

# SCAN

Vol 20 Number 1 February 2001

Curriculum Support Directorate

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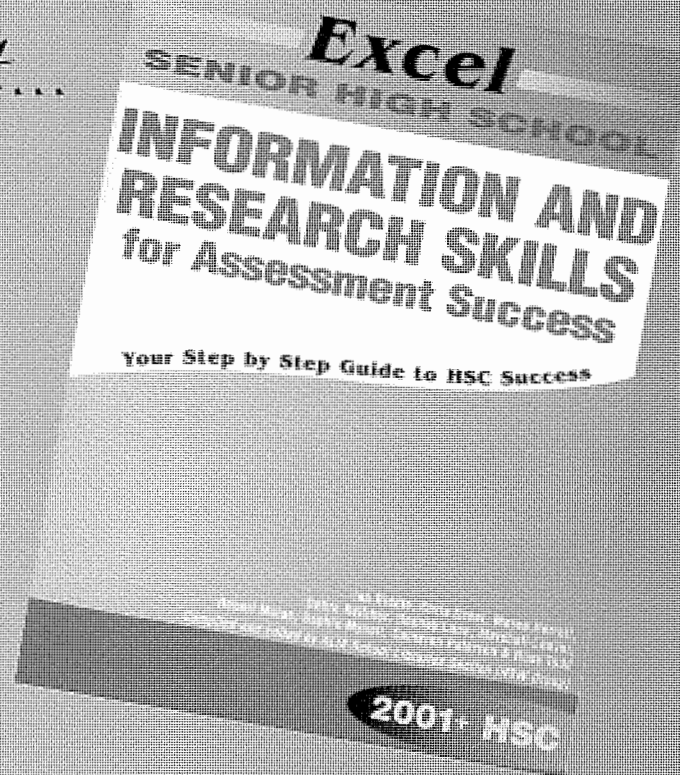


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Curriculum Support Directorate

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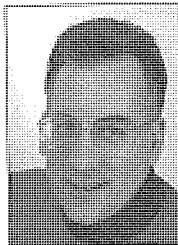
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# From the editor



2001 brings some fresh design features to **Scan**, based on feedback from teacher-librarians, teachers, Principals and Curriculum Support Directorate personnel. The main difference you will notice is that our **Noticeboard** section has been expanded to embrace articles that, in previous years, appeared in **Management** and **From DET**. This change reflects a fundamental shift in educational focus, from "resource use" to "the learning environment", and the interaction between information and effective student learning.

As promised last issue, prices are once again included with the resource reviews. Due to the introduction of the Goods and Services Tax in Australia during 2000, all prices shown in *Scan* are GST inclusive, and are correct as of the time of review. Further information about price and availability of resources should be addressed to individual publishers and distributors.

The feature article in this issue is by Ruth French, teacher-librarian at Stanmore Public School. Ruth and several classroom teachers have collaborated on a series of successful teaching and learning activities that involved students reading and writing reviews. In these lessons, *Scan* itself became an important teaching resource. The Stage 2 and Stage 3 students used a range of resource reviews from past issues of *Scan* to analyse the social purpose and intended audience of our reviews. I am sure you will be inspired by Ruth's article.

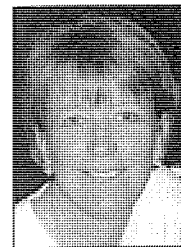
In response to numerous requests, *Scan* commissioned an article about collaborative planning strategies for student success in the new Higher School Certificate. St Clair High School's teacher-librarian, Jackie Hawkes, and Society & Culture teacher, Helen Dunk, present the initial results of their work as they prepared HSC students to undertake the research of their Personal Interest Project (PIP). Many thanks must go to Francie Campbell, teacher-librarian at Castle Hill High School, whose work with teachers and students on a similar topic helped us to define the scope of the final article. I hope that other schools, after reading Jackie and Helen's article, will be motivated to share their own successes as they work to implement the new HSC courses throughout 2001. *Scan* would like to hear from you!

The other articles in Teaching and learning and Research columns represent a range of schools, practical ideas, and teaching strategies. Thank you to the writers, all of whom cheerfully met deadlines during one of the busiest times of the past school year, and then went on to organise the photographs, work samples and pro formas that illustrate their work.

As always, I urge you to circulate this journal to school staff members. Many teacher-librarians have informed us that they regularly photocopy and distribute relevant *Scan* articles and reviews to their Principal, school executive, information technology specialists, library clerical staff and classroom teachers. It is an efficient method for teacher-librarians to keep teaching colleagues abreast of the latest initiatives. To this end, some schools have also purchased back issues of *Scan*, using the Hot topics in *Scan* or Contents of current issues abstracts on the *School libraries: empowering learning* web site. Several schools elect to take out a second subscription to *Scan*. If you require additional copies of the journal, please request a *Tax invoice/Subscription form* from the *Scan* Subscription Clerk (Fax: 02 9886 7413).

Ian McLean

# Currents



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

Welcome back to *Scan* in 2001.

## Teaching and learning activities in 2001

2001 promises to be a very busy and exciting year for the team here at Ryde. In the last issue of *Scan*, you received a copy of the proposed book raps and raps for 2001. Visit the News section of the *School libraries: empowering learning* web site at [www.det.nsw.edu.au/schoollibraries](http://www.det.nsw.edu.au/schoollibraries) to check information on the raps, including the start dates. We are covering all stages, including Stage 6, and a number of syllabus areas. The first rap of the year will be *Only the heart* for the Stage 6 English (ESL) Course. It begins on 26th February.

In second term, the Virtual conference *Using authentic texts* will run on the web site. This online conference is a must for teacher-librarians and classroom teachers who want to understand the ways in which library curriculum resources can be used effectively in teaching and learning activities to support the development of student literacy. Penny Hutton, who has worked extensively in the area of Literacy, has developed the paper and will lead the discussion of the paper and its implications for classroom practice. The Virtual conference will be live in Term 2 Week 4 and will run for three weeks. The conference could be used in a number of ways to provide professional development for you and the staff of your school, or for district teacher-librarian meetings. For example: enrol yourself and encourage other staff members to join; use the paper as the basis for a staff meeting with a group response posted to the Discussion; or organise a session of the District teacher-librarians' meeting to discuss the paper and post a group response.

## Quality Teacher Project

The *Quality Teacher Project* (QTP) has provided Commonwealth funding to all states and territories to strengthen the skills and understanding of the teaching profession. The NSW QTP Strategy is a three year program of professional development initiatives in six priority areas including Information Technology. The Library and Information Literacy team are managing project 3.8 *Linking Syllabus outcomes and Information skills* for NSW Department of Education and Training teachers. The project will provide a shared professional focus, for teacher-librarians and classroom teachers, on the ways in which syllabus outcomes can be achieved by using an information skills process approach. Online programs have been developed in Biology Stage 6 and PDHPE K-6. Other syllabus areas and stages are planned. To find out more about this exciting program look for the *Quality Teacher Program Newsletter* that was distributed to all schools, visit the QTP web site at [www.qtp.nsw.edu.au](http://www.qtp.nsw.edu.au) or check the News section on *School libraries: empowering learning*.

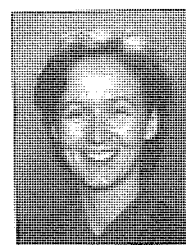
## Subject headings authority file

All NSW government schools received a memo that outlined the enhanced SCIS statewide subscription for 2001. As well as providing *SCISWeb* and *SCISCD*, the subscription now includes the SCIS subject headings authority file. The *SCIS authority file* (or *SCISAF*) will be delivered as part of the *OASIS update* from the Department rather than coming directly from Curriculum Corporation. Information on its use in *OASIS* will be provided in the documentation that accompanies the *OASIS update*, in *Scan* (see p 32 of this issue), and on the *School libraries: empowering learning* web site. All of these areas will have accurate and up to date information. Remember that the most accurate source of help for *OASIS library* questions is School Technology Support (phone 13 23 48).

## OASIS library training 2001

Training and Development Directorate are reviewing the provision of *OASIS library* training for new teacher-librarians and school assistants. Training and Development are collaborating with the Library and Information Literacy team and School Technology Support to develop a statewide *OASIS library* training program for those who are new to *OASIS library*. Contact Jill Buckley on 9886 7753 for further information.

# Reading and writing reviews with Stage 2 and Stage 3 students



Stanmore Public School won a State Literacy Award in the inaugural year of the awards, 1999. The school has a strong history of explicitly teaching how texts are constructed for particular purposes and audiences. **Ruth French**, teacher-librarian and executive teacher at Stanmore, describes how she worked with Stage 2 and 3 students to improve their understanding of reviews.

**T**his book is good because it's funny.' Lots of teachers remember the ubiquitous homework book review of our own school days. It was a 'busy work' task that was meant to prove that you'd read your book, but it usually also spoiled any satisfaction and pleasure in reading. The social purpose of a review was rarely considered. The English K-6 syllabus was revised in 1998. The new syllabus and support documents, especially the Modules, provide some excellent strategies for teaching about reviews. Most importantly, we no longer assume that our students "know" about such things. The syllabus documents emphasise the importance of explicitly teaching why reviews are written and how to write them. They also advocate that students write reviews for real social purposes, and real audiences. At Stanmore Public School, the teachers have experienced that reviews have the potential to be a powerful way of encouraging students to be critical of what they read or view.

**The teaching and learning cycle**

In this article, I shall recount some of the lessons that were undertaken with our Stage 2 and Stage 3 students

to enhance their understanding of review texts (English K-6). The lessons were a collaborative effort between the teacher-librarian and class teachers. We planned our work using the teaching and learning cycle, developed by Joan Rothery in her work with the NSW Disadvantaged Schools Program (Rothery, 1996). The cycle emphasises the understanding of the social purposes of texts, and moves students through joint construction to the independent construction of texts. The focus of this article is on the activities that led to joint construction of a review in the students' library sessions. Following these lessons, the students went on to write their independent text reviews in class time. The English K-6 outcomes that were addressed included:

V6 Chooses to reflect on and share experiences of texts.

RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.

WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features

characteristic of the various text types used.

RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understandings of texts.

(English K-6 syllabus, pp 16-19).

## Contextualising reviews: social purpose

We began by asking the students where they had read, heard and seen examples of reviews, and about the purpose of reviews. This focus on the social context of texts is by no means new, but has been re-emphasised in the recent *Focus on writing* document (2000), produced as part of the State Literacy and Numeracy Plan. The students reported that they had found reviews in many places. Most knew about the Bookshelf column in *The School Magazine* (NSW Department of Education and Training) and some knew about movie reviews in the newspaper. Other examples included: reviews of new music in magazines; film reviews on *The movie show* (SBS television), which was not watched by the students but they were aware of it; and, perhaps most obviously, the *TV Guide* itself. When discussing the purposes of reviews, we found some significant

differences between our Stage 2 and Stage 3 students. Most Stage 3 students had some idea of the purpose of reviews, although many saw reviews as having the purpose of recommending a text rather than giving a balanced or even negative judgement of a text where warranted. This may be indicative of the type of reviews to which students are typically exposed. Several astute students pointed out that sometimes texts which are ostensibly reviews are really just promotions in disguise, such as advertisements for films which involve interviews with the public but only positive comments are shown.

Our Stage 2 students had considerably more difficulty in identifying the purposes of reviews. We provided them with a range of reviews to read, gathered from the Internet, journals and magazines, and asked the students to answer a set of questions about the reviews (see Activity sheet 1, *Reading reviews*, p 6).

We discovered that many of our Stage 2 students had difficulty separating the review itself from the original text. For example, in answer to the question "What is the review's purpose?", students who had read a text review of *Fudge-a-mania* by Judy Blume wrote "Comedy - makes people laugh." When asked "Who do you think the review was written for?", the Stage 2 students reading a review of a book about the *Titanic* stated "Kids that like to read about ships."

It seemed that the idea of a text about another text created an additional level of abstraction that was a problem for some students with limited experience of reviews. We found that these students benefited from revisiting the *Reading reviews* activity in a whole class shared reading session. We read a

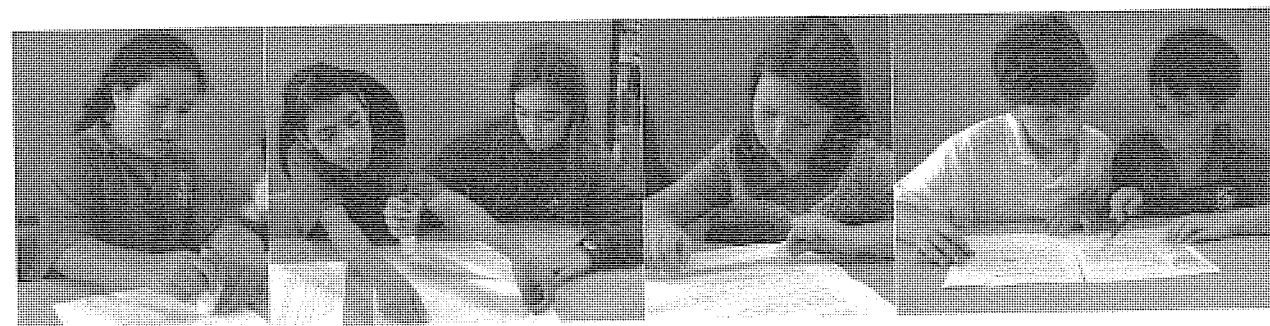
review together and discussed its purpose and audience, explaining that the audience for the review and the audience for the book (or film, etc) were not necessarily the same.

## Understanding the text: how are reviews written?

We found from asking the students "How is the review written?" that many of our Stage 2 students did not know how to structure a review. This was not really a surprise, as it is in Stage 2 that students are expected to move from "personal response" to "formulating simple critiques" (*English K-6 modules*, pp 177 and 273). However, many students were unable to offer any comment about how reviews are structured. One group did comment that a review "tells you a bit of the story then tells you if it's a good book." This was a helpful summary that we shared with the rest of the class.

Having read a number of reviews with the students, we asked them if they could identify any features common to most of the examples and we scribed these onto the whiteboard. They came up with:

illustrations	
age (of readers)	title
names of characters	ISBN
date published	publisher
author	reviewer's name/initials
price?	type of book
what it's about	if it's good or not



Activity sheet 1.

## Reading reviews

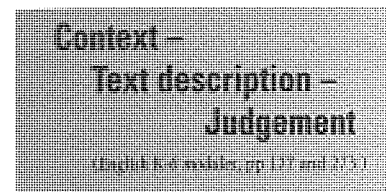
Read the review your group has been given, then answer the questions.  
What book, film or other type of text is the review about?

Why was this review written? That is, what is the review's purpose?

Who do you think the review was written for? That is, what sort of audience do you think the writer might have in mind?

How is the review written? Is there a pattern or special way the writing has been structured?

Our next step was to provide the students with a summary of the structure of a typical review:



The students' own observations about the elements of reviews were then grouped and written up under these headings. For example, "characters" went under the heading Text description.

Armed with this fairly skeletal understanding of one way in which a review might be structured, we then asked the students to sequence sentences from a review which we had jumbled up. Here I selected, from a professional journal, a review of a fiction book with which the students had some familiarity, *Bob the builder & the elves* by Emily Rodda (see Activity sheet 2, *Sequencing activity*, p 8.)

Professional journals, such as *Scan*, *Reading Time*, *Magpies* and *The Literature Base*, are excellent sources of reviews. The reviews often have a little more detail than many book reviews written expressly for children, and they also have the primary purpose of reviewing. Some reviews for children function more as tantalizers than critical reviews, aiming to persuade the potential reader or viewer to "find out what happens".

I explained to the students where the text of the sequencing task originated and I also explained the role of the professional "book review" journals in helping librarians, teacher-librarians, and teachers to select books, thus linking the activity back to understanding of the social purposes of reviews.

The students enjoyed the jigsaw puzzle of sorting and sequencing the sentences. For those having trouble commencing the activity, we suggested that they first sort the sentences into

the three categories (ie. Context; Text description; and Judgement). Questions that assisted understanding included "Is it saying *what happened?*" (Text description) and "Is it giving an *opinion?*" (Judgement). These questions are somewhat limited in that they assume that there is an obvious difference between fact and opinion, but they did provide the students with a useful starting point.

The students then carefully read and reread each sentence to locate clues to help with sequencing. Such clues included noticing when something was mentioned for the first time, and then subsequently referred to with a pronoun. For example, "However, he is determined to remain 'one of the blokes'." (Activity sheet 2, *Sequencing activity*) had to be placed *after* a sentence that mentioned Bob the builder by name.

It was here that several students noted, from their experience with reading and viewing reviews, that authors and "the words" were generally discussed in a review before illustrators and the pictures. Some also commented upon *opinion adjectives* that helped them to identify the *Judgement sentences*.

When complete, the students pasted their sequenced reviews onto A3 sheets of paper, leaving a space between each section to indicate the paragraph breaks. The sections were labeled according to their purpose in the structure of the text. Variations in the sequencing of some sentences were discussed and we agreed that, in a couple of places, the cohesion of the text was maintained by different plausible arrangements.

### Writing reviews: joint construction

The next step was to jointly construct a review with the students, which we decided would have the purpose of providing a critique of a fiction book to their peers. The review was to be displayed in the school library with a depiction of the book cover. The review would also typed into the Review notes section of the resource's catalogue entry in *OASIS library*, for anyone to read for years to come!

We needed a shared experience of a book so that everyone could contribute ideas, so I selected a picture book which we could read in one sitting but was of suitable interest to our Stage 2 and Stage 3

## The butterfly

A review by 4R

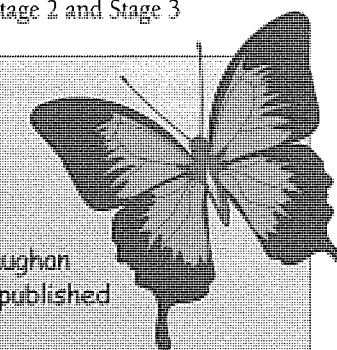
This picture book is written by Roger Vaughan Carr and illustrated by Ann James; it is published by Random House.

Malani thought how weak and useless a butterfly is compared with her father's great elephant. This story tells of how the flutter of a fragile butterfly's wing can unleash the mightiest gale, carrying the wind around the world.

The watercolour illustrations are fantastic and have great depth. The language of the story is poetic and the book is thought provoking.

This is an interesting and imaginative children's book for slightly more sophisticated young readers.

Suitable for ages six and up.



Activity sheet 2 (for copyright reasons, this example has been based on a review appearing in *Scan*).

## Sequencing activity



However, he is determined to remain 'one of the blokes'.

It is a useful short novel to complement studies about community, friendship, and feelings.

The book's distinct flavour may offer the opportunity to discuss stereotyping. Highly recommended. R. Bodlay

Here is a delightful, humorous story of Bob, a blue-singletted, messy fellow, and a horde of tiny, industrious, clean, sensitive elves.

RODDA, Emily (text) & Craig Smith (illus.)  
*Bob the builder & the elves*  
ABC Books, 1998  
ISBN 0733306934

It is an easy to read narrative, with plenty of those familiar, lovable and friendly illustrations by Craig Smith.

This book, with its brief sentences and chapters, would provide a great introduction to independent reading and it is also ideal for reading aloud.

Bob is kind hearted and usually easy going.

students. (There are many such books; the example reviews accompanying this article are for: *The butterfly* by Roger Vaughan Carr & Ann James; and *The last circus* by Colin Thompson & Kim Gamble.)

I read the book to the class and then the class teacher and I asked the students to brainstorm words or phrases that could be used in a jointly constructed review. These phrases were scribed onto separate strips of paper. The strips were displayed on butcher's paper using a repositionable glue stick, which allowed them to be moved around.

We wrote up the headings, Context, Text description, and Judgement, and then invited the students to move the words and phrases to the most appropriate sections. We then used this organised set of thoughts as the basis for our joint construction.

The jointly constructed review was written using an overhead projector and, as we went, there were many valuable opportunities to discuss ideas and word choice. For example, we tried to avoid imprecise adjectives such as "nice", or hackneyed judgements such as "This is a good book..."

The notion of leaving the summary of the story as inconclusive was important, with students very keen not to "spoil the story" by giving too much away.

Having a language to say what it is about a book that works, or doesn't work, was clear. Students can only write about a book if they have developed the language to enable them to do this, "so technical language about books and a language of assessment and appraisal needs to be modelled" and explicitly taught by the teacher (*English K-6 modules*, p 274). At times, the teachers found it necessary to model or suggest ways of expressing a judgement about the text which students were struggling to formulate for themselves.

Finally, as promised, the students' reviews were published, and typed into *OASIS library*, enabling the students to see the social purpose of the exercise fulfilled.

### Towards independent mastery

Having a real purpose and audience for a review was a powerful motivation for our students as we created our

jointly constructed writing. These lessons enhanced the students' understanding about why we write reviews, and provided them with explicit instruction about how to structure their own reviews according to a specific purpose.

The class teachers with whom I worked have followed up these library sessions with similar experiences in class in order to develop students' independent mastery of the written review.

As teachers we have become more aware of our need to assist students to see how language and visual images work if they are to have the critical tools to go beyond personal response (ie. "liking" or "not liking" a book), to appraisal (knowing something about how the text is acting upon them to create that response). This is a challenge at which we continue to work.

There's certainly a lot more to reading and writing reviews than was tapped by the old homework task, including the potential to develop our students into more critically aware readers and more interesting and purposeful writers. ■

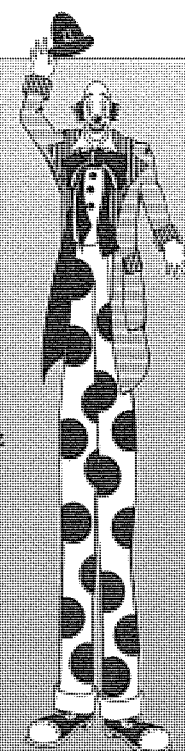
## The last circus

### A review by 4/5P

Oscar the clown's home was in the circus - until the circus performers and animals got too old. All the performers split up and went to live all around the country. Oscar's friend Rosie the elephant was nowhere to be found so Oscar went around asking everyone where she was.

This interesting story is about friendship. The story is funny and original with clever patterning of language. It has emotional moments and the detailed illustrations are expressive.

It would appeal to all ages from five up.



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# The Personal Interest Project (PIP): planning and programming for student success in the Higher School Certificate



As in all New South Wales secondary schools, the staff at St Clair High School spent considerable time and

effort in 2000 determining how to implement the new Higher School Certificate (HSC) courses. **Jackie C.**

**Hawkes** (pictured) is the school's teacher-librarian and **Helen Dunk** teaches HSC Society and Culture. In this article, Jackie and Helen share the results of preliminary planning to support students undertaking independent research during their HSC studies.

**F**or secondary teachers and teacher-librarians, the introduction of new HSC courses has provided opportunities to liaise and discuss with other teachers about changes to courses and methods of assessment; adapting existing resources and locating new ones; reviewing current critical literacy strategies so that students can effectively use print, electronic and people resources; and applying the information process approach in ways that would support variations in topics and courses.

Several HSC courses, particularly *Society and Culture* and *Community and Family Studies*, have strong emphases on students' abilities to carry out long term individual research. By Term Four 2000, it was evident that our Year 11 students would need a solid plan of attack to get started on their research projects for 2001. Over one third of the students in each course were doing the other course concurrently, so research would obviously be a major focus for all.

Some core skills had already been devised in previous years for these courses, and these skills provided a foundation for discussion, particularly between the teacher-librarian and the teacher of *Society and Culture Stage 6*. We began to refine and expand strategies to make the research component more effective.

## Society and Culture Stage 6 PIPs

*Society and Culture* has been a popular HSC course in our school. The course provides areas of study which focus on the fundamental concepts of society, culture, people, environment and time. Personal Interest Projects (PIPs) are the major research component.

Undertaking a PIP involves choosing a topic that deals with the fundamental concepts of the course.

PIPs demand a long term commitment to exploring a

personally relevant area of study in detail by: selecting a topic; researching factual background information to provide an objective perspective other than opinion; carrying out surveys and interviews; consolidating the findings; and drawing conclusions. Effective PIPs are those which engage the student in being strongly committed to their topic, whilst maintaining the focus and motivation to work through the process of researching over an extended period.

## Collaborative planning

After clarifying the requirements of PIPs with the class, the teacher and teacher-librarian had an informal meeting to work out some basic steps to help orient the students. This initial teaching and learning phase would include revising with students (and staff) the basic range of resources and

information networks available through our library, including Internet access.

As many of their topics could easily involve students in using somewhat emotive accounts of the issue, critical literacy was seen as an essential aspect to review with the class at this point. This would include specific

**Critical literacy was seen as an essential aspect to review with the class.**

mention of how to evaluate features of each resource in terms of its:

- format, eg. print, electronic, aspects of setting out, headings
- currency, ie. date of publication
- scope, ie. what it includes or excludes
- bias or source, ie. point of view or purpose.

The steps of the information process (*Information skills in the school*) would also be reintroduced as a framework to keep the students on track. A range of practical suggestions of activities, at each stage of the process, were discussed to help students with: deciding what to choose as a topic; where to start with information; and how to devise some kind of structure to plan the commencement of their research.

## Explicit teaching: working with students

As a full class activity, we modelled the brainstorming of a sample topic, ie. "How can senior school be improved?" We listed a range of ideas, ranging from the sublime to the ridiculous, and included some very real suggestions. The most important thing was to simply get a variety of possibilities down. Next, we set about looking for similarities and differences, which would enable us to start grouping these ideas into categories, and thus starting to show how a manageable structure will emerge.

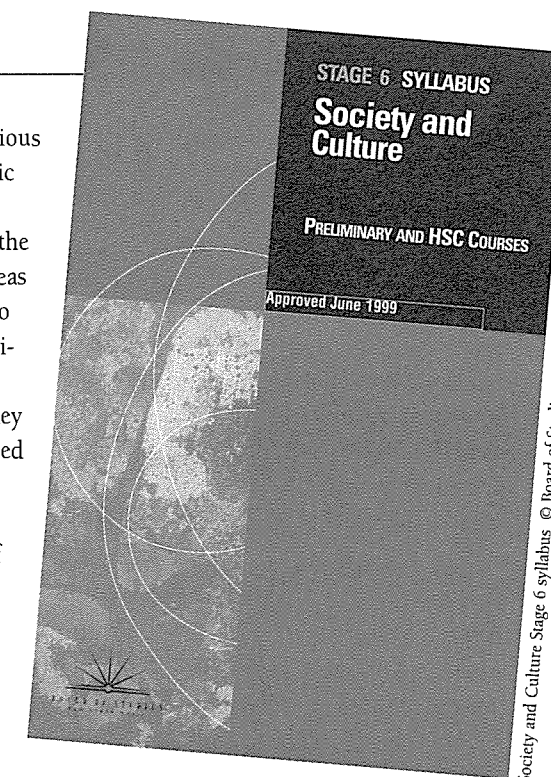
Using the chosen categories, various formats of mindmaps and graphic organisers were employed as a followup. This strategy allowed the students to, not only let their ideas

grow, but also to start identifying major concepts. They also discovered relationships and supporting details of everything

that had been brainstormed. All these steps were then related back and used as a means of getting students started in choosing the specific topics they would be interested in exploring as part of their own PIPs.

By this stage, many students were getting impatient to commence their own thinking. To help the class further in tuning into possible PIP topics, copies of earlier PIPs, the list of topics from the NSW HSC online Society and Culture node, OASIS library printouts of series searches for the *Issues for the 90s/Issues in society* titles, plus actual copies of those books, were all set out for browsing. Materials from the NSW State Library's *Infocus* program (Kallenberger & Little, 1998) are also invaluable for PIPs.

We suggested that the students use their upcoming summer vacation simply listening to the world through news, overheard conversations, observations of ordinary family, and school and community happenings, as stimuli to finding further information about a personal topic of interest. All students were reminded about the activities we'd carried out in class as means of helping firm up their own decisions about a topic. A deadline was set for a decision about personal topics. The class was then essentially turned loose to think, talk, and look at the techniques, resources and possibilities that were available.



## Gathering feedback to inform future planning

A regular PIP research period was set for each week. This has provided the routine and opportunity to make sure each student: is making progress; has the chance for specific conferencing with either of us as a teacher resource, plus of course their own classmates; and has easy access to resources. It also gives us a chance to monitor the lure of the Internet, sometimes perceived as "the answer" at the expense of more efficient and relevant resources. (See also Todd, 2000.) A number of topics were changed, refined, discarded and revived in the initial weeks.

As a lead up to the summer holidays, we designed a mini survey. We asked the Year 11 students to respond to a series of brief questions, both as a means of providing feedback and ensuring that they were documenting the information that is needed for their *PIP learning log*. The questionnaire and baseline data will also serve as the basis of an assessment during Term One, 2001. The questions were:

- What is your topic?
- How/why did you choose it?
- What has helped you so far?
- What problems have occurred?

The responses to these indicated not only the expected and unexpected in the range of topics, but also variety in the types, amount and depth of progress made so far. Encouragingly, numerous responses reflected positively that the activities we carried out as a class in the initial stages have been useful.

A selection of student comments is included below.

Students' choice of a topic reflected strong personal

interests and experiences. Many selections were based on a "keen interest", having a "big influence on my own life", or feeling "strongly against it as a member of society." Others wanted "a topic that would be different to everyone in the whole state", to let them discover something "original", or to focus "on how my research could contribute to society." It will be interesting to watch how the students' objective research over the next months will affect these initial feelings.

Help for the topics came from personal interaction, access to resources and "already knowing what I wanted"

because of "previous courses" or experiences. Talking definitely helps. Several stated that "talking through the different parts with the librarian [and/or] teacher", or "having a friend help me specify my topic and be happy with the outcome" kept them on track. "The teacher and librarian helped me analyse my draft and organise my information. I wouldn't know how to start if it weren't for them."

Some students have now realised that they will also need to identify experts in the field, people who will be able to assist them to interpret personal and

sensitive material. Further refining of topics will obviously occur early in 2001, so that the right information can be collected.

The main problems associated with starting a PIP seemed to relate to gaining a focus. For some the prospect

of doing a PIP was discouraging due to "too much other work to do", PIPs being "too long", or "not knowing where to start because it's

too much work and too much hassle." Staying committed to a topic was a concern for some: "I had a false start. I had chosen a topic but dropped it because I was bored with it after a week"; "I originally chose a topic that was too difficult to complete due to lack of access to information."

For others, "pinpointing my topic", "deciding what to cover and what information I needed", "setting out my work in categories", or "coming up with a good topic that would be interesting so I could find out something new" created a challenge.

### Ready for research

This article relates what happened with the class up to the end of Term Four, 2000. The collaborative planning and brainstorming of hints for the class enabled the teacher and teacher-librarian to ensure that each student was comfortable with a focus before the end of the school year. Through round table discussion, all students were now aware of which topics everyone else was doing.

This also meant that students could take full advantage of "think time" over the holidays. One was planning to continue a correspondence with a contact overseas, who could help with

information to compare different cultures' beliefs and practices with those in our part of Australia. Several had plans to catch up with the Internet or community organisations. One student had booked into a seminar, to be held during the break, which related to his topic.

Formally and informally, we have identified several other considerations and hints, particularly those related to research methodology for *Society and Culture Stage 6*; determining of teaching roles and strengths of teachers and teacher-librarian; timeline checks; successful structures for PIPs; and providing examples of specific research carried out in our school's local area. We anticipate that all of these factors will support the students as they continue their studies during Term One, 2001. We look forward to their responses, monitoring their progress, and sharing those results in the next *Scan*. ■

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# Community participation through book raps at Nowra Public School



In 2000, teachers and Stage 3 students at Nowra Public School were participants in the *My girragundji book rap*,

based on the book about an Aboriginal boy facing the challenges of growing up. The story is a personal exposé of the main character's joys, fears, strengths, dreams and disappointments. The rap was a catalyst for the school to celebrate and reinforce its strong ties with the local community.

Helen Atkins trained as a facilitator for schools implementing the Aboriginal Education Policy in the Nowra District. Helen has played a large role in the development of school plans leading to interactive community participation. She recently worked with Curriculum Support Directorate to develop the first *Links* document (BST) for speakers of Aboriginal English. Currently, Helen is Executive Teacher and has a Year 1 class.

When we speak of communities coming together for a common purpose, our thoughts are often of physical movement. Modern technology provides us with the opportunity to communicate collaboratively within communities, and to enhance learning outcomes for all participants, regardless of location.

Nowra Public School was established in 1862, and has an Aboriginal population of 13%. It is located approximately 200 kilometres south of Sydney. The school has a commitment to Aboriginal education, which is reflected in the school's meaningful partnership with its Aboriginal community. Our school's Aboriginal Education Assistant (AEA), Ruth

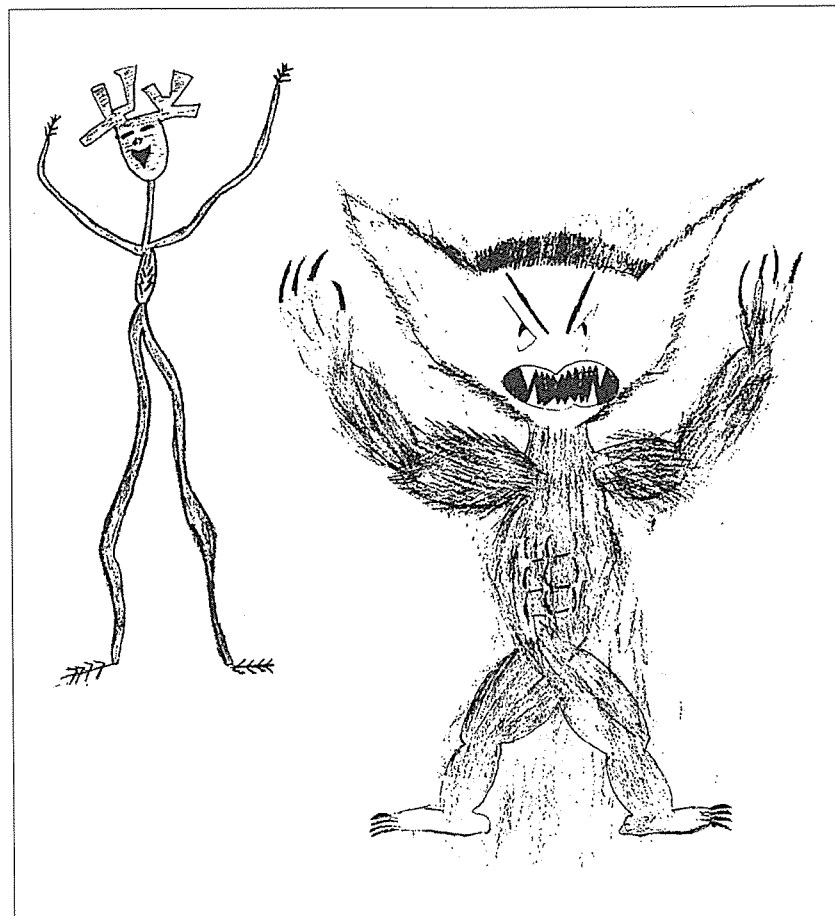
Simms, was one of the first to be appointed in the state. Ruth has been actively involved in the educational process since 1973.

Through Ruth's cultural knowledge, and that of her family, the school's students and teachers have been given opportunities to learn about Aboriginal Australia. An excellent recent example of how this cultural knowledge and understanding has been shared and communicated was through the *My girragundji* book rap. This online discussion was hosted by the *School libraries: empowering learning* web site. Designed for students working towards Stage 3 and Stage 4 outcomes, the rap posed questions about Meme McDonald and Boori Pryor's award winning story.



Members of the Nowra Aboriginal Community: Ruth Simms (right), AEA at Nowra Public School, with her brother, Henry "Sonny" Simms, and mother, Barbara Timbery.





Artwork produced by students at Nowra Public School during the book rap.

Book raps develop students' use of email technology, and this rap effectively linked many Aboriginal and school communities throughout New South Wales.

### Partners in the educational process

"Aboriginal communities and the Department... will become partners in the whole educational process."

*(Aboriginal Education Policy, 1996)*

Nowra Public School occupies a split site, with Years K-2 classes one full block away from Years 3-6. When it was suggested to me that the school participate in this program, my main concern was how to coordinate it, given that I teach Year 1 but would be working on the book rap with Stage 3 teachers and students at the primary school's site.

Ruth and I invited several people to form a team and plan the implementa-

tion of the book rap. Steve Quinell, a Year 6 teacher and Alf Trindall, a trainee teacher doing his practicum on Steve's class, were joined by a Year 7 literacy teacher from Nowra Technology High School, and Mandy Parsons, a Drug Education Consultant.

We examined the issues raised in the book, and discussed their cultural implications and understandings. Using the programming outline on *School libraries: empowering learning* as a guide, the team identified outcomes and then developed teaching and learning strategies that would provide learning opportunities for students to achieve these outcomes. The team meetings became a valuable source of collegial support, and facilitated a shared understanding of cultural knowledge and syllabus outcomes in line with the goals of the Aboriginal Education Policy. This understanding became a vital link

between the outcomes we wanted to achieve and how we were going to achieve them.

### Knowledge, understanding and respect of Aboriginal Australia

"...staff and students will have a knowledge and understanding and respect of Aboriginal Australia."

*(Aboriginal Education Policy, 1996)*

Support material for the rap was available on the web site and included: rap maps; teaching and learning strategies; blackline pro formas to assist students when discussing the rap points and preparing their group responses; and reading lists.

We outlined the program to the Stage 3 students and subscribed our school to the book rap. We also organised access to the computer room for three sessions a week, and modelled a literary response format to students.

In the introductory week, the students really enjoyed reading about other schools and their students via email. We wrote a joint construction about our school for the rap.

As each new rap point appeared via email, we downloaded the message, discussed the issues involved, and responded as a group for the other rappers to read.

### Communicating with peers and known adults

"Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics"

*(Stage 3 Talking and listening outcome, English K-6 syllabus, 1998)*

An essential part of this book rap's success was that a separate Teacher support rap ran parallel to the book rap. The teacher rap allowed teachers to discuss management and cultural issues collaboratively and sensitively as the program was being implemented

The teacher rap permitted teachers to tap into cultural knowledge from other AEAs and members of many Aboriginal communities across the state. This ensured that programs were culturally appropriate and reflected a meaningful partnership between schools and communities. Teachers were able to clarify issues and develop their own background knowledge on particular issues.

### Personal response diaries

Commonalities and differences among Aboriginal communities were highlighted. For example, during a class discussion about the Hairyman, which was featured in *My girragundji*, we invited the AEA from a neighbouring school to share her own childhood fears, and her experiences of growing up.

Our students also responded enthusiastically through a personal response diary. This was to be the type of text students used to write about the book. It proved to be a highly successful and appropriate format as it allowed students to discuss their own experiences and reflect on issues raised in *My girragundji*.

To conclude the book rap, students were asked to reflect on the unit. Again, this was done through the web site and the personal response diaries.

### Evaluating the program

Our community team then met once more to evaluate the program and decide on future directions. We agreed that the book rap had become an important learning experience for all involved. We had become more familiar with book rap protocols, and the students developed a more confident approach to technology and the sharing of their own personal experiences.

The rap points encouraged an interactive learning style through listening, talking, discussing and role play. Our successes were also facilitated by the

"Well this happened to me before but I don't say Hairyman I say Goonge as another word for ghost. But this story is funny, a little but so far, I think I know why they call it Hairyman, because they're from a different place. Well ya really could tell that he is Aboriginal because of the language that he uses just like I do. I'm Aboriginal too but I don't know that Aboriginal language."

*Anthea*

"Why do they call it a Hairyman? Because that is their language but at other places they could call it something else."

*Asher*

"Stacey Straun must be a pretty mean person just because he is an Aboriginal doesn't mean he has to get his mother to wash his bag out because he has germs. I would hate that, I would feel like you're an alien or some weird creature not belonging to Earth."

*Tory*

book itself, which we found to be very appropriate for developing Stage 3 outcomes in both English and human society and its environment (HSIE).

