SCAN

Professional Support and Curriculum Directorate

Book raps and raps

Book raps and raps hosted on the New South Wales Department of Education and Training's web site feature collaborative planning and units of work written by teachers. For raps now live, it is not too late to join.

These raps support literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes. The reflection sheets available could be used or adapted to support evidence based practice, to provide feedback on the difference made to student learning gains for particular syllabus outcomes.

Some planned raps and book raps into 2003

Term 4, 2002

- **Henry Lawson**. Stage 6 English *Standard* (Telling stories). **Now live**.
- **Only the heart**. Stage 6 English *ESL* (Area of study). **Now live**.
- **Harry Potter**. Stage 3 English and Stage 4 English. **Now live** (includes a WebQuest).
- **Matthew Flinders: the ultimate voyage**. Stage 4 Science.

Term 1, 2003

- **Brave new world** and **Blade runner**. Stage 6 English *Advanced* (Comparative study of texts and context).
- **Papunya School book of country and history**. Stage 3 HSIE. Shortlisted for CBCA Picture Book of the Year 2002; winner of Eve Pownall Information Book of the Year 2002.
- **Our diverse community**. Stage 2 HSIE.

Term 2, 2003

- **Peter Skrzynecki**. Stage 6 English *Standard & Advanced* (Focus: Changing perspective); ESL (Area of study: Perspectives)
- **Wilfred Gordon McDonald Partridge** (Mem Fox & Julie Vivas). Stage 1.
- **Cooling conflicts**: strategies for defusing conflicts that may involve racism. Stage 4 and Stage 5.

Term 3, 2003

- **Book Week rap**. Stage to be advised.
- **To kill a mockingbird** (Harper Lee). Stage 5 English.

Please send your suggestions and requests for future raps and book raps to colleen.foley@det.nsw.edu.au or fax (02) 9886 7413.

The raps and book raps are jointly managed and supported by teams from Professional Support and Curriculum Directorate, including the Library and Information Literacy team, e-Learning unit, and relevant Key Learning Area (KLA) teams.

Raps and book raps can be viewed at:
www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School libraries: empowering learning** at:
www.det.nsw.edu.au/schoollibraries (Click on **Teaching and learning** from this home page, and then select **Raps** or **Book raps** and then the rap of your choice). When visiting the site remember to hold down the **Shift** key and select **Refresh** or **Reload** from your browser to view the latest version of each web page.

The exact dates for the above and any additional raps will be advised in the **News** section of **School libraries: empowering learning.**

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From the editor

*T*his issue of *Scan* completes your current subscription for 2002. We hope you have found *Scan* to be a valuable reference journal and have enjoyed reading the articles and reviews. The team looks forward to 2003 when we will again share further examples of best practice in our schools and showcase the exemplary work of teacher-librarians, teachers and students across New South Wales. We hope you will join us.

By now, each subscriber for 2002 should have received a personalised 2003 *Scan Tax invoice/Renewal of subscription* form sent out by separate cover. Look out for this form and please check the details carefully, ensuring that they are correct for your current situation prior to returning the form with payment to *Scan* or to your subscription agency. A blank subscription form has also been included with this issue, should you wish to pass it on to your colleagues. Please make sure that you do not double subscribe by accident.

The Cumulative index in this issue contains a listing of all articles, Internet sites reviewed, authors of resources, and titles of resources reviewed, over the past four issues of *Scan* in 2002. There is, in addition to this handy reference source, a listing of the authors of all the articles which have appeared in *Scan* this year.

In this issue of *Scan*, the feature article, by Bronwyn Hafey and Elayne Mackenzie, explains the benefits of having the teacher-librarian in a school acting as the coordinator of the highly successful, peer tutor training program. Julie Vassallo, teacher-librarian at Cranbrook High School, is also able to support teaching and learning at her school through the collaborative integration of ICT across all Key Learning Areas. In their article, Rosemary McDowall and Ruth Mason report on the explicit teaching strategies used at St Ives High School in the introduction of Historiography to Year 11 students.

Trevor Gerdsen's copyright article in Noticeboard will be a useful resource for schools, and teacher-librarians, in particular. Trevor clearly outlines what is, and what is not permissible for schools in relation to the Copyright Act (1968). Since schools may have queries specific to their teaching and learning situations, Trevor has agreed to answer frequently asked questions in the first issue of *Scan*, 2003. (Editor's note: If you would like to ask a question on copyright, fax it to the editor on 9886 7413, or email it to editor.scan@det.nsw.edu.au).

Continuing our series of articles on evidence based practice, two primary teacher-librarians, Susan Mason, from Gol Gol Public School, and Toni Fields, from Five Dock Public School, explain how they have made a difference to student learning at their schools. Dr Ross Todd concludes his 2002 contributions to Research columns with two abstracts of recent research into how primary school students use their school libraries.

The *Scan* team would like to thank all our readers for your support and wish you all a fulfilling and satisfying final school term for 2002. Thank you also to our contributors, advertisers, and resource publishers who generously supply items for cataloguing on SCIS and for reviewing in *Scan*.

Sally Rasaiah

Currents

Colleen Foley *is Manager, School Libraries and Information Literacy Unit (SCIS/Scan).*

*A*s we move towards the end of the 2002 school year, it's important to reflect on how we teacher-librarians have made a difference to teaching and learning in our schools. We know we have. I am constantly reminded and inspired by teacher-librarians who contact our team or who we meet in Districts. The challenge is to be explicit about the contributions we have made. As we have seen through *Scan* in 2002, an evidence based practice approach can offer us a practical structure to provide such feedback to our school communities. The value of an evidence based practice approach is that it so neatly supports the outcomes approach required by our NSW syllabuses.

Collaborative pedagogy

It is encouraging to see the ongoing discussion about pedagogy. We need to reflect on how we teach and how learners learn, and to adjust our practices. The shift to an outcomes approach K-12 underlines the significance of explicit teaching and accountability for successful student learning. Constructivist learning principles incorporating relevance, connectedness, higher order thinking, lifelong learning in its best sense, students as active, self directed learners underpin current syllabus development and the outcomes approach. What better framework to support syllabus outcomes than the information process, collaboratively planned and taught in context!

In 2002 we have seen in *Scan* the range of research which provides evidence about the value of collaborative pedagogy, and its positive impact on student learning and the integration of ICT (information communications technology) in teaching and learning. In this issue we see further wonderful examples of teacher-librarians collaborating with their teacher colleagues to enhance teaching and learning in their schools.

The research abstracted by Dr Ross Todd in this issue raises a number of interesting issues. The two research projects point convincingly to the need for appropriate collaboration and planning, and explicit teaching of information skills to support learning outcomes in context. A particular challenge relates to the development of higher order thinking skills such as analysing and synthesising in an engaging learning environment.

Teachers and teacher-librarians who have participated in the Quality Teacher Project, Linking Syllabus outcomes and information skills - An online course, during 2002 have given very positive feedback about the value of this structured collaboration, their increased understandings of syllabus outcomes and the information process, and its contribution to ongoing collaboration. Three courses are currently being offered to NSW government teachers and teacher-librarians:

- *Teaching for outcomes: information skills in Biology Stage 6*
- *Teaching for outcomes: information skills in Community and Family Studies Stage 6*
- *Teaching for outcomes: information skills in PDHPE K-6*

Additional courses will be offered in the near future. A small grant is available to support participating teachers. If you would like to find out more about this outstanding professional development opportunity, please contact colleen.foley@det.nsw.edu.au or fax (02) 9886 7413.

Raps and book raps are an exciting way to collaborate with teachers to support literacy, ICT (information and communication technologies) capabilities, and achievement of outcomes across a range of KLAs. Teachers have been enthusiastic about the models and support material the raps provide. It would be well worth checking the current *Harry Potter and the Chamber of Secrets* book rap for Stage 3 and Stage 4 English students. To view this, and other current and planned raps and book raps go to http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/ To ensure you are viewing the latest version of these web pages simply hold down your Shift key and click Refresh or Reload on your web browser. See also the inside cover of this issue of *Scan* for the updated list of forthcoming raps and book raps.

On another note, for recent enhancements related to *OASIS Library* see *Noticeboard* in this issue.

I would like to take this opportunity to welcome Elizabeth Maxwell to our School Libraries and Information Literacy team here at Professional Support and Curriculum Directorate. Elizabeth has accepted the position of Curriculum Adviser, SCIS (Review Coordinator). I would also like to thank all those who have made valuable contributions to the team relieving in this position at various times over the last twelve months or more.

Finally, I wish you all the very best over the coming Christmas and New Year period. ∎

Peer tutoring at Canterbury Boys High School
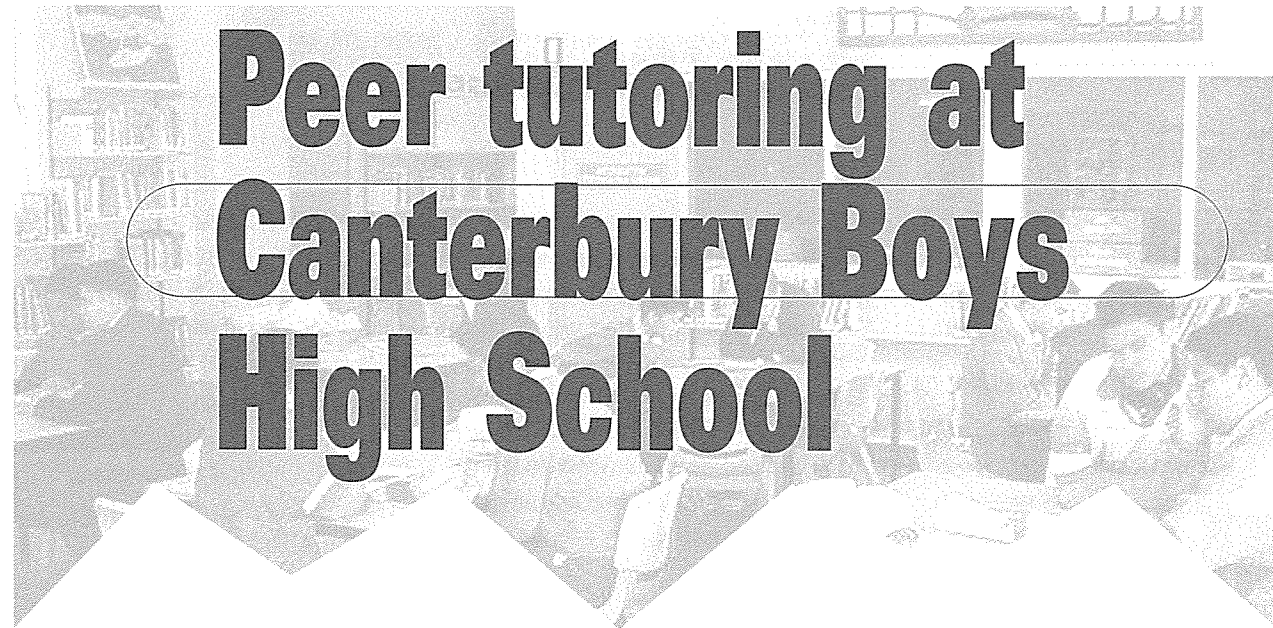
*The statewide success of the TAFE accredited peer tutor training program has resulted in 170 schools in forty districts taking part since its inception in 2000. In this article, **Bronwyn Hafey**, Senior Curriculum Advisor, Linkages Support, reports on the role that **Elayne Mackenzie**, the teacher-librarian at Canterbury Boys High School, has had to play in the runaway success of the program at her school.*
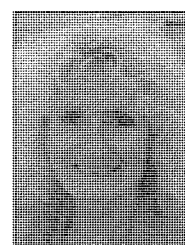
Elayne Mackenzie, teacher-librarian at Canterbury Boys High, has been the school coordinator of the peer tutoring program for two years. Elayne says of her role, "I feel I am in the ideal position to coordinate such a program. As well as authentic texts, I gather supporting material from the library collection and am aware of all assignment work so we can also support the readers in this area. It has added a new dimension to my role within the school". She adds, "In those schools where the teacher-librarian is not the coordinator, I feel it is vital that they become involved and I would urge all my colleagues to become part of this exciting reading program."

School coordinator's role

There are many reasons for the success of the program across the state, including whole school commitment from the Principal, executive, teachers, parents, tutors and students. The role of the school coordinator is vital to success. A number of teacher-librarians have accepted this role and are finding that it provides an opportunity for evidence based practice (*Evidence based practice II: getting into the action, Scan*, 2002), by maximising learning experiences and learning achievements for students, which leads a school community to say "we need more of this!" As Todd (2002) outlined "evidence based practice is best practice, underpinned by a motivation to establish high quality learning agendas through whole school programs." The coordinator's role provides the teacher-librarian with the opportunity for collaborative teaching partnerships which empower the learner and the profession.
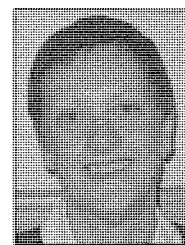
The principal of Canterbury Boys High, Anne Martin, leads the school in a whole-school approach to literacy, she states that "The school's decision to incorporate the peer tutoring program was in response to the significant number of our students experiencing literacy difficulties. These boys had been through other reading remediation programs and were characterised as being reluctant participants in small group learning and experienced low self-esteem. Moreover, many figured in behaviour modification program statistics and suspension data." The conclusions led the school to reevaluate its approach to literacy strategies.

The TAFE accredited peer tutor training and program has provided the answers for many of the issues related to the students and literacy difficulties. The use of authentic texts

A snapshot of the program at Canterbury Boys High

Canterbury Boys High School is a comprehensive boys secondary school in the inner west of Sydney, with an enrolment of approximately 550 boys, 90 per cent of which are from non-English speaking backgrounds.

The program began in April 2001, with twenty senior tutors and twenty junior student readers. In 2002, the program has expanded to 44 senior tutors from Years 10, 11 and 12 and 44 junior student readers from Years 7 and 8.

The results of the program have exceeded expectations. The students' results improved significantly in comprehension, and all students have gained socially. The improvements in academic success, in self esteem and in confidence have been reflected in the students being more positively engaged in the classroom, which in turn has contributed to a decrease in the suspension rate in Years 7 and 8.

Current research on reading indicates that boys tend to disengage and regress from Year 5 to 8. The results from students in this program did not substantiate this. This trend was halted and advances made. School based testing showed that all students improved in comprehension and this was confirmed by the ELLA results for our Year 8 students. In reading overall, on the value added factor, the boys on the program outperformed the other students in the school in Year 8, including some students identified as gifted and talented. An unexpected outcome was the improvement in writing as every student on the program improved more than the state average, over half significantly. Surveys show that students are participating more in class. They are answering and asking more questions and taking part in class discussions. Teachers from all faculties commented that the confidence of the students is greatly enhanced and attitudes have become far more positive.

has proven to be a powerful teaching tool, as the students realise that print carries meaning and empowers them in the classroom. The benefits were immediate and extended beyond academic success to include significant growth, development and improvement in a range of areas: social, welfare, and attendance.

All teachers are very keen to have their subject area supported. Head teachers provide the teacher-librarian with yearly overviews of topics. Teachers provide the actual texts that they will use in the teaching of the subject and the coordinator ensures that the timing of the reading fits in with classroom teaching.

Teachers from all faculties commented that the confidence of the students is greatly enhanced and attitudes have become far more positive.

One teacher commented "I can tell the boys who are on the program: they always know what is happening in the class almost before I say anything. There has been a noticeable mixing of the older students with the younger, even to playing handball together in the playground."

The senior tutors get a great sense of achievement seeing their readers progress and they enjoy the interaction with the younger students. They report that they have grown in an understanding of the reading process, and have strategies to use in their own learning. In 2001, twenty senior students were invited to become tutors. In 2002, 70 seniors applied for the 44 positions on offer.

The students' results improved significantly in comprehension, and all students have gained socially

Parents are delighted with the progress of their sons and others ask that their son be included in the program. Parents regularly contact the school reporting on their child's positive change in attitude and achievement.

The role of the Linkages consultant

Liz Stone, the Linkages consultant for the Sutherland District, supports and liaises with schools and organises network meetings for participating personnel. Liz recently shared the experiences of three of the schools in
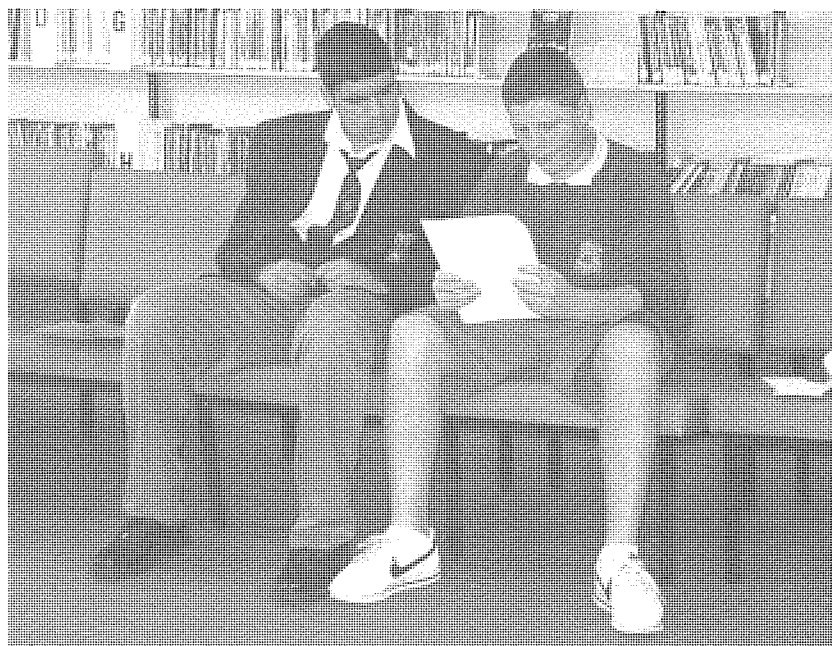
The senior tutors get a great sense of achievement seeing their readers progress and they enjoy the interaction with the younger students.
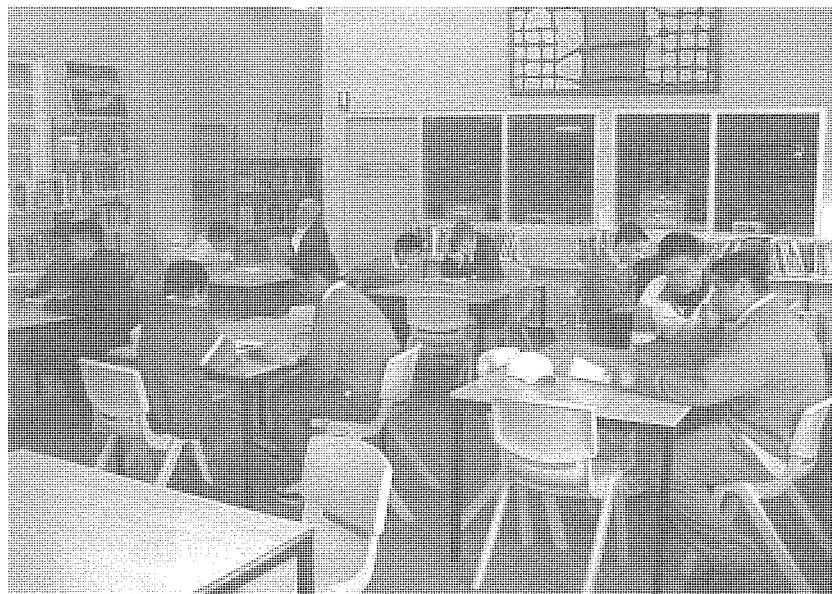
Students supporting students.

her district, Endeavour High, Gymea High and Canterbury Boys High at state training for the Linkages consultants. She describes the program as "the highest point of being a Linkages consultant, as it embodies those things which I...believe in – the marrying of curriculum and welfare". Liz continues, "it is an exciting program that....makes a difference. Students who have only known and experienced earlier classroom failure, now truly believe that they can succeed, and they do! With this one program

we are able to support so many students. Tutors often enter the program excited about the qualification, however what takes over is a quiet, respectful, significant relationship with the young reader as they mentor as well as tutor. I believe it demonstrates the basic goodness in our youth!" (Stone, 2002).

Statewide support

As NSW Department of Education and Training state coordinator of the program, Bronwyn Hafey has recently

completed needs-based Linkages Support Training in rural and metropolitan districts around NSW involving 153 school teams, 105 high schools and ten central schools. Thirty-eight primary schools joined their feeder high schools. As part of the training day, schools expressed interest in accessing this initiative as apart of a whole school plan to address the literacy and numeracy needs of their students. A further 120 schools will be supported to implement the program in 2003.

Peer Tutor Training

Senior school students enrol in TAFE and participate at school in the Theory (training) and Fieldwork (reading program) modules of TAFE NSW accredited course Literacy Volunteer Tutoring (Schools). They support junior students (Years 5 to 8) in reading the actual texts from their subjects. The school coordinator liaises with the teacher of the subjects being supported and then provides the texts intended for teaching the unit of work in each tutor's folder. The tutor is trained to adjust the reading support, according to the needs of the students and the subject material. This may mean decoding all the text, so the student will have access to the content. Alternatively, the student may be able to decode the material, but may need support in understanding the content. ■
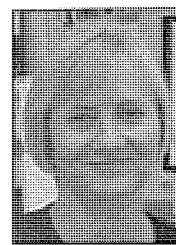
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Todd, R. J. 'Evidence based practice: the sustainable future for teacher-librarians', *Scan* 21(1), 2002, pp 30-37.

Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002, pp 34-41.

An introduction to historiography in the Ancient History Preliminary course
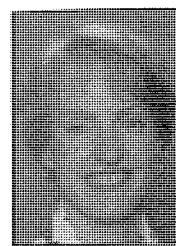
Ruth Mason is a member of the History faculty at St Ives High School where she teaches Preliminary and HSC Ancient History. Rosemary McDowall is a Senior Project Officer in the e-Learning Unit in the Professional Support and Curriculum Directorate. In this article, Ruth and Rosemary report on the strategies used to introduce historiography to Year 11 Ancient History students at St Ives High School.

Rationale

The introduction of the HSC History Extension course has provided opportunities for students to gain a greater knowledge and understanding of the way history is written. Making this knowledge and understanding of historiography accessible to students requires a review of teaching strategies and resources.

The *History Extension: Stage 6 Syllabus* states that: "the purpose of HSC History Extension is to enable students to build on the outcomes of the Stage 6 Ancient History and Modern History courses in relation to historiography and historical enquiry and communication" (*Rationale*, p. 6). The HSC History Extension course requires that students "use specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time" (*Rationale*, p. 6). Students must "evaluate the ideas and processes used by historians to produce history" (*Aim*, p. 8). Sixty percent of the course is devoted to an investigation of historiography through *Part I: What is History?*

An understanding of historiography demands critical and reflective thinking skills that must be developed

> **An understanding of historiography demands critical and reflective thinking skills that must be developed over an extended period of time.**

over an extended period of time. The rationale for introducing historiography to Year 11 Ancient History students completing the Preliminary course at St Ives High School was to prepare them for the demands of the History Extension course. It was perceived that students would benefit from the opportunity to consider how historians use sources as evidence to establish their own interpretations. Further, by placing historians in their political and social context, students would begin to develop the critical thinking needed to understand how historians have changed the way history has been written over time.

Introducing historiography

The introductory historiography activity was integrated within a unit of work on Pompeii. Students were asked to work in groups to research historians who have provided significant information on the history of Pompeii. They were given a set of questions on which to base their research and were asked to complete an overview. A completed overview was provided for students to model. Students then created a presentation of their overviews.

Students were given approximately four 75 minute periods in which to complete the task. This timeframe was divided into: one period for the

introduction and modelling of the task; two periods for research and preparing the presentation; one period for presentation and discussion.

Explicit teaching strategies

• to introduce and define the term *historiography* and model the task using the example of the 19th Century French historian, Hippolyte Taine. (see p. 9)

Teacher's comment: It is important for students to understand this term in order to undertake the task. Students were referred to the *List of ancient sources* on *Classics 36: Pompeii and Herculaneum* [website] to show relevance to the syllabus. This list contains the references made to Pompeii/Herculaneum by the ancient writers mentioned. Students were given examples of biographies of historians as well as guidance on using the Internet to search for additional information. This step proved to be difficult to accomplish in the time allowed. Future time frames would have to be extended or the search limited to appropriate Internet sites recommended by the teacher or teacher-librarian.

The review of the research task and information skills process was carried out using practice examples on work sheets.

The review of the research task and information skills process was carried out using practice examples on work sheets. This is advisable as it reminds students of the problems faced when studying written sources from the past. The teacher read through and discussed the task with the class, set up groups of four and had these groups choose two historians from the *List of ancient sources*. A brief overview of the historians was given in order to set a context for the class.

• to review the information skills process with students in the context of the modelled research task, allowing time for research and structured group work.

Teacher's comment: This class was used to group work and possessed the skills required for this type of activity. Prior to handing out the task 1 had previewed the historians listed. From this 1 was able to suggest writers whom certain groups may wish to research.

Historiography research task

Outcomes: a student:

P3.1: *uses key historical terms and concepts appropriately to answer historical questions*

P4.1: *identifies different interpretations of the past*

P5.1: *selects and organises relevant historical and archaeological information from a variety of sources and evaluates the information and sources for their usefulness, validity and bias*

P6: *communicates through well-structured texts to explain, argue, discuss, analyse and evaluate historical information, ideas and issues using appropriate written, oral and graphic forms*

Task:

Identify two historians who provide significant information on the history of Pompeii.

Research the background of each historian and complete the overview.

Use the information from the overview to assess the interpretations of the two historians (the following reference questions are to be used to provide the criteria for assessment).

Present the findings to the class using *Microsoft PowerPoint*, overheads and/or handouts.

Reference questions:

(Warren, 2000)

1. What type of history is being written? (narrative, analytical, theoretical)

2. What historical techniques are employed?

   What types of sources are used?

   What is the range of sources used?

   How are they collected?

   Are the sources objectively examined?

   Is the historian's view balanced or biased?

3. Language and style

   What is the target audience?

   Is the historian trying to persuade?

   What is the tone, neutral, angry or sarcastic?

4. What does the historian see as the purpose of history? Is it:

   • a practical guide
   • a call to revolution
   • history an end in itself
   • a stimulus to the imagination
   • meeting social or political needs

5. What impact has the historian had on historiography?

   Did the historian stand alone or inspire others?

   Did the historian found a school of thought?

   If so, what developments can be identified?

   Did successors react against the approach?

Conclusion

This task was to provide an introduction to historiography and it proved to be quite complex for many students. Some students needed more time reflect on the process. To effectively integrate the explicit teaching of historiography into the Ancient history Preliminary course, it would need to be introduced early in
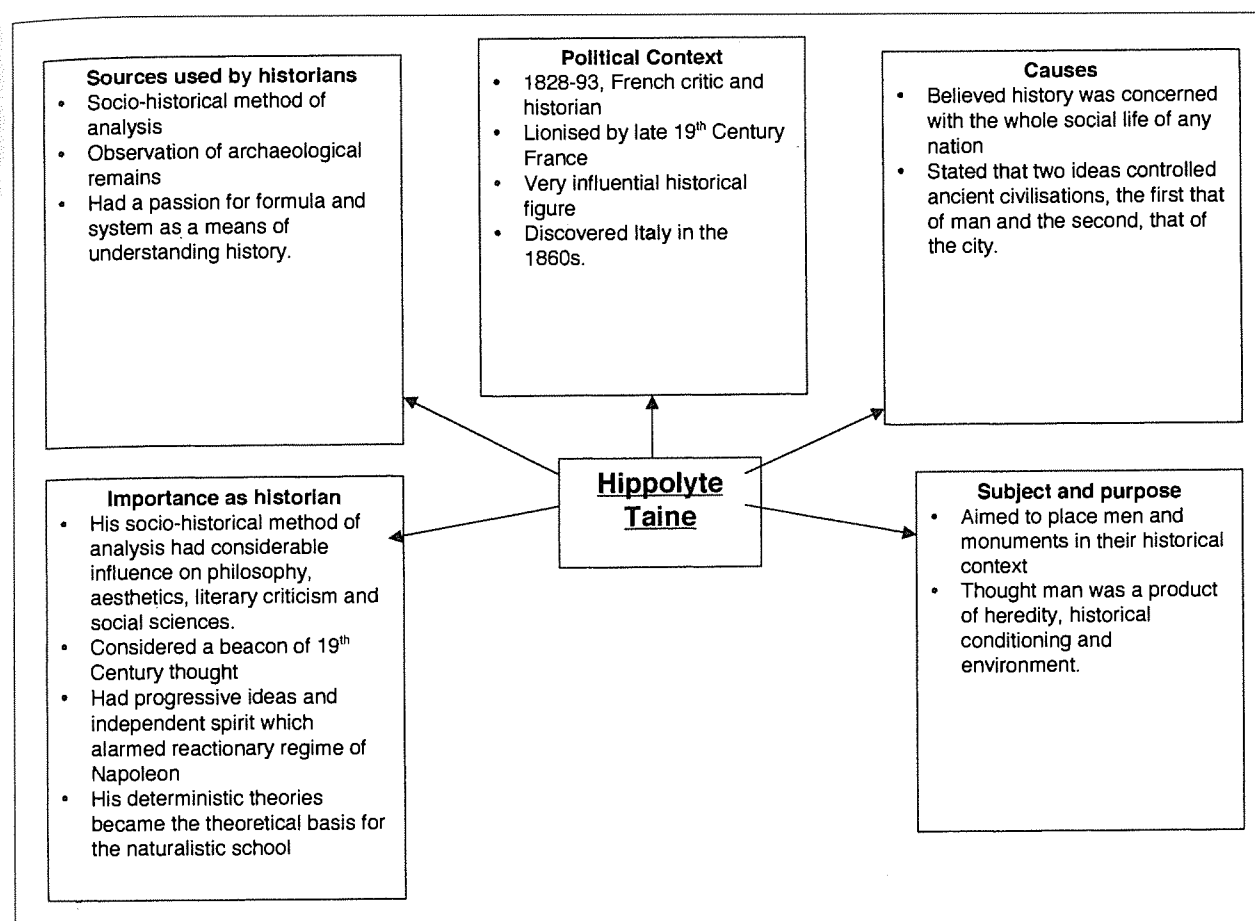
Teacher's model of task using historian, Hippolyte Taine.
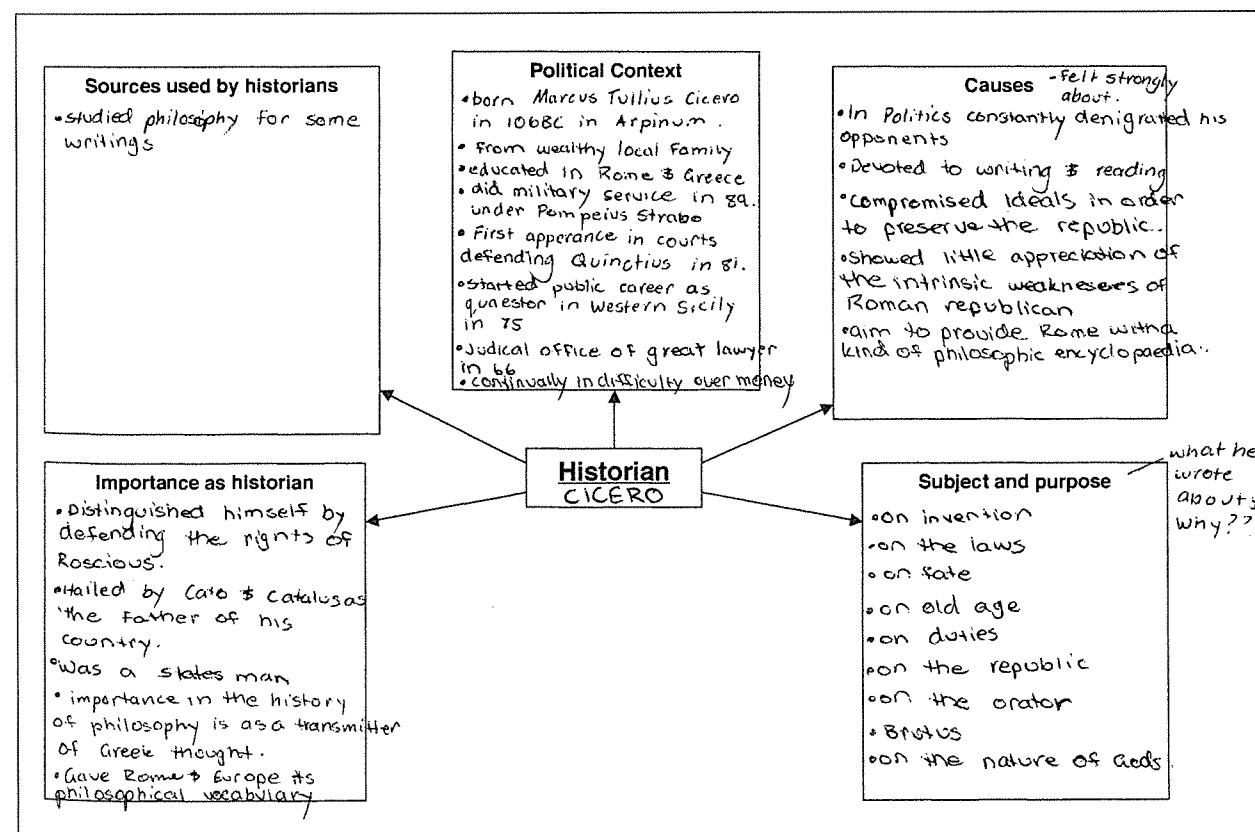
One student's response to the task.

How teachers and teacher-librarians can collaboratively plan to support historiography

Jackie Hawkes is the teacher-librarian at St. Clair High School and has recently worked with Rosemary on a Stage 6 History Extension project.

With their expertise in the information skills process, teacher-librarians can provide a framework for enhancing critical literacy skills to support and guide student research. The teacher-librarian can play an essential role in helping young historians gain an understanding of the relevance of specific resources, apply crucial aspects of critical literacy and develop an objective perspective about current events. There are increasing opportunities for students to undertake independent research using a range of resources to develop their own interpretation and appreciation of aspects of history. Access to a range of primary and secondary sources is essential both for specific topics in courses and for developing an awareness of history of the past, present and future.

Current news stories of historical discoveries or interpretations and stimulus material is readily available through the daily press and on the Internet and provides a chance to be aware of history in the present context.

Historical fiction can help student gain a feel for the period through the characters' point of view, the background everyday incidents included in the plot, or the patterns of speech. Any of these may, or may not, be accurate but can certainly serve as stimulus for discussion about authenticity of the story presented.

Film and historical dramas are highly popular means of bringing various interpretations of historical events and people to life. These visual presentations provide excellent means of focusing on visual literacy and the impact that editing has on the film. Film Internet sites and popular articles often detail an actor's feelings about portraying historical persons. This helps students to share others' interest in history from a different point of view and how they try to capture being that particular character.

Web sites and **email** can provide access to a wealth of primary sources and to experts willing to share their knowledge. Some sites provide useful insight into how to carry out explorations, use and develop resources, such as diaries, or otherwise how to be an historian.

Application of basic components of critical literacy is essential to historiography. Determining bias and point of view needs to be undertaken within the context of when, where, why and by whom the account was written or produced.

Being able to verify what one source conveys and compare it to other sources requires high level critical thinking skills and a need for access to a range of appropriate resources to measure what is actually being said about a particular incident. This, in turn, requires students to have an understanding of the different characteristics or limitations of a resource, the broader importance of the overall historical context, the various schools of thought in how history is interpreted, and a desire to discover the "real" story of what are often, very human and powerful concepts.

It is vital to cite the source of the information selected in any assignment, especially for assignments in which interpretation of information is crucial. Citing bibliographic details is an essential formality of applying historiography and of ensuring effective application of critical literacy for history courses. Comparing and evaluating differences in sources of information requires explicit teaching for students to understand why information contains the facts and interpretations it does, and why this matters. Teacher-librarians can provide the models for students to gain a better understanding of this selection process.

By combining the skills of teachers and teacher-librarians in planning and teaching topics collaboratively, the outcomes for students are enhanced.

> With their expertise in the information skills process, teacher-librarians can provide a framework for enhancing critical literacy skills to support and guide student research.

the course and continually reinforced. A teaching strategy for this could be to ask students to identify different perspectives when analysing historical issues. This could be achieved by introducing historiography informally at the beginning of the Preliminary course through class discussions and source work. This could then be extended into more structured written activities as the course progressed. ∎

References and further reading

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History and historiography [website] at: http://eserver.org/history/ (Cited 17/9/02) reviewed in *Scan* 21(3), 2002, p62.

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Towards the three Ls – Links, learning and library:

a cultural approach to ICT at Cranebrook High School in the Penrith District
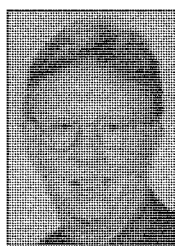
Keith Miles, Principal of Cranebrook High School and *Julie Vassallo*, teacher-librarian, write about their experiences in developing ICT (information and communication technologies) in a large comprehensive high school.
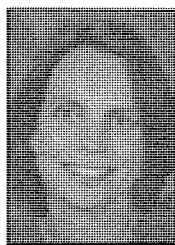
How does a school move through phases of growth in ICT? How does a school meet the needs of a diverse learning community, when its members are at different stages of development and technological maturity? How does a school develop and create strategies where ICT is integral to the processes of learning, not an end in itself?

The answers to these and more might be found in our experiences at Cranebrook High School. As a school we have certainly learned from our mistakes. We believe the critical elements lie in the quality of leadership that embraces ICT and learning and embeds ICT as a tool of learning. We also believe that a critical cultural issue is the focus on the library as the central point for the distribution of information and communication technologies to serve the teaching and learning needs of the school.

A challenge

At Cranebrook High School our initial foray into ICT was a challenge. After much deliberation, the ICT team (Principal, teacher-librarian and head teacher, Computer Studies) decided that the core of ICT had to lie with the core of stored information in the school would reside in the library This was not about the centralisation of power, but rather matched the symbolism of learning. As a result, any fileservers would be in the library and the cabling, which had an optic fibre backbone, would follow a star configuration radiating from the library. All software would be housed in the library, as it was the hub of information that was accessible to students and staff in our school. We decided that the optimum way to develop the network into an effective learning link was to employ specialists in the field.

We also made three significant decisions that would drive successful learning through ICT:

- the network had to be curriculum based and provided by commercial suppliers to Department of Education and Training (DET) specifications
- the network had to conform to DET standards
- the coordination role was the key part of the three Ls - linking the library to learning through ICT.

The first two points were relatively easy to implement. We decided to go with a *Microsoft Windows NT* environment that had a high degree of security and a reasonably stable base.

The final decision was cultural, engendering a way of thinking, as opposed to a way of doing. The ICT team believed that teachers are responsible for teaching and creating

> ...teachers are responsible for teaching and creating learning opportunities for students.

