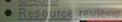
Vol 20 Number 2 May 2001 Curriculum Support Directorate

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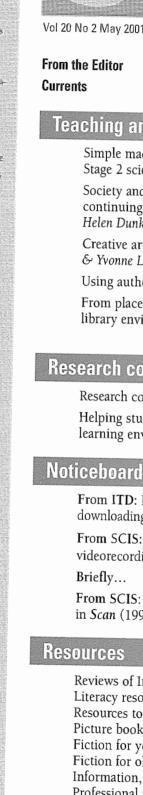
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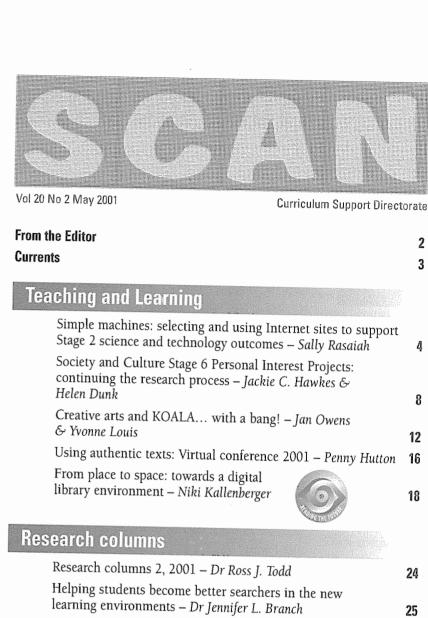
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From ITD: Improvements to OASIS Library: enhancements to downloading SCIS records – <i>Doug Jenkins</i>	;
From SCIS: Cataloguing resources that have no ISBN: videorecordings and computer software	3
Briefly	,
From SCIS: Catalogue records for Internet sites reviewed in Scan (1999)	,

sources

Reviews of Internet sites	38
Literacy resources	52
Resources to support numeracy	5/
Picture books	5/
Fiction for younger readers	59
Fiction for older readers	64
Information, poetry and drama	69
Professional reading	85
Who reviews?	86

Indexes

SCAN • Vol 20 No 2 May 2001

From the editor



Yet again, our writers have provided articles reporting on current teaching and learning practices to assist us in supporting teachers and teacher-librarians implementing new syllabuses in their schools.

Our feature article by Sally Rasaiah reports on a successful science and technology unit for Stage 2 students. The Internet based activities devised by Sally and the teachers enabled the school to share effectively students' achievements with the wider community.

The article also emphasises how the Internet site reviews from Scan were used to identify appropriate resources. The online material used included not only excellent sources of text and visual information for students, but innovative web sites that encouraged new ways of teaching through technology.

Jackie Hawkes and Helen Dunk present Part II of their article about Personal Interest Projects (or PIPs) for the Higher School Certificate. It has the enthusiastic and valued input from Stage 6 Society and Culture students at St Clair High School. Jackie and Helen's strategies for successful teaching, assessment activities to inform future planning, and keen observations of student learning, should provide other schools with ideas for assisting students to undertake PIPs, or similar projects in Community and Family Studies and Design and Technology courses.

The creative arts article by Jan Owens and Yvonne Louis is "hot" off the press. Jan's contributions to the new Creative arts K-6 syllabus, as a member of a Board of Studies NSW reference group, and Yvonne's close association with KOALA, enabled them to produce a unique and timely article. It provides a model for teacher-librarians to become involved in the creative arts program at their schools.

Reading the future makes a welcome return, this time with an important paper that explores the issues surrounding the emergence of digital library environments. Digital technologies mean that the provision of information is no longer constrained by time and place. Written by a former editor of Scan, Niki Kallenberger encourages schools to consider the implications as more and more resource centres and library collections move from place to space.

The recent announcement of the Children's Book Council of Australia Awards shortlist for 2001 heralds another Book Week approaching. This issue contains an annotated guide to the nominated books, (see page 34) and directs you to reviews that have appeared in past issues of Scan. Some of our readers would have already discovered a compilation of Scan's reviews of the shortlist online. Go to the School libraries: empowering learning at www.det.nsw.edu.au/schoollibraries and from the home page follow the path: Teaching and learning, then Book Week, then Book Week 2001.

You are also invited to also join us in Term Three for the Book rap on the 2001 shortlisted picture books, which commences in Term Three.

Ian McLean

Currents

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

is proving to be another challenging and exciting year. It has been a

pleasure to visit a number of District teacher-librarian network meetings and conferences and be reminded yet again of the creative and successful ways teacher-librarians work with teachers in their schools to achieve effective learning outcomes for their students.

Teaching and learning oportunities

The book raps hosted on our web site, in the Teaching and learning section of School libraries: empowering learning at www.det.nsw.edu.au/ schoollibraries continue to offer a great opportunity for meaningful integration of technology in teaching and learning to achieve specific learning outcomes. With each book rap we learn a little more about how students and teachers use technology, the collaborative process, and what works best for a successful learning experience.

It is not too late to join the book raps currently under way. Further exciting book rap opportunities will be available in Term Three and Term Four. Check the News and Teaching and learning sections of the web site for details so that you can become involved and plan ahead with other teachers in your school. Feedback from teachers involved in Term One's Only the heart book rap for Stage 6 English ESL course students, indicates their appreciation of this book rap in offering a model which supports the

introduction of the outcomes-based approach required for the new Higher School Certificate (HSC).

The Virtual conference Using authentic texts is now live and about to start. You can find this in the same section of our web site as the book raps. This virtual conference will explore the ways in which teachers and teacher-librarians can use resources to support the development of student literacy. It is a worthwhile professional development opportunity for you to join. You could also use it to collaborate with and provide staff development for other teachers in your school. For example, involve some teacher colleagues in the discussion, so encourage them to join too, or make a brief presentation based on the paper and feedback from the virtual conference to a staff meeting. An excerpt from Penny Hutton's discussion paper appears in this Scan.

The current K-10 Curriculum Framework consultation process being undertaken by the Board of Studies, along with commencement of the revision of syllabuses for Years 7-10, will result in a consistent outcomesbased approach. The Library and Information Literacy team will continue to offer models and professional development opportunities supporting these priorities through our web site for teacher-librarians and Scan. You are welcome to contact the team at any time regarding policies and priorities.

Quality Teacher Project (QTP

The pilot project for Linking Syllabus outcomes and Information skills has now commenced. This project will provide a shared understanding, for the teacher-librarian and teacher teams involved, on the ways in which

syllabus outcomes can be achieved through an information skills process approach. The online programs currently being piloted are for Biology Stage 6 and PDHPE K-6. Resulting topic programs will be published on the QTP web site at www.qtp.nsw.edu.au/ and linked from School libraries: empowering learning. If you are interested in participating in this outstanding project after the pilot period, please email Michelle Ellis at: michelle.ellis@det.nsw.edu.au

Subject headings authority file

The SCIS Subject heading authority file was sent to schools in early Term Two, as indicated in the memo sent to all NSW government schools at the beginning of 2001. The accompanying documentation provides information on its use. Additional information is available in Scan (see p 32 of last issue and the article by Doug Jenkins on p 30 of this issue), and in the News and FAQs sections of School libraries: empowering learning. Remember that the most accurate and up to date source of help for OASIS Library issues is School Technology Support (phone 13 2348).

HSC Online

The new NSW HSC Online at http://hsc.csu.edu.au was launched in April, 2001. This web site, supporting the implementation of the new Higher School Certificate, has been completely redesigned. Material on this site has been developed by experienced teachers and academics, who understand the needs of students and teachers, and who are familiar with the new Stage 6 syllabuses. There are 23 subjects live, with a further fifteen, including four Vocational Education areas, under development.

SCAN • Vol 20 No 2 May 2001

teaching & learning teaching & learning & learning teaching & learning

Simple machines!

selecting and using Internet sites to support Stage 2 science and technology outcomes



The Internet has become a valued teaching and learning tool at Balgowlah North Public School. **Sally Rasaiah**,

the teacher-librarian, enjoys the challenge of developing ways to involve the students in its use. A recent opportunity to do this arose when Sally and the Year 4 teachers collaboratively planned and taught a unit of work on simple machines. The Internet proved to be a highly motivating resource. This article outlines the strategies that were adopted and shows the effectiveness of those strategies.

algowlah North Public School's timetable in 2000 enabled the teacher-librarian and classroom teachers of Years 3-6 to teach collaboratively planned sessions across several locations: the library, the classroom, and the computer room. This flexibility was key to the work that was carried out with Stage 2 and Stage 3 classes in the key learning areas of English, human society and its environment, and science and technology.

Defining the task

The decision to utilise the Internet to support the teaching of a science and technology unit was made when the Year 4 teachers wanted to introduce their classes to computer based technology in a meaningful way. Using the recommendations from connect.edu: Internet in teaching and learning (1997), and the steps in the information process from Information skills in the school (1989), the teacherlibrarian explained that selected sites on the World Wide Web could be used as resources to support teaching and learning activities relevant to achieving science and technology outcomes. The specific information literacy skills, suggested by these outcomes as essential for student success, would be taught explicitly through the syllabus content.

The Stage 2 science and technology unit, *Making it easy*, was selected for study. The unit investigates how we use machines to help us. We wanted the students to know and understand that "simple machines can make

moving loads easier" (Science and technology K-6 syllabus and support document, 1991.) The outcomes for this unit are:

- PP S2.4 Identifies various forms and sources of energy and devises systems that use energy.
- PS S2.5 Creates and evaluates products and services considering aesthetic and functional factors.

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

A correlated Stage 2 Learning to read outcome in English is:

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

(English K-6 syllabus, revised 1998)

One of the aims of this unit of work was that, where possible, there should be an integration of home and school learning. This was seen to be one of the great advantages of promoting selected use of the Internet as a teaching and learning tool. The issue of equity of access was discussed before the unit commenced, and a brief survey of students revealed that a high proportion either had Internet access in the home, at a parent's workplace, or from the municipal library.

No formal tasks were to be completed outside school hours, but students were encouraged to pursue their interests by visiting the sites being used, ie. those sites linked from the hotlist on the school's web site.

The school newsletter and class communiqués to parents also promoted this aspect of the use of technology at the school.

Locating the resources

The computer room was booked for a session per Year 4 class each week. At this time, the teacher-librarian and the classroom teacher could team teach, either with the whole class, or each taking half the class in two locations. Each teacher met with the teacher-librarian to plan the sessions and structure the computer usage, and Internet access, for the unit. The classes worked on print resources in the classroom and used selected Internet sites for extension and consolidation in the computer room.

Using Reviews of Internet sites from past issues of Scan and online search engines, six web sites about simple machines, appropriate for use by Stage 2 students, were bookmarked by the teacher-librarian. Information from the Rhode Island Teachers and Technology Initiative's *Smart96* web pages was particularly useful, as they featured explanations of: inclined planes; levers; pulleys; wedges; wheels and axles; and other simple machines. Leonardo da Vinci's discoveries, featured in Inventor's toolbox: the elements of machines on the Leonardo home page was another essential site to bookmark. (A review of Leonardo home page appears in Scan vol 18 no 2, p 28.)

Selecting the sites

Very few of our Year 4 students had had experience in gathering information from the World Wide Web. Although the search process used to locate each Internet site was explained to the students, each site was first presented to the classes simply as a URL. This strategy was considered to be the most effective way to introduce the classes to the Internet, since individual experience with the Internet varied considerably amongst the students.

The sites had been accessed by the teacher-librarian prior to the lesson, and cached on the server for faster delivery. To access the sites, the

students typed the URLs into the browser. The URLs were printed on slips of paper for each student to prop onto the keyboard. This had proven to be the most convenient method for copying complex Internet site addresses without losing the students' concentration. Having the string of characters close at hand seemed to reduce typing errors. The accuracy demanded by this activity proved to a valuable keyboarding exercise.

Organising the information

Considerable time in the first sessions was spent navigating the sites, with the teacher-librarian explicitly identifying the language of the Internet (ie. terms such as: hyperlink; back; forward; toolbar; scroll; double click; home page; web site; dot; search engine; and email) and the purpose of hypertext links and icons. Exploration within the specified sites was encouraged for those students who were further along the continuum than others. Once the elements of finding their way into, around, and out of a particular site were mastered, the students had been briefly exposed to the scope of each site.

At the same time, the students were also building their field knowledge about simple machines. When they found an interesting section within a site, they would share this with others and discuss what path they took to arrive at

this point. Whilst no child was permitted to 'take over' the task of another child and do it for them, verbal directions were encouraged. This incidental

peer tutoring was a bonus for the teachers!

To minimise the time spent logging onto the Internet and accessing the sites each session, our 'hotlist' of sites about *Simple machines* was then organised into an *eBoard* (see *Figure 1*). This commercial site offers a free service that encourages users to create a simple web page (see the review in *Scan* vol 20 no 1, p 45). The result resembles a 'virtual corkboard' of clickable links.

The link to our personal *eBoard* hotlist was also included in the Library home pages on *Balgowlah North Public School*'s web site. The result was quick, easy online access to the *Simple machine* web site links, whether a student was in the computer room, in the library, or at home.

Explicit tasks to support the analysis and synthesising of information were adapted as the proficiency and confidence of the students increased. Other issues to arise, such as those pertaining to web site design and Internet advertising strategies, suggested activities to assist students to deconstruct the elements of the web pages (see also Callow, 2000).

Students were required to answer written questions on worksheets, and in their class books, to link the classroom lessons to those in the

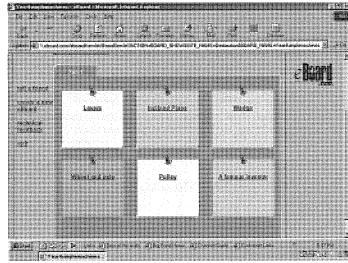


Figure 1. Year 4's "virtual corkboard" on eBoard.com.
Reproduced with kind permission © 2001, eBoard

Simple machines

Year 4

Go to this web site and read about simple machines:

http://www.eboard.com/

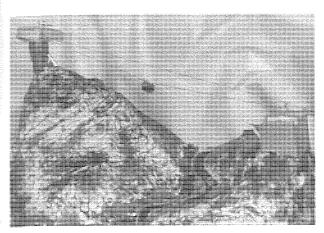
Enter Year4simplemachines, then enter the password: Cara

There are some interesting sites to visit and a game to play. When your group has visited all the notes on the board, answer the following questions:

Machines in action

Find at least one tool at school that does each of the following and write down its name. Remember that simple machines can be a part of larger machines.

1. turns as it works
2. cuts things
3. has only one part
4. makes one wheel turn another wheel
5. takes things apart
6. opens things
7. lifts heavy things
8. screws things in
9. changes the direction of how things move
10. fixes things
11. has three or more parts
12. helps you to write
13. helps you do work faster



Working model of a cable car.

computer room. This task, and the earlier orientation activities were designed to assess that the students had mastered the specific reading skills (see English outcome RS2.6) necessary when using the Internet as an information source.

Presenting the information

The class teachers created displays about simple machines in their class-rooms, and students completed the unit in their workbooks and folders that incorporated all of the topics covered, including a biography of a famous inventor.

The practical aspects of the unit were seen as students went about putting the theories to the test, such as rolling objects down ramps and demonstrating the use of levers to lift heavy objects. Suddenly, familiar items such as skateboards and

scooters were seen in a new light!

One student undertook a extension project in the upcoming school vacation by creating a model of a cable car using some of the principles of simple machines. This model went proudly on display in the school library, and was the source of much curiosity from the rest of the school population. The student delighted in explaining the process to all age groups!

Assessing the project

SCIS 1041418

The written work and practical applications that the teachers assessed at

the conclusion of this unit indicated that the desired science outcomes had been achieved. Students were calling on newly acquired skills to read and interpret both print based and electronic information. Our observations indicated that the students were gaining confidence in using the Internet. This confidence resulted in tasks being completed successfully.

The students reacted well to the self paced learning, both at home and at school in the computer room. The interaction between class members, and the positive student feedback, convinced the teachers that this unit had also been a valuable personal development exercise.

The use of the Internet to research simple machines had captured the imagination of some of the students in a way that no other teaching method had managed to do. Numerous students had been motivated and inspired to apply their knowledge in their own time. This was exciting, tangible evidence that learning had indeed taken place.

*Many more Reviews of Internet sites appear from page 38.

Machine home page (Work is simple with simple machines) [website]*

http://www.ed.uri.edu/SMART96/ELEMSC/SMARTmachines/machine.html

Pages about three simple machines, the Lever, Pulley, and Inclined plane, are described and explained at this site. Modifications such as Wheel and axle, Wedge and Screw, are also featured. Designed for students in the USA, a unit overview and outcomes are followed by integrated literacy and science activities. The material complements the Stage 2 science and technology unit, Making it easy. The science pages of Project SMART 96 are contained within the Rhode Island Department of Education's web site at www.ed.uri.edu/SMART96/. Clicking on Teacher projects, then Science projects elementary Grades 2-5, then Science project site for Grades 2-5 leads to ten science lesson plans and links to other invaluable science sites. S. Rasaiah

USER LEVEL: Stage 2 Stage 3 KLA: English; ST

SYLLABUS: English K-6; Science & Technology K-6 SCIS SUBJECTS: Machinery; Tools

KEYWORDS: Levers; pulleys; screws; simple machines; wedges; wheels

PUBLISHER: Rhode Island Department of Education, USA AUTHOR: Martha Baton, Stephanie McKiernan &

Jolene Polidoro

REVIEW DATE: 29/3/01

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

Inventor's toolbox: the elements of machines [website] at: http://www.mos.org/sln/Leonardo/InventorsToolbox.html

Leonardo home page [website] at: http://www.mos.org/sln/Leonardo/

Links at Balgowlah North Public School [website]: http://www.balgowlahn-p.schools.nsw.edu.au/page100.html

Machine home page (Work is simple with simple machines) [website]: http://www.ed.uri.edu/SMART95/ELEMSC/SMARTmachines/machine. html

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

Year4simplemachines - eBoard.com [website] at: http://www.eboard.com/

(Enter Year4simple machines, then enter the password for read mode: Cara)

Society and Culture Stage 6 Personal Interest Projects:

continuing the research process

Part I of this article appeared in the last issue of **Scan**. Based primarily on discussions with students at St Clair High School, as part of their weekly PIP research session, Part II encapsulates student progress carried out on the



Society and Culture Stage
6 PIPs during Term One,
2001. Also highlighted
are details of an assessment task and how it
informed future planning,
student comments from
a second mini survey
progress report, and
collaborative program-



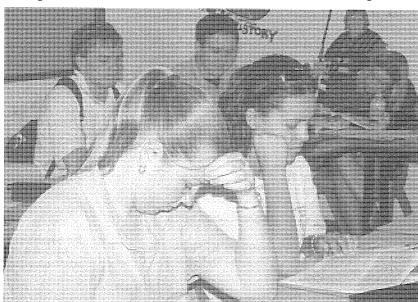
he Society and Culture Stage 6 Personal Interest Project, or "PIP", involves students in planning and carrying out a long term research project that explores a social issue and relates to the major course components. Each student: negotiates his or her individual topic; researches background information; decides which aspect of the issue to explore; contacts key organisations in the community and government that are concerned with the matter; carries out surveys and interviews with sample groups; and compiles a major report which consolidates all their findings. The whole process requires long term planning, excellent organisational skills and certainly develops a high level of research and information skills.

The "getting started" phase was carried out during Term Four, 2000, and is related in *Scan* vol 20 no 1. Throughout Term One, 2001, the

students have continued locating and selecting a range of information from a wide variety of sources, and changing and refining their topics. They are at the stage of being quite absorbed in their own topics, and now need to be able to move into making specific progress on their research. The final product is due in Term Three, 2001.

Assessment considerations

Assessment of Higher School
Certificate PIPs is an essential
concern, as PIPs are marked externally. The marking guidelines concentrate on communication of "... clear, concise, integrated, analytical discussion" using "relevant terms" and incorporating appropriate graphics; subject matter and concepts that present "issues and information... from a range of perspective and sources explaining interaction" of key concepts of the course; and social and cultural research methodologies that



"demonstrate critical understanding and integration of... methodologies" (Marking guidelines: Society and culture Stage 6 syllabus, pp 16-17). PIPs make up 30% of course time.

The in-school assessment for Term One took the form of a five minute speech, and the presentations served as a progress check for everyone. The marking criteria for the speech parallelled much of that used for the final PIP. Specifically, Helen focussed on: Effective communication of the basic concepts of the PIP; Methodologies employed; Evidence of planning; General progress; and Future research plans. While Helen marked the speeches, Jackie took notes and made suggestions for future progress. There was also provision for students' self evaluation as part of the total PIP process.

Speeches

This task was met with mixed reactions and expertise by the students. For some, "it was actually scary" because "... I can talk with you about what I know I'm doing... but I hate putting it into a proper speech." For many, "listening to other speeches helped." It was reassuring to "hear about others and the problems they'd had and how they went about solving them." Several commented, "the speech provided an outline of what I'd done... and what I needed to do to write out my next segment". Others found a need to make progress, eg. "I really need to get a wiggle on."

The content of the speeches varied greatly, some due to speaking skills, some due to actual progress made by students on their focus topics. All students felt they were "slowly starting to make progress", but many commented on the problem of "a time lapse in getting information back" from others, and of persisting in matching their free time with other people's availability, ie. "I know they will give me the information [because of their interest] but when?"



The in-school assessment took the form of a five minute speech.

Most students reported that their initial topic choice had definitely changed "... because the topic is shaped by the information available... from a range of sources." Topics that were "initially hard, due to my broad framework" were "... narrowed into something that was more personally interesting... and fit into my personal experience" as more research was carried out.

The students noted that their methodologies were often shaped by making preliminary contact with people, and then planning what approaches would be most appropriate. Some carried out personal visits to "try to forecast what should go into a survey", whilst others simply did "observations to learn what to ask people." One student actually took the opportunity to become a participant observer to "be involved in observing people's reactions" of someone in their situation.

The second mini survey

Based on their speeches, it became apparent that some students were muddling along and losing the focus. Could we assist them to make further real progress? A second "mini survey" (the first is described in the previous *Scan*) was issued as motivation to keep these students on task and making definite progress. We wanted to encourage them to go beyond simply gathering data, and to commence decision making as to how to add depth to the information gathered so far.

Answering the mini survey's questions also helped all students to determine how to shape the account of their progress for this second *Scan* article which, in itself, was a great stimulus for the students to see how they would look in print this time.

The following questions were set:

- How and why has your topic changed?
- What types of resources and research methodology have been most useful?
- How have you used people as a source of information?
- What have you found interesting so far in your PIP?
- Briefly describe challenges you encountered in finding and using your information?
- How did presenting your speech help you?

Mini survey results

Some comments from this survey provided additional detailed information that didn't necessarily come across in the speeches. Thus, using two avenues (ie. verbal and written) for commenting on similar types of topics proved to be a useful evaluation strategy.

A brief summary of the mini survey results follows:

- Change: All topics had moved from broad to more specific concerns as the research progressed and a more definite focus emerged. A "smaller indepth topic [allows] me to focus on one precise area." A key resource could be crucial, such as a particular newspaper article "that was the same as something in my family" and provided insight as to how the focus of a topic could be refined. Change also included wanting "something more exciting..." so having to "play with what my question would be."
- Resources and research methodology: Interviews and surveys were popular. "Surveys have given me a

needed insight into my topic." Questionnaires "contained people's behaviour on paper." Others anticipated carrying out these methods now that their topic was clear, ie. One student realised that much depended on "interviews which I haven't conducted yet and questionnaires which I haven't been given back yet. So I don't know yet how helpful my methodologies are."

In using surveys, students were encouraged to work out categories of questions that would fit into their PIP frameworks. They considered formats such as open versus 'tick a box' gradations for specific types of information. Hints were given about collecting quotes and data, and organising such information into suitable categories.

There were variations in how the observations, surveys and interviews were carried out. These were dependent upon which methods individual students used for gathering background generalisations, and which were used for refining extra detail.

People: People are invaluable as information sources. They give "insight into people's behaviour": help to " ... gather individual views on my focus", "... get a personal approach...", and "provide views of self perceptions and how big an issue it [my topic] really is." Using

group discussions to "see how open people can be" promised a depth of information from "people that can't really be found in secondary sources" such as books. articles and Internet sites.

What was also reinforced was the

importance for the students to be able to communicate clearly to people what topic area is being explored and why, whether by telephone or in person, so that the source person can supply relevant and useful information.

· Interesting: Actually learning something new, and observing similarities, were also of interest. I "found out a lot of things about the culture that I wasn't even aware of." Noting differences of opinion on a topic, and "how people know so little about it", were often a surprise.

It was also interesting to observe that many people concerned with the class, including parents, class colleagues, other teachers, and friends, were constantly watching out for, and sharing, information related to other people's PIPs. The emphasis on ensuring that all students were aware of their colleagues' PIP topics (see the earlier Scan article) has proven to be very important.

Challenges: Locating, organising and persisting with information remained a prime concern once the focus of the topic was estab-

lished. The importance of making the PIP really mean something came out when students had "trouble finding something really interesting to include." Brainstorming and organising a structure for note taking helped. "I had difficulty putting my information together; but through organising my information into sections, I will

a PIP requires ongoing motivation and guidance. "I can be so easily distracted when I have been working on the same topic for so long." Earlier highlight similar problems and offer

The final PIP product is due early in help consolidate and add depth to the been working, and to support them to present this information according to the set outcomes of the PIP. Revisiting the HSC Core: Personal Interest Project outcomes, they are:

- · H1 explains the interaction across time
- H6 applies and evaluates the cultural research
- H7 applies appropriate language and concepts associated with
- H8 selects, organises and evaluates information and sources for usefulness, validity and bias
- H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources
- H10 communicates information. ideas and issues
- H11 uses planning and review strategies to manage complex tasks, making effective use of time

be able to create my PIP effectively." The long term commitment needed for

comments from the speaking task some solutions.

The next stage

Term Three, 2001. The focus for Jackie and Helen during Term Two will be to information with which students have

- between persons, societies. cultures and environments
- methodologies of social and
- society and culture
- and resources.

(Social and culture Stage 6 syllabus, p 29.)

The teacher and teacher-librarian have identified various activities to support our students in the achievement of the outcomes. Specifically, we plan to focus on:

- ✓ reviewing how to apply the information process to meet the requirements of the PIP
- ✓ inviting a local guest researcher to speak about how she consolidated her research process
- ✓ modelling the research process through methods used in the construction of the Scan articles
- employing a checklist to help students meet timeline deadlines for completing sections of their PIP
- √ reviewing the structure and language specifications required for PIPs
- providing hints on collating and consolidating data
- √ discussing how to add depth and detail to individual projects
- √ continuing individual conferencing, as the need arises, to keep the PIP personally relevant.

Depending on our own strengths, training and interests, some of the above activities will be led by the Society and Culture teacher, whilst others will be led by the teacher-librarian.

Meeting requirements

The PIP provides a unique balance of open exploration of individual interests with the need for employing some specific frameworks to meet the requirements of the project. Ensuring that sufficient and appropriate progress is made, throughout the rather long timeframe allowed for carrying out the PIP, seems to be influenced by:

- · effectively applying the information process
- · understanding and employing appropriate methodology to explore a particular topic in depth
- utilising a range of techniques to locate, organise, and apply information, from a wide variety of resources
- developing frameworks for conducting research and communicating findings

· providing ongoing conferencing and guidance to support students to go beyond their initial surface findings and proceed to explore

the detail that will keep their topic personally relevant.

The combination of teachers, teacherlibrarian and students, interacting about the topics, offers the variety of expertise, knowledge and perseverance required to make the learning achieved through PIPs a truly interesting team effort. We all look forward to seeing, sharing and celebrating the finished projects.

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SCAN . Vol 20 No 2 May 2001

The long term commitment needed for a PIP requires ongoing motivation and guidance.

Creative arts and KOALA... with a bang!

KOALA stands for Kids Own Australian Literature Awards. Since 1987, KOALA has enabled New South Wales students to nominate, and vote for their favourite Australian books.





Worked together at
Chatswood Public
School, and on the
KOALA organising team,
for many years. Jan
teaches visual arts K-6
and, as a member of the
Board of Studies NSW

Jan Owens and

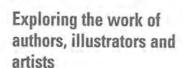
reference group, has been involved with the development of the new **Creative arts K-6 syllabus**. Yvonne is teacherlibrarian at Chatswood, and a foundation member of KOALA. Jan and

Yvonne's strong, ongoing collaboration, and the creative arts outcomes they help their students to achieve, often produce exciting learning experiences.

he art room, school library and adjoining corridors of Chatswood Public School are regularly transformed into an exhibition space of magic proportions! Sometimes, the magic spreads further.

For the past seven years, the Chatswood students have also been an integral part of the KOALA presentation ceremony, through K-6 drama, music and visual arts displays. Held in October to celebrate the Kids Own Australian Literature Awards, the annual event offers a regular opportunity for students to blend their achievement of outcomes in the creative arts with their love of literature.

The foyer outside the Coles Theatre at the Powerhouse Museum is transformed into a stunning and stimulating exhibition space on these celebrated occasions. This outpouring of creativity through collaboration has integrated the school's literature program with many aspects of visual arts, a component of the recently published *Creative arts: K-6 syllabus* (2000).



"Students can interpret certain aspects of the world in their works, in novel, innovative and creative ways. They can explore how they and others can do this in their own work. They can consider some of the reasons why works are made (eg. to provoke a response, to capture a mood or feeling, to extend ideas and techniques, for a special event or to offer a critical insight or express a point of view)..."

From Rationale, Creative arts: K-6 syllabus (p 6).

KOALA values the opinions of young readers and acknowledges their ability to make sound choices about the Australian literature they enjoy. Chatswood's KOALA exhibition is the culmination, though not the end, of a series of programmed creative arts learning experiences and activities, which heighten students' awareness of, and interest in, KOALA throughout each year.

Through ongoing collaboration between the teacher-librarian, classroom teachers, and the teacher of the visual arts strand of the school's creative arts program, our students are given opportunities to appreciate the ideas and work of authors, illustrators and artists. The students' artwork complements and enhances the occasion, adding much to the atmosphere and excitement. Through the KOALA nomination and voting processes (coordinated by the teacherlibrarian) and opportunities to participate in many aspects of the presentation ceremony, the



Author Pamela Allen meets a life size Mr McGee, as interpreted by Chatswood students.







Table 1

Visual arts outcomes	Artwork theme	Artforms	Discussions about artworks	Related English outcomes (Class teacher and teacher-librarian)
Stage 1				
VAS1.1 Makes artworks in a particular way about experi- ences of real and imaginary things VAS1.2 Uses the forms to make artworks according to varying requirements	Large facsimiles of shortlisted book covers, with the central character as a sculpture	Exploration of construction techniques and manipulation of sculpture materials to make life sized 3D models, each with a 2D background that resembles a book cover	Deconstructing and making sculp- tures using: • papier mache • fabric • styrofoam • discarded materials	TS1.1 Communicates with an increas ing range of people for a variety of purposes on both familiar and intro- duced to spontaneous and structured classroom activities (Learning to tall and listen)
Stage 2				
VAS2.2 Uses the forms to suggest the qualities of subject matter VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible	"1000 years" of KOALA Kaleidoscope shape as a theme for artwork	Consideration of specific ancient Greek artforms in which to represent (satirically) a koala as a motif, including: vases bas relief coins temples, sculptures mosaic murals Investigation of the shapes of painting and drawings made at different times in history	A cheeky interpretation of Olympic Games history using: advertising images (Olympics) Olympic Games posters and billboards television coverage of Opening and Closing Ceremonies artworks of ancient Greece Inspired by CBCA theme (Book Week 2000: The edge of tomorrow), looking at shapes of paintings: Contemporary Modern Renaissance	TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations (Learning to talk and listen) 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 variety of purposes (Learning about reading)
			Gothic	
Stage 3				
VAS3.2 Makes artworks for different audiences, assem- bling materials in a variety of ways VAS3.4 Communicates about the ways in which subject matter is repre-	Art styles of the twentieth century	Identification of a variety of art styles to make artworks in a variety of media Identification of the ways that artists use letters in artworks to create huge collaged and painted	Deconstructing artwork in the styles of: Surrealism Cubism Pointillism Pop art and others Looking at artworks by: Jeffrey Smart Rosalie Gascoine	TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well developed well organised ideas dealing with more challenging topics (Learning to talk and listen).
sented in artworks		artworks	Andy WarholJasper JohnsPablo Picasso	

students feel that it is very much their special day.

At Chatswood, our students "develop their knowledge, skills and understanding in making artworks informed by their investigations of the world as subject matter, use of expressive forms and consideration of the audience for their works." (Rationale, Creative arts: K-6 syllabus, p 7.) A seamless integration between school programs occurs, across key learning areas. The teacherlibrarian and visual arts teacher work

with classroom teachers to program sequential teaching and learning activities across all grades.

When programming for KOALA activities, the teacher-librarian helps our teachers to identify information



Chatswood Public School students pose with models of ancient Greek buildings

literacy skills within the specific outcomes of relevant syllabuses, such as English, creative arts, and human society and its environment (HSIE), and to develop strategies to teach information skills within units of work. The teacher-librarian often team teaches with class teachers in lessons relevant to achieving outcomes in English (see table, previous page) that

are closely related to the KOALA activities being taught in creative arts.

Sources of

inspiration

An important

and meet the

aspect of the annual

the artworks address

particular audiences

requirements of a

defined exhibition

space. Each year, a

specific theme for

the display is

developed into

about ten related

artworks. (In 2000.

the Olympic Games

and ancient Greece

Within this theme,

varied approaches

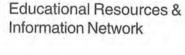
are taken with the

subject matter.

were featured

prominently.)

exhibition is that



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In creative arts sessions, the students are encouraged to develop their ideas into images, using selected 2D or 3D forms and media. The nominated KOALA books, koalas in art, and koalas as mascots and logos have all been obvious sources of inspiration in past years. The Children's Book Council of Australia shortlist is also invaluable. Of course, these books are different every year so, combined with the Book Week theme, they provide a wealth of inspiration. Discussions about artworks are integrated into the unit of work, assisting students to source and develop ideas and ways of presenting them.

The process, and the basis for our collaborative programming, is to look at the KOALA shortlist, and then investigate artworks, talk about specific media that may be used, and sketch draft images. In the past, this has been done either with: a whole class; different classes at the same stage; or specifically interested students, such as Art Club or Support H (hearing impaired) students.

Each planned and sequential integrated unit gives opportunities for students to explore, develop and reflect on their work, through artistic inter-



Big bad bruce and his Harley come to life in 3D: students' interpretation of the book character by Di Bates and Phoebe Middleton.

pretation, and opportunities for talking and listening, reading and writing. *Table 1* (p. 13) lists some programming examples from our 2000 exhibit.

Transference of learning

The ability to interpret, analyse and synthesise a visual world is increasingly important in contemporary society. According to Callow (1999), "More and more images are used in our contemporary culture, from picture story book to the movie screen, print advertisements to Internet shopping, children's drawings to contemporary art. Understanding not only how to use and enjoy them but also knowing how images are constructed should become an integral part of classroom literacy practice." Callow argues that reading written texts and visual images have similarities. They are both dynamic processes, which involve not only a text, written or visual, but: the person doing the reading or viewing; the composer of the text; and the wider cultural context of all three.

In our school, the visual arts permeate every learning space, especially the school library and the corridors. Here an ever changing showcase of professional artworks and realia, and student created work,

In our school, the visual arts

permeate every learning space.

especially the school library

and the corridors.

enhance student centred learning. Students, teachers and many visitors are treated to exhibitions that are tantalising and stimulating.

These displays also become important teaching tools for the whole school. Classes are encouraged to analyse the works to discover how they were done, and to seek out the professional works and artists that inspired them.

Transference of learning is evident as parents visit the displays. Students across all grades are proud to point to their contribution to the whole.

"1000 years of KOALA"



I made a *bas relief* sculpture for the KOALA presentation. It was made of paper but it looked like marble. It was a sculpture of two koalas on horses. The sculpture was based on the frieze from the Parthenon, an ancient Greek temple. I am very proud of this piece of artwork that has been displayed at the Powerhouse Museum and is now on display in our school library. K. C.

The parents often express amazement about their child's broad and specific knowledge of the history of art, specific styles, and details of artists' lives. When this knowledge is imparted outside the school, it can create a lasting impression.

At a recent conference held at Macquarie University, Childhood's past and future: arts in the lives of children, chairperson Christine Stevenson

encouraged educators to "reflect more about the importance of art in children's lives". This is certainly an important part of our philosophy at Chatswood.

Through incorporating special events, such as KOALA, with the work being done in creative arts K-6 and all of the key learning areas, a powerful synergy

has emerged upon which we continue to build. \blacksquare

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Using authentic texts:

Virtual conference 2001 extract

In Term Two, 2001, a virtual conference entitled **Using authentic texts** will run on the New South Wales Department of Education and Training's **School libraries: empowering learning**web site. This activity 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 is Senior Assessment
Officer, Literacy, with School
Assessment and Reporting Directorate,
and previously a Senior Curriculum
Adviser, Literacy, in Curriculum Support
Directorate. Penny has developed the
stimulus paper (excerpted here) for the
virtual conference, and will lead the
online discussion of the paper and its
implications for classroom practice.

ince the purpose of school education is to prepare young people for the demands of life, then it is imperative that they be apprenticed into as many facets of community and professional life as are possible. When considering how schools can go about preparing students to meet the literacy challenges of the 21st century we need to consider models which are quite different from those which applied to the 19th and 20th centuries. Up until the final decades of the 20th century, the teaching of reading was almost exclusively concerned with teaching students how to gain meaning, often pre-determined, from printed texts. This model is no longer adequate. Students need to be able to interact with, construct meanings from and manipulate a plethora of texts, including printed, electronic, digital, multimedia and visual, to achieve multiple purposes. This paper will use the term "texts" to apply to all forms of written and visual communication which students will encounter in schooling.

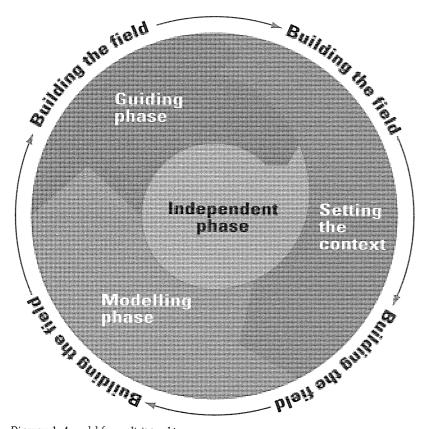


Diagram 1. A model for explicit teaching.

The school curriculum recognises the importance of preparing students to meet the challenges of a rapidly changing world. The inclusion of key competencies in syllabus documents demonstrates that the achievement of syllabus outcomes is not seen as an end product but their achievement is linked to competencies that are important and relevant beyond the confines of schooling. In an age when so much information is available and could be taught to students, decisions have to be made about what will be included. This then becomes the content of the curriculum but, more importantly, it is the vehicle for teaching students how to learn. Knowing how to learn and to acquire skills and knowledge is the most valuable skill which schooling can develop in its students. This facility is ultimately what will be most valued beyond schooling.

In the past there has been some tension between the notions of teaching "process" and teaching "product" but the current direction taken by syllabuses and policy documents demonstrate that these two aspects of learning are complementary. There is, in fact, little purpose in making any such distinction when learning how to make meanings from text because as we read we are interacting and working with both the process and the product.

A model of explicit teaching (*Diagram 1*) demonstrates how students can develop new skills, knowledge and understandings within a supportive framework.

This model has six phases:

- setting the context
- activating and determining prior learning
- modelling and demonstrating the expectations
- guided practice of new skills, knowledge and understandings
- independent demonstration
- while continually building the field.

This model can equally be applied to reading. While primary school teachers are quite familiar and comfortable with this way of teaching about and with texts, their secondary colleagues are not so. In secondary schools, reading is often regarded as an independent, private activity. This is not surprising since secondary subject teachers generally have not been trained to teach reading within their specific discipline areas. This has

not traditionally been part of their undergraduate training. As experts in their own areas they are so familiar with the discourse of their subject that they often do not recognise what will be difficult for their students.

...any text which students are given to read should be able to stand alone as an authentic text. It should not have been contrived for reasons of simplification or to make the content seem more appealing for a particular audience. [Excerpt]

Editor's note:

Penny Hutton's complete article appears on *School libraries*: *empowering learning* and covers the following main points:

- teaching the skills of reading
- matching texts to purpose
- teaching about reading in content areas
- using the information skills process
- the four roles of a reader
- matching students to texts
- supporting students to read complex texts.

Download the full version of this article at www.det.nsw.edu.au/schoollibraries (Click on Teaching and learning, then Virtual conferences, then Using authentic texts). We hope you will join us for the virtual conference from 21 May.

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From place to space:



towards a digital library environment

What does the new millennium hold for Australia's students and pro-active educators? Scan continues its series of speculative Reading the future articles. Our intention is to highlight insightful, inspirational papers about the challenges for teacher-librarianship and education in the learning environments of the near future.

In this issue, Scan explores the digital information environment, and how teachers, teacher-librarians and school communities might prepare for it.



Niki Kallenberger,

Manager of the State Library of New South Wales Education and Training Branch, has

recently learned a lot about digital information services, as a result of coordinating the Library's delivery of a postgraduate subject, Virtual Information Collections, Resources and Services for the University of Technology Sydney. Niki learns something new about digital libraries nearly every day while managing the development of the digital delivery platform for Infocus, the Library's Higher School Certificate (HSC) resource service, and finds the potential of

e're living in a digital world. The evidence is everywhere. Keyboards outnumber office workers. Everybody has a web page. Nobody carries cash. We're hearing words like 'bitslag', 'jitteratei', 'NIMQ' and 'CGIJoe' in everyday conversation. Billionaire technologists seem to own all the digital copies of all the art that matters. There seems to be a growing concern in libraries and archives that if we're not going digital, being digital or dreaming digital then we're relegating ourselves to the great museum of paper."

