by other rappers responding to the rap points.

This book rap provided a meaningful context and purpose for such reading, and allowed participants to read, examine and discuss the creative writing of other

rappers across Australia, which would not have been possible without the rap. The rap also necessitated the discussion of basic grammatical features of texts, including extending language patterns from the book, and the identification of the purpose of different words, such as describing words and action words. The rap provided a purpose for such learning, and allowed students to use their learning in a meaningful context.

New understandings about Aboriginal perspectives were supported as result of the input of the Aboriginal Studies team at Curriculum Support Directorate.

Teachers reported contacting local storytellers, and mentioned different ways their rappers were publicising their work, including: school assembly items; school newsletters; and local press reports.

At the culmination of this rap, there was a unique

opportunity to share some of the artworks created by students as they investigated the rap points. A selection of students' paintings and drawings of Australian animals, computer generated illustrations of bunyips, and bunyip 'catalogue' poems, were uploaded into the online **Gallery** on **School libraries: empowering learning**.

During most book raps, students at Wollondilly also engage in meaningful map work. Prior to beginning

work on the **Big mob Dreaming** rap, the class involved had been looking at maps of Australia and New South Wales. This rap provided a perfect opportunity to consolidate skills previously introduced through the completion of a **Rap map**. There was great excitement when Stage 1 classes from the border regions introduced themselves, as state borders had been explained in a previous HSIE unit.

(cont. top of page 10.)

Book raps can change and improve your teaching practice

The students' rap responses often refer to classroom processes, both implicitly and explicitly. This can allow teachers to 'see through' the written responses to the learning opportunities being presented in the classroom. Teachers deal with the rap points depending on their circumstances and the needs of their students.

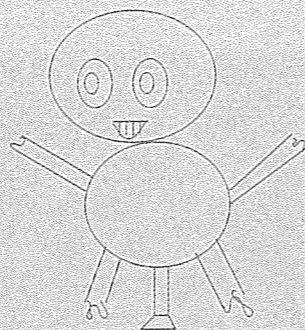
Working with classroom teachers at a school level is an excellent way to enhance teaching practice. Sharing

responsibilities with colleagues during a rap provides opportunities for teachers to learn from each other, support one another, and share new understandings.

Raps also foster collaboration with teachers geographically removed. The **Teacher support rap for Big mob Dreaming** enriched teaching practice through direct discussion with other teachers. For example, in this rap, Gayle Pinn's class from Rosewood Public School responded with a "catalogue poem". I had not come across this term before, and was able to ask for an explanation. Gayle responded to the whole list, so that all

teachers subscribing could read and learn. Here is a Bunyip catalogue poem from Kingscliff Public School:

following
looking
hunting
sneaking
hiding
Bunyip ! Bunyip !
Bunyip !



ICT in teaching and learning

Information communications technology is seen as useful and relevant when it offers opportunities, and allows results, which cannot be achieved in other ways. Book raps offer the following benefits which would be difficult, if not impossible, to achieve through traditional communication tools. In the course of the **Big mob Dreaming** rap, opportunities were provided to:

- discuss issues and literature efficiently with students geographically removed
- present and substantiate reasons for holding particular viewpoints, and the need to express these in writing
- share and publish group work for a much wider audience than previously possible, ie. beyond the immediate school population (Potentially, the audience is worldwide, an incentive for students to strive for a high standard of work.)
- read email texts, where the subject matter and structure can be predictable and familiar
- learn and practise word processing skills and correct email 'netiquette'
- build new meanings, concepts and understandings by reading other work
- learn from other teachers and students by the responses presented, eg. classroom practice is often implicit in students' responses to rap points
- allow teachers to read and observe the work of students beyond the local school level. ■

Rosemary Clarke teaches a Year1/2 composite class at Marayong Public School. Her class participated in the **Big mob Dreaming** book rap for Stage 1 students.

"This is my first attempt at being involved in a book rap. I started teaching thirty years ago, so this is a brave move with technology for me. If I can do it, anyone can! I'm looking forward to being involved with the rap and I know my class is very excited."

So went my initial email to the Teacher support listserv for the **Big mob Dreaming** book rap about *The Bunyip*. I really didn't know what to expect. Five weeks later, I am amazed by the learning that has occurred.

With the guidance and support of Jenny Scheffers, our teacher-librarian, the students have been so enthusiastic that it has rubbed off onto the staff, parents, and even the community.

The students have surprised me with their enthusiasm for all the tasks. They particularly enjoyed typing up the rap responses, hence the opportunity to print out their own cinquain poetry was met with great delight. Students were

writing their own poems at home, finding related stories and even searching the Internet for information about bunyips. Locating participant schools on a Rap map was also fun, especially when it came to pinpointing the small primary schools of Tanja and Rosewood.

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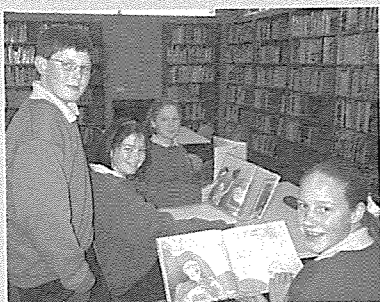
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Through this rap, the class was able to see the differences and the similarities between themselves and other students across the state. That is always a positive process for students in isolated rural areas. When the author and illustrator

arrived online, the whole rap really came to life! The exchange of ideas the students were able to have with Nadia Wheatley and Matt Ottley was quite unique.

During the rap, the school hosted a group of trainee teachers from Sydney University, as part of the *Beyond the line* program which brings city students to the country in the hope that they will consider spending some of their teaching career in rural areas. These ESL and English student teachers were really impressed with the rap, and could see the potential for using raps in their programs.

Book raps are adaptable. They can be a whole class activity, or can be used for extension work with small groups. A book rap is also an effective way to integrate technology into the curriculum. The *School libraries: empowering learning* rap materials remain archived on the web site, so teachers can also access the **Programming and planning** information at any time, and adapt it for future use. ■

Jenny Scheffers is teacher-librarian at Marayong Public School. Jenny's school participated in several book raps this year. Jenny was a coordinator of the **Luke's way of looking** rap and, currently, the **Book Week - Picture books** rap.

Although I had been involved in raps at my previous school, last term's **Big mob Dreaming** and **Luke's way of looking** book raps have been unique experiences for the staff and students at Marayong. The planned teaching and learning outcomes were achieved very successfully, and additional outcomes were also attained. These included: the strengthening of a sense of class pride and achievement; a greater appreciation of other schools; and respect and tolerance of other people's opinions.

The Year 1/2 students read their **Big mob Dreaming** emails on the library's Internet computers. Rap responses were word processed by the students on the classroom computers, then saved to disk and taken to the library to be emailed to the listserv. There was a real buzz of excitement during the session when, in pairs, the Stage 1 students roamed from one computer to another, viewing and discussing the various rap responses, from our own school and from other participating schools, displayed on the monitors. The Deputy Principals were invited to come and witness this great experience teaching and learning moment!

For the Year 5 students participating in the **Luke's way of looking** rap, a greater understanding of how to compose, type and send an email message was developed. The students were rostered to: type up the jointly constructed class rap responses; email them; and print off incoming messages.

These experiences have demonstrated that book raps provide exciting and rewarding opportunities for classroom teachers and teacher-librarians to work collaboratively. As in any cooperative program, the expertise, interests and knowledge of teachers, plus the interests and knowledge of individual students, combine to maximise the outcomes for all. Enormous personal and professional growth was experienced by the four classroom teachers involved. As the newly appointed teacher-librarian, I appreciate that the positive models set by these raps will benefit many future collaborations.

The Year 1/2 teacher, Rosemary Clarke, and I jointly presented a session on book raps at a staff meeting. Whilst I outlined the concept of a book rap, and how one is organised, Rosemary discussed her Stage 1 students' successes in the **Big mob Dreaming** book rap and showed work samples. As a direct result of this session, four more teachers are keen to take part in the upcoming book raps. In addition, Rosemary and I have been invited to present a book rap session to the staff of a neighbouring school, as part of their next School Development Day.

Our whole school community has benefited from this involvement in book raps: the students; staff; and parents. Now that "the seed has now been sown" Marayong's interest and involvement in book raps is sure to continue to expand. ■

Vicki Douglass, Assistant Principal of Blacktown West Public School, was a coordinator of the **Big mob Dreaming** book rap about *The Bunyip*, a title in the **Big mob books for little fullas** kit. Vicki worked with a Year 2 classroom teacher, **Melinda Toner**.

The **Big mob Dreaming** book rap was very successful, as it developed skills of critical literacy. The students were able to observe the progress of Stage 1 students in other schools, and interact with their responses to the same text: discussing; comparing; and analysing. It was a highly motivating vehicle to promote discussion and support students towards the achievement of Stage 1 outcomes in English.

One of the highlights was a visit from an Aboriginal Community member. Aunty Daff, from the Wiradjuri Nation, was able to come and share *The Bunyip* Dreaming story with the

class. Aunty Daff gave the students an insight into the moral messages that *The Bunyip* depicts, and the importance of oral messages in past and present cultures. The students were then able to compare the language used in an oral story, and how it can differ from that of a written text.

Using email in daily teaching and learning activities also developed skills in using computers. By the end of the rap, each student in Melinda's class was able to: log on to the *Hotmail* account; and retrieve and read messages; and use a word processor to create written responses.

There was a steep learning curve for all involved, students and teachers alike. The rap also encouraged genuine interest from school staff. There were many opportunities for other class teachers to observe the book rap lesson format in progress, including the joint construction of texts, and the use of the Internet to read and send emails.

Collaboration between participating teachers was ongoing, especially when posting responses and supporting joint construction. Collaborating

with Melinda also helped me, as a rap coordinator, to monitor the rap's successes in regard to timing, level of difficulty, and enjoyment of rap points.

This book rap assisted the students working towards the achievement of Stage 1 outcomes in English, but all book raps have strong links to other key learning areas. In particular, book raps can address the Stage 1 **Information and communication** outcome in Science and Technology, in which students "are able to use computer-based technologies where appropriate for a given task" (Stage statement, *Science and technology K-6: outcomes and indicators*, p 12).

IC S1.2 Creates a range of information products and communicates using a variety of media.

(*Science and technology K-6 outcomes and indicators*, p 22).

Through the **Big mob Dreaming** rap, our students also learned that: "there are different ways of communicating with others"; "information can be stored for later use"; and "equipment should be used with care and safety" (*Science and technology K-6 syllabus*, pp 10-12). ■

Noel Grannall's Stage 6 English (ESL course) students at Moorefield Girls High School participated in the **Only the heart** book rap.

This book rap helped my ESL students take ownership of their learning and certainly raised their interest levels in regards to this set text. The esteem of my students is sky high. This is a new way of teaching for me, and a new way of learning for the students.

At an earlier date, we had studied *Only the heart* concentrating purely on the narrative. That is, I made sure my students understood the story. By the

time the book rap came around, I was ready to revisit the text with the students, and I did this through the key questions posed by the rap. We browsed around the book rap web site a little. I set up an email address for the class, and gave them the password.

The book rap questions were set as homework, and we discussed their responses in class. Good ideas were scribbled on the board. For each rap point, one student was appointed as scribe, but this position brought with it the responsibility for word processing the class notes onto a floppy disk. I helped the 'Rap rep' tidy up a few spellings and structures, and together we posted the group's answers to the

book rap, making sure to give credit via a footnote to the student who wrote up the notes.

We visited the book rap site's Archives of the class email discussion regularly, both individually and as a class. To get a reply the next day from Brian Caswell was a real buzz, especially as he always had something positive to say. Having class responses analysed by the author himself is incomparable. There isn't a better way to check that you're on track.

The students' ownership of the learning was reflected in their half yearly examination. They were able to write about the book so fluently. Recall of events and understanding of perspective by the majority of my

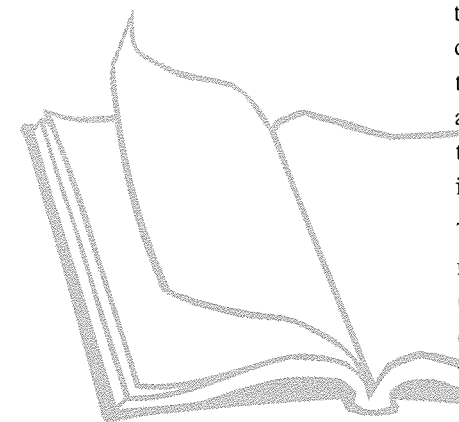
students was excellent. Primarily, this was due to the students having taken pride in presenting their thoughts about *Only the heart* to other schools via the book rap. Good teaching, to me, is when the students want to do the hard yards and take responsibility for their own learning. That is what happened so successfully with the rap.

The communication with other teachers, via the Teacher support rap, was good for me as I was able to discuss syllabus and curriculum issues with my peers. I've really appreciated the opportunity to make contact with other ESL teachers. Next term, I shall be leading the entire English staff through the book rap process to spread the word as to the potential of this (for us) new venture. ■

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- Editor's note: Student artwork and poetry accompanying these articles courtesy of Kingscliff and Tanja Public Schools.*

A perspective on ELS students and book raps from Lesley Fitzpatrick and Judith Mee, Multicultural Programs Unit.



In Term One, there was a book rap on *Only the heart* by Brian Caswell and David Phu An Chiem, a prescribed text for the Stage 6 HSC English (ESL course).

Student enthusiasm was evident from the start; they so much wanted to communicate quickly and directly with their peers, to find out about each other and tell of their post-HSC exam aspirations. There was a genuine exchange of information and feedback on the set text.

The electronic medium of the book rap gave English as a Second Language (ESL) students a voice, and an extended and real audience for their written work. It proved to be highly motivating for them. Their teachers commented on the improved quality of work, evident both in class discussions to prepare book rap responses, and in their posted answers to focus questions. Drafting and editing for improved grammatical control increased significantly during the rap.

One of the best aspects of this book rap was the very active involvement of one of the authors, Brian Caswell. He was

outstanding in his regular feedback to student questions and responses, especially in valuing their insights. The consistent input by Brian was extremely motivating for the students, and helped to deepen their understanding of the text. They wrote at length, pushing themselves to explore and question the structure of the novel, in particular its film like episodes. This author/student contact via email proved to be a key benefit made possible by this use of information communications technology (ICT).

How can book raps help ESL students?

We find that book raps fulfil many requirements for enhancing ESL students' English language and literacy development in the areas of improved learning outcomes, programming and ESL teaching.

This type of learning is very supportive of reinforcing and consolidating ESL skill development, and building confidence in communicating with others. Students can get lots of writing practice that is defined but

unregimented, and focussed yet encouraging of imaginative and creative attempts. The technology allows for quick questioning or clarification of meaning. It is this interactive feature that provides the impetus for enhanced ESL learning.

The nature of the book rap generates much student talk in order to refine and organise their ideas, and makes students refer to the text for closer study in formulating their responses. The strategy of joint construction is required as part of the technology use, not forced. It also has students drafting, editing and checking the dictionary, important skills from the Strategies strand organiser of the *ESL scales*.

Further, there is much to which students can respond when reading and presenting to the class the points made by students from other schools during the rap. Students read authentic texts and experience real communication in English. They are pushed to extend their English language development as the book rap is an alive, real context.

How can book raps help ESL teachers?

Viewing the students' responses is a good moderation tool for ESL teachers. The *Only the heart* book rap assisted teachers to:

- raise expectations of student achievement
- modify their teaching practice
- provide additional help to students at the point of need
- monitor consistency of student achievement across the state.

Another important feature of the book raps hosted through *School libraries: empowering learning* is the facility for online teacher discussion. The Teacher support listserv runs concurrently for each rap, but is completely separate from the student responses. Emails to the teacher raps are not archived on the web site, and this allows for an immediate professional exchange about content, ESL best practice, collaborative teaching opportunities, and technology issues, that could be used in the classroom the very next day. ■

From participating in this book rap I have learnt...

"... that you don't just read the story but you have to look deeper into the pictures to make the story more interesting." Glaiza, 5B.

"... not to just look at a book – it's what the illustrations and writing are saying that counts." Conor, 5T.

"... that books aren't just all pictures and writing; it is more than that, everything has a meaning and if you look closer you get what it means." Sacha, 5T.

"... things about Nadia Wheatley, Matt Ottley and how they worked together to think of what to write and illustrate the things they have done in this book. Also about how the other schools feel about the Book Rap." Gemma, 5T.

"... that you don't give up on your dreams." Zacharie, 5D.

Comments from Marayong Public School students.

Book raps can change and improve your teaching practice

The students' rap responses often refer to classroom processes, both implicitly and explicitly. This can allow teachers to 'see through' the written responses to the learning opportunities being presented in the classroom. Teachers deal with the rap points depending on their circumstances and the needs of their students.

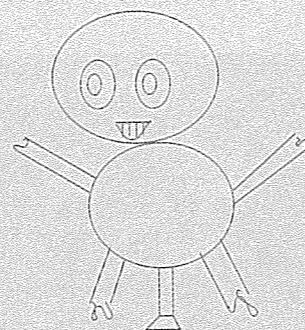
Working with classroom teachers at a school level is an excellent way to enhance teaching practice. Sharing

responsibilities with colleagues during a rap provides opportunities for teachers to learn from each other, support one another, and share new understandings.

Raps also foster collaboration with teachers geographically removed. The **Teacher support rap for Big mob Dreaming** enriched teaching practice through direct discussion with other teachers. For example, in this rap, Gayle Pinn's class from Rosewood Public School responded with a "catalogue poem". I had not come across this term before, and was able to ask for an explanation. Gayle responded to the whole list, so that all

teachers subscribing could read and learn. Here is a Bunyip catalogue poem from Kingscliff Public School:

following
looking
hunting
sneaking
hiding
Bunyip ! Bunyip !
Bunyip !



ICT in teaching and learning

Information communications technology is seen as useful and relevant when it offers opportunities, and allows results, which cannot be achieved in other ways. Book raps offer the following benefits which would be difficult, if not impossible, to achieve through traditional communication tools. In the course of the **Big mob Dreaming** rap, opportunities were provided to:

- discuss issues and literature efficiently with students geographically removed
- present and substantiate reasons for holding particular viewpoints, and the need to express these in writing
- share and publish group work for a much wider audience than previously possible, ie. beyond the immediate school population (Potentially, the audience is worldwide, an incentive for students to strive for a high standard of work.)
- read email texts, where the subject matter and structure can be predictable and familiar
- learn and practise word processing skills and correct email 'netiquette'
- build new meanings, concepts and understandings by reading other work
- learn from other teachers and students by the responses presented, eg. classroom practice is often implicit in students' responses to rap points
- allow teachers to read and observe the work of students beyond the local school level. ■

Rosemary Clarke teaches a Year1/2 composite class at Marayong Public School. Her class participated in the Big mob Dreaming book rap for Stage 1 students.

"This is my first attempt at being involved in a book rap. I started teaching thirty years ago, so this is a brave move with technology for me. If I can do it, anyone can! I'm looking forward to being involved with the rap and I know my class is very excited."

So went my initial email to the Teacher support listserv for the **Big mob Dreaming** book rap about *The Bunyip*. I really didn't know what to expect. Five weeks later, I am amazed by the learning that has occurred.

With the guidance and support of Jenny Scheffers, our teacher-librarian, the students have been so enthusiastic that it has rubbed off onto the staff, parents, and even the community.

The students have surprised me with their enthusiasm for all the tasks. They particularly enjoyed typing up the rap responses, hence the opportunity to print out their own cinquain poetry was met with great delight. Students were

writing their own poems at home, finding related stories and even searching the Internet for information about bunyips. Locating participant schools on a Rap map was also fun, especially when it came to pinpointing the small primary schools of Tanja and Rosewood.

The level of understanding of Aboriginal culture has been excellent. Our Aboriginal storyteller, who related her childhood experiences to the class, was delighted with the students' responses. We were so impressed with how much our students had learnt through the rap, and how well they related this to our visitor. Our Principal also visited 1/2R to retell some stories. These two events were

very memorable for the students. It made them feel very special!

I feel all the rap points were suitable, especially Rap Point 1, as the students found this easy and enjoyable. There was a real purpose for the joint construction of rap responses. The addition of new animal characters to the narrative encouraged use of adjectives and creativity. Some of the illustrations are just gorgeous. You should see the dingo dripping with saliva! The students are so proud of their work that it has been shown at a school assembly, and put into a class big book which will be loaned to other classes in the school. We are all a bit loath to part with it.

When students are "switched on", learning happens at a fast pace. The storytellers, books, poems, and emails all added to the huge variety of authentic texts read by the class, and not necessarily set at the individuals' reading levels. Many of my students have jumped three to five levels in reading over the book rap period. Sometimes we cancelled regular reading groups so that the students could work on their rap responses.

The students spent more positive time working together, sharing computer terminals and reading emails. They have become more accepting of differing abilities. I have come to realise that they work really well together when in pairs, so I intend

to provide more learning experiences that support group work.

I would encourage teachers to join the rap from a home computer in addition to school. (I know I never have time to visit the school library every day, as much as I would love to!) At home, I had time to download and browse the

incoming class emails, and then to read the Teacher support rap messages thoroughly.

Due to participating in the rap, I also feel more confident about using the computer as a learning tool in the classroom. As the students typed and printed out their own poems, I was able to assess their skills

for their portfolios.

On a personal note, I have been thrilled with my own confidence with the Internet. I can actually do it myself now, much to my family's relief, and in recent weeks have been surfing the World Wide Web for a range of other interests. ■

1/2R book rappers at Marayong really enjoyed hearing from the following schools:

- Tanja, because your whole school is the same size as our class. We loved the description of your dingo with dripping saliva!
- Moree East, because you also read *Turramulli*, which we really enjoyed. It was great to read your poems with the Hairy Man and Turramulli in them.
- Beauty Point, because we would love to see the water from our classrooms.
- Pymble, because we really giggled when we read your acrostic poem about the bunyip. We were a bit surprised!

So many schools did a good job and we will be able to keep reading all of the animals, poems and stories. Mrs Scheffers, our teacher-librarian, has been so helpful to us. She even arranged for two of us to be photographed for the local paper. Now our class is famous!

Thank you to Mrs Chapman and Mrs Douglass for thinking of such terrific things to do with *The Bunyip*. We enjoyed it all! We can't wait for the next book rap!



Using *Discovering Democracy* in the classroom



Megan Raadsma
is Executive
Teacher at Camden
South Public
School, which is

situated in Sydney's southwest. Megan currently teaches the Opportunity Class, and has recently completed a Certificate of Gifted Education at the University of New South Wales. In this article Megan describes a successful HSIE Unit for Stage 3 students in which *Discovering Democracy* resources were incorporated.

"As a result of learning in Human Society and Its Environment, students should develop a sense of personal, community, national and global identity and the knowledge, skills, values and attitudes that will equip them to participate as responsible citizens in maintaining and improving the quality of their society and environment."

(Human Society and Its Environment K-6 syllabus, 1998)

As can be seen from the above statement, it is imperative that teachers equip students to become active, informed and responsible citizens. This can only happen through the planned and systematic teaching of civics and citizenship. One effective method for facilitating the development of said citizens is to implement the *Discovering Democracy* resources in the classroom, in conjunction with the HSIE syllabus outcomes and mandatory subject matter.

This paper describes one teacher's use of the *Discovering Democracy: primary kit* to start her students on their citizenship journey. Camden South Public School has a current school enrolment of 421, and is part of the

Campbelltown District. The class in this case was a Year 5/6 Opportunity Class (OC) with 30 Stage 3 students, fifteen Year 5 and fifteen Year 6.

The *Discovering Democracy* materials are an evolving resource, with new components being added over time. There is a range of types of texts featured, organised into themes to correspond with the *Discovering Democracy* units. The *Australian readers* can be used to explore aspects of democracy in a guided reading format. They can also be used as stimulus for the students' own writing. A teacher's manual provides discussions points and questions.

Think, choose, act!

"When teaching democracy to primary children we are educating for participation in decision making." (Singleton, 2000, p 9)

Within the *Discovering Democracy* theme of *Citizens and public life*, there is a unit entitled *People power*, which investigates three popular movements in which citizens combined to secure rights: the 1965 Freedom Ride; the Eight-hour Day campaign; and the Equal Pay for

Women campaign.

The OC students at Camden South looked at the lives of people who have significantly influenced the decisions made by others. Our class unit, *Think, choose, act!*, based on a unit of the same name in *Integrating socially* by Julie Hamston and Kath Murdoch (1996), explores the way in which decisions are made, and looks at decision making as a concept. Designed to challenge the students to think critically about leaders, leadership and decision making, it is based around the following understandings:

- Decision making is central to all aspects of people lives.
- People can affect and be affected by the decisions of others.
- Decision making is a complex process; people can develop skills and understandings to make informed decisions.
- Success depends on commitment to the rights and responsibilities of all.
- Civic action leads to the improvement of community and global living.

(Discovering Democracy: primary kit, 1998)

The HSIE syllabus outcomes to be achieved by this unit were:

- SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles
- CCS3.2 Explains the development of the principles of Australian democracy.

Some of the *People power* activities undertaken included the students: analysing visual, written and verbal texts; responding

to hypothetical situations; analysing and synthesising ideas; and presenting written or oral reports. The students also: completed personal decision making action plans; made a study of a particular leader, presenting their learning to the class in a way that facilitated learning for others; and explored an issue and developed an action plan.

The class also went on an excursion to The Justice and Police Museum, and undertook their program entitled *Information for a civil society?*

"Protest!", which explores aspects of community action and the rights and responsibilities of individuals.

The *People power* activities I used with my OC students were easily implemented and involved critical thinking skills, such as synthesis, analysis and evaluation. They were open ended, thereby catering for a range of abilities. The students found the activities to be interesting, diverse and challenging.

The work samples accompanying this article show a mock newspaper article about Charles Perkins and the Freedom Riders, and the script for a mock television news report on the same topic. These were researched and written by students, and then presented in 1960s style.

Advantages of using *Discovering Democracy*

The *Discovering Democracy: primary kit* is an excellent resource to use in the classroom. It complements and supplements the HSIE syllabus, and allows me to vary the way in which I teach the syllabus outcomes. The variety of learning strategies and activities engage the students, allowing them to interact with real issues. I was also able to integrate some activities into other key learning areas.

For collaborative planning and teaching purposes, *Discovering Democracy* offers opportunities to work with the teacher-librarian, such as: implementing information skills suggested from the outcomes; moving the students toward independent research; and incorporating the use of technology in students' presentations.

The kit uses different technologies for presenting the material in the kit, such as the interactive material on the CD-ROMs, a 'hook' for motivating the students. In addition, many of the activities are structured to encourage and challenge the students to use a variety of technological media to present their investigations.

The Freedom Riders Save the Day

As the protests about the Aboriginal children unable to swim in their local pool after school hours was mentioned in last week's news, Charles Perkins and the Freedom Riders, from Sydney, arrived in Moree today. Travelling by bus, they were there for one reason, to help fight the injustice and discrimination against the Aborigines. "To think that only the Aboriginal children have to wash themselves thoroughly before swimming is discriminative" said Lyle Monroe, who spent his childhood living in Moree and who is apart of the Freedom Riders. The Freedom Riders are turning to the citizens for support and help. In fact, the police and the council were waiting at the pool for the Freedom Riders. As the Freedom Riders tried to buy tickets for the Aboriginal children, the council stopped them and shouted "We won't change anything for you! So go away or else you will be talking to the police!" Bob Brown, a Council member, thought this incident was wrong. "Just because the Aborigines were born black, doesn't mean they shouldn't have equal rights!" expressed Mr. Brown, "the fact that I was born white means I have more opportunities, but, if I were an Aborigine I wouldn't have that freedom". *Continues on page 6*



Charles Perkins.
by V. T., Camden South Public School.

Script (extract)

(Strolls to spot and looks at camera)

Sunshine Grimshaw reporting:

Peace, man, and welcome to Yesterday. I am coming to you live from Moree Swimming Pool where two weeks ago, the bans were lifted on Aboriginal children not being able to swim in the pool unless they were with their school.

The ban was lifted due to the constant rallying in country towns, such as Walgett and Moree, by about 30 Sydney University students. They became known as The Freedom Riders. Of them, two were Aboriginal people.

Charles Perkins, the leader of the Freedom Ride, was one of these two. During the 1960s, he was involved in several pro-Aboriginal campaigns. He was a strong believer in Aboriginal Rights and was outraged when he found out on the bans on Aboriginal people.

These bans included Aboriginal people sitting behind a 4ft fence in the cinema and only being able to come in when the lights were dimmed. They could not go to certain shops, toilets, clubs, hotels and other social places. Children had to wash and were checked for lice before they were admitted to the pool.

We were able to catch up with Charles Perkins earlier. We did not tape the interview but we do have several quotes.

He told us that, during the protesting, he was punched in the back of the head, had eggs thrown down his back, and sand poured in his face and over his hair. He was pushed and shoved by citizens, while bottles were thrown in the air.

We were also told that, when the Freedom Riders set off, they didn't have much power or knowledge of what was to come. Although they didn't know it at the time, their action was effective. Now children of both races are happily playing together in all places...

by N. C., Camden South Public School.

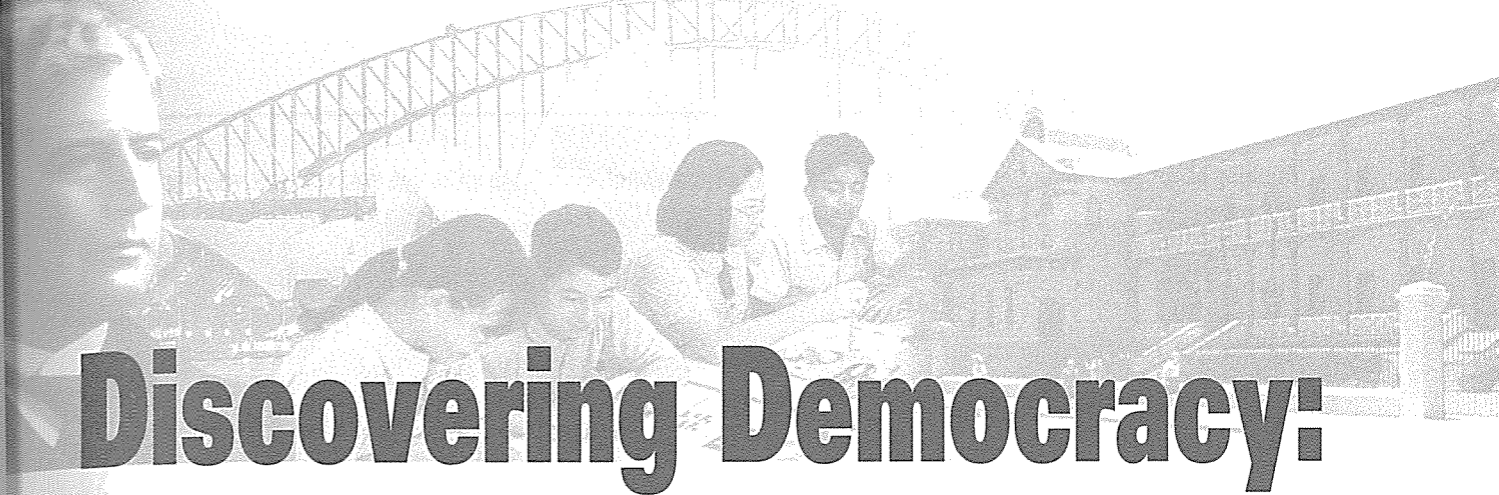
Future directions

The school had already developed its whole school *Scope and sequence plan*, based on the *HSIE K-6 syllabus* and school developed units, plus some *Units of work* from the Board of Studies. As we became familiar with the *Discovering Democracy* resources, the staff realised the need to develop

and write an addendum to the plan to include *Discovering Democracy*. This will be achieved progressively.

Currently, it is planned that all students in Year 5 and Year 6 will study the *Discovering Democracy* unit, *The people make a nation* in 2001, as part of our work on Australian democracy and Federation. Two of our

teachers have had professional development on *Discovering Democracy*, and two more will attend courses later this year. Following evaluation of these activities, our biennial management plan for 2002-2003 should feature implementation of *Discovering Democracy* throughout Years K-6. ■



Discovering Democracy:

redefining civics and citizenship education in New South Wales



Lianne Singleton
is Senior
Curriculum Adviser,
Civics &
Citizenship K-12.

Prior to commencing in this position, Lianne was District HSIE K-6 consultant for the Blacktown/Parramatta districts, and worked with many classroom teachers and teacher-librarians. In 2000, Lianne was also the author of a *Discovering Democracy* discussion paper, *Teaching democracy in the primary school*.

In 1994, a Commonwealth government report recommended that significant funding be provided for the production and distribution of comprehensive curriculum support materials for civics education, and that a substantial contribution be made for the provision of professional development for teachers in civics education (*Whereas the people...*, 1994, p 10).

Discovering Democracy teaching kits were delivered free to every primary school in Australia during November 1998 (see also Field, 1999). These kits contained the first of the teaching materials produced by the Curriculum Corporation. Units of work for middle and upper primary (Stage 2 and Stage 3 in NSW) were accompanied by resources such as: blackline originals; games; charts and posters; two CD-ROMs; a video; and a guide to government and law in Australia. Subsequent resource deliveries included *Australian readers*, a third CD-ROM and assessment materials. *Discovering Democracy* discussion papers were distributed to stimulate thought and discussion about civics and citizenship education.

The materials contained in the *Discovering Democracy* primary kit are centred around the four themes of: Who rules?; Law and rights; The Australian nation; and Citizens and public life. Each theme is separated

into age appropriate content and is designed to provide progression from Stage 2 (middle primary) through to Stage 5 (middle secondary). These units take account of the most recent research into teaching and learning in civics and citizenship education and are linked to topics and concepts used in school programs around Australia (*Discovering Democracy: primary kit*, 1998, p 1).

Using student engagement

Using Human Society and Its Environment (HSIE) and history as the vehicle, the materials employ a variety of pedagogies. The materials link civics and citizenship teaching and learning with literacy to provide a more meaningful and well rounded approach to primary education. Students are motivated through a shift away from the dry, factual recollection that dominated civics courses of the past. Learning materials and activities are designed with a strong focus on stimulating students' interest and active engagement. The materials incorporate a range of approaches to teaching and learning, including:

- focussed inquiry including investigation, communication and participation
- direct teacher input and explanation of concepts
- use of historical narrative in supporting students' critical

thinking about past and present day issues

- analysis and interpretation of primary and secondary source materials
- research through the use of technology, including video, the Internet and CD-ROM
- use of evidence in support of a particular perspective
- active citizenship approaches.

The Civics and citizenship component of the NSW HSIE K-6 syllabus encourages a variety of pedagogical approaches, and emphasises the relevance of government to young people's lives. Students are encouraged to 'take part'. The Australian identity, and the richness due to cultural diversity, are explored. Students and teachers are encouraged to: focus on current affairs; explore issues; reflect on decisions; and consider alternatives. Through awareness of current and past issues, students will be better prepared to deal with the future.

The professional development model in NSW

There is a high correlation between the explicit Civics and citizenship subject matter in the syllabus and the *Discovering Democracy* materials. Syllabus writers established links with the *Discovering Democracy* resources, and efforts were made to ensure that the content of *Discovering Democracy* materials would enhance the teaching and learning aspects and the spirit of the syllabus.

Professional development sessions for NSW DET teachers were presented by HSIE consultants, and were structured around this correlation with sessions entitled *Curriculum fit*. The sessions aimed to demonstrate how the *Discovering Democracy* units of work complement HSIE K-6 subject matter, by providing stimulating, exciting and interesting alternatives for teachers

when designing their units of work for teaching and learning in HSIE K-6. They incorporate factual knowledge with: games; role plays; group activities; research; and discussions.

Literacy links within the *Discovering Democracy* materials ensure that HSIE and civics and citizenship education topics are not taught in isolation. Using the *Australian readers*, civics and citizenship education can be taught through more meaningful experiences within literacy sessions. Opportunities exist for teachers to implement guided, shared and independent reading strategies whilst teaching the subject matter of civics and citizenship. Literacy strategies used in the courses include 'dictagloss technique', which develops listening and comprehension skills.

While the *Discovering Democracy* materials are not mandatory in NSW, the units of work were selected on the basis that they worked towards the achievement of the staged outcomes and subject matter. The two tables accompanying this article illustrate the "curriculum fit" for the *Discovering Democracy* materials and the HSIE K-6 outcomes, indicators and subject matter.

Three of the units from the middle primary booklet were deemed appropriate for Stage 2 students: *Rules and laws*; *We remember*; and *Joining in* (see Table 1).

The middle primary unit, *Stories of people and rulers*, plus the four upper primary units, *Parliament versus Monarch*, *The law rules*, *The people make a nation*, and *People power*, work towards the achievement of Stage 3 HSIE outcomes and subject matter (see Table 2 on pp 22-23).

Discovering Democracy on the World Wide Web

The New South Wales *Discovering Democracy* program is supported by an extensive web site at: www.abc.net.au/civics/democracy/

On this site, case studies of primary and secondary schools that have embedded *Discovering Democracy* into their whole school programs can be found in School projects. There are also PDF versions of the *Discovering Democracy* discussion Papers, and winners of the 2001 Achievement awards. In Sitemap, a section for Teachers includes: professional development information; online forums; syllabus links; and curriculum resources.

Where to next?

Over the next four years, additional Commonwealth funds will allow the *Discovering Democracy* program to become embedded in Australian schools (*Curriculum Support for Primary Teachers*, 2000, p 9). The *Discovering Democracy* project in NSW has, thus far, revitalised civics and citizenship education and put it back on the educational agenda. This impetus is set to continue into future years.

Newly arrived *Discovering Democracy* materials are a big book, *Australians all*, and an improved "Centenary edition" of the *One destiny* CD-ROM.

In terms of raising the priority and awareness of civics and citizenship education, the Federal government has been timely. Civics and citizenship education is concerned with nationalism and Australian identity. The Sydney Olympic Games, plus a year of events commemorating the Centenary of Federation, have stirred such emotions in many Australians.

The momentum for civics and citizenship education is continuing and *Discovering Democracy* will support teachers in the classroom. Within NSW, the HSIE K-6 syllabus, with core content and an emphasis on teaching students to participate, will ensure that the *Discovering Democracy* resources will continue to gain significance in NSW schools.

