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SCHOOLS CATALOGUE INFORMATION SERVICE

connections

Library Portals: the Future?

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SCIS realises that many people at some stage face the task of selecting new library software. SCIS does not promote any particular library software package. This article presents some general issues to consider when working through the selection process.

Writing in an earlier (2000) edition of Connections, Keith Gove discussed the growing importance of digital and hybrid libraries and of the need for 'providing seamless access to all resources and the difficulties of doing so in school libraries'. He went on to discuss some of the issues and the strategies that library staff are adopting to manage both physical and digital resources, but acknowledged that there were no comprehensive solutions. Three years later, there is both good news and bad news. The good news is that many vendors have invested heavily in the area, and a number of products aimed at providing solutions to the problem are now available on the market. The bad news is that these tend to be extremely expensive and that the situation is likely to get worse before it gets better for school libraries.

The problem

What exactly is the problem? Most libraries currently provide access to a huge range of

unrelated and seemingly unconnected electronic resources that have no common interface. To find that vital piece of information, you have to search each resource individually. You know it's there but you don't know how to find it.

The solution goes much further than just having a guide to relevant websites. It must be based on the user's ability to identify what services are appropriate to their needs and, in the case of aggregated services, what they actually contain. A number of strategies centre on indexing electronic resources via the OPAC and while this can be effective for both physical items within the library and simple websites, it is generally inadequate for more sophisticated electronic resources which themselves contain a range of material – put together by aggregators who in their own way are trying to solve much the same problem. It can also be extremely time consuming to maintain. Some libraries with more access to technical know-how create their own simple portals, usually based on a backend database. This helps both in creating a more structured guide to available resources and in lessening the maintenance load, but it still doesn't solve the underlying problems.

This was brought home by Simon Huggard of Monash University at the 2002 VALA conference, when he described the results of a user survey conducted by the library in 2001. Noting that the library at that time provided access to over 300 databases, representing over 20,000 titles and employing over 100

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Library Portals: the Future? (cont.)

different interfaces, he pointed out that users encountered problems even before they delved into those resources. In other words, they had considerable trouble in just identifying which resource was relevant to their needs – over twenty-five per cent found the descriptions of the databases and resources inadequate, while fifteen per cent had trouble with the organisation on the library website. No doubt, managing such a collection is a problem that many school libraries would like to have, but even in much smaller collections the same sorts of problems exist.

Portal solutions for libraries

The good news is that a number of vendors are working on the problem and that there are at least partial solutions now being offered. Basically, these are library oriented portal solutions (enhancements or add-ons to integrated library management systems) that seek to integrate the holdings of libraries, from searching to access – regardless of format, the metadata standard in use, or the interface.

Features include:

- an integrated interface to multiple resources
- unified searching across different metadata schemes, including MARC records

- unified or selective searching of different formats
- unified or selective searching across multiple resources and systems
- simplified access and/or authentication procedures
- the ability to provide dynamic reference and citation linking
- the ability to provide some sort of personalisation
- the ability to provide management information and usage statistics.

In terms of the technology underpinning these developments, most are being developed using XML or like technologies, providing for searching across HTTP, Z39.50 and OAI (Open Archives Initiative) enabled resources, and most make use of OpenURL – a standard for providing context-sensitive links by specifying the syntax for sending metadata to services with Link Resolvers (servers specifically set up for the purpose) so that relevant article level items can be identified.

Examples of vendors active in Australia and offering these types of systems include Epixtech, Endeavor, Ex Libris and Fretwell Downing, but it should be noted that while

most of these vendors also sell integrated library management systems, the use of these 'add-ons' is generally not restricted to users of their proprietary systems.

Of these, Epixtech (www.epixtech.com) is marketing the Horizon Information Portal which features a consistent search and display interface for the library catalogue and other resources, and statistical reports on patron and resource usage.

Endeavor (encompass.endinfosys.com/whatisENC.htm) provides a suite of products under the ENCompass banner. These include a range of services for managing digital libraries, including searching across HTTP, XML and Z39.50 enabled resources, whether local or web-based, free or subscription-based. They also provide a linking service between journal citations and their related full text articles.

MetaLib (www.exlibris-usa.com/metalib), the Ex Libris product, provides for cross-platform searching of multiple resources and includes capabilities such as:

- a discovery tool that translates the user's query into a parallel broadcast search of catalogues and databases
- user registration features
- personal user profiles
- SFX (also available as a separate product), for open linking between local and external resources.