The library is the heart of the computer network.
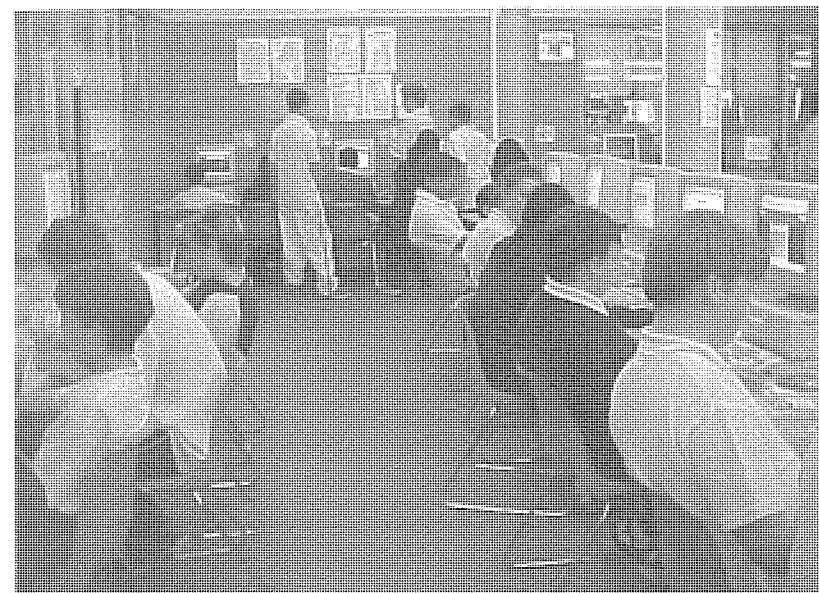
The take up rate with our students is phenomenal.

learning opportunities for students, therefore, it was important that we pay for the appropriate technical expertise to enable everyone to do what they do best.

The teacher-librarian became our computer coordinator. Department of Education and Training computer coordinator funding has been used to provide two days per week relief and, more importantly, to buy us technical expertise through a commercial maintenance agreement. Whilst the agreement is an expense, the extensive knowledge of the expert solves

problems in a very short time and as, a consequence, the network is very rarely down.

Student engagement

The take up rate with our students is phenomenal. The greatest number of computers is placed in our library. We currently have 50 computers in the library arranged in three main areas: a seminar room with twelve computers for small groups and senior classes; a horseshoe shaped area of 30 computers for junior classes and recess and lunchtime usage; and eight

> The concentration of ICT in the library was an excellent decision...

stand alone computers loaded with single use only software (computer reference section). Students have access to three flat bed scanners, laser printers (black and white and colour), digital cameras, handy cam, and a data projector. This equipment is used extensively throughout the day, during recess and lunch and after school through our homework centre and Vocational Education programs (Business Services and Administration are taught through ICT). There are two additional computer rooms used for general class purposes and a specialist room for CAD (computer aided design) and digital media for Visual Arts and photography. Teachers who had previously shunned the use of ICT have become enthusiastic users of this industry standard hardware and software. Each of these rooms is also symbolic of the three Ls, as all programs are linked to the library to enhance student learning.

Collaborative support for teaching and learning

The concentration of ICT in the library was an excellent decision on a number of levels.

Firstly, it allows staff who are not as confident with using ICT, to have some degree of technical support, which they can control. Teachers have the option of: collaboratively teaching with the teacher-librarian; employing the services of a teacher's aide to help with the logistics of saving files, printing and allocation and sharing of peripheral equipment; or having help at hand if required. The library staff (SASS and teacher-librarian) is viewed as a resource and is booked beforehand in keeping with collaborative planning appropriate for teaching.

ICT is a cross curricula resource

Secondly, by establishing the library as the heart of the computer network, it was inevitable that, because the library is a cross curricular resource, the computer network and ICT would also be regarded as a cross curricular resource. This has resulted in ICT being used extensively across all subject areas and has become an integral tool for teaching and learning at Cranebrook High School. The use of ICT has never been viewed as subject specific. Across all areas of study, the use of ICT has not been artificially imposed onto learning. If a form of ICT is the appropriate vehicle for a particular learning experience, then it is used. ICT is a tool of learning, along with chalk, talk and book.

Students often engage *Microsoft PowerPoint*, using digital cameras, handy cams and scanners, as a visual aid to support oral presentations. This can be in the form of: a critic of an English novel; a design brief in Design and Technology; or as a component of the graduation ceremony for School and Higher School Certificate students. Combining software such as *Microsoft Publisher* and *Adobe Photoshop 7.0*, students produce brochures of professional quality, promoting business plans in the Business Studies Preliminary course, travel in Languages and Geography assessment tasks, and no smoking messages in PDHPE. Dance and Drama students pursue issues of stage and lighting through simulation software, whilst Mathematics and Science students revise and practise exercises through subject specific software. Visual Arts students manipulate individually produced graphics and photographs as easily as Music students produce original compositions from downloaded midi files. Research across all subject areas is always a combination of Internet, CD ROM and print material.

Learning for life

Thirdly, by encouraging students to use computers recreationally outside class time, many unanticipated learning experiences and social implications have evolved. Students have learned to accept the responsibilities of using ICT including: caring for the equipment; sharing the resources and giving priority to assessment task users; peer tutoring and support; and what is socially acceptable Internet usage in a public space. Through recreational usage, students have learned many skills that reinforce their academic learning, for example, creating a page of multiple motorcycle photographs employs Internet research and copy and paste and image manipulation (copyright permitted, of course!).

Diversity of learners

Students help each other when using computers and this has removed many social barriers. Regardless of whether they are friends or peers in the same year, students offer assistance without criticising or interfering with the efforts of others, often offering ideas and ways of completing tasks more efficiently. Younger and less academically able students are often empowered by the ability to assist older students using their own superior technical expertise. Students who have difficulty maintaining neat bookwork can produce publications that are as visually pleasing as the most artistically gifted students. This has been particularly so in the case of our Support Unit students who often

lack the physical dexterity required to use pen and paper. With the aid of our ICT network they produce projects, which they are proud to display alongside their mainstream peers.

Current projects

Our current projects stretch the learning envelope a little further in that we are developing a mini lab to specifically support the newly created position of Support Teacher Learning (Numeracy) and a mini-lab to support students with learning and physical disabilities. In communications for staff, we are developing an integrated approach to the collection of student welfare data through RISC (Register of Individual Student Contacts) and SAMS (School Attendance Management System) to better improve knowledge across the school. We are looking at establishing an internal email system and we will be looking at cabling and computers in staffrooms to make this successful.

Another project is to be a trial school for the computing skills examination for the School Certificate. From what we have seen from the Board of Studies information, our embedding of ICT into our teaching and learning programs and the associated assessment tasks appear to fit comfortably into the samples.

A good teacher in a classroom can't be beaten! Enhancements can be made, however, to the level of learning, the level of skill acquisition and the preparedness of students for a ICT based world, following the three Ls – linking learning and the library through ICT. ▣

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Evidence based practice at Gol Gol Public School:
Enhancing literacy through selecting appropriate reading resources

Susan Mason is the teacher-librarian at Gol Gol Public School. Gol Gol is a school of 180 students, situated on the banks of the Murray River, in the far south west of NSW.

Integrating information skills, in all Key Learning Areas through collaborative planning and teaching is an ongoing and evolving process at Gol Gol Public School. In 2001 literacy was nominated as an action priority on the school management plan. Improving the standard of literacy by engaging students in the explicit teaching of reading and exposure to quality literature has been a focus for the school. To support this initiative, the purchase of reading resources and the consistent exchange of home readers was seen as a necessity to support a balanced reading program. The involvement of the teacher-librarian became integral to the plan, purchasing resources in collaboration with staff, and facilitating the daily exchange of readers through *OASIS Library*. Having students choose their home readers actively engaged them in practising the skills being explicitly taught in the classroom and library through guided reading and scaffolding. The use of the library resource centre and the expertise of the teacher-librarian complemented and supported the school aim of improving literacy skills.

Strategies

A reader resource area was established within the library and K-3 teachers began bringing classes daily to exchange books. The staff planned to measure the success of the program as indicated by: student borrowing histories on *OASIS Library*; anecdotal evidence; documentation by students, teachers and parents in reading logs and improved scores on standardised reading tests. The attitude of the students towards reading was observed by staff on a daily basis.

Initially, the focus was on the mechanics of the exchange of home readers and ensuring consistent follow-up of reading logs. As a result, only minimal instruction was given on selecting the readers. Feedback from parents and students pointed to a need to explicitly teach particular information skills, pertinent to the process of making a suitable choice of resource

to help achieve these outcomes in the *English: K-6 syllabus*:

Students had access to all levels when choosing books and most students chose randomly, often taking the book closest to them, after a cursory glance at the front cover. The class teacher and teacher-librarian supported the selection process. The aim was to move from a teacher directed learning situation to self direction, with students taking more responsibility for their learning. Students were keen to be more directly involved in their learning and were working towards the achievement of the English K-6 outcomes, V2 *enjoys experiencing and responding to a range of spoken and written texts*, and V6 *chooses to reflect on and share experiences of texts*.

Impact of explicit teaching

There was a need for the explicit teaching of the skills of defining,

Outcome	Indicators as evidenced by
TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.	Students discussing choices with peers and parents.
RES1.6 Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts.	Students learning how to use pictures to inform reading choices.
TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.	Student discussion as they diversified their reading choices, eg. by using *OASIS Library* and other sections of the collection.
RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.	Students learning how to use publishers' blurbs, a format and images to inform reading choices.

selecting, evaluating and reflecting on their choices of books for home reading. Time was allocated at the start of each exchange session to outline strategies that would assist students to make more informed choices. Strategies to help students make their selections included: opening the book to look at the size of the print; comparing the amount of print; looking at the use of illustrations and whether they helped to make meaning of the text; reading the blurb; and test reading a few sentences in various parts of the book, were modelled to help students in their selections.

As reading and selection skills improved, further instruction was provided for the next phase, using *OASIS Library*. Students began to ask for books by certain authors or for more "books with the end bitten off" (*Aussie bites* series, Penguin). Instruction was then given by the teacher-librarian at the point of need. This may have been on an individual basis or in a small group. Using *Oasis Enquiry* was demonstrated at this time and resulted in students making selections from the general fiction sections of the library as well as the guided reading location, to satisfy their needs

and broaden their reading experience. Those students given this instruction then actively engaged in the peer tutoring of other students.

Discussions and interaction between students during reader exchange have become more focussed on their reading selections. In the first few weeks of reader exchange, students in the guided reading section talked amongst themselves in a general way. After receiving explicit instruction on the purpose of choosing readers and how to make a choice, conversations focused on the process of selection and making suggestions for others.

Regular, standardised testing is taking place at Gol Gol School, as one way of monitoring improvement in reading. Students have shown increased independence in selecting their reading material. Borrowing numbers have increased, measured using *OASIS Library*. The teacher and teacher-librarian are also able to use the data from *OASIS Library* to identify borrowing trends, track students' choices of resources and inform collection development.

This approach to reading and reader exchange and monitoring of progress is being gradually introduced across the whole school, to involve all students and teachers, K-6 working collaboratively with the teacher-librarian.

Key learning to date:

We look forward to further enhancing reading as the program expands. So far, the main learning gains for the students include:

- increased sharing and discussion of reading experiences and choices
- enhanced ability to select reading material
- improved borrowing rates for recreational reading from the school library
- awareness of the text features which guide selection
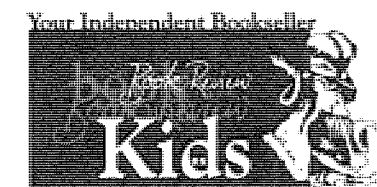- positive attitudinal changes regarding reading. ◼
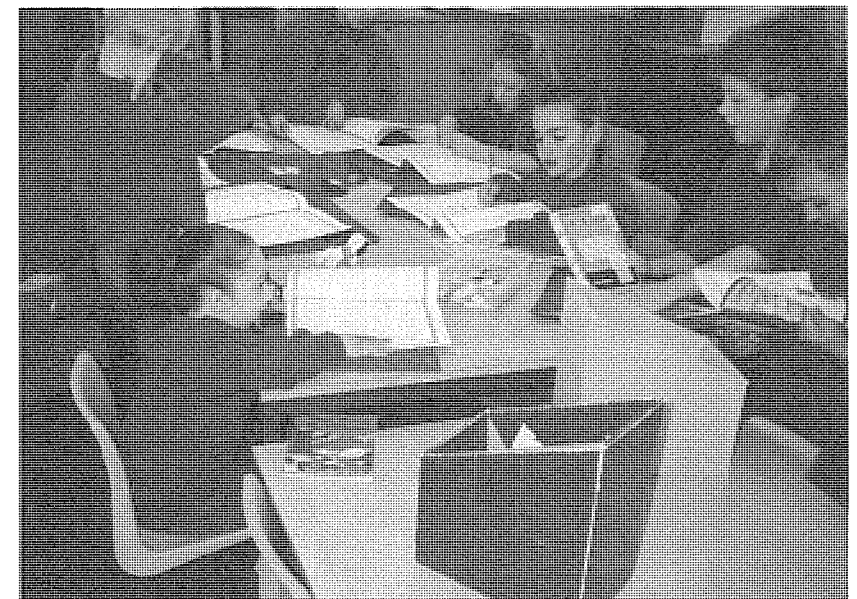
Conversations revolved around students making suggestions for each others' book choices.

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Todd, R. J. 'Evidence based practice II: getting into the action', *Scan* 21(2), 2002, pp 34-41.

Students discuss their selections with their class teacher, in the library.

Evidence based practice at Five Dock Public School:

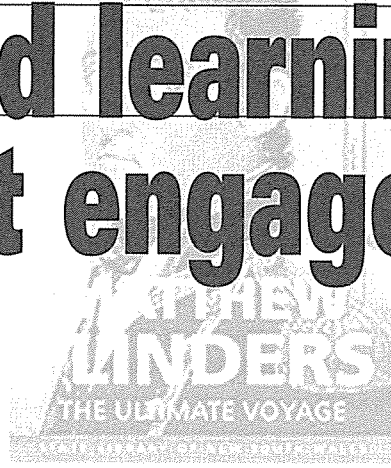# Adventures in self directed learning and student engagement in raps

Image reproduced with the kind permission of the the State Library of NSW.

Toni Fields is the teacher-librarian at Five Dock Public School. In this article, Toni describes how she engaged a group of highly motivated students in the **Matthew Flinders: fiery or friendly** rap.

Engaged learning

Working with a group of fifteen Stage 2 students participating in the Stage 3 *Matthew Flinders: fiery or friendly* rap has been a rewarding experience. In this rap the students were meaningfully engaged with complex issues and texts. These students were working towards Stage 3 outcomes and had been identified by their class teacher as being gifted and talented, with well established reading skills. These students, known as the Zoom reading group, made up the target group, with the control group comprising of the students not involved in the rap.

Outcome RS3.7 states that students will *read independently an extensive range of texts with increasing demands and respond to themes and issues* (*English K-6 syllabus*, 1998). In order to meet this outcome students were required to read through the extensive history and biography of Matthew Flinders (or MF, as the students fondly called him). Involvement in the rap became like a secret society in the

playground, with students being overheard excitedly saying "What did you find out about MF today?" The *Matthew Flinders electronic archive* at the NSW State Library, linked from the Matthew Flinders rap, was the main reference source and the students relished each piece of fresh information. (*Welcome to Matthew Flinders: fiery or friendly. Stage 3 English rap* [website] at: http://www.schools.nsw.edu.au/school libraries/teaching/raps/flinders/ mffrontp.htm#rappt1)

Next came the rap points posted by the rap coordinators. Using email became a teaching point. Once the rap email address was established, the group responses were posted to the rap, and responses from other rappers shared as rap email arrived. When sending their class email response, the students were working towards outcome WS3.9, *Produces a wide range of well constructed and well presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas,*

issues and written language features. (*English K-6 syllabus*, 1998).

As the rap progressed the following teaching strategies and organisational features were adopted:

- defining the question or task
- learning to use selected search engines
- practising skimming and scanning texts
- identifying focus points
- learning note taking techniques
- searching for descriptive passages and words
- critically evaluating web sites
- allowing for independent reading time
- providing time for discussion and interpretation of issues
- organising the presentation of completed work
- assessing the students' work and guiding student assessment
- coordination of displays of students' work
- planning for daily reading focussed on the English outcomes and content
- assisting group discussion at the conclusion of each session

The library was the location for all the documented facts and information that was gathered during the course of the rap. The group was able to use the library's whiteboard to place notes beneath headings and formulate responses to the rap points. At the beginning of each lesson the group would recall the information gathered to date and plan their email responses. Each student or small group would report on their fact finding, so that all students shared each other's new found knowledge. As the students became more adept at reading and skimming and scanning the texts they also became aware of descriptive words and passages, so that when report and narrative writing was requested, they were able to demonstrate the use of descriptive prose. The need to use various search engines to locate information provided an opportunity for teaching the skills

The students recorded their rap reflections.

needed to use the Internet. Having a deadline motivated the students to look critically at information sources.

Evaluating the results

The targeted group showed a high level of interest in researching, participating in group activities and using ICT to interact with other students online to meet specified learning outcomes. The group which did not participate in the rap had had no explicit teaching of information skills, apart from daily lesson requirements, or specific teaching in Internet

searching. As their teacher, I observed that those students who had had instruction at the point of need showed noticeable improvement in their level of confidence when dealing with diverse and challenging texts online. The teacher-librarian, working collaboratively with the class teacher, was able to cater for individual learning styles and use the enthusiasm of the targeted group to achieve the goals of the rap. This experience has paved the way for further participation in raps and book raps at Five Dock Public School.

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four 2002

Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems.

In this issue, Ross presents two abstracts of recent research into the way that primary school students use school libraries.

Current research
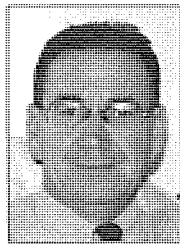
Dr Ross J. Todd is Associate Professor, School of Communication, Information and Library Studies at Rutgers University, New Brunswick, New Jersey, USA.

Over the last few weeks I have been reflecting on some of the ideas of key learning theorists such as John Dewey, George Kelly, Benjamin Bloom and Jerome Bruner. These thinkers, coming from a diverse range of backgrounds, saw teaching and learning as centring around the provision of meaningful, authentic experiences which enable learners to personally and socially construct new understandings for themselves, and to develop a range of problem solving skills which equip them for learning thorough life. Dewey, for example, asserted that learning must be related to students' interests and connected with current problems, and that it be a continuous process of reflective thinking and reflective experience, making connections betweens actions and outcomes.

> It is becoming clear that developing in students a range of information skills alone will not guarantee effective development of knowledge.

Such thinking laid the groundwork for current theory about constructivist pedagogy, and the recognition that teaching and learning needs to be meaningful and engaging.

From the perspective of teacher-librarians and our complex information environments, there is an ongoing commitment to an inquiry centered framework for enabling students to connect with, interact and utilise multiple and diverse sources of information in away that helps them frame their inquiry, take ownership of their information discovery, personalise it, and build new understanding and meaning. One of the most perplexing questions facing teacher-librarians (indeed all educators) is "How do students actually go about constructing new understanding through engaging with multiple and diverse information sources?"

It is becoming clear that developing in students a range of information skills alone will not guarantee effective development of knowledge. While these provide the intellectual scaffolds and tools for engaging in information, ongoing research highlights that having opportunity to explore, formulating a personal focus to information seeking, having the motivation and will to inquire, discover and to know, and having opportunity to share, discuss, reflect and reshape information seeking, contribute to the development of personal understanding. These are issues, highlighted in recent research, that are emerging in our field. The information process (*Information skills in the school*, 1989) provides a sound framework for supporting outcomes and the required explicit teaching.

Current research into primary school students' use of school libraries

This issue of Scan brings you two extended abstracts of current research. The two studies reported here focus on primary school children's use of school libraries. They reveal rich complexities in their information seeking and use patterns, highlight some fundamental barriers encountered in information seeking, and suggest that the nature of the teacher-librarian's intervention needs considerable understanding of the stage of learning development of students, as well as capitalising on and extending what students bring to the information seeking process. This is an enormous challenge for teacher-librarians committed to making a difference to the learning of young people through school libraries. Highlighted by the research is the need for collaboration and well planned tasks appropriate to specified learning outcomes and related meaningful assessment. Again, the findings point to the need for explicit teaching of information skills to support such learning, in particular for the development of higher order thinking skills such as analysing and synthesising. ▨

Research columns: guidelines for authors

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

The paper should include the following components:

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

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

Dr Ross J. Todd, c/o *Scan*
NSW Department of Education and Training
Private Bag 3
Ryde NSW 2112
Australia

Email: *rtodd@scils.rutgers.edu*

Scan is also interested in publishing additional **Evidence based practice reports** (see this and previous issues for models). These brief reports are approximately 800-1000 words in length. Please contact the *Scan* editor by email *editor.scan@det.nsw.edu.au* to discuss your ideas.

Suggestions about research you would like to see included in *Scan* are also welcome.

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Abstracts

This research reports on findings emerging from a three year project in Sweden entitled *Learning via the school library*. The long term goal of this important project is to understand more fully how students construct meaning through the information artifacts that are provided through the school library. The study initially identifies a range of problems that are considered to be obstacles for reaching the goal of information based learning, which often include the development of new knowledge, critical thinking, analysis and synthesis, and problem solving. These include: plagiarism, searching for specific facts, not building background knowledge in order to cogently address the research set, and perceptualising library research as writing a grammatically correct report. While it is known that meaning in a school context is constructed gradually, that it is a social process, and that it is the continuous interplay of thoughts, actions and feelings, there is little library centered research that focuses on the process of construction.

The study draws on two theoretical perspectives: a social cultural perspective, and a phenomenographic perspective. A social cultural perspective argues that students' contact with information artifacts and people, in and through the school library, is a socialisation exercise where the library based activities are both social and communicative. The phenomenographic perspective seeks to describe the variation of relations between students and the information that is offered in the school library. Against this theoretical backdrop, the research concentrates on how students seek and process information, what that information contains and how students comprehend its contents, and describing the variations that emerge.

Data for the research was collected through observations, interviews and discussions with students, teachers, principal and library staff of a primary school. Based on purposive sampling (choosing a class of students who were already working on an assignment, and who were using library resources to complete it) three classes of Grade 5 students (eleven year olds) formed the sample. The students had been given the opportunity to choose a topic of personal interest, and typical topics included Titanic, dolphins and pirates. A total of 38 students were observed in the library and in the three classrooms. In addition, ten students were monitored more closely through recurring observations and interviews. Interview questions concerned: what the students wanted to know about their topics; how they went about getting the information; the sources they used; how they used the sources, and what came out of the process. A questionnaire was also administered to all of the students in the three classes, focussing on: how they worked with their chosen topics; how many sources they used; how they processed these sources; perceptions about what they had learned, and how they saw the library contributing to their work.

> The study draws on two theoretical perspectives: a social cultural perspective, and a phenomenographic perspective.

Key findings

The findings raise some thought provoking concerns. Selected key findings are summarised here.

1. The students were task centered. Their primary ambition appeared to be to get the information, and then to assemble it. The research task was one primarily to collect, compile and present facts, and this overrode any search for understanding or for expanding knowledge. A deeper understanding of the topic did not appear to have been a central concern of the students. Students did not spend any length of time formulating questions or planning their work, and they devoted the same amount of time for searching for facts and pictures as they did in cutting, pasting and assembling the materials. In essence, information seeking was procedure before content.

2. While students asserted that it was easy to find information on the computer, field notes of observations and interviews indicated that they did not find anything of much use on the web. Students tended to reduce their research topic into a specific search term, resulting in fact finding rather than a problem or research oriented question. The lack of developed research questions seemed to create difficulties in the information seeking and learning process. When the students consulted books or web sites, it was not unusual that they searched only for, and copied, pictures. The data suggested that "research", according to these students, is to choose a topic, find one or several sources, to read, to write, and to present. To formulate questions or problems seemed not to be part of student perceptions on "research".

3. Transport and transformation of text rather than the reformulation of different kinds of information obtained form the different sources into useable knowledge was evident. Students in this study were preoccupied with transporting and transforming text, that is copying verbatim, summarising in their own words, or making summaries with the help of words taken from books or computer sources, and then transforming the text into their own text, achieved by rewriting the text into a notebook. The text was then rewritten into a final version, done through word processing or by hand. As a last step, text and pictures were assembled together into a final document. The formulation of ideas, through critical analysis, synthesis and restructuring of ideas into personally owned new knowledge was not strongly evident.

4. Interaction, in terms of sharing ideas, questioning, challenging, and exchanging ideas, was limited. Initially the students searched in collaboration, then worked individually on their respective topics. Where inter student conversation occurred, a common focus on meaning was lacking. Students did not appear to utilise each other's knowledge. The interest to get at some text or picture quickly became the goal, which tended to counteract possibilities for the students to co-ordinate actions or to share experiences that might arise from their various understandings of the task.

5. Despite the fact that students could identify and evaluate library books in their research, the school library was seen to play only a marginal role in the students' learning process. Over 70 per cent of the students felt that the school library contributed nothing, or little, to their work. While questionnaire responses and field notes indicated that students did not use much time listening to teacher instruction or presentation, teachers were identified as the major role as support, with few mentioning receiving assistance from the teacher-librarian.

> The study invites all classroom teachers and teacher librarians to undertake a critical self-appraisal of the learning environments.

This study shows that for the particular students in question, the construction of knowledge was not their central concern. Students appear to have defined their research task in terms of the school's discursive practice, that is, the students acted in accordance with their assumptions of what is expected from them, both implicitly and explicitly, and one where the major information seeking activity is fact finding rather than knowledge building. In this study, the school's discursive practice was reproduced with the assistance of the school library. The procedural dimension of "right" dominated, writing the right keyword, finding the right site, browsing the text in the correct manner, writing down the right text, and presenting it in the right way.

The study invites all classroom teachers and teacher librarians to undertake a critical self-appraisal of the learning environments, whether it be classroom or library, that they offer to students. Does the school's, and indeed, the library's discursive practice foster construction of meaning or the mere transport of text, where procedure is primary and content and ideas merely secondary? Does it value learning as a process for life and is the learning engaging? ◼

COOPER, L. 'A case study of information-seeking behavior in 7-year old children in a semistructured situation', *Journal of the American Society for Information Science and Technology,* **53(11) 2002, pp 904-922.**

This study reports on the information seeking behaviour of a group of seven year old children in the school library. It focusses on how young children in the process of learning to read, cope with searching for information in a largely textual corpus, and how they make up for their deficit in textual experience. Research into information seeking behaviour of young children is made complex by the fact that children at this age may be beginning readers, emergent readers or nonreaders. Research does indicate that students at this age tend to rely largely on visual and auditory information, yet school practices often suggest that these students are often required to undertake learning activities which focus on finding information in a textual environment.

> This raises the central questions of this research: how do these young information seekers manoeuvre when presented with a library of information in largely textual form?

This raises the central questions of this research: how do these young information seekers manoeuvre when presented with a library of information in largely textual form? What are their strategies? How do they make up for their deficit in textual experience? Such findings are critical to providing for supporting information environments for these youngest of searchers, as well as enabling more positive encounters with information systems, which tend to operate at quite sophisticated levels.

In order to determine which, if any, search strategies very young children use in an information seeking situation, and how these might vary with information source used, a case study was conducted of second grade children using their school library, in individual land group search sessions. A total of 21 children, nine boys and twelve girls participated. All were seven years old, except one girl who was six.

The children have had weekly instruction in computer use, and when they were in the first grade, they received instruction and hands on experience on searching CD-ROM encyclopedia. The students visited the library weekly for a lesson which lasted 45 minutes and most of the time was spent in information seeking or literature related lessons, as well as choosing and borrowing books.

The topic of the research focussed on spiders, and had been assigned by the classroom teacher. The lesson followed this format:

- the whole class studied general information about spiders, and then small groups of children were assigned a particular species of spider to investigate further
- for the first part of the project, students came singly or in pairs to explore both the CD-ROM encyclopedia and the available spider books for general interesting information about spiders
- students were also required to search for information about spider webs, and to note the sources they used
- the searching situations were videotaped, and students had opportunity to view the tapes and to comment further on their strategies.

Key findings

Results of this study indicate that search strategies, similar to those used by adults can be identified in children. The study shows that, when children are searching for information at the shelves, they are moving through a concrete reality (shelves and books), towards abstraction (alphabetic representation of information). Children in this situation thus were required to gather information both concretely and abstractly, and favoured browsing strategies in their information seeking. They tended to rely on visual information if it was available, rather than using textual information. To them, visual information was directly perceivable, actually physically a "point of view" rather than textual information that needed translation and interpretation from abstract alphabet

> They tended to rely on visual information if it was available, rather than using textual information

symbols to be understood by the child. The limited experience of young children in the use of alphabetic symbols and socialised classification systems impacted on their choice of search strategies. They opted for a series of search strategies that carried a lower cognitive load, particularly general browsing, scanning and recognising, rather than analytic search strategies. They were able to successfully use meta information of textual format if it was presented in a very directed manner, for example, using an index or words that they could understand. The study showed that, while some young children may have the ability to use textual information and meta-information, they tend not to do so because they do not feel confident with these forms of information.

Conclusion

The study raises some critical questions regarding the nature of effective information literacy instruction. The importance of the visual in the child's search for information and how visual information might be used to facilitate successful navigation within a largely text based resource collection, should be recognised by teacher-librarians as they create school library environments that foster engaging, interactive knowledge building. ▨

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from Professional Support and Curriculum

National Literacy and Numeracy Week 2002
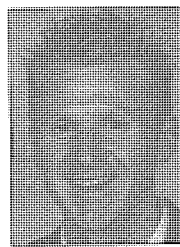
Josh McGahen *is NSW Project Officer, National Literacy and Numeracy Week*

National Literacy and Numeracy Week 2002 (NLNW) was held from 2nd to 8th September. NLNW is a week that celebrates literacy and numeracy teaching and learning in schools. In New South Wales, both government and non-government primary and secondary schools participate. NLNW was officially launched in NSW by the Hon. John Watkins MP, Minister for Education and Training, at a special awards ceremony at the State Library of NSW. At this ceremony, a number of primary, central and high schools were recognised for their outstanding literacy and numeracy programs and received awards of $1000. Two NSW schools were recognised at national level and received excellence awards of $10 000. These schools were Goodooga Central School and St John Vianney's Primary School, Doonside.

Goodooga Central School, in the Moree district, received an award for implementing programs which involved the whole school community in the teaching of literacy and numeracy. A range of programs was adopted to address the perceived needs of students. These included strategies from the K-6 numeracy programs, *Count me in too*, and *Count* me into measurement and the new secondary program, *Maths in context*. A tutor program was implemented which involved members of the community assisting in the teaching and learning of literacy and numeracy in classrooms. The success of these and other programs can be measured in external testing results and in the 100 per cent increase in the number of students remaining at school for post compulsory schooling.

In presenting the award, Mr Watkins said, "Goodooga Central School is giving literacy and numeracy real meaning for Indigenous students. Students are learning how literacy and numeracy affects them in their everyday lives."

Fifteen NSW schools also received achievement awards of $1,000. These schools were:

- Abbotsleigh Junior School (AIS)
- Ashmont Public School (Wagga Wagga District)
- Bishop Druitt College, Primary Department (AIS)
- Cranebrook High School (Penrith District)
- Forster Public School (Taree District)
- Green Valley Public School (Liverpool District)
- Hebersham Public School (Mount Druitt district)
- Homebush Boys High School (Granville district)
- Mount Erin High School (CEC)
- Nambucca Heads Public School (Port Macquarie District)
- Our Lady of Mt Carmel School (CEC)
- Parramatta East Public School (Parramatta District)
- Sandon Public School (Armidale District)
- Tabulam Public School (Lismore District)
- Trinity Catholic Primary School (CEC)

Hon John Watkins presents a certificate to Ann-Marie Cochrane and Chloe Pokarier, students of Goodooga Central School, and Principal, Dr Ray Bale.

- MLC, Burwood
- Mosman Church of England Preparatory School
- Newport Primary School
- Penshurst West Public School
- Plumpton Public School
- Plunkett Street Public School
- St Francis Xavier's Primary School, Wollongong
- St Patrick's Primary School, Blacktown
- St Patrick's School, Trundle
- St Therese's Catholic Primary School, New Lambton
- St Thomas Becket Primary School, Lewisham
- Toormina Public School
- Umina Public School
- Waitara Public School
- Westport Public School

Literacy learning online

In 2002 Commonwealth Bank grants, valued at $5 000 each, were awarded to support literacy and numeracy e-learning initiatives for twenty four primary schools across NSW. The winning schools were:

- Blayney Public School
- Boggabri Public School
- Breadalbane Public School
- Chester Hill Public School
- Epping West Primary School
- Grays Point Public School
- Hanwood Public School
- Harrington Street Public School, Kincoppal-Rose Bay Junior School

School and District initiatives to celebrate literacy and numeracy

During NLNW 2002, NSW schools celebrated the success of their literacy and numeracy programs with their school and parent communities. Individual school events included open days, parent and community workshops and reading, counting, spelling and writing competitions. District initiatives ranged from poetry readings and literacy and numeracy expos, to art gallery visits, drama presentations and debating competitions.

In NSW, kits for *Celebrating Literacy and Numeracy* were distributed to schools and libraries to help support their activities. These kits contained bookmarks and posters as well as useful brochures for parents, with ideas on helping children at home with reading, writing, spelling and numeracy. These brochures are also available from *Celebrating literacy & numeracy* [website] at: http://www.nlnw.nsw.edu.au

For further information about NLNW in NSW contact joshua.mcgahen@det.nsw.edu.au

Phone: 9886 7221
Fax: 9886 7654 ∎

Post script 2001: continuing to celebrate literacy and numeracy

In 2001, Burwood Public School was one of two NSW schools recognised at national level for excellence in numeracy. The $10 000 award has enabled the school community to support one of its initiatives for 2002: to implement programs for gifted and talented students.

This was achieved by:
- forming a talented Stage 3 numeracy group
- engaging a professional scriptwriter to work with a talented literacy group for eight weeks to write and perform scripts for television, film and stage
- enhancing a Stage 3 literacy recovery program
- hosting an artist in residence program

from Professional Support and Curriculum

Using readers in the Discovering Democracy program

Lianne Singleton is Senior Curriculum Advisor, Civics & Citizenship K-12. In Scan, 20.3, Lianne wrote about **Discovering Democracy: redefining civics and citizenship education in New South Wales**. Lianne now explains how the latest resources in the Discovering Democracy program can support schools in teaching and learning in the HSIE: K-6 syllabus.
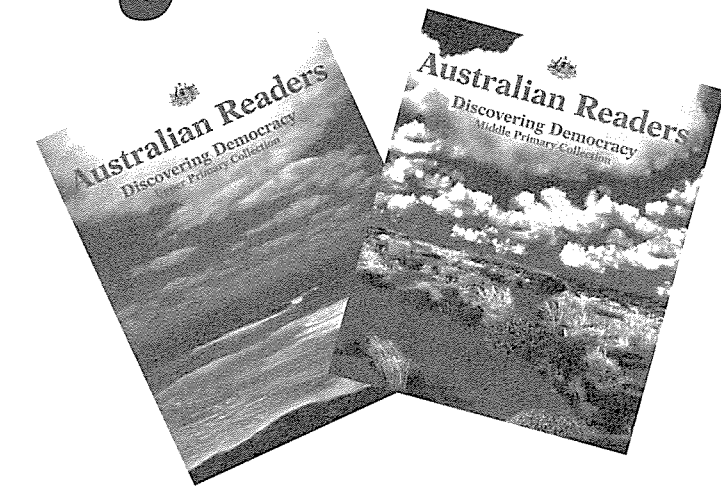
The *Discovering Democracy* program has produced three different Australian readers for all primary schools across Australia.

Middle and upper primary readers

Fifteen copies each of the *Australian readers series: Discovering Democracy. Middle primary collection* and *Discovering Democracy. Upper primary collection* were distributed to schools in 1999. These full colour resources are a collection of factual and fictional, historical and contemporary writings with civics and citizenship themes. Excerpts were selected for the richness and power of the language and age appropriateness. They include stories from many different cultures and record the experiences and views of men, women and children from the past and present.

The themes in the readers support the units of work in the *Discovering Democracy* teaching kit and the subject matter from Stage 2 and Stage 3 in the HSIE K-6 syllabus. Fifteen copies of each book allow for whole class, individual or small group work.

Australians all!

The most recent publication in the *Discovering Democracy Australian readers* series to be distributed to primary schools, was the big book, *Australians all!* This resource, designed in big book format to encourage shared reading of the text, further supports the themes in the *Discovering Democracy* units of work and the HSIE K-6 syllabus. This resource has relevance for all stages, K-6.

Australians all! consists of three chapters: The **Bindi Gully band** is a narrative that tells the story of how a community solves a series of problems to finally form a citizens' band to play at civic occasions (Stage 1 and Stage 2 HSIE K-6 syllabus).

Australia is my home is a collection of popular songs and poems that explores the concept of Australian identity and nation from different perspectives (Stage 1, Stage 2 and Stage 3 HSIE K-6 syllabus).

Australia becomes a nation tells how Australia's six colonies combined to form a federated nation in 1901 (Stage 3 HSIE K-6 syllabus).

The readers are accompanied by a teacher's guide that provides suggestions on ways to explore the texts and to introduce the concepts developed in the readers. They provide stimulating and informative support material for HSIE and civics and citizenship.

Web site

Additional support for teachers can be obtained from the New South Wales *Discovering Democracy* web site at: www.abc.net.au/civics/democracy/

For further information about the readers, or how to obtain additional copies contact Lianne Singleton on 9886 7646. ▣

References and further reading

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discovering democracy

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Welcome

Welcome to the NSW Discovering Democracy professional development website which promotes civics and citizenship education in government and non-government schools across Years 4–10.

The aim of the NSW professional development on Discovering Democracy is to provide support for teachers in developing strategies that will prepare students to play their part as active and informed citizens.

The web site includes information about NSW syllabus links, school projects, curriculum resources, advanced professional development courses, teacher forums, discussion papers, key contact people and popular web site links.

We trust that the professional development opportunities found on this site will stimulate a renewed interest in civics and citizenship education in the lead up to the centenary of federation.
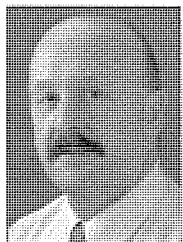
- NSW Discovering Democracy Professional Development

This site has been developed as a collaborative project between ABC Education Online and the NSW Department of Education and Training.

home | about | school material | papers forums | site map | links | curriculum resources

Copyright update for DET schools

Copyright issues for schools and teacher-librarians

Copyright laws can be complex and amendments are sometimes difficult to keep up with. Educators need to be aware of the issues surrounding copyright and the changing nature of copyright in the digital and online environments, and the implications that these have for schools.