Table 1. *Discovering Democracy* units of work for middle primary (Stage 2 HSIE)

	HSIE syllabus outcomes and sample indicators	HSIE syllabus subject matter
<i>Rules and laws</i>	<p>SSS 2.8 Investigates rights, responsibilities and decision-making processes in the school and community, and demonstrates how participation can contribute to the quality of their school and community life.</p> <ul style="list-style-type: none"> • Contributes to decision making processes in the classroom • Identifies racism, sexism and other forms of prejudicial behaviour and discusses more appropriate behaviour • Investigates some Aboriginal organisations and their contribution to community life • Describes how rights might conflict. 	<p>Class and school decision-making</p> <p>Conflict resolution within the classroom and the school (and the community)</p> <p>Traditional and religious stories about significant people and entities of major world religions</p> <p>Major customs and celebrations of religious and other community groups</p> <p>Groups associated with places and features, including Aboriginal people</p> <p>Management and care of features, sites, places and environments.</p>
<i>We remember</i>	<p>CUS 2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p> <ul style="list-style-type: none"> • Identifies symbols and practices shared by their local community and all communities within Australia • Identifies some significant customs, practices and traditions of their local community, beginning with Aboriginal people • Gathers information about the roles, symbols and practices of some community groups • Recounts the contributions of significant individuals and the process by which they achieve recognition. 	<p>Easily recognisable symbols in the local community</p> <p>Major customs and celebrations of religious and other community groups</p> <p>The contribution of people and associated places and events to community heritage</p> <p>Continuing and changing roles, traditions, practices and customs in the local community</p> <p>Origins and backgrounds of people in the local community.</p>
<i>Joining in</i>	<p>SSS 2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</p> <ul style="list-style-type: none"> • Examines some of the goods and services provided within the community and by community organisations to meet needs • Examines the contributions made by paid and unpaid workers and voluntary organisations • Roles, rights and responsibilities. <p>SSS 2.8 Investigates rights, responsibilities and decision-making processes in the school and community, and demonstrates how participation can contribute to the quality of their school and community life.</p> <ul style="list-style-type: none"> • Describes how decisions are made in local government and the roles and responsibilities of those involved • Explains the processes involved in civic action within the community • Identifies the contributions made by some community organisations and groups to the quality of community life • Investigates current community issues • Describes how rights may conflict. 	<p>Contributions of paid and unpaid voluntary organisations in the community</p> <p>Services and contributions made by community organisations and groups</p> <p>Roles and responsibilities of citizens in local government</p> <p>Local government structure and processes</p> <p>Goods, services and facilities in communities</p> <p>Management and care of features, sites, places and environments.</p>

Table 2. *Discovering Democracy* units of work for upper primary (Stage 3 HSIE)

	HSIE syllabus outcomes and sample indicators	HSIE syllabus subject matter
<i>People power</i>	<p>SSS 3.8 Explains the structures, roles and responsibilities and decision-making processes of State and Federal governments and explains why Australians value fairness and socially just principles.</p> <ul style="list-style-type: none"> • Researches and gives examples of how civic action has improved local, national and global communities • Describes the means by which citizens influence the decisions and actions of their governments, eg. referendums, protests • Describes the contributions of some groups, movements and policies to the development of fairness and social justice in Australia, eg. anti-discrimination legislation • Examines instances where democratic beliefs have not been met. 	<p>Organisations that support employers and workers</p> <p>Family, school, local, national and global events, issues, problems and trends</p> <p>Contributions of groups, movements and policies to the development of fairness and social justice in Australia</p> <p>Community, school and class decision-making and democratic processes</p> <p>Australian human rights issues, past and present, including the impact of the stolen generations.</p>
coupled with	<p>CCS 3.1 Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</p> <ul style="list-style-type: none"> • Researches some Australian human rights issues, past and present • Refers to the motivating factors behind the actions and achievements of significant groups. 	
<i>The people make a nation</i>	<p>CCS3.2 Explains the development of the principles of Australian democracy</p> <ul style="list-style-type: none"> • Sequences some significant developments in Australian government and electoral rights from penal colony to self-governing colony to federation • Gives some reasons for federation • Describes the role of some key figures in the development of Australian parliamentary democracy, eg. Henry Parkes, Edmund Barton, Alfred Deakin • Examines issues that have influenced the development of Australian democracy. • Considers the influence of religion in the development of democracy • Locates examples of events and issues that have influenced democratic practices in Australia • Examines examples of exclusion from citizenship, both past and present, and the effect of this exclusion, including the effects of government policies on Aboriginal people. 	<p>Key figures, events and issues in the development of Australian democracy including Sir Henry Parkes, the 1967 Referendum, the republican movement</p> <p>Aboriginal democratic practices before British colonisation</p> <p>World achievements by Australians, past and present.</p>
<i>Parliament versus monarch, and Stories of the people and rulers</i>	<p>SSS 3.8 Explains the structures, roles and responsibilities and decision-making processes of State and Federal governments and explains why Australians value fairness and socially just principles.</p> <ul style="list-style-type: none"> • Compares Australian and other systems of government in terms of fairness and socially just principles and human rights 	<p>State and federal government structures and the relationships between them</p> <p>Electoral processes</p> <p>Processes by which laws are made and changed in state and federal governments.</p>

Discovering Democracy units of work for upper primary (Stage 3 HSIE) (cont)

	HSIE syllabus outcomes and sample indicators	HSIE syllabus subject matter
	<ul style="list-style-type: none"> • Outlines the broad political structures and gives examples of federal government responsibilities • Describes the means by which citizens influence decisions and actions of their governments. 	
	<p>CCS 3.2 Explains the development of the principles of Australian democracy</p> <ul style="list-style-type: none"> • Sequences some significant developments in Australian government and electoral rights from penal colony to self-governing colony to federation • Investigates the roles of some key figures and events that have influenced the development of democracy worldwide • Describes the roles of some key figures in the development of Australian parliamentary democracy • Describes ways in which our system is based in a British historical context. 	<p>Key figures and events that have influenced the development of democracy worldwide</p> <p>Rights of Australian citizenship.</p>
<i>The law rules</i>	<p>SSS 3.8 Explains the structures, roles and responsibilities and decision-making processes of State and Federal governments and explains why Australians value fairness & socially just principles.</p> <ul style="list-style-type: none"> • Explains how laws are developed and changed • Discusses the responsibility of the judiciary and the executive arms of government to carry out laws passed • Describes the contributions of some groups, movements and policies to the development of fairness and social justice in Australia • Reflects on situations where majority vote or public opinion may lead to harmful consequences for social cohesion • Examines instances where democratic beliefs have not been met. 	<p>Processes by which laws are made and changed in state and federal governments.</p> <p>Contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia</p> <p>Australian human rights issues. ■</p>

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Collaboration and the information age school: an interview with Carol Collier Kuhlthau

We are delighted to introduce *Scan* readers to **Professor Carol Collier Kuhlthau**. Teacher-librarians who were trained in the last fifteen years would likely have engaged with her research centring on the **Information Search Process**. Professor Kuhlthau is currently Chair of the Department of Library and Information Science, in the School of Communication, Library and Information Studies, at Rutgers University, the State University of New Jersey.

This interview was conducted by **Dr Ross J. Todd**, Visiting Associate Professor, Rutgers University. Ross also referees the regular **Research columns** for *Scan*.



The Rutgers University campus is quieter today as it is the summer break. Just a few weeks ago, 11 000 students graduated with bachelors, masters and doctoral degrees in a colourful parade of triumph, success and celebration. It is a wonderful experience for me to be at Rutgers, researching and teaching with Professor Kuhlthau and, indeed, it is a real pleasure to welcome Professor Kuhlthau to *Scan*.

RT: Carol, I'm sure readers of *Scan* would like to know a little of your background. Why did you choose to go into education, and what motivated you to work as a teacher-librarian in particular?

CK: When I finished university, I worked as a First Grade teacher for five years and loved it, especially reading and introducing books to the students, and creating activities around literature and reading for meaning. My undergraduate degree centred on Deweyan Philosophy, so I was steeped in active learning, experi-

ential learning, doing, and constructing a learning environment.

I did my Master of Library Service at Rutgers in the early 1970s. I came into the library at a time when television was predominant, so I became very involved in the use of instructional media across the curriculum.

RT: How did your work as a teacher-librarian bring you to where you are today, as an acknowledged researcher and scholar, and known for the *Information Search Process* (ISP)?

CK: My work both as a primary and secondary school librarian contributed to my interest in learning more about cognitive development, and how students construct understanding from the information that surrounds them. I started taking courses on Piaget and cognitive development, and began implementing prototype lessons based on the stages of cognitive development. Someone suggested that I publish this work. It took me some time to find the courage to call a publisher. The outcome was my first book: *School librarian's grade by grade activities program*. It sold over 30 000 copies.

I began to realise that there was a whole piece for school librarians that was missing – not having an understanding of how children think and learn, and how we can facilitate learning. So I began my doctoral studies and had opportunity to work with, and be mentored by, one of the leading scholars in the writing process: Janet Emig. As I was still

working in the school library, I studied final year high school Advanced English students, using a variety of intensive, qualitative methodologies. What stood out so strongly for me were the emotional experiences of these students: their frustrations, tensions, and uncertainties. My studies enabled me to identify the stages of the *Information Search Process*, and the interrelationship of the cognitive, behavioural and affective dimensions.

RT: Why did you decide to move from being a teacher-librarian to pursuing an academic career?

CK: My adviser, Janet Emig, said, "This is a benchmark study." That made me think that maybe this is interesting to other people, so I wrote the book *Teaching the Library Research Process* in 1984. When I came to Rutgers, my research program focussed on large scale, longitudinal and quantitative studies to explore the ISP, both with the initial students, who were now completing university, and other groups of students and library users. These studies were able to verify the model in a quantitative and statistical way. The ISP has been the basis of my work since that time.

When I think about my research, I picture those students in that very first group: their confusion and uncertainty as they began their research; and their struggle in that exploration stage of their search process. How could I understand better what they were going through? How could I create an authentic learning experience for them where they were actively engaged in a process of personal construction? An inquiry learning process, which I write about in *Research columns* (this issue of *Scan*, pp 27–33), is at the heart of this.

RT: Based on your research, what do you see as the most significant dimensions of the role of the teacher-librarian?

CK: Teacher-librarians are involved in more than providing resources.

As I worked on understanding and researching the Information Search Process, I've come to realise that our work is in seeking *meaning*, not in seeking information. When integrated across the curriculum, a process approach that focuses upon the construction of understanding is a very powerful way to learn.

Collaboration with classroom teachers is essential. It is so important that the day to day work of teacher-librarians is guided by an understanding of how students learn, understanding the cognitive, behavioural and affective dimensions of their search process, and how this might be achieved through a collaborative, learning centred school library program. This is more than information skills. It is about providing opportunities where students have authentic experiences of learning, and are able to construct their own understanding from a variety of sources, and are able to transfer these skills to new contexts and other learning experiences. This is information literacy.

It is so easy to think of the information age school first in terms of a technologically rich school. The information age school, to me, is one where the focus is on students being able to learn in rich information environments, and to construct their own understanding from multiple sources that are different text types, that are not compatible, and don't fit existing perspectives and viewpoints. Its focus is not on the transmission of facts, so easy to do with the technology, but on an inquiry approach. This doesn't mean that technology is not important. Students need to learn to use technology to seek meaning in all aspects of their lives.

RT: What would be your vision for the information age school?

CK: We've often said that the school library is the hub, the core of the school. I see not so much

emphasis on "place", rather, teams of teacher-librarians moving around the school and who, in collaboration with classroom teachers, open up classrooms as active learning communities where engagement and meaning making are paramount. I see lots of questions being asked, individuals and groups motivated to inquire and actively engage in learning tasks. I see lots of focus on the development of personal understanding. I see teams of teacher-librarians in any one school. In my view, you need three teacher-librarians even in a small school. Teacher-librarians who are not set in little boxes, grounded by a physical location, but who are committed to working with teachers to engage students in learning across the curriculum. An information age school is centred on inquiry learning that prepares students for the challenges of the global information society.

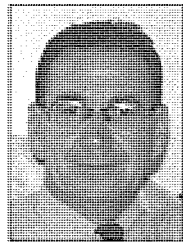
RT: What is your advice for a beginning teacher-librarian?

First, remember that you have the *best* job in the school. Enjoy it, enjoy the students, and enjoy the work with the teachers! Be creative. Remember, too, that you have the most *demanding* job, so set some priorities and don't try to do everything in the first week or month, or year. Jump in and start collaborating with one, two or three teachers, engaging them and the students in constructive learning from a variety of information resources. Build your profile around collaboration, inquiry learning, and meaning making. Make this your first focus. Don't get so overwhelmed with all the mechanics of library organisation.

Rather, concentrate on your interactions with the teaching staff and students. Find a mentor who is enjoying his or her job, so you can draw on their experience, expertise, and wisdom, and the nuts and bolts tips for enjoying each day. ■



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at Rutgers University, USA, and referees *Research columns* for *Scan*.

For some time now, teacher-librarians have embraced an information literacy mandate as a central focus of the role of the teacher-librarian. From the time it commenced in 1996, *Scan's* Research columns have provided strong evidence that information literacy initiatives make a difference to student learning outcomes. It is evident that, when systematically and explicitly integrated into the curriculum, and when contextualised within specific learning objectives, information literacy initiatives can empower students to engage effectively with the information rich challenges they confront.

Speaking at the 4th National Information Literacy Conference in Adelaide in December 1999, I made the comment that information literacy is often conceived too narrowly as "a set of educational practices and applications focussing on skills, behaviours, attitudes and attributes of people related to information handling, and it

is a clarion call by committed protagonists to improve literacy and learning outcomes" (Todd, 2000:29). The range of skills needed for surviving in an information rich environment is something valued by teacher-librarians, and sometimes only by the teacher-librarian in a school. Rather, there should be a focus on the common perspectives of learning that are valued across the school. What is important, of course, is how those initiatives are situated within the learning discourses of the school.

At the conference I cited Foster, who claims that information literacy is "an exercise in public relations", and "an effort to deny the ancillary status of librarianship by inventing a social malady with which librarians as 'information professionals' are uniquely qualified to deal" (Foster, 1993: 346). I also cited Miller, who observes: "the word 'literacy' carries with it the connotation of illiteracy, and the continuing implication that librarians are dealing with clients on a basic or even remedial level" (Miller, 1992).

I argued that many of our information literacy initiatives assume that young people have a problem with accessing and handling information, ie. the person is the problem, and information literacy, as a set of information competencies, is the solution. This I posited as a "Deficiency Model of Information Literacy", and one to which I suspect Miller and Foster were alluding. Foster's and Miller's remarks are undeserved, and many people were angered by my comments.

I further argued that "information literacy is in theoretical limbo. It is not grounded in a strong theory that characterises its uniqueness and gives it a *raison d'être*, that provides intellectual integratedness to its many voices and viewpoints, and that gives it intellectual integrity as an approach to not only information and educational practice, but as a fundamental of living productively, creatively and independently" (Todd, 2000: 30).

As I again reflect on these ideas in the context of Professor Carol Kuhlthau's paper presented here, I am struck by her statement: "Teacher-librarians are challenged to provide an understanding of learning in these environments... Perceptions of what constitutes learning... underlie the library media programs provided for students." (Emphasis is mine.)

Professor Kuhlthau argues that inquiry based learning provides both a philosophical and action centred, constructivist framework for building an appropriate learning environment in an information rich school, one that has construction of meaning and understanding as its outcome, where students are engaged in "an active personal process... fitting information in with what one already knows and extending this knowledge to create new perspectives" (Kuhlthau, 1993:4).

Professor Carol Collier Kuhlthau is Chair, Department of Library and Information Science, Rutgers, the State University of New Jersey, New Brunswick, NJ, USA. Professor Kuhlthau's ideas presented in this paper are further elaborated in her forthcoming book, *Inquiry-based learning: lessons from Library Power*, coauthored with Jean Donham, Kay Bishop and Dianne Oberg. It is being published by Linworth Publishing. R. Todd

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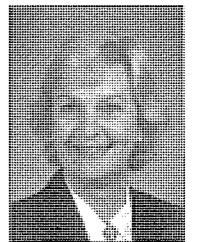
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Inquiry based learning and school reform

Inquiry based learning is an approach to instruction that centres on the research process. This approach actively involves students in the process of learning that begins by engaging them in questions about the subject being studied (Harste, 1994; Harste & Callison, 1994). Students are guided through inquiry by asking: What do I already know? What questions do I have? How do I find out? And finally, what did I learn?



Professor Carol Collier Kuhlthau

Inquiry takes students out of the predigested format of the textbook and rote memorisation, and into the process of learning from a variety of sources to construct their own understandings. They learn to think through subject content apart from prescribed responses or preset solutions. They are guided through a process of intellectual construction that enables them to build on what they already know, and to come to a deeper understanding of the concepts and problems underlying the subject.

This paper provides an overview of a constructivist theory of learning, and outlines research that shows improved learning outcomes when schools direct their reform efforts to a constructivist approach to learning centring on inquiry in the research process.

Constructivist theory of learning

The constructivist theory of learning focusses on the process of thinking that builds understandings through engaging students in stimulating encounters with information and ideas. Students learn by constructing their own understandings of these

experiences, and by building on what they already know to form a personal perspective of the world. The process of construction is an active, ongoing process of learning that continues throughout life. Continuity between the curriculum and instruction within the school and the student's own experiences outside of the school promotes sustained, meaningful learning. Learning improves where students are constructing knowledge through guided inquiry that has value beyond the school (Neumann, 1995). Authentic learning involves instruction and assessment that provides connections between the school and the outside world. Inquiry based learning is an effective way for students to engage in authentic learning across the curriculum.

An inquiry based approach is substantially different from transmission approaches currently used in many school programs that emphasise finding the right answer, memorising specific facts, and repackaging information. Inquiry based learning calls for thinking and reflecting in the process of information seeking that other approaches rarely accommodate. Models that emphasise structuring

instruction to transmit specific facts and skills are not inquiry models. Inquiry based learning is grounded in a constructivist foundation that views learning as an active, continuing process of constructing knowledge that has meaning and value in one's own life.

Educational concepts about how children learn

Over the past ten years, the constructivist approach to learning has been found to be a particularly useful theoretical foundation for reforming schools. Constructivist theory has also been developing as a theoretical foundation for restructuring the school library program in order to meet the challenges of the information age school. Six primary concepts form the framework for this theory. They are drawn from educational research and are based on what we know about how children learn:

1. Children learn by being actively engaged and reflecting on that experience.

Constructivists view learning as an active, engaging process in which all aspects of experience are called into

play. In the first half of the 20th century, John Dewey (1944), an early constructivist, articulated a philosophy of education for a democratic state that would prepare students for work, citizenship, and living in a free society. Dewey (1933) described learning as an active, individual process, not something done to someone but rather something that a person does. "Education is not an affair of telling and being told but an active constructive process." Learning takes place through a combination of acting and reflecting on the consequences, what Dewey called reflective experience or reflective thinking. The activity is only half the story. It is in the reflection on the activity that learning takes place.

Jerome Bruner's (1973) studies of perception, and his later writings (1990), expanded on the constructivist view of the nature of human thinking and learning. Bruner's research confirmed that people are actively involved in making sense of the world, rather than being passive receivers of information. He

explained that it is not enough merely to gather information. Learning involves "going beyond the information given" to create "products of mind". These

concepts and theories are more fully discussed in my book *Seeking meaning: a process approach to library and information services* (Kuhlthau, 1993).

2. Children learn by building on what they already know.

One of the basic tenets of constructivist theory is that past experience and prior understandings form the basis for constructing new knowledge. "Schema theory," widely accepted as a foundation of education, is the development of this concept. Kelly (1963), Piaget (Elkind, 1976) and Bartlett

(1932) are major theorists in this area. They, along with many others, have provided an extensive literature on how children build schema, or constructs, that form their view of the world. The central concept is that connections with a student's present knowledge are essential for constructing new understandings.

3. Children develop higher order thinking through guidance at critical points in the learning process.

The concept of higher order thinking, as explored and explained by Vygotsky (1978), is an important element of constructivist theory. Higher order thinking entails deep processing that leads to understanding. Unfortunately, most school work has been limited to shallow processing in response to simple or superficial questions with prescribed answers. Deep processing requires engagement and motivation, fostered by authentic questions that stimulate inquiry within a constructivist approach to learning.

Building on Vygotsky, we can think of teaching as organising the learning environment so that students are confronted with authentic questions about a subject that are

drawn from their own experience and curiosity. Schools need to provide resources for students to explore questions with guidance at critical points in the learning process. Borrowing from Vygotsky's concept of a zone of proximal development, guidance can be developed around a "zone of intervention", in which a student can do with advice and assistance what he or she cannot do alone, or can do only with great difficulty (Kuhlthau, 1993). Teachers and teacher-librarians who are able to recognise those critical moments when

intervention and instruction is essential, can tailor interventions to enable students to achieve understanding in the learning process.

4. Children's development occurs in a sequence of stages.

Constructivists recognise and respect cognitive development as an important consideration in learning. Piaget (Elkind, 1976) describes children as progressing through a series of stages of cognitive development, with their capacity for abstract thinking increasing with age. The young thinker may have difficulty dealing with the more abstract aspects of inquiry. Since the research process requires considerable abstraction, there is a need to accommodate inquiry tasks to the student's level of cognitive development. Inquiry based learning can be effectively designed for learning in each stage of cognitive development.

In preschool through to Year 5, inquiry based learning involves students in asking questions, going to find out, and sharing their discoveries with the others. Students in Year 5 through to Year 8 are in a stage of transition toward using more abstraction in learning. They can undertake inquiry that requires exploring ideas from various sources and integrating those ideas into their own thinking. They are preparing for forming a focussed perspective within the process of information seeking that they can develop for sharing and applying (Kuhlthau, 1994).

5. Children have different ways of learning.

Constructivist theory portrays learning as a holistic experience with many ways of knowing. Children learn through all of their senses. They apply all of their physical, mental and social capabilities. The notion of a set learning style is giving way to the concept of multiple intelligences developed by Howard Gardner (1983). A wide range of resources in an array of formats, presented through a variety of

activities, offers students a wealth of opportunities for learning. Reading, listening, viewing, and observing are joined with writing, speaking, performing, and producing for encompassing the holistic experience of learning. Inquiry based learning offers many ways to construct deep understandings of the world and one's life in it.

6. Children learn through social interaction with others.

Children live in a social world in which they are constantly learning through interaction with others around them. The experience of learning though interaction is called social construction.

Children construct their understandings of the world through continuous ongoing interaction with the people in their lives. Parents, peers, siblings, teachers, acquaintances, and strangers are all part of the social environment that forms a learning milieu in which children are continuously constructing and making meaning for themselves.

These six primary concepts support the adoption of inquiry as a way of learning across the curriculum in the information age school.

Learning in information rich environments

The information age school is called upon to engage students in learning in information rich environments. Accordingly, teacher-librarians make a major contribution toward restructuring schools for the information age by providing opportunities for children to learn in information rich environments. Teacher-librarians are challenged to provide an understanding of learning in these environments. Some basic concepts from information science research offer insight into the process of information seeking that

have important implications for students in the inquiry process.

Library and information science research reveals that people engage in information seeking in order to find meaning, and, not to merely locate information. People experience different stages in the process of information seeking, and their information need changes and evolves as they learn more. Research reveals that people have difficulty expressing what information they need in the early stages of their information seeking. Once they are able to express what information they need,

they are close to resolving the situation that prompted their search for information in the first place. People in the workplace confront complex tasks that require considerable learning and constructing. These tasks frequently require an extensive search for information over an extended period of time. Complex tasks are associated with considerable uncertainty in the early stages, but there is evidence that these complex tasks lead to the more innovative and value added contributions to the work of the individual or an organisation. All of these findings about people using information in their work reveal the importance of learning to construct knowledge from a variety of sources of information.

Inquiry based learning prepares students for learning and constructing in information rich environments. Information age schools must engage students in learning that prepares them for living successful productive lives in an information society. They will need to develop ability to:

- learn in dynamic situations where information is constantly changing
- manage information overload, where determining what is enough

is as important as locating and selecting relevant information

- find meaning by making sense of numerous and diverse messages that do not fit together neatly in a predigested, prepared text
- construct a personal understanding from incompatible and inconsistent information.

The school library, as the inquiry centre of the information age school, provides a key place and a key way for developing these abilities.

Stages in the inquiry process

In school libraries, the process of inquiry has been extensively studied and modeled as the Information Search Process (ISP). My research, initiated in the mid 1980s with a qualitative study of high school students revealing their thoughts, actions and feelings in a sequence of stages in the research process, has centred on investigating the student's perspective of the inquiry process as a way of constructing knowledge. Since then, the stages of the ISP have been verified in a series of studies applying both qualitative and quantitative methods, and incorporating longitudinal and large scale design with a variety of participants. Full descriptions of the studies, and of the model of the stages in the ISP, have been given in prior publications (Kuhlthau, 1993).

The ISP has been found to occur in seven stages: Initiation; Selection; Exploration; Formulation; Collection; Presentation; and Assessment. The stages are shown in the model in *Table 1*.

These stages are named for the primary task to be accomplished at each point in the process. The first stage is Initiation, when the teacher establishes an invitation to research an engaging question. The comprehensive, engaging question is developed by the teacher and teacher-librarian from the instructional goals and standards of the curriculum that is designed to motivate students to undertake the inquiry process. The task of students in this stage is to

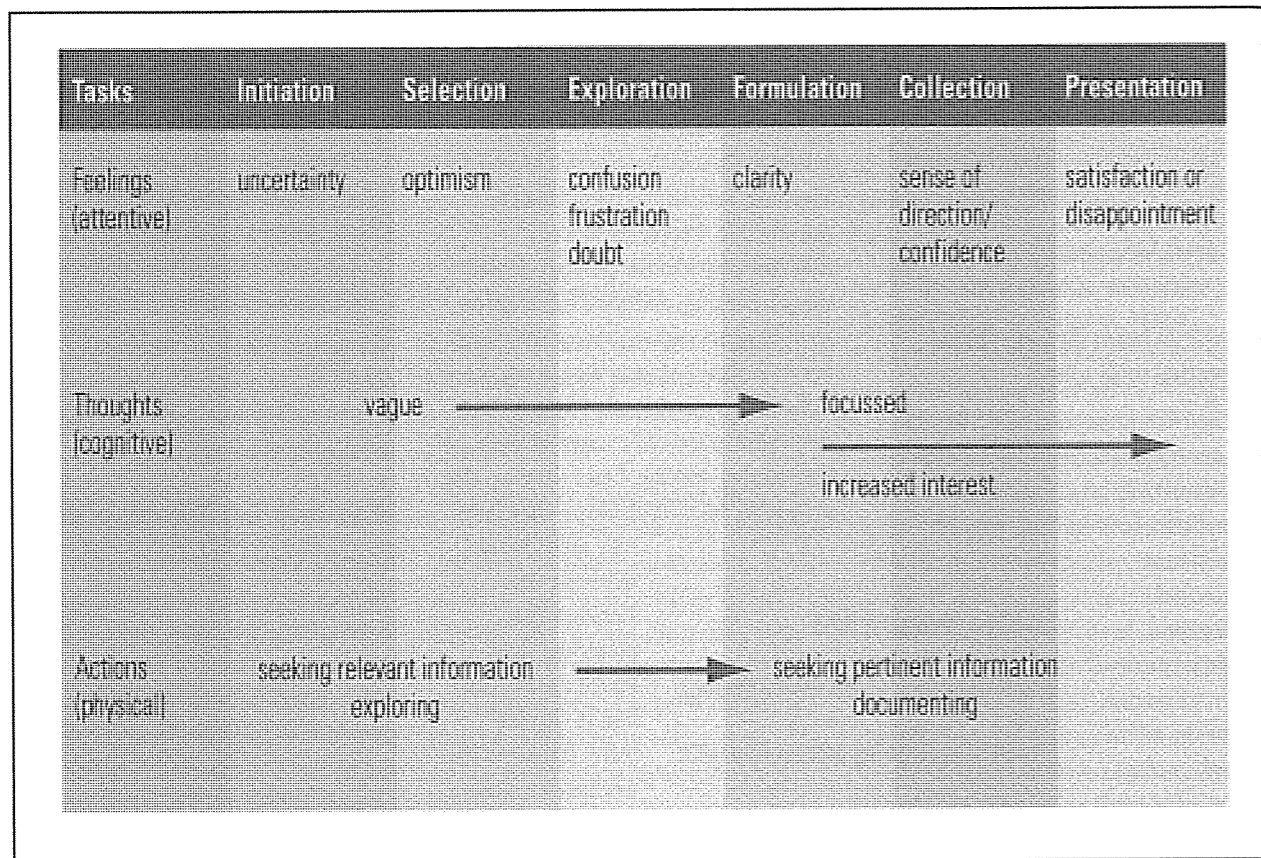


Table 1: Model of the Information Search Process (ISP).

contemplate the question and the accompanying assignment in preparation for the investigation ahead.

The second stage is Selection, in which students choose what to pursue in response to the initiating question by considering what they already know, and what they want and need to find out.

The third stage is Exploration, which involves exploring the initiating question and developing questions of their own that arise as they begin to learn about the subject. Exploration is the most difficult stage of the ISP when students commonly encounter information that is inconsistent and incompatible with what they already know and what they expect to find.

In all three of the beginning stages of the ISP, students often experience confusion, uncertainty, and apprehension.

The fourth stage is Formulation, in which students become aware of the

various dimensions, issues, and ramifications of the initiating question. They begin to form their own focussed perspective of the subject under study.

Collection, the fifth stage, involves gathering information that defines, extends and supports the focus that they have formed.

During Collection, their interest and confidence commonly increases as they gain a sense of ownership and expertise in the subject.

The sixth stage is Presentation, involving the task of preparing to share what they have learned with the others in their learning community.

In the seventh stage, Assessment, they reflect on what they have learned to discover what went well, and what might be improved.

The ISP model describes the thoughts, actions and feelings commonly experienced by students in each stage of the inquiry process. The feelings of students whilst they are engaged in an inquiry project reveal much about the learning process they are experiencing,

The ISP model describes the thoughts, actions and feelings commonly experienced by students in each stage of the inquiry process.

and the interventions they need. In the early stages, initiating and selecting is facilitated by making connections with what they already know, and forming questions about what they don't

know. This lays the groundwork for exploring and formulating in the critical middle stages of the learning process. Unfortunately, in many school assignments, the early stages are often hurried, and the middle stages are frequently passed over, as students are urged to collect and complete their

work. The inquiry process is a thinking process that requires extensive exploration of ideas and formulation of thoughts before moving on to the later stages of collecting and preparing to present. At completion, when assessing the inquiry process, students often find that they missed the critical stages of learning by not allowing time for reflecting and formulating while they were exploring and collecting information.

This insight into the process of learning from a variety of sources of information forms the basis for guiding students in the inquiry process, and for developing a program of inquiry based learning. Taken together, the primary concepts drawn from educational research of how children learn, and the basic concepts from library and information science research about how people search for information, offer a substantial constructivist theory of learning that supports the implementation of inquiry based learning.

Teacher-librarians' perceptions of learning

Teacher-librarians have opinions, beliefs, and theories that shape their actions. The theories that they hold, and their perceptions of what constitutes learning, shape the library programs they implement in their schools. It is important to reflect on

what assumptions are made about learning in the library. What do we emphasise? What do we expect? What do we reward?

A recent multimillion dollar research project titled *Library Power*, funded over three years by DeWitt Wallace-Reader's Digest, sought to promote the full use of the school library program from an

inquiry learning approach. We examined, amongst other things, teacher-librarians' perceptions of student learning (Kuhlthau, 1999a). In each of the three years that the survey was administered, teacher-librarians were asked to describe an incident of student learning in the library by responding to the following prompt: "Think back over your *Library Power* program to when a student or students had a meaningful learning experience in the library. How did you know something new was learned? What stands out in your mind that made it a good learning experience?"

In the first year of the study, the highest number of responses emphasised a positive change in attitude of students. In the second year, the highest number of responses emphasised competence in information skills. In the third year, the highest number of responses emphasised utilisation of information for learning. Over the course of the *Library Power* program a trend became apparent: namely, that many teacher-librarians were changing what they considered important to describe about student learning. Early in the initiative they noted a change in attitude. Next they stressed competence in locating information and using technology. By the third year, many had turned their attention to using information for learning in the content areas. This

By the third year of participation in the *Library Power* initiative, many teacher-librarians were implementing an inquiry approach to learning in the school library

progression revealed that many teacher-librarians had changed their perspectives of learning through participation in the *Library Power* initiative. Emphasis on utilisation of resources for learning is essential for implementing inquiry based learning in collaboration with teachers.

By the third year of participation in the *Library Power* initiative, many teacher-librarians were implementing an inquiry approach to learning in the school library. *Library Power* was a school reform initiative that changed the way teacher-librarians think about what they do. It changed how teachers teach, and changed the way that students learn. The roles of teachers, teacher-librarians and students were transformed in these schools. Teachers, in collaboration with teacher-librarians, developed engaging questions based on curriculum standards to initiate the inquiry process. Teacher-librarians, in collaboration with teachers, provided a wide range of resources based on the curriculum that were essential for learning through the inquiry process. Teachers and teacher-librarians worked together to guide students through the process of inquiry based learning. Students played a critical role by taking on an active role in their own learning. Underpinning this was a commonly valued philosophy centring on inquiring learning, and it was this common understanding about learning that provided the context and motivation for working together.

Implementing inquiry based learning

Strategies for implementing inquiry in the primary school need to accommodate the stages of cognitive development of children in the early grades where they are developing abilities that they will build upon in the later grades. At the earliest ages, students can begin to develop the basics of inquiry by asking them to recall, to summarise, to paraphrase and to extend, so as to construct their own understandings.

Recalling is prompted by simply asking, "What do you remember?" Summarising is encouraged by asking, "What parts do you want to tell?", and guiding them not to tell all or everything but to select and to choose what

to tell. Paraphrasing values the student's telling by encouraging them to "Tell in your own words." Students can be led to extend by giving them opportunities to tell, "What else do you know? What more do you want to know?" The focus here is constructing own understandings, moving away from recall and fact finding, to "an active personal process... fitting information in with what one already knows and extending this knowledge to create new perspectives" (Kuhlthau, 1993, p. 4).

The constructivist view of learning fosters practical strategies for implementing inquiry based learning. Such strategies build on what students know, provide different ways of learning, and offer opportunities for social interaction to develop higher order thinking and understanding. The six Cs of collaborating, conversing, continuing, choosing, charting, and composing are strategies adapted for the information search process (ISP) to engage students of all ages in inquiry (Kuhlthau, 1999b).

Collaborating involves working together to test ideas and develop questions. Conversing is an important technique throughout the inquiry process for developing ideas and making connections that lead to constructing new understandings. Continuing involves knowing that learning is a process that requires time and persistence. Choosing is the strategy that gives a sense of control over the learning process by making choices of what to pursue, what to leave out, and what is enough. Charting is the strategy of depicting ideas in the form of an illustration or map that enables

children to visualise emerging ideas, and to share their visualisations with others. Composing is formulating thoughts in written language, not just to culminate a project, but as a tool for thinking throughout the inquiry process.

Other useful strategies for implementing inquiry may be drawn from subject area literature where an inquiry approach is applied. An excellent example comes from the reading comprehension literature. The stages of reading comprehension are similar to those revealed in the ISP research, and described in the ISP model. The strategies to promote reading comprehension support a constructivist approach to learning, and may be readily adopted for implementing inquiry based learning.

The sequence of strategies recommended for developing reading comprehension are: making connections; questioning; visualising; making inferences; determining importance in the text; and synthesising information (Keene & Zimmermann, 1997; Harvey & Goudvis, 1999). The authors suggest that the teacher begin by making connections with what the student already knows, then develop a set of questions that "propels readers forward to make sense of the world." Then, students are led to visualise while they are reading to develop mental images, or "pictures in the mind." Next, the students are guided in making inferences that involve

them in reading between the lines to infer notions from the text, to make their own discoveries and to create meaning. They are then ready to determine importance in the text, and to combine information with existing knowledge to form an original idea.

Learning through inquiry involves not only gathering information but also reading, reflecting, raising new questions, and exploring over an extended period of time to construct a deep understanding. These strategies for

each stage in the inquiry process form the foundation of inquiry based learning.

Teachers and teacher-librarians need considerable competence in designing activities for inquiry to take hold across the curriculum. Caution must be taken to avoid activities that do not promote the deep processing required in learning through inquiry, and the pitfalls of too much structure, too little guidance, and too few strategies. Misunderstandings arise when the traditional research project is equated with inquiry based learning. The distinction between a project centred approach and an inquiry based approach lies in the underlying motivation and objective. Project centred learning is driven by an extensive end product that actually can detract from the intended focus and objective of the learning. Inquiry based learning is initiated by the quest to find out, and culminates with constructing and sharing new understandings with the others in the community of learners.

Inquiry based learning is vulnerable to misunderstanding and fragile to change. A program of inquiry based learning requires support and nurture for development and sustainment. In a study of what constitutes effective

implementation that compared successful programs with floundering efforts, certain inhibitors and enablers were identified (Kuhlthau, 1993). The inhibitors of successful implementation are: lack of time; confusion of roles; and poorly designed assignments.

While the enablers of successful implementation include sufficient time, clarification of roles, and well designed assignments, several important additional requirements were identified. Successful programs require a mutually held constructivist view of learning, and a team teaching approach that fosters collaboration between teacher and teacher-librarian. A program of inquiry based learning is less fragile and susceptible to change where there is a strong commitment to provide a constructivist experience for students, and where collaboration between the teacher and the teacher-librarian is viewed as the way to provide that learning environment. In successful programs, the school library is recognised as the essential component in inquiry based learning.

Inquiry based learning in the information age school

The challenge for the information age school is to educate students for living and learning in an information rich technological world. The basic skills of reading, writing, and calculating need to be adapted to information rich environments and applied to new technologies. Students need to develop the ability to learn from abundant information without becoming frustrated, distracted, or bored. Students need to develop the ability to go beyond finding facts to creating their own understanding at a deep level.

An inquiry approach occurs when students are:

- motivated by engaging questions
- seeking understanding from a wide variety of resources
- raising their own questions as they learn more
- demonstrating what they have learned in a number of different ways
- sharing their new understandings with other students in a community of learners.

In this way, inquiry based learning is compatible with the objectives of the information age school to prepare students for the information society. In summary, inquiry based

learning engages students in stimulating encounters with information and ideas. It is grounded in constructivist theory that builds on what students already know to form new understandings of the world. The inquiry process begins with engaging questions that motivate students to pursue their journey through the information search process. Six educational concepts about how children learn have been discussed, that support and elaborate the constructivist theory of learning, including: active engagement; building on prior knowledge; developing higher order thinking; supporting developmental stages and different ways of learning; and considering social interaction as a instrument of construction. In addition, constructivist theory has been shown to be supported by library and information science research, particularly the work on the Information Search Process.