Digital technologies mean that

the provision of information is

no longer constrained by time

and place.

Conway, 1999

"Bitslag", "jitteratei", "NIMQ" and "CGIJoe" don't appear in my daily conversation, and in fact I don't even know what any of those terms mean, but the rest of what Conway says sounds very familiar to me.

Every library I know has a finger in the digital pie today... or is planning to. It may be a page for the World Wide Web, a growing smorgasbord of electronic infor-

mation services, an electronic archive, or the development of a fully fledged digital delivery service. Enter the phrase 'digital library' in any Internet search engine, and you'll get hundreds of thousands of matches. Some of these digital information services sound somewhat esoteric: *Electronic*

Beowulf; Digital Scriptorium; and SCRAN (Scottish Cultural Resource Access Network). Others sound more down to earth: Internet Public Library; James Fairfax Matthew Flinders Electronic Archive; and California

Digital Library.
The information industry is abuzz with digital libraries, virtual information services, and electronic service delivery.

The reason for the

buzz is simple: digital technologies mean that the provision of information is no longer constrained by time and place. Any information, or indeed, all information, can be made available to anyone anywhere anytime. While digital technologies are, in many ways, simply the next step in the long history of human communication, they are significantly changing the way we communicate. Indeed, they are changing the way we do almost everything.

We sometimes forget that digital

technology is still very new. The Internet has been widely available only since the mid 1990s. We do not vet fully understand what digital technology can do. John Seely Brown, chief scientist at Xerox, notes that it took filmmakers ten to twenty years to discover what film could really do. The "fades", "dissolves" and "flashbacks" which are part and parcel of today's filmmaking, and are things we've become very used to as viewers, were not seen in early films. Our current understanding of the Internet is at the stage comparable to those jerky and oddly static first films. Brown (2000) says we really have no idea of the potential impact of the Internet, noting changes similar to "the tremendous range of transformations wrought by electricity, so barely sensed by our grandparents a century ago, lie ahead of us through the Web" "Digital" refers to the use of numbers to represent an object or an idea. Some objects and ideas are "born digital", while others undergo digitisation, the process of turning that object or idea into code. If we're talking digital, we're talking electronics, computers and networks and all that. (If you'd like to know about the nitty gritty of digitisation, Paul Conway explains the whole process, and its accompanying terminology, in a very understandable way in his 1999

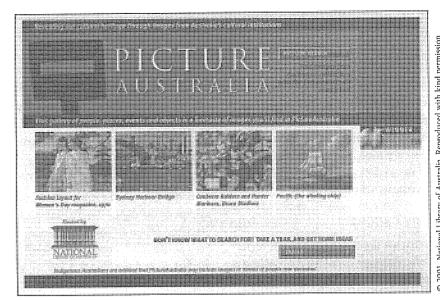
Changing the way libraries operate

www.nedcc.org/plam3/tleaf54.htm

leaflet, Digital technology made simpler.

View it online at:

Digital technology is exciting. It is challenging, and it is changing the way libraries operate. Is a digital library, then, a library that offers



electronic information and services instead of paper based ones? Out with the books and newspapers; in with

CD-ROMs and the Internet? Even a cursory examination of the literature suggests this is not the case, and that digital technology has much potential to expand the roles of traditional libraries.

Richard E. Lucier, Founding University Librarian and Executive Director of the University of California Digital Library, puts it this way: "What is critical with the digital library is to

look at what
people's information needs are,
and how we might
use technology in
order to solve
those problems."
He asserts that if
libraries only
"automate traditional functions,
then we're not

goi (Fr

"What is critical... is to look at

what people's information needs

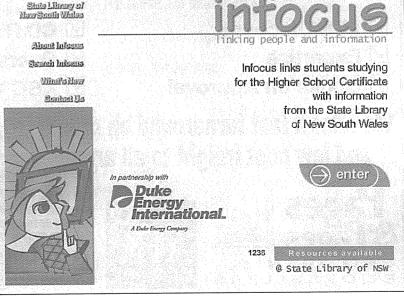
are, and how we might use

technology in order to solve

those problems."

going to be very successful" (Frielander, 1998).

Richard F. Lucier



2001, State Library of New South Wales. Reproduced with kind permiss

digital information exciting.

A holistic view of the digital library is emerging: "the concept of a 'digital library' is not merely equivalent to a digitised collection with information management tools. Rather, it is an environment to bring together collections, services, and people in support of the full life cycle of creation, dissemination, use, and preservation of data, information, and knowledge" (Atkins & Duguid, 1997).

Key concepts

What are the dimensions of this digital information environment? According to Maxine Brodie, Director, Information Technology and Collection Management at the State Library of NSW, to understand it, you need to consider five key concepts:

- context: society, organisations, the nature of information (Why?)
- clients: the community of users (Who?)
- collections: information resources and the information life cycle (What?)

- capabilities: expertise, technologies, resources, relationships with creators, publisher, other institutions (How?)
- communication: needs analysis, feedback, evaluation (Closing the loop).

(Brodie, 2000.)

a chemis access to information

Try asking why, who, what, and how about the library services you know best, and then use the same questions to explore the digital library examples described below. In your exploration. keep an eye out for communication. the fifth C, and the glue that connects the other four Cs.

The examples that follow are all projects in which the State Library of NSW is

involved, as part of our Digital Library Strategy.

PictureAustralia at

www.pictureaustralia.org is an award winning service that brings together the pictorial holdings of: the National

Library of Australia; the State Libraries of NSW, Tasmania and Victoria: the Australian War Memorial: the National Archives of Australia: and the University of Queensland Library, A single search of the service can take a client into the collections of all those institutions via the convenience of an Internet connection. Or, by following a predefined trail, a client can easily get a sense of what the service offers. PictureAustralia is a powerful example of how a digital service can enhance a client's access to information, while at the same time create capabilities no

> single institution could achieve alone. It is a service that works well because it is so carefully designed; use of

the Australian pictorial thesaurus ensures that images from each partner are described in common and standardised terminology.

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Dempsey's challenges Brodie's key concepts	Serving the active user	Living with the radically new	Planning for the unpredictable	Institution building
Context	How do we learn in the digital age?		What skills do we, as information professionals or educators, need to deal with the unpredictable?	How are other institu- tions in our community changing?
Clients	What are our clients' needs and interests? What skills do young people need to be proactive users of information?	Young people are used to the radically new. What can we learn from them?	What can we do to "add value" for our clients as technology frees us from routine tasks?	How can we involve our clients as we build new institutions?
Collections	How can we "bundle" resources in new or flexible ways?	How can we share, reuse, copy, combine and reconfigure information?	What might digital technologies allow us to include in school library collections that we traditionally haven't? How can we get ready for this?	How can we join forces with other institutions to expand the content available to our clients?
Capabilities	How can we join forces with publishers to ensure the creation of resources appropriate for active users?			What new partner- ships could we pursue?
Communication	What do our clients tell us about existing services that can shape our digital future?	provision of library and informe	in mine (no mgg 22)	

Table 1. A new set of windows through which to view the provision of library and information services (see page 23).

Infocus: linking people and information at

http://infocus.slnsw.gov.au is the State Library of New South Wales' Higher School Certificate (HSC) resource service. When its digital version is complete, students (or teachers, or teacher-librarians, or even parents) will be able to search the Infocus web site for HSC related material, professionally selected from the State Library's vast contemporary and heritage collections. Once the material is selected, the student will be able to use a credit card to pay for the resource and download it, then and there, or ask to have a paper version posted the next working day. The issues we are currently grappling with in developing this digital service, such as web site design and navigation, terminology, copyright, digital file

sizes, electronic commerce, and accessibility for people with a print disability, are issues unique to the digital

The addition of transcripts aids

the reader challenged by 19th

century handwriting.

world. Getting it right for Infocus will give the State Library valuable experience to inform our development of other digital services.

The James Fairfax Matthew Flinders Electronic Archive at www.slnsw.gov.au/flinders is an excellent example of how digital technology offers a powerful way to provide access to valuable, and fragile, heritage materials. During his circumnavigation of Australia in 1801-1803, Matthew Flinders charted the coastline and first used the name 'Australia'. His journals and other

personal papers duly record his significant voyages of exploration and discovery, and through digitisation the

> archive makes them, and associated images and objects, readily available. The addition of transcripts aids the reader challenged

by 19th century handwriting. Search tools allow various points of entry. Interaction with the archive is facilitated by an Ask the curator function, while Crewing for Flinders creates a virtual community of support for the project. This archive demonstrates clearly the significant role digital technology plays in institutions like the State Library that are repositories of our documentary heritage.

Internet resources at

www.slnsw.gov.au/links is the State Library's Internet gateway. This is a collection and a service rolled into one. Internet resources began life as a series of browser bookmarks for Library staff who handle telephone inquiries. Soon, onsite clients were using it... and it has now become a popular feature of the Library's web site. With links to authoritative sites. carefully selected (and kept up to date) by Library staff, it is a great starting point for the serious researcher, or the source of a quick answer to reference questions. It enhances the Library's collections. and provides clients with convenient access to authoritative Internet information sources. The recent addition of a Search function allows clients to customise searches to their specific needs.

Challenges

The four examples described above are simply the tip of a 'digital iceberg', and

you don't have to look far to find more examples. It's exciting to sense the possibilities, but it is also important to acknowledge that digital library developments face some significant challenges. A good summary of these is provided by Lorcan Dempsey, Director of UKOLN (United Kingdom Office for Library and information Networking). Dempsey (2000) identifies four challenges for "memory institutions", ie. archives, museums, and libraries, to address as they embrace digital technologies:

- The challenge of serving the active user: Users want "resources bundled in terms of their own interests and needs, not determined by the constraints of media, the capabilities of the supplier, or by arbitrary historical practices". Effective use "depends not merely on pointing people to resources, but on supporting selection, aggregation and use".
- The challenge of living with the radically new: Traditional under-

- standings of documents, publications and exhibitions are no longer appropriate. "We often cannot 'see' a digital resource, we cannot sense its scale or scope, or its internal organisation... Fluidity replaces fixity as a dominant characteristic of resource creation and use". Management of digital resources and service delivery must take into account the fragile and fugitive nature of these resources.
- The challenge of planning for the radically unpredictable: "Not only is change rapid, it is unpredictable" and "complex interdependencies of technology development, service provision, business models, and user figuration and unpredictability will emerge in response to these interdependencies.
- The challenge of institution building: The digital world is not

behavior make innovation, reconintegral to practice." New services

yet routine or predictable, and as a



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result, "we are only beginning to sense how institutions will be built and modified in digital spaces."

Windows on the digital environment

It isn't easy to get a grasp on this exciting new digital information environment. Just when you think you understand it, you realise you're up against something radically new, or something radically unpredictable, and your understanding has to be redefined.

However, I'd like to suggest that if we use Brodie's key concepts and Dempsey's challenges to form a matrix, we have a new set of windows through which to view the provision of library and information services, either digital or traditional. From the perspective of each cell in the matrix we can question what we currently do, and explore what we might do in the future. Table 1 suggests some questions a library community might like to consider as it shapes its future. The questions in Table 1 (page 21) are indicative, not exhaustive; communities might more appropriately pose their own questions.

Humankind has built libraries to house our collected wisdom, to document our history, to inform our learning, to fuel commerce, and to shape our future. Libraries inspire, educate, inform and entertain us. Libraries are places we value. Digital technology means that libraries are no longer constrained by bricks and mortar or timber and glass. As libraries move from place to space, we have myriad opportunities to develop new ways of working which ensure libraries more effectively fulfill their

role. These opportunities will only be realised, however, when we address the challenges this same technology also brings.

The author would like to thank Ross Todd and Maxine Brodie for inspiration, hard work and laughter.

"A glass web spans the globe which is transforming commercial, social and cultural life in ways we do not understand. The emergence of new digital information spaces alongside the existing physical places of public life is posing challenges for policy and service developers.

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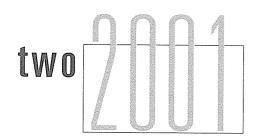
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research columns research columns research columns research columns research columns





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Research columns for Scan.

t is my belief that one of the essential keys to schools providing rich learning experiences for students is for educators to understand more about students' patterns of information seeking across different information formats and contexts. This issue, Research columns continues the pattern of featuring international research. It is important that, on the one hand, teachers and teacher-librarians tap into this internationally based research and, on the other hand, we be increasingly aware of the developments in information technology as they are happening around the world. Recently, I attended several information technology related events that. from a global perspective, have raised more questions than provided answers. An exhibition entitled Workspheres, at New York's Museum of Modern Art (MoMA), featured the all inclusive, perhaps all invasive, integration of information technology into the fabric of our social, personal and working lives. Here it was evident that the boundaries between work and play, isolation and communication, and mediation and entertainment, are becoming somewhat blurred.

This exhibition specifically focussed on the work environment, and the role of design in creating effective solutions for the near future. It featured built models of information technology environments, produced by six design teams from around the world, especially commissioned by MoMA. There were some very creative workspheres where screens and membranes substituted for walls. There were foldable handkerchief screens and keyboards. There was wearable information technology, such as Prada designed sports jackets incorporating keyboards and screens, and some rather elegant 'communicating scarves' complete with computer screen, keyboard, and telephone. Another worksphere involved the recycling and transformation of industrial aeroplane cargo containers into self contained technology environments for work and relaxation. Now that was quite spooky!

There was also the portrayal of the 'soft office', an adjustable bed where the foot of the bed is equipped with computing screens, and a keyboard, mouse and loudspeakers are embedded in 'smart pillows'. The rationale behind this invasion of technology into the bedroom is that it not only provides the ability to work while in the comforting embrace of the bed, but "also exploits the frequent occurrence of creative thought while at rest, providing the means with which to put ideas immediately into action" (Workspheres brochure, 2001).

I also visited the Sony Wonder
Technology Lab in the huge Sony store
on Madison Avenue, Manhattan.
Covering two floors, this is an interactive lab and museum that traces the
history and development of media and
information technology in a way that
is both personal and interactive. On
entry, we logged in and created
personal swipe cards with digital
images and voice. As we toured the
exhibition, our images were superim-

posed in digital photographs and moving replays tracing the history of photography, television and radio: the real self and the virtual self. In the course of this tour, I: commanded the New York Coast Guard; created a musical composition; took a "cyber voyage"; and predicted weather patterns over New Jersey.

Without wanting to simplify all of this too much, we have, as educators, a fundamental responsibility to fully understand how our students are interacting with today's rich information environment. We should keep ourselves informed, ready to take on the exciting teaching and learning challenges that technology is posing.

The article in this Research columns comes from Jennifer Branch, PhD, who is an Assistant Professor in the School of Information Science and Policy at the University at Albany, State University of New York. Dr Branch is interested in information literacy, information seeking processes, and school library media specialist education. Jennifer spent six years as a teacher and teacher-librarian in Inuvik, Northwest Territories, in Canada, where this study into students working in the "new learning environments" (Zammit, 2000) took place. This research highlights, in particular, an important model of instructional design for information and critical literacies: preparation, facilitation, evaluation and reflection. R. Todd

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moma: workspheres at MoMA | The Museum of Modern Art, New York [website]:

http://www.moma.org/workspheres/

(Editor's note: Teachers will need to spend time exploring this web site and its external links, to establish curriculum relevance and child protection issues, before considering using it with students.)

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Helping students become better searchers

in the new learning environments

Dr Jennifer L. Branch

e do not need to be concerned about the Internet and information technology (IT) replacing teachers and teacherlibrarians. Research tells us that students will still need us to teach them how to access information in electronic environments efficiently and effectively. Because such a large amount of information is available to students on CD-ROMs, and via the Internet and other digital sources, students need considerable support to recognise, select and use information that most meets their needs. Teachers and teacher-librarians can plan and teach explicit strategies for information seeking that will be most effective when students are using new technology, such as for this study, CD-ROM encyclopedias.

Review of the research literature

Many models to describe information seeking behaviour have been developed by researchers in various disciplines. They have proposed several information seeking models that have direct relevance to this study. Bates (1989) argued that her 'berrypicking' model of information seeking "is much closer to the real behaviour of information searchers" (p 407). This dynamic model stressed that real searchers, rather than finding information using one single search query, gather the bits and pieces of information in a 'berrypicking' manner. Kuhlthau's work presented another process approach to information seeking (Kuhlthau, 1991). This Information search process (ISP) model included affective, cognitive and physical aspects of the whole information seeking process. It was the inclusion of all three aspects that, for Kuhlthau (1991), was "necessary for a model to address a wider, holistic view of information use" (p 362). Gross (1999) "emphasized that information seeking may be either self-generated (internally motivated by the personal context) or imposed (set in motion by someone else)" (p 501).

Researchers have tried to determine what it is that novice users do when accessing information in electronic environments (Solomon, 1993; Tenopir, Nahl-Jacobovits & Howard, 1991). Oliver & Oliver (1996) suggested that new skills are needed to find information in these new environments, and that the skills necessary are quite different from the ones needed when using traditional sources. The researchers also reported that these specific skills did not develop from personal exploration of the system. They suggested the three main problem areas in the use of multimedia and hypermedia applications in schools and school libraries are: disorientation; navigation inefficiency; and cognitive overload.

Without intervention by a teacher or teacher-librarian, Fidel (1991) found that novice users lacked the ability to form effective search plans and to select correct search keys. Trumball, Gay & Mazur (1992) stated that novice users "have only impoverished

strategies for synthesizing data into patterns" (p 315). Pappas & Geitgey (1994) observed that a novice user's information seeking strategies might be at any point on the simple to complex continuum. Most students, left to their own, failed to progress to a more analytical search strategy.

a more analytical search strategy. Marchionini (1989) contended that users of information technology are required to deal with finding too much information and so need different skills to deal with refining and selecting appropriate articles. Gross (1999), in her study of imposed queries in three school libraries, found that "in using resources, students had trouble finding answers when they had to search through a lot of text [and] when the resources did not use the same terminology they were given in class" (p 513). Hirsh (1999) explored the relevance criteria and information seeking of ten Grade 5 students using the OPAC, the Internet, World Book encyclopedia, and SIRS magazine index. Participants reported that they relied on teachers, librarians, and peers for help in finding information. Librarians were asked for help with search terms, search strategies and locating materials. Fidel et al (1999) studied searching behaviour of Grade 11 and Grade 12 high school students on the Internet. Like Hirsh, Fidel et al found that searching was a social and academic experience for students.

Bilal (2000) reported the results of the first part of a research project that looked at 22 Grade 7 students' use of

the Yahooligans! web search for fact based search tasks. Bilal found that those children who used single or multiple concepts alone were more successful than those who used single or multiple concepts natural language phrases. Scrolling, use of the Back button, and navigating links were three important physical behaviours that all students used.

Research design and methodology

This research examined the information seeking processes which junior high students at Samuel Hearne Secondary School in Inuvik, Northwest Territories, Canada, employed when using CD-ROM encyclopedias. In junior high, students' classroom work requires them to access much more information than any time previously in their school career. Students at this age can

In this study, participants were

asked to think aloud while

searching and this talk was

recorded.

begin to gain further independence when searching for information.

This research was conducted within the qualitative paradigm, as it

was concerned both with process and meaning. In this research, junior high students, and members of the school community from Inuvik who could help inform the context, were asked to participate. Of special importance were the core classroom teachers who recommended the twelve participants. The participants were selected by the teachers to represent different reading abilities, language and travel experiences, ethnic and indigenous backgrounds, and an equal gender split. The participants ranged in age from eleven to fifteen. Six participants were male and six participants were female. They varied in their levels of school achievement, with several being at the top of the class and

several being identified with special needs. Eight of the participants were indigenous: one was Cree; two were Gwich'In; and five were Inuvialuit (Inuit).

A Grade 7 teacher, a Grade 8 teacher, the Grade 9 mathematics/junior high computer teacher, and the library assistant were the key informants. Discussions were carried out with one key informant on a regular basis to ensure that the interpretation of interviews and observations were correct.

To ensure a rich description and understanding of the complex phenomenon of junior high students' information seeking processes when using CD-ROM encyclopedias, a variety of data collection procedures were used. A triangulation of data collection methods included: verbal protocol analysis ('Think Alouds' and 'Think Afters', Branch, 2000); interviewing; observation; and videotaping.

In this study,
participants were
asked to think
aloud while
searching and this
talk was recorded.
After the search,
participants
watched a video of

their search and were encouraged to add any comments about their information seeking processes at that time. These Think Alouds and Think Afters were recorded using audiotapes. Two tape recorders were set up to record the voices of the researcher and the participant. The researcher used the audiotapes and the videotapes to create the most complete written transcript possible. The transcripts were used as the primary source of data. The Think Alouds and Think Afters were transcribed verbatim from the participants. Additions to the transcripts were made from the videotapes. Anything written in brackets explained what the participant was doing. This included what search term was being typed in, and what they were looking at or clicking on when making a statement.

Videotaping the computer screen was felt to be very effective, based on previous work with another researcher, and because it provided a simple way to replay the search for participants so that we could discuss their information seeking processes. The video camera was positioned behind the participant's left shoulder and only videotaped the screen during searches. The video camera was attached to a large television so that the participant and the researcher could watch a replay of the search during the Think Afters.

Introduction to search sessions

Each participant was given a very

general introduction to the CD-ROM encyclopedias. The participants explored the search features and the navigation features of each encyclopedia. Any symbols that might be confusing were explained. Microsoft Encarta encyclopedia deluxe 2000 was chosen because it is a very popular encyclopedia, and earlier versions of this encyclopedia were located in the school, public library and some of the classrooms, 1999 World Book (deluxe) was selected because it has more Canadian content, and because the school and public library have multiple sets of the World Book print encyclopedia. None of the participants had prior experience with the CD-ROM version of World Book encyclopedia. Participants mentioned using other CD-ROM encyclopedias including Grolier and Compton's. Older participants indicated that they were more familiar with CD-ROM encyclopedias and computers.

Participants were introduced to the CD-ROM encyclopedias during the first session. All twelve participants answered the same four search questions:

- 1. Who was the first woman in space?
- 2. Describe the cardinal, a bird.
- 3. Who was the first man in space?
- 4. Describe the boxer, a dog.

In Search session II, participants began searching immedi-

ately and did not have a refresher course in the CD-ROM encyclopedias. The Grade 7 participants answered the

following questions:

- 1. How long is the Alaska pipeline?
- 2. Who designed the flag of Alaska?
- 3. What was the population of the capital city of Alaska in 1996?
- 4. In what year did Alaska have a huge earthquake?

The Grade 8 participants answered the following questions:

- 1. What is the official language of Egypt?
- 2. During what years did Ramses II reign?
- 3. What is the origin of the word 'pharaoh'?
- 4. Find the flag and the national anthem of Egypt.

The Grade 9 participants answered the following questions:

- 1. What is the lift of the Welland Canal?
- 2. Name a country through which the equator passes.
- 3. Into what body of water does the Nelson River flow?
- 4. Name a country through which the Tropic of Cancer passes.

Participants were given a form at the end of *Search session II* so they could write down their questions for *Search session III*. Several of the participants forgot or lost their question sheets, so time was given at the beginning of the third session to write down four questions. Not all participants had four questions. The participants were able to choose which encyclopedia

they wanted to use to search for each question.

Search session III provided some very interesting approaches to information seeking on CD-ROM encyclopedias. All of the participants generated questions that were important to their

personal lives and interests. Most of the questions were ones that could be found in an encyclopedia. The mean amount of time needed to

answer their self generated questions was just over six minutes.

Findings

All of the participants generated

questions that were important to

their personal lives and interests.

Participants in this study all began their search by typing something into the search box. The search term either retrieved a list of topics or gave the message "No topics found". The latter caused some participants to be frustrated or confused. Some of them asked for help in generating a new search term. When the participants retrieved a list of topics, most skimmed through the list looking for a topic that seemed relevant. When they did not find such an article, some of the participants used a top to bottom strategy.

Once within a selected article, participants either skimmed or read the article, depending on its length. Several of the participants used highlighted terms as a guide to locate the answers. Once in the appropriate article, the participants usually found the answer. The participants tended to perform three main processes: they entered search terms; skimmed through the list of retrieved topics to find a relevant article; and read, skimmed or scanned through article outlines and articles to find the answer. The information seeking processes were the same over the three search sessions. Navigation and confidence improved over time.

Factors that influenced the information seeking processes of junior high students were gathered using information from key informants, participants and the observations of the researcher. These factors included such things as: finding the right key word or phrase; knowing when to narrow or broaden the search term; and having time, patience and persistence when searching. Other factors included: previous computer experience; asking questions of others; reading ability; skimming and scanning skills; and having an understanding of information contained on a CD-ROM encyclo-

The findings from this study indicate that there is a need for teachers and teacher-librarians to teach students, explicitly and systematically, the skills of the information process, to help them learn to access information efficiently and effectively. The information seeking processes observed in this study are consistent with more general information seeking models. The findings support the work of Bates (1989) who presented a 'berrypicking' model of information seeking. Participants in this study used a variety of techniques to find the answers. They browsed, used the key features of the search by word and search by topic, used the Electronic world atlas feature, tried related articles, asked questions of the researcher, looked at animations and pictures, scrolled through photographs of dogs, etc.

The Think Alouds and Think Afters provide support for the findings of Kuhlthau (1991) and her ISP model. Across all searches, and within individual searches, participants followed the affective stages of the model. These feelings included uncertainty, confusion, frustration and doubt, clarity, sense of relief, and satisfaction. Support for the Tenopir et al (1991) basic cycle of search behaviour was found in the observation, videotaping, and the Think Aloud data from

this study. Participants followed the basic cycle, and comments from the Think Alouds provided support for the steps which included: seeking assistance; rehearsing instructions; executing instructions; interpreting consequences; emoting to result; and setting a subgoal. Some of the more complex searches demonstrated each of the steps several times. In the simple searches, only a few of the steps were apparent in the Think Alouds. Findings from this study also supported the work of Tenopir et al (1991) and Bilal (2000) when it was noted that participants tended to use the same strategies during searching, and that those participants who tended to use simple search terms continued to do so throughout the searches.

The findings of this study also supported the work of Oliver & Oliver (1996) who noted that participants tended to prefer one strategy to others, and that those with more computer experience used more options. Most of the participants did not make use of advanced search features. This was in keeping with Hirsch's work (1999). Participants in this study had trouble finding answers when they had to search through a lot of text, just as in the work of Bilal (2000) and Gross (1999). Hirsch (1999) and Fidel et al (1999) found that participants were frustrated when results were not as expected, and this study confirmed that finding. Participants tended to look for the lines in articles that would answer the question, and to move quickly between the article, article outline, and search box.

Implications

This study supports the notion that students need explicit teaching to make them better searchers. Teachers and teacher-librarians need to examine how they prepare for, facilitate, and evaluate/reflect on the information seeking processes of their students in

both print and electronic environments. The following recommendations are made in the hopes that they assist teachers and teacher-librarians.

Preparation

To prepare for information seeking situations in classrooms and school libraries, practitioners can prepare to deal with the need of searchers to ask questions, address the affective behaviours that may occur during searching, and acknowledge with students that searching for information can be frustrating, confusing, upsetting, exciting, and challenging. The work of Tenopir et al (1999), Kuhlthau (1991) and Bates (1991), suggest models of the information seeking processes of children and young adults. Familiarise students with these models and provide opportunities for practice.

Before beginning a research project, it may be helpful to introduce the topic and new vocabulary to students to ensure adequate prior knowledge. Encourage students to ask others for help when they encounter new vocabulary. Students need opportunities to search for information of a personal nature, and to access print materials, CD-ROMs, and authoritative Internet sites: a variety of authentic texts and reading levels.

Help students to develop strategies and skills to deal with the affective stages of the ISP, ie. uncertainty; optimism; confusion; frustration and doubt; clarity; sense of direction; confidence; and relief/satisfaction or disappointment. Explicitly demonstrate, and give time to practise, skimming and scanning techniques, including: the use of highlighted search terms as a guide for scanning/checking; article outlines; indexes; and headings and subheadings. Explain to students the differences between databases, indexing and abstracting services, CD-ROM encyclopedias, and the Internet.

Facilitation

When acting as a facilitator for information seeking, support small group and whole group discussions about search terms and search strategies, as this may provide new techniques and ideas that are unique to one searcher but may be useful for all. Encourage students to engage in self talk, talk with peers, or talk with teachers and teacher-librarians, during their searches.

Focus on the three domains of human behaviour (from the work of Tenopir et al, 1991). The first is the affective domain that controls goal selection. The second is the cognitive domain that determines the strategies necessary to reach goals. The third is the sensorimotor domain that implements the physical actions necessary to reach goals. Make sure to provide opportunities for students to learn and practise skills and strategies that they can apply at each step in this cycle.

Evaluation and reflection

When evaluating and reflecting on information seeking, observation and research can be used to inform practice. Studies are needed that compare and contrast the information seeking processes of junior high students as they access information from other reference tools, both print and electronic.

This research study provided support for many of the previous findings of researchers working in the area of information seeking in electronic environments. The information seeking processes of children and adolescents should be interesting to all those who work in classrooms and school libraries. It is hoped that this case study suggests to the readers general and specific ideas for use in similar situations. It attempts to provide a starting point for the development of information literacy programs that deal specifically with information seeking in electronic environments more generally.

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This paper is primarily a literature review that focuses on middle and high school students, and addresses the following questions: What does the research literature tell us about students' searching behaviour, both on the Internet and with other online resources? How does searching the Internet differ from other online searching? How well do two leading search engines, designed specifically for children, work? And what can we learn from thinking about web searching from the perspective of Kuhlthau's Information search process (ISP) model? This is an important paper that highlights significant information literacy based implications for classroom instruction. In contrast to the stereotype of today's students as computer savvy Internet experts, the synthesis of results of studies conducted to date, and as reported in this analysis, concludes that middle and high school students have surprisingly low levels of success using the World Wide Web as a search tool. An interesting finding relates to self reported data, particularly self perceptions of expertise. Whilst many students report their expertise in using the Internet as good or better, it is essential to recognise that self reported expertise is not a good proxy for objectively measured expertise. R. Todd

WARSCHAUER, Mark. *Electronic literacies: language, culture, and power in online education.* Lawrence Erlbaum Associates, Inc., 2000.

This book presents four detailed case studies of educational settings where an electronic means of communicating were implemented. These included: two English as a second language (ESL) classes; a language (Hawaiian) class; and an English composition class. The social, linguistic and cultural aspects of the environments, electronic communication, and learning are presented. This text contributes to a richer understanding of the effects of computer technologies on literacy, culture, and language. R. Todd

EduSales/DET Sales

TAFE Distribution Centre, Manufacturing and Engineering ESD has been successful in winning the warehousing, sales and distribution tender for School and TAFE Plus resources for the next five years. Relocation of the resources took place in January 2001.

DET Sales TAFE Distribution Centre Unit 3, 61-71 Rookwood Road Yagoona NSW 2199

The new contact details are:

Phone: Fax: Postal address: DET Sales

PO Box 218 Bankstown NSW 2200

02 9793 3086 02 9793 3242

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from ITD Information Technology Directorate

Improvements to 04515 Library

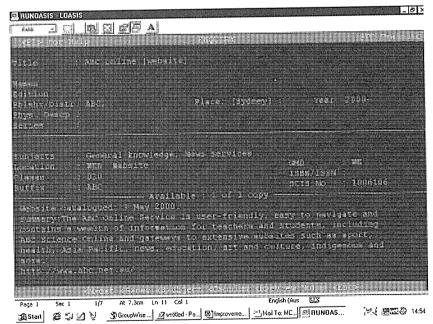
enhancements to downloading SCIS records

Further to our recent articles on the cataloguing of Internet sites, **Doug**Jenkins, Senior Technology Officer,
School Technology Support, reports on the April **OASIS CD update**.

This update, for New South Wales
Department of Education and Training schools, enhances the ability of **OASIS**Library to accept bibliographic data from SCISWeb and SCISCD.

ince 2000, SCIS (Schools Catalogue Information Service) has been cataloguing Internet sites. *OASIS Library* needed to be enhanced to enable the system to accept the extra bibliographic details required to describe web sites. At the same time, the April *OASIS update* for NSW government schools permits enhancements to table of contents and some subject headings information.

The major improvement is the ability to load all relevant information for catalogue records for web sites. When downloaded, a record for a web site will appear as follows for *OASIS Library Enquiry* users (Figure 1):



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

• Note Website catalogued: this date is important to users as it highlights the currency of the Internet site. It is useful for library management when web site catalogue records are reviewed.

- Note the abstract in Summary: This gives the user a description of the scope of the web site.
- Note also the URL: This gives the web site address. It is not a hyperlink.

Other improvements to the quality of the records when downloaded into *OASIS Library* are:

1. Table of contents

Where a Table of contents note has been included in the SCIS bibliographic record, this will now download into *OASIS Library* in the Notes field. Important terms in this Note can be tagged using <F3> to make them searchable as keywords, as in *Figure 2*:



Figure 2

2. Subject headings for literature

Some subject headings for literature have been downloading incorrectly. For example,

Sophocles – Oedipus Rex rather than Sophocles. Oedipus Rex

This will now appear in records in the correct form as follows (Figure 3):

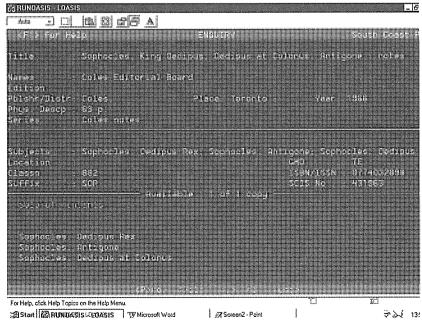


Figure 3

Management of web site catalogue records

There are unique issues in the management of Internet site catalogue records in automated library systems. For *OASIS Library*, the following issues are worth noting when downloading bibliographic records for web sites:

1. Separate orders

It is recommended that separate SCIS orders be created for web site records, rather than ordering them at the same time as records for physical resources. This makes for easier management of some of the factors involved in the download process.

2. Barcode issues

When downloading the web site records into *OASIS Library*, the software prompts for a Barcode and Accession number. There is no physical item to which a barcode can be attached. It is recommended that a unique barcode sequence be used, such as W00001. Overtype the barcode offered with a number from this new sequence.

Note:

- There is no need to order barcodes for this purpose. They need not exist physically. They only exist within OASIS Library for management purposes. The unique barcode sequence allows for easy reporting on web site catalogue records.
- At the end of the download, the normal barcode allocation will have to be reset in B1 Library Management C1 System Parameters. Scan the next available barcode number from the barcode sheet into the correct field with the barcode reader.
- Before downloading a new order for web site records, the barcode allocation can be checked in the Enquiry module.

3. Subject headings in a particular format, eg. Olympic Games (2000 : Sydney)

The format for this type of subject heading was downloading incorrectly. For example,

Olympic Games Sydney) rather than Olympic Games (2000 : Sydney)

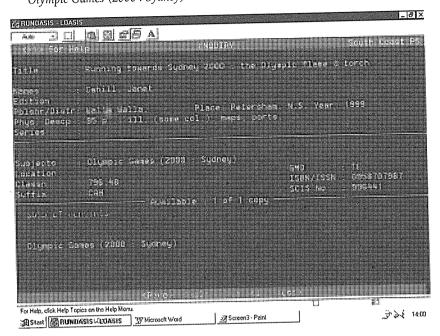


Figure 4

3. Accession numbers

No accession numbers should be allocated to web site records. When downloading blank out the accession number that is offered.

4. Editing records

Once the download is complete, some editing will be necessary in B1
Library Management D1 General
Resources. Edit to add a location. For example, WEB for Website.

Select the minus key <-> to go back to each record in the download to complete this editing.

Note: Adding a location is useful as a reminder to users not to search for a physical item. It is also useful for library management in that teacher-librarians can ensure this location is never selected for stocktake purposes.

5. GMD

The GMD (General material designation) does not have to be added to the authority file. WE for *Website* is automatically allocated by *OASIS*

Library as part of the download process.

5. Resource loan category

Edit the copy details of each web site record to get a unique resource loan category. The resource loan category

must be created first in B2 Library Circulation D1 Resource.

The resource loan category should relate to the equivalent of *Not For Loan*.

7. Review notes - creating keywords

In Edit mode, access <R>eview notes. Tag significant words using <F3> to create additional keywords.

Why consider adding web site records?

"With so many sites on the World Wide Web, it is difficult to determine which ones will be of long term value to teachers and students, and which sites will remain accessible on the Web... In New South Wales, the SCIS agency is cataloguing web sites which have been reviewed in Scan, NSW HSC online, and on the Department's Internet site, Network for education. These sites have been evaluated for their specific relevance to the NSW curriculum." (Dowling, 2000, p 32.)

As part of the ongoing resource selection process, the teacher-librarian and class teachers will be identifying Internet sites relevant to their particular schools, and for use with certain

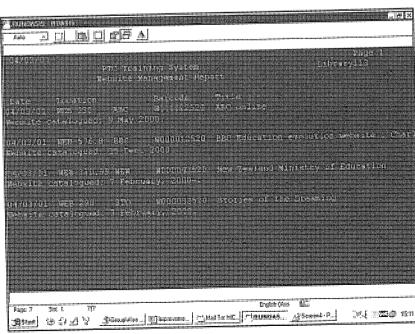


Figure 5

students and syllabuses. The advantage of adding web site records for these sites to the library catalogue is twofold:

- It reinforces the role of the catalogue in the school library as the central point for data retrieval, and the location of appropriate resources. If web sites are bookmarked on appropriate machines with Internet access, that is fine so far as it goes. However, it does not remind the student that there may be more relevant materials in other formats, such as: text; videorecording; CD-ROM, etc.
- The Internet sites selected by SCIS
 (Schools Catalogue Information
 Service) for cataloguing, in the
 main, are authoritative web sites.
 In addition to offering students
 a range of formats to make an
 informed selection, they are being
 encouraged by the catalogue to use

the most appropriate, current web sites. The library catalogue is a useful entry point to the World Wide Web, and can save the student an enormous amount of time in fruitless searching.

Checking web site records

From time to time, it is necessary to check that the URL for a web site record is still current. To facilitate this, a new report has been added to the Sample reports in the April OASIS CD update. It produces a report (see Figure 5) in the date order in which the records have been added:

In B1 D1 General Resources, the report can be used to find catalogued Internet sites by title. The URL can then be checked and if necessary updated. On some occasions, the web site may in fact no longer exist. The copy information for the obsolete web site record can be deleted. Use the B4

P4 Delete unheld to remove all bibliographic records with no copies information attached. Follow this with a B4 N1 Rebuild. ■

References and further reading

'Catalogue records for Internet sites reviewed in *Scan* (1999)', *Scan* 20(2), 2001, pp. 36-37.

'Catalogue records for Internet sites reviewed in *Scan* (2000)'. *Scan* 20(1), 2001, pp 38-39.

Connections 29: SCIS and metadata (or, Metadata for dummies...) [website] at: http://www.curriculum.edu.au/scis/connect /cnetw99/29meta.htm

Dowling, A. 'Subject headings, reference structure and the SCIS authority file', *Scan* 20(1), 2001, pp 32-34.

Dowling, A. 'Web site cataloguing and SCIS', Scan 19(4), 2000, pp 32-33.

Jenkins, D. 'Updating subject headings and subject reference structure in OASIS Version Y2K', *Scan* 19(2), 2000, pp 32-34.

NSW HSC online [website] at: http://hsc.csu.edu.au/

'Using SCISWeb', Scan 19(1), 2000, p 30.

Welcome to Network for education [website] at: http://www.schools.nsw.edu.au/

Cataloguing resources that have no ISBN: videorecordings and computer software



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

o you have videorecordings, computer software or other resources that don't have an ISBN? You can locate records for these resources on SCIS by using the SCIS OPAC, and searching under Title. Remember that SCIS uses the title screen of a video, CD-ROM or computer disk, not the container title. When you locate the record, you can use the SCIS number to order it through SCISWeb.

If you are in a New South Wales government school and would like detailed instructions for using the *SCIS OPAC*, and examples of Title searches, look in the resource Using *SCISWeb*, pp 59-62. Using *SCISWeb*

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

The NSW SCIS cataloguing agency is pleased to advise that the cataloguing service is available for all schools in NSW. If you have tried to order a SCIS record for a resource and the order was unsuccessful, you can send the resource to the agency in Ryde for cataloguing.

The service is free but you may need to pay the cost of delivering the resources to Ryde. Details are available from *Anne.Dowling@det.nsw.edu.au* or telephone (02) 9886 7587.

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Upcoming book raps and raps

As mentioned in the last Scan, Big mob books for little fullas (The Bunyip) for Stage 1, Luke's way of looking for Stage 3 and Stage 4 English, and The Binna Binna man for Stage 5 English are the scheduled book raps for Term Two on School libraries: empowering learning. They feature ideas for 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.

Dates for forthcoming raps can be confirmed in the News section of School libraries: empowering learning:

Term Three

- Early Stage 1: Our community HSIE unit. (See Scan vol 19 no 4 pp 16-19 for 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

Term Four

• Stage 2: Mrs Millie's painting by Matt Ottley.

Conferences

Using authentic texts: Virtual conference 2001

Hosted by School libraries: empowering learning web site, NSW Department of Education and Training

Live from 21 May (Week 4, Term Two), discussion commences 28 May.

Duration: Three weeks

www.det.nsw.edu.au/schoollibraries (Click on Teaching and learning, then Virtual conferences,

then Using authentic texts

Penny Hutton, Senior Assessment Officer, Literacy, School Assessment and Reporting

Directorate

SCAN • Vol 20 No 2 May 2001

For more information refer to: This issue of Scan, pp 16-18

Nothing ventured...