Whilst I believe that our most valued resources are our human resources, technology was used effectively. Our technical hiccups were quickly overcome because our school's computer coordinator readily gave of her time and expertise. The technology provided us with new educational opportunities.

As coordinator, I found the book rap to be an excellent tool for linking communities that were great distances apart. For a school community that deals with communicating on a split site on a daily basis, the rap raised my awareness of students' strengths and needs across the school. It was an important catalyst for the school to celebrate and reinforce its strong ties with the local Aboriginal community.

The rap also gave me the opportunity to be actively involved in developing Stage 3 outcomes. As our collaborative approach had involved a local high school, we were able to come to a shared understanding of syllabus outcomes. This enabled us to plan further and develop relevant programs for students as they enter the "middle years" of schooling. ■

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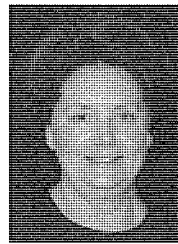
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# Murder under the microscope:

## achieving outcomes through cooperative learning



Gol Gol Public School is 1030 km from Sydney, but the Internet has brought its students and teachers into the online global community.



Access to the World Wide Web has enabled the school to extend opportunities for

integrating technology across the key learning areas through several collaborative projects. In 2000, students from Year 6 at Gol Gol were placed ninth in **Murder under the microscope**, a web based competition for schools which fosters the achievement of outcomes through cooperative learning. Their teacher-librarian, **Susan Mason**, reports on this successful teaching and learning activity. **Marlene Morrison** is a Year 6 teacher at Gol Gol.



**M**urder under the microscope is an online teaching and learning program for use with students. It is undertaken in a resource based learning situation and utilises an information skills process to achieve student outcomes, and to encourage the integration of information technology into class programs.

Utilising a collaborative teaching partnership approach between teachers and the teacher-librarian, **Murder under the microscope** facilitates the creation of links with other curriculum areas and school information technology policies. The various components of the program engage students in a continual cycle of planning, observing, gathering information, analysing it, and assessing and reflecting upon their progress. Its aim is to have students take

control of their learning, with teachers providing guidance and support.

### Problem solving online

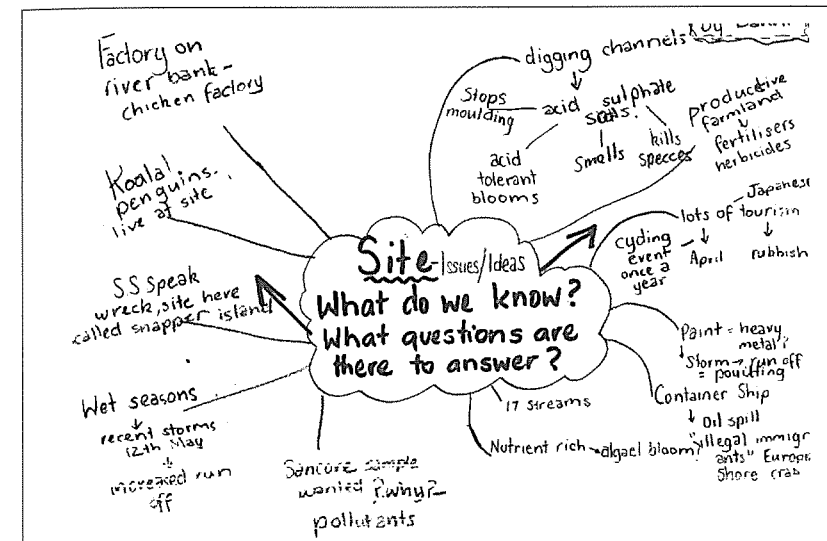
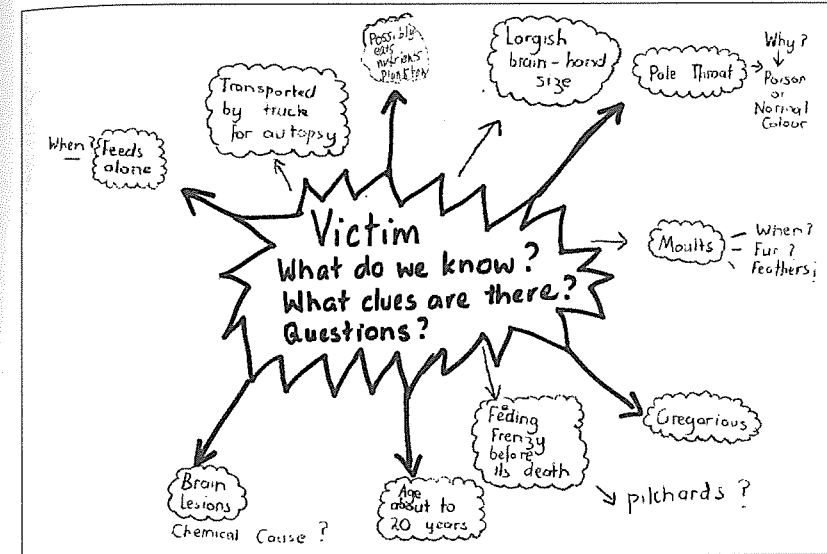
The *Computer-based technologies in the primary K/LAs* document (1997) has a direct reference to the **Murder under the microscope**

program (in *Finding solutions*). The program can develop students' ability and confidence to take risks and use a variety of

problem solving strategies. It enhances learning by: providing motivation; increasing opportunities for student interaction and decision making; providing access to resources; and creating supportive and challenging learning environments.

*connect.edu: Internet in teaching and learning* (1997) advocates

**Students take control of their learning, with teachers providing guidance and support.**



The students created concept maps to brainstorm ideas in cooperative groups.

using meaningful Internet activities that: enhance learning; facilitate collaborative learning; cater for different learners; increase opportunities for students to communicate with a variety of people; and provide students with the opportunity to make choices about the type and direction of their learning activities.

The stages of the information skills process (*Information skills in the school*) and the students' use of information technology are closely interwoven into **Murder under the microscope**.

The program also complements the development of the skills required for successful cooperative learning.

Although our students are used to working in groups, they are in an early stage of this development. They are well supported by the interactive web site, because the activities are structured to suit the various types of learners. The Year 6 classroom teacher, Marlene Morrison, and the teacher-librarian become the students' facilitators, guides and observers.

### Evil in the estuary

The annual online competition involves groups of students taking on "eco-sleuth" roles to investigate an "environmental murder". Information, interaction and activities are provided via the official **Murder under the microscope**

Internet site, other hotlinked web sites, satellite broadcasts, telephone, facsimile and email.

Access to the main web site is vital to success in the game. The students are to solve the crime, hopefully becoming the Eco-sleuths Award winners. Subsequently, as "eco-planners", they can use all of the information and learning experiences to devise a solution to the environmental problem. Great prestige is attached to the winning of the Eco-Planners Award. The theme for 2000 was *Evil in the estuary*.

### Collaborative planning, teaching and assessing

In our situation, collaborative planning, teaching and assessing between the classroom teacher and teacher-librarian was essential to the success of this program. The classroom teacher's expertise in the areas of science and technology and English complemented the teacher-librarian's knowledge of the Internet and information literacy.

While the focus is on cooperative learning and improving information skills, **Murder under the microscope** requires a large commitment in time and resources. Gol Gol has a two days per week teacher-librarian allocation, and we were able to maximise time for team teaching whilst **Murder under the microscope** was operating. At first, the students' cooperative work groups were semi flexible. Experience has taught us that some engineering of the groups is required to achieve a balance of skills.

### Outcomes for Stage 3 students

**Murder under the microscope** addresses outcomes from the *Science & technology K-6 outcomes and indicators* document (revised 1999):

LT S3.3 Identifies, describes and evaluates the interactions between living things and the effects on the environment.

INV S3.7 Conducts their own investigations and makes judgments based on the results of observing, questioning, planning, predicting, testing, collecting, recording and analysing data and drawing conclusions.

*(Science and technology K-6: outcomes and indicators, 1999.)*

The program could also be incorporated as part of the Stage 3 science and technology unit, *Environment matters*.

Many of the particular learning opportunities in *Murder under the microscope* also assist students to achieve outcomes in English.

These include:

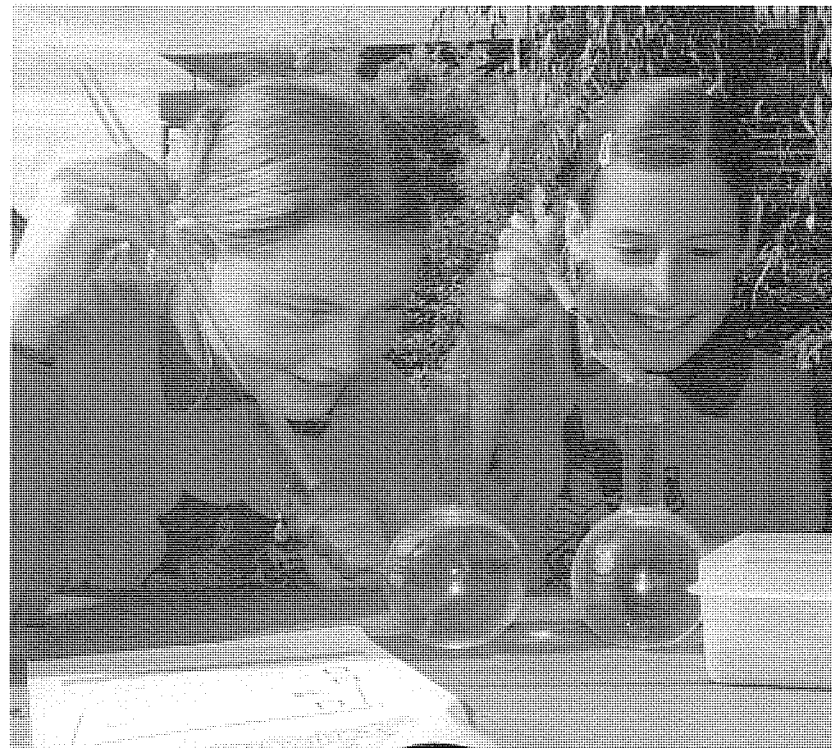
TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

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

WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

*(English K-6 syllabus, 1998.)*

*The human society and its environment syllabus K-6* (1998) recognises that students' formative learning experiences will often involve information technology, such as acquiring, interpreting and creating information by using computers and other technologies. Teaching and learning activities should be structured to enable students to use information technology to locate, access, view and analyse a range of source material.



*Gol Gol Public School students test a hypothesis.*

In addition, the HSIE syllabus provides opportunities for students to determine the usefulness, accuracy, reliability and validity of information. This key learning area provides opportunities for students to ask challenging questions, to be curious and to develop a lifelong love of learning. Specifically, *Murder under the microscope* may be used to address this outcome of the HSIE syllabus: ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.

*(Human society and its environment K-6: syllabus, 1998.)*

### A student centred approach

*Murder under the microscope* is student centred, and embodies many aspects of meaningful, engaged learning and resource based learning. Indicators for the assessment of student progress were negotiated with students at the start of the program. This was

important, as the students needed to be aware of what was expected of them, and what they were expected to achieve. Conferencing with groups allowed informal and non threatening assessment and evaluation.

The defining stage involved the students brainstorming and discussing the research tasks in their groups. They created concept maps (see p 17), and continually analysed and clarified their information in order to formulate plans for investigation.

The students were required to reassess their criteria for selecting information continually, and to develop new ways of organising data from various sources.

Judgement became a crucial factor, since each piece of information had to be considered to determine whether it was relevant to the solution. The students had to assume responsibility for their decisions.

Presentation of findings occurred in both written and oral form at regular intervals throughout the

game. Groups submitted the solution via the Internet or fax. All three components had to be correct to win the Eco-sleuths Award. The subsequent Eco-planners' presentation involved the integration of all the knowledge gained to develop a catchment management plan. The format for this plan was entirely at the discretion of the teams, with some past examples being available on the web site.

### Strategies for success

Gol Gol Public School has one Internet computer and one satellite outlet. Therefore, we have developed strategies to maintain equitable access and support for students during such resource based learning opportunities. Our students were allocated with a limited number of *Internet access* cards. Each card entitled the user, as named on the card, to use of the Internet for a twenty minute session.

This approach also meant that students were more likely to: pre-plan their Internet search; make effective use of online time; and cooperate with peers to maximise usage. It also provided a built in time for guidance and evaluation; when the students ran out of cards they had to conference with the teacher or teacher-librarian before more cards were issued. The groups also looked for other expedient methods of locating pertinent information. Reference books, CD-ROMs, videotapes and the fax were all used to supplement the Internet.

A replica of the online Detectives' noticeboard was constructed in the classroom, with a copy also displayed in the library, so that printed versions of all incoming information from the official web site were available to everyone.

Using print copies of many of the other online activities kept students aware of what was happening and minimised online trial and error.

With limited access to the Internet, it was also necessary to rotate groups through a range of activities that could be completed offline. Cardboard sheets were used for groups to produce their concept and mind maps. Information retrieval sheets assisted students during information gathering sessions. These charts were displayed for all students to use, as the information gathered was often relevant for all groups. The students were then also able to make connections between different groups' investigations. Results of experiments conducted by groups could be displayed for all students in the same manner. These rotating activities prompted the students to consider the full range of resources available, including their peers' research.

The satellite television broadcasts were videotaped; students could borrow these tapes for repeated viewing at school or home. Many parents became enthused about the project as a direct result of the students taking the tapes home. Those students with home Internet access also made regular visits to the web site in their own time.

Students were also able to make use of the telephone to gain first hand information, providing the correct procedures were used. In line with Departmental child protection guidelines, such calls were only be made with a teacher present, and only after a pro forma had been completed with the relevant details and questions. Having a planned focus was seen by the students as integral for

gaining relevant and meaningful information via the school telephone.

### Rewards

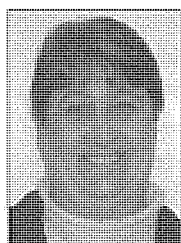
Each year, *Murder under the microscope* requires a large commitment with regard to class time. However, it has been time well spent. Whilst integration into collaborative class and library programs is essential, this ensures that *Murder under the microscope* addresses the outcomes of the syllabuses and relevant information technology policies. Its flexibility also allows us to adapt the program to suit future changes in technology, policy and curriculum.

The program is an exciting way to develop students' skills in information literacy. In 2000, we were all rewarded when Gol Gol's students were placed equal ninth in solving the eco-crime. This development really inspired our Year 5 students, who eagerly await the 2001 game. *Murder under the microscope* is an excellent way to enhance the teaching and learning program. ■

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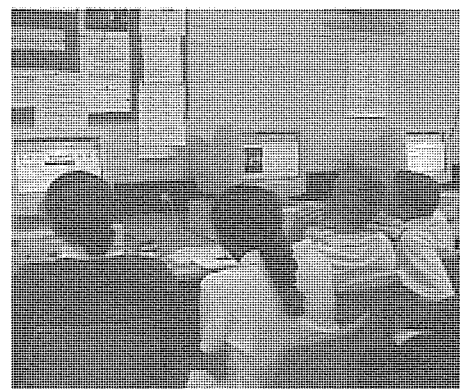
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# Author studies at Chester Hill High School: technology and the school library



Teachers and students at Chester Hill High School use technology and the Internet across the whole school.

English/history teacher **Lynne Marsh** manages technology projects at the school and, in this article, reports on some strategies used by staff to assist their students to achieve outcomes in reading.



**H**ow can educators go beyond the print boundaries of the 1980s novel and integrate technology to motivate students to read? Teachers and teacher-librarians are often searching for new pathways to bring secondary students and school libraries together. All too often, students of English view reading as a chore, something that must be done and endured, rather than reading for pleasure, entertainment and improved literacy skills. The Internet has opened new avenues to support, enhance and develop readers/responders.

## A terminology for studying texts

The New Higher School Certificate (HSC) has updated the terminology used to study print, and non print, based texts. The reader is now a *responder* to a text. The author has become a *composer*.

Composers of texts include: film producers and directors; web coordinators; graphic artists; and CD-ROM compilers.

These changes in terminology have implications for educators. Programs need to recognise and embrace the ever expanding world of technology. Effective educators in all subject areas are developing programs that integrate this technology as normal classroom practice.

## Composers of text on the World Wide Web

The Internet offers students opportunities to interact with composers efficiently. This interaction can include: sending and receiving email; locating and selecting information from the World Wide Web; and subscribing to online publications, such as newsletters. All of these activities offer extension possibilities for the more academically active students whilst, at the same time, providing less academic students with an interactive process to deepen their skills in analysing and engaging with texts. Educators have a range of exciting options to stimulate students as they guide them through the information skills process.

To give an example from Chester Hill High School, Stage 4 English teachers and teacher-librarians work collaboratively on a unit that encourages and

supports student readers using the Internet. The unit is generic enough to be adapted and programmed for use as a study of any composer of text who has a presence on the

World Wide Web.

Although the current English 7-10 syllabus does not list outcomes, we selected some for Stage 4 students from the documents *Subject outcomes English Years 7-12* (Board of Studies, 1992):

### Spoken language outcome:

- Students should be able to listen and respond sensitively to each other's experiences and feelings.

### Reading outcomes:

- Students should be able to enjoy and respond perceptively to what they read in a wide range of contexts.
- Students should be able to engage in a wide range of reading activities from a range of sources.
- Students should be able to extend their comprehension beyond the literal to the inferential and creative.

### Writing objective:

- Students should be able to identify audience so as to write appropriately for particular readers such as self, peers, a younger person, a trusted adult or teacher as assessor.

Computer-based technologies in the English KLA (1997), in particular

pages 13 and 15, suggests Examples of activities at Stage 4, including:

- Use the Internet as a source of information about authors, eg. Shakespeare.
- Manipulate graphics and text, eg. to create "A beginners guide to..."
- Use email to conduct interviews.

The information resource centre at Chester Hill High School provides students with the opportunity to access an author's book box and the Internet within the same work area. During the unit, book boxes for a particular author/composer are placed in the library. Our students are asked to distinguish the features that would motivate them to read several novels by the same author. They are also encouraged to compare, contrast and evaluate the book covers and blurbs with the online versions available from the author/composer's web site. This provides enhanced opportunity for achieving outcomes related to both literacy and technology. The discus-

sion here is related to Stage 4 English although the concept could be easily adapted to any key learning area.

The educational relevance and value for students to interact with composers, as they engage with the study of a text, promotes interest and encourages students to increase their reading levels. In the old days of "snail mail", waiting for an author's personal reply often took longer than the weeks planned for the whole unit. The Internet provides teacher-librarians and teachers with opportunities to bring interaction with a text and its composer into a simultaneous lesson activity.

## Sally Odgers, composer of texts

An author of many novels, Sally Odgers' work includes fantasy novels for children and young adults, plus science fiction and historical fiction for adults. She has extended her role as a composer by creating her own

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Sally Odgers

Internet site, which she says has given her the chance to "colonise" her own little virtual world. Sally "loves world building" and does it a lot in her novels, so making her own Internet world "has been very rewarding" for her, and "a source of great fun".

Through the web site and email correspondence, our students learned more about Sally's own personality, thoughts and feelings about writing.

For example, according to Sally, she equates being praised for her picture book, *Dreadful David* (1984), "with John Farnham being asked to 'sing Sadie'. Sure I am grateful to this book but the child who inspired it is now a young man of 20!"

Sally prefers email as the mode of correspondence with her audience because of the speed, and the economy of not requiring stamps. The students have realised, through experience, that a specific comment or question to a creator has a greater chance of receiving an inspired answer. Sally Odgers enjoys being asked specific questions, rather than the generic "Where do you get your ideas...?"

Sally states that "writers need readers, and feedback, particularly specific feedback, is always valued. Don't ever feel nervous about approaching a writer. After all, a story is a two way street. Technology, especially the

Internet, makes that street so much easier to traverse."

The World Wide Web allows Sally to showcase all of her books in one place. Moreover, it also offers students, and other visitors to her site, the opportunity to receive her monthly newsletter. Students are able to email Sally and ask her questions about her work, or for help with a school project. The speed with which email responses can be delivered to student recipients helps them to maintain interest in their projects.

Also included on Sally Odgers' web site is The competition page. Students need to be familiar with some of her writings, and to have viewed and read items within her site, to enter the contest. Students at our school have found such activities highly motivating. The searching, as a process, encourages students to reflect on analysing and engaging with a text. The use of email to enter the competi-

tion reverses the roles of composer and responder. This interaction between the two is only possible through the integration of technology in analysing and evaluating texts.

Classroom teachers and teacher-librarians visiting Sally's web site can use the online bibliography, and consider adding titles to current school resources. These include books for teachers, such as Sally Odgers' *Story strategies* and *Picture a poem* (2000), of particular interest to primary schools.

### An ever changing resource

Exploring book composers' personal web sites is a motivating, alternate method for encouraging students to read. Using such Internet sites as resources for teaching and learning infers, and reinforces, the need for effective integration of technology within the classroom.

The Internet is a more instant medium that can provide students and teachers with information on a composer's latest publications. With a plethora of new books being published, the Internet is an invaluable and essential tool for locating such information quickly. The ability of web coordinators to update and change their own web pages so readily encourages students to return to interesting author sites often, to see what is new, and further stimulate their desire to read.

To expand what is available, students can search for other online resources about texts and reading. Structured Internet searching activities, in small cooperative groups, can encourage students to reflect on analysing and engaging with a text. Some sites for students and teachers to investigate

include: publishers' sites; sites about literary awards, such as *Children's Book Council of Australia* and *Kids Own Literature Awards (KOALA)*; fan created sites about particular books and authors; and school projects, such as the Book raps on *School libraries: empowering learning*.

### The future?

E-publishing may be the way of the future. Chester Hill High School has extended the faculty and library budgets through the new technologies offered by e-publishing, which permits entire works to be downloaded to disk. Teachers can select sections of text for students to evaluate in detail, and there is the option to print out as required.

We have begun using books in electronic format from *New Concepts Publishing*. This web site is divided into genre sections, providing students with an extended learning context. Our students navigate hypertext links within the site to view covers, read blurbs and select from the range of books available.

Exploring book composers' personal web sites is a motivating, alternate method for encouraging students to read.

### Towards a global classroom

*Suite101.com* is an online publishing community that utilises Dewey Decimal

Classification as its organisational structure. Students can make the link between the library shelf and the computer screen using the same cataloguing system. This provides continuity in student learning.

This USA based web site includes a section called Write Australian by Sally Odgers. Akin to a series of ongoing book raps, students are able to read Sally's articles, rate the articles

with stars, and respond online using bulletin boards. Through this site, Chester Hill students experience interaction in a global classroom. Students from all over the world review the articles, read the responses of our students and others, and then contribute their own comments.

At our school, the information super highway does not compete with the path to the library circulation desk. The two pathways run in tandem, and intertwine. ■

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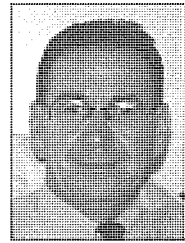
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**Research columns** continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. **Dr Ross J. Todd** is Visiting Associate Professor, Rutgers University, USA, and referees **Research columns for Scan.**

**W**elcome to 2001. This is my first piece for **Research columns** to come out of Rutgers University, New Brunswick, New Jersey, USA, where I am spending the year. From my office in the Department of Library and Information Science, I look across a city covered in snow. The landscape is white, the squirrels are playful, and the bare trees hanging into the Raritan River are heavy with icicles... yet life seems to flow on. My first moments of 2001 were spent being part of that pulsating, seething throng of millions of people in Times Square in New York, to welcome (no, to shout, as in SHOUT) in the new year. I can barely believe that I have done this. The vitality, energy and spirit of the people were unforgettable, and counting down to a future with that crowd was quite electric.

It is clear to me that in this global, networked and technological society, that what really matters is people. Take away the crowd from a Times Square celebration and the huge digital billboards (and electronic news streams, flashing neons and associated sound files) become little more than a meaningless collection of metals,

plastic and vibrations. Young people are the lifeblood of our schools. The school as a global, networked and technological organisation is nothing without its young people, energised and empowered to grab hold of uncertain, ambiguous futures with excitement, confidence and a sense of the opportunities that are awaiting them.

In November 2000, I had the privilege of addressing the European Council of International Schools Conference in Nice, France. Here, almost 3000 school administrators, classroom teachers, technology coordinators and teacher-librarians gathered to debate some substantive issues, centring on the future of schooling in a global, networked society. It was exciting to both lead and participate in this debate. No matter where we are in the globe, there are predominant themes that I believe must concern all of us who are committed to providing the best learning opportunities for young people. These predominant themes centre on both the provision and access to information in schools, and how students interact with and engage this information in meaningful and constructive ways. Readers of *Scan* would recognise this as a familiar theme, for it underpins the thrust of this journal and **Research columns**.

In particular, some of the key areas of discussion focussed upon at the Nice conference were:

- “cybersociety” and related issues, such as the interaction of cyber and real communities, cyber politics and democracy, cyber language, cyber activism, e-commerce, e-business, e-shopping, and e-tainment, and what these mean for the provision of schooling (This is exciting and uncharted territory, particularly how schooling is contributing to the future citizen being part of “cybersociety”.)
- the pedagogy of “e-learning”, and implications for instructional

design and classroom management (Issues such as visual literacy, computer literacy, and information literacy are important components.)

- the development of the school as a knowledge rich and knowledge sharing community, and how this might be appropriately structured and managed
- authentic assessment: the relationship of learning outcomes, intellectual scaffolds and learning design so that both formative and summative assessments are meaningful, real world and cumulative experiences for students
- resourcing a school community through “digital information environments”, and how this might connect students, learning and society in meaningful and sustaining ways (The creation of information “spaces” out of information “places”, such as school libraries, heralds an information environment that is no longer fixed, rigid, contained, stable and secure, to one that is complex and fluid, connective and interactive,

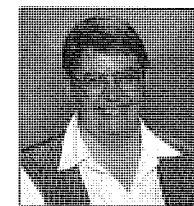
diverse and unpredictable, and one no longer constrained by time and place. This development represents a significant, if not confronting challenge for schools.)

- social informatics: the social aspects and impacts of computerisation, and its implications for classroom management, instructional design, and implications for information infrastructures, services and processes
- information architecture: the art and science of organising information to help people effectively fulfil their information needs. In this age of seemingly unlimited amounts of information, a real information challenge is bringing together the professional dimensions of information retrieval, information seeking, web design, software engineering, database management, graphic design, information organisation, navigation, and search mechanisms of information systems, to create truly user centred information systems and services, search engines, and effective content development and management.

These are significant challenges for all school educators, and particularly for those who play key roles in developing effective information-knowledge environments in schools. Doing as we have always done is not, in my view, an appropriate framework for effecting change in schools. Rather, there is critical need to rethink and reengineer information places and services to best serve the learning needs and goals of the school. To ignore these challenges, is, in my view, to provide mediocre information services in schools, and to create a context where other more innovative and perceptive providers may find their place in schools.

The article for **Research columns** comes from Pamela Vine, teacher-librarian at Macarthur Girls High School, Parramatta, and was undertaken as the final project in completing her Master of Arts in Information at the University of Technology, Sydney, in 2000. The collaborative action research project was undertaken with a design and technology teacher, Claudia Hickey, with assistance from Sally Best, Head Teacher, Technology & Applied Studies. R. Todd ■

## Research assignments and staff development: an action research approach



**Pamela Vine**

**O**ver the past twenty years there have been significant changes to society and the amount of information available to people. This has meant major changes in schools, moving from limited access to resources (ie. material available within the school and the local public library)

to virtually unlimited, global access to information via the World Wide Web. Against this backdrop, new methods of accessing, retrieving and utilising this information need to be developed so that students are able to make sense of what they are finding, yet not be overwhelmed by the experience.

### Purpose of research

Student research assignments are often where students have the best opportunity to engage actively in their learning, and demonstrate their ability to interact with and manipulate large amounts of information. The quality

### Research columns: guidelines for authors

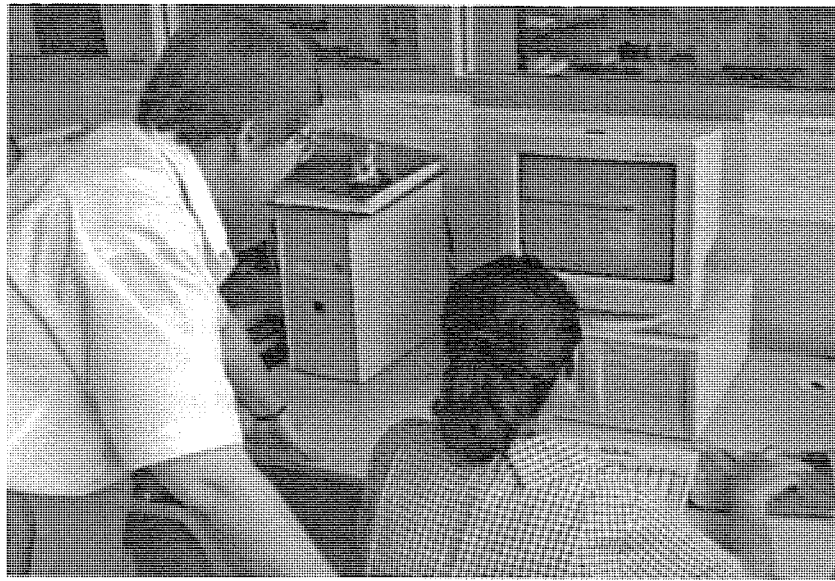
Papers submitted to *Scan* **Research columns** should be approximately 3000 words in length, and based on systematic research methodologies. Papers with a strong information literacy focus are encouraged. **Research columns** is refereed, and papers are subject to formal peer review.

The paper should include the following components:

- What is the practice based problem that forms the research question(s)?
- What does the professional/research literature tell us already about the problem? (Literature review.)
- Aims/context/participants
- Methodology and procedures for gathering data
- Findings/conclusions
- Applications/implications for practice.

Please send the manuscript, in electronic form, to the *Scan* editorial address:

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Students "desire opportunities to engage actively in their learning" (p 28).

of research tasks that students receive can encourage and assist in this process of understanding or, where

not thoughtfully planned, can actually engender feelings of futility and overload. The ways in which teachers create, structure, present and support students in their independent learning experiences are vital to their overall ability to tackle new tasks and prepare them for the world beyond school.

The purpose of this research was to focus on student research tasks, including presentation and ongoing support, with the aim of bringing about changes to teachers' thinking. Ultimately, it would encourage and develop the necessary understanding and skills in teachers to create more effectively written research tasks. Such tasks challenge students into the higher order thinking processes by making more direct links with concepts of information literacy, and provide questions that lead students beyond the knowledge level.

A program of action research was implemented with the Technology & Applied Studies (TAS) faculty at

Macarthur Girls High School. An important aspect of this project was to work with one specific teacher to plan, implement and analyse the process, then to present key findings to the faculty as a whole to assist them in

developing an understanding of information literacy skills, and the specific methods for the application of these ideas.

### Literature review: student information literacy

Information literacy is a concept that has given rise to a range of definitions and explanations. Professional associations, such as ALIA (Australian Library and Information Association) and ASLA (Australian School Library Association), identify information literacy as a vital aspect of effective learners and preparing students for lifelong learning and survival in our changing society.

For the purpose of this project, information literacy was defined simply as "the ability to use information purposefully and effectively" (Todd, 1995a). Todd (1996) describes the characteristics of an information literate person as including "self-directed learners, collaborative workers, complex thinkers, effective communicators, quality producers, community contributors, and effective handlers of change". As McKenzie (1999) would describe them, they are "learners able to make up their own minds". Underpinning this conception of information literacy are the skills of defining, locating, selecting, organising, presenting and evaluating (*Information skills in the school*, 1989).

Kuhlthau's investigation (1997) of the information seeking behaviour of students provides another important underpinning for this research. It provides an understanding of how to guide and assist students in their information endeavours, moving them away from the concept of there being only one right answer, and engaging them in a process of constructing their own learning. One of the key findings of Kuhlthau's research has been the recognition of students' anxiety and uncertainty as a natural part of their searching. These feelings of uncertainty and confusion need to be acknowledged in students, and appropriate support provided, so that they are able to grasp the necessary strategies and move forward in their learning processes. Kuhlthau believes that students need to be consciously taught this process to be able to gain a real understanding of it (Kuhlthau, 1995). Moore (1996), in her study of the information seeking processes of eleven and twelve year olds in New Zealand, came to similar conclusions.

McGregor's research (1999) on student behaviour in researching and the presenting of assignments raises the question of the extent to which material is merely reproduced, as

against constructed to show personal learning and understanding. McGregor identified differences between students according to their focus. Those students who focussed entirely on the end product were more likely to copy and use the words of others, whereas those who had a greater focus on the process of seeking information and understanding showed little or no evidence of copying. McGregor also found that many students were not aware of the thinking they were doing, and therefore seemed unable to alter the way they were thinking to become more productive (McGregor, 1994). Most thinking appeared to be at an intuitive level. Those students who showed a greater focus toward process orientation were more likely to move beyond this intuitive level and show more complex use of thinking skills and strategies. Both McGregor and Moore found that understanding the thinking processes of students was a vital key in developing and improving their information literacy skills.

Todd (1995b), in research conducted at Marist Sisters College, Woolwich (NSW), focussed on the impact that information literacy programs had on student learning. In a number of studies undertaken in the school, strong evidence was found to support the importance of integrating information skills into the subject requirements. Research evidence indicated that making the links between content and skills can lead to an improved understanding of the subject being studied and lower some of the frustration and confusion that many students experience in research work, as identified by Kuhlthau and others.

The research by Jones (1996) is significant. It concerned Year 8 and Year 9 students and their understanding of research assignments, how they understood the processes involved, and steps actually taken in completing them. Jones also interviewed teachers about their attitudes and understanding of the purposes and processes

involved in researching assignments and found that many students do not use expert strategies in their searching; however, the majority of teachers interviewed made assumptions that the students were capable of doing so. She also found that teachers assess and provide feedback on the qualities of the product, but rarely provide comments on the processes used and how to improve these. Her conclusions from this work included that "it is clear that teachers need professional development in developing appropriate approaches to research assignments" (Jones, 1996).

Much of the available research concentrates on student behaviours during research and information use. This study moved beyond, focussing specifically on the assignments that students are being asked to complete. Of the studies listed above, many have come to the conclusion of the need for improved professional development in this area, as already mentioned by Jones. They are recognising in their findings the importance of the types of questions that are being asked of students, and the levels of support that are being provided, to assist the development of the necessary skills to gain understanding and personal knowledge construction.

There is an expectation that students will learn a range of skills from research assignments. Some of these include skills in locating information; dealing with ambiguity; analysing, evaluating, and synthesising information; organising thinking; developing a focus; relating similar ideas; learning new content; and developing new interests (McGregor, 1999). For this to occur effectively, McGregor recommends changing the nature of the assignments, "providing challenging questions that intrigue students, to generate more interest and promote a desire to think and learn, rather than to regurgitate it" (McGregor, 1999).

The overall message that is emerging from the literature is the importance

of students being supported in their endeavours to make sense of the enormous amounts of information surrounding them. It is to be expected that students will have periods of doubt and confusion as part of this process. However, when given appropriate guidance, strategies and time to work through the problem at hand, more productive thinking will develop. The most effective way of encouraging this change is through the thoughtful planning of research assignments that challenge students to move beyond merely collecting information towards opportunities to show their skills in application, analysis and synthesis with appropriate support throughout this process.

### Literature review: staff development

Obtaining an understanding of the concept of information literacy and its ramifications on student learning was only part of the process studied in this project. Creating opportunities for teachers, through professional development, was also paramount: to develop the understanding they need to make the links between information literate students and desired learning outcomes.

Teachers have long been involved with education but have not always been identified as learners themselves. Teachers, as adult learners, need to be able to learn and develop at a pace that enables them to understand and implement the changes that the learning experiences make available to them, preferably with ongoing support where necessary.

The research evidence suggests that teachers will be more willing and 'ready' to learn when the reason is directly related to their current needs. Staff development must have a clear purpose, linking together the needs of the school and staff with an understanding of the concept of teachers as adult learners. From the changes to teachers' professional understanding

and practice we would then see improvement in student learning. This is the ultimate aim of school professional development (Guskey & Sparks, 1996; Mizell, 1999).

In this project, a number of models of professional development were used. Several models were studied for the most effective ways of encouraging active staff involvement. The transformational leadership model (as described in Todd & O'Connell, 1999), Joyce & Showers' model of staff development (described in Hord, 1994) and Havelock's model for change (described in Todd, McNicholas & Sivanesarajah, 1991) each offered ideas that were incorporated into the action research project. They empowered teachers to share the responsibility for both their own professional development and the development of vital skills in their students, with appropriate support provided where needed.

### Methodology

The four basic steps in action research are: plan; act; observe; and reflect. An action research model, developed by McKernan (1991), was used as the basis of this project as this model develops the steps further, creating seven stages in the cycle. The stages are:

1. Problem definition
2. Needs assessment
3. Hypothesis
4. Development of action plan
5. Implementation
6. Evaluation
7. Decisions: reflect, explain and understand the action.

By breaking up the project into these components, a more effective, staged approach was undertaken. Each stage was carefully considered in the implementation and evaluation of the project as a whole.

Following the identification of the problem through discussion with staff, a more detailed needs assessment was

undertaken. To keep the project to a manageable size, the decision was made to focus on Year 8 design and technology classes. The needs assessment then focussed on two key aspects of this group. Firstly, a curriculum map of assignments being given to the students was created and analysed. This identified a particularly limited variety of skill development and assignment presentation formats being provided to students.

The second aspect involved the development and administering of a questionnaire to students to ascertain their preferences and (perceived) skill levels in the completion of research assignments. The questionnaire was administered to approximately 40% of the students in the classes to provide a good cross section for analysis. The responses proved invaluable in the development of this project and the understanding of student needs. In the first part of the questionnaire, students were asked about their preferences in regard to: the best way to receive assignments; preferred types of assignments; methods of working, such as alone, in pairs, or in groups; and preferred forms of presentation.

The student responses indicated that they desire opportunities to engage actively in their learning. Students seek clear instructions and requirements, in writing, with many also requesting verbal, or follow up, explanations to assist their understanding. They enjoy assignments that allow them to pursue their interests as they learn, with structures that support but don't restrict them. Many also want opportunities to respond in creative ways. Their preferred methods of working on assignments varied. Students clearly wish to be rewarded for their personal efforts in assignments. When working alone they tend to feel a greater sense of freedom and don't have the concern of whether everyone is "doing their fair share". The smaller percentage who prefer working in groups enjoy the chance to

share their learning experiences, interacting with each other. Whereas some forms of presentation were clearly more popular, students appear to appreciate variety overall. Having opportunities to experiment and present in different ways, with appropriate support, was an underlying message in many of their answers. Some of the key concerns raised involved issues of time, convenience and confidence.

The second part of the questionnaire focussed on information skills usage. Teachers were also given the opportunity to complete the questionnaire based on their perception of the students' level of skills. The statements were divided into groups according to the information skills process (*Information skills in the school*); therefore, there were six categories of perceptions of skills. The findings showed that there were discrepancies between the skill levels indicated by students and those recognised by teachers.

This data provided an important starting point from which to build student information literacy skills, as major skills gaps were identified. Approximately 15% of the students surveyed also chose to add extra comments. A number of these included requests for assignments to be more fun, interesting, creative and challenging. A request was made for them "to be marked on how clear the response is, not the quantity". Students, generally, are seeking more involvement and engagement in their learning.

From an analysis of the data collected, detailed plans were then developed for a new unit of work, *Food and culture*, and two classes (the targeted group and another class) were given the same assignment. The teacher of the second group was not involved in the development of the work and had limited opportunity to grasp the background reasoning and overall purpose. Both classes had the assign-

ment introduced to them jointly by their class teacher and the teacher-librarian. General reception of the assignment was quite positive in both groups. All students were given time in the library for research and assignment development. The target group was also given specific instruction in targeted skills development, and additional class time through the assignment period to develop their ideas, ask questions and write up notes on the process being undertaken.