My ongoing research clearly indicates the power of engaging students in

their personal construction of meaning, and the challenge for teacher-librarians is both to articulate their role in terms of an inquiry based, constructivist approach to learning, and to ensure that it underlies the school library's learning programs provided for students. ■

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Information networking:

Infocus and the State Library of New South Wales



The holdings of the State Library of New South Wales, and the services it provides to the community, are essential resources for teacher-librarians developing their schools' information networks. **Jane Little** is Education Officer at the State Library. One of her chief responsibilities is the selection of resources for inclusion in **Infocus**, the Library's HSC resource service.

Infocus: linking people and information is the State Library of New South Wales Higher School Certificate (HSC) resource service. Many of you will be familiar with Infocus and the types of resources the service provides. For those of you who are not, let me fill in on some of the details.

The State Library has a collection of nearly five million items. Infocus resources are drawn from this collection, and specifically support HSC syllabuses in NSW. These include reproductions of:

- newspaper and magazine articles
- extracts from books
- photographs
- maps
- diaries
- sound recordings.

School libraries can become members of Infocus, and then purchase the resources that suit them. All items have been copyright cleared and can be included in the school library collection. Alternatively, there is a complete collection of the Infocus resources in the State Reference Library, and students, teachers, and teacher-librarians are welcome to come into the library and use the resources onsite.

The State Library is very aware of the changes that are incorporated in the new HSC syllabuses. We are also

aware that students, and their teachers and teacher-librarians, are sometimes finding it difficult to locate appropriate materials to support specific aspects of these new courses. Infocus is keeping up with these changes, liaising with members about areas of need, and listening to suggestions for new topics. We have also met with Board of Studies NSW inspectors and curriculum officers about the new syllabuses and areas of significant change. Armed with this information, we are selecting new resources with changed curriculum needs in mind.

Stage 6 English, history and science

Over the past eighteen months, Infocus has chosen to concentrate on the new HSC syllabuses for English, history and science. Infocus now provides resources for:

- *Biology Stage 6*
- *Earth and Environmental Science Stage 6*
- *English Stage 6: Extension*
- *History Stage 6: Extension*
- *Physics Stage 6*
- *Senior Science Stage 6*
- and approximately twenty others.

Many items have been included to support the study of film in English, such as material on *Clueless*; *The big*



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sleep; *Witness*; *Orlando*; *The Truman show*; and *Strictly ballroom*. The English Stage 6 area of study, *Change*, is also well supported. Items discussing 'change' have been included, as examples of what teachers and students may be seeking. We have also looked at genres of writing, including postmodernism and crime fiction.

For the *History Stage 6: Extension* course, we have items that focus on the study and theories of historiography, in addition to more content based items: a selection of articles on Napoleon Bonaparte, for example. We are also planning to develop a kit of resources exploring the 1932 "Bodyline" cricket series, as the State Library holds many original resources from this controversial episode in Australia's sporting history. Copyright and reproduction permission pending, we are hoping to make some of these available in the near future for *Modern History Stage 6* students.

With the changes to the HSC, we realised it was important to look at all Infocus resources and ensure they were all still relevant, current, and match both student needs and syllabus requirements. The new Infocus Topic list is leaner, but we are confident that each resource is relevant and up to date.

Infocus on the World Wide Web

The web site for Infocus has been up and running for over a year now.

Personal interest projects (PIPs)

The State Library is now collecting award winning *Society and Culture Stage 6* Personal interest projects (PIPs). Last year, seven student PIPs were included in the Library's manuscripts collection, and another seven have recently been received. These PIPs are not only examples of outstanding research and current educational process, but they also are an intriguing cross section of the issues and concerns of today's young adults. They are fascinating, and often moving, to read. *Society and Culture Stage 6* students and teachers can ask at the Information Desk in the State Reference Library to view copies of these award winning PIPs.

We hope that you have had an opportunity to look it. Numbers to the site are growing every day, and the State Library staff is thrilled with the response the site has received. You'll find *Infocus home* at <http://infocus.slnsw.gov.au> or follow the link on the *State Library of New South Wales, Sydney Australia* web site at: www.slnsw.gov.au

Currently, you can search the list of Infocus items on the web site by Keyword, Subject heading or Syllabus area. Future web developments for members will include secure access to details of purchases and credit deposits, plus the ability to order resources online. The completed site will also be accessible to people with a print disability.

If you are not already a member of Infocus, you may wish to try out the online service on a casual basis. You can identify resources via the web site, and print out an order form. Payment, preferably by cheque, is required with the order.

Access to web based databases with ilanetweb

Infocus is joining forces with *ilanetweb*, the State Library's electronic information service, to offer affordable, pay as you go access to Australian and international web based databases. *ProQuest*, *Infomit online* and *Newstext* are among the services available. *ProQuest* has online, full text access to hundreds of international newspapers, general

interest and academic magazines, including *The New York Times*, *Wall Street Journal*, *Rolling Stone* and *Film/Literature Quarterly*. *Infomit online* gives access to a number of significant Australian databases, including *APAIS*. *Newstext* includes the full text of the Murdoch group of Australian newspapers, including national, state and regional titles.

ilanetweb's comprehensive support and advice, coupled with integrated online Help and Account management, makes access to electronic information services convenient and easy. Comprehensive information about this addition to Infocus should already be with Infocus members. Secondary schools who are not currently members will receive information soon.

Online catalogues and indexes

Through the State Library of New South Wales' web site, you'll find Infocus, online catalogues, and indexes to *The Sydney Morning Herald* (Infoquick) and *Koori Mail* (Infokoori). When online, check the web site for further details of the range of services available. ■

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In the last issue of *Scan*, an article by Doug Jenkins described some enhancements to *OASIS Library*. In addition to the SCIS download enhancements, there were other new features included in the *OASIS April update CD-ROM*. These are documented in the *Read me* folder that is accessible from the CD-ROM.

Successful spine labels using OASIS

One of the recent enhancements to *OASIS Library* is the ability to produce *Spine labels* using a new *Sample report*.

Barbara Deece and Anne Dunne

share their successes with this procedure in the following article.

Barbara is teacher-librarian at Malvina High School. Anne is the clerical assistant working in the library. The instructions were developed by **Sandra Jackson** at School Technology Support.

Please note that the information in this article focuses on the *OASIS Library* system as used in NSW government schools. Whilst teacher-librarians in other systems or sectors may find the information useful, they will need to evaluate it in relation to their own automated system.

Excellent spine labels may now be produced using *OASIS Library*. The *Sample report* is freely available for NSW government schools, since it was included in the *April OASIS update CD-ROM*.

OASIS Library exports Location, Classification and Suffix information to *Word 2000* via a floppy disk. By following the instructions through *Mail merge*, you can easily print out high quality spine labels. The text is printed onto sheets of 65 labels per page. Avery brand labels are available from Q Stores (item number 307742), or we have had success with Unistat brand, purchased from a stationery supplier at an economical price.

The spine labels may be printed out either in *Barcode* sequence or *Location, classification* sequence. Both work extremely well. We use the *Barcode* sequence for new resources, and the *Location, classification* sequence when we are replacing old or difficult to read labels. So far we have printed about 4000 impressive spine labels for our resource collection and we have been very pleased by our results.

When trialling the procedure, we suggest you print out to ordinary printer paper first to ensure the text lines are lining up correctly.

Printing library resource spine labels

1. Running the report in *OASIS*

Select **F2 Run reports**
Select **<S>ource** from the option bar
Move cursor to **Sample reports** and press **<Enter>**
Page down to **Library Report 114** or **Library Report 115** and press **<Enter>**

For Report 114: Type in the location and press **<Enter>**
Type in the first Dewey number for the range and press **<Enter>**
Type in the last Dewey number for the range and press **<Enter>**
Type in the first suffix for the range and press **<Enter>**
Type in the last suffix for the range and press **<Enter>**

For Report 115: Type in the first barcode number for the range and press **<Enter>**
Type in last barcode number for the range and press **<Enter>**

Select **<C>onfirm** from the option bar
Select **<E>xport** from the option bar
Select **<T>ab Delimited** from the option bar
Type in **A** as the target drive and place a blank floppy disk in Drive A
Press **<Enter>** twice
<Enter> again to accept **LIBRARY1.TXT** as output file name
The message appears "please wait exporting to temporary file"
Select **<F10>** to finish
Select **<F10>** to exit.

2. Creating the spine labels in *Microsoft 2000*

Open a new file in *Microsoft Word 2000*
Ensure the font type and size is correct, ie. **Arial font size 12**
From the menu bar click on the **Tools** option
Click on the **Mail merge** option in the pull down menu
From the **Mail merge helper**, click the **Create** button
Click on the **Mailing labels** option in the pull down menu
Click on the **Active window** button
Click the **Get data** button
Click on the **Data source** option in the pull down menu
Click on **Get data** button
The **Open data source** dialogue box appears
Place disk into Drive A
Check the **Look in box** and select **3 1/2 floppy A**
Click on **All files** in the **Files of type** box
Click on the **LIBRARY1** file name

Click on the **Open** button.
File Conversion-Spinelabel option click on **Plain text** and enter on **OK** (This option may not appear)
From the dialogue box click on **Set up main document** button
The **Labels options** dialogue box appears
Complete the printer information for type of printer and tray output
Select the label product **Avery A4 and A5** sizes
Select the product number **L7551 - Address**.
Click on **OK**
Click on the **Insert merge field** button. A pull down menu appears
Click on the field to be positioned on the label in the cursor position, ie. **Location** and **<Enter>**
Repeat the step for the **Classification** and **<Enter>**
Repeat the step for the **Dewey suffix** and **<Enter>**
Click on the **OK** button

From the **Mail merge helper** dialogue box option 3, click on the **Merge** button
The **Merge** dialogue box appears
Select the **Print blank lines when data fields are empty** option
Click on the **Merge** button to accept the defaults
The merging may take a little while if a large range of resources has been selected
When merging is complete the spine labels will appear on the screen
Select **Edit** from the top menu bar and arrow down to **Select all**
Click on **<Enter>** to highlight all labels and then click on the **Centre** icon
Click outside the area to remove highlighting
Click on the **File** option on the menu bar
Note: Ensure the labels are in the tray of the laser printer before next step
From the pull down menu click on **Print**
Click the **OK** button to start the printing process. ■

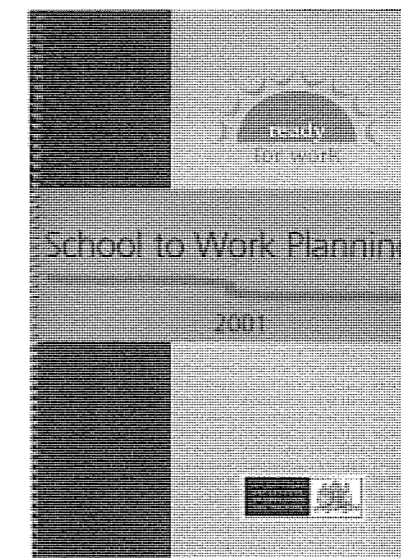


Pathways from school to work

As part of the New South Wales Government's Ready for Work Plan, the NSW Department of Education and Training is implementing the **School to Work Program**.

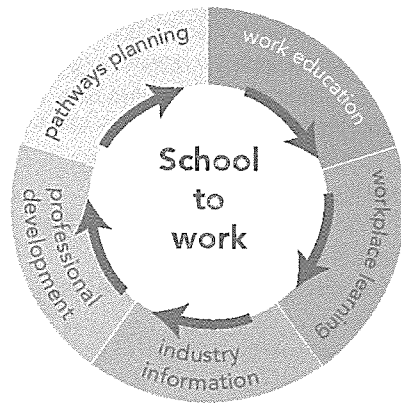
Michael McNamara, Coordinator, Work and Career Education, VET in Schools Directorate, has been responsible for coordinating the implementation with a particular focus on *School to Work Planning*. **Sheryn Symons** has also contributed to this article. Sheryn works in Training and Development Directorate and has been responsible

for organising the training and professional development element of the *School to Work Program*.



The School to Work Program is a coordinated and integrated strategy which aims to equip students with a set of skills, understandings and attributes that will enable them to better plan for and manage their transition from school to further education, training and employment.

Teacher-librarians can play a crucial supporting role in the implementation of many of the strategies in the School to Work Program. This may involve: facilitating student and teacher access to, and use of, information and resources to support a number of elements of the School to Work Program; or working with individual students as part of a team, supporting them to develop and implement an



Copies of the *Stage 5 work education: curriculum framework and course* and the *Work education curriculum support document* (3rd ed.) were distributed to all government secondary and central schools at the end of Term Three, 2000. The *Work Education: Stage 5 syllabus* may also be downloaded from the online *Board of Studies NSW syllabus documents page* at: www.boardofstudies.nsw.edu.au/syllabuses/syllabus_list.html

Support for Workplace Learning is focussed on improving the quality of workplace learning opportunities for students, including work placement and work experience. Workplace learning also includes a range of enterprise and career education activities undertaken in simulated work environments such as Young Achievement Australia and Australian Business Week programs. Student participation in practice firms may also contribute up to 50% of the mandatory work placement component of courses in the *Stage 6 Information Technology Industry curriculum framework*.

The *Workplace learning handbook* and *Employer and Parent/caregiver guides* have been revised and distributed to schools and TAFE colleges. Under the Workplace Learning Initiative, grants have been distributed to support district based strategies to improve the quality of workplace learning by better preparing students and workplace supervisors to participate in these programs.

Industry specific information on vocational pathways provides up to date and accurate information about career, employment and training pathways in a range of industries. In partnership with industry, a suite of multimedia resources have been developed and distributed to schools and TAFE colleges.

Resources sent to schools include the video, *Retail choices*, and two CD-

ROMs, *Welcome to hospitality* and *Make it in metal*. These highlight education, training and employment pathways in the retail, hospitality and manufacturing industries. Additional resources are currently being developed covering small business, the arts and utilities, and electrotechnology industries.

Financial and resource support has also been provided this year for the organisation and coordination of more than 50 careers expos. Priority in support has been given to expos that feature greater industry involvement and more interactive events including seminars and workshops.

Professional Development provides additional training and professional development support for careers advisers and other teachers involved in implementing the School to Work Program.

District based workshops in 2001 have focussed on the five priorities for School to Work Planning, highlighting a range of strategies available to schools. Participants have received information about new resources, including a video, CD-ROM and web site, that have been developed to support the School to Work Program. They have also been presented with case studies of schools which have introduced School to Work Planning. Participating school staff have also had an opportunity to focus on planning for the introduction or expansion of School to Work Planning in their school community.

The web site at www.tdd.nsw.edu.au/schooltowork/ has been developed to provide information and support relating to the five elements of the School to Work Program. As part of this support, it provides career pathway planning information for teachers, students and parents via links to a range of appropriate web sites throughout Australia and the world.

Other resources distributed to schools

- ✓ *Curriculum Support for Teaching in Vocational Education 7-12* is published each school term. Recent issues have included information on the elements of the School to Work Program and other vocational learning and enterprise education initiatives. It also contains information for teachers of VET courses in Years 11 and 12.
- ✓ NOVEL is distributed electronically to interested teachers. It contains updates of information relating to VET courses in Years 11 and 12.
- ✓ The *School to work planning 2001. Teacher resource* contains background information, advice and resources to assist schools to introduce school to work planning.
- ✓ The *School to work planning: student logbook* has been distributed to schools on the basis of one per student involved in school to work planning. It constitutes a tool to assist students to identify, document and verify their acquisition of work related skills.
- ✓ The *School to Work Planning video and CD-ROM package* highlights the introduction of school to work

References and further reading

Barnard, B. *Make it in metal: careers in manufacturing and engineering* [computer software]. NSW Department of Education and Training, 2000, SCIS 1025335.

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

Curriculum Support for Teaching in Vocational Education 7-12. NSW Department of Education and Training, 1999- , SCIS 1048621.

Information technology: industry curriculum framework: support materials for teachers. NSW Department of Education and Training, [2000], SCIS 1026294.

Retail choices [videorecording]. Vocational Education Directorate, NSW Department of Education and Training, 1999, SCIS 987488.

School to work [website] at: <http://www.tdd.nsw.edu.au/schooltowork/>

School to work planning: a resource for schools and their local communities [computer software; videorecording]. VET in Schools Directorate, NSW Department of Education and Training, 2001, SCIS 1046299.

School to work planning: student logbook. Curriculum Support Directorate, NSW Department of Education and Training, 2000, SCIS 999867.

School to work planning 2001. Teacher resource. Vocational Learning Unit, NSW Department of Education and Training, 2001, SCIS 999863.

Stage 5 work education: curriculum framework and course. Curriculum Support Directorate, NSW Department of Education and Training, 2000, SCIS 981506.

Welcome to hospitality [computer software]. NSW Department of Education and Training, [2000], SCIS 1028986.

Work education curriculum support document (3rd ed.). Vocational Learning Unit, NSW Department of Education and Training, 2000, SCIS 1017198.

Workplace learning handbook: for secondary students in government schools and TAFE institutes [Ready for work]. VET in Schools Directorate, NSW Department of Education and Training, 2001, SCIS 1030692.

planning in five school communities. The CD-ROM contains: video segments; electronic versions of *School to work planning: teacher resource* and *School to work planning: student logbook*; plus a *School to Work Planning management database* designed in Microsoft Access.

The School to Work Program is supporting many local initiatives to better prepare students in NSW government schools to plan for and manage the transition from school to further education, training and employment. ■

Briefly...

MANTLE Conference 2001

Teacher-librarians in the Maitland, Newcastle, Taree and Lake Macquarie Districts
Theme: Identifying needs, meeting the challenges
Where: Tomaree Education Centre, Salamander Bay
When: Friday 26th – Saturday 27th October, 2001
 For further information, program, guest speakers, go to:
www.mantle.com.au/HomePagex.html

Telling Tales

Newsletter of the Australian Storytelling Guild (NSW) Inc
 The Guild was founded in March 1994. Membership is open to individuals, companies, libraries and other non profit organisations whose interests are in accordance with the aims of the Guild. Committees of teacher-librarian professional groups who are interested in *Telling Tales* can request a complimentary sample issue by contacting:
 Sandra O'Neill, Editor
 Address: PO Box Q274, QVB Post Office, NSW 1230
 Phone: 02 9525 9958
 Mobile: 0419 639 823

AATE-CBCA Shortlist for Older Readers

Poster of student reviews
 Ernie Tucker, Children's Book Council of Australia (NSW Branch), has coordinated the annual poster of student book reviews of the CBCA's Books for Older Readers shortlist. It has great appeal for the youth market. The poster is in four colours, and features contributions from male and female students, Years 8-12, from across Australia.
 Order your copies for \$3.00 each (posted), from:
 The Secretary
 CBCA (NSW Branch)
 PO Box 765, Rozelle NSW 2039
 Fax: 02 9810 0737

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 NSW HSC online <<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.

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

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 relevant delimitations 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 reviewed.

ABC TV's Our animals

<http://www.abc.net.au/schoolstv/animals/default.htm>

Designed to supplement an ABC television program, this excellent site looks at Australian animals, their physical features, food, homes, environments and social groups. *Our animals* gives a complete listing of the animals covered and they are grouped by: **In the air**; **On the ground**; or **In the water**. A Dictionary provides definitions and simple explanations of some terms used in the site. Clear photographs enhance the written information for each animal, and the large print size make the site comfortable for young readers. This is a fine resource for younger students studying information reports or the Stage 2 Science and Technology units *Our Australia* and *Cycles in our world*. C. Burden

- USER LEVEL:** Stage 1 Stage 2
- KLA:** ST
- SYLLABUS:** Science & Technology K-6
- SCIS SUBJECTS:** Animals – Australia
- KEYWORDS:** Australian animals; Our animals
- PUBLISHER:** Australian Broadcasting Corporation
- REVIEW DATE:** 28/6/01 SCIS 1049820

ADOT Freeway Management System

<http://www.azfms.com/index.html>

The Arizona Department of Transport site provides a detailed and fascinating insight into an intelligent transportation system. It provides a wealth of information for the components: *Information systems and databases*; and *Communication systems*; in the *Information Processes and Technology: Stage 6 syllabus* (approved 1999). The site is characterised by linked databases which detail the **Freeway conditions**, **Statewide weather**, **Tour information**, and **On-line bus bookings**. The aspects of this intelligent trans-

portation system including: real time video and camera images; freeway conditions; road closures; and maps; make this site useful for learning about the applications of video and camera digital communication, databases and HTML. The site is easily navigated and most useful for teachers of all technology subjects. B. Tom

- USER LEVEL:** Stage 5 Stage 6 Professional
- KLA:** TAS
- SYLLABUS:** Computing Studies 7-10; Design & Technology Stage 6; Engineering Studies Stage 6; Information Processes & Technology Stage 6; Software Design & Development Stage 6
- SCIS SUBJECTS:** Freeways; Traffic engineering
- KEYWORDS:** Camera; transport
- PUBLISHER:** Arizona Department of Transport, USA
- REVIEW DATE:** 28/6/01 SCIS 1045369

Alliance Francaise – French language school and cultural centre

<http://www.alliancefrancaisesydney.com.au/aahtml/home.htm>

Established in 135 countries, the French Alliance is a huge association offering a unique language service. The Sydney centre assists people wishing to learn French and would help students to be more at ease with the French world. The site displays the courses the Alliance offers and keeps the user abreast of the francophile events happening in Sydney such as: exhibitions; conferences; cinema; and concerts. Numerous links to French media and online museums are also available and thus reinforce the cultural aspect. These links would require time to verify their curriculum relevance. K. Le Bourdonnec

- USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional
- KLA:** Languages
- SYLLABUS:** French 7-10; French Stage 6: *Beginners*; *Continuers*
- SCIS SUBJECTS:** French language
- KEYWORDS:** Alliance Francaise; French
- PUBLISHER:** Alliance Francaise, Sydney
- REVIEW DATE:** 28/6/01 SCIS 1044296

Ancor Australia – Welcome

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

Based in Melbourne, Ancor is a global company, operating in 24 countries and deriving 50% of its earnings outside Australia. It is one of the world's top ten companies based on market capitalisation, sales and profits in this industry. Having recently changed direction to focus on global packaging, it provides an excellent global case study for the topic *Business management and change of the Business Studies: Stage 6 syllabus* (approved 1999). In addition to business, investor and product information, the site is especially useful for its inclusion of financial and environmental information and company priorities. Ancor's environmental policies and performance are highlighted and clearly illustrate considerations for this section of the syllabus. N. McFayden

- USER LEVEL:** Stage 6
- KLA:** HSIE
- SYLLABUS:** Business Studies Stage 6
- SCIS SUBJECTS:** Companies; Packaging
- KEYWORDS:** Ancor
- PUBLISHER:** Ancor, Australia
- REVIEW DATE:** 28/6/01 SCIS 1045635

Art Monthly online

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

As an extension of the print edition, this site has additional, exclusive features including *Stralya*, a forum on Australian art and its place in regional identity. There is an **Archive** of previously published reviews of exhibitions that provides exposure to the language used to describe and analyse artworks. Clancy has online versions of additional previously published and newly published articles. A particularly worthwhile section is **Scroll**, which covers variations on the scroll form in historical and contemporary settings and its use in technological thinking. **Artnotes** covers updated news and events from local and international areas. There are **Links to Primary sites** with examples of artworks, exhibitions and online work. These could serve as stimulus of ideas for artmaking, with time required to verify their curriculum relevance. Readers' responses to articles and works are also included. A. Whyte

- USER LEVEL:** Stage 5 Stage 6 Professional
- KLA:** CA
- SYLLABUS:** Visual Arts 7-10; Visual Arts Stage 6
- SCIS SUBJECTS:** Art, Australian; Art, Modern – 20th century; Art, Modern – 21st century
- KEYWORDS:** Art Monthly
- PUBLISHER:** Art Monthly Australia
- REVIEW DATE:** 28/6/01 SCIS 1048796

Art studio

<http://www.cartooncorner.com/artspage.html>

At this clearly laid out and easily navigated site, students can learn **How to draw cartoons**, try some **Drawing tricks**, find out **What cartoonists do** and let their imaginations fly with some **Creative play**. The main section concentrates on teaching young artists the secret of drawing expressive cartoon faces with simple, easy techniques. The lessons are presented in small, easily managed parts, and students are encouraged to practise constantly with pencil and paper as they work through them. A promised offer of further lessons has not been fulfilled, and the site does not appear to have been updated for some time, but it has value for young artists looking for ideas and assistance in beginning cartooning. W. Smith

- USER LEVEL:** Stage 2 Stage 3 Professional
- KLA:** CA
- SYLLABUS:** Creative Arts K-6
- SCIS SUBJECTS:** Cartoons and caricatures; Drawing
- KEYWORDS:** Cartoon; cartooning; cartoonist; draw; drawing
- PUBLISHER:** Emmett Scott's Cartoon Corner, USA
- AUTHOR:** Emmett Scott
- REVIEW DATE:** 28/6/01 SCIS 1047969

Artcyclopedia: the guide to museum-quality art on the Internet

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

Claiming the mission to become the definitive and most cost effective guide to museum quality fine art on the Internet, this site is certainly making progress. It is easily navigated with its own search engine locating topics by: **Artist by name**; **Artworks by title**; or **Museums by place/name**. By browsing the database of over 7500 artists, searches can be divided into categories of **Movement**, **Medium**, **Subject**, **Nationality**, **Name** and an extensive list of **Women artists**. Top 30 lists famous artists, with links to museums holding their original artwork and background

information to explain the work. **Art headlines** is an up to date art news section. This site is a worthwhile starting point for any exploration of visual arts. A. Whyte

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: Art
KEYWORDS: Artists; artworks; museums; women artists
PUBLISHER: Artcyclopedia Inc., Canada
REVIEW DATE: 28/6/01 SCIS 1048798

ATSE – views on technology strategy, development and policy

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

ATSE was formed to foster a broad understanding of scientific and engineering knowledge in Australia, and this detailed and easily navigated site provides a forum to disseminate information by way of recent papers, workshop activities and discussion boards. **History of technology in Australia - 1788-1988** offers valuable material for projects relating to innovations and technological developments in Australia in the first two hundred years of European settlement. The site is regularly updated and displays the topic, in hypertext, for the latest papers presented at the Academy. This site is particularly relevant to course work relating to the social, environmental and cultural implications of technological change in engineering. B. Tom

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Information Processing & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Engineering; Technology
KEYWORDS: History; science; sustainable development
PUBLISHER: Australian Academy of Technological Science and Engineering
REVIEW DATE: 28/6/01 SCIS 1045539

Australian Quality Council – home page

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

For the topics **Key business functions** and **Business management and change**, of the **Business Studies: Stage 6 syllabus** (approved 1999), this site provides a wealth of information about effective, efficient management. Teachers can use the site to design questions concerning quality management, organisation improvement, and evaluation of a business. It allows simple access to background information on organisational excellence, continuous improvement and quality, methods of rating performance, suggestions for implementing improvement and validation and recognition of achievement. Details about the 'E' team program, familiar to many schools, are found in **Identify your gaps and find solutions**. The search engine includes access to various topics including **Quality in schools materials**. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business standards; Quality control
KEYWORDS: Australian Quality Council; 'E' team
PUBLISHER: Australian Quality Council
REVIEW DATE: 28/6/01 SCIS 1045664

Australia's leading organic and biodynamic certification body (BFA: biological farmers of Australia)

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

The BFA is one of seven certifying or licensing organisations for organic farmers in Australia. Its web site provides information for both farmers and consumers on the production and marketing of organic produce, and outlines the rules or standards under which certified organic farmers operate. A downloadable information kit provides an introduction to organic farming and outlines the principles involved and the processes necessary to gain accreditation. The **BFA shop** includes a short but excellent section for book reviews. This is a very useful resource for the study of organic agriculture. A. Parker

USER LEVEL: Stage 6 Community
KLA: TAS
SYLLABUS: Agriculture Stage 6; Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS: Organic farming
KEYWORDS: Organic agriculture
PUBLISHER: Biological Farmers of Australia (BFA)
REVIEW DATE: 28/6/01 SCIS 1048692

The Avalon Project: the Cold War

<http://www.yale.edu/lawweb/avalon/coldwar.htm>

As an historical site dedicated to the legal, historical and diplomatic issues surrounding the major events of the Cold War, this site covers: the **Cuban Missile Crisis**; the **U2 incident: 1960**; and the US policy in Asia and the Pacific, including the articles of the ANZUS Pact. Providing primary source material, it covers a period from 1941 to 1999 and is of great value to students studying the HSC History extension topic, *The nature of the presidency of John Fitzgerald Kennedy*; or aspects of the Modern History Stage 6 topic, *International studies in peace and conflict*. The **Search** facility in 20 **century documents** provides access to specific documents, acts and treaties. Understanding and navigation through the legal language is helped by hotlinks within documents, taking students straight to points of reference. P. Myers

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6; HSC History Extension Stage 6
SCIS SUBJECTS: Cold War
KEYWORDS: Cold War
PUBLISHER: Yale Law School, USA
REVIEW DATE: 28/6/01 SCIS 1048803

BBC Education - Languages - Deutsch plus

<http://www.bbc.co.uk/education/languages/german/dplus/>

A series of multimedia activities for German beginners is presented at this well structured site. The activities are based on video clips that students can watch and listen to and then use the **Key language**, **Keywords**, and transcripts to complete the activities. A **Self-check** is provided for comprehension evaluation. Each topic is composed of several key activities dealing with everyday situations, making them realistic and entertaining. The language topics include: **Hospitality**; **Phoning**; **Travelling**; **Telling the time**; and **At the bank**. Departmental users may not be able to access all components of this site. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6
KLA: Languages

SYLLABUS: German 7-10; German Stage 6: *Beginners, Continuers*
SCIS SUBJECTS: German language – Conversations and phrases; German language – Vocabulary
KEYWORDS: Deutsch Plus; German
PUBLISHER: BBC Online, UK
REVIEW DATE: 28/06/01 SCIS 1037428

Berlin.de > English

<http://www.berlin.de/home/English/>

Bilingual, this site aims at sharing the excitement of the German capital. It offers a wide variety of services such as a valuable **Visitors' guide**, featuring hotel listings, events, and sightseeing. **Berlin in brief** provides a comprehensive overview of the city in easily accessible headings such as: **The city**; **Politics and history**; and **Culture**. The city's history is outlined, including comprehensive information about the Berlin Wall. The site is easily navigated with cross referencing between headings. Some information at the site, including sport and weather, is only accessible to German speakers. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: *Beginners, Continuers*
SCIS SUBJECTS: Berlin (Germany); Travel
KEYWORDS: Berlin
PUBLISHER: Berlin Tourismus Marketing, Germany
REVIEW DATE: 28/6/01 SCIS 1047682

Biology how tos

<http://biology.about.com/science/biology/library/bltable.htm>

Biology teachers or students interested in conducting their own first hand investigations will find this site of great interest. It contains internal links that enable the user to explore various biology experiments. These range from **How to make a DNA model using candy** to making broth for bacterial cultures. **Subjects** provides useful access to topics including **Cell anatomy** and **Genetics**, with explanations of basic concepts supported by charts, diagrams and photographs. Useful to Stage 4 students undertaking their own science projects, is the related information on **Science fair projects**. The numerous links to other sites, not all relating to biology, would require time to verify their curriculum relevance. K. Heap

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Biology
KEYWORDS: Biology; DNA
PUBLISHER: About.com Inc., USA
REVIEW DATE: 28/6/01 SCIS 1045042

Breeds of livestock – Oklahoma State University

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

An extensive database on breeds of livestock found throughout the world is located at this site. The introductory discussion on the importance of understanding the characteristics of different animal breeds would be a useful introduction to studying animal genetics. Alphabetised lists, prefaced by an introduction to the particular breed of animal, are accessible through the following links: **Cattle**; **Goats**; **Horses**; **Sheep**; and **Swine**. Data for each breed includes photographs and a discussion of the history and characteristics of

the breed. **By world region** takes the user to a world map which enables access to the data organised on a regional basis. This site would be highly rewarding and very accessible for students investigating a wide range of animal breeds. A. Parker

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture Stages 4-5; Agriculture Stage 6
SCIS SUBJECTS: Livestock
KEYWORDS: Animals; animal breeds
PUBLISHER: Oklahoma State University, USA
REVIEW DATE: 28/6/01 SCIS 1034057

Builder online ihousing

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

This home building and remodelling network includes all aspects of building construction and design. A large number of easy to read articles on topics, ranging from the effect the Internet is having on the building industry to laminated flooring that requires no glue, come from links to: **Builder house plans**; **Product information**; **How to**; **Design/architecture**; and **Business**. Though US based, the methods shown are applicable to Australian conditions, and students involved in drawing or designing buildings will find plenty to investigate. Site visitors can email questions to professionals and access questions which have been archived for later referral. P. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology Stage 6; Technical Drawing 7-10; Technics 7-10
SCIS SUBJECTS: Architecture, Domestic; Building; Building industry; Building materials; Houses – Design and construction
KEYWORDS: Architecture; building; design; house plans
PUBLISHER: Hanley-Wood, LLC, USA
REVIEW DATE: 28/6/01 SCIS 1045603

The butterfly life cycle

<http://www.stradsch.sa.edu.au/miers/index.html>

Logically structured and easily navigated, this web site is designed to allow students to progress at their own pace. Activity, planning and assessment sheets must be downloaded and printed as students move through the activities, with local access to **KidPix** or a similar slide show program needed for the presentation activity. Successful completion is rewarded with extension activities of games, puzzles, art and craft, and stories. A simple site map gives a clear overview. In its clarity of presentation, appropriate information, meticulous referencing, and focus on independent student learning, the site is a model for students and teachers constructing their own WebQuests. W. Smith

USER LEVEL: Stage 2 Stage 3 Professional
KLA: CA; ST
SYLLABUS: Creative Arts K-6; Science & Technology K-6
SCIS SUBJECTS: Butterflies
KEYWORDS: Butterflies, butterfly, cocoon; caterpillar; egg; larva; pupa
PUBLISHER: Jackie Miers, South Australia
REVIEW DATE: 29/6/01 SCIS 1046988

Cardboard Schedule™<http://www.cardboard.nu/>

The material in this site provides a guide into a planning and tracking schedule for team projects. The site was designed and built specifically for software development projects and offers examples of multiple team schedules. The option exists for the teacher to investigate a 30 day free evaluation download of the software. This information is invaluable to courses where students learn about: project plans; project management tools; Gantt charts; and scheduling tasks and communication management plans; in order to complete practical projects of their own. A section on the Philosophy of the company provides commonsense advice regarding a logical approach to the planning, development and implementation of a project. Further reading about project management may be found at **Links**. Time would be required to verify the curriculum relevance of these links. B. Tom

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Industrial Technology Stage 6; Information Processing & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Project management
KEYWORDS: Lifecycle; management; planning; schedule
PUBLISHER: Alan Green, USA
REVIEW DATE: 28/6/01 SCIS 1045458

CELLS alive!<http://www.cellsalive.com/>

The use of constantly changing pictures, including microbes, and simulations of microscopic human Sperm and "Sea monkeys" (*Artemia* or brine shrimp), creates an excitement and interest from the home page onward. The site is educative, easy to use and fascinating to look at. Navigation occurs through the **Index** in the left frame. To search for a specific topic or video, students can also click on the first letter, or scroll through the entire selection. Links lead to clear explanations of different aspects of cells with basic concepts covered well. This is an excellent site for distance education students who may not have access to microscopes. There are useful links to external sites grouped under keywords. Time would be required to verify the curriculum relevance of these links. P. van Ruggie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science Stages 4-5; Biology Stage 6
SCIS SUBJECTS: Cells
KEYWORDS: Cell; plant; mitosis
PUBLISHER: Quill Graphics, USA
AUTHOR: James A. Sullivan
REVIEW DATE: 28/6/01 SCIS 995758

Choice – Food issues home page<http://www.choice.com.au/articles/a100803p1.htm>

Current food issues are explained and discussed at this consumer oriented, online magazine. The simple, concise and up to date information makes this site an excellent reference for Stage 6 students. The site has a search facility, which provides an opportunity to find articles that may have appeared in previous issues. At the time of the review, issues included: **Hen welfare**; **New food**

standards; energy drinks; and the fortification of breakfast cereals. Links to alternative views are often provided, although time would be required to investigate their curriculum relevance. Users can also participate in a food and drink forum where it is interesting to read the opinions of others on a range of issues. J. Redfern

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7-10; Food Technology Stage 6
SCIS SUBJECTS: Food; Health; Nutrition
KEYWORDS: Food industry; health; nutrition
PUBLISHER: Australian Consumers' Association
REVIEW DATE: 28/6/01 SCIS 1048705

Citibank Australia – Internet bankinghttp://www.citibank.com.au/index_ibanking.htm

A thorough overview of this banking system is outlined at this detailed and easily navigated site. It provides information about Internet banking and the diversity of relevant information on data security and privacy. It is a useful site for teaching about social and ethical design and issues related to information systems. There are links, such as **Newsroom**, which point to useful articles about the changing nature of the work place. An excellent section, **Security**, offers further access via hypertext to more detailed technical information related to security devices and procedures. B. Tom

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processing & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Banks and banking; Internet (Computer network)
KEYWORDS: Internet banking; security
PUBLISHER: Citicorp
REVIEW DATE: 28/6/01 SCIS 1045451

Co.As.It. Sydney Italian Association of Assistance<http://www.coasit.org.au/>

A wide range of services and programs focused on community, educational and cultural activities are offered online by this Italian association based in Sydney. As a free service for HSC students of Italian, **Education** gives access to an Italian teacher online. Individual feedback on particular queries and information about other resources is provided, with FAQ giving answers to common frequently asked questions. An **Italian heritage** page displays various aspects of Italian culture in Australia and current exhibitions in Sydney. **Other links** arranges an extensive collection of Italian links under headings such as: **Heritage**; **Sport**; and **Art and culture**. A visit to this highly recommended web site will certainly be a rewarding experience. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: Italian 7-10; Italian Stage 6: *Beginners*; *Continuers*
SCIS SUBJECTS: Italians in Australia
KEYWORDS: Italian heritage
PUBLISHER: Co.As.It, Sydney
REVIEW DATE: 28/6/01 SCIS 1046643

Colour music<http://home.vicnet.net.au/~colourmusic/>

For a challenging case study, this site covers colour, music, science and mathematics, all combined in a mixture of contemporary and historical writings and investigations. This is achieved by examining the scientific colour theories ranging from Pythagoras to Sir Isaac Newton, plus recent neurological investigations. These complex ideas examine relationships of colour to musical scales. The work and related theories of Sydney artist Roy De Maistre, with his comparison of music and colour theory in a "colour music code" is covered in **Colour music in Australia**. Melbourne based artist Domenic De Clario's oriental influences and new age philosophies are presented in **Colour music in the new age**. Each section has accompanying historical background, diagrams and examples. A. Whyte

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Colour – Philosophy; Music appreciation
KEYWORDS: Colour music; De Clario; De Maistre
PUBLISHER: Niels Hutchison, Melbourne
REVIEW DATE: 28/6/01 SCIS 1048813

Destination: Earth<http://www.earth.nasa.gov/>

The wealth of information about natural and human induced changes on the global environment makes this a useful site for both teachers and students. Access is provided to current projects within the NASA Earth Science Program dealing with such topics as: **Hydrological and energy cycle**; **Ozone**; and **Natural hazards**, supporting *Local environment and Water* issues in the *Earth and Environmental Science: Stage 6 syllabus* (approved 1999) and *Biophysical interactions and Ecosystems at risk* in the *Geography: Stage 6 syllabus* (approved 1999). Subject matter in **For kids only** supports the Science and Technology outcome ES S3.6, providing research material on catastrophic events. The site refers primarily to North American examples. R. Dircks

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: ST; Science; HSIE
SYLLABUS: Earth & Environmental Science Stage 6; Geography Stages 7-10; Geography Stage 6; Science Stages 7-10; Science & Technology K-6
SCIS SUBJECTS: Earth sciences
KEYWORDS: Climate; earth science
PUBLISHER: National Aeronautics and Space Administration, USA
AUTHOR: Sharron Sample
REVIEW DATE: 28/6/01 SCIS 1047964

Duke papyrus archive<http://odyssey.lib.duke.edu/papyrus/>

The papyri examined in this site are all Greek, dating from Alexander's occupation of Egypt in 332 BC and are relevant for the Stage 4 History topic, *Ancient societies*. The collection deals with the making of papyrus, and **Writing in Egypt under Greek and Roman rule**. It is an excellent resource for teachers looking for information on some of the more difficult to access details of life in Late antique Egypt, such as: marriage contracts; leases; loans; and horoscopes. There are also examples of official documents and

private correspondence. Topics include **Archives** of family papers; **Cultural aspects** (eg. food); **Religious aspects**; **Slaves**; and **Women and children**. E. Kidd

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Civilisation, Greek – Sources; Egypt – Social life and customs – 332B.C.-640 A.D., Graeco-Roman period - Sources
KEYWORDS: Ancient Egypt; papyri
PUBLISHER: Duke University, USA
REVIEW DATE: 28/6/01 SCIS 1048711

Ecological Agriculture Projects (EAP)**start page**<http://eap.mcgill.ca/>

McGill University in Canada provides this extensive database of information on sustainable agriculture. A text **Search** engine makes researching very easy, and a simple explanation about query language allows users to define topics quite specifically. The search results are displayed in a table of the 20 best matches with hypertext links to each particular article. It would, however, take time to verify the curriculum relevance of the links. It is necessary to adjust the seasons to the southern hemisphere for information on subjects such as the timing of crops and pest occurrence. The article on the **Soil ecosystem** to be found in **Frequently asked questions** is highly recommended. A. Parker

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture Stages 4-5; Agriculture Stage 6; Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS: Agriculture – Economic aspects; Sustainable agriculture
KEYWORDS: Agriculture; compost; ecological; farming; sustainable agriculture
PUBLISHER: Ecological Agriculture Projects, McGill University, Canada
REVIEW DATE: 28/6/01 SCIS 1048700

Elementary art lessons<http://www.artswire.org/kenroar/lessons/elem/elemlessons.html>

A comprehensive list of art lessons using many different art forms, and covering many different themes, is found at this site. Corresponding to Australian primary grades, over 50 activities range from simple exploration of secondary colours to abstract drawings. These could be used as stand alone art lessons or to complement HSIE units of work. Although no picture examples are provided of completed art works, step by step instructions are clear and lists of materials are included. Some American terms are used, which may make it difficult to decide exactly what equipment is required for some lessons. This aside, it is a valuable site for teachers looking for new ideas to include in teaching programs. N. Cooper

USER LEVEL: Professional
KLA: CA; HSIE
SYLLABUS: Creative Arts K-6; HSIE K-6
SCIS SUBJECTS: Art – Study and teaching
KEYWORDS: Art; art lessons; visual arts
PUBLISHER: Ken Rohrer, USA
REVIEW DATE: 28/6/01 SCIS 1048704

Essential China<http://www.essential-china.net/>

The wealth of information at this site covers many physical and cultural aspects of China. Clear descriptions of the regional landforms and climate are given in **Geography**; **History** covers **Prehistory** to Deng Xiaoping in 1997; **Scenery** describes places of historic and natural importance; and **People** covers language and food. General topics such as: **Arts**; **Health**; and **Games**; appear across the top of all screens and a more comprehensive **Index** for each screen make navigation easy. The information is clearly presented, supported by photographs, and presented at a level suitable for independent use by primary students. This is an excellent site to support HSIE outcome CUS3.4.