Catholic Secondary Teacher Librarians' Biennial Conference

Hosted by the Diocese of Broken Bay

When:

2nd - 3rd November, 2001

Where:

Manly Pacific Parkroyal, Sydney, NSW

Speakers:

Dale Spender, Richard Slaughter, Toni

Downes, and Peter Treseder, adventurer and

arctic explorer

Workshops:

ILPO, Knowledge management, Visual literacy,

Resource Bank, and others

For more information refer to: www.cso.brokenbay.catholic.edu.au/html/ educational_services.html

2001 Shortlisted Finalists in the Children's **Book of the Year Awards, CBCA**

Early childhood

- GRAHAM, Bob Max, Walker, SCIS 1015779, reviewed Scan 20(2)
- IINKS, Catherine (illus Andrew McLean) You'll wake the baby. Penguin (Viking), SCIS 1020093, reviewed Scan
- LEE, Lyn (illus Kim Gamble) Pog. Omnibus, SCIS 1021851, reviewed Scan 20(3)
- LESTER, Alison Ernie dances to the didgeridoo. Hodder Children's, SCIS 1006880, reviewed Scan 20(2)
- WILD, Margaret (illus Kerry Argent) Nighty night! ABC, SCIS 1024836, reviewed Scan 20(2)
- WILD, Margaret (illus Stephen Michael King) The pocket dogs. Omnibus, SCIS 1018041, reviewed Scan

Books for younger readers

- BROOME. Errol Away with the birds. Fremantle Arts Centre Press, SCIS 1016045, reviewed Scan 20(2)
- DUBOSARSKY, Ursula The game of the goose. Viking, SCIS 1016137, reviewed Scan 20(3)
- HIRSCH, Odo Something's fishy, Hazel Green! Allen & Unwin, SCIS 1011264, reviewed Scan 19(4)

- KIDD, Diana Two hands together. Penguin (Puffin), SCIS 1026794, reviewed Scan 20(2)
- STARKE, Ruth NIPS XI. Lothian (Takeaways), SCIS 1017676, reviewed Scan 20(3)
- THIELE, Colin (illus Peter Gouldthorpe) Pannikin & Pinta. Lothian, SCIS 1014754, reviewed Scan 20(1)

Books for older readers

(These books are for mature readers)

- CLARKE, Judith Wolf on the fold. Duffy & Snellgrove, SCIS 997412, reviewed Scan 19(4)
- CONDON, Bill Dogs. Hodder Headline, SCIS 1014758, reviewed Scan 20(3)
- HARTNETT, Sonya Thursday's child. Penguin, SCIS 1014764, reviewed *Scan* 20(1)
- HERRICK, Steven The simple gift: a novel. University of Queensland Press (UQP young adult fiction), SCIS 1007038, reviewed Scan 20(1)
- MOLONEY, James Touch me. University of Queensland Press (UOP young adult fiction), SCIS 1005365, reviewed Scan 19(4)
- ZUSAK, Markus Fighting Ruben Wolfe. Omnibus, SCIS 1001037, reviewed *Scan* 19(4)

Eve Pownall award for information books

- FREEMAN, Pamela (illus Philip Blythe) Pole to Pole. Koala, SCIS 1005203, reviewed Scan 19(4)
- JENNINGS, Gael (illus Roland Harvey) Sick as: bloody moments in the history of medicine. Roland Harvey, SCIS 995632, reviewed Scan 20(3)
- KENNETT, David (text Dyan Blacklock) Olympia: warrior athletes of ancient Greece. Omnibus, SCIS 997413, reviewed Scan 19(2)
- NICHOLSON, JOHN Building the Sydney Harbour Bridge. Allen & Unwin, SCIS 1018440, reviewed Scan 20(2)
- PEARSON, Jane Animal food. Echidna (Let's look at Australian animals), SCIS 1020772, reviewed Scan
- RUSSELL, Elaine A is for aunty. ABC, SCIS 1006498, reviewed Scan 20(2)

Picture books

(Some of these books may be for mature readers; arranged alphabetically by illustrator)

- BROOKS, Ron Fox. (text Margaret Wild) Allen & Unwin, SCIS 1001015, reviewed Scan 19(3)
- HUXLEY, Dee (text Kathy Applegate) Rain dance. Scholastic (A Margaret Hamilton book), SCIS 1005199 reviewed Scan 19(4)
- OTTLEY, Matt Faust's party. Hodder Children's, SCIS 1011211, reviewed Scan 20 (1)

- RIDDLE, Tohby The singing hat. Penguin (Viking), SCIS 1022036, reviewed Scan 20(2)
- RUSSELL, Elaine A is for aunty. ABC, SCIS 1006498, reviewed Scan 20(2)
- TAN, Shaun The lost thing. Lothian, SCIS 1014762, reviewed Scan 20(1)

The winners will be announced on Friday 17th August. Book Week commences 18th August. The theme is 2001: A Book Odyssey. Visit the official Children's Book Council of Australia web site at: www.cbc.org.au/

Note that a new category, Early childhood, was introduced this year. These awards are made to outstanding books of fiction, drama or poetry for children who are at pre reading or early reading stages. They may be picture books, picture storybooks, or texts in which illustrations play a substantial part in the storytelling or concept development.

Another change is the different entry process for Picture books. All books must be entered in one of the other categories. Publishers may indicate if they wish a book to be considered for Picture book of the year, however the judges have the ultimate responsibility selecting these entries from all books submitted for the Awards.

Reviews of the shortlisted books are available in Scan and online. Go to the School libraries: empowering learning web site at www.det.nsw.edu.au/schoollibraries and from the home page follow the path: Teaching and learning, then Book Week, then Book Week 2001.

2001 Shortlisted Finalists Crichton Award for children's book illustration

This national award is administered by the Victorian branch of the Children's Book Council of Australia. In recent years, it has been announced in conjunction with the Book of the Year Awards.

- COOKE, Kaz The terrible underpants. Penguin (Viking), SCIS 1023828
- DANALIS, John Uncle Lou's tattoos. Hodder Headline (A Mark Macleod book), SCIS 1012506
- MAGERL, Caroline (text Libby Hawthorn) Grandma's shoes. Hodder Children's, SCIS 1022039
- PEARSON, Sue (text Inge Plater) The green turtle. Angus & Robertson, SCIS 999346

For online information, and a list of past recipients, select Awards on the CBC Victoria web site at http://home.vicnet.net.au/~cbcavic/■

Catalogue records for Internet sites reviewed in Scan (1999)

18(1), p 26

18(1), p 26

18(1), p 27

18(3), p 18

18(1), p 27

18(3), n 18

18(1), p 27

and dance

18(3), p 18

18(1), p 54

18(3) n 18

18(1), p 27

18(3) n 19

18(2), n 24

18(1), p 28

18(2), n 24

Library

18(1), n 28

18(1), p 28

18(1), p 28

net links

18(1), p 28

18(2), p 24

18(2), p 25

ancestors

18(4), p 24

18(3), p 19

18(3), p 19

18(4), p 24

18(2), p 25

CT> computer graphics

SCIS 1034381

SCIS 1034999

Galileo home page

Gallery of Olympians: USA

18(3), p 21

18(2), p 26

SCIS 1035082

SCIS 995593

nage



Further to the article. 'Web site cataloguing and SCIS' by Anne Dowlina (Scan vol 19 no 4. pp 32-33), here is a list of active Internet sites that were reviewed in Scan during 1999, complete with SCIS numbers.

Note that this list uses the sites' meta (bookmark) titles, as when reviewed. Some sites will have altered their URLs, meta titles and screen titles in the intervening time: corrected information about these Internet sites has been included on their SCIS catalogue records. The SCIS records can be downloaded primary education kit from SCISWeb using the 18(1), p 25 Australian Rare and Minority SCIS numbers auoted here. Breeds Association: title page 18(1), p 26 A similar list for 2000 was Australian republic issue: a guide, featured in the previous 18(3), p 18 Australian War Memorial issue of Scan, pp 38-39. 18(1), p 26

A Pintura: art detective SCIS 1035003 18(2), p 23 A+ math SCIS 978734 18(2), p 23 Bagheera About Little Horus SCIS 983050 18(1), p 25 ABS - Australia now - a statistical nrofile 18(4), p 23 SCIS 1033991 Access excellence activities Bon vovage exchange SCIS 1034000 ACHPER SCIS 978681 18(2) n 23 Active Australia homenage SCIS 1034698 18(3), p 16 ADA: Child nutrition and health campaign index SCIS 1037734 18(2), p 23 Alphabetical list of specific Cadbury - Yowie diseases/disorders SCIS 1034406 18(3), n 16 Art Deco home page SCIS 978754 Art of Indonesia by Windsong 18(4), p 23 SCIS 1034003 Arty the part time astronaut SCIS 1037968 18(3), p 16 ASC Olympic fact sheets SCIS 1034414 18(3), p 16 AT&T virtual classroom race across time SCIS 1037981 18(3), p 17 Atlas of the body SCIS 1030856 18(3), p 17 aurora page, The SCIS 1035050 18(3), p 17 Auschwitz alphabet SCIS 1034004 18(4), p 23 Australian Alps National Parks minimal impact recreation SCIS 1034005 18(4), n 24 Australian Children's Television Foundation SCIS 1038041 18(3), p 17 Australian Copyright Council home page - online copyright infor-SCIS 986892 18(1), p 25 Australian Heritage Commission home page SCIS 1037750 Clouds 18(2), p 24 Australian Institute of Sport swimming homepage SCIS 1038104 18(3), p 17 Australian Olympic Committee:

Australian Wildlife feature story -Denartment of Immigration and Little penguin Eudyptula minor Multicultural Affairs citizenship SCIS 1034327 education project 18(1) n 29 SCIS 1034530 Discovery online - Toys were us behavior home page, The 18(2), p 25 SCIS 995507 SCIS 1034357 Discovery online, Earth alert - the week of August 30 -Bohemian ink: absurdism SCIS 1037926 September 3, 1999 18(4). p 25 SCIS 1034320 SCIS 1034355 Disneyland Paris online SCIS 1034020 Books for the connoiseur 18(4), p 25 SCIS 1037948 Drugs online '98 (DRUG-ARM) SCIS 1034441 Burke's backyard ch9 online index 18(3), p 19 Earth SCIS 1034353 18(2), p 25 SCIS 978942 C. K. Ladzekpo – African music Earth alert - Discovery Channel school SCIS 1034320 SCIS 1037963 18(3), p 19 Earth and moon viewer SCIS 1035264 SCIS 1038651 18(3), p 20 Canned Food Information Services Earthquake information SCIS 1037861 Inc 18(1), p 27; 18(2) n 25 SCIS 980697 Fat well live well research and Captain James Cook: the great information centre homenage SCIS 1034347 18(4), p 25 ocean's greatest explorer SCIS 1034333 eggman, The 18(3), p 20 SCIS 1035267 Center for civic education SCIS 1037921 Fornt history - pharaonic Center for World Indigenous dynasties SCIS 1034222 Studies home page 18(4), p 25 SCIS 978831 Electronic desktop project - virtual Chance and data in the news flylab SCIS 1034716 18(4), p 25 SCIS 1034338 Children's Health Development Energy education from the California Energy Commission Foundation home page SCIS 1037900 SCIS 978770 18(3), p 20 Children's literature - authors & Entomology insect collection illustrators - Fairrosa Cyber database table of contents 18(3), p 20 SCIS 1035056 SCIS 1038648 Environment Australia -Biodiversity group home page Children's music web SCIS 1034387 SCIS 1034454 18(4), p 26 ClarisWorks tutorials Explorers of Australia SCIS 1034995 SCIS 1034459 18(2), p 26 Classroom discipline resources -Extreme science home page SCIS 1034364 secondary school educators 18(4), p 26 Facing the future: people and the SCIS 1034453 planet SCIS 995570 18(2), p 26 Climbing Mount Everest SCIS 995440 FEMA for kids: the disaster area 18(4), p 26 SCIS 1034362 SCIS 995470 Fine furniture: online gallery SCIS 1035073 Convicts to Australia... a guide to 18(3), p 20 FLTeach FAQs researching your convict SCIS 1037916 18(3), p 21 SCIS 1034218 Food Australia Cool science for curious kids 18(1), p 29; SCIS 995725 18(3) p 21 SCIS 1034390 Countrylife on-line From sideshow to genocide SCIS 1034403 SCIS 1034173 18(4), p 26 CSIRO human nutrition factsheets Frontier online SCIS 1034168 18(1), p 29

Gander Academy's theme-related resources on the World Wide SCIS 1035275 18(3), p 21 Global change home page SCIS 1035093 18(3), p 21 global newstand, The SCIS 995603 18(2) n 26 Gold 150 - celebrating 150 years of Australian gold-rush history 18(2), p 26 SCIS 996056 Governments (Australian Governments) SCIS 1037887 18(3), p 22 great plant escape, The SCIS 996074 18(1), p 30 Greenpeace International: climate 18(3), p 22 SCIS 1035097 History B94: history of ancient Egypt - Piccione SCIS 1034301 18(1) n 30 Home (Junior Summit: ambassadors of a new digital culture) 18(2), p 27 SCIS 1039065 Home page (Kids n' space) SCIS 1019917 18(3), p 22 Home page – Monsanto SCIS 1034300 18(3), p 22 Homepage (Fruit and veg for me) 18(3), p 22 SCIS 1035259 How your heart works SCIS 996107 18(2), p 27 Human Rights & Equal Dpportunity Commission 18(2), p 27 SCIS 978999 SDV 18(2), p 27 SCIS 996122 Impact of insects on human history 18(4), p 27 SCIS 1034413 Inside Indonesia: widely read. inside and out! 18(4), p 27 SCIS 1032864 Internet ArtResources SCIS 1034423 18(4), p 27 Internet modern history sourcebook: 19th century Germany 18(4), p 27 SCIS 1034445 Internet modern history sourcebook: French Revolution 18(4), p 27 SCIS 1034442 Internet pathology laboratory, The 18(4), p 28 SCIS 1036077 Irish literature, mythology, folklore and drama 18(2), p 28 SCIS 996182 John Donne (1572-1631) 18(4), p 28 SCIS 1027802 John Marsden SCIS 1022578 18(1), p 30 KidZone – Winter Olympics – CBS sportsline SCIS 996201 18(2), p 28 KinderArt - Art education - free art lessons - Jarea Art Studio SCIS 1034348 18(1), p 30 learning web at the U.S. Geological Survey, The SCIS 1034438 Leonardo home page 18(2), p 28 SCIS 1034318 Literacy links: English as a second language 18(1), p 31 SCIS 1038054 Lonely Planet – destinations (Indonesia) 18(1), p 31 SCIS 1032868 Luge 18(2), p 29 SCIS 1034334

18(4) n 28

18(4), p 28

18(3), p 23

18(4), p 29

18(4), p 29

tessellations

18(1), p 31

18(1), p 31

of Australasia

18(2), p 29

18(3), p 23

Musician's health

18(4), p 29

18(3), p 23

Australia

FΡΔ

18(2), p 29

18(2), p 29

network. The

18(2), p 29

18(1), n 31

18(3), p 24

Dlympic almanac

18(2), p 29

18(2), p 30

18(1), p 32

18(2), p 30

18(4), p 30

18(3), p 24

18(1), p 32

18(3), p 24

18(4), p 30

18(4), p 30

18(1), p 32

18(1), p 32

18(4), p 30

18(3), p 24

Rottnest Island

home

sorted by artist

Parliament of Australia:

Information Center

Real science! home page

Reserve Bank of Australia

policy in Australia)

Robert Frost web page, The

Rotten truth (about garbage):

OzKidz literature

Oregon small farms

My name is Anastasia

National asthma campaign,

NODE learning technologies

NSW police service on-line

Mozart project, The

factor lesson

Mariner's Museum - Newport

News, Virginia, The

Martian Sun-Times, The

Magazine Art & Design's - miscel-18(1), p 33 laneous illustration nortfolio SCIS 1034456 18(3), p 25 SCIS 1034458 18(4), p 30 SCIS 1035142 Selhy's site Math Forum: famous problems in 18(3), p 25 the history of mathematics SCIS 1028315 Australia Math Forum - Suzanne Alejandre: 18(2), p 30 SCIS 1034990 Math Forum - Suzanne Aleiandre: habitats SCIS 1034342 18(1), p 33 Measurement in sport - key text SCIS 1038047 MESA - Marine Education Society 18(2), p 31 SCIS 979023 SCIS 1035118 18(3), p 25 SCIS 1034992 18(4) n 31 SCIS 1035133 Antigone 18(4), p 31 SCIS 1034339 New South Wales Environment Macbeth Protection Authority - NSW 18(4) n 31 SCIS 979031 18(4), n 31 lessons SCIS 1034463 18(1), p 33 SCIS 1034010 official Tommy Emmanuel website, 18(2), p 31 SCIS 1035018 18(1), p 33 SCIS 1035012 Tales of wonder 18(1) n 34 SCIS 1034467 18(2), p 31 SCIS 1038074 Paris pages; scenes from Paris 18(4), p 31 SCIS 1038498 Parliamentary Library: histori-18(1), p 34 cal parliamentary information Titanic 18(1), p 34 SCIS 1026877 PharmInfoNet's Cardiovascular SCIS 1034436 18(3), p 50 Queensland Museum explorer. The (Meet some spooky spiders) 18(2), p 31 SCIS 1034360 Rainforest Alliance homepage SCIS 1038067 Program 18(2), p 31 SCIS 1035001 18(4), p 31 teachers seminar (Monetary SCIS 1035266 Rings of passion I website index -18(3), p 25 SCIS 1038079 18(1), p 34 SCIS 1034202 18(1), p 34 University SCIS 1035292 18(1), p 35 SCIS 1033454 18(2), p 32

Sanitarium Health Food Company Wall Street Journal classroom SCIS 1038083 edition. The SCIS 1035045 science club: kids' projects here, 18(4), p 32 Water science for schools SCIS 1038073 18(4), p.32 SCIS 1035026 Seeking the source Waterwatch Victoria SCIS 1035077 SCIS 1038055 18(2), p 32 Web elements periodic table of the SCIS 1035223 alamente SCIS 1035048 Skin & Cancer Foundation of 18(4), p 32 Weed images SCIS 979035 SCIS 1035232 18(3), p 25 Spiders home page – lessons Welcome to Australian agribusicovering spider characterisness 18(4), p 32 SCIS 1034019 tics, prey, life cycle, enemies, Welcome to Grolier online SCIS 1034314 18(2). p 32 SCIS 1034989 Sport! Science @ the Welcome to interactive news for Exploratorium SCIS 1031605 18(3), p 25 SCIS 990157 Welcome to NSW National Parks Snorts Illustrated for Kids games, fantasy leagues, sports & Wildlife Service SCIS 1034988 news and more 18(2), p 32 SCIS 1035225 Welcome to Recycle City! StarChild: a learning center for 18(4), p 33 SCIS 1035040 Welcome to the combined health voung astronomers SCIS 1024420 information database SCIS 1036071 Study guide for Sophocles' 18(4), p 33 Welcome to the computer museum SCIS 1035015 18(4), p 33 SCIS 1035151 Study questions for Shakespeare's Welcome to the kids page (Welcome to Kevin's road SCIS 1034998 safety nage) SCIS 1035216 Supermarket to Asia home nage 18(3), p 26 SCIS 1035025 Welcome to the Museum of Suzanne Alejandre: spreadsheet **Antiquities** SCIS 1035581 18(1), p 35 SCIS 1034461 Welcome to the National Library of Sydney Postharvest Laboratory -Δustralia SCIS 1034856 research advice for the fresh 18(2), p 32 fruit & vegetable industry Welcome to the planets SCIS 1037975 18(1), p 35 SCIS 1034185 Symbols of Australia Wildlife trade and sustainable use SCIS 1034451 18(2), p 33 SCIS 1038049 Women in world history curricu-SCIS 1034193 lum SCIS 1035135 18(2), p 33 Tech tips for teachers SCIS 1038061 Women's Electoral Lobby (WEL) Tech I visit I the robot zoo!, The Australia SCIS 1035125 18(2), p 33 Technology and education via the World flag database: index World Wide Web 18(3), p 26 SCIS 1035199 SCIS 1035584 world of puppets, The 18(1), p 35 SCIS 1034310 SCIS 1034174 Worm world Treasures@sea (Exploring the SCIS 1035145 18(4), p 33 ocean through literature) write site home page, The SCIS 995001 SCIS 1035165 18(4), n 34 Tsunami program www.BetsvBvars.com - welcome SCIS 1034356 18(2), p 33 SCIS 1034986 UC Sustainable Agriculture Xpeditions @ Research and Education nationalgeographic.com 18(1), p 35 SCIS 1038174 Your gross & cool body Untitled (3D dictionary) SCIS 1038082 18(3), p 26 SCIS 1035272 *young*writers*club, The SCIS 1038649 USA gymnastics online 18(1), p 36 18(4), p 32 SCIS 1034663 Zoom dinosaur view of the moon, A SCIS 1019028 18(1), p 36 SCIS 1035016 Zoom sharks - Enchanted learning Virology down under software SCIS 1034196 SCIS 1034983 18(2), p 33 Virtual Antarctica introduction Zoom whales - Enchanted SCIS 1034191 learning software Virtual creatures, Stanford 18(4), p 34 SCIS 1035156 Zuzu's petals literary resource SCIS 1038177 homepage. The 18(4), p 34 SCIS 1035159 virtual field trins site. The SCIS 1031563

SCIS 1034529

SCIS 1034526

SCIS 1035300

SCIS 995300

resources resources resources resources resources resources resources

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 (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 delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Reviews of Internet sites

Sites are listed alphabetically by title. Reviews of
Internet sites which support Literacy would appear
at the beginning of Literacy resources. Those
reviews which note links to other sites, especially
as a major part of the site, will require additional
exploration time by teachers to verify specific
curriculum applications relevant to their classes.

The USER LEVEL descriptor, Professional, is a
pertinent reminder of such issues. Please note that
changes happen daily on the Internet. Sites come
and go. We cannot guarantee that the following
sites are permanent or are structured as they were
when reviewed.

2001 Model Solar Electric Challenge http://www.pembroke.sa.edu.au/modelsolar/emsec.htm

Students interested in the design, production and racing of model solar vehicles can investigate Pembroke High School's web site, which carries details of an annual competition held in South Australia. Rules, Team information, specifications, plus photographs of previous winning models and teams, are also available. Appropriate for NSW Stage 6 students studying design and technology or industrial technology, the site is a source of ideas and opportunities for inspiring major design projects. Suppliers of parts and Resources are valuable external links enabling students and teachers to locate and order parts, books, and computer software for creating solar projects. Links to NSW, interstate and international solar model sites would require additional teacher exploration time. P. Thompson, R. Thompson

USER LEVEL: Stage 6 Professional

KLA: T

SYLLABUS: Design & Technology Stage 6; Industrial

Technology Stage 6

SCIS SUBJECTS: Motor cars, Electric - Models; Solar energy KEYWORDS: Design; engineering; model vehicle; solar

energy; technology

PUBLISHER: Pembroke High School, SA

REVIEW DATE: 23/3/01 SCIS 1036062

5 tigers: the Tiger Information Center http://www.5tigers.org/

A study of endangered animals for the unit *Environment matters*, would be assisted by this clearly presented information about the five kinds of tiger subspecies. **Tiger basics** gives facts, such as **Appearance**, arranged under distinct headings; and **Tigers in**

trouble describes their status as an endangered animal. **Teacher's resources** is a convenient point at which students could access information, particularly when answering teacher directed research questions. The sections are divided into grade resources, although the information could be used across these levels. Interactive activities, such as identifying tiger species and locating the best habitat for a Bengal tiger, are included. S. Leslie

USER LEVEL: Stage 3 KLA: ST

SYLLABUS: Science & Technology K-6

SCIS SUBJECTS: Tigers KEYWORDS: Tigers

PUBLISHER: Tiger Information Center, USA

REVIEW DATE: 1/03/01 SCIS 971365

7Stones mathematical ideas in science http://www.7stones.com/Homepage/Publisher/Tut02.html

A series of tutorials on a broad range of physics concepts is presented at this outstanding site. Most pages have a *Shockwave* simulation in which students can manipulate variables and observe the results. Topics covered include: waves; vectors; gravity; quantum mechanics; and astronomy. The introduction to relativity is especially useful. This site is relevant to most modules of the *Physics: Stage 6 syllabus* and could be used in a classroom setting or by students undertaking independent research. The tutorials could also be used effectively by talented Stage 5 students. J. Morgan

USER LEVEL: Stage 5 Stage 6 KLA: Science

SYLLABUS: Physics Stage 6; Science Stages 4-5

SCIS SUBJECTS: Physics

KEYWORDS: Astronomy; gravity; quantum mechanics;

vectors; waves 7 Stones, USA

PUBLISHER: 7 Stones, USA AUTHOR: Geoffrey Dixon

REVIEW DATE: 14/3/01 SCIS 1037721

Aristos

http://www.aristos.org/

An online journal that claims to vigorously oppose abstract art, and advocates an objective standard in arts scholarship and criticism, this site provides some interesting criticisms and short articles. The authors are sceptical of Modernism and post Modernism, and object to what they refer to as the increasingly bizarre and meaningless work promoted in the name of art in the twentieth century. There are some useful links including The American Society for Classical Realism and the Association for Art History. Interesting in its challenging viewpoints, this site could generate lively classroom discussion. A. Cutcher

USER LEVEL: Stage 6 Professional

KLA: C

SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Art criticism; Arts - Education

KEYWORDS: Art criticism

PUBLISHER: The Aristos Foundation, USA
AUTHOR: Louis Torres & Michelle Mardo

AUTHOR: Louis Torres & Michelle Marder Kamhi
REVIEW DATE: 23/3/01 SCIS 1037586

All prices in the availability statement include CST.

(Art & architecture mainly from the Mediterranean Basin)

http://rubens.anu.edu.au

Resources for African art, classical art and architecture, architectural history, cinema, sculpture and reference materials are to be found at this site. Study options at ANU are also provided. From here you can also visit other art history departments and museums: Perseus, an evolving digital library on ancient Greece; Romarch, art and archaeology of ancient Italy and the provinces of Rome; amongst many others. This is a sophisticated site, clearly aimed at the university student, or art historian, which could be useful for teachers and the very capable student seeking specific and local resources regarding the classics. A. Cutcher

USER LEVEL: Stage 6 Professional

KLA: C

SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Art - History
KEYWORDS: Art history

PUBLISHER: Australian National University

AUTHOR: Michael Greenhalgh

REVIEW DATE: 23/3/01 SCIS 1037624

Art and art history

http://www.hudmark.com/schoolnet/art.html

A search engine that also lists several pages of links to other arts sites, this is a resource to be used for research and discovery. The link to **Art seminar** examines the reception of art to various audiences assisting students and teachers with the conceptual framework, as does **Virtual gallery: curatorial issues in contemporary art**. The latter largely describes a course available through Virginia Tech, but information in the course notes is quite practical. **Commentary on art** is an introduction to the skill of writing about art, useful for both teachers and students. This site is valuable in its structure as a search engine specifically designed for arts based inquiries. A. Cutcher

USER LEVEL: Stage 5 Stage 6 Community Professional

KLA: CA

SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6

SCIS SUBJECTS: Art; Art criticism

KEYWORDS: Art criticism; art making
PUBLISHER: HudMark Internet Publishing Co., USA

REVIEW DATE: 23/3/01 SCIS 1037672

Art history resources on the web http://witcombe.sbc.edu/ARTHLinks.html

Essays by art historians, with language that is clear and unambiguous, are a key feature of this site. An excellent research tool, this is an extensive and quite vast resource that uses the conceptual framework approach to the studying of images and objects throughout art history. The Venus of Willendorf page, located via Prehistoric, then Paleolithic, is also linked to: images of women in ancient art; the place of women in stone age society; images of women in stone age art; and other representations of the Venus throughout history. This is a huge archive of visual material and textual analyses. The Arts of Africa link is also outstanding and visually stunning. A. Cutcher

USER LEVEL: Stage 5 Stage 6 Community Professional

KLA: C

SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: Art, African; Art, Ancient; Art - History

KEYWORDS: Art history

PUBLISHER: Sweet Briars College, Virginia, USA

AUTHOR: Chris Whitcombe

REVIEW DATE: 23/3/01 SCIS 1037605

Atom builder: vou trv it (A science odvssev) http://www.pbs.org/wgbh/aso/trvit/atom/

Students can construct their own atoms at this site, firstly by building protons, neutrons and electrons from particles such as quarks. The constructed atom will become unstable or radioactive if the student fails to keep the charges balanced. Students are provided with two user guides: The atom builder guide to elementary particles; and The atom builder guide to building a stable atom. The site also explores the contributions of various scientists to our knowledge of atomic structure, including Neils Bohr; Werner Heisenberg; Max Planck; Ernest Rutherford; and Erwin Schrödinger. This is an appealing site for students to develop their understanding of sub atomic particles for the module The cosmic engine and the option From quanta to quarks of Physics: Stage 6 syllabus. J. Morgan

USER LEVEL: Stage 6 Professional KLA: Science

SYLLABUS: Physics Stage 6

SCIS SUBJECTS: Atoms - Problems, exercises, etc.

KEYWORDS: Atoms: particles: quarks

PUBLISHER: WGBH, USA

SCIS 1037716 7/3/01 **REVIEW DATE:**

Australian Dental Association http://www.ada.org.au/brochures2/intro.htm

In the public section of this authoritative professional site, eleven online brochures offer brief information on a range of dental health topics. The site is easily navigated, with clean, uncluttered design and minimal graphics. Sections most relevant for use in a school dental health program are: Dental health tips for primary schoolers; Dental health tips for teens; Fluoride and your dental health; Smoking and your dental health; and Advances in cosmetic dentistry. Directed at adults, the information may need to be mediated by teachers rather than accessed directly by students. The material relates to the Preventive measures section of the Personal health choices strand of PDHPE K-6. W. Smith

USER LEVEL: Community Professional

PDHPE KLA: PDHPE K-6 SYLLABUS:

SCIS SUBJECTS: Teeth - Care and health

KEYWORDS: Dental: teeth

PUBLISHER: Australian Dental Health Association

SCIS 1039499 REVIEW DATE: 19/3/01

BBC Education languages - Deutsch plus http://www.bbc.co.uk/education/languages/german/dplus/index.

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

HSER LEVEL: Stage 5 Stage 6 KLA: Languages

SYLLABUS: German 7-10; German Stage 6: Beginners;

Continuers

SCIS SUBJECTS: German language - Conversations and phrases: German language - Vocabulary

Deutsch Plus: German

KEYWORDS: PUBLISHER: BBC Online, UK

REVIEW DATE: 28/02/01 SCIS 1037428

BBC Education languages - Italianissimo http://www.bbc.co.uk/education/languages/italian/issimo/index.

Based on The learning zone program on the BBC, this well organised and highly effective resource provides a full language course for absolute Italian beginners. Each topic is divided into different sections: a short video sequence; an audio player; and several entertaining activities. At the end of each lesson an emphasis is put on Key language. Explanations are clear and given in English with transcriptions in Italian. TV transcripts may be downloaded. Departmental users may not be able to access all components of this site. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 Professional

KLA: Languages

Italian 7-10; Italian Stage 6: Beginners SYLLABUS:

SCIS SUBJECTS: Italian language - Conversations and phrases; Italian language - Vocabulary

KEYWORDS: Italian; Italianissimo PUBLISHER: BBC Online, UK

SCIS 1037414 REVIEW DATE: 14/02/01

BBC Education: The travel hour http://www.bbc.co.uk/education/archive/hours/travel/spain.shtml

Part of a larger travel web site, this section offers visitors a glimpse of Spain's noble past and her modern and vibrant cultural scene. Gastronomy gives a glossary of ingredients and drinks; with descriptions of local cuisines in Regional flavours. Crucial phrases is a useful toolkit if planning a trip to Spain, with: vocabulary on asking directions; ordering a meal; and finding out what there is to see and do. If the visitor is in need of further information, Essential links provides direct connections to interesting and additional sites relating to the Spanish world. Time would be required to verify the curriculum relevance of these links. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 KLA: Languages

SYLLABUS: Spanish 7-10: Spanish Stage 6: Beginners:

Continuers

SCIS SUBJECTS: Spain

KEYWORDS: Regional flavours; Spain; travel

PUBLISHER: BBC Online, UK

REVIEW DATE: 28/02/01 SCIS 1037424

Bill Condon. Di Bates

http://www.users.bigpond.com/billcondon/homepage.html

Simply constructed, this site shared by these two authors, contains information about their lives and works and would support the teaching of Texts and context in the English K-6 syllabus. All of their books are reviewed or listed, some with the covers displayed and any awards acknowledged. Colour photographs of the authors accompany the biographies. Contact and purchasing details for Di

Bates' books are provided. There is a link, via the Robert Hood home page, to the Creepers series of books coauthored by Hood and Condon. S. Rasaiah

USER LEVEL: Stage 2 Stage 3 Enalish KLA:

SYLLABUS: English K-6 SCIS SUBJECTS: Authorship; Bates, Dianne; Children's litera-

ture, Australian - Biography; Condon, Bill

Authors: Bill Condon: Di Bates KEYWORDS: PUBLISHER: Di Bates, Bill Condon, Australia

SCIS 1035201 REVIEW DATE: 12/02/01

Business Spanish lessons – home page http://www.businessspanish.com/

A comprehensive web site, its aim is to teach written and spoken conversational and business Spanish by listening to and repeating examples, and then following simple grammar rules. Each chapter and topic contains Dialogs using audio, Grammar points, and essential word lists. Regularly updated, it offers daily online lessons and covers business themes and cultural aspects of Spanish speaking countries. Online translators and a verb conjugator are also available. A selection of downloadable tutorials makes it even more attractive; and for those with an interest in travel, there is crucial travel Spanish with plenty of excellent information. This site would support The changing world theme of the Spanish: Stage 6 syllabus (approved 1999): Continuers. K. Le Bourdonnec

HSFR LEVEL: Stage 5 Stage 6 KLA: Languages

SYLLABUS: Spanish 7-10; Spanish Stage 6: Beginners;

Continuers

SCIS SUBJECTS: Spanish language - Business Spanish -Problems, exercises, etc; Spanish language -

Conversations and phrases

Business Spanish; travel Spanish KEYWORDS: Businessspanish.com, USA? PUBLISHER:

SCIS 1037421 REVIEW DATE: 28/02/01

Cairo Jim – Geoffrey McSkimming home page http://ourworld.compuserve.com/homepages/ GeoffreyMcSkimming/CairoJimGMcS.html

An emersion into the world of Cairo Iim is an apt description of this site. The author has showcased his books with graphics and large print on colourful pages. He has included reviews. The autobiographical section is arranged in dot points suitable for student author projects. This is presented in an easy to read format, although the grey background tends to overpower the print. Disappointingly, the hyperlinks to countries mentioned in the blurbs link to their reference in the novels, rather than to geographical information. The site is updated regularly. S. Rasaiah

USER LEVEL: Stage 2 Stage 3 KLA: Enalish SYLLABUS: English K-6

Authors, Australian; Children's literature, SCIS SUBJECTS:

Australian - Biography, McSkimming,

Geoffrey

KEYWORDS: Cairo Jim: Geoffrey McSkimming PUBLISHER: Geoffrey McSkimming, Australia

SCIS 1023144 REVIEW DATE: 12/02/01

Computers & maths teaching http://users.interact.net.au/~phob/

Teachers and students of the General Mathematics: Stage 6 syllabus (approved 1999) will find this site an ideal complement to the course. Functions, Spreadsheets, Modelling, Assessment and Graphics are well covered by a collection of class based lesson plans or worksheets. These are designed for mathematics classes working in a computer laboratory. The software used is shareware and easily obtained from the site via a link to the University of Tennessee. Available for either the Windows or Macintosh platforms, the software could easily be used to enhance the general mathematics course especially in the Algebraic modelling components. The assessment section contains some good ideas for assessing students in relation to using computers. T. Scott

Stage 6 Community Professional USER LEVEL:

Mathematics KLA:

SYLLABUS: General Mathematics Stage 6 Mathematics - Study and teaching SCIS SUBJECTS:

Functions: graphics; mathematics; modelling; KEYWORDS:

spreadsheets

PUBLISHER: Peter Hobson, Australia

REVIEW DATE: 23/3/01 SCIS 1037787

The costume gallery's research library http://www.costumegallery.com/research.htm

Developed as an amateur site, contained here are many photographic records of changing fashions. There are some unusual and diverse resources including: under Fashion articles; a Milanese Tailor's Handbook, with thumbnails of selected scanned images; and original patterns. Articles from home and fashion magazines such as the 1893 Ladies Home Journal give insights into the styles and craft activities of the day, for example tatting. Within Research by time and topic are subject and period lists. These contain photographs and links to associated sites. Time would be required to verify the curriculum relevance of these links. A. Whyte

HSER LEVEL: Stage 4 Stage 5 Stage 6 Professional

CA; TAS KLA:

Textiles & Design 7-10; Textiles & Design SYLLABUS:

Stage 6; Visual Arts 7-10; Visual Arts Stage 6

SCIS SUBJECTS: Costume: Fashion

KEY WORDS: Costumes; fashion

PUBLISHER: Penny Dunlap Ladnier, USA

SCIS 1037788 19/3/01 REVIEW DATE:

DNA workshop: you try it (A science odyssey) http://www.pbs.org/wgbh/aso/tryit/dna/

DNA replication and protein synthesis are simulated at this site in an interactive activity. Students can make a new DNA strand using an existing one as a template, or they can make a strand of a protein. Pages on DNA replication and Protein synthesis are included; and the Related people and discoveries entries profile Francis Crick and Rosalind Franklin. A history of the development of our knowledge of DNA is incorporated into the site. The information here is applicable to the Stage 5 Prescribed Focus Area, Models, theories and laws and structures and systems; and to the module The blueprint of life of the Biology: Stage 6 syllabus. J. Morgan

Stage 5 Stage 6 Professional **USER LEVEL:**

KLA: Science

Biology Stage 6: Science Stages 4-5 SYLLABUS:

DNA; Protein biosynthesis SCIS SUBJECTS:

KEYWORDS: Frances Crick; DNA; Rosalind Franklin:

protein synthesis

PUBLISHER: WGBH, Boston, USA REVIEW DATE: 14/3/01 SCIS 1037713

Doctor over time: you try it (A science odyssevi

http://www.pbs.org/wgbh/aso/tryit/doctor/

Students who access this site are able to compare the diagnostic techniques and treatments used by doctors for three different illnesses at various times during the last century through an interactive activity. The Related people and discoveries page profiles a range of medical researchers including: Ernst Chain; Alexander Fleming; and Charles Best. This interesting site allows students to develop an appreciation of the great progress made in medicine in recent times and is applicable to several aspects of Stage 5 science and to the module The search for better health of the Biology: Stage 6 syllabus. J. Morgan

USER LEVEL: Stage 5 Stage 6 KLA: Science

SYLLABUS: Biology Stage 6; Science Stages 4-5

SCIS SUBJECTS: Medicine: Therapeutics KEYWORDS: Doctor; illness PUBLISHER: WGBH, Boston, USA

REVIEW DATE: 14/3/01 SCIS 103771

Dolcevita home page http://www.dolcevita.com/

An insider's guide to Italy, this online magazine is written in English. It enables the user to discover various aspects of the modern Italian world in a well structured manner. Travel offers: a Tourist survival guide; suggested itineraries with maps; and regional information. Cuisine has useful notes on Italian ingredients, recipes and a Wine glossary. Fashion and Events provide the latest news on the arts and current trends. Visiting this amazingly well documented web magazine will turn into an enriching experience, enabling the user to taste the flavours of Italian culture. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 KLA: Languages

SYLLABUS: Italian 7-10; Italian Stage 6: Beginners;

Continuers SCIS SUBJECTS: Italy - Social life and customs **KEYWORDS:** Cuisine; fashion; Italy; travel

PUBLISHER: Dolcevita, Italy

REVIEW DATE: SCIS 1037329

Dynamic drive DHTML (dynamic html) code library!

http://dynamicdrive.com/

An excellent resource for students and teachers building their own web sites, this site explores programming with Java. Especially useful for students of the Software Design and Development: Stage 6 syllabus (approved 1999), samples of scripts are offered as guides to use when creating pages with dynamic HTML (hyper text markup language) to create: Menus and navigation systems; Special document effects; Scrollers; Links and buttons; and Text animations. All scripts are free to use if acknowledged. For Stage 6 students of design and technology and information processes and technology, who may not be as proficient in

programming, there are helpers and wizards to assist in the development of web page presentations. P. Thompson

USER LEVEL: Stage 6 Community Professional KLA:

SYLLABUS: Design & Technology Stage 6; Information

Processes & Technology Stage 6; Software Design and Development Stage 6

SCIS SUBJECTS: Web sites - Design and construction KEYWORDS: DHTML; dynamic HTML; Java; JavaScript:

programming; web pages

PUBLISHER: Dynamic Drive, USA?