SFX is attracting quite a bit of attention in its own right. An OpenURL-compliant link server, it provides users with context-sensitive links to services such as the desktop delivery of the full text and details of print holdings, and facilitates navigation to related information in other resources, such as a citation databases.

ZPORTAL (www.fdisolutions.com/fdi/products/zportal4.html), from Fretwell Downing provides for searching of multiple web-based resources, aggregating of search results and displaying content. Fretwell Downing have a related new product, CPORTAL, for Community Information Management that allows users to search the local library catalogue in conjunction with other community resources, including websites.

While having nowhere near the same functionality, there are two open source products which function as a personalised

Connections Newsletter

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Curriculum Corporation. SCIS is committed to publishing informative and useful material for the benefit of library staff in schools. Our focus is on helping library professionals keep abreast of the latest in information services and information technology relevant to school libraries.

Connections is distributed free of charge to all schools in Australia. All prices quoted in *Connections* are in Australian dollars.

Connections contributions

SCIS welcomes submissions for work or articles to be published in future issues of *Connections*. Of interest are articles that may relate to the management of information or resource management in schools.

Length

Articles may range in length from 500 to 1,500 words; however, work outside these specifications will be considered.

Submissions

Contributions and correspondence are welcome and should be forwarded to scisinfo@curriculum.edu.au. Please include contact details.

Connections online

www.curriculum.edu.au/scis/connect/connect.htm

SCISWeb Handy Hints

1. Improving your hit rate in SCISWeb

Library staff may occasionally find that a catalogue record is not located for a resource when using *Create Orders* in *SCISWeb*. There could be various reasons for this:

- A typing error was made when keying in the number.
- The barcode scanner read the 13-digit number of the book product code.
- The barcode reader read the 10-digit number but the number was not embedded correctly in the book product code.
- A space or a tab was included either before or after the ISBN.
- The ISBN is not embedded in the book product code.
- The ISBN is for the series not the individual title.

Before you resort to cataloguing the item yourself you may wish to search in SCIS OPAC

for a similar cataloguing item. Once the catalogue record has been imported into the library system you need to make minor editing changes, for example the publication date or publisher.

2. Combine searches in SCIS OPAC

Library staff now have the opportunity to combine searches that they have made in their current search session. Log onto *SCISWeb* and select the SCIS OPAC option. Select the *Guided Search* tab and do the necessary searches. Click on the *History* button located on *Curriculum Corporation SCIS OPAC* header at top of screen. All searches generated in the *Guided Search* will display a *Combine* box on the left-hand edge of the screen. To combine searches, tick the relevant boxes and click on *Search*. Note that combined searches are only available for *Guided Search* results.

3. Limit searches in SCIS OPAC

Library staff can use a quick method to search for terms in *Limits* in SCIS OPAC. In the *Search Results* screen there are four types of *Limits* – *Medium*, *Record Type*, *Language* and *Place of Publication*. This functionality works in all four types. For example, you may wish to limit your searches to resources published in England. Log onto *SCISWeb* and select SCIS OPAC option. On the *Basic Search* or *Guided Search* screen click on the *More Limits* icon. Select the top term from the *Place of publication* list to ensure SCIS OPAC operates within that limit type. For example, type the letter *E* on your keyboard. *East Timor* will be selected and display on screen. Press *E* again to scroll through all entries until *England* is located, then click on *Set Limits* button.

Library Portals: the Future? (cont.)

gateways – MyLibrary, which provides a customisable interface for both Internet resources and licensed databases (<http://dewey.library.nd.edu/mylibrary/>) and uPortal, which provides a customisable interface and markets itself as a framework for providing a campus portal (<http://mis105.mis.udel.edu/ja-sig/uportal/>).

Further development needed

These products are not without their problems, and there remain significant issues requiring further development. For example, although a huge range of resources can be incorporated into the portals, full integration is best achieved with those resources already complying with the relevant protocols. Even then, differences in metadata standards and data structures impinge on their ability to present a unified set of results – features such as removing duplicates being particularly vulnerable. The interfaces are not always intuitive, and while most provide the ability to customise these – as well as a range of personalisation features – their implementation adds to the workload. They are resource-

hungry not only in terms of the staff time required to maintain them, but also in terms of generating vastly increased levels of traffic to external resources.