### Evaluation

From the introduction of the assignment, student behaviour was observed by each of the class teachers and the teacher-librarian. The teacher of the target group made ongoing comments and notes throughout the process of the students' development of their assignments, with intervention and developmental learning experiences provided. The teacher of the second group provided notes and verbal feedback only at the end of the unit.

An important focus of this assignment was to encourage students to pull together information from a variety of sources and to link the information accordingly. This was one of the skills that was emphasised and discussed at different stages of the assignment. Both teachers identified that students were generally able to locate and record a recipe for their chosen culture. However, other parts of the assignment were inadequate. Many students appeared to have difficulty making the connections between their recipe and the appropriate background information.

The students were required to produce a final product on a pro forma, and to keep a record of the process undertaken. The quality of the final

products varied considerably, and the requirement to record the research and production process was met with mixed responses. Of those who made a serious attempt at this, very few were able to evaluate their own achievements or to predict their next steps.

A small sample of the products and process notes from the target group were analysed. These appeared to indicate that students had difficulty identifying their thinking processes and making conscious decisions concerning their research.

Students also completed evaluation sheets at the end of the unit. These again emphasised that writing and thinking about the process was not an aspect they enjoyed. Much of what has emerged is in line with the findings of McGregor (1994): the students tended to be working intuitively and therefore were unable to make any necessary changes to their strategies. To change would require conscious recognition of their thinking processes.

Other aspects that arose from the student notes and evaluations indicated that, although the assignment was generally well received, there were students whose responses linked in closely with the findings of Kuhlthau (ie. "What am I going to do?" and "Where to start?") Also, different students specified enjoying different aspects that related their current understandings to new knowledge and learning. Those aspects identified as difficult predominantly tended to be parts that

challenged students beyond their personal comfort zones, and these varied considerably between students.

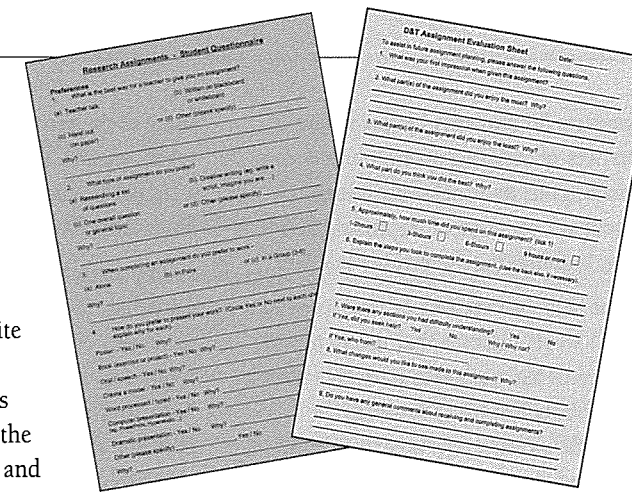
As a result of the various aspects that emerged from the evaluations, new and alternative methods were incorporated into teaching, reinforcing the skills that had appeared insufficient in the completed assignment work. These were used as part of the basis in developing their next assignment.

### Reflecting, explaining and understanding the action

From the focus on one assignment, and working particularly closely with one teacher, came the model to begin involving other members of staff. The first stage was to meet with the TAS faculty to discuss the project and its implications. The first such meeting focussed entirely on the specific assignment: its development, implementation and evaluation. This gave staff an opportunity to ask questions and clarify their understanding of the process that had been undertaken.

A second meeting moved beyond one assignment to look at the wider implications for the faculty. This was a process of attempting to move teachers from where they were, by asking them to think about the purposes of assignments, positive aspects and disappointments experienced with student assignments, to future possibilities in their classes. There were also links made to a previous School Development Day on student learning styles, and to the research findings of McGregor, Kuhlthau, Moore and Todd.

A major component of this meeting was spent looking at practical ways to think about, prepare and present assignments effectively to students. The evidence emerging from the analysis of the class experiences was a key to enabling teachers to understand the learning dilemmas faced by the students, and to more fully understand the importance of information skills development.





## Conclusions and outcomes

There have been a number of positive outcomes from this project. Following the work undertaken within the TAS faculty, the executive decided that more teachers needed increased awareness of student information literacy needs within the school. Thus during Term Three, 2000, much of this information, combined with further research on student preferences in Years 7, 10 and 11, was presented to the teaching staff at a School Development Day. Teachers were challenged to think about the way they write assignments, and some of the difficulties encountered by students. Subsequently, there has been an increase in the number of teachers discussing assignments with the teacher-librarian. From TAS, where the most detailed work was carried out, the pattern has expanded across the school.

One very specific outcome was with the target class. The assignment following the initial project was developed from the feedback of the *Food and culture* assignment. Areas of weakness were targeted, and students given appropriate support and encouragement to strengthen necessary skills. The improvement in subsequent assignments has been significant. With the building up of skills across the different assignments, the students appear to be demonstrating a stronger understanding of the processes necessary in research.

## Implications for teaching and learning

From the initial needs assessment, it was clear that the majority of students could clearly identify their preferred methods of: receiving assignments; types of assignments; manner of working; and presentation options. Their reasons often related to their desire to pursue interests and extend personal understanding. The students clearly enjoyed the opportunity to have input into the way that they learn. Teachers need to recognise the importance of creating active learning oppor-

tunities for students by: providing a variety of activities in which they can participate; and seeking students' feedback on ways of improving activities and making them more relevant.

Students' perceptions of their own skill levels indicate that teachers and students are not always arriving at the same conclusions. Focussing on specific skills, even those in which students believe themselves to be proficient, can have positive results. As the necessary skills were highlighted, discussed and extended, student perceptions began to change. In the initial assignment, limited numbers of students made the required connections. However, in later assignments, the majority of students showed marked improvement in those areas that were the key focus in the earlier study. Students clearly demonstrated their understanding of the tasks required by providing thoughtful responses to each aspect in their own words. By creating a focus, and building up the skills in a specific area, improvement in student work is possible. By taking the time to instruct students in the skills needed to achieve the work, the content will be better understood in the long term. This is also supported by research undertaken in other schools (Todd, 1995b; Maxwell, 2000).

The findings emerging from this project have important implications. By providing our students with thoughtfully planned assignments, they are given greater opportunities to engage with the topic and take an active role in their learning. If schools are to continue to develop students as independent learners, with the necessary skills and characteristics of information literate people, appropriate strategies must be taught in a conscious way.

There needs to be a change in the perception of many teachers that students will automatically acquire the skills needed simply by having access to the library or any other information source. This project has demonstrated

some of the results that are possible when research tasks are structured so as to guide students to achieve both the skills and content required.

As the amount of information available to students and staff increases, so does the demand on the range and quantity of information. Both students and staff need to be effective users of information, and its associated technologies, to be able to carry out their daily tasks. Where good communication can be created and maintained, this position is made easier. Teachers' informed understandings of available resources and how to use them, plus realistic expectations of student usage, are required when planning assignment work. Collaborative efforts between teachers and the teacher-librarian can lead to the development of appropriate research tasks, and the skills needed to obtain and use information. As student skills increase, the focus can then move onto more complex skill development.

Throughout the project a strong, professional relationship developed between the teacher-librarian and the TAS faculty. This moved from a few brief meetings to discuss one specific assignment, to increased team teaching both in the library and the classroom, through to collaborating on other assignments. Whilst it is not always possible to maintain this level of relationship with every member of the teaching staff, it does provide a very positive role model for teachers and students.

Further opportunities have been created to discuss and design authentic learning tasks that cover both subject content and the skills needed by students to become effective information users. The outcomes achieved by the students in the target class demonstrated that, when given opportunity, appropriate support and guidance, they are able to develop the information skills necessary for effective research work. ■

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# Abstract

**Large, A., & Beheshti, J. 'The web as a classroom resource: reactions from the users', *Journal of the American Society for Information Science* 51(12), 2000, pp 1069-1080.**

This qualitative research seeks to understand the reactions, perceptions and experiences of primary school children when using the World Wide Web to find information for a class project. 53 Grade 6 students, aged approximately twelve years, in a class in Montreal, Canada, were interviewed after completing a substantial project

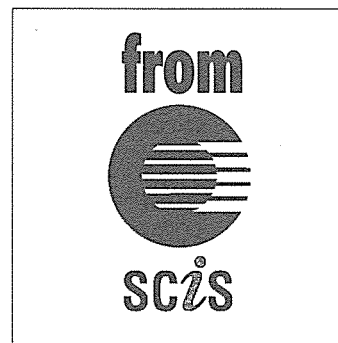
centring on the Winter Olympic Games in Nagano, Japan. The students were novice Internet users, although preceding the research task, students were given training sessions on: search engines and simple search techniques, including using Boolean operators and quotation marks. Students were not prescribed which sources to use; they were free to search how and where they chose to find relevant information.

The study found that students were very receptive to the attractions of new technology, with only a few expressing any fear of using computers. Many retained, to a greater or lesser degree, a skepticism about the Internet's potential in a class context. Some learning dilemmas were identified. These included:

## The following articles and documents contain information about explicit and systematic teaching and assessment:

- Byrne, J., Stapley, M. & Plummer F. 'Collaborative assessment planning: exploring rich assessment for the School Certificate', *Scan* 18(2), 1999, pp 18-22.
  - **K-10 curriculum framework: consultation paper on the draft K-10 curriculum framework** [online], Board of Studies NSW, 2000, at: [http://www.boardofstudies.nsw.edu.au/aa\\_main/k10frame\\_surveyintro.html](http://www.boardofstudies.nsw.edu.au/aa_main/k10frame_surveyintro.html)
  - Plummer F. 'Rich assessment tasks: exploring quality assessment for the School Certificate', *Scan* 18(1), 1999, pp 14-19.
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  - Plummer, F. & Maxwell, E. 'Exploring quality assessment: the research unit design process', *Scan* 18(3), 1999, pp 9-12.
  - *Securing their future: subject based materials for the school certificate in English*. HSC White Paper Implementation Training and Development Committee, NSW Government, 1998.
  - *Securing their future: subject based materials for the school certificate in mathematics*. HSC White Paper Implementation Training and Development Committee, NSW Government, 1998.
  - *Securing their future: subject based materials for the school certificate in science*. HSC White Paper Implementation Training and Development Committee, NSW Government, 1998.
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- Departmental documents from the State Literacy Strategy and the Literacy and Numeracy Plan also explore the concepts of explicit and systematic teaching.**

# Subject headings, reference structure and the SCIS authority file



In 2001, NSW government schools will be supplied with the new **SCIS authority files** as part of an update to OASIS Library. **Anne Dowling**, Cataloguing Coordinator for the New South Wales agency of SCIS (Schools Catalogue Information Service), explains its purpose in this article.

**T**he SCIS subject headings (4th edition) was published in 1999 and lists the subject headings used in the SCIS database. It also includes directions to the cataloguers on how to devise further headings. These headings may be proper names (eg. people, places and organisations), or common names (eg. types of animals, ships or plants). However, SCIS subject headings (4th edition) does not include all of the headings that have been devised according to these directions.

All of the subject headings and names, those in the SCIS subject headings list and those devised from instructions in the list, can be downloaded to the school library catalogue, through the process of ordering records from SCISWeb and SCISCD. However, the references for each heading or name are not downloaded in the record ordering process. The Curriculum Corporation has developed the SCIS authority files disk, known as SCISAF, so that the references can be added to the school library catalogue.

## Why use SCIS authority files?

SCISAF lists all of the SCIS headings, plus the reference structure for each heading or name. SCISAF adds all appropriate references for SCIS subjects and names to your school library catalogue automatically.

SCISAF only adds references for headings or names that are in your catalogue at the time of running the file. If a SCIS heading or name has not been used in your school library catalogue, the references for that heading or name will not be

added. When more bibliographic records are added, with new headings or names, SCISAF should be run again. There is no need to determine whether new headings or names have been loaded with each new download of records, you can simply run SCISAF and the references will be added where necessary.

## Why do I need the reference structure?

The references in the library catalogue will:

- link allowed and non allowed headings
- indicate terms that can be used to locate more specific aspects of a topic
- link headings for associated or related topics.

The different types of reference are discussed in the following paragraphs. Examples of some of the references are given. More information on the SCIS subject headings and reference structure can be found in Guidelines for using SCIS subject headings, the introductory chapter of *SCIS subject headings* (4th edition). Further information about SCISAF is available on the Curriculum Corporation's web site at: [www.curriculum.edu.au/scis/scisaf.htm](http://www.curriculum.edu.au/scis/scisaf.htm)

## Allowed and non allowed headings

### Subjects

References between allowed and non allowed terms are made to assist users to locate resources, regardless of the word used as the search term. When there are a number of terms that describe a concept, one term is chosen as the heading to be used (ie. allowed) and a link is made from the other terms to the allowed heading. For example, a student may want to locate resources on cars. The allowed heading is *Motor cars*, but could have been *Automobiles* or *Cars*. SCISAF will link the terms *Automobiles* and *Cars* to *Motors cars* in your library catalogue by adding the references *Automobiles Use Motor cars* and *Cars Use Motor cars*.

For some headings in SCIS, there will never be many records. Therefore, some subject headings may be "clustered". An example of this strategy is the heading *Egg industry*. The allowed term is *Eggs* and the reference is *Egg industry Use Eggs*.

Another reason for adding a *Use* reference is to give access to the words in an allowed heading that a user may

choose as a search term. For example, a heading may have words inverted, such as *Art, Renaissance*. In this case, a reference from *Renaissance art* directs the user to the allowed heading *Art, Renaissance*. For headings that comprise two concepts, either of which could be used as the search term, such as *Industry and state*, a reference is made from a heading constructed with the second concept as the first word. For example, for the heading *Industry and state*, the reference *State and industry Use Industry and state* is added.

### Names

Various forms of a person's name can be used in their publications. To make sure that all of the publications by an author are located, regardless of the form of name, one form is chosen and the various forms linked by references. An example of this strategy is the reference structure for the name of the author Margaret Clark. Margaret Clark has written under the names: "Margaret Clark"; "Margaret D. Clark"; and "M.D. Clark". The form *Clark, Margaret* was chosen and references were made, such as *Clark, Margaret D. Use Clark, Margaret*.

If the resources that were written under each form of the name were not linked, a library user would need to know all of the forms of name, and search under each form, to locate all of an author's publications. By linking all forms of name used in all of the publications of an author, all titles can easily be located.

Names are also linked by *See also* references. Margaret Clark writes also as "Lee Striker". In the Names file you will find the references *Clark, Margaret See also Striker, Lee* and *Striker, Lee See also Clark, Margaret*.

### Reciprocal references

Whenever a reference is made to indicate that a particular heading should be preferred to another, a reference is made from the allowed

heading to the non allowed. Some examples are: *Industry and state Use for State and industry*; and *Clark, M.D. Use for Clark, Margaret*. SCISAF will add these references.

### Narrower terms

To indicate terms that can be used to locate more specific aspects of a topic, headings for the specific aspects are linked to a heading for a more general concept. An example from SCIS is the heading *Literature* that has several narrower terms: *Allegories*; *Ballads*; *Drama*; *Fiction*; and *Legends*. SCISAF will link each of the headings for the specific aspects to the broader concept.

The list of specific topics will be displayed in the school library catalogue so that a user can look at the list and chose any of the more specific terms that may indicate appropriate resources.

### Associated or related topics

Topics that are related to each other can also be linked by references. An example of a related topic is the new heading *Global warming*, which has *Air pollution* and *Greenhouse effect* as related terms. This relationship can be displayed as: *Global warming See also Air pollution*; and *Air pollution See also Global warming*.

## What happens if I don't use SCISAF?

If SCISAF is not run, there will be no links between allowed and non allowed terms, and therefore no indication that there are other appropriate headings that can be used to locate information. Your students may not locate relevant resources that are in the library catalogue.

The subject heading *Motor cars* can be used to illustrate the problem of not adding references. A student may choose "Automobiles" as a search term. If there are no references in the catalogue, there will be no match of the word "Automobiles" with a term

in the catalogue. The student might then assume that the library has no resources about automobiles when, in fact, there may be several listed under *Motor cars*.

### Adding to the subject authority file

If you find that there are terms that you want to add to your school library catalogue as subject headings, you must first establish that the heading has not already been used as an allowed heading in another form. If it has, you can make a reference from the term you want to add, to the allowed heading.

If the subject heading does not exist in any form, the best solution is to use the *New subject heading proposal* form on the Curriculum Corporation's web site, and send the proposal to the SCIS catalogu-

ing agency in your state, or the SCIS team at the Curriculum Corporation.

A teacher-librarian from a NSW government school recently suggested the heading *Global warming* to the NSW agency because no appropriate heading existed.

The proposal was discussed by all of the cataloguing agencies, an appropriate reference structure established, and the heading added to the SCIS subject heading list for all teacher librarians to use. "Centenary of Federation", "Federation" and "Salinity" have been recently proposed as headings, and are under discussion. These proposals are invaluable to the continuing development of the subject headings list.

### If a term is used locally, it can be added to your catalogue as a Keyword.

heading. The keyword will allow access to the concept but will not destroy the integrity of the subject headings file. Using the Keyword facility in this way also ensures that the consistency of the reference structure is preserved across Australian schools using SCIS.

If headings are added locally but are later adopted by SCIS, there is also no guarantee that SCIS will establish the heading in the same form that it has been added locally. The local heading may even be a *Use or See* reference in SCIS. To avoid possible conflict, SCIS records and SCISAF should be used to create the local authority files.

If a term is used locally, and will not be applicable or appropriate for use by all schools in Australia, it can be added to your catalogue as a Keyword rather than a Subject

### Where do I get SCISAF?

For NSW government schools, SCISAF will be supplied twice in 2001, in April and October, as part of the OASIS CD update. Other schools will need to contact their state Department of Education, or the Curriculum Corporation directly, for information on subscription and delivery. ■

### References and further reading

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- SCIS authority files** [online] at: <http://www.curriculum.edu.au/scis/scisaf.htm>
- SCIS subject headings* (4th edition). Curriculum Corporation, 1999, pp vii-xxxvii.
- 'Using SCISWeb', *Scan* 19(1), 2000, p 30.

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](mailto:Ian.McLean@det.nsw.edu.au)



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## from Curriculum Support

Articles from various New South Wales Department of Education and Training Directorates and focus areas appear in each issue of *Scan*, and have information about the latest products and services that are of interest to teacher-librarians.

# Curriculum Support Directorate is now online

Curriculum Support Directorate's web site at [www.curriculum.nsw.edu.au](http://www.curriculum.nsw.edu.au) ensures that teachers have access to curriculum support 24 hours a day. Teachers throughout New South Wales, including those in small, isolated communities, have the opportunity to keep abreast of the latest developments in teaching and learning.

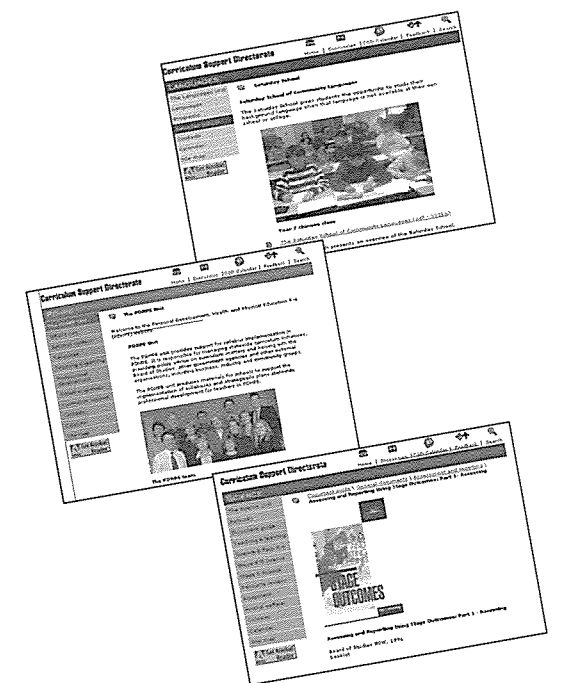
The web site has been designed to give quick and easy access to the most up to date and authoritative information and other services provided by Curriculum Support Directorate. Teachers can link directly to the areas of the site that have been developed specifically for them, or use the search facility to locate the information they need.

The web site is organised into areas as indicated on the home page. Eight of the areas relate directly to the key learning areas (KLAs) of the curriculum. In addition, there is: a Primary education and across curriculum area; a Learning technologies area; an Environmental education area; a Literacy area; and a Gifted and Talented area. Clicking on any of these area names will bring up an overview and links to other pages found in that section of the web site. The School libraries link will take users to the *School libraries: empowering learning* site.

Teachers will find key information including advice, teaching ideas and resources, current policies and documents to support them in all aspects of their work. The web site encourages participation in classroom projects and collaborative research and allows communication between students and teachers around the world.

Links to professional associations, journals, appropriate web sites supporting the professional development of teachers are also provided, as are examples of exemplary teaching practices and approaches to teaching.

Feedback is always welcome. Contact details for all officers of the Directorate can be found within the web site. We look forward to your comments. ■



# Briefly...

In this section of **Scan**, may be found: dates for the school planner; contact details of suppliers; upcoming professional development activities; information about teacher-librarians' associations and networks; and late breaking news.

Contributions to **Briefly...** from our readership are most welcome. There is no charge to have news or events listed in **Briefly...** However, due to space limitations, the editor cannot guarantee the inclusion of any item. To be certain of your event or product information appearing elsewhere in **Scan**, eg. via display ads or fliers, please refer to the paid advertising details on Page 1 of each issue.

### Please change your bookmark

*School libraries: empowering learning*, on the NSW Department of Education and Training's *Network for education* web site, recently changed its location on the Internet.

[www.det.nsw.edu.au/schoollibraries](http://www.det.nsw.edu.au/schoollibraries) is an "alias" URL, which takes you to the updated site automatically. However, if you have previously bookmarked *School libraries: empowering learning*, it is important that you delete that bookmark from your browser, go to the site using the above URL, then bookmark the site anew.

### OASIS library: introductory training program and OASIS library stocktake manuals

The document *OASIS library: introductory training program* is designed to introduce new users of *OASIS library* in NSW DET schools to the Library management and Circulation modules of *OASIS*. A companion manual is *OASIS library stocktake*. It is designed to introduce new users of *OASIS library* in NSW DET schools to the Stocktake component.

These two manuals were originally sent to all NSW DET schools, but have since been revised. The revised versions are available on the NSW DET intranet as downloadable

PDFs, which can be read onscreen or printed out.

Note that the NSW DET intranet is accessible only from your school's intranet computer(s). The hypertext links for PDF files of the manuals will not appear on the Internet version of the site.

To locate the NSW DET intranet version of the *School libraries: empowering learning* web site, type the alias URL, [www.det.nsw.edu.au/schoollibraries](http://www.det.nsw.edu.au/schoollibraries) into your browser. Select Resources and then the hyperlink Publications under the heading "Publications for teacher-librarians".

Scroll down past the other publications to find the two manuals. When you click on Download, the intranet computer should automatically open the PDF pages using *Adobe Acrobat reader*, which is already installed on your hard drive.

Should your school intranet computer not default to the intranet version of the site, simply ensure that the correct intranet URL address appears, ie. ensure that the word intranet appears between www and schools, such as in: <http://www.intranet.schools.nsw.edu.au/staff/F1.0/F1.8/resources/publications.htm>

### Children's Book Council of Australia

This year, Book Week activities will be from 18th to 24th August, with the CBCA Awards medal presentation on 17th August. Note that a new award category has been introduced for Early childhood. The theme for Book Week this year is *2001: A Book Odyssey*.

Visit the official *Children's Book Council of Australia* web site at: [www.cbc.org.au/](http://www.cbc.org.au/)  
Further information:

National President, CBCA  
(phone/fax: 02 6287 5709)

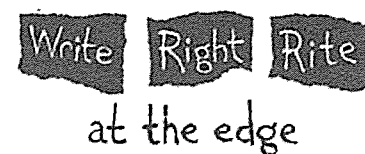
Awards Coordinator  
(phone/fax: 02 6259 6011)

#### CBC NSW

The New South Wales Branch of the CBCA publishes *News & Views*, a newsletter for members.

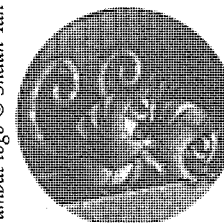
Enquiries:  
PO Box 765, Rozelle, NSW 2039, or 02 9810 0737  
(phone/fax).

### CBCA conference



The Sixth National Conference of the Children's Book Council of Australia is being held in Perth, Western Australia in 2002. Start planning your trip to WA now!

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When: 3-6th May, 2002  
Where: Hyatt Hotel, Perth, WA  
Web: [www.cbc.org.au/conferencel.htm](http://www.cbc.org.au/conferencel.htm)

### KOALA in 2000

The Kids Own Literature Awards (KOALAs) are the only book awards in New South Wales nominated and voted by students. The winners for 2000 were announced last year at the Powerhouse Museum on 26th October.

PICTURE BOOK: *Sharon, keep your hair on!* By Gillian Rubinstein & David Macintosh

JUNIOR BOOK: *Selby snowbound* by Duncan Ball (illus. Allan Stomann)

SENIOR BOOK: *Just stupid!* by Andy Griffiths (illus. Terry Denton)

Visit the official *KOALA NSW awards* web site for: details of the year 2000 shortlists (Top 10 and Top 50); past KOALA winners; other states' children's choice awards; and how to participate in KOALA in 2001. The site's new location is: [www.koalabooks.com.au/koalanswawards.html](http://www.koalabooks.com.au/koalanswawards.html)

Enquiries: 02 9273 1248 (fax)

Email: [koalansw@hotmail.com](mailto:koalansw@hotmail.com)

### IFLA/UNESCO school library manifesto

The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession. Founded in Edinburgh, Scotland, IFLA celebrates its 75th birthday in 2002.

IFLA recently released *The school library manifesto*. This document was approved at the 1999 General Conference of UNESCO. The manifesto is available electronically, in English and five other languages, at: [www.ifla.org/VII/s11/ssl.htm#3d](http://www.ifla.org/VII/s11/ssl.htm#3d)

### Upcoming Book raps and Raps

Book raps for 2001 on *School libraries: empowering learning* will feature collaborative planning and units of work written by teachers. These raps are jointly managed and supported by the Library and Information Literacy team and relevant Key Learning Area teams from Curriculum Support Directorate. The exact dates for the raps will be advised in the *News* section of *School libraries: empowering learning* as soon as they are confirmed. Some of the raps planned include:

#### Term One

- Stage 6 English (ESL): *Only the heart* by Brian Caswell & David Phu An Chiem.

#### Term Two

- Stage 1: *Big mob books for little fullas*
- Stage 4 English: *Luke's way of looking* by Nadia Wheatley & Matt Ottley
- Stage 5 English: *The Binna Binna man* by Meme McDonald & Boori Pryor.

#### Term Three

- Early Stage 1: *Our community* HSIE unit. See *Scan* vol 19 no 4 (pp 16-19) for the article by Denise Newton & Sue Field and a unit outline.
- Stage 2: *Mrs Millie's painting* by Matt Ottley
- Stage 3: *Book Week - picture books*
- Stage 6 English (Preliminary): *Othello* by William Shakespeare.

### Virtual conference 2001: Using authentic texts

In Term Two, *School libraries: empowering learning* will host a Virtual conference entitled *Using authentic texts*. This moderated conference offers teacher-librarians and teachers the opportunity to participate in a free access symposium over the Internet. Participants can discuss and exchange ideas on a range of issues related to using authentic texts in teaching and learning. The background reading was commissioned especially for this conference and the special guest is Penny Hutton. Commencing 4th June 2001, Penny's paper will be available online in the week prior to that date.

### OASIS Library professional development opportunities

An introductory course on *OASIS Library* will be available in 2001. The one day course has been developed to suit the needs of NSW Departmental schools. Contact Jill Buckley, Training and Development Directorate, on 02 9886 7753 for details.

# Catalogue records for Internet sites reviewed in *Scan* (2000)



Further to the article, 'Web site cataloguing and SCIS' by Anne Dowling (*Scan* vol 19 no 4, pp 32-33), here is a list of the Internet sites reviewed in *Scan* during 2000, complete with their SCIS numbers. Records for the web sites featured in this list can be downloaded from **SCISWeb**.

1999 National Education Summit briefing book 19(1), p 40 SCIS 1010234  
 4000 years of women in science 19(2), p 38 SCIS 1022483  
 ABC rural online 19(1), p 38 SCIS 1022571  
 About: Waltzing Matilda 19(2), p 39 SCIS 1022576  
 Academy of Achievement (Twyla Sharp: dancer and choreographer) 19(2), p 39 SCIS 1022579  
 Access Economics budget monitor 19(2), p 39 SCIS 1022581  
 ACHUKA – author interviews 19(4), p 38 SCIS 1031471  
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\*Correction: In *Scan* vol 19 no 4, a review of *Gwen Harwood – selected poems* appeared in the *Reviews of Internet sites*. This web site breaches copyright and would therefore not be used in schools.

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET web site <<http://www.dse.nsw.edu.au>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on 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.

### The 1920s, arts, theatre part 1: playwrights, producers, dancers, trends, directors, choreographers

<http://www.louisville.edu/~kprayb01/1920s-Arts-theater-dance-1.html#A-1>

Part of a larger site devoted to the 1920s, this section offers a special focus on theatre and dance of the era. It links to information on a range of playwrights and theatre practitioners, including: Artaud; Brecht; Coward; O'Casey; O'Neill; Pirandello; Piscator; and Stanislavsky. It also features useful links to Dancers and choreographers of this decade. Brief details are given, then further links to external sites. There is an extensive section on American actors, and links to theatrical activities taking place in Paris and Berlin. In addition, a comprehensive **Timeline** contains details of important events for each year of the decade. It is a clearly designed, easily accessible site that contains a wealth of information. External links would need to be verified for curriculum relevance. C. Sly

- USER LEVEL:** Stage 5 Stage 6
- KLA:** CA; HSIE
- SYLLABUS:** Dance Stage 6; Drama Stage 6; History Stages 4-5
- SCIS SUBJECTS:** Dancing; Dramatists; Musicians; Theatre
- KEYWORDS:** 1920s; arts; dancers; choreographers; playwrights; producers
- PUBLISHER:** Kevin Rayburn, USA
- REVIEW DATE:** 21/12/00 SCIS 1026914

### Abe's story ... a Holocaust memoir

<http://www.remember.org/abe/>

Introduced by his son, this is basically a promotion for the sale of a book by Abram Korn, a man who had survived over five years in Nazi concentration camps and ghettos. However, it offers: interesting excerpts; background information; a biography of the author, complete with an **Interactive map** of his journey; discussions of whether this could ever happen again; readers' comments; and lesson plans for different KLAs. The incredible survival of a sixteen year old, through invasion, ghettos, and camps, reflects Abe's sense of human dignity. An inspiring tribute to his father, this content is interesting and thought provoking with many applications for Stage 4 and 5 students. C. Helps

- USER LEVEL:** Stage 4 Stage 5
- KLA:** English; History
- SYLLABUS:** English 7-10; History Stages 4-5
- SCIS SUBJECTS:** Concentration camps - Personal accounts; Holocaust, Jewish, 1939-1945 - Personal accounts; Korn, Abram
- KEYWORDS:** Auschwitz; Buchenwald; concentration camps; Holocaust
- PUBLISHER:** Joseph Korn, USA
- REVIEW DATE:** 21/12/00 SCIS 1026926

### About French culture

<http://frenchculture.about.com/culture/frenchculture/mbody.htm>

A treasure trove of French culture, this is the perfect guide to the people of France, their traditions and heritage. This outstanding site provides a comprehensive index to all major subjects with an extensive network of internal links, from Art to Weather. One may decide to enter the world of French history and explore the events that shaped France; or perhaps find a French school in search of penpals. There is a wonderful collection of cultural trivia, customs, and French trends grouped in this easy to navigate site. It proves to be an essential reference framework for students and teachers. K. Le Bourdonnec

- USER LEVEL:** Stage 4 Stage 5 Stage 6
- KLA:** Languages
- SYLLABUS:** French 7-10; French Stage 6: Beginners; Continuers; Extension
- SCIS SUBJECTS:** France - Social life and customs
- KEYWORDS:** Culture; France; history
- PUBLISHER:** About.com Inc., USA
- AUTHOR:** Thomas P. DeLaine
- REVIEW DATE:** 19/12/00 SCIS 1030796

### About Japan: popular culture, anime and manga

<http://www.csuohio.edu/history/japan/japan05.html>

Anime (animated films) and manga (visual literature) are major popular cultures in contemporary Japan, and are described simply at this site. They are a key to understanding Japan culturally, particularly given their appeal amongst males aged from twelve to 34. The information here could support a case study for the *Popular culture* depth study in the *Society and Culture: Stage 6 syllabus* (approved 1999). This site is a wonderful support for teachers, especially those unfamiliar with resources to support the topic. There are hypertext links to other sites providing fuller explanations of the main concepts. Time would be required to verify the curriculum relevance of these links. B. Howitt

- USER LEVEL:** Stage 6
- KLA:** HSIE
- SYLLABUS:** Society & Culture Stage 6
- SCIS SUBJECTS:** Animation (Motion pictures); Comics; Japan - Social life and customs
- KEYWORDS:** Anime; Japan; manga; popular culture
- PUBLISHER:** Lee A Makela, USA
- REVIEW DATE:** 21/12/00 SCIS 1030725

### AIAA - frequently asked questions: aerospace engineering

<http://www.aiaa.org/Education/index.hfm?edu=0>

For any student thinking about a career in aeronautical engineering, this is one of the most detailed sites. It poses and then answers many relevant questions dealing with the scope of the profession. There is a description of the nature and range of the work done, training for the profession, and career prospects. The latter is particularly important, as it is one aspect needed in the preparation of engineering reports. The links provided could be helpful in teaching engineering mechanics, hydraulics and materials, although time would be required to verify their curriculum relevance. C. Williams

- USER LEVEL:** Stage 6
- KLA:** TAS; VOC ED
- SYLLABUS:** Engineering Studies Stage 6
- SCIS SUBJECTS:** Aeronautics - Careers; Astronautics - Careers
- KEYWORDS:** Aeronautics; aerospace; engineering
- PUBLISHER:** American Institute of Aeronautics, Inc.
- REVIEW DATE:** 21/12/00 SCIS 1031738

### The American Phytopathological Society: plant pathology online

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

Detailed information on many issues relevant to the pathology of plants is contained in this informative site. These include genetically engineered foods, and plant pathogens and diseases. The online reference materials include **APS journals**. The American Phytopathological Society (APS) publishes four annual journals and a newsletter, all of which are available in electronic format. Some other journal articles featured are available only on subscription. The **Visitors** centre provides an excellent guide to the site. Senior students will find this site a useful adjunct to their course. The education center was still under construction at the time of review; this will contain lessons and laboratories. K. Heap

- USER LEVEL:** Stage 6 Professional
- KLA:** Science; TAS
- SYLLABUS:** Agriculture Stage 6; Biology Stage 6; Senior Science Stage 6
- SCIS SUBJECTS:** Plants - Diseases and pests
- KEYWORDS:** Biodiversity; genetics; plant
- PUBLISHER:** The American Phytopathological Society
- REVIEW DATE:** 21/12/00 SCIS 1030635

### Ancient Greece - history, mythology, art, culture and architecture

<http://ancient-sites.com/>

A professionally produced site, this offers comprehensive coverage of ancient Greek culture. The functional layout provides information and easy navigation to a large collection of sections, such as

virtual tours of archaeological museums. *Olympics* includes: a movie and virtual tour of Olympia; background history; details of sports; stories; ancient sportspeople; and the modern Olympics. Archaeological presentations are useful, with photographs linked to palace plans, for example, the Palace of Knossos. Information on the Athenian, Spartan, Mycenaean and Minoan ages provide relevant detail for Stage 6 options I to M in *Historical periods*, and valuable information for *Personalities in their times* in the *Ancient History: Stage 6 syllabus* (approved 1999). External links would need to be checked for curriculum relevance. C. Helps

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5; Ancient History Stage 6  
**SCIS SUBJECTS:** Art, Greek; Architecture, Greek; Greece - History; Mythology, Greek; Olympic Games  
**KEYWORDS:** Ancient Greece; architecture; art; mythology; Olympics  
**PUBLISHER:** Universal Artists, Inc., USA  
**REVIEW DATE:** 21/12/00 SCIS 1027055

### Archaeology Magazine

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

An official publication of the Archaeological Institute of America, this journal offers excellent current information about world archaeology. Information is attractively presented and logically navigated. A range of archaeological information is provided and updated regularly, including selected articles and news from each issue. At review this included an article about a Maya royal tomb. Links are provided to online content and the latest archaeological news. Archival material from previous issues is easily accessed through Back issues. This includes feature articles and abstracts. A search facility locates articles within the site. Links to other associated sites would need checked for curriculum relevance. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Ancient History Stage 6; History Stages 4-5  
**SCIS SUBJECTS:** Archaeology; Civilisation, Ancient  
**KEYWORDS:** Ancient societies; archaeology  
**PUBLISHER:** Archaeological Institute of America  
**REVIEW DATE:** 21/12/00 SCIS 1030781

### Arthur: the world's most famous aardvark

<http://www.pbs.org/wgbh/arthur/index.html>

Arthur's books, videos and CD-ROMs come to life, and the characters can be explored and studied at this site. The site map is an excellent tool, listing all possible links within the site to Games, General, teacher and character information. Navigation is very easy as each page has a link back to either the homepage or site map. Some American content is not helpful, such as to the episode descriptions in Teachers' corner, although the site affords Arthur fans many opportunities to explore this well loved character and his friends. Users can play games, complete activity sheets, sing songs, complete puzzles, read along with stories, and perfect art and craft activities. G. Cale

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** English  
**SYLLABUS:** English K-6  
**SCIS SUBJECTS:** Aardvarks - Fiction; Brown, Marc  
**KEYWORDS:** Aardvarks; Arthur  
**PUBLISHER:** PBS Kids, USA  
**REVIEW DATE:** 21/12/00 SCIS 1030642

### Australian job search – the largest job site in Australia

<http://www.jobsearch.gov.au/>

ABSTRACT

The home page opens with a location map enabling the job seeker to select the desired location in Australia. Once this is selected, the job seeker can limit the search to a specific region. A facility exists for job seekers to compile a resume, examine potential jobs in specific occupational areas, and access information about a range of services provided by the Federal Government. Employers communicate with the publisher via electronic data entry and it is their responsibility to ensure accuracy. Advertised positions are usually current, although job seekers are advised to respond to listed positions efficiently and quickly. In Related links users can select Indigenous Employment Policy, which accesses the Indigenous Employment Service. The site offers general career information and is relevant to school to work programs.