REVIEW DATE: 23/3/01 SCIS 1036127

Encyclopaedia Mythica: home http://www.pantheon.org/mythica/

An extensive encyclopaedia of mythology, folklore and legends is provided at this useful reference site. The supernatural creatures include fairies, gnomes, and leprechauns; and the mythology of 24 ancient civilisations is given. The full text versions of traditional folktales, such as Hansel and Gretel, from Asia, Europe, and the Middle East will provide a background for language and literature studies. Origins gives the derivations of the names of days, months and celestial bodies. The links to related sites for further reading will require time to verify their curriculum relevance; and the entries for Aboriginal mythology are culturally inappropriate and trivial. S. Rasaiah

USER LEVEL: Stage 3 KLA: English SYLLABUS: English K-6

SCIS SUBJECTS: Folklore - Encyclopaedias; Mythology -

Encyclopaedias

KEYWORDS: Folklore; legends; mythology PUBLISHER: Micha F. Lindemans, Netherlands

REVIEW DATE: 12/02/01 SCIS 1035192

FDA kids' homepage http://www.fda.gov/oc/opacom/kids/

In Stages 2 and 3 students consider the factors influencing personal health choices and the consequences of personal lifestyle decisions. Although American based, this site does provide practical and appropriate information on topics such as: All about vaccines; health and safety investigation; and the care of animals. Activity pages include: Food safety quiz; Medicine cabinet word find: Food safety colouring book; and Yorick, the bionic skeleton used to demonstrate medical devices. The Teen scene and Parents' corner are more relevant to older students, parents and teachers. The HHS pages for kids link also provides useful Internet resources in this area. Time would be required to verify the curriculum relevance of these links. G. Penn

USER LEVEL: Stage 2 Stage 3 Professional

KLA: PDHPE SYLLABUS: PDHPE K-6

SCIS SUBJECTS: Biomedical engineering; Cosmetics; Drugs;

Medical technology; Medicine KEYWORDS: Food; safety; vaccines

PUBLISHER: U.S. Food and Drug Administration

REVIEW DATE: 15/3/01 SCIS 1039663

Do you have a great licea for a future *Scan* article Please ring The Editor on 02 9866 7501 or email Ian Mallean@dot.nsw.edu.au

FFD-ID homenage http://design2.canberra.edu.au/id/default.htm

Industrial designers design products for people to use. Their creative, practical input into the design and development of manufactured products provides the link between manufacturers and consumers. This site introduces tertiary courses in industrial design available at University of Canberra, and lists Required subjects. Brief information on various design professions is included, and industrial and commercial aspects are shown in context. Design and Technology: Stage 6 syllabus (approved 1999) students seeking resources about design processes, the work of designers, or inspiration for major projects, may find it here. The site also includes What skills do I need? and Tutorials/links, such as how to use design software. A gallery of Student work was being updated at the time of review. R. Thompson

USER LEVEL: Stage 6 Professional

KLA:

Design & Technology Stage 6; Industrial SYLLABUS:

Technology Stage 6

SCIS SUBJECTS: KEYWORDS:

Industrial design - Study and teaching Graphic design; industrial design; interior

architecture; interior design

School of Environmental Design, University of PUBLISHER:

Canberra

23/3/01 SCIS 1036034 REVIEW DATE:

First World War - the heritage of the Great War 1914 1918

http://www.geocities.com/SoHo/Gallery/8054

This English/Dutch site is useful for the Modern History: Stage 6 syllabus (approved 1999) providing extension research and primary source study for students after they have completed their initial study of World War 1 and its aftermath. Included is a series of internal links containing essays, pictures, music and primary source material. Much of the primary material is rare and the secondary material open to critical assessment. Internal links that could be of value are: Forbidden and censored war pictures; examining propaganda and censorship; and Trouble with undisciplined Australians, an essay examining through primary material, the issues of Australian morale and discipline. This site could have some application for Stage 5 history, but teachers need to approach this with sensitivity, as some illustrations are graphic and confronting. P. Myers

USER LEVEL: Stage 5 Stage 6 Professional

KLA:

Modern History Stage 6 SYLLABUS:

World War, 1914-1918; World War, 1914-1918 -SCIS SUBJECTS:

Australia

KEYWORDS: The Great War

The History Ring, University of Pittsburgh, PUBLISHER:

USA

SCIS 1036237 REVIEW DATE: 23/3/01

Food lovers' guide to Australia http://www.sbs.com.au/foodlovers/

The SBS television series, Food lovers' guide to Australia was a celebration of food and culture. This stylish site showcases the series and provides Recipes and information on the Produce and ingredients seen on the programs. There are snippets of information on Chefs and traditional Feasts prepared by people from diverse cultural backgrounds. Performance pieces describes

unusual and specialised ingredients and food preparation methods. Although not detailed, the information could be used to enrich food courses at both junior and senior levels. Links contains many Australian food related sites. Time would be required to verify their curriculum relevance. J. Redfern

USER LEVEL: Stage 5 Stage 6 Professional

KLA:

Food Technology 7-10; Food Technology SYLLABUS:

Stage 6; Tourism & Hospitality Stage 6

SCIS SUBJECTS: Cookery: Food: Food industry KEYWORDS: Food; Food lovers' guide

SBS, Australia PUBLISHER:

SCIS 1037731 12/3/01 **REVIEW DATE:**

Français pour voyageurs (English) http://www.travlang.com/languages

Clicking on the Français, French icon on the main page of the Foreign language for travellers site locates this page. It aims at teaching the basics of French for travelling purposes. It provides a great learning guide for those wanting to venture into a Francophile country by providing useful subjects such as Shopping and Directions. Each topic contains vocabulary translated into French and a quiz at the end to check one's knowledge. A complete list of the countries where French is officially spoken is available. Travlang's translating dictionaries offers a massive range of bilingual dictionaries. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 Languages KLA:

French 7-10: French Stage 6: Beginners; SYLLABUS:

Continuers; Extension

French language – Conversations and SCIS SUBJECTS:

phrases; French language - Pronunciation; French language - Vocabulary

KEYWORDS: French; pronunciation

Travlang, USA PUBLISHER:

SCIS 1037373 14/02/01 REVIEW DATE:

Fremantle Arts Centre Press http://www.facp.iinet.net.au/

Material about Australian authors and their works is conveniently located at the commercial site of this publisher. New titles are grouped in order of publication date, and the Catalogue provides a comprehensive listing of their books in categories such as: Aboriginal writing: Poetry; and Young readers. Information about writers is easily found either through hyperlinks in the catalogues, or from an alphabetical listing in Authors. Summaries of the books published by particular authors are provided, with the covers displayed. Unfortunately not all authors have biographical information, but simple biographies may be found for many, including: Elizabeth Jolly; Sally Morgan; and Tim Winton. S. Leslie

USER LEVEL: Stage 3 Professional English KLA:

English K-6 SYLLABUS: Australian literature: Authors, Australian SCIS SUBJECTS:

KEYWORDS: Publisher

Fremantle Arts Centre Press, Western PUBLISHER:

Australia

REVIEW DATE: 15/3/01 SCIS 1039163

All prices in the availability statement include GST.

French Polynesia http://french-polynesia.com/

The treasures of French Polynesia and a display of an atypical and exotic culture are found at this bilingual web site. Islands including Tahiti and Bora Bora are detailed with: comments on geography, history, capital cities, inhabitants; maps; and photographs. Emphasis is put on the various cultural aspects, such as the unique culinary tradition. Information on Transport; lodging; and Activities such as scuba diving and boat hiring; can be found for each island. This site offers an insight into Francophile countries other than France. The English version contains some spelling mistakes. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 KLA: Languages

SYLLABUS: French 7-10; French Stage 6: Beginners:

Continuers SCIS: French Polynesia

KEYWORDS: Culture; geography; history; travel PUBLISHER: FrenchPolynesia.com, Tahiti

REVIEW DATE: 12/3/01 SCIS 1037422

Getty ArtsEdNet home page http://www.artsednet.getty.edu/

A very interesting site, this is part of the larger Getty Museum site, with information on past and present exhibitions, and the collections. The site is a very student friendly resource, linking to galleries, artworks, artists, student exhibitions, and curriculum ideas and lesson plans. The links from here are fabulous: the Smithsonian Institute; the Dead Sea Scrolls; and an artsed chat room. All these give an idea of the possible diversity of research. A truly huge resource for students and teachers, this site is very American in flavour. A. Cutcher

USER LEVEL: Stage 5 Stage 6 Community Professional KLA:

SYLLABUS:

Visual Arts 7-10; Visual Arts Stage 6 SCIS SUBJECTS: Art, American; Art - Study and teaching; Arts

KEYWORDS: Art criticism; art making PUBLISHER: The J. Paul Getty Trust, USA

REVIEW DATE: 23/3/01 SCIS 1037500

The Great War

http://www.pitt.edu/~pugachev/greatwar/ww1.html

An excellent selection of both written and visual primary material is available on this attractively presented site. A section of the site is on the Poets and Poetry of the Great War, particularly Wilfred Owen and Siegfried Sassoon, outlining their war experiences and the value of their poetry as a reflection of the experience of the war. Internal links provide a slide show of Ypres as it is today and there is direction on how students could search for information on personalities or family members who served in the war. Primarily useful to Modern History: Stage 6 syllabus (approved 1999) study, its genealogical link could provide considerable appeal to junior history students developing research skills. P. Myers

USER LEVEL: Stage 5 Stage 6 KLA: English; HSIE

SYLLABUS: English Stage 6; History Stages 4-5; Modern

History Stage 6

SCIS SUBJECTS: English poetry – History and criticism; World

War, 1914-1918

KEYWORDS: The Great War; Wilfred Owen; Siegfried

PUBLISHER: The History Ring, University of Pittsburgh, USA AUTHOR: Tony Novosel

REVIEW DATE: 23/3/01 SCIS 1036222

Greek mythology http://www.mythweb.com/

The heroes, gods and monsters of Greek mythology are the subjects of this informative site. The Teachers page includes lesson plans and ideas supported by an Encyclopaedia. This Encyclopedia of Greek mythology gives simple definitions for a comprehensive list of topics. Why teach shows how the ancient cultures have impacted on civilisation today. The clear and uncluttered interface is simple to navigate and the easy to read option enlarges the text and lightens the background in some sections of the site. The vibrant illustrations alternate between traditional and modern and there are some animated cartoon versions of the stories. S. Rasaiah

USER LEVEL: Stage 3 KLA: English SYLLABUS: English K-6

SCIS SUBJECTS: Mythology, Greek - Study and teaching:

Myths, Greek **KEYWORDS:** Gods; mythology PUBLISHER: Mythweb, USA **AUTHOR:** Joel Skidmore

REVIEW DATE: 12/02/01 SCIS 1007694

Growing up with epilensy http://library.thinkquest.org/J001619/

Created by students, one of them an epilepsy sufferer, this site presents epilepsy information from personal and scientific viewpoints. It includes: a description of the condition; its history, genetics, biochemistry and treatment; extracts from the sufferer's diary; reviews of books suitable for young readers; and advice on how to cope with a seizure. Personal sections are illustrated with the creators' own computer drawings. The site is well constructed, easily navigated, and comprehensively referenced. Readers are invited to share personal experiences, and to ask for advice. Recommended for students suffering from epilepsy and their friends, the site (a gold award ThinkQuest Junior winner in 2000), offers a useful model for student research and the presentation of information for a target audience. W. Smith

USER LEVEL: Stage 3 KLA: PDHPE SYLLABUS: PDHPE K-6 SCIS SUBJECTS: Epilepsy KEYWORDS: Epilepsy; seizure ThinkQuest Inc., USA PUBLISHER:

REVIEW DATE: 19/3/01

Hawaiian Astronomical Society – Deepsky atlas

http://www.hawastsoc.org/deepsky/

The goals of providing an online atlas of the sky with: photographs; detailed maps of each constellation; and mythical stories of constellations; are realised at this well constructed site. The site is easily navigated from a menu on the home page. The Constellation list is comprehensive. Where there is no myth associated with a constellation, biographies of associated scientists are included. Students of Greco-Roman and other ancient civilisations will find

SCIS 1039376

much to interest them. All sky maps provides astronomical maps for a number of latitudes, months and times. S. Rasaiah

Stage 3 Stage 4 USER LEVEL: English: ST

SYLLABUS: English K-6; Science & Technology K-6;

Science Stages 4-5

Astronomy; Mythology; Universe - Maps SCIS SUBJECTS:

KEYWORDS: Constellations; mythology Hawaiian Astronomical Society PUBLISHER:

SCIS 1035190 7/02/01 REVIEW DATE:

Human evolution: you try it (A science odyssey)

http://www.pbs.org/wgbh/aso/tryit/evolution/

The major hominid species discovered to date; when they lived; and how they might be related to each other; are shown in this Shockwave activity. The site uses attractive graphics and incorporates pages on specific fossils such as Lucy and the Taung child. The contributions of the Leakey family and others to our knowledge of human evolution are discussed in the Related people and discoveries entries. This site is very relevant to the option The human story of the Biology: Stage 6 syllabus; and could be incorporated into an evolution topic in Stage 5 science, supporting outcome, 5.8.3. A non Javascript version of the Human evolution activity and a Text version of activity are also available. J. Morgan

USER LEVEL: Stage 5 Stage 6 KLA: Science

SYLLABUS: Biology Stage 6; Science Stages 4-5

SCIS SUBJECTS: **Evolution**; Fossils Human evolution: Leakev KEYWORDS: PUBLISHER: WGBH, Boston, USA

SCIS 1037689 REVIEW DATE: 12/3/01

Iltord English home

http://www.ilford.com/html/us_english/homeng.html

Operating as a commercial site, there is a broad expanse of information about photography and photographic materials available here. Products has detailed information on all available materials of this company; and Product reviews contains illustrated reviews of products and how photographers have used and manipulated them. Gallery is an online exhibition with various topics and expandable thumbnails of works. Health & safety covers aspects of the user health and environmental considerations. Teachers' lounge is a chat line with hot links to previous topics and senders; and essays on photography and photographers in downloadable PDF format. There is a Search facility for locating information within the site. A. Whyte

USER LEVEL: Stage 6 Professional

KLA:

SYLLABUS: CEC Photography, Video & Digital Imaging

Stage 6; Visual Arts Stage 6

SCIS SUBJECTS: Photography

Ilford; photographers; photography KEYWORDS:

PUBLISHER: Ilford, UK

SCIS 1037789 REVIEW DATE: 14/3/01

(Intellecta Technologies) http://www.intellecta.net/

Robotics and control technologies are difficult concepts for students to understand. Students of Design and Technology: Stage 6 syllabus (approved 1999) or Software Design and Development: Stage 6 syllabus (approved 1999) may like to investigate control systems as part of the design process in their courses. Information Processes and Technology Stage 6 syllabus (approved 1999) students when considering the Automated manufacturing systems option will also find the site relevant. Downloadable demonstration software is available to simulate control systems. Some excellent diagrams and photographs explain the concepts behind mechatronics and robotics. The company is now making accessories to attach to KNEX toys to use as a construction medium. P. Thompson

USER LEVEL: Stage 6 Professional KLA:

SYLLABUS:

KEYWORDS:

Design & Technology Stage 6; Information Processes & Technology Stage 6; Software

Design & Development Stage 6

Industrial design - Study and teaching; SCIS SUBJECTS:

Science – Study and teaching

Automated manufacturing; control systems;

robotics

Intellecta Technologies, SA PUBLISHER: **AUTHOR:** Dr Tony Pugatschew

SCIS 1036139 REVIEW DATE: 23/3/01

In the footsteps of Douglas Mawson http://www.mawson.sa.gov.au/netscape.htm

Mawson's life; his adventures; his success in taking science to extreme environments; and the scope of his achievements; are displayed in this exceptional site. It also attempts to show how Mawson's achievements are part of an ever evolving scientific endeavour. Easy to navigate with excellent graphics, photographs and sound, the journey begins in Mawson's hut with notebook choices of Antarctica, Diary and South Australia. Each selection contains easy to read, but detailed information on topics such as: Living in the cold; Survival; Moving on the ice; and other information relevant to studies of Antarctica. The site also contains a site map and word search. K. Banton

USER LEVEL: Stage 3 Stage 4 HSIE: Science KLA:

Geography Stages 4-5; HSIE K-6; Science SYLLABUS:

Stages 4-5

SCIS SUBJECTS: Antarctica; Explorers - Biography; Mawson,

Douglas

KEYWORDS: Antarctica: Mawson PUBLISHERS: South Australian Museum

SCIS 1037437 12/3/01 REVIEW DATE:

(Interactive mathematics miscellany and nuzzles)

http://www.cut-the-knot.com/front.html

A host of mathematics problems, puzzles and associated diversions, divided into categories such as: Arithmetic & algebra; Geometry; Probability; and Proofs in mathematics; are found at this site, which is almost entirely developed around Java applets. Very well organised and maintained, this web site includes learning about the history and foundations of multiplication to seeing why it is impossible to trisect an angle. Keen and interested students achieving at a Stage 4 level should enjoy these clever mathematics applets. This site complements the Problem solving, Geometry and Algebra strands of the syllabus. T. Scott

USER LEVEL: Stage 4 Mathematics KLA: Mathematics 7-8 SYLLABUS: SCIS SUBJECTS: Mathematics

KEYWORDS: Algebra; arithmetic; geometry; mathematics:

problem solving

PUBLISHER: Alexander Bogomolny, USA

REVIEW DATE: SCIS 1037432

Introduction to biomaterials properties database

http://www.lib.umich.edu/dentlib/Dental_tables/

An extensive collection of online information charts about materials used in dental bioengineering, this site is a useful supplement to the Engineering Studies: Stage 6 syllabus. Students could investigate properties such as: Bond strength between restorative materials and tooth structure; Brinell hardness; coefficients of friction; dynamic and elastic modulus; Ultimate tensile strength (UTS); and many more. The amount of information is staggering: and provides an excellent resource for calculations of stress and strain. Application of materials' properties to engineering design can be realistically followed. In many cases, both imperial and metric units are given, and numerous common metals and alloys are shown. The charts are relevant to other fields of bioengineering and engineering in general. P. Thompson

USER LEVEL: Stage 6 Professional

KLA:

SYLLABUS: Engineering Studies Stage 6 SCIS SUBJECTS: Biotechnology; Dentistry

KEYWORDS: Bioengineering; Brinell; dentistry; engineer-

ing; ultimate tensile strength; UTS PUBLISHER: University of Michigan & Quintessence

Publishing, USA **AUTHOR:** Dr William J. O'Brien

REVIEW DATE: 23/3/01 SCIS 1036113

Jump into a healthy life http://tqjunior.thinkquest.org/5407/index.shtml

A ThinkQuest Junior 1999 silver award winner, this site was created by students to share their knowledge, skills and enthusiasm for skipping; and to promote fitness in others. Simple, easily understood instructions, some illustrated with still photographs or animated drawings, are given for twenty five skipping skills, from basic to advanced, for individuals, pairs and groups. Facts are provided about the heart and circulation systems, and readers are invited to test their knowledge with two short quizzes. Design is simple yet effective, relying chiefly on text written at a level appropriate to its audience. This site would be useful for students participating in Jump rope for heart programs and for teachers looking for new skills to incorporate into planned physical activity lessons. W. Smith

USER LEVEL: Stage 2 Stage 3 KLA: PDHPE SYLLABUS: PDHPE K-6

SCIS SUBJECTS: Exercise; Heart – care and health; Physical

fitness; Skipping games KEYWORDS: Exercise; heart; jump rope PUBLISHER: ThinkQuest Inc., USA

REVIEW DATE: 19/3/01 SCIS 1039370

KryssTal: introduction to algebra http://www.krysstal.com/algebra.html

Four topics are addressed at this site as a means of introducing algebra to junior high school students: Rules and notation; Solving simple equations; Simultaneous equations; and Quadratic equations. Although sometimes reading like a textbook, the content, carefully explained examples, and clearly defined diagrams represent an alternative to the traditional methods of instruction. Seeing how these four topics all relate to one another can provide students with an overview of the place of algebra in the mathematics curriculum. The site can be of considerable assistance to students doing the Algebra strands contained within Mathematics 7-8 and Mathematics 9-10: Advanced, T. Scott

Stage 4 Stage 5 Community

KLA: Mathematics

SYLLABUS: Mathematics 7-8; Mathematics 9-10:

Advanced

SCIS SUBJECTS: Algebra - Problems, exercises, etc KEYWORDS: Equation; mathematics; quadratic;

simultaneous equations Kryss Katsiavriades, USA

AUTHOR: 5/03/01 REVIEW DATE: SCIS 1037430

KryssTal: Pascal's triangle http://www.krysstal.com/binomial.html

Pascal's Triangle is utilised here as a means of introducing the Binomial Theorem, combinations, selections and binomial series. Whilst the latter item may not be within the confines of Stage 6 mathematics syllabuses, the other presentations feature in the Extension 1 course. Clear definitions and carefully constructed examples feature in this slightly different approach to the subject matter. The excursion into convergent binomial series may enhance the understanding of the Binomial Theorem. Links to related pages on number series, algebra, trigonometry and logarithms are also available. T. Scott

USER LEVEL: Stage 6 Community KLA: Mathematics

SYLLABUS: Mathematics Stage 6: Extension 1 SCIS SUBJECTS: Algebra; Pascal's triangle KEYWORDS: Algebra; binomial; combinations; mathematics: roots

PUBLISHER: Kryss Katsiavriades, USA

REVIEW DATE: 23/3/01 SCIS 1037806

Learn Spanish

http://www.lingolex.com/spanish.htm

Mainly aimed at beginner and intermediate students of Spanish, this highly effective site contains extensive lists of vocabulary and useful tips concerning Spanish grammar. Vocabulary lists are arranged into various topics, usually with translations. An English-Spanish food glossary has over five hundred words; and clothes, parts of the human body, and fifty adjectives to describe personality are given. There is: a useful Spanish verb forms reference chart; a list of prepositions; and a guide on How to use Spanish accents. It is also possible to access a pronunciation guide. All material is printable and explanations are in English. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 KLA: Languages

SYLLABUS: Spanish 7-10; Spanish Stage 6: Beginners;

Continuers SCIS SUBJECTS:

Spanish language - Conversations and phrases; Spanish language - Pronunciation:

Spanish language - Vocabulary Grammar; pronunciation quide; vocabulary

PUBLISHER: John & Sarah Brenchley, Spain

REVIEW DATE: 14/02/01 SCIS 1037374

Libby Gleeson

http://www.libbygleeson.com.au/index.html

Conveniently set out with a handy tool bar for selection, this author's site has much to offer aspiring writers and lovers of children's literature. With a Biography of her life written in simple language, and a description of each of her books and literary Awards, she has provided a comprehensive overview of her life and work. There are links to literary associations and nineteen Australian author sites; and a preview of her books due for publication in 2001. The links would require time to verify their curriculum relevance. The information For teachers was under construction at the time of review. This site would support the teaching of reading in the English K-6 syllabus. S. Rasaiah

Stage 2 Stage 3 HISER LEVEL: English KLA:

English K-6 SYLLABUS: Authorship; Children's Literature, Australian -SCIS SUBJECTS:

Biography; Gleeson, Libby

Libby Gleeson KEYWORDS:

PUBLISHER: Libby Gleeson, Australia

SCIS 1035222 12/02/01 REVIEW DATE:

Lonely Planet worldquide: destination France

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

Necessary and practical material for travellers is provided at this site. Included are: When to go; currency; domestic travel; and valuable information on the cultural and social highlights, such as Cannes. Descriptions of cities, towns and regions are found under Attractions. Key topics such as Culture, Environment, and History will help the visitor to better understand why France is one of the most visited countries in the world. The information is print based and accessed easily by a list of topics, but unfortunately there are few graphics. K. Le Bourdonnec

USER LEVEL: Stage 5 Stage 6 KLA: Languages

SYLLABUS: French 7-10; French Stage 6: Beginners;

Continuers

SCIS SUBJECTS: France

KEYWORDS: Culture; France; history Lonely Planet, Australia PUBLISHER:

SCIS 1037378 REVIEW DATE: 26/02/01

Magpies Magazine Pty Ltd (the Source) http://www.magpies.net.au/

Entered through the home page of Magpies Magazine, access to this subject guide for Australian and some international children's fiction, poetry and short stories, is by subscription, with a free two week trial available to users. This is a ready tool for teachers seeking material to use with theme work across all KLAs. Searches may be made by title, subject, genre, author, illustrator and age range; and poetry searches include an option for First line. Related subjects are offered to assist searching. Bibliographic details; an Annotation; and symbols indicating if the author is Australian or New Zealand are given. Some poems are presented in Full text. Comprehensive lists of book awards may be searched and excellent cross referencing allows easy navigation throughout this valuable site. S. Leslie

USER LEVEL: Professional

Australian literature; Books and reading; SCIS SUBJECTS:

Children's literature

Children's fiction; the Source KEYWORDS:

Magpies Magazine Pty Ltd, Queensland PUBLISHER: Kerry White & Rayma Turton AUTHOR:

REVIEW DATE: 15/3/01 SCIS 1026269

Math goodies: free interactive math lessons, homework help, worksheets, puzzles and much more! http://www.mathgoodies.com/

Free interactive maths lessons are a feature of this site. These innovative lessons use a problem solving approach and actively engage students in the learning process. There are many other teaching resources including, for instance, the ability to print out an Integers crossword. This puzzle is well suited to the literacy component of Stage 4 mathematics. The Homework help section allows students to ask questions on virtually any topic in mathematics and to participate in the answer solution process. 54 lesson plans are available. T. Scott

Stage 4 Professional USER LEVEL: KLA: Mathematics SYLLABUS: Mathematics 7-10

Mathematics; Problem solving SCIS SUBJECTS: Mathematics; problem solving KEYWORDS: Mrs. Glosser's Math Goodies, Inc., USA PUBLISHER:

Gisele Glosser **AUTHOR:**

14/3/01 REVIEW DATE:

SCIS 1037794

MatWeb, the online materials information resource

http://www.matweb.com/

Covering a wide range of natural and synthetic materials, this is a huge collection of information about the physical and chemical properties of materials. Users are able to search for materials by: name; property; colour; metal composition; trade name; or manufacturer. For example, one could search for a strong, green non conductor. Search strategies provides tips on how to use MatWeb most efficiently. The range of polymer based materials alone is staggering, and will provide Engineering Studies: Stage 6 syllabus (approved 1999) students and teachers with a wealth of facts to use in the analysis of products. The site also has handy Conversion calculator and table for engineering units and weight conversions. P. Thompson

USER LEVEL: Stage 6 Professional

KLA:

SYLLABUS: Engineering Studies Stage 6 SCIS SUBJECTS: Engineering: Materials

Hardness: material; metal; plastic; polymer; KEYWORDS:

strength

PUBLISHER: Automation Creations, Inc., USA

REVIEW DATE: 23/3/01 SCIS 1036120

MoMA: art safari http://artsafari.moma.org/

Based on a book of the same name, this site uses works by Kahlo, Picasso, Rivera and Rousseau in the Museum of Modern Art, to stimulate thought and discussion about art. It encourages students to create and submit online their own artworks on themes drawn from four originals, three paintings and a sculpture. An Introduction for adults explains the site's purpose and uses. While young students will be able to complete the activities alone,

KEYWORDS:

some adult mediation may be needed to interpret the instructions. Relating directly to the Making and Appreciating strands of visual arts, the site may be used as it stands, or as a stimulus for further classroom discussion and response to other artworks. W. Smith

USER LEVEL: KI A.

Stage 1 Stage 2 Stage 3

SYLLABUS:

Creative Arts K-6

SCIS SUBJECTS:

Art appreciation; Art - Problems, exercises. etc: Computer art - Problems, exercises, etc

KEYWORDS: Art; painting; sculpture

PUBLISHER:

Museum of Modern Art, NY, USA

AUTHOR:

Joyce Raimondo

REVIEW DATE: 19/3/01 SCIS 995503

National Australia Day Council http://www.nadc.com.au/index.php

Many aspects of Australian identity can be studied at this Australia Day promotional site. Of worth is the Gallery of honour when working towards the outcome CCS3.1 and investigating the significance of particular Australian people. Biographies of national award winners, including Australians of the year since 1960, are given. Although print based, these biographies are clear and simple and cover people from a wide range of backgrounds and achievements. Australian symbols such as our National anthem and The coat of arms can be found under Australia Day. Although well presented, the site's Natural wonders are limited to only two places, Uluru and Monkey Mia. Some information is assessed through internal links, S. Leslie

USER LEVEL: KLA:

Stage 3 HSIE HSIE K-6

SYLLABUS: SCIS SUBJECTS: Australia – Biography; Australia Day

KEYWORDS: PUBLISHER:

REVIEW DATE:

National Australia Day NADC

21/0201

SCIS 1037386

SCIS 1037747

National Portrait Gallery http://www.portrait.gov.au/content/menu.htm

With a strong focus on national figures, this vibrant and exciting site shows most styles and media used in portraiture. The collection, housed in the library of the old Parliament House, Canberra. covers the early 19th century through to the present and the site has many thumbnails which are expandable with basic information. A Virtual gallery may be toured with facilities to zoom in on parts of the collection; Collection has examples in chronological groups; and Previously holds a record of past exhibitions. The site map is of assistance when using this site and an excellent search facility locates items in the collection by title, date and medium. A. Whyte

USER LEVEL:

Stage 4 Stage 5 Stage 6

KLA:

SYLLABUS: CEC Photography, Video and Digital Imaging Stage 6; Visual Arts 7-10; Visual Arts Stage 6

SCIS SUBJECTS: KEYWORDS:

PUBLISHER: Department of Communications Information Technology and the Arts, Australia

REVIEW DATE: 14/3/01

People and discoveries (A science odyssey) http://www.pbs.org/wgbh/aso/databank/

Biographies of approximately 120 twentieth century scientists are explored at this site. Information is best accessed from the pages Discoveries or People, or entries can be viewed by topics such as: Medicine and health; Physics and astronomy; Human behavior; Technology; and Earth and life sciences. Some useful timelines are included. Some of the notable scientists included are: Jonas Salk; Alexander Fleming; Niels Bohr; Albert Einstein; Stephen Wozniak; Francis Crick; and Rosalind Franklin. This is a very useful site for all science courses, particularly Stage 6, allowing students and teachers to focus on both the lives and scientific discoveries of many significant scientists and the processes they used. These biographies would also assist the HSIE outcome CCS3.1. J. Morgan

USER LEVEL:

Stage 3 Stage 4 Stage 5 Stage 6

KLA: HSIE: Science

SYLLABUS:

Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; HSIE K-6;

Physics Stage 6; Science Stages 4-5; Senior Science Stage 6

SCIS SUBJECTS:

Inventions - History; Medicine - History: Science - History; Scientists - Biography

KEYWORDS: Biographies; scientists PUBLISHER: WGBH, Boston, USA

REVIEW DATE:

7/3/01

SCIS 1037676

Planetary missions

http://nssdc.gsfc.nasa.gov/planetary/projects.html

Past, current and future American, Japanese and Russian expeditions to the planets of our solar system are described at this site. An overview with objectives and photographs is given for each mission on the comprehensive listing. A search facility and access to a Chronology of lunar and planetary exploration will provide information on other missions. This site is particularly relevant to Science: Stages 4-5 and will assist teachers in addressing the Prescribed Focus Areas of History of science and Applications and uses of science. This site is invaluable for students and teachers wishing to obtain accurate information on the solar system and missions to the planets. J. Morgan

USER LEVEL: KLA:

Stage 4 Stage 5 Stage 6 Professional Science

SYLLABUS: Physics Stage 6; Science Stages 4-5 SCIS SUBJECTS: Space flight

KEYWORDS: PUBLISHER:

Planets; solar system; space exploration NASA, USA

AUTHOR:

REVIEW DATE:

David R. Williams

5/3/01 SCIS 1037436

Plant technologies

http://www.enviro-chem.com/plant-tech/default.html

The steps in the manufacture of sulfuric and nitric acids are described in simple terms at this site which uses a combination of text and graphics to explain both the chemistry and the engineering aspects of the processes. Several different methods used for the production of each acid are explained; as are strategies commonly used to reduce the production of waste oxides of nitrogen and sulfur. This site is appropriate for students researching aspects of The acidic environment module; and the Industrial chemistry option; of the Chemistry: Stage 6 syllabus. This is a very useful site. J. Morgan

Stage 6 **USER LEVEL:** KLA: Science

Chemistry Stage 6 SYLLABUS: SCIS SUBJECTS:

Agricultural chemistry; Manufacturing processes: Nitric acid: Sulphuric acid Acids; air pollution; nitric acid; sulfuric acid

KEYWORDS: PHBLISHER: Monsanto, USA

12/3/01 REVIEW DATE:

SCIS 1037813

Plate tectonics: you try it (A science odyssey) http://www.pbs.org/wgbh/aso/tryit/tectonics/

The theory of plate tectonics is explained in simple terms, with students able to run the Plate tectonics activity to show how the process works. A Shockwave simulation allows students to model the process. The theory is broken into Intro to plate tectonic theory; The sea floor spread; The continental slide; The continental crush, and Slippin' and a slidin', with a number of animated diagrams demonstrating tectonic movements. The contributions of scientists such as Hess and Wegener to the theory and the process of the development of the theory are detailed. J. Morgan

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 KLA:

Science: ST

Earth & Environmental Science Stage 6: SYLLABUS: Science & Technology K-6; Science Stages 4-5

SCIS SUBJECTS: Plate tectonics

Continental drift; earthquakes; plate tectonics KEYWORDS:

WGBH, USA PUBLISHER:

REVIEW DATE: 7/3/01

Probe the brain: you try it (A science odyssey) http://www.pbs.org/wgbh/aso/tryit/brain/

SCIS 1037447

Students visiting this site are able to perform experiments to map the motor cortex on a virtual brain. By positioning a mouse over an area of the brain and clicking, the part of the body that is stimulated may be observed. Other useful pages at this site include: Mapping the motor cortex: A history; and A map of the motor cortex. The site also includes descriptions of the work of Wilder Penfield and Richard Sperry; CT scans; MRIs; and the discovery of endorphins. This site is relevant to the option Communication of the Biology: Stage 6 syllabus and also has relevance to the module Medical physics of the Physics: Stage 6 syllabus. J. Morgan

USER LEVEL: Stage 5 Stage 6 KIA.

Science

SYLLABUS: Biology Stage 6; Physics Stage 6; Science

Stages 4-5

SCIS SUBJECTS: Brain

Brain; CT scans; MRI; neurology KEYWORDS:

PUBLISHER: WGPS, USA

REVIEW DATE: 12/3/01 SCIS 1037684

QCM en français

http://www.ciel.fr/scripts/fastsql.exe?script=/qcm/qcm&id=1

Mostly aimed at students who want to improve their grammar, this site might also prove to be a useful tool for teachers who wish to put their students' knowledge to the test. Levels from beginners to advanced are available and deal with strategic grammatical difficulties such as prepositions, pronouns, conjugation and superlatives. Each level offers a series of cloze exercises with multiple choice answers. Corrections are provided, and a level assessment at the end of the lesson. This is a specific, easy to use web site that is worth consulting for grammar revision. K. Le Bourdonnec

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: Languages

SYLLABUS: French 7-10; French Stage 6: Beginners;

Continuers

SCIS SUBJECTS: French language - Problems, exercises, etc KEYWORDS: Français: grammar

Ciel. France PUBLISHER:

SCIS 1039067 REVIEW DATE: 27/11/00

Radio transmission: you try it (A science

http://www.pbs.org/wgbh/aso/tryit/radio/

The focus of this site is radio, how it works and how it was developed. Students can manipulate a slider to change the pitch or frequency of a singer's voice and observe what happens at each step of the production and reception of a radio signal. More about radio presents: a history of the development of radio; a description of how radio waves are produced; and a discussion of the difference between AM and FM radio. The work of Lee de Forest and Guglielmo Marconi are also included. This site is relevant to the preliminary module The world communicates and the HSC module From ideas to implementation of the Physics: Stage 6 syllabus; and could be incorporated into communication or wave topic at Stage 5. J. Morgan

USER LEVEL: Stage 5 Stage 6 KLA: Science

SYLLABUS: Physics Stage 6; Science Stages 4-5 Facsimile transmission: Radio broadcasting SCIS SUBJECTS:

Radio: radio wave KEYWORDS: WGBH, Boston, USA PUBLISHER:

REVIEW DATE: 14/3/01 SCIS 1037701

The rec.puzzles archive http://ladybug.xs4all.nl/arlet/puzzles/

A host of mathematics problems and puzzles, divided into categories such as: Arithmetic; Geometry; Probability; and Analysis; are found at this site. The problems are ranked in increasing order of difficulty, with each having a clearly described solution. The majority of activities can be solved using methods detailed in the Problem solving section of the Mathematics 7-10 syllabus. Of added interest is a list of Classical lateral thinking puzzles. Keen and interested students achieving at Stage 4, and working in groups, should enjoy trying to solve these ingenious puzzles. T. Scott

USER LEVEL: Stage 4 Mathematics KLA: SYLLABUS: Mathematics 7-10

Problem solving - Problems, exercises, etc; SCIS SUBJECTS:

Puzzles: Riddles Geometry; Mathematics; probability; problem KEYWORDS:

solving Arlet Ottens, Netherlands

PUBLISHER: SCIS 1037811 REVIEW DATE: 25/4/00

Savage earth online http://www.pbs.org/wnet/savageearth/index.html

The processes involved in several aspects of seismology including: earthquakes; volcanoes; and tsunamis; are explained through a combination of text, Quicktime movies, and animations at this site. The animations include: a Strike-slip fault; Dip-slip faults; Tsunami attack; and Earthquake! The effects of earthquakes on

humans and structures; and the design of earthquake resistant buildings; are discussed in Build hard, not smart. Savage sites is an illustrated, annotated guide to earthquake, volcano, and tsunami resources on the web. Time would be required to verify the curriculum relevance of these links. This is a vibrant and very relevant site. J. Morgan

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: Science; ST

SYLLABUS: Earth & Environmental Science Stage 6;

Science & Technology K-6; Science Stages 4-

SCIS SUBJECTS: KEYWORDS:

Earthquakes; Tidal waves; Volcanoes Earthquakes; plate tectonics; tsunami:

volcanoes

PUBLISHER: PBS, USA

REVIEW DATE: 7/3/01 SCIS 1037712

See Australia

http://www.seeaustralia.com.au/

Actor Ernie Dingo introduces users to this attractive tourism site. The site contains commercial holiday information, but would also be helpful for student research activities relating to the Stage 2 unit, Australia: you're standing in it. Each state and territory has: a State summary giving a general introduction; a State snapshot of brief facts; climatic statistics; and regional information. The most valuable asset of the site lies in its coordination of Australia's eight official state or territory tourist sites through internal links. These sites may be accessed directly from their titles or through hypertext links in the regional information. Information can be found on specific towns and cities. S. Leslie

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

SCIS SUBJECTS: Australia - Geography KEYWORDS: Australia: tourism: travel

PUBLISHER: SeeAustralia REVIEW DATE: 15/02/01

SCIS 1035746

South Australian technology curriculum web site

http://www.nexus.edu.au/teachstud/technology/index.htm

A web site from the Department of Education in South Australia this resource was specifically established to support teachers in managing, teaching and assessing the new technology curricula in that state. Much is relevant for teachers in NSW as the technology studies (SA) syllabus is analogous to the NSW Design and Technology: Stage 6 syllabus. Downloadable spreadsheet proformas for calculating marks, in Downloads, would be adaptable for use by NSW teachers. The discussions of major project assessment and moderation may be of interest to Stage 6 industrial technology and design and technology students. P. Thompson

USER LEVEL: Stage 6 Professional

SCAN • Vol 20 No 2 May 2001

KLA:

SYLLABUS: Design and Technology Stage 6; Industrial

Technology Stage 6

SCIS SUBJECTS: Technology - Study and teaching **KEYWORDS:** Assessment; design process PUBLISHER: SA Department of Education

REVIEW DATE: 23/3/01 SCIS 1036043

All prices in the availability statement include GST.