Potential benefits and service improvement

But the problems pale to insignificance when compared with the potential benefits and improvements to service, and a number of Australian universities and state libraries are already implementing them. Monash, for example, has trialled ZPORTAL while the State Library of Queensland is developing its Eclectus Information Portal based on the use of ENCompass (and its Voyager system). There are also a number of collaborative ventures under way, notably those of UNILINC in NSW and AARLIN (Australian Academic & Research Library Network), a project involving 21 universities nationwide. The latter is perhaps the most ambitious, being funded by the Australian Research Council (ARC) and the Department of Education, Science and Training (DEST) to provide a collaborative research and

information structure which streamlines information access, facilitates resource sharing and delivers services to the desktop.

These products are not perfect by any means, nor are they comprehensive in the range of resources they can access. They are also expensive in terms of the initial purchase price, their ongoing maintenance charges and the staff resources required to make them work. They do, however, show that the problem of providing seamless access to the wide range of resources now held and accessed by libraries is finally being addressed. While most are not even within the ballpark in terms of being available to school libraries, they are on the way. What is more, they will improve in functionality and decrease in cost as new generations of the technology are developed. When that happens, the real benefits of the hybrid library should become much more widely realised.

Tom Denison
President, Victorian Association for Library Automation

PictureAustralia – the Big Picture

www.pictureaustralia.org

PictureAustralia is a free, collaborative Internet-based service that allows users to search on the online pictorial collections of multiple cultural agencies from the one website.

Eighteen agencies currently participate in *PictureAustralia*, with more to follow. They include libraries, galleries, museums, archives, universities, local history societies and other cultural organisations. Individually and collectively, they are working to increase knowledge of, and access to, their collections.

How does it work?

PictureAustralia has been successful because it addresses the fact that in a web environment, users do not make distinctions between which agency may hold the image they require. Many pictorial collections have traditionally been the province of serious researchers and more casual browsers may not know if the image they require exists, let alone where it might be found. By collaborating with participating agencies to provide a way to search without having to address these issues, *PictureAustralia* helps put users in touch with our national pictorial collection.

PictureAustralia does not actually host any of the images that users can find through a search. They are all located on the websites of the participating agencies. *PictureAustralia* directs users to the relevant agency website, which means all aspects of image management remain in the hands of the owner institutions.

Descriptive information for each image (including the URL of the image) is regularly copied into a central database hosted by the National Library of Australia. Users search this database when they search *PictureAustralia* and are directed to relevant participating agency websites from their results sets. More information is available at www.pictureseaustralia.org/join.html.

The benefits for users

The most obvious benefit of using *PictureAustralia* is that it gives users the ability to search across the collections of a range of cultural agencies very easily.

In addition, it gives users the chance to pull together increasingly definitive sets of images

on any particular subject. For example, if seeking information about Tom Roberts, it will find a set of results integrating paintings and prints by the artist, images of the artist himself and important places connected with the artist, from a range of galleries, libraries and archives.

Less obvious perhaps, but of considerable importance, is the emphasis on consistent image description. As agencies become more standard in their descriptive practices, users will less and less need to consider using variants such as *World War II*, *Second World War*, *WW2*, *1939–1945* and so on, to find images on this single topic. The promotion of the Australian Pictorial Thesaurus (<http://picturethesaurus.gov.au>) as the preferred thesaurus for the service assists in this endeavour.

Finally, *PictureAustralia* acts as the centre of a network directing users out to significant collections of Australian pictorial material around the nation and overseas. This helps to introduce users to the component parts of the national collection and increases their familiarisation with the part that many agencies play in preserving and making accessible our pictorial heritage.

Benefits for participating agencies

Agencies that join *PictureAustralia* and make their online image collections available through this additional avenue maximise the return on their significant investment by digitising material and making it available online. They reach a larger, far more diverse user group than their loyal, local clients.

Anyone using a general search engine to search for 'pictures of Australia' or 'Australian pictures' will be directed to *PictureAustralia*. They may end by burrowing down to view a picture of the dingo fence from the Northern Territory Library, a Chinese celebration complete with dragon from the Campbelltown City Library, nude RAAF men diving into a Darwin waterhole from the Australian War Memorial, or Rosella soup labels from the National Library of New Zealand.

Participating in a national service that promotes cross-sectional collaboration and a standards-based approach to image management can be a useful leveraging tool

for agencies seeking funding to begin or extend their digitisation activities. Further, the information sharing between participating agencies with respect to web design and image and description standards, provides a valuable body of knowledge for new participants to access.

Where to next?

PictureAustralia is continuously increasing the geographic coverage and scope of the collections to which it facilitates access. The inclusion of the Northern Territory Library in March was a step towards increased participation from the north. *PictureAustralia* is also focused on enhancing access to rich local collections as well as to the larger state collections with which the service began.