**USER LEVEL:** Stages 5 Stage 6 Community Professional  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Aboriginal people – Employment; Careers; Employment – Australia; Employment applications  
**KEYWORDS:** Job search  
**PUBLISHER:** Department of Education, Training & Youth Affairs, Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031601

### Bali & beyond programs

<http://www.balibeyond.com/gamelan/gamelanmusic.html>

A detailed introduction, in English, to traditional Javanese and Balinese gamelan instruments and the wayang is provided at this easily navigated, well presented site. To increase their appreciation of Indonesian culture, users can listen to music clips of well known and modern compositions performed by a group of Californian musicians. Photographs depict the instruments being played in traditional ways. Video clips, such as Bima flips a giant, show traditional wayang performances and allow the user to experience innovative shadow plays. Information is provided on the Mahabarata (in Wayang kulit) and traditional wayang puppet making. Kechat leads to a discussion forum. The site could help students explore some issues related to tourism and culture in Indonesia, such as: reconciling modern and traditional influences, the commercialisation of culture, cultural diversity, and the impact of cross-cultural contact. K. Anstis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; Languages  
**SYLLABUS:** Indonesian 7-10; Indonesian Stage 6: *Beginners; Continuers; Background Speakers*; Music 1 Stage 6; Music 2 Stage 6  
**SCIS SUBJECTS:** Gamelan music; Music, Balinese; Wayang  
**KEYWORDS:** Bali; concert; gamelan; Indonesia; music  
**PUBLISHER:** Bali & Beyond, USA  
**REVIEW DATE:** 8/12/00 SCIS 1030916

### The Bioengineering Group, Inc.

<http://www.bioengineering.com>

Covering pond, stream, stormwater and wetland management in urban landscapes and parks, this site demonstrates how something as apparently simple as a stream is very complex upon analysis,

and requires the work of many experts, such as engineers, scientists, and ecologists, in its management. The nature and range of work done is clearly evident and this gives a good indication of the scope of the profession. It is well worth visiting this site as it could be used as a resource in writing an engineering report. Links to other Bioengineering links are provided and would require time to verify their curriculum relevance. C. Williams

**USER LEVEL:** Stage 6 Professional  
**KLA:** Science; TAS; VOC ED  
**SYLLABUS:** Biology Stage 6; Earth & Environmental Science Stage 6; Engineering Studies Stage 6; Senior Science Stage 6  
**SCIS SUBJECTS:** Erosion; Water resources; Wetlands  
**KEYWORDS:** Bioengineering; management; restoration  
**PUBLISHER:** The Bioengineering Group, Inc., USA  
**REVIEW DATE:** 21/12/00 SCIS 1031721

### Biography

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

Access to over 25,000 biographies of famous past and present lives is available in this extensive database. The simple search facility enables users to locate information on a wide variety of writers, entertainers, politicians, explorers, scientists, and sports people. Generally, the biographies consist of a short paragraph, detailing the person's main achievements. For authors and musicians, a list of their works is also supplied. Some biographies, such as William Shakespeare, contain links to other related sites. These links would need to be checked for curriculum relevance. No photographs or pictures accompany the text. This easily navigated site offers support for the Stage 3 HSIE K-6 strands *Antarctica*, with biographies of Roald Amundsen and Ernest Shackleton; and *State and Federal Government*, with biographies of some past prime ministers. Limited support for aspects of Stage 2 *British Colonisation of Australia* is available via the brief biographies of early explorers. Related issues, including the impact on Aboriginal people, require additional resource support. J. Scheffers

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
**SCIS SUBJECTS:** Biography  
**KEYWORDS:** Biography  
**PUBLISHER:** A&E Television Networks, USA  
**REVIEW DATE:** 21/12/00 SCIS 1027066

### Blade runner / analysis

<http://www.bit.net.au/~muzzle/bladerunner/analysis.html>

An exciting online analysis of Ridley Scott's famous film, this site is the work of a University of Queensland graduate. His presentation deals with some of the more perplexing, enigmatic aspects of the film, including: Religious/philosophical parallels; the significance of the unicorn; the significance of the chess game; Plot problems in *Blade runner*; technical problems; and the significant question, Is Deckard a Replicant? A number of fascinating arguments offer food for thought on many specific aspects of this multi layered film. Students would find this site engaging and challenging, especially in relation to its poignant analysis of the symbolism in the film. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Advanced*  
**SCIS SUBJECTS:** Blade runner (Motion picture); Motion pictures – Plots, themes, etc.; Motion pictures – Study and teaching  
**KEYWORDS:** Blade runner; film

**PUBLISHER:** Murray Chapman, Australia  
**REVIEW DATE:** 21/12/00 SCIS 1027808

### BolaNews sportsline – Indonesian sportnews

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

The language used is straightforward and reasonably formal in this well organised electronic version of the sports magazine, *Bola*. Key terms are easy to grasp, as is a little sports slang. *Bulutangkis*, *Tinju*, *Tenis*, and *Basket*, for example, lead to information in Indonesian on each of the sports. The latest soccer information can be found in either *Ole! Internasional* or *Ole! Nasional*. Articles are generally quite short, and sometimes a few statistics are given. Users can participate in the vote for top athletes, thereby using Indonesian to communicate, and a search engine allows access to back issues. The site could be used to develop students' understanding of the cultural contexts in which Indonesian is used and apply Indonesian to leisure interests. K. Anstis

**USER LEVEL:** Stage 5 Stage 6 Community Languages  
**KLA:** Indonesian Stage 6: *Beginners; Continuers*  
**SCIS SUBJECTS:** Indonesia – Social life and customs; Indonesian language text; Sports  
**KEYWORDS:** Bulutangkis; Bola; Indonesian; news; sepak bola; sports  
**PUBLISHER:** BolaNews.com, Indonesia  
**REVIEW DATE:** 21/12/00 SCIS 1030802

### The box as container

<http://www.axon.com.au/mindsight/gallery/boxes/box.htm>

The highest quality of unusual cabinetwork is the focus of this of site. It records an exhibition held at the Canberra School of Art and includes photographs, the story behind each piece, and the materials used. The designs show the foremost values in creativity and lateral thinking applied to cabinetwork and the concept of a box. The images are presented initially in thumbnail, and clicking on them brings up a worthwhile, higher resolution image. Some biographies, additional photographs, and discussions of the stimulus for the creator are included in The makers. R. Thompson

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Design & Technology 7-10; Industrial Technology Stage 6; Technics 7-10  
**SCIS SUBJECTS:** Containers; Woodwork  
**KEYWORDS:** Cabinet-making; boxes  
**PUBLISHER:** Mindsight, Australia  
**AUTHOR:** Mark Woolston  
**REVIEW DATE:** 21/12/00 SCIS 1030683

### Brave new world

<http://members.tripod.com/~siser/>

The work of an American high school student, this site offers a clear introduction to Aldous Huxley's acclaimed futuristic novel. The well produced site makes it easy to find an array of information. It presents various pages including: a Summary of the novel; Chapter summaries; Author information; Vocabulary terms; and Quotes, along with other interactive links for questions or comments. The information is brief, direct, and colourfully presented. While it does not have great academic merit, students would find it a stimulating introduction to a study of this novel. Additional sites would need to be checked for curriculum relevance. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Advanced*  
**SCIS SUBJECTS:** Huxley, Aldous; Huxley, Aldous. Brave new world  
**KEYWORDS:** Brave new world  
**PUBLISHER:** Stephanie Iser, USA  
**REVIEW DATE:** 21/12/00 SCIS 1027980

### Career Education Association of WA

<http://www.career-ed.iinet.net.au>

The Career Education Association of Western Australia supports the professional development of career education practitioners. Its attractively presented web site includes: CEAWA news and Special announcements; a calendar of professional development events; and resources to support careers advisers in schools. Although much of this information is specific to WA, it can be a useful guide as to general career education trends. Making choices is a helpful curriculum package for use with students in Years 9 to 10. Links offers access to some useful career education sites throughout Australia and the world, and to Western Australian TAFE colleges and Universities. Finding employment online provides opportunities to apply for advertised positions and lodge resumes. S. Symons

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Careers; Employment applications; Vocational guidance  
**KEYWORDS:** Career; employment  
**PUBLISHER:** Career Education Association of Western Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031609

### CEAV – Career Education Association of Victoria

<http://www.netspace.net.au/~ceav/>

Although Victorian based, this site is general enough in scope to be of use to careers advisers and VET teachers in other states. The site is logically structured and easy to navigate. Of particular interest to careers advisers is Internet resources, where direct links to an extensive range of sites are provided, including: overseas professional organisations; national online employment agencies; the ACTU worksite; and CareersOnline. Exploration time is needed to select sites specific to a school's career/work education program. The site also contains sample role descriptions and reviews of selected classroom resources, which could be of assistance to careers advisers. This is a timesaving site for busy practitioners. J. Dolstra

**USER LEVEL:** Professional  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Careers; Career education; Employment applications; Vocational guidance  
**KEYWORDS:** Career education  
**PUBLISHER:** Career Education Association of Victoria  
**REVIEW DATE:** 21/12/00 SCIS 1031616

### Challenger Center online

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

The most interesting and relevant area of this attractively presented web site is Teacher & community resources. Under the tab

Student activities there is a vast range of lesson ideas available on: Comets; Mars; the Moon; the Solar system; the space Shuttle; General space information; and the International space station. Adobe Acrobat is required to view most of these. The lessons are easy to understand and most come with student worksheets which can be adapted to the NSW syllabus. There is also downloadable Classroom clipart and links to other sites on the web available under the same categories. Time would be required to verify curriculum relevance of the links. K. Heap

**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5  
**SCIS SUBJECTS:** Solar system - Study and teaching; Space - Exploration - Study and teaching; Space sciences - Study and teaching  
**KEYWORDS:** Challenger; space  
**PUBLISHER:** Challenger Center for Space Science Education, USA SCIS 1030650

### chemmybear.com

<http://www.spusd.k12.ca.us/chemmybear/index.html>

Chemistry students and teachers will find this attractively presented site useful and informative. There are online experiments, which contain the method, and the expected results. Stills of Animated molecules may be clicked on to link to pages with the downloadable GIF files. These show rotating molecules accompanied by a short discussion of each. By choosing An element of interest the user is presented with information on an element at random. This is very detailed and largely text based so it is quick to load. There are links to numerous other chemistry sites, but time would be required to verify their curriculum relevance. K. Heap

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5; Chemistry Stage 6  
**SCIS SUBJECTS:** Chemistry  
**KEYWORDS:** Chemistry; element; molecules  
**PUBLISHER:** Paul Groves, South Pasadena High School, USA  
**REVIEW DATE:** 21/12/00 SCIS 1030660

### Cultural explorer - say it in French

<http://www.ambafrance.org/ALF/>

The French embassy in Canada has developed this outstanding, interactive simulation for students of French. The visitor lands in Roissy-Charles-De-Gaulle airport and has six hours to reach the Eiffel tower in central Paris, where Monsieur Langlois has fixed a meeting. With an hourglass at the bottom of the screen, the visitor has to make their way through the many linguistic and cultural barriers, such as going through customs and buying a phone card. Incorrect answers withdraw time. The Toolvox plugin allows the virtual traveller to hear questions spoken in French, although instructions are given in English. A handy English-French dictionary is also available. After completing this activity, a trip to Paris may not seem perilous. Macintosh users would have difficulty using this site: according to the publishers it cannot be used on a Macintosh. K. Le Bourdonnec

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Languages  
**SYLLABUS:** French Stage 6: *Beginners; Continuers; Advanced*  
**SCIS SUBJECTS:** France - Social life and customs; French language- Problems, exercises, etc.

**KEYWORDS:** Cultural; French; language; Paris  
**PUBLISHER:** Service Culturel de l'Ambassade de France au Canada  
**REVIEW DATE:** 19/12/00 SCIS 1030755

### DairyPage Magazine 2000

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

Current news items that are pertinent to the dairy industry may be tracked at this great site. The articles in News are of interest to dairy farmers and are relevant to senior agriculture students. Cow cafe provides a forum to talk to dairy farmers about relevant issues. The site contains articles from the Queensland magazine, Dairyfarmer News and Back issues of DairyPage. There is an extensive list of Links to farming information and Online publications for the dairy community. These would require exploration time to verify their relevance. Teachers will find it easy to keep up to date with news in the industry through the use of this site. K. Heap

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agriculture Stage 6  
**SCIS SUBJECTS:** Dairy industry - Australia  
**KEYWORDS:** Dairy; milk  
**PUBLISHER:** Queensland Dairyfarmers' Organisation, Australia  
**REVIEW DATE:** 21/12/00 SCIS 1030710

### DETYA ten fields of study – Which course? Which university?

<http://www.detya.gov.au/tenfields/>

#### ABSTRACT

A concise guide to university courses in Australia is available at this site. The information is categorised into ten fields of study: Agriculture and animal husbandry; Architecture and building; Health; Science; Education; Engineering and surveying; Business, administration and economics; Law and legal studies; Arts, humanities and the social sciences; and Veterinary science. Within each section, brief descriptions of undergraduate courses are listed for each university, with contact points for further information. Field statistical data is given on participation characteristics, student satisfaction data, and employment/study outcomes. A starting point for students planning future higher education study, the site's search facilities are suited to specific course inquiries. This site is linked to other DETYA web pages containing scholarship, career, training and financial information.

**USER LEVEL:** Stage 5 Stage 6 Community  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Universities and colleges – Australia – Directories  
**KEYWORDS:** DETYA; university  
**PUBLISHER:** Department of Education, Training & Youth Affairs, Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031553

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

### Digest 96-04 (Computer skills for information problem-solving: learning and teaching technology in context)

<http://ericir.syr.edu/ithome/digests/computerskills.html>

The concept of an information skills approach for problem solving is expanded to include the integration of computer literacy and technology in this document. The authors insist that little is achieved by teaching technology skills in isolation; instead they should be embedded into cooperatively planned lessons with the teacher-librarian, classroom teacher, and/or the computer teacher. The suggested scope and sequence illustrates how computer literacy skills are embedded within an information literacy framework. Teachers will find this a useful reference guide for programming. The article is in the public domain and can be reproduced, making it suitable for staff development, in the context of Information skills in the school. There is a comprehensive list of suggested reading at the conclusion of this ERIC digest. S. Rasaiah

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Computers in education; Educational technology  
**KEYWORDS:** Information skills; programming; technology  
**PUBLISHER:** ERIC Clearinghouse on Information & Technology, Syracuse University, USA  
**AUTHOR:** Michael B. Eisenberg & Doug Johnson  
**REVIEW DATE:** 21/12/00 SCIS 1027773

### The Dusseldorp Skills Forum

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

Best known for its TRAC program, the Dusseldorp Skills Forum could be described as an independent think tank on vocational education in Australia. As such, this well constructed site provides much useful background to VET education current thinking and practice. The home page provides links to: thought provoking research Papers; innovative Projects; and useful educational Links. Time would be required to verify the curriculum relevance of the links. Career WorkKeys is one project of particular relevance to schools. Schools may well find other projects inspiring. Toolroom provides downloadable materials on these and other projects. W. Goldie

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Employment - Australia; Vocational education; Workforce - Australia  
**KEYWORDS:** Dusseldorp; skills; workforce  
**PUBLISHER:** Dusseldorp Skills Forum, Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031628

### eboard

<http://www.eboard.com/home.html>

As an alternative to a web site, a bulletin board can be created here instantly by anyone wanting to put information online. This site is suitable for the beginner who wants to publish a home page with the option of text and pictures. At time of review it was indicated that attaching files and tabs would soon be possible. Technical support, Frequently asked questions, User comments, and a demonstration and tour provide assistance for users. An eBoard would be ideal for professional exchange, or a special events page. Teachers would find endless possibilities for using eBoards for online lessons and for linking home and school. S. Rasaiah



**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Electronic bulletin boards  
**KEYWORDS:** Home page; publishing; web site  
**PUBLISHER:** eBoard.com Inc., USA  
**REVIEW DATE:** 21/12/00 SCIS 1027800

### Encyclopedia Smithsonian: Egyptian mummies

<http://www.si.edu/resource/faq/nmnh/mummies.htm>

Accessible information about mummies is available here. While restricted in length, and basic in nature, it offers a manageable general overview in the format of an encyclopedic entry. The text based, straightforward layout covering the key processes of embalming; burial practices such as the opening of the mouth ceremony; and a short discussion of **Who was mummified and why**; makes it user friendly for quick reference and independent research. An interesting bibliography is offered to allow exploration of the topic in greater depth. It is relevant to the Stage 4 area of study, *Ancient societies*. C. Help

**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5  
**SCIS SUBJECTS:** Mummies  
**KEYWORDS:** Egyptian mummies  
**PUBLISHER:** Smithsonian Institute, USA  
**REVIEW DATE:** 21/12/00 SCIS 1028011

### Famous curves index

<http://www-history.mcs.st.ac.uk/~history/Curves/Curves.html>

A large, varied list of curves, some of which are studied in detail in Stages 5 and 6, is offered by this site. The **Straight line**, **Circle**, **Parabola**, and **Hyperbola** are just a few of the curves that come to fully animated life with a *Java* enhanced browser. Making use of this site's *Java* abilities really enhances the experience of learning about curves through experimenting interactively. Students may well enjoy the intricacies of: **Lissajous curves**; **Equiangular spiral**; **Conchoid**; and the **Quadratrix of Hippias**. Each curve comes with a detailed historical perspective. This site can be of considerable assistance to students in a range of mathematics courses. T. Scott

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics 9-10; Mathematics Stage 6: *General; Extension 1; Extension 2*  
**SCIS SUBJECTS:** Curves  
**KEYWORDS:** Curves; circle; ellipse; hyperbola; mathematics; parabola  
**PUBLISHER:** School of Mathematics and Statistics, University of St Andrews, Scotland  
**REVIEW DATE:** 19/12/00 SCIS 1028028

### Film studies at the ANU

<http://artalpha.anu.edu.au/web/mel/fs/main.htm#Study%20Guides>

Designed as an outline of courses for prospective film studies students at the University, this comprehensive site has a good deal more on offer. The detailed section, **How to read a film sequence**, includes a focus on such aspects as: **Narrative**; **Mise en scene**; **Cinematography**; **Editing**; and **Sound**. It provides a valuable introduction to film for senior school students. **Links to cinema**

sites provides links an extensive list of renowned film directors such as Orson Wells, Alfred Hitchcock, Akira Kurosawa, Jane Campion, Quentin Tarantino, and Peter Weir. This site is definitely worth visiting, and exploring for additional relevant information. C. Sly

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Standard; Advanced; ESL; Extension 1*  
**SCIS SUBJECTS:** Motion pictures – Study and teaching  
**KEYWORDS:** ANU; film studies  
**PUBLISHER:** Department of Modern European Languages, Australian National University  
**AUTHOR:** Alex Castro  
**REVIEW DATE:** 21/12/00 SCIS 1027988

### FranceKeys.com

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

Information on all aspects of France is available in English on this attractive, well organised site. **Regions** accesses the twenty two regions of France, with explicit maps, and local information on cities, the environment, and cultural trademarks. **Listen and speak French for free** provides basic, but essential language tuition. There are also many cultural and practical pointers. Whether a teacher or student in French, or simply a dedicated Francophile, this site has something for everyone. A visit to this great site will turn into a rewarding cultural adventure. K. Le Bourdonnec

**USER LEVEL:** Stage 5 Stage 6 Community Professional  
**KLA:** Languages  
**SYLLABUS:** French 7-10; French Stage 6: *Beginners; Continuers*  
**SCIS SUBJECTS:** France; French language  
**KEYWORDS:** France; French; Paris; regions  
**PUBLISHER:** World Travel Assistance, France  
**REVIEW DATE:** 19/12/00 SCIS 1030748

### Futurefinder.com.au - Welcome

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

Direct information for students on career matters and resources to assist the development of teaching programs are provided by this service. Following a registration questionnaire, users are presented with a personalised home page of a wide range of matching occupations, courses, and lifestyle information. Details can be updated or changed to obtain a more specific profile. The information is comprehensive and sensitive to the needs of young people, giving access to other sites covering national or state based institutions, along with counselling services and a developing FAQ section. An interactive option allows feedback and suggestions from its users. E. Kesby

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Career education; Careers; Universities and colleges  
**KEYWORDS:** Future; job guide  
**PUBLISHER:** The Good Guides Group, Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031669

### Giverny – Vernon: in the heart of Impressionism

<http://giverny.org/index.htm>

Although aimed at providing tourist information for the Giverny area of France, this site also has broad information related to Claude Monet. Included are a location map and history of the area with photographs. Local area history is covered under **Museums, Castles, Mills and Archeological sites**. The **Gardens** section covers various aspects of local gardens with an emphasis on details of Monet's garden. Included are: an aerial view; map; description of the house; photographs of scenes, specific details; and seasonal changes. A direct link is provided to the site *Welcome to Claude MONET's*, with biographical details and exhibitions of his paintings. The French version of the entire site is available, and offers some excellent comprehension material within an authentic cultural context for students of French in Years 7 to 12. In particular, it could be useful for the *Arts and entertainment* topic in the Stage 6 French *Continuers* course. A. Whyte

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; Languages  
**SYLLABUS:** French 7-10; French Stage 6: *Beginners; Continuers; Visual Arts Stage 6*  
**SCIS SUBJECTS:** Gardens, French; Giverny (France); Impressionism (Art); Monet, Claude; Painters, French; Vernon (France)  
**KEYWORDS:** Giverny; Impressionism; Monet  
**PUBLISHER:** GiVerNet, France  
**REVIEW DATE:** 21/12/00 SCIS 1028042

### Hammurabi title page

<http://members.nbci.com/PMartin/hammurabi/homepage.htm>

A simple description and a brief history of Hammurabi's code are displayed on the title page, with further topics accessed through colourful icons. The language used is simple, and the presentation is attractive with use of a large, clear font. Eight situations Hammurabi faced are supplied as discussion starters, and cartoons accompany the rulings. Ideas for teaching the origins of laws are included on the **Teachers' page** and **See Hammurabi's code** gives a transcript of his laws. This site could be used when looking at the key figures, events and issues in the development of democracy worldwide, civics and citizenship, and to support the HSIE outcome CCS3.2. S. Leslie

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History Stages 4-5  
**SCIS SUBJECTS:** Hammurabi – King of Babylon; Law  
**KEYWORDS:** Code; Hammurabi; law  
**PUBLISHER:** Phillip Martin  
**REVIEW DATE:** 21/12/00 SCIS 1028097

### HSC credit transfer arrangements to TAFE NSW

<http://www.det.nsw.edu.au/hsctafe/>

#### ABSTRACT

Sponsored by The Schools Consortium of NSW (which consists of the Board of Studies, Department of Education and Training, Catholic Education Commission, and Association of Independent Schools), this web site is designed to inform students, teachers, careers advisers, and others about how to maximise credit transfer into Technical and Further Education (TAFE) through the selection of Higher School Certificate subjects. Clicking on any HSC subject produces a list of relevant TAFE courses for which students can receive credit transfer. Links provide information on: **School based**

**part-time traineeships** available to secondary school students as part of the HSC; **Recognition for projects and HSC major works**; and the **School statement of achievement forms**.

**USER LEVEL:** Stage 5 Stage 6 Community Professional  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Technical education – Curriculums; Universities and colleges – Curriculums; VET – Curriculums  
**KEYWORDS:** Credit transfer; HSC; TAFE  
**PUBLISHER:** Department of Education and Training, NSW  
**REVIEW DATE:** 18/12/00 SCIS 1031561

### The Inca Trail and Machu Picchu

<http://www.raingod.com/angus/Gallery/Photos/SouthAmerica/Peru/IncaTrail/>

The Inca Trail is a hiking route through the mountains near Cuzco, Peru, which ends at the Inca city of Machu Picchu. This site provides a short, illustrated account of the walking tour; and some information about Mayan society. The information is comprehensive and accurate, and accompanied by many clear photographs that may be enlarged. An **Interactive map** shows scenery along the trail. Links are provided to photograph collections of archaeological sites in Europe, the Middle East and the Americas. These would need to be investigated further to determine their curriculum relevance. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; History Stages 4-5  
**SCIS SUBJECTS:** Incas; Peru – History  
**KEYWORDS:** Inca Trail; Machu Picchu  
**PUBLISHER:** Angus McIntyre  
**REVIEW DATE:** 18/12/00 SCIS 1030768

### IPPEX overview

[http://ippex.pppl.gov/ippex/pages/overview\\_7.html](http://ippex.pppl.gov/ippex/pages/overview_7.html)

The stated aims of IPPEX include getting young people excited about science by involving them with real, live science and scientists through learning how to solve problems and to find information. These resulting pages offer some fascinating learning supports. Several pages are relevant to the *Physics: Stage 6 syllabus* (approved 1999), including sections devoted to nuclear fusion, and interactive pages on **Matter and Electricity & Magnetism in Interactive Physics modules**. **Virtual Tokamak** includes two JAVA based interactive pages allowing students to study how magnetic fields are used to confine plasma and to operate their own fusion experiment. The site uses very creative slide shows to develop some difficult concepts. J. Morgan

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5; Stage 6 Physics  
**SCIS SUBJECTS:** Electricity; Magnetism: Matter; Nuclear energy; Nuclear fusion; Plasma (Ionised gases)  
**KEYWORDS:** Energy; fusion; magnetism; physics  
**PUBLISHER:** Center for Improved Engineering and Science Education, Stevens Institute of Technology, USA  
**REVIEW DATE:** 21/12/00 SCIS 1032023

### John Donne (1572-1631)

<http://www.luminarium.org/sevenlit/donne/>

Stately, elegant and richly coloured, this site also carries relaxing and evocative background period music. There is much to support the study of John Donne. The biography (**Life**) is comprehensive

and supported by links to an extensive array of bibliographical, historical, and critical information. *Essays* covers Donne and his contemporaries, including Herbert, Marvell, and Milton. These are predominantly learned, with quality student work clearly marked, and encompassing general and specific aspects of his work. Many are downloadable. Perhaps the best aspect of this site is the audio version of many of the poems found in *Works*. Donne is prescribed for the *English: Stage 6 Syllabus*: (approved 1999) *Advanced course, Module B: Critical study of texts*. W. Bowie

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Advanced*  
**SCIS SUBJECTS:** Donne, John; Metaphysical poetry  
**KEYWORDS:** John Donne; Metaphysical poets  
**PUBLISHER:** Anniina Jokinen, USA  
**REVIEW DATE:** 21/12/00 SCIS 1027802

### Lab guide home

[http://www.uic.edu/~magyar/Lab\\_Help/lghome.html](http://www.uic.edu/~magyar/Lab_Help/lghome.html)

Junior secondary science students will find this site of interest. It covers topics such as: **Laboratory safety**; **Preparing for lab**; **Report writing**; and **Organic lab tips**. A good background for the correct usage of laboratories in schools is provided. The information at this largely print based site is easy to read. Chemistry resources leads to links to other chemistry sites on the web. Time would be required to verify their curriculum relevance. At the time of review, some parts of the site were still under construction and some hyperlinks within the site to explanations of terms was not operating. K. Heap

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5  
**SCIS SUBJECTS:** Chemistry; Science laboratories  
**KEYWORDS:** Chemistry; laboratory; safety  
**PUBLISHER:** University of Illinois, USA  
**AUTHOR:** Cal Chany  
**REVIEW DATE:** 21/12/00 SCIS 1030672

### Languages – BBC – Make French your business – Index

<http://www.bbc.co.uk/education/languages/french/business/index.shtml>

For those who need to communicate in French in a business environment, this online resource covers six topics offering audio and interactive practice, with immediate feedback. Each topic provides a selection of audio clips, key phrases for the topic, key vocabulary, and practice activities to test comprehension. **Greetings**, **Introducing yourself**, **Telephone et rendez-vous**, and **Getting around**, are directly related to topics in the *French Beginners: Stage 6 syllabus* (approved 1999). **Self-check** allows the user to check language skill levels in particular topics. Transcripts and translations are also provided to support the audio files. This well constructed web site also hosts handy **Cultural notes**, giving out essential information on French customs and cultural trademarks. K. Le Bourdonnec

**USER LEVEL:** Stage 6 Professional  
**KLA:** Languages; VOC ED  
**SYLLABUS:** French Stage 6: *Beginners*  
**SCIS SUBJECTS:** French language – Business French; French language – Conversations and phrases  
**KEYWORDS:** Business; communication; French; languages

**PUBLISHER:** BBC Education, UK  
**REVIEW DATE:** 21/12/00 SCIS 1030702

### Mathematics

<http://www.ibiblio.org/expo/vatican.exhibit/exhibit/d-mathematics/Mathematics.html>

View Euclid's *Elements* from 300 BC, peruse Archimedes' actual *Works*, and marvel at the beauty of Apollonius' *Conics* at this Vatican Library site. The papal curia has become a centre for the recovery of the original Greek manuscripts, often very old and elegant, and the production of new translations of these works. This site provides a first hand look at these remarkable texts. Teachers and mathematics students with a sense of history would appreciate the beauty and majesty of these ancient and mathematically profound items. Ptolemy's *Geography*, the book which inspired Columbus to attempt his voyage, and which remains the model of all systematic atlases, can also be found here. T. Scott

**USER LEVEL:** Professional  
**KLA:** Mathematics  
**SCIS SUBJECTS:** Astronomy; Mathematicians; Mathematics – History; Ptolemy  
**KEYWORDS:** Mathematics; Greek mathematics; Vatican Library  
**PUBLISHER:** Library of Congress, USA  
**REVIEW DATE:** 19/12/00 SCIS 1028456

### Melanoma

<http://www.med.usyd.edu.au/medicine/melanoma/index.htm>

Easy to navigate and written in clear, simple English, this web page allows the user to readily access specific information on melanoma and skin cancer. Aspects covered include: **Types of melanoma**; **Research**; **Prevention**; **Treatment**; and **Common questions**. Thumbnail pictures enhance the descriptions of the numerous types of skin conditions which can become cancerous as a result of exposure to the sun. The **Links** are limited though qualitative, and provide two good examples of how a government and international organisation have structured their approaches to addressing the issue of skin cancer through the Ottawa Charter. The information provided is most appropriate to the *PDHPE: Stage 6 syllabus* (approved 1999) HSC core 1: *Health priorities in Australia*. C. Maher

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10; PDHPE Stage 6  
**SCIS SUBJECTS:** Cancer; Skin – Diseases; Skin – Care and health  
**KEYWORDS:** Melanoma; skin cancer  
**PUBLISHER:** The Melanoma Foundation, University of Sydney, Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031674

### Museum of Non-Objective Painting

<http://artnetweb.com/artnetweb/abstraction/nonobj.html>

As an introduction to abstract and non objective art forms, this compact site is informative, and contains some short, precise essays using specific language related to the discipline. Some writings are accompanied by illustrations. Theme areas covered are: painting; sculpture; Architecture; Photography; Music; Dance; Film; Poetry; and Theatre. There are no hot links to other sites, but it selectively highlights titles, themes and artists to be investigated further. Students would be able to use this site as a basis for their

investigation into the various themes and the language used to express artistic thought and ideas. A. Whyte

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts Stage 6  
**SCIS SUBJECTS:** Art, Abstract; Expressionism (Art)  
**KEYWORDS:** Architecture; film; music; painting; photography; sculpture; theatre  
**PUBLISHER:** Artnetweb, USA  
**REVIEW DATE:** 21/12/00 SCIS 1031666

### National anthems

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

A useful resource for showing national flags, national anthems, and the current times of 193 countries of the world, this site is visually appealing and simple to navigate. By selecting a country from the drop down menu, users are able to: see that country's flag; hear its national anthem; and read the words to that anthem in both English and the local language. They can learn who wrote the anthem, when it was written, and when it was adopted by that country. The clarity of sound and the simplicity of the graphics are pluses for this site. There is also a link to **Flags of the world**, a site that is devoted to vexillology. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
**SCIS SUBJECTS:** Flags; National songs  
**KEYWORDS:** Flag; anthem  
**PUBLISHER:** Mark Fromm, Italy  
**REVIEW DATE:** 21/12/00 SCIS 1028478

### National Library of Australia's Federation gateway

<http://www.nla.gov.au/guides/federation/>

The National Library of Australia has an extensive collection of material relating to Federation, and this site was created to assist in locating them through an online catalogue, and there is also an abundance of material directly accessible from it. Of particular note for younger students are the biographies of individuals involved in the Federation movement. These could be used in achieving the HSIE outcome SSS3.8; are found in **People**; and include politicians, poets, journalists and workers, such as Alfred Deakin, Dame Mary Gilmore, and Sir Henry Parks. Portraits accompany the simple biographies. Chronology provides a basic timeline from **Pre white settlement** to 1901. Broad significant events are listed, some of which are hyperlinked to relevant documents in the library's collection. S. Leslie

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History Stage 4-5  
**SCIS SUBJECTS:** Australia - Constitution; Australia - History  
**KEYWORDS:** Federation  
**PUBLISHER:** National Library of Australia  
**REVIEW DATE:** 21/12/00 SCIS 1026879

### Natural Resources and Environment, farming and agriculture

[http://www.nre.vic.gov.au/web/root/domino/cm\\_da/nrenfa.nsf/frameset/NRE+Farming+and+Agriculture?OpenDocument](http://www.nre.vic.gov.au/web/root/domino/cm_da/nrenfa.nsf/frameset/NRE+Farming+and+Agriculture?OpenDocument)

A large number of informative articles on a range of agricultural topics are contained in this Victorian government site. Topics

include: various types of livestock; animal welfare issues; crops; pastures; chemicals; landcare; economics; pests; and diseases. Some of the series of **Agriculture notes**, found under **Publications**, could be useful as stand alone articles for information on specific topic areas, or as the basis for practical lessons. Selected **Current agricultural issues** are also explained with special reviews or articles. For NSW students, the Victorian emphasis will mean some information is not relevant, but if used thoughtfully the site could be a valuable resource. S. Annetts

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Agriculture 7-10; Agriculture Stage 6  
**SCIS SUBJECTS:** Agriculture  
**KEYWORDS:** Agriculture; farming; resources  
**PUBLISHER:** Department of Natural Resources and Environment, Victoria, Australia  
**REVIEW DATE:** 21/12/00 SCIS 1030794

### Nutrition Cafe

<http://www.exhibits.pacsci.org/nutrition/default.html>

The three interactive games at this attractive site could provide entertaining extension and reinforcing activities following class work on a food and nutrition topic. The **Nutrition Cafe glossary** (in **More nutrition info**) gives simple definitions of terms used in the game. It would be useful for student research, although some prior knowledge would allow best use of the site. **Grab a grape** is an interactive game requiring questions for provided answers. Explanations for the correct responses are given. **Nutrition sleuth** is a letter guessing game for nutrients missing from diets. **Have-a-Bite Cafe** assesses the food value of meals that can be planned by age and gender. A warning is given if the clickable links take users outside the site. S. Leslie

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; PDHPE; ST  
**SYLLABUS:** HSIE K-6; PDHPE K-6; Science & Technology K-6  
**SCIS SUBJECTS:** Nutrition  
**KEYWORDS:** Eating; nutrition  
**PUBLISHER:** Pacific Science Center and Washington State Dairy Council, USA  
**REVIEW DATE:** 18/12/00 SCIS 1029789

### OECD online

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

Well organised, this site is relevant to the study of developing countries. The home page directs to information on such things as health, agriculture, money laundering and economic policies. Regular updates are given on OECD issues. Some current statistics are provided, but the user is often instead directed to journal articles that students and teacher may not have access to. A bonus for teachers is that much of the information included will inspire lively classroom discussion. This is a recommended site with a huge amount of relevant facts for teachers and students. Time is required to locate specific information. The site could be used to teach search strategies to students in the context of their learning needs. Some navigation help is found in **First time visitor**, which gives an overview of what the site has to offer. K. Dally

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Geography Stage 6; Economics Stage 6  
**SCIS SUBJECTS:** International economic relations; International relations

## resources

**KEYWORDS:** Agriculture; economic policies; health  
**PUBLISHER:** Organisation for Economic Co-Operation and Development  
**REVIEW DATE:** 21/12/00 SCIS 1021376

### OSU plant dictionary

<http://www.hcs.ohio-state.edu/plants.html>

The dictionary of plants at this site provides access to a database of over 2500 images and descriptions of plants. The database can be searched by many fields. These include: the common or scientific name of the plant; its category, such as an annual, bulb or grass; plant features; or pests, either a specific insect or plant disease. The images are very clear and black and white versions are available for printing. As the site is American there are few references to Australian natives, but it is still a useful resource for researching introduced species of plants. K. Heap

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agriculture Stage 6  
**SCIS SUBJECTS:** Plants - United States  
**KEYWORDS:** Diseases; pests; plant  
**PUBLISHER:** Ohio State University, USA  
**REVIEW DATE:** 21/12/00 SCIS 1030718

### Oulu space physics textbook

<http://www.oulu.fi/~spaceweb/textbook/>

A helpful, mainly text site, with some interspersed images accessible within the internal links, this is easily overlooked through search engines. Topics covered include: plasma particles and waves; solar wind; Magnetosphere; Ionosphere; Atmosphere; Coupling; models of forces responsible for many phenomena; and effect on the earth's weather. The site would be useful for introducing concepts, as basic ideas are covered well in introductions, with related links to other references within the textbook. The deeper the student travels into the links, the more technical and difficult it becomes for the student to understand. Additional support may be required by students exploring these deeper levels. The site is very relevant to the *Physics: Stage 6 syllabus* (approved 1999) Preliminary course. It offers a range of magnetic field models, tables of data, and references. P. van Ruge

**USER LEVEL:** Stage 6  
**KLA:** Science  
**SYLLABUS:** Physics Stage 6  
**SCIS SUBJECTS:** Atmosphere; Plasma (Ionised gases); Space  
**KEYWORDS:** Physics; science; space; textbook  
**PUBLISHER:** University of Oulu, Finland  
**REVIEW DATE:** 21/12/00 SCIS 1031656

### Pfizer FunZone

<http://www.pfizerfunzone.com/funzone/index.html>

Students enter this attractive, interactive site through one of four doors. The lab profiles the work of everyday scientists, giving students some insights into their work. Time machine allows students to journey back in time and observe the impacts of modern medicine on disease control. Discoveries uses a simulation of an electron microscope to observe E. Coli and also describes some simple experiments students can perform at home. Explore has useful links and a comprehensive glossary of terms. Many of the activities require the Shockwave plugin. This site is particularly relevant to Stage 4 of the *Science Stages 4-5 syllabus*. J. Morgan

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5  
**SCIS SUBJECTS:** Diseases; Drugs; Science – Experiments; Scientists  
**KEYWORDS:** Biology; disease; scientists  
**PUBLISHER:** Pfizer Inc., USA  
**REVIEW DATE:** 21/12/00 SCIS 1030640

### Rapid software prototyping

<http://www.shu.ac.uk/schools/cms/rapid.software.prototyping/rapid.software.prototyping.html>

Prototyping is one of the software development approaches specified in the *Software Design and Development: Stage 6 syllabus* (approved 1999), and here is an excellent resource for teachers and students. A framework for a prototype development cycle is presented using these main stages: Requirements analysis; Prototype design; and Prototype construction. Its application is demonstrated via a case study of a situation typical of those that lend themselves to this approach. An introduction to *Visual Basic* is included. Even though the solution is implemented using *Visual Basic*, the treatment is more widely applicable. Information is clear, well structured, and related to the specific case study. Presentation is simple, and navigation straightforward and consistent. T. Porter

**USER LEVEL:** Stage 6  
**KLA:** TAS  
**SYLLABUS:** Software Design & Development Stage 6  
**SCIS SUBJECTS:** Computer programs  
**KEYWORDS:** Prototyping; software development  
**PUBLISHER:** Sheffield Hallam University, UK  
**AUTHOR:** Paul W. Parry  
**REVIEW DATE:** 21/12/00 SCIS 1032025

### Royal Flying Doctor Service of Australia

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

John Flynn, featured on this site, can be studied as a key figure in the development of Australian heritage in relation to the Stage 3 HSIE outcome CCS3.3. Administrative and community information, such as medical centres, bases, and safety trips when travelling in the outback are provided at this attractive, colourful site. It has much to offer primary students. The development of the Royal Flying Doctor Service and a biography of Flynn are presented in *History & school projects* in easily understood language. Anecdotes provide interest, and photographs, such as one of a pedal radio, add clarity to the information. Navigation is easy, with clickable headings and options to return to the top of the information. S. Leslie

**USER LEVEL:** Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
**SCIS SUBJECTS:** Australia – Biography; Community services; Flynn, John; Medical workers; Royal Flying Doctor Service of Australia  
**KEYWORDS:** John Flynn; Royal Flying Doctor Service  
**PUBLISHER:** The Royal Flying Doctor Service  
**REVIEW DATE:** 21/12/00 SCIS 1028805