STEPS (Science & technology in primary schools) website index page http://www.sofweb.vic.edu.au/steps/

The STEPS program is an initiative of the Victorian Department of Education, Employment and Training that concerns learning about technology. Teachers contains concise information about Redesigning a product; Communicating scientific ideas through drawing; Recording information; and Collecting, interpreting and analysing data. Downloadable material for teachers is available in Planners. The challenging activities in Students are for primary students to solve using science and technology knowledge and facts extracted from the site. Some games feature clever Shockwave animations. Design and Technology: Stage 6 syllabus (approved 1999) students, and those undertaking the Industrial Technology: Stage 6 syllabus (approved 1999) Multimedia industries focus area, may find this site's resources to be useful stimuli to inspire major works. R. Thompson

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 6 Professional

SYLLABUS: Design and Technology Stage 6; Industrial Technology Stage 6; Science and Technology

SCIS SUBJECTS: Science - Curriculums; Science - Problems,

exercises, etc.; Science - Study and teaching; Technology - Curriculums; Technology - Problems, exercises, etc.; Technology - Study and teaching Design; engineering; technology education

KEYWORDS: PUBLISHER: Department of Education, Employment and Training, Victoria

REVIEW DATE: SCIS 972262

Technology at home: you try it (A science http://www.pbs.org/wgbh/aso/tryit/tech/

This interactive activity invites students to imagine life without a variety of modern appliances such as the telephone and television. They can go back through the last century to find out when such everyday items first appeared in homes. How each technology works is explained. The contributions of a range of scientists including: Lee de Forest; Guglielmo Marconi; William Shockley; and Stephen Wozniak; are detailed. The devices covered include radio, television, nylon, transistors and computers. This site will allow teachers to address the Prescribed Focus Area Applications and uses of science of the Science: Stages 4-5 syllabus; and it is also relevant to the module The world communicates of Physics: Stage 6 syllabus, J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: Science

SYLLABUS: Physics Stage 6; Science Stages 4-5 SCIS SUBJECTS: Household equipment - History; Inventions -

History; Technology

Communication; radio; technology; television KEYWORDS:

PUBLISHER: WGBH, USA REVIEW DATE: 7/3/01

SCIS 1037415

Understanding origins

http://origins.stsci.edu/under/understanding.shtml

Students can develop their understanding of the origins of the universe and its structures at this site. The site focuses on the

formation of galaxies and planetary systems. Topics may be easily accessed through a comprehensive list of Frequently asked questions. The site is particularly relevant and to the *Physics: Stage* 6 syllabus module The cosmic engine and the option Astrophysics. A section of the site discusses the origin of life and the possibility of life on other planets, which is a useful resource for the Biology: Stage 6 syllabus module Life on earth. J. Morgan

Stage 4 Stage 5 Stage 6 Science

KLA:

Biology Stage 6; Physics Stage 6; Science SYLLABUS:

Stages 4-5

Life on other planets; Universe SCIS SUBJECTS: Galaxies; origins; planets KEYWORDS:

NASA, USA PUBLISHER:

SCIS 1037442 REVIEW DATE:

Walkabout – the Australian travel guide http://www.walkabout.com.au/

Travel information for a stated 1400 towns and cities is found at this site and could support the HSIE outcome, ENS2.5. Background details; a description of local attractions; accommodation details; and photographs are included. Data is easily assessed in a variety of ways. Each state offers a comprehensive list of Regions, which lead to lists of towns and cities; attractions, such as national parks are grouped together; and there is an alphabetical listing. The number of places covered and the level of presentation make this site suitable for student research. Travellers tips and Travellers tales are also given. Some hypertext links do not match their intended information; maps are generalised; and some information in the history section is anthropologically incorrect and stereotyped; but these issues do not seriously detract from this useful site. S. Leslie

Stage 2 USER LEVEL: KLA: HSIE SYLLABUS: HSIE K-6 SCIS SUBJECTS: Australia Australia; regions KEYWORDS:

Fairfax, Australia PUBLISHER: 16/02/01 REVIEW DATE:

Watercare - it's in your hands - how you can help our environment and waterways by stopping pollution

http://www.watercare.net/

Ideas for helping the environment and waterways by stopping pollution are found on this site. Users can access Fact sheets on: What is stormwater?: Animal droppings; Swimming pool backwash; Washing and maintenance of cars; and Septic tanks. Thumbnail images provide information on water pollution Do's and Don'ts; and Watercare for business explains water management activities successfully operating in South Australia. An internal link accesses the KESAB Watercare Club, a hands on program for learning about local catchment areas with interactive information; and a Links page provides additional sites with project information. Time would be required to verify the curriculum relevance of these sites. K. Banton

USER LEVEL: Stage 2 KIA:

HSIE K-6; Science & Technology K-6 SYLLABUS: Water pollution; Water supply SCIS SUBJECTS:

Pollution: water resources **KEYWORDS:** Patawalonga and Torrens Catchment Water PUBLISHERS:

Management Boards, South Australia SCIS 1037434

REVIEW DATE: 13/11/00

Webmuseum: famous paintings exhibition http://sunsite.org.uk/louvre/paint/

With a Themes index covering most major periods of art from Gothic to Pop art; and the periods of Japanese art and architecture; this privately developed project has excellent, short descriptive passages on each topic. The visuals for each theme are expandable to reasonably good quality plates. An extensive Artists index contains biographical information; examples; and brief critiques of the artists' work. A Glossary of painting styles gives simple definitions of the major schools. All sections of the site are cross referenced and navigating the site is very easy. A. Whyte

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA:

Visual Arts 7-10; Visual Arts Stage 6 SYLLABUS:

Painters; Painting SCIS SUBJECTS:

Architecture; Gothic; Japanese art; Pop art KEYWORDS:

Nicolas Pioch, France PUBLISHER:

SCIS 1037784 REVIEW DATE: 19/3/01

Web pages that suck

http://www.webpagesthatsuck.com

A strange title, but this is a wonderful, humorous site of tips, techniques, and examples of superior and inferior web page designs. Students of Information Processes and Technology: Stage 6 syllabus (approved 1999) and Design and Technology: Stage 6 syllabus (approved 1999) investigating user interfaces, could use these examples as a basis for discussion. Ideas may also be valuable for students of the Industrial Technology: Stage 6 syllabus (approved 1999) Multimedia Industries focus area, who are completing web site or interactive multimedia design in their major projects. R. Thompson

USER LEVEL: Stage 6 Professional

TΔS

KLA:

SCIS 1035751

Design & Technology Stage 6; Information SYLLABUS:

Processes & Technology Stage 6; Industrial

Technology Stage 6

Internet (Computer network); Web sites -SCIS SUBJECTS:

Design and construction

Graphic design; Internet; web page design KEYWORDS:

Flanders Enterprises, Inc., USA PUBLISHER:

AUTHOR: Vincent Flanders

SCIS 1025095 REVIEW DATE: 23/3/01

Welcome to the "new" @rt room! http://www.arts.ufl.edu/art/rt_room/index.html

Students will find this site enjoyable and easy to navigate, the language is simple, the links clear and self evident. It largely focuses on the practices of art making and art criticism, including many examples of student work online. There are various suggested topics and themes to use as a starting point for art making. Although quite structured, these projects do link making to studying, with bibliographic suggestions and links to exhibitions and galleries. Also included is a section on art games and trivia. A site such as this one is a valuable and entertaining resource for teachers and art students of all ages. A. Cutcher

Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 **USER LEVEL:**

Professional Community

KLA:

Creative Arts K- 6; Visual Arts 7-10; Visual SYLLABUS:

Arts Stage 6

Art: Art - Study and teaching SCIS SUBJECTS:

KEYWORDS: PUBLISHER:

Art criticism; art making University of Florida, USA

AUTHOR: REVIEW DATE: Craig Roland

SCIS 1037449

World War I document archive http://www.lib.byu.edu/~rdh/wwi/

An extensive and varied collection of resources for World War I is found here. Some of the sections include: a biographical dictionary; official documents such as the provisions of the armistice; some 1800 photographs; and a list of documents year by year. There are also a large number of both contemporary and modern commentaries, where students could, for example, investigate the debate on General Haig or the truth of the German atrocities in Belgium. Such an abundance of information will enrich the study of World War I, but will also require student skills to recognise the relevance and usefulness of the material encountered. D. Pook

USER LEVEL: Stage 6 Professional

KLA:

SYLLABUS: Modern History Stage 6 SCIS SUBJECTS: World War, 1914-1918 KEYWORDS: The Great War; World War I

PUBLISHER: The Great War Primary Document Archive,

Inc., USA

AUTHOR: Jane Plotke REVIEW DATE:

23/3/01 SCIS 1030601

Yothu Yindi

http://www.yothuvindi

A comprehensive site providing information about Aboriginal Australia through the music of the rock band Yothu Yindi. Information about members of the band and its music is included in $\boldsymbol{The}\;\boldsymbol{Band}$ with music samples in $\boldsymbol{Music}.$ Further audio files are found in Rare Yothu Yindi audio clips and include yidaki (didgeridoo) solos by Makuma Yunupingu. Text, images and video footage provide information on Yolngu culture and perspectives. The site has clear navigation and includes an interactive music player to make your own mixes of their music. A valuable introduction to Aboriginal music and culture is further enhanced by the link to the Garma Festival on the front page of the site. This is also a valuable resource for the Aboriginal Studies: Stage 6 syllabus (approved 1999) in the areas of Heritage and identity, Economic independence and for comparative studies. J. Montague

USER LEVEL: Stages 5 Stage 6 Community Professional KLA:

SYLLABUS:

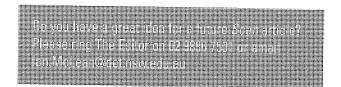
Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Music 7-10; Music 1 Stage 6; Music

2 Stage 6; Music Extension Stage 6 SCIS SUBJECTS: Music, Aboriginal; Rock music; Songs,

Aboriginal; Yolngu (Aboriginal people) KEYWORDS: Australian Aboriginal music; Aboriginal rock

music; comparative study; didgeridoo; Mandawuy Yunupingu; Yolngu; Yothu Yindi.

PUBLISHER: Alan James and Yothu Yindi, Australia REVIEW DATE: 23/3/01 SCIS 994960



Literacy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacherlibrarians 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.

THOMSON, Ruth

Sixteen fleecy sheep: a book about vowels Belitha, 2000 (Adventures in literacy)

ISBN 1841382094

[428.4]

Classroom teachers will find this attractively presented book very useful as an additional resource for teaching about diagraphs and

long vowel sounds. Each page introduces a new combination of vowels. The vowel combination is written in large print, and accompanied by rhymes and sentences using many words containing the new sound. The eye catching illustrations, full of objects whose names contain the new sound. feature prominently on each page. Each of the objects has also been drawn and labelled in the margin to allow students to match the



pictures and words with those in the illustration. A Word list completes the work and acts as an index for locating specific sounds and objects featured on each page. J. Evans

USER LEVEL: KLA: SYLLABUS:

Early Stage 1 Stage 1 Stage 2 English

English K-6 Paper \$14.25

Treetops [series] Oxford University Press, 1995 (Oxford reading tree)

A delightful series of graded, illustrated chapter books, these titles suit a range of reading abilities. Variety is achieved through the contribution of a number of authors and illustrators. Written in large print, supported by black and white sketches, the storylines provide a good balance of action, drama, suspense and happy

endings. Sing for your supper makes historical links with Francis Drake's voyage around the world. Billy's luck concerns a soccer game and features cartoon drawings and speech balloons. This series could be a very useful addition to any reading program, providing opportunities to examine the language features and structures of narrative texts. J. Evans

HISER LEVEL: KLA: SYLLABUS:

Stage 2 Stage 3 English English K-6

Paper \$10.75 each

Titles in this series include:

Billy's luck Sing for your supper

SCIS 1020409 SCIS 1020414

Reading blaster [computer software] [series] Knowledge Adventure, 2000

[428.1076] ISBN none

An entertaining game format ensures that young readers are drawn to these easily navigated CD-ROMs. The Main menu provides access to a number of activities, each of which develops phonic skills. Particular emphasis is given to letter sound relationships, sight words, spelling and sequencing sentences. Levels of difficulty can be increased to address learner needs. Instant oral feedback is provided but it can be repetitive, and American pronunciation and spelling may cause confusion. Some content, such as Treasure hunt, only serves to enhance coordination and add the obligatory fun element. The main characters, GC, Blaster and Mel the Robot Dog, are presented in a gender inclusive manner. Despite excellent graphics, the rapidity of some games and lack of clear instructions could be frustrating. Furthermore, the printable reading texts do not present good language models and comprehension questions only address literal understanding. Teachers would need to carefully incorporate these resources into a balanced reading program. H. Gardiner

Minimum requirements

Macintosh: System 7.6.1; 12MB RAM Windows: 95/98; Pentium 133 MHz; 32MB RAM

USER LEVEL:

Early Stage 1 Stage 1 Stage 2 English

KLA: SYLLABUS:

English K-6 \$79.95 each Scholastic

Titles in this series include: Reading blaster ages 4-6 Reading blaster ages 6-7 Reading blaster ages 7-8

SCIS 1031165 SCIS 1031166 SCIS 1039473

blinking,

*Solved and so

Dorling Kindersley readers, 2. Beginning to read alone [series] Winking,²

Dorling Kindersley, 2000

One of the issues faced by teachers is that most levelled texts are narratives. Dorling Kindersley has sought to address this by producing a series of books across four broad levels which move children from learning to read to reading to learn. Winking, blinking, wiggling and waggling provides information about the senses of sight and hearing in animals. This infor-

mation is set up using two catchy formats: everyday sayings; and the game "Who am I?" Astronaut living in space presents its information in the form of a story, supported by explanation boxes,

illustrations, and clear, predictable layout. The cross section diagram of a space shuttle would have been enhanced if it had included labels. A separate facts page and simple index are features of texts at this level. P. Hutton

USER LEVEL: KLA: SYLLABUS:

Stage 1 Stage 2 English: HSIE English K-6: HSIE K-6 Paper \$6.50 each

Titles in this series include:

Astronaut living in space Winking, blinking, wiggling and waggling SCIS 1020390 SCIS 1020380

Dorling Kindersley readers, 3. Reading alone [series]

Dorling Kindersley, 2000

Proficient readers will enjoy these books and find them valuable resources for research work. Bermuda triangle presents tantalising mysteries, from weird fogs to unidentified flying objects. Scientific explanations are presented along with myths and a location map. The illustrations add to the sense of drama created by the text. Additional information is provided by fact boxes and a comprehensive glossary. Tiger tales and big cat stories similarly combines reported incidents with fantasy, such as the Beast of Exmoor. Difficult vocabulary is explained without interrupting the flow. The illustrations are a mix of photographs, drawings and maps. The book is a useful springboard for discussing endangered species and what steps can be taken to protect their environments. P. Hutton

USER LEVEL: Stage 2 Stage 3 Enalish: HSIE KLA: English K-6; HSIE K-6 SYLLABUS: Paper \$6.50 each

Titles in this series include: Bermuda triangle Tiger tales and big cat stories

SCIS 1020490 SCIS 1020482

Dorling Kindersley readers, 4. Proficient readers [series] Dorling Kindersley, 2000

Spacious format and eye catching layouts are features of this high interest, factual series suitable for a classroom reading scheme, or as recreational reading. These titles, graded at Proficient, present more difficult vocabulary and complex sentence structure than earlier levels. Each title is packed with motivational features, such as



photographs, colourful drawings, maps, black and white sketches, and cartoons to effectively support the text. Additional interesting information related to the chapter content, such as details of the recent X-men motion picture, is provided in sidebars. The books offer rich vocabulary, lexical density, and topics suitable for confident Stage 3 students, and some Stage 4 readers. J. Evans

USER LEVEL: Stage 3 Stage 4 English KI A: English K-6

SYLLABUS: Paper \$6.50 each

Titles in this series include:

Creating the X-men: how comic books come to life SCIS 1026727 SCIS 1020515 Extreme machines SCIS 1020519 Flying ace: the story of Amelia Earhart

SCIS 1026729 The story of the X-men: how it all began

O'SULLIVAN, Kerry & LINDECK, Jeremy

Focusing on IELTS: reading and writing skills

National Centre for English Language Teaching and Research, Macquarie University, 2000

ISBN 1864085991 [428.207

Designed specifically for those English as a Second Language (ESL) students preparing for the International English Language Testing System (IELTS) examination, this practical book contains comprehensive activities for developing skills in reading and writing. Areas explored in detail include effective reading strategies for specific purposes, and writing for particular audiences. A useful sample answer section is provided. Mainstream teachers may find the information too detailed, but used within the context of focussed classroom teaching, this worthwhile book has particular relevance for those working with older ESL learners. H. Gardiner

USER LEVEL: KLA: SYLLABUS: Stage 4 Stage 5 Stage 6 Professional

English

English 7-10; English Stage 6: Standard; ESL;

Fundamentals

\$24.95 SCIS 1023578

Resources to support numeracy

The NSW Literacy and Numeracy Plan underpuis

our work across Key Learning Areas, and feacher

librarians have a vital role to play. **Scan** has

already published reviews of a range of resources,

including some Internet sites, to support numeracy. In this issue, we highlight further resources to

support numeracy, in keeping with initiatives in this

area. Our reviewers include numeracy experts to

give an accurate appraisal of resources.

ALLEN, Pamela

Can you keep a secret?

Viking, 2000 ISBN 0670844055

The title is somewhat misleading, but this delightful picture book contains all the charm and familiar style of other Pam Allen books. It could be used in child protection lessons to stimulate discussion about happy and unhappy secrets, though it is more suitable as support literature for the development of positional language and related mathematical concepts. Readers are led through a search for the king's missing crown by looking under, behind, inside and between various brightly coloured animals. ESL teachers may also find this book useful for teaching positions and question structure to young new arrivals students. G. Penn

USER LEVEL:

Early Stage 1 English; Mathematics

KLA: Eng SYLLABUS: Eng

English K-6; Mathematics K-6 \$14.95

SCIS 1023936

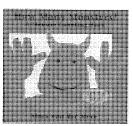
MEER, Mara van der

How many monsters?: a monster counting book

Viking, 2000 ISBN 0670889369

[513.2]

This colourful picture book invites readers to lift the flaps to check their answers to many counting questions, for the numbers 1 to 10. These answers are written in both word and numeral form to assist students with recognition. The book features bold, richly textured illustrations and clear text, but some of



the content matter, concerning the monsters and their personal habits, may be inappropriate for Early Stage 1 students, and this level of humour detracts from the overall enjoyment of the book. It also raises gender equity issues. For example, most of the monsters are male. The book also demeans grandmothers, presenting them in stereotypical roles. J. Hancock

USER LEVEL:

KLA: SYLLABUS: Early Stage 1 Mathematics Mathematics K-6 \$19.95

SCIS 985506

Picture books

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

AHLBERG, Allan & AMSTUTZ, Andre

Grandma Fox

Penguin, 2000 (Fast dog, slow dog/Puffin) ISBN 0140564020

A bright and humorous picture book that, in typical Ahlberg style, traces the misfortunes of Fast Fox in his quest to capture unsuspecting chickens. Excellent for reading aloud, the suspense builds, with the hero, Slow Dog, rallying to protect the innocent victims from the evil villain. Will he



succeed? This small book contains an exciting mix of print sizes, whilst the coloured illustrations vary from full page to cameo and comic strip. The language is dramatic, and includes some of the text from the fairytale, *Little red riding hood*, making the story familiar and predictable for most young audiences. S. Rasaiah

USER LEVEL:

Early Stage 1 Stage 1 Paper \$11.95

SCIS 1027352

BEAMES, Margaret & HITCHCOCK, Sue Oliver in the garden

Scholastic, NZ, 2000 ISBN 1869434668

A curious, wilful, young black cat refuses to come in at night when called by his owner, preferring to experience his garden at night. He encounters many nocturnal creatures before returning, exhausted, for milk, warmth and comfort. Lively, exciting and atmospheric illustrations by Sue Hitchcock set this picture book apart: computer technology is used to combine elements of drawing, painting and collage, with some startling special effects and striking points of view. It is highly recommended for the rich opportunities offered to explore aspects of narrative, especially prediction. Design elements and visual literacy aspects are very strong, especially the purpose and effective use of close up, line, colour, movement, atmosphere, mood and emotion. W. Smith

USER LEVEL: KLA: SYLLABUS: Stage 1 Stage 2 Stage 3

CA; English

Creative Arts K-6; English K-6

Paper \$12.95 SCIS 1023911

CASTLE, Caroline For every child

Hutchinson, 2000 ISBN 0091768152

[323.3]

In November 1989, the United Nations formally adopted 54 principles that make up the UN Convention on the Rights of the Child. These rights include: the right to a name and nationality; the

right to education and play; and the right to special protection for disabled children. Fourteen of the most pertinent rights are retold in this picture book in a simple evocative style, supported by beautiful, interpretive illustrations by acclaimed artists from around the world. A thought provoking forward by Archbishop Desmond M. Tutu encourages vigilance in creating a society that is



more caring, respectful, and protective of children's rights. The book would enrich work on multicultural perspectives and families. Reference to the UN Rights of the Child can be made in child protection lessons on power in relationships and personal safety. G. Penn

USER LEVEL: KLA:

SYLLABUS:

Stage 2 Stage 3 HSIE; PDHPE HSIE K-6: PDHPE

HSIE K-6; PDHPE K-6

\$27.40 SCIS 1024538

CLARK, Emma Chichester

Where are you, Blue Kangaroo?

Andersen, 2000 ISBN 0862649234

This delightful picture book revisits the special relationship Lily has with Blue Kangaroo. Highlighted are: a young child's increasing interaction with the world outside the immediate family and home; the excitement of new places and situations; the growing need to be responsible; and the need to feel secure. The simple



illustrations are colourful and expressive, aptly conveying Lily's changing moods and growing awareness. Young audiences and readers will enjoy spotting Blue Kangaroo, discussing what the toy is worried about, and appreciate Lily's wonderfully appropriate solution to care for her special friend. N. Chaffey

USER LEVEL:

Early Stage 1 Stage 1 Community

KLA: HSIĖ SYLLABUS: HSIE K-6

\$27.40 SCIS 1024004

COLE, Babette

Animals scare me stiff

Cape, 2000 (A Tom Maschler book) ISBN 0224047078

A range of animals commonly feared by children (and adults!), and a fearful child populate this cheerful picture book in Cole's familiar, relaxed style. Although it is unlikely that any single student would suffer them all, common phobias are spotlighted in a series of

absurdly exaggerated situations. Whilst suggesting that fears can be overcome, the book ultimately trivialises real phobia by suggesting that all such fears are equally unfounded, and that all can be just as easily cured. The book reassures readers that



many children are afraid of something, and this may be a useful adjunct to classroom discussions about rational and irrational fears, personal safety and protective behaviours. W. Smith

USERLEVEL: Early Stage 1 Stage 1 Stage 2 KLA: PDHPE

KLA: PDHPE SYLLABUS: PDHPE K-6

\$25.20

DALY, Jude

Fair, Brown & Trembling: an Irish Cinderella story

Frances Lincoln, 2000 ISBN 0711214638

[398,209415]

SCIS 1023902

Trembling, the kind daughter of a wealthy widower, has two sisters, Fair and Brown. The congregation has missed the significance of their attendance at church by focussing on the visitor, and the sisters' stupidity is a great source of fun. The similarities to Cinderella are evident. The curious nature of the names in this tale will contribute much to critical literacy discussion. Here is a start to understanding how good writing is constructed for Stage 1 and Stage 2 readers. Humour and sub plot also seep into this narrative. In addition, examples of fine Celtic lettering and pleasing, unpretentious illustrations give historical detail and visual asides to the narrative. I. Kolder-Wicks

USER LEVEL:

Stage 1 Stage 2 \$27.45

.7.45

SCIS 1021927

DOHERTY, Berlie & RAY, Jane Fairy tales

Walker, 2000 ISBN 0744561159

[398.2

In this beautiful collection are twelve widely known fairytales from several sources, including: Cinderella; Snow White; Aladdin and the enchanted lamp; The wild swans; and Rumpelstiltskin. Each is

carefully retold in simple yet lyrical prose. The tight pattern of the stories is enhanced by appropriate language, engaging beginnings of each tale, and satisfying concluding paragraphs. Colour illustrations, decorative borders and stencilled backgrounds frame the words on each page. They are extremely handsome and detailed. The text and illustrations work very well together to produce an attractive and inspiring anthology. This retelling of the stories would be rewarding to read aloud. J. Buckley

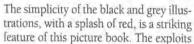
USER LEVEL:

Stage 2 Stage 3 \$34.95

SCIS 1027025

FALCONER, Ian Olivia

Simon & Schuster, 2000 (An Anne Schwartz book/Atheneum books for young people) ISBN 0689829531



of a young child (portrayed in this book by a piglet) and her family's interactions, are humorous and familiar. There is minimal text per page, but the language is sharp and suits the pictures perfectly. The themes in this book support the HSIE unit, This is me. The references to the arts, including dance and painting, are stimulating and could lead to the integration of other areas, such as creative arts, and personal development, health and physical education. This is an enjoyable book to read aloud. S. Rasajah

USER LEVEL: KLA: SYLLABUS:

Early Stage 1 Stage 2 CA; English; HSIE; PDHPE Creative Arts K-6; English K-6; HSIE K-6: PDHPE K-6 \$24.95 SCIS 1027281

GRAHAM, Bob

Max

Walker, 2000 ISBN 0744567874

The themes of parental expectations, peer pressure, valuing difference and nurturing individual talent are examined in this delightful picture book. Following in the footsteps of superhero parents can be extremely



difficult as Max soon discovers. Despite encouragement, Max is unable to fly like his crime fighting parents. Will he ever be able to fly? Will he become more than just an ordinary boy wearing a mask and cape? These questions, the unusual text organisation, and engaging narrative could form the basis of fruitful class discussion. Gender representations of the characters could also be considered. Inevitably, fans of Graham's previous picture books will not be disappointed at this latest offering. H. Gardiner

USER LEVEL:

Early Stage 1 Stage 1

SCIS 1015779

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

HATHORN, Libby & ROGERS, Gregory

The aift

Random Australia, 2000 ISBN 009183757X

Strikingly illustrated in watercolour, this picture book revisits Robert Browning's familiar poem, The pied piper of Hamelin, and posits a future for the crippled boy left outside the mountain. Hathorn's use of the first person fails to lift the narrative voice. which remains flat and unconvincing; and the modern vernacular is jarring and anachronistic. Whilst Rogers' sometimes vibrant. sometimes moody, illustrations develop the scope, space and distance (both physical and psychological) of the story, the narrator's relationships, motives and feelings are insufficiently developed in its prose. Many questions raised by the story are left unresolved, which may prompt classroom discussion, and comparison of this with other versions of the legend. W. Smith

USER LEVEL:

Stage 2 Stage 3 \$25.20

SCIS 1022046

HEIDE, Florence Parry & FEIFFER, Jules

Some things are scarv

Walker, 2000 ISBN 0744573955 [152.4]

To children some things are scary: like being on a swing when it is pushed too high; or being hugged by someone you do not like. The recognition of comfortable and uncomfortable feelings is a key concept in child protection education. Through humorous cartoon style drawings, the author and illustrator show children that things that might



seem scary can sometimes be funny too. Although not all the examples in this picture book are relevant to child protection issues, a class teacher might use it to stimulate discussion about Yes and No feelings, warning signs, and safe and unsafe situations. G.

USER LEVEL: KLA: SYLLABUS:

Early Stage 1 Stage 1 PDHPE PDHPE K-6 \$27.44

SCIS 1026647

HILTON, Nette & RYCROFT, Nina

Little Platypus

Koala, 2000 ISBN 0864612729

A small native animal hatches from an egg beside a river. As the animal searches to discover its identity and find a kindred spirit, the reader is introduced to a



variety of native Australian animals and some of their key features. Although the theme may be familiar, it will strike a chord with most children. The book lends itself most readily to being read aloud, with plenty of opportunities for students to talk about the various animals and to engage in the repeated sections of the story. The illustrations of Nina Rycroft are charming and highly supportive of the storyline. P. Hutton

USER LEVEL:

Early Stage 1 Stage 1

KLA: SYLLABUS: English; HSIE English K-6; HSIE K-6 Paper \$12.95

SCIS 1010232

HUNT, Julie & NIELSEN, Priscilla

Away! Away!

Roland Harvey 2000 ISBN 0949714860

70e moves into her new home and, as she paints, she can hear the squawking of a caged cockatoo next door. She imagines that the bird is talking to her, asking Zoe to set him free. Feeling through the fence, Zoe touches the rusty cage. The bottom falls out of it, and the bird drops to the ground, hesitantly flaps his wings, and flies away! Nielsen's unusual illustrations are stylised and evoke a dreamlike quality. This is continued throughout the narrative by the use of variable print sizes. The picture book would be a suitable stimulus for Stage 1 students when discussing pet ownership or the caging of wild animals. J. Hancock

USER LEVEL:

KLA:

Stage 1 Stage 2 Stage 3

CA; English SYLLABUS:

Creative Arts K-6: English K-6

\$25.20

SCIS 1024909

KIRK, David

Little Miss Spider at Sunny Patch School

Callaway, 2000 ISBN 0733613187

Little Miss Spider is off to her first day at school! She dreams of the exciting things she will learn: how to climb; chew tasty leaves, and tunnel through fruit. Excitedly, she is the first new student through the gate but, by the end of the day, her mood has changed to one of failure.



Spider's self esteem dwindles until she answers the call of a friend in need. This picture book in rhyming verse is an excellent resource for promoting student understanding of self concept and class discussions around the issue. Its bright, colourful illustrations and glossy paper will appeal to teacher and students alike. The book is also a useful model and stimulus for writing. J. Hancock

USER LEVEL: KI A. SYLLABUS:

Stage 1 Stage 2 English; PDHPE English K-6: PDHPE K-6

SCIS 1023863

LESTER, Alison

Ernie dances to the didgeridoo

Hodder Headline, 2001 (Hodder Children's) ISBN 0733613624

The non-Aboriginal author recognises that this picture book is based on a story students of the Gunbalanya Community School in Arnhem Land, written while she worked with staff and students during time she spent there. The story is told in simple text, accompanied by colourful illustrations, which are the strongest feature. These lighthearted pictures vividly portray the landscape as it changes through the year, and aptly capture associated activities enjoyed by the children. Students would delight in discussing the additional information provided visually. It is unclear if the class activities depicted in the illustrations involve consultation

with Aboriginal people. Teachers undertaking such activities or using this book are reminded to consult with their local Aboriginal community. The book reflects life in a contemporary, remote Aboriginal community. It highlights Indigenous knowledge of the interrelationships of the seasons, the ecosystem and community practices. Some words from the Kunwinjku language are used, mainly for the seasons. A pronunciation guide is provided for these. It is a pity the title provides the answer to the final question posed by the story. C. Foley, B. Percival

USER LEVEL: KLA:

Stage 1 Stage 2 HSIE

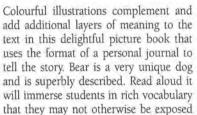
SYLLABUS: HSIE K-6

Paper \$14.50 SCIS 1036843

MURRAY, Martine, PARTRIDGE, Francesca & DUBUC, Frank

A dog called Bear

Random Australia, 2000 ISBN 0091838703





to as independent readers. Detailed three dimensional collages form the double page visual images that will capture and challenge student imagination. Learning experiences could focus on the role of the reader, examining how language is used to build effective descriptions. Students could critically examine how the images add layers of meaning. This is an excellent book for developing students' visual literacy, allowing them to work towards the Learning about outcomes in the English K-6 syllabus. J. Stratford

USER LEVEL: KLA:

SYLLABUS:

Early Stage 1 Stage 1 Stage 2 English

English K-6 \$25.20

SCIS 1022042

PFISTER, Marcus

Milo and the mysterious island

/ translated by Marianne Martens. North-South, 2000 ISBN 0735813523

In this seguel to Milo and the magical stones, the format of alternate endings continues, with the book splitting into two sections halfway through. This is not a new concept, and can be alluring for those readers who enjoy variety, but in this picture book it is cumbersome. The storyline is vague, and the language too flat to convey any feeling of adventure. The endings are predictable and there is limited scope for imagination in the resolution. The coloured illustrations are enhanced by circles of glittering gold which represents the magical stones, in the same style as Pfister's The rainbow fish series. S. Rasaiah

USER LEVEL:

Stage 1 Stage 2 \$29.95

SCIS 1025866

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

POW, Tom & INGPEN, Robert Who is the world for?

Walker, UK, 2000 ISBN 0744567793

Scottish poet Pow, gently presents a firm ecological message about the fate of the world's people and animals in this beautiful, well



designed picture book. A bear cub quizzes her mother in their winter cave, "Who is the world for?" The reply, in italics, is to appreciate the surroundings and realise "the world is for you!" This dialogue is repeated, with variations, for other animals and environments, and between a boy and his father. Breathtaking paintings complete the work in Ingpen's inimitable style. The book could support teaching towards HSIE outcomes ENSI.6 Relationships with places, and CCS2.2 Time and change, and the Stage 3 science and technology unit, A change for the better. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3 KLA: HSIE; ST

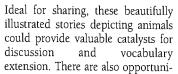
SYLLABUS: HSIE K-6; Science & Technology K-6

\$27.95 SCIS 1023862

PRICE, Mathew & MOROZUMI, Atsuko

Atsuko Morozumi's stories for the very young

Koala, 2000 ISBN 0864612990





ties to introduce concepts about print media. The composers have been careful to provide a variety of text formats, layouts, and flaps to open, to stimulate and maintain the interest of young students. Interestingly, four stories have no written text, allowing the readers to invent their own. A very sensitive child may be upset by The old alligator, who systematically eats three ducklings; fortunately there is a happy ending. This is a delightful picture book that will appeal to all preschool and early school age students. J. Evans

USER LEVEL: Early Stage 1 Stage 1 KLA: English

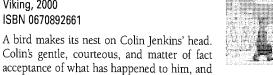
SYLLABUS: English K-6 Paper \$15.50

SCIS 1026881

RIDDLE, Tohby

The singing hat

Viking, 2000 ISBN 0670892661



his reaction to it, defines his character, and redefines his life in this lightly told, whimsical and charming story. Young readers will enjoy the ironic tension between the deadpan treatment of the absurd situation, Colin's reactions, and those of his daughter. Clever illustrations combining collage, watercolour and line drawing add to the appeal of this picture book, recommended not least for its subtle message of the inherent value of all living creatures. W. Smith

USER LEVEL: Stage 1 Stage 2

\$25.00

SCIS 1022036

RUSSELL, Elaine

A is for aunty

ABC, 2000

ISBN 0733307299

[994.4]

Memories of having a Possum as a pet, and Aunty Goldie using Zinc ointment for just about every ailment, are examples included in this interesting account of living on an Aboriginal mission in New South Wales. It is an alphabet picture book with a difference, reflecting the fond memories and joy associated with living on an Aboriginal mission with extended family and friends. Many of the featured memories are shared with humour, often reflecting events of that time. For example, on Inspection day, the houses would be checked by the manager's wife to ensure that they were clean. The colourful, distinctive illustrations complement and add insight to the story, with interestingly drawn maps showing features of the community. The text highlights the stylised use of capital letters for effect, and to reflect cultural significance. Biographical information about the author/illustrator is included. The collection of childhood memories would generate interesting discussion and comparisons. D. Anderson

USER LEVEL:

Stage 1 Stage 2 KLA: English: HSIE SYLLABUS:

English K-6; HSIE K-6

\$22.95

SCIS 1006498

SHANNON, David

The rain came down

Scholastic, 2000 (Blue sky) ISBN 0439050219

A chain of noisy events unfolds in a suburban street, all caused by a sudden downpour of rain. A simple structure of event and cumulative consequences builds the text slowly towards its final happy resolution. Shannon's wonderfully designed full page colour illustrations carry the simple and satisfying story. The chickens squawked, the cat yowled, the dog barked and the baby cried. From then on, everyone using the street became involved in a situation exacerbated by rain. With its refrain "And still, the rain came down", the story is an interesting model for use of the past tense. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2

STRAW, Wendy

The wheels on the hus

Borghesi & Adam, 2000 ISBN 0957740336

SCIS 1026592

Beginning readers will be drawn to this book's vibrant colours, the large, square format, and highly glossed, sturdy pages. Welcoming characters and a big red bus add to the overall appeal. The text has been framed around the familiar nursery rhyme, with the words vividly brought to life through lively illustrations that match the text appearing on each page. The bold text playfully integrates itself into the book's illustrations, so that text and illustration work together to support young readers to create meaning. Whilst adults and children will enjoy sharing this book, its highly predictable text could be easily read alone, or memorised, by very young students. L. Rowles

USER LEVEL: SYLLABUS:

Early Stage 1 English English K-6 Paper \$12.95

SCIS 1027018

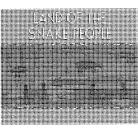
TREZISE, Percy

Land of the Snake people

Angus & Robertson, 2000 (Journey of the great lake 5) ISBN 0207198985

The story of the journey home of the three Kadimakara children

continues as they travel through the land of the Snake People with their new companion, Wongabel. The story continues in the next title in the series. The wonderfully naïve style of illustration supports the text, which is a little pedestrian. As



[A298]

a resource, it gives students an excellent insight into the customs and lifestyles of the Aboriginal peoples of the Kimberley, but the narrative may fail to engage young readers. A simple glossary provides further support. It is a transitional stage in the story of these children's adventure, which can be traced on the fold out map. L. Pratt

USER LEVEL: Stage 1 Stage 2 Stage 3 KLA:

CA; HSIE

SYLLABUS: Creative Arts K-6; HSIE K-6

SCIS 1016374

WENINGER, Brigitte & REICHSTEIN, Alexander

Special delivery

/ translated by J. Alison James. North-South, 2000 (A lift-the-flap book/A Michael Neugebauer book) ISBN 0735813183

What can be in the large box delivered to Mother? Students will enjoy solving this mystery as the clues and possibilities are revealed one by one. Although the ending is quite predictable, it is nevertheless delightful. The book's design imitates the cardboard box imaginatively, inviting readers to explore its contents. This exploration is well supported by Reichstein's illustrations, and will lead to opportunities to discuss the imagined contents and make speculations. The climax of the story is carefully managed as the reader "unfolds" the box piece by piece to reveal its real contents. This is a book to be enjoyed by child and adult alike. P. Hutton

USER LEVEL: Early Stage 1 Stage 1 English

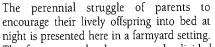
KLA: SYLLABUS: English K-6

SCIS 1027561

WILD, Margaret & ARGENT, Kerry

Nighty night!

ABC Books, 2000 ISBN 0733305903



The four parental roles are evenly divided between male and female, and each parent is faced with a surprise by the tricky members of the younger generation. Beautiful colour illustrations of the animals in an idealised setting bring the story to life. They are full of colour and movement, and work well with the carefully constructed text. As the narrative is a model of simplicity and directness, with the use of repetition and dialogue, this picture book is a rewarding story to read aloud. J. Buckley

USER LEVEL: Early Stage 1 Stage 1

SCIS 1024836

WILD, Margaret & KING, Stephen Michael

The pocket dogs

Omnibus, 2000 ISBN 1862914184

No deep message in this whimsical picture book, but with its appealingly vibrant cover, perky dog characters, amusing dialogue, and light, predictable story, it is a winner! Biff and Buff are very tiny dogs who fit snugly into Mr Pockets' coat pockets. Biff notices a hole developing in his pocket and, after a bad dream in which he falls through the hole and lands on his head, the inevitable happens during a shopping expedition. King's delightful illustrations vary from double page spreads to repeated series of small pictures of Biff in action, as he leaps from several would be rescuers. This book would provide an ideal script for readers' theatre. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2 \$24.90

SCIS 1018041

WOOD, Audrey

Jubal's wish

Scholastic, 2000 ISBN 043916964X

A very friendly bullfrog named Jubal sets out to share the joy of a beautiful day with his friends. In his blissful naivety he cannot understand why others are not as happy as he is. He is disappointed that his friends do not instantly become happy when his wish is granted. The messages of the book are that different things make different people happy and that things do not always turn out the way they seem. After what initially seems like a disaster, comes true happiness for all. Used in a shared book situation, the colourful illustrations will engage young children. The story may require some explanation. W. Alford, G. Penn

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

\$24.90

SCIS 1026637

fiction for younger readers

Resources are arranged alphabetically by author

Some of these books are also suitable for lower

secondary etudents

BROOKE, Lauren

Coming home

Scholastic Children's, 2000 (Heartland 1) ISBN 043999795X

Amy Fleming loves horses and idolises her mother, who has an unusual gift that allows her to gain the confidence of horses which have been neglected or abused. Their idyllic home in the hills of Virginia, USA, is a unique haven for those who live and work there. Then one day the magic of Heartland is threatened by a tragic accident. This is a sensitive story about endurance, overcoming grief, and the importance of family and friends. A heart warming tale, it has appeal to a broad range of readers, including ardent horse lovers. C. Sly

USER LEVEL:

Stage 3 Stage 4 Paper \$9.70

SCIS 1026705

BROOME, Errol

Away with the birds

Fremantle Arts Centre Press, 2000 ISBN 1863682988

Establishing friendships in new environments is a common issue for many students. For Sebastian, fresh from the country, befriending old Mr Neary and his racing pigeons is easier than associating with new peers in a suburban neighbourhood. The ice is broken when the local students become interested in the pigeons in Sebastian's care, especially when one of the birds is late returning from a race. With short chapters, and using a simple, conversational narrative style, this book is suitable for able readers who have made the transition from picture book to novella. Information about pigeons, including raising and racing them, is woven into the story. L. Crofts

USER LEVEL:

Stage 2 Stage 3 Paper \$11.95

SCIS 1016045

CASWELL, Brian

Gladiators in the holo-colossseum: Gargantua [sound recording]

/ read by Stig Wemyss. Louis Braille, 2000 (Alien zones) (285 min.) ISBN 0732023939

The Zone Commandos are still searching for Tee Dee's father, and Paul still has a problem with electricity. Tee Dee's namesake, Tammy Dansen, and David's "nethead" buddy from Chicago, join them in two new episodes of this popular series of science fiction adventures. In Gladiators in the holo-colossseum, David must be extricated from holographic destruction and personality collapse on Technika, the most technologically advanced planet in all timespace. In Gargantua, the team narrowly avoids "spaghettification" in a black hole, as they struggle to save a doomed spaceship. Wemyss' performance is consistently and enthusiastically youthful and accurate, giving comic life to the imaginative force of Caswell's text. This could be used as stimulus material for examining science fiction genre and could encourage readers who need additional assistance to seek out the books. W. Bowie

USER LEVEL:

Stage 3 Stage 4

SCIS 1020883

CLARK, Margaret

Dollar for a dolphin

Hodder Headline, 2000 (Aussie angels 10/A Mark Macleod book) ISBN 0733612148

Meg and Mike of Animal Haven are studying dolphins, and plans are soon made by the teacher, Ms Lee, to take her students on an excursion to swim with dolphins. While a subplot concerning missing excursion money fizzles, the book captures the atmosphere of the Australian primary classroom very well. The timely discovery of a beached pygmy sperm whale is a clever device by Clark to add accurate



factual information, if perhaps a little forced, into the narrative. Marine ecology, comparisons between cetacean species, and the objectives of Project Jonah and the Dolphin Research Institute, are discussed. Fans of the series will enjoy the amusing cameo appearances of previous instalments' animal protagonists. I. McLean

USER LEVEL:

Stage 2 Stage 3 Paper \$11.95

SCIS 1026699

CORBETT, W. J.