New features to help users navigate the increasing collection size are planned. With the move to a new software platform, TeraText by InQuirion, scheduled for October, the eagerly awaited search-within-search and shopping cart facilities should not be far away.

PictureAustralia has also provided a springboard for the National Library of Australia, in conjunction with ScreenSound Australia, to begin exploring issues related to the delivery of digitised sheet music and audio files over the Internet. Check out the MusicAustralia pilot project at www.musicaustralia.org for an introduction to the next set of challenges.

Now is the time to take part in the excitement of creating and accessing our national pictorial collection. Start searching *PictureAustralia* for images illustrating our national endeavour. At the same time, consider whether your own image collection should be there too, playing a part in telling the full story and painting the big picture.

For more information, please contact PictureAustralia, National Library of Australia, Parkes Place, Canberra, ACT 2600, Tel: +61 2 6262 1641, Email: pictaust@nla.gov.au.

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1. SCISWeb subscriptions 2004

Information about 2004 SCIS subscriptions is now available on our website. There will be no increase in the subscription prices for 2004. At this stage, we have not finalised arrangements for government bulk subscriptions (NSW, SA, WA, NT) for 2004. As further information about subscriptions for these schools becomes available, we will place information on our website at www.curriculum.edu.au/scis/subscribe.htm.

Invoices will be despatched in October 2003. Payment is due within 30 days of receipt of the invoice. If payment has not been received by the 7 February 2004 access to *SCISWeb* will be denied.

2. Access to SCISWeb

Access to *SCISWeb* will be available until 5 pm ESST Wednesday 31 December, 2003. *SCISWeb* is unavailable from 1 January while 2004 subscribers are set up for access. The service will become available again at 9 am ESST on Monday 12 January 2004. You will be able to use the same password in the year 2004 as for 2003.

Contact SCIS to reset passwords that have been misplaced or are unknown.

Email: scisinfo@curriculum.edu.au,
Fax: 1300 780 545 (free fax within Australia) or +61 3 9639 1616, Tel: 1800 337 405 (free call within Australia outside Melbourne metropolitan area) or +61 3 9207 9600.

3. Free websites on SCIS database

Over 4,500 websites have been catalogued to date. Click on the *Website Lists* link on the *SCISWeb Main Menu* page to quickly download catalogue records for websites. This method will save significant time in locating suitable websites.

4. SCISWeb Manual

The *SCISWeb Manual* is particularly relevant for new users as it allows library staff to quickly learn how to use the product. It is also advisable for regular users of *SCISWeb* to access the manual to ensure that they are gaining maximum benefit from their use of the product, especially SCIS OPAC. It is available free online at www.curriculum.edu.au/scis/scisweb.htm. An upgrade to Voyager library system software in September has resulted in some changes in the *SCISWeb Manual*.

5. SCIS Authority Files

Customers subscribing to *SCIS Authority Files* will receive the first edition for 2004 by

28 March 2004 if payment has been received by 7 February 2004. Invoices will be despatched in October 2003. Payment is due within 30 days of receipt of the invoice.

6. Thank you

SCIS would like to thank the many people we have been involved with during 2003:

- schools who have subscribed to SCIS in 2003. We look forward to your continued support next year
- library staff who consistently send resources to cataloguing agencies
- library staff who have provided us with feedback by completing product surveys, contacting us by email, telephone or fax and attending conferences and SCIS training sessions
- government organisations that arrange bulk purchase of SCIS subscriptions
- cataloguing agencies and contract cataloguers who have endeavoured to catalogue resources as quickly as possible to ensure that catalogue records are available when schools access the SCIS database
- library system vendors who support SCIS products and work with us to ensure compatibility with our products.

ELR School Library Survey News

In term four, over 600 schools around Australia will be asked to participate in the 2003 Educational Lending Right (ELR) school library survey. Each of the selected schools will receive a package containing software and/or instructions to perform the survey in their school library system.

ELR is a project of the Australian Government's Book Industry Assistance Plan and has two objectives:

- to make payments to Australian creators and publishers on the basis that income is lost from the availability of their books in educational libraries
- to support the enrichment of Australian culture by encouraging the growth and

development of Australian writing and publishing.

The ELR school library survey is undertaken by SCIS for the Department of Communications, Information Technology and the Arts (DCITA). Working with library software vendors, SCIS surveys a representative sample of schools in all States, Territories and jurisdictions.