### Rubber stamping resource page

<http://www.bydonovan.com/templates.html>

Templates for constructing cards, 3D models, Bookmarks, Folios, and boxes in almost any shape and design that teachers or students

could require are supplied in this handy resource. All are set out in tables, with hyperlinks to the pattern which can then be printed, and enlarged if necessary using a photocopier. The templates offer teachers a variety of craft ideas for Christmas and other special days. These would give students many alternative ways to present their projects using paper crafts. A picture of each finished product would enhance this site. The ability to follow printed instructions is needed for some of the more intricate designs. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3 Professional  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
**SCIS SUBJECTS:** Origami; Paper crafts  
**KEYWORDS:** Cards; Christmas; craft; stamping; templates  
**PUBLISHER:** Jan Donovan, USA?  
**REVIEW DATE:** 21/12/00 SCIS 1028811

### Science fact file: inside the human body

[http://www.imcpl.lib.in.us/nov\\_ind.htm](http://www.imcpl.lib.in.us/nov_ind.htm)

The seven systems of the human body, including The circulatory system, The muscular and The nervous system, are briefly explained on this easily navigated site. The main page supplies a table of contents, which links users to the respective systems. Basic facts about the operation of each system and its associated organs are listed. This information is ideal for student note taking. Labelled diagrams accompany the text. In particular, the diagrams of the respiratory, digestive and skeletal systems are simply drawn and would be suitable for primary aged students. This well designed site provides valuable support for the Stage 2 science and technology unit *A look inside*. J. Scheffers

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Human anatomy; Human physiology  
**KEYWORDS:** Human body  
**PUBLISHER:** Indianapolis-Marion County Public Library, USA  
**REVIEW DATE:** 21/12/00 SCIS 1030239

### Seamus Heaney – Cover page

<http://metalab.unc.edu/ipa/heaney/index.html>

Two of Heaney's poems (*Personal helicon* and *Tollund man*) set for study in 2001 and 2002 for the *English: Stage 6 syllabus* (approved 1999) *Extension* course appear on this web site, available through the *Internet poetry archive*. There is much additional information here to support a study of Heaney. A representative sample of his work is available as both hypertext and voice, giving students access to rhythms and patterns of speech, while *Biography* includes a brief discussion of his poetry and is linked to relevant works. His 1996 *Commencement address* at the University of North Carolina provides an interesting insight into his views of his own work. It is an easy site to navigate with plug in support for audio files. W. Bowie

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Extension*  
**SCIS SUBJECTS:** Heaney, Seamus; Irish poetry - Biography  
**KEYWORDS:** Seamus Heaney; poetry  
**PUBLISHER:** University of North Carolina, USA  
**REVIEW DATE:** 21/12/00 SCIS 1030684

### St John Ambulance Australia website

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

An extensive, well presented resource, this site is well suited to those studying Stage 6 PDHPE (*syllabus* approved 1999). Navigation is simple, with the home window containing direct links to the six main areas of focus for St. John Ambulance. Of particular interest to teachers and students of Stage 6 is *First aid and training kits*, which accesses an extensive series of PDF files on emergency first aid via the link at the top right of the page. These files are straightforward, clear, and quick loading. This material is related directly to: Preliminary core 2, *Better health for individuals*; Preliminary option 1, *First aid*; Preliminary option 4, *Outdoor recreation*; and HSC option 3, *Sports medicine*. News!, which profiles health promotion initiatives of the St. John Ambulance, is also of interest. These would make good case studies of health promotion initiatives for specific populations, relating directly to HSC core 1, *Health priorities in Australia*. C. Maher

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10; PDHPE Stage 6  
**SCIS SUBJECTS:** First Aid  
**KEYWORDS:** First aid; emergency; St John Ambulance  
**PUBLISHER:** St John Ambulance Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031714

### Study Notes: Macbeth

<http://www.sparknotes.com/guides/macbeth/>

For those needing assistance understanding *Macbeth*, this site is helpful. It is relevant to *Module B: Close study of text*, in the *English: Stage 6 syllabus* (approved 1999). Scene summaries are written simply with digestible commentaries. Characterisations are useful for quick reference. *Context* provides a short biography of Shakespeare, and places the play in a frame of reference with his other works. *Study questions* are limited in their range and quality of discussion. This site offers students a general overview, but much greater depth of study is needed for a comprehensive HSC coverage. C. Helps

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Standard*  
**SCIS SUBJECTS:** Shakespeare, William. *Macbeth*  
**KEYWORDS:** *Macbeth*; William Shakespeare  
**PUBLISHER:** SparkNotes.com, USA  
**AUTHOR:** Brian Phillips  
**REVIEW DATE:** 21/12/00 SCIS 1030493

### Sylvia Plath

<http://ilabws.informatik.uni-leipzig.de/~beckmann/nav.html>

Students studying Plath for the *English: Stage 6 syllabus* (approved 1999) *Advanced course, Module B: Critical study of texts*, will find a range of excellent support material on this site. The short *Biography*, and interspersed annotations in the book list, could provide some familiarity with Plath's life and art. *Online essays* offers links to a range of critical articles, quality student papers, newspaper items, and reviews of her work and life. *Links* leads to additional Internet resources, helpfully arranged and accompanied by brief descriptions to aid selection. While the site is well organised, students may need guidance in dealing with the volume of material available. W. Bowie

**USER LEVEL:** Stage 6 Professional

## resources

**KLA:** English  
**SYLLABUS:** English Stage 6: *Advanced*  
**SCIS SUBJECTS:** American poetry – Biography; Hughes, Ted; Plath, Sylvia  
**KEYWORDS:** Sylvia Plath  
**PUBLISHER:** Anja Beckmann, Germany  
**REVIEW DATE:** 21/12/00 SCIS 1030668

### Tanner's general chemistry

<http://www.tannerm.com/index1.htm>

Science students, particularly senior chemistry students, will find this site of interest. Topics include: **Electrochemistry**; **Atoms & elements**; **Animated atoms**; **Physical chemistry**; **Aqueous solutions**; the **Periodic table**; **Molecules**; and **Matter**. Within these categories information is presented as text supported with some graphs, pictures, and diagrams. There are some excellent illustrations and animations of atomic structure throughout the site. Students would require some knowledge of chemistry before attempting to use this site as some of the concepts raised are quite advanced. K. Heap

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Chemistry Stage 6; Science Stages 4-5  
**SCIS SUBJECTS:** Chemistry  
**KEYWORDS:** Atom; chemistry; elements  
**PUBLISHER:** Tanner McCarron, ?USA  
**REVIEW DATE:** 21/12/00 SCIS 1030656

### Travelmate – Australian travel guide

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

Aimed at the Australian travel market, this commercial site has accommodation information, a travel store, tour bookings, and a wealth of information that could support the HSIE unit, *Australia you're standing in it*, through the details provided for Australian localities. 2100 Australian towns and cities may be accessed, either by a search facility or an alphabetical listing in **Places to go**. A clickable map also gives information on regions of each state. The information provided for places varies, but can include descriptions of local attractions and local history. City and country localities are covered. There are some links to outside sources that would require teacher time to verify their curriculum relevance. The amazing **Map maker** facility provides a map, distances and travel information between any two nominated points. S. Leslie

**USER LEVEL:** Stage 2  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
**SCIS SUBJECTS:** Australia; Geography; Travel  
**KEYWORDS:** Australia; travel  
**PUBLISHER:** Travelmate.com.au Pty Ltd  
**REVIEW DATE:** 21/12/00 SCIS 1030932

### The underground railway@nationalgeographic.com

<http://www.nationalgeographic.com/features/99/railroad/>

This interactive history of the escape route to Canada gives an insight into American slavery. It supports the HSIE outcome CCS3.1, and a study of events that have influenced democracy worldwide. Users are placed in the role of a slave and given choices that may allow escape to freedom. If a poor choice is made users can return to the previous screen and continue the journey. Each screen is attractively presented with photographs and hypertext

links to further information. Supporting components of the site include a map of escape routes; a **Time line**; **Classroom ideas**; and a **For kids** section showing ingenious devices used for hiding the fugitives. The site would also add background information to a study of the Barbara Smucker novel *Underground to Canada*. S. Leslie

**USER LEVEL:** Stage 3  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
**SCIS SUBJECTS:** Slavery  
**KEYWORDS:** National Geographic; underground railway  
**PUBLISHER:** National Geographic Society, USA  
**REVIEW DATE:** 19/12/00 SCIS 1030530

### Unique Australian animals

<http://home.mira.net/~areadman/austrie.htm>

Australian animals are listed under: **Aquatic creatures**; **Land animals**; and **Birds**; when this colourful page opens. Clicking on any of the three topics finds a page of labelled photographs. These lead to comprehensive information, including a general description, feeding, habitat, breeding, and behaviour. Environmental issues such as threats and conservation status are also included. Each page has a map of Australia showing distribution of the animal. Many photographs accompany the written information. An interesting **Interactive kangaroo page** has a quiz on kangaroo facts. This is an informative site for teachers and students researching Australian animals. K. Wheeler

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Animals - Australia; Birds – Australia  
**KEYWORDS:** Australian animals; Australian birds; kangaroos; mammals  
**PUBLISHER:** Andy Readman, Australia  
**REVIEW DATE:** 21/12/00 SCIS 1030900

### Visit Gallipoli - home

<http://www.anzacsite.gov.au/>

Designed to appeal to students and the wider public, this is a visually stimulating and easily navigated site. Its focus is the Gallipoli landing and the present day Anzac Commemorative Site there. Of the seven sections of the site, students will find **Landing** and **Panels** the most useful as an accessible and rewarding introduction to the Gallipoli campaign. There are varied and reproducible sources such as maps, photographs, paintings, quotes and diagrams. **Teaching** provides teachers with additional resources, a study guide and links to other web sites. Time would be required to verify the curriculum relevance of these sites. D. Pook

**USER LEVEL:** Stage 5 Community  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5  
**SCIS SUBJECTS:** Gallipoli Campaign, 1915-1916; Gallipoli (Turkey)  
**KEYWORDS:** Anzac Commemorative Site; ANZACS; Gallipoli  
**PUBLISHER:** Commonwealth Department of Veterans Affairs, Australia  
**REVIEW DATE:** 21/12/00 SCIS 1030536

All prices in the availability statement include GST.

### Welcome to 'employment.com.au'

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

A helpful, specific purpose site, this quickly targets job vacancies in keeping with student interests, and includes cover letters, interview tips, a resumé writer, and career matching sections. It allows students to have someone help them look for jobs; the job categories can be refined, and then regular emails keep users up to date on current vacancies. The resume section is easily used, and allows for instant resumes to be created and printed, or even emailed directly to employers. Teachers would need to be aware of related child protection issues when using these facilities. Students may need support with polishing and proofing. **Job basket** allows students to choose from the jobs available, refine their choice, group them, and then print or email all the employers. The site is easy to use, quick to load, and provides instant feedback for students seeking employment. It is particularly useful for students outside metropolitan areas. C. Gray

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Careers; Employment applications; Employment – Australia  
**KEYWORDS:** Employment; career; jobs  
**PUBLISHER:** Adcorp Australia  
**REVIEW DATE:** 18/12/00 SCIS 1031651

### Welcome to the Australian National Training Authority website

<http://www.anta.gov.au>

ANTA is an industry based organisation established to develop a national system of vocational education. This well designed site provides easy access to the elements of the national training agenda, such as: **Industry Boards (ITABs)**; training awards and packages; and the **Australian Recognition Framework**. This is indispensable background knowledge for teachers and administrators involved in VET. For school students, this site also provides access to **Take off!**, a program designed to assist students, parents, teachers, and career advisers to understand the benefits and features of vocational education and training. This site offers an excellent introduction to VET, covering a range of aspects, including and new apprenticeships, and is also relevant to those thinking of selecting a vocational education course as part of their HSC package of study. W. Goldie

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Vocational education  
**KEYWORDS:** Training; VET  
**PUBLISHER:** Australian National Training Authority  
**REVIEW DATE:** 18/12/00 SCIS 1031624

### Welcome to the Indianapolis Zoo

<http://www.indyzoo.com/default1.asp>

Comprehensive information about animals and the operation and organisation of a zoo is available in this informative, interesting, and attractively presented site. Specific information on this zoo can be found from the home page menu through **About the zoo**, **Discover**, and **Zoo events**. Clicking **Resources** and then selecting **Animal facts** locates a search page for finding information about specific animals at this zoo. The information includes topics such

as habitat, behaviour and diet. It is simply presented in a clear format and photographs are included with some animals. Browse all gives an alphabetical listing of all the animals covered. K. Wheeler

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Animals; Zoos  
**KEYWORDS:** Animals; Indianapolis; zoo  
**PUBLISHER:** Indianapolis Zoological Society, USA  
**REVIEW DATE:** 21/12/00 SCIS 1030873

### Welcome to the JobGuide 2000

<http://www.detya.gov.au/jobguideonline/>

ABSTRACT

The online *JobGuide* is a Commonwealth Government service intended to help school leavers and young people when making their first career decisions. It showcases further education and training and employment options. As a resource for parents, careers advisers, and others seeking career information, it provides details of study and employment choices, and possible career changes. 600 occupations are featured in the **Australian careers directory**, and there are excellent hints on: choosing careers and apprenticeships; seeking work; applying for jobs; and writing application letters. **Australian job search** (separately reviewed) uses a clickable map to show job locations across the states. Registering for **Future finder** allows users to be matched with courses and careers.

**USER LEVEL:** Stage 5 Stage 6 Community  
**KLA:** HSIE; TAS; VOC ED  
**SYLLABUS:** Work Education Stage 5; CEC Work Studies  
**SCIS SUBJECTS:** Careers; Employment; Vocational guidance  
**KEYWORDS:** Careers; job guide  
**PUBLISHER:** Department of Education, Training & Youth Affairs, Australia  
**REVIEW DATE:** 18/12/00 SCIS 974462

### World cultures

<http://www.wsu.edu:8080/~dee/WORLD.HTM>

Designed for online learning, each of the units found here includes substantial historical context from the author, selected academic readings, and a structured assignment. Useful parameters are provided for critical evaluation of web sites. Topics range from ancient societies, particularly Asian ones, to the Middle Ages, the Renaissance and modern subjects such as democracy and fascism, examining the meaning of culture. Of particular note is **The slave trade**. A simple layout, with glossaries and anthologies, provides easy navigation. This site is relevant to the curriculum in ancient and modern history. C. Helps

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5; Ancient History Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Civilisations; Social life and customs; World history  
**KEYWORDS:** Civil rights; communism; culture; democracy; fascism; Minoan society; Mycenaean society; Washington State University, USA  
**PUBLISHER:** Richard Hooker  
**REVIEW DATE:** 21/12/00 SCIS 1030585

**WSPU (Women's Social and Political Union)**

<http://www.spartacus.schoolnet.co.uk/Wwspu.htm>

A history of the British women's suffrage movement and the role of the Pankhursts is supplied in this section of the *Spartacus Educational* web site. It provides subject matter that shows the means by which citizens influence the decisions and actions of their governments, and supports the HSIE outcome SSS3.8. The information is primarily print based, though a reproduction of a cartoon of the day could provide a discussion point. Hypertext links connect pertinent parts of the *Spartacus Educational* site, such as biographies of the key players, and events such as the *Cat and Mouse Act*. Direct quotes from the activists give an insight into their treatment and struggle. S. Leslie

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History Stages 4-5  
**SCIS SUBJECTS:** Pankhurst, Emmeline; Suffragists  
**KEYWORDS:** Suffrage; suffragette; voting; women  
**PUBLISHER:** Spartacus Educational, UK  
**REVIEW DATE:** 21/12/00 SCIS 1030608

**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.

BOOTH, Carole

**Multiple-choice comprehension [series]**

Prim-Ed, 2000 [428.0076]

Three levels of blackline proformas aim to provide original fiction and comprehension activities for teachers of Years 3-6. Students may find the reading and tasks uninspiring when compared to other popular resources. Some of the stories give confusing messages, leaving teachers to resolve problems that may arise.

One story tells about spending some money found on the street and provides a positive spin to this behaviour. Then it asks students to discuss the situation. Teachers attempting to cover the full range of reading outcomes will find limited use for this resource in a balanced reading program. The suggested tasks do not include any critical literacy activities, a core understanding for students. I. Kolder-Wicks

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$27.40 each

*Titles in this series are:*

**Lower** SCIS 1005427  
**Middle** SCIS 1005426  
**Upper** SCIS 1005383

BEALS, Jane

**Phonic pictures: initial sounds and blends.**

**Lower**

Prim-Ed, 2000 (Outcome linked)  
 ISBN 1864005653 [428.1076]

The advertised claim on the cover, "outcome linked", is misleading. Outcomes are only mentioned in an undeveloped overview, with the broad suggestion that the activities encourage students to demonstrate certain outcome statements in *Curriculum links*. The *Teachers notes* advise that the 50 blackline worksheets can be used for whole class and small group activities, or one to one confidence building exercises for less able or more immature early readers. However, engaging Early Stage 1 students in isolated activities from this book may not be an effective use of learning time. L. Rowles

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$32.90 SCIS 1015167

FISHER, Catherine

**Beginning to read: initial sounds and sight words. Lower**

R.I.C., 2000 (Outcome linked)  
 ISBN 1863116516 [428.1076]

Numerous exercises in this book are aimed at Early Stage 1 students practising their skills in using initial sounds and recognising some sight words. Whilst attempting to show links to outcomes, the exercises themselves are focussed clearly on only one aspect of reading: phonological processing. The range of photocopiable exercises offer students some predictability but tend to become repetitive. Each letter of the alphabet is introduced in the same way, and tasks are interspersed with revision exercises. The simple activities do ensure an element of success, but language in this book is not dealt with in meaningful contexts and therefore has limited potential in relation to a social view of language as described in the English K-6 syllabus. T. Creanaune

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$38.40 SCIS 1015193

GALLACHER, Christine & GRUBB, Margaret

**Literacy games: play to learn [series]**

Prim-Ed, 2000 [428.1076]

Teachers intent on creating balanced, integrated literacy sessions for Early Stage 1 and Stage 1 students will find little place for these collections of photocopiable literacy games in their classroom. Reliance on worksheet driven activities may not always be appropriate, and is at odds with syllabus and system endorsed practices that focus on the provision of authentic, contextualised literacy experiences. Connections with the English K-6 syllabus are not developed with any level of explicitness in *Teachers notes*, and considerable in-class support and teacher preparation is required to implement these activities effectively. Whilst some of the games may be useful generally, there may be more meaningful ways to develop good literacy practice. L. Rowles

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$32.90 each

*Titles in this series are:*

**Early literacy games: play to learn. Lower** SCIS 1015191  
**Literacy games: play to learn. Lower/Middle** SCIS 1015187

WALSH, Tony

**Success with syllables. Upper**

Prim-Ed, 2000  
 ISBN 1864004886 [428.1076]

The collection of photocopiable exercises outlined in this book is intended to help students focus on word attack skills, ranging from understanding syllables in words, through to blending sounds. Stage 1 and Stage 2 students are introduced to rules for syllabification, and then a range of activities based upon these rules. The focus on language at the word and letter level is at the expense of offering students tasks in the context of more meaningful stretches of language. The exercises tend to be repetitive, and the potential for relevant literacy learning, in relation to syllabus outcomes, is limited. T. Creanaune

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$32.90 SCIS 1015129

ANSTEY, Michele & BULL, Geoff

**Reading the visual: written and illustrated children's literature**

Harcourt, 2000  
 ISBN 0729536025 [823.009]

How illustrative text can be used to represent meaning is the key focus of this excellent reference book. The ways in which illustrative text reinforces written text meanings, and how it can also create alternative and multiple meanings different to those contained in the writing, are explicitly investigated. A wide variety of popular children's books are critically examined and analysed, and the diverse ways that illustrative text is used to engage readers in the active construction of meaning are identified. There are in depth analyses of the work of Anthony Browne and John Burningham, and extensive interviews with Australian authors and illustrators. Detailed reference lists and a glossary provide further sources of information. The comprehensive explanations and

practical ideas will assist teachers to examine explicitly, and discuss visual and critical literacy skills more effectively, as they identify how picture books play a crucial role in assisting readers and viewers to construct multiple meanings from both the illustrative and written text. This is a very useful resource to support teaching *Learning about outcomes* in English. J. Stratford

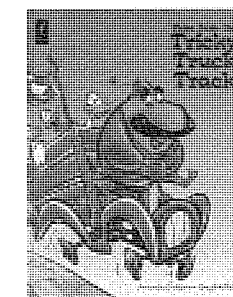
**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10; English Stage 6  
 \$53.79 SCIS 1011625

GRAHAM, Amanda & HOLFIELD, Greg

**The tricky truck track collection [kit]**

Era, 2000  
 ISBN 1863745440 [A821.3]

Supporting the increased emphasis on teaching phonemic awareness in the early years of schooling, the picture books in this kit highlight specific phonic patterns, including consonant blends, digraphs and rhyming patterns. The stories are imaginatively illustrated and have appeal for young readers. The resource comprises: a big book; six small picture books; and a hardcover anthology. An accompanying sound recording on compact disk allows students to hear the stories, read along, and reinterpret them as songs. The quality of modelled reading is particularly good and a variety of singing styles is featured. The *Teacher book*, by Liz Simon, provides additional support, addressing aspects of reading, writing, and knowledge about language and words, in whole class, small group, and individual activities. P. Hutton



**USER LEVEL:** Early Stage 1 Stage 1 Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
 \$120.90 SCIS 1014524

*Titles in this kit include:*

**Bill's bull** SCIS 1012184  
**The flying king** SCIS 1012187  
**Here comes the sun** SCIS 1012186  
**Joan's goat** SCIS 1012188  
**The queen can't sleep** SCIS 1012181  
**Tales from the tricky truck track** SCIS 998381  
**The tricky truck track** SCIS 1011415  
**The tricky truck track [big book]** SCIS 1020062  
**The tricky truck track. Teacher book** SCIS 1027614

SWANEY, Amanda

**Reading and viewing**

Era, 1999  
 ISBN 1863745092 [A823.3]

The collaborative works of Gary Crew and Steven Woolman are well known. The complex narratives of their picture books, specifically *Caleb, Tagged*, and *The watertower*, invite multiple readings and offer opportunities for exploring visual and critical literacies. These two aspects are well addressed in Swaney's teacher resource book. Her teaching notes are linked to Level 4 and Level 5 outcomes from the *National statement: English in Speaking and listening, Reading and viewing and Writing*. NSW teachers could interpret these in keeping with NSW syllabus outcomes. The manual is also available in a bagged set, accompanying paperback copies of the three picture

book titles. This package is particularly useful as support and guidance for teachers wishing to explore the literacy demands of visual texts with Stage 3, Stage 4 and Stage 5 students. P. Hutton

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
 Paper \$24.95 Teacher's book SCIS 979625  
 \$63.70 pack of four titles SCIS 979627

**Picture books**

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

BROWN, Marc

**Arthur writes a story**

Scholastic, 2000 (An Arthur adventure)  
 ISBN 1863888837

Arthur the aardvark's enthusiasm for a school story writing task keeps him busy. However, he comes to realise that simple things are often best. Arthur elaborates on his original tale about his pet, incorporating many suggestions until he produces a complex song and dance. His audience prefers the original narrative! Cheerful illustrations support and extend Arthur's experience. This is an interesting picture book to use with students who are engaged with the writing process themselves. Arthur is a likeable character, as is his supportive teacher, Mr Ratburn. Arthur deals with a dilemma that young readers can readily appreciate. J. Buckley

**USER LEVEL:** Stage 1 Stage 2  
 Paper \$9.70 SCIS 1009898

EILENBERG, Max & HEAP, Sue

**Cowboy Kid**

Walker, 2000  
 ISBN 0744567351

In simple direct prose, this bedtime story shows the relationship between loving, attentive but firm Sheriff Pa and his young son. The small child's reluctance to go to sleep, and his need to give and receive love, will be recognised by adults and young readers. Sue Heap's bright colourful illustrations add to this picture book's appeal. In its direct and unaffected depiction of the natural display of physical affection by and between father and son, the book offers a valuable model for children, and may be useful to teachers in classroom discussions on family relationships, and positive touching and expressing of feelings (child protection). W. Smith

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
 \$24.95 SCIS 1014535

FIENBERG, Anna & GAMBLE, Kim

**Minton goes home**

Allen & Unwin, 2000 (A little ark book/Minton 6)  
 ISBN 1864483717

Sure to please old fans and win new devotees, this latest picture book in the Minton series comes from that perfectly attuned team, Gamble and Fienberg. Who could not be charmed by such delightfully appealing creations as Minton (the salamander) and Turtle? The story tells about the pair's flight home from the coldest place on earth, in a hot air balloon, helped by Minton's old friend Hector, the hottest boy who ever lived, and by a rather cheeky albatross. Text and illustrations are well pitched to a young child's sense of humour, fun, and adventure. Creativity is catered for with instructions for making a replica of the balloon. B. Richardson

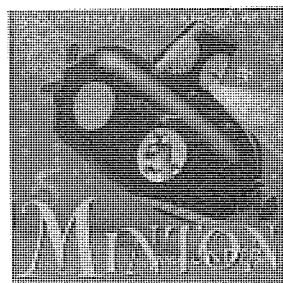
**USER LEVEL:** Stage 1 Stage 2  
 \$16.42 SCIS 1011303

FIENBERG, Anna & GAMBLE, Kim

**Minton goes under**

Allen & Unwin, 2000 (A little ark book/Minton 5)  
 ISBN 1864483709

Minton is on the move again in another delightful picture book adventure of the popular salamander. This time, Minton makes a submarine to explore under the sea. Gamble's engaging illustrations enhance both the dynamics of the plot, and the interplay between juxtaposed characters: positive, creative, enthusiastic Minton; and his negative, fearful, gloomy friend, Turtle. Young readers will recognise and enjoy the inventiveness and quick thinking of Minton. These attributes keep the story moving through a series of surprises, twists and turns. Teachers and parents may appreciate the concepts of the associated craft activity: recycling a plastic lemonade bottle to create a model submarine. N. Chaffey



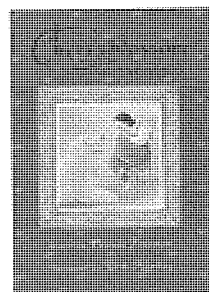
**USER LEVEL:** Early Stage 1 Stage 1 Community  
 \$16.42 SCIS 1011302

FREEMAN, Pamela & NORLING, Beth

**Cherryblossom and the golden bear**

/ retelling of *The woodcutter's daughter* by Alison Uttley. Omnibus, 2000  
 ISBN 1862913943

An enchanting retelling of a much loved fable, this is a beautiful picture book. It tells the story of a young seamstress who is visited at night from the embers of her fire by a friendly animal. Their friendship and trust develop and the visitor sets her seemingly impossible tasks. When Cherryblossom seeks refuge in the ruins of a castle, she lights a small fire and yearns for the company of her friend. He appears from the embers, a major transformation occurs, and happiness is found. This is an engaging story for teacher led activities in Stage 1. J. Hancock



**USER LEVEL:** Stage 1  
 \$24.90 SCIS 997389

GRIFFIN, Andrew

**Tiger-time for Stanley**

ticktock, 2000 (Strange relations 2)  
 ISBN 1860071171

Set in the colourful, noisy world of Stanley's bathroom, this picture book with accompanying CD-ROM provides a light and amusing venture into Stanley's quirky fascination for tigers, and practice for basic screen navigation and mouse control. The CD-ROM has motivating music, sound effects, visuals, a game, and a screensaver, which children will find engaging, but onscreen navigation is not obvious. The interesting tiger facts in Stanley's notebook provide good models of factual writing, and useful starting points for further research about tigers. The real potential for this resource to inspire and motivate lies within the book. It cleverly makes use of Stanley's vivid imagination, depicted through bold and expressive illustrations and information about tigers. The text provides opportunities to explore comparative language, describing similarities and differences between tigers and Stanley's pet cat, Elsie. Visually, this is a very appealing book. It engages readers on several levels and supports teaching and learning in English and science and technology. T. Creanaune

**Minimum requirements**  
 Macintosh: Power PC; 16MB RAM  
 Windows: 95/98; 16MB RAM

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English; ST  
**SYLLABUS:** English K-6; Science & Technology K-6  
 \$27.45 SCIS 1011474

HEST, Amy & DAVENIER, Christine

**Mabel dancing**

Walker, UK, 2000  
 ISBN 0744556627

Mabel is fascinated about an upcoming dance party planned by her parents. After all the preparation and fuss, it's impossible to sleep upstairs with that inviting dance music floating up the stairs. Before she knows it, Mabel, her blanket and Curly Dog have danced downstairs and joined the party and the bemused guests! Well presented on creamy coloured pages, and accompanied by italicised font and Davenier's bold watercolour illustrations, this is a beautiful picture book with a gentle, fulfilling storyline. I. McLean

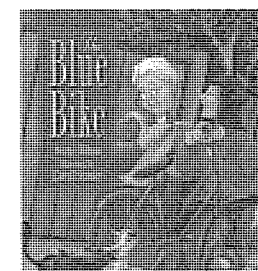
**USER LEVEL:** Stage 1 Stage 2  
 \$27.44 SCIS 1015770

HILTON, Nette & STANLEY, David

**The blue bike**

Koala, 2000  
 ISBN 086461280X

As a great grandmother remembers the past, and reminisces about where children used to play before the roads and buildings were constructed, her great-granddaughter finds it hard to imagine such a change. Children's toys and games from the beginning of one century to the next are compared



and contrasted in this picture book. The style of the book reinforces the old and new, as the illustrations range from sepia toned to full colour, reflecting the changes in the times and the effects on the environment. The story is written on quaint bookmark strips. This book supports the HSIE Stage 1 unit, *The way we were*. S. Rasaiah

**USER LEVEL:** Stage 1  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 \$24.90 SCIS 1013978

HOOPEP, Meredith & MERTZLIN, Anita

**Gandali the whale**

Random, 2000  
 ISBN 0091838827

Gandali, a young humpback whale, was content in the tropical paradise into which he was born. When the time came for him to travel south to join the other whales he was very reluctant to leave. This narrative takes readers with Gandali and his mother on an adventure south to Sydney Harbour and on to the Antarctic. The language used is descriptive, enhanced by beautiful, detailed illustrations of life above and below the waves. It provides a useful model for language structures and features of a narrative. The anthropomorphism of this picture book needs careful consideration, as a wide range of human values is attributed to the behaviour of whales. J. Evans

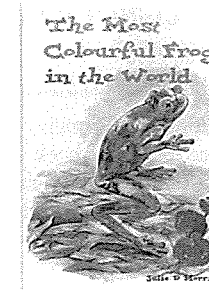
**USER LEVEL:** Stage 1 Stage 2 Stage 3  
 \$25.20 SCIS 1014744

MORRIS, Julie D.

**The most colourful frog in the world**

Scholastic, 2000  
 ISBN 186504234X

The advantage of an unobtrusive skin colour becomes very clear to the discontented brown frog of this story. Lacking the perceived advantages of his more colourful companions, the frog manages to become very brightly coloured. An encounter with a predatory cat ensues. The detailed illustrations are the strength of this picture book. They depict frogs in a wide variety of positions, and a terrifying frog's perspective of the scary cat. The various species of frogs featured in the story are identified in a final outline drawing. This attractive picture book provides an appealing exploration of the importance of self acceptance. J. Buckley



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
 \$24.90 SCIS 1011210

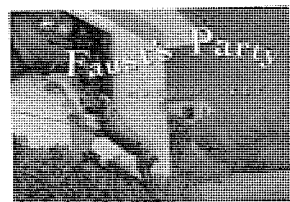
OTTLEY, Matt

**Faust's party**

Hodder Children's, 2000  
 ISBN 0733601898

Ottley's delight in his canine and alien characters is abundantly evident on every double page spread picture in this rollicking, uproarious picture book, a companion and sequel to *What Faust saw*. Size and placement of text on the page show equal playfulness

and invention. In the absence of the family, Faust's visitors return, and the confrontation between them and Faust and his neighbourhood supporters quickly turns into a riotous and uncontrolled romp through the house. Young readers will envy the abandon with which the characters play, and relish the absurdities of their behaviour. Human characters are amusingly matched to their canine companions. Look for the joke on the second last page! W. Smith



**USER LEVEL:** Stage 1 Stage 2  
\$27.35 SCIS 1011211

PICKAVANCE, Lynne & TYGER, Rory

**Grandma's yarn**

Koala, 2000  
ISBN 0864612591

Although sturdily constructed, this novelty picture book may not last through frequent library borrowing, but it is definitely a special one for sharing with young students. The book uses a length of red yarn, hanging from a hole in the front cover, to entice readers to predict, and then discover, what is inside. The presence of the wool threading through each page gives a wonderful three dimensional effect to the bright oil pastel illustrations, bringing to life the simple tale of two mischievous kittens who entangle Grandma's knitting wool as she snoozes. The narrative invites group recitation when re-reading. I. McLean

**USER LEVEL:** Early Stage 1 Stage 1  
\$14.00 SCIS 1014797

SCHAEFER, Carole Lexa & FELLOWS, Stan

**The copper tin cup**

Walker, 2000  
ISBN 0744556201

Continuity of families across generations is the subject of this attractive picture book. A small, engraved child's cup is the symbol of a family's links, as different children from different generations have a turn at owning the cup. The making of the metal cup, at the time of the migration of early family members, highlights their sacrifices and opportunities. Beautifully composed watercolour illustrations contribute much to the warm atmosphere of this work. This is an interesting work to share as part of units of work on families, and could promote discussion on belonging to families, and items of family heritage. J. Buckley

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$27.44 SCIS 1010451

STAFFORD, Liliansa & DAVIS, Lambert

**Snow bear**

Margaret Hamilton, 2000  
ISBN 1876289139

This picture book traces a relationship that develops between a boy and a rogue polar bear that endures throughout their lifetimes. The context for the story is that polar bears are endangered in the wild, as



the early melting of sea ice has interrupted their feeding pattern. When the bears cannot hunt for seals on the ice, they sometimes wander into towns to scavenge for food. It is then that they pose a threat to humans. Young readers may need adult input to recognise that the relationship would not occur in reality. The environmental aspects of the bears' plight provide the backdrop for the tale of trust and friendship between child and animal. Beautifully illustrated, this resource would support the science and technology units, *A change for the better*, and *Environment matters*. S. Rasiaiah

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; ST  
**SYLLABUS:** English K-6; Science & Technology K-6  
\$24.90 SCIS 1014753

STAFFORD, Liliansa & POWER, Margaret

**Just dragon**

Cygnat, 2000  
ISBN 1876268026

Kite flying, fishing, tales of a wooden boat with a dragon prow, and a love of the sea feature in this picture book that tells of the special relationship between a grandfather and granddaughter. Emma's ways of responding to the aging grandfather, his subsequent death, and her relationship with her mother during this traumatic time, are all sensitively portrayed, and enhanced through soft, coloured pencil illustrations. The Chinese heritage of the family is unobtrusively embedded in the text, and is celebrated and highlighted by the illustrations. The book reflects, without self consciousness, multi-cultural Australian society. N. Chaffey



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$24.75 SCIS 1011208

STEWART, Pauline & MALAND, Nick

**Sunshine showers and four o'clock flowers**

Bodley Head, 2000  
ISBN 0370324595

The seed that Davina pops in the ground, just as Grandma Ernestine tells her, eventually begins to grow. So too, does Davina's circle of friends, bringing an end to her loneliness. This beautifully crafted picture book combines spare, lyrical text with evocative, atmospheric illustrations, finely hatched and crosshatched in soft hues. The simple, intertextual storyline provokes thoughts on continuity and the life cycle, faith, growth, change, and fun and friendship. It is about renewal, not only physical but also in ideas and attitudes, but above all it is about love knowing no boundaries of colour, race, or creed. It is a lovely book for sharing and engendering discussion. B. Richardson

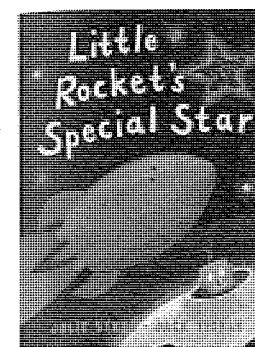
**USER LEVEL:** Stage 1 Stage 2  
\$27.45 SCIS 1014856

SYKES, Julie & TICKLE, Jack

**Little Rocket's special star**

Koala, 2000  
ISBN 0864612850

Little Rocket sets out to find a special birthday present, a glittering star, for her father Big Joe. In her search she identifies a series of



objects that appear to be a star from a distance, but upon closer inspection are found to be something quite different. Little Rocket decides to abandon her search to help her friend. Little Rocket's journey is simply told in blocks of text carefully placed within the full page illustrations. The bright, colourful illustrations are enhanced by silver highlighting, and contribute greatly to the impact of this picture book. This book lends

itself to class discussion about friendship, and would be suitable to read aloud. J. Hancock

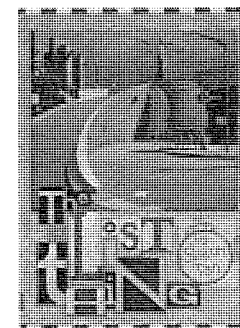
**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$14.00 SCIS 1013981

TAN, Shaun

**The lost thing**

Lothian, 2000  
ISBN 0734400748

Brilliant! Read it. Relish it. Return again and again to this intriguing, multi layered picture book, delighting in new discoveries and understandings. In Tan's surreal, high tech, mechanised world, a sad, lost thing, richly exotic and alien, remains virtually unnoticed by a busy populace. The story is told with a child's voice and finely wrought illustrations. It is rich in allusion, and set against a background of scrapbook clippings from newspapers, maths and science textbooks. Essentially it is an allegory about the degradation of the natural world, raising serious questions about humanity, market driven modernity, bureaucracy, conformity, isolation, and responsibility. Every intricately detailed page offers fascinating fun and search for meaning. B. Richardson



**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; English Stage 5; English Stage 6; HSIE K-6  
\$24.95 SCIS 1014762

WILD, Margaret & RAWLINS, Donna

**Robber girl**

Random, 2000  
ISBN 009183029X

The emotional power of this work builds gradually. Polished text and strong, poignant illustrations lead the reader into an engaging, traditional style tale. The robber girl has as companions an old bear, a wolf, and an owl. She takes the food she needs to survive and does no harm, but is shunned by the farmers. Her deep loneliness, a powerful longing she cannot name, is unexpectedly assuaged by the sight of a baby. Her satisfying relationship with the child builds until she must make a difficult decision. A snowy European forest landscape emphasises the traditional appeal of this handsome picture book. J. Buckley



**USER LEVEL:** Stage 2 Stage 3  
\$22.50 SCIS 1011209

**Fiction for younger readers**

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

AHLBERG, Allan

**My brother's ghost**

Viking, 2000  
ISBN 067088779X

With its serious subject matter, grief and loss, this small novel is a marked departure from its author's more familiar humorous fiction. Its dramatic opening event and strong narrative drive; realistic, chiefly domestic setting; and clarity of its narrator's voice, appeal directly to the reader. Although events are tragic, and the children's suffering, especially Frances', almost intolerable, the author's purpose and control never falter. The question "What happens to someone who dies?" cannot adequately be answered: as in life, so in death one must "work it out". In this book, wisdom, tolerance, understanding and forgiveness triumph over deprivation, loss, unhappiness and the necessity to simply endure. This book is highly recommended for classroom serialisation and discussion, particularly when exploring themes such as grief and loss. W. Smith

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** PHDPE  
**SYLLABUS:** PDHPE K-6  
\$21.95 SCIS 1011227

ALLEN, Judy

**Awaiting developments**

Walker, 2000  
ISBN 0744560942

First published in 1988, this award winning novel has a very English setting, but its environmental focus is timeless and universal. Joanna is distraught when she discovers the beautiful garden that provides a haven for her, and for many birds and small creatures, is to become a building site for multiple dwellings. Displaying uncharacteristic courage and determination, the usually shy young girl leads the fight against the property developer and manages to achieve some small success. Importantly, she discovers her own inner strengths. The story is perceptively written, the characters quite idiosyncratic but believable, the storyline convincing, and the ending credible. Unfortunately the rather slow pace and minimal action could deter some readers. B. Richardson