The ark of the people

Hodder Children's, 2000 (Hodder silver) ISBN 0340791772

When humans flood the valley, the Willow People set sail in a hollow, oak log on a journey of survival; but the waters are uncharted, a storm is brewing, and Deadeye and his gang, whom they've rescued, are plotting treachery. This is a fantasy involving two rival clans, their animals, and three human children. Most are hardworking, cooperative, and compassionate, but there are freeloaders, complainers and those who cannot be trusted. Light hearted humour is evident in the squirrels' hypersensitive threats, and blunders made by Deadeye's inventor. There are also serious accusations of humans causing river pollution and environmental damage. The book has wide appeal and the story is most satisfying. D. Doust

USER LEVEL:

Stage 3 Stage 4 Paper \$14.50

SCIS 1026996

CREW, Gary & WILSON, Mark

Valley of bones

Lothian, 2000 ISBN 0734400144

Conservation becomes an issue when Tara and Lachlan find the fossil remains of a pterodactyl on a central Queensland property recently sold to a mining company; and there is a deeper concern. one that the teenagers, fearing ridicule, are loath to talk about. Could it be that the species is not extinct, but lives and hunts in the area? This mystery adventure, presented as a longer story in picture book form, is generously illustrated. The relationship between the two protagonists is developed convincingly. Variation in text type, including prose, dialogue, letter, and report, adds interest, and the infusion of mystery keeps readers guessing to the last page and beyond. B. Richardson

USER LEVEL:

Stage 2 Stage 3 Stage 4

\$26.95

SCIS 1022054

D'ATH, Justin

Koala fever

Allen & Unwin, 2000 ISBN 1865083992

For those who enjoy eccentric characters and implausible situations set in the Australian bush, this fast moving, fauna filled, save the world yarn will appeal. The sprinkle of delightful blackline illustrations by Terry Denton, combined with numerous short chapters that flick through the



action, engage readers daunted by conventionally chaptered books. Footnotes are a feature on many pages, adding to the humour, giving insights and background information while serving to familiarise the reader with this writing convention. Various issues relating to wildlife conservation, lifestyle, parenting, family dynamics and community are highlighted. Some incidents could initiate useful class discussion and investigation. N. Chaffey

JISER LEVEL: KLA:

Stage 2 Stage 3

English; HSIE; ST SYLLABUS:

English K-6; HSIE K-6; Science & Technology

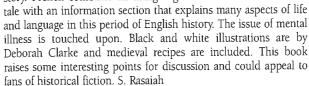
Paper \$13.95

SCIS 1026806

FRENCH, Jackie Lady Dance

Angus & Robertson, 2000 ISBN 0207197474

The story is set in Britain of the Middle Ages, at the time of the bubonic plague. The juxtaposition of the horror of families dying from pestilence and a whirling, happy being called Lady Dance, who raises everyone's spirits, is the theme of this story. French combines an intriguing



USER LEVEL:

Stage 3

Paper \$13.95

SCIS 1024817

GLEITZMAN, Morris & JENNINGS, Paul Deadly! Part one, nude Penguin Books Australia, 2000 (Puffin)

ISBN 0141306017

Amy and Sprocket, believable and engaging protagonists, exhibit a strong sense of self preservation, and a desire for order, explanation and security in the face of incomprehensible behaviour on the part of others in a series of fantastic, riotous and alarming events.



unresolved ending, via adult nudists, six year old terrorists, missing parents and an abandoned baby, this first instalment will have readers eagerly devouring the hilarious story, and leaving them hungry for more. Five additional slim volumes complete this serial novel from the creators of Wicked! Strong, racy, first person narrative, simple language and kid appeal make Deadly! especially recommended for the sometime less enthusiastic or less able readers. W. Smith

USER LEVEL:

Stage 2 Stage 3 Stage 4 Paper \$4.95

Other titles in this series are: Deadly! Part two. brats

Deadly! Part three, stiff Deadly! Part four, hunt Deadly! Part five, grope

Deadly! Part six, pluck

SCIS 1026734 SCIS 1029198 SCIS 1035696 SCIS 1035815

SCIS 1038598

SCIS 1023507

Do you have a great idea for a future *Scan* acticle? Please ring The Editor on 02 9886 7501 or email lan McLean@cet.nsw.edu.au

JENNINGS, Andy

The beach dogs

Hodder Children's, 2000 ISBN 0340778695

Life is tough for the five dogs in this novel. They struggle daily for shelter and enough food to survive. Living on the fringes of a Thai tourist beach, they have developed behaviours to assist their survival. The intertwining stories capture a personality and history for each dog. The reader is



drawn into accepting the thinking of each animal as it is presented. The interaction between dogs and humans is explored from the perspective of the dogs. This is an engaging novel, filled with incident and action, in which the author achieves a believable personality and set of behaviours for the dogs. J. Buckley

USER LEVEL:

Stage 3 Stage 4 Paper \$14.50

SCIS 1027322

KELLEHER, Victor

Beyond the dusk

Random House Australia, 2000 ISBN 0091831474

Mesmerised by an illustration in her grandson's storybook, Meg is faced with a perplexing problem: the creature that stalked her fifty years ago is identical to the



marsupial lion in the drawing! However, the beast she encountered was alive, despite the species being extinct for thousands of years. This well structured story, which cleverly links past and present, maintains suspense throughout by constant reminders of the predator's presence, noise, and rank smell. Gregory Rogers' large, pencilled illustrations enhance the eerie atmosphere, while Meg's fantasies about bunyips and Tasmanian tigers add extra Australian character. Some readers will ponder Meg's grandmother's warning: "An untruthful person is never believed". D. Doust

USER LEVEL:

Stage 3 Stage 4 \$25.20

SCIS 1018438

KING-SMITH, Dick

The witch of Blackberry Bottom

Penguin Books Australia, 2000 (Puffin) ISBN 0141302852

The idea of living alone with one's pets, with plenty of money, pleasing oneself about food and clothes, and without adult supervision, is a powerful fantasy for many children. Here, it is realised in a simple tale of an old woman hermit, befriended by two children who are free of adult prejudice about dirt and smells. Inevitably, the unconventional life is overcome by the conventional, but many student readers may feel disappointed that Miss Slade capitulates so readily. The origins of her situation, and the unconvincing climax and resolution, raise serious moral questions, which are ignored in the comfortable and reassuring conclusion. The appealingly detailed illustrations are by Ann Kronheimer. W. Smith

USER LEVEL:

Stage 2 Stage 3 Paper \$10.95

SCIS 1019500

LARKIN, John

Armitage Shanks and the footballer's bones Hodder Headline Australia, 2000 (A Mark Macleod book/Western Wildcats 4)

ISBN 0733612180

The Wildcats are a team that is usually a bunch of hopeless, uncoordinated losers. Now they have stumbled onto someone quite legendary, which could change their game. Techniques and tactical manoeuvres, as used by FA Cup finalists, are performed, and fancy footwork is practised. These newly acquired soccer skills are tested against the competition leaders. Readers may relate to the excitement of the match, the euphoria of goal scorers and teammates, and supporters' encouragement or unsporting jeers. There are numerous juvenile pranks, humorous situations, and sarcastic exchanges between players. This is an accessible story with appeal to a wide range of readers. D. Doust

USER LEVEL:

Stage 3 Stage 4 Paper \$10.95

SCIS 1020112

LUCKETT, Dave

Rhianna and the wild magic

Omnibus, 2000 ISBN 1862914494

In a land that is ruled by magic, Rhianna's powers are out of control. She has a wild magic that must be contained until she can learn how to use it. The story takes place in a mystical village in which the characters all have magical surnames, such as Spellwright and Wildwood. The characters are strongly defined, especially Rhianna, who matures throughout the book until she is finally able to outwit a threatening dragon and save the day. This is a wonderful fantasy that is sure to appeal to Harry Potter fans seeking stories full of mystery and magical spells. J. Eade

USER LEVEL:

Stage 3 Paper \$11.90

SCIS 1021845

MATTINGLEY, Christobel

First friend

Penquin Books Australia, 2000 (Aussie nibbles/Puffin) ISBN 014130894X

The feelings of loneliness, confusion and intimidation, often felt on the first day at a new school, are explored in this story. Kerry finds that not only children can be lonely when school starts. Her friendship with a dog helps Kerry to overcome shyness around other students. Very simple language in large print engages those readers who are gaining confidence with chapter books. Line illustrations by Craig Smith complement the text very well, and an added attraction is the



presentation of books in this series, with a set of novelty teeth marks, or a "nibble", cut through every page. Notes by the author and illustrator at the back also provide interest. L. Crofts

USER LEVEL:

Stage 1 Stage 2 Paper \$9.95

SCIS 1016139

MAY, Kara

Joe Lion's bia boots

Kingfisher, 2000 (Lam reading)

ISBN 0753404095

Being the smallest in his class and family is a major concern for Joe. His efforts to make himself bigger, and the unexpected consequences of doing so, are the subject of this humorous, easy to read book of five chapters. Colourful illustrations interspersed throughout the written text will assist students requiring additional support to effectively access meaning. Classroom discussions could focus on identifying individual differences and the importance of recognising and accepting these. Students could also investigate the grammar and language choices used to develop the characters and events and the reasons behind these choices. J. Stratford

USER LEVEL:

Stage 1 Stage 2 Paper \$8.65

SCIS 1015954

McDONALD, Megan

Judy Moody

Candlewick, 2000 ISBN 0763606855

Summer holidays are over and Judy is not very impressed about returning to school and meeting her new Grade 3 teacher, Mr Todd, but school is full of surprises, especially the Me collage task everyone must complete. Sibling relationships, friendship and individuality are all sensitively explored throughout this book. Judy's fluctuating moods and attitude changes are reflected in the language choices and the many humorous illustrations that accompany the text. Planned learning experiences could address the Interpersonal relationships strand of the PDHPE K-6 syllabus as well as the eight Learning about outcomes of the English K-6 syllabus. The chapter book format will definitely appeal to young readers. J. Stratford

USER LEVEL: KLA: SYLLABUS:

Stage 1 Stage 2 English, PDHPE English K-6, PDHPE K-6

\$24.15

SCIS 1016213

McSKIMMING, Geoffrey

Cairo Jim and the lagoon of tidal magnificence: a Sumatran tale of splendour

Hodder Children's, 2000 ISBN 0733602959

The kidnapping of the entire Turkish Women's Olympic Championship Tent Erection Team, by villainous Neptune F. Bone, kicks off this latest Cairo Jim adventure, with the usual smirks, masterful wordplay (and frequent use of parentheses). This time. Jim, Jocelyn, Doris and Brenda investigate old archaeological secrets of Dr Schnitger. Naturally, they are plunged into numerous cliffhanger chapter endings (perfect for serialisation with a class). For example, Jim is literally up to his neck in trouble when trapped by a giant jungle plant. This is an often hilarious and challenging novel, rich with Indonesian vocabulary, that should have its readers reaching for dictionaries, atlases and history books. I. McLean

USER LEVEL:

Stage 3 Stage 4 Paper \$11.95

SCIS 1024723

MFTZENTHEN, David

The colour of sunshine

Penguin Books Australia, 2000 (Puffin) ISBN 0141310510

Nine year old Davey is suffocating in the colourless grief and frozen silence which grip his parents and home after the death of his older sister in a car crash, caused by her exhibitionist boyfriend. Newcomers Clarence, Joeline and Miranda, representing colour, light, love and the continuation of life, draw him into their orbit, enabling him to begin to emerge from grief. Realistic, recognisable and believable characters (especially big brother Stewie), compassionately observed, are



skilfully shown through speech and action. The story deals with a sensitive subject and should be pre read to gauge its appropriateness for individual students. This highly recommended novel's open ending could provide stimulus for thought and discussion as a classroom serial or for small group reading. W. Smith

USER LEVEL: KLA:

SYLLABUS:

Stage 2 Stage 3 PDHPE

PDHPE K-6 Paper \$12.95

SCIS 1023949

NAPOLI, Donna Jo

Changing tunes

Penguin Books Australia, 2000 ISBN 0141308117

Stage 3 students develop more advanced skills for establishing and maintaining positive and caring relationships. They increasingly value the qualities of empathy and respect in relationships. Changes in interpersonal relationships are explored in this captivating and sensitive story about a young girl whose father moves out of the family home taking the much loved piano with him. As her feelings of hurt, anger, and betrayal build up inside, Eileen finds that she cannot bring herself to tell anyone what has happened, even her best friend. Read to a class, this book would provide an excellent stimulus for discussions about the nature of relationships. G. Penn

USER LEVEL: KLA:

PDHPE SYLLABUS: PDHPE K-6 \$11.95

SCIS 1020348

NIX. Garth

Serena and the sea serpent

Stage 3

Penguin Books Australia, 2000 (Aussie bites/Puffin) ISBN 0141309407

A vegetarian sea serpent, blinded by bright light, receives a lot of help from Serena, the smartest girl in her family. Serena uses her knowledge well to help the serpent and the children previously sacrificed to the serpent, now happily transformed to penguins. This is a fast moving fantasy, with a good balance of action and problem solving. Serena is likeable and smart, and her final request for a holiday from the burden of great knowledge and intelligence is a delightful twist of the plot. Short, clearly delineated chapters and frequent illustrations by Stephen Michael King help newly independent readers enjoy this appealing story. J. Buckley

USER LEVEL:

Stage 2 Stage 3 Paper \$10.95

SCIS 1023940

SNICKET, Lemony

A series of unfortunate events [series]

HarperCollins, 2000

Deliberately Gothic and including a satirical mix of a range of genres, this continuing series of novels appropriates and subverts the conventions of melodrama, whilst providing readers with a rich, literary and linguistic experience. Small, attractively bound, hardcover volumes, illustrated with Brett Helquist's attenuated line drawings on thick cream paper, add to the pleasure of reading. For adults, a wealth of literary and historic allusion, irony, and authorial intrusion, provides interest and amusement. Young, less experienced readers will enjoy the cleverly drawn characters, racy plots and fantastic settings. The series is highly recommended for confident, experienced, adventurous readers to tackle alone, and for classroom serialisation and discussion of genre, character, setting, plot, mood, tone and style. W. Smith

USER LEVEL:

Stage 3 Stage 4 Community \$16.95 each

Titles in this series include:

Book the first: The bad beginning SCIS 1009601 SCIS 1009598 Book the second: The reptile room Book the third: The wide window SCIS 1024720 Book the fourth: The miserable mill SCIS 1024721 Book the fifth: The austere academy SCIS 1026903

STRONG, Jeremy

I'm telling you, they're aliens!

Penguin Books Australia, 2000 (Puffin) ISBN 0141306858

Rob, the hero of this humorous novel, is a chronic worrier. It is not surprising that, when new neighbours move in across the road, Rob is convinced that they are aliens. The short, easy to read chapters, and hilarious characters and situations, make this an enjoyable and appealing story. Each chapter begins with a black and white sketch by Nick Sharratt depicting its contents, often followed by an ominous horoscope prediction. Underlying Rob's desperate attempts to prove that his neighbours are aliens is the theme of friendship, as he is joined in his quest by Marsha. Together, they bring this story to a very satisfying conclusion. J. Eade

USER LEVEL:

Stage 2 Stage 3 Paper \$9.95

SCIS 1017119

URAL, Serpil

Candles at dawn

/ translated by Betty Toker. Gulikeni Yayinlari, 2000 ISBN 9756731036

Two young girls, Peggy from Australia and Zeymep from Turkey, become friends as they discover the reasons behind the commemorations at Anzac Cove. This novel won Turkey's Grand Prize for Children's Literature in 1997. It questions the futility of war and promotes the place of peace and friendship. Whilst the English translation is stilted and unemotional, the story offers a unique perspective on the Gallipoli Campaign of World War I. It is illustrated with black and white photographs from the trenches, but the

63

layout and paper used may not encourage readers. The novel could be a unique resource to support Stage 3 HSIE outcome CCS3.1 when studying the origin of Anzac Day. B. Hull

USER LEVEL: Stage 3 Stage 4 KLA: HSIE

SYLLABUS: History Stages 4-5; HSIE K-6

Paper \$17.95 SCIS 1011242 Global Language Books Phone 02 9896 5811

URE, Jean

Sandy Simmons star struck!

Orchard, 2000 (Orchard super crunchies/Sandy Simmons)

First person narrative adds immediacy and appeal to this short novel, one of a series of six about a stage struck young girl at drama school. The eponymous protagonist is heroic, lively and attractive, and the family crisis is realistic and convincing, yet essentially non threatening, for student readers. The English setting is apparent. and this unfamiliarity may add to its appeal for readers. Line illustrations are by Peter Kavanagh. With little dramatic tension, few insights into motive or behaviour, conventional relationships and a predictable outcome, the book offers little to challenge, engage or sustain young readers. W. Smith

USER LEVEL:

Stage 2 Stage 3 Paper \$10.95

SCIS 1023924

VISCONTI, Guido

The genius of Leonardo

Barefoot, 2000 ISBN 1841483001

The diverse talents of Leonardo da Vinci are cleverly brought to life in this beautiful picture book, illustrated by artist Bimba Landmann. The fictionalised retelling, from the point of view of young apprentice Giacomo, also incorporates actual excerpts from da Vinci's manuscripts. From the first page, readers are drawn into a fantastic world of scientific discovery, artistic beauty and human ingenuity. This multifaceted book could form the basis of numerous class discussions about da Vinci's significant influence on contemporary life. Regardless of how it is used in the classroom. readers of all ages will marvel at this extraordinary book. H. Gardiner

USER LEVEL:

Stage 2 Stage 3 Stage 4

KLA:

\$29.64

SCIS 1030787

WHYBROW, lan

Books for boys [series] Hodder Children's, 2000

In this amusing series, the author attempts to address a growing concern of teachers and parents: that many boys avoid reading fiction. Characters in each book weave their way through tantalising action, including: magic spells gone wrong; soccer games; and the boyhood doings of Robin Hood and his Merry



Men. Short chapters, large print, and numerous illustrations by Tony Ross, will tempt emerging readers, both boys and girls. However, use of culturally exclusive language, and narrow gender assumptions, could be off putting, especially if read in isolation Teachers using this series may wish to provide students with opportunities to critically analyse such assumptions in order to broaden, rather than narrow, gender understandings. D. Willis

USER LEVEL: Stage 2

Paper \$9.95 each

Titles in this series include:

A footballer called Flip SCIS 1024806 The magic sneeze SCIS 1024897 Young Robin's hood SCIS 1024813

WHYBROW, Ian

Miss Wire and the three kind mice

Kingfisher, 1996 (Lam reading) ISBN 0753400170

Except for Miss Wire, the residents of Hideaway Home for the elderly are quiet and sleepy. Christmas is coming but the residents believe it is not for them. With the aid of a letter to Santa and three mice, the residents receive a new lease of life with the arrival of unwanted toys considered too dangerous for children on Christmas morning. Short chapters, large, well spaced print and supportive illustrations will appeal to young readers who are developing independent reading skills and strategies. This could be a useful resource to assist older students requiring additional support. J. Stratford

USER LEVEL:

Stage 1 Stage 2

\$8.65

SCIS 1015968

Fiction for older readers

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

BAILLIE, Allan

Saving Abbie

Penguin Books Australia, 2000 (Puffin) ISBN 0141307404

Abbie is a very engaging six year old orphan orang-outang, on the final leg of an odyssey that will see her reintroduced to her Kalamantan home. Young Ian feels the full weight of responsibility for her. Abbie must mature separately in her rainforest home, and Ian's growth parallels his father's building acceptance of an uncertain world that has almost torn his son from him. Baillie's recreation of Abbie's orang consciousness successfully skirts mere anthropomorphism and brings depth to this tale. This is also an even handed, and well researched, exposition of the plight of orang-outang populations in Borneo that becomes a powerful indictment of human rapacity. W. Bowie

USER LEVEL: SYLLABUS::

Stage 4 Stage 5 Enalish English 7-10 Paper \$14.95

SCIS 1023960

CATRAN, Ken

Vovage with Jason

Lothian, 2000 (Lothian YA fiction) ISBN 0734401515

Pylos, a young peasant boy, joins a very young Jason on the Argos in search of the Golden Fleece. His commonsense and lowly perspective place the heroes of this argosy on a more humanly fallible plane than Greek mythology would have it. That aspect makes the characters and action seem strangely larger than life, and the tension quite gripping. Pylos' clear headed observations also provide us with entree to the slippery, treacherous world of royalty without dismissing the interesting details of everyday life. As with Catran's earlier Homeric tale, Golden prince, good research and attentive description gives his readers a palpable experience. W. Bowie

USER LEVEL:

Stage 4 Stage 5 Paper \$14.95

SCIS 1023564

CREW, Gary & NEILSON, Philip

Point Puer (Port Arthur) is the setting for the story of young

Edward Britton, educated and good looking, who has been

convicted of theft. His story is entwined with that of Izod Wolfe, an

Irish loner, who is bent on revenge. Fate plays a crucial role in the

appointment of Buckridge as the superintendent of the institution,

which also employs: a kindly but cautious physician, Patterson; a

bullying teacher, Bull; and the obsessive guard, Hecht. Buckridge's

daughter, Susan, is a catalyst for most of the action. While the

novel addresses broad themes of love, revenge and freedom, it also

touches on issues, such as the misuse and abuse of power in

The Arthurian legend intermingling with medieval life provides the

framework for this well told narrative. In 1199, thirteen year old

Arthur de Caldicot, the second son of a lord in the Welsh border

region is on the brink of manhood. Resented by his older brother

Serle, Arthur constantly makes mistakes and his anticipated future

as a squire is uncertain. When Merlin gives Arthur a shining black

stone, visions presaging events in Arthur's life unfold, as does the

Arthurian legend, shedding light upon the past and its secrets. The

novel sits well as a Stage 5 class text for units on mythology, history,

Bailee and Jonah's lifestyle, as wealthy residents of a high security

glass sky tower, is far removed from that of people at street level, a

grim dark world populated by thieves, scum and murderers. Yet

their destiny becomes inextricably linked with a street gang when

their father is charged with fraud and sentenced to transportation

to a newly discovered planet. Characters from both levels of this

very divided futuristic society are sympathetically developed in an

even paced, action packed science fiction story, with disturbingly

familiar themes reminiscent of stories of convict transportation to

personal change and growing up. F. Crum

Stage 5

English

\$29.95

English 7-10

SCIS 1022052

SCIS 1023635

Stage 5 Stage 6

Paper \$14.95

Edward Britton

relationships, B. Hull

CROSSLEY-HOLLAND, Kevin

The seeing stone

Orion, 2000 (Arthur 1)

ISBN 1858813972

USER LEVEL:

SYLLABUS:

CUMMINGS, Phil

Breakaway

ISBN 0091840740

Random Australia, 2000

KLA:

USER LEVEL:

Lothian, 2000

ISBN 0734400691

CLARKE, Judith

Angels passing by [sound recording]

/ read by Stig Wemyss. Louis Braille, 2000 (1 hr. 45 min.) ISBN 073202448X

The author has captured accurately the voice of insecure Tom, the only child of middle aged parents. Tom has started Year 7 without any of his friends from primary school, and suddenly homemade school uniform shirts, his parents' quirky, loving behaviour, and an exuberant pet dog, are sources of major embarrassment. He is also struggling to survive the school's bullies, who have challenged Tom to grow a marijuana plant from seed. Tom gains a new appreciation for his situation, and strength to tackle his problems, after taking Mum on a bittersweet trip down memory lane. Wemyss' excellent narration brings the characters to life, especially Tom's delightfully eccentric mother. I. McLean

USER LEVEL:

Stage 4 \$32.95

SCIS 1018708

COOPER, Susan

King of shadows

Penguin Books Australia, 2000 (Puffin) ISBN 0141307994

To try to forget the tragic death of his parents, American Nat Field joins an all male Shakespearean theatre troupe. The Company of Boys. His inexplicable transportation to Shakespeare's original Globe Theatre, from its modern reconstruction, successfully opens up the world of Elizabethan theatre for the reader. It is an inside view, revealing the ordure, political intrigue, and vulnerability to disease and violence, that characterised contemporary Elizabethan life. The book is clearly well researched. Young males were expected to play female roles as an aspect of professional training. The complete and intimate details of life, as both apprentice and actor in the time of Shakespeare and Burbage, is wonderfully presented. W. Bowie

USER LEVEL: KLA:

Stage 3 Stage 4 Stage 5

CA; English SYLLABUS:

Drama 7-10; English K-6; English 7-10

Paper \$12.25

SCIS 1024818

Australia. Thoughtful readers are offered much on which to reflect: social inequality and division; authority; control and power; and crime and punishment. The sequel is eagerly awaited. B.

USER LEVEL:

Richardson

Stage 3 Stage 4 Paper \$14.20

SCIS 1018096

EATON, Anthony

The darkness

University of Queensland Press, 2000 (UQP young adult fiction) ISBN 0702231525

The pervading atmosphere of this quietly compelling story is fear, fear of the known and the unknown. The people of the small coastal town of Isolation Bay make their living from the sea. Their life is hard, their nature tough, cold and superstitious. They fear the power and fury of the sea and the darkness that can engulf their town. Rohan, isolated because of superstition, is drawn to newcomer Rachel, an unwelcome outsider, and an unlikely, tenuous friendship is forged. Both teenagers are burdened by fear, both face their fear and both determine to free themselves from the shackles of their shadowed pasts. Superstition, bullying and domestic violence are central issues in this unusual story. B. Richardson

USER LEVEL:

Stage 4 Stage 5 Paper \$16.95

SCIS 1018450

FARRER, Vashti

Plagues and Federation: the diary of Kitty Barnes, the Rocks, Sydney, 1901

Scholastic, 2000 (My story) ISBN 1865042668

Kitty is an enthusiastic teenage diarist, living in the Rocks slums in 1900. She describes the plague in Sydney, the search for a site for the national capital and progress of Australian troops in the Boer War. It is a fascinating history of the times. Family and domestic details show Kitty's likeable character as an unusual girl who wants to stay at school to become a typist. Studied as a class novel, this book would motivate interest in federation times and act as a starting point for research. The style, written as if spoken, is ungrammatical and hence good for discussion; however, the continued use of "but" as punctuation, is annoying. M. Hamlyn

USER LEVEL:

Stage 3 Stage 4 Stage 5

KLA: HSIE

SYLLABUS: History Stages 4-5; HSIE K-6

Paper \$16.00

SCIS 1021006

GAVIN, Jamila

Coram boy

Mammoth, 2000 ISBN 0749732687

The fate of unwanted babies in England in 1740 was usually horrific. Many people profited from their disposal, as does the hawker in the first chapter of this book. Against this picture of corruption is contrasted the story of Alexander, a teenager who is prevented from a career in music by his obligations as heir to an estate. This is the story of Alexander's growing up, with several love stories, and the mystery of what becomes of his illegitimate baby son. The novel shows the significance of the class structure of society at that time. The main characters are likeable, the historic setting fascinating, and the adventures gripping. M. Hamlyn

USER LEVEL:

Stage 4 Stage 5 Paper \$12.00

SCAN • Vol 20 No 2 May 2001

SCIS1026993

All prices in the availability statement include GST.

HARRIS, Clare

Mystery and murder in Australia

National Centre for English Language Teaching and Research, Macquarie University, 2000 (Australian readers collection) ISBN 1864085576

Four of the most notorious murders and unresolved mysteries in Australian history are retold in this snappy, illustrated, easy to read book. Although designed for adult learners of English as a Second Language (ESL), mainstream English teachers may find the stories of interest to the sometime less enthusiastic or less able reader. Each self contained chapter includes an array of reading activities that focus on developing field knowledge, enhancing comprehension and identifying language



features. The layout lends itself to the explicit teaching of reading strategies such as skimming, scanning and using headings to locate information. Teachers of ESL learners, including new arrivals at Intensive English Centres will find this a helpful classroom resource. H. Gardiner

USER LEVEL:

KLA:

Stage 3 Stage 4 Community Professional

English

SYLLABUS: English K-6; English 7-10

\$11.95

SCIS 1008591

HIGGINS, Simon

Cybercage

Random Australia, 2000 ISBN 0091839718

Once again Jade Draper and her friends find themselves involved in a death defying battle against a dangerous opponent in a technological environment which has gone horribly wrong. Although links with an earlier novel explain the emotional and physical problems Jade experiences, this book stands alone in its effective use of characterisation and plot. The author successfully weaves a series of circumstances into a gripping life or death encounter by using short segments, interwoven with other events, to create tension and draw the reader onwards. The themes of friendship and courage, violence and power, and computerisation replacing humans, offer much for class discussion. The presentation of issues highly relevant to modern society makes this a worthwhile English resource. B. Kervin

USER LEVEL: KLA: Stage 5 English

SYLLABUS: English 7-10 Paper \$16.40

SCIS 1022047

HOLLAND, Julia

In the poet's den

University of Queensland Press, 2000 (UQP Young adult fiction) ISBN 0702231495

The effect of a cult upon the initiate's family is the focus of this well written and often lyrical novel. Seventeen year old Hannah searches for answers after her brother Daniel, a member of the Sacred New Tribe led by The Poet, is implicated in the shooting of

a fellow cult member and escapes to India. The search takes her from the safety of her Queensland home to India and the cult itself, with the web of lies and jealousies of those seeking power. The themes and issues also include: propaganda; spirituality; justice; friendship; family; and the search for self identity. The novel is suitable for senior units on personal transformation and cultural change. F. Crum

USER LEVEL: KLA:

SYLLABUS:

Stage 6 English

English Stage 6: Standard

Paper \$16.95

SCIS 1022266

JONES, Diana Wynne

A tale of Time City

Collins, 2000 ISBN 0006755208

Eleven year old World War II evacuee Vivian Smith, has always wanted to have an adventure "like in the films", and what begins rather slowly for her, develops into a glorious romp through a fantastic but consistent creation. Time City is a place that exists outside timespace and is nearing renewal. It is, therefore, vulnerable to the machinations of rogue time travellers who would control it themselves. Vivian's very capable contribution is to the story, and to the personal development of her Time City captors, young Jonathan and Sam. This will be a challenging and rewarding time travelling excursion for competent readers. W. Bowie

USER LEVEL:

Stage 4 Stage 5 Paner \$14.24

SCIS 1024722

KELLEHER, Victor

The ivory trail [sound recording]

/ read by Stuart Halusz. Louis Braille, 2000 (5 hr., 45 min.) ISBN 0732024463

In humility alone do we discover ourselves. Fifteen year old Jamie comes to the close of his quest for enlightenment, making contact with Ali Ben Gasra, an ancient Sufi of Alexandria. His family of channellers helps him step into the realms of the dead, as he experiences the tales of four very different characters; each thrillingly told, and each a path on the ivory trail. From them, Jamie experiences the value of: wonder; selflessness; faith in others; and innocence. Wondrous in conception, and talented in execution, this great gallery of discrete characters and their stories are done full justice by the gifted performance of the narrator. W. Bowie

USER LEVEL:

Stage 4 Stage 5 Stage 6

\$60.45

SCIS 1018707

KIDD, Diana

Two hands together

Penguin Books Australia, 2000 (Puffin) ISBN 014130748

A clever book, about a pre adolescent friendship, this deals with many cultural issues, including racist attitudes. A young girl who idolises her father discovers a different side to him when she strikes up a close friendship with their new next door neighbours, an Aboriginal family. Through Aunty Maisie's stories about her possum skin rug, we gain an insight into the trials and emotions of certain members of the Stolen Generations. Written by a non-

Aboriginal author, this book is suitable both as a novel for Stage 3 students and as a precursor for class discussion on Reconciliation in contemporary Australia. L. Pratt

USER LEVEL: KLA:

Stage 3 Stage 4 English; HSIE

SYLLABUS: English K-6; English 7-10; HSIE K-6

\$14.95 SCIS 1026794

KILLEEN, Gretel

My life is a wedgie

Random House Australia, 2000 ISBN 0091839556

According to this zany diary, kept by fifteen year old Fleur, her family is chronically dysfunctional and she is excessively bored. She is mortified about having to take a trip to Europe with her bizarre extended family, which includes a sex crazed grandmother who is the cause of frequent embarrassment. This humorous, highly exaggerated, often irreverent journal presents a minute by minute record of the indignities Fleur must endure. The wicked wit of this teenage girl makes for compulsive reading, as she becomes the hero of a totally crazy, highly improbable adventure. C. Sly

USER LEVEL:

Stage 5 Paper \$14.20

SCIS 1023391

LINGARD, Joan

Natasha's will

Penguin Books Australia, 2000 (Puffin) ISBN 0141308923

Set in modern Scotland and early twentieth century Russia, this mystery incorporates historical fiction to enrich the narrative, add to the intrigue and develop an empathy for the social upheaval of the 1917 Russian Revolution with its implications for the privileged classes. The action and characters of the past and present are skilfully intertwined, paralleled and alternated throughout, drawing the reader along while enhancing and nurturing historical awareness. It is the children who provide the valuable insights as they observe and come to terms with their changing circumstances. The themes of family, entitlement, surviving and getting on with life are explored. N. Chaffey

USER LEVEL:

Stage 3 Stage 4 Paper \$12.95

SCIS 1023982

MARSDEN, John

Winter

Macmillan, 2000 ISBN 0732910145

The story that shifts and unfolds in this novel is compellingly told. At age sixteen, Winter arrives back home, drawn by memories that haunt and tease. A strongly drawn, complex character, Winter attempts to unravel the mystery of her mother's death. What was the role of her previously unknown great aunt? Why had she been told a distorted version of how her parents died? What had drawn her back? Aspects of situations she finds herself in are fantastic, and contribute to the story's overall realism and appeal. As various incidents fill the gaps in her memory, a shocking truth is ultimately, skillfully revealed. Winter is a resilient, strong minded character who deals with some difficult situations with aplomb. C. Foley

USER LEVEL:

Stage 4 Stage 5 \$19.95

SCIS 1024890

MASSON, Sophie

The green prince

Hodder Headline, 2000 ISBN 0733607918

Even non fantasy fans will find themselves seduced by this evocative tale of adventure and romance in a magical underwater kingdom populated by creatively realised mer creatures. Sixteen year old Jack Fisher, an unlikely hero, is summoned by one of these creatures



and, with some self doubt and much trepidation, sets out on a dangerous quest to save the underwater world from the total destruction threatened by Grimlow, monster of darkness. Human interest draws readers immediately into the story and the beguiling, beautifully described settings, intriguing character interaction and unflagging action, ensure that interest never wanes. Masson draws on French fairytale and English and Celtic folklore to weave her fantasy. B. Richardson

USER LEVEL:

Stage 3 Stage 4 Stage 5

Paper \$16.49

SCIS 1022049

McROBBIE, David

Eugenie Sandler P.I.

Allen & Unwin, 2000 ISBN 1865083569

The almost constantly incident filled action makes this a well paced detective adventure. Tension is maintained as Eugenie deals with the mysterious disappearance of her private investigator father and, in the process, hones her own



investigative skills. There are some farcical and fantastic moments, satirising the genre, or simply introducing unusual, entertaining elements. Will she unravel the riddle of her own background? Key characters have wonderful depth. Issues of friendship and some general adolescent concerns are well explored in the subtly portrayed, developing relationship between Eugenie and Warwick. The writing style is mostly lighthearted, producing a thoroughly enjoyable, easy read. C. Foley

USER LEVEL:

Stage 4 Stage 5 Paper \$15.95

SCIS 1024851

PECK, Richard

Dreamland lake

Penguin Books Australia, 2000 (Puffin) ISBN 0141308125

First published in 1973, this novel by an award winning author is written with considerable depth and carries important messages about friendship, control, power and bullying, the danger of obsession, and cults. In his seventh grade year, Brian recounts how he and best friend Flip make a gruesome find that leads them to further grim discoveries, and ultimately results in a shocking death and the end of their friendship. Essentially a mystery thriller, the story has the required elements of detection, suspense and spine chilling moments. Unfortunately, the rather slow pace and minimal action could deter readers, particularly in the early chapters where background and scene setting get a little tedious. B. Richardson

USER LEVEL:

Stage 4 Stage 5 Paper \$15.35

SCIS 1015844

PECK, Richard

A year down yonder

Hodder Children's, 2000 ISBN 0340778741

With America in the midst of the Great Depression, Mary Alice is sent from her home in Chicago to live with Grandma in rural Illinois, "just until we get on our feet again". Mary Alice must strive to adapt to her new surroundings, to make friends, and to learn to live with her formidable, and extremely resourceful, grandmother. Mary Alice discovers a great deal about herself, and gains a real respect for her community. Issues such as the futility of war, and the effects of small town snobbery and poverty, are handled with sensitivity and humour. The novel is well paced and achieves a pleasing, if predictable, resolution. P. Hutton

USER LEVEL:

Stage 4 Stage 5 English: PDHPE

SYLLABUS: English 7-10: PDHPE Stages 4-5

Paper \$12.95

SCIS 1026717

PILLING, Ann

The witch of Lagg

Collins, UK, 2000 ISBN 0007102690

First published in 1988 under the author's previous surname of Cheetham, this novel is one of a series about the Blakeman family, who get drawn into one supernatural happening after another. Colin, sister Prill, and awkward, brainy cousin Oliver, find themselves in Scotland, investigating poltergeist activities at Lagg Castle. Despite a slow start, and numerous religious quotes, the mystery captures reader interest. As the Afterword reveals, the legends of witchcraft from the book are strongly rooted in fact, for violent witch hunts were conducted in the area over centuries. Whilst adding an intriguing layer, it also serves to reinforce that this often disturbing novel is unsuitable for use by primary students. I. McLean

USER LEVEL:

Stage 4 Paper \$12.95

SCIS 1024725

RIDDEN, Brian

Whistle man

Lothian, 2000 (Young adult fiction) ISBN 0734401469

In late 19th century Australia, Garrett is fifteen, an orphan, and plays the tin whistle in bars for money. His father was killed at Eureka, so when he meets Ned Kelly, his sense of injustice drives him to help the tough bushman. The exploits of the gang are seen through his eyes. In his own search for identity, his Norwegian foster father, Magnus, a former sailor, helps Garrett. Magnus and his friend Paddy, the hawker, are characters whose lifestyles expand the reader's view of these times. Garrett grows to maturity when friendships are tested. There is a balance between character, history and exciting action in this stirring novel with issues for discussion. M. Hamlyn

USER LEVEL:

Stage 4 Stage 5 HSIE

SYLLABUS:

History Stages 4-5 Paper \$14.95

SCIS 1022053

SCHEMBRI, Jim

Welcome to minute 16

Lothian, 2000 ISBN 0734401485

In this racy, easily accessible story, the world of media celebrities is revealed as artificial, hard edged and cut throat; fame as fickle and tenuous. The protagonist, famous teenage soapie star Amira Dolanes, finds herself living a nightmare she had never dared imagine. She becomes a cliché for having been famous. Any empathy that the reader feels early in the story, however, dissipates rapidly when Amira's self absorbed, totally selfish and manipulative nature becomes apparent. While characterisation is stereotyped, the story has a ring of authenticity, and its inherent messages about fame, life in the fast lane, alcoholism, friendship, and loyalty are important. Hopefully, these messages will be digested by what will probably be a predominantly female teen audience. B. Richardson

USER LEVEL:

Stage 4 Stage 5 Stage 6 Paper \$14.95

SCIS 1023600

WALKER, Brenda

Poe's cat

Penguin Books Australia, 2000 ISBN 0140279806

This is deft, assured and precise writing: artful, textured, elegantly simple and richly detailed. Truth and imaginative recreation merge imperceptibly, and indelibly, as Thea's imagination creates an inspired text. From

the mouth of a dying Virginia, beginning with the precis of a tale that could have slipped from Edgar Allan Poe's pen, Walker presents a fully crafted, well wrought gothic tale. This then becomes the springboard for a succession of such stories that suggest that Poe's tragic young wife was just as talented as he. Modern lovers. Thea and Finn, have their own story. Those details unfold, interspersed with Virginia's, to develop a richly satisfying read for accomplished readers. W. Bowie

USER LEVEL:

KLA:

Stage 6 Community Enalish

SYLLABUS:

English Stage 6 Paper \$19.95

SCIS 1016593

WHEATLEY, Nadia

A banner bold: the diary of Rosa Aarons, Ballarat goldfield, 1854

Scholastic, 2000 (My story) ISBN 1865042641

When Rosa Aarons travelled to Australia with her parents in 1854, she resolved to keep a journal of her experiences to send back to her best friend in London. Rosa is a fresh eyed, enthusiastic recorder of the minutiae of daily life on the Ballarat goldfields, although the tumultuous events leading to the Eureka Stockade teach her much more about politics and justice than gold mining. Historical events and real people are woven into Rosa's diary, but never overshadow her story. This is historical fiction at its best, a delightful and engaging story which brings alive a stirring moment in Australia's progress from colony to independence. M. Lobban

USER LEVEL:

Stage 3 Stage 4 Stage 5 HSĬE

KLA:

SYLLABUS:

History Stages 4-5 Paper \$16.00

SCIS 1020541

mformation, poetry and drama

Resources are in Dewey order.

Print artist [computer settware]

Sierra on-line, 2000 ISBN 1581894228

[0.600]

Students can create their own professional publications with this set of CD-ROMs. They can select from pre designed projects including calendars, cards, stationery, posters, banners and childrens' crafts, or start with a blank screen and customise selections by altering graphics and text. There are thousands of clip art images from which to choose, in addition to the option of importing graphics. This CD-ROM would be a useful personal tool for any educator or student but limiting for the visual arts courses as it has no drawing facilities. It has particular application to design and technology and Visual Design and Exploring Early Childhood courses. The package comes with access to other software including photo editing, web design, animated e-cards and a Hallmark card studio sampler. L. Pratt

Minimum requirements

Pentium 100; 16MB 16 RAM; 315MB hard disk

USER LEVEL: KLA:

SYLLABUS:

Stage 5 Stage 6 Community Professional CA: TAS

CEC Visual Design Stage 6: Design & Technology 7-10; CEC Exploring Early

Childhood Stage 6; Visual Arts Stage 6 \$129.95 SCIS 1038052

SWINDELLS, Robert

The Orchard book of Egyptian gods and pharaohs

Orchard, 2000 ISBN 1860398065

An extremely readable collection of Egyptian myths, this book includes the story of creation with Khepera and Ra, plus the magic eye of Horus and the judgement of the dead. Touches of humour and expression will appeal to young readers; especially the tale of the bored King Sneferu, The king who had everything. The stories are presented in chronological order and clearly show the relationships between the gods. Each story can also be read independently. Stephen Lambert's muted illustrations feature stylised figures that effectively complement the text. This book may be of interest to junior and senior students of Ancient Egypt, and readers of mythology. B. Hull

Stage 4 Stage 5 Stage 6 USER LEVEL: KLA:

SYLLABUS:

Ancient History Stage 6; History Stages 4-5

Please ring The Editor on 02 9806 7501 or em Ian McLean@det.nsw.edu.au

COOPER, Alison

Media power?