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6
SCIS SUBJECTS: China
KEYWORDS: China
PUBLISHER: Essential-China, USA
REVIEW DATE: 28/6/01 SCIS 1050058

EXOBIOLGY: an interview with Stanley L. Miller<http://www.accessexcellence.org/WN/NM/miller.html>

Reference to Dr Stanley Miller can be found in the *Biology: Stage 6 syllabus* (approved 1999) Preliminary module 8.4: *Life on Earth*. This module asks students to examine the debate on the composition of the primitive atmosphere, and this topic is discussed here in an interview with Miller himself. The *Planet Earth and its environment* topic in the *Earth and Environmental Science: Stage 6 syllabus* (approved 1999) also deals with this topic. Details of the background and conditions of the Urey and Miller experiments, and reactions of the scientific community, are outlined. Miller's paper, *From primordial soup to the prebiotic beach*, is also mentioned. Information is supported with diagrams and the scientist's reactions to his results. Providing an interesting introduction to this area of work, students will find this a relevant, understandable account. K. Heap

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6
SCIS SUBJECTS: Life on other planets; Life – Origin
KEYWORDS: Exobiology; Miller
PUBLISHER: Access Excellence, Genetech Inc., USA
AUTHOR: Sean Henahan
REVIEW DATE: 28/6/01 SCIS 1045052

Fossils, rocks and time<http://pubs.usgs.gov/gip/fossils/>

Study of the *Biology: Stage 6 syllabus* (approved 1999) Preliminary module 8.4: *Life on Earth* requires an assumed knowledge of fossils. This site contains an online edition of the book *Fossils, rocks and time*, and explains simply the concept of fossils being used to age the earth. Black and white photographic images make loading the site very fast. Sections include: **Putting events in order**; **Rocks and layers**; **Fossil succession**; **The relative time scale**; and **The numeric time scale**. This valuable secondary source allows students to start to evaluate the types of conclusions that can be drawn from fossils about past life on earth. **Further reading** encourages students to continue their research. K. Heap

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Fossils
KEYWORDS: Fossils; rocks
PUBLISHER: U.S. Geological Survey, USA
REVIEW DATE: 28/6/01 SCIS 1047317

Germany - wunderbah<http://www.deutschland-tourismus.de/e/>

Germany comes to life and is promoted as a prime vacation destination at this site. Students of German can pick from a multitude of topics such as: **Travel tips**; **Culture**; **Events**; and **Destination**. **Magic cities** describes and illustrates the major cities through slide shows. **Historic highlights of Germany** is an invitation to encounter the famous names of the past and enjoy the architectural and artistic heritage of the great eras. It is also possible to: discover Germany's historic scenic routes; take on a virtual tour from an interactive map; or explore **Castles and palaces** from a comprehensive listing. Facts in brief, weather and currency information are provided. A German language version of this site is available. K. Le Bourdonnec

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Germany; Travel
KEYWORDS: Germany; travel
PUBLISHER: German National Tourist Board, Germany
REVIEW DATE: 28/6/01 SCIS 1047704

Herge foundation (Tintin)<http://www.tintin.be/>

A must for Tintin fans, this site contains a wealth of information about Georges Remi, also known as Herge, and his works. After selecting from a choice of languages, the menu offers such options as: **Biography**; **The albums**, containing book covers and summaries; **Herge's universe**, showing Chinese and Tibetan influences on his writing; and **Characters**, providing brief summaries and pictures of the *Tintin* characters. **Some links** provide access to Tintin sites searchable by their country of origin. Time would be required to verify the curriculum relevance of these sites. Although some scrolling is involved, the site is easy to use and contains many attractive illustrations from Herge's works and would be invaluable for use in an author study. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Cartoonists – Biography; Comics; Illustrators, French
KEYWORDS: Authors; Herge; Remi, Georges; Tintin
PUBLISHER: Herge Foundation, Belgium
REVIEW DATE: 28/6/01 SCIS 1045053

Holidays on the net<http://www.holidays.net>

For students looking at celebrations throughout the year, and specifically those studying the Stage 2 HSIE unit *People and their beliefs*, this site is very useful. There is a heavy American focus on holidays, such as Independence Day, but the coverage of international and religious holidays and festivals is comprehensive.

Besides background information, most topics have accompanying instructions for craft activities, recipes and pictures to colour. The activities are clearly set out and easily accessed. An extensive range of **Greeting cards** are available for emailing. Topics are easily located through a search facility and a list of Holiday celebrations. C. Burden

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Festivals
KEYWORDS: Celebrations; festivals; holidays
PUBLISHER: Studio Melizo, NY, USA
REVIEW DATE: 28/6/01 SCIS 1048707

Homeostasis: general principles<http://bioserve.latrobe.edu.au/vcebiol/cat1/aos2/u3aos21.html#top>

A simple explanation of homeostasis can be found at this site. This is an important concept covered in the *Biology: Stage 6 syllabus* (approved 1999) HSC module 9.2: *Maintaining a balance*. The site encourages students to relate homeostasis to feedback, and allows them to investigate simple **Feedback loops**. Each section is easily navigated and clearly set out, with straightforward explanations and specific examples. Diagrams are simple so the site is quick to load. It is a relevant complement to HSC study programs. Access to many biology topics that are useful for the NSW course is a feature of LaTrobe University's *VCE Biology cat information* site at <http://bioserve.latrobe.edu.au/vcebiol/>. K. Heap

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Homeostasis
KEYWORDS: Homeostasis
PUBLISHER: LaTrobe University, Melbourne
AUTHOR: Jenny Herington
REVIEW DATE: 28/6/01 SCIS 1045637

HoneyBee Australis<http://www.honeybee.com.au/>

Agriculture teachers keeping bees, or wanting to keep bees, at school will find this an excellent site. The site provides Australia wide contacts with beekeepers; beekeeping organisations; information on skills; and contacts for equipment. Time would be required to investigate the curriculum relevance of these links. **Images of beekeeping** leads to a series of photographs of many aspects of beekeeping; and **Honey and bee facts** accesses information on bees and production of honey. Stage 6 students studying the beekeeping industry would find useful articles in **The library**. This is a useful, easily readable resource. A. Parker

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture Stages 4-5; Agriculture Stage 6; Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS: Beekeeping
KEYWORDS: Beekeeping; honeybee
PUBLISHER: HoneyBee Australis
REVIEW DATE: 28/6/01 SCIS 1048713

All prices in the availability statement include GST

Howard Smith<http://www.howardsmith.com.au/>

Plenty of good source materials are available for teachers on this site from this major Australian public company with business interests throughout Australia and beyond. As a case study of a company with core businesses of **Distribution** and **Port towage**, the *Business management and change* topic of *Business Studies: Stage 6 syllabus* (approved 1999) is well catered for here. The usual business details are present, including business history and share information, with graphic details of performance and dividend payments. These will be of greatest benefit to teachers planning real world exercises using published financial statements for the *Financial planning and management* topic. Full and concise financial reports and statements can be downloaded for exercises involving the accounting framework and balance sheet calculations in particular. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Companies
KEYWORDS: Howard Smith; port towage
PUBLISHER: Howard Smith Ltd, Australia
REVIEW DATE: 28/6/01 SCIS 1045642

In Italy online<http://www.initaly.com/>

A comprehensive travel guide, this site gives many tips and suggestions on museums, restaurants and accommodation in Italy and reveals the rich culture of this country. **Italian regions** provides a clickable map linked to specific towns and regions. This regional information includes descriptions of geography, recipes and artists. **Christmas in Italy** is a special feature providing information about pageants, special events and recipes. **Travelling to Italy** contains travel information, such as **Weather**, but the external links would require teacher time to verify their curriculum relevance. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: Italian 7-10; Italian Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: Italy
KEYWORDS: Culture
PUBLISHER: Words in Pictures, USA
REVIEW DATE: 28/6/01 SCIS 1046644

Innovated: innovation in education<http://www.innovated.gov.au>

Through the provision of a useful range of lesson plans, worksheets and assessment material created by Australian teachers, this site is designed to stimulate innovation and creativity. Lessons can be searched through key learning areas, including **Creative arts**, **English**, **Science**, studies of society and environment, or by topic. Lesson plans include topics, KLA, year, stage, learning outcomes, procedures, references, follow up activities and suggested means of assessment. Many of the units contain interesting attachments that can be printed and easily adapted. Details are provided to **Order your free CD-ROM**, and contributions of lesson plans are welcomed from teachers. **Big ideas network for students** in Years 5 to 9 includes information about careers, games and activities. **Related links** are provided, with time required to verify their curriculum relevance. J. Eade

resources

USER LEVEL: Professional
KLA: CA; English; HSIE; ST; Science
SYLLABUS: Creative Arts K-6; English K-6; English 7-10; HSIE K-6; History Stages 4-5; Science & Technology K-6; Science Stages 4-5; Visual Arts 7-10
SCIS SUBJECTS: Teaching – Aids and devices
KEYWORDS: Innovations
PUBLISHER: Commonwealth of Australia
REVIEW DATE: 28/6/01 SCIS 1026200

Internet chemistry

<http://naio.kcc.hawaii.edu/chemistry/>

The range of concepts covered and the clarity of presentation make this an excellent site for students studying oxidation/reduction reactions. The content is divided into basic concepts, extended concepts, exercises and everyday examples. The separation of basic and extended concepts fits well with the way in which this topic is spread between the Preliminary and HSC sections of the *Chemistry: Stage 6 syllabus* (approved 1999). The exercises are clearly presented and help to build up skills ranging from writing half reactions to balancing redox equations. The final section includes topics such as **Photosynthesis**, **Nitrogen fixation**, and **Electrochemistry**, and assists students to appreciate that redox reactions are an important part of chemistry in the world around us. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Chemical reactions
KEYWORDS: Oxidation; redox reactions; reduction
PUBLISHER: Kapiolani Community College, Hawaii, USA
AUTHOR: Robert Asato
REVIEW DATE: 28/6/01 SCIS 1047936

Introduction to exobiology

http://www.chem.duke.edu/~jds/cruise_chem/Exobiology/index.html

Exobiology relates to the search for the origin of life on earth and in the universe. This is a concept important to the *Biology: Stage 6 syllabus* (approved 1999) Preliminary module 8.4 *Life on Earth*. This site covers a range of related topics from: **Prebiotic earth**; **The Miller/Urey experiment**; **The search for life outside of earth**; and **Political and controversial issues**. These are primarily print based, quick to load and easy to navigate. Access to supplementary photographs, diagrams and explanatory notes add clarity to the topics covered in the core text. Students will find this site a good starting point for further research on life forms beyond earth. K. Heap

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
SCIS SUBJECTS: Life on other planets; Life – Origin
KEYWORDS: Exobiology
PUBLISHER: Duke University, USA
REVIEW DATE: 28/6/01 SCIS 1045057

IT and Internet issues

<http://www.privacy.gov.au/issues/index.html>

A page on the Australian Privacy Commission site, this provides a legal perspective on issues dealing with **Information technology and the Internet**. Of particular interest is **Protecting your privacy on the Internet**, which offers informal discussions aimed at promoting

awareness of issues regarding the impact of the Internet on the privacy of individuals. The whole site, which is continually updated, presents a collection of papers presenting relevant, thought provoking information in the areas of **Privacy Act** and other laws. The site is extensive, easy to read and understand, and offers ease of navigation throughout. B. Tom

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Information Processing & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Privacy
KEYWORDS: Information technology; Internet; privacy
PUBLISHER: Human Rights and Equal Opportunity Commission, Australia
REVIEW DATE: 28/6/01 SCIS 1045482

Levi Strauss & Co.

<http://www.levistrauss.com/index.html>

With a well known brand name as stimulus, this highly useful site provides **General information**; **History**; corporate business policies; and human resource information. This company serves as an excellent case study of corporate social responsibility. Specific examples of programs in these areas of concern relate to **HIV/AIDS**; **Social justice**; **Economic empowerment**; and **Youth empowerment**. The ethical considerations of the *Business Studies: Stage 6 syllabus* (approved 1999) in the *Marketing; Business management and change*; and *Global business* topics, are well illustrated by the Levi Strauss example. **All about LS&CO** covers an overview of company developments and reinforces the notion of responsible management and social conscience that seem integral to aspects of the company's approach and rounds out further details that relate to much of the course. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Clothing industry; Companies
KEYWORDS: Jeans; Levi Strauss; Levi's
PUBLISHER: Levi Strauss & Co., USA
REVIEW DATE: 28/6/01 SCIS 1045660

Lonely Planet World Guide | Destination France | Introduction

<http://www.lonelyplanet.com/destinations/europe/france/>

Practical material in English for travellers to France is provided at this site. Included are: **When to go**; currency; domestic travel; and valuable information on French cultural and social highlights, such as Bastille Day and the Cannes Film Festival. Descriptions of cities, towns and regions are found under **Attractions**. Key topics such as **Culture**, **Environment**, and **History** will help students in their research for projects on France. The information is print based and accessed easily by a list of topics, but unfortunately there are few graphics. K. Le Bourdonnec

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Languages
SYLLABUS: French 7-10; French Stage 6: *Beginners*; Languages other than English: K-6 Generic Syllabus Framework
SCIS SUBJECTS: France
KEYWORDS: Culture; France
PUBLISHER: Lonely Planet, Australia
REVIEW DATE: 28/6/01 SCIS 1037378

Lonely Planet world guide | Destination Vietnam | Introduction

http://www.lonelyplanet.com/destinations/south_east_asia/vietnam/

A synopsis of Vietnamese geography and culture is well presented here for tourists. As it is written for quick browsing, students will comprehend the contents easily. Facts and statistics are conveniently laid out, facilitating the gathering and analysis of information. The main menu is always present on the left side of the screen and it is possible to navigate from these headings quickly. Pertinent data can be found throughout the site, with **History**, **Culture** and **Environment** particularly relevant pages. This very informative site is user friendly. J. Lee

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Vietnam; Travel
KEYWORDS: Vietnam
PUBLISHER: Lonely Planet, Australia
REVIEW DATE: 28/6/01 SCIS 1048016

Machine age: 20th century design, arts, and technology

<http://www.machineage.com>

Dedicated to the sale of classic designs from the last century, this commercial site hosts a series of links to selected art, antique and furniture dealers. Images of radios, glassware, tableware, graphics, cameras and clocks are available as both thumbnails and larger images from the catalogues of the dealers represented. Any investigation of style and art history will benefit from visiting this site showing the classics of industrial design through the twentieth century. A history of design development can be traced through the images and, as a consequence, it is invaluable for understanding the interrelationship of design, technology and society. A link to the Internet provides more opportunity for discovery, but time would be required to investigate the curriculum relevance of the links. R. Thompson

USER LEVEL: Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS: Art, Modern – 20th century; Design; Industrial arts
KEYWORDS: Art deco; design; machine age; technology;
PUBLISHER: Steven Sandler Consulting Services, Inc., USA
REVIEW DATE: 28/6/01 SCIS 1045606

Marc Newson Ltd

<http://www.marc-newson.com/>

The company web site of world famous Australian designer, Marc Newson, this is a testament to his broad creativity and talent. It is a stunning example of a high quality web site. It is slow to load, but it is worth the wait. The site is essentially an image gallery of Newson's designs from a broad range of technology areas. **Vehicles**; **Furniture**, including the classic Lockheed Lounge; **Interiors**; and simple household **Objects**, such as soap dishes and salt and peppershakers, show the diversity of work covered in a professional industrial design establishment. Students and teachers will find much to inspire them. Those studying the *Industrial Technology: Stage 6 syllabus* (approved 1999) **Multimedia** option

will find the interactive site design very impressive. P. Thompson

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology Stage 6; Technics 7-10
SCIS SUBJECTS: Industrial design
KEYWORDS: Furniture; interiors; Marc Newson; vehicles
PUBLISHER: Marc Newson Ltd, UK
REVIEW DATE: 28/6/01 SCIS 1045622

Mechathlon 98

<http://www.cercot.demon.co.uk/mech/10/MECH.HTM>

A competition that is run every year in the UK to promote science and technology is showcased at this site. Students of all levels are challenged to design and construct a mechathlete, a mechanical athlete, which must perform in five athletic events. These include: **Weight lifting**; **Sprinting**; **Hill climbing**; **Shot putting** and **Long jumping**. Each event is explained in detail, including diagrams, and alternative ways in which the mechathlete could approach the challenge are given. The description of each event is accompanied by images of previous competitions and provides inspiration for designing and making in NSW classrooms and workshops. The concepts are easily transferred to the *Engineered systems* context area in the *Design and Technology 7-10 syllabus*. R. Thompson

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6; Engineering Studies Stage 6; Technics 7-10
SCIS SUBJECTS: Machinery; Mechanical movements; Mechanics, Applied
KEYWORDS: Engineer; mechanical; science; technology
PUBLISHER: CERCOT, UK
AUTHOR: Keiron McGeever
REVIEW DATE: 28/6/01 SCIS 1045608

Medicine and biology

http://archive.ncsa.uiuc.edu/SDG/Experimental/vatican.exhibit/exhibit/f-medicine_bio/Medicine_bio.html

Manuscript copies of the works of Roman and Greek natural philosophers, made between the tenth and fifteenth century, are found at this site. Although it does not cover particular content areas of the Stage 6 syllabuses, the site may provide an interesting means of introducing historical background of the ways early scientists discovered how the body works. Background information is included about Renaissance anatomists who carried out early dissections. It could be used to introduce topic 9.4 *Search for better health* needed for the *Biology: Stage 6 syllabus* (approved 1999). It also demonstrates the progress made in understanding how the body functions, as applied in the topic 9.2 *Medical technology - Bionics* for the *Senior Science: Stage 6 syllabus* (approved 1999). R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUSES: Biology Stage 6; Senior Science Stage 6
SCIS SUBJECTS: Biology – History; Medicine – History
KEYWORDS: Aristotle; Plato
PUBLISHER: Library of Congress, USA
REVIEW DATE: 28/6/01 SCIS 1047948

MESA - Marine Education Society of Australasia<http://www.mesa.edu.au/>

Useful information on the impact of human activities on the environment, including coastal wetlands, is found at this site. The **Field activities guide** in Coasts and marine schools project is particularly recommended for schools near the coastline, or those intending to take coastal field trips. This is an excellent source of classwork ideas on many topics including: **Mangroves**; **Field work on beaches and rocky headlands**; and **Whale watching**. Additional information is available from the 2001 **Conference papers**. Although some of the information is intended for primary or lower secondary students, especially the successful activities from past **Seaweeek** events, teachers will need to adapt activities for their targeted student group. R. Dircks

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: ST; Science
SYLLABUS: Earth & Environmental Science Stage 6; Geography Stage 6; Senior Science Stage 6; Science & Technology K-6
SCIS SUBJECTS: Coasts; Marine biology
KEYWORDS: Coasts; marine education; sea life; wetlands
PUBLISHER: Marine Education Society of Australasia
REVIEW DATE: 28/6/01 SCIS 979023

Miller and Urey<http://tidepool.st.usm.edu/crswr/millurey.html>

Although only a small site, this is extremely useful for the *Planet Earth and its environment* content area of the Preliminary course of the *Earth and Environmental Science: Stage 6 syllabus* (approved 1999), and for the content area *Life on Earth* section of *Biology: Stage 6 syllabus* (approved 1999), because it covers the Urey and Miller experiment succinctly. It includes an accurate diagram of the apparatus used. A description of the original experiment is given and is followed by: some historical background; an explanation of subsequent experiments; and a warning about the present day concerns about the relevance of the experiment. Specialised vocabulary is linked to the **Glossary** for explanation. The presentation ends with an animated depiction of the experiment that students would find interesting. R. Dircks

USER LEVEL: Stage 6
KLA: Science
SYLLABUSES: Biology Stage 6; Earth & Environmental Science Stage 6
SCIS SUBJECTS: Life - Origin; Science - Experiments
KEYWORDS: Miller; Urey
PUBLISHER: BSG Courseware, USA
AUTHOR: Gary Anderson
REVIEW DATE: 28/6/01 SCIS 1047945

New deal network: a guide to the Great Depression of the 1930s<http://newdeal.feri.org/>

Detailed archival information on the Great Depression and its impact on America make this a useful supply of primary source information. Easy to navigate, the site's strength is its large amount of pictorial information and accompanying brief descriptions, available through **Photo gallery**. **Classroom** is a teaching resource containing lesson plans. Despite the obvious orientation to United

States syllabuses, material would clearly supplement Stage 5 History research projects. The **Document library** provides articles, speeches and letters that would be very valuable resources for students studying the *USA 1898-1941 as a National study* for part of the Modern History Stage 6 course. P. Myers

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
SCIS SUBJECTS: New Deal, 1933-1939
KEYWORDS: Great Depression; New Deal
PUBLISHER: Columbia University, USA
REVIEW DATE: 28/6/01 SCIS 1048806

Organic weed management<http://www.une.edu.au/agronomy/weeds/organic/organic.html>

Well set out, this site reports on a weed management Research project being carried out as a trial in NSW. The reports on this research would be useful examples for students studying research techniques, writing research reports, and learning about sustainable weed management. **Field trials** over the past two years are reported in this research section with links to separate experiments and their results. The site also provides a **Sustainable agriculture resource page** which points to other related sites. Time would be required to verify the curriculum relevance of these links. This is a valuable resource for students learning about agricultural research. A. Parker

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Agriculture Stage 6
SCIS SUBJECTS: Organic farming; Weed control
KEYWORDS: Agriculture; organic weed management; sustainable
PUBLISHER: University of New England, Australia
AUTHOR: Paul Kristiansen
REVIEW DATE: 28/6/01 SCIS 1049859

Paris Champs Elysees official city guide, shopping guide and event calendar<http://www.magicparis.com/champselysees/En/frindex.asp>

Renowned as the most beautiful avenue in the world, the Champs Elysees in Paris now offers an online site both in French and English. It boasts a multitude of cultural, social and historical information on Parisian life, with many photographs and 360 views of all Champs Elysees buildings. The **History** topic provides basic information in French on the **Etymology** and the creation of the avenue and its surrounding monuments, such as the **Larc de Triomphe** and **La Place de L'etoile**. A **Site map** assists navigation. If wanting to find out more about French customs, a visit to the **Links** page may be useful, although time would be required to verify the curriculum relevance of these links. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: French Stage 6: *Beginners*; *Continuers*
SCIS SUBJECTS: Paris (France)
KEYWORDS: Champs Elysees; Paris
PUBLISHER: Champs Elysees Committee, France
REVIEW DATE: 28/6/01 SCIS 1044314

All prices in the availability statement include GST.

PARIS, virtual guide, monuments, museums, shopping, airports, hotels, restaurants, transportation<http://www.smartweb.fr/>

This sophisticated and gigantic resource page is the right place to visit for comprehensive information about Paris. The variety of topics to choose from is huge, but they are easy to locate using drop down menus. Subjects deal with everyday life, **Events** such as the **Tour de France**, and culture with **Museums** and **Fashion**. The use of interactive maps and panoramic views is impressive. The quantity and quality of information is reinforced through **Pictures**. A French language version of the site is also available. This web site is a delight for all visitors. K. Le Bourdonnec

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: French 7-10; French Stage 6: *Beginners*; *Continuers*
SCIS SUBJECTS: Paris (France)
KEYWORDS: Paris
PUBLISHER: Smartweb, France
REVIEW DATE: 28/6/01 SCIS 1044306

Roger Clarke's electronic commerce<http://www.anu.edu.au/people/Roger.Clarke/EC/>

A large collection of papers discussing issues about electronic communication and electronic commerce are presented by Roger Clarke, a Visiting Fellow at the Department of Computer Science, ANU. This collection of foundation papers highlights relevant information in areas of: **Electronic publishing**; **Electronic services delivery**; and **Electronic payment mechanisms**. An area of interest is message transmission security (**Cryptography**). This is a useful site for those teachers preparing research work to aid discussion about social and ethical issues concerning privacy and security of databases and the Internet. The site is well presented and offers ease of navigation through differently graded information. B. Tom

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processing & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: E-commerce
KEYWORDS: Cryptography; ethics; privacy
PUBLISHER: The Australian National University
AUTHOR: Roger Clarke
REVIEW DATE: 28/6/01 SCIS 1045471

Roll call of robotics kits<http://www.technologyindex.com/education/store/robotics/rollcall/rollcall.html>

This page is the doorway to discovering a huge range of robots and control devices that may extend students within **Technics 7-10** and electronics or metal-based courses. Senior students or teachers designing robotic systems, animatronics or control systems will find this site invaluable. Although it is a commercial site, the many diagrams, parts lists, idea sketches and images of a vast army of robots make it an exciting and valuable resource even if you do not plan to buy. Solar panels, motors, robot grippers, cables and accessories are all clearly shown and the way they work is explained in great detail. An investigation of this site will spark the imagination of many students and teachers. P. Thompson

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Technics 7-10
SCIS SUBJECTS: Robots - Catalogues
KEYWORDS: Animatronics; microcontroller; robot
PUBLISHER: Technology Education Index, UK
REVIEW DATE: 28/6/01 SCIS 1045565

Roy Morgan Research: discover your edge<http://www.roymorgan.com.au/>

As a company specialising in conducting polls and reporting consumption patterns for the Australian economy, there is value in this site for the study of the **Marketing** topic of the *Business Studies: Stage 6 syllabus* (approved 1999). The **Products** option gives access to **Values segments** which identifies and describes nine potential groups of consumers and is particularly helpful for understanding and illustrating customer behaviour patterns. This is a great site for so much of the **Marketing** topic, with plenty of scope for research and devising exercises in identifying products for users at varying stages in their life cycles. The **Morgan polls** section provides current polling information about political, economic and social issues, some of which will also be relevant to the course. N. McFayden

USER LEVEL: Stage 6
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Australia - Economic conditions - 21st century - Public opinion; Public opinion polls
KEYWORDS: Roy Morgan
PUBLISHER: Roy Morgan Research, Australia
REVIEW DATE: 28/6/01 SCIS 1045805

Satellite communication - encyclopedia article from Britannica.com<http://www.britannica.com/seo/s/satellite-communication/>

For those teachers preparing units of work regarding transmitting and receiving and communication systems, this overview page offers an easy to read introduction to the areas of **Telecommunication media**. Links explore a great number of articles about: **Computer networking**; **Digital transmission** **optical transmission**; **Radio**; **Satellite communication**; and **Wire transmission**. The information is particularly suited to the *Engineering Studies: Stage 6 syllabus* (approved 1999), *Telecommunications engineering* HSC module. The site is well presented and offers ease of navigation with many hypertext links allowing the reader to hot link to further publications. Time would be required to investigate the curriculum relevance of the links. B. Tom

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Engineering Studies Stage 6; Information Processing & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Telecommunications
KEYWORDS: Radio; satellite communication; telecommunications
PUBLISHER: Britannica.com Inc., USA
REVIEW DATE: 28/6/01 SCIS 1045493

Skeletons

<http://www.muohio.edu/~dragonfly/skeletons/index.html>

Users of this site can act like a palaeontologist; Go on a virtual dinosaur dig; follow the steps taken to find fossils; retrieve them from the ground; and mount them in a museum. It is an interesting interactive site and could be used as an extension activity for the Stage 3 Science and Technology unit *An ancient land*. The background matrix is repetitious and gives the viewer an idea of the earth around each fossil, however, it may be an annoying distraction for some users. The photographs are small, but this reflects the size of some of the fossils. It does mean that the download time is short. P. van Ruggie

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Dinosaurs; Fossils
KEYWORDS: Dinosaurs; palaeontology
PUBLISHER: Miami University, Ohio, USA
REVIEW DATE: 28/6/01 SCIS 1045590

SRI International home page – Welcome to SRI

<http://www.sri.com>

SRI is an international research and technology development organisation aiming to bring technology to the marketplace. A search engine provides quick links to a variety of SRI sites. **Product development** showcases examples of mixing marketing, technology and planning to transform ideas into products and provides extra information for the *Marketing* topic of the *Business Studies: Stage 6 syllabus* (approved 1999). The company's claimed experience in areas such as medical devices, pharmaceuticals, computer technology, automation and sensors provide very useful examples of business success. The importance of **Technology** as an integral part of product development for the *Business management and change* topic is also detailed using examples from companies with which SRI has worked. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Companies; Product management
KEYWORDS: SRI International
PUBLISHER: SRI International, USA
REVIEW DATE: 28/6/01 SCIS 1045648

TCFoz.com.au, Australian textiles, clothing, footwear and leather industries resource

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

Well organised, this comprehensive site provides a wealth of information about the Australian textile industry. It includes a time saving search site for specific information. Teachers and students are able to gain factual and current information on the industry. The sections on the textile and retail industries are particularly relevant and the information is clear and concise. Government programs and initiatives and their impact on the industry are explained. Relevant contacts and training opportunities are available; and current topics of interest are displayed on the home page. The site provides links to a large number of Australian apparel companies under the headings: **Clothing; Costume; Millinery and accessories; Outdoor and street wear;** and

Workware and uniforms. Time would be required to verify the curriculum relevance of these links. V. Smith

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Clothing industry; Textile industry – Australia
KEYWORDS: Clothing; footwear; leather; textiles
PUBLISHER: The Woolmark Company, Australia
REVIEW DATE: 28/6/01 SCIS 1048288

TCFL - Textiles, clothing, footwear and leather

<http://www.tclf.com.au/home.html>

A clear contents page starts this well organised, easily navigated site which offers factual information about the textile industry in Australia. It is particularly relevant to both teachers and students. The site offers information on TCFL and **Hot news;** and innovations within the industry are highlighted. The role of the TCFL in encouraging innovation in the industry is detailed, including information on the Federal Government's Innovation in Industry Program, and its aim to keep Australia's textile industry innovative and competitive. Details of the resources produced by the TCFL are provided. V. Smith

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Clothing industry; Clothing industry – Australia
KEYWORDS: Clothing; footwear; leather; textiles
PUBLISHER: TCLF, Australia
REVIEW DATE: 28/6/01 SCIS 1048292

Telecommunications

<http://www.usfca.edu/~villegas/classes/984-303/303ch08/sld001.htm>

Through this presentation of 38 slides, key concepts of electronic communication are highlighted. Each slide outlines an aspect of telecommunications and then provides, in point form, a summation of the relevant content. The information is presented in a clear, easily read format. This site is particularly useful to address the core topic, *Communications systems* in the *Information processes and technology: Stage 6 syllabus* (approved 1999). It is also useful for introducing and later reflecting on course content in the Preliminary component, *Introduction to information skills and systems*. Students can easily navigate through the slide presentation by control buttons. B. Tom

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6
SCIS SUBJECTS: Telecommunications
KEYWORDS: Telecommunications
PUBLISHER: University of San Francisco, USA
REVIEW DATE: 28/6/01 SCIS 1045348

Transmission media and network wiring

<http://www.rad.com/networks/1994/transmis/media.htm>

Detailed information on cost effective choices of media to enable transmission of voice or video data over **Local area network (LAN)** and **Wide area network (WAN)** is offered on this site. The hypertext link of particular interest is OSI seven-layer model,

which leads to a discussion of how to set up a modern computer network system. It provides information for: the components *Information systems and databases* and *Communication systems*, as set out in the *Information Processes and Technology: Stage 6 syllabus* (approved 1999); and the Engineering focus module 2: *Telecommunications engineering* of the *Engineering Studies: Stage 6 syllabus* (approved 1999). B. Tom

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Engineering Studies Stage 6; Information Processing & Technology Stage 6
SCIS SUBJECTS: Telecommunications
KEYWORDS: LAN; local area network; optical fibre
PUBLISHER: Tel Aviv University, Israel
AUTHOR: Orly Manor
REVIEW DATE: 28/6/01 SCIS 1045520

VIET NAM (vietnam)

© 96, 97, 98, 99, 00, 01 Chi D. Nguyen

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

Visually appealing, an overview of Vietnam, particularly relating to cultural aspects may be found under the headings: **Architecture, Art, History, Literature, Music, Numismatic, Philately,** and **Vietnam.** Each of these topics is further subdivided and varies in the amount of information provided. All are supported by excellent graphics. **Musical instruments** includes photographic images that can be enlarged and sound clips. Particularly useful for Stage 3 students is the information accessed from **Viet-nam.** This includes a map and an overview of the geography. Included in this section are: **Languages; Religion; Topography;** and **Education.**

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Vietnam
KEYWORDS: Vietnam
PUBLISHER: Viettouch, USA
AUTHOR: Chi D. Nguyen
REVIEW DATE: 28/6/01 SCIS 1048024

Vietnam travel – Vietnam Adventures Vietnam travel guide

<http://www.vietnamadventures.com/index.html>

Although designed as a commercial tourist site, material for the classroom which gives an understanding of Vietnam, may be found here. A different journey through Vietnam is featured each month, with previous articles available in the **Adventure archives.** Assistance for the traveller is located under **Travel deals, Hotel guides,** and **Getting there;** and an interactive map in **Destinations** provides information about various towns and cities. An alphabetical listing in **Language and culture** gives simple descriptions and photographs of many aspects of Vietnamese life and culture, such as food and transport. J. Lee

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Travel; Vietnam
KEYWORDS: Travel; Vietnam
PUBLISHER: World Adventures Inc
AUTHOR: Martin Wilson
REVIEW DATE: 28/6/01 SCIS 1048036

Welcome to the official Roald Dahl website

<http://www.roalddahl.com/index2.htm>

A delightful, animated introduction, featuring poetry and graphics, appears when this site is first accessed. It does, however, require the latest *Shockwave* to be viewed successfully. The illustrations are the work of Quentin Blake. **Tips for teachers,** from the main menu, provides some useful lesson ideas and classroom activities. **Treats** contains: crosswords; revolting recipes; virtual tours; a word game; quizzes; and a brilliant mathematical game. Included in the site are some excellent **Links,** although time would be required to verify their curriculum relevance. This enjoyable site, complete with audio, movie and video clips, contains plenty of information about author Roald Dahl and his work. This site is a must for Dahl fans and a valuable resource for teachers. J. Eade

USER LEVEL: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Authors, British; Dahl, Roald
KEYWORDS: Roald Dahl
PUBLISHER: The Roald Dahl Foundation
REVIEW DATE: 28/6/01 SCIS 1045064

Worksheets

<http://www.saps.plantsci.cam.ac.uk/info/worksheets.html>

The simple protocols for investigating various aspects of botany published here include: germination; growth; tropisms; photosynthesis; tissue culture; reproduction and genetics. Many of the practical activities use rapid cycling brassicas and cover topics such as chromatography, vernalisation, osmosis and tissue culture. Each activity has clear instructions with clear diagrams, suitable for high school students. **Supermarket science ideas and practical tips** focuses on using readily available household items for practical work. The site is especially relevant to *Science Stages 4-5* and to the Preliminary module *Patterns in nature* in the *Biology: Stage 6 syllabus* (approved 1999). Links to many other articles are included, but time would be required to verify their curriculum relevance. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stage 4-5
SCIS SUBJECTS: Botany
KEYWORDS: Botany, compost, plants; tissue culture
PUBLISHER: SAPS-Science and Plants for Schools, UK
REVIEW DATE: 28/6/01 SCIS 1045488

World mythology

http://www.windows.ucar.edu/cgi-bin/tour.cgi?link=/mythology/worldmap_new.html&d=&frp=/windows3.html&fr=f&sw=false&edu=mid&art=ok&cdp=/windows3.html&cd=false&back=/search/search_navigation.html

Myths from all corners of the world, and covering many different civilisations, may be found at this site. The clickable map takes users to the part of the globe they are interested in, and from there simply select a myth. **The families of the gods** provides family trees with hypertext links to information about mythical characters. Information throughout the site is presented at **Beginner, Intermediate** or **Advanced** reading levels and would be useful for teachers who organise their students into reading ability groups. Easy access to this site is through *Windows to the universe* at www.windows.ucar.edu, selecting **Enter the site,** then **Myths** and **World mythology.** C. Burden

resources

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Gods and goddesses; Mythology
KEYWORDS: Myths
PUBLISHER: University of Michigan, USA
REVIEW DATE: 28/6/01 SCIS 1049831

www.wovenimage.com

<http://www.wovenimage.com/wi/default.asp>

Woven Image is an Australian based, international design company. It specialises in fabrics for both commercial and domestic interiors that meet specific design briefs and end uses. The site provides valuable information for teachers and students on fabrics, appropriate finishes and detailed fabric specifications. The importance of collaboration between artists and textile designers is emphasised. The site has seven sections, including **New designs** with excellent graphics and design specifications, specific fabric information, news items, completed design projects and accompanying pictures. The site is easily navigated and allows teachers and students to view award winning designs, including the bmw showroom, the brief for the design and pictures of the completed project. V. Smith

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Textiles & Design 9-10; Textiles & Design Stage 6
SCIS SUBJECTS: Textile design; Textile industry – Australia
KEYWORDS: Design; fabric; woven
PUBLISHER: Woven Image, Australia
REVIEW DATE: 28/6/01 SCIS 1048298

ZDFonline

<http://www.zdf.de>

The program schedule of one of the biggest government television channels in Europe provides the user with an insight into the programs the German people are watching. By selecting **Ratgeber** (information); **Wissen** (culture); **Events** (sports); **Unterhaltung** (entertainment); or **Programm**; students can learn about current television shows airing in Germany. Each show is introduced with a short summary and pictures. Students and teachers of German can gain an insight into a popular medium that shapes contemporary German society. The site is valuable as a discussion stimulus on current issues and for generating ideas for dialogues. S. Luebke

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: German language text; Television – Germany
KEYWORDS: German
PUBLISHER: ZDFonline, Germany
REVIEW DATE: 28/6/01 SCIS 1031833

Errata for Internet site SCIS numbers:

Australian Dance Council – *Audience*, Scan 19(2) p 40 and the list in Scan 20 (1) p 38, should read SCIS 103251.