Trevor Gerdsen *is the Executive Director, Communication and Information Services at the University of Newcastle.*

Introduction

*T*he basis of copyright law in Australia is the *Copyright Act (1968)*. This Act has been amended many times, but the most recent amendments (the Digital Agenda Amendments) introduced several key changes which extend the provisions of the Act into the digital and online environment. In particular, these changes provide scope for educational institutions to make electronic reproductions of works, or parts of works, and to communicate those reproductions to users. Communication of a work is a new 'right' of the copyright owner, introduced in the amendments. The communication may be by way of making the reproduction of the work available online, for example, or by emailing a copy of it to a student or staff member.

The particular amendments of most relevance to schools can be found in changes to the two statutory licences:

- **Part VA licence**: administered by Screenrights, which represents owners of copyright in programs broadcast on television and radio. All government schools and most private or independent schools are covered by the licence. The Department of Education and Training, or relevant independent school's body, will generally handle negotiations with Screenrights, including monitoring surveys, and payment of all relevant fees under the licence.

- **Part VB licence**: administered by Copyright Agency Limited (CAL) which represents publishers and authors. All government schools and most private or independent schools are covered by the licence. The Department of Education and Training, or relevant independent school's body, will generally handle negotiations with CAL, coordinate surveys and pay all relevant fees under the licence.

There were also changes to the library copying provisions and the fair dealing sections in the Act. These changes are discussed in more detail later in this article.

The Digital Agenda Amendments

The Digital Agenda Amendments came into force on 4 March 2001. The amendments included changes to the two educational copying licences. These licences are:

(a) the Part VA licence for making copies of broadcasts for educational purposes; and

(b) the Part VB licence for making copies of print and graphic works for educational purposes.

In both cases, the licences were extended into the electronic environment, and educational institutions may now make an electronic reproduction of a published work or copy of a broadcast and communicate that copy to users.

The Part VA licence

What is permitted:

- A licensed educational institution may make a copy of a television or radio broadcast, for educational purposes. This might also include a cable television or satellite television transmission. Such a copy might be made on video or audio cassette, or it may be made direct to digital format.

- Any program that is broadcast on television or radio may be copied in full. There is no limitation on the type of program, nor on how much of it can be copied. Institutions must comply with the requirement to label all copies, and from time to time are required to participate in sampling of copying across the sector. Generally, a school will only be involved in the sample once every few years, for a term at a time.

- Under the new provisions of **Part VA**, a school may now make electronic copies of a broadcast and communicate this to students. The electronic copy might, for example, be made available online through the school's web site, or it might be copied to CD-ROM. When making the copy available online through the web site, it must only be able to be accessed by staff and students of the school. It must also have attached the particular form of notice to the user, as required under the Regulations, and the user must receive this prior to viewing or listening to the copy. Copies made under Part VA can only be made for the educational purposes of the school. This will include use in teaching, and also for inclusion in the library. Educational purposes would not include use of the tape during a school concert or speech night.

What is not permitted:

- The Part VA licence does not apply to making copies of commercial or pre-recorded videos, compact discs or other sound recordings or films. In other words, a video that your school might hire, in certain circumstances, from a local video hire outlet, or one which your library may have purchased, cannot be copied under the provisions of the Part VA licence. The Part VA licence does not allow copies to be made of pre-recorded (i.e. commercial) videos or DVDs.

Copying film previews from the Internet

Some web sites might provide legitimate preview copies of a forthcoming movie. The web site may provide a button saying, "Click here for download". In this instance, a form of licence exists to download the copy for the purposes defined by the copyright owner – the web site will provide these details. However, if the site says "Click here for preview" or "Click here to view", it cannot be implied that it means to make a copy. Generally, a student downloading the first type of preview and using this for a review in media studies or something similar, will not likely infringe any particular rights in the work. Posting the copy to the school's web site, however, will most likely represent an infringement.

Showing videos in class:

What is permitted:

The *Copyright Act (1968)* contains an exception that permits educational institutions to 'perform' works in the course of educational instruction, without infringing the public performance right of the author or copyright owner. A video that a school has purchased or hired can, therefore, be played in class without infringing copyright. The same video could not be played during a parent information evening, however, or any other function not directly connected with a course of educational instruction. The audience must be restricted to those immediately connected with the educational instruction (usually the teacher, students and any classroom assistants). No fee can be charged for such use of videos. If a school wished to recover the cost of hire, then the video would need to be hired from a commercial rental organization, not a local video hire shop.

What is not permitted:

Commercial videos, or videos hired from a rental outlet cannot be copied under any circumstances.

The Part VB licence

- A licensed educational institution may make a copy of a reasonable portion of a published literary, dramatic, musical or artistic work for educational purposes. The institution may also make a copy of an article in a periodical. For example, a reasonable portion of a book will be 10% of the pages or one chapter, whichever is the greater. A periodical article might be an article in a scholarly journal, but might also be an article in a newspaper or magazine. All of one article in the edition may be copied, or more than one under certain circumstances.

- In the past, schools have relied upon this licence to make photocopies from books or periodicals for educational purposes. In the photocopy (or analog) context, a school could make multiple photocopies from a book, for example, of one chapter, and hand these out to students. The photocopy provisions have not changed, so schools are still allowed to do this as well as all the other things they could do in the past under the licence.

- Under the new digital provisions of Part VB, a school may make an electronic copy of a literary or other work and communicate this copy to students. Such a copy might be made by digitising (scanning) an existing work in print, and posting this electronic copy to the school's web site. The same copy limits apply as those applicable in the analog world. So, if you could make a photocopy of 42 pages from a published work of 420 pages, or one chapter from the same work, you can now scan those 42 pages or one chapter and make them available online.

- If the 'work' you wish to reproduce is already in electronic form, for example, it might be a work on a web site or CD-ROM, and it is not paginated, then 10% of the words will represent a 'reasonable portion' of the work that can be reproduced. This may be very difficult to determine and, unfortunately, few guidelines exist.

Note: When making copies available online through the school's intranet, the copies must only be able to be accessed by staff and students of the school. The copy must also have attached a particular form of notice to the user, and students must receive this notice prior to viewing the copy. (*Refer to Figure 2* and *Figure 3*).

Managing electronic copies under Part VB

- A particular issue for schools in managing electronic copies made available online under Part VB, is that the copy limits apply institution-wide. What this means is that the school can only 'make available online' a copy of a reasonable portion from any one work on an institution wide basis. This is a significant issue that must be centrally managed and with which schools need to be aware. (see *Figure 1*)

Electronic copying under Part VB — an example

One teacher in the English Department photocopies chapter one from a particular book for her Year 7 class. Another teacher photocopies chapter five from the same book for his Year 8 class. Both teachers distribute the copies to their students in term one. The copying is allowed under the Part VB licence and no infringement of the Act or licence takes place, even though two chapters have been copied from the same work. This is because the photocopies were made for two different classes.

However, both teachers now want to make a digital copy of these chapters and make them available online to their students in term one. This cannot occur under the electronic use provisions of the **Part VB** licence, as the copy limit from any one work (10% of pages or one chapter) applies school wide. One teacher could make chapter one available for a period of time, but before the second teacher could post a copy of chapter five to the web site, the previous copy (chapter one) would have to be taken down.

This limit does not apply to copies made from periodicals, or copies of artistic works.

Figure 1

- Any copies made available online will be deemed to have been re-copied and re-communicated if they remain available online for more than twelve months. The school should, therefore, have some internal processes in place through which it can track when an electronic reproduction of a work is first made available online. This will be important for subsequent reporting purposes when the school is participating in the monitoring period.

Online learning

Schools and school libraries are entitled to make an electronic copy of a work under the new provisions of the *Copyright Act (1968)*. However, the school must take steps to ensure that it complies with several things. Briefly, these are:

(a) that any electronic reproduction of a work or part of a work made under Part VB, or any electronic reproduction of a broadcast made under Part VA, have attached the required form of notice to the user;

Plagiarism versus copyright infringement

Plagiarism is basically a person copying someone else's work, but calling it their own. There may be a case of deliberate deception in this. Plagiarising a significant portion of another person's work will probably also be an infringement of the copyright of that work.

To avoid an unconscious act of plagiarism, students should be made familiar with good bibliographic citation and referencing standards.

Copyright infringement occurs when a person does one of the things that is the exclusive right of the copyright owner to do, or to authorise someone to do. In other words, if a person copies, publishes, communicates or performs an author's work, without first having obtained that author's permission, or a licence, to do so, it will infringe their copyright.

If the use is insubstantial, then no infringement will be deemed to have occurred.

The *Copyright Act* provides some exceptions to infringement for particular dealings with copyright works. Examples of those relevant to education institutions are: fair dealing for research and study; reproduction and communication under the statutory licences (**Parts VA** and **VB**); and the library copying provisions.

(b) that the school does not exceed the institution-wide limits to reproductions from any single work made available online under Part VB;

(c) that all electronic reproductions of works or parts of works made under Part VB, be within the limits allowed under the Act; and

(d) that the school is aware of the date an electronic reproduction of a work is first made available online and manages its copying within the twelve month deeming period.

The library copying provisions

The *Copyright Act* contains special provisions for libraries to make copies for particular purposes, separate to the Part VB licence. Briefly, there are three main provisions of relevance to school libraries:

- reproducing and communicating works for users (section 49)
- reproducing and communicating works for supply to another library (section 50)

- reproducing and communicating works for preservation and other purposes (section 51)

Copying from the web

A teacher or school librarian may copy material from the World Wide Web. The copying may occur under fair dealing, or if it is for the educational purposes of the school, the copy may be made under the provisions of Part VB. However, some web sites may place restrictions on dealings with works accessible at the site, and this may be by some form of contract or agreement with the user.

An entire web site cannot be copied or cached, unless the school has the express permission of the copyright owner of the web site to do so. Caching might occur as part of the normal data communication processes by which your school connects to the web. This form of caching, even if it is of a whole web site, will not infringe copyright. However, if you want to copy a web site to a cache for teaching purposes, you will need permission.

If you want to copy material from the web, it is often a good idea to check the copyright information available on the website. Often, the copyright owner may give permission to schools and other educational institutions to reproduce works accessible on that web site for educational purposes. In this case, you may do whatever the copyright owner says you can do. Any copies made will be made with permission, and it may not be necessary to rely upon the Part VB licence to make those copies. However, if a web site owner says you may make a copy for educational purposes, it does not necessarily mean that you may subsequently post that

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Managing the school's web site for internal and external users

Schools should have in place procedures to deal with any copyright works posted to their web site under **Parts VA** or **VB**. These copies of works should never be made accessible other than by staff and students of the school. In other words, they should never be available to the general public through the school's external web site.

If the school wishes to post copies of student works to its web site, some simple permission procedures should be established, as a student will own the copyright in their works. Furthermore, if a student has reproduced a third party work in their own work, for example, an illustration or extract from a sound recording in a multimedia production, this should not be made available via the external web site.

copy to your school web site and make this available online. This would be an exercise of the communication right, and unless the copyright owner expressly allowed this, you would need to seek their permission to do so.

Linking

Providing a link to the front page of a web site is permissible and will not infringe any copyright in the web site. However, you should be careful to avoid deep linking, unless you have the express permission of the copyright owner of the web site to do so. When creating a link, avoid using frames in the construction of the web page, as these are likely to hide or cover important information on the web site you are linking to. The student or user of your web site should always be aware when they are linking to another web site, and that this is a new site and not part of your school's web site.

Permission on web sites

Often, many copyright owners in web sites include statements on the web site and these may grant certain permissions for schools or other non profit users, for use of works on that web site. As previously noted, the permission may not necessarily extend to copying works from that site and making the copy available online. Unless this latter use is within the scope of the **Part VB** licence (discussed above), it would be prudent to seek the express permission of the copyright owner.

Copying published musical works

Schools need to take some care with digitising works in print, particularly musical works. Only a 'reasonable portion' of a literary, dramatic, musical or artistic work can be reproduced under the **Part VB** licence. This applies to a work of not less than ten pages. Many musical works are published in sheet form and are often less than ten pages, so copying these can be problematic.

Schools have a licence with the music publishers' collecting society, AMCOS, which allows them to make limited copies of all of a published musical work, subject to certain conditions. The AMCOS licence will provide schools with greater certainty in copying published sheet music. However, the AMCOS licence will not permit schools to digitise a published musical work or to post the copy to a web site. Limited scope exists to do this under the CAL licence (Part VB).

Reproducing and communicating works for users

A school library may make a copy of a reasonable portion of a work, and supply that copy upon request to a user. Generally, the user would be an external student of the school. The copy might be supplied as a photocopy or it might be scanned and emailed to the student. If it is emailed, it will need to have attached the required form of notice to the user.

Reproducing and communicating works for supply to another library

A library may make a copy of a work, including an electronic copy, and supply that copy to another library, upon request. There are a number of conditions and marking requirements that both the requesting and supplying library must comply with.

Reproducing and communicating works for preservation and other purposes

The school library can make a copy of a work, if that work has been lost, stolen or damaged. It may also make a copy for preservation purposes of a work that is in danger of deteriorating. However, school librarians should not interpret this provision broadly. It does not permit a copy to be made of any work simply to preserve that original work, or to prevent it being lost,

damaged or stolen. It applies only in limited circumstances and usually only if a new copy of the work cannot be obtained in a reasonable time at an ordinary commercial price.

Fair dealing

A fair dealing with a work will be something that a student or teacher does for their own research or study. A fair dealing will not usually apply to something that the school or the library can do with a work. For example, a student or teacher may make a photocopy of a 'reasonable portion' of a work. If the work is a text book, then this will be 10% of the pages, or one chapter. If it is a journal or magazine, then it is one article. The copy could also be made electronically by scanning the original print publication. Therefore, a teacher who makes a single copy for their own reference, would be relying on fair dealing, not the Part VB licence.

Altering a work

One of the exclusive rights of the copyright owner in a literary, dramatic or musical work, is the right to make an adaptation of that work. This means that only they can authorise an alteration (adaptation) to the work. If you alter a work without the copyright owner's permission, it may infringe their copyright. An example would be making a translation of a literary work from one language to another, or transposing

Can all of work be copied as a fair dealing?

Some people believe that they can copy all of a work as a fair dealing. This is not generally so. A fair dealing with a literary, dramatic or musical work, will be 10% of the pages or one chapter (section 40). If the work is in a periodical, then it will be the whole of one article. More than one article may be copied if both relate to the same subject matter.

The only time that all of a work can be copied, would be if a new copy of the work is not available for purchase in a reasonable time at an ordinary commercial price. An out of print book would be an example of this.

A fair dealing is also allowed with an audio visual work (section 103C), for example, a video, film or sound recording, but there is no defined amount such as there is for published literary and other works. In other words, consideration must be given to a range of matters to determine if the dealing is, in fact, fair. This may be significantly less than 10% of the work, so care should be exercised in applying set amounts to works such as videos, films or sound recordings.

a musical work into another key, or adapting a play for a school performance.

There is no exclusive right of adaptation in an artistic work. However, this does not mean you can just copy an artistic work and make some changes to it. Unless the new work you create is sufficiently original, it may infringe the artist's exclusive rights of reproduction and communication in the first work.

Copying works for examinations

Section 200B of the *Copyright Act (1968)* allows schools to make a copy of a work for use in connection with an examination. The copy may be of more than a reasonable portion of a work. One issue that schools need to be aware of is subsequent management of past exam papers that contain copies made under section 200B. Many teachers like to distribute photocopies of old exam papers for current students and increasingly, some educational institutions wish to make old exam papers available via their web site. In both of these examples, if the old exam paper contained copies made under section 200B, it could not be photocopied for general classroom purposes or made available through the school's web site. The exception in the Act applies only for use in connection with a formal examination

References and further reading
APRA [website] at: http://www.amcos.com.au/
Australian Copyright Council [website] at: http://www.copyright .org/. Editor's note: The Australian Copyright Council produces a number of guides for educational institutions and regularly conducts seminars in the capital cities for schools and other institutions.
Copyright Agency Limited [website] at: http://www.copyright.com.au/home.htm
Gerdsen, T. *Copyright: a user's guide*, RMIT, 1996 [2nd ed. forthcoming]
Screenrights: the Audio Visual Copyright Society [website] at: http://www.screen.org/index.html
Viscopy: Visual Arts Copyright Collecting Agency [website] at: http://www.viscopy.com/#

Note: Copyright information on the Web There is a great deal of copyright advice and information available on the Internet. Much of this is very useful and informative, and the copyright collecting societies identified in this article all provide excellent resources through their web sites. However, some caution should be exercised before relying upon the web as an authoritative source. The relevant law in Australia will be the Australian Copyright Act (1968). Check the source or jurisdiction of information you obtain from the web, if you intend to base decisions upon it. What might be permissible or relevant in the United States, for example, may not be so in Australia.

Electronic notices

Each licensed electronic copy and licensed communication MUST contain the following, prominently displayed, electronic notice, this notice MUST appear either before or at the same time as the material being communicated appears on the screen. (see Figure 2 and Figure 3) ▣

COMMONWEALTH OF AUSTRALIA

Copyright Regulations 1969

WARNING

This material has been reproduced and communicated to you by or on behalf of [insert name of school] pursuant to Part VA of the *Copyright Act (1968)* **(the Act)**.

The material in this communication may be subject to copyright under the Act. Any further copying or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice.

Figure 2: For copies of broadcasts.

COMMONWEALTH OF AUSTRALIA

Copyright Regulations 1969

WARNING

This material has been reproduced and communicated to you by or on behalf of [insert name of school] pursuant to Part VB of the *Copyright Act (1968)* **(the Act)**.

The material in this communication may be subject to copyright under the Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice.

Figure 3: For print and graphic work.

Relevant web sites

Australasian Performing Right Association
http://www.amcos.com.au/

Representing the rights of Australian music writers and publishers, this organization provides details of copyright information that is relevant to schools. Licences AU gives a summary in Schools and education of agreements that cover photocopying, recording and performing music in schools. Information sheets on Music copyright for schools, reproducing music for presentation and assessment in Student film, and paid performances of Theatrical productions are especially relevant. Copyright could be of interest to musicians developing their own music. A link to the Australian Copyright Council gives further details on these and other related topics. Resources provides contact details for organisations in the music industry. J. Hawkes

USER LEVEL: Community Professional
SCIS SUBJECTS: Australasian Performing Right Association; Copyright – Law and legislation; Music – Law and legislation
KEYWORDS: Copyright; music
PUBLISHER: APRA, St Leonards
REVIEW DATE: 13/9/02 [346.9404]   SCIS 1105631

Australian Copyright Council: online information centre
http://www.copyright.org.au

A summary of *Copyright basics* from First visit? opens this site and provides a clear explanation of this expansive topic with links to more detailed information, making this a valuable resource for educators. Information sheets, downloadable as PDF files, provide answers to copyright questions around areas such as Computer software, Music, Websites, and Videos and film: screening in class. This site is logically structured so that related materials and seminars are connected to specific content pages, including sections on Publications, News, Seminars and training and Advice,. Each publication is linked to the online ordering facility. Links to Australian and international agencies are to be found in Place an order, and teachers need to allow time to assess the curriculum relevance of these external sites. E. Maxwell, S. Rasaiah

USER LEVEL: Community Professional
SCIS SUBJECTS: Copyright
KEYWORDS: Copyright; performances; publications
PUBLISHER: Australian Copyright Council
REVIEW DATE: 13/9/02 [346.9404]   SCIS 986892

Copyright Agency Limited
http://www.copyright.com.au/home.htm

Providing a range of clear explanations about copyright, this company helps authors and publishers manage the licensing of their works. About copyright relates information about intellectual property and provides a link to the Copyright act 1968. Info sheets, downloadable as PDF files, give clear details about Copying print music for educational purposes. The statutory licence, that covers most copying carried out in schools, is summarised in Digital update for educational institutions and in Guidelines for schools, TAFEs and independent educational institutions. Other organizations concerned with specific aspects of copyright are also identified on this web site. J. Hawkes

USER LEVEL: Community Professional
SCIS SUBJECTS: Copyright; Law – Australia; Publishers and publishing
KEYWORDS: Copyright Act; intellectual property
PUBLISHER: Copyright Agency Limited, Sydney
REVIEW DATE: 13/9/02 [346.9404]   SCIS 1033530

Screenrights: the Audio Visual Copyright Society
http://www.screen.org/index.html

Monitoring the copying and payment for use of broadcasts, including those copied for use in schools, this organization answers a range of FAQs about educational use of radio and television programs for Audio visual users. Specific details of how and what programs schools are entitled to copy from television, and how they are to be labelled, are clearly explained. Of additional interest to educators is the link to Enhancetv, which gives weekly summaries and support materials for upcoming television broadcasts. J. Hawkes

USER LEVEL: Community Professional
SCIS SUBJECTS: Copyright
KEYWORDS: Audio visual; copyright
PUBLISHER: Screenrights, Australia
REVIEW DATE: 13/9/02 [346.9404]   SCIS 1104029

Viscopy: Visual Arts Copyright Collecting Agency
http://www.viscopy.com/#

With a focus on helping artists retain ownership of copyright, controlling use and gaining payment for use of their artistic works, this organization encourages artists to receive recognition for any reproductions of their creations. Artists provides guidelines for monitoring use of works including drawing, painting, engravings, photographs, maps, plans and patterns. Design components in many of the TAS courses may include manipulation and use of various graphics including those created by professional artists. Information about seeking permission to reproduce such works is covered in Using art. Students considering pursuing a career in visual arts related fields would be interested in the examples in Rights defined of how artworks can be used to generate income. Links to Art bodies, Galleries museums and Government bodies, associated with the arts, are provided. J. Hawkes

USER LEVEL: Community Professional
SCIS SUBJECTS: Art – Law and legislation; Copyright – Law and legislation; Viscopy
KEYWORDS: Artists rights
PUBLISHER: Viscopy, Surry Hills
REVIEW DATE: 13/9/02 [346.9404]   SCIS 1105646

from ITD
Information Technology Directorate

Stocktake enhancements after V1.06 update has been run

After your school has run the V1.06 OASIS update, now in NSW Government schools, there are some enhancements to the Stocktake options in *OASIS Library*. The stocktake process remains the same. The enhancement provided enables users to view current initialisations and stocktake history for any stocktake initialisation/finalisation performed after the 1.06 update has been loaded.

The documentation with the OASIS V1.06 update has further details. This documentation can also be seen at the *SchoolSystems for Schools* page at http://schoolsystems.det.nsw.edu.au/schools/ To find the documentation, from this page select:

1. Publications
2. OASIS Release 1.06
3. Documentation
4. OASIS Changes Version 1.06

NSW Departmental schools can also read and print the revised edition of *OASIS Library stocktake* from http://www.intranet.schools.nsw.edu.au/staff/F1.0/F1.8/resources/publications.htm ▣

Briefly...

Children's Book of the Year Awards 2002

These awards were announced by the Children's Book Council of Australia (CBCA) on Friday 16th August:

Picture book of the year

(Some of these books may be for mature readers)

Winner: GREDER, Armin (text Libby Gleeson) *An ordinary day*. Scholastic Australia, SCIS 1054716, reviewed *Scan* 21(1)

Honour: McLEAN, Andrew (text John Heffernan) *My dog*. Scholastic Australia (Margaret Hamilton Books), SCIS 1034046, reviewed *Scan* 21(3)

Honour: TAN, Shaun *The red tree*. Lothian, SCIS 1054719, reviewed *Scan* 21(3)

From *An Ordinary Day* written by Libby Gleeson, Illustrated by Armin Greder
Text copyright ©Libby Gleeson, 2001
Illustrations copyright ©Armin Greder, 2001 Published by Scholastic Press
Reproduced by permission of Scholastic Australia Pty Ltd
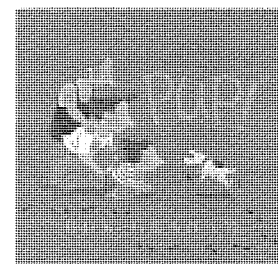
Book of the year: Early Childhood

Winner: GRAHAM, Bob (illus Kim Gamble) *"Let's get a pup!"* Walker Books Australia, SCIS 1054717, reviewed *Scan* 21(1)

Honour: BRIAN, Janeen (illus Stephen Michael King) *Where does Thursday go?* Scholastic Australia (Margaret Hamilton Books) SCIS 1062413, reviewed *Scan* 21(2)

Honour: OLIVER, Narelle *Baby Bilby, where do you sleep?* Lothian, SCIS 1035985, reviewed *Scan* 21(1)

Book of the year: Younger readers

HEFFERNAN, John (illus Andrew McLean) *My dog*. Scholastic Australia (Margaret Hamilton Books), SCIS 1034046, reviewed *Scan* 21(2)

Honour: GREENWOOD, Kerry *A different sort of real: the diary of Charlotte McKenzie, Melbourne 1918-1919*. Scholastic Australia (My story), SCIS 1066240, reviewed *Scan* 21(3)

Honour: HIRSCH, Odo (illus Andrew McLean) *Have courage, Hazel Green!* Allen & Unwin, SCIS 1064512, reviewed *Scan* 21 (3)
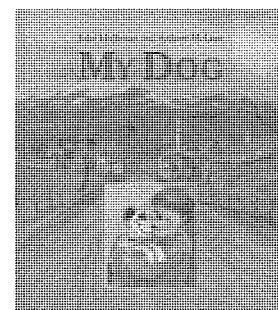
From *My Dog* written by John Heffernan, Illustrated by Andrew McLean
Text copyright ©John Heffernan, 2001
Illustrations copyright ©Andrew McLean, 2001 Published by Margaret Hamilton Books, a division of Scholastic Australia Pty Ltd, 2001 Reproduced by permission of Scholastic Australia Pty Ltd

Book of the year: Older readers

(These books are for mature readers)

Winner: HARTNETT, Sonya *Forest*. Penguin Books Australia (Viking), SCIS 1058638, reviewed *Scan* 21(2)

Honour: HORNIMAN, Joanne *Mahalia*. Allen & Unwin, SCIS 1038342, reviewed *Scan* 21(3)

Honour: ZUSAK, Markus *When dogs cry*. Pan Macmillan Australia, SCIS 1063822, reviewed *Scan* 21(3)
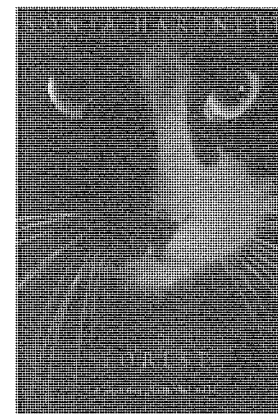
Eve Pownall Award for information book of the year

Winner: PAPUNYA SCHOOL (text Nadia Wheatley) *Papunya School book of country and history*. Allen & Unwin, SCIS 1058501, reviewed *Scan* 21(2)

Honour: HILL, Anthony *Soldier boy: the true story of Jim Martin, the youngest Anzac*. Penguin Books Australia, SCIS 1038218, reviewed *Scan* 21(3)

Honour: OLIVER, Narelle *Baby Bilby, where do you sleep?* Lothian, SCIS 1035985, reviewed *Scan* 21(1)
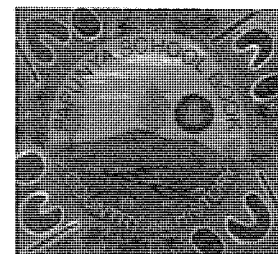
Visit the official *Children's Book Council of Australia* web site at: www.cbc.org.au/

Reviews of the above resources are available online. Go to the *School libraries: empowering learning* web site at www.det.nsw.edu.au/schoollibraries and, from the home page, follow the path: Teaching and learning, then Book Week 2002.

The Crichton Award for Children's Book Illustration

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

The winner for 2002 is illustrator Mini Goss for her illustrations to *When mum was little* (Black Dog, 2001), SCIS 1063851.

For online information, visit the *Children's Book Council of Australia* web site at http://www.cbc.org.au/ and follow the link to The Crichton Award for new illustrators 2002 winner.

2002 Vision Australia Library Awards

These awards were announced on 19th September. The 2002 Young Adult winners were :

Civica Young Adult Audio Book of the Year:
SAVVIDES, Irini *Willow tree and Olive* [sound recording]. Louis Braille Audio, 2001. SCIS 1099842 (discs) 1062728 (cassettes).

Civica Young Narrator of the Year:
Melissa Eccleston for her reading of *Willow tree and Olive* by Irini Savvides.

online details can be accessed from *Louis Braille audio* [website] at:
http://www.louisbrailleaudio.com/

Conferences for 2003

The ASLA (Australian School Library Association) national conference will be held in Hobart, Tasmania from the 2nd October, 2003 to 5th October, 2003. Online details can be accessed from *Island journeys: a quest for inspiration* [website] at: http://www.islandjourneys.com.au

The MANTLE conference will be held from the 4th April, 2003 to 5th April, 2003 at Maitland, NSW. Online details can be accessed from *Inspiration for information* [website] at: http://www.mantle.com.au/venue.htm ■

Teacher-librarians in the media

Has your school library, and the ways that it supports teaching and learning, featured in the media?

Congratulations to Jenny Scheffers, teacher-librarian at Marayong Public School. Recently programs coordinated by Jenny, including book raps and two author visits at her school celebrating Book Week and enhancing student learning, were reported in the local paper. What wonderful recognition of the contributions teacher-librarians make to student learning!

Scan invites teacher-librarians to share such positive highlights which have been reported in the media with other schools, through this column. If you have any information about forthcoming or recent local events, conference and network meetings, contact The Editor.

SCAN

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

Please ring The Editor on **02 9886 7501** or email **editor.scan@det.nsw.edu.au**

from ETIS

Jocelyn Sealey *is the Manager, Education & Training Information Service (ETIS).*

The Education and Training Information Service (ETIS) provides a fast and responsive library and information service to support teaching and learning across all NSW Department of Education and Training schools.

Through our subscription to key educational databases and document delivery services we can provide customised literature searches and interlibrary loans to support professional activities and classroom teaching and learning.

Our web site located at: http://detwww.det.nsw.edu.au/library/info_services provides full text access to the following core educational journals

- *British Journal of Educational Technology*
- *Educational Management and Administration*
- *Educational Policy*
- *Higher Education Research and Development*
- *Innovations in Education and Teaching International*
- *International Journal of Educational Management*
- *International Journal of Leadership in Education*
- *Journal of Education and Work*
- *Journal of Education Policy*
- *Open Learning*
- *School Effectiveness and School Improvement*

What's new is regularly updated to with the latest key reports of educational interest.

The web site includes a listing of historical materials on NSW schools held at ETIS. Much of the information is held in files to be used as reference only. Items of interest may be photocopied and sent to schools provided that they are not restricted by the *Privacy and Personal Information Protection Act, 1998*.

The NSW TAFE catalogue, accessible from ETIS home page, is now available on the Internet at http://tafecat.tafensw.edu.au/tafecat.html

To borrow resources listed in the catalogue contact ETIS on:

Phone: (02) 9715 8295
Fax: (02) 9715 8292
Email: etisstrathfield@tafensw.edu.au

For further information, contact Jocelyne Sealey, Manager ETIS, on 9715 8301. ■

Department of Education and Training   Home   Search   Help

Library and Information Services

We help you find information

Education and Training Information Service (ETIS)

| Introduction | Online Catalogue | Internet Resources | Electronic Journals | Databases | NSW Schools & TAFE History Information | What's New? |

About us

Contact details

Specialist Online Services

What is ETIS?

The Education and Training Information Service is a proactive library and information service, which includes history information for TAFE NSW and Schools. The service is provided by the Open Training & Education Network (OTEN) to support the activities of the Department.

Who is the service for?

The library and information service is available to staff of the Department of Education and Training. TAFE NSW Institute staff have their local campus/college libraries as their primary information source.

The history information service encompassing both TAFE and Schools is available to all Department of Education and Training staff.

Contact details for ETIS

ETIS is managed from the OTEN site at Strathfield where the collection is held. Two information service points are available, one for staff located in the Sydney CBD and the other for staff located outside the CBD.

The contact point for departmental staff located outside the Sydney CBD is:

Education and Training Information Service
51 Wentworth Road, Strathfield, NSW 2135
Ph (02) 9715 8295
Fax (02) 9715 8292
e-mail etis.strathfield@tafensw.edu.au

For staff located in the Sydney CBD contact:

Education and Training Information Service
Level 11, No. 1 Oxford St. Darlinghurst, NSW 2010

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.schools.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*
English	*English*
HSIE	*Human Society & Its Environment*
Languages	*Languages other than English*
Mathematics	*Mathematics*
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 are referred to by their syllabus title in the review eg. Aboriginal Studies: Stage 6. 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.

Guest review editor: Cathy Sly

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy resources**. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when reviewed.

The title shown is the web page title as used by SCIS. Where a web site has an alternative meta or bookmark title, this follows the screen title in parentheses. The Dewey number appears in square brackets between REVIEW DATE and SCIS number. To search for site reviews alphabetically by title, please refer to the index at the back of this **Scan**.

Introducing computing studies: solving a maze (Maze algorithms)
http://members.ozemail.com.au/~pware/ics/extras/maze1.htm

Writing structured algorithms, in pseudocode or as flowcharts, is a challenging part of *Defining the problem* and *Planning software solutions* in the *Software Design and Development: Stage 6 syllabus*. This site provides a robot moving through a maze problem that requires students to think logically and sequentially. Algorithmic solutions are provided in English and then in pseudocode and flowchart form, with clear explanations of the symbols or notation used. The solutions implement a modular approach so the site provides a useful exercise for students to refine their skills. **Chapter 4 extras index** has two other practice problems. The site was designed to provide additional resources for a textbook, *Introducing computing studies*, edited by P. Ware. B. Sampford

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USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	Computer science; Flow charts; Maze puzzles
KEYWORDS:	Algorithms; flowcharts; problem solving; pseudocode
PUBLISHER:	P. Ware, Australia
REVIEW DATE:	12/9/02 [004] SCIS 1048216

RCFoC: the rapidly changing face of computing: RCFoC technology journal
http://www5.compaq.com/rcfoc

This weekly online journal, focusing on innovations and trends in computing and the technology that underpins them, provides an easy way to keep up with current issues in this area. The site has articles relevant to the core topic, *Communications systems* and the option *Multimedia systems* of the *Information Processes and Technology: Stage 6 syllabus*. Issues are clearly listed by date and theme. A search mechanism is available for more specific research. Each article is available in audio and text format. An archive facility allows the user to browse past issues. A. Crockett

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Information Processes & Technology Stage 6
SCIS SUBJECTS:	Computers; Computer networks; Multimedia systems
KEYWORDS:	Computers; multimedia
PUBLISHER:	Compaq Computer Corporation, USA
AUTHOR:	Jeffrey R. Harrow
REVIEW DATE:	12/9/02 [004] SCIS 1086110

Whatis? com
http://whatis.techtarget.com/

In the rapidly changing world of information technology, a challenge is keeping up with new terminology. This site provides a free technical, information technology (IT) specific, online encyclopedia, with over 2000 technical terms in all areas of computing and communications. Teachers and students in all Stage 6 computing courses will find this a valuable resource for adding words to their personal dictionaries. Access is through alphabetical listing, by category or through a search engine. Articles or definitions are clear, authoritative, cross referenced and quite detailed, often containing links to more extensive information about the topic. The site is constantly updated and easy to navigate. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS:	Information technology – Encyclopaedias
KEYWORDS:	Computing; dictionaries; online encyclopedia
PUBLISHER:	TechTarget, USA
REVIEW DATE:	12/9/02 [004.03] SCIS1048172

Intel Museum
http://www.intel.com/intel/intelis/museum

This virtual museum allows students to tour the history of Intel; their microprocessors; and other computer industry innovations. Teachers can access online unit plans based on current resources. These include fully computerised resources that can be downloaded. Students are able to conduct workplace case studies by visiting Intel workplaces, or research computer components such as transistors and microchips by visiting interactive museum exhibits. Online puzzles introduce younger students to the microchip and its production. Design and Technology students could study the innovations of the design process behind today's microchips, through the use of this resource. B. Maher

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Computing Studies 7-10; Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS:	Information technology; Intel Museum; Microprocessors
KEYWORDS:	Computer education; Intel Museum
PUBLISHER:	Intel Corporation, USA
REVIEW DATE:	12/9/02 [004.074] SCIS 1099976

The triumph of the nerds
http://www.pbs.org/nerds/index.html

This entertaining, well illustrated site contains extensive support material for a video of the same name presented by Robert X. Cringely. It includes a transcript of the script and a detailed timeline of computer development. An interactive **Can you guess the computer?** game will allow students to test their recall of major events. The light hearted, anecdotal style and the inclusion of snippets of trivia, make this site very accessible to students, while the depth of material well supports the knowledge and understanding of historical developments objective of the *Software Design and Development: Stage 6 syllabus*. The link to Cringley's weekly online column could also supply a wealth of case study material for looking at current legal, social and ethical issues in software development. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	Computers – History
KEYWORDS:	Computers; ethics; history; timeline
PUBLISHER:	PBS Online, USA
REVIEW DATE:	12/9/02 [004.09] SCIS 1048166

Linknet: Internet service providers
http://saturn.linknet.com.au/ftpindex/ftp.asp

Software, such as ICQ, needed for the HSC core topic, *Communication systems* in the *Information Processes and Technology: Stage 6 syllabus* can be downloaded from this site. For users who are new to the internet there is a section where categories are explained. The software available for download includes **Audio**; **Communications**; **Content filtering**; **Email**; **FTP**; **Upgrade**; and **WWW software**. The site provides software for a variety of operating systems and has easy to follow instructions. A clearly navigable site, it is a good starting point in the use of information and communications technology. A. Crockett

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Information Processes & Technology Stage 6
SCIS SUBJECTS:	Computer programs; Internet (Computer network)
KEYWORDS:	Application; browser; chat; Internet; software
PUBLISHER:	Linknet, USA
REVIEW DATE:	12/9/02 [004.67] SCIS 1086098

Java bytecode compilation
http://www.ifi.unizh.ch/~pilz/thesis/Thesis.html#32879

While this thesis abstract is not easy reading, it is a very lucid explanation of Java's hybrid implementation using compilation to architecturally neutral bytecodes. In explaining this, both compilation and interpretation are also covered. The site would form the basis of a useful comprehension exercise for students studying translation methods in the *Implementation of software solutions* module of the *Software Design and Development: Stage 6 syllabus*. The article describes how the Java virtual machine enables the source code to be very portable by being interpretable across a range of operating platforms and is a relatively concise explanation of this difficult topic. The text based presentation is very quick to load and contains no distracting graphics or animations. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	Java (computer program language); Programming (Computers)
KEYWORDS:	Computer language; programming
PUBLISHER:	University of Zurich, Switzerland
REVIEW DATE:	12/9/02 [005.13] SCIS 1048186

ThinkQuest library of entries
http://library.thinkquest.org/2705/index.html

Originally created as an entry into the ThinkQuest competition, this easily navigated site provides a good general introduction to artificial intelligence (AI). Supporting the *Decision support systems* option of the *Information Processes and Technology: Stage 6 syllabus*, information on the History, Applications and Approaches to the use of AI is provided. Some basic artificial intelligence applications can be viewed from Interactive. There are Links to further readings, which would require more exploration to verify their curriculum relevance. C. Webber