Rev. ed. Watts, 2000 (Viewpoints) ISBN 0749637803

[302.23]

A concise, slim publication, this book reveals the power wielded by the media. It introduces and examines the various ways in which the media influences mass audiences. Glossy colour photographs, topical questions, and a clear, informative commentary create an appealing springboard for studies on the media. Issues of concern include: Hidden messages: Trial by media; Invasion of privacy; and State control. It is a very useful resource for students examining the nature and role of the media. A glossary and contact addresses in Australia for further information are also provided.

USER LEVEL: Stage 4 Stage 5 English KLA: SYLLABUS: English 7-10

SCIS 1009824 Paper \$16.85

COLLINS, Anne

Area of Study [kit] [series]

Collins/Literati Press, 2000

ISBN none

Designed to support teaching of the Area of study in the English: Stage 6 Syllabus (approved 1999), these comprehensive kits present a balanced and very flexible approach. There is considerable depth of material across all modes of expression and an impressive array of genres. Aggression, for the Preliminary course, focuses on: The individual (Heart of darkness and The removalists); The community (Romeo and Juliet, both play and movie); and The world (Schindler's list and All quiet on the western front). Change, for the HSC course, focuses on Changing worlds (The dreamers and Star wars); Changing perspectives (Cosi and The stolen children); and Changing self (Away and the poetry of Gwen Harwood). Each unit is supported by: two texts; pre reading activities; study guide and notes. Activities for each text carefully and explicitly link each to all course outcomes, language modes and types of texts. Students can work independently through the material both in print and on computer. Equally, teachers can tailor material to their students' needs. A CD-ROM complements the focus activities with aural material, and links to units about essay writing and text types, and related Internet sites. Teachers will need to allow time to investigate the curriculum relevance of web site references. W. Bowie

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: English Stage 6: Standard; Advanced \$150.00 Aggression; \$154.00 Change; extra

disks \$10 each Literati Press, phone

02 9597 7708

Titles in this series are:

Area of study. Aggression: preliminary

course area of study SCIS 1005484 Area of study. Change: HSC course area of study SCIS 1038120

Population growth

/ edited by Justin Healey. Spinney, 2000 (Issues in society 135) ISBN 1876811447

World population growth and the population debate in Australia are treated in this excellent publication. Designed as a resource base, this book is most applicable to the mandatory geography Stage 4 Focus Areas of Managing global environments and Global citizenship and Stage 5 Changing Australian environments and Issues in Australian environments. Simply and clearly presented in black and white, carefully selected and well balanced mainstream opinions are drawn from official reports, web sites, and media extracts. Facts and figures in tables, graphs and cartoons, as well as a valuable

summary of key statistics and links are features that will be appreciated by teachers and students. N. McFayden

USER LEVEL: Stage 4 Stage 5 KLA: HSIF

SYLLABUS: Geography Stages 4-5

SCIS 1023477

BARWICK, John & BARWICK, Jennifer

Database of Australia [series]

Heinemann Library, 2000

Designed to meet the needs of the K-6 curriculum, each volume in this carefully prepared series provides useful and relevant information on a range of important topics. The attractively presented, well bound volumes are profusely illustrated with appropriate photographs, maps, diagrams and document facsimiles. The modern page design, across double page spreads, is appealing and effective. Statistical information and summaries of Australian facts and figures are up to date, and authoritative Internet sites, where available, are suggested for further information. Aboriginal perspectives are included where relevant, and a balanced view is given on controversial topics. This highly recommended series provides easily locatable information in language and style suitable for primary students. W. Smith

USER LEVEL: Stage 2 Stage 3 KLA: HSIE

SYLLABUS: HSIE K-6 \$27.25 each

Titles in this series are: SCIS 1018263 Australian communications SCIS 1014998 Australian history before 1900 Australian history in the 20th century SCIS 1017276 SCIS 1015032 Australia's landscapes SCIS 1015003 Australia's people SCIS 1018264 National, territory and state parks SCIS 1015017 States, territories and cities

POLLACK, William S. & SHUSTER, Todd

Real boys' voices

Scribe, 2000 ISBN 0908011512

Trade in Australia

[305,23]

SCIS 1017285

Insightful and compelling, readers are given a fresh perspective on the complex issues that boys face as they "live out" their masculinity in contemporary society. Violence, bullying, relationships, depression and drugs are just some of the topics covered in the boys' stories. Listening to the voices of boys is highly engaging, and a welcome change from the usual accounts of the adolescent experience through adult eyes. The format allows readers to pick and choose themes as their needs and interests dictate. This is a highly valuable text for direct teaching about gender, and makes excellent personal reading for teachers and students. J. Barker

USER LEVEL:

Stage 4 Stage 5 Stage 6 Community Professional

PDHPE

SYLLABUS: PDHPF 7-10

Paper \$33.00

SCIS 1020466

SHANDLER, Sara

Ophelia speaks: adolescent girls write about their search for self

Doubleday, 2000 ISBN 18764710497

[305.235]

ADOLESCENT GIRLS

SEARCH FOR SELF

ophelia

The complexities and difficulties of negotiating and living an accept-

able adolescent femininity are captured in this engaging and honest book. Weaving her commentary through the collection of writings, the author, herself an adolescent, explores themes of body image, family, friendships, sexuality and overcoming obstacles such as academic pressure and depression. The girls' contributions provide a depth of experience, and illuminate the many and often demoralising struggles they face at this point in their lives. A range of perspectives is provided by girls of different

ethnic, social and religious backgrounds. This is an excellent stimulus for student journal writing and class discussions, and a valuable resource for professional reading and reflection. J. Barker

Stage 4 Stage 5 Stage 6 Community **USER LEVEL:**

Professional English: PDHPE

KLA: English 7-10; PDHPE 7-10 SYLLABUS:

SCIS 998776 Paper \$19.70

HAUGHTON, Emma

Equality of the sexes?

Rev. ed. Watts, 2000 (Viewpoints) ISBN 074963782X

[305.3]

An excellent introduction to some enduring inequalities between men and women around the globe is provided by this publication. The broad range of themes covered includes: work; education; marriage; the law; and religion. It contains clear information, provocative quotations, statistics, and photographs, to stimulate discussion and debate among students. The focus on inequality between men and women is limited, as it ignores the diversity among men and women, and the many inequalities that exist for different groups of men and women across different cultures and social classes. This book could be a useful tool for teachers as part of civics and citizenship studies, or for teaching about gender. J. Barker

USER LEVEL: KLA:

Stage 3 Stage 4 Stage 5 Stage 6 Professional

HSIE: PDHPE SYLLABUS: PDHPF K-6: PDHPE 7-10

SCIS 1010388 Paper \$18.65

McKELLAR, Hazel & McCALLUM, Kerry Woman from no where: Hazel McKellar's Story

Magabala Books, 2000 ISBN 1875641653

[305.4]

The focus of this book is the autobiographical story of Hazel, an Aboriginal woman growing up and living in the outback

Queensland town of Cunnamulla, as told to Kerry McCallum. From her acceptance of racist practices as she was growing up, to her political awakening and fight for improved living conditions for her people. McKellar's passion for Cunnamulla never fades. She tells of the hardships and joys of life as a droving family and her struggle against the blatant racism of a country town and a white government. It is a useful case study for the mandatory social justice and human rights components of the Aboriginal Studies: Stage 6 syllabus (approved 1999). L. Pratt

USER LEVEL: Stage 5 Stage 6 KLA:

SYLLABUS: Aboriginal Studies 7-10: Aboriginal Studies

Stage 6

SCIS 1026428 Paper \$17.95

Bitter sweet: indigenous women in the Pacific

/ edited by Alison Jones and others. University of Otago Press, 2000

ISBN 1877133876

[305.48]

In this collection of writing about indigenous women of the Pacific the twelve contributors offer a variety of forms, including narrative, poetic and academic. The topics vary from representations of women in postcards and movies to issues of gender, education and the workplace. As the title suggests, some of these subjects are paradoxically treated by exploring tensions between land, family and community traditions, and the impacts of colonisation and recent globalisation. The book could be used as part of the comparative study of an international indigenous community in the Social justice and Human rights sections of the Aboriginal Studies: Stage 6 syllabus. It would also support the Gendered Language elective of the Extension course in the English: Stage 6 syllabus (approved 1999). L. Pratt

USER LEVEL: Stage 6 Professional KLA:

English; HSIE SYLLABUS:

Aboriginal Studies Stage 6; English Stage 6:

Paper \$39.95 Feminist Bookshop SCIS 1022788

THOMAS, Pat & HARKER, Lesley

M.Y. bees [series]

Macdonald Young, 2000 ISBN 0750028882

Written by English psychologist and counsellor Pat Thomas, these information picture books promote positive interaction between children, parents and teachers, on personal, social, and emotional issues. Topics treated in the series include sibling rivalry and bullying. The issues are explored in reassuringly simple terms, focusing on the fears, worries, and questions that may arise for young children who are faced with an unfamiliar or upsetting experience. A section on using the book presents thoughts for self reflection by adults, as well as giving suggestions to parents and teachers when counselling or supporting distressed children. However, the suggestion that students improvise the role of a bully and a victim is not consistent with DET good practice. No student should ever be put in a role perpetrating inappropriate behaviour or playing the role of a victim. G. Penn

USER LEVEL: Stage 1 PDHPE KLA: SYLLABUS: PDHPE K-6

\$16.95 each

Titles in this series include:

My brother, my sister and me: a first look at sibling rivalry

first look at sibling rivalry Stop picking on me: a first look at bullying SCIS 1012232 SCIS 1011905

The long walk of Nelson Mandela [videorecording]

Story Street Productions, USA, 1999 (Aust. release 2000) (110 min.) ISBN none [322.4]

Mandela went to Johannesburg as a young man to escape from an arranged marriage. This event began his long walk to the presidency of South Africa, and his place as a 20th century icon of freedom. His political campaign began early, once in the city. After joining the African National Congress, he committed acts of civil disobedience, and thereby became a target for white authorities. Through interviews and historical footage, the ever changing picture of a man destined for power is revealed. This video assists students to understand the historical development of the apartheid system, and how Nelson Mandela became a political prisoner and the figurehead of freedom. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: History Stages 4-5; Legal Studies Stage 6;

Modern History Stage 6

\$89.00 Maxwell SCIS 1021819

HAWKES, Nigel

New energy resources

Watts, 2000 (Saving our world) ISBN 0749637218

[333.79

Providing detailed information on all forms of energy, this book would be valuable in supporting the Stage 3 science and technology

unit, Switched on. Each chapter uses clear, bold text accompanied by colourful diagrams and excellent colour photographs. Chapters cover topics such as: what energy is; why we need new energy sources; being more efficient with energy use; alternative sources of power; and future directions. This book provides comprehensive information and encourages further thinking by including a Talking point at the end of each chapter. Two summary pages at the end



of the book, called **Look back** and **find**, ask questions for which the answers may be found elsewhere in the book. This is a very worthwhile resource. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4 KLA: ST

SYLLABUS: Science & Technology K-6

\$26.95 SCIS 1023846

KORTEN, David

The post-corporate world: life after capitalism

Pluto, 1999

ISBN 1864031603 [338

The threat of social and environmental collapse driven by the excesses of an economic system where progress and values are measured in money, is the basis of David Korten's vision of sustain-

able community based alternatives to a world dominated by huge transnational corporations. Drawing on his own and others' experiences, the author demonstrates the victory of capitalism over democracy and the market economy. The chapter, Engaging the future, details possible action to develop a new core culture that is relevant to the *Global business* topic in the Preliminary Stage 6 business studies course. Teachers will find pertinent research and comment on the operation of global financial systems, company mergers and acquisitions, trade agreements, and ethical business considerations. N. McFayden

USER LEVEL: Stage 6 Professional

A. H.

SYLLABUS: Business Studies Stage 6

\$32.95 SCIS 1018073

Foreign aid and world debt

/ edited by Justin Healey. Spinney, 2000 (Issues in society 134)
ISBN 1876811439 [338.91]

Investigating the global distribution of wealth and the consequences of unequal distribution are, for economics students, central issues in HSC Topic One - The global economy. Issues such as global poverty, Australia's provision of aid to developing countries, world debt crisis and the role of bodies like the World Bank and International Monetary Fund are explored. The straightforward, balanced and clearly presented approach is based on extracts from the media, web sites and official reports that include concise articles, excellent tables, cartoons, graphs and a valuable facts and figures summary page. References to additional resources, including web sites, that examine the impact of globalisation on the standard of living are provided in this valuable resource. Time would be needed to verify the curriculum relevance for these web sites. N. McFayden

USER LEVEL: Stage 6 KLA: HSIE

SYLLABUS: Economics Stage 6

\$16.50 SCIS 1023472

CHURCH, Diana

FriendS [series]

Watts, 2000

This series focuses on children with disabilities, such as sight or mobility impairment or Down's Syndrome, as well as children with a disabling condition, such as a food allergy. Each story sensitively conveys to young readers the message that disabled or food allergic people want to be treated the same as everyone else. Using colourful photographs that enhance the text, each book presents a real life experience of two friends, showing that children with disabilities have the same interests and hobbies as other children of a similar age. Also included are comprehensive reference pages of facts, helpful hints and a list of contact addresses for further information. G. Penn

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

Titles in this series include:

At the seasideSCIS 1011406Birthday partySCIS 1011402Going on a school tripSCIS 1002129Going shoppingSCIS 1002118

ROYSTON, Angela

Learn to say no! [series]

Heinemann Library, 2000

Books in this series provide a broad overview of common drugs of addiction: alcohol; solvents; cannabis (marijuana); and tobacco. Interesting facts about each drug include a clear description, its legal status, and its effects on the human body. The inclusion of some reasons why people abuse specific drugs, and ways of Dealing with stress (or problems or difficult situations) more effectively,



could be used as discussion stimulus. Common to all or some books in the series are chapter headings such as: Saying no; and Giving up. Whilst the books provide some useful and excellent information, the exclusive use of British and American perspectives can detract from its relevance to Australian students. K. Proctor

USER LEVEL: KLA: SYLLABUS: Stage 3 Stage 4 Community PDHPE PDHPE K-6; PDHPE 7-10 \$30.52 each

Titles in series are:

 Alcohol
 SCIS 1018363

 Cannabis
 SCIS 1018361

 Solvents
 SCIS 1018255

 Smoking
 SCIS 1018366

Young people and substance abuse

/ edited by Justin Healey. Spinney Press, 2000 (Issues in society 138)

ISBN 1876811471 [362.290994]

Up to date information, with commentary on social and legal issues surrounding drug use by young people, is presented in a collation of newspaper articles, essays, and statistical reports. Issues include: reasons for drug use; community strategies to promote young people's understandings; and harm minimisation approaches, such as Youth Drug Court. The predominant theme is substance abuse, with references to legal drugs (tobacco and alcohol) and illicit drugs (eg. ecstasy, heroin, and cannabis or marijuana). The Glossary and Recommended reading lists are very useful, but some immature and negative illustrations detract from the well presented magazine format. This resource is highly suitable for teachers working in the drug education area, and for senior students studying this topic. L. Crofts

USER LEVEL: Stage 6 Professional

KLA: PDHPE

SYLLABUS: Crossroads; PDHPE Stage 6

Paper \$16.50 SCIS 1023490

BLAXLAND, Wendy **Safety** [series] Macmillan, 2000

The PDHPE K-6 syllabus strand *Safe living* focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. This series, developed in consultation with NSW DET and people involved in community safety, encourages the reader to think about safety in different situa-

tions. Each book identifies aspects of home, school or the local environment that present risks to safety or protect people from danger. With clear, well presented information and photographs of everyday situations, including safety hints, this beautifully presented series provides excellent support to PDHPE programs. *G.* Penn

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: PDHPE SYLLABUS: PDHPE K-6 \$24.95 each

Titles in this series are:

 Fire safety
 SCIS 998814

 Home safety
 SCIS 999155

 Outdoor safety
 SCIS 999138

 Personal safety
 SCIS 999148

 Road safety
 SCIS 999151

 Water safety
 SCIS 999152

Australian library [series]

Heinemann Library, 2000

Each volume in this series focuses on a significant event, person, period or activity in Australia's history in the nineteenth century, and the legacy and effects of each is traced through the succeeding century. Designed to support the K-6 curriculum, well bound and attractively presented, the books are written in language and style appropriate to primary students. Each provides sources of further information, including Internet sites where relevant. Small, boxed sections offer imaginative interpretations of some events. Unfortunately, the series is written from a traditional, European male perspective. The contribution of women is ignored and, with the exception of the *Ned Kelly* volume, Aboriginal perspectives are not considered. W. Smith

USER LEVEL: Stage 2 Stage 3 KLA: HSIE

SYLLABUS: HSIE K-6 \$27.95 each

Titles in this series are:

 Australia's explorers
 SCIS 1020542

 Eureka rebellion
 SCIS 1020499

 Lure of gold
 SCIS 1020537

 Ned Kelly
 SCIS 1020532

Click!: computers and learning in classrooms K-6 [computer software]

/ edited by Dianne Chambers. Melbourne University Press, 2000 ISBN 0522849296 [371.33]

Aimed at teachers wanting to improve the use and effectiveness of computer technology for teaching and learning, this CD-ROM contains 36 professional development modules and 36 case studies. The modules, written by academics, Departmental and Catholic Education Office personnel, principals and teachers, cover a wide range of topics and approaches. Each case study, from Victorian, Queensland and South Australian schools, shows effective use and integration of computer technology in practice. Both Macintosh and Windows platforms are featured, and all KLAs and all stages K-6 are covered. A useful site index, and thorough, easily understood Glossary and Help sections, provide further support. The design of this resource allows appropriate sections to be accessed as needed through an Internet browser. The case studies are printable as PDFs. They are supported by full program-

ming information, and suggestions for curriculum integration and classroom organisation. However, the small size, and brief duration of embedded videos limits their particular value. W. Smith

Minimum requirements

Macintosh Windows 3.1

USER LEVEL: Professional

\$79.95

SCIS 1017663

African trade [videorecording]

BBC Television, 1997 (Aust. release 2000) (49 min.) (Timewatch) ISBN none

The story of twelve million Africans, taken as spoils of war and sold into slavery, is a reminder of our common history, and this number does not include those killed or mutilated. However, not many people know the details. This video explores the nature and extent of the African slave trade from the 16th to the 19th century. Many people will be surprised at the complicity of Africans in supplying European and Arabic countries with slaves; it was a very powerful economic force for a number of centuries across many cultures. Well researched, combining historical and contemporary images, this video is a valuable resource for those studying human rights in a number of HSIE syllabuses. C. Dorbis

USER LEVEL: KLA:

Stage 5 Stage 6 Professional

History Stages 4-5; Legal Studies Stage 6; SYLLABUS:

Modern History Stage 6

\$69.00 Maxwell

SCIS 1021980

IMPEY. Rose

Hairy toes and scary bones

Orchard, 2000 (Orchard crunchies/Twice upon a time 7) ISBN 1860399665

Two traditional tales are deftly retold, combining humour and horror to tantalise young readers. Both stories are engaging and have high entertainment value for children establishing their reading independence. In a balanced literacy program, these narratives may contribute to both reading and writing strands through their appealing uncomplicated vocabulary and sentence construction. A wide range of simple figurative language develops effective images. These writing techniques could provide a useful model for children's own narratives. There is a satisfying balance between words and pictures for early readers. Cartoon drawings on every page support students as they become accustomed to denser text. I. Kolder-Wicks

USER LEVEL:

Stage 1

Paper \$10.95

SCIS1023913

IMPEY, Rose

Twice upon a time [series]

Orchard, 2000 (Orchard crunchies)

Traditional tales from Europe and North America are retold in this series, in simple language suitable for newly independent readers. Two tales, loosely linked by theme, are included in each volume. Although all stories are retold by the same



author, an attempt has been made to retain the flavour of the original tale and its folkloric voice. The books are illustrated with simple line drawings, and each volume by a different illustrator. Young readers will find these stories satisfying without being too challenging. They are also useful for classroom discussion, and further reading that may come from comparing these with other versions of the same stories. W. Smith

USER LEVEL:

Stage 1 Stage 2 Paper \$10.95 each

Titles in this series include:

Bad bears and good bears Knock, knock! Who's there? Over the stile and into the sack Sneaky deals and tricky tricks

SCIS 1024057 SCIS 1023929 SCIS 1023910 SCIS 1024053

ORGEL. Doris

The lion and the mouse: and other Aesop's

Dorling Kindersley, 2000 ISBN 0751328634

[398,20938]

Simple language and clean design characterise this collection of twelve tales of varying familiarity. Large, attractive, meticulously drawn illustrations by Bert Kitchen, particularly of birds, adorn this book, which is further enhanced by the inclusion of a fact box for each fable, giving some detail of Greek life in the sixth century BC. No morals are stated, but the book recognises that fables



have continued to be written during the two and a half thousand years since Aesop, and encourages readers to try their own. Whilst preserable to many other modern versions, the work is marred by the inclusion of an unnecessary, patronising and didactic introduction. W. Smith

USER LEVEL:

Early Stage 1 Stage 2

\$16.40

SCIS 1020336

HOFFMAN, Mary

Women of Camelot: queens and enchantresses at the court of King Arthur

Orchard, 2000 ISBN 0864154097

[398.20941]

Through first person narratives, and based chiefly on Malory, supplemented from other sources (cited), these nine stories individualise the women of Camelot through situation, attitude and purpose. Language is modern, but formal, dignified and complex. It distances, but does not patronise the reader. The flat, brightly glowing colours of Christina Balit's illustrations emphasise the richness of early



English fabrics and ornamentation, set against grim stone walls and lush landscapes, and suggesting mystery and enchantment. The different and differing points of view, respect for its sources, and

quality of writing and illustration make this highly recommended book a valuable addition to Arthurian literature for the young. W. Smith

Stage 3 Stage 4 USER LEVEL:

KLA: English

SYLLABUS: English K-6; English 7-10

\$22.95

SCIS 1022353

Sleeping Beauty

/ retold by Clare Scott-Mitchell, illustrated by Gordon Fitchett. Random House Australia, 2000 ISBN 009184066X [398,20943]

In this picture book style retelling, a magical watery world is created for the Princess, a hippopotamus. Her story follows the classic fairytale. The illustrations carry a further level of meaning in their depiction of the opulent life of the royal hippopotamus family, their long sleep, and the efforts of others to break through the hedge of thorns and break the spell. Colour and detail are plentiful in the charming illustrations of the



anthropomorphic hippopotamus court. They add a great deal to the humorous appeal of this work. J. Buckley

USER LEVEL:

Stage 1 Stage 2 Stage 3

KLA: SYLLABUS: Enalish English K-6 \$25.20

SCIS 1027472

MacDONALD, Beverley

Big bangs

Allen & Unwin, 2000 ISBN 1865083542

Reading this historical guide is a fascinating way to discover information about past scientific discoveries. The subject matter is

explosions, and involves spectacular and significant "big bangs" related to: natural phenomena, such as volcanoes; human made disasters; chemistry; war (Catapults to cannons); and the universe. Each explosion is related in a very easy to read, conversational style, then explained using science. Readers are encouraged to imagine themselves in those situations. As an added interest, the bottom of each page contains a timeline that follows major historical and



scientific world events. Science and history students will find this book an interesting resource for many Stage 4 and Stage 5 topics. K. Heap

USER LEVEL: KLA: SYLLABUS:

Stage 4 Stage 5 HSIE: Science

History Stages 4-5; Science Stages 4-5 Paper \$16.95 SCIS 1023688



The Kinafisher science encyclopedia / edited by Charles Taylor, Kingfisher, 2000 ISBN 0753404354

Two kilograms of science are presented here in one volume! Ten chapters cover all aspects of science, each presenting topics in one to four pages. Each topic has a general introduction, subheadings and paragraphs of text, interspersed with colour photographs, numerous colour illustrations and 3D block diagrams. Cross referencing successfully integrates topics and summaries. The book concludes with a reference section, a glossary and comprehensive index. The font is quite large, sentences short, and text quite readable. Information ranges from Archimedes, the earth's formation and breaking of the sound barrier to HIV, ocean thermal energy converters and CT scanners, all in one, eye catching reference source. W. Chaffey

USER LEVEL: KLA:

SYLLABUS:

Stage 3 Stage 4 Stage 5 Stage 6

Science: ST

Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6: Physics Stage 6; Science & Technology K-6; Science

Stages 4-5; Senior Science Stage 6 \$59.60 SCIS 1023683

BAXTER, Nicola

My book of science experiments

Armadillo, 2000 ISBN 1900466139

[507.8]

Science is demonstrated as being both easy and enjoyable in this resource. It is an invaluable and colourful addition to any library. A variety of science experiments, separated into topics, are featured. Sections include: Amazing materials; Living with light; Movement and machines; Music and sound; and The air around us. Each experiment clearly outlines the materials needed and whether adult supervision is required. This allows students to complete these experiments at home. The procedures are well illustrated and easy to follow. The resource is most useful for supporting the Stage 3 science and technology units Way out communication, Light up my life, and Sailing, sinking, soaring, or for integrating science with music. K. Heap

USER LEVEL: KLA:

Stage 3 Stage 4 CA; Science; ST

SYLLABUS: Creative Arts K-6; Science & Technology K-6;

Science Stages 4-5

\$14.95 SCIS 1026828

FARNDON, John

Science and technology: humankind's quest for knowledge and explanations

Lorenz, 2000 (Exploring history) ISBN 0754804542

Cleanly presented on glossy pages is a wealth of brief information about important discoveries and inventions of prominent scientists, explorers, engineers and inventors. 27 topics, one per double page spread, include: Inventing mathematics; Star gazing; The great anatomists; Atoms and matter; Rays and radiation; and Artificial materials. In Life changing, recent discoveries, such as genetic engineering and mammal cloning, are discussed. Every page features attractive fact boxes and lists of Key dates. The Internet is featured prominently in the recurring Instant contact

SCAN • Vol 20 No 2 May 2001

boxes. Whilst supporting teaching towards the HSIE outcome SSS2.7 Resource systems, and outcome 4.1 in Science: Stages 4-5, women are not well represented in this resource. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4 KLA: HSIE; ST; Science

SYLLABUS: HSIE K- 6; Science & Technology K-6;

Science Stages 4-5

\$21.87 SCIS 1016253

FOWKE, Bob

Who's who in science and technology

Hodder Children's, 2000 ISBN 0340752939

[509.

Historical landmarks in science are studied by Stage 4 and Stage 5 students in many science topics. This book provides a chronological account of scientists and their scientific discoveries, covering many areas including: Biologists; Naturalists; Chemists; Mathematicians; and Geologists. Each entry is marked with the field that the person worked in and contains a description of their work only, not their life. The book does not produce an accurate picture of modern day science, as very few female scientists are represented. The entries are cross referenced with bold font, and the index is useful as it interfiles scientists with discoveries. Surprisingly, the glossary contains only twelve terms. K. Heap

USER LEVEL: Stage 4 Stage 5
KLA: Science

SYLLABUS: Science Stages 4-5

Paper \$16.39 SCIS 1016143

SNEDDON, Robert

Microlife (series)

Heinemann Library, 2000

Each book in this series covers a different aspect of microscopic organisms. These range from the harmful and beneficial affects that microbes can have on us, to what they look like, and who discovered them. The information is easy to read, with unknown words in bold font so that they can be looked up in the glossary. The photography of human cells, bacteria, viruses and parasites, is outstanding and clearly shows students a world of microlife that they previously could not see. The titles in this series combine to make a good starting point for research concerning microbiology for Stage 4 and Stage 5 science students. K. Heap

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science Stages 4-5

\$32.70 each

Titles in the series are:

The benefits of bacteria SCIS 1014507
Fighting infectious diseases SCIS 1014515
Scientists and discoveries SCIS 1014508
A world of micro-organisms SCIS 1014519

CLARK, Stuart

Journey to the stars

Oxford University Press, 2000 ISBN 0199105766

This presentation of our knowledge and currently accepted understandings about the various entities which make up the universe, is eye catching. An imaginary space rocket is used to initiate and

propel the reader's journey through the pages. A series of descriptions and explanations about the formation and nature of the planets and their moons, the life and death of stars, black holes and interstellar and intergalactic space, communicate the awesome scale of the universe and highlight some of the unanswered questions. Impressive colour photographs, with some colour diagrams, illustrate each topic. Astronomical terms and symbols are clearly explained. N. Chaffey

USER LEVEL: Stage 2 Stage 3 KLA: HSIE: ST

SYLLABUS: HSIE K-6; Science & Technology K-6
AVAIL: Paper \$25.25 SCIS 1018788

LLEWELLYN, Claire

What are...? [series]

Heinemann Library, 2000 (Heinemann first series)

Curiosity about the environment and world geography is a sound reason to have titles from this series in homes and school libraries. The simple language and concise explanations suit independent student researchers, and the short chapters, headings, and captions would assist them in factual writing activities. The photographs and print are well sized and the format is



[551.5]

uncluttered, enabling students to practise skimming for information. The page numbers are accentuated, making usage easier. The content strands in science and technology, *Physical phenomena* and *The earth and its surroundings*, are well supported by these books. They are also an invaluable resource for supporting the achievement of outcomes in the HSIE strand *Environments*. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3

KLA: HSIĒ; ST

SYLLABUS: HSIE K-6; Science & Technology K-6

\$27.25 each

Titles in the series are:

 Caves
 SCIS 1020366

 Coral reefs
 SCIS 1019419

 Geysers
 SCIS 1020364

 Islands
 SCIS 1020367

 Volcanoes
 SCIS 1016544

ALLABY, Michael

DK guide to weather

Dorling Kindersley, 2000 ISBN 0751328561

51328561

A breathtaking collection of colour photographs is presented in this large format book, ranging from photomicrographs to satellite macro images, from 1930 till today. A double page spread is used for each new topic. Whilst some of the written information will be too complex for younger readers, the topics covered are from everyday events, such as: Clouds; Mist, fog and dew; Wind and gales; and Rain. More bizarre weather phenomena are featured in: Tracking twisters; Wildfires; Solar wonders; Light shows; and El Nino. Together with data tables, an index, information about forecasting, Pollution, and Harnessing weather, this is a visually stimulating resource for a wide range of ages. W. Chaffey

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: HSIE; Science; TAS SYLLABUS: Agriculture 7-10; Ag

Agriculture 7-10; Agriculture Stage 6; Earth &

Environmental Science Stage 6; Geography Stages 4-5; Geography Stage 6; HSIE K-6; Science & Technology K-6; Science Stages 4-5 \$27.35 SCIS 1026735

WEBSTER, Stephen

The Kingfisher book of evolution

Kingfisher, 2000 ISBN 0753404400

[576.8]

An explosion of colourful collages is used to entice the reader to discover many aspects of evolution. Each double page spread addresses a particular topic with single paragraph text blocks, under headings, laid out between a range of photographs, paintings (both historical and futuristic), diagrams, and tables. The six major sections of the cover: the history of evolution; how it is explained; the history of life on earth; The evolution of behaviour; and human evolution and The future of evolution. An additional reference section contains information on the classification of living things, and geological and historical timelines. W. Chaffey

USER LEVEL: Stage 5 Stage 6 KLA: Science

SYLLABUS: Biology Stage 6: Science Stages 4-5; Senior

Science Stage 6

\$32.50 SCIS 1023908

MORGAN, Sally

Life in a giant tree in the rainforest

Belitha, 2000 (Life in) ISBN 1841381705

[577.3

The great diversity of plant and animal life in the world's rainforests is showcased in this book, which begins with a chapter explaining What is a rainforest? Further chapters then deal with Rainforest layers and Inside the rainforest; and life in the rainforest canopy and The dark floor. A summary of the workings of the rainforest is followed by: how waste is recycled; how New life begins; and Saving the rainforests. The text is



large and bold, with simple sentences, accompanied by labelled diagrams and spectacular colourful photographs. This well designed book would be useful as a resource for the Stage 3 HSIE unit, *Global environments: rainforests.* J. Eade

USER LEVEL: Stage 2 Stage 3

KLA: HSIE SYLLABUS: HSIE K-6

\$30.75 SCIS 1023842

PARKER, Steve

Planet animal

Miles Kelly, 2000 ISBN 1902947495

[590]

As the cover proclaims, this excellent book features 560 animals, eight habitats and one planet. Thoughtfully designed, it shares many aspects with web sites, encouraging students to interact with material and examine details. Within sixteen colour coded sections, spectacular painted montages of fauna, from Rainforest

canopy to River and lake, lead readers to short paragraphs about each numbered creature. Key to animals assists students to locate all creatures in their environments. Conserving planet animal briefly describes the plights of certain animals threatened with extinction, such as Australia's platypus. The book supports the Stage 3 science and technology unit Environment matters. An



accompanying glossy poster unfolds to unite all eight habitats into one picture. I. McLean

USER LEVEL: Stage 2 Stage 3

KLA: HSIE; ST

SYLLABUS: HSIE K-6; Science & Technology K-6 \$19.95 SCIS 1019084

The natural world: question and answer encyclopedia

Parragon, 2000 ISBN 0752535846

[590.3]

Using a question and answer format, this 255 page encyclopedia supplies brief information about a wide range of animals. Such a format can often hinder research so, to aid with students' information retrieval, over 1000 questions are grouped into: Sea creatures; Birds; Polar animals; Reptiles; Creepy crawlies; Desert animals; Jungle animals; and Endangered animals. Each section is subdivided into numerous sensible headings, with a variety of font sizes and a Quiz questions and answers summary adding interest. Michael Posen's paintings have a photographic style and are essential, eye catching components of this resource. It complements aspects of the science and technology units, What's alive?, Cycles in our world, and Environment matters. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6

\$29.95

SCIS 1027373

PYERS, Greg

Endangered animals of Australia [series]

Echidna Books, 2000

Each book in this attractive series has introductory chapters explaining why animals of particular Australian ecosystems become endangered and vulnerable. Emphasis is upon changes made to habitats. For selected animals, detailed studies are provided, explaining interdependence of plants and animals, and how ecological links have broken. As a resource, the series is useful for meeting



related outcomes in science and technology, and HSIE. Excellent examples of rare, and less well known, Australian reptiles, mammals, insects, and birds illustrate the impact of human activities. Distribution maps, photographs, tables and detailed explanations are excellent and interesting. The author encourages students to become involved in habitat conservation by providing contact addresses and suggestions for local action. J. Kennelly

USER LEVEL: Sta KLA: HSI SYLLABUS: HSI

Stage 3 Stage 4 HSIE; Science; ST

HSIE K-6; Science & Technology K-6; Science Stage 4

Science Stage 4 \$24.95 each Titles in the series are:

Endangered animals of Australia's coasts

and oceans Endangered animals of Australia's deserts

SCIS 1007584 SCIS 1007686 Endangered animals of Australia's forests SCIS 1007583

Endangered animals of Australia's wetlands and grasslands

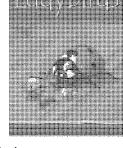
SCIS 1007687

LLEWELLYN, Claire & WATTS, Barrie

Minibeasts [series]

Watts, 2000

This appealing series of books is well designed to assist students with easy access to information about insects and other small garden creatures. Each book describes the habitat, and traces the life cycle, feeding habits, and mating patterns of a particular minibeast. Unique camouflage strate-



gies and predators are covered. Each title also contains an interesting facts section. The books feature: large print; simple language; well annotated, colourful diagrams; and excellent photographs. Written for a British audience, there is no specific Australian content and examples. However, the series provides meaningful general information to support outcomes of the science and technology units, What's alive for Stage 1, and Mini-worlds for Stage 2. J. Hancock

USER LEVEL:

Stage 1 Stage 2

SYLLABUS:

Science & Technology K-6

\$24.95 each

Titles in the series are:

Caternillars SCIS 1023592 Earthworms SCIS 1023830 Ladybirds SCIS 1023827 SCIS 1023593 Spiders

DUNBIER, Sally

Sea turtles

Lothian, 2000 (Animals of the oceans)

ISBN 0734401434

[597.92]

Information regarding the seven species of sea turtles inhabiting the world's oceans, their diet, habitat requirements, physiology and life cycle, are simply and clearly explained in this useful overview. The relationship between humans and sea turtles is also outlined; from mythical times to the present day, and from the threats posed to the survival of these creatures to the efforts being made to avoid their extinction. This easy to handle resource has a conventional format and is liberally illustrated with informative, captioned, colour photographs. It is suitable to be read aloud and to be shared with younger students. N. Chaffey

USER LEVEL:

Stage 1 Stage 2 Stage 3

HSIE: ST KLA:

SYLLABUS: HSIE K-6: Science & Technology K-6 SCIS 1021417

Paper \$10.95



BAKER, David

Inventions from outer space: everyday uses for NASA technology

Universal International, 2000 (Scientific American) ISBN 1876142960

[609]

Fifty five technological inventions, by products of space research, are represented in this resource, supported by colourful photographs, highlighted fonts and appealing page design. The book leads readers to appreciate the magnitude of the National Aeronautics and Space Administration's (NASA) contribution to our everyday lives. Eight inven-



tions are specified in the Space science course option of the Senior Science: Stage 6 syllabus (approved 1999), and this book complements and enhances that list. Science students may better be able to justify large amounts of money spent on space flights after analysing information about these inventions, although the book's coffee table style may prove distracting. The examples would assist design and technology students when investigating or developing products. P. van Rugge

USER LEVEL: KLA:

Stage 4 Stage 5 Stage 6

Science: TAS

SYLLABUS: Design & Technology 7-10; Design &

Technology Stage 6; Senior Science Stage 6 SCIS 1024969

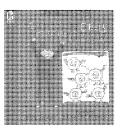
ROWAN, Kate

I know how my cells make me grow

Walker, 2000 (Sam's science) ISBN 0744572347

[612.6]

The Growth and development strand of the PDHPE syllabus involves developing in each student an understanding of the physical changes that occur throughout the cycle of people's lives. Growth through cell reproduction is a difficult concept for students to grasp. In this picture book, Sam and his mother present the information using a



question and answer format, with helpful illustrations and a short, keyword index to assist the reader. This title is from the Sam's science series, which attempts to introduce facts related to the human body to five to eight year olds, in an enjoyable and friendly way. G. Penn

USER LEVEL: KLA:

Stage 1 Stage 2 PDHPE

SYLLABUS:

PDHPE K-6, Science & Technology K-6 Paper \$13.14 SCIS 1017662

Sport and fitness

/ edited by Justin Healey. Spinney, 2000 (Issues in society 136)

Fitness and associated health risks of the Australian population are examined in this collection of current and informative articles. Some provide useful insights into social factors, such as gender, that affect people's desire and ability to exercise regularly. Issues of

diet and levels of physical activity are comprehensively addressed, whilst attitudes to sport, and participation in recreational activities, are explored. This resource is extremely valuable in providing information and stimulus material to support: the Stage 6 Preliminary Core 1 Meanings of health and physical activity; Preliminary Option 3 Fitness choices; and Option 2 Sport and physical activity in Australian society. Included are pages of Recommended reading and Further resources, including Internet sites, which need to be checked for curriculum relevance. K. Proctor

USER LEVEL: KLA:

PDHPE PDHPE 7-10; PDHPE Stage 6

Stage 5 Stage 6 Professional

Paper \$16.50

SCIS 1023482

HAUGHTON, Emma

SYLLABUS:

A right to smoke?