Doctor over time: you try it (A sentence odyssey), Scan 20(2) p 42, should read SCIS 103771.

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.

COWLEY, Joy & FULLER, Elizabeth

Apple banana cherry

Scholastic, 2000
 ISBN 1869434676 [421]

Bright and glossy paged, this picture book from New Zealand introduces young readers to the alphabet in a refreshingly humorous way. The clean, clear, easy to read text that is placed under each letter of the alphabet is cleverly varied, from short story to quirky poem or funny anecdote. The strongly coloured and outlined illustrations are bold, beautiful and entertaining. This is a book in which text and illustration work well together providing much for readers, both young and old, to talk and smile about. There is no doubt that young children will be keen to share this book's delightful alphabet rhymes and engaging illustrations over and over again. L. Rowles

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$11.90 SCIS 1034505

FRENCH, Vivian

Read me story play [series]

Walker, UK, 2000 (Story plays) [822]

This cleverly conceived series of dramatic play scripts, based on traditional tales, provide a meaningful context for students to read together. They are illustrated with humorous, cartoon style pictures. Even reluctant readers will enjoy actively participating in the process of reading these strongly patterned texts. Brief, easy to read introductory **Notes for children** summarise the story in the opening line, then explain how students, in pairs or groups of four, can read together by following colour coded speaking parts. The

back page offers **Notes for teachers**, in more detail, on how to use these story plays and their big book versions in shared, interactive reading experiences. L. Rowles

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$10.95 each

Titles in this series include:

The gingerbread boy SCIS 1024061
The three billy goats Gruff SCIS 1024077

GEHLING, Kerry

A year in texts: an explicit reading program

Primary English Teaching Association, 2000
 ISBN 187562239X [428.407]

Firmly anchored within the Australian curriculum framework, this program is readily adaptable to support the teaching of NSW syllabuses. The book targets students in the middle years of schooling, and is grounded strongly on the work of Freebody, Luke, Bloom, De Bono, Wiederhold, O'Brien, Comber and others. Its style is extremely accessible, speaking directly to teachers about ways to approach and implement aspects of literacy, such as: parent communication; the tools of critical literacy; student self management tasks; and authentic assessment. The highly practical reading units feature explicitly communicated outcomes, explicit teaching strategies and lesson plans, task sheets and opportunities for assessment. This is a useful resource for teaching and learning in the middle years. L. Rowles

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$27.00 SCIS 1030780

GLASSON, Toni

Heinemann English links. One

Heinemann, 2000
 ISBN 0864625723 [428.007]

Although written for the requirements of the Victorian English curriculum (CSF II) and National Profile levels 4 and 5, this textbook can be readily adapted for the NSW Stage 4 syllabus outcomes. Whilst particular outcomes are targeted in each chapter, the learning tasks are sufficiently open ended for students to demonstrate achievement at higher or lower levels. Reflection activities allow students to monitor their learning and articulate their new knowledge, skills and understandings. The book uses a functional model of language, with extracts from both contemporary and classic novels and short stories, and media texts including film. Students are encouraged to use a variety of learning technologies to complete tasks. The layout is clear and attractive. A CD-

ROM can be purchased which includes the book's text and interactive activities for students. P. Hutton

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
 Paper \$36.04 SCIS 1019931

MARTIN, Carolyn & HOWELL, Tracie

English outcomes. 1

Pearson Education Australia, 2001 (Longman framework)
 ISBN 0733915116 [808]

Many useful classroom exercises are provided for reading, viewing, writing, speaking and listening, in this student centred course. **Non-fiction** explores four types of texts: autobiography; journal writing; personal letters; and instructions. **Fiction** examines the short story, picture books, and the two novels: *Two weeks with the queen*; and *Lockie Leonard, human torpedo*. **Media** focuses upon: cartoons; symbols and stereotypes; print advertising; and newspaper reports. In **Drama**, units include: the elements of drama; play scripts; role play; and mime. Cinquains, similes, haiku, limericks, ballads and songs are studied in **Poetry**. Although reflecting the Western Australian curriculum, this resource is readily adaptable by other teachers. **Blackline Assessment task sheets** encourage reflection by students. F. Crum

USER LEVEL: Stage 4 Professional
KLA: English
SYLLABUS: English 7-10
 Paper \$36.30 SCIS 1026320

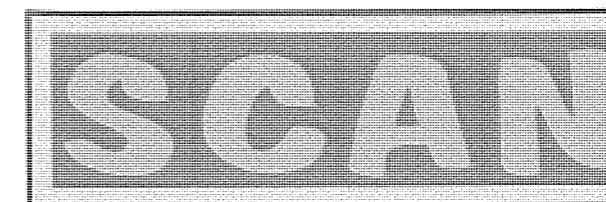
SNELL, Gordon

The Thursday Club: animal poems

Orion Children's, 2000
 ISBN 1858818311 [821]

The humorous quality of some Spike Milligan anthologies is evident in this collection of verse told by the inhabitants of an imaginary forest. Its Englishness is also evident. The poems make entertaining reading and represent many poetic forms, from short ditties and limericks to longer ballads. Readers are invited to continue the storytelling of the Thursday Club. This could be a worthwhile classroom pursuit, even with a looser thematic focus. Selected verses provide excellent models for writing. Teachers assembling assorted student work might consider the quiz and linking ideas to extend more able writers. Anthony Flintoft's pen washes add to the fun of the poems. I. Kolder-Wicks

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
 Paper \$11.95 SCIS 1027467



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

Picture books

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

ALBOROUGH, Jez

Hug

Walker, 2000
ISBN 0744575451

Identifying appropriate and inappropriate touching is a focus of child protection education. Early Stage 1 students should be provided with clear examples showing that appropriate touching depends on such factors as: who is touching you; what body part is being touched; and how you are being touched. This picture book, with large, colourful illustrations and simple text, tells the story of a chimpanzee who searches the jungle for his own special hug. It should be noted when using this book to stimulate discussion, the teacher should be aware that in some cultures or families it is not appropriate to hug in public except at special celebrations. G. Penn

USER LEVEL: Early Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$27.44

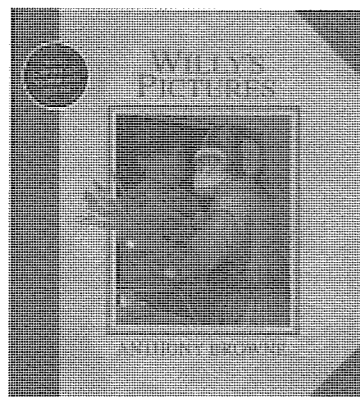
SCIS 1028969

BROWNE, Anthony

Willy's pictures

Walker, 2000
ISBN 07445611655

Browne engages his infamous chimpanzee character, Willy, within the world of art appreciation. Inspired by well known artists, whose works appear in a fold out double page spread at the back of the book, Willy has created his



own masterpieces. Those familiar with the characters, Willy, Millie and Buster Nose, will recognise them in Willy's recreations of the famous works of art. Each image could serve as a great discussion starter or an exercise in visual recognition and deconstructing meaning. Although the book could be enjoyed by younger students, the subtleties would be better appreciated by older students. It could also be useful as a resource for Stage 4 students when discussing the concepts of the *Postmodern* frame in the *Visual Arts 7-10 syllabus*. L. Pratt

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6;
Visual Arts 7-10
\$27.44

SCIS 1028991

*Overseas publication: Cover illustration reproduced with permission of the publisher Walker Books, UK

BRUCE, Lisa & JENKIN-PEARCE, Susie

First experiences [series]

Watts, 2000 (Aust. release 2001) (Early worms)

Some common experiences, and relationships with other people, are explored in these picture books for adults to share with children. They feature a common last page, **Sharing books with your child**. Brightly illustrated in primary colours, with a mix of male and female characters, they are attractive and potentially useful, in home and classroom discussions of significant childhood events. Appropriate social behaviour, with adults and other children, is explored in different situations. The unresolved ending of *Staying the night* may worry some young children, and needs careful adult mediation for clarifying and resolving issues. The books may have particular use in the PDHPE strand *Growth and development*. W. Smith

USER LEVEL: Preschool Early Stage 1 Stage 1 Community
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$14.00 each

Titles in this series include:

New shoes SCIS 1035497
A party SCIS 1035499
Staying the night SCIS 1035500



BUNTING, Eve & STAMMEN, JoEllen McAllister

Swan in love

Atheneum, 2000
ISBN 0689820801

Both text and illustration interplay in this magical book to create a stunningly beautiful story of Swan, who has become smitten with *Dora*, a swan shaped boat on his lake. The award winning author's pure, unencumbered and superbly chosen language is an excellent vehicle for the book's simple but profound message. Add to this page after page of gentle, moving illustrations that lead young readers into the book's richly layered meaning. The book's theme of the enduring and transforming power of love, and the way in which it is carried through both word and picture, provide an excellent opportunity to begin exploring and developing critical literacy skills in young readers. L. Rowles

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
\$24.95 SCIS 1015930

COOKE, Kaz

The terrible underpants

Penguin Books Australia, 2000 (Viking)
ISBN 0670881740

What would you do if everyone in the whole wide world saw your terrible underpants? You know, those baggy, scratchy underpants with the hole, the bung elastic and the cordial stain? This is the problem that Wanda-Linda has to solve one windy day, when all her other selections are hanging on the clothesline. Teachers would need to use some discretion in presenting this picture book to a class, but it is sure to be met with uproarious reactions from students, and may inspire lively debates and innovative problem solving strategies, as students suggest more appropriate solutions

to Wanda-Linda's dilemma. Cooke's brightly coloured, cartoon like drawings are a delight. I. McLean, G. Penn

USER LEVEL: Stage 1 Stage 2 Stage 3
\$19.95 SCIS 1023828

DANALIS, John

Bath monster

Hodder Headline, 2001 (A Mark Macleod book)
ISBN 0733612830

Using slightly off centre, computer generated illustration techniques, surreal images and bold primary and secondary colours, Danalis has provided some very appealing visuals in this picture book. They accompany his humorous story of a girl terrified to take a bath, lest the bath monster attack her. Highly effective as a springboard for discussing either fears or personal hygiene with young students, this entertaining book is also excellent for reading aloud. The pictures, and the variety of clever fonts and layouts used throughout, can also be analysed by older students discovering how picture book creators develop their craft to enhance the reading and viewing experience for an audience. I. McLean

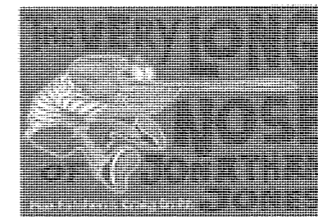
USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
\$27.95 SCIS 1034037

FATCHEN, Max & SMITH, Craig

The very long nose of Jonathan Jones

ABC, 2000 [A821]
ISBN 0733307566

Fatchen's humorous and poetic text concerns Jonathan, whose incredibly long, Pinocchio like, nasal deformity causes the unfortunate boy, and his friends and relatives, many troubles. Thinking positively, young Jonathan composes an advertisement and hires out his nose for a range of bizarre activities. Soon, Jonathan is a star of television and the World Wide Web! This inspirational picture book might lead to imaginative writing tasks in the classroom, and would provide a funny readers' theatre script. Craig Smith's inimitable and delightful artwork is highly appropriate. Smith makes maximum use of the long shape created by the double page spreads to show Jonathan's nose in all its glory. I. McLean



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$25.95 SCIS 1020331

HAWKINS, Colin & HAWKINS, Jacqui

Rude Rabbit

HarperCollins, 2000
ISBN 0001983520

Bright and lively colour illustrations work with a polished text to deliver this moral tale about a positive change in behaviour. With a little timely help from a well chosen library resource, and an emotional need to change, Rude Rabbit breaks away from his old patterns. The story moves briskly, combining a predictable

cumulation of rude behaviors with an unexpected conclusion. Rude Rabbit's instant love for Honey Bunny, and his pursuit of her, seem somewhat at odds with the general tone and level of this picture book for young readers. The bright, captioned, cartoon style illustrations carry much of the humour of this work. J. Buckley

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1035913

HUTCHINS, Pat

Ten red apples

The Bodley Head, 2001
ISBN 0370326938

The text and illustrations of this visually appealing picture book are based on the rich fabric textures of patchwork, with characters drawn as wooden toys. The farmer tries to prevent his nine farmyard animals from stealing his perfect red apples. The text would assist oral skill development and understanding of rhythm with its repetition and onomatopoeic animal sounds, and the vocabulary typically associated with farm animals supports the theme. The inside front and back covers of the book contain bright illustrations of the characters in a gameboard fashion, and would be excellent support for consolidating counting. L. Fitzpatrick

USER LEVEL: Early Stage 1
\$27.95 SCIS 1036008



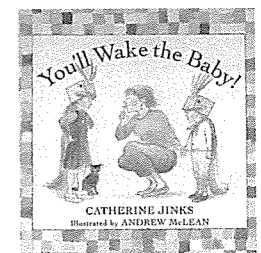
JINKS, Catherine & McLEAN, Andrew

You'll wake the baby!

Penguin Books Australia, 2000 (Viking)
ISBN 0670891231

A young brother and sister endeavour to appease their mother by playing quietly so as not to wake their younger sibling. Each game inevitably ends in noise and the story has the happy, but fairly unsurprising conclusion of the tired children falling asleep and the roles reversing. Andrew McLean's pen and ink drawings, washed with soft colours, accompany the comfortable writing style. The actions of the characters would promote creative play for young readers: the use of pipe cleaner whiskers turns the children into cats; or tying pillows around their middles transforms them into clouds. The gentle humour and the predicability of the storyline make this an appealing book. S. Leslie

USER LEVEL: Early Stage 1 Stage 1
\$25.00 SCIS 1020093



LEE, Lyn & GAMBLE, Kim

Pog

Omnibus, 2000
ISBN 1862914125

In this engaging twist to the perennial story of a child about to start school, but still scared of monsters, Pog is a warty, bug eyed monster terrified of children. This fear is eagerly exploited by big

brother Vandal, which prevents Pog from feeling confident and independent. When Pog encounters a lost boy, none of Pog's family is helpful and Pog must resolve Tom's problem. Author and illustrator have collaborated well to create a wonderful cast of eccentric monster characters. Many hilariously perturbing details about them await discovery by sharp eyed readers and viewers. This picture book, destined to become a favourite, can be used to discuss many early childhood issues. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Community
\$22.95 SCIS 1021851

McNAUGHTON, Colin

Don't step on the crack!

Harper Collins, 2000
ISBN 0001984179

Based on the superstition that stepping on cracks in the pavement is unlucky, this picture book explores some possible consequences of doing so in a humorous and imaginative way. Zany ideas such as ending up with Frankenstein as your teacher, changing into your sister, or forgetting to put your trousers on before going to school, are presented using double page colour illustrations that support the text superbly. The use of large print, simple language, and the incorporation of speech bubbles into some illustrations make this an attractive book for the emerging reader and an ideal book for reading aloud to the class. L. Crofts

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1034500

OGBURN, Jacqueline K. & LONG, Laurel

The magic nesting doll

Dial, 2000
ISBN 0803724144

In this role reversal of a conventional fairy tale, a courageous young girl rescues the kingdom from eternal darkness and wins the love of the Tsarevitch. The mysterious power of a matryoshka, or traditional Russian nesting doll, is the only thing that Katya has after her grandmother dies. Through her generosity, she heroically saves the village and rescues the handsome Tsarevitch from an icy curse. Laurel Long's exquisite oil paintings illustrate the story. Inspired by Russian folk art, they are highly decorative, featuring rich Art Nouveau style fabrics, stylised landscapes, and elaborate borders. This picture book would be suitable as literary and artistic enrichment for the study of Russian cultural heritage or as an inspiration for storytelling. L. Pratt

USER LEVEL: Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6
\$26.00 SCIS 1032021

PULLMAN, Philip

Puss in boots

Doubleday, 2000
ISBN 0385410328 [398.20944]

A new version of the traditional French folk tale written by Charles Perrault, this picture book includes some additional characters, adding humour to the familiar story of an enterprising cat. This is an attractive book with large, eye catching illustrations and clever

dialogue. Teachers of Stage 3 students may use this version as an example of a traditional narrative. For students in earlier stages, the plot could easily be scaffolded into a storyboard and a sociogram of the characters and would enable students to predict outcomes and focus on the development of resolutions in a plot. This story provides enjoyment and teaching potential. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$27.40 SCIS 1030753

RADCLIFFE, Theresa & BUTLER, John

Nanu, penguin chick

Viking, 2000
ISBN 0670886386

Events during the first winter of a penguin chick make an exciting and reassuring story. The cycle of parents feeding and caring for their chick is simply depicted. The threats to the adults from leopard seals, and to the unprotected chick from scavenging skua birds, are put in the context of parental control and support. The anthropomorphic element of attaching names to the birds is understated. Wonderful colour illustrations capture the bleak and beautiful Antarctic world and the appealing penguin chicks. This is an attractive picture book, which provides a satisfying experience for younger readers. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$21.84 SCIS 1032029

*Overseas publication: Reproduced with permission of the publisher Penguin, UK

ROCK, Lois & WILSON, Anne

I wish tonight

Lion, 2000
ISBN 0745944620 [821]

A contemporary night prayer is told in couplets, with a child wishing for everything that will improve the world. Using a strong rhyming pattern to create sound effects and word pictures, simple fresh images invite the reader to share the wishes. The rhyming scheme occurs within lines and at the end, developing a soothing cadence for reading aloud. The rhythm has a calm, rocking feeling, just right for going to sleep. The wishes are huge yet unpretentious; children can share the emotional desire without undue complexity. Collages decorate the dreamy and brightly realistic images of the child's wished for world. This is an intimate book, highly suited for young students to share with parents and friends. I. Kolder-Wicks

USER LEVEL: Stage 1
Paper \$14.50 SCIS 1027062

RUBINSTEIN, Gillian & MACKINTOSH, David

Prue Theroux: the cool librarian

Random House, 2001
ISBN 009183886X [A821]

Miss Prue, the cool school librarian, is the centre of the tightly rhyming verse of this picture book. Repetition and rhyme drive the story of Miss Prue's replacement, a robot named Mr Boycott, who

is most unsatisfactory. A tribute to the power of a teacher-librarian connecting students and literature, this is a picture book that tries a bit too hard. The didactic intent is obvious, and a more subtle treatment of the appealing content would have increased the book's impact. Mackintosh's wonderful, energetic illustrations use colour and perspective to contribute greatly to this work. J. Buckley

USER LEVEL: Stage 2 Stage 3
\$25.20 SCIS 1034043

SMEE, Nicola

Little Orchard [series]

Orchard, 2000

Part of a series of picture books, the titles featuring Freddie and his teddy bear are simple stories based on a child's everyday experiences. Topics include: visiting the doctor; going to playgroup; and going swimming. In the *Personal health choices* strand of the *PDHPE K-6 syllabus*, selected books could be used to raise students' awareness of health services and the people who can assist in keeping them healthy. Some titles, such as *Freddie visits the dentist*, focus on preventative health measures including the care of teeth and the body. *Freddie goes on an aeroplane* assists students in identifying the options available when making decisions, for example, observing rules and procedures that keep them safe. G. Penn

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

Titles in this series include:

Freddie goes on an aeroplane SCIS 1007595
Freddie visits the dentist SCIS 1007593

WATERS, Fiona & NEGRIN, Fabian

The selfish giant

Bloomsbury, 1999 (Bloomsbury children's classics)
ISBN 0747541396

The achievement of real happiness through kindness and caring for others is the theme of this book, based on the story by Oscar Wilde. The giant, discovering children playing in his beautiful garden, banishes them but finds that without them, it is eternally winter and the garden is barren and cold. The events are an allegory for Christian values of selflessness and charity, the reward being a place in heaven. The language in this picture book is sophisticated but supported well with full double page colour illustrations. Ideally it should be read to young children. L. Crofts

USER LEVEL: Stage 1 Stage 2
Paper \$17.95 SCIS 1000204

WILLIS, Jeanne & JOSEN, Penelope

Do little mermaids wet their beds?

Andersen, 2000 (Aust. release 2001)
ISBN 0862649749 [821]

A picture book with full page, softly coloured illustrations, it is the rhyming tale of a clever little four year old girl who regularly wets the bed. However, after a dream one night, the bed wetting stops and her mother is very proud of her. This common children's problem is portrayed in a very positive and lighthearted manner. The story may help relieve some of the associated anxiety for those students experiencing this dilemma. It is suitable for reading in

class, or by students individually, or being read at home with their parents. K. Bear

USER LEVEL: Early Stage 1 Stage 1 Community
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$27.95 SCIS 1035999

WOLFE, Pamela & WOLFE, Richard

Mouse hotel

Random, 2000
ISBN 1869414497 [821]

Mr and Mrs Mousehole arrive at their holiday destination but, alas, their luggage disappears while en route to their hotel suite. Various individuals surmise as to who might have taken their belongings. Narrated in verse, readers and viewers will delight in the vibrant, detailed illustrations in this picture book, which highlight stereotypical scenarios of tourists, their dilemmas and their souvenirs. This simple tale, told in rhyme, also provides avenues for discussion with students. The language and illustrations reinforce, and humorously portray, various themes through mouse associated imagery. The ingenuity of the characters will appeal to readers who are developing an appreciation for the ridiculous. E. Maxwell

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1030792

Fiction for younger readers

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

CARTER, Angela

Sea-Cat and Dragon King

Bloomsbury Children's, 2000
ISBN 074754882X

This bizarre underwater fantasy features ocean dwelling felines and the egocentric, friendless and aesthetically challenged Lord of the Ocean, Dragon King. A beautiful waterproof suit, lovingly knitted with seaweed and embroidered with flotsam and jetsam, leads to jealousy and kidnapping. Vanity prevails, and is rewarded, as being splendidly attired brings acceptance and confidence. Will cleverness triumph over power, re-establishing harmony beneath the waves? Other themes include: conciliation; friendship; and loneliness. Plentiful line drawings by Eva Tatcheva, an appealing cover, and appropriate size, font and format, combine to support readers moving towards chapter books. Best known for her translations of Perrault's folktales, Carter's book is published posthumously. N. Chaffey

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1030826

CLARK, Margaret

Holey shortsPuffin, 2001
ISBN 0141311657

In this funny, down to earth story about mothers' mistakes, Jack has a pair of shorts which bring him luck. When he outgrows them, they cannot be replaced, so Jack stores them with his new shorts to see if their value can be transferred by close contact. While he is at school his mother puts them in the recycling bin and Jack and his dog, Dumpster, have to search them out. This story is full of funny domestic situations that we can easily relate to, especially Jack's email to the television clairvoyant, when he spells "holey" as "Holy". Clearly written, this book will appeal to young and challenged readers. M. Hamlyn

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1036005

Also available:

Dirty shorts SCIS 1016432

CLEMENTS, Andrew

The janitor's boySimon & Schuster, 2000
ISBN 0689818181

Jack Rankin is reaching adolescence, forging his own identity, and changing the relationships with his family and the world. Will his war veteran father turn out to be someone he can respect and admire? Set in the school in which Jack's Dad is the janitor, this story commences with a failed attempt at secrecy that threatens new boy Jack's relationship with his peer group. The other students perceive Jack's father to be "a loser". Pride, family and workplace dynamics underpin the awkward, and at times painful, process that father and son share, to emerge with new insights and respect for each other, and others. This is a thought provoking novel. N. Chaffey

USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1023989

DANIELS, Lucy

Perfect ponies [series]

Hodder, 2000

A heart warming trilogy of novels which will appeal to those who love, own, or would love to own, horses. Best read in volume order, these adventures contain some light and pleasant reading, and reflect the tone of children's adventure stories from an earlier era. Before a semi rural English backdrop, we meet some thoughtful, caring people and their endearing ponies. The protagonists must overcome personal challenges and reap their just rewards, before the inevitable deadline that propels the action in each book. Beautiful cover illustrations by Richard Jones tempt horse fans to sample the contents, although Ann Gowland's pencilled drawings throughout the stories are not of the same calibre. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 each

Titles in this series are:

Keeping Faith SCIS 1026900**Last Hope** SCIS 1026906**Sweet Charity** SCIS 1026897

DEARY, Terry

King Arthur's bonesFaber and Faber, 2000 (The time detectives 4)
ISBN 0571201229

The comical sketches on every page support the witty language used throughout this adventure story. This is historical fiction with a twist. The history of Roman Britain, from 55 BC to 449 AD, forms the backdrop for a quest by the young time detectives to uncover the whereabouts of the legendary King Arthur. Fast moving and swashbuckling, this book has all the elements necessary to engage the young independent reader. The main protagonist is a female and there is a strong anti bullying message. The extracts and speech bubble effects used to carry the storyline make this book unsuitable to read aloud. S. Rasaiah

USER LEVEL: Stage 3
Paper \$12.95 SCIS 1026111

DEARY, Terry

The pirates of the dark parkFaber and Faber, 2000 (The time detectives 2)
ISBN 0571201121

In a lively, attractive presentation, combining media reports, posters, handwritten notes, and information from the Internet, numerous historical facts and fallacies about pirates are examined in a racy contemporary adventure. Some myths are debunked, and the strong influence of *Treasure Island* on popular belief is explained. Useful reference is made to the importance of primary sources in historical study, but the implication that reliable information is quickly and easily obtained from the Internet (via an unconnected laptop!), causes concern. Misuse of wealth and power, trivialisation of crime, and stereotypical characters, reduce the value this short novel may have in a study of types of texts and popular history. W. Smith

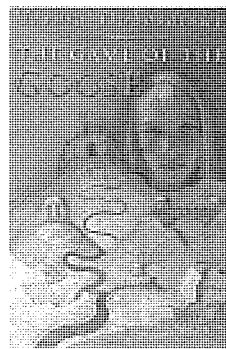
USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1020371

DUBOSARSKY, Ursula

The game of the gooseViking, 2000
ISBN 0670894389

Three solitary children forge a fast but strong friendship when a fencing factory burns down, leaving their backyards as one huge playing area. They form a secret club, then pool their meagre savings to buy an antique wooden board game and, reminiscent of *Jumanji*, the players are each magically transported into it after taking turns to throw the numbered die. The author's vivid yet poignant descriptions of Fred, Rowley and Rabbit, and their varied family circumstances, quickly endear these characters to the reader. This suspenseful book is ideal as a serialised novel to read to a class; the dramatic, fantastic events, both predictable and unpredictable, unfold at a relentless pace. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$17.95 SCIS 1016137

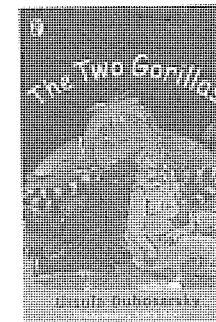


DUBOSARSKY, Ursula

The two gorillasPenguin Books Australia, 2000
(Aussie nibbles/Puffin)
ISBN 014130796X

The two gorillas in the story are toys that belong to Becky, who does not treat them kindly. The book has an appealing presentation, using large, clear text. There is a balance of text and illustrations, although the vocabulary would make it challenging for most independent readers at Stage 1. This is a story that adults can relate to, with subject matter such as missing body parts, a funeral for one gorilla, and putting another in the freezer. However, these events may be too graphic for younger readers. The story could be used as a resource for investigating groups of living and non living things. K. Wheeler

USER LEVEL: Early Stage 1 Stage 1
Paper \$9.95 SCIS 1018259



FRENCH, Jackie

Stories to eat with a blood plumHarper Collins, 2000
ISBN 0207197717

Take Phredde the Phaery and a core cast of implausible fantasy characters. Add a splash of French's wild imagination and a sprinkle each of wordplay, role reversal, satire, stereotyping and caricature. Mix in a series of improbable and impossible situations. Include a zombie librarian and an Egyptian mummy, combining the ingredients well, and dividing the mixture into five bite sized episodes. While the result may be an acquired taste, this book contains a series of amusing escapades in which classroom and family dynamics ring true. The format has the overtones of a soap opera, and there is certainly a hint of commercialism in the cheeky references to past and future fantastic episodes. N. Chaffey

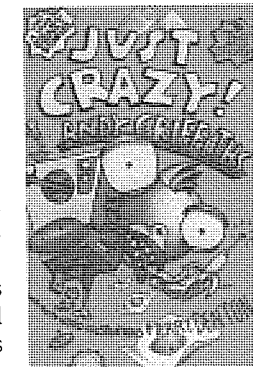
USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$11.95 SCIS 1026787

GRIFFITHS, Andy

Just crazyPan Macmillan Australia, 2000
ISBN 0330362151

The crazy adventures in these nine short stories relate to Andy, and sometimes his friend Danny, and range from problems with Band-aids to babysitting younger cousins. Small, detailed cartoon illustrations by Terry Denton are found around the margins of each page and are as much fun to read as the stories themselves. In the main, the stories are told in the first person present tense, using descriptive and colloquial language. Each story is detailed with plenty of action. These imaginative adventures will be a good resource to encourage reluctant readers. K. Wheeler

USER LEVEL: Stage 3
Paper \$12.01 SCIS 1015295



HALLIGAN, Jim & NEWMAN, John

Fowl deedsWolfhound, 2000
ISBN 0863277896

Simon and Kate are looking forward to a holiday in Spain with their mother who works as a scientist for an oil company. Unfortunately work comes before the children and as they are ready to depart, the mother's boss demands that she attend to urgent company matters overseas. The children commence their holiday with an unusual aunt. Determined not to stay with her for too long, the children head off in search of their mother. What happens is unexpected, exciting and very revealing. The language is simple and the story is interesting. The complications are resolved in unexpected ways. This is a good story to read to a class. J. Hancock

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1035951

HARLEN, Jonathan

The cockroach warHodder Children's Books Australia, 2000
ISBN 0733609864

Neighbours, the worst neighbours you could imagine; this is the problem for Toby and Emma. A huge lottery win changes the family dynamics of the previously friendly Cadwallader family. Money buys much, but not happiness, as the selfish, ostentatious behaviour of the neighbours causes numerous problems. The solution lies in science, in Emma's discovery of a way to control the movement of insects. The remote controlled insect plagues unite the family and bring positive results for everyone. Humour and incident abound in this novel, which uses exaggeration to make a serious observation about human nature. J. Buckley

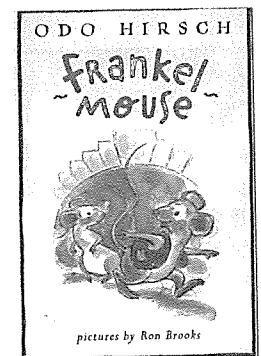
USER LEVEL: Stage 2 Stage 3
Paper \$16.95 SCIS 1015286

HIRSCH, Odo

Frankel MouseAllen & Unwin, 2000
ISBN 186508249X

Through Frankel and his three friends, Hirsch offers a fresh, delightful, mouse eye view of the London underground's trains, tunnels, stations and tracks. This narrow, contained, believable world is the setting for a series of vividly realised, amusing adventures, which show the value of friendship and acceptance of others' differences. Individually, each mouse's life would be extremely difficult; collectively, life is rich and varied. Even Ruthie's recklessness is necessary, providing excitement, novelty and danger, overcome by cooperation and optimism. Line drawings by Ron Brooks assist the identification of characters in this novel which is highly recommended for reading aloud, or for older readers to enjoy for themselves. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper \$13.95 SCIS 1026785



HOOPER, Meredith

The Pole-seekersHodder, 2000 (Aust. release 2001) (Hodder silver)
ISBN 0340757345

Hackle and Eddie, two young ship's rats living in the port of London, are selected to join an expedition on the black ship, bound for the mysterious, frozen, unknown land to the far south. Based on the British National Antarctic Expedition of 1901-04, this well researched adventure story shows how the rats' experiences parallel those of the human expeditioners on a journey which is both vividly and excitingly described. This novel offers background reading to support a study of Antarctic exploration, particularly its ecological aspects, and may prompt a discussion of the many similarities between rats and humans in social organisation, biology and behaviour. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$11.95 SCIS 1034511

KERR, Nola

Jaleesa the emuPenguin Books Australia, 2001 (Aussie bites/Puffin)
ISBN 0141306319

A story within a story, set in Mildura and in the Dreaming, it involves the spirits of the animals, and the emu in particular. The formula of large well spaced print, generous picture support, and age appropriate subject matter is evident in this narrative told by a Jaara Elder. The mystery and suspense builds as the thread of a school running championship is woven into a Dreaming story told by a family member to a modern day child. The language is colloquial and very Australian, and the Aboriginality of the work is inferred rather than stated. The illustrations are a combination of non-traditional and traditional Aboriginal art styles. S. Rasaiah

USER LEVEL: Stage 2
Paper \$10.95 SCIS 1036011

LARKIN, John

Gazza's goneHodder Headline Australia, 2000 (A Mark Macleod book/Western Wildcats 3)
ISBN 0733612172

In order to succeed on the playing field, this desperate team of soccer misfits welcomes Gazza, the only girl. Training sessions amount to a series of comical non events, due to the idiosyncrasies, phobias and mishaps of the players. One player is desperate not to get his soccer boots dirty. There are also some not so subtle hints in the nicknames of the characters, such as Throw-in, Tangles and Own-goal. There is a slight lack of cohesion in the narrative, rendering Gazza's disappearance without a real resolution. However, the novel's humour and pace should still appeal to a significant band of sporting aficionados. E. Maxwell

USER LEVEL: Stage 3 Stage 4
Paper \$11.95 SCIS 1013115



All prices in the availability statement include GST.