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Information Processes & Technology Stage 6
SCIS SUBJECTS:	Education – Directories; Educational resources; Information networks; Internet (Computer network)
KEYWORDS:	Artificial intelligence
PUBLISHER:	ThinkQuest, USA
REVIEW DATE:	12/9/02 [025.06] SCIS 1026327

Southern Poverty Law Center
http://www.splcenter.org/splc.html

Beginning as a small civil rights law firm in 1971, the Center is now internationally known for its tolerance education program; legal victories against white supremacist groups; tracking of hate groups; and its sponsorship of the civil rights memorial. Located in Montgomery, Alabama, the birthplace of the 1950s Civil Rights Movement, this organisation reflects the ongoing need for civil rights activists and should stimulate thought and debate about the achievements of the civil rights movement. Useful for Stage 6 Modern History, the site contains Center information; History of the law center; The Civil Rights memorial; Biographical information; List of hate groups; Ten ways to fight hate; Intelligence Report; Teaching tolerance and many other informative references. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6

SCIS SUBJECTS:	Prejudices; Southern Poverty Law Center
KEY WORDS:	Civil rights; law; tolerance
PUBLISHER:	Southern Poverty Law Center, USA
REVIEW DATE:	12/9/02 [303.3] SCIS 1074541

Jim Crow Museum of Racist Memorabilia
http://www.ferris.edu/news/jimcrow/index.htm

Containing hundreds of racist images and memorabilia, the objectives of this site are: to promote the scholarly examination of historical and contemporary expressions of racism; to serve as a teaching resource for scholars and teachers at the state, national and international levels; to promote racial understanding and healing; and to serve as a resource for civil rights and human rights organizations. It is a particularly important source of material for many syllabuses and cross curriculum studies. As a teaching resource it should be used with the museum's objectives in mind and with sensitivity. It contains a wealth of information including: About the museum; the history of Jim Crow; a range of caricatures; essays; historical and contemporary Racist cartoons; and FAQS. Important in the study of race relations and the civil rights movement in the United States in Stage 6 Modern History, it helps students understand the entrenched government and public racism that the movement was fighting against. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Afro-Americans; Jim Crow Museum of Racist Memorabilia; Racism; United States – Race relations
KEY WORDS:	Civil rights
PUBLISHER:	Jim Crow Museum of Racist Memorabilia, USA
REVIEW DATE:	12/9/02 [305.896] SCIS 1074520

Monthly economic and social indicators
http://www.aph.gov.au/library/pubs/mesi/

An outstanding site this provides the *Monthly economic and social indicators* distributed to Senators and Members of Parliament. Major economic and social indicator data is provided including: the Labour market; Wages and prices; National accounts (including GDP); Business conditions; Finance; External transactions with Terms of trade, Exchange rates, and Foreign debt and many more applicable links. It is invaluable for students studying *The global economy* and *Australia's place in the global economy* of the *Economics: Stage 6 syllabus*, as it provides comprehensive coverage of current statistics and information. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Economics Stage 6
SCIS SUBJECTS:	Australia – Economic conditions – Statistics; Australia – Population – Statistics; Australia – Social conditions – Statistics
KEYWORDS:	Australia; economic conditions; economic policy; economics; microeconomics
PUBLISHER:	Parliamentary Library, Parliament of Australia
REVIEW DATE:	12/9/02 [319.4] SCIS 1074854

Malcolm X
http://www.malcolm-x.org/

Malcolm Little, also known as Malcolm X and Malik El Shabazz, has been cast as a radical of the civil rights movement. The material contained on this site, collected under headings such as: Biography; Timeline; Islam; Quotations; and Documents, shows

a very complex man, searching for his African identity. Malcolm Little was his slave name and although he had been physically liberated from slavery, he still held on to it. His changing image is an expression of the struggle to find his true identity. Many other African Americans, including Mohamed Ali, have followed this path. His contempt for white America, and his role in the civil rights movement during the 1960s saw him portrayed as radical. An essential site in investigating the radicalisation and the achievements of, the civil rights movement, this is valuable for Stage 6 Modern History. Secondary sources are enhanced by primary source material, including video and sound files. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Afro-Americans – Civil rights; Black Muslims; Malcolm X; United States – Race relations
KEY WORDS:	Civil rights; Malcolm X
PUBLISHER:	N. Ali, USA
REVIEW DATE:	12/9/02 [322.4] SCIS 1074525

National Civil Rights Museum
http://www.civilrightsmuseum.org/

Along with information About the Museum, this site has a comprehensive text and visual historical display on civil rights from the 19th century through to today. Voices of struggle is a useful link for those studying the civil rights movement, in Stage 6 Modern History. It is followed by exhibits on The Civil war; Civil rights acts; Migration; Jim Crow laws; Education and many others. Using biographies and events the site provides a good, but general, introduction to civil rights in the United States of America. Although very slow to download, it is well worth the wait. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Afro-Americans – Civil rights – History; National Civil Rights Museum (Memphis, Tenn); United States – Race relations – History
KEY WORDS:	Civil rights; museum
PUBLISHER:	National Civil Rights Museum, USA
REVIEW DATE:	12/9/02 [323.1] SCIS 1074458

CORE: Congress of Racial Equality
http://www.core-online.org/

Founded in 1942, CORE is the third oldest civil rights group in the United States. This site provides a wealth of historical information, as audio visual content and in print. The History of CORE option leads to many interesting links on Key events and Key people. From the protests against Jim Crow laws in the '40s through the Sit ins of the '50s and the Freedom Rides of the '60s; to the struggle for community development in the '90s, the Congress fought for equality for all people. This site contains a plethora of information about people and events over a 60 year history. It is an important resource for the study of the civil rights movement in Stage 6 Modern History. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Afro-Americans – Civil rights; Racism; United States – Race relations
KEY WORDS:	Civil rights; CORE; equality
PUBLISHER:	CORE, USA
REVIEW DATE:	12/9/02 [323.1] SCIS 1074547

ANZ.com economic commentary
http://www.anz.com.au/business/info_centre/economic_commentary/economic_com.asp

Part of a larger site, this section contains an economic commentary that will facilitate understanding of current and expected changes in economic conditions. The changing structure of the Australian economy, the labour market, the role of government, Globalisation, and the Federal budget are some of the topics that are discussed in detail by following the links from Speeches, Articles & Presentations. This highly readable resource would encourage students to examine economic theory and practice. The site is an invaluable resource when examining economic issues in Australia in the *Economics: Stage 6 syllabus*, and external factors that influence business in the *Business management and change* topic of the *Business Studies: Stage 6 syllabus*. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Economics Stage 6
SCIS SUBJECTS:	Australia – Economic conditions – 21st century
KEYWORDS:	Economic development; economics; macroeconomics; microeconomics; policy
PUBLISHER:	Australia and New Zealand Banking Group
REVIEW DATE:	12/9/02 [330.994] SCIS 1074884

Committee for Economic Development of Australia
http://www.ceda.com.au/ResearchNewsF.htm

An interesting site, this provides a number of research papers on economic development in Australia from a variety of sources. Topics include: Reshaping of Australia's economy; The dynamics of the services sector; the economic implications of emigration; the Effects of downsizing; the building of new social policy and Building the knowledge economy. Within this, strategies for economic growth, industry policy, microeconomic reform, taxation reform, infrastructure development, industrial relations, immigration, and income distribution are discussed. This site would be particularly relevant for the *Economics: Stage 6 syllabus* and could assist students in developing an understanding of the problems and issues of the Australian economy. Easily navigated and quickly downloaded, this is a readily accessible site. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Economics Stage 6
SCIS SUBJECTS:	Australia – Economic conditions – 21st century; Committee for Economic Development of Australia
KEYWORDS:	Australia; economic conditions; economics; economy; microeconomics; policy
PUBLISHER:	CEDA, Australia
REVIEW DATE:	12/9/02 [330.994] SCIS 1074848

Global alliance
http://www.theglobalalliance.org

With the stated aim of furthering opportunities for workers in developing countries, the motives of this alliance are readily expressed. Looking further at the site, the involvement of the World Bank, various global and large corporations and a number of universities, offer a balance in its approach. The Alliance is an initiative of the International Youth Foundation, set up in 1999 and aimed to improve the lot of young workers engaged in global production in China, India, Indonesia, Thailand and Vietnam. Its

focus is on improving workplace experiences and life opportunities. Worker skills, academic, financial and business skills, as well as health and workplace conditions are included. Visit the site in the context of the *Global business* topic with its emphasis on varying business practices and ethics and there is valuable resource material for employment relations issues. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	Business ethics; Employment
KEYWORDS:	Global business
PUBLISHER:	Global Alliance for Workers and Communities, USA
REVIEW DATE:	12/9/02 [331.3]	SCIS 109998

Australian dairy industry
http://www.dairy.com.au/

A good source of information for students studying the dairy industry, this site also provides links to all major organisations involved in this industry in Australia. Answers to a range of questions can be found through these organisational links. There is access to current farm statistics and milk marketing statistics within each organisation. The parent site contains relevant and up to date information about milk marketing, milk export, and related Health and nutrition. It is a valuable, attractive, well structured site for anyone interested in the dairy industry. K. Heap

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	ST; TAS
SYLLABUS:	Agriculture 7-10; Agriculture Stage 6; Food Technology 7-10; Food Technology Stage 6; Science & Technology K-6
SCIS SUBJECTS:	Dairy industry – Australia
KEYWORDS:	Farm statistics; milk marketing
PUBLISHER:	Dairy Research & Development Corporation, Australia
REVIEW DATE:	12/9/02 [338]	SCIS 1020725

AI Australian Industry Group: the pre-eminent representative organisation for Australian industry
http://www.aigroup.asn.au

An interesting site, this provides a range of information on Australian industry. Aimed at advocating Australian industry to policy makers and the world market, a number of these research papers would be useful for students studying Stage 6 Economics and Business Studies. Detailed information on Trade and international services; Industrial relations; Organisational restructuring; and other workforce strategies is available. The resources on environmental sustainability; and occupational health and safety would provide relevant information for students. The site is quickly downloaded and relatively easy to navigate. A comprehensive list of contact details and links to other sites may prove useful. External links would need to be verified for curriculum relevance. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Economics Stage 6
SCIS SUBJECTS:	Australia – Industries; Australian Industry Group
KEYWORDS:	Australian industry groups; economic conditions; industry; microeconomics; policy
PUBLISHER:	Australian Industry Group
REVIEW DATE:	12/9/02 [338.0994]	SCIS 1074841

Productivity Commission
http://www.pc.gov.au/

Focussing on microeconomic reform and regulation, the Productivity Commission provides information that would assist students when examining economic and social issues affecting Australians in the HSC topics *Economic issues; Economic policies and management* of the *Economics: Stage 6 syllabus*. Issues such as productivity trends, determinants and the implication for living standards, are discussed. Competition policy; Environment; Economic infrastructure; trade; Labour markets; structural adjustment; and microeconomic reform are explained. As the Government's principal reviewer and advisory body, research, case studies and policy suggestions, for a numbers of topics, are also provided including: price regulation; superannuation; tariff arrangements; industry reforms; and subsidies. This interesting site would provide a useful resource for teachers and students. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Economics Stage 6
SCIS SUBJECTS:	Australia – Economic conditions; Australia - Economic policy; Australia - Productivity commission
KEYWORDS:	Australia; economic conditions; economics; microeconomics; Producitivity Commission
PUBLISHER:	Productivity Commission, Australia
REVIEW DATE:	12/9/02 [338.50994]	SCIS 1074574

National Competition Council
http://www.ncc.gov.au

Established to protect consumer welfare, this site provides a number of case studies into competition including: Local government; Transport; workers compensation; reform of the legal profession; the international context of Australia's competition reform; infrastructure reform; and securing the future of Australia's agricultural industry. It would be essential for students and teachers examining the nature and variation of competition within specific industries, government intervention in the economy, and international competitiveness in the Preliminary topics *Markets* and *Government and the economy*, and HSC topic *Australia's place in the global economy* of the *Economics: Stage 6 syllabus*. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Economics Stage 6
SCIS SUBJECTS:	Competition (Business and commerce); National Competition Council (Australia)
KEYWORDS:	Australia; competition; economic conditions; microeconomics
PUBLISHER:	National Competition Council
REVIEW DATE:	12/9/02 [338.6]	SCIS 1060720

Europa
http://www.europa.eu.int

Resource material on the growth of regionalism for the political section of the *Global business* topic is not easy to find, so this site should be helpful for teachers and students intending to concentrate on the European Union for this topic. News, Activities and Institutions provide documentary, audiovisual and bibliographical materials. The site offers plenty of resource information and contact details for all the Union institutions and agencies by selecting Information sources. For the structure, history and objectives of the Union, choose The EU at a glance. The site provides a compre-

hensive coverage of the Union and lends itself to a case study research assignment for regionalism studies. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	European Union; Europe - Commerce; Europe - History; Europe - Politics and government
KEYWORDS:	Europa; European Union; European Parliament
PUBLISHER:	European Union
REVIEW DATE:	12/9/02 [341.242]	SCIS 109978

The Treasury: Commonwealth Department of the Treasury, Australia
http://www.treasury.gov.au/

In addition to providing economic information on Australia, an outline of the structure, roles and functions of the Department of the Treasury is provided. This is useful when examining *Government* in the Commerce syllabus. Economic and legal information pertaining to the financial management of Australia is also included. Links to the Commonwealth of Australia budget would be imperative in the *Economics: Stage 6 syllabus*. Other economic data includes: APEC key indicators of the Australian Economy; GDP; CPI; labour costs; business taxation; foreign investment; and other quarterly statistics. Consumer affairs information covers Product safety recalls, and E-commerce. This would be relevant to the *Legal Studies: Stage 6 syllabus* and Commerce 7-10. An outstanding site that is easy to navigate, this is worthwhile resource. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Commerce 7-10; Economics Stage 6; Legal Studies Stage 6
SCIS SUBJECTS:	Australia – Economic policy; Budget – Australia; Finance – Australia; Monetry policy – Australia; Treasury
KEYWORDS:	Australia; consumer affairs; economic conditions; economics; government - Australia; microeconomics; taxation
PUBLISHER:	Commonwealth Department of The Treasury, Australia
REVIEW DATE:	12/9/02 [352.40994]	SCIS 1013382

Reach out!
http://www.reachout.asn.au/home.jsp

Exploring a *Personal and social identity* as part of the Preliminary *Society and Culture: Stage 6 syllabus* will certainly be supported through the clear and non judgemental information included on this site. Issues provides help in thinking through and working to resolve personal problems and developing identity. The Factsheets give constructive suggestions for expressing and finding out about personal concerns. Topics such as: Body image; Family; Relationships; and Sexuality, give basic comments and have links to further information. Teacher time would be required to verify the curriculum relevance of these links. Personal accounts from achievers in a range of fields are found in Spotlights and are suitable as case studies. Stories provides stimulus for students to make decisions about their own individuality. Navigation, language, tone and content are user friendly and relevant for many aspects of personal development. J. Hawkes

| USER LEVEL: | Stage 4 Stage 5 Stage 6 |
| KLA: | HSIE; PDHPE |

SYLLABUS:	PDHPE 7-10; Society & Culture Stage 6
SCIS SUBJECTS:	Counselling; Critical incidents; Social work with adolescents; Social work with children
KEYWORDS:	Body image; family; youth
PUBLISHER:	Inspire Foundation, Australia
REVIEW DATE:	12/9/02 [361]	SCIS 1023083

National safety: official website for the National Safety Council of Australia
http://www.safetynews.com

This large, comprehensive site may be useful for the study of workplace communication and occupational health and safety within the *Industrial Technology: Stage 6 syllabus*. The monthly magazine, *National safety*, provides the user with access to selected, topical articles. Each issue has information concerning safety issues. Archive allows access to the edition from the previous month. Some articles could be used by *Information Processes and Technology: Stage 6 syllabus* students. There are also links to safety, and safety and health resources which would require further research to verify their curriculum relevance. P. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Industrial Technology Stage 6; Information Processes & Technology Stage 6
SCIS SUBJECTS:	Industrial health and safety; National Safety Council of Australia
KEYWORDS:	Occupational Health and Safety; workplace safety
PUBLISHER:	National Safety Council of Australia
REVIEW DATE:	12/9/02 [363.11]	SCIS 1081626

Otto club
http://csaa.ottoclub.org

Traffic safety education is provided to many American school students by Otto the auto, a remote controlled talking car which visits classrooms and community events. Developed to extend Otto's reach, the site follows the success of this program in developing safe behaviours in primary aged students. Clicking on Teachers or Parents leads to a range of downloadable PDF guides (in Teacher resource). These include: Helmet safety; and The safest route. Road safety laws cited are American, and Australian users must be aware of possible conflicts, such as traffic direction. Water safety, Seat belt safety, and Scooter safety provide useful material for the *Safe living* strand of the PDHPE K-6 syllabus. Teachers need to ensure that the road safety messages delivered on this site are consistent with those promoted by the NSW Roads and Traffic Authority, in the resource *Move ahead with street sense*. S. Rasaiah

USER LEVEL:	Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
SCIS SUBJECTS:	Road safety
KEYWORDS:	Road safety; traffic safety
PUBLISHER:	California State Automobile Association, USA
REVIEW DATE:	12/9/02 [363.12]	SCIS 1101023

Clean Up Australia
http://www.cleanup.com.au/

Instigated by the Clean Up Australia campaign, this site has the dates for Clean up Australia and Clean up the world. The search facility leads to information on topics including Worm farming, Plastic facts and Cigarette butts. From Get involved, the

International site search reveals an interactive map of the world describing how other countries are dealing with environmental issues. The site is visually appealing, with photographs and convenient navigation tools. Links to other web sites are available and teachers would need to allocate time to assess the curriculum relevance of these linked sites. The information on this site supports teaching towards outcomes in the *Environments* strand of the *HSIE: K-6 syllabus* and *Environment matters* in the *Science and Technology: K-6 syllabus*. E. Derouet

USER LEVEL:	Stage 3 Professional
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Clean Up Australia Day; Rubbish disposal – Environmental aspects; Voluntary work; Waste products – Environmental aspects
KEYWORDS:	Clean Up the World; environment; volunteers
PUBLISHER:	Clean Up Australia Environment Foundation
REVIEW DATE:	12/9/02 [363.7] SCIS 1046984

Classroom materials generators
http://teachers.teach-nology.com/web_tools/materials/

Focussing on the uses of technology, this site was designed by educators for educators to assist in their planning and execution of lessons. The site contains generators, which have various applications, for example, the **Personal education plan generator** can be used to produce individual education programs for students with varying needs. The **Time line generator** is a useful addition to any program of study for registration purposes and the **Lesson plan generator** is a great time efficient aid for teachers and graduates who don't have time to waste. These resources are relevant across the KLAs and teachers could make a judgement as to how the material would work in relation to particular syllabus areas. B. Maher

USER LEVEL:	Professional
KLA:	CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS
SCIS SUBJECTS:	Educational resources; Teaching – Aids and devices
KEYWORDS:	Educational resources; student awards
PUBLISHER:	Teachnology, USA
REVIEW DATE:	12/9/02 [371.33] SCIS 1070230

Gigglepotz.com: teaching and learning for life
(Gigglepotz: teaching and learning for life: resources and lesson plans for teachers)
http://www.gigglepotz.com

A vast range of resources for teachers to use in their classrooms is available on this site. There are links to many varied resources including: **Harry Potter**; **Creative teachers corner** and **Worksheet generator**. Parents can also use the site to obtain information to help their children with homework at home. **Kidsworld** is an interesting section, devoted to student interaction with technology based around various themes. **Aussie corner** highlights some traditional Australian features and allows Australian classes to form e-pals with students around the world. This is a vast site that requires a good deal of teacher exploration time to discover relevant links to curriculum. B. Maher

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Educational resources
KEYWORDS:	Classroom resources; Harry Potter
PUBLISHER:	Gigglepotz.com, USA
REVIEW DATE:	12/9/02 [371.33] SCIS 1070179

T.H.E Journal (Technological horizons in education)
http://www.thejournal.com/

An online journal that has resources for nearly all facets of education, from **Using technology in education** to the factors that influence technology and special education is available here. **T.H.E Institute** offers a professional development service to teachers all over the world. The site is easily navigated through a series of menus. One of the features of the site is the archive of previous articles that are freely accessible. Each month the magazine focuses on a different theme. Hyperlinks are used throughout to various other sites associated with the Eduhound network. These sites would require more exploration time to verify their links to the curriculum. B. Maher

USER LEVEL:	Professional
KLA:	ST; TAS; VOC ED
SYLLABUS:	Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology Stage 6; Science & Technology K-6
SCIS SUBJECTS:	Educational technology
KEYWORDS:	Applications; digital publishing; technology integration; software reviews
PUBLISHER:	T.H.E Journal, USA
REVIEW DATE:	12/9/02 [371.33] SCIS 1068059

Peer mediation
http://educ.indiana.edu/cas/tt/v2i3/peer.html

Peer mediation programs have been shown to contribute to a positive school climate. The *Teacher talk* sheet on peer mediation on this site could be used to inform new teachers or parents about the process of using trained peer mediators to resolve conflicts amongst students in the playground and classroom. It explains the context, provides a list of the steps and the ground rules. From the peer mediation page the *Teacher talk* home page is accessible. It provides articles and lesson materials on a range of topics including classroom management; cultural diversity in the classroom; **Violence in schools**; and mental health problems including ADHD. This is a useful site to bookmark. A. Soutter

USER LEVEL:	Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS:	Mediation; Peer support of students
KEYWORDS:	Conflict resolution
PUBLISHER:	Indiana University Center for Adolescent Studies, USA
REVIEW DATE:	12/9/02 [371.4] SCIS 1104405

A review of current school practice regarding bullying
http://www.caper.com.au/bullread.htm

Part of a larger site, *Caper playground*, this section highlights the need for schools to be informed and aware of bullying and develop strategies to stop it. This site provides a useful flow chart which schools can use when reviewing their procedures. The chart is taken from the **Peace pack** written by Phillip Slee. It sets out a clear process for addressing the issue over eighteen months. A similar process can be found in the folder *Strategies for safer schools*: Part 2 which is in every NSW government school. This site lists a number of other publications on the subject of victimisation and harassment and could provide schools with a range of additional resources which may meet their needs. **Stress slide** and **Bully**

sandpit contain useful articles and steps to take to address the issues surrounding bullying. A. Soutter

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Bullying
KEYWORDS:	Harassment; victimisation
PUBLISHER:	Child and Adolescent Psychological and Educational Resources, Australia
REVIEW DATE:	12/9/02 [371.5] SCIS 1104411

Welcome to Miss G's Aussie kindergarten
(Miss G's Aussie kindergarten)
http://edavenue.homestead.com/main.html

Consisting largely of ideas for teachers of Early Stage 1 and Stage 1 students, this Western Australian site has much to offer. In **Portfolio galleries** in **Lesson ideas**, there are photographs and detailed descriptions of cognitive, oral language, written language, fine motor, gross motor, creative, and social development activities. **Lesson plans** includes: **Animals**; **Christmas**; **Easter**; and **Name recognition activities**. In **Portfolios**, Miss G explains how Western Australian schools devise and collect student work samples. Teachers are reminded that time is needed to check curriculum relevance of links within **Parent sites** and **Kid sites**, and that there may be differences between WA and NSW curriculum requirements. S. Rasaiah

USER LEVEL:	Professional
SCIS SUBJECTS:	Education, Preschool – Study and teaching; Education Preschool – Western Australia; Kindergartens – Western Australia
KEYWORDS:	Kindergarten; portfolios; work samples
PUBLISHER:	Homestead Personal, W. A.
REVIEW DATE:	12/9/02 [372.21] SCIS 1082735

Transport Japan
http://www.transport-pf.or.jp/english/index.html

Created as a promotional activity, this web site allows visitors to investigate various modes of transport used in Japan, including **Land** vehicles, **Sea** vehicles and **Sky** vehicles. Transport related issues, such as the weather, and disabled access, are also addressed and illustrated with coloured photographs. Visitors may choose to search the site, or take a guided tour. A quiz and puzzles are offered, with three levels of difficulty, together with links to sections of the site where answers can be found. This information on this site supports the achievement of outcomes in the *Cultures* strand of the *HSIE: K-6 syllabus* and *On the move* in the *Science & Technology: K-6 syllabus*. There is a Japanese language version which requires the downloading of Japanese characters. A. Beedles

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	Transport – Japan
KEYWORDS:	Japanese transport
PUBLISHER:	Japan Transport Promotion Association
REVIEW DATE:	12/9/02 [388] SCIS 1101012

Animal mummy project
http://www.animalmummies.com/project.html

While it is quite common to discover resources about human mummification on the web, this site, developed by archaeologists from the American University in Cairo, focuses instead on the Egyptian practice of mummifying sacred animals and pets. Its examination of the importance of animals to the Egyptians, ancient veterinary practices and animal funerary rites make it a useful and

unusual resource for students of Stage 4 History. Perhaps more importantly, this is a site established partly for the purpose of acquiring financial support for the team's research, through donations and its **How to help a mummy** program. It therefore clearly sets out the team's rationale, research goals, conservation methods and approaches to the study of animal mummies. For students of the Stage 6 Ancient History, Preliminary course, it provides a valuable insight into the methodologies used, and challenges faced, by modern archaeologists. J. Kempthorne

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS:	Animals, Religious aspects; Egypt, antiquities; Mummies
KEYWORDS:	Animal mummies; archaeology; Egyptian mummification
PUBLISHER:	Cairo Museum, Egypt
REVIEW DATE:	12/9/02 [393] SCIS 1094660

Face to face with mummies
http://www.discovery.com/news/features/mummyfaces/mummyfaces.html

The application of medical technology and computer programs in the field of archaeology is the subject of this fascinating site. Students of the Stage 6 Ancient History, Preliminary course, focusing on archaeological methodology, could benefit from the up to date data this article provides about the development of techniques over the past twenty years. From traditional forensic fleshing out practices to the creation of 3D virtual skulls, modern technology is used to reconstruct the faces and determine the causes of death of ancient mummified bodies. The article is accompanied by images of the reconstructions resulting from the various approaches. J. Kempthorne

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Mummies
KEYWORDS:	Archaeology; mummies
PUBLISHER:	Discovery Communications, Netherlands
AUTHOR:	Rossella Lorenzi
REVIEW DATE:	12/9/02 [393] SCIS 1094666

Iyedoville: an electronic book of nursery rhymes
http://www.iyway.com/

The primary focus of this electronic book is nursery rhymes. It also supports the exploration of visual images. Upon choosing a poem from the sidebar, users are presented with a graphic icon, which is indicative of the title. For example, **Ring o' Roses** has a circle of roses which follows the mouse around the page. Clicking on the graphic will then bring up a page with the text of the nursery rhyme. Although students may not be familiar with all of the verses listed, this site will be useful for teachers wishing to provide a stimulating format to increase students' awareness of how written and visual texts convey meaning. It could also be useful in supporting the provision of a balanced reading program. A. Beedles

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K-6
SCIS SUBJECTS:	Nursery rhymes
KEYWORDS:	Nursery rhymes
PUBLISHER:	Iyway, USA
AUTHOR:	Bob Messick
REVIEW DATE:	12/9/02 [398.8] SCIS 110100

resources

E. L. Easton languages online
http://eleaston.com/german.html

Online exercises, **Quizzes & tests, Games & fun** for students of German, are features of this site, as well as links to German **Food, Holidays, Newspapers** and **Movies. Test your German** has exercises for vocabulary, sorted by topics, grammar and sentence structure. **Exercises** has links to activities and suggested textbooks. Links to **Dictionaries, German search engines** and **Key pals** leads students to a use of the Internet in German only. Some links are especially for teachers, for example, Die **Deutschlehrer-Seite** and **Mail lists: teachers**. This is a very user friendly site, organised in English. S. Hauth

USER LEVEL:	Stage 5 Stage 6
KLA:	Languages
SYLLABUS:	German 7-10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS:	German language; Germany
KEYWORDS:	German language
PUBLISHER:	Eva L. Easton, USA
REVIEW DATE:	12/9/02 [438] SCIS 1094835

All info about Spanish language
http://spanish.allinfo-about.com

Students of Spanish will find this easily navigable site to be a complementary resource for their studies. Maintained by a linguist and teacher of Spanish, new lessons are added each week and readers are invited to establish contact through correspondence. The site has various links, and information is organised into a number of lessons. **Beginning Spanish checklist** links to thirteen weeks of lessons, with sections that can be ticked off as completed. Given the broad nature of the material, students will need to supplement their studies with other resources. This site has points of interest for students, and teachers could adapt material to suit syllabus needs or provide appropriate frameworks. M. Ayas

USER LEVEL:	Stage 6
KLA:	Languages
SYLLABUS:	Spanish Stage 6: *Beginners; Continuers*
SCIS SUBJECTS:	Spanish language – Conversations and phrases; Spanish language – Grammar; Spanish language – Pronunciation; Spanish language – Vocabulary
KEYWORDS:	Spanish language
PUBLISHER:	All info about, USA
AUTHOR:	Laura K. Lawless
REVIEW DATE:	12/9/02 [468.3] SCIS 1105623

Spanish
http://www.bbc.co.uk/education/languages/spanish

Teachers and students of Spanish will find some of the contents of this site particularly useful. There are online audio visual samples to assist beginners and continuers of Spanish. The site can support beginners by assisting them in exploring vocabulary and grammar. In the **News and features** section there are topics on health; sport; society; and other issues which offer useful information. **Talk Spanish** displays basic day to day dialogue and **Spanish journey** allows access to sample dialogue related to travel situations. **Spanish for work** also contains links to a number of practical language activities. This is a valuable site for students. M. Ayas

USER LEVEL:	Stage 6
KLA:	Languages
SYLLABUS:	Spanish Stage 6: *Beginners; Continuers*
SCIS SUBJECTS:	Spanish language – Conversations and phrases; Spanish language – Grammar; Spanish language – Pronunciation; Spanish language – Vocabulary
KEYWORDS:	Spanish language
PUBLISHER:	BBC, UK
REVIEW DATE:	12/9/02 [468.3] SCIS 1105608

Science: how the world works (BrainPop: science)
http://www.brainpop.com/science/index.weml

Containing a wealth of scientific information, this visually appealing site has applications suitable for a range of students and syllabuses. Each subject contains several modes of delivery including a three minute animated movie, an interactive quiz, an experiment and a printable activity page. While subscribers can have unlimited access, non subscribers are limited to two movies per day. **For teachers** includes **Lesson plans** based on the United States' national standards, and **See all specials** leads to a video about bullying. Other subject areas available include English, Health, Mathematics, and Technology. L. Derouet

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	English; Mathematics; PDHPE; Science
SYLLABUS:	English K-6; Mathematics K-6; PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS:	Science
KEYWORDS:	Earth; energy; space; weather
PUBLISHER:	BrainPOP, USA
REVIEW DATE:	12/9/02 [500] SCIS 1096543

Chemical elements.com
http://www.chemicalelements.com

A useful reference on chemical elements, this site is clearly presented and allows for easy navigation of the most up to date Periodic Table on the Internet. What began as a science project has developed into a site that provides information on the trends, structure and properties of elements across the Periodic Table. This is a valuable resource for Stage 6 Chemistry and Physics students. Stage 4 and Stage 5 students could use the site as an introduction to chemistry and its impact on the world around us. There are many links to other chemistry based sites, but these would require extra time to verify curriculum links. B. Maher

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS:	Periodic law
KEYWORDS:	Chemistry; Periodic table
PUBLISHER:	EnvironmentalChemistry.com, USA
AUTHOR:	Yinon Bentor
REVIEW DATE:	12/9/02 [546] SCIS 1094565

WIRES: Australian animals (Australian animals)
http://www.wires.au.com/animals/animals.htm

Part of the site belonging to Australia's largest wildlife rescue service, this section contains information about Australian animals and could assist in working towards achieving outcomes in the *Living things* content strand. Animals are grouped as: **Mammals; Birds;** and **Reptiles. Mammals** are further subdivided. Each animal has a photograph and basic information presented under clear headings. Some animals have a few **Interesting facts** in a text box. A list of the main **Threats to wildlife** is supplied. Not all of these threats have been described, although **Pollution** and **Feral animals** contains further information. Included are the impact of foxes on Australian fauna and suggestions on how individual households can help lower pollution. S. Leslie

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Animals – Australia; Wildlife conservation – Australia
KEYWORDS:	Australian animals
PUBLISHER:	WIRES, Australia
REVIEW DATE:	12/9/02 [591.994] SCIS 1104812

Biomechanics world wide (Biomechanics world wide in frames)
http://www.per.ualberta.ca/biomechanics/bwwframe.htm

The information on this site will enlighten students and teachers about the scope of biomechanics as a branch of engineering. There are links and summaries explaining hundreds of issues such as **Motor control, Gait and locomotion, Prosthetics, Sport and exercise, Muscle** and **Orthopaedics**. This site consists of several pages of links about biomechanics. Each link will load into the target frame while the University of Alberta index stays in the frame on the left hand side, making navigation simple. This site will provide resource material for students of the *Engineering Studies: Stage 6 syllabus* and provide teachers with an excellent assessment task opportunity. P. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Engineering Studies Stage 6
SCIS SUBJECTS:	Biomechanics; Movement (Physiology); Sports – Physiological effects
KEYWORDS:	Bioengineering; biomechanics, prosthetics
PUBLISHER:	J.P. Baudin, USA
REVIEW DATE:	12/9/02 [612.7] SCIS 1083959

Ergonomics@work
http://www.uhs.berkeley.edu/FacStaff/Ergonomics/index.htm

Developed as part of the university's *Health and safety guidelines*, this site provides an extensive overview of ergonomic issues for computer users. Clear diagrams, workstation checklists, and procedures to prevent or minimise injuries make this a useful reference site for students and teachers. The site also contains a useful set of links covering RSI and posture correction and could be explored in the context of the *Social and ethical issues* module of the Software *Design and Development: Stage 6 syllabus*. **Take a stretch break!** displays a particularly well illustrated set of stretches for computer users. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	Ergonomics
KEYWORDS:	Occupational health and safety
PUBLISHER:	University of California, USA
REVIEW DATE:	12/9/02 [620.8] SCIS 1048163

TSA the meeting place for telecommunications professionals
http://www.tsa.org.au

Professionals within the telecommunications industry are the intended audience for this site. Students and teachers of the *Engineering Studies: Stage 6 syllabus* HSC focus Module 2: *Telecommunications engineering,* will find the links to companies and organisations within the telecommunications industry most useful. Through **Publications** the site offers abstracts from the *Telecommunications Journal of Australia* and within these online issues, **Eye on the future** gives a full text article on a different topic in each quarterly. An index, back to 1935, is provided for those who may like to order past publications. The lack of graphics on the site may reduce its appeal. D. Jackson

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Engineering Studies Stage 6
SCIS SUBJECTS:	Telecommunications
KEYWORDS:	Bandwidth; information technology; Internet; radio spectrum; telecommunications
PUBLISHER:	Telecommunication Society of Australia
REVIEW DATE:	12/9/02 [621.382] SCIS 1086215

Aerospace, mechanical & mechatronic engineering, Faculty of Engineering, University of Sydney
http://www.ae.su.oz.au

The University of Sydney's School of Aerospace, Mechanical and Mechatronic Engineering provides an excellent introduction to the scope of this field. **Welcome** offers a comprehensive explanation of facilities available, academic opportunities and the scope of the profession of aeronautical engineering. **Research** contains detailed photographs of the flight simulator developed at the school with clear exposure of the hydraulics used to manipulate it. Diagrams of the test facility with mouse over explanations are an excellent source of information about the function of the equipment. Students and teachers of *Aeronautical engineering* in Engineering Studies will find this site very useful. P. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS; VOC ED
SYLLABUS:	Engineering Studies Stage 6
SCIS SUBJECTS:	Aeronautics
KEYWORDS:	Aerodynamics; aeronautics; aerospace; aircraft design; aircraft propulsion; flight mechanics; mechatronic engineering
PUBLISHER:	University of Sydney
REVIEW DATE:	12/9/02 [629.13] SCIS 1081606

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

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

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Organic farming; Weed control
KEYWORDS:	Sustainable agriculture
PUBLISHER:	University of New England, Australia
REVIEW DATE:	12/9/02 [632] SCIS 1049859

Breeds of livestock
http://www.ansi.okstate.edu/breeds/

An extensive database on breeds of livestock found throughout the world is located at this site. The introductory discussion on the importance of understanding the characteristics of different animal breeds would be useful for studying animal genetics. Alphabetised lists, prefaced by an introduction to the particular breed of animal, are accessible through the following links: **Cattle**; **Goats**; **Horses**; **Sheep**; and **Swine**. Data for each breed includes photographs and a discussion of the history and characteristics of the breed. By **world region** takes the user to a world map which enables access to the data organised on a regional basis. This site is highly rewarding and very accessible for students investigating a wide range of animal breeds. A. Parker

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Agriculture Stages 7-10; Agriculture Stage 6
SCIS SUBJECTS:	Livestock
KEYWORDS:	Animal breeds; animal genetics
PUBLISHER:	Oklahoma State University, USA
REVIEW DATE:	12/9/02 [636.08] SCIS 1034057

MoneyWeb
http://www.moneyweb.com.au

With so many links to just about everything concerned with money, this site covers something for almost every Business Studies syllabus topic, so it is a site to revisit frequently. The **SpecialistWeb** functions primarily as an international financial search directory and resource centre. Students may be swamped with information overload unless direction to the site is specifically made through a teacher directed task or research assignment. Home page selections include: **Business**; **Economics**; **Finance and investment**; **Information technology**; **Markets**; and a host of others, all with links to a huge volume of specialist resources and contacts. With careful use of the search engine, information overload can be avoided, but the site is not an easy one to use. Try starting with the **Welcome** home page which has links to a number of resources including a **Help** center. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	Business; Finance; Information technology; Mass media
KEYWORDS:	Money; web network; web specialist
PUBLISHER:	Specialist Web Corporation, Australia
REVIEW DATE:	12/9/02 [650] SCIS 1100025

Australian Business Foundation
http://www.abfoundation.com.au

Outlining research projects of the Australian Business Foundation, this site provides commentary on a range of economic themes including: the innovative capabilities of Australian companies; the future of Australian business; challenges to policy makers to ensure Australia is a competitive market; and industry structure. Each report contains a briefing note of key points, a copy of the table of contents, and an attachment to download the full version. This site would be useful for students studying the Stage 6 Economics Preliminary topic of *Government and the economy*, the HSC topics *The global economy* and *Economic policies and management*, and the *Business management and change* unit of the *Business Studies: Stage 6* syllabus. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6; Economics Stage 6
SCIS SUBJECTS:	Australian Business Foundation; Australia – Industries – Research; Business – Research
KEYWORDS:	Australia; economic conditions; economics; microeconomics
PUBLISHER:	Australian Business Foundation
REVIEW DATE:	12/9/02 [650.0994] SCIS 1074817

Computer software for information management
http://www.lesk.com/mlesk/sciam84/sciam84.html