Rev. ed. Watts, 2000 (Viewpoints) ISBN 0749637838

[613.85]

The reasons for the continued popularity of smoking, the effects of smoking on the user and others, and the costs of smoking, are some of the issues addressed in this interesting book. The author provides an excellent resource, relevant to young people, that is not doctrinaire on the evils of smoking. Instead, it encourages critical thinking through the careful presentation of facts and opinions. The use of a number of quotes that reflect attitudes, towards both anti smoking and pro smoking viewpoints, helps to challenge student attitudes and provides a good stimulus for discussion. The use of British and American information detracts from its relevance to Australian students. K. Proctor

USER LEVEL: KLA:

Stage 4 Stage 5 Stage 6 Professional

PDHPE

SYLLABUS:

PDHPE 7-10; PDHPE Stage 6

Paper \$18.65

SCIS 1007926

Sexual health

/ edited by Justin Healy. Spinney, 2000 (Issues in society 137) ISBN 1876811463

Interesting articles and references that provide a range of facts and opinions on sexual health issues have been selected to inform and challenge the reader. Comprehensively addressed topics include: sexually transmitted diseases (STDs); safe sex; and other sexual health issues pertinent to young people. This excellent stimulus material, including Internet site URLs which need to be checked for curriculum relevance, can be used to initiate class discussion on sensitive issues. It provides students with opportunities to examine, and reflect critically, on a range of personal opinions. This resource supports teaching and learning in the PDHPE: Stage 6 syllabus, specifically Preliminary Core 2 Better health for individuals, the HSC Option 1 The health of young people and Working at relationships in the Stage 6 Crossroads course. K. Proctor

USER LEVEL:

Stage 5 Stage 6 Professional

PDHPE

SYLLABUS:

Crossroads: PDHPE 7-10; PDHPE Stage 6 SCIS 1023487 Paper \$16.50

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 enquines to:

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GRAHAM, lan

Communications close-up [series]

In this excellent series, Graham relates technical information about communication to our everyday experiences in an attempt to demystify difficult concepts. Each book looks at the development of a technology, from the historical background (History links) through to a focus on present applications and future directions. They feature clear photographs and labelled diagrams, and up to date information. Media covered includes: books; newspapers; radio; television; telecommunication systems; and computer networks. The Timeline contained in each book outlines a particular technology in relation to major world events. Useful as general classroom resources and recreational reading, the books could also support teaching towards Stage 3 outcomes of the science and technology unit Way out communication. J. Hancock

USER LEVEL: KLA:

Stage 3 ST

SYLLABUS: Science & Technology K-6

\$32.95 each

Titles in this series include:

SCIS 1011674 Books and newspapers Global networks SCIS 1011677

NICHOLSON, John

Radio and television

Building the Sydney Harbour Bridge

Allen & Unwin, 2000 ISBN 1865082597

[624]

SCIS 1011672

The fascinating story of our most famous bridge, from the selection of the winning design, through the implications and intricacies of its construction to become an Australian icon, is presented in this timely and comprehensive work. The presentation of information is given the look of a diary or sketchbook, with the addition of dated snippets of information and the soft, scaled, detailed pencil illustrations



featured on every page. Included are: details of construction materials and methods; the stories, skills and conditions of the workers who built it; the controversies; and characters who combined to create this unique Sydney landmark, affectionately known as The Coathanger. N. Chaffey

USER LEVEL: Stage 2 Stage 3 Community KLA:

HSIE: ST

SYLLABUS: HSIE K-6; Science & Technology K-6

\$24.95 SCIS 1018440

GIFFORD, Clive

How to build a robot

Oxford University Press, 2000 (How to...) ISBN 0199107416

[629.8]

The cute Tim Benton illustrations add to the easily read style of this slim book. Although the title is misleading, the book provides enough small group work procedures for students to have a fundamental understanding of the roles of robots and control systems in the everyday world. History explored includes automation (The long road to robots) and Artificial intelligence, with speculations as to Robots in the future. This is a very handy resource for introducing technology to students, and has appeal as recreational reading. The activities can be adapted into assignments to assist Stage 4 students to achieve the literacy outcomes in a unit of work on control systems. P. Bonnefin

USER LEVEL: Stage 3 Stage 4 Professional KLA:

SYLLABUS: Computing Studies 7-10; Design &

Technology 7-10 Paper \$13.95 SCIS 1020359

Triton series 2000 workshop system:

training video [videorecording]

Triton Manufacturing and Design, 1998 (Aust. release 2000) (360 min.) ISBN none

VET students studying Construction may find themselves on a worksite operating the type of sawing machinery shown on this set of tapes (ie. portable bench saw; router; jigsaw; and biscuit joiner). Recently released commercially, these Australian produced tapes feature the Set-up & tablesaw mode and Crosscut mode & accessories. The videos are well indexed, so it is easy to find specific segments. Many students will find the information to be highly relevant, as they may have access to similar equipment at home. Teachers should note that this type of tool is not currently used in NSW DET schools. However, the general safety principles and techniques demonstrated in the videos are applicable to fixed machines. P. Bonnefin

USER LEVEL: Stage 5 Stage 6 Professional TAS; VOC ED KI A:

SYLLABUS: VET Construction Framework courses in Stage 6: Technics 7-10; VET Technological &

Applied Studies Life Skills Stage 6 SCIS 1021884 \$95.00 set of two Maxwell

Outdoor projects [videorecording]

Triton Manufacturing and Design, 1995 (Aust. release 2000) (250 min.) (Home improvement videos 1)

ISBN none

Seven outdoor building projects are explained in this set of two videos, which give good practical advice and show solid technical practices in the building trade. The visuals are enhanced with clear graphic illustrations, and many occupational health and safety (OH&S) issues for building sites are addressed. Topics include: Site preparation; fences and gates; decks and handrails; steps and pergolas; Building a carport; paving; and establishing lawns and gardens. Recently released commercially, these tapes are an invaluable teaching aid for introducing building construction to Stage 4 students. They are also suitable for VET students to see a simple building project through to completion in a short time frame. P. Bonnefin

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional TAS: VOC ED KLA:

SYLLABUS: Technical & Applied Science Stage 6;

Technics 7-10

\$95.00 set of two Maxwell SCIS 1021878

BOLTON, Linda

Cubism

Belitha, 2000 (Art revolutions) ISBN 184138108X

[759.06]

The complexities of the Cubist style are explored through the work of individual European artists in this book. There are great, colour photographs of works of the major Cubist artists, and a number of interesting practical classroom exercises for experimenting with the Cubist approach to the breaking down of the form. Each artwork is described in full. The simplifying of language and concepts means that information becomes accessible to



good readers in senior primary and junior secondary classes. Teachers will be able to use the material to address the Frames model in current syllabuses. K. Ashley

USER LEVEL:

KLA:

SYLLABUS:

Creative Arts K-6; Visual Arts 7-10

\$30.52

Stage 3 Stage 4

SCIS 1015739

BOLTON, Linda

Surrealism

Belitha, 2000 (Art revolutions) ISBN 1841381098

[759.06]

As Surrealism is an art movement that most students find intriguing, this book would be a useful resource to motivate Stage 3 and Stage 4 students in the creative arts. It begins with a general definition and a brief view of artists from the sixteenth century who influenced Surrealists in the twentieth. The work of ten artists is explored in double page spreads. Each one includes a number of colour reproductions of the artist's work and a related extension activity for students. A simple glossary and timeline are included at the back of the book along with further information on related books, web sites and museums for students to investigate. L. Pratt

USER LEVEL: Stage 3 Stage 4

SYLLABUS: Creative Arts K-6; Visual Arts 7-10 \$30.52 SCIS 1015288

HESLEWOOD, Juliet

The history of Western painting: a young person's quide

Belitha, 1993 (Aust, release 2000) ISBN 1855617188

Using a conversational style that provides a brief overview of key periods or artworks on a double page spread, this senior primary or junior secondary reference book gives the basic facts about art examples from cave painting and Greek vases to Pop art in America. Frequent inserts add interesting detail about styles or individual works. The teacher is left to explore these aspects through questioning or guided research. It does not include references to any Australian or New Zealand examples. The illustrations are excellent, but no new ground is covered to complement current syllabuses. K. Ashley

USER LEVEL:

Stage 3 Stage 4

SYLLABUS:

Creative Arts K-6; Visual Arts 7-10

Paper \$21.79

SCIS 1019224

Magnum Photos: the changing of a myth

[videorecording]

Maxwell's Collection, 1999 (58 min.)

ISBN none

[770]

This documentary by Reiner Holtzemer is about the prestigious Magnum Photos agency, initially named after a bottle of champagne. Founded in 1947 by Robert Cappa and three other photographers, it has been at the vanguard of independent photographers, copyright law and promoting photography as an art form. The storyline follows the agency's decision making on selecting budding young photographers. It explores the philosophy and work of a few of its now 50 strong membership, old and new, and examines the changing nature of photography since the advent of broadcast television. The video is an excellent resource to support the conceptual framework of visual arts and photography courses. L. Pratt

USER LEVEL: KLA:

Stage 6 CA

SYLLABUS:

Visual Arts Stage 6

\$75.00 Maxwell

SCIS 1016418

GRAHAM, lan

Film and photography

Evans, 2000 (Communications close-up) ISBN 023751981X

[771]

By examining historical inventions and contemporary issues, this well set out and visually easy to access book covers the latest technology in using photography and film as a communication tool. It brings us recent developments in digital cameras, amazing photographs, taken by the Hubble Space Telescope, of stars being formed, and the use of light sensitive film in medicine and science. On each double page additional boxes of information provide history links with the various technological processes being discussed. The breadth of the field covered means that the information has relevance across a range of KLAs. K. Ashley

USER LEVEL: KLA: SYLLABUS:

Stage 3 Stage 4 Stage 5

CA; HSIE; Mathematics; Science; TAS Creative Arts K-6; HSIE K-6; Science & Technology K-6; Science 7-10; TAS 7-10;

Visual Arts 7-10

SCIS 1011676 \$32.95

TURNER, Barrie Carson

Musical instruments of the world [series]

Belitha, 2000

The bold colours used on the covers of these books ensure that they stand out from other music resources on library shelves. Information about each instrument is concise, and simply written for primary students. Often, specific musical pieces are mentioned as examples for hearing particular instruments being played. Accompanied by

small colour photographs, featuring student and adult performers, there are also well labelled illustrations by John See. Modern instru-

ments features: Electric guitar; Kazoo; Metal guiro; and eighteen others. Sound effects demonstrates an array of untuned percussion instruments, some based on household objects, used to create unusual sounds in music and for stage and screen. Examples include: Cowbells: Coconut shells: Washboard: and Bullroarer.

USER LEVEL: Stage 2 Stage 3

KLA:

SYLLABUS: Creative Arts K-6 \$27.45 each

Titles in this series include:

Modern instruments SCIS 1023137 Sound effects SCIS 1023824

FLANAGAN, Richard

The sound of one hand clapping: the film script

Picador, 2000 ISBN 0330362399

[791.43]

It is fascinating to know that, in addition to writing this film script the author also directed the film and wrote the novel of the same title. This memorable, artistic work has thus been produced in various media. In the screenplay, a sad tale is recounted through the memories of Sonia, the Australian born daughter of Slovenian immigrant parents. It demonstrates the strength of love in conquering terrors and alienation of the past. The content and technical skill of this film script, complemented by the author's commentary on film making, render it worthy of consideration for senior English courses. C. Sly

USER LEVEL: Stage 6 KLA: English

SYLLABUS: English Stage 6: Standard; Advanced

> Paper \$25.16 SCIS 1024885

ALIKI

William Shakespeare & the Globe

Mammoth, 2000 (Picture mammoth) ISBN 0749741759

[792.09421]

A captivating, simply written and colourfully illustrated publication, this book deals with the life and times of William Shakespeare. Presented in the form of a narrative divided into acts and scenes, the latter part of the story tells of the work of the American actor and director Sam Wanamaker, who inspired others to help him reconstruct the Globe theatre in London. His vision and the efforts of many people resulted in the



resurrection of an exact replica of this historic playhouse. A wonderful introduction to the Bard, his theatre, his works and his 2000 invented words, this book is a delightful reference for young students. C. Sly

USER LEVEL: Stage 3 Stage 4 KLA: English

SYLLABUS: English K-6; English 7-10

Paper \$19.70

SCIS 1020341

II prices in the availability statement include GS

Jump Start artist [computer software] Knowledge Adventure, 2000

ISBN none

Designed for students five to eight years of age, this CD-ROM consists of a series of games, introducing students to concepts and terminology in visual arts. It includes tools for graphics, pattern making and opportunities to design simple characters providing students with a basic understanding of the process of animation. It is easy for students to use but frustrating, as it has no undo button. A progress report is accessible for teachers and monitors the amount of work each student has completed, and at what level. Access to support from Internet links, activity pages and lesson plans for teachers is available. Although predominantly American, it includes one activity on Aboriginal art. L. Pratt

Minimum requirements Macintosh: System 8.1 Windows 95: 32Mb RAM

Stage 1 Stage 2 Professional **USER LEVEL:**

CA

SYLLABUS: Visual Arts K-6

SCIS 1038050 \$49.95

PLATT, Richard

Everest: reaching the world's highest peak

Dorling Kindersley, 2000 ISBN 0751366560

The historical and geographic background necessary to understand the many attempts to climb Mount Everest is clearly presented in this attractive book. The story of the first successful climb is told in detail, with attention paid to the difficulties and dangers of mountain climbing. The book emphasises the critical role played by Sherpas in all expeditions, as well as the conditions and regula-

tions imposed by the Nepalese government to control environmental and social impacts of climbing expeditions. Similar in format to titles in the Eyewitness guide series, this book is well illustrated with maps, diagrams, line drawings and photographs. It is recommended for students interested in extreme sports and feats of endurance. W. Smith

USER LEVEL: Stage 3 Stage 4

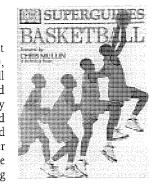
HSIE KLA:

\$25.20

SCIS 1020351

Superguides [series] Rev. ed. Dorling Kindersley, 2000

Previously released under different titles (eg. The young... player), popular sports such as football (soccer), tennis, basketball and swimming, are comprehensively addressed in this series. Detailed information on the skills required to play each sport are further enhanced by the inclusion of large colour photographs of young



participants in action, and helpful hints to improve performance. This series has appeal for students who have a keen interest in sport, or who would like to learn how to perform specific skills correctly. Teachers may find these books to be a useful resource when teaching their students the skills, basic rules and strategies of each sport. K. Proctor

Stage 2 Stage 3 Stage 4 Stage 5 Professional **USER LEVEL:**

PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-10

\$16.40 each

Titles in this series include.

SCIS 1015699 Raskethall SCIS 1015649 Football SCIS 1014433 Swimming SCIS 1014431 Tennis

ARONSON, Linda

KLA:

Scriptwriting updated

Allen & Unwin, 2000 ISBN 1876351039

[808.2]

A strong awareness of traditional methods and new contemporary styles is evident in this practical guide to scriptwriting for film. Offering many suggestions to stimulate budding screenplay writers, it also makes frequent reference to known masterpieces of the film industry. Attention is given to a range of genres and there is particular focus on: the roles of protagonists and antagonists; the use and structure of flashbacks; and the construction of dialogue. This publication is not only of obvious value to students writing for film but also affords a useful insight for those studying film as text. C. Sly

USER LEVEL: KLA:

SYLLABUS:

Stage 5 Stage 6 Community Professional

Enalish

English 7-10; English Stage 6

Paper \$39.95

SCIS 1028066

Rough with the smooth: stories of Australian men

/ edited by B.R. Coffey. Fremantle Arts Centre Press, 2000 ISBN 1863683062

Well known Australian writers and personalities, including A.B. Facey, Bruce Beresford, Glyn Parry and Elizabeth Jolley, explore the complexities of masculinity in Australian culture in this collection of short stories and extracts. The men in these tales include larrikin farming fathers, real estate salesmen, and migrant workers. The strength of these stories of friendship, compassion, leadership, love and weaknesses, rely equally on the women and children in the men's lives, making this collection a true snapshot of Australian social relationships. Teachers may find the book a useful stimulus for exploring issues of social and cultural awareness with students, and all interested teachers will gain personal insights into the complexities of Australian masculinity. D. Willis

USER LEVEL:

Stage 4 Stage 5 Stage 6 Community

Professional HSIE

KI A.

SYLLABUS:

History Stages 4-5; Society & Culture Stage 6 SCIS 1012912 Paper \$18.95

All prices in the availability statement include GST.

HERRICK, Steven

The spangled drongo: a verse novel

[sound recording]

/ read by Stig Wemyss. Louis Braille, 2000 (90 min.) ISBN 0732024366

Eleven year old Sam Slater is orphaned and lives in a small house with Ronaldo the soccer dog, Parrot the parrot and eccentric Aunt Ashmara. He is soccer mad and a poet. Jessica Bowells has a carpenter mother and a father who is an accountant by day and the master chef Alfonse at all other times. Jessica, too, is soccer mad. Together they deal sensitively with Sam's burdensome grief over the senseless death of his parents. Wemyss' reading of this verse novel is enthusiastically youthful and approachable. He captures the essentials of each character with vigour and spirit, and does justice to the blossoming relationship of the two pals. W. Bowie

USER LEVEL: Stage 3 Stage 4 English

SYLLABUS:

English K-6; English 7-10

\$32.95

SCIS 1020889

MATEER, John

KLA:

Barefoot speech

Fremantle Arts Centre Press, 2000 ISBN 186368266X

[A821]

The poetry in this collection is epigrammatic, open ended, at times acrid and pungent, and at others cloving. It moves relentlessly over quite disparate terrain, wilfully selecting subjects from parenting, through first love encountered, love lost, patriotism, the toughness of South African heritage to empathy with the Kimberley region of Western Australia. Ideas approached in experimental fashion include Reconciliation, Aboriginal peoples relationship to the land, and human spirit in geography. Notes open up some poems to readers unfamiliar with South Africa and its issues. Barely unified, this selection of heavily allegorical, sometimes obtuse and inaccessible, poetry is a definite challenge to even very competent readers. W. Bowie

USER LEVEL: Stage 6 Enalish KLA:

SYLLABUS: English Stage 6: Advanced; Extension Paper \$16.95 SCIS 1002799

100 great poems

/ selected by Victoria Parker Miles Kelly, 2000 ISBN 1902947541

[821.008]

An anthology to delight the senses and stir the intellect, this collection features 100 poems old and new. Writings from ancient times to the latter part of the twentieth century are published under thematic headings. Brief notes on individual poets and poems are included along with colourful illustrations that convey the mood and cultural origins of each selected work. Ranging from simple ballads to complex pieces, the poems in this volume have appeal



for a wide age range. This is the kind of treasury a student would enjoy returning to over many years. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional KLA: English

SYLLABUS: English K-6; English 7-10; English Stage 6

\$24.95

FUTCHER, Michael & HOWARD, Helen

A heautiful life

Currency, 2000 (Currency plays) ISBN 0868196053

[A822]

This compelling play is a dramatic interpretation of the events surrounding the Iranian Embassy raid in Canberra in 1992. When their peaceful protest against the Iranian government's raid on the Mojahedin turns violent, Hamid and Jhila are arrested and labelled as terrorists. Past and present events interweave and an account of bravery, love, friendship, imprisonment, injustice, torture, betrayal, guilt, and most of all compassion, is told. This exploration of the complex lives of refugees is suitable for units on personal and cultural change and identity and for senior drama, with male monologues. Potential for use of Farsi language is indicated in the script. Due to the emotive nature of the central plot, sensitive handling of material should be used. F. Crum

USER LEVEL: Stage 6 CA; English KLA:

Drama Stage 6; English Stage 6 SYLLABUS:

Paper \$17.95 SCIS 1016258

Plays of the 60s. Volume 1

/ edited by Katherine Brisbane. Currency, 2000 (Currency modern drama/Currency plays) ISBN 0868495456 [A822]

This compilation of four Australian plays first performed in the early 1960s shows a very different Australian life from today. Burst of summer by Oriel Gray deals with race relations in northern NSW. The well is a Jack McKinney comedy using Australian idiom, set on neighbouring poverty stricken farms with a Romeo and Juliet theme. Patrick White's The season at Sarsaparilla focuses on the budding sexual awareness of pubescent Pippy in a fictitious outer Sydney suburb. The promised woman by Theodore Patrikareas highlights the migrant experience as Antigone moves beyond the confines of her Greek village upbringing to independence in Australia. This is suitable for senior performance and study with good male and female monologues. F. Crum

USER LEVEL: Stage 6 CA; English KLA:

SYLLABUS: Drama Stage 6; English Stage 6: Standard;

Advanced

Paper \$27.50 SCIS 1014887

SHEARER, Jill

Georgia

Currency, 2000 (Currency plays) ISBN 0868196061

Famous American artist Georgia O'Keeffe lives her later life in seclusion in her desert home in New Mexico. When Juan, a young man bewitched by her work, finds his way into her solitude, he encourages her to continue painting in spite of her failing eyesight. Regardless of Juan's devotion, the ageing Georgia is haunted by fears, anxieties and ghosts of her past. These elements are the fabric of a sophisticated drama that draws its strength from powerful metaphors and recurring motifs. It is a sensitively written theatrical piece that would appeal to able students of English or drama. C. Sly **USER LEVEL:**

Stage 6 KLA: CA; English SYLLABUS:

Drama Stage 6; English Stage 6

Paper \$17.95 SCIS 1018565

FRASER, Lindsey

An interview with J. K. Rowling

Mammoth, 2000 (Telling tales) ISBN 0749743948

[823]

Devotees will find this a timely production. Rowling is definitely flavour of the moment, having assured her status as a phenomenon in children's literature with the Harry Potter books. This slim, attractively presented volume makes easy, entertaining reading, with questions, answers and information kept simple and pertinent. The interview first targets the writer's personal life of family, childhood, schooldays and early career influences. It then focuses on her career as a writer and audience reaction to her books. Also included are an overview of the series to date and an annotated bibliography. This is a relevant, useful resource containing answers to many of the questions commonly asked of authors. B. Richardson

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: English SYLLABUS: English K-6

SCIS 1023509 Paper \$7.60

ADAMS, Simon

Exploration and discovery: journeys into the unknown through the ages

Lorenz, 2000 (Exploring history) ISBN 0754804437

"Ever since the first people have walked on earth they have explored the world they lived in." So Adams introduces his book

that, in a double page format, provides the reader with an extensive overview of world exploration. The time frame for this overview is from the Egyptians to the present day, whilst the geographical context includes: Europe; Asia; Africa; Australia; the Poles; and space. Each topic is presented in simple language accompanied by colour illustrations and maps. In addition, there are dates and



related snippets of interesting information. This resource would be a useful starting point for the topic of exploration. B. Hull

USER LEVEL: Stage 4 Stage 5

KLA:

SYLLABUS: History Stages 4-5

\$21.79

SCIS 1012811

Geographica's family atlas Random House, 2000 ISBN 009183791X

As expected, this book is large in size and content, containing all that is required of a world atlas plus some additional features. Our world includes the solar system and space exploration and, in Issues facing our planet, there is information on: climate change; population and overpopulation; pollution; globalisation; gender inequities; and endangered species. Charts, flags, diagrams and the Fact file sidebars are plentiful. The mapping section, Countries of

our world, is clear and well illustrated with good quality coloured photographs. Finding information in this atlas is facilitated by a preface on how to use the book and an explanation of the various symbols used. S. Rasaiah

Stage 3 Community **USER LEVEL:** KLA: HSIE: ST SYLLABUS:

HSIE K-6; Science & Technology K-6

\$39.45



SCIS 1024585

LANDAU, David

Caged

Pan Macmillan, 2000 ISBN 0732910633

[940.53092]

A story of strength and courage from a person who experienced the worst of human behaviour is told in this biography. Not wanting to go quietly to the Nazis' concentration camps, Landau joins the Polish underground and is part of the uprising in Warsaw. Whilst not directly related to topics or themes in HSIE syllabuses it is an important adjunct to any study of World War II or tyranny, and may be suitable for extension work. A few photographs adds to the poignancy of the personal story of an ordinary hero created by historical circumstances. C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional KLA:

HSIE

SYLLABUS: History Stages 4-5

\$27.40 SCIS 1023213

CONNOLLY, Sean

Nelson Mandela

Heinemann Library, 2000 (Heinemann profiles) ISBN 043108629X

As a readable account of the life of a notable individual who has helped to shape the history of South Africa, this compact biography delivers information in an attractive format. Coloured photographs and succinct chapters are features of this book, as is the timeline of significant dates. This is a valuable resource for supporting the Stage 3 HSIE unit Australian democracy, as Nelson Mandela is one of the key figures suggested in the syllabus for students to investigate. The absence of a bibliography of sources used is a negative aspect in an otherwise credible analysis. S. Rasaiah

USER LEVEL: Stage 3 KLA: HSIE SYLLABUS: HSIE K-6

\$32.70

SCIS 1023140

COUPE, Robert

Achieving nationhood: the story of **Federation**

New Holland, 2000 ISBN 1864365463

[994.03]

As an overview of Australian history from 1788 to 1901, focussing on the story of Federation, the author achieves his overall aim. All pertinent historical developments and personalities are covered to give a comprehensive picture of the federation movement. It concentrates on European developments and, like the original federationists, ignores Indigenous peoples, Chinese and Kanakas.

Each stage of history is explored with competent text and well chosen illustrations, ranging from governors, responsible government, the referenda, and Federation. Designed for schools, it is clearly relevant to HSIE syllabuses. It would need to be complemented by a range of other resources. C. Dorbis

USER LEVEL: KLA:

Stage 3 Stage 4 Stage 5

HSIE

SYLLABUS: Geography Stages 4-5; History Stages 4-5;

HSIE K-6

\$18.50 SCIS 1021441

MAHOOD, Kim

Craft for a dry lake

Anchor, 2000 ISBN 1863591397

[994.204]

The misty haunts of memories are explored in this personal journey of the author. Weaving poetic images with the harsh outback of central Australia, she develops an allegory for all of us. Our concept of land has changed over the past twenty years, from a pastoral to one more akin to the Aboriginal definition. This novel recognises this and captures these feelings. It is difficult to relate this text to a specific theme or topic within the HSIE syllabuses. Yet it is a good read and gives a unique perspective of our changing views about Australia and an understanding of the question, "Who are we?" C. Dorbis

USER LEVEL: Stage 5 Stage 6 Professional

KLA: HSIE

SYLLABUS: Geography Stages 4-5; History Stages 4-5 SCIS 1000242

\$19.95

Professional reading

Resources are in Dewey order

McCANN, Rex

On their own: boys growing up underfathered Aust ed. Finch, 2000

ISBN 1876451084

Using his own experiences, and a collection of personal histories of a range of men who grew up without fathers, the writer explores the critical role that fathers play in helping their sons make the transition from boyhood to manhood. The detrimental effects of underfathering in developing a healthy masculinity in the early years is considered, with many of the men featured now experiencing emotional and social problems as a result. Whilst the personal style is accessible, the sole focus on fathers as role models is simplistic. The book ignores other critical influences on a boy's developing masculinity, such as: social class; ethnicity; relationships with peers; popular culture; and sexuality. J. Barker

USER LEVEL:

Professional Paper \$21.95

SCIS 1013905

Teachers' voices. 4: staying learner-centred in a competency-based curriculum

/ edited by Anne Burns & Helen de Silva Joyce, National Centre for English Language Teaching and Research, Macquarie University, 2000

ISBN 1864083077 [428.007]

Those interested, or engaged, in adult migrant literacy education will find here a wealth of information to stimulate and challenge reflection and action. As suggested by the title, the book draws upon the voices of a range of Australian teachers in the Adult Migrant English Program (AMEP). Through an action research approach, it focuses on how practice in the field has changed since the introduction of outcomes based, national curricula. Needs analysis, course design and exploring assessment are also featured. The book is highly recommended. Its grounded, comprehensive introduction, and well structured organisational framework, allows the honesty of the first person teacher accounts to speak authoritatively to readers. L. Rowles

USER LEVEL: Professional

Paper \$24.95

SCIS 998373

Teachers' voices. 5: a new look at reading

/ edited by Anne Burns and Helen de Silva Joyce, National Centre for English Language Teaching and Research, Macquarie

University, 2000 ISBN 1864086149

Though written by and aimed at teachers of English as a second language (ESL), the insights into cultural reading practices in this book offer much for language and literacy teaching. The content is organised into two sections and focuses on the findings of classroom based action research. In addition, the succinct overview of reading theory provides an excellent preface. By exploring the cultural and social reading practices of three ethnic groups, teachers were able to identify implications for classroom approaches and adapt programs and strategies to better suit students' needs. Undoubtedly, this useful book could be used to support the explicit and systematic teaching of reading. H. Gardiner

USER LEVEL: Professional KLA: English SYLLABUS: English 7-10

> \$27.50 SCIS 1028059

BIRD, Johnella

The heart's narrative: therapy and navigating life's contradictions

Edge, 2000 ISBN 0473065584

[616.89]

Johnella Bird beautifully challenges her readers to develop their understanding of the impact of language on therapeutic outcomes and to question their use of language when counselling. The thought provoking introduction, for example, makes a series of statements about language and therapy that all therapists, regardless of theoretical orientation, should read. Of particular importance are the sections on working with gender, time and contradiction. Directed towards the mental health worker, this book is also easily accessible to the non therapist who is interested in learning more about language issues in counselling. R. Stonehouse

USER LEVEL: Professional

Paper \$80.25 Feminist Bookshop SCIS 1020478

PITTELKOW, Kay & JACOB, Angelica Discover the gifts and talents in your child Simon & Schuster, 2000

ISBN 0731806565

A comprehensive discursive compendium, this book addresses many aspects of GATS education. Primarily written for parents it reports international research and local facts and opinion mixed with checklists, annotated lists of further reading and developmental milestones. Specific areas of reading; mathematics and science; parenting; counselling; thinking skills; preschool and school age children are discussed. Underachievement is given particular attention. The discussions are very balanced, with both positive and negative aspects of programs and philosophical positions openly presented. Although the book is not indexed, it is an excellent resource to be placed on the reference shelf and strongly recommended to parents. W. Chaffey

USER LEVEL:

Community Professional Paper \$19.95

SCIS 1019802

Kids best: Australian books for children and voung adults 1996-2000

Primary English Teaching Association, 2000 ISBN 1875622365

[820.9]

This is a very useful compilation of the lists of notable books produced by the Children's Book Council of Australia from 1996 to 2000. The book is divided into the four categories of the CBC Awards: Fiction for older readers; Fiction for younger readers; Picture books; and Information books. A short annotation and full bibliographic details are given for each title. The collection could have been more useful if the Title index and Author/illustrator index had been supplemented by genre and subject guides to the books. The rather old fashioned illustrations, and the tone of some of the section introductions, make the work appear to be aimed more at parents than young readers or professionals in the field. M. Lobban

USER LEVEL:

Community Professional Paper \$22.00

SCIS1006729

Who reviews?

Reviewers for Scan and the DET web site are selected from teachers and teacher-librarians across the state.

Internet reviewers for this issue were:

Kathryn Banton, Hinchinbrook Primary Kevin Le Bourdonnec, Languages teacher Alexandra Cutcher, Visual Arts teacher Suzanne Leslie, Lindfield Primary Julie Montague, Music Consultant Judy Morgan, HT Science, Sefton High Peter Myers, HSIE Grantham High Graham Penn, Bankstown Primary Deidre Pook, HT History, Barrenjoey High Sally Rasaiah, Balgowlah North Primary Janelle Redfern, TAS Karabar High Trevor Scott, HT Mathematics, Hunter Sports High Wendy Smith, Tamworth Primary Peter Thompson, HT TAS, Bossley Park High Ruth Thompson, TAS, Bossley Park High Anthony Whyte, VA, Westport Technology High

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Julie Barker, Project Officer, Gender Equity

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Author

ADAMS, Simon 84 AHLBERG, Allan 54 ΔΙ ΙΚΙ 81 ALLABY, Michael 76 ALLEN, Pamela 54 AMSTUTZ, Andre 54 ARGENT, Kerry 59 ARONSÓN, Linda 82 BAILLIE, Allan 64 BAKER, David 78 BARWICK, Jennifer 70 BARWICK, John 70 BAXTER, Nicola 75 BEAMES, Margaret 55 BIRD Johnella 85 BLAXLAND, Wendy 73 BOLTON, Linda 80 BROOKE, Lauren 59 BROOME, Errol 60 CASTLE, Caroline 55 CASWELL, Brian 60 CATRAN, Ken 65 CHURCH, Diana 72 CLARK, Emma Chichester 55 CLARK, Margaret 60 CLARK, Stuart 76 CLARKE, Judith 65 COLE, Babette 55 COLLINS, Anne 70 CONNOLLY, Sean 84 COOPER, Alison 70 COOPER, Susan 65 CORBETT, W. J. 60 COUPE, Robert 84 CREW, Gary 60, 65 CRDSSLEY-HOLLAND, Kevin 65 CUMMINGS, Phil 65 DALY Jude 55 D'ATH Justin 60 DDHERTY, Berlie 55 DUBUC, Frank 57

DUNBIER, Sally 78 EATON, Anthony 66 FALCONER, Ian 56 FARNOON, John 75 FARRER, Vashti 66 FEIFFER Jules 56 FLANAGAN, Richard 81 FOWKE, Bob 76 FRASER, Lindsey 84 FRENCH, Jackie 61 FUTCHER, Michael 83 GAVIN, Jamila 66 GIFFORD, Clive 79 GLEITZMAN, Morris 61 GRAHAM, Bob 56 GRAHAM, lan 79, 81 HARKER, Lesley 71 HARRIS, Clare 66 HATHORN, Libby 56 HAUGHTON, Emma 71, 79 HAWKES, Nigel 72 HEIDE, Florence Parry 56 HERRICK, Steven 83 HESLEWOOD, Juliet 80 HIGGINS, Simon 66 HILTON, Nette 56 HITCHCOCK Sue 55 HOFFMAN, Mary 74 HOLLAND, Julia 66 HOWARD, Helen 83 HUNT, Julie 57 IMPEY, Rose 74 INGPEN, Robert 58 JACOB, Angelica 86 JENNINGS, Andy 61 JENNINGS, Paul 61 JDNES, Diana Wynne 67 KELLEHER, Victor 61, 67 KIDD Diana 67 KILLEEN Gretel 67 KING, Stephen Michael 59

KING-SMITH, Dick 61 KIRK, David 57 KORTEN, Oavid 72 LANDAU, David 84 LARKIN, John 62 LESTER, Alison, 57 LINDECK, Jeremy 54 LINGARO, Joan 67 LLEWELLYN, Claire 76, 78 LUCKETT, Dave 62 MacDONALD, Beverley 75 MAHOOD, Kim 85 MARSDEN, John 67 MASSON, Sophie 68 MATEER, John 83 MATTINGLEY, Christobel 62 MAY, Kara 62 McCALLUM, Kerry 71 McCANN, Rex 85 McDONALD, Megan 62 McKELLAR, Hazel 71 McROBBIE, David 68 McSKIMMING, Geoffrey 62 MEER, Mara van der 54 METZENTHEN, David 63 MORGAN, Sally 77 MOROZUMI, Atsuko 58 MURRAY Martine 57 NAPOLL Donna Jo 63 NEILSON, Philip 65 NICHOLSON, John 79 NIELSEN, Priscilla 57 NIX, Garth 63 O'SULLIVAN, Kerry 54 ORGEL, Doris 74 PARKER, Steve 77 PARTRIDGE, Francesca 57 PECK, Richard 68 PEISTER, Marcus, 57 PILLING Ann 68 PITTELKOW, Kay 86

PLATT, Richard 82 POLLÁCK, William 70 POW, Tom 58 PRICE, Mathew 58 PYERS, Greg 77 RAY, Jane 55 REICHSTEIN, Alexander 59 RIDDEN, Brian 68 RIDDLE, Tohby 58 ROGERS, Gregory 56 ROWAN, Kate 78 ROYSTON, Angela 73 RUSSELL, Elaine 58 RYCROFT, Nina 56 SCHEMBRI, Jim 69 SHANDLER, Sara 71 SHANNON, David 58 SHEARER Jill 83 SHUSTER, Todd 70 SNEDDON, Robert 76 SNICKET Lemony 63 STRAW, Wendy 58 STRONG, Jeremy 63 SWINDELLS, Robert 69 THOMAS, Pat 71 THOMSON, Ruth 52 TREZISE, Percy 59 TURNER, Barrie Carson 81 URAL, Serpil 63 URE, Jean 64 VISCONTI, Guido 64 WALKER, Brenda 69 WATTS, Barrie 78 WEBSTER, Stephen 77 WENINGER, Brigitte 59 WHEATLEY, Nadia 69 WHYBROW, Ian 64 WILD, Margaret 59 WILSDN, Mark 60 WOOD, Audrey 59

Title

100 great poems 83 A is for aunty 58 Achieving nationhood: the story of Federation 84 African trade [videorecording] 74 An interview with J. K. Rowling 84 Angels passing by [sound recording 65 Animals scare me stiff 55 Area of study [kit] [series] 70 ark of the people, The 60 Armitage Shanks and the footballer's bones 62 Atsuko Morozumi's stories for the very young 58 Australian library [series] 73 Away with the birds 60 Away! Away! 57 banner bold: the diary of Rosa Aarons, Ballarat goldfield. 1854, A 69 Barefoot speech 83 beach dogs, The 61 beautiful life, A 83 Beyond the dusk 61 Big bangs 75 Bitter sweet: indigenous women in the Pacific 71 Books for boys [series] 64 Breakaway 65 Building the Sydney Harbour Bridge 79 Caged 84 Cairo Jim and the lagoon of tidal magnificence: a Sumatran tale of splendour 62 Can you keep a secret? 54 Candles at dawn 63 Changing tunes 63

Click!: computers and learning in classrooms K-6 [computer softwarel 73 colour of sunshine, The 63 Coming home 59 Communications close-up [series] Coram boy 66 Craft for a dry lake 85 Cubism 80 Cybercage 66 darkness, The 66 Database of Australia (series) 70 Deadly! Part one, nude 61 Discover the gifts and talents in your child 86 DK guide to weather 76 dog called Bear, A 57 Dollar for a dolphin 60 Dorling Kindersley readers, 2 Beginning to read alone [series] 53 Dorling Kindersley readers, 3. Reading alone [series] 53 Dorling Kindersley readers, 4. Proficient readers [series] 53 Dreamland lake 68 Edward Britton 65 Endangered animals of Australia [series] 77 Equality of the sexes? 71 Ernie dances to the didneridoo 57

Eugenie Sandler P.I. 68

highest peak 82

Exploration and discovery:

through the ages 84

Everest: reaching the world's

journeys into the unknown

Fair, Brown & Trembling: an Irish Cinderella story 55 Fairy tales 55 Film and photography 81 First friend 62 Focusing on IELTS: reading and writing skills 54 For every child 55 Foreign aid and world debt 72 Friends (series) 72 genius of Leonardo, The 64 Geographica's family atlas 84 Georgia 83 gift, The 56 Gladiators in the holo-colossseum; Gargantua [sound recording] Grandma Fox 54 green prince, The 68 Hairy toes and scary bones 74 heart's narrative: therapy and navigating life's contradictions, The 85 history of Western painting: a young person's quide, The 80 How many monsters?: a monster counting book 54 How to build a robot 79 I know how my cells make me grow 78 I'm telling you, they're aliens! 63 In the poet's den 66 Inventions from outer space everyday uses for NASA technology 78 ivory trail, The [sound recording] Joe Lion's big boots 62

Jubal's wish 59 Judy Moody 62 JumpStart artist [computer software] 82 Kids best: Australian books for children and young adults 1996-2000 86 King of shadows 65 Kingfisher book of evolution, The Kingfisher science encyclopedia, The 75 Koala fever 60 Lady Dance 61 Land of the Snake people 59 Learn to say no! [series] 73 Life in a giant tree in the rainforest lion and the mouse: and other Aesop's fables, The 74 Little Miss Spider at Sunny Patch School 57 Little Platypus 56 long walk of Nelson Mandela, The [videorecording] 72 M.Y. bees [series] 71 Machine home page (Work is simple with simple machines) [website] 7 Magnum Photos: the changing of a myth [videorecording] 81 Max 56 Media power? 70 Microlife [series] 76 Milo and the mysterious island 57 Minibeasts [series] 78 Miss Wire and the three kind mice

87

Musical instruments of the world [series] 81 My book of science experiments My life is a wedgie 67 Mystery and murder in Australia 66 Natasha's will 67 natural world: question and answer encyclopedia, The 77 Nelson Mandela 84 New energy resources 72 Nighty night! 59 Oliver in the garden 55 Olivia 56 On their own: boys growing up underfathered 85 Ophelia speaks: adolescent girls write about their search for self 71 Orchard book of Egyptian gods and pharaohs, The 69 Outdoor projects [videorecording] Plagues and Federation: the diary

of Kitty Barnes, the Rocks,

Sydney, 1901 66

Planet animal 77 Plays of the 60s. Volume 1 83 pocket dogs, The 59 Poe's cat 69 Population growth 70 post-corporate world: life after capitalism, The 72 Print artist [computer software] 69 rain came down, The 58 Reading blaster (computer software] [series] 53 Real boys' voices 70 Rhianna and the wild magic 62 right to smoke?, A 79 Rough with the smooth: stories of Australian men 82 Safety [series] 73 Sandy Simmons star struck! 64 Saving Abbie 64 Science and technology: humankind's quest for knowledge and explanations 75 Scriptwriting updated 82 Sea turtles 78 seeing stone, The 65 Serena and the sea serpent 63

series of unfortunate events, A [series] 63 Sexual health 79 singing hat, The 58 Sixteen fleecy sheep: a book about vowels 52 Sleeping Beauty 75 Some things are scary 56 sound of one hand clapping: the film script, The 81 spangled drongo: a verse novel, The [sound recording] 83 Special delivery 59 Sport and fitness 78 Superguides [series] 82 Surrealism 80 tale of Time City, A 67 Teachers' voices. 4: staying learner-centred in a competency-based curriculum 85 Teachers' voices. 5: a new look at reading practices 85 Treetops [series] 52 Triton series 2000 workshop system: training video [videorecording] 80 Twice upon a time [series] 74

Two hands together 67 Valley of bones 60 Voyage with Jason 65 Welcome to minute 16 69 What are...? [series] 76 wheels on the bus, The 58 Where are you, Blue Kangaroo? Whistle man 68 Who is the world for? 58 Who's who in science and technology 76 William Shakespeare & the Globe Winter 67 witch of Blackberry Bottom, The 61 witch of Lagg, The 68 Woman from no where: Hazel McKellar's story 71 Women of Camelot: queens and enchantresses at the court of King Arthur 74 year down yonder, A 68 Young people and substance abuse 73

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- Putting the learner in charge
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- Updating subject headings and reference structure in OASIS
- The Internet and community projects
- An interview with Boori Pryor and Meme McDonald
- Information skills in Year 7 science.

Vol 19 No 3 August 2000

- School libraries in the new millennium
- The literacy demands of visual text: new learning environments
- Peer tutoring
- The PANDORA Archive and the National Library of Australia
- Literacy outcomes for Kindergarten through science and technology.

Vol 19 No 4 November 2000

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- Using the outcomes approach to write your own HSIE unit
- How teacher-librarians can support English Stage 6 teachers and students
- Web site cataloguing and SCIS.

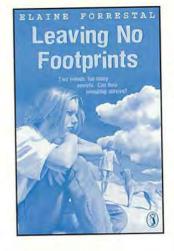


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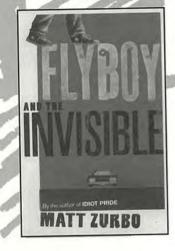
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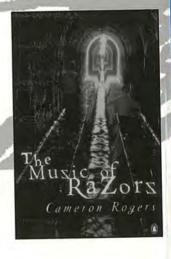
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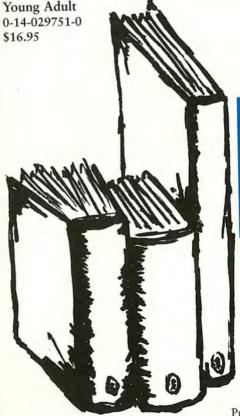
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