The ELR survey provides an estimate of the number of holdings in Australian school libraries of books claimed with ELR. The results are used by DCITA to determine the payments made to eligible authors and publishers under ELR.

Libby Gleeson, popular Australian author, commented on the initiative:

ELR payments have transformed my life! I can now work full time as a writer instead of supplementing my income with other work to feed and clothe my family... The payments we now receive for the use of our work in the libraries have made an enormous difference to our incomes and to the feeling that we are valued by the community of readers and educators.

For more information please visit the SCIS homepage at www.curriculum.edu.au/scis and follow the link to ELR School Library Survey.

Designing a Website

SCIS realises that many people at some stage face the task of selecting new software. SCIS does not promote any particular software package. This article presents some general issues to consider when working through the selection process.

When designing a website there are numerous things that need to be taken into consideration before attempting to create a design. Here are some of the fundamental questions that need to be asked before the designer starts conceptualising.

What to consider?

Has the designer been briefed on what the website is about?

A brief description of the website is essential to the designer so they have some idea of what it is they need to convey to the audience.

Who is the target audience – primary, secondary or university students, teachers, librarians?

You'll need to consider where you're focusing your attention. Primary students tend to like a fun, exciting and colourful design, whereas university students and teachers like a simple design with easy navigation to the content they're interested in.

What are the navigational items that need to be displayed?

A sitemap or site architecture flowchart helps the designer get an idea of how the site will work, what navigation will be required to display on pages, and how to keep the site consistent throughout.

An *about this site* link should be considered so the user knows what the site involves. This saves the user time if they're not interested in the site.

A *home* link should also be accessed throughout the site so that if the user comes from another site to a page other than the home page, they can always get information on where they are.

A *contact us* link should be displayed so that if the user wants to find out any more information, or to get in touch with you, it is only a click away.

An *acknowledgments* link is also handy for users to see who has been involved in the creation of all information displayed on the site and to contact them if necessary.

Displaying logos on the home page and consequent pages should be considered so that it is clear who hosts and is affiliated with the site.

Other considerations

- Make sure you have a title for the home page and on other pages so the user knows where they are.
- If the designer decides to use graphics as navigation or any kind of text as a graphic they should supply alt tags for these graphics so anyone with limited accessibility (such as sight impaired users with a text reader or speech reader) still has the ability to read the website.
- Metadata is essential to a website, and this information needs to be placed in the code for search engines to find your site.

Software suggestions

When designing a concept for a website, software such as Adobe Illustrator and Adobe Photoshop would be preferable. If you haven't had much experience using these applications there are various courses available – from basic to advanced.

After the design has been completed and signed off, conversion to HTML (Hyper Text Markup Language – courses are also available for this) begins. Usually the graphics will be sliced up in Adobe Photoshop or Adobe Imageready. Using software such as BBEdit on Apple Macintosh or Homesite on PC you then start piecing the images together, and creation of a web page begins. The metadata you need for search engines goes on these html pages.

Testing

Testing browsers and platforms should also be taken into consideration. You might find your site will display differently from one browser or platform to the other, for example not everybody uses a PC with Internet Explorer 5.0. You need to test on different browsers and different platforms. It might take a little extra time to fix some problems but the final product is far better. Here are some commonly used browsers you might want to start your testing with:
 Internet Explorer 5.0 on Apple Macintosh 9.0
 Internet Explorer 5.2 on Apple Macintosh OSX
 Netscape 6.0 on Apple Macintosh 9.0
 Netscape 6.2 or 7.0 on Apple Macintosh OSX
 Internet Explorer 5.5, 6.0 on PC
 Netscape 6.2, 7.0 on PC.

If you take all these factors into the design and implementation of a website you'll find the experience for the user will be beneficial and they will want to return to the site.

*Justin Dymott
 World Wide Web Coordinator
 Curriculum Corporation*

New feature in SCIS OPAC

A new search feature is now available from SCIS OPAC, allowing customers to search for *New SCIS Records*. The new tab appears beside the Basic and Guided Search tabs in SCIS OPAC. From *New SCIS Records*, customers are able to search for items that have been catalogued by SCIS agencies in the last one to four week period. A *New SCIS Records* search may be used to list all websites that have been catalogued by SCIS in a given time period, records can then be saved directly and imported to the local school library system. *New SCIS Records* can also be used as a selection tool by viewing the latest materials purchased by schools. From *New SCIS Records* in SCIS OPAC, click the Help button to find out more about this new service.



Internetting Corner

The following websites can be easily accessed on the Internet via the links found on the Curriculum