**USER LEVEL:** Stage 3 Stage 4  
Paper \$13.15 SCIS 1015348

Do you have a great idea for a future Scan article? Please ring The Editor on 02 9836 7501 or email [Ian.McLean@det.nsw.edu.au](mailto:Ian.McLean@det.nsw.edu.au)

ARENA, Felice

**Bravo, Billy!**Angus & Robertson, 2000  
ISBN 0207198349

Thirteen year old Billy is passionate about his guitar and his favourite band, the Bindiheads. His ultimate dream is to see his heroes in the flesh. On a school work assignment to Gardengrove Senior Citizens' Nursing Home, Billy strikes up an unlikely friendship with cantankerous old Mr Santarini, and finds that dreams can come true in the most surprising and unexpected ways. Love and appreciation of music, friendship, relationships built on mutual interest and respect, trust, and loyalty, are central themes in this short, fast paced, easy to read novel. The need for love, tolerance, and understanding between generations is an underlying important message. B. Richardson

**USER LEVEL:** Stage 3 Stage 4  
Paper \$11.99 SCIS 1014900

BALL, Duncan

**Selby snaps!**Angus & Robertson, 2000  
ISBN 0207197318

Selby, the talking dog, returns in his eighth hilarious book. This title conforms to the consistently high standard of the series. As with other Selby adventures, each chapter is linked by a theme, but is also a stand alone short story. Excellent material for reading alone or aloud, Selby has now branched into poetry and time travel. The funniest tale concerns a Transmigratory Orbital Orienting Toilet (TOOT) which inadvertently wins for Selby and Aunt Jetty the Wacky Wheels Road Race at the village fair. Allan Stomann's drawings of cheeky Selby are a delight, as are the cute "paw notes" (footnotes) that explain unfamiliar terminology or direct students to other Selby titles. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
Paper \$11.99 SCIS 1015986

BATES, Dianne

**The shape**Allen & Unwin, 2000  
ISBN 1865083534

From this prolific author, known for her outrageously funny stories, her new novel is a change of pace. In this well constructed, sensitive and moving tale, little Julia comes to grips with the loss of a baby sister. Moreover, she learns that people grieve in different ways, and that friends, neighbours, and extended family members can be a wonderful support network. Mum's fight to regain her health reflects deeply personal experiences of the author. Class discussion might include the coping strategies that Gran teaches Julia, such as making chains of paper dolls. Sally Ripplin's ink and wash sketches of the characters capture the range of emotions perfectly, greatly enriching this story. I. McLean

**USER LEVEL:** Stage 2 Stage 3 Community  
Paper \$13.95 SCIS 1015973

CASWELL, Brian

**Tee Dee and the collectors: how it all began; Messengers of the great Orff**

[sound recording]

/ read by Stig Wemyss. Louis Braille, 2000 (Alien zones) (330 min.)  
ISBN 0732024153

The immediately engaging enthusiasm of Wemyss' narration quickly establishes our insignificance in the scheme of things, but with a good sense of fun and adventure. Tee Dee is a transdimensional explorer, marooned on modern Earth, who is adopted by Roger, Shayne, Jason, and David, in Part 1 of the *Alien zones* series. Tee Dee takes these Zone Commandos on intergalactic adventures of the most alarming kind. These experiences are paralleled terrestrially by the terror of bullying. The three tapes of Part 2 continue in the same comic vein, confirming the value of teamwork for tolerance and self esteem. W. Bowie

**USER LEVEL:** Stage 3 Stage 4  
\$63.75 SCIS 1008049

CAVE, Kathryn

**Septimus Similon: practising wizard**Hodder Children's, 2000 (Hodder silver)  
ISBN 0340778504

Septimus is a mysterious, untidy young boarder, a semi schooled practitioner of magic, who rents an attic room at Alison Braythwayte's house. A comedy of errors and alternate realities embroils Alison, and classmate Kevin Young, into this trainee wizard's crazy scheme. Cave's pacing and easy to read style draws the reader into the cumulative elements of the mystery very successfully, supported by changes of font for messages and signs, and Chris Riddell's illustrations. Riddell's frequent sketches of an ant eater, above each new chapter, also serve to build anticipation of a brewing magical climax. I. McLean

**USER LEVEL:** Stage 3  
Paper \$14.19 SCIS 1015994

COSTAIN, Meredith

**Freeing Billy**Penguin Books Australia, 2000 (Aussie nibbles/Puffin)  
ISBN 0141306645

Emerging readers will find this book accessible and engaging in every way. It has all the elements of a good short novel, positioned to support early readers. The colourful cover, clear title, easy to read font, and clever inside page device of framing the novel's purpose in the form of a question, all seem to jump out and invite readers to pick up the book. Combine this with a well written tale of Benny's efforts to comfort Billy, an abandoned dog, and you have an excellent novel. Strong character development, and frequent, supportive illustrations by Trish Hill, contribute to this work, which has enormous appeal to young students. L. Rowles

**USER LEVEL:** Stage 1  
Paper \$9.95 SCIS 1015462

DUBOSARKSY, Ursula

**The even stranger adventures of Isador Brown**Penguin Books Australia, 2000 (Aussie bites/Puffin)  
ISBN 0141307234

Strange is a fitting description for this series of loosely connected situations. Isador and his friend Lulu begin the story on a melting iceberg, escape from a giraffe stampede, become involved with robbers, meet the villains from the earlier story in the series, and find themselves in a song competition. Each greatly varied scene introduces different characters and settings. There is little character development, and it seems hard for young readers to do more than react to the fast changing chapters. The book concludes by hinting at a future sequel. Paty Marshall-Stace's line drawings add to the humour of this short novel. J. Buckley

**USER LEVEL:** Stage 2 Stage 3  
Paper \$10.89 SCIS 1011256

FIENBERG, Anna &amp; FIENBERG, Barbara

**Tashi and the big stinker**Allen & Unwin, 2000 (First read-alone fiction)  
ISBN 186508350X

Entertaining, imaginative, and endearing, the latest Tashi adventure hooks its readers from the start. The front cover says it all: just how revolting can a giant be? This is a well told story that scaffolds young readers by leading them through the text with expressive dialogue, humour, and Kim Gamble's supportive illustrations. The story provides an opportunity for teachers to focus on imagination, and look at the features of imaginative writing, the actions of heroes, and the qualities of good and bad characters within narrative. Readers are also provided with a second short story, *The magic flute*, that is just as engaging as the first. T. Creenaune

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** English  
**SYLLABUS:** English K-6  
Paper \$10.95 SCIS 1015692

GODWIN, Jane

**Poor fish!**Penguin Books Australia, 2000 (Aussie nibbles/Puffin)  
ISBN 0141306653

When one of Patrick's goldfish becomes sick and dies, Patrick's little brother, Brendan, is fascinated as he watches Dad scoop Fishy from the pond. However, Dad and the boys have to rush to Saturday sport, and don't have time to bury Fishy. Brendan's obsessive attachment to this particular fish typifies the behaviour of many younger siblings, and is the grist of Godwin's believable tale. Suitably supported by black and white illustrations by David Mackintosh, young independent readers will be kept amused by this humorous, lively story. I. Kolder-Wicks

**USER LEVEL:** Stage 1  
Paper \$9.95 SCIS 1015462

GRICE, Natalie

**A school for girls**Watts, 1999 (Aust. release 2000) (Historical adventures: Victorian era/Sparks)  
ISBN 0749635495

It is 1850, and Annie Foster's twin brother, Artie, is off to school. Annie is doomed to a life of housework and needlecraft. She is devastated that she cannot attend school, and sneaks into the North London Collegiate School for Ladies. Learning excites her until Artie becomes jealous, and finally discloses Annie's secret to her parents. Is her future education in jeopardy? An historical adventure, this easy to read narrative describes Victorian attitudes to girls and education. The fact section gives an insight into the culture and attitude of the times. This is an excellent story to stimulate discussion on the changing role of women in society. J. Hancock

**USER LEVEL:** Stage 2  
Paper \$13.95 SCIS 1011382

NIX, Garth

**The fall**Scholastic, 2000 (Lucas books/The seventh tower 1)  
ISBN 0439176824

A well written fantasy, this work cleverly contrasts motifs of light and darkness, cold and warmth, in telling Tal's story. A young boy trying to save his family from social oblivion, Tal lives in the Castle, amongst a severe class based society, where sunstones are the only light. This is a formulaic fantasy, featuring: a journey (the quest for a powerful sunstone to solve Tal's problems); strange creatures; threatening encounters; and numerous challenges, character conflict, and rollicking action. Tal is a likeable hero, with whom it is easy to empathise. The sudden and unsatisfying end leaves the quest oddly unfulfilled. Otherwise, this is a very enjoyable read. C. Thomas

**USER LEVEL:** Stage 3 Stage 4  
Paper \$10.80 SCIS 1016145

PULFORD, Elizabeth

**Call of the Cruins**Scholastic, 2000  
ISBN 1869434714

Emeline is torn between two worlds: her own and her father's. The setting is a New Zealand coastal whaling settlement during pioneering days. While her father hunts seals and whales for a living, Emeline secretly hides and cares for an injured seal pup. Hardships are real, there are chores to be done, and the dangers of the sea are ever present. The legend of the Cruins is cleverly woven into the story. Readers may smile at the lies Emeline tells, in order to conceal her little Cruin, but we are made vividly aware of her love for animals and her concern for their protection. D. Doust

**USER LEVEL:** Stage 3 Stage 4  
Paper \$10.80 SCIS 1014751

**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](mailto:Colleen.Foley@det.nsw.edu.au)



PULLMAN, Philip

***I was a rat!: or, The scarlet slippers***Corgi Yearling, 2000  
ISBN 0440863759

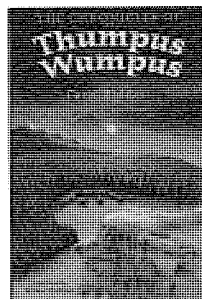
In an award winning novel that weaves together themes of good and evil, fantasy and reality, adventure and misadventure, readers may find themselves riveted to this delightfully suspenseful tale. The book intrigues from the beginning, with a pronouncement by main character, Roger. He claims that he was once a rat. Through clever storytelling and character development, there is an exploration of the power and fickleness of the media, and the destructiveness and gullibility of unquestioning acceptance of public opinion. The treatment of these themes provides opportunities for the development of higher order literacy skills. An engaging cover, easily accessible layout, and abundant illuminating drawings by Peter Bailey, complete this reading experience. L. Rowles

**USER LEVEL:** Stage 3  
Paper \$10.95 SCIS 1010876

RIDDELL, Carol

***The chronicles of Thumpus Wumpus***Angus & Robertson, 2000  
ISBN 0207197865

Thumpus Wumpus is an animal as large as a small cow, but similar in appearance and character to a shaggy dog. He is a shy loner who looks after the forest. Tash and Tesh, two village children, through misadventure, discover that they are able to communicate telepathically with him. He becomes the pet of their isolated town and some adventurous escapades ensue. What happens when the children meet a bear? Will the town be saved from the invaders who are destroying their forest and idyllic lifestyle? Told in a mythic manner, the novel has an underlying message about conservation of nature and respecting difference. This is a story that would be very appealing read aloud. M. Hamlyn



**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.05 SCIS 1009328

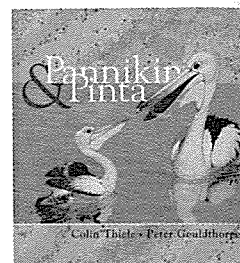
RUBINSTEIN, Gillian

***Jake and Pete and the magpies' wedding***Random Australia, 2000  
ISBN 0091839661

The fourth adventure of the kitkids cats and Bog the Drain Boggart is situated around the Garden of Lost Things. Devotees of the unique style of writing in these humorous stories will find plenty to interest them in this latest adventure. Complemented by Terry Denton's sketches, each chapter comprises larger print, short sentences, and well spaced paragraphs. The format would suit younger confident readers, and the colourful language, particularly of the warbling magpies, lends itself to being read aloud. Some of the premises may confuse first time readers of *Jake and Pete* stories, but persistence is rewarded and the unusual eventually becomes the norm. S. Rasiaiah

**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.00 SCIS 1010090

THIELE, Colin

***Pannikin & Pinta***Lothian, 2000  
ISBN 0850919886

From a "big picture" beginning, showing the grandeur of this continent and its weather, Thiele gradually narrows and concentrates his focus onto one pelican family, nesting on Lake Eyre during its last inundation. The pelicans, while individually realised in words and pictures, are also emblematic of the vast numbers of waterbirds that have shared their various experiences. The author's gift for explicating the lives of wild creatures, without trivialising or anthropomorphising them, engenders an emotional response in his readers. This is vividly demonstrated in a handsome picture book for independent readers. Peter Gouldthorpe's magnificent gouache paintings amplify the text, individualise human and avian characters, and reinforce the subtly conveyed environmental message. W. Smith

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$24.95 SCIS 1014754

THIELE, Colin

***The sea caves***Lothian, 2000 (Takeaways)  
ISBN 0734401329

Set in an isolated Victorian coastal district, this novel follows the holiday adventures of twelve year olds, Sam and Nick. After finding a sunken wreck while scuba diving alone, they explore the dangerous coastal caves looking for treasure. Rescued by a Fisheries Inspector from a cave in, they help uncover an illegal abalone fishing and processing operation. Themes and issues include: values; truth; holidays; exploring; treasure hunting; smuggling; and coastal lifestyles. This novel has a well developed plot, with straightforward language and a twist near the end. It could be a suitable class novel for less confident Year 7 students. F. Crum

**USER LEVEL:** Stage 3 Stage 4  
Paper \$12.95 SCIS 1014749

UMANSKY, Kaye

***Wilma's wicked revenge***Penguin, UK, 2000 (Puffin)  
ISBN 0141304421

Students familiar with European fairytales may suspect that this amusing novel of magic and squabbling siblings is also a satire of *Cinderella*. This is confirmed by numerous cameo appearances and, eventually, several of Umansky's main characters also become key players in Snow White's story! Young Princess Wilma is poorly treated by her self absorbed mother and two sisters, Scarlettine and Frostia, none of whom believe that Wilma is capable of emulating their successes as Wicked Queens. Their tormenting brings on Wilma's wrath, assisted by a lisping magic mirror. The line drawings by Tony Blundell, plus knowledge of the conventions of folktales, help to foreshadow events in each chapter. I. McLean

**USER LEVEL:** Stage 3  
Paper \$9.95 SCIS 1015989

WHITAKER, Weem

***Seeking the worm***Oxford University Press, 2000  
ISBN 0192750690

In this clever fantasy, a resourceful twelve year old brother and sister are pitted against the malevolent and capricious aspects of life. David and Charlotte use alchemy and native wit to rewrite the tragic ending of the tale they have just finished reading, by entering the story. It is a neat metaphor for the process and power of reading itself. Trolls, watersprites, dragons, and Neptune's Cup figure prominently in this very tense and transfiguring odyssey. It is a well wrought reminder for children that creating the world in a particular image is no guarantee of certainty, or of safety. W. Bowie

**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.25 SCIS 1006735

**Fiction for older readers**

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

AARON, Moses

***Elijah Greenface***

Hodder Headline, 2000 (Mark Macleod books)

The world, as seen through Joe Hagarsson's eyes, is less than beautiful. Joe is seventeen and still grieving for his father, who was so troubled on his return from the Vietnam War that he took his own life. Joe's feelings of anger and betrayal eventually plunge him into depression, and a decision to end his pain by taking his own life. Aaron skilfully weaves the themes of grieving, suicide, healing, and hope into a story that has strong appeal for young readers. Through Joe's thoughts and experiences, fundamental truths of mind and spirit are explored. This book is particularly suitable for reluctant readers. Simple, everyday language is used and sentences and chapters are short. B. Beggs

**USER LEVEL:** Stage 5 Stage 6  
Paper \$18.58 SCIS 1009797

BLACKMAN, Malorie

***Tell me no lies***Macmillan Children's, 2000  
ISBN 0330368206

Gemma collects photograph clippings of mothers and their children from newspapers. From one, she recognises Mike, a new arrival at her school, and uncovers his dark secret. In unlocking Mike's past, Gemma accidentally discovers the truth about her own past. The characters are well defined and contrasted. Gemma, a loner, is from an unhappy home, and is hurting. She grieves for her

mother, whom she has been told is dead. Mike is popular, invited to parties and lives with his mother. Courage, jealousy, revenge, embarrassment, family structures, and romance are issues embraced in the story. This is a thriller in which the action is gripping and disturbing, and the plot well paced, but the resolution is unconvincing. D. Doust

**USER LEVEL:** Stage 3 Stage 4  
Paper \$12.01 SCIS 1015259

CAMERON, Anson

***Tin toys***Picador, 2000  
ISBN 0330361910

An intellectual statement about Australia of the 1990s is the best way to summarise this lengthy novel. Using an Aboriginal person searching for his personal and cultural identity allows the author to bring social and political commentary about Australia into the narrative. Moreover, these commentaries are sharp and perceptive, biting satires on the issues and trends. A useful resource for Aboriginal Studies, this book would be a powerful novel to study. The sense of loss and hopelessness, that our social and political issues cannot be easily resolved, is reflected by the open ended conclusion to protagonist Hunter Carlyon's circumstances. C. Dorbis

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6  
\$27.41 SCIS 998170

CANN, Kate

***Hard cash***Scholastic, 2000 (Point)  
ISBN 0439013089

Rich wanted everything and, through luck, it all comes within his grasp. It doesn't matter about studying and what his parents think, he is going to have enough money to do whatever he wants, buy great clothes, and win over the girl of his desires! The language of this novel, and its themes of rebellion and growing up, are effortlessly recognised by students. Through the use of strong support characters, Cann provides enough evidence for the reader to make judgments about the values that Rich is seeking, and the qualities of the people he wants to emulate. This book and its contemporary themes are a useful source of topics for class discussion. B. Kervin

**USER LEVEL:** Stage 5  
Paper \$10.80 SCIS 1016159

CARMODY, Isobelle

***Billy Thunder and the night gate***Penguin Books Australia, 2000 (Puffin)  
ISBN 0141300981

Reminiscent of the depth and magic of C. S. Lewis, whose work is referred to, this is a moving, enchanting, fantasy adventure. Rage Winnoway's quest to save her mother takes her and her animal companions on a perilous journey. They desperately seek the magick (sic) of a wizard who has disappeared. Issues of loyalty, courage, overcoming fear, treatment of animals, social control, and gender, are skilfully intermingled with themes of the impact on people of grief, despair, and loss. Healing and love are the overwhelming victors. The book has broad appeal for lovers of this

genre, from older primary students, to adults, with increasing depth of appreciation. For younger readers, the plot, and perhaps reading aloud with others, would maintain the spell. Carmody's quality shines yet again. C. Foley

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
Paper \$16.95 SCIS 1018118

CLARK, Margaret

**Bad girl**

Random House, 2000  
ISBN 0091839785

If the cover and title don't attract readers, the opening line is sure to. In authentic teen voice, Ruth tells how she assumes a new identity and escapes the restricted life of her religious family. Attaching herself to Simon, an adult also on the run, she plunges headlong into a life that is at first different and exciting, but soon becomes degrading and dangerous. While elements of the story do stretch credibility, and some characters lack dimension, young readers will be readily seduced by the fast, action packed pace, and teen centred issues. The story has inherent messages about life in the fast lane, and involvement with drugs and alcohol. B. Richardson

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.40 SCIS 1015325

CLARK, Margaret

**Board shorts**

Penguin Books Australia, 2000 (Puffin)  
ISBN 0141308885

Pup Morgan is the adolescent son of surfing legend Mad Dog. Constantly picked on, he jumps at the opportunity to go on a 'surfari' with his dad. Their journey begins in Victoria and moves west. Unfortunately, things don't go according to plan and adventure abounds as they crash their car; deal with sharks; and lose their money. Together with Goose, a friend of Mad Dog's, they face a final challenge, a surfing competition with 'territorial' opponents and new friends. Themes and issues include following your dream, challenge, adventure, drug use in sport, and bullying. Although simplistic and laden with surfing jargon, this is an enjoyable and well written story. F. Crum

**USER LEVEL:** Stage 3 Stage 4  
Paper \$12.95 SCIS 1010344

COLFER, Eoin

**Benny and Babe**

O'Brien, 1999 (Aust. release 2000)  
ISBN 0862786037

The sea features in this story of Benny, a city boy grappling with the transition to adolescence during his holidays in an Irish fishing village. Coming from an eccentric seafaring family, but now living in the town, he inadvertently fuels a rural/urban rivalry. Benny's humorous adventures involve making money by collecting lost lures with business partner, Babe, and confronting the local bad boy. Benny's development is handled particularly well, and his character makes an illuminating example to discuss the theme of maturity with students. A slow buildup of tension concentrates the reader's attention on the language of the book, which is challenging due to the abundant and authentic vernacular Irish jibes. C. Thomas

**USER LEVEL:** Stage 4 Stage 5  
Paper \$13.15 SCIS 1016217

COOPER, Louise

**Mirror mirror [1. Breaking through]**

Hodder Children's, UK, 2000 (Hodder silver)  
ISBN 0340739827

An interesting read, this is future science fiction fantasy with a difference. Angela's technological world is highly controlled, apparently lacks human warmth, and a sense of lonely isolation pervades. Angela is something of a misfit, and approaches her fifteenth birthday with some trepidation, little realising an accidental time travel adventure will change her world completely, while confirming her perceptions. The plot unfolds well on the whole, with some timely suspenseful moments. Will Angela find true friendship? And what difficult choices will she make? The novel leaves the reader looking forward to the sequel, and offers much potential for discussing contemporary issues. C. Foley

**USER LEVEL:** Stage 4 Stage 5  
Paper \$14.19 SCIS 1006079

ELBOZ, Stephen

**A store of secrets**

Oxford University Press, 2000  
ISBN 0192750674

Bridie turns up at Gramp's place to find he is missing, and two weird and unfriendly strangers have sullied his property. With opening chapters strongly reminiscent of *Alice's adventures in Wonderland*, the story takes Bridie into unusual situations with street people, including a soup kitchen and a criminal cockfighting ring. Evocative descriptions of an old department store, complete with floors of musty goods, build the mystery. However, the title misleads, as the real mystery is Gramp's disappearance and the sinister role of the two strangers. Eccentric characters help Bridie, with some too easy resolutions of problems. Readable and highly entertaining, the book makes good use of challenging language. C. Thomas

**USER LEVEL:** Stage 4  
Paper \$14.25 SCIS 1006761

FORREST, Lisa

**Making the most of it**

Hodder Headline, 2000  
ISBN 0733607942

Forrest's first novel intelligently shows an insider's view of competition swimming. Nina is sixteen years old, a double world record holder in swimming, who is about to become a big fish in the Olympic pool. Told in the third person, the narrative also features diary entries and magazine columns, as written by Nina, and news articles. It is as much a novel about growing up as one about sport, but it is difficult to watch this likeable character's fall after the Olympic Games. Themes raised include: challenge; courage; art; sexuality; personal development; and failure. Whilst the denouement seems forced, this is, overall, a solid novel that stands up well to critical reading and analysis. C. Thomas

**USER LEVEL:** Stage 4 Stage 5  
Paper \$16.39 SCIS 1011212

**Ghost stories. 1**

/ compiled by Dennis Pepper. Oxford University Press, 2000  
ISBN 192750208

Emma Sittle is a ghost in denial; Edward Stonely is haunted by an Ophelia unable to accept his rejection of her; Ian is saved over the

Timor Sea by the ghost of his pilot friend; and Fat Andy is the relentlessly haunted victim of vengeance in this life, and the next. As a collection of very short stories, this work is beset by uneven quality. The contributions of Jan Mark, Robert Westall, and Alison Prince are very innovative and satisfyingly quirky, with masterfully developed atmosphere. Unfortunately, too many of the other stories are formulaic and clearly derivative; quite average and uninspiring. W. Bowie

**USER LEVEL:** Stage 4 Stage 5  
Paper \$17.55 SCIS 1006137

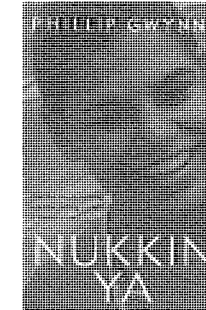
GWYNNE, Phillip

**Nukkin ya**

Penguin Books Australia, 2000  
ISBN 0141309431

The theme of *Romeo and Juliet*, with a splash of *Hamlet*, transposed to a country town in South Australia makes for a fascinating read. It is a sequel to *Deadly unna?*, with the same characters a year later coming to terms with a town divided on racial lines. Blacky has discovered love, a love for a Nunga girl, and here lies the theme and therefore the tension. The author, through sensitivity and understanding, makes the characters in this coming of age book realistic, in a seemingly typical Australian town. The situation creates tension, black girl with a white boy, yet it is love that prevails and conquers the tension without romanticising or stereotyping the people and place. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stages 4-5; Aboriginal Studies Stage 6  
Paper \$16.95 SCIS 1012569



HARLAND, Richard

**Ferren and the angel**

Penguin Books Australia, 2000  
ISBN 0140292314

Characters from two opposing worlds and intellectual dimensions, are brought together by circumstances whereby they must rely on each other for survival. The setting is the year 3000, when tribal groups rely on machine like Humens to protect them from the enemy living in the heavens. The novel's strength is in its development of the characters and their relationships. A strong story allows readers to understand the historical context of events. Background information is provided, including a chronology, glossary and map of the world. Issues that could be used for discussion include: friendship; self reliance; use and abuse of knowledge and power; and technology. B. Kervin

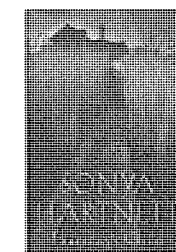
**USER LEVEL:** Stage 4 Stage 5  
Paper \$17.95 SCIS 1016690

HARNETT, Sonya

**Thursday's child**

Penguin Books Australia, 2000  
ISBN 0140297324

There is a sad inevitability in Harper Flute's recount of her brother Tin's development as a digger, and a troglodyte. There is much



danger in the life she reveals. Everyone does what they are born to do, be they; a soldier settler, short changed by a jealous father; a country wife struggling with the demons of poverty; or an elder daughter struggling to maintain her integrity. The figurative presence is deft; light but telling, extending into a wonderful metaphor of mining, collapse, and burial. The story beautifully renders the essence of hard struggle with change, cruel misfortune, and the idea that life is a predetermined fall from a great height. W. Bowie

**USER LEVEL:** Stage 5 Stage 6  
Paper \$19.95 SCIS 1014764

HEFFERNAN, John

**CBD**

Margaret Hamilton, 2000  
ISBN 1876289376

A fragmented society with constantly warring regional powers is the backdrop for a moving science fiction novel. Familiar icons are reinvented in post apocalyptic Sydney. The central business district is CroNulla territory and the Opera House their citadel. Possessing books is a criminal offence and a distorted, mythologised history prevails. Gheera, scribe to Yrec, the blind yarncarrier, befriends 'boy', uncovers political subterfuge, and puts her life in danger by reading about the high tech past in Billie's diaries. This well written story deals with courage, friendship, loyalty, betrayal, hope, social decline, alternate history, and religion. *CBD* utilises variant linguistic registers and is suitable for a senior class study. F. Crum

**USER LEVEL:** Stage 6  
Paper \$14.00 SCIS 1001033

HEFFERNAN, John

**More than gold**

Scholastic, 2000  
ISBN 1876289473

As thirteen year old Bosnian refugee, Raiko, trains with Aboriginal mate Jay, his Olympic dream quickly draws both the local doctor and soccer coach into its orbit. Raiko's heart rending letters to an imprisoned or murdered father punctuate the milestones in his career. The story is written with a sure touch, as Jay's comic behaviour counterbalances Riako's dedicated joy in running, and the boys' personalities form the perfect partnership of runner and coach. Raiko could very well make it to the Athens Olympics, but can he give up everything for this? The hurdles he faces in real life are just as real as those he deals with in the steeplechase. W. Bowie

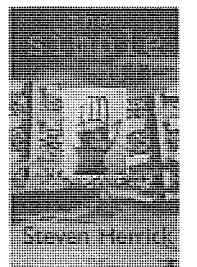
**USER LEVEL:** Stage 4 Stage 5  
\$11.90 SCIS 1011214

HERRICK, Steven

**The simple gift**

University of Queensland Press, 2000 (Young adult fiction)  
ISBN 0702231339

"Throwing rocks down Longlands Road" is sixteen year old Billy's way of saying goodbye to his abusive father and the tedium of school. Hitching a freight train ride out of town brings him to Bendarat, where home becomes a disused railway carriage, and life affirming friendships are forged with drunken dropout Old Bill, and Caitlin, a



privileged private school girl. Written in free verse, and told by several characters, the changes in narrative voice and shifts in time provide a comprehensive perspective, and an excellent medium for communicating thoughts and emotions. This moving and compassionate novel about friendship, growing up, love, and responsibility resonates long after the last page has been turned. Don't miss it. B. Richardson

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**Paper \$16.37** SCIS 1007038

HONEY, Elizabeth

**Remote man**

Allen & Unwin, 2000  
ISBN 186448957X

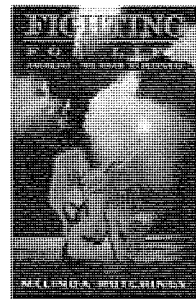
Thirteen year old Ned signs his emails 'Remote Man' to cope with alienation, as his deeply depressed environmentalist mother retreats from him, and his school friends become less important to him. When he moves to America, Ned's natural taciturnity surrenders to gregariousness, and his sense of humour and zest for life take over. Ned's Internet talents make him an excellent sleuth, as he joins forces with peers in each continent to learn about threatened species. With a good variety of types of text, this engaging tale seamlessly merges computer jargon and other language features to produce a style replete with opportunities for the exploration of register, and the social purposes of writing. W. Bowie

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
**Paper \$16.42** SCIS 1008625

HUTCHINGS, Melinda

**Fighting for life: anorexia - the road to recovery**

Hale & Iremonger 2000  
ISBN 0868066907



Here is a highly recommended, powerful, and deeply insightful view into the disturbing psychiatric condition of anorexia nervosa. This story is based on the author's own experiences but is presented as fiction. It depicts the battle for life of a young girl and presents the personal conflicts, turmoil and deceit associated with the relationships she maintains with her family and friends. The book is introduced by a medical practitioner in the field. Its great strengths are the high level of detail, and ability to capture the condition from the viewpoint of a fifteen year old. This makes it very useful for adults associated with student welfare and counselling, and perhaps some senior students whose lives have been touched by the condition, or who are studying aspects of the Stage 6 PDHPE course. K. Steward

**USER LEVEL:** Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
**\$21.95** SCIS 999877

**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

JINKS, Catherine

**The notary**

Pan Macmillan Australia, 2000  
ISBN 0732910250

Raymond is a young and dissolute notary in fourteenth century Avignon, with a quicksilver wit and a ready tongue. He assists in the investigation of a murder characterised by the castration of the debauched ecclesiastic victim. Yet the most riveting aspect of the mystery at the heart of this medieval whodunit is the character of Raymond's mentor, the impressive Inquisitor, Father Amiel. A shocking revelation underscores the distance Raymond travels on the road to self discovery. Jinks' impressive use of the Scriptures, the Saints, and commentators, give strong impetus to this drama of the vulgarities of earthly life. The lengthy text includes vivid sexual references. W. Bowie

**USER LEVEL:** Stage 6  
**Paper \$27.41** SCIS 1009930

JOHNS, Eric

**After the end of the world**

Walker, 2000  
ISBN 0744577705

Cindy and other sleepers come out of protective comas to find a world 50 years on, torn apart by nuclear war. The novel traces the group's attempts to understand, and stay safe within, this new fragmented society. Whilst some aspects are interesting, the premise is familiar, the themes common to the futuristic genre. The language and structure do not challenge readers to explore the issues. Rather, they deal in generalities, offering a number of acceptable scenarios and character pathways reflective of a new society, and consistent with our imaginings. With potential to do more, Johns leaves us with the feeling that he intends an ongoing series for the main character. B. Kervin

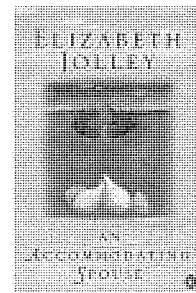
**USER LEVEL:** Stage 4  
**Paper \$13.14** SCIS 1016197

JOLLEY, Elizabeth

**An accommodating spouse**

Penguin Books Australia, 2000  
ISBN 0140288171

Expect the unexpected in this deliciously different story of love and desire flourishing within the halls of academia and outside the expectations and conventions of traditional, heterosexual marriage and family. The Professor, husband of a most accommodating woman and father of feisty 21 year old triplets, entertains yearnings towards lesbian colleague, Dr Florence. His desire, seemingly lofty and idealised, is ultimately revealed as disappointingly carnal. Beautifully written, witty, wickedly clever, and acutely perceptive, this adult novel is best read in a quiet, leisurely way, the better to savour every carefully chosen word and phrase, and delight in the softly sensuous rhythms of the heavily punctuated prose. Mature readers are likely to constitute the most appreciative audience. B. Richardson



**USER LEVEL:** Stage 6 Community  
**Paper \$19.65** SCIS 1011661

KLEIN, Robin

**The listmaker [sound recording]**

/ read by Rebecca Macauley. Louis Braille, 2000 (315 min.)  
ISBN 0732023157

Beginning with publication details, a synopsis of the book, and brief biography, this performance is assured, warm, and welcoming. It brings to life the charming anxieties of Sarah Radcliffe, who, lacking siblings or a caring father, makes lists in a sad confirmation of her ache to belong. The lists are not the therapy she needs, but they do mark her passage towards freedom and self acceptance. Sarah painfully and slowly frees herself from the petty prejudices of the synthetic mother to be, Perial, and comes to embrace the companionship of Corrie, and the unconditional love of comically dotty aunts, Nat and Dorothy. W. Bowie

**USER LEVEL:** Stage 3 Stage 4  
**\$51.65** SCIS 1008511

LASSITER, Rhiannon

**Hex: shadows**

Macmillan Children's, 1999 (Aust. release 2000)  
ISBN 0330371665

In the derelict city that is 24th century London, two groups resist the dictatorial powers of the European Federation. This is a self contained sequel to Hex, and it takes characters further into a frightening world of political, technological, and medical misuse of power. The four main female characters are diverse and well developed. Their conflicts are explored and resolved against an intriguing background of social injustice. Issues explored include: the role of the media; music; law and order; power structures; and social inequality. The science fiction jargon involves, rather than alienates, and supports a classic theme of rebellion against evil overlords. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
**Paper \$12.01** SCIS 1015724

McLEOD, Chris

**City of skies**

Fremantle Arts Centre Press, 2000  
ISBN 1863682686

In this unusual novel, the binding threads are personality, and the way neuroses established by early traumas affect communication and relationships. The failing marriage of the main characters, Cass and Robert, and Detective Crowe's meticulous search for a missing girl are played out against the changing skies of the city. The poetic prose ebbs and flows, revealing, realigning, and accreting the details. Characters are tantalisingly revealed through memories, dreams, and misunderstood actions, adding to the sense of obsessions bringing about an end as inevitable as the tide in nature. This is hypnotic, lyrical writing. M. Hamlyn

**USER LEVEL:** Stage 6 Community  
**Paper \$19.34** SCIS 993932

McLEOD, Keith

**Shore and shelter**

Fremantle Arts Centre Press, 2000  
ISBN 1863682724

Through the use of flashback emulating stream of consciousness, this novel traces Joe's journey to self awareness. Joe has an

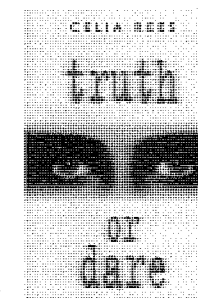
obsession with creating stories about his friendship with Charlie and his great aunt Lizzie. The narrative is set in Western Australia, and slips between past and present. The main story focuses on a detailed retelling of a season of turtle hunting, and the pivotal relationships in Joe's life at that time. This complex and carefully crafted work, filled with rich visual images and lyrical language, also explores the nature of memory, the dilemmas of fictionalising personal history, and the relationship between writer and process. F. Crum

**USER LEVEL:** Stage 6  
**Paper \$19.34** SCIS 998567

REES, Celia

**Truth or dare**

Macmillan Children's, UK, 2000  
ISBN 0330368753



The mysterious life and disappearance of Josh's Uncle Patrick is gradually and expertly revealed in this well written story of past and present. It also blends real life into fantasy. Josh's mother writes autobiographical reminiscences whilst the two of them tidy the house after Gran's death. Family skeletons are confronted, with interesting characters and an intriguing plot gradually uncovering secrets and twists in the mystery. Autism, technology, family history and relations, and growing up are among the issues explored. Fantasy elements are cleverly used by Rees to link the characters of Josh and Patrick. This work is an excellent, suspenseful read, with plenty of substance for use as a class novel. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
**Paper \$12.01** SCIS 1015285

RILEY, Hazel

**Thanis**

Oxford University Press, 2000  
ISBN 0192718312

Jessica is an art student who receives her first commission in silver from the enigmatic Thanis, a woman with an obscure past and an uncertain future. Set in Cornwall, the novel is told in the first person, retrospectively. Jessica is an adult, but she has the thought patterns of a teenager. She bumbles along through intriguingly odd and mystic situations without seeking answers in situations that demand them. The text occasionally jumps or moves quickly without establishing rational links for characters' thoughts and actions. Issues explored include Egyptology, eternal life, art, and dreams. Some threatening cats, and the natural beauty of Cornwall, make a strong background contribution. C. Thomas

**USER LEVEL:** Stage 4 stage 5  
**Paper \$20.85** SCIS 1016315

ROSE, Malcolm

**Plague**

Scholastic, 2000  
ISBN 0439010136

An incurable virus infects the residents of an English village. It is so virulent that the area has to be cordoned off. Scientists rush to identify, and find the cause and means of transmission of the disease, whilst easing the agonies of the victims. Science reports

interleaved with the action give this story credibility and build the horror. It is a story for today, where fast travel contributes to the international spread of diseases. The issues of animal experimentation and cross species infection arise as dilemmas in the narrative. Engaging and believable characters make this a powerful story written in easy to read language, not suitable for the nervous or hypochondriacs. M. Hamlyn

**USER LEVEL:** Stage 5 Stage 6  
**Paper \$9.85** SCIS 1010334

STROUD, Jonathan

### Buried fire

Red Fox, 2000  
ISBN 0099402475

In an English village, a fantasy horror story dramatically unfolds as Michael is seduced by the evil power of an ancient dragon that lies deep in the ground. Realistic characters wrestle with issues of good and evil, religion, and fractured families, as the fearsome mythology comes to life. Michael's new abilities in levitation, fire creation, mind reading, and visions of the human soul, drive him away from his family and into the power of the dragon and its human cohorts in the village. This is an exciting and thought provoking novel, well constructed, with fine descriptive passages and character portrayals. C. Thomas

**USER LEVEL:** Stage 5 Stage 6  
**Paper \$10.95** SCIS 997111

### Sweet sisters: and other secrets

/ edited by Jill Morris & Eliza Burfein. Zonta Club of Blackall Range, 2000  
ISBN 0646392824

An eclectic mix of memories, stories, and secrets is contained in this anthology. Pieces include the dramatically ironic **Wedding**, the cross cultural **Bitter herbs**, and the feminist **Breaking through the bar**. There are also snippets of childhood memories, family histories, journeys, and personal struggles. The quality of the prose chapters varies, but many pieces are applicable to the English Stage 6 area of study, *Change*. The book could also be used in the Stage 6 elective, *Telling stories*. With teacher discretion and guidance some stories could form part of a stylistic and/or interpretative study. B. Hull

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
\$20.00 PO Box 402, Maleny,  
Queensland 4552 SCIS 1009523

### Tales from the wasteland: stories from the 13th floor

/ edited by Paul Collins. Hodder Children's, 2000  
ISBN 0733610978

An array of variously engrossing stories around the title theme are collected here. Authors such as Gary Crew, Pamela Freeman, Allan Baillie, Jenny Pausacker, Brian Caswell, Ivan Southall, Christine Harris, Sophie Masson, David Metzenthon, and the editor are represented in this diverse mix of science fiction, horror, and fantasy. Quality writing is constant across the stories, though some are more bizarre, chilling, suspenseful, or challenging. At the back are brief, interesting reflections from the writers on the inspiration for their

stories, which could benefit students exploring this aspect of the writing process. It is a fascinating, enjoyable compilation, although a table of contents would be a worthwhile addition. C. Foley

**USER LEVEL:** Stage 4 Stage 5  
**Paper \$16.39** SCIS 1005326

THOMPSON, Julian F.