NANNESTAD, Katrina

Bungaloo CreekABC, 2001
ISBN 0733308805

This short story is a glimpse into the unique world of a one room Australian bush school. Having taught in a small country school, the author is able to not only recall humorous school and life events, but to also examine the close rapport between the students and their city bred teacher. Within a personal development program, this short novel could be used to stimulate discussion about the development and maintenance of positive interpersonal relationships by focussing on the appropriate ways of interacting with an adult in a defined context. Each page has delightful line drawings by Stephen Axelsen, who is well known as a regular illustrator for *School Magazine*. G. Penn

USER LEVEL: Stage 1
\$9.95 SCIS 1035814

O'DOHERTY, David

Ronan Long gets it wrongEgmont, 2000 (Mammoth storybook)
ISBN 0749744502

With the look and feel of a chapter book, this story contains four amusing episodes in the life of Ronan, a naive and well intentioned, though at times misguided, young inventor. Ronan learns about life through his mistakes. Regular forays with a grumpy old neighbour, the highs and lows of trialing inventions, pet ownership, and an eavesdropping incident illustrate the value of friends and supportive networks. Well suited in size and format for young readers ready to move beyond picture books, the stylized line drawings by David Roberts add interest and enhance the cartoon like nature of the action and characters. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper \$10.90 SCIS 1028850

OWEN, Julia

Black goldScholastic, 2000 (Extreme)
ISBN 1869434277

Set in New Zealand, this is an adventure story with plenty of action. When Rimu and Ollie take a week's camping trip to the beach they find that strangers have taken over their special cave. So begins a dangerous adventure which involves two murderous thugs who are involved in pua (abalone shell) smuggling. The story also involves themes of friendship and of Rimu coming to terms with his mother's death when he finally accepts the love of his very loyal dog. This novel is sure to appeal to all of those who enjoy a good adventure. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper \$11.90 SCIS 1026650

PRINCE, Alison

Bird boyHodder, 2000 (Hodder children's books)
ISBN 0340773316

An enjoyable mystery thriller, this story is set around a rambling old house in the Suffolk countryside of England. Hearsay and innuendo, and the inevitable tensions that arise when newcomers

move into a closed community, stimulate much of the action, while a psychic element enhances the central mystery of the Bird Boy. The mystery surrounds the house, involving Con and his family, and stretching across a number of earlier generations. The mix of good and bad fortune, and the impact of past events on the present, involves the reader. This invites exploration of several polarised themes of freedom and imprisonment, recompense and redemption, and belonging and alienation. N. Chaffey

USER LEVEL: Stage 3 Stage 4
Paper \$10.95 SCIS 1023986

SIMON, Francesca

A handful of Horrid HenryOrion Children's, 2000
ISBN 1858818478

Containing three books in one volume, this collection of humorous stories, with quirky line drawings by Tony Ross, is a must read for all ages. Each of the twelve episodes about a horrid child and his perfect brother reflect differing childhood behaviours and the antics of problem children. The language and style of this book makes it adaptable to readers' theatre. Topics such as vaccinations, birthdays, fairies and dancing make the stories meaningful to children, while parents could relate to dealing with conflicts between the two siblings. This book would support work towards the outcomes in the *Interpersonal relationships* strand in the PDHPE K-6 syllabus. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
Paper \$16.95 SCIS 1035753

Also available:

Horrid Henry and the mummy's curse SCIS 1035720**Spooky stories**/ written by Caroline Repchuk & others. Parragon, 2000
ISBN 0752537431

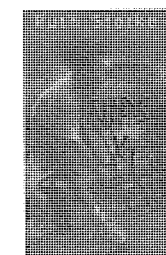
Within this anthology are seventeen poems and 23 stories written by five authors. The pieces all use the imagery, characters and settings of traditional spooky stories. Ghosts, monsters, witches, a vampire and others inhabit haunted houses, a ghost train, a creepy castle and other similar settings. The stories are aimed at readers in their early to mid primary years. They use humour, a strong narrative voice and familiar patterns of text to avoid being truly scary. Each page is decorated with full colour illustrations which surround the text. Much of the energy of the anthology comes from the constant variety of these illustrations, by four different artists. J. Buckley

USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1029150

STARKE, Ruth

NIPS XILothian, 2000 (Takeaways)
ISBN 0734401132

Multiculturalism; ethnic diversity; racism; sexism; socioeconomic status; public versus private education; and fair play in sport; are examined through the eyes of young boys in a multicultural public school in this contempo-



rary Australian novel. The boys at North Illaba Primary School (NIPS) form a cricket team to highlight the sameness, rather than the diversity of their cultures. The team includes students of different cultural backgrounds who were born in Australia, but who speak languages other than English at home. Some are newly arrived students. Cross cultural difficulties are also examined. This is an enjoyable, well written book suitable for use in English and PDHPE. G. Taylor

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$12.95 SCIS 1017676

SYME, Marguerite Hann

Burnt outOmnibus, 2000
ISBN 186291401X

Ash Wednesday 1983 provides the backdrop to this semi autobiographical, fictionalised account of the desperation, dislocation, loss and stifling disempowerment that accompany disasters. The author directs the reader to adopt artistic analogies and to envisage the artist's canvas as she paints the scenes that follow Jo, Cam and their children through several emotionally exhausting days of the bushfires raging in the Adelaide Hills. The characters' attempts to deal with the more ordinary issues of identity, independence and pride provide a forum for in depth discussions related to tales of survival, and ordinary people who become heroes. The book is well presented and features a starkly beautiful, painted cover. E. Maxwell

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1034141

TAYLOR, William

Crash!: the story of PoddyScholastic, NZ, 2000
ISBN 1869434854

From its startling opening chapter, detailing the car crash on a narrow mountain road, to its final emotional scene, this realistic, convincing novel maintains suspense. Blending present narrative and flashback, it features Poddy, a Down Syndrome teenager, and his family, largely from the point of view of older brother, Jack. Poddy develops into an interesting, lovable, strong and surprising character, as the reader comes to understand his needs and capabilities, and the way his family copes with them. Facts about Down Syndrome are woven into the narrative; these are reinforced by appended information. This could be a valuable resource for teaching about difference in the *Interpersonal relationships* and *Growth and development* strands of PDHPE K-6. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$11.95 SCIS 1029099

TULLOCH, Richard

Luke's amazing smellABC, 2000
ISBN 0733308813

The main character in this story, Luke, has a funny smell that only affects animals. Descriptive humorous verse is used to tell the story of Luke's birthday present, how he uses it to attract animals, and the problem that this creates. The rhyming language, appropriate vocabulary, variety of interesting animals and the way the problem

is solved will appeal to children. The black and white illustrations add to imaginative detail and could be used as a basis for discussion. This book would be a useful resource to investigate animals and their needs. K. Wheeler

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 SCIS 1020337

WOOD, John

Finnegan's wind

Wolfhound, 2000 (Aust. release 2001)
ISBN 0863278310

Twelve year old Callum can understand and communicate with pigs and mice. This unusual talent makes it difficult for him to resist involvement in his Traveller parents' customary activities and behaviour, although these cause trouble, hardship and the destruction of their property. He and his older sister Kate strive to break free, and make new lives for themselves, with education the key to their acceptance and respect in the wider community. The slightly fantastical elements of this engrossing novel are utterly believable in context and, combined with strongly realistic elements such as Wood's description of the smell of pigs, make this story a satisfying examination of loyalty, endurance and change. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1035809

Fiction for older readers

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

BONE, Ian

Killer plot

Lothian, 2001 (Crime waves)
ISBN 0734401698

Tom Petkovic is a lonely youth who, in his attempt to escape an overworked, neglectful father, inadvertently becomes a nightly stalker of the residents near a park he frequents. Then he witnesses a violent argument and murder! An unsuccessful attempt to report these incidents to police steers Tom into a convoluted, amateur investigation. Tom's skills as a writer come to the fore, but the strange events and hints of eco crime in his neighbourhood mean he must risk getting "involved". Whilst readers of this slim, well designed book must suspend disbelief, the plot moves swiftly, and touches on themes and turmoils which are familiar to young teenagers. I. McLean

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1034796

ANDERSON, Matthew T.

Burger wuss

Walker, UK, 2000 (Aust. release 2001)
ISBN 0744577918

Sixteen year old Anthony gets a job at O'Dermott's burger restaurant to avenge himself on a rival, Turner, whom Anthony believes has stolen his girlfriend. Not everything goes according to plan for this passionate, likeable, flawed hero, and the author provides a humorous, fast paced novel. Anyone who has ever worked in a fast food outlet will recognise the truth of the setting, and much of "the incident". Serious issues lie beneath the comic, even slapstick, surface: the politics of multinational food retail chains; exploitation of teenage workers; treatment of mental illnesses; and attitudes of young males towards "their" young women. W. Smith

USER LEVEL: Stage 4 Stage 5
Paper \$13.95 SCIS 1036052

ARKSEY, Neil

Playing on the edge

Penguin, UK, 2000 (Puffin)
ISBN 0141307501

In 2063, football (or soccer) in Britain is played by boys as young as twelve. Star players in the official leagues and underground networks are groomed from childhood, and pumped with drugs to enhance their performances. Easy Linker's father, a coach, realises that his talented son has been earmarked for club selection, so he quits his job and moves the family to a remote suburb. Easy cannot be convinced to hide his skills and soon finds himself on the run, with shocking evidence that would destroy those in power. The characters in this exciting and believable, futuristic novel are well defined, with the voices of its teen protagonists ringing true. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$12.95 SCIS 1023955

BANKS, Iain M.

Look to windward

Orbit, 2000
ISBN 1857239814

Described as an extraordinary work of the imagination, this science fiction novel does live up to this tag, but at the expense of providing a satisfying climax. The drawn out plot and the wide variety of characters distracts from the primary focus. Having said that, there is value in this piece of work coming from its use of strong descriptive and visual language and the lack of stereotypical alien creatures. Both of these features could be explored in the classroom as part of a language study. Issues of morality, loss and self sacrifice are also strong themes and examples from the novel could be used as discussion points. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard*
Paper \$27.00 SCIS 1021854

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

BEALE, Fleur

Deadly prospect

Scholastic, 2000
ISBN 1869434781

Just as Linc MacKenzie is initiated into the exciting and exhilarating world of bike riding, his former, passionless life careers out of control! His father, fulfilling a lifelong ambition to travel to Antarctica, is seriously injured and returns to his wife in Christchurch. Linc and his strongly rebellious younger brother Glenn have been left in the care of their highly critical grandmother. Glenn's forays into the criminal world, Linc's attempts to pursue a hobby forbidden by his father, and the generational differences between the boys and their outspoken grandmother provide much of the conflict, camaraderie and adventure that will appeal to readers seeking high level interest stories. E. Maxwell

USER LEVEL: Stage 4 Stage 5
Paper \$10.80 SCIS 1023934

BERNARD, Patricia

The stolen giant cheesecake

Cool Dude, 2000
ISBN 0958655316

The uncommonly named Strobe (for Stephanie Thelma Rowena Olwyn Bevan-Evans) is staying with gorgeous Aunt Thelma, a function organiser and cookbook writer. Seeking popularity, Strobe lies about her skating prowess. Then, in an attempt to learn about "custard chuckers" and other skating stunts, Strobe manipulates her aunt into hosting an inline skating competition. When they are implicated in an art theft, Strobe is determined to clear her aunt's name. Themes and issues include: family; developing self confidence; friendships; lifestyle (including life on the streets); loyalty; and courage. Whilst written in the vernacular of skaters, this short adventure story is useful for units on lives, family and adventure, and for wide reading. F. Crum

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$11.88 SCIS 1026689

BURKE, Janine

Our Lady of Apollo Bay

Lothian, 2001 (YA fiction)
ISBN 0734402457

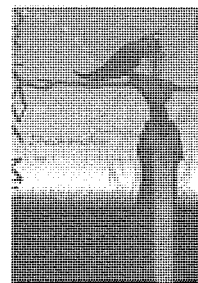
"Telling the truth... is often... a dangerous business" is the confronting introduction to Mickey's journalistic and personal search for truth at Apollo Bay. She is sent to investigate Julie's sightings of Our Lady and, while there, also has to revisit her past. Burke has a direct, forthright style. Characters are cleverly introduced and as the novel progresses, characters and subplots intertwine: the girls seeing visions; Walter and logging; Father Brendan and his illness; Mickey and Anton; Mickey and her past. All echo the themes of truth, justice and hope. This book could be used as related material for the *Standard* area of study focuses: *Changing perspective* and *Changing self of the English: Stage 6 syllabus* (approved 1999). B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard*
Paper \$14.95 SCIS 1036033

CARMODY, Isobelle & WOOLMAN, Steven

Dreamwalker

Lothian, 2001
ISBN 0734400071



Text and illustration complement each other well, aptly and consistently reflecting the haunting dreamscape of the story line, in this picture book for older readers. The fine, dense text, while attractive and well suited to the genre and overall tone of the book, could be difficult for some students to read, and could challenge those who need additional literacy support. The plot and its telling is typical of Carmody's best multi layered fantasies, strengthened by Woolman's intricate, varied illustrations. Themes skillfully explored through strong characterisation include individuality, conformity, being a loner, difference, and bravery in the face of challenging odds. This fascinating work has potential for study in Year 8 English, and for design and visual arts ideas formulation. C. Foley

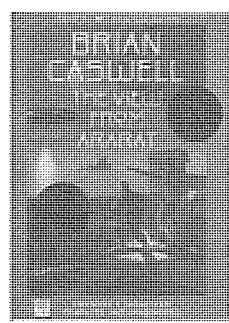
USER LEVEL: Stage 4 Stage 5
KLA: English; TAS
SYLLABUS: English 7-10
\$26.95 SCIS 1034144

CASWELL, Brian

The view from Ararat [sound recording]

/ read by Melissa Eccleston. Louis Braille, 2000 (9 hr., 45 min.)
ISBN 0732024358

An intriguing and disturbing view of the future is presented in this richly woven story. It is a sequel to the author's award winning *Deucalion* and takes place a century later. In this unabridged audio version of Caswell's novel, which recently won a Vision Australia Library Award, the narrator expertly relates a tale of a futuristic civilisation on the brink of destruction, a society in which moral and ethical values are powerfully challenged in the face of survival. The eight tapes are clearly identified and offer many hours of listening time. Consequently, this complex story requires a good deal of tenacity, even in its audio format. C. Sly



USER LEVEL: Stage 5
\$80.25 SCIS 1018706

CLANCY, Tom & PIECZENIK, Steve R.

Duel identity

Headline, 2000 (Aust. release 2001) (Headline feature/Tom Clancy's Net force explorers 12)
ISBN 0747261857

Avid followers of this series will relish the ongoing adventures of young "net force explorers" as they continually jump into convincing "veeyar" (or virtual reality) simulations. This particular instalment, with dual roles being played by each character, becomes rather confusing. The title is a clever word play, as the story focuses on Megan, a perky fencing student given the opportunity to "beta test" her instructor's new holographic program. However, the unreal world becomes too real, and the testers realise they are trapped in a dangerous game. Use of italics to identify characters'

resources

internal talk is effective. Projections about future use of the Internet are scary, but not improbable. I. McLean

USER LEVEL: Stage 4 Stage 5
Paper \$10.95 SCIS 1035283

CONDON, Bill

Dogs

Hodder Headline, 2000
ISBN 0733612040

Two boys and their fathers, drawn together by a dog, enjoy the sport of greyhound racing, where winning is everything. While the story is compelling and well written, some readers may find the violence and coarse language confronting. This is greyhound racing at its most seedy, involving doping, backyard veterinarians, and animal cruelty. As the story unfolds, the relationships between the boys and their fathers are contrasted: each one imperfect, but real. Issues of child abuse, both emotional and physical, emerge amongst the range of challenges faced by the adolescent boys. This book could be used to explore child protection education themes such as use of power in relationships. W. Alford, D. Doust

USER LEVEL: Stage 4
Paper \$14.95 SCIS 1014758

COOK, Thomas H.

Instruments of night

Orion, 2000 (An Indigo paperback)
ISBN 0575402539

This psychologically precise thriller presents multiple stories and levels of meaning. We are invited to solve many puzzles, including the technical problem of writing; but the most tantalizing is the dark secret driving the narrator. Graves is a writer of thrillers. As he explores the photographic evidence of the 1946 murder of Faye Harrison, his own mind taunts us with photographic clues to the rape and murder of his own sister, which he so traumatically witnessed as a young boy. As we follow the twists and turns of both mysteries, the role of imagination in both writing and criminal investigation is explored. Graphic violence suggests the supervision of younger readers. W. Bowie

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$16.95 SCIS 1035716

CREECH, Sharon

The wanderer

Macmillan Children's, 2000
ISBN 0330392921

In an enthralling tale of sailing from Nova Scotia to England, Sharon Creech explores a young girl's way of finding her place in her adoptive family. The voyage is fourteen year old Sophie's journey of personal discovery, as she goes to visit the grandfather she has never met but whose stories she knows well. Her past holds a mystery that the reader unravels with her as she tells of her love and fear of the sea. The characters are warmly believable and their relationships change as each finds and appreciates their own strengths. The style is lucid, rhythmic, poetic, a siren song, and a very satisfying read. M. Hamlyn

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1030170

CROSS, Gillian

Tightrope

Penguin, UK, 2000 (Puffin)
ISBN 0141305355

Ashley is a special teenager. She alone looks after her mother who is crippled with arthritis, so she has little other life than school. Their home is in the inner city among all sorts of rough characters. Her secret creative outlet is as a midnight graffiti artist, with her skills as a gymnast useful for high walls. When she comes to the notice of the local protection gang her life takes a turn for the better, but then there are other problems to confront. This is a taut tale with contemporary issues for teenagers. The characters are interesting and the book is impossible to put down. M. Hamlyn

USER LEVEL: Stage 5
Paper \$11.95 SCIS 1018945

DISHER, Garry

From your friend, Louis Deane [sound recording]

/ read by Stuart Halusz. Louis Braille, 2000 (165 min.)
ISBN 0732024528

A family moves away from the city, which leaves Louis Deane feeling both friendless and alienated in a small beachside town. He falls victim to the taunts of the two school bullies and has to learn to assert himself. Louis discovers an unusual ally in Mr Chatters, who is known as "the windmill man". It is Mr Chatter's niece, Tilly, who ultimately draws Louis out of his dilemma, but Tilly herself is an enigma with problems of her own. The unabridged narration, told on three cassettes, is of a sensitive story that operates to undermine stereotypes and prejudices, and offers some understanding of adolescent anxieties. C. Sly

USER LEVEL: Stage 4 Stage 5
\$43.95 SCIS 1028362

GALLAGHER, Brian

The feng-shui junkie

Orion, 2000
ISBN 0752837109

Imagine a formidably sustained, energetic recount of one young woman's desperate search for peace: first in the love of her shallow, unfaithful husband; and then in an orgy of vengeful destruction, borne of an overwhelming sense of betrayal. Set in modern, affluent Dublin, it charges through Julie's emotional landscape. Her honesty is brutally funny, and the dramatic and verbal irony is a feast. In this Formula One circuit of young yuppie love and betrayal, the jokes are fierce and the man is marginalised to everyone's ultimate satisfaction. This could serve well as a useful related text for study of the *Change* area of study focus: *Changing perspective*. W. Bowie

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$18.95 SCIS 1035747

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

JONES, Diana Wynne

Black Maria

Collins, 2000
ISBN 0006755283

Here is an excellent fantasy involving families, witchcraft, wizardry, time travel, ghosts and magic. The author is masterly at combining the threads of an exciting tale revolving around the mysterious Great Aunt Maria and the strange little village of Cranbury-on-Sea. Naomi Margaret, or Mig as she is called, tells the story of how she became involved when her mother and brother went to stay with their great aunt after their father's death. The story reminds us that things are not always what they seem. The reader is challenged to solve the mystery of the strange relationships in this story for fantasy lovers of many ages. M. Hamlyn

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$12.95 SCIS 1026784

LEE, Tanith

Queen of the wolves

Hodder Children's, 2001 (Hodder silver/Wolf tower 3)
ISBN 0340746599

The third book in a series, this is the book in which Claidi finally finds the answers to all of her questions, from her origins to the secrets behind the awesome towers. The author has cleverly provided a summary of the first two titles at the beginning of this book that enables the reader to sail smoothly into the continuing story. Written in the first person in the form of a diary, this personal aspect draws the reader into Claidi's fantasy world where magic rules and things are seldom as they seem. It is easy to empathise with Claidi through her many dilemmas until the final satisfying conclusion is reached. This absorbing fantasy will definitely be enjoyed by followers of this genre. J. Eade

USER LEVEL: Stage 4 Stage 5
Paper \$14.50 SCIS 1035828

McROBBIE, David

Mandragora [sound recording]

/ read by Stuart Halusz. Louis Braille, 2000 (495 min.)
ISBN 073202451X

A series of events lead to the discovery of a beach cave. The local myth about James Ramsey's cave lead Adam and Catriona to believe that they have found a site of great importance to their beachside township. This historical site was apparently the shelter used by the only two survivors of a shipwreck a century earlier. There are strange artefacts in the cave and an imminent sense of evil. A fascinating blend of the past with the present, this audio version of McRobbie's novel is well narrated on seven cassettes, and offers several hours of an engrossing listening experience. C. Sly

USER LEVEL: Stage 4 Stage 5
\$71.45 SCIS 1028372

MAHY, Margaret

Twenty-four hours

Harper Collins, 2000
ISBN 0007113722

A lot can happen in 24 hours and this novel uses this premise to develop a gripping and thought provoking piece of work. The main character, Ellis, is torn from his safe environment to become embroiled in a series of events over which he has no control. The reader is also made to confront personal attitudes to responsibility, loyalty and choice through the characters created and the plot presented. The novel is well written and the use of time as chapter divisions adds to the feelings of helplessness and suspense. The mood and vernacular of the today's youth has been captured, which means that the reader can easily relate to the issues raised. B. Kervin

USER LEVEL: Stage 5 Stage 6
Paper \$13.95 SCIS 1036372

MATTHEWS, Brian

As the story goes

Text, 2001
ISBN 1876485620

An essential ingredient of a good yarn is a grain of truth. A columnist for *The Australian* magazine, Matthews' stories feature: a charming mixture of the erudite and colloquially relaxed word choice; a penchant for the seriously inventive metaphor; graciously restrained hyperbole; and an endless store of social observations. There are interesting characters and topics that tickle and amuse. This is an engaging collection of apocryphal, witty yarns, couched in satire. Irreverent and compassionate, learned and urbane, Matthews is clearly entranced by his world. Entertaining in its own right, the book is a useful adjunct to the *Telling stories* option of module A: *Experience through language* of the *English: Stage 6 syllabus* (approved 1999). W. Bowie

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$19.95 SCIS 1035695

MOORE, Stephen

Dead Edward

Hodder Children's, 2001 (Hodder silver)
ISBN 0340743964

A disturbing story, it begins with a fourteen year old boy, Edward Gwyn Williams, dying after tripping over his home made Guy Fawkes and falling down the stairs. He then enters the bizarre world of ghosts, meeting the resident friendly ghosts in the house and the scary "Afrids" (ghosts from outside who wish to take the essence from other ghosts). The disturbing aspect of this book is the fact that where we usually think of those who are dead as being at peace and free from all the cares and worries of the world, this is exactly the opposite of what happens after Edward's death. Although his adventures are interesting and imaginative, this is not a book for young children. J. Eade

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$14.50 SCIS 1034506

All prices in the availability statement include GST.

MURRAY, Kirsty

Market bluesAllen & Unwin, 2001
ISBN 1865082848

Twelve year old Sam's parents have divorced, and he is on the edge. He works casually at the Melbourne fruit markets and bungles his way through school. Busking brings out the time traveller in Sam and lands him in Federation Melbourne. His loyalty and integrity are rewarded as his efforts to solve problems in both worlds eventually bear fruit. There is a very powerful sense of the precariousness of life for the lower classes, a century ago, that extends equally to girls and boys. Issues canvassed include: gambling and responsibility; personal planning; social security; and change. For Sam, the most important lesson is Dorothy's *Wizard of Oz* theme: there's no place like home. W. Bowie

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
Paper \$13.95 SCIS 1033826

The new young Oxford book of ghost stories/ compiled by Dennis Pepper. Oxford University Press, 2000 (Aust. release 2001)
ISBN 0192781782

A follow up to *The young Oxford book of ghost stories*, this book contains only stories written during the last decade, some especially for the collection. The strategy works well, providing a united, contemporary feel to the stories. 22 authors, including Australia's Barbara Ker Wilson, are represented and their contributions feature in a cross section of haunting and puzzling ghostly encounters. Unusually, most of the tales appear alphabetically by author surname, so thematically this creates quite a random order. Bold, appropriately moody, pen and ink illustrations by five artists support the text well. On the very last page, *The opening match* by Robert Scott is highly effective for such a brief story. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$19.95 SCIS 1029122

NIX, Garth

CastleScholastic, 2000 (Lucas books/The seventh tower 2)
ISBN 0439176832

Tal's story continues in this second book of the popular fantasy series. Although the story stands alone, in order to understand the full implications of the value of sunstones and the severe class based society from which Tal has literally fallen, it is preferable to have read the first book, *The fall*. The fantasy continues, with Tal still on a journey encountering numerous challenges and hardships, but this time he has journeyed back into the castle with Milla, the Icecarl girl. During this adventure their friendship develops from one of suspicion and distrust to the satisfying conclusion where they join forces to defy their enemies. This is a well written and thoroughly enjoyable fantasy that leaves the reader longing for more. J. Eade

USER LEVEL: Stage 3 Stage 4
Paper \$10.80 SCIS 1026790

All prices in the availability statement include GST.

REILLY, Matthew

ContestMacmillan, Sydney, 2001 (Pan)
ISBN 0732910323

Well written, fast paced, but gory, this science fiction novel is by a young Australian writer. Set in contemporary America, Dr Stephen Swain is the radiographer transported from his Connecticut home into the labyrinth of Old New York State Library with his young daughter. He is Earth's unsuspecting representative in the 7th Presidium: a survival contest held every millennium between the seven sentient life forms of the universe, and climaxing with a viscous monster to challenge the victor/survivor. Issues include heroism, loyalty, and intelligence versus brute force, friendship and personal honour. There are 21 mostly gruesome deaths. Diagrammatic layouts of the library and an interview with Reilly are included. F. Crum

USER LEVEL: Stage 6
Paper \$18.50; SCIS 1048293

Also available in trade paperback:
Contest Trade Paper \$27.41 SCIS 1024268

SPRINGER, Nancy

I am MordredHodder Children's Books, 2000 (Hodder silver)
ISBN 0340749598

A balanced work, this Arthurian tale is Mordred's quest to be more than Lear's "Fate's Fool". It is the search for identity beyond the stricture of stigmatism. In easy, accessible prose, the story concentrates on those who: struggle against the tide of opinion to serve the greater good; gainsay their origins to succeed; or rehabilitate against the flow of conventional wisdom. Adolescents will respond to the powerful sense of a tragic hero portrayed in the novel, including Mordred's alienation, hypersensitivity to reproval and need to belong. The focus also extends to the position of women in such a world: marginalised; abused; pedestalised; and brutalised. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10
Paper \$11.95 SCIS 1026800

WADDELL, Martin

The beat of the drumWalker, 2000
ISBN 0744572762

Disabled many years previously by an IRA bomb, Brian struggles with an ambivalent attitude towards the anguish dividing Northern Ireland. He despises the mindless hatred and fervour exhibited by both Catholics and Protestants, in their subservience to the cause. Yet, he is drawn by loyalty to his friends and what remains of his family, into the shenanigans that continually lead to deceit, anguish and loss of identity, home and life. Culpability is unequivocally shared by the opposing sides, in what amounts to a story that conveys depth of emotion and considerable scope for discussion. A new release of the 1989 story (writing as Catherine Sefton), sadly neither the context nor relevance of its themes has dated. E. Maxwell

USER LEVEL: Stage 4 Stage 5
\$23.95 SCIS1037321

**The young Oxford book of aliens**/ edited by Dennis Pepper. Oxford University Press, 2000 (Aust. release 2001)
ISBN 0192781774

An excellent selection of classic science fiction short stories, plus several written expressly for this compilation, combine to present a range of speculations about the nature of alien life. What unknowns await us as we begin to explore space? Sometimes the aliens encountered are benign, sometimes they are hostile, and sometimes, as in Arthur C. Clarke's *Encounter at dawn*, the aliens are us! The 22 contributors include: Robert Bloch; Fredric Brown; Philip K. Dick; William F. Nolan; and Barbara Paul. The chilling *To serve man* (1961), by Damon Knight, is the story which inspired a memorable episode of television's *The twilight zone*. This is a neatly packaged and satisfying collection. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper \$19.95 SCIS 1030338

Information, poetry and drama

Resources are in Dewey order.

ROCHFORD, Deirdre

Rights for animals?Rev. ed. Franklin Watts, 2000 (Viewpoints)
ISBN 0749637811 [179.3]

A booklet that would broaden and stimulate thinking about rights for animals in today's world, this resource is based on an array of statements, extracts and controversial opinion relating to: animal farming methods; the use of animal products for cosmetics and clothing; vivisection; and the right to hunt. The level of language is suited to Stage 5 and Stage 6 students. This reference would assist in the study of ethical issues related to biotechnology; investigating global economic activity; and the personal interest project for *Society and Culture: Stage 6 syllabus* (approved 1999). Classroom debates and discussions would be enriched with the use of this resource. K. Wratten

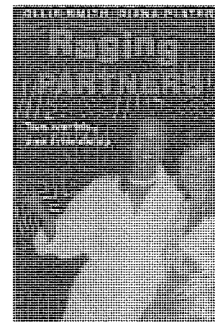
USER LEVEL: Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Biology Stage 6; Geography Stage 6; Society and Culture Stage 6
Paper \$18.65 SCIS 1007924

SMITH, Ollie & PLATER, Diana

Raging partnersMagabala Books, 2000
ISBN 1875641629 [302.34]

A friendship established between the authors in the late 1970s provided a springboard for the writing of this book. Explicit and personal accounts of their lifestyles are given but Ollie Smith's story dominates. She was part of the Stolen Generations with an institutionalised childhood and, as an adult, is reunited with her Timorese father. Conversational in style, this publication gives an

insight into significant contemporary Aboriginal historical events. These include those events impacted on by government policies that undermined Indigenous people and led to the growth of protest movements. Photographs and the works of Aboriginal songwriter Arnold Smith are included. Excerpts may prove useful for teachers to use with students. K. Tweddle



USER LEVEL: Stage 6
Professional
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6:
Standard; Advanced
Paper \$21.95 SCIS 1026422

Sex discrimination/ edited by Justin Healey. Spinney, 2001 (Issues in society 144)
ISBN 1876811536 [305.42]

An excellent collection of readings relating to sex based harassment and discrimination, this title is part of the series invaluable for students and teachers seeking current information and stimulus material for the discussion of contemporary issues. This slim volume presents a comprehensive overview of the issues and terminology involved, using numerous examples and case studies to facilitate understanding, followed by a collection of relevant articles which are appropriate for the classroom. It is highly recommended for the option *Equity and health* of the *PDHPE: Stage 6 syllabus* (approved 1999) and also contains suitable readings for students in Stage 5 connecting to power in relationships. K. Steward

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; PDHPE
SYLLABUS: Legal Studies Stage 6; PDHPE 7-10; PDHPE Stage 6
Paper \$16.50 SCIS 1035009

Girl 2 girl/ edited by Norrina Rashid & Jane Hoy. Millivres, 2000 (Aust. release 2001)
ISBN 1873741456 [305.9]

Written for young women exploring their sexuality, this book gives a wide variety of personal accounts. As it is written and published in Britain, there is a dominant British perspective and therefore some of the terms and phrases may not be fully understood by Australian readers. The book is divided into six main parts, each containing stories, poems and illustrations produced by young homosexual and bisexual women, with the aim of helping others understand themselves. The many issues surrounding homosexuality, such as prejudice, "coming out", religion and sexuality are covered in detail. Other information includes lists of books and films. K. Bear

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
Paper \$24.95 Feminist Bookshop SCIS 1035305

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SPILSBURY, Louise

Taking action! [series]

Heinemann Library, 2000 (Aust. release 2001)

The roles of many community groups and how they assist in the shaping of the world community are outlined in this series. Each book focuses on a single organisation, outlining its philosophy and follows its development, from its inception through to present day activities. Key personnel are traced as they complete their daily tasks. The work of the organisation and its impact on the world is considered. Interesting facts, modern innovations, and problems encountered by each organisation, are highlighted at the bottom of each page. The text is supported by well annotated colour photographs. J. Hancock

USER LEVEL: Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$22.95 each

Titles in this series include:

Friends of the Earth SCIS 1034524
Save the Children SCIS 1034525

CHINERY, Michael

Secrets of the rainforest [series]

Cherrytree, 2001

Clearly written and thoughtfully illustrated, the contents of this book are accurately described by the title. Product descriptions, uses and processing are given for each forest resource, such as spice, cocoa, rubber, palm oil and pharmaceuticals. Informatively captioned photographs show local people working on the resource. Examples are taken from tropical areas in diverse countries. There is a strong and well substantiated conservation message. *People and places* describes traditional and contemporary lifestyles of indigenous people in rainforest areas. Threats such as logging are also examined and the impacts on people of social and technological change are described. Web addresses, a glossary and a map further enhance these well presented and informative books. J. Kennelly

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; Geography Stages 4-5
\$35.00 each

Titles in this series include:

People and places SCIS 1035863
Resources and conservation SCIS 1036024

Alternative energy

/ edited by Justin Healey. Spinney, 2001 (Issues in society 143)
ISBN 1876811528 [333.79]

Various issues relating to science are important to bring to the attention of science students. This book does that for the topic of energy. It presents various facts, organised under a number of topics, providing a resource that allows the reader to begin thinking about the concepts raised. It also encourages students to evaluate the information. The book is well referenced and contains a glossary, recommended reading and a list of further resources. The information is current and presented in an accessible manner. K. Heap

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
Paper \$16.50 SCIS 1035011

The wealth divide

/ edited by Justin Healey. Spinney, 2001 (Issues in society 141)
ISBN 1876811501 [339.2]

The gap between Australia's economic "haves" and "have nots" is thought to be growing. This book follows the excellent series format of presenting a selection of news, media and government reports, mainly from *The Sydney Morning Herald* and *The Australian*, examining the growing Australian wealth divide. Presentation is clear, with black and white text and graphics for teacher designed activities, focussing on skill development; particularly processing and communicating information. These are the required skills in the Stage 5 mandatory focus areas of *Investigating Australia's identity*; *Changing Australian environments*; and *Issues in Australian environments*. There is no evaluation of articles, tables or graphs, which are presented as source data for critical use by students. This is a valuable resource in the development of informed and responsible student values and attitudes. N. McFayden

USER LEVEL: Stages 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Geography Stages 4-5
Paper \$16.50 SCIS 1035014

Crime and justice

/ edited by Justin Healey. Spinney, 2001 (Issues in society 142)
ISBN 1876811512X [345.94]

With well constructed text and pertinent chapters, this book is designed for senior school students. It is a useful resource for the study of the themes: *Legal processes and institutions* and *Effectiveness of the legal system* in Legal Studies; *Social justice and human rights* in Aboriginal Studies; and as a model for case studies in Modern History. Supported well by statistics and evidence from newspaper and government reports, the reference helps focus the student on essential material for study. The statistics can be updated through the Australian Bureau of Statistics' web site for future students. Sections containing recommended readings and contact details for government and non government agencies allow for great depth analysis of the social issues. C. Dorbis

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Legal Studies Stage 6; Modern History Stage 6
Paper \$16.50 SCIS 1035013

MACDONALD, Wendy

Training a guide dog

Heinemann Library, 2001
ISBN 1740700198 [362.4]

Compact in size and weight, this book is just right for small hands to hold. Bright glossy pages tempt the user to keep reading and learning about the care and training of guide dogs. The layout is clear and uncluttered and the information is given in a question and answer format. The colour photographs of dogs, puppies and their handlers are supported by captions and cleverly link the visual with the written information. Additions include a glossary, index and a photographic timeline of the life of a guide dog. These are minimal, but adequate for the scope of the text. This book would suit beginner readers, ESL students at early Phase 2. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$25.00 SCIS 1034630

THOMAS, Ron & HERRAN, Joe

Timelines [series]

Macmillan Library, 2001

As a competent series of snapshots about aspects of Australian life from the past to the present, the books in this series are useful for the teaching of *Change and continuity* in the HSIE K-6 syllabus. For each book, one page of key facts, archival drawings and photographs record each decade, starting with pre 1779. However, it is to be noted that the text refers to Indigenous people using the past tense, as if they stopped practising their traditions after 1788, and there is no reference to the social cost of their exclusion and inclusion over the two hundred plus years of shared history. Well illustrated with snippets of interesting facts, the resources can be used to illustrate changes over time, albeit Eurocentric. C. Dorbis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$26.95 each

Titles in this series are:

Communication SCIS 1034934
Entertainment SCIS 1034913
Housing SCIS 1034927
School SCIS 1034922
Shops and shopping SCIS 1034943
Transport SCIS 1034944

HUNTER, Rebecca

First times [series]

Evans, 2000

This British series addresses topical issues for young learners and the importance of being positive about change. Each is written in the first person, with simple vocabulary and sentence construction. The sentences are specifically linked to the photographs on each page and are written in the present tense. Each book takes readers, step by step, through a personal first time experience, such as: moving house; first day at school; and choosing and caring for a pet. The representations of family are culturally inclusive, and positive gender roles are depicted. Students might enjoy reading these simple books aloud to younger visitors. The index is followed by a small print page of advice for adult readers. S. Bremner

USER LEVEL: Early Stage 1 Stage 1
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
\$21.78 each

Titles in this series include:

Moving house SCIS 1016356
My first day at school SCIS 1020191
My first pet SCIS 1017728

GARDNER, Sally

The fairy catalogue

Orion Children's, 2000
ISBN 1858816793 [398]

Structured as an advertising catalogue, this picture book enables readers to create the quintessential fairy story. Readers are able to

select and then dress their choice of fairy with appropriate accoutrements: wands; Prince Charming; magic spells; best friends; and "baddies" that are prerequisites for any good fairytale. Items available from traditional stories include: broomsticks; wishing wells; or furniture that would sit nicely in the Three Bears' house or Sleeping Beauty's castle. There is a degree of sophistication in the detailed illustrations and humorous presentation, at times quite satirical. This would necessitate deconstructing with younger readers. The resource is ideal for examining the language of advertising with older readers. E. Maxwell

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
\$24.95 SCIS 1029014

TARNOWSKA, Wafa

The seven wise princesses: a medieval Persian epic

Barefoot, 2000
ISBN 1841480215 [398.20955]

Based upon the life and exploits of the historic Sassanian ruler Shah Bahram V, this is a skilful retelling of a late twelfth century Persian poem, well known in Islamic literature. Seven stories told to the young ruler draw him towards moral and spiritual growth, leading to self knowledge, and knowledge of the world and its Creator. The tales are framed by explanatory stories that provide setting and context. Sumptuous illustrations by Nilesh Mistry draw upon Islamic art, and also show western influences. Values, attitudes and traditions of Islamic culture are demonstrated in the stories, making this a valuable and recommended resource for multicultural studies. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6
\$38.44 SCIS 1030770

GLIORI, Debi

The Dorling Kindersley book of nursery rhymes

Dorling Kindersley, 2000 (Aust. release 2001)
ISBN 0751366951 [398.8]

A well edited collection of over fifty traditional songs and nursery rhymes are assembled in this book for young children. The songs and rhymes featured form part of the British cultural heritage, and they are often integral to understanding, sharing and participating in contemporary Australian social contexts. The imaginative pictures bring the meaning of traditional rhymes to life, frequently depicting children and animals in whimsical and playful ways. The rich layering of the illustrations is enhanced through the use of the clever device of adding small photographs, and precise historical and factual information, to act as footnotes. These are bound to arouse considerable reader curiosity, questioning and talk. L. Rowles

USER LEVEL: Early Stage 1 Community
KLA: English
SYLLABUS: English K-6
\$16.95 SCIS 1035993

All prices in the availability statement include GST.