Hierarchical, network and relational databases form the three main ways of organising electronic records to deal with the vast amounts of data stored in modern systems. This article uses case studies to explore the differences between databases and the issues related to sorting and searching for efficient information retrieval. Advantages and disadvantages of unordered files, buckets, binary search and hashing are all discussed and are relevant to planning and design of software solutions in the *Software Design and Development: Stage 6 syllabus*. The discussion of storage mediums and system management of information is also relevant to the *Information Processes and Technology: Stage 6 syllabus*. Good use is made of examples and diagrams and the site is free from product promotion. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS:	Java (Computer program language); Programming (Computers)
KEYWORDS:	Databases; information retrieval; software
PUBLISHER:	M. Lesk, USA
REVIEW DATE:	12/9/02 [658.4] SCIS1048175

Biotechnology Science Centre
http://strategis.ic.gc.ca/SSG/tc00006e.html

Comprising a set of entertaining descriptions and pictures that explain several complex biotechnology applications, this site aims to highlight the revolutionary science that underpins new technologies. **Bio building blocks** explores some basic areas of molecular biology and genetic engineering. Each of the five case studies: **Cloning**; **Xenotransplantation**; **Gene therapy**; **Transgenic organisms** and **Genetic testing** provides an illustrated description of the science involved. This site is especially relevant to the core topic *The Blue print of life* and the option *Genetics: the code broken?* of the *Biology: Stage 6 syllabus*, and also to aspects of Stage 5 Science. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Biotechnology
KEYWORDS:	Gene therapy, genetic engineering, genetic testing, transgenic species
PUBLISHER:	Industry Canada
REVIEW DATE:	12/9/02 [660.6] SCIS 1089176

Popular Woodworking
http://www.popularwoodworking.com/

An online version of *Popular Woodworking* magazine, this site has the potential to be a great resource for teachers of Technology and Applied Science. Navigation around the site is made easy by the use of a menu list, and the overall presentation of the site is excellent with no overbearing advertisement pop ups. Woodworking plans are available with full drawings at **Free projects plans**. Articles on various tools, equipment and processes are available to be viewed. A monthly newsletter is available upon subscribing and contains up to date information about articles and events. Further resources can be ordered through the site. B. Maher

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
KLA:	TAS; VOC ED
SYLLABUS:	Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS:	Woodwork
KEYWORDS:	Woodworking equipment; woodwork plans
PUBLISHER:	F&W Publications, USA
REVIEW DATE:	12/9/02 [684] SCIS 1068049

National Gallery of Canada
http://www.national.gallery.ca/index_e.html

A useful access for those not living in Canada, this site does have a online facility entitled **CyberMuse** where students and teachers can access interviews; audio and video files; images; paintings and more, in both English and French. CyberMuse does allow guest visits, requiring users to register in order to access the entire resource. Some features of this resource include a search engine; galleries; subjects; and a teacher resource which looks excellent if one intended to take a school group to visit. Otherwise, the site does have an extensive collection of Inuit, Canadian, European, Asian and American arts. A. Cutcher

USER LEVEL:	Stage 5 Stage 6 Community Professional
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	National Gallery of Canada; Art - Galleries and museums
KEYWORDS:	Art criticism; art history
PUBLISHER:	National Gallery of Canada
REVIEW DATE:	12/9/02 [708.11] SCIS 1104174

National Gallery of Art, Washington D.C.
http://www.nga.gov/

The permanent collection, present and future **Exhibitions**, **Online tours** and educational resources are available on this site. This gallery boasts one of the finest collections in the world of painting, sculpture and the graphic arts, dating from the Middle Ages to the present. It has some limitations, but the Modernists are well represented. There is an excellent feature presentation on **Mark Rothko**, for example, that includes many reproductions and has significant works included from the artist's oeuvre. Another interesting feature is the animated musical adventure, suitable for younger students. This site is highly recommended for Visual Arts students. A. Cutcher

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Art – Galleries and museums; National Gallery of Art (U.S.)
KEYWORDS:	Art history; Mark Rothko
PUBLISHER:	National Gallery of Art, Washington, D.C., USA
REVIEW DATE:	12/9/02 [708.13] SCIS 1104167

Fine Arts Museums of San Francisco
http://www.thinker.org

The de **Young Museum** and **Legion of Honor** are featured on this site. They include access to a virtual gallery; online catalogue and collections; an image and text based search engine and research tool. The strength of this site lies in its facility for any individual to curate their own exhibition on line using the image base of 82 000 images from the permanent collection. Once completed, the curator may have an opening and invite friends and colleagues to view the exhibition. The virtual gallery requires a plug in that is accessible online. A. Cutcher

USER LEVEL:	Stage 6 Community Professional
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
SCIS SUBJECTS:	Art appreciation; Art – Exhibitions; Art – History; Fine Arts Museums of San Francisco
KEYWORDS:	de Young Museum; fine arts; Legion of Honor Museum
PUBLISHER:	Fine Arts Museums of San Francisco, USA
REVIEW DATE:	12/9/02 [708.194] SCIS 1074946

Inside art: an adventure in art history/ by Educational Web Adventures teachers' resources (Inside art: an art history game)
http://www.eduweb.com/insideart/index.html

Another site from Educational Web Adventures, this is an interactive resource on Van Gogh and related movements and styles. It considers the **Who**, **What**, **How**, and **Where** of several paintings and Van Gogh's style in general. The text is easy to read and the site is hosted by *Trish the Fish*, who leads students through the information. While it is a good example of a case study for senior students, the content of this site is really more suitable for younger students. It provides an enjoyable learning experience with good clear reproductions. A. Cutcher

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Creative Arts K-6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Art – History; Educational games
KEYWORDS:	Art history; Van Gogh
PUBLISHER:	Educational Web Adventures, USA
REVIEW DATE:	12/9/02 [709] SCIS 1104096

The world wide kids art gallery (Kid's art @ the worldwide art gallery)
http://www.theartgallery.com.au/kidsart.html

This is an extensive site with many features. It provides an online art gallery for students, who can submit their work for exhibition. There are contributions from countries including quite a few Australian examples. An **Art education** section offers brief information on various artists and styles including: work by Cubists, Impressionists and Realists, with artists such as Raphael, Cezanne, Degas, Renoir and Manet. There are many links and this site has been rated *Safe to surf*, but exploration would be needed to verify curriculum relevance. A. Cutcher

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA
SYLLABUS:	Creative Arts K-6; Visual Arts 7-10
SCIS SUBJECTS:	Children as artists; Painting – Exhibitions

KEYWORDS:	Artists; cubists; impressionists; realists
PUBLISHER:	Worldwide Kids Art Gallery, Victoria, Australia
REVIEW DATE:	12/9/02 [750.74] SCIS 1074885

WebMuseum, Paris: Nicholas Pioch
(Famous paintings exhibition)
http://www.ibiblio.org/wm/

This is a bright and interesting site that won an award for the best use of multiple media. Featured resources include information on the Book of hours from the Middle Ages. Also there is useful information and good quality, large reproductions of work from a selection of artists from a range of genres. This is an accessible web museum with over 100 artworks exclusively available. The site has no funding or support from any institution and is a collaborative project by the publisher and the site's visitors who are encouraged to make contributions. It appears to be very useful to students of all ages. A. Cutcher

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA:	CA
SYLLABUS:	Creative Arts K-6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Painters; Painting
KEYWORDS:	Art criticism, art history, Book of Hours
PUBLISHER:	WebMuseum, Paris
REVIEW DATE:	12/9/02 [759] SCIS 1037784

The music education launch site
http://www.talentz.com/MusicEducation/index.mv

The main attraction of this site is the link to **Allegro**, an engine which searches the web for online music education resources. Links are grouped according to the following categories: Curriculum; Instruments; Lesson plans; Main education sites; Networking; On the personal side; Professional development; and Web interactive. Some useful lesson plans for K–6 can be sourced under both **Curriculum** and **Lesson plans**. There are also some useful links to information appropriate for secondary music. The interactive games look promising but there are many broken links. J. Montague

USER LEVEL:	Community Professional
KLA:	CA
SYLLABUS:	Creative Arts K-6; Music 7-10; Music 1 Stage 6; Music 2 Stage 6
SCIS SUBJECTS:	Music – Study & teaching
KEYWORDS:	Allegro; music education
PUBLISHER:	We Do eBiz, USA
REVIEW DATE:	12/9/02 [780.7] SCIS 1074820

CDNOW: classical (CDNOW genre pages: classical)
http://www.cdnow.com/cgibin/mserver/pagename=/RP/GENRES/cms_genres.html/gid=5

A commercial site, this provides an extensive online catalogue for purchasing classical and popular recordings. Categories include: Rock; Jazz; Country; Hip-Hop; Folk/Blues; and Classical. In addition, it includes comprehensive reviews and streamed audio samples of selected new releases as well as interviews with featured artists. The classical interviews are informative and currently feature interviews with countertenor Andreas Scholl and tenor Ben Heppner. There is also a good deal of information on popular recordings. Free downloads from popular recordings, that have been cleared for downloading by CDNOW, are available. J. Montague

USER LEVEL:	Stage 6 Community Professional
KLA:	CA
SYLLABUS:	Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS:	Music, Classical – Catalogues; Music, Classical – Reviews; Sound recordings – Catalogues; Sound recordings – Reviews
KEYWORDS:	Audio samples; music interviews; music reviews
PUBLISHER:	CDnow online, USA
REVIEW DATE:	12/9/2002 [781.6] SCIS1096270

Adelaide Symphony Orchestra education program
http://www.aso.com.au/

Providing details of the Adelaide Symphony Orchestra (ASO) concert series, this site includes a comprehensive list of teacher and **Student resources** in ASO education, in downloadable PDF format. No score excerpts are included, despite the references in the text. The primary resources are written as teaching activities with worksheets for the students. The secondary resources are mainly analysis and information about the works, which include Port Essington (for strings) and Enigma variations. **Student resources** displays reviews of CD-ROMs, which have been developed by ASO to support music education, these include Dances with the orchestra and Orchestra rap. J. Montague

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA:	CA
SYLLABUS:	Creative Arts K-6; Music 7-10; Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS:	Adelaide Symphony Orchestra; Orchestral music
KEYWORDS:	Orchestra; orchestral music
PUBLISHER:	Adelaide Symphony Orchestra, Australia
REVIEW DATE:	12/9/02 [784.2] SCIS 1094823

Storytelling in the classroom (Story arts/storytelling in the classroom)
http://www.storyarts.org/classroom/index.html

Dedicated to the promotion of the ancient art of story telling, this site aims to remind students "that their spoken words are powerful, listening is important, and that clear communication between people is an art". The sections of the site give teachers many suggestions as to how to develop the power of oral expression with **Lesson plans and activities** which includes integrated lessons in **Storytelling across the curriculum. Story library** lists folktales from many cultures and 26 Aesop's fables for students and teachers to memorise and retell in the classroom. **Story arts theatre** has full text stories to read or listen to using Real player. The information on this site supports the achievement of outcomes in the *Talking and listening* strand of the *English: K-6 syllabus*. S. Rasaiah

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K-6
SCIS SUBJECTS:	Storytelling
KEYWORDS:	Aesop's fables; folktales
PUBLISHER:	StoryArts, USA
AUTHOR:	Heather Forest
REVIEW DATE:	12/9/02 [808.5] SCIS 1064613

Thornton Wilder (1897-1975)
http://www.sky.net/~emily/thornton.html

A Pulitzer Prize winning playwright and novelist is the subject of this site, which presents some links to his background and writings. While this page contains a number of links, some of these were not operational at the time of review. Particularly valuable to HSC Drama students of Topic 8: *American drama* is **Our town**, which provides a commentary on this 1938 award winning play and RWPA **Thornton Wilder**, which leads to brief biographical information. The information is limited, but may provide an interesting starting point for research. C. Sly

USER LEVEL:	Stage 6
KLA:	CA
SYLLABUS:	Drama Stage 6
SCIS SUBJECTS:	Wilder, Thornton
KEYWORDS:	American drama; Our Town; Wilder
PUBLISHER:	E. M. Parris, USA
REVIEW DATE:	12/9/02 [812] SCIS 1093668

ClassicNotes: Canterbury tales: the Pardoner's tale
http://www.classicnote.com/ClassicNotes/Titles/canterbury/tale14.html

Part of a much more extensive site on Chaucer's Canterbury Tales, this site focuses on a particular pilgrim. Concise information on Chaucer's rather debauched character, the Pardoner, is presented here. A synopsis and analysis of the *Prologue* to this tale is followed by a more detailed synopsis and analysis of the tale delivered by the Pardoner. It is a useful starting point for students undertaking this Middle English text in their Stage 6 English studies. Other valuable links offer information **About Geoffrey Chaucer** and **Background on the tales** along with resources on many of the other pilgrims. C. Sly

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Advanced*
SCIS SUBJECTS:	Chaucer, Geoffrey; Pardoner's tale
KEYWORDS:	Chaucer; Middle English; Pardoner's tale
PUBLISHER:	GradeSaver, USA
REVIEW DATE:	12/9/02 [821] SCIS 1101853

The Pardoner's tale (Chaucer: Pardoner's tale)
http://www.luminarium.org/medlit/pardoner.htm

One of the most depraved of Chaucer's pilgrims, the Pardoner, unrepentant of his vices, weaves a fascinating tale. A very useful site, this presents printed versions of the introduction; Prologue; and tale in either **Middle English** or **Modern English**. A particularly interesting presentation of the text, the interlinear version whereby the Middle English is translated line by line, is offered through the Harvard University link. The **Essays and articles** section contains several essays on this focal character. Audio clips and detailed bibliographies enhance this well constructed electronic resource which will be valuable for *Advanced* Stage 6 English students. C. Sly

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Advanced*
SCIS SUBJECTS:	Chaucer, Geoffrey; Pardoner's tale
KEYWORDS:	Chaucer; Middle English; Pardoner's tale
PUBLISHER:	A. Jokinen, USA
REVIEW DATE:	12/9/02 [821] SCIS 1101853

Note correction: this review has been reprinted from Scan 21.3 with an amended SCIS record number.

Summer of the seventeenth doll
http://lardcave.net/tig/hsc/english.2ug.lawler.17thdoll.html

Originally composed as a resource for HSC English, this site is useful to students of the new HSC Drama Topic 1: *Bush and city in Australian drama*. It presents a detailed synopsis of each act of Lawler's successful play, heralded as the first internationally recognised Australian drama. Information on themes and style, and a bank of key quotes, focus students on the salient aspects of this classic piece of Australian theatre. Presented in a clearly written form, with section subheadings, it provides a valuable starting point for students undertaking this core study topic. C. Sly

USER LEVEL:	Stage 6
KLA:	CA
SYLLABUS:	Drama Stage 6
SCIS SUBJECTS:	Lawler, Ray. Summer of the seventeenth doll
KEYWORDS:	Australian drama; Lawler
PUBLISHER:	Nicholas FitzRoy-Dale
REVIEW DATE:	12/9/02 [A822] SCIS 1093635

Waiting for Godot (BBC Education: further information)
http://www.bbc.co.uk/history/programmes/centurions/beckett/beckinfo.shtml

Celebrating the work of the 20th century playwright, who broke with traditional theatrical conventions and created the enigmatic Godot, this site is highly informative. It contains a brief synopsis of the play and descriptions of its ambivalent reception when first performed. A full publication of the text is available online and there are a number of links to additional resources on the playwright and the play. A **Timeline** of Samuel Beckett's life and work is worth perusing along with a **Speech** honouring Beckett's award of the Nobel Prize for Literature in 1969. Additional biographical links, essays, articles, and an extensive bibliography make this a very useful site for HSC Drama students studying the option on the *Theatre of the absurd*. Teachers may need to allow time to assess the curriculum relevance of linked sites. C. Sly

USER LEVEL:	Stage 6
KLA:	CA
SYLLABUS:	Drama Stage 6
SCIS SUBJECTS:	Beckett, Samuel; French drama – History and criticism
KEYWORDS:	Theatre of the absurd; Samuel Beckett
PUBLISHER:	BBC Education, UK
REVIEW DATE:	12/9/02 [842] SCIS 1101822

The Endeavour 1768–1771 (Voyages of discovery, The Natural History Museum, London)
http://www.nhm.ac.uk/interactive/VRendeavour/index.htm

A simple outline of James Cook's 1768 voyage is found at this site. Some sections are interactive and the navigation options are displayed clearly. **Background** gives the route, reasons and achievements of the voyage; and basic biographies of **James Cook, Daniel Solander, Joseph Banks** and **Sydney Parkinson** outline their roles in the expedition. A portrait of each is provided. The examples of Sydney Parkinson's **Artwork** illustrate some of the scientific investigations made during the journey and the recording methods of the day. The information contained in this site would help students learn about Cook's voyage and would assist in working towards the outcome *CCS2.1*. S. Leslie

USER LEVEL:	Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Banks, Joseph, Sir; Cook, James; Endeavour (ship); Oceania – Discovery and exploration; Parkinson, Sydney; Solander, Daniel; Voyages and travels
KEYWORDS:	James Cook; voyages
PUBLISHER:	The Natural History Museum, London, UK
REVIEW DATE:	12/9/02 [910.92] SCIS 1104849

Balifolder.com (Bali folder: the reference of Bali Indonesia)
http://www.balifolder.com/

As Bali may be used as a case study when working towards the HSIE outcomes CUS3.4 and ENS3.6, the information found at this site would be helpful. Much of the site is devoted to Balinese accommodation and travel links and time would be required to evaluate their curriculum relevance. There are also many other valuable topics. **Bali reference** contains an overview of the geography and culture. Of particular use in this section is **Custom and religion**, with a submenu under **Culture**, giving access to such topics as **The gods of Bali, Marriage, Cremation** and **Performing arts**. Recipes are provided and an interactive map would allow students to plan a trip through the island. The interactive **Indonesian dictionary** has the facility to translate Indonesian words into English. The site is primarily print based and contains some translation errors. S. Leslie

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6; Indonesian K-6; Indonesian 7-10
SCIS SUBJECTS:	Bali (Indonesia)
KEYWORDS:	Bali
PUBLISHER:	Balifolder Web Developer, Bali
REVIEW DATE:	12/9/02 [915.98] SCIS 1104856

Flags 2000.com.au
http://www.flags2000.com.au/flags2000au.htm

Although this is an Australian commercial site, a vast range of world flags is available for viewing. **Flags of Australia** reveals over twenty flags, including the Aboriginal and Torres Strait Islander flags, and as well as specialty flags such as the Naval Ensign, Eureka and Australian Federation. Other categories offered are **Flags of the Commonwealth** and **Flags of the South Pacific**. **Flags of general interest** includes the flag for peace and the Jolly Roger. The representations provided here could be used as a stimulus for students to produce their own designs. This easily navigated site will provide support for the HSIE strands of *Cultural diversity* and *Identities* as well as the *Geography: Stages 4-5 syllabus*. A. Beedles

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5; HSIE K-6
SCIS SUBJECTS:	Flags
KEYWORDS:	Flags
PUBLISHER:	Flags 2000, Australia
REVIEW DATE:	12/9/02 [929.9] SCIS 1101005

Ice mummies (Nova online: ice mummies)
http://www.pbs.org/wgbh/nova/icemummies/

Since the discovery of the Iceman in 1991, the fascination with ice mummies has grown. This site presents a collection of articles about a variety of frozen finds, like the Siberian Ice Maiden and the Iceman, and some not so frozen mummies, such as the princess of Khok Phanom Di, in Thailand. The articles provide excellent opportunities for students of the Stage 6 Preliminary Ancient History course to ask investigative questions and form conclusions based on the archaeological evidence presented. Of particular interest is the extensive coverage given to the Peruvian Expedition of 1996, an archaeological expedition to the summit of Sara Sara in Peru, in search of frozen sacrificial mummies. Daily dispatches sent, and images filmed by Johan Reinhard and his team, make this a valuable resource for students examining archaeological methodology. J. Kempthorne

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Archaeology; Incas; Otzi (Ice mummy); Sacrifice
KEYWORDS:	Ice mummies
PUBLISHER:	WGBH, USA
REVIEW DATE:	12/9/02 [930.1] SCIS 1102482

Aegean civilization
http://home.att.net/~tersip/aegean.html

The first in a series of related sites, others include: *The golden age of Pericles*; *Ancient Greece*; *Greek architecture*; and *Ancient Greek wars*. These resources are created by Patricia Tersi and each is accompanied by Greek music. They cover Greek history from the emergence of the Mycenaean Civilisation in the first site, through the Peloponnesian War to the Hellenistic and Roman periods in the fifth site. Architecture is covered in detail. While there are no illustrations and it could be more detailed, it is an excellent introduction to Stage 6 students studying Options H, I and J in *Ancient societies*. It would also be a very worthwhile introduction for Stage 6 students studying Options I, J, K, L and M in *Historical periods*. Teachers would find this site useful as a starting point. E. Kidd

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Civilisation, Aegean
KEYWORDS:	Aegean; Ancient Greece
PUBLISHER:	Patricia Tersi, USA
REVIEW DATE:	12/9/02 [938] SCIS 1096266

Bronze Age sites
http://www.lfc.edu/academics/greece/ba.html

Providing tours of the Palace at Knossos and the Citadel at Mycenae, this is a great introduction for Stage 4 students to the Bronze Age in the Aegean. Information is not detailed but images, including photographs of the palace and citadel, are superb. Plans accompany the sites. The plan of the palace needs more information. There are links to detailed summaries of the Minoan Age and the Mycenaean Age and further links to a **Bronze Age map** and Bronze Age **Sources**. It is useful for Ancient History Stage 6 teachers and students studying the Minoan or Mycenaean Societies in Part II – *Studies of Ancient Societies* in the *Ancient History: Stage 6 syllabus*. E. Kidd

USER LEVEL:	Stage 4 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS:	Bronze Age; Excavations (Archaeology); Greece – History – To 500 B.C.; Knossos (Extinct city); Minoans; Mycenae (Extinct city)
KEYWORDS:	Bronze Age; Knossos; Mycenae
PUBLISHER:	Lake Forest College, USA
REVIEW DATE:	12/9/02 [938] SCIS 1081804

Classical age sites
http://www.lfc.edu/academics/greece/ca.html

This site contains three tours: the Athenian Acropolis, the Athenian Agora and Apollo's Delphi. These tours are large files with many images and consequently take time to load. The images are excellent, especially as a starting point for students studying these topics. Each tour is accompanied by a clear, concise plan of the area of focus. The site also contains a map of important sites in the Classical Greek world. Archaic, Classical and Hellenistic Sources give further references for Stage 4 students of Ancient Greece. Stage 6 Preliminary and HSC Ancient History teachers and students would also find this site most useful. E. Kidd

USER LEVEL:	Stage 4 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS:	Excavations (Archaeology); Greece – Historic buildings, sites, etc; Greece – History
KEYWORDS:	Acropolis; Agora; Delphi
PUBLISHER:	Lake Forest College, USA
REVIEW DATE:	12/9/02 [938] SCIS 1081537

The Greeks – Pericles
http://www.pbs.org/empires/thegreeks/characters/pericles_p1.html

This is the first of eleven linked pages covering the life of Pericles from 493 BC to his death in 429 BC. These resources cover a general introduction; Pericles' early life; his entry into public life; his rise to power; his Citizenship Law and his relationship with Aspasia; his building program; his rivals; his part in the Peloponnesian War; the plague and his subsequent death. Each page is quite detailed and very useful for information about Pericles. Most pages offer links to related sites, and additional time would be needed to verify the curriculum relevance of these. Although it has very few illustrations, it is a great starting point for Stage 6 students studying Pericles as their *Personality*, Option J in *Ancient societies*, or Option K in *Historical periods*. E. Kidd

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Athens (Greece) – History; Greece – History – 500-404 B.C. Classical period; Pericles; Sophocles
KEYWORDS:	Peloponnesian war; Pericles
PUBLISHER:	PBS, USA
REVIEW DATE:	12/9/02 [938] SCIS 1096260

Pericles as tragic hero
http://www.udallas.edu/newsitems/pericles1.htm

One of five sites involving a lecture by Donald Kagan, Hillhouse Professor of Classics and History at Yale University, this is known as the McDermott Lecture and is delivered annually. Kagan has a very good reputation as an ancient historian and his work here is very detailed. Each of these five sites can be accessed at the bottom of the page. Kagan mentions the dramatist Sophocles in some detail, particularly his play *Oedipus Tyrannus*. He includes quotes from Thucydides, using this early historian as his main source. This excellent site is a great starting point for Stage 6 students studying Pericles in Option G in *Personalities in their times*, Option J in *Ancient societies*, or Option K in *Historical periods*, in the *Ancient History: Stage 6 syllabus*. E. Kidd

USER LEVEL:	Stage 6 Professional
KLA:	HSIE

SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Athens (Greece) – History; Greece – History – 500-404 B.C. Classical period; Pericles; Sophocles
KEYWORDS:	Pericles; Sophocles; Thucydides
PUBLISHER:	University of Dallas, USA
REVIEW DATE:	12/9/02 [938] SCIS 1096255

Sparta
http://www.sikyon.com/Sparta/sparta_eg.html

Information and sources on this site will be of interest to students and teachers of the HSC **Ancient societies** option *Spartan society* and the **Historical periods** option *The Greek World 500-440 BC* in the *Ancient History: Stage 6 syllabus*. **History** provides an introduction for those studying the historical period and a brief overview of Spartan history for students of the society. **Monuments, Art, Training, Coinage** and **Athletics** contain clear, colourful archaeological and written sources, which students and teachers may find useful. The **Map** link shows some geographical features and place names, but is not detailed. Although the site is easy to navigate, users may find the length of scrolling on some pages a distraction. So it could be useful to teach keyword search in page skills when using this site. R. McDowall

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Sparta
KEYWORDS:	Ancient Greece; Greek history
PUBLISHER:	E. Papakyriakou, USA?
REVIEW DATE:	12/9/02 [938] SCIS1104383

The Aztecs, Mexicas
http://www.indians.org/welker/aztec.htm

For students and teachers of the *Ancient societies* option *The Americas* in the *History: Stages 4-5 syllabus*, the sources and links on this site will be of interest. This site provides background information on the Aztecs and links to numerous sites, which provide information on Aztec language; art; culture; and literature. Teachers would be advised to preview the links and determine their usefulness for research, as some of the links have current, rather than historical, information. External links would need to be verified for their curriculum relevance. A bibliography is included. R. McDowall

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History Stages 4-5
SCIS SUBJECTS:	Aztecs
KEYWORDS:	Americas; Mexican history
PUBLISHER:	American Indian Heritage Foundation
REVIEW DATE:	12/9/02 [972] SCIS 1104401

Materials for the study of Ancient Sparta
http://www.csun.edu/~hcfll004/sparta.html

Primary sources and the scholarly notes available here will be very relevant for students and teachers of the HSC Ancient societies option Spartan society and the Historical periods option *Greece: The Greek World 500-440 BC* in the *Ancient History: Stage 6 syllabus*. **Some class notes on Sparta** provides useful definitions for students. Links to other sites and to numerous sources give students and teachers access to a wealth of written primary source material that will help develop student understanding of the society and the historical period.

A bibliography is included and may be particularly useful to teachers. The site is easy to navigate, but its heavy emphasis on text based, primary sources will challenge some students. R. McDowall

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Sparta (Extinct city) – History – Sources
KEYWORDS:	Ancient Greece; Greek history
PUBLISHER:	California State University, USA
REVIEW DATE:	12/9/02 [983] SCIS 1104396

Kip and Co. (Welcome to Kip and Co's official website)
http://www.kipandco.com.au/

Students from Australia and overseas have the opportunity to email Kip the koala from **Dear Kip**, with questions about Australia, using information gained from sections such as **Wildlife facts**. Displaying colourful and uncluttered pages and using conversational language, this site would suit younger users. **Kip's playtime fun** provides activities based around some of Australia's most popular places and pastimes. From **Kip's adventure track**, students may choose a location from a map of Australia and view a postcard and a photograph from that place. The information on this site would support the achievement of outcomes in the Science and Technology units, *What's alive?* (Stage 1) and *Our Australia* (Stage 2). S. Rasaiah

USER LEVEL:	Stage 1 Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Animals – Australia; Australia
KEYWORDS:	Australian animals; map of Australia
PUBLISHER:	Hotmix, Australia
REVIEW DATE:	12/9/02 [994] SCIS 1082716

Antarctic connection
http://www.antarcticconnection.com/

A commercial Internet company marketing Antarctic supplies and resources hosts this site containing excellent material for student research. The **Information and news** tab covers natural phenomena and human activities. **Penguins & wildlife** holds information about **Penguins**, **Whales**, **Birds**, and **Seals**. The many examples are listed under drop down menus with sound clips, photographs and statistics about each species. **Science in the Antarctic** contains information on such themes as the **Greenhouse effect** and **Aeronomy**. An Antarctic **History** timeline is hyperlinked to more extensive information about exploration of this continent and an interactive map accesses details on Antarctic research **Stations**. **Headline news** consists of articles on current events which would support teaching and learning programs in schools. S. Leslie

USER LEVEL:	Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	Antarctica
KEYWORDS:	Aeronomy; Antarctic; Greenhouse effect
PUBLISHER:	Antarctic Connection, USA
REVIEW DATE:	12/9/02 [998] SCIS 1091687

Literacy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. *Scan* has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

The salon-poolside: visual literacy (Visual literacy) [website]
http://ribaulo.tripod.com/clubricci/poolside/

Providing basic explanations of the language used to discuss visual literacy, this site begins with **Some history of visual literacy** by Jack Debes, which traces the use of visual images from the earliest times until the 1970s. This creates a useful background for understanding the need to develop visual literacy in today's society. There are three main sections. **Data visualisation** includes information about: proportion; **Depth**; dimension; direction; texture and shape. **Depth** is quite detailed and is well supported by visual examples and explanations. **Typography** looks at the style, size and arrangement of letters in an image and how they influence meaning. **Color** considers how hue, saturation and value shape perceptions, emotions and moods. The site is a useful starting point for teachers wishing to develop their understanding of the components of visual literacy. T. Patterson

USER LEVEL:	Professional
SCIS SUBJECTS:	Visual literacy; Visual perception
KEYWORDS:	Data visualisation; Debes; typography
PUBLISHER:	M. Rabaulo, USA
REVIEW DATE:	12/9/02 [428.4] SCIS 1099484

HONEY, Elizabeth

The moon in the man
Allen & Unwin, 2002
ISBN 1865084557   [398.8]

Bright, colourful, childlike pictures, that are a mixture of watercolour and collage illustrate this picture book of word and number rhymes. Most rhymes have accompanying actions that can be accessed through a web site advised at the beginning of the book. Some actions are illustrated in the book, but for the most part these

are by way of small diagrams that are not always easily interpreted. Some rhymes have a nonsense element and need to be read in conjunction with the accompanying illustrations in order to make meaning from them. Excessive use of repetition in some rhymes, make them less attractive than others. The book would be useful for teaching different spelling of the same sounds and the study of rhyme and rhythm in English K-6. It also provides opportunities for looking at the origin of some common sayings, such as 'Home, James!' and 'Opposites attract'. T. Patterson

USER LEVEL:	Stage 1 Stage 2 Community Professional
KLA:	English
SYLLABUS:	English K-6
	$24.95 SCIS 1077892

Quick reads [series]
Word Weavers, 2002

This series could appeal to readers in need of additional support. The stories are largely plot-driven with little character development aside from identifiable life circumstances. Three of the books have a stranger in a strange land theme, while Cooper Riley has been allocated an alleged witch for his afternoon community service. Each presents the main characters as fairly normal boys in unusual circumstances, and the stories move at a cracking pace. These chapter books are easy to digest and are reasonable examples of a variety of gender roles that are handled in an uncontrived way. All the readers are written by renowned authors, with illustrators such as Terry Denton and Craig Smith. S. Bremner

USER LEVEL:	Stage 2 Stage 3
KLA:	English K-6
SYLLABUS:	English K-6
	Paper $12.95 each

Titles in this series are:

Blik	SCIS 1075691
Cooper Riley	SCIS 1075703
Intergalactic Heroes	SCIS 1075686
Jack and the Aliens	SCIS 1075695

PARSONS, Mik

TV news: editing the story [videorecording]
ViT Media, 2001 (37 min.)
ISBN none   [778.59]

An excellent video which begins with excerpts from poor news presentations and invites viewers to discuss improvements. This early segment sets the scene for the rest of the video, which highlights the most important parts of television news editing processes. Suggestions applicable to many writing situations include: plan carefully; consider the audience; pay close attention to structure; write the report clearly and support the writing with graphics, rather than repeat what the graphics already show. The presenter is articulate and conveys the information about creating a news video, from beginning to end, in a clear, concise manner. Contents are outlined early in the video. Each section is then presented in greater detail, supported by interviews with journalists in the studio and actual footage from news items to illustrate the points they make. Each section concludes with a written summary of the key points made. The entire transcript of the video is also provided, but in its current form it can be confusing. For example, headings often appear at the bottom of the previous page. The video provides excellent support to teachers and students studying multimedia in secondary English. T. Patterson

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7-10; English Stage 6
	$66.00 SCIS 1073721

Numeracy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. *Scan* has already published reviews of a range of resources, including some Internet sites, to support 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.

ONYEFULU, Ifeoma

A triangle for Adaora: an African book of shapes
Dutton Children's Books, 2001 (Aust. release 2002)
ISBN 0711214670   [516]

The beautifully reproduced photography used in this book brings the world of a Nigerian schoolgirl into clear focus for our students. Adaora is searching for a triangle. She finds stars, squares, rectangles, circles, ovals, diamonds and crescents much easier to discover than the elusive triangle. A simple story line allows many opportunities for classroom discussions of both the similarities of experiences of looking for shapes in the environment and the differences in culture. The content of the book links directly to the syllabus substrand, *Space 2D*. This book could be used as stimulus material to highlight the abundance of mathematical shapes in our day to day lives. L. Hunter

USER LEVEL:	Early Stage 1 Stage 1
KLA:	Mathematics
SYLLABUS:	Mathematics K-6
	Paper $14.95 SCIS 1074634

Evac-u8! [computer software]
Fun-Ed, 2001
ISBN 0957849605   [793.7]

From recognition of 2D shapes, through tessellations to viewing isometric drawings of 3D shapes from different perspectives, and from numeral recognition, through money to fractions, this Australian, CD-ROM certainly has a variety of syllabus aspects for students to practice. There are eighteen games available and the rules for most of them can be picked up quickly. Teachers will be able to link the activities with many aspects of the syllabus in the strands of *Space* and *Number* and a few in the *Measurement* strand. Teachers would need to decide which activity would suit each student but there is a support CD-ROM for teachers from which to print appropriate, individual worksheets for students. Internet links associated with the product would need more exploration time spent to verify their curriculum relevance. L. Hunter

Minimum requirements
Macintosh: Power Macintosh; System 8.5; 64MB RAM
Windows 95/98: Pentium 133MH; 64MB RAM

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	Mathematics
SYLLABUS:	Mathematics K-6
	$59.95 SCIS 1065994

Picture books

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

AIREY, Miriam

No hat brigade

Random House, 2002
ISBN 1740517512

Grandpa John has all the answers to Lachlan's questions, but when the issue of wearing a hat arises, Grandpa has all the reasons why he does not wear a hat. After Lachlan insists, Grandpa collects him from school wearing a very different hat. Supported by the Queensland Cancer Fund, Queensland Government Health, and Brisbane City Council, this book has an important message about the dangers of skin cancer. The book also authenticates the importance of grandparents in the lives of young children. This picture book would be an excellent tool when working with *Preventative measures* subject matter in the *Personal health choices* modules, in particular, sun protection, and in the *Interpersonal relationship* modules of the *PDHPE: K-6 syllabus*. E. Derouet

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	$19.95 SCIS 1075791

CARMODY, Isobelle & WOOLMAN, Steven

Wildheart

Scholastic, 2002
ISBN 1862914052

First person narrative and striking, colourful, carefully realised drawings characterise this picture book. The voice of the unnamed narrator, a smith's son who can communicate with animals (reminiscent of Elspeth, in the author's earlier *Obernewtyn* series), tells a story of longing, loss and identity, with hints of castle politics and misuse of power. The deliberately ambiguous title, vivid, individualised language, narrative gaps and inconclusive ending offer opportunity for discussion and prediction. The vaguely medieval setting is imperfectly realised by the illustrator, with awkwardly blended elements from many different periods, although for some readers this may enhance the fantasy which links the wild, untameable falcon with the strangely gifted boy. W. Smith

| USER LEVEL: | Stage 3 Stage 4 |
| | $24.95   SCIS 1081800 |
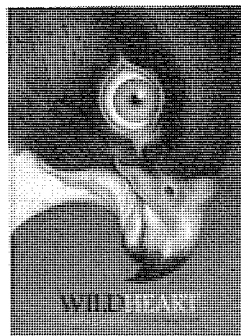
CHILD, Lauren

That pesky rat

Orchard, 2002
ISBN 1841218308

What an entertaining picture book this is! Richly textured through a vibrant montage of cartoon drawings, photographs, wallpaper and fabric effects, bold blocks of colour, varied font sizes and innovative placement of text, Child tells a wacky, yet heart warming, tale of a common brown rat who desires to be somebody's pet and to have a name. He even constructs an advertisement, but his handwriting is poor. Nearsighted Mr Fortesque mistakes the word rat for cat, but will this error be enough to ensure achievement of the brown rat's goals? This book is an excellent resource when working with students who are learning to interpret the literacy demands of visual texts. I. McLean

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 Stage 3 |
| | $27.95   SCIS 1090029 |

CLEMENT, Rod

Olga the brolga

HarperCollins, 2002
ISBN 0207197016

The creativity of this picture book is obvious. Its illustrations are close range shots that successfully draw the reader into the midst of the action. Indeed, the entire body of the main character is never seen on one page. Instead, a series of quirky cut offs are shown from a variety of different angles, adding great interest as the visual rhythm changes with each turn of the page. Use of rhyming text is simple but highly effective. Some of the lesser known, and perhaps less attractive, Australian animals have been given a chance to feature. It would be a wonderful additional resource. S. B. Taylor

| USER LEVEL: | Stage 1 |
| | $24.95   SCIS 10766571 |
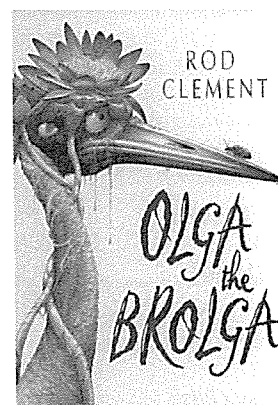
CREW, Gary & WHATLEY, Bruce

Quetta

Lothian, 2002
ISBN 0734402406

The writers demonstrate how primary and secondary sources can be used to record historical events in narrative form in this unique, emotionally charged picture book based on the facts surrounding the shipwreck of the *Quetta*, in Torres Strait in 1890. A young, lowly Ceylonese ship's steward, who survived the sinking and rescued a three year old girl, and a retired ship's captain, battle for custody of the unnamed child. The narrative is sparse, powerfully written and very persuasive. The suspense builds, keeping the reader engrossed. Focus illustrations layered over sepia toned facsimiles of original documents and artefacts help to bring the history to life. Other darker toned visual images add to the drama of the story. I. McLean