### Brothers

Knopf, 1998 (Aust. release 2000)  
ISBN 037580353X

Set in the United States, this novel tells the story of one person's search for, and rescue of, his older, mentally unstable brother from an anti government, alternate society. The reader is used as a sounding board for Chris's thoughts, concerns and doubts about a successful conclusion to his quest to save Cam. The book poses questions about what is normal, and focuses on issues of racism, bigotry, and gun control. Slow to develop, the plot reaches a worthy climax. However, the small font size would not appeal to less able readers. Whilst unsuitable as a class novel, it is a good extension choice for readers who like a challenge. B. Kervin

**USER LEVEL:** Stage 4 Stage 5  
**Paper \$15.85** SCIS 1016151

WALKER, Sarah

### Water colours

Hodder Headline, 2000  
ISBN 0733612792

Bea's grandmother decides she can no longer care for her, and Bea becomes angry when she is denied a choice in where she'd like to live. Her wish to live with Aunt Eddy and her partner Gail is not considered a suitable option. Instead, she is sent to Aunt Olivia and Uncle Tom, which means leaving her beloved seaside at Wilson Park, long time mate Marty, and friend Merryl. While the special friendship between Marty and Bea is a major focus of the novel, adult attitudes, motivations, behaviour, and relationships, are also explored from an adolescent perspective, as Bea seeks the truth about her mother and father. This is a quiet, at times moving, novel for young teens. B. Richardson

**USER LEVEL:** Stage 3 Stage 4  
**Paper \$16.50** SCIS 1014759

WATSON, Katy

### Juice

Fremantle Arts Centre Press, 2000  
ISBN 1863683046

Juice is an ambitious teenager aiming to succeed as a sprinter in junior and Olympic athletics. She feels she is losing her competitive edge as other issues crowd into her life. These complications include: her mother's pregnancy; her grandmother leaving town; dealing with her boyfriend's diabetes; friendship; and the bureaucracy of athletics. Only friendship is extended beyond a thematic sketch. Although the story is told in the first person, the novel does not come to grips with revealing the inner psyche of the narrator. Juice's struggling relationship with her best friend, and a sudden romantic relationship with an old boyfriend, are scant on insight into human behaviour. C. Thomas

**USER LEVEL:** Stage 4 Stage 5  
**Paper \$14.95** SCIS 1016048

WELLER, Archie

### Going home: stories [sound recording]

/ read by David Tredinnick. Louis Braille, 2000 (600 min.)  
ISBN 0732024048

Set in Western Australia, these short stories powerfully capture the divide between black and white Australians. The readings add to the emotions of the situations of each protagonist. The language used is realistic, strong, and reflects experiences of racism. Its use in the classroom will require teacher preparation and warning to students. Eight double sided tapes provide about ten hours of listening. Set in a mixture of rural and urban landscapes, the stories reflect Aboriginal humour and inescapable racism. The historical setting in the second half on the 20th century leads the listener to hope that the attitudes and conflicts of the stories are changing, as Australia reconciles itself to its past. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6  
\$80.25 SCIS 1008057

WOODING, Chris

### Endgame

Scholastic, 2000  
ISBN 0439995337

World War Three, and a pessimistic world's view of the future, is the setting for a tale of four young people counting down to the final moment. News and interview broadcasts are interspersed with personal stories. This allows tension to build as the deadline draws closer. The writing style encourages readers to relate to the characters' emotional reactions as they make the most of the short time left. The themes and issues are complex, stimulating discussions about: the breakdown of social order; the morality of actions; society's environmental impacts; and effects of global conquest. Despite its gloomy premise, this book offers a many positive options for classroom study. B. Kervin

**USER LEVEL:** Stage 4  
**Paper \$10.80** SCIS 1016168

## Information, poetry and drama

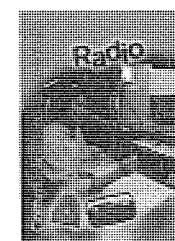
Resources are in Dewey order

BRASCH, Nicolas

### Communications in Australia [series]

Heinemann, 2000

Each book in this well designed and accessible series that introduces students to a range of Australia's information and communication technologies begins with a question to prompt students to inquire into the topic. The layout is user friendly, with features that support students in reading factual texts.



Clear headings and subheadings, paragraphing, captions, and bolded keywords assist students to locate information. Chapters provide historical and contemporary perspectives, including the processes, roles, advertising, and luminaries (**Legends**) within each medium. **Day in the life...** and **Month in the life...** examine aspects of communication media over time. This series is a valuable resource that offers a real Australian context for both classroom study and independent research. T. Creenaune

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; HSIE; ST  
**SYLLABUS:** English K-6; HSIE K-6; Science & Technology  
K-6  
\$27.25 each

Titles in this series are:

**Internet** SCIS 1011417  
**Print media** SCIS 1011414  
**Radio** SCIS 1011670  
**Television** SCIS 1011668

HUMBLE-JACKSON, Sally

### The miracle maker: the greatest story ever told

Hodder, 2000  
ISBN 034074958X [232.9]

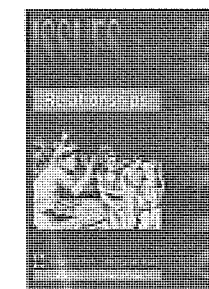
Based on the miracles performed by Jesus Christ, the story is seen through the eyes of Tamar, a young girl who is very ill. After witnessing miracles such as the conversion of Mary Magdalene, Tamar becomes too sick to come to Jesus and dies. However, Jesus is brought to her house and brings her back to life. The book is adapted from an animated film. The colour photographic stills, some full page, are extremely attractive and feature cloth dressed clay figures and intricate diorama models. The narrative is uncomplicated. This would be a useful resource for the *Cultures* strand in the HSIE K-6 syllabus. J. Eade

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$16.39 SCIS 1006385

### Relationships

/ edited by Justin Healey. Spinney, 2000 (Issues in society 124)  
ISBN 1876811331 [302]

A compilation of short articles, complemented by cartoons and graphs, this provides an excellent basis for discussion and research into the exploration of issues surrounding relationships, including **How we relate to each other** and, in particular, **Adolescence and relationships**. The volume draws upon reliable Australian sources. These include: Internet sites; reports and statistics from Australian governments; private and university research; newspaper articles; and excerpts from journals and books. Topics range from strategies to improve relationships and interaction between parents and youth, to gender specific issues and teenage sexuality. Listings of additional resources provide extensive source material for further research, with **Recommended reading** lists, web sites, and contact addresses for various relevant organisations. Internet sites would need to be checked for curriculum relevance. K. Tweddle



## resources

**USER LEVEL:** Stage 5 Stage 6 Community  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10; PDHPE Stage 6  
 Paper \$16.50 SCIS 995953

TEBBEL, Cyndi

### *The body snatchers: how the media shapes women*

Finch, 2000  
 ISBN 1876451076 [302.23082]

In this enlightening publication, the author successfully achieves her aim to expose and challenge the manipulation of women by the media, and by those who profit from dubious messages to women. Readers are engaged by the witty text, which is interspersed with quotes from high profile women, including actors and supermodels. Research findings, and some confronting photographs, complement and reinforce the text. There are chapters covering: supermodels (A career to die for); cosmetic surgery; the diet industry; television and movies; print media (Periodical pains); and sports. Readers are given ideas for challenging messages pushed by the media and its advertisers. The extensive **Bibliography** includes recommended readings and Internet sites. Internet sites would need to be checked for curriculum relevance. K. Tweddle

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10; PDHPE Stage 6  
 Paper \$24.95 SCIS 1010848

MACDONALD, Fiona

### *Women in ancient Rome*

Belitha, 2000 (The other half of history)  
 ISBN 1841381101 [305.40937]

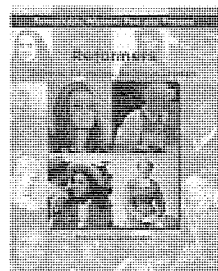
With its clear layout and incorporation of archaeological and written evidence, this book provides an easy to read overview of the roles of Roman women. Busts, tombstones, dolls, and written evidence, such as letters of Pliny, and the writings of Claudia Severa are explored. A background on Rome presents a context for discussing women's status in society; heroes, for example Cornelia; marriage; health; work; and country and city life. Also included are short biographies of notable women, such as Eumachia of Pompeii, a businesswoman. This text would be useful for both junior and senior students of Ancient Rome. B. Hull

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5; Ancient History Stage 6  
 \$32.70 SCIS 1007592

### *Remarkable women past and present* [series]

Raintree Steck-Vaughn, 2000  
 ISBN 0817257330

A mini encyclopaedia of women and their achievements from the past 2000 years of human history, is presented in this series. Each of the numerous entries is three to four paragraphs long. The detail and contexts are missing from the women's lives, although the information is succinct and relevant, drawing a picture of the influence and change



caused by women. Focusing on women activists and reformers, and women in government, the books demonstrate the number and scope of women's achievements. These are sound introductions to the topics. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography Stages 4-5; History Stages 4-5;  
 HSIE K-6  
 \$32.70 each

*Titles in this series include:*

**Reformers: activists, educators, religious leaders** SCIS 1011711  
**Women in government: politicians, lawmakers, law enforcers** SCIS 1011730

GUSMÃO, Xanana

### *To resist is to win!: the autobiography of Xanana Gusmão*

/ edited by Sarah Niner. Aurora, 2000  
 ISBN 1863550712 [322.4]

Biographical material on East Timorese leaders like Xanana Gusmão is sorely needed, but this must be regarded as a preliminary rather than definitive work. The centrepiece is a short and not always easy to follow autobiography secretly written by Gusmão in an Indonesian prison in 1981. Of particular interest is the struggle between the Timorese parties, Fretelin, and Uniao Democratica Timorese (UDT). The editor has added footnotes and a timeline which assist understanding of the sometimes cryptic narrative, and of people and events referred to. The rest of the book is made up of messages, letters, political statements, and interviews which throw light on aspects of the crucial years up to 1998. This anthology does not constitute a flowing, comprehensive biography, but it is a start. G. Spindler

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** Modern History Stage 6  
 Paper \$27.40 SCIS 999122

ARIS, Sharon

### *Top jobs*

Duffy & Snellgrove, 2000  
 ISBN 1875989498 [331.7]

Here is a resource for students or individuals keen to explore career options in a variety of fields. There are several appealing features about this well structured, innovative careers resource. Descriptions of a variety of occupations within Australian industries, including communications, finance, information technology, law, and medicine will assist the reader in defining the employment growth areas. Lists of web sites provide useful additional resources about career information and job planning, though these would need to be checked for relevance. Information about specific occupations includes salary, demand projection and required skills and qualities. Uniquely, this book incorporates accounts of employment experiences of women and case studies, which illustrate real life experiences about a particular job. It would be a useful resource for commerce students and careers education. K. Wratten

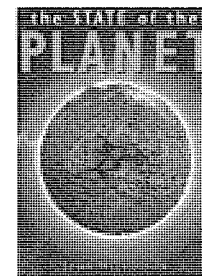
**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** HSIE; VOC ED  
**SYLLABUS:** Commerce Stages 4-5; Work Education Stage 5; CEC Work Studies  
 Paper \$27.41 SCIS 1010095

NICHOLSON, John

### *The state of the planet*

Allen & Unwin, 2000  
 ISBN 1865080152 [363.7]

This is a valuable teaching and learning resource for the *Managing global environments* focus area and the *Development geography* elective in the Stage 4 geography syllabus. Global geographical issues are examined in relation to earth, water, air and energy resources. In addition to the description and account of the global issues presented, the work outlines what is being done about the problem, what governments could do, and what else we can all do to help. Excellent, albeit brief, case study material is provided. This is a clearly structured, organised book with simple illustrations, which is certain to motivate the reader toward sustainable action for our planet. K. Wratten



**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography Stages 4-5  
 \$24.95 SCIS 1011215

WHITTY, Helen

### *Costume* [series]

Macmillan Library, 2000

From fabric to clothing, this series outlines changes in fashion. The series covers garments, accessories, footwear, and underwear. Each book has simple, informative language, complemented by colourful pictures. The inclusion of a glossary assists with the terminology used. Features of the series include practical design activities, interviews with a variety of designers, and an historical perspective across countries. Students will enjoy learning about the development of the clothes they wear everyday. The challenges provided throughout the series aim to stimulate thinking and encourage an appreciation for fashion. C. Bertram

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** TAS  
**SYLLABUS:** Design & Technology 7-10; Textiles & Design 7-10  
 \$21.85 each

*Titles in this series are:*

**Accessories and adornment** SCIS 1012341  
**Dressing up** SCIS 1012355  
**Hats, gloves and footwear** SCIS 1012348  
**Protective clothing** SCIS 1012352  
**Underwear** SCIS 1012344  
**You are what you wear** SCIS 1012349

KEYSTONE, David & JAKAB, Cheryl

### *Illustrated science & technology dictionary*

Longman, 2000  
 ISBN 0733907296 [503]

Over 700 scientific and technical terms, almost half of them illustrated with a line drawing, table, or diagram, are defined in this book. Four useful appendices collating frequently sought information are included, and, where appropriate, the illustrations use Australian examples. Arrangement of definitions in two columns

per page, with sensibly placed and easily accessible headwords, facilitates location of terms. Clean, fresh design, the use of colour to highlight illustrations, and simple, clear language will support student learners in the acquisition of scientific vocabulary. This dictionary is recommended for individual and classroom use. W. Smith

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
 Paper \$16.40 SCIS 1010470

HEWITT, Sally

### *Nature garden*

Franklin Watts, 2000 (Discovering nature)  
 ISBN 0749637145 [507]

A range of highly practical classroom activities is featured in this book, which explores aspects of the **Rotting rubbish**, **Seeds**, **Green Grass**, **Flowers**, and **Minibeasts** to be found in backyard and playground gardens. The large font sizes, bright borders, and colourful photographs and drawings, support students when reading and viewing. There is more emphasis on the activities than the conveying of facts. Clearly numbered procedures include: examining **Footprints** and identifying tracks of garden visitors; making cakes for **Birds**; and studying **Ants**. Important safety warnings are indicated by traffic sign icons. As an introductory resource on nature, and the immediate natural world around school students, this is a most suitable book. K. Heap

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
 \$29.95 SCIS 1002127

McCLURE, Judy

### *Healers and researchers: physicians, biologists, social scientists*

Raintree Steck-Vaughn, 2000 (Remarkable women past and present)  
 ISBN 0817257349 [509.2]

Women have made important contributions towards science but they have not always been well publicised. This book attempts to rectify this by presenting the scientific achievements of 150 women. Attainment in the areas of life sciences and social sciences are included. The area of specialty, and life successes of each scientist is presented in several paragraphs of text, usually accompanied by a black and white photograph. A timeline summarises the lives of all the women. This is an important reference book for students studying science. K. Heap

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5  
 \$32.70 SCIS 1011689

### *Multiplication & division* [computer software]

Eurekamultimedia 2000 (Wise owl)  
 ISBN none [513.2]

Drill and practice support in multiplication and division is the focus of this CD-ROM. The graphics on the main menu page would be appealing to younger users. It does have instructions for students, but use of these would need considerable support from a

supervising adult. They are not very comprehensive and have a very traditional flavour. The pace of the program is laborious at times. There is no positive feedback for incorrect answers, or an opportunity to correct these. There are three levels for the activities, although the grading within each level is inconsistent. The levels do not relate to the stages in NSW schools. The activities extend beyond the NSW *Mathematics K-6 syllabus*, and teachers need to be aware that they include long division and extend multiplication tables beyond 10 x 10. The teacher or parent can view progress, but cannot access the program at the point the student or child is having difficulty. If this resource is used in the classroom, the teacher would need to allocate time to check on student progress. L. Hunter

**Minimum requirements**  
Macintosh: System 7  
Windows: 3.1/NT 4.0; 486DX/33; 16MB RAM

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K-6  
\$32.85 SCIS 1008966

THEODOROU, Rod

### *Amazing journeys* [series]

Heinemann, 2000

In simple, appropriate language, accompanied by colourful photographs and drawings, this series contains a wealth of information to support class activities on: marine ecology; polar regions; and the solar system. An interesting feature of each book is the **Journey map**, a large, labelled diagram that demonstrates the linear path the reader will take through the chapters in the particular book. This is a valuable adjunct to the contents page. *Across the solar system* has applications for use with the Stage 3 science and technology unit *Out in space*, whilst *From the Arctic to Antarctica* is invaluable for use with the Stage 3 HSIE unit, *Current issues: Antarctica*. **Further reading and addresses** focuses on British resources and organisations. J. Eade

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; ST  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
\$30.53 each

*Titles in this series include:*

*Across the solar system* SCIS 1011759  
*From the Arctic to Antarctica* SCIS 1011754  
*To the depths of the ocean* SCIS 1011763

FRADIN, Dennis Brindell

### *Is there life on Mars?*

Simon & Schuster, 1999 (Aust. Release 2000) (Margaret K. McElderry books)  
ISBN 0689820488 [523.43]

People's fascination with Mars is explored by this book, which examines much of what is known about this planet. Historical and scientific discoveries are covered. Explanations are simple, easy to read, and supported by black and white photographs. The future of travel to Mars is explored, and whether the planet can be colonised is speculated upon. Students' imagination will be captured by the references to the way the topic is portrayed in fiction and film. This book contains information that is relevant to

the Preliminary topic, *Life on earth*, in the *Biology: Stage 6 syllabus* (approved 1999). K. Heap

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science Stages 4-5  
\$32.75 SCIS 1007587

PICKERING, Fran

### *Spilling the beans on: Albert Einstein and other clever clogs (relatively speaking)*

Miles Kelly, 2000 (Spilling the beans on)  
ISBN 1902947223 [530.092]

A fascinating insight into the life and discoveries of Albert Einstein, this book is very easy to read. Einstein is portrayed as a very normal, but clever, human being, who disliked school, yet became a teacher of maths and physics. The reader is taken through Einstein's life, his theories, and even presented with areas of discovery that they can explore themselves. Other scientists and their investigations are also mentioned. All work is put into an historical context by mentioning contemporary events. Students studying the history of science will find this book a delightful way to discover the past. K. Heap

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5  
Paper \$10.95 SCIS 999951

NANKIVELL-ASTON, Sally & JACKSON, Dorothy

### *Science experiments with colour*

Franklin Watts, 2000 (Science experiments with)  
ISBN 0749636483 [535.6078]

The open ended experiments described in this resource enable students and teachers to relate scientific facts to basic concepts of colour in the world around them. It supports implementation of the *Physical phenomena* and *Living things* strands at Stage 2 of the science and technology syllabus. This resource could be used to encourage students to develop skills in working scientifically and, through the **Keep thinking** sections, could support the development of investigation skills. Students follow a procedure to complete experiments. **Don't stop there** sections stimulate young readers to further investigation and creative experimentation. The book is clearly illustrated with excellent photographs and is easy to read. J. Hancock

**USER LEVEL:** Stage 2  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
\$34.95 SCIS 1009072

NANKIVELL-ASTON, Sally & JACKSON, Dorothy

### *Science experiments with* [series]

Franklin Watts, 2000  
ISBN 0749636459

The science books in this series feature an effective combination of colourful photographs and drawings with simple, appropriate text. They focus on concrete learning experiences for primary students. The experiments dealing with simple machines include making a robot, building a crane and a merry-go-round, and using a screw type nutcracker. Electrical experiments include rubbing a balloon, building a switch mechanism and an electric light, using small

electric motors, and building a magnet. If adult supervision is recommended this is clearly signalled, and where an extension activity is possible its details are suggested. L. Ward

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
\$34.95 each

*Titles in this series include:*

*Science experiments with electricity* SCIS 1009074  
*Science experiments with forces* SCIS 1005001  
*Science with simple machines* SCIS 1005004

GOLD, Susan Dudley

### *Blame it on El Nino*

Raintree Steck-Vaughn, 2000  
ISBN 0739813765 [551.5]

This small format, easily read book separates fact from fantasy, examining the cause of El Nino, and some of the historical happenings that have resulted from its existence. Although not concentrating on the Australian experience, our 1998 droughts and forest fires are mentioned briefly in a chapter that discusses how scientists learned to predict and track the phenomenon across the globe. The extensive bibliography of resources may encourage further research. Students will find this an interesting addition to their understanding of Australian and world weather patterns. K. Heap

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Science; TAS  
**SYLLABUS:** Agriculture 7-10; Science Stages 4-5  
\$29.43 SCIS 1007749

CHALLONER, Jack

### *Hurricane & tornado*

Dorling Kindersley, 2000 (Dorling Kindersley eyewitness guides 107)  
ISBN 0751362166 [551.55]

A graphic reference for students of geography and the earth sciences, this resource helps build understanding of the forces at work in extreme weather. An array of extreme weather conditions is examined, including storms, tornadoes, avalanches, floods and hurricanes, droughts, and the El Nino phenomenon. In addition to explaining atmospheric processes, teachers could use the photographs, models, and illustrations for stimulus interpretation activities. As a description of the geographical processes that form and transform the environment, this work relates directly to the Stage 4 outcomes of the geography topic *Global environments* focus area, and the *Environments at risk* elective. K. Wratten

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Geography Stages 4-5  
\$21.90 SCIS 1010421

### *Fantastic facts* [series]

Southwater, 2000

Investigation through observation and guided activities, to develop an understanding of the natural and built environments, is central to this republished series (previously known as *Learn about*). Information is accompanied by a range of creative projects, illustrated with colourful photographic images of students from various cultural backgrounds performing the sequenced tasks. Although there is a northern hemisphere bent, and use of British expressions,

there are some examples from south of the Equator. Most importantly, all the activities are easily performed with common items and are equally applicable in Australia. This series provides informative and supportive resources for budding scientists and busy classroom teachers. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
Paper \$8.95 each

*Titles in this series are:*

*Birds* SCIS 1002182  
*Insects* SCIS 1002178  
*Machines* SCIS 1002177  
*Weather* SCIS 1002175

HAWKES, Nigel

### *Climate crisis*

Watts, 2000 (Saving our world)  
ISBN 0749637188 [551.6]

In this resource is an examination of how the Earth's climate has changed over the centuries. It investigates the importance of the sun to life on Earth, the environmental effects of human habitation, and what is being done world wide to reduce carbon dioxide emissions. The clear, concise information is accompanied by colourful photographs, maps, cross sections, diagrams and graphs. This book is a useful resource for the Stage 3 science and technology units *What's the weather* and *Environment matters*. The attractive layout will appeal strongly to primary students. J. Evans

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
\$32.95 SCIS 1007678

KNAPP, Brian

### *Earth science, discovering the secrets of the earth* [series]

Atlantic Europe, 2000

These books cover in great detail aspects of earth science that are in a range of science syllabuses. For example, *Geological time* would be a relevant aid to the Preliminary topic, *Life on earth*, in the *Biology: Stage 6 syllabus* (approved 1999). Each book is supported with a very comprehensive glossary, and information is easy to understand. The index of each book allows the user to easily find relevant information in other books of the series. This is an extremely relevant series that would be helpful to students studying these subjects. K. Heap

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science Stages 4-5  
\$32.95 each SCIS 1011733

*Other titles in this series include:*

*Earthquakes and volcanoes* SCIS 1011637  
*Fossils* SCIS 1011733  
*Geological time* SCIS 1011639  
*Landforms* SCIS 1011767

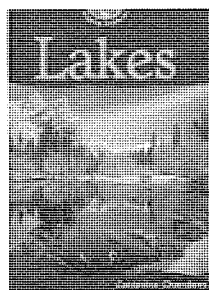
Do you have a great idea for a future Scan article?  
Please ring The Editor on 02 9836 7501 or email  
Ian.McLean@det.nsw.edu.au

CHAMBERS, Catherine

**Mapping earthforms [series]**

Heinemann Library, 2000

Glorious colour photography is a highlight of this series about the landforms that shape our world. The changing global environment and its effects on humans, flora, and fauna form a part of the overall description of the physical landscapes. With clear, well sized text, and fact boxes in place of captions for the photographs, each double page is self contained. Headings, maps, bolded keywords, and fact summaries combine to facilitate information seeking. The amount of Australian content is appropriate in the treatment of each of the geographical features. The formation of the landscapes is explained, followed by the ecology of each, and the implications for the future. S. Rasaiah



**USER LEVEL:** Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
\$30.53 each

Titles in this series include:

<b>Deserts</b>	SCIS 1011789
<b>Islands</b>	SCIS 1011788
<b>Lakes</b>	SCIS 1011769
<b>Mountains</b>	SCIS 1011781

WOOLLEY, Marilyn

**Plants and flowers**

Macmillan Education Australia, 2000 (Knowing Australia)  
ISBN 0732950562 [581.994]

A good overview of Australian wildlife is provided by this resource. It contains very detailed photographs of a number of species of plants, and information on their place in the Australian environment and their inclusion in Australian culture. The depth of information provided is not extensive. Junior science students and senior students studying the Preliminary topic, *Australian biota* in the *Biology: Stage 6 syllabus* (approved 1999) will find this book a good starting point to further research. K. Heap

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science Stages 4-5  
\$29.51 SCIS 999047

**Animal kingdom**

Five Mile, 2000  
ISBN 1865033308 [590]

Through examination of the different species of animals in the world, this book demystifies the animal kingdom. Animal habitats are also examined in great detail, allowing for discussion of adaptations and evolution. The information is well illustrated and presented in a very readable manner. Information on Australian animals is included. This book is an excellent reference for



students studying animals or classification. It is a particularly useful reference for the *Biology: Stage 6 syllabus* (approved 1999). K. Heap

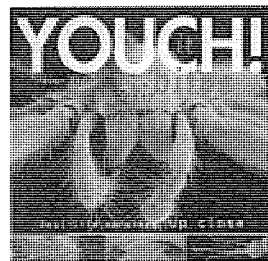
**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science Stages 4-5  
\$34.95 SCIS 1010204

DAY, Trevor

**Youch it bites!: real life monsters up close**

Heinemann, 2000  
ISBN 186391997X [591.6]

Originating in the UK, this bright and attractive book shows a variety of dangerous creatures and plants. Examples are drawn from all over the world, including four from Australia. Brightly coloured backgrounds, fold out pages, and eye catching headings may attract young readers, but some print is very small, and made less legible by the use of patterned or insufficiently contrasting backgrounds. Lack of a table of contents or index prevents easy location of information. While of interest to newly independent and curious readers, or of use in comparison studies, the book is not recommended as a source of information about dangerous plants and animals in Australia. W. Smith



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
\$27.25 SCIS 1005560

ROYSTON, Angela

**Life cycle of a salmon**

Heinemann, 2000 (Heinemann first library/Life cycle of a)  
ISBN 0431083908 [597.5]

Large, colourful photographs, accompanied by clear, bold, simple text, are important features of this well designed book. The fish species studied is the sockeye salmon. Aspects covered include: hatching of eggs; stages of growth; the salmon's journey to spawn; and mating. The photographs of salmon predators are excellent. A timeline of the life cycle appears along the bottom edge of each page, and these images recur in the Fact file map of the salmon's return upstream. This book would support outcomes in *Living things* (S1.3 and S2.3) from the *Science and technology K-6 outcomes and indicators* document. J. Eade

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
\$27.25 SCIS 1011553

Other titles in this series include:

<b>Life cycle of a dog</b>	SCIS 1011555
<b>Life cycle of a mushroom</b>	SCIS 1011557

**SCIS Reviewing Team**

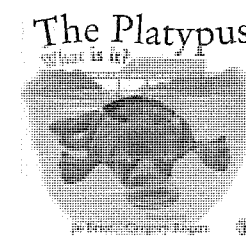
DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Co-ordinator to join the reviewing team. Email enquiries to: [Colleen.Foley@det.nsw.edu.au](mailto:Colleen.Foley@det.nsw.edu.au)

BRICE, Jo

**The platypus: what is it?**

Penguin Books Australia, 2000 (Puffin)  
ISBN 0141306920 [599.2]

A great deal of information is delivered in this simply written, picture book style resource, although the classification of the platypus as a monotreme is not mentioned. Colour illustrations by Gregory Rogers are very effectively used to convey anatomical and behavioural information. The text is logically divided into short chapters which address specific questions. The use of clear font, on uncluttered pages with plenty of white space, further assists young readers. Concluding notes on conservation (**What can people do to help?**) are simple and positive. A jarring note is the use of an Aboriginal creation story without acknowledgment of its source or ownership. J. Buckley



**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
Paper \$14.18 SCIS 1011397

KENNETT, David

**Wolf**

Omnibus, 2000 (Solo wildlife)  
ISBN 1862914028 [599.773]

In this informative little reader, students can learn the basics of wolf appearance, habitat, and behaviour. The illustrations sometimes blur the boundaries of fact and fiction. For example, wolf fur is likened to a raincoat, and an illustration shows a wolf wearing a yellow raincoat. A group of minor problems will need unravelling for thoughtful young readers: the habitat maps lack keys; the scale measures animal length using non standard intervals; and the introduction of technical vocabulary is uneven. I. Kolder-Wicks

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
Paper \$10.80 SCIS1011808

KENNETT, David

**Polar bear**

Omnibus, 2000 (Solo wildlife)  
ISBN 1862914036 [599.786]

Well presented and informative, this book is packed with intriguing facts on polar bears. The visual information is cleverly presented in a variety of formats, including ink and wash drawings, maps, height and weight comparisons, picture cutaways and insets. The small amount of text on each page is easy to read and understand, while still providing the specialist vocabulary needed to enhance understanding of the topic. This is a useful resource for a class reading program for young independent readers. J. Evans

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; ST  
**SYLLABUS:** English K-6; Science & Technology K-6  
Paper \$10.80 SCIS 1011207

MOON, Chris

**One step beyond**

Pan, 2000  
ISBN 033037155X [623]

Books such as this highlight the exceptional abilities of people who daily defeat physical challenges, reminding us that the difference between disability and ability is not so much in the physical as in spirit and attitude. Moon, a fit young British ex-soldier, joined a humanitarian mine clearance organisation, surviving capture in Cambodia by the Khmer Rouge through his calmness and determination. In Mozambique those qualities meet a greater test when he loses a leg and hand to a mine. He survives, fights to regain mobility and fitness, and then becomes a marathon runner. A remarkable story of individual resilience, told without sentiment or heroics, this book is unavoidably inspirational. G. Spindler

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** Crossroads; Modern History Stage 6; PDHPE Stages 4-5  
Paper \$20.78 SCIS 1009922

LOVES, June

**Flight [series]**

Macmillan, 2000

These six books support implementation of the Stage 2 science and technology topic, *Earth and its surroundings*, and the Stage 3 topic *Physical phenomena*. Each book in the series contains stimulating photographs and clearly labelled diagrams. The books follow the development of flight from the animal kingdom through to 20th century space exploration. These are excellent resources to use as models for writing information reports. Bold headings allow the reader to locate information quickly, and new or difficult terms are explained in the glossary. A **Flying fact** section throughout all books provides interesting historical and scientific facts. The language is simple and easily understood and, where possible, explanations are accompanied by detailed photographs. J. Hancock

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English; ST  
**SYLLABUS:** English K-6; Science & Technology K-6  
\$24.04 each

Titles in this series include:

<b>Aeroplanes</b>	SCIS 998808
<b>Balloons, airships, kites and gliders</b>	SCIS 998792
<b>Flying animals</b>	SCIS 998810
<b>Helicopters</b>	SCIS 998793
<b>Military aircraft</b>	SCIS 998803
<b>Spacecraft</b>	SCIS 998797

FARNDON, John

**Rockets and other spacecraft**

Aladdin/Watts, 2000 (How science works)  
ISBN 0749638648 [629.4]

As the cover proclaims, this excellent book aims to assist students to "learn the science then make the model". Short, informative paragraphs, well summarised by subheadings, and accompanied by clear labelled diagrams, make this an accessible repository of facts about spaceflight to support the Stage 3 science and technology unit, *Out in space*. The science of space introduces the concepts. Other chapters include: **Into space**; **Rocket power**;

## resources

What is space?; Living in space; and Science principles. Simple experiments, identified by icons, appear throughout in boxes. Other boxes contain parts of the procedure for creating a working model rocket from recycled materials. Templates to complete this model are featured in the endpapers. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
 \$29.95 SCIS 1010081

TROTMAN, Felicity

### *Living in space*

ticktock, 1999 (Aust. release 2000)  
 ISBN 1860071325 [629.44]

Using colourful pages and detailed illustrations, this book shows the complexities of space travel and the possibilities of living in space. It explores all aspects of life in a space station, including **Health, Daily routine, and Working inside** space stations, from *Skylab* and *Mir*, to *Spacelab* and *The International Space Station* (ISS). Students will find the book easy to read, as all information is presented in short paragraphs. **Space activity** boxes suggest simple investigations for students. The paper and cardboard components to make the *International Space Station*, a scale model of the modules currently under construction in Earth orbit, are supplied with this book. K. Heap

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5  
 \$25.25 SCIS 1004301

LOBB, Janice

### *Dig and sow!: how do plants grow?*

Kingfisher, 2000 (At home with science)  
 ISBN 0753404273 [630]

Students studying aspects of plant production will find this book a good place to start. Although not covering any topic in detail, it provides well illustrated simple explanations about a range of topics that would provide a good introduction to further study. These include photosynthesis, plant and soil structure, and reproduction. Each section is accompanied by simple experiments and activities that students could easily complete at home. The quiz aids students understanding and helps make the book a potential self paced learning activity. K. Heap

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Science; ST; TAS  
**SYLLABUS:** Agriculture 7-10; Science & Technology K-6;  
 Science Stages 4-5  
 \$17.30 SCIS 1006397

KELLY, Ann

### *Rural industry since 1788*

Grolier Australia, 2000 (Australian knowledge)  
 ISBN 095856499X [630.994]

An interesting overview of the history of agriculture in Australia is provided by this book. While historical aspects are not covered in detail, information is accurate, and covers the introduction of most agricultural industries to Australia. These include wheat, wool, sugar, cotton, beef, and rice. People who were important in the development of these industries, and innovations in machinery, are also incorporated. Information is supported with relevant diagrams. For agriculture students, particularly those at Stage 6, this book provides a good starting point for further research. K. Heap

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Agriculture 7-10; Agriculture Stage 6  
 Paper \$16.45 SCIS 999693

HEALY-JOHNSON, Guinevere

### *Cotton*

Creative Education, 2000 (Let's investigate)  
 ISBN 0886829593 [633.5]

Simply and beautifully presented, this book is a worthwhile introduction to the study of textiles. Colour photography provides excellent visual information, and is complemented by clear, succinct information, which makes learning about cotton an enjoyable experience. The book examines the growing, processing, history, and wide uses of cotton from clothing to oil. While the information has an American emphasis, it remains appropriate to the NSW syllabus. C. Bertram

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** TAS  
**SYLLABUS:** Textiles & Design 7-10  
 \$30.75 SCIS 998946

*Other titles in this series include:*

**Cacti** SCIS 998907

MCLAREN, Glen

### *Big mobs: the story of Australian cattlemen*

Fremantle Arts Centre Press, 2000  
 ISBN 1863682473 [636.2]

McLaren's lucid recounting of the inland settlement of Australia adds to an understanding of Australian history. Speaking often in the voices and through individual experiences of the pioneers, he deals with the mustering, skills, technology, techniques, and animals employed. However, caution is necessary. The role and impact on the Aboriginal people in the story is given limited recognition, and for the most part Aboriginal people appear as impedi-

ments to the march of progress, dealt with primarily in the chapter entitled *Safety and the use of firearms*. McLaren possibly sees this as balance to the "revisionist historians" who, in recent years, have outed the conspiracy of silence, which excluded Aboriginal impact and resistance from our histories. The conflict needs to be presented from all sides and with all the reasons, and this is not done in this resource. G. Spindler

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5; Aboriginal Studies Stage 6  
 Paper \$26.85 SCIS 1005823

LOBB, Janice

### *Splish! Splosh! Why do we wash?*

Kingfisher, 2000 (At home with science)  
 ISBN 0753404265 [646.7]

Built around a dozen questions children might ask themselves when they are in the bathroom, this appealing book investigates simple science in an enjoyable way. Concepts treated include: wave action; soap; buoyancy; how heat affects the human body; water temperature; dental care; absorption; and mirrors. Explanations and experiments for each topic are provided. The text is large, clearly printed, and well written. Line drawings are presented in a cartoon style, and highlighted with excellent use of colour. They would appeal to young children. Multiple choice questions are provided. L. Ward

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
 \$17.30 SCIS 1007634

SYKES, Donald

### *Business studies preliminary*

Longman, 2000  
 ISBN 0731065786 [650.0712]

If the dynamic nature of business is an interest, readers cannot go past this text. All chapters are student centred, highly appropriate, and true to the spirit of the syllabus. Course outcomes, objectives, competencies, and content are integrated in an original, topical and distinctive features, including: **What if; Who said that?; and Fact files**. These reinforce the development of conceptual understanding. There is a comprehensive glossary for each topic, and plenty of short, appropriate case studies. Varied, thought provoking student activities, and concise unit summaries, are included. With so much to encourage interest in, and understanding of, current business practices, and with its variety in teaching and learning approaches, this text holds great appeal for teachers and students. N. McFayden

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6  
 Paper \$41.65 SCIS 998738

COVINGTON, Karen

### *Creators: artists, designers, craftswomen*

Raintree Steck-Vaugh, 2000 (Remarkable women: past and present)  
 ISBN 081725725X [709.2]

Brief biographies of more than 150 women artists, designers, and craftswomen are presented in this excellent resource. Where

possible, black and white photographs of the women are included, although some of the women lived up to 2000 years ago. The biographical notes are presented in the political and social context of the time in which each woman lived, and brief descriptions of their accomplishments and style are included. Unfortunately, there are few reproductions of their work. L. Ward

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6; Visual Arts 7-10  
 \$32.70 SCIS 1011745

ISAACS, Jennifer

### *Hermannsburg potters: Aranda artists of Central Australia*

/ Aranda interpretations by Clara Ngala Inkamala. Craftsman House, 2000  
 ISBN 9057034034 [738.099429]

The non-Aboriginal author consulted with the Aranda artists in the development of this book. Traditionally, the clay used from the area around Hermannsburg has been sugary white, but the huge upsurge of interest in the ceramics of the Aranda people has led to the modern use of many types of clay, from light grey to burnished earthenware reds. This large book illustrates the fascinating pottery of the Aranda, with the main emphasis on everyday themes of animals and the Land. Circular forms with free watercolour brush work feature in examples shown. There are many large photographs of finished works, and photographs of the potters with works in progress. Interviews with the Indigenous artists enhance our understanding of the works. K. Ashley

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts Stage 7-10; Visual Arts Stage 6  
 \$88.00 SCIS 1010677

### *Kid's print studio* (computer software)

Eurekamultimedia, 2000 (Wise owl)  
 ISBN none [745.594]

What can we expect of a CD-ROM that uses as its learning vehicle the visual medium? As a visual arts teacher one would look for areas within the program that allow students to experiment with a number of the elements of design, such as line, shape, and colour. The limitation of this print program is that there is little opportunity for students to actually be creative with the visuals. Certainly, there is a set of images that can be chosen, and they may be placed in a variety of contexts, but these are limited. Given these constraints, the Disney like images will appeal to a younger audience, as will the bold colour options. The user may choose to create a card, calendar, or a colouring book. While this may not extend the artist in the child, it could be a tool for assisting space relationships, simple reading, or the learning of number. K. Ashley

**Minimum requirements**  
 Macintosh: System 8  
 Windows: 95/NT 4.0

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA; English  
**SYLLABUS:** English K-6; Visual Arts K-6  
 \$32.85 Eureka Multimedia SCIS 1008962

**SCAN**

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**Buried country** [videorecording]

SBS Independent, 2000 (75 min.) [781.642]  
ISBN none

Based on the book of the same name by Clinton Walker, this documentary explores fifty years of Aboriginal country music. Narrator Kev Carmody tells the story of how Aboriginal people adopted country music as a form of cultural expression. Archival and modern concert footage is included to illustrate the variety of artists and the meaning of their lyrics. An excellent combination of video interviews, music and images, this documentary is a great resource for Aboriginal Studies. The story of the production of the film, and bibliographical detail of the music are available from Film Australia. A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6  
\$110.00 Film Australia SCIS 1015720

WALKER, Clinton

**Buried country: the story of Aboriginal country music**

Pluto, 2000 [781.642]  
ISBN 1864031522

Documenting the history of Aboriginal country music artists from the 1940s to the 1990s, this book is a unique exploration of Aboriginal cultural expression. The careers of icons such as Jimmy Little and Lionel Rose are explored, and their successes placed in the context of a racism in the broader community. Contemporary stars, such as Troy Cassar-Daley and Kev Carmody, are also interviewed for this comprehensive story of country music. Including photographs, playbills, and record labels, this book is easy to read, and is an excellent resource for Aboriginal studies. An accompanying video is available. A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6  
Paper \$39.00 SCIS 1012627

DAVIES, Anne

**Cool cats cross arts adventures arrangements** [series]

Bushfire, 1999 [786.8]

A collection of arrangements for tuned and untuned percussion instruments, these book and compact disc sets complement the student and teacher songbooks available at each level of this series. The scores are presented in both traditional and graphic notation. They are clear and easy to read, which makes them accessible to a range of abilities. The scores allow for interchangeable parts, and substitution of any other available instruments, and the pieces represent a wide range of musical styles, including music and dance of other cultures. The arrangements are supported by an accompanying compact disc that provides high quality backing tracks for practice and performance. Teachers may photocopy the arrangements for classroom use. A. Wisdom



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
Paper \$32.94 each

*Titles in this series include:*

- Cool cats cross arts adventures.** SCIS 1016461
- Level 3: arrangements**
- Cool cats cross arts adventures.** SCIS 1013186
- Level 4: arrangements**

**Cool cats** [series]

Bushfire, 1999

Group performance, supported by demonstration and backing tracks on a compact disc, is the standard format for titles in this series. The texts are clear and instructions well sequenced, with effective line drawings to illustrate dance moves. Popular dances, such as *The Macarena*, line dancing, and Australian folk dancing are included in the dance party package, which features the Paradiddle Dance Band. Bush dancing, ballroom dancing, dance games, and singing are brought together in a school graduation ceremony kit. Some dances are called on alternative compact disc tracks. Band arrangements are simple and effective. Recorder ensemble playing is introduced in *Red hot recorder band* through a range of musical styles, set out as photocopiable scores. A. Wisdom

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
Paper \$32.94 each; *Red hot recorder band* \$43.94

*Titles in this series include:*

- Cool cats big dance party** SCIS 1015993
- Graduation kit** SCIS 998401
- Red hot recorder band** [music] SCIS 989663

DODDS, Deana

**Music theory for cool cats. Beginner Book A, recorder edition**

Bushfire, 2000 [788.3]  
ISBN 1875191984

The music theory activities in this volume introduce the concepts of music notation in an engaging and accessible manner. They are designed to complement the early stages of descant recorder playing, and are organised sequentially into three sections. Each learning activity is reinforced through a variety of exercises, matching activities, cloze passages, and word puzzles that can be completed with very little assistance from the teacher. Regular assessment pages provide encouragement, and the humorous, colourful illustrations and cartoon strips by Jock Macneish, featuring feline characters, add an element of fun which makes the book very accessible to young recorder players. A. Wisdom

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6  
Paper \$16.44 SCIS 1016467

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

MARCHETTA, Melina

**Looking for Alibrandi: original screenplay**

Currency, 2000 [791.43]  
ISBN 0868196231

Adapted from the acclaimed novel, this screenplay captures the essence of the book reputed to be the one most stolen from school libraries. Its protagonist, seventeen year old Josie Alibrandi, experiences the angst of growing up and coming to terms with an identity that has been fashioned by two distinct cultures, Italian and Australian. Focussing on many topical issues including youth, sex, class, race, politics, and morality, it has great significance for an adolescent audience. Students engaged in studying the novel as a text set for the *Changing perspective* focus in the *Area of study in the English: Stage 6 syllabus* (approved 1999), are likely to find this screenplay, written by the original novel's author, an interesting adjunct. C. Sly



**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6: *Standard; Advanced*  
Paper \$19.95 SCIS 1013136

SMYTH, J. Bambi & COSTAIN, M. J.