TIPOTI, Alick

Mura migi kazika = For us little mob

Magabala, 2000 (Uupababas)

ISBN 1875641556

[398.8]

The use of imagery depicting the natural environment of the Torres Strait Islands in this book, emphasises the diversity of peoples, cultures and environments of Indigenous Australia. Contrasts can be made not only with the physical differences of the people but also the style of housing, flora and fauna particular to the area, and ceremonial dress. The book gives students an opportunity to interpret traditional western nursery rhymes whilst at the same time learning the language and heritage of another culture. The **Wordlist** and **Brief pronunciation guide** are valuable tools in assisting teachers to provide another cultural aspect to known stories, particularly in the early years of schooling for all students. The book gives students an opportunity to reinterpret traditional western nursery rhymes whilst at the same time learning something of the language and culture of the Torres Straits. R. Carney

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English Stage K-6
Paper \$5.45

SCIS 1025056

Treasury of nursery rhymes

/ selected by Alistair Hedley. Parragon, 2000

ISBN 0752535684

[398.8]

Arranged thematically in eight sections, over 220 nursery rhymes are energetically illustrated in varying style, mood and medium by seven artists in this large, attractive volume. The sections represent rhymes involving: play; nonsense; childhood; animals; stories; grown ups; action, tongue twisters and riddles; and bedtime. With a clear table of contents and complete index of first lines, this resource provides early childhood teachers and parents with a useful reference for a wide range of familiar, and more obscure, traditional English rhymes. The examples of rhyme, rhythm and traditional patterns of verse support the *Learning to read - Reading and viewing texts* strand of the *English K-6 syllabus*. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Community
KLA: English
SYLLABUS: English K-6
\$19.95

SCIS 1029186

HEFFERNAN, D.A. & LEARMONTH, M.S.

The world of science. Book four

Pearson Education Australia, 2000

ISBN 0582809177

[500]

The third edition of this title, well known in NSW schools, is larger and in colour. With clearly written text and supporting photographs, diagrams, tables and charts relevant to the new syllabus, this book has: hundreds of experiments; open ended activities; and problems to solve. Features to encourage student learning strategies include: a **That's interesting** column; keywords list; and exercises on developing vocabulary and comprehension at

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lan.mclean@det.nsw.edu.au

a literal level. The higher order skills of analysing and synthesising information are developed where appropriate. Outcomes to be covered precede each chapter, but the syllabus concept of context has not been explored. This is an excellent resource with photocopiable worksheets to complement suggested class activities available separately. P. van Ruggie

USER LEVEL: Stage 5 Professional
KLA: Science
SYLLABUS: Science Stages 4-5
\$41.65

SCIS 1011364

DANN, Lucy Wiidagoo & RICHES, Francine Ngardarb

Bardi counting book

Magabala, 2000 (Uupababas)

ISBN 1875641548

[513.2]

Colourfully illustrated and simply designed, this book presents an opportunity for students to explore the diversity of languages and cultural activities practised across Aboriginal communities in Australia. The animal symbols used are a source of food or an example of the animals, fish and birds that are found in these language group areas. Positive aspects of Aboriginal life can be portrayed by discussion of the bestowal of totems, represented by these animals, resulting in the conservation of species. The book could provide culturally appropriate support for Aboriginal students of Mathematics and language, which could be supplemented by locally produced resources. The cultural notes; information about the author and illustrator; **Wordlist**; Bardi counting system; and the Bardi pronunciation guide and vowel sounds; provide the teacher with a helpful resource and an opportunity for introducing Aboriginal studies to all students in the very early years of schooling. R. Carney

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; Mathematics
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6
Paper \$5.45

SCIS 1025047

KERROD, Robin

Our solar system [series]

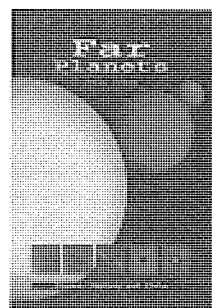
Belitha, 2000

The quality of this series is evident as soon as the reader picks up the colourful hardcovers and opens the first pages to see an excellent display of our solar system. The grouping together of the extraterrestrial material makes it easy to assimilate and remember. Large print, fluid text, beautiful pictures and clear diagrams, make these books a pleasure to read. With clear and well organised writing; comprehensive data sheets; and glossaries; these titles are excellent resources to support the important focus on space in the science syllabuses. P. van Ruggie

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
\$32.95 each

Titles in this series include:

Comets and meteors SCIS 1022670
Far planets SCIS 1022668
Giant planets SCIS 1022666
Near planets SCIS 1022661

**Living geography**

Two-Can, 2000 (Aust. release 2001)

ISBN 1854346997

[551]

As the title suggests, this volume covers a range of geographical topics and includes a series of experiments and hands on activities. The layout is stimulating with coloured photographs, diagrams and models illustrating scientific concepts about the physical world. The language is mainstream, set out with clear headings and symbols that relate to each of the four separate sections: **Weather**; **Oceans**; **Rivers**; and **Maps**. This book follows the continuum of student learning as outlined in the *Science K-6 syllabus* by providing information and a hypothesis, which is then proven by way of a simple experiment or activity, showing actual student investigative practice. This is a comprehensive reference book and would build student confidence in understanding their natural environment. S. Rasaiah

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
\$24.95

SCIS 1035527

Reading about [series]

Aladdin/Watts, 2000

The titles in this series fall into two categories: natural phenomena, including extreme weather conditions, which can result in disasters; and ancient civilisations that have influenced the development of the western world. Each volume offers an insightful introduction and a simply expressed information overview of its subject. Common sections include **Find out more** and various picture quizzes, with answers supplied on the last page. Throughout, illustrations are varied and meaningful. A variety of text features are represented, making the format a successful model for information retrieval. Awareness raising asides, leading questions and good cross referencing enhance each topic and actively engage the young reader. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; ST
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
\$25.25 each

Titles in this series are:

Ancient Egyptians SCIS 1023638
Ancient Greeks SCIS 1023651
Ancient Romans SCIS 1023647
Earthquakes SCIS 1009070
Hurricanes SCIS 1009063
Tornadoes SCIS 1009060
Vikings SCIS 1023658
Volcanoes SCIS 1009068

BUNDEY, Nikki

The science of weather [series]

Zoe, 2000 (Aust. release 2001)

There is no shortage of informative books about the earth's weather patterns, however, this series includes the effect that weather has on people. The way that we live, the types of houses we build, our recreation, and the dangers faced by people in extreme climates, make this series different from most other weather resources. Each double page is devoted to an aspect of the main topic. The short sentences and layman's language make this an ideal series to use in the primary classroom for independent research. The vibrant

photographs make the topics come alive, and the diagrams and science experiments are useful inclusions. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$33.00 each

Titles in this series include:

Ice and people SCIS 1034469
Snow and people SCIS 1034471
Snow and the earth SCIS 1034475
Wind and people SCIS 1034470
Wind and the earth SCIS 1034472

LLEWELLYN, Claire

Glaciers

Heinemann first library, 2000 (What are...?)

ISBN 0431023786

[551.31]

Excellent colour photographs accompanied by clear, large text combine to produce this detailed, informative resource. The contents include chapters on **What is a glacier** and how it is made; and the ways in which it changes the landscape and can provide fresh water. The photographs are captioned with text highlighted in yellow which clearly defines their purpose, while three glacier maps are compared with actual photographs to provide teaching points on how to read a key in a map. This book would be useful in the Stage 1 and Stage 2 *Earth and its surroundings* strand of the *Science and Technology K-6 syllabus*, and in the Stage 1 HSIE unit *Wet and dry environments*. J. Eade

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$27.25

SCIS 1020365

TAYLOR, Barbara

Waterworlds

ticktock, 2000 (The natural world/Snapping turtle guide)

ISBN 1860071473

[557.6]

The illustrations and photographs in this Stage 4 geography reference capture the essence of life in the wetlands. Students and teachers would use this compact booklet for an effective summary of the world of wetlands including: definition; types; life within; people; use; and management. From the lakes, ponds and peat bogs, to the swamps and marshes, the use of graphics will bring the wetlands alive in the classroom. Students will discover the importance of cleaning up, captive breeding, and river management for this valuable environment. This reference is a useful resource for the syllabus focus areas of *Global environments* and *Managing global environments*. K. Wratten

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5
\$13.15

SCIS 1013703

TAYLOR, Barbara

Bustling coastlines

ticktock, 2000 (The natural world/Snapping turtle guide)

ISBN 1860071457

[557.69]

Here is a valuable resource for the Stage 4 focus areas of the *Geography Stages 4-5 syllabus: Global environments* and *Managing global environments*. This compact, well illustrated reference

provides a complete picture of the coastal environment for the junior secondary student. The booklet covers: the definition and types of coasts around the world; the fascinating range of interacting, adaptive life; the unique features found in the coastal zone; and the use and management of this important environment. Teachers could use this book to illustrate a range of key facts about the environment. Students would find the array of information and photographs essential for research tasks. K. Wratten

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5
 \$13.15 SCIS 1013708

PARKER, Steve

All about the living world

Parragon, 2000 (All about)
 ISBN 075254523X [590]

As students could use this book to describe the features of living things, it could be utilised to support teaching and learning in Stage 4 of the *Science Stages 4-5 syllabus* core content area, *Structures and systems*. With graphic illustrations, photographs and the use of tables summarising key information, this well structured resource explores the plant and animal kingdoms, the effect of people, and habitat destruction. Students of Stage 4 Geography will also be able to use this text in examining living things in the *Investigating the world* focus area. K. Wratten

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
 \$7.95 SCIS 1026867

HUSSAIN, Iqbal

Night animals

Two-Can, 2000 (Totally weird)
 ISBN 1854347942 [591.5]

The information in this book is presented with catchy, casual language, puns and simple jokes designed to appeal to children. Facts are illustrated with photographs and cartoon drawings. The book deals with how nocturnal animals find food and shelter, and how they mate, and also explores the concept of adaptation. Examples are provided from many countries and a wide range of animal behaviours and physiological adaptations are shown, but without depth of information. The presentation is likely to make this book very popular amongst young readers and therefore useful in the classroom. J. Kennelly

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 Paper \$9.95 SCIS 1011027

MILLER, David

Just like you and me

Hodder Children's, 2000
 ISBN 0733612458 [591.5]

The three dimensional structures used to illustrate this colourful picture book might serve as a springboard for Creative Arts activities, but the book's main purpose is to provide entertaining perspectives about animal behaviours. The author uses various ways of linking actions and appearances to human activity and

motivation, drawing parallels with cleverly constructed children. The language patterns demonstrate ways of putting together messages without using "and", while the oft repeated title provides a predictability for young readers. The language is accessible and not overly simplified. Facts about each of the eight animals, including the cheetah, penguin and broilga, located at the end of the book, would need to be supported by more scientifically oriented material. S. Bremner

USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE; PDHPE
SYLLABUS: English K-6; HSIE K-6; PDHPE K-6
 Paper \$11.95 SCIS 1022338

PARKER, Steve

Fantastic world of habitats

Miles Kelly, 2000 (Fantastic world of)
 ISBN 1902947673 [591.56]

The author briefly explores numerous animal species of the world's major habitats, from the animals of ice and snow to the tropical tree dwellers. Both the easy to read structure of the descriptive text and graphic illustrations would appeal to junior secondary students. The short, concise paragraphs provide excellent models for developing skills to describe animals. This resource would enhance curriculum delivery in the classroom when examining animals of world habitats. K. Wratten

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
 \$14.95 SCIS 1023925

PARKER, Steve

Fantastic world of waterlife

Miles Kelly, 2000 (Fantastic world of)
 ISBN 1902947282 [591.76]

Boldly illustrated, this book could be used for researching animals whose natural habitats are found in the oceans, swamps, rivers and streams. The author's classification of the diverse water life is creative, using chapter headings such as: **Wings underwater** (rays and skates); **Hard shelled swimmers** (estuarine and marine turtles); and **Master hunters** (killer and pilot whales); that would appeal to Stage 3 and Stage 4 students. This resource provides a simple classification and models descriptions of characteristics of the world's water animals, supported by whole page illustrations giving basic size perspective. This would provide valuable material for group research. K. Wratten

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
 \$14.95 SCIS 1024041

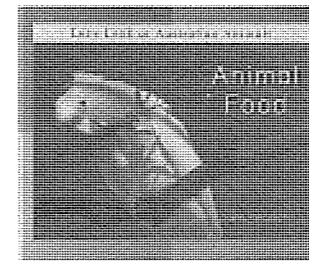
PEARSON, Jane

Animal food

Echidna, 2000 (Let's look at Australian animals)
 ISBN 1863912614 [591.994]

An excellent information book to use with young students, this resource introduces fourteen examples of Australian fauna and their eating habits, using a full page photograph and descriptive sentence for each. Entries include: **Kangaroo**; **Pink cockatoo**; **Dugong**; **Bee**; and **Wattlebird**. The stunning, full colour images

capture animals in refreshingly different, expressive poses, particularly the leaf munching Koala, and a Tree frog leaping to catch a cricket. Pearson ensures that her very brief text is informative and predictable, yet not too repetitive. Four challenging words appear in the glossary. Used with other resources, this book provides accessible research material for ESL (English as a second language) students or others requiring additional support in reading. I. McLean



USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
 \$27.95 SCIS 1020772

Other titles in this series are:

Animal babies SCIS 1017239
Animal homes SCIS 1019404
Animal skin, scales, fur and feathers SCIS 1020773

HARTLEY, Karen, MACRO, Chris & TAYLOR, Philip

Bug books [series]

Heinemann first library, 2000

Featuring detailed colour photographs and large, clear text, this series provides accurate information arranged in simple sentences that are accessible to young children. Each book contains information about an insect including a definition, description, how it is born, what it eats, what are its enemies, where it lives, how it moves, what it does and what is special about it. A **Thinking about** section at the end of each book provides additional information and asks some interesting questions about the bugs. Each book also contains a detailed, labelled diagram of its insect. This series would be valuable in supporting the Stage 2 Science and Technology unit *Mini-worlds*. J. Eade



USER LEVEL: Stage 1 Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$27.25 each

Titles in this series include:

Beetle SCIS 1016546
Flea SCIS 1017095
Fly SCIS 1017256

COWLEY, Joy

Red-eyed tree frog

Scholastic, 2000
 ISBN 0590871765 [597.8]

The outstanding feature of this book is the clarity and composition of Nic Bishop's photographs. Colourful images of the frog, iguana, boa and katydid are engrossing. The written text is minimal and

provides an undercurrent of simple story which complements the strong visual impact of the photographs. The narrative illustrates the notion of a food chain and is relevant to work on rainforests and the interdependence of living things. Although the text is not detailed and scientific, the book gives a useful, accurate and powerful portrayal of animal interaction within a rainforest. J. Kennelly

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$8.95 exclusive to Scholastic Book Club SCIS 1034464

SWAN, Gerry

Frogs of Australia

New Holland, 2001 (Green guide)
 ISBN 1864363339 [597.8]

This attractive pocket size book with clear photographs and descriptions is a good place to start in the process of frog identification. The author enthusiastically presents intriguing facts in the form of responses to questions such as: "How do tree frogs stick on to trees and rocks?" Information includes feeding, mating, calling and habitat requirements. Such easy to find information makes the book useful for the *Living things* strand of the *Science and Technology K-6 syllabus*. Threats to frogs and ways of improving frog habitat are of use for implementing the *Environmental education: curriculum statement K-12*. This guide to frogs will initiate interest, promote conservation, and develop an understanding of frogs. J. Kennelly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
 Paper \$16.95 SCIS 1035231

Animals in danger [series]

Heinemann Library, 2000 (Aust. release 2001)
 ISBN 0431001340

The easy to read information, bolded key vocabulary, and eye catching photographs of this colourful and informative series, detailing with the habitats and lives of six endangered animals of the world, would encourage learning. Each book includes: a glossary; fact file; world danger table; further reading and contact organisations; and web sites. This series is very reader accessible. Stage 1 students would need little direction to understand the text. It is highly recommended as a model for the teaching of information skills in the context of the *Living things* outcomes of Science and Technology, and it would be a useful resource for teachers of ESL students at post intensive primary level and Intensive English Centres. A. Arnott

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$27.50 each

Titles in this series are:

Bengal tiger SCIS 1034784
Black rhino SCIS 1034779
Blue whale SCIS 1034498
Florida manatee SCIS 1034782
Giant panda SCIS 1034783
Mountain gorilla SCIS 1034496

JENNINGS, Gael & HARVEY, Roland

Sick as: bloody moments in the history of medicineRoland Harvey, 2000
ISBN 0949714682

[610.9]

Drawing upon knowledge and experience as a medical researcher, and as a reporter for television's *Quantum*, Dr Jennings presents fascinating historical aspects of medicine. From Ambrose Pare, a 1536 barber-surgeon working with leeches, through to discoveries about bacteria, plagues, designer transplants and human cloning, a lot of information is conveyed in frenetic, humorous style. Inimitable illustrator/designer Harvey incorporates labels, cartoons, speech balloons, and other visual elements that influence possible sequences in which material is retrieved, viewed or read. Unfortunately, such devices replace traditional contents and index pages. As recreational reading, this book proves difficult to put down; it also supports the Stage 2 Science and Technology unit, *A look inside*. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: PDHPE; ST
SYLLABUS: PDHPE K-6; PDHPE 7-10; Science & Technology K-6
Paper \$27.95

SCIS 995632

GAFF, Jackie

The giant book of the bodyAladdin/Watts, 2000 (Aust. release 2001)
ISBN 0749634200

[612]

A wealth of information relating to human anatomy and physiology is presented in this book. Topics covered include: systems such as respiration, circulation and blood; nerves; the brain; and digestion. Skin, muscles, bones and the skeletal structure are treated, along with conception, pregnancy and birth, growth and hormones, and the senses. Information is superbly presented by superimposing colour diagrams over photographs of relevant body parts, providing an excellent description of how they work. Advances in medical science add to the detail. Simple, easy to read text incorporating correct anatomical terms, supports this excellent presentation. L. Crofts

USER LEVEL: Stage 2 Stage 3
KLA: PDHPE; ST
SYLLABUS: PDHPE K-6; Science & Technology K-6
\$34.00

SCIS 1035490

COURTNEY, Fay & THOMPSON, David

Excel HSC personal development, health and physical educationPascal 2000 (Excel study guides for HSC)
ISBN 1740202287

[613]

This revised edition provides students with a concise walk through the syllabus content. It features links with syllabus outcomes, extensive practice exam questions, and brief bullet point style information. It has been strengthened in the area of encouraging critical enquiry and practical application, with the inclusion of more extensive student activities. This study guide is extremely useful for class based activities for the *PDHPE: Stage 6 syllabus* (approved 1999), providing a brief overview of the whole course, and would serve as an excellent source of ongoing revision and review. K. Steward

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
Paper \$27.50

SCIS 1030000

Australian soil fertility manual/ edited by J. S. Glendinning. Rev. ed., CSIRO, 2000
ISBN 0643065172

[631.4]

A comprehensive guide to soil productivity is contained in this book. Topics covered include: the concepts of soil fertility and productivity; acidity, alkalinity and salinity; the major soil nutrients and their role in the soil; and fertilisers. While the information is presented in a straightforward manner with adequate drawings and diagrams, some parts may need interpreting for students to understand. The book is well referenced and contains a detailed glossary and references for further reading. It would be a valuable resource for students and teachers studying the *Agriculture: Stage 6 syllabus* (approved 1999). K. Heap

USER LEVEL: Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6
Paper \$55.00

SCIS 1010603

HEAD, Honor

My pet [series]

Belitha, 2000

Each volume in this attractive British series provides sensible advice on all aspects of small pet care, including warnings about health, breeding behaviour and social needs. Small sections of text, in appropriate language for newly independent readers, are prolifically interspersed with coloured photographs by Jane Burton which show young pet owners engaged with the animals, demonstrating the advice. The glossary, index and *Notes for parents* add further value and, although some advice and instructions are not appropriate for Australian conditions, the series may have value in the *Living things* strand of Science and Technology. W. Smith

USER LEVEL: Stage 1 Stage 2 Community
KLA: ST
SYLLABUS: Science & Technology K-6
\$27.45 each

Titles in this series include:

Guinea pig SCIS 1023622
Rabbit SCIS 1023619
Rats & mice SCIS 1023615

KOCH, Samantha & KOCH, David

The teenager's guide to moneyAllen and Unwin, 2000
ISBN 1865083925

[640.42]

Year coordinators and careers advisers would appreciate this reference as much as teachers of the *Commerce 7-10 syllabus*. The text is organised into key areas including: getting work; financial institutions; budgeting; debt; saving and investing; buying a car; and moving out of home. A beneficial aspect is the concise use of tables,

efficiently providing advice, plans, hints and steps in organising and understanding many aspects related to the use and management of money. Teachers could use the hints on successful job interviews, the checklists on self employment success and the steps to creating a budget, getting out of debt, and saving for a holiday, as valuable teaching stimulus material. K. Wratten

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Commerce 7-10
\$14.95

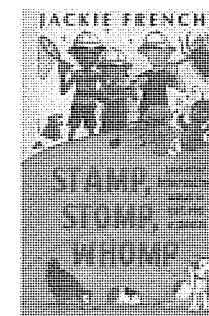
SCIS 1020401

FRENCH, Jackie

Stamp, stomp, whomp (and other interesting ways to get rid of pests)HarperCollins, 2000
ISBN 0207197857

[648]

For developing school grounds in line with the the *Environmental education: curriculum statement K-12*, this book is an invaluable aid, especially where vegetable and annual gardens are to be incorporated into a planting plan. It provides instructions on how to control garden pests without using chemicals, encouraging investigation, experimentation and thought, rather than negative attitudes to pests. It is written for students, with clear, humorous language and illustrations. The innovative suggestions for pest control discourage the use of products harmful to the environment and rely, rather on an understanding of the interconnectedness of living things and their connections to their physical environment. This would be an excellent resource for classes studying Science and Technology units such as *Mini-worlds* and *Environment matters*. J. Kennelly



USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper \$14.95

SCIS 1020418

FLEMING, Louise

Excel HSC business studiesPascal, 2000 (Excel study guides for HSC)
ISBN 1740202384

[650]

Following a similar format as the 1994 edition, this study guide provides additional features making it a helpful resource for teachers and students. It follows the syllabus format clearly, linking topics to outcomes. Content material is straightforward and pitched at students of average ability. The presentation makes some use of models, headings, tables and figures, but the overwhelming reliance on text provides little variety or visual appeal. Reference to web sites and published material would assist students to complete a selected case study. Useful features include the exercises and revision questions with worked answers for each of the three HSC exam types. It is a pity that the web sites are not given any syllabus context. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
Paper \$27.50

SCIS 1033872

SYKES, Donald

Business studies HSCPearson Education Australia, 2001 (Longman)
ISBN 0733912397

[650.071]

The authors have produced an excellent resource for students aiming to develop their understanding of course outcomes within a framework of today's dynamic business environment. The book is designed to promote concept and skill development through a range of solid material, hypothetical *What if?* scenarios, short and relevant *Fact files* and *Who said that?* quotes for each topic. Teachers and students will find numerous case studies with activities highlighting their relevance. For each chapter, students will appreciate syllabus and additional terminology, unit summaries, and topic reviews. It is user friendly with many figures and models, though the system of headings in degrees of boldness is confusing. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
Paper \$44.00

SCIS 1026309

Everyday history [series]

Watts, 2000

Consistently clean layout, excellent captions, photographs and diagrams, and the use of a *Timeline*, glossary and suggested sources of further reading, are features of books in this well written series. The history of *Song and dance* is related, from *Music of the gods, Monks and merry minstrels* and *Medieval dance*, through to today's karaoke and raves in *Anything goes!* The information supports numerous activities in Creative Arts and HSIE. *Telling the time* relates the intriguing advances in timepieces, from *The ancient world* to contemporary reliance on *High precision* instruments, such as atomic clocks. The information in this book would support numerous teaching and learning activities about *Time* in the *Mathematics K-6 syllabus*. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: CA; HSIE; Mathematics; ST
SYLLABUS: Creative Arts K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
Paper \$16.95 each

Titles in this series include:

Song and dance SCIS 1023670
Telling the time SCIS 1023673

LACEY, Sue

Sport and leisureFranklin Watts, 2000 (Aust. release 2001) (Start with art)
ISBN 0749637668

[704.9]

It is clear from this book that sport and leisure activities have often been represented in the visual arts. We are made aware of the dynamics of: the athletic figure on Greek red vase painting; the skaters in a Pieter Brueghel work; Picasso's 1928 *Ball players on the beach*; and an intriguing skeletal drawing of a football player by Salvador Dali. Not only do the double page spreads offer a glimpse of history, but also project directions for the student to create a work in the style of the artist examined. The reader may experiment with ink, paint, or sculptural cardboard. K. Ashley

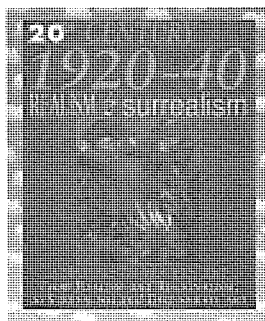
USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
\$29.95

SCIS 1034498

20th century art: a history of modern art [series]

Heinemann Library, 2000 (Aust. release 2001)

The magazine style layout of these six books that explore the history of the modern art movement of the twentieth century make them easy reading. Links are made between developments in modern art and historic events and include snippets of information that would appeal to junior high school students, such as how a mummified Inca on display at the Paris World Fair inspired Munch's central figure in *The scream*. In tracing the development of modern art, each book spans a time period of either one or two decades. The coverage is predominately of the European and American art scene. The only Australians noted as a significant international movement under the heading of **Down under**, are Aboriginal artists from Papunya Tula, misspelt as Panunya. L. Pratt



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
 \$35.20 each

Titles in this series are:

1910-20, <i>new ways of seeing</i>	SCIS 1035905
1910-20, <i>the birth of abstract art</i>	SCIS 1037039
1920-40, <i>realism & surrealism</i>	SCIS 1035911
1940-60, <i>art in emotion</i>	SCIS 1035914
1960-80, <i>the object of art</i>	SCIS 1035916
1980-2000, <i>very modern art</i>	SCIS 1035918

AINSWORTH, Robert

I can draw animals

Scholastic, 2000
 ISBN 1865041564 [743.6]

For art educators there is always a keen interest in the "how to" type of publication. However, there is also the awareness that such information provides only one way of approaching a visual arts topic. If encouraging your students' creativity is paramount, then this book is not for you. If your aim is to provide a budding cartoonist with a sure fire framework, then this book will do the trick. Clear, bold, easily copied outlines, of a variety of animal forms, are on offer; just pick up a pencil and draw! K. Ashley

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
 Paper \$8.95 SCIS 1022825

JESSEL, Camilla

Ballet school

Penguin, 2000 (Puffin)
 ISBN 0140386092 [792.8]

Selection for the British Royal Ballet School and what that entails are carefully described in this attractive resource. Short chapters introduce the audition process and explain aspects of the progression of individual classes. The gradual development of strength and technique in young dancers is interspersed with photographs of famous performances. Particular movements are explained and types of dance introduced. The emphasis is on young dancers, the

tone of the text is positive, and descriptions are clear. Numerous colour photographs and clear page design help make this an accessible resource. J. Buckley

USER LEVEL: Stage 2 Stage 3
 Paper \$14.95 SCIS 1032032

Basketball

Two-Can, 1999
 ISBN 1854346423 [796.323]

A comprehensive book covering the fundamentals of basketball, this resource sets out the basic skills and positions of: **Dribbling**; **Passing**; **Shooting**; and **Rebounds**. It then moves on to advanced skills, such as introducing tactics and techniques. Suitable for students interested in this sport, or as a reference for research work, there are step by step illustrations, clear explanations, and action photographs of top players. A double page spread of **Basketball buzzwords** and definitions is excellent. The text is easy to understand, and the brightly coloured pages encourage reader interaction. K. Bear

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
 \$9.95 SCIS 1007958

MASON, Paul

Mountain biking

Hodder Children's 2000 (Aust. release 2001) (To the limit)
 ISBN 0750230614 [796.6]

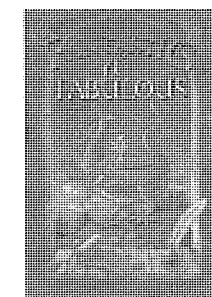
A colourful, informative and well researched book, it is a visually appealing resource with detailed explanations of equipment, techniques, major competitions and safety considerations. It features high quality action photographs and snapshots of famous riders and competitions. A valuable inclusion is a section relating to ethics, safety and conservation. This would assist in classwork about the environmental impact of such sporting activities. Students completing project work, along with serious enthusiasts for the sport of mountain biking, would find this book very useful. K. Steward

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
 \$32.95 SCIS 1034792

HALL, Penny

Fantastic & fabulous

Koala, 2001 (Tadpoles)
 ISBN 0864613334 [809.3]



A fascinating array of **Fantastical worlds**, characters and ideas, alongside **Fabulous creatures** and icons from literature are provided in this compact reference manual. Whilst advantage is made of the current popularity of Harry Potter's magical world, old favourites, with varying depth of description regarding appearance and origins, include: Baum's Oz; Lewis's Narnia; and Tolkien's Middle-

earth. Explanations and literary references for quests, riddles and the significance of magical numbers are also available. The useful bibliographies supplied for each fantasy realm encourage and extend personal reading or class research on the topics. This book is a wonderful companion for those engaged by the fantasy novel. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
 \$11.95 SCIS 1036206

PAULSEN, Gary

Hatchet: the truth

Macmillan Children's, 2001
 ISBN 0330483625 [813]

Paulsen has written this book in response to the numerous enquiries he has received regarding the authenticity and inspiration of the many adventures described in his *Hatchet* fiction series. Here, he recounts in graphic detail the real life adventures and experiments he has participated in that ensure the credibility of circumstances in his novels. Each chapter begins with an extract that situates the discussion clearly within the context of his stories, and provides a clear link between fact and fiction. This book provides a good example to would be authors of ways in which one writer uses reality to create believable adventures. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$12.95 SCIS 1035931

SPURR, Barry & CAMERON, Lloyd

Excel HSC standard English 2001-2002 course

Pascal, 2001 (Excel study guides for HSC)
 ISBN 1740202252 [820.76]

This Higher School Certificate (HSC) guide contains unit objectives, writing and analytical techniques and focus questions relating to the English Stage 6: *Standard* syllabus. **How to read texts** briefly covers key types of texts. **Paper 1: Area of study: Change** provides literary analyses of the set texts for *Changing worlds*, *Changing perspective* and *Changing self*. In **Paper 2: Modules**, analysis and author information is provided for the texts in modules: *Experience through language*; *Close study of texts*; and *Texts and society*. The authors have attempted to avoid reducing texts to simple summaries or point form, as encountered in many study guides. This is an excellent, but not exhaustive, staff room and student resource. F. Crum

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Standard*
 Paper \$29.95 SCIS 1030020

The Puffin bedtime treasury

Penguin, 2000 (Puffin)
 ISBN 0670891274 [820.8]

In this large, handsome, attractively designed volume, a wide selection of lullabies, fairy tales, stories, rhymes and poems, are linked thematically by ideas of bed, rest and sleep. Five popular picture books, including Eric Hill's *Sweet dreams*, *Spot*, appear in

slightly reduced format and with original illustrations. Many less familiar, but no less valuable, items appear as do established early childhood favourites. Smaller items appear one to a page, each with unique illustrations. A failure to index authors, titles or first lines makes location of individual items difficult, and suggests that this book is more suited to home use than in the classroom. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Community
 \$35.00 SCIS 1032974

FAUSTIN, Charles

Teacher alligator

Bloomsbury, 2000 (Aust. release 2001)
 ISBN 074754602 [821]

In this volume of interrelated poems, a variety of animals go to school. Their experiences accumulate to provide a positive look at many aspects of school life. Interesting issues arise, particularly when the animals go on an excursion to the zoo. Usual school events occur for the slow snail, the lion in the library, the busy bee, and the bulldog bully. Rhyming couplets flow easily. This is a cheerful and attractive work, enhanced by line drawings by David Wojtowycz. These focus upon the animal character at the centre of each poem. J. Buckley

USER LEVEL: Stage 2 Stage 3
 \$11.95 SCIS 1034533

FOSTER, John

Firewords: a book of wordplay poems

Oxford University Press, 2000 (Aust. release 2001)
 ISBN 0192762443 [821]

Design and presentation are the key features of this anthology of riddles, limericks, rhymes and short humorous poems. Creative word play is combined with striking page layouts that use black and white very effectively. Varying type face and visual effects enhance the poems and accentuate their humour. This is an appealing anthology, with diverse works from many authors, including Lewis Carroll, Christina Rossetti, Spike Milligan and Michael Rosen. Glossy paper emphasises the quality of the graphic elements in this appealing work. It will entice reluctant readers and those who may have found poetry tiresome, and also students with an interest in design and layout. The catchy rhymes provide good material for reading aloud. J. Buckley

USER LEVEL: Stage 2 Stage 3
 Paper \$20.50 SCIS 1034549

Here come the heebie jeebies and other scary poems

/ compiled by Tony Bradman. Hodder Wayland, 2000
 ISBN 0750029331 [821]

While not particularly frightening, the poems in this British anthology may appeal to child readers' desire to be frightened by, or simply amused by, incidents which adults find distasteful. The book is enthusiastically illustrated by David Roberts, but disappointingly little attempt has been made to link poems visually across double page spreads, resulting in some awkward juxtapositioning across the gutter. Many inclusions are mere doggerel, but several poems (for example: *Silk dragon*; *Fear*; and *I like to stay up*) are strikingly original and offer opportunities for discussion of personal fears and frightening experiences. There is also no contents page or index. Some poems may make useful models for student writing. W. Smith

USER LEVEL: Stage 2 Stage 3
 \$32.95 SCIS 1028655

MITTON, Tony

Robin Hood rapsOrchard, 2000 (Aust. release 2001) (Orchard crunchies)
ISBN 1841211575 [821]

Take a dose of 21st century rap and idiom, blend it with the traditional tale of Robin Hood, and in this case the story survives quite well. The language is fast paced and humorous. The retelling is simplified, focussing on key personalities, and that begs comparison with more detailed descriptions from other versions. Some of the raps could be used to dramatise Robin Hood's exploits. Because the catchy format may engage students, it is tempting to consider this a suitable resource for struggling readers. Getting the rap rhythm is only part of the challenge; the language choices are too. Supporting the text are comical ink drawings which feature on every page. I. Kolder-Wicks

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$12.95 SCIS 1035981

Pet poems/ selected by John Foster. Oxford University Press, 2000 (Aust. release 2001)
ISBN 0192761927 [821]

The familiar partnership of compiler John Foster and illustrator Korky Paul has successfully collaborated again in this anthology, companion to five previous volumes of thematic verse. Most of these animal poems are previously unpublished, some containing startling and original ideas, while others are more predictable, but still amusing, thought provoking or clever. This is a judicious mix of serious and more frivolous poetry about pet dogs, cats, hippopotamuses, anteaters and many others. Some poems exhibit strict rhyme and rhythm; others are freer verse. Coupled with exuberant illustrations and fresh, attractive layout, the 31 poems have strong appeal for young readers, and are suitable for reading aloud and group recitation. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$16.95 SCIS 1034523

Treasury of poetry/ selected by Alistair Hedley. Parragon, 2000
ISBN 0752535676 [821.008]

A companion to *Treasury of nursery rhymes*, this collection is arranged thematically into eight sections. It is a large, attractively illustrated volume that brings together a wide range of familiar and unfamiliar verse, selected to appeal to young readers. Most items date from the nineteenth century or earlier, and all but a few are by British poets. Containing many examples of poets' use of rhyme, rhythm and traditional patterns in poetry, the anthology may be of use to those wanting a source of older poems, but its old fashioned style of selection and arrangement may limit its appeal for 21st century Australian children. First lines and titles are indexed, but not poets. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$19.95 SCIS 1029083

SISSAY, Lemn

The emperor's watchmakerBloomsbury Children's, 2000 (Aust. release 2001)
ISBN 0747547556 [821.92]

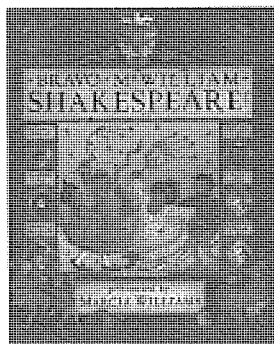
This collection of poetry is a curious compilation of regal, traditional and everyday living themes, such as messy rooms, too much sugar, and defiance against authority. The variety offers a reasonable selection for readers. Students who are exploring the sound of poetry will find the poet has used many devices in the various poems, and also different kinds of comparisons to enhance images. Some poems use words, visual images and layout to make a whimsical comment. Each poem needs to be considered with the poet's use of sound and imagery. The selection has the potential to be a useful pedagogical tool for locating a range of poetic forms and devices. S. Bremner

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper \$11.95 SCIS 1035936

WILLIAMS, Marcia

Bravo, Mr. William ShakespeareWalker, 2000
ISBN 0744567939 [822.3]

As a compilation of seven of Shakespeare's plays, there is much to delight the recreational reader in the almost caricatured illustrations of this comic style picture book. However, the brevity of narrative renders each play little more than the sketchiest of summaries. There is limited development of plot, and quotations used to authenticate the language and atmosphere are disappointing in their simplicity and frequent austerity. The cartoon design and colours, the real strengths of the book, emphasise setting and atmosphere: *Antony and Cleopatra* includes fairly typical Egyptian symbols; whilst *The tragedy of King Richard III* is predominantly illustrated in gloomy hues of black and grey that reflect the tone of the play. E. Maxwell



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
\$30.74 SCIS 1029152

*Overseas publication: Cover illustration reproduced with permission of the publisher Walker Books Ltd., UK

The strength of us as women: black women speak/ compiled by Kerry Reed-Gilbert. Ginninderra Press, 2000
ISBN 1740270304 [A820]

Through poetry and prose in this book, Aboriginal women take up the challenge to broaden contemporary society's understanding of Aboriginal culture and history, emphasising their inheritance of a culture where women had their own business, no less important than men's, just different. These writings tell of what it means to be a modern Aboriginal woman in contemporary Australian society. From Noeline Briggs-Smith's *Granny Lizzie* to Anita Heiss' *Love is,*

Aboriginal women take this opportunity to mourn their losses and celebrate their strengths. They identify themselves as modern women whose spirituality is deeply rooted in all that is of value to them in the traditional culture and beliefs, at the same time displaying the essence of women that crosses all cultures. The book demonstrates the diversity in the lives of modern Aboriginal women and is worthy of consideration for teachers of senior students in English, gender studies and personal development, and Aboriginal culture and history. R. Carney

USER LEVEL: Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6
Paper \$16.50 Feminist Bookshop SCIS 1014840

Youth writes. Number 11, 1999-2000: original writing by young Australians of secondary school age

/ edited by Jonathan Persse & Ben Saul. Youth Writes Committee, 2000

ISBN none [A820.8]

Continuing a tradition first established in 1967, this biennial anthology of creative writing publishes contributions, both prose and poetry, by Australian secondary school students. There is a refreshing depth of talent being nurtured here. For example, knowledge of *carpe diem* poetry, such as Marvell's *To his coy mistress*, is humorously translated into the contemporary observations of Oguzhan in *To his recent tease*, a delightful account of modern social interaction and behaviour. The prose collection similarly exhibits a refined awareness of language and structure that belies the age and sophistication of the authors. Ably illustrated by students' artworks from ArtExpress (1999), this collection will inspire students and teachers alike. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard; Advanced; ESL*
\$17.00 Youth Writes, Sallyhill c/o Post Office, Burrawang 2577 SCIS 1027120

HEWETT, Dorothy

Halfway up the mountainFremantle Arts Centre Press, 2001
ISBN 1863683143 [A821]

Poet Hewett's metaphorical mountain has many sites and features worth reflecting upon. She absorbs the reader in recollections from her childhood and offers endearing glimpses of her family, friends and neighbours. Her style is highly readable as she celebrates a life full of experiences and encounters that span the width of the Australian continent. Wit and acutely touching images mark her skill as a prolific contemporary writer. The poems are grouped into three sections: *From the dark cottage*; *The sunlit plains*; and *Salt harbour*. This collection shares the insights of the life of a woman who has experienced an intensely vivid connection with her world. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Preliminary*
Paper \$18.95 SCIS 1032114

All prices in the availability statement include GST.