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
	$24.95 SCIS 1076545

ELLIOT, David

Pigtails the pirate

Random House Australia, 2002
ISBN 1740518047

Perhaps taking inspiration from the story of Gulliver in the land of Lilliput, this picture book relates a dangerous quest undertaken by young Jess, who sails off in search of her missing father. Her tiny sailing boat survives a storm and a graveyard of deserted ships, but then she encounters a giant pirate, who is singing a shanty, set to a tune that her father had once written. Can Jess make a deal with the vain Pigtails that will ensure that her father will be free to leave his imprisonment? Beautifully detailed illustrations, plus the courage and resourcefulness of Jess, combine to make this a most memorable story. I. McLean

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 Stage 3 |
| | $24.95   SCIS 1090030 |

FOX, Mem & TUSA, Tricia

The magic hat

Scholastic, 2002
ISBN 1865044628   [A821]

Magic, mayhem and mischief guide the language and illustrations in this rhyming picture book. Engaging the reader and listener with leading questions and inviting predictions with each turn of the page, Mem Fox has drawn together literary strategies for the pre reading student. The use of visual literacy techniques reinforces the verbal language of this book with the illustrations telling their own story. Humour in the character portrayals and situations adds to the appeal for the audience. Younger students will be inspired by the images of people taking on the characteristics of animals, with the help of the magic hat. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K-6
	$24.95 SCIS 1084549

GRAY Nigel & BROWN, Deborah

Just the right stripes

Koala, 2002
ISBN 0864613962

The bold, bright cover of this picture book attracts young children who warm quickly to Little Zebra and join with delight his quest to find an answer to the query "How many stripes do you have?" put by envious, plain boring brown monkey. After a promising beginning, however, the narrative does lose some momentum as the language becomes a little forced and novelty decreases. Active encouragement is needed to participate in counting, anticipating and identifying the various jungle animals which helps sustain interest to the story's comfortably satisfying ending. Brown's dramatic, vividly coloured illustrations are child friendly; the animals have particular appeal with their toy-like bodily appearance, but animated human-type expressions. B. Richardson

| USER LEVEL: | Early Stage 1 Stage 1 |
| | Paper $13.95   SCIS1088971 |
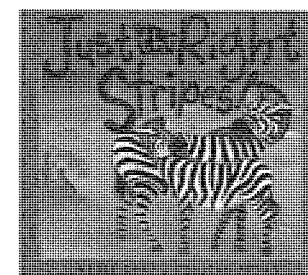
GREENWOOD, Mark & LESSAC, Frané

The legend of Moondyne Joe

Cygnet, 2002
ISBN 1876268700

Perhaps not so well known in Australian bushranger lore is Joseph Johns, or "Moondyne Joe", transported from Wales to the British colony in Western Australia in 1853. Joe's good conduct on the journey had earned him a ticket-of-leave, but rightly or wrongly he soon found himself back in irons. Prison for Joe was never an option and he soon had a well deserved reputation as an incredible escape artist. Greenwood tells Joe's tale in rollicking good style befitting the bushranger's freedom loving spirit and daring exploits. Lessac's naïve illustrations are an ideal complement, setting the mood and capturing the essence of the characters, the Australian bush and historical setting. The resource supports the *Significant events and people* strand of the *HSIE: K-6 syllabus*. B. Richardson

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$24.95 SCIS 1088889

HOOPER, Meredith

Thank you for my yukky present

Hodder Headline, 2002 (Mark Mcleod book)
ISBN 0733611885

It's Charlie's birthday and he is anticipating a great present from Gran, but instead he gets a boring jumper. He rings Gran and thanks her for her yukky present. Each night when he goes to sleep, Charlie puts the jumper in a new hiding place, wishing his yukky present gone. Perhaps it is subconscious guilt that leads Charlie to dream about the jumper, which takes him soaring over the earth on an overnight adventure. His yukky present suddenly becomes his favourite and Charlie apologises to his Gran. The text is well supported by the lovely illustrations. The jumper increases or decreases in significance, according to the way Charlie is feeling about it. The author makes good use of page endings to build suspense. The book can be enjoyed on a purely literal level. It also provides teachers with opportunities to discuss such issues as the way in which unthinking comments can be hurtful and why it was that Gran did not react angrily at Charlie's first phone call. T. Patterson

USER LEVEL:	Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K-6
	$27.95 SCIS 1072839

JORGENSEN, Norman & HARRISON-LEVER, Brian

In Flanders fields

Fremantle Arts Centre Press, 2002
ISBN 1863683690

Striking visual symbolism, a spare, subtle text and strong social and political messages characterise this highly recommended picture book, which tells a touching story of human compassion and connection to nature in the midst of the inhuman, unnatural chaos and destruction of trench warfare in World War I. The

almost monochrome illustrations are particularly effective, with the red of the fire and of the tiny robin emphasising the separateness of nature from the desolate grey wasteland in which the soldiers must live and fight. The book offers rich opportunities for discussion about the effects of war on nature and on people, individuals, families and societies. W. Smith

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	HSIE K-6; History 7-10
	$24.95 SCIS 1078601

KUCHLING, Guundie

Silverskin

Cygnet, 2002
ISBN 1876268638

Drawing on the traditional motif of the rejected sibling or outsider Kuchling has blended carefully researched facts with imaginative fiction to produce an appealing picture book which gives the reader a small insight into albinism in the animal world. Liasis, the thirteenth hatchling from a clutch of Large-blotched Pythons, is rejected by her twelve patterned siblings because she is so very, very pale. After various adventures and near mishaps involving a number of Australian native animals, the little snake finally accepts herself for the silverskin (albino) she is. This book could be an interesting way of introducing PDHPE concepts on accepting physical differences to young children. Every page, including informative endpapers, is worked to maximum advantage. It is a quite lyrical print narrative integrated with illustrations alive with vibrant colour and movement. B. Richardson

USER LEVEL:	Stage 1 Stage 2
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	$24.95 SCIS 1088887

MARSDEN, John & SMITH, Craig

A day in the life of me

Lothian, 2002
ISBN 0734401965

This picture book about a perfect day will make people smile. The little boy is greeted enthusiastically by everyone he meets, is able to take his dog to school where he gets everything right, eats fairy bread and grapes for play lunch, children line up to play with him at lunchtime and both his parents take him out after school. The book would be a good stimulus for a lesson on the simple pleasures of life. It shows children that the world can be full of kindness and could be used to explore simple ways of helping others to feel important, accepted and appreciated. The beautiful illustrations have many humorous details and are worth close study. A. Soutter

USER LEVEL:	Early Stage 1 Stage 1
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	SCIS 1095850

McNAUGHTEN, Colin

S.W.A.L.K

Andersen, 2002
ISBN 1842700987

In this sequel to *Oomph!*, attractively feckless and irrepressible Preston Pig writes to his holiday girlfriend, describing his family, friends, school, activities and interests. Sly Mr Wolf, as usual, dogs Preston's footsteps, just failing to catch him, and providing plenty of

laughs for the young reader. Amusing postmodern touches will appeal to adults sharing this picture book with children, and young readers will also enjoy the situations and visual jokes, although it is regrettable that the author continues the use of caricature in portraying the teacher. The book may be useful as a stimulus or model in developing young writers' descriptions of themselves, and in making comparisons between Preston's school and their own. W. Smith

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K-6
	$27.95 SCIS 1086458

PARKER, Vic & BOLAN, Emily

Bearum scarum

Hodder Children's, 2002
ISBN 0340805986   [821]

From the first glance at the title and cover illustrations, it is evident that this counting picture book will engage its readers. Right from the start, the cheeky, clever bear, who is the central character, is set to steal the show, reappearing victorious in the final pages. Humorous illustrations help create bear's adventure with clarity and purpose, while the rhyming and repetitive verses work beautifully alongside the illustrations to build meaning. The suspense, which builds on each page, allows opportunities for class discussion with students being able to predict the outcomes. This resource could be used to help develop students' understanding of visual literacy. L. Rowles

USER LEVEL:	Early Stage 1 Stage 1
	Paper $14.95 SCIS 1078585

ROSS, Tony

One hundred shoes

Andersen, 2002
ISBN 184270107X

A centipede has one hundred legs, right? Wrong! Little centipede (and the reader) discovers that he has only forty-two legs like most other centipedes, so his granddad tells him. Still, forty-two is a lot of legs particularly when putting on and taking off forty-two socks and tying and untying laces on forty-two little shoes. Ross, once again, perfectly targets his audience of children and sharing adults with a delightful picture book. The story is told in simple language complemented with slyly humorous, zany illustrations which reward careful and repeated viewing. Readers will find themselves chuckling, counting, calculating and problem solving as they read, and then later investigating the facts on centipedes and other creepy crawlies. B. Richardson

USER LEVEL:	Early Stage 1 Stage 1
	$27.95 SCIS 1086487

RUHMANN, Karl & ROWE, John A.

But I want to!

North-South, 2002
ISBN 0735816042

Depicting all the forbidden activities denied to young children by their caregivers, this picture book has a solution to possible conflict. The story is told in the first person, using childlike language. The cheeky illustrations will elicit a rousing response from young readers

who are likely to identify with the hero's dream of sending his mother to the moon so she can't boss him around. After indulging in his every secret wish for disgusting, noisy, destructive, defiant behaviour, the child's boldness evaporates when he needs a bedtime story. The perceived roles of children and caregivers are well illustrated in this book and would support outcomes in the *Growth and Development* strand of the *PDHPE: K-6 syllabus*. S. Rasaiah

USER LEVEL:	Early Stage 1
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	$24.95 SCIS 1090049

UMANSKY, Kaye & CHAMBERLAIN, Margaret

This is Jane, Jim

Random, 2002
ISBN 0099409291

Preschoolers and students in the early years of school will enjoy reading aloud and discussing this engaging picture book with adults. It explores issues encountered by many young children when an even younger, newer sibling arrives in the family. The interaction of text and illustrations allows the main character to develop well, and it is easy for readers to empathise and identify with his feelings and actions. The busy cartoon style illustrations are cleverly executed in a range of different formats which add variety and interest. The rhyming text on each page is well constructed and the layout is attractive and easy to read. This resource could have links with units of work around family, relationships and feelings, and could support the teaching of *Growth and development* outcomes in PDHPE. L. Rowles

USER LEVEL:	Early Stage 1
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	Paper $14.95 SCIS 1085631

WORMELL, Christopher

George and the dragon

Random, 2002
ISBN 224047698

Because the dragon at the centre of this picture book has a very small secret, there is a lovely twist to this story. Watercolour illustrations bring to life the central characters and the simple, large print text. The use of repetition and descriptive language, combined with the introduction to George being delayed, build up and add to the suspense and drama of the narrative. Identifying feelings in this book involves identifying fears and this could be used to explore how to deal with fears in positive healthy ways.The story is entertaining and is a useful teaching tool which supports aspects of *Interpersonal relationships* outcomes in PDHPE. N. Chaffey

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	$29.95 SCIS 1090015

BAILLIE, Allan

Imp

Penguin Books Australia, 2002 (Aussie bites/Puffin)
ISBN 0141314168

A little slow to get started, this mildly spooky tale concerns a green, goblin like, house imp who inhabits the rickety house into which Brian's family has moved. Mead first makes himself known by animating a pig poster, but is soon causing minor havoc throughout the house, especially for the pet cat, Screwpie. Does every house have its own imp causing all those run of the mill, inexplicable events, or is it just Mead paying a visit? Astute readers will be able to accumulate clues and anticipate how the story might conclude. Illustrated by Caroline Magerl, Baillie's contribution to this successful and reliable series is an enjoyable romp. I. McLean

USER LEVEL:	Stage 3 Stage 4
	Paper $10.95 SCIS 1092374

BALL, Duncan

Emily Eyefinger and the devil bones

HarperCollins, 2002
ISBN 020719775X

In this collection of short stories, Emily, the young detective born with an eye in the tip of her finger, solves the mystery of a haunted house, outwits robbers at a lion park, rides a roller coaster, and searches for the bones of a giant prehistoric mouse. Ball's witty writing enhances students' vocabulary whilst not being threatening to newly independent readers. Like other titles in this popular series, there is humour, adventure, suspense, and variety of settings, making up six complete story chapters. Craig Smith's trademark illustrations balance the text with the right amount of cartoon effects. This book has all the ingredients to encourage students to keep reading. S. Rasaiah

USER LEVEL:	Stage 2
	Paper $11.95 SCIS 1070012

BALL, Duncan

Piggotts in peril

HarperCollins, 2002 (Angus&Robertson)
ISBN 0207197830

The Piggotts of *Piggott Place* return triumphantly in this cleverly paced story of elusive pirate treasure. Its secret has been passed through generations of Piggotts. The story opens with Bert reading selections from an old family journal, shown through distinctive font changes. A forebear had a history with a ruthless pirate known as Dirk de Veer, coincidentally a distant relative of Police Sergeant Derek Devere, the Piggotts' current nemesis. In hilarious Ball style,

the Piggotts and Bert's friend Antigone tangle with boat thieves, survive a shipwreck, and get marooned before they can solve the mystery, for which they must tap the unique and varied strengths of each family member. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper $12.95   SCIS 1092385

CIDDOR, Anna
Runestone
Allen & Unwin, 2002
ISBN 1865086894

Set in Viking times, this story of old magic explores the need to be accepted and respected for who you are by your peers, your family and yourself. The action begins when two babies are switched at birth. The story is embroidered with a rich variety of characters, whose talents and abilities complement and support each other. Challenges, which are overcome along the way, allow the central heroes to grow as individuals. Interest is added at the end of each chapter by runic messages which can be deciphered by using the runic alphabet at the back of the book. This is satisfying recreational reading for those who have a taste for a blend of fantasy and historical fiction. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper $14.95   SCIS 1084860
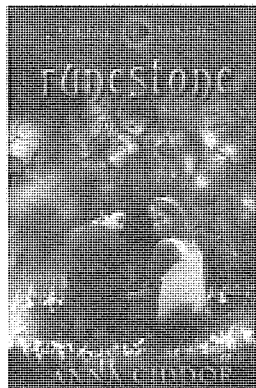
CLARK, Margaret
Kidding around
Hodder Headline, 2002 (Aussie angels 17/Mark Macleod Books)
ISBN 0733614876

Little did Boris guess that an egg throwing incident would cause a traffic accident, turning his life upside down and leading to the return of his fugitive brother. It does mean that Boris is able to stay on with the Green family and their ever growing menagerie. As indicated by the pun in the title, both practical jokes and goats are featured; as if there weren't enough mouths to feed at Animal Haven already, two herds of goats are destined to join them in this well written story. The action is cleverly interwoven between events involving the sanctuary's unique animals and the various dilemmas of the humans who love and care for them. J. Eade

USER LEVEL: Stage 2 Stage 3
Paper $12.95   SCIS 1075146

CLARK, Sherryl
The littlest pirate
Penguin, 2002 (Aussie nibbles/Puffin)
ISBN 0141313382

This addition to a popular series will have newly independent readers delighting in the antics of Nicholas Nosh, who is determined to prove he is not too little to be a real pirate. Abandoned by his seafaring family, Nicholas finds his own adventures and even defeats fearsome captain Redbeard using the most unusual methods. Text features which add to the appeal of this first novel include: a simple lighthearted plot; short

chapters written in large, well spaced text; supportive black and white illustrations; humorous language and well chosen language befitting the characterisation and subject matter. S. B. Taylor

USER LEVEL: Stage 1
Paper $9.95   SCIS 1074632

CLUTTERBUCK, Jennifer
Loopy locusts
Greater Glider, 2002
ISBN 0947304576

This book provides an interesting combination of a light, humorous writing style juxtaposed with a serious plot about a desperate family trying to survive on a drought stricken property in rural Australia. The contrast is reflected in the inconsistent mood of the illustrations. Interesting and unusual are the wild, crazy scenes, such as locusts stuck in super glue, and a budgie's feathers flying as it smashes into a fan, which are depicted in the dark, sombre charcoal sketches. Young Emma's struggle to understand the mysteries of the adult world and in particular money and how to obtain it, are naive but touching as they reveal the sincere loyalty she feels for her family and home. S. B. Taylor

USER LEVEL: Stage 2
Paper $11.00   SCIS 1074457

FIENBERG, Anna
Horrendo's curse
Allen & Unwin, 2002
ISBN 1865086037

Readers will empathise with Horrendo and enjoy his creative solutions. This is a gripping tale of pirates, vile villains, volcanoes and violence that vindicates those who are different, who seek solutions in non violent ways. The clever, engaging storyline, told with wit and imagination, reveals strategies for overcoming fear and adversity. The exceptional language provides teachers with a model for students to emulate in their own narrative writing This is an enjoyable novel that espouses the merits of successful conflict resolution. Kim Gamble's pencil drawings add delightful humour. N. Chaffey

USER LEVEL: Stage 2 Stage 3
Paper $13.95   SCIS 1084861
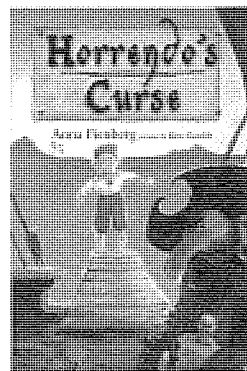
FORRESTAL, Elaine
Winning
Penguin, 2002
ISBN 0141313781

The most important thing in the boys' lives was running. Every day they raced each other at school. But when Yosef, the quiet Egyptian boy, starts to beat the leader and champion, their lives begin to change. Their attentions are also centred on the school gardener, who is acting very suspiciously. At the same time, the school's gardening equipment is stolen, twice. Realistic, and in time with children of today, this would be great to read aloud for up coming athletics carnivals, integrating literature with learning about active lifestyles. Independent readers who are interested in athletics and mystery would also enjoy this book. E. Derouet

USER LEVEL: Stage 2 Stage 3
Paper $14.95   SCIS 1085468

HIRSCH, Odo
Frankel Mouse and the Bestish Lair
Allen & Unwin, 2002
ISBN 186508574X

For students not quite ready to appreciate more challenging Hirsch series, such as *Hazel Green* or *Bartlett*, the tales of Frankel Mouse may be highly suitable. There is a wealth of charm in this story of mice who live blithely, and in blissful ignorance, in a drab, grey cupboard with a high voltage warning on the front. Cousin Ruthie decides that their home needs brightening with colour, and together they travel to the tunnel of a creature known as the Bestish. In reality, it is a huge machine used in London's Underground railway system. Hirsch dispenses his clues to the reader in subtle ways. This book, excellent to read aloud, is warmly illustrated by Ron Brooks. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper $13.95   SCIS 1092386

KELLEHER, Victor
Goblin in the bush
Random, 2002
ISBN 1740517709

The combination of short chapters, widely spaced large font, generous dollops of Stephen Michael King's brilliantly haphazard drawings, and a tightly written plot, ensures that this book has wide appeal. The caricatures of Australian native animals, and Gibblewort, the Irish goblin who moves to Australia to escape the gloomy weather, are a delight, as is the notion that a nasty little fairy can be taught a lesson by unsuspecting wildlife. The author portrays Australia as a land of marvels in this skilful yet simple story. The humour embraces a range of readers, and the clever language will inspire students to continue reading until the story finishes, which is all too soon. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3
Paper $11.95   SCIS 1073846

McHALE, Conor
Don't open that box!
O'Brien, 2001 (Aust. release 2002) (O'Brien flyers)
ISBN 086278705X

Using every strategy to entice hard to please readers, this Irish author has made extensive use of comic illustrations throughout this brief novel. In six short chapters, a crocodile eats Granny Lambert when she opens the wrong box, a chicken escapes from the right box and helps Belzoni, the cat, to outwit the drooling crocodile. The plot and character portrayals are larger than life and the black and white sketches complement the chaotic story. Text features include speech bubbles, bolded keywords, conversational language and a multitude of exclamations. This book may appeal to students who enjoy slapstick humour and fast paced adventure stories. S. Rasaiah

USER LEVEL: Stage 2
Paper $9.95   SCIS 1084411

ODGERS, Sally Farrell
Knightfall
Koala, 2002 (Reluctant Knight)
ISBN 0864614195

A light hearted, slapstick pastiche of comedy, epic and fantasy gets this new series off to a rollicking start. Thirteen year old Simon is a reluctant hero, trying to escape his bossy stepmother and overbearing stepsister, and finding himself in much worse predicaments in the mock mediaeval kingdom of Braveria. Here Simon is harassed by a dragon, and bullied by Becca the serving wench and by old Sir Humphrey Bookerstaff, into unwillingly playing the role of King's Champion in Good King Kevin Shortshanks conflict with the Dragon King. Lively dialogue, vivid characters and brisk action should appeal to young readers, who may overlook the clumsy time slip which starts the tale and enjoy the puns and jokes which abound. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper $11.95   SCIS 1076343
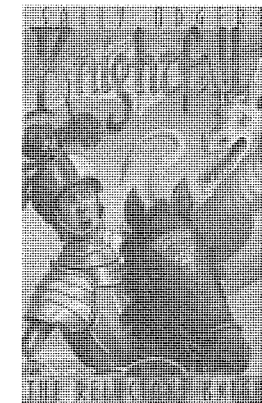
PRINCE, Alison
Boojer
Transworld, 2002 (Young Corgi)
ISBN 0552547875

Boojer, the rabbit, tells his own story of loneliness and neglect by his unfeeling young owner. Wanting to escape from his hutch to find food and another rabbit to talk to, Boojer displays great courage and determination in his quest for justice and a happy life. The trail of events and Boojer's delights and disappointments, will engage early independent readers. Teachers may use the plot and theme of this first novel as an example of a logical storyline. By graphing the emotional highs and lows of Boojer's life, students could create a visual appraisal of the text. S. Rasaiah

USER LEVEL: Stage 2
Paper $12.95   SCIS 1086436

THIELE, Colin
Swan song
Lothian Books, 2002
ISBN 0734403259

The Coorong is, once again, the setting for this latest and possibly last novel by Thiele. Including images of the coastal environment from Storm Boy, this work also raises environmental issues. Mitch Bird, the son of a wildlife ranger, rescues and raises two pelican chicks and hatches a black swan from its abandoned nest. Mitch's struggle to emulate the chicks' natural environment provides the reader with fascinating insights into wildlife conservation. The plot of this exceptional book contains adventure and daring. The language dances with touches of pathos and humour. The counter themes of how Mitch compensates for his lack of human friends, his schooling with Distance Education, and his boating skills, will intrigue independent readers. S. Rasaiah

USER LEVER: Stage 3
Paper $12.95   SCIS 1082407

WEST, Colin

Uncle Tom's pterodactyl

A&C Black, 2001 (Comix) (Aust. release 2002)
ISBN 0713658398

An unusual approach to storytelling is adopted in this novel. The technique of writing for comics is applied to a chapter book, with the illustrations dominating every page. By varying each page with different sized text boxes and drawings, the author maintains the reader's interest. The humorous little pterodactyl is an original character, and is sure to appeal to students who have a fascination with dinosaurs. The use of speech bubbles with narrative text makes this book simple to adapt to reader's theatre and dramatisation. Teachers may use this style of literary recount to demonstrate one way that authors may write for a chosen audience. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3	
	Paper $12.95	SCIS 1074031

WITTLINGER, Ellen

Gracie's girl

Simon & Schuster, 2002
ISBN 0689849605

The desperate plight of the homeless is highlighted in this well structured novel. The central character, Bess Cunningham, evolves throughout the story from a self absorbed young school girl, eager to be noticed, into a compassionate, caring individual. At first, Bess resents helping out at the local soup kitchen with her parents, but eventually with the support of her friend, Ethan, she finds herself committed to helping Gracie, an elderly, homeless woman. Although written with humour and wit, the underlying plot is tinged with sadness and helplessness, and the ending is hopeful. This novel could be invaluable in raising the awareness of students to the circumstances of those less fortunate. J. Eade

USER LEVEL:	Stage 3 Stage 4	
	Paper $13.95	SCIS 1084409

Fiction for older readers

Resources are arranged alphabetically by author.

Some of these items are also suitable for upper primary students.

BRASHARES, Ann

The sisterhood of the travelling pants

Random, 2002
ISBN 1740517792

About tolerance of difference and growing up, this engaging tale takes a while to establish character and setting in an alternating narrative, that weaves the separate tales of four adolescent girls on summer holidays. In various parts of the world these very close friends engage intimately with life outside America. Solitary, inhibited Lena opens herself to the pain of others. Beautiful Bridgit courts disaster at camp with her impulsive and single minded approach to love. Dutiful and divided, Carmen learns painfully to adjust to her father's new family and to negotiate a place for herself. The letters they exchange distil each episode, but are not replied to and this effectively isolates each writer in their own experience. W. Bowie

USER LEVEL:	Stage 4 Stage 5	
	Paper $14.95	SCIS 1074655

BREWER, Gene

K-PAX II: on a beam of light

Bloomsbury, 2001
ISBN 0747553947

The second book in an intended trilogy, this publication can be read as a stand alone. Prot, the alien visitor from a utopian planet, returns to Earth after a five year absence. He adopts the body of Robert Porter, a patient at the Manhattan Psychiatric Institute. Prot has amazing abilities including an empathy with many of the psychiatric patients. With Prot's wisdom and assistance, Doctor Brewer is able to help a number of very disturbed inmates. A curious blend of psychiatry and science fiction, this novel offers interesting comment on many social issues. It is an engaging tale that would be enjoyed by mature readers. C. Sly

USER LEVEL:	Stage 6	
	Paper $19.95	SCIS 1062901

BUNNEY, Ron

The hidden

Fremantle Arts Centre Press, 2000
ISBN 1863682880

A work of fiction about pearling, this book is set in colonial Western Australia. The title refers to the lives and feelings of the two protagonists. Jess is the result of a forced union between an Aboriginal diver and her White captain. She is in hiding from blackbirders and a sexually predacious sailor. Matt, the other protagonist, is on the run from a fight on board a ship, and his stepmother in Fremantle. Matt and Jess, after a great deal of titillation, forge a new life together. While the book is interesting for Jess's exploration of her identity and its account of the pearling industry, it should be treated as a work of fiction. Issues of cross-cultural communication are unrealistic. It is highly unlikely that Jess's English would have been of the standard used in the novel. It is also highly unlikely that her Aboriginal family would not have reclaimed her rather than leave her in isolation. Matt displays a sensitivity for working with Aboriginal people that would have made him quite unique in his times. The final resolution has a non-indigenous male focus. B. Corr

USER LEVEL:	Stage 6	
	Paper $14.95	SCIS 1013002

BURKE, J.C.

White lies

Lothian, 2002
ISBN 0734403747

Appreciating the balance and precision required by a surfer, going with the flow and respecting the ocean are just a few of the lessons sixteen year old Mitch has learned over the years from his doting grandfather. Paul Davies, a renowned longboard champion has been a constant mentor and buddy to his grandson. Sadly Mitch has some much tougher lessons to learn when a serious illness turns their world upside down. A sensitive, engaging story, it is written in a mode that employs the use of flashbacks along with a strong focus on the present. This gentle, compassionate tale uses surfing as a metaphor for life and bridges the generation gap. It is sure to captivate young adult readers. C. Sly

USER LEVEL:	Stage 5 Stage 6	
	Paper $16.95	SCIS 1100923

CATRAN, Ken

Tomorrow the dark

Lothian Books, 2002
ISBN 0734404174

In a bleak, futuristic world dominated by the Dry Things, and threatened by the Wet Things, society as we know it is crumbling. Survival is the only unifying thread but the means of achieving this are fraught with difficulties. From the violence of the self appointed guardians of the night to the nonviolence of the so called passies, greed, control, use and misuse of power are explored against this backdrop populated with mutant creatures. Jon and Bronwen have to come to terms with their own beliefs and humanity. A gripping tale, appealing to readers of horror and fantasy, it could also be used as supplementary material for HSC English students in the Topic area *Changing perspective*. B. Hull

USER LEVEL:	Stage 5 Stage 6	
KLA:	English	
SYLLABUS:	English Stage 6: *Standard; Advanced*	
	Paper $16.95	SCIS 1089473

DOBBIE, Fran

Whisper

Hodder Headline Australia, 2000
ISBN 0733612075

A good fiction writer with a keen sense of image, the author has composed a book which consists of a number of short stories linked by the friendship of Edie and Maggie. The stories are set on the coast and fit into the *where there's a will there's a way* genre. Use of photographs of Aboriginal people throughout the work is an unusual technique in a work of fiction and is of concern since it raises questions about whether the book is fictional. The Aboriginal people are not identified and there is no acknowledgement in the book of the source of the photographs. If the work is fictional then there is obviously no problem with one of the characters being killed by a mine at Gallipoli, as mines were scarcely used there. The reference to the Yuni tribe on the south coast of New South Wales is probably an unfortunate typographical error for the Yuin people. B. Corr

USER LEVEL:	Stage 6	
	Paper $14.95	SCIS 1008634

FRENCH, Jackie

Blood moon

HarperCollins, 2002
ISBN 0207197512

The second book in the *Outlands* trilogy, this moves thrillingly apace through a technologically transformed future, where genetic engineering gives people a blue tinged UV tolerance, and centaurs, amorous watersprites and doggy werewolves abound. Significant issues are skillfully woven into a fast, absorbing mystery thriller. Danielle is engaged to exonerate them from implication in the savage murders of local utopians, and so becomes the guest of werewolves, tripping over mislaid bones and red herrings. Behind each piece of the writer's whimsy lies a sharp observation of the possible consequences of human inventiveness, arrogance, generosity and selfishness. W. Bowie

USER LEVEL:	Stage 4 Stage 5	
	Paper $14.95	SCIS 1084266

FRENCH, Jackie

Ride the wild wind: The golden pony and other stories

HarperCollins, 2002
ISBN 0207198306

A mixture of truth and fiction, this collection contains stories dating from six thousand years ago, in the Ukraine, when horses were used as a food source, to the mid twentieth century when, in Australia, the last of the horse drawn delivery carts was replaced by motor vehicles. Whether focussing on Genghis Khan's half a million horses, King Arthur's loyal Sir Grey Nose, or a boy's wild black stallion, horses are portrayed as intelligent and loved companions. There are themes of slavery, racism, cruelty, and courage. A story titled *The black kid*, explores aspects of Australia's discriminatory treatment of its Aboriginal people, past and present. Appended are notes on the significance of each story. D. Doust

USER LEVEL:	Stage 3 Stage 4	
	Paper $14.95	SCIS 1071408

FRENCH, Simon

Where in the world

Little Hare, 2002
ISBN 1877003034

A heart warming, first person narrative is told by eleven year old, German born, Ari. He is an ordinary boy who loves his family, enjoys soccer, and is developing a strong relationship with music. Set in Sydney and the mountains, it incorporates flashbacks to Europe and his German home. The milestones in Ari's life consist of his talent shaping their holidays, his mother's remarriage, school and peer pressure, grief at his grandfather's death, and loss of heart before overcoming his anxieties to accept his talent as violinist and composer. The migrant experience and bilingualism are addressed. English translations of
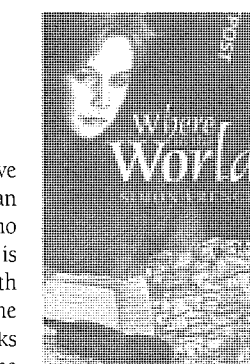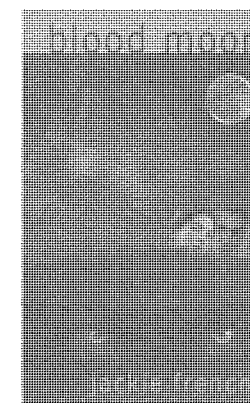
German words and expressions are smoothly incorporated into the narrative. It would be a suitable choice for a class text. F. Crum

USER LEVEL: Stage 4 Stage 5
Paper $14.95
SCIS 1088965

FREUD, S.A.

The middle of nowhere

HarperColllins, 2002
ISBN 0207197911

Many issues including country life, school, lack of friends, and having a slightly eccentric stepfather, confront Shaun in his new rural home. When he meets Henley, life seems to improve. The themes of friendship, tolerance, courage and loyalty along with well developed and identifiable characters, and a suspenseful, occasionally humorous plotline, are the strengths of this novel. One of the main foci, bullying, is not realistically resolved and some readers may feel dissatisfied with the conclusion. Students who enjoy reading stories set in the country with a dash of adventure and bravery would warm to these characters, Shaun, Henley and Scout. B. Hull

USER LEVEL: Stage 3 Stage 4
Paper 12.95
SCIS 1089107

Girl_X recreated

/ compiled by Leanne Rowe. Random, 2002
ISBN1740518039

An unusual contemporary novel, this was written collaboratively to prove to teenagers that the world is a good place to live. It extols the youth social worker and encourages deeper thought on life experiences. The work covers a zodiacal year in the diary of a fictitious teenager as she interacts with others. Interspersed between entries are email correspondences between girl_X and her friends and reflective comments by boy_3yk, a young man from the future who has discovered the diary. The content is laden with themes and issues pertinent to teenagers including friendship, grieving, parental pressure, self identity, sexuality, growing up and change. The poems, pictures and extracts are useful as stimulus material. This publication is suitable as a class text for senior students. F. Crum

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6 *Standard; Advanced*
Paper $15.95
SCIS 1088899

HARLEN, Jonathan

Brain scam

Allen & Unwin, Crows Nest
ISBN 1865086878

Easy to read, funny and fast paced, this story is about a boy who infiltrates a school for delinquent children, in search of the Binoculator that his sister sold to the evil Professor who runs the school. In his search, Toby embarks on a number of adventures and ultimately manages to rescue everyone from the evil Professor. The inclusion of letters and other relevant documents, and the author's light, humorous tone,
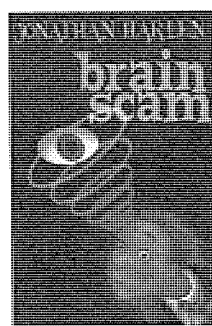
encourage expectation and enjoyment in this story. The use of scientific and technological ideas and concepts would appeal to students interested in modern technology. A. Frost

USER LEVEL: Stage3 Stage 4
Paper $14.95
SCIS 1074622

HAWKE, Rosanne

Sailmaker

Lothian 2002 (Takeaways)
ISBN 0734403186

A great read for young adolescents, this story brings to the fore some of the emotional issues facing young people, such as bullying, insecurity and relationships with peers and adults. Joel lives with his Gran, his legal guardian. His mother was too young to look after him and has made a separate life for herself. Joel's father is in jail and in a desperate attempt to get some stability in his life, Joel advertises for an adopted dad, an action that causes him to be the subject of derision at school. The entire book draws analogies between Joel's life and the fragility of a sandcastle. It is written almost entirely in first person present tense, which provides a good opportunity for teachers to investigate the purpose and effect of the author's writing style. Written from Joel's point of view, the text is constructed using short, clipped sentences. Excellent teaching opportunities are provided for the effective use of colloquialism, metaphor and simile. The book concludes with a **Glossary** of sailing terms, reflecting its setting in a coastal region of Australia. T. Patterson

USER LEVEL: Stage 3 Stage 4
KLA: English; PDHPE
SYLLABUS: English K-6; English 7-10; PDHPE K-6
Paper $12.95
SCIS 1073872

HESSE, Karen

Young Nick's head

Simon & Schuster, 2001
ISBN 0689835086

It is a reader's privilege to sail with this fascinating chronicler of the first epic voyage of Captain Cook. Nick faithfully records the ordinary human achievements that make extraordinary those of the company of the bark Endeavour. Characters loom true from the page and Nick's personal growth includes his growing awareness of the basic humanity of people, be they crew, foreigners, Europeans, islanders, or gentlemen. He is therefore aware of the possible ramifications for both parties of the meeting of cultures on this voyage. Heroic discovery takes on an ironic aspect. Derived from Cook's log this imaginative reconstruction bears the unmistakable stamp of truth. It is relevant to study of the *Changing worlds* focus of the *English: Stage 6 syllabus.* W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard; Advanced*
$18.95
SCIS 1049441

PASCOE, Bruce

Earth

Magabala Books, 2001
ISBN 1875641610

A book about the settlement of Victoria, this presents information through the voices of the settlers, Aboriginal people and the earth

itself. It is a rich, dense text, largely written in the present tense with a focus on dialogue and an absence of description. The style of writing is reminiscent of Spoon River anthology; Dylan Thomas; and Bill Neidjie. The absence of physical descriptions of the land makes sense when the reader realises the earth is a living character in the story. Certainly this is not a light read, but it may well point to future directions in Aboriginal writing. B. Corr

USER LEVEL: Stage 6
KLA: English, HSIE
SYLLABUS: Aboriginal Studies Stage 6; English Stage 6: *Preliminary*
Paper $18.65
SCIS 1051205

PRIOR, Natalie Jane

Fireworks and darkness

HarperCollins, 2002
ISBN 020719971X

Fourteen year old Casimir, the itinerant firemaker's son, is hurled violently into his father's dark world of magic to the unmistakable smell of raw magic and gunpowder. On the verge of young adulthood, Casimir is now discovering some answers that lead him to a morally responsible, but hunted future. The world of 1712, particularly the despotically governed Baltic state of Ostermark, is a very dangerous place. Magic is deceptive and coercive. The imposition of one's will over another is unnatural and intrinsically intertwined with those sordid aspects of human nature: revenge; fanaticism; and tyranny. Both as an exciting thriller and a political allegory this tale works well. W. Bowie

USER LEVEL: Stage 3 Stage 4
Paper $13.95
SCIS 1088119

RUBINSTEIN, Gillian

Beyond the Labyrinth [sound recording]

Louis Braille Audio, 2001 (7 hrs.)
ISBN 0732014069

Comprising five cassettes, this unabridged recording is an excellent rendition of a popular teenage novel. Fourteen year old Brenton is an eccentric, troubled character who finds it difficult to deal with the world around him. Life becomes increasingly tumultuous with unwelcome houseguest, Victoria, and an unexpected encounter with the enigmatic figure, Cal. Reality quickly merges with fantasy as the main characters are swept up in a fast paced adventure. Many themes can be explored including: alienation in contemporary society; gender constructs; fate; tolerance; and the human propensity for destruction. Ideal for use with students who find reading very challenging or for supplementing listening activities, English teachers will find this audio recording a worthwhile resource. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper $13.95
SCIS 1058299

STUTLEY, D.J.

Operation Delta Bravo

Lothian Books, 2002
ISBN 0734403429

In a sequel that does not require prior knowledge, the issue of child abuse is examined in the context of a compelling detective story. The main characters' responses to the issue provide a number of

starting points for classroom discussion. A wide range of characters and contemporary language allow readers to identify with events and establish a viewpoint on a number of positions, including the right course of action in protecting the child, secrets which should and should not be kept, and trust. All are developed through the well constructed storyline, with a conclusion aimed at further examination of the issues. This resource complements Theme 1 in *Child Protection Education*, promoting the concept that communities become safer where individuals recognise abuse and act to address it. B. Kervin

USER LEVEL: Stage 4 Stage 5
Paper 16.95
SCIS 1089474

Information, poetry and drama

Resources are in Dewey order.