**Skyjinx!: a wacky solve-it-yourself detective adventure**

Penguin, 2000 (The case crackers/Puffin) [793.73]  
ISBN 0140389849

Readers interested in testing their skills as a super sleuth can help Danny and his dog, Sherlock, solve the case of the mysterious hijacking of Flight 407. A large, poster size foldout, on the inside back cover, displays a longitudinal section of the aeroplane and numbered items. By matching this information with corresponding numbered clues, and assisted by the seating plan, forensic reports, evidence files, coloured plates of suspects and their profiles, readers will solve the case. Observational and problem solving skills are necessary, and perseverance is essential, although additional help is given. D. Doust

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
Paper \$16.37 SCIS 998298

**Football**

Dorling Kindersley, 2000 (Eyewitness guides) [796.334]  
ISBN 0751362174

True soccer enthusiasts will appreciate this comprehensive guide to the popular international game. The colourful book explores the history, laws, tactics, skills and equipment used in the game, together with clear explanations of famous players and competitions around the world. A thorough historical perspective is presented, with many photographs of early equipment and memorabilia from the British Football Museum. Although the book is global in its scope, it is not inclusive of women's competitions, and it does not make reference to the Australian greats in the game, which may limit its audience in Australian schools. K. Steward

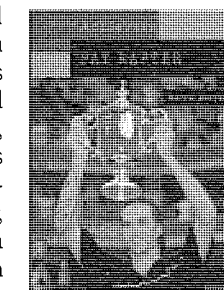
**USER LEVEL:** Stage 4 Stage 5  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10  
\$21.90 SCIS 1011015

SHEPPARD, Barrie

**Pat Rafter**

Heinemann, 2000 (Young achievers) [796.342]  
ISBN 1863919368

In this informative, well presented, and easy to read book is the story of a successful young Australian who follows his dreams with determination and integrity. This exploration of Pat Rafter, the player and the person, gives snapshots of his childhood, early influences, strengths, commitment to charity, and ability to overcome hardships in pursuit of his goals. Brief, well written text also captures key aspects of tennis, including explanations of the serve/volley game, for which Pat is famous, and highlights past great players who have influenced Rafter's career. K. Steward



**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10  
\$24.95 SCIS 996686

*Other titles in this series include:*

- Natalie Imbruglia** SCIS 996685
- Steve and Mark Waugh** SCIS 996693

**4000 classic works of literature** [computer software]

Eureka Multimedia, 2000 [808.8]  
ISBN none

Think of a classic work of literature and it could possibly appear in this almost encyclopedic CD-ROM collection. Categories include epic and children's literature (including the genres of fantasy, mystery, adventure, and terror), drama, novel, and poetry. Well known works from religion, science, and philosophy are also well represented. Although very little is selected from the twentieth century, authors range from Aristophanes through Chaucer and Cervantes, to Tolstoy and Henry Lawson. Navigation is intuitive. A cosy, fire lit library with bookshelves; a desk with book pile, notepad, card file and open book; door; and chandelier provide portals to a range of functions. **Bookshelf** allows browsing, selection, and reading of titles. **Card file** provides the search form where users may search via category, author or keyword. Within texts users may search by page. Reading a book is assisted by buttons which include notepad for copy and paste, and bookmark and printing. Installation is simple. W. Bowie

**Minimum requirements**

Macintosh: System 8  
Windows: 95/NT 4.0; 32MB RAM  
**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10; English Stage 6  
\$32.85 Eureka Multimedia SCIS 1008968

All prices in the availability statement include GST

BENEDICT, Kitty &amp; COVINGTON, Karen

**The literary crowd: writers, critics, scholars, wits**

Raintree Steck-Vaughn, 2000 (Remarkable women past and present)

ISBN 0817257322

[809]

Herein are concise biographies of 150 women writers from around the globe, dating from 2300 BCE to the present time. The list includes novelists, short story writers, essayists, playwrights, poets, historians, academics, critics, and letter writers. Among them are famous names such as Austen, Plath, Woolf, and some less familiar, such as Aspasia of Miletus, and Ding Ling. The considerable imbalance in international representation, ie. there is a strong United States bias, is disappointing. Although the collection is not a definitive listing, it does succeed in whetting the appetite and may tempt readers to further acquaintance with the works of those included, and speculation on omissions. B. Richardson

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; History Stages 4-5  
 \$32.70 SCIS 1011684

**Hello new!**

/ edited by John Agard. Orchard, 2000

ISBN 1841216216

[821]

The new poetry in this anthology will allow teachers to explicitly teach the grammatical features and structure of a wide variety of forms. Simple black and white drawings by Lydia Monks accompany each poem, adding visual information to support and enhance meaning. Teachers could investigate with students how mental images are constructed to achieve the poet's purpose through grammatical and other language choices. Different poems could be compared, and similarities and differences discussed. This is a useful resource to assist teachers address the *Learning about* outcomes of the English K-6 syllabus and the text analyst role. An added bonus in this collection is that students have to identify and discover the hidden word, which appears in every poem. J. Stratford

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
 \$24.95 SCIS 1016367

MITTON, Tony

**The red and white spotted handkerchief**

Scholastic, 2000 (David Fickling books)

ISBN 0439997607

[821]

In this unique book of children's poetry, Mitton has developed a whimsical story, told in verse, about Jack, who goes adventuring with just bread in his knotted handkerchief. Given a magic key, Jack also encounters mermaids, genies and dragons. The tale is broken up by individual poems about some of the themes and characters, any of which could also be used separately in classroom activities. Peter Bailey's line drawings, which accompany the poems, use cross hatched shading to good effect. The book contains two other lengthy sequences in verse: *The strayaway child*; and *Worthless Will*. These similarly intersperse poetry, distinguished by italics, with the segments of stories in verse. I. McLean

**USER LEVEL:** Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
 Paper \$14.00 SCIS 1016208

HERRICK, Steven

**Water bombs**

University of Queensland Press, 2000

ISBN 0702231622

[A821]

In this anthology, material is divided into four sections, representing different perceptual phases of life. The 28 related poems centre upon Joe and Debbie's perspectives as they journey through life. Poems dealing with issues and events of infants and primary school years lead into poems about the preoccupations and dreams of high school, then into poems that highlight an expanding worldview. Finally, six poems contemplate life from an adult perspective. Simple, eloquent language adds authenticity to the timeframes and contexts of the poems. This anthology is suitable for units on poetry appreciation, and theme units on identity, relationships, and growing up. F. Crum

**USER LEVEL:** Stage 5  
**KLA:** English  
**SYLLABUS:** English 7-10  
 Paper \$16.37 SCIS 1009617

JACKSON, Greg

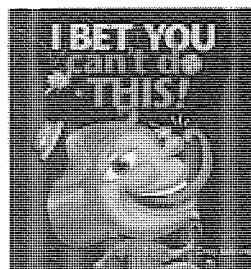
**I bet you can't do this!**

Lothian, 2000

ISBN 0734400241

[A821]

Written in rhyming verse, this colourful peephole book offers curious, challenging possibilities, which will appeal to young readers. The small amount of text on each page is in very large font, and set on a variety of colourful, patterned backgrounds. A small bird called Bebop leads the reader from one page to another as the print curves its way around characters on the page. From a teaching perspective, the book will be useful for learning about prediction, and developing phonemic awareness through rhyme. The text also features a variety of punctuation marks to which children's attention can be drawn during shared reading sessions. J. Evans



**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K-6  
 \$24.95 SCIS 1013886

JENKINS, Wendy

**Rogue equations**

Fremantle Arts Centre Press, 2000

ISBN 1863683011

[A821]

Water in its various forms becomes a predominant motif in this collection of poems. Vivid images of oceans, waves, rivers, pools and rain metaphorically become reflective mirrors for personal observations and experiences. The poems cover a wide spectrum that can capture the extensiveness of a desert landscape, or the intensity of a candle's flame. Finely crafted pictures are portrayed through an economy of words as the poet incisively grasps the

essence of her subjects. Readily accessible verses, these expose the gentle wonder of nature in its many guises. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
 Paper \$18.26 SCIS 1002802

LANGFORD, Martin

**Be straight with me**

Island, 2000

ISBN 090977160X

[A821]

The governing principle of this poetry collection written for older teenagers is the belief that they should not be talked down to. And Langford doesn't. While the ideas, concerns, and feelings closely reflect those of his targeted audience, meaning is not always immediately clear, and some poems need exploration and deliberation for true understanding and appreciation. Mirroring idea, mood, and emotion, the poet's voice varies in tone and register, ranging from thoughtful, questioning, conversational, happy, flippant, to sad, critical, mocking, sardonic. The collection is valuable for stimulating thought and discussion on a wide range of young adult attitudes, values, beliefs, and issues, both in and out of the classroom. B. Richardson

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10  
 Paper \$16.44 SCIS 1010864

REID, Mark

**Parochial**

Fremantle Arts Centre Press, 2000

ISBN 1863682775

[A821]

While the title suggests confinement to a narrow realm of experience, it belies the universal nature of the poems in this collection. Based on day to day events; the township and port of Fremantle; hospital patients; and even the poet's own trusty bicycle, these finely crafted observations evoke the empathy of the reader. Many of the poems are direct and readily accessible, while others are somewhat more demanding. Overall the publication offers an absorbing range of verse. Their incisive images create vivid cameos of aspects of modern urban Australia and its people. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
 Paper \$18.26 SCIS 1002817

OSWALD, Debra

**Gary's house**

Currency, 2000

ISBN 086819607X

[A822]

Constructing a house in a rather remote bushland area becomes a metaphor for building relationships in difficult circumstances. Gary is intent on building a home for his girlfriend, Sue-Anne, and their expected baby. However, following a tragic incident it is Gary's estranged sister, Christine, who shows the tenacity to complete the project. In doing so, she draws together a group of alienated people. A fast moving, emotionally charged drama, this play raises many concerns that display the resilience of humans in tough situations. Such issues provide a focus for understanding aspects of human nature, endeavour, and survival. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6  
 Paper \$17.95 SCIS 998453

STRACHAN, Tony

**State of shock**

Currency, 2000 (Currency plays)

ISBN 0868196193

[A822]

Aboriginal actors, including Ernie Dingo, have had input over time into the development of this play script by a non-Aboriginal playwright. Cultural, social, and political tensions existing between Aboriginal and white people in Australia today are quite evident in this moving drama. Based on a true story of love, alienation, disempowerment, and alcoholism, it exposes the web of complex circumstances that led Alwyn Peter to murder his girlfriend in 1979. The playwright compassionately expresses the vast ideological gap between Aboriginal culture and the white power structures that impact on their lives. A tightly written script, it raises many significant contemporary issues that are worthy of study in senior English or Drama classes. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** Drama; English  
**SYLLABUS:** Drama Stage 6; English Stage 6  
 Paper \$17.95 SCIS 999382

CHARLEY, C. J.

**Conquering the world**

Penguin, UK, 2000 (Extreme expeditions 2/Puffin)

ISBN 0141303468

[904]

Beginning with quotations from round the world explorers, this book documents many famous expeditions, and provides essential facts and information for prospective adventurers. **What a world!** briefly describes world climate, lines of latitude and longitude, and time zones using various styles of world maps. Historical **Sailing adventures** are recalled, such as those of Magellan and Chichester, and the controversial rescue of Tony Bullimore, along with daring world record flights by plane, balloon and airship. Maps, labelled diagrams and photographs are plentiful. Although no Australians are mentioned in detail, Kay Cottee is included in the **Timeline**. Some information would be relevant to HSIE syllabuses. J. Eade

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 Paper \$10.89 SCIS 1007745

SWINTON, Joyce

**World history and citizenship**

Macmillan Education Australia, 2000

ISBN 0732959055

[909]

Written to meet NSW *History Stages 4-5* syllabus needs, this useful work covers many aspects. It is well illustrated, and contains pertinent focus questions. The four sections: **Ancient societies**; **Medieval and early modern societies**; **Contact and colonisation**; and **Into the modern world** cover the syllabus. Citizenship is not dealt with separately in detail. There are mentions of it throughout, but no real focus, and this should not detract from its worth, as it can be supplemented by other works. This is a worthwhile book, which can challenge and excite students about history. C. Dorbis

**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5  
 Paper \$36.95 SCIS 996058

**Living history**

Colour Library Direct, 1999 (Aust. release 2000) (Make it work!)  
 ISBN 1841001678 [930]

For a very practical approach to the study of four areas of history: Stone Age people, Ancient Egypt; the Roman Empire; and North American Indians, this book provides it all. Social history, including food, clothing, and religion is presented in clear simple language, with topics in short, separated paragraphs. Maps, timelines, glossaries and illustrations of artifacts accompany this information. The emphasis is on model making. With clear instructions, students could make clothing, weapons, houses, and even food. Recreations of the Nile Valley and Rome, and illustrations of children undertaking history projects, highlight the practical nature of this text. B. Hull

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5  
 \$16.45 SCIS 1002322

KERR, Daisy

**Worldwise [series]**

Watts, 2000

A simple overview of ancient Egyptian, Greek, and Roman societies is provided by this series. With two pages per topic, and big print format, the introductory text is minimal, and emphasis is on the colourful illustrations accompanied by caption snippets. Aspects of the societies studied include: agriculture, art, and crafts (Egypt); markets and festivals (Greece); and soldiers and hygiene (Rome). *How do we know?* introduces the concept of written and archaeological evidence for Egyptian and Roman societies. The reluctant reader may be enticed by the labelled drawings and minimal text. B. Hull

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5  
 Paper \$12.95 each

*Titles in this series include:*

**Ancient Greeks** SCIS 1007354  
**Ancient Romans** SCIS 1007367  
**Ancient Egyptians** SCIS 1007398

STEELE, Philip

**Find out about [series]**

Southwater, 2000  
 ISBN 1842150405

In this series, each aspect of life in Ancient Egypt and the Roman Empire is given a two page spread encompassing a short introduction, and coloured pictures with detailed captions. Religion, rulers, weapons, and leisure are some of the aspects of life covered. Timelines and glossaries are included, and instructions for model making are provided. Models include an Egyptian house, Roman armour, and lotus lilies. This series provides an extensive overview, useful as an introduction to the study of these societies. While clearly these are junior studies, senior secondary students may find

the pictures of archaeological remains, statues, weapons, and buildings useful. B. Hull

**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5  
 Paper \$10.95 each

*Titles in this series include:*

**Ancient Egypt: what life was like in the ancient world** SCIS 1000020  
**Roman Empire: what life was like in the ancient world** SCIS 1000023

**Look inside [series]**

Wayland, 2000

Aspects of a Roman villa and a Greek theatre are explored in this series. Illustrations on the pictorial contents page of objects found in a villa, for example a lyre, lar and key; and those from a theatre, for example a flying machine, piglet and tragic mask, are then described in a double page format. Each object has a short vignette as introduction, simply written text, and illustrations of archaeological and written sources. Archaeological graphics include statues, mosaics, and vases, while written sources include quotations from Aristophanes, Ovid, and graffiti from a Pompeii kitchen declaring that: "Anthemius is sick fed up with lentils". B. Hull

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5; Ancient History Stage 6  
 \$32.95 each

*Titles in this series include:*

**A Roman villa** SCIS 1005581  
**A Greek theatre** SCIS 1004632

GUTHRIDGE, Bettina

**Travelling solo to Italy**

Omnibus, 2000 (Solo/Travelling solo) [945.093]  
 ISBN 1862914192

From its distinctive front cover, this travelling companion has instant appeal. This is a factual work with a casual style, each page dotted with full colour drawings, maps, or diagrams that explain life in Roman times and in today's Italy. Although informative, the book appears to be written as a tour guide script, lacking a contents page, headings, subheadings and chapters, which would assist in fact finding. The inclusion of an index and glossary help to address this for the young researcher. Written in simple language, this resource informs students about another country in a relaxed and informal way. S. Rasaiah



**USER LEVEL:** Stage 1 Stage 2  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 Paper \$10.80 SCIS 1015031

All prices in the availability statement include GST.

GUILE, Melanie

**Australia's neighbours [series]**

Heinemann, 2000

Eye catching layouts are a feature of these books. Using a combination of text, maps, coloured photographs, fact boxes, and a variety of heading sizes and colours, the books have good visual appeal. Some examples of misleading information, through inaccuracy, over simplification and poor editing, erode confidence in the overall credibility of the series. Frequent comparisons made between the featured country and Australia are useful. For students, this encourages understanding and enhances appreciation, emphasising our shared humanity and circumstance. A wide variety of topics cover geography, history, culture, and endangered and unique flora and fauna. Glossary items are printed in bold type throughout the text, alerting readers that they can readily clarify meaning. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 \$27.25 each

*Titles in this series are:*

**China** SCIS 1013908  
**Indonesia** SCIS 1013910  
**Japan** SCIS 1013912  
**New Zealand** SCIS 1013906

DUGAN, Michael

**Australians at war [series]**

Macmillan Education Australia, 2000

This series deals with Australia's participation in major conflicts, from the wars themselves, to the home fronts and the aftermath. The easy to read text is accompanied by pictures, many from the Australian War Memorial collection, maps, glossary boxes, and short biographies of the participants, including Grace Wilson and C.E.W. Bean. Extracts from *The Sydney Morning Herald* and biographical snapshots of ordinary Australians provide a more personal aspect to the histories. Senior modern history students may find the volumes on the *Boer War* (Preliminary core), *World War I* (HSC core), and *Vietnam War* (Part III HSC course, option F: *Conflict in Indochina 1954-1979*) of use for those aspects of the *Modern History: Stage 6 syllabus* referred to in brackets. B. Hull

**USER LEVEL:** Stages 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5; Modern History Stage 6  
 \$29.51

*Titles in this series include:*

**Boer War** SCIS 1011669  
**World War I** SCIS 1011678  
**World War II** SCIS 1011686  
**Korean War** SCIS 1011667  
**Vietnam War** SCIS 1011673

CHOY, Wayson

**Paper shadows: a Chinatown childhood**

Penguin, 2000 [971]  
 ISBN 0140293221

Making sense of the past is a multi layered path of discovery for the author, as he recalls growing up in Vancouver's Chinatown. Influences on his life are a mix of magic, Chinese family history, and

communities to which his parents belong, including his mother's regular midnight mah jong games. This is essentially an adult's perspective with hindsight, but naive interpretations of childhood events are well captured. It is not an easily followed narrative, vigilance in tracking family members is needed. For the younger Sonny, the deeper cultural influences are superseded by icons of the era, such as cowboys and comics, rather than any perceived tension between Chinese and Canadian cultures. S. Bremner

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; History Stages 4 -5  
 Paper \$21.84 SCIS 1004066

GRASSBY, AI & HILL, Marji

**Australians all [series]**

Macmillan Education Australia, 2000 [994]

Each book in this series is concerned with a specific country of origin for groups of immigrants who have come to settle in Australia. Choosing nationalities, or cultural groups, as an organiser for the series presents particular issues when the writers go beyond giving facts and figures, and the social, political and historical background of the particular groups (the latter is already ambitious for a series). The choices for case studies, notable personalities and "typical" customs, are a curious selection and mixture, particularly the contemporary interviews with descendants of immigrants. Overall though, the series is a useful source for some interesting information, when balanced with other sources on similar topics. S. Bremner

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** HSIE K-6; History Stages 4-5  
 \$26.83 each

*Titles in this series are:*

**Chinese Australians** SCIS 1012594  
**English Australians** SCIS 1012613  
**German Australians** SCIS 1012596  
**Greek Australians** SCIS 1012591  
**Irish Australians** SCIS 1012605  
**Italian Australians** SCIS 1012593  
**Lebanese Australians** SCIS 1012589  
**Spanish Australians** SCIS 1012597

SCOTT, Mitchell

**Immigration: making the Australian character since 1788**

Grolier Australia, 2000 (Australian knowledge) [994]  
 ISBN 0864154003

Readers will need a background in Australian history from other sources to make sense of this compact account of the history of immigration since 1788. A very dense read, students from language backgrounds other than English, and those who experience difficulty with reading, will find the sentences challenging to unpack. The language choices make this a good resource for critical reading, as one examines the perspective of the writer. The book is organised in loose chronological order. While interesting issues are raised, this would need to be balanced by other sources of information on this topic. S. Bremner.

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** HSIE K-6; History Stages 4 -5  
 Paper \$16.45 SCIS 999688

BRODIE, Scott

**Creating the Commonwealth of Australia**Grolier Australia, 2000 (Australian knowledge)  
ISBN 0958564981 [994.03]

Designed for primary school students, this book covers all the essential components of the federation of Australia, with an addendum on the republic debate. However, it is not designed with outcomes in mind, rather as a reference for knowledge and information about the major issues. Well written, with good primary sources and sound illustrations, it fulfils its purpose of explaining the stages by which the colonies federated to become Australia. Teachers may find it necessary to adapt the information to the level of student's needs. This could be easily used in the classroom to complement the teaching of civics and citizenship. C. Dorbis

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$16.45 SCIS 999687

Other titles in this series include:

**Australia's greatest scientists** SCIS 1011544  
**The ANZAC spirit** SCIS 999699  
**Great Australian painters** SCIS 1011547  
**Inventors and inventions** SCIS 1011546

COUPE, Robert

**Australia's gold rushes**New Holland, 2000  
ISBN 1864365471 [994.03]

In the same style as Coupe's volumes on Australian explorers and bushrangers, this informative book contains densely packed chapters about the quest for gold. Accompanied by many sepia and black and white sketches, etchings, photographs, and clearly labelled maps, the chapters range from the importance of gold in Ancient Egypt, **Early finds** in New South Wales, and **Off to California**, to **The Eureka Stockade**. There is minimal, oversimplified mention of the impact on Aboriginal peoples of this era. A chapter is devoted to **Anti-Chinese feelings**. Additional subheadings, section breaks, and a glossary would have made this resource more supportive of students requiring additional literacy support. I. McLean

**USER LEVEL:** Stage 3 Professional  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Paper \$18.50 SCIS 1002121

BERESON, Itiel

**Decades of change** [series]Echidna, 2000  
ISBN 1863911995

A decade by decade overview of Australian social history is provided by this series. The reader is able to trace the changes and developments in areas such as fashion, communication, health, entertainment, and occupations. Each book describes national events such as Federation, and international events such as the Great Depression. The layout is clear and language is easy to read, with accompanying illustrations and many photographs. Each volume has a timeline, and short biographies of Prime Ministers. The series would be a useful starting point for student of Australian social history. B. Hull

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History Stages 4-5  
\$27.25 each

Titles in this series include:

**Australia in the 1900s** SCIS 1011006  
**Australia in the 1910s** SCIS 1011007  
**Australia in the 1920s** SCIS 1011020  
**Australia in the 1930s** SCIS 1011022  
**Australia in the 1940s** SCIS 1011023

**Professional reading**

Resources are in Dewey order

**Queering elementary education: advancing the dialogue about sexualities and schooling**/ edited by William J. Letts & James T. Sears. Rowman & Littlefield, 1999  
ISBN 0847693694 [371.01]

The title of this book is potentially misleading, not adequately reflecting its content or intent. A diverse and extensive collection of essays, this work seeks to raise the agenda of creating a more inclusive education system and challenging homophobia in schools. Although American, the collection is relevant on a global scale and contains a range of multicultural views. There are perspectives from teachers, parents, academics, and writers, including Australian Maria Pallotta-Chiarolli. The book is interesting reading for educators, as it challenges assumptions and pedagogy relating to social and sexual development, gender, sexuality, family, and relationships. The focus is on primary age schooling where personal identity is formed, and it offers a variety of positive strategies to begin to address the narrow perspectives and inequities of the past and present. K. Steward

**USER LEVEL:** Professional  
\$46.15 Feminist Bookshop SCIS 1002617

BAKER, Jeannie

**The hidden forest education kit: an exhibition of collage constructions exploring the mysterious and magical life of an underwater kelp forest** [kit]Canberra Museum and Gallery, 2000  
ISBN 064638161X [578.77]

Compact yet comprehensive, this kit was developed to supplement a travelling exhibition of the picture book, *The hidden forest* (reviewed in *Scan* vol 19 no 3). Constructed around a visit to a gallery to see the actual artworks, the discussion points could easily be used with the book alone. The issue of Ben's fear of the unknown artworks, and how to deal with this, is cleverly explored. Supported by themes in an article by Tim Winton, students can examine conservation issues, natural disasters, cultural groups that use the

sea, and care of our coastlines. Suggested art and music experiences, on the reverse of three study prints, include creating collages and sculptures, and songs about the sea. Questions are pertinent to all primary disciplines, making this an effective and exciting resource for use with students from Early Stage 1 to Stage 3. K. Ashley

**USER LEVEL:** Professional  
**KLA:** CA; English; HSIE; PDHPE; ST  
**SYLLABUS:** Creative Arts K-6; English K-6; HSIE K-6; PDHPE K-6; Science & Technology K-6  
\$11.00 Canberra Gallery and Museum SCIS 1008088

WHITE, Margaret

**Put it in writing: 120 letters that get results**Rev. ed. Choice, 2000  
ISBN 0947277625 [808.6]

Consumers often face unnecessary distress because they don't understand their rights and obligations. This book, written by a solicitor, gives the legal position on many different scenarios, and details how to take action. The chapters deal with basic letter writing; consumer contracts; faulty goods; car trading; builders and other tradespeople; professionals; neighbours; government agencies; insurance, superannuation and taxation; accidents and injuries; credit, debt and banking; holidays and travel; and education. Complainants are advised that simple but effectively worded letters achieve better results than disputes handled verbally. Sample letters, which can be adapted to specific purposes, are presented, and addresses of useful contacts and a glossary of terms are appended. D. Doust

**USER LEVEL:** Community Professional  
Paper \$18.00 SCIS 1003335

**Who reviews?**Reviewers for *Scan* and the OET web site are selected from teachers and teacher-librarians across the state

Internet reviewers for this issue were:

Su Annetts, Science/TAS, James Ruse Agricultural High  
Karen Anstis, Languages teacher  
Bill Bowie, English, Dulwich High  
Gayle Cale, Engadine West Primary  
Kate Dally, HT Social Sciences, Punchbowl Boys High  
Janice Dolstra, HT Welfare/Careers, Prairiewood High  
Chris Dorbis, Project Officer, International Civics & Citizenship  
Bill Goldie, Careers, Lismore High  
Cathy Gray, Careers, Woy Woy High  
Mark Harrison, Careers, Glendale Technology High  
Karen Heap, Science/TAS, Muirfield Technology High  
Christine Helps, English/History, Davidson High  
Bernie Howitt, HT History, Narra Valley High

Elissa Kesby, Careers, Pennant Hills High  
Kevin Le Bourdonnec, Languages teacher  
Suzanne Leslie, Lindfield Primary  
Craig Maher, PDHPE, Lake Munmorah High  
Judy Morgan, HT Science, Sefton High  
Kanitha Nowacki, Languages, Open High  
Steve Ormond, Careers, Kyogle High  
Deidre Pook, HT History, Barrenjoey High  
Tony Porter, TAS/Computer Coordinator, Keira Technology High  
Sally Rasiaiah, Balgowlah North Primary  
Jenny Scheffers, Marayong Primary  
Trevor Scott, HT Mathematics, Hunter Sports High  
Cathy Sly, English/Drama, Barrenjoey High  
Sheryn Symons, SEO2, Training & Development  
Peter Thompson, HT TAS, Bossley Park High  
Ruth Thompson, TAS, Bossley Park High  
Paul van Ruge, Science, Raymond Terrace High  
Kerry Wheeler, ESL, Crestwood Primary  
Anthony Whyte, VA, Westport Technology High  
Craig Williams, TAS, Epping Boys High

Other resource reviewers for this issue were:

Kristin Ashley, Visual Arts, Newcastle High  
Barbara Beggs, SEO2, Guidance & Student Counselling  
Carla Bertram, HT Home Economics, Greystanes High  
Bill Bowie, English, Dulwich High  
Sue Bremner, SEO2, Assessment & Reporting  
Jill Buckley, SEO1, Training & Development  
Angela Byron, SEO2, Aboriginal Education, BOS  
Nell Chaffey, Tamworth Primary  
Tish Creenaune, SEO2, Early Learning, Literacy & Numeracy Plan  
Frances Crum, Drama teacher  
Chris Dorbis, Project Officer, International Civics & Citizenship  
Diana Doust, STLD, Lismore High  
Jan Eade, Turramurra North Primary  
Jo-Ann Evans, Literacy Consultant  
Colleen Foley, SCIS Review Coordinator  
Marion Hamlyn, Wollongong High  
Jan Hancock, ET, Penshurst West Primary  
Karen Heap, Science/TAS, Muirfield Technology High  
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Lynette Hunter, Mathematics Consultant  
Penny Hutton, University of NSW Educational Testing Centre  
Bede Kervin, Bowral High  
Ineke Kolder-Wicks, Literacy Consultant  
Noel McFayden, Business Studies teacher  
Ian McLean, *Scan* editor  
Kim Proctor, HT PDHPE, Grantham High  
Sally Rasiaiah, Balgowlah North Primary  
Beverley Richardson, teacher-librarian/literature specialist  
Lorraine Rowles, Early Learning Unit  
Cathy Sly, English/Drama, Barrenjoey High  
Wendy Smith, Tamworth Primary  
Graham Spindler, Parliamentary Education Liaison Officer  
Kathy Steward, PDHPE, Glenmore Park High  
Jeni Stratford, Literacy Consultant  
Carol Thomas, English teacher  
Kerrie Tweddle, Student Services & Equity, Wagga Wagga DO  
Laurence Ward, DP, Carlton Primary  
Anne Wisdom, Music Consultant  
Kerrie Wratten, DP, Granville South High

# Scan back issues

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For detailed abstracts of the articles, please refer to the *School libraries: empowering learning* web site at: [www.det.nsw.edu.au/schoollibraries](http://www.det.nsw.edu.au/schoollibraries) (Click on *Scan*, then Contents: current issues).

### Vol 17 No 1 February 1998:

- Flexible library timetables: a principal's perspective
- Supporting teaching and learning with Internet site reviews
- *Big mob books for little fullas*: a unique Aboriginal literacy kit
- Types of texts for teacher-librarians: a functional view of language
- Why teacher-librarians use SCIS products and services?

### Vol 17 No 2 May 1998:

- English K-6: outcomes, indicators and information skills
- Multimedia slide shows
- Technology and information skills in small schools
- An interview with Jamie McKenzie: the 'post modern school'
- The State Library of NSW and *Infocus*.

### Vol 17 No 3 August 1998:

- Writing reviews: students and CBCA shortlisted books

- Levelling texts: implications for teacher-librarians
- Effective communication and the school library
- One Internet access point: making it work for students
- OASIS Acquisitions and SCIS.

### Vol 17 No 4 November 1998:

- Book raps for Stage 1 students
- Libby Gleeson visits the Southern Highlands
- Managing change through training and development
- Internet solutions for isolated high schools
- Managing a specialist collection.

Note: All four issues for 1999 contain articles on: *Knowledge management and Exploring quality assessment*.

### Vol 18 No 1 February 1999:

- The language of other subjects
- Linking the learning community
- *Write Around Australia*: a purpose for writing
- Mathematics + collaboration + technology = success
- Library stocktake: managing the ongoing process.

### Vol 18 No 2 May 1999:

- Collaborating across the curriculum
- An interview with Colin Thompson
- Technology and secondary school teacher-librarians: a principal's perspective
- Towards a learning community: the role of the teacher-librarian
- Enhancing participation and achievement of girls in science.

### Vol 18 No 3 August 1999:

- The research design process
- Technology across the curriculum
- School library intranets and networking the Internet
- Student Internet use and web page creation
- Developing student self assessment.

### Vol 18 No 4 November 1999:

- Integrating an illustrator study: Kim Gamble and Di Wu
- Acquiring information literacy skills through web competitions
- Collaboration, teacher-librarians and distance education
- SCIS subject headings
- "Clickable" HTML worksheets for students. ■

**Hot topics in *Scan*** is an annotated index of articles that is available on *School libraries: empowering learning*, the NSW Department of Education's web site for teacher-librarians. Three categories are currently available: **Articles to support the teaching of literacy**, **Articles to support the teaching of numeracy**, and **The Internet**.

Being an online index, **Hot topics in *Scan*** is updated frequently as new print issues of *Scan* are published. The abstracts can also be searched (by keyword, author, etc) using tools from your Internet browser. For example, in Netscape use **Edit, Find in page** as you scroll through the abstracts. **School libraries: empowering learning** is at: [www.det.nsw.edu.au/schoollibraries](http://www.det.nsw.edu.au/schoollibraries) (Click on *Scan*, then **Hot topics in *Scan***).

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The new contact details are:

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 TAFE Distribution Centre  
 Unit 3, 61-71 Rookwood Road  
 Yagoona NSW 2199

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DET Sales  
 PO Box 218  
 Bankstown NSW 2200

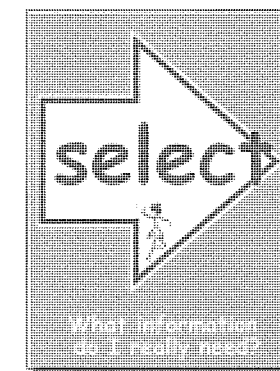
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PENGUIN

# Great Australian Books for your School Library



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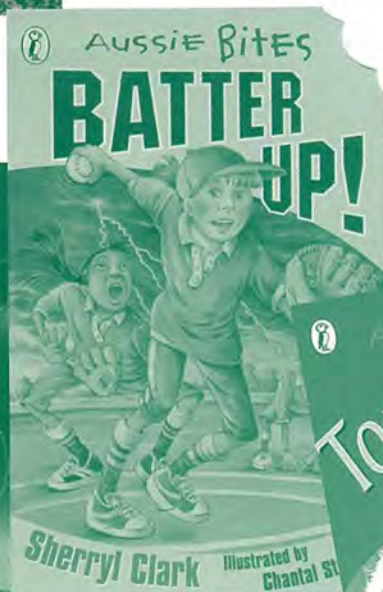
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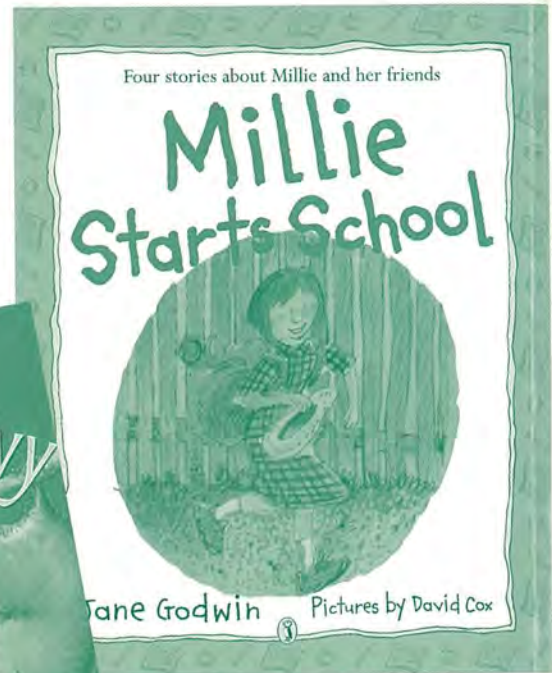
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