KINSELLA, John

The hierarchy of sheepFremantle Arts Centre Press, 2001
ISBN 1863683151 [A821]

Rich images capture the desolate, rugged beauty of rural Western Australia in this collection of verses. Through the artistry of words, the poet skilfully portrays the varied textures of the pastoral scene. He writes with an intensity that readily conveys an understanding and appreciation of a harsh outback landscape. Flora, fauna, weather patterns, machinery and humanity are all treated with a powerful sensitivity. From *The leech barometer* and *Mushrooming to Rainwater tank* and *Ode to Abigail*, Kinsella's free verse and colloquial style make for a very accessible means of communication. This is a fine example of qualitative contemporary poetry. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Preliminary*
Paper \$18.95 SCIS 1032113

SALOM, Philip

A creative lifeFremantle Arts Centre Press, 2001
ISBN 1863683003 [A821]

The themes of growth and discovery in Salom's anthology begin with his punning title. This collection of challenging and complex poems also explores the themes of memory, perception and loss. The *I ching: poems*, in palimpsest form, range from the thought provoking *The couple* to the comic *Pigs*. The *preservation: things in glass* series confronts the reader with various reasons for and methods of keeping such things as *Bits of ain't* and *The glass*. This text could be incorporated into the area of study focus, *Changing perspective* of the *Standard* and *Advanced* common content of the *English: Stage 6 syllabus* (approved 1999). B. Hull

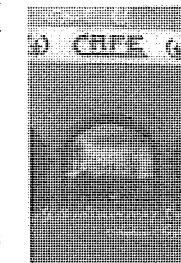
USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$18.95 SCIS 1032116

TAYLOR, Andrew

Gotterdammerung CaféUniversity of Queensland Press, 2001 (UQP paperbacks)
ISBN 0702232122 [A821]

The clarity of tone, and presentation of argument and imagery, make the poetry of Taylor's latest collection very suitable for senior students. There is a very good range of form that includes: the lyric; *vers libre*; vignette; riddle; and ode. All are characterised by fresh juxtaposition in imagery and tight writing. Personae employed include the witty, mock naive, sardonic, urbane and deeply tragic. Imagery is self contained, restrained, spare, graceful and ironic, but never world weary. This muscular, clever and witty manipulator of language will appeal to young adults, not for the topicality of subjects like relationships, stupidity of war and environmental irresponsibility, but for the clarity of poetic technique. W. Bowie

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6
Paper \$19.95 SCIS 1035841



WINER, Yvonne

Butterflies fly

Margaret Hamilton, 2000

ISBN 1876289015

[A821]

This beautifully illustrated poetry book, doubles up as an accurate representation of fifteen different species of butterfly. Winer's lyrical verse describes aspects of each butterfly, whilst the glorious full page illustrations by Karen Lloyd-Jones capture their beauty and unique habitat. The double page identification guide at the back of the book gives details of the scientific name, location, size and other features specific to each butterfly. It also outlines the life cycle of these amazing creatures and the necessity to assist their preservation. This book is a useful resource for creative writing and Science and Technology, with the wonderful verses serving as a great inspiration for Visual Arts. L. Pratt

USER LEVEL: Stage 2 Stage 3
KLA: CA; English; ST
SYLLABUS: Visual Arts K-6; English K-6; Science & Technology K-6
Paper \$24.90 SCIS 1029261

LE QUY, Doung

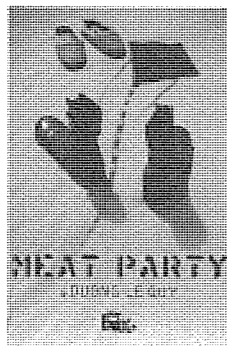
Meat party

Currency, 2000 (Currency theatre)

ISBN 0868196177

[A822]

Lam, the single minded and burned hero of The Party; his rooster pecked son, Quan; the mad Crone caring for the bones of the dead; wispy thin An, faithful lost lover of Mai, the nurse who comforted the enemy; and tourist Mary: all play out their lives in the receding wash of the Vietnam War. The scars of a war long over still run deeply through the desert landscape, in the ghosting of the souls of the dead and the surviving generations. Powerful dialogue, tight action and carefully structured tensions make this a suitable vehicle for an exploration of the nature of peace and war. W. Bowie



USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: Drama Stage 6; English 7-10
Paper \$15.95 SCIS 1033001

DAVIS, Jack

A boy's life

New ed. Magabala, 2000

ISBN 187564167X

[A828]

Republished in this commemorative edition, Davis's autobiographical book reveals his early life as a leading Aboriginal poet and playwright. His compelling anecdotes recall both ordinary and exciting boyhood experiences in country Western Australia, and exude the warmth, support and love he experienced from his family and friends. His often humorous tales display a strong admiration for his parents, and a great fondness of his siblings. He depicts sensitively a family that straddled two disparate cultures, managing to blend Indigenous and non-Indigenous Australian lifestyles. Presented as a string of yarns, this book makes for

compulsive reading. The new foreword is by Wesley Enoch; Sally Morgan's 1991 foreword has been retained. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: Preliminary
Paper \$16.45 SCIS 1034182

KIEM, Paul

Ancient, medieval & early modern societies

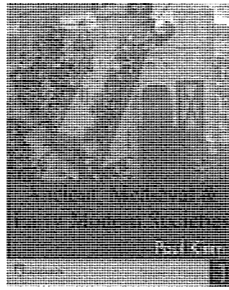
Pearson Education Australia, 2000 (Studies in history 1)

ISBN 0582811198

[909]

Well written, comprehensive and attractively presented, with maps, colour photographs and illustrations, this book covers the major areas of interest at the Stage 4 level of the *History Stages 4-5 syllabus*. Useful features are: background briefings; depth studies; surveys; and case studies; many covering key individuals. Each chapter also contains source based skills activities and extension activities.

This text could also be used as a synopsis of some of the topics for lower achieving students of *Ancient History: Stage 6*. This is a valuable resource well worth considering as a core text. P. Myers



USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$31.86 SCIS 996063

KIEM, Paul & SMITHSON, Michael

Colonial & contact history

Pearson Education Australia, 2001 (Studies in history 2)

ISBN 0733914004

[909]

With case studies, maps, diagrams, photographs, primary source material, and ready made questions, this book explores the history of race relations in Australia, with comparisons of these issues on an international level. It is a useful tool for Aboriginal studies in particular, in that it provides the potential for teachers to positively affect attitudes towards Aboriginal people. Through the comparative studies, students could learn that the paternalism, ethnocentrism, racism and prejudiced attitudes that many early settlers had toward Australia's Aboriginal people, also existed in other countries where Europeans dispossessed the native peoples. It provides an opportunity to support student understanding of Australia's denial of the truth of its history of relationship with Aboriginal people, and allows students to equip themselves with the honesty, awareness and responsibility with which we must all meet the future if Reconciliation is to be achieved. R. Carney

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; History Stages 4-5
Paper \$33.00 SCIS 1026887

RINGER, Ron

Excel HSC modern history

Pascal, 2000 (Excel study guides for HSC)

ISBN 174020235X

[909.82]

Written to the syllabus changes of the New HSC, this book includes summaries of the lives and influence of the key individuals. It only

covers subject options most popular in the HSC, which include: World War One and its aftermath; The Cold War 1945-1991; and the Conflict in Indochina 1954-1979. Strengths of this book are: its reference to the syllabus outcomes; explanation of the examination; glossary; and list of relevant web sites. Sample HSC questions and indicative answers are also provided. This is a good summary, however, students and teachers should not use this as the definitive explanation of the new syllabus. P. Myers

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
Paper \$29.95 SCIS 1033869

Spilling the beans on [series]

Miles Kelly, 2000

Books in this series feature light hearted looks at some historically famous people, from Blackbeard to Marie Antoinette. The books have appealingly cartoon style covers and easy, conversational styles. Visually, they are well set out with varied forms of text and line illustrations, making them easy to read. All are full of fascinating facts, and designed to be read through. Not one has an index; where appropriate, glossaries or timelines are included. Written by different authors, some books rely on more puns than others. Occasionally the British humour may need explanation. They are ideal recreational reading for sparking an interest in history, or as a basis for student presentations or reading exercises. M. Hamlyn



USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; History Stages 4-5
Paper \$10.95 each

Titles in this series include:

Spilling the beans on: Blackbeard: and his murderous mates SCIS 1032084
Spilling the beans on: Boudicca: a tale of love and Romans SCIS 1032024
Spilling the beans on: Buffalo Bill and other wild west show-offs SCIS 1024251
Spilling the beans on: Charles Darwin and a selection of others, naturally SCIS 1032087
Spilling the beans on: Joan of Arc and the burning issues of her time SCIS 1032027
Spilling the beans on: Marie Antoinette: a story of chop and change SCIS 1023997
Spilling the beans on: Napoleon Bonaparte and his counterparts SCIS 1024263
Spilling the beans on: Robin Hood and other robbers of the copse SCIS 1024240

THOMSON, Phil

Whitefella wandering

Fremantle Arts Centre Press, 2001

ISBN 186368316X

[920.094]

One man's adventures in the company of people from different cultures, this book gives a brief peek into the world of people who believe in spiritual living. It is a useful resource to the extent that it provides evidence from a non-Aboriginal man's personal experience and perceptions of the devastating effects of racism on indigenous people, and Australia's Indigenous people in particular, based

solely on the colour of skin. This book provides opportunities for discussion on many other topics with regard to Reconciliation such as: respect for other cultures; the love and joyfulness in relationships between people of different cultures that can grow out of such respect and acceptance; and the role of the arts as a meeting point in developing and maintaining Reconciliation between Aboriginal and non-Aboriginal Australians. R. Carney

USER LEVEL: Stage 6
KLA: English
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6: Standard
Paper \$22.95 SCIS 1034227

Great civilisations

Two-Can, 2000 (Aust. release 2001)

ISBN 1854346989

[930]

The ancient Greeks, Egyptians, Romans and Vikings are the civilisations covered in this easy to read book. The minimal text, simple maps, and lavish colour illustrations would encourage the reluctant reader. Keywords are bolded for visual emphasis and explained in a glossary. For each civilisation, basic social history, archaeological evidence, and mythology are presented. Activities such as making bread, jewellery, and a Roman mosaic are included. This book would provide an introduction and a simple but informative overview of these civilisations. B. Kervin

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$24.95 SCIS 1035996

URBAN, Frank

Somme Anzac digger: the story of Walter Elkington MC, 20th Battalion, 5th Brigade, 2nd Division, Australian Imperial Forces, World War 1

F. Urban, 2000

ISBN 0957816200

[940.4]

This journal, supported by historical narrative, is a product of the Southern Cross University and the Coffs Harbour Historical Society. It is best described in its own words: "A hesitant volunteer's journey from carefree country shop assistant to furious fighter in Flanders is resurrected from wartime correspondence". The account is very readable and provides valuable insight into the actual experiences and feelings of the World War One digger. The history is a compilation of diary entries that gives the experiences of Walter Elkington MC as he moves from civilian in 1915 through the horrors of the western front and returns to Australia in 1919. This is an excellent source for any student of the First World War. P. Myers

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
Paper \$12.00 or \$15.00 posted, Coffs Harbour Historical Society (02) 6652 5794 SCIS 1034235

Welcome to my country [series]

Times Editions, 2000

Information in this series is presented in a clear, appealing way. Topics covered for each country include: history; government;

resources

economy; people and lifestyle; and food. A map details states, rivers, landforms and major cities. A **Quick facts** page presents an overview of key aspects such as population, official language, land area and photographs of the currency, in an easy to read format. Other useful sections are a glossary and further print, video and web site resources. Many beautiful photographs reinforce and add to the descriptive information. The large print and language used make this series a useful resource for researching aspects of other cultures. K. Wheeler

USER LEVEL: Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.43 each

Titles in this series include:

Welcome to Colombia	SCIS 1023730
Welcome to Greece	SCIS 1023742
Welcome to Italy	SCIS 1023736
Welcome to Kenya	SCIS 1023743
Welcome to Spain	SCIS 1023740
Welcome to the USA	SCIS 1023086

JONES, Carol

Souvenirs of the South Pacific [series]

Macmillan Education, 2001
ISBN 0732965462

Nine countries of the South Pacific are included in this series, each presented as a child's scrapbook of souvenirs after a recent trip. Each title includes: a map; glossary; web site list; geography; history; animals; and people of the country. Photographs and descriptions of contemporary lifestyle add interest and world perspective for the reader. The format is useful for Stage 3 HSIE students to compare Australia with one or more of our near neighbours and the book provides information on relationships between people and places. The types of text featured are relevant and would help develop student writing. Layout and content would appeal to students. A. Arnott

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

Titles in this series are:

Fiji	SCIS 1035902
New Zealand	SCIS 1035906
Papua New Guinea	SCIS 1035900
Samoa and the Cook Islands	SCIS 1035910
The Solomon Islands	SCIS 1035904
Tonga	SCIS 1035903
Vanuatu and New Caledonia	SCIS 1035908

BAILLIE, Allan

Legends: stories of Australia

Phoenix Education, 1999
ISBN 1875695664 [994]

The author's storytelling skills flavour a number of these frustratingly brief legends. Organised in roughly chronological sequence, this eclectic collection of traditional stories covers topics like bunyips, Waltzing Matilda, The Rats of Tobruk and Ned Kelly. The most recent inclusion is a biography of Dawn Fraser's youth. Readers can see the struggles and achievements of various key people and their impact on Australia. Selected stories are interest-

ingly written and provide an opening for students to engage in historical research and form their own point of view on events. Baillie's bibliography lists accessible recent titles. His writing is uneven, however, and some stories fall flat. I. Kolder-Wicks

USER LEVEL: Stage 4
KLA: English; HSIE
SYLLABUS: English 7-10; History Stages 4-5
Paper \$16.45 SCIS 968674

BRASCH, Nicolas

Australia's government leaders [series]

Macmillan Education, 2001
ISBN 0732962188

The books in this series provide Stage 3 students and teachers with up to date information about some of the main people in our nation's political development. Each book begins with an historical overview of Australia's political system and description of the role in focus and presents concise biographical information, highlighting achievements. A photograph of each person is included. These books demonstrate the lack of females who have held high political positions in this country. These books will assist student HSIE Stage 3 outcomes related to Australian democracy. A. Arnott

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$108.90 set of four

Titles in this series are:

Governors	SCIS 1034909
Governors-General	SCIS 1034900
Premiers	SCIS 1034904
Prime ministers	SCIS 1034905

BARWICK, John & BARWICK, Jennifer

Milestones in Australian history [series]

Heinemann Library, 2001

Overall, this is a sound series of books about four milestones in our nation's history. The strong use of images (photographs and paintings) and written primary source material enable students to draw out hypotheses about issues in the past. The nature of these books means there are limitations to the amount of information provided and range of perspectives, notably the Aboriginal and gender perspectives, are lacking. However, the series is useful for Stage 2 and Stage 3 students as large sections of the subject matter of the HSIE K-6 syllabus are covered. There are no activities provided so teachers need to create learning tasks to maximise the usefulness of the series. C. Dorbis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$28.60 each

Titles in this series are:

Federation	SCIS 1033812
The First Fleet	SCIS 1033810
The gold rushes	SCIS 1033821
Towards independence	SCIS 1033804

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PYNE, Michael, BOWE, Julie & CONNOLLY, Diane

One land, many stories: a history of Australia in the 20th century

Pearson Education Australia, 2001
ISBN 0733905552 [994.04]

The mandatory sections of the Stage 5 History syllabus are adequately covered by this useful, up to date resource. Of the seven topics, five address issues relating to Aboriginal people, and the remaining two topics could be taught including an Aboriginal perspective. This book attempts to address those problems that have divided Aboriginal and non-Aboriginal Australians since British colonisation. In this it mostly succeeds. The inclusion of Aboriginal guest speakers, or consultation with the local Aboriginal community, should be incorporated as part of the course to provide an alternative view and additional perspectives when discussing the longevity of the Aboriginal people's presence in Australia. Modern methods of radiocarbon dating have taken the dates back much further than previously believed. As there can be no real certainty, it would be beneficial if the teacher were to make that statement, and to include discussion about the Aboriginal people's views on this topic. The book contains some proofing mistakes, for example, incorrect names used in captions under photographs. R. Carney

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; History Stages 4-5
Paper \$33.00 SCIS 1025124

DE VRIES-EVANS, Susanna

Great Australian women: from Federation to freedom

HarperCollins, 2001
ISBN 0732269318 [994.04092]

The selection of those people who are deemed "great" will always cause controversy and the De Vries-Evans' collection is no exception. This anthology of twenty Australian women, from such diverse backgrounds as law, sport, architecture, music and politics, presents both well known and relatively unknown women. Its introduction provides an historical context for each of the snapshots of such remarkable and complex personalities as: Eileen Joyce (classical pianist); Kundaibark (healer of the Biripi people); and Florence Mary Taylor (architect). Throughout the lives of these women, the themes of bravery, independence, determination and justice can be traced. The author's style is engaging, witty and poignant. This text would be useful for students of Australian history and women's history. It



could also be used as related material for the focus area *Changing perspective* from the English Stage 6: Standard syllabus (approved 1999). B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6: *Standard*; History Stages 4-5
Paper \$27.50 SCIS 1033242

McGINNIS, Kerry

Pieces of blue

Penguin Books Australia, 2000
ISBN 0140295305 [994.04092]

After the death of their mother, the McGinnis family take to droving in the outback. This autobiography relates some of the fifteen years' experience. However, it is little more than a collection of stories, or series of events, that seem to lack cohesion or structure. Perhaps this mirrors the droving life of the family through which superficially presented characters and personalities drift. This text also reflects some of the stereotypical views, of that time, held in regard to Aboriginal people. For those readers with an interest in droving, horses, and various aspects of outback life, this could be an enjoyable read. This text could also be used in some of the course electives, *Telling stories* and *Exploration and travel* for the English Stage 6: Standard syllabus (approved 1999). B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English Stage 6: *Standard*; History Stages 4-5
Paper \$22.00 SCIS 1017729

ZAGAR, Cilka

Goodbye riverbank

Magabala, 2000
ISBN 1875641637 [994.4]

Through Aboriginal people reminiscing about the old days; the early history of contact in country towns; and experiences of life on the missions or working on pastoral stations, this book provides an opportunity for discussion on a range of topics that will assist non-Aboriginal people develop an understanding of Aboriginal people. Topics include: the importance of family life; the effects of aggressive dispossession, based on racism, ethnocentrism and paternalism, on the dignity of those dispossessed; and the responsibility of governments for the rights of all of its people. Pride in what was achieved when people were treated with respect and recognition is evident in the stories told, and providing an excellent basis for discussion about human rights and equal opportunities. R. Carney

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: Aboriginal Studies Stage 6; English 7-10;
English Stage 6: *Standard*
Paper \$18.65 SCIS 1033228

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Professional reading

Resources are in Dewey order

Revolutionary voices: a multicultural queer youth anthology/ edited by Amy Sonnie. Alyson books, 2000
ISBN 1555835589

[305.9]

This anthology is a collection of works by homosexual youth aged from 14 to 26 years. Contributors come from a range of nationalities and are photographed with accompanying personal details. Poetry, artwork, diary writings and narrative text are used to embrace creatively issues that deal with the pain and joy of being young and homosexual. Negative experiences and feelings associated with gender, race, class, ability and age are recurrent themes. This publication is confronting in its content, language and style. School counsellors and teachers will need to be selective when using this resource with students, highlighting particular excerpts rather than whole text distribution. K. Tweddle

USER LEVEL: Professional
KLA: English; PDHPE
SYLLABUS: English Stage 6: *Standard; Advanced*; PDHPE Stage 6
Paper \$26.95 Feminist Bookshop SCIS 1035304

MILNE, Lynn

DrugsLegal Information Access Centre, 2000 (Hot topics 29)
ISSN 13224301

[345.944]

A range of contemporary legal issues affecting the community is available in this series of general guides. This book presents: a useful discussion about legalisation and possession; a summary of offences under drug law; and information about the new "drug court", citing cases from law reports to highlight material. The resource is pitched at quite a high level and is not light reading. Students in Stage 6 and professionals with a strong interest in the law relating to drug issues would find this a valuable source of up to date information, but it is possibly too detailed for general classroom use except for the excellent final section **Recent drug policy initiatives**. K. Steward

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
Paper \$16.50 SCIS 1034635

BRIGGS, Freda

Teaching children to protect themselves: a resource for teachers and adults who care for young childrenAllen & Urwin, 2000
ISBN 1864489928

[362.76]

All those committed to child protection education will find this a practical and user friendly resource. Based on sound research, the first

section provides informed and comprehensive information for teachers and caregivers on issues related to safety programs for children. In particular, a chapter devoted to children's use of the Internet is both timely and relevant. For those working directly with children, a variety of excellent activities in the second section include: ideas for communicating with caregivers; real life scenarios for discussion; full page worksheets; and illustrated blackline originals. This is a highly recommended resource that will enhance the delivery of child protection education as part of the PDHPE K-6 curriculum. K. Tweddle

USER LEVEL: Community Professional
KLA: PDHPE
SYLLABUS: PDHPD K-6
Paper \$35.00 Feminist Bookshop SCIS 1033936

SANSOM, Peter

Heinemann biology one: teacher's resource bookHeinemann Australia, 2000
ISBN 0864624484

[570.71]

With well explained practicals and activities, this book is an excellent resource for biology teachers. It focuses on two topics: **Unit 1: Organisms in their environment**; and **Unit 2: Functioning organisms**. The depth of explanation for each activity means they are simple to understand and easy to follow. Referenced to textbooks and activity manuals from the same publisher, this book contains: teacher's notes; photocopiable sheets; and suggested answers to questions. These resources cannot work in isolation and the user would need to access the other books to maximise their use. Each activity or practical is referenced to outcomes for the VCE biology course, rather than the NSW HSC. K. Heap

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
Paper \$98.28 SCIS 1010432

Also available in this series:

Heinemann biology two: teacher's resource book SCIS 1014218

RICKETSON, Matthew

Paul Jennings, 'The boy in the story is always me': a biographyPenguin Books Australia, 2000
ISBN 0670872296

[A823.3]

With an easy to read style, the biographer presents a "warts and all" picture of the complex Paul Jennings, reflecting the contradictions, foibles and qualities of this popular children's author. The reader is allowed part way into Jennings' private world of insecurity, fear, depression, control and hope; it is a world that has prompted his short stories with their recurring themes of conscience and guilt. The biographical detail is enlightening, as is the background to such bodies as the Australian Children's Television Federation and the Children's Book Council. While the junior student reader would find this too difficult, parts could be used by teachers for enrichment and extension programs, such as author studies. Other sections, for example from the chapter **The heartbreak streets**, provide read aloud vignettes for the classroom. B. Hull

USER LEVEL: Professional
KLA: English
\$35.00 SCIS 1027392



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:

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Natalie Cooper, Cobbitty Primary
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Jan Eade, Turrumurra North Primary
Karen Heap, Science/TAS, Muirfield Technology High
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Peter Myers, DP, Kincumber High
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Author

AINSWORTH, Robert 78
 ALBOROUGH, Jez 56
 ANDERSON, Matthew T. 64
 ARKSEY, Neil 64
 BAILLIE, Allan 84
 BANKS, Iain M. 64
 BARWICK, Jennifer 84
 BARWICK, John 84
 BEALE, Fleur 65
 BERNARD, Patricia 65
 BDNE, Ian 64
 BDWE, Julie 85
 BRASCH, Nicolas 84
 BRIGGS, Freda 86
 BROWNE, Anthony 56
 BRUCE, Lisa 56
 BUNDEY, Nikki 73
 BUNTING, Eve 56
 BURKE, Janine 65
 BUTLER, John 58
 CAMERON, Lloyd 79
 CARMODY, Isobelle 65
 CARTER, Angela 59
 CASWELL, Brian 65
 CHINERY, Michael 70
 CLANCY, Tom 65
 CLARK, Margaret 60
 CLEMENTS, Andrew 60
 CONDON, Bill 66
 CONNDLLY, Diane 85
 COOK, Thomas H. 66
 COOKE, Kaz 56
 COURTNEY, Fay 76
 COWLEY, Joy 54, 75
 CREECH, Sharon 66
 CRDSS, Gillian 66
 DANALIS, John 57
 DANIELS, Lucy 60
 DANN, Lucy Wiidagoo 72
 DAVIS, Jack 82
 DE VRIES-EVANS, Susanna 85
 DEARY, Terry 60
 DISHER, Garry 66
 DUBOSARSKY, Ursula 60, 61

FATCHEN, Max 57
 FAUSTIN, Charles 79
 FLEMING, Louise 77
 FOSTER, John 79
 FRENCH, Jackie 61, 77
 FRENCH, Vivian 54
 FULLER, Elizabeth 54
 GAFF, Jackie 76
 GALLAGHER, Brian 66
 GAMBLE, Kim 57
 GARDNER, Sally 71
 GEHLING, Kerry 55
 GLASSON, Toni 55
 GLIORI, Debi 71
 GRIFFITHS, Andy 61
 HALL, Penny 78
 HALLIGAN, Jim 61
 HARLEN, Jonathan 61
 HARTLEY, Karen 75
 HARVEY, Roland 76
 HAWKINS, Colin 57
 HAWKINS, Jacqui 57
 HEAD, Honor 76
 HEFFERNAN, D.A. 72
 HERRAN, Joe 71
 HEWETT, Dorothy 81
 HIRSCH, Ddo 61
 HODPER, Meredith 62
 HOWELL, Tracie 55
 HUNTER, Rebecca 71
 HUSSAIN, Iqbal 74
 HUTCHINS, Pat 57
 JENKIN-PEARCE, Susie 56
 JENNINGS, Gael 76
 JESSEL, Camilla 78
 JINKS, Catherine 57
 JONES, Carol 84
 JONES, Diana Wynne 67
 JOSEN, Penelope 59
 KERR, Nola 62
 KERROD, Robin 72
 KIEM, Paul 82
 KINSELLA, John 81
 KOCH, David 76

KOCH, Samantha 76
 LACEY, Sue 77
 LARKIN, John 62
 FOSTER, John 79
 LEARMONTH, M.S. 72
 LEE, Lyn 57
 LEE, Tanith 67
 LLEWELLYN, Claire 73
 LONG, Laurel 58
 MACDONALD, Wendy 70
 MACKINTOSH, David 58
 MACRO, Chris 75
 MAHY, Margaret 67
 MARTIN, Carolyn 55
 MASON, Paul 78
 MATTHEWS, Brian 67
 MCGINNIS, Kerry 85
 McLEAN, Andrew 57
 McNAUGHTON, Colin 58
 McROBBIE, David 67
 MILLER, David 74
 MILNE, Lynn 86
 MITTON, Tony 80
 MOORE, Stephen 67
 MURRAY, Kirsty 68
 NANNESTAD, Katrina 62
 NEGRIN, Fabian 59
 NEWMAN, John 61
 NIX, Garth 68
 O'DOHERTY, David 62
 OGBURN, Jacqueline 58
 OWEN, Julia 62
 PARKER, Steve 74
 PAULSEN, Gary 79
 PEARSON, Jane 74
 PIECZENIK, Steve R. 65
 PLATER, Diana 69
 PRINCE, Alison 62
 PULLMAN, Philip 58
 KERR, Nola 62
 RADCLIFFE, Theresa 58
 REILLY, Matthew 68
 RICHES, Francine Ngardarb 72
 RICKETSDON, Matthew 86

RINGER, Ron 82
 ROCHFORD, Deirdre 69
 ROCK, Lois 58
 RUBINSTEIN, Gillian 58
 SALOM, Philip 81
 SANSOM, Peter 86
 SIMDN, Francesca 63
 SISSAY, Lemn 80
 SMEE, Nicola 59
 SMITH, Craig 57
 SMITH, Ollie 69
 SMITHSON, Michael 82
 SNELL, Gordon 55
 SPILSBURY, Louise 70
 SPRINGER, Nancy 68
 SPURR, Barry 79
 STAMMEN, JoEllen McAllister 56
 STARKE, Ruth 63
 SWAN, Gerry 75
 SYKES, Donald 77
 SYME, Marguerite Hann 63
 TARNOWSKA, Wafa 71
 TAYLOR, Andrew 81
 TAYLOR, Barbara 73
 TAYLOR, Philip 75
 TAYLOR, William 63
 THOMAS, Ron 71
 THOMPSON, David 76
 THOMSON, Phil 83
 TIPOTI, Alick 72
 TULLOCH, Richard 63
 URBAN, Frank 83
 WADDELL, Martin 68
 WATERS, Fiona 59
 WILLIAMS, Marcia 80
 WILLIS, Jeanne 59
 WILSDON, Anne 58
 WINER, Yvonne 82
 WDLFE, Pamela 59
 PYNE, Michael 85
 RADCLIFFE, Theresa 58
 REILLY, Matthew 68
 RICHES, Francine Ngardarb 72
 RICKETSDON, Matthew 86

Puss in boots 58
 Queen of the wolves 67
 Raging partners 69
 Read me story play [series] 54
 Reading about [series] 73
 Red-eyed tree frog 75
 Revolutionary voices: a multicultural queer youth anthology 86
 Rights for animals? 69
 Robin Hood raps 80
 Ronan Long gets it wrong 62
 Rude Rabbit 57
 science of weather, The [series] 73
 Sea-Cat and Dragon King 59
 Secrets of the rainforest [series] 70
 selfish giant, The 59
 seven wise princesses: a medieval Persian epic, The 71
 Sex discrimination 69

Sick as: bloody moments in the history of medicine 76
 Somme Anzac digger: the story of Walter Elkington MC, 20th Battalion, 5th Brigade, 2nd Division, Australian Imperial Forces, World War 1 83
 Souvenirs of the South Pacific [series] 84
 Spilling the beans on [series] 83
 Spooky stories 63
 Sport and leisure 77
 Stamp, stomp, whomp (and other interesting ways to get rid of pests) 77
 stolen giant cheesecake, The 65
 Stories to eat with a blood plum 71
 strength of us as women: black women speak, The 80
 Swan in love 56
 Taking action! [series] 70

Teacher alligator 79
 Teaching children to protect themselves: a resource for teachers and adults who care for young children 86
 teenager's guide to money, The 76
 Ten red apples 57
 terrible underpants, The 56
 Thursday Club: animal poems, The 55
 Tightrope 66
 Timelines [series] 71
 Training a guide dog 70
 Treasury of nursery rhymes 72
 Treasury of poetry 80
 Twenty-four hours 67
 two gorillas, The 61
 very long nose of Jonathan Jones, The 57
 view from Ararat, The [sound recording] 65

wanderer, The 66
 Waterworlds 73
 wealth divide, The 70
 Welcome to my country [series] 83
 Whitefella wandering 83
 Willy's pictures 56
 world of science. Book four 72
 year in texts: an explicit reading program, A 55
 You'll wake the baby! 57
 young Oxford book of aliens, The 69
 Youth writes. Number 11, 1999-2000: original writing by young Australians of secondary school age 81

Title

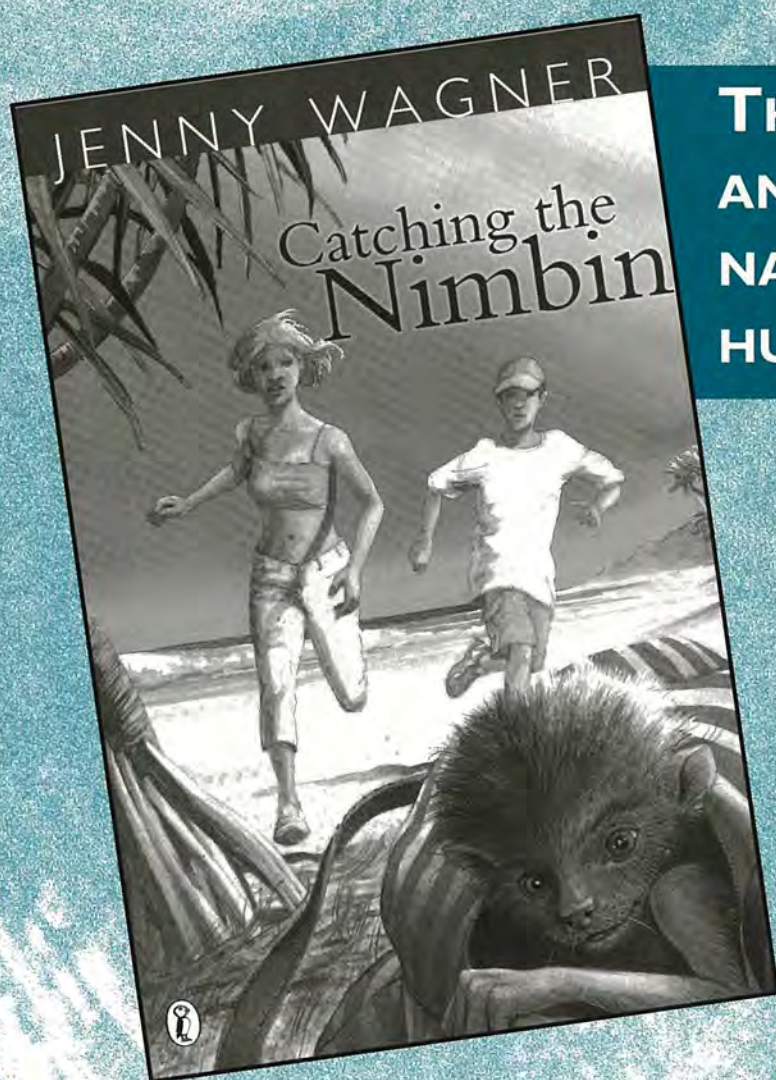
20th century art: a history of modern art [series] 78
 All about the living world 74
 Alternative energy 70
 Ancient, medieval & early modern societies 82
 Animal food 74
 Animals in danger [series] 75
 Apple banana cherry 54
 As the story goes 67
 Australia's government leaders [series] 84
 Australian soil fertility manual 76
 Ballet school 78
 Bardi counting book 72
 Basketball 78
 Bath monster 57
 beat of the drum, The 68
 Bird boy 62
 Black gold 62
 Black Maria 67
 boy's life, A 82
 Bug books [series] 75
 Bungaroo Creek 62
 Burger wuss 64
 Burnt out 63
 Business studies HSC 77
 Bustling coastlines 73
 Butterflies fly 82
 Castle 68
 cockroach war, The 61
 Colonial & contact history 82
 Contest 68
 Crash!: the story of Poddy 63
 cretine life, A 81

Crime and justice 70
 Dead Edward 67
 Deadly prospect 65
 Do little mermaids wet their beds? 59
 Dogs 66
 Don't step on the crack! 58
 Dorling Kindersley book of nursery rhymes, The 71
 Dreamwalker 65
 Drugs 86
 Duel identity 65
 emperor's watchmaker, The 80
 English outcomes. 1 55
 Everyday history [series] 77
 Excel HSC business studies 77
 Excel HSC modern history 82
 Excel HSC personal development, health and physical education 76
 Excel HSC standard English 2001-2002 course 79
 fairy catalogue, The 71
 Fantastic & fabulous 78
 Fantastic world of habitats 74
 Fantastic world of waterlife 74
 feng-shui junkie, The 66
 Finnegan's wind 64
 Firewords: a book of wordplay poems 79
 First experiences [series] 56
 First times [series] 71
 Fowl deeds 61
 Frankel Mouse 61
 Frogs of Australia 75

From your friend, Louis Deane [sound recording] 66
 game of the goose, The 60
 Gazza's gone 62
 giant book of the body, The 76
 Girl 2 girl 69
 Glaciers 73
 Goodbye riverbank 85
 Gotterdammerung Café 81
 Great Australian women: from Federation to freedom 85
 Great civilisations 83
 Halfway up the mountain 81
 handful of Horrid Henry, A 63
 Hatchet: the truth 79
 Heinemann biology one: teacher's resource book 86
 Heinemann English links. Dne 55
 Here come the heebie jeebies and other scary poems 79
 hierarchy of sheep, The 81
 Holey shorts 60
 Hug 56
 I am Mordred 68
 I can draw animals 78
 I wish tonight 58
 Instruments of night 66
 Jaleesa the emu 62
 janitor's boy, The 60
 Just crazy 61
 Just like you and me 74
 Killer plot 64
 King Arthur's bones 60
 Legends: stories of Australia 84
 Little Orchard [series] 59

Living geography 73
 Look to windward 64
 Luke's amazing smell 63
 magic nesting doll, The 58
 Mandragora [sound recording] 67
 Market blues 68
 Meat party 82
 Milestones in Australian history [series] 84
 Mountain biking 78
 Mouse hotel 59
 Mura migi kazika = For us little mob 72
 My pet [series] 76
 Nanu, penguin chick 58
 new young Oxford book of ghost stories, The 68
 Night animals 74
 NIPS XI 63
 One land, many stories: a history of Australia in the 20th century 85
 Our Lady of Apollo Bay 65
 Our solar system [series] 72
 Paul Jennings, 'The boy in the story is always me': a biography 86
 Perfect ponies [series] 60
 Pet poems 80
 Pieces of blue 85
 pirates of the dark park, The 60
 Playing on the edge 64
 Pog 57
 Pole-seekers, The 62
 Prue Theroux: the cool librarian 58
 Puffin bedtime treasury, The 79

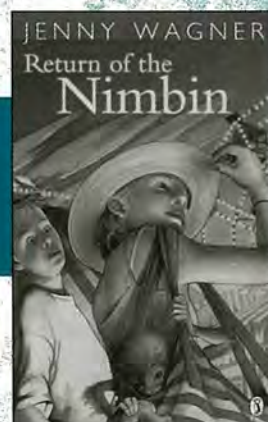
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