The Internet: uses and abuses

/ edited by Justin Healey. Spinney, 2002 (Issues in society 161)
ISBN 1876811706
[004.67]

Social and ethical issues are important perspectives in many courses and the Internet has certainly spawned some controversial issues in regard to information systems and their uses. Censorship, cyber crime, and privacy are examples and this collection of carefully chosen newspaper and magazine reports, web sites, and government and lobby group releases presents both sides of the debate on a number of pertinent and current issues. This is an enormously valuable tool for teachers in preparing material to stimulate discussion and debate and is supported by a web site providing access to additional resources as they become available. B. Sampford

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Information Processes & Technology Stage 6; Software Design & Development Stage 6
Paper $17.50
SCIS 1075109

STRACHAN, Michael

Using E-mail

Black, 2001
ISBN 071365712X
[004.692]

A valuable resource for teachers integrating technology across the curriculum, this book is divided into two main sections. The first section provides helpful, clear guidelines for teachers new to the Internet, supporting them in developing skills and knowledge with concise, well illustrated information. The second half provides a wide range of photocopiable projects that would build student technology skills and give teachers

ideas for setting up their own Internet activities to support teaching and learning in units across a range of subjects in Stage 2 or Stage 3, especially English. B. Sampford

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	English
SYLLABUS:	English K-6
	Paper $45.00 SCIS 1068304

Communicating today [series]
Heinemann Library, 2001

The various ways people communicate, and the technology that makes it possible, are the subjects of this series. From printed media to the Internet, these up to date, and easily read books allow students to see the historical progression of the various types of communication, the processes used and future applications of communication technology. Students in Stage 3 and Stage 4 can use this series in a number of subjects such as Science and Technology or Design and Technology. Class based discussions can be held to discuss the impacts of communication technology on our society, with the aid of included timelines and glossary. B. Maher

USER LEVEL:	Stage 3 Stage 4
KLA:	ST; TAS
SYLLABUS:	Design & Technology 7-10; Science &
	Technology K-6
	$33.00 each

Titles in this series include:
Newspapers	SCIS 1075522
Television	SCIS 1075516

BROWNLIE, Ali & MASON, Chris
Why do people fight wars?
Hodder Wayland, 2001 (Why?)
ISBN 0750237147 [172]

Issues surrounding war are examined in this book including: the nature of war; the impact of war on people and societies; rules of war; the aftermath of war; and the role of the media in war. A very brief history of war is presented. Alternatives to war, such as conflict resolution, peacekeeping and alternative roles of the military, are also discussed. This book opens up issues and sets discussion questions for use in the classroom. The conflicts referred to are current and topical and clearly illustrate the atrocities of war, refugees, and changes in countries as a result of war. This could be a useful reference for international law and citizenship (Stage 3 HSIE) and the Stage 5 History topics dealing with the contemporary world. L. Singleton

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History Stage 4-5; HSIE K-6
	$36.95 SCIS 1074506

PENNEY, Sue
Religions of the world [series]
Heinemann Library, 2002

A detailed account of the development and beliefs of each major religion is provided in this series. The map and time chart in each book are user friendly. The pages, complemented by colour photographs, appear overcrowded and may not immediately appeal to the Stage 2 or Stage 3 student, who is not an independent reader. The written language is suitable for Stage 2 and Stage 3 readers,
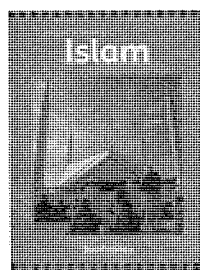
the glossary providing concise explanations for words that may be unknown. It is a useful teacher and student reference in working towards the achievements of *Cultures* outcomes in HSIE, and in particular the *Cultural Diversity* outcomes in Stage 2 and Stage 3. A. Arnott

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$36.30 each

Titles in this series include:
Buddhism	SCIS 0431149534
Christianity	SCIS 043114950X
Hinduism	SCIS 0431149550
Islam	SCIS 0431149526
Judaism	SCIS 0431149542
Sikhism	SCIS 0431149518

BURTON, Daphne Punytjina
Kupi-kupi and the girl
Magabala Books,2000
ISBN 187564153X [298]

A traditional oral story of the Areyonga community, who live 240 kilometres south-west of Alice Springs, it is the story of a young girl who used to play chasings with the willy-willies (kupi-kupi). One day she was swept away by a particularly large kupi-kupi and taken to the waterhole of a giant watersnake. Eventually she was rescued and returned to her family. The story is written in both English and Pitjantjatjara and each page is accompanied by a picture to illustrate the story. A map, pronunciation guide, introduction to Pitjantjatjara and biographies of the author and illustrator accompany the work. The book is relevant to schools outside the Northern Territory and in the hands of an innovative teacher is an excellent resource to explore Aboriginal and non-Aboriginal story telling. B. Corr

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	English; HSIE; Visual Arts
SYLLABUS:	Aboriginal Studies Stage 6; Creative Arts K-6;
	English Stage 6; Visual Arts 7-10
	Paper $14.95 SCIS 1011880

McCALL, Henrietta
Gods and goddesses in the daily life of the ancient Egyptians.
Hodder Wayland, 2002
ISBN 0750235896 [299]

The deities of ancient Egypt are presented in this simply written compendium. Each succinct biography is accompanied by family connections; an inside story; and source material. Associated events including festivals, rituals and personalities, such as heroes and monsters, are also included. Emphasis is on the pictorial, with written text kept to a minimum. This book would be a handy reference for Stage 4 students, studying *Ancient societies* and Stage 6 students completing Egyptian society options. Readers with a penchant for ancient religions, gods and goddesses may find this and another book in the series, on the Greeks, most enjoyable. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Stage 6 Ancient History; History Stages 4-5
	$35.00 SCIS 1085174

Titles in this series include:
Gods and goddesses in the daily life of	
the ancient Greeks	SCIS 1085175

TEICHMANN, Iris
Immigration and asylum
Watts, 2002
ISBN 0749644370 [304.8]

The current, controversial issues of refugees and asylum seekers are presented in this publication, which gives students a wide range of perspectives and background information. The book aims to provide insight into many of the myths and misinformation about refugees and asylum seekers through factual information, including statistics. Discussion questions and activities included in the book could encourage dialogue, critical thinking and clarifying of values. The easy to read text is supported by graphics and photographs, and further reading, including Internet sites, which would have to be verified for curriculum relevance. This resource is a ready reference for teachers to use in discussions on human rights issues and citizenship as part of Stage 3 HSIE syllabus and the Stage 5 History topics of *Social and political issues from the 1970s to the 1990s*, and *Contemporary Australia*. L. Singleton

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History Stages 4-5; HSIE K-6
	$35.00 SCIS 1091845

20th century perspectives [series]
Heinemann Library, 2002 (305.4209)

An informative series, this examines important topics in modern history including: the study of weapons and technology used in the two World Wars; the changing role of women in society; and the rise of modern China. These books explore relevant issues including the forces which shaped each event and its impact on society. Factual information is drawn from a variety of sources. Detailed accounts of people and their experiences, captions and colourful illustrations provide a detailed examination of key themes. Each title provides a relevant timeline of events. Suggested further reading and current websites would need to be assessed in terms of curriculum relevance. A comprehensive glossary of key terms is a feature of this series. These books are best suited to Stages 4-5 History. A. Fisher
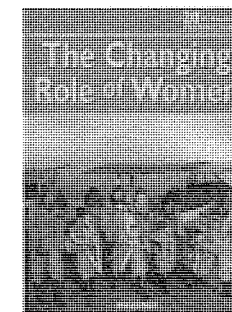
USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	History Stages 4-5
	$35.20 (each)

Titles in this series include:
The changing role of women	SCIS1076810
The rise of modern China	SCIS1076798
Weapons and technology of World War I	SCIS1076811
Weapons and technology of World War II	SCIS1076809

BAYET-CHARLTON, Fabienne
Finding Ullagundi Island
Allen & Unwin, 2002
ISBN 1865085863 [305.8]

On the surface this book is an autobiographical work about four generations of Aboriginal females. In a larger context it is a

story about Aboriginal identity and the dispossession of Aboriginal people. Fabienne Bayet-Charlton was brought up in Coober Pedy by her grandmother, a Bundjalung woman, far from her birthplace on Ullagundi Island on the Clarence River. Like many Australians, Aboriginal and non-Aboriginal, Fabienne Bayet-Charlton grew up knowing little of Aboriginal history. Her search for her grandmother's story and birthplace uncovers much of the true history of race relations in this country and explores why it is so uncomfortable for many people. This book is beautifully written by a sensitive and skilful author. B. Corr

USER LEVEL:	Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	Aboriginal Studies Stage 6;
	English Stage 6
	Paper $19.95 Feminist Bookshop
	SCIS 1076970

History topics [series]
Watts, 2002

This series focuses on historical themes and events. Each book provides written and pictorial evidence. Bold colours and a question and answer approach would attract students. Issues and events connected with the particular title and are examined in a chronological presentation. Topics include: Stuart Britain, with the conflict between the Cavaliers and Roundheads; and the origins and struggles of black people in America. Key personalities, fact files and definitions are presented throughout the resources. The level of information could provide students with a range of material which should elicit critical thinking and further research. This resource would be best utilised by students with teacher direction. B. Kervin.

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History Stages 4-5
	$34.95 each

Titles in this series include:
Black peoples of America	SCIS 1085296
Cavaliers and roundheads	SCIS 1085243

RAPPAPORT, Doreen
No more!: stories and songs of slave resistance
Candlewick, 2002
ISBN 0763609846 [306.3]

As a beautifully presented resource to support the teaching of human rights, this book captures the spirit and plight of the African Americans in their struggle for dignity and freedom from slavery. Dramatic illustrations are confronting, and provide an added dimension to the stories and songs. They skilfully place the reader into the shoes of the author, encouraging empathy and understanding of the cause. This book could support a Stage 3 HSIE study of human rights. It could also be a useful adjunct to the Stage 4 History topic, *Shaping of the modern world*, and the Stages 4-5 History elective topic, *The modern world*. L. Singleton

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	HSIE K-6; History Stages 4-5
	$29.95 SCIS 1078662

McNAMARA, Brian

How Australia is governed: a simple guide to Australia's system of parliamentary democracy

Canprint Communications, 1999
ISBN 0642419299   [320.994]

A very simplistic explanation about the workings of the Federal government is provided in this book. Definitions of terminology are provided as well as clear discussions about the role of the Senate, House of Representatives and how parliament makes laws.

Whereas the focus on the federal government is comprehensive, more is needed on local and state governments to provide a more rounded explanation of parliamentary democracy. This is a useful, reference for Stage 3 teachers for the *State and Federal government* HSIE unit and History Stage 5 teachers for the area of study *Federation and Australia's constitution*, as the information is sequenced and easy to understand. L. Singleton

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stage 4-5; HSIE K-6
Paper $14.95   SCIS 1012016

MCPHEDRAN, Colin

White butterflies

Pandanus, 2002
ISBN 1740760174   [325]

Tracing the experience of a Burmese family's escape to India during World War II, this autobiography is told through the eyes of the youngest son and sole survivor of his family's trek through the Hukawng Valley. The story is divided into three stages: *Part 1: The trek* makes gripping reading and movingly reveals the influence of the author's mother on his life. *Part II: Mother India* explores how this experience shapes the author's values and attitudes. *Part III: East to west* charts the author's time in England and passage to Australia. The first two parts are probably the most fruitful for the purpose of study. The book lends itself to being read in excerpts and could be used as supplementary material for Preliminary English in the Area of Study for topics such as *Challenge and endurance* and *Journeys*. E. Vale

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; ESL; Advanced*
Paper $29.95   SCIS 1077981

DALGLEISH, Sharon

Our world our future [series]

Macmillan Education, 2002

Ecological sustainability is the broad concept underlying the attractively presented, Australian produced, books in this series. The author provides clear explanations of how we are dependent on clean air, water, soil and the functioning of natural ecosystems. Throughout the books she suggests everyday actions that young readers can take to live in a more sustainable way and she explains why it is that walking or using fewer goods, for example, are better for everybody. The broad consequences of some unsustainable practices are explained, including air pollution generated in China accounts for a portion of the acid rain that falls in Japan. These books provide a broad, global perspective and good explanations

of the importance of rethinking the way we do things. The topics covered in the series make it very relevant to supporting many Science and Technology and HSIE outcomes. Significantly, the books provide an excellent support for the NSW *Environmental education policy for schools*. J. Kennelly

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
$26.95 each

Titles in this series are:
Caring for wildlife   SCIS 1082687
Cleaning the air   SCIS 1082682
Managing the land   SCIS 1082679
Protecting forests   SCIS 1082685
Renewing energy   SCIS 1082684
Saving water   SCIS 1082681

Animal watch

Dorling Kindersley, 2002 (Watch)
ISBN 174033292X   [333.95]

Threats to biodiversity, including habitat loss, hunting, pollution, trade and climate change are detailed in this appropriately named book. More than a description of the planet's spectacular animals it explains how human action, often inadvertently, impacts on a wide range of creatures, including invertebrates, mammals, water creatures and forest dwellers, illustrating some of the essential understandings of the *NSW Environmental education policy for schools*. Information and explanation are brief but sufficiently detailed to be satisfying rather than frustrating. Powerful messages about hazards to biodiversity are balanced by positive stories of people and projects helping to conserve animals and habitats worldwide. Interesting additions are small activities that readers can do to help understand relevant concepts. Consistent with the environmental education policy, positive ideas about what young people can do to help save wildlife are also included. Examples from the book could also be used to illustrate interrelationships among living things that are relevant to Science and Technology and HSIE outcomes. J. Kennelly
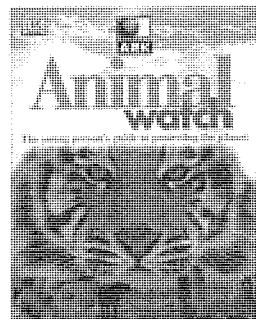
USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6
$22.00   SCIS 1086131

GRANT, R.G

The Great Depression

Hodder Wayland, 2002 (Lives in crisis)
ISBN 0750236388   [338.542]

Part of the *Lives in crisis* series, this book explores events surrounding the causes and impact of the depression. It includes a detailed analysis of events that lead up to what is arguably one of the worst economic crises in modern history. The book provides comprehensive information from a variety of sources: accounts from people who lived in the period; quotes and captions; and
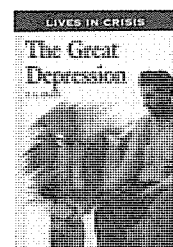
pictorial information. Factual material, maps and photographs provide an informative picture of this period in history, which is supported by a comprehensive glossary of relevant terms, date list, and reference to further resources. With its emphasis on information and content, this book would be beneficial as a teacher reference or a means to extend students in Stages 4-5 History. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
$39.95   SCIS 1079706

CANE, Scott

Pila Nguru: the Spinifex People

Fremantle Arts Centre Press, 2002
ISBN 1863683848   [346.94]

A breath of fresh air in the writings of non-Aboriginal people about Aboriginal affairs, this book places the Dreaming focally at the beginning of the work. For seven thousand years, as the last Ice Age came to an end, the ocean steadily encroached upon the Australian mainland and more than one seventh of the land disappeared under the ocean. The People of the Sun and the People of the Shadow, spirits of the Spinifex people, moved south from the deserts and built the massive walls of the Nullarbor cliffs to dam the ocean and save the land. Pila Nguru tells the story of the Spinifex people's culture, through their successful native title claim to their ancestral lands. This work is almost unique in its presentation and is essential reading in the areas of culture, land and law. B. Corr

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
Paper $ 49.95   SCIS 1091578

Issues in Society – Aboriginal Land Rights

/ edited by Justin Healey. Spinney, 2002 (Issues in society 169)
ISBN 1876811781   [346.9404]

A recent volume in a continuing series about issues in Australian society, this book maintains the integrity of earlier publications. Without the understanding of the relationship between Aboriginality and the Land discussion of Land Rights issues can become fraught with opinion and speculation. This well researched book helps demystify the complex social, legal and political threads surrounding Aboriginal Land Rights. It is augmented well with facts, figures and further readings through Internet sites. These sites would require extra research time spent in order to ascertain their curriculum connections. Primary and secondary sources should give students a chance to explore implications for Australia and themselves. This is an essential text for a number of topics and themes within a number of HSIE syllabuses. It is important to note that some of the illustrations are not necessarily part of an article's original format, and should be appropriately labelled to clarify this. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6, History Stages 4-5; Legal Studies Stage 6
Paper $17.50   SCIS 1091123

DECKER, Dianne

Long time coming home

Woodrow, 2001
ISBN 0957907109   [362.7]

Each story of the Stolen Generations is unique in the paths the person has to go to become whole again, yet similar in the trauma that people faced. This text is no exception, through official documents and oral history, the story of Marjorie Woodrow is told. The story covers much of the 20th Century and reflects the changing values and attitudes in the Australian community towards Indigenous Australians. Extensive primary sources, from various government departments, including the Aborigines Protection Board and a variety of courts, reflect the institutional inertia and racism that permeated this period of our shared history. This book is a valuable text for the study of human rights and Stolen Generations in a number of HSIE syllabuses. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stage 4-5; Legal Studies Stage 6
Paper $19.95   SCIS 1091576

SMITH, Andrea Claire Harte

Food safety and farming

Watts, 2002
IBSN 0749644389   [363.19]

As a small, well presented book with full colour photographs, this text provides an overview of a wide range of current issues relating to food. The information provided is particularly relevant to the Option strand (9.4) *Contemporary Food Issues-Marketplace* of the *Food Technology: Stage 6 Syllabus*. Areas such as pesticides; use of hormones and antibiotics; raising of food supply animals; 'mad cow' disease; organic foods and G.M. foods are discussed, using up to date information. This would be a suitable reference, especially when considering the ethical implications of these developments. The subject matter, and questions highlighted throughout this book, would provide excellent stimulus material for debate and discussion by senior students. The book concludes with a small but detailed **Glossary** of terms and further information agencies. C. Barlow

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Food Technology 7-10; Food Technology Stage 6
$35.00   SCIS 1091647

Trends in food technology [series]

Heinemann, 2002

Up to date, relevant information characterises the books in this series. While technical terms are used, the language remains easy to read, for both junior and senior high school students. The volumes titled **Food ingredients**; **Designing & making food**; **Food processing**; and **The food industry** could be used in the study of *Food manufacture* and parts of *The Australian food industry* in the senior Food Technology course. Material presented in these volumes is also applicable to the current and proposed 7-10 syllabus. The two remaining volumes in the series contain some relevant information, with references to United Kingdom food legislation which may cause some confusion for students. Whilst these books do not contain activities they do contain case studies

that would lend themselves well to research and assignment work. Useful glossaries are contained in each book. C. Barlow

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; Food Technology 7-10; Food Technology Stage 6
	$35.20 each

Titles in this series are:

Designing and making food	SCIS 1085923
Food and consumers	SCIS 1085915
The food industry	SCIS 1085920
Food ingredients	SCIS 1085918
Food processing	SCIS 1085922
Safe Food	SCIS 1085913

Earth watch [series]

Watts, 2002

Overviews of global food production and wildlife habitats are provided in these factual books. In *Feeding the world*, labour intensive and mechanized methods are contrasted with interesting colour photographs and age appropriate text. Fundamental concepts such as staple food, irrigation, pest control and soil fertility are explained. There is an emphasis on a wide range of food production technologies, including methods such as genetic engineering, fish harvesting, feed lots and organic growing. Consideration is given to marketing; reasons for food shortage; the role of packaging and ways that consumers can support the environment. It is very useful for HSIE topics that deal with human impacts, resource systems and cultural diversity. Of use for Science and Technology and HSIE topics is *Wildlife in Danger* which examines the impact of human activity on wildlife habitat and how this can be mitigated. Both books provide a strong environmental outlook. J. Kennelly

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	Paper $18.95 each

Titles in this series include:

Feeding the world	SCIS 1076224
Wildlife in danger	SCIS 1076221

BOWDEN, Rob

An overcrowded world ?: our impact on the planet

Hodder Children's, 2002 (21st century debates)
ISBN 075023427X [363.9]

An instructive book, this provides a detailed examination of human population growth and its impact on the environment given the increasing consumption of the world's limited resources. With its emphasis on the growth of population and its possible impacts, this reference examines issues such as: population sustainability; poverty; changes to life expectancy; and the challenges faced by governments dealing with these issues. Factual information, viewpoints and topics for debate, support current studies in this area, whilst colourful illustrations and photographs provide supplementary source material. A detailed glossary of key terms and advice on additional references, including useful web sites makes this a practical resource for students. Its international emphasis would allow for use in Geography Stages 4-5 in relation to *Managing global environments* and *Global citizenship*. A. Fisher

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5
	$39.95 SCIS 1077777

HALL, Margaret

Around the world [series]

Heinemann Library, 2002

The different ways in which people around the world satisfy their basic needs are highlighted in this clear, easy to read series. Each book contains large colourful photographs accompanied by clear, bold text. The information on each page consists of two or three simple sentences which would be suitable for young students. Although the pictures are excellent, they do not have captions and it is only possible to find out where each picture is from by referring to a list at the back of the book. This could be confusing for young students. Apart from this small problem, this series would an invaluable resource in the teaching of outcomes *SSES1* and *CUES1* in the HSIE unit *Meeting needs*. J. Eade

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$29.70 each

Titles in this series include:

Clothes	SCIS 1076786
Food	SCIS 1076790
Homes	SCIS 1076793
Transport	SCIS 1076796

BERRILL, Margaret

Mummies, masks and mourners

Evans, 2001 (In search of the past)
ISBN 0237522535 [393]

An eclectic choice of funerary customs and associated rites of death is explored in this easy to read book. From the ancient Sumerians, to the Horsemen of Siberia, the Kalabari of Nigeria and the Basket Makers of America, the reader is introduced to the archaeological and anthropological remains of each society's preparations for death. Work of archaeologists, such as Gustavson and Morris, is also touched upon. Photographs of source material allow for evidence based exercises in analysis. This book would be a useful adjunct to the Stage 4 History option of *Ancient societies* and a simple introduction to the Stage 6 Ancient History case study, *Preserved human remains, eg Bog people*. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5;
	Paper $23.10 SCIS 1086339

Other titles in this series include:

Explorers and mapmakers	SCIS 1086342
Hidden treasure	SCIS 1086333
Secret cities	SCIS 1086327
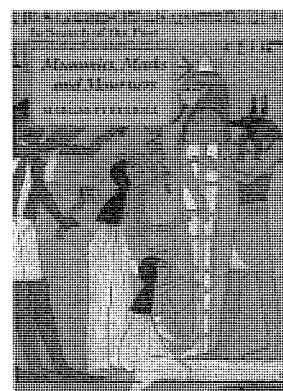
Once upon a fairytale

Penguin, 2001
ISBN 0670035009 [398.2]

Produced for the Starbright Foundation, this attractive book and CD set, engaged the talents of American film and television celebrities and illustrators. They do not merely retell four popular fairytales, they take the persona of the characters from each tale and respond to and interpret the events with humour, to tell the story through their character's eyes. Their responses provide good examples of looking at events from several viewpoints, while also providing discussion starters amongst students. The CD, which illustrates the importance of voice in the development of character, does not follow the text exactly. The artwork is eclectic, providing excellent examples of a variety of media and styles. The resource would support writing outcomes in Stage 4 English and outcome *WS3.9* of English K-6. N. Chaffey

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
	$55.00 SCIS 1090983

BLYTHE, Ron

Future [videorecording]

Infonation, 2001 (Beyond Babel) (51 min.)
ISBN none [420]

The last of a four part series entitled *Beyond Babel*, this video examines the way in which technology, particularly the Internet and scientific discovery, have assisted in the spread of English around the world. The video uses interviews with technology, education, and business experts to discuss issues such as the way in which the Internet facilitates access to global university libraries, the use of technology to preserve ancient texts, and the role of scientific discovery and terminology in the expansion of English as a global language. The current imbalance in Internet access in some cultures is also detailed, making the point that despite the spread of English, multilingual people are important because they spread cultural acceptance through their ability to see things from a variety of viewpoints. This is taken further by the BBC when they stress that broadcasts in local languages are the cornerstone of democracy, enabling everyone to participate in a global society. The video concludes with an international panel discussing the pros and cons of everyone speaking the same brand of English. The point is made that cultural identity needs to be maintained and that Global English should be a balance between intelligibility and identity. The video is well produced and easily understood, providing excellent opportunities to establish deep discussion with students. T. Patterson

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7-10; English Stage 6
	$77.00 each or $275.00 for the series of 4
	SCIS 1092238

Other titles in this series include:

Culture	SCIS 1092237
Politics	SCIS 1092235
Trade	SCIS 1092233

Why? why? why? [series]

Parragon, 2001

Books in this series support teaching in a range of different outcomes in both the *HSIE: K-6* and *Science & Technology K-6* syllabuses. **Who cuddled the first teddy bear?**, for example,

would have relevance to the HSIE unit *The way we were* and outcomes *CCS1.2* and *SSS1.7*, as well as to the Science and Technology outcomes *PSES1.5* and *BES1.1* and the unit *Toy world*. **What do my lungs do?** would support the Science and Technology unit *A look inside*. Each book in the series follows the same format with a question being answered in two or three sentences in large, bold text. Clear, colourful illustrations complement the answers and a **True** or **False** column appears on every second page. The series is attractive and informative and would be a useful resource for young students. J. Eade

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	$9.95 each

Titles in this series include:

What do my lungs do?	SCIS 1076531
Where do shadows come from?	SCIS 1076529
Who cuddled the first teddy bear?	SCIS 1076534
Who lends a helping hand?	SCIS 1076532

SUZUKI, David & VANDERLINDEN, Kathy

Eco-fun

Allen & Unwin, 2002
ISBN 1865086355 [507]

Many aspects of water are detailed in this up to date information book. More than a description of the water cycle and changes of state, it relates water to children's everyday experience, asking them to calculate for example, the portion of body weight which is water, and drawing attention to the natural occurrences of water as solid, liquid and gas. Also raised are social issues surrounding water, including water sharing, treatment of domestic supplies, pollution, and the potential impact of global warming on water distribution. The book is therefore suited not only to Science and Technology units such as *Cycles in Our World* but also to HSIE outcomes and to the *NSW Environmental education policy for schools* objectives. The well chosen, high quality photographs taken from various locations around the world give the issue of water a global perspective. J. Kennelly

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$18.95 SCIS 1074662

CAVE, Kathryn

One child one seed

Lincoln, 2002
ISBN 071121848X [513.21]

Beautifully illustrated and effectively designed, this book has many uses in the classroom. As a counting book, it models counting from one to ten, using the pumpkin seeds as counters. Each numeral is used in the text form as the story of the pumpkin seeds evolves. This book provides the reader with a rich example of living in another culture, in this case in a South African family. The snap shot of the family and their life style is simple enough for the young reader to understand without diminishing the contrast between their culture

and ours. It could be an appropriate resource in the multi stage classroom, especially for cross curricular units of work. L.Wilson

USER LEVEL:	Early Stage 1 Stage 1
KLA:	HSIE; Mathematics; ST
SYLLABUS:	HSIE K-6; Mathematics K-6; Science & Technology K-6
	$27.95

SCIS 1085247

POSKITT, Kjartan

Vicious circles and other savage shapes

Scholastic, 2002
ISBN 4399747X   [516]

An intriguing book that covers many varied shapes. It would be an ideal enrichment tool for the enthusiastic mathematics student. The written text is humorous, albeit a little corny, with geometry investigations being necessary to solve the real life problems encountered. From basic area of a triangle, up to circle geometry proofs are included in the journey throughout the book that relies on the use of constructions and practical applications to enhance learning. Delivered in a friendly manner this book encourages the younger student to delve into higher mathematical concepts in a non-threatening way. It could be ideal for use in the GATS context. L. Wilson

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Mathematics
SYLLABUS:	Mathematics 7-8; Mathematics 9-10; Mathematics Stage 6
	Paper $9.95

SCIS 1085118

Longman sciences [series]

Pearson Education, 2002

Supporting the *Physics: Stage 6 syllabus*, time has been taken to ensure that the text covers each dot point in the syllabus in a concise, systematic manner. Clear diagrams; worked examples; review questions; and ideas for first hand investigations make this a valuable resource for students and teachers. The supporting teacher CD Rom provides additional worksheets. Designed as textbooks, *Contexts 1* covers the Preliminary course while *Contexts 2* covers the HSC course including three of the options **Medical physics**, **Astrophysics** and **From quanta to quarks**. Students will find the clarity and order appealing but might wish for a more diverse range of worked problems. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Physics Stage 6
	Paper $50.00 each

Titles in this series include:
Physics contexts 1   SCIS 1077854
Physics contexts 2   SCIS 1067640

SEARLE, Bobbi

Electricity and magnetism

Franklin Watts, 2002 (Fascinating science projects)
ISBN 0749644788   [537.078]

Step by step instructions for a series of projects and experiments based on electricity and magnetism are included in this book. Each unit contains an introduction to the topic, why it works, fascinating facts and an explanation of how the theme or topic links to the next chapter. The text is easy to read and the explanations and directions are enhanced by simple diagrams. Students would enjoy following

these procedures to explore the concepts of electricity, currents, batteries, magnets and magnetism. It has limited use as a teacher resource as it is too prescriptive and does not lend itself to open ended design and make tasks in Science and Technology. J. Hancock

USER LEVEL:	Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$32.95

SCIS 1076234

Questions and answers [series]

Parragon, 2002

In this series, each compact book contains over one hundred questions and answers. Supported by clear, colourful illustrations, and a simple index that further assists information retrieval, students could also use the books for recreational reading. Drawings are not labelled apart from a single explanatory caption and the font used in the textual information is rather small. *Creepy crawlies* provides excellent reference material for students' factual writing, and the Stage 2 Science and Technology unit, *Mini-beasts*. The volume on the *Human body* would support several PDHPE topics. *Machines* includes varied information about machinery used in transport, building, farming and the entertainment industry. *Rocks and minerals* supports the Stage 3 Science and Technology unit, *An ancient land*. I. McLean

USER LEVEL:	Stage 2 Stage 3
KLA:	PDHPE; ST
SYLLABUS:	PDHPE K-6; Science & Technology K-6
	$7.95 each

Titles in this series include:
Creepy crawlies   SCIS 1082411
Human body   SCIS 1082109
Machines   SCIS 1082430
Rocks and minerals   SCIS 1082083

HEWITT, Sally

The animal kingdom

Franklin Watts, 2002 (Fascinating science projects)
ISBN 0749644796   [571.1]

A collection of experiments that will entice the avid scientist to discover more about living things, this text also provides some background information and solutions to the experiments and projects. The introduction explains the layout of the text. **Breathing**; **Feeding**; **Movement**; and **Senses** are some of the topics included. Preparation would be essential to complete many of the experiments, with some being best left as home projects. Some experiments require little preparation or adult supervision. Diagrams and explanations are clear, with a **Glossary** and **Index** assisting in the use of the text. Some aspects of the *Living Things* outcomes of Stages 2 and 3 in the Science and Technology syllabus are addressed. This would be a popular addition to the school library. A. Arnott

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$32.95

SCIS 1076231

Weird wildlife [series]

Chrysalis, 2002

The aim of this series is to educate emerging readers in some of the weirdest and wildest animals and plants of the world. The photographs show in detail particular aspects of their

subject, many of which would be interesting in themselves to readers, for example, a coconut floating in the sea sprouting a new plant, or flowers that give off heat that melts snow. The books include a **Glossary** for further understanding and activities that may extend interested readers. Links to web sites, which would have to be verified for curriculum relevance, are also provided. This series would be a welcome resource, captivating the attention of not just the younger readers. E. Derouet

USER LEVEL:	Early Stage 1 Stage 1
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$33.00 each

Titles in this series include:
Plants   SCIS 1075514
Reptiles   SCIS 1075499

FLANNERY, Timothy & SCHOUTEN, Peter

A gap in nature: discovering the world's extinct animals

Text, 2001
ISBN 1876485779   [591.68]

Tragically, evidence shows that humans have been directly or indirectly linked with the demise of our world's extinct animals. Diseases from vermin such as rats, cats, and cockroaches which were transported by vessels of the early explorers, the clearing of native habitats, and over zealous hunting, escalated extinction. Sadly, many species disappeared before being properly documented. This beautifully illustrated book concentrates on birds, mammals and reptiles, most still alive in the nineteenth or twentieth centuries, and sufficiently known for an anatomically accurate drawing to be made. Interesting fauna, many with bizarre traits, are reported: the great auk's pear shaped egg; the unbelievable speed of passenger pigeons; a pig-footed bandicoot, and the mollusc eating Mauritius blue pigeon. D. Doust

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science Stages 4-5; Biology Stage 6
	$50.00

SCIS 1063225

WATTS, Barrie

Duck [series]

Franklin Watts 2002 (Watch it grow)
ISBN 0749644303

One, in a series of four, that traces the life cycle of common plants and animals, this book is written in easy to read, large text. Difficult terminology and concepts are written in bold and explained in the word bank. The process is simplified in diagnostic form, in the flow chart, at the end of the book. Colourful photographic illustrations enable **n**on readers to predict what is happening at each stage of development. The large bold headings that accompany each double page spread also assist readers. This is a good resource for readers in Stage 1 English learning to write explanations, and for Stage 1 Science and Technology *Living things* strand. J. Hancock

USER LEVEL:	Stage 1
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	$29.95 each

SCIS 1073328

Titles in the series include:
Snail   SCIS 1073326

Golden eagle

Hodder Children's, London
ISBN 0750234172   [598.9]

Examining the scientific classification and defining characteristics of the golden eagle, including the habitats, life cycles, food chains and threats, are the focus of this well presented book. It provides an interesting resource for teachers examining *Living things* in the *Science and Technology: K-6 syllabus* and for students studying food webs and food chains in the *Science: Stages 4-5 syllabus*. Zoological details and comprehensive information is contained in easy to read text, clear graphics, and stunning photographs. Accessible structure and content make this a worthwhile resource for students and teachers and it is complemented by a brief bibliography and suggested web sites for further research. Additional exploration time would be required to verify the curriculum relevance of these suggested sites. A. Frost

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	ST; Science
SYLLABUS:	Science & Technology K-6; Science Stages 4-5
	Paper $19.95

SCIS 1075055

PYERS, Greg

Life cycles of Australian animals [series]

Echidna, 2002

The life cycles of the Australian animals in this series are detailed with superb colour photographs, all with captions, and great visual appeal. Each book contains identical text features, and each page includes headings as well as a box of fascinating facts. The writing is clear and well presented. Information provided should satisfy the inquisitive, with detailed descriptions of all aspects of the life cycle provided. Life cycle diagrams are presented in a linear, rather than circular, manner. These resources would be very useful in supporting the outcomes of the *Living Things* strand in the *Science and Technology: K-6 syllabus*. They could also be useful for teachers when working through components of the information skills process. A. Arnott

USER LEVEL:	Stage 1 Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$28.60 each

Titles in this series are:
Echidna   SCIS 1076778
Green turtle   SCIS 1076781
Little penguin   SCIS 1076780
Redback spider   SCIS 1076777

Solo bush babies [series]

Omnibus, 2002

Although the books in this series have the look of fiction first chapter books, they present factual information, in mostly narrative form, while introducing newly independent readers to many attributes of good information texts. The focus is on wildlife conservation and the impact of humanity on the environment.

Plenty of watercolour illustrations by Yvonne Ashby add to the written text and present some of the information diagrammatically. Younger readers will respond favourably to the family contexts, user friendly size, language and format of these books. These books support activities in the Stage 2 Science and Technology units, *Our Australia* and *Cycles in our world*, when teaching to outcomes in *Relationships with places* in HSIE. N. Chaffey

USER LEVEL:	Stage 2
KLA:	English; HSIE; ST
SYLLABUS:	English K-6; HSIE K-6; Science & Technology K-6
	Paper $10.95 each

Titles in this series include:
Koala	SCIS 1074647
Wombat	SCIS 1074648

JONES, Carol
From farm to you [series]
Macmillan, 2002

A simple reference set, this is based on familiar food products such as chocolate, pasta and sausages. All the books follow the same logical format, tracing the history of the food product, through current manufacturing techniques, cultural uses of the product and concluding with one basic recipe. The simple language and the colourful, well laid out format, including flow charts and a large number of clearly labelled photographs and illustrations, make this suitable for junior students. The emphasis on the technologies used in the manufacturing processes for specific food products would assist students in developing an understanding of the complexity of food manufacture. Individual books in this series form a discrete case study, which may be used by students as references for assignment work, or by teachers as stimulus material for units on *Food production and processing* in Food Technology and *Food* in Design and Technology. C. Barlow

USER LEVEL:	Stage 4 Stage 5
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; Food Technology 7-10
	$24.95 each

Titles in this series are:
Bread	SCIS 1086151
Cheese	SCIS 1086146
Chocolate	SCIS 1086155
Honey	SCIS 1086142
Pasta and noodles	SCIS 1086152
Sausage	SCIS 1086154

OLIVER, Clare & FAIRCLOUGH, Chris
I work on a building site
Watts, 2001 (Just the Job!)
ISBN 0749642025   [690.23]

Rod, the central character, is employed by a large construction company and he likes working outdoors. Although trained specifically as a forklift truck driver, he uses all his skills to work as part of the team involved in the development of a brand new housing estate. Job titles, descriptions and job specific terms are clearly presented with colourful photographs of people at work. **Top tips** list the steps in laying bricks and tiles, while **Tricky moments** highlight the occupational health and safety issues. Various text types, including labels and lists are appealing and could make this book an appropriate part of work experience preparation. The final listing of web sites including some Australian ones, ensures good local information currency as well. Additional research time will be required to verify the curriculum relevance of these listed internet links. E. Kesby

USER LEVEL:	Stage 5 Stage 6
KLA:	VOC ED
SYLLABUS:	Work Education Stage 5; Work Studies Stage 6; Work & Community HSC Life Skills
	$29.95 each SCIS 1075714

Titles in this series include:
I work in a restaurant	SCIS 1059536
I work in a supermarket	SCIS 1059546

CREE, Laura Murray
Awesome! Australian art for contemporary kids
Fine Art, 2002 (Craftsman House)
ISBN 1877004200   [709.94]

With strong, large format visuals, this book provides teachers and students with a stimulating resource. Each double-page spread presents thought provoking contemporary art images in colour, accompanied by nuggets of information about the artists and their work. It is about showing art that is relevant for today's kids. It describes contemporary artworks in a language which can be accessed by most upper primary and junior secondary students, without compromising the integrity of the work or the intentions of the artist. The text allows teachers and students to address the visual arts syllabuses. It draws references to the frames, artistic practice and relationships between the 56 artists and their world, audiences and their artworks. Stage 6 students could use the book as an introduction to contemporary Australian art. Supporting K-6 syllabus outcomes *VAS3.4* Creative Arts and *RS3.7* English, this resource can be used for a variety of learning situations. K. Ashley, R. Newitt

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Creative Arts K-6; English K-6; Visual Arts 7-10; Visual Arts Stage 6
	$45.00 SCIS 1102480

FAIRBAIRN, Rob
The Great southern songbook 2002 [sound recording]
Bushfire, 2002
ISBN 1876772069   [782.42]

Children will enjoy this selection of 24 songs because they are catchy and singable. Mostly they are about everyday things, for example *The kids lament* and *My car*. Many of the songs are accompanied by a variety of fun activities that reinforce the musical concepts as well as linking to other areas of the curriculum. Teachers will appreciate the support CD which contains recorded examples of the accompaniment patterns such as riffs; rhythms; ostinatos; and harmonies. The patterns are introduced separately so that children can practise them, and then brought together on one track for group performance. Icons identify the elements used in each song and these are explained in the key at the front of the book. A. Wisdom

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K-6
	Book $10.95 Double CD $32.95 Support CD $14.25 SCIS 1096802

WATERSTREET, Charles
Repeating the leaving [sound recording]
/ read by Don Bridges. Louis Braille, 2001 (420 mins)
ISBN 073202559   [791.43]

Waterstreet's autobiography is an immensely entertaining and accurate view of a mad adult world from one on the brink of late adolescence. Private anguish about sexual performance, or its absence, counterpoints the satirical humour and numbed perspective of a sixteen year old, aware of his genetic predisposition to manic depression. The seemingly endless suspension of disbelief, sneak attacks of circumstance, self absorption and romantic altruism of young adulthood, are carefully constructed image by image and given powerful life by Don Bridge's artful characterisation. The high farce of LBJ's motorcade through Sydney, and the dark circumstances surrounding education by Christian Brothers, are just some of the satirical targets of Charlie's persuasively cynical perspective. W. Bowie

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7-10; English Stage 6: *Standard; Advanced*
	$96.75 SCIS 1071391

BURTON, Bruce
Living drama
3rd ed. Longman, 2001
ISBN 0733923534   [792]

This edition has been rewritten to accommodate recent changes that have occurred in senior drama courses throughout Australia. Clearly presented to appeal to students, it offers well developed units on: characterisation; performance; improvisation and playbuilding; world theatre of the twentieth century; and Australian theatre from colonisation to the present. Important inclusions to cater for updated syllabuses are those on the theatre of Peter Brook and Augusto Boal. This informative publication contains many tasks and workshop activities that encourage students to apply theories to their own creative work. Extracts from a range of drama scripts and photographs from productions enhance the text. It is an excellent, course related resource for senior drama students. C. Sly

USER LEVEL:	Stage 6
KLA:	CA
SYLLABUS:	Drama Stage 6
	Paper $38.00 SCIS 1056977

HERRAN, Joe & THOMAS, Ron
Action sports [series]
Macmillan Education, 2002   [796.22]

An exciting series of six nonfiction books which details information about action sports, ranging from BMX bike riding to snowboarding. Each volume follows a similar layout and provides comprehensive coverage. Details on equipment and techniques are concisely and informatively presented. Emphasis is placed on realism with the inclusion of colour photographs and a section featuring the personal histories of world experts. Undoubtedly the series will spark an interest with a number of students and the accent placed on fun and fitness serves as a valid role model for healthy lifestyle choices. S. B. Taylor
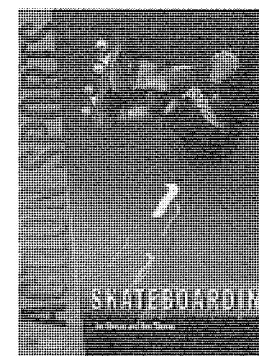
USER LEVEL:	Stage 3 Stage 4
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	$26.95 each

Titles in this series include:
BMX riding	SCIS 1082695
Formula One car racing	SCIS 1082698
In-line skating	SCIS 1082692
Motorcycle racing	SCIS 1082700
Skateboarding	SCIS 1082696
Snowboarding	SCIS 1082689

BRASCH, Nicolas
History of the Commonwealth Games [series]
Heinemann library, 2002

An attractively presented series, it is packed with brief easy to read vignettes of information, colourful illustrations and fact boxes and is supported with timelines, glossaries and brief resource lists. The time frame is a full historical overview of the Commonwealth Games from their beginnings in 1930 to just prior to Manchester 2002. The focus is decidedly Australian, particularly in the volumes on the Games and athletes. All volumes are interesting, and given the emphasis placed on the Olympics, provide another perspective on international sporting events. Perhaps the most useful volumes will prove to be the two about the Commonwealth itself. These offer a brief history and worthwhile overview of the rationale, functions and institutions of the Commonwealth of Nations, along with statistics and succinct sketches of its 54 member nations. G. Spindler

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	HSIE K-6; History Stages 4-5
	$28.60 each

Titles in this series are:
History of the Commonwealth Games	SCIS 1075645
Nations of the Commonwealth	SCIS 1078506
Stars of the Commonwealth Games	SCIS 1075643
What is the Commonwealth	SCIS 1078507

MARTIN, Carolyn & HOWELL, Tracie
English outcomes. 3
Longman, 2002
ISBN 0733917283   [808]

Adding to the wide array of English course books already available, this Western Australian publication is designed for use by year 10 students. The units of work address a range of textual forms and cover the strands of talking, listening, reading, viewing and writing. A short section exemplifying historical, social and cultural contexts is a most useful reference. Unfortunately, most of the included themes and stimulus literature have been the focus of numerous course books. The accompanying activities are also pedestrian and limited in scope comprising primarily of question and answer tasks. With some creative adaptation, this text could be best used as a teacher resource. H. Gardiner

USER LEVEL:	Stage 5
KLA:	English
SYLLABUS:	English 7-10
	Paper $38.00 SCIS 1075462

Crime factory

/ edited by David Honeybone. Shiv Publishing, 2001
ISSN 14445379   [809]

Providing a forum for crime writers and readers, this quarterly journal finds a niche in the Australian market. Launched in February 2001, each issue offers a variety of interviews, features, short stories, film critiques, comics, reviews, and more. An exciting, well conceived journal, it is sure to engross crime fiction buffs. Featuring writers from Australia and overseas, and a diversity of styles ranging from domestic whodunits to Mafia crime, they display the extensive breadth of modes within the crime genre. Explanations of such styles as: the hard-boiled genre; detective pulp; and film noir, are supported by many riveting examples. Teachers and students engaging in the Stage 6 English *Extension course 1* option on *Crime Fiction* will discover a wealth of support material that covers a range of contexts, modes and media. This publication could readily provide the other texts required to support the prescribed texts in this HSC option. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension course 1*
                    $38.50 (annual subscription)   SCIS 1103604

SHIELDS, Carol Diggory

The bugliest bug

Walker, 2002
ISBN 0744556856   [811]

A delightful picture book, which has a moralistic flavour that supports the biblical tenet that 'the meek shall inherit the earth'. A talent quest is to be held to find the bugliest bug in the insect world. All the insects primp and preen in preparation for their performance, except for Dilly the damselfly who goes along just to watch, because she thinks she can't possibly win. A nasty twist finds the insects in trouble. Dilly comes to the rescue and is duly crowned the bugliest bug. The text is well supported with bright illustrations that make appropriate use of stylised pictures of a variety of insects and provides opportunities for teachers to develop students' visual literacy. Although the story can be enjoyed at the purely literal level, children who have their eyes visually opened will feel a heightened sense of anticipation as they await the outcome of the tale. The text is written as a poem and also provides subtle clues to the eventual outcome. In addition to the pure enjoyment of poetry, the book provides opportunities for teachers to investigate spelling the same sounds in different ways and the use of different text sizes for emphasis. The book could provide good literary support for a factual unit on insects. T. Patterson
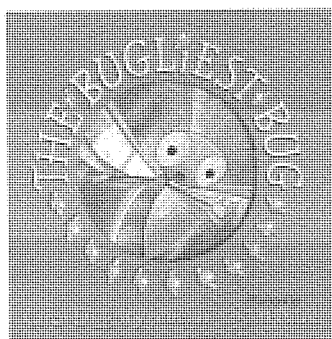
USER LEVEL: Stage 1 Stage 2 Professional
KLA: English
SYLLABUS: English K-6
                    $27.95   SCIS 1078667

COLLINS, Paul

Book people [series]

Macmillan Education Australia, 2002
ISBN 0732967546

Each of the seven reference books in this sturdy boxed set use the same attractive layout, facilitating the location of information for students. This resource contains a collection of almost 200 of Australia's most well known authors and illustrators, divided into approximately twenty five biographies per volume. A cumulative index is included in each book, with colour coding delineating each subject's specialty. An interview, awards box, fact file, coloured photographs and a *Try these* list of works, is part of every exposé. This set would be a valuable inclusion in a classroom, supporting students learning about writing and modelling one way to construct information reports. S. Rasaiah

USER LEVER: Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
                    $227.27   SCIS 1080268

Titles in this series are:
Meet Australia's children's authors and illustrators Bk. 1. A-C
                                                   SCIS 1080238
Meet Australia's children's authors and illustrators Bk. 2. D-G
                                                   SCIS 1080245
Meet Australia's children's authors and illustrators Bk. 3. H-K
                                                   SCIS 1080248
Meet Australia's children's authors and illustrators Bk. 4. L-M
                                                   SCIS 1080251
Meet Australia's children's authors and illustrators Bk. 5. N-P
                                                   SCIS 1080254
Meet Australia's children's authors and illustrators Bk. 6. R-S
                                                   SCIS 1080255
Meet Australia's children's authors and illustrators Bk.7. T-Z
                                                   SCIS 1080259

Out of order

/ compiled by Andrew Fusek Peters
Evans, 2002
ISBN 023752290X   [808.81]

The poems have been selected for provocative content and are guaranteed to generate concentrated thought and feeling. Modern poets cover a comprehensive range of themes, with very consistent quality. Further, their universal relevance is not affected by the few references to things British. As an anthology it explores the full range of young adult concerns from school through peer pressure to interests such as football, skateboarding and fighting. Struggling with emotions; abuse; growing pains; bullying; and identity also figure. A fresh and refreshing anthology, it provides opportunity, and inspiration to support theme work in class and also to be read for private enjoyment. W. Bowie

USER LEVEL: Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English 7-10
                    $39.60   SCIS 1073917

AUSTIN, Mark & MILLER, David

Ringle Tingle Tiger

Lothian Books, 2002
ISBN 0734403445   [A821]

A delightful picture book that recounts, in a humorous way, the tale of a young boy who decides to confront his biggest fear, monsters in the night. The text makes excellent use of rhyme, rhythm and alliteration, all valuable teaching tools in meeting the outcomes of the *English: K-6 syllabus*. In addition, the use of nonsense words to describe the animals, adds an element of fun. The author also makes good use of larger text and page endings to create suspense towards the end of the book. The great storyline is supported by outstanding illustrations by David Miller. His collage like pictures give a 3D effect and close inspection of them allows teachers to address several aspects of visual literacy. For example, in the forest tiger heads form the foliage of the trees while the trunks end in tiger paws. On several pages, a tiger tail is just disappearing off the page, adding to the suspense. The angle at which the pictures have been created, has the boy always appearing as insignificant in size, until the last page, when he is the vanquisher. For older students, the fact that in the end the monster is only a paper tiger provides an ideal opportunity to teach the meaning of such sayings. T. Patterson
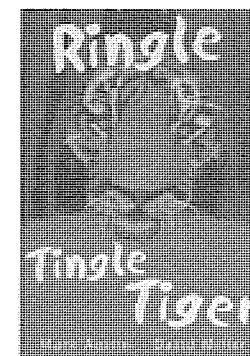
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
                    $24.95   SCIS 1089483

COOKSON, Paul

Crazy Classrooms and Secret Staffrooms

Lion Children's, 2002
ISBN 0745945902   [821]

Classrooms and staff rooms, as the title indicates, are the subjects for this collection of poems. Topics range from observations of bullies, scathing accounts of feline type females, behaviour in a test and fairly uncharitable interpretations of different teachers. This might be used as a catalyst to inspire others to record their perceptions in poetry form or ponder what kind of schooling acted as inspiration for the author. More than one poem has the quiet, studious students portrayed as friendless. These poems lack any real humour or insight. S. Bremner.

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
                    $12.95   SCIS 1073543

Dead funny

/ picked by John Foster
Collins, 2002
ISBN 0007112130   [821]

Using the macabre as inspiration for epitaphs, poems, memorials, and limericks, the compiler of this collection has not spared anyone, or any subject. Chapter headings such as *Resting pets*, *Nursery epitaphs* and *Highway endings* demonstrate the irreverent nature of this compilation of poetry. The humour in this book, particularly the demise of the teachers in *Passed professionals*, will have students reading selections aloud to their friends. Nathan Reed's space like cartoons complement the zany verses. The variety of rhythms and rhymes in this compact book gives teachers an opportunity to select appropriate examples for their students. S. Rasaiah

USER LEVEL: Stage 3 Professional
KLA: English
SYLLABUS: English K-6
                    Paper $12.95   SCIS 1080073

MITTON, Tony

Groovy Greek hero raps [series]

Orchard, 2001
ISBN 1841217999   [821]

Greek mythology has never been so entertaining as it is in this wacky series. Well known myths have been transformed into catchy raps that are ideal for shared reading. Who would have realised that Trojan disco nights and horrid things were all the rage in ancient times? In addition to the humorous verse, large print and cartoon style illustrations enhance the appeal of each title. Many aspects of language can be taught through these books. For example, teachers can assist students to identify figurative devices such as simile and alliteration. Particularly appropriate for Stage 2 students, this versatile series lends itself to a multitude of reading strategies and activities within the classroom. Older students would also find these books an entertaining adjunct to their Stage 4 History studies. H. Gardiner

USER LEVEL: Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; History Stages 4-5
                    Paper $10.95   SCIS 1059731

Titles in this series are:
Mighty Greek myth raps   SCIS 1064928

Rhyme time around the year

/ compiled by John Foster; illustrated by Carol Thompson. Oxford University Press, 2001
ISBN 0192762265   [821]

The poems in this collection focus on festivals and special days around the world. They are set out in seasons of the year in the northern hemisphere. This does not detract from their relevance in the southern hemisphere. Illustrations enhance each poem. An Index of authors, as well as an Index of titles and first lines, is included. All poems are rhyming and would appeal as a read aloud, or for children to enjoy independently. The poems vary in style and length. This attractive collection would complement a study of special days and celebrations in HSIE Stage 1. It would also provide texts to respond to, and models for poetry writing in English Stage 1 and Stage 2. A. Arnott

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
                    Paper $15.95   SCIS 1073522

Romeo and Juliet [kit]

Two-Can, 2001 (Interfact Shakespeare)
ISBN 184301002X   [822.3]

Studying Shakespeare's tragedy of the star-crossed lovers can be fascinating for students using this kit that includes a book, a CD-ROM and a web site. The book contains Historical background; a summary of the play; information on the characters; and a full text of the play. A range of interesting games and activities are featured on the CD-ROM. Accessible and interactive, the CD-ROM is a wonderful means of assisting students to appreciate this Elizabethan drama. The web site links to many Shakespeare related sites. Time would need to be spent exploring these sites in order to ascertain their value and links with the curriculum. This is a very well conceived teaching and learning kit that is sure to engage students. C. Sly

Minimum requirements
Macintosh: System 8.1; 32MB RAM
Windows 95: Pentium 166; 32MB RAM

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Drama 7-10; Drama Stage 6; English K-6;
	English 7-10; English Stage 6
	$29.95 SCIS 1085535

Macbeth [kit]

Two-Can, 2001 (Interact Shakespeare)
ISBN 1843010011   [822.3]

Shakespeare's tragedy of a ruthlessly ambitious Scottish king is made accessible to students through this multimedia kit which includes a book, a **CD-ROM** and a web site. Along with the full text of the play, the book contains: **Historical background**; a summary of the play; and information on the characters. Interesting, stimulating games and activities are featured on the CD-ROM. These provide an interactive means of testing one's knowledge of the play. The web site links to many Shakespeare related sites. Time would need to be spent exploring these sites in order to ascertain their value and links with the curriculum. This kit would be a valuable support resource for English Stage 6 *Standard* students studying the Module B option. C. Sly

Minimum requirements
Macintosh: System 8.1; 32MB RAM
Windows 95: Pentium 166; 32MB RAM

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Drama 7-10; Drama Stage 6; English K-6;
	English 7-10; English Stage 6: *Standard*
	$29.95 SCIS 1085508

THIELE, Colin

With dew on my boots, & other footprints

Lothian Books, 2002
ISBN 0734403100   [A823]

The first section of this book is a reprint of Thiele's interesting tale told in an easy, comfortable tone. It is updated by the addition of Part 2, which encompasses his experience of Australia on the road with his wife Rhonda. He is always at pains to link his early life with specific incidents and thematic concerns of his extensive and remarkable work. Thus we learn how the milking experiences of young Colin found their way into *The valley between*, and the love and fascination with birds shaped and inspired *Shelley's skylark*.
Perhaps most relevant for students of the special focus, *Changing Worlds* in the *English: Stage 6 syllabus*, is his methodical incorporation of a growing awareness of socio economic and technological changes on the farm. W. Bowie
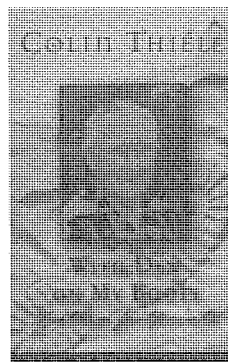
USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7-10; English Stage 6: *Standard*;
	Advanced
	Paper $16.95 SCIS 1082415

Axion 3D world atlas [computer software]

Axion Spatial Imaging, 1998
ISBN 1896896014   [912]

A Canadian company has produced this simplified Geographical Information System software which introduces students to satellite imagery, latitude and longitude, map scale, aspect, slope, cross sections, 2D and 3D imagery, and digital terrain modelling. Any chosen 2D section can be viewed in 3D, where it can be rotated, zoomed in or out of, constructed in cross sections and seen as a ground panoramic view. The flyby option will appeal to many students, particularly if their PC has a joystick, but the globe option has more useful educative potential where seasonal changes can be observed and the potential effects of flooding demonstrated. An extensive database of over 260 countries and territories allows users to search for data and portray it graphically. The web site at: http://www.axionspatial.com/ provides technical support, current statistical updates and geographical links. There is a preview option on the website allowing for a free 30 day trial of the CD-ROM. The information on this software supports the mapping outcomes in the *Environments* strand of HSIE K-6. N. Hutchinson

Minimum requirements
Windows 95: Pentium; 16MB RAM; 23.6MB hard disk

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5; HSIE K-6
	$83.95 SCIS 1028392

LIVELY, Penelope

In search of a homeland: the story of the Aeneid

Frances Lincoln, 2001
ISBN 0711217289   [873]

This well written, beautifully illustrated version of the Aeneid, chronicles the voyage of Aeneas, his son Iulus and other Trojan survivors as they flee from the destruction of and search for a new homeland in Italy. They face many dangers and anxieties like: fear; jealousy; rebellion; sea storms; wars; and creatures, such as the Harpies, and the Cyclops. The goddesses, Venus and Juno, struggle to control the destinies of the group, but the Fates have decreed that Aeneas will found a city, which will be the forerunner of Rome. The story telling mode and didacticism of the original are retained. The language and style have been modernised. An excellent resource for units on Roman history, mythology, heroes, and story telling. F. Crum
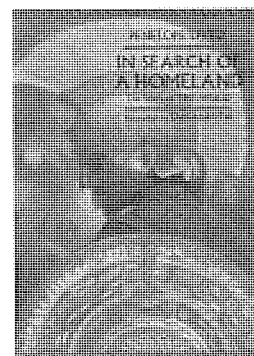
USER LEVEL:	Stage 4 Stage 5
KLA:	English, History
SYLLABUS:	English 7-10; History Stages 4-5
	$39.95 SCIS 1060757

HILLMAN, Robert

Australian of the year [series]

Echnida, 2002

Diversity of the recipients' backgrounds and fields of endeavour are strengths of the perspective and focus of this series. The accolade awarded each year embodies contemporary values. Each decade volume covers a different aspect of the selection process and illustrates the important historical context for Australia nationally and internationally of both the winners and the awards. Biographical information on each year's winner(s) provides a synopsis of the attributes and achievements that led to this honour. Definitions of terms, organisations and movements enhance the inclusive nature of each entry. Students researching high achievers particularly in the fields of sport, music and science, the environment or social history, will find much to stimulate discussion and support learning in this series. E. Maxwell
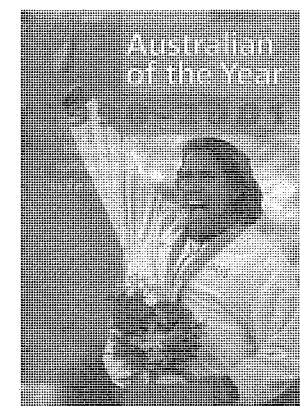
USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; English; HSIE; PDHPE; Science; TAS
SYLLABUS:	Aboriginal Studies 7-10; Creative Arts K-6;
	English K-6; English 7-10; History Stages 4-5;
	HSIE K-6; PDHPE Stages 4-5; Science &
	Technology K-6; Science Stages 4-5; Visual
	Arts 7-10
	$28.60 each

Titles in this series include:
Australian of the year 1960-1969: honouring contributors to the nation   SCIS 1075644
Australian of the year 1970-1979: honouring contributors to the nation   SCIS 1075642
Australian of the year 1980-1989: honouring contributors to the nation   SCIS 1075641
Australian of the year 1990-2001: honouring contributors to the nation   SCIS 1075640

HILLMAN, Robert.

Young Australian of the year 1990–2001: Australia's young achievers [series]

Echidna 2002

Profiling the winners of the Young Australian of the Year Award from its inception in 1979 up until 2001, these books explain how the award began, and the seven categories of achievement. Recipients include Cathy Freeman, Kieren Perkins, Poppy King and Ian Thorpe. Each personal profile is supported by an appropriate photo, and contains detailed information concerning the bestowal of the award; the recipient's early years; training; interests; current direction and achievements. The **Glossary** contains simple explanations of difficult terms and names. This is a useful classroom resource, that could be linked with a study of notable Australians in Stage 3 HSIE. J. Hancock
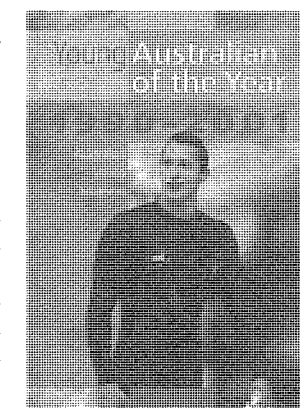
USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$28.60 each SCIS 1075646

Titles in the series include:
Young Australian of the year 1979-1989: Australia's young achievers   SCIS 1075647

WOOD, Selina

A journey through time

Dorling Kindersley, 2001
ISBN 0751361623   [930.1]

From the present day to the birth of our planet, Earth, the reader is taken down a tunnel, backwards through time, tracing the developments and lifestyles of peoples through the ages. An overview, for each period, such as **Magnificent cities** and **Rule of the reptiles**, is supplemented with illustrations and detailed captions. With its chronological format, a clear perspective of time is presented. This book may be used by junior students of History, studying *Ancient societies*, and Ancient History students attempting the *Pompeii*, Preliminary case study. The fold out pages may not be conducive to rigorous student usage. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
	$27.00 SCIS 1071130

MALAM, John

An ancient Greek temple

Hodder Children's, 2001 (Pinpoints)
ISBN 0750235527   [938]

With its two page per topic format, this book has a clear layout, incorporating minimal text and maximum use of illustrations, to introduce the reader to the building of temples, forms of worship, the roles of priests, associated religious festivals and important temples in the classical Greek world. Its strong visual emphasis should appeal to those students who need encouragement with reading. This book would be a useful resource for the Stage 4 History option, *Ancient societies*, and the Stage 6 Ancient History topic, *Athenian society at the time of Pericles*. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Stage 6 Ancient History; History Stages 4-5
	Paper $19.95 SCIS 1085420

ADAMS, Simon

World War I

Dorling Kindersley, 2001
ISBN 0751330841   [940.3]

This resource provides a visual guide on a number of subjects associated with World War I. Using a clear format aimed at the junior student, it is well supported by a range of information tools such as: timelines; primary evidence; and visual examples. Sections are clearly identified and deal with the crucial aspects of the war including: the assassination; trench warfare; and the main areas of campaign conflict. For the more advanced student, themes covering the role of women; the Gallipoli campaign, with a focus

on the Turkish perspective; and espionage are also treated. All aspects included are organised in a manner that allows selection by the student so that they follow their own research needs. The range and volume of information available in this resource make it an important historical reference. B. Kervin.

USER LEVEL:	Stage 4 Stage 5	
KLA:	HSIE	
SYLLABUS:	History Stages 4–5	
	$24.00	SCIS 1082352

MAHONY, Juan

From the home front to the front line: images of the Great War

J. Mahony, 2001
ISBN 0957969600 [940.3022]

People are the focus of this powerful and poignant pictorial collection of the war. It is accompanied by diary entries, war records and official documents. The reader is taken from the patriotic fervour of enlistment; to the trenches on the various fronts; to the air; and to the moving visions of soldiers recuperating. The human side of the war is presented, with both the harshness and levity of the experience. The scenes of destruction at Lille can be contrasted with the sailor from the *Emden*, with his dog. This book would be an extremely useful reference and personal insight into this conflict for both the Stage 5 mandatory history, *Australia and World War*; and the Stage 6 Modern History core, *World War I and its aftermath 1914-1921*. B. Hull

USER LEVEL:	Stage 5 Stage 6	
KLA:	HSIE	
SYLLABUS:	Modern History Stage 6; History Stages 4-5	
	Paper $35.00	SCIS 1070055

ROSS, Stewart

Women's war

Evans, 2002 (At home in World War Two)
ISBN 0237523051 [941.084]

Even with its British perspective, this book provides a comprehensive introduction to the roles women undertook in World War II. These roles involved: the land army; medical support; factory work; supporting other women; intelligence; and coping with the impact of the war. The clear layout of two pages per topic format is enhanced by minimal easy to read text. Emphasis is placed on sources including pictorial (photographs and posters) and written (songs, letter and diary extracts), making this book a useful resource for document and source analysis exercises. There are lists for further reading and web sites that would need to have some research time spent in order to establish curriculum relevance. Stage 4 History students attempting the option, *Shaping the modern world*, may find this a useful text. B. Hull
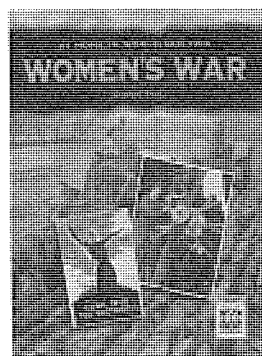
USER LEVEL:	Stage 4	
KLA:	HSIE	
SYLLABUS:	History Stages 4-5	
	$33.00	SCIS 1075599

WELBORN, Suzanne

Bush heroes: a people a place a legend

Fremantle Arts Centre, 1982 (reprinted 2002)
ISBN 1863683755 [940.4]

This retitled version of an earlier publication focuses on the Australian Anzac tradition with particular reference to the character of the Western Australian volunteer. It examines the tradition in the context of the characteristics already acknowledged as part of the Australian bush folklore. Using a wide range of primary sources including diaries, letters and statistical evidence, the author develops well structured arguments. Qualities developed in the bush, such as self reliance, resourcefulness, and bravery are shown to become the praiseworthy symbols of the Anzac hero. The strength of this work is in its extensive treatment of one specific group during the War. It is a good example of using primary evidence to support the recreation of historical tales. B. Kervin

USER LEVEL:	Stage 5 Stage 6	
KLA:	English; HSIE:	
SYLLABUS:	English Stage 6: *Standard*; *Advanced*; History Stages 4-5	
	Paper $29.95	SCIS 1078592

Professional reading

Resources are in Dewey order.

Providing more with less: collection management for school libraries

/ edited by Ken Dillon, James Henri & Joy McGregor. 2nd ed.
Centre for Information Studies, Charles Sturt University, 2001
ISBN 0949060992 [025.2]

The need for continuous revision, analysis and evaluation of current policy development within school library collections, particularly as digital resources make their impact on our libraries, is again embraced in this comprehensive collection of essays on effective school library management. Whilst not diminishing relevance for its primary Australian audience, there is a deliberate focus on applications for North American readers in this edition, with entries from a number of American educators. Additional contributions by Ross Todd and Daniel Callison assimilate knowledge management concepts to collection management processes and practices. These provide guiding principles and practical suggestions by which teacher-librarian expertise and involvement in whole school initiatives may be promoted and implemented. E. Maxwell

USER LEVEL:	Professional	
	$66.00	SCIS 1089175

SAUL, John Ralston

On equilibrium

Penguin, 2002
ISBN 0140293140 [144]

Common sense; ethics; imagination; intuition; memory and reason are identified by Saul as qualities that collectively provide balance in ethically shaping humans and their society. His belief is that individual qualities may be weaknesses if too much emphasis is attached to the attribute. This erudite discourse examines many fascinating social issues, with only minimal specific references to education. Within the chapter on **Common sense**, for example, Saul purports that society's changing economic dynamics provide moral justification for sustaining public education. Elsewhere the debate encourages a more creative approach to solving illiteracy. Significantly he claims long term vision must counter short term pragmatism in order to achieve optimal balance. Much time is necessary to reflect on ideas or viewpoints that at times are controversial and deliberately thought provoking. E. Maxwell

USER LEVEL:	Stage 6 Community Professional	
	Paper $23.00	SCIS 1080903

Creating the future

Jannawi Family Centre, 2000
ISBN 095780282X [362.82]

School counsellors in particular will find this resource kit useful, especially as a follow up to the *Change could come* kit, published earler. It has been developed to assist primary aged students and their families to talk about their experiences of domestic violence and develop and strengthen positive respectful relationships. The kit consists of a video with seven stories about children of different ages and ethnicities; a leader's handbook; activity books for each story; a CD to be used for listening activities; role plays and puppet re-enactments; a poster; and 80 stickers. The video is entertaining and the activity books are clear and well presented with a variety of activities suitable for students of different ages. This kit opens up a serious topic without being confrontational. A. Soutter

USER LEVEL:	Professional	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	$250.00	SCIS 1073570

Also available:
Change could come SCIS 914688

REID, Jo-Anne

Managing small group learning

Primary English Teaching Association, 2002
ISBN 1875622470 [372.139]

An initial revision of theories such as constructivist approaches to teaching and learning, detail and support the continuum on which small group learning can be developed and managed. Justification for this classroom strategy for enhanced student learning outcomes include: the beneficial nature of small group identities in self-correcting much wayward classroom behaviour; increased opportunities for discussion utilising higher-order thinking skills; and interaction that reinforces requisite social interaction. Models for planning and reflecting on teaching and learning stress the advantageous developmental and flexible nature of this approach for both teachers and students in the

primary school. Suggestions for further professional development are also available. E. Maxwell

USER LEVEL:	Professional	
	Paper $27.00	SCIS 1088376

DUNN, Opal

Acker backa boo!

Frances Lincoln, 2001
ISBN 0711216622 [398.8]

As a well illustrated book of rhymes and games to sing and play, this text makes good use of a letter to parents, caregivers and teachers and an introduction, to set a firm context for the place of rhymes and games in the language and social development of young children. Where rhymes or games are set to music, the musical score is provided as an appendage. There are also tips for adults engaging children in such activities for the first time, such as what to do with children who are eliminated early in the game. Most chants and games are illustrated to show accompanying actions. The book concludes with an index of rhymes and games and a list of the countries in which they are played. The book would be useful for the study of rhyme and rhythm in English K-6, or for games requiring rhythm and coordination in PDHPE K-6. T. Patterson

USER LEVEL:	Community Professional	
KLA:	English; PDHPE	
SYLLABUS:	English K-6; PDHPE K-6	
	Paper $16.95	SCIS 1067106

PRETTY, Ron

Creating Poetry

Five Islands, 2002
ISBN 0864187114 [808.107]

As a reference about poetry and about the teaching of poetry, this would be a useful resource. Poetical terms are defined and illustrated with well known examples. Each section is followed by an exercise which teachers could do first, and then try with their class. The exercises range from sharpening technical skills (locating metre); using other reference materials (a thesaurus); to more open ended and creative exercises. As the title suggests, it is a tool for writing poetry more than interpreting poetry. This could be a useful addition to a beginning English teacher's bookshelf. S. Bremner

USER LEVEL:	Professional	
KLA:	English	
SYLLABUS:	English 7-10; English Stage 6	
	$26.40	SCIS: 1083435

Its about time: a literature-based unit for gifted students in middle primary school

/ teacher-developer Gail Erskine. Gifted Education Research Resource and Information Centre, University of New South Wales, 2002
ISBN 0733417140 [A820.7]

Stimulating and well structured, this is an excellent literature based unit for gifted students. A teacher's manual, resources and student readings support and encourage the exploration of challenging, Australian children's literature. The kit provides a valuable model of curriculum differentiation. Skills can be developed in analysis, literacy and research through an inquiry into the nature of time.

This exploration can extend to content in all key learning areas. Teachers are provided with curriculum models, teaching strategies and scaffolds to develop programs that are in accordance with the NSW syllabuses. This unit based on twenty lessons of two hours duration, is designed to cater specifically for the learning needs of gifted students, to stimulate and develop higher order thinking skills. A. Chessman

USER LEVEL:	Professional
KLA:	CA; English; HSIE; Mathematics; Music; Science; TAS
SYLLABUS:	English K-6
	Kit $99.00 SCIS 1096622

Look back in time: a literature-based unit for gifted students in lower primary school
/ teacher-developer Gail Erskine. Gifted Education Research Resource and Information Centre, University of New South Wales, 2002
ISBN 0733417159   [A820.7]

Comprehensive and well designed, this is an excellent literature based unit for gifted students. The kit, comprising teacher's manual, resources, and student readings, provides a challenging exploration of Australian children's literature with a multicultural dimension. Students are engaged in a study of the nature of time that can be linked to outcomes in the NSW syllabuses. The materials are centred on the concept of time with opportunities to delve into time travel; poetry; and historical fiction. Teachers are provided with curriculum models, strategies and scaffolds to adapt and develop programs that are both fascinating and intellectually demanding. There are nineteen lessons of two hours duration each that are designed to stimulate and develop higher order thinking skills. A. Chessman
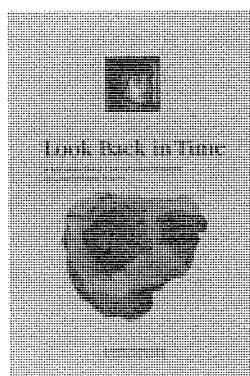
USER LEVEL:	Professional
KLA:	CA; English; HSIE; Mathematics; Music; Science; TAS
SYLLABUS:	English K-6
	Kit $99.00 SCIS 1096632

Who reviews?
Reviewers for *Scan* and the OET web site are selected from teachers and teacher-librarians across the state.

Reviewers for this issue were:
Ann Arnott, Ryde Primary
Kristin Ashley, VA, Newcastle High
Marcela Ayas, Spanish, Blacktown Girls High

Colleen Barlow, TAS, Erina High
Aveen Beedles, teacher-librarian
Bill Bowie, English, Dulwich High
Sue Bremner, SCA, English K-6
Nell Chaffey, Tamworth Primary
Angela Chessman, Senior Curriculum Adviser, GATS
Barry Corr, Aboriginal Consultant
Angela Crockett, TAS, Keira Technology High
Lyn Crofts, Early Learning Coordinator, Bathurst State Office
Francis Crum, Drama teacher
Angela Cutcher, Visual Arts teacher
Elizabeth Derouet, Lightning Ridge Central
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
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Amanda Frost, Grantham High
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Elissa Kesby, Careers, Pennant Hills High
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Bede Kervin, Bowral High
Elizabeth Kidd, History teacher
Suzanne Leslie, Lindfield Primary
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Sally Rasaiah, Balgowlah North Primary
Beverley Richardson, teacher-librarian, literature specialist
Lorraine Rowles, SEO1, Early Learning Unit
Beverley Sampford, TAS, Henry Kendall High
Lianne Singleton, Senior Curriculum Adviser, Civics & Citizenship K-12
Cathy Sly, English/Drama, Barrenjoey High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Anti-violence
Graham Spindler, Parliamentary Education Liaison Officer
Kathy Steward, Student Welfare Consultant, Penrith DO
Roger Stonehouse, Coordinator, Student Counselling and Welfare
Susan B. Taylor, Lindfield Primary
Carol Thomas, English/History, Fort Street High
Peter Thompson, HT TAS, Bossley Park
Emma Vale, Project Officer Stage 6 English ESL course
Cathie Webber, TAS, Model Farms High
Leanne Wilson, Mathematics Consultant, Maitland District Office
Anne Wisdom, SEO1, Creative Arts

Articles – Authors Vol 21

Articles – Titles Vol 21

Internet sites Vol 21

Resources – Authors Vol 21

Resources – Titles Vol 21

QTP 3.8 Linking syllabus outcomes and Information skills – an online course*

"I think this is an excellent way of undertaking professional development – despite the frustrations always experienced with accessing technology in schools." (course participant)

About the program - three courses are currently available:

Teaching for outcomes: information skills in Biology Stage 6
Teaching for outcomes: information skills in Community and Family Studies Stage 6
Teaching for outcomes: information skills in PDHPE K-6

This course is designed for a teacher-librarian and a teacher from a school working online together. Online facilitators (one a teacher-librarian and one a subject specialist) will provide support to participants. There is also an officer providing technical support.

During the 7 week online course you and your school-based partner will investigate ways some of the outcomes in the *Biology: Stage 6 syllabus* or the *Community and Family Studies: Stage 6 syllabus or PDHPE K-6* can be achieved using an information skills approach. Each of you brings differing expertise to the program:

- classroom practice and subject knowledge
- an understanding of the link between learning and effective information use.

You are also part of a larger group made up of colleagues from other schools who are enrolled in this program. Members of the group will participate in online discussions, contribute ideas, and share material via a forum open only to program participants.

The program's two facilitators will work with the online group to develop a shared professional focus and will help individuals as needed. Their backgrounds mirror those of you and your partner. One facilitator is a subject specialist, and the other is a teacher-librarian.

The culmination of the coursework will be a range of teaching and learning activities developed by program participants that use an information skills framework to achieve specific outcomes from the *Biology Stage 6* or the Community and Family Studies or *PDHPE K-6 syllabus.*

Learning outcomes

As a result of completing this program you will be able to:

- analyse syllabus outcomes to identify those in which information skills are stated or implied
- utilise an information process approach so that students can more effectively achieve the identified outcomes
- collaboratively plan, teach and evaluate learning tasks designed to achieve these outcomes.

If you and a school colleague enrol in the online course a grant of approximately $480 is made to your school to assist the two participants in the course.

What the course looks like

Week 1	Building a shared understanding
Week 2	The syllabus and information skills
Week 3	Applying an information process framework I
Week 4	course break
Week 5	Applying an information process framework II
Week 6	Applying an information process framework III
Week 7	Influencing classroom practice

How to apply for the course

Send a request to Colleen Foley:
Phone (02) 9886 7488   Fax (02) 9886 7413   colleen.foley@det.nsw.edu.au

*Available to teachers and teacher-librarians in NSW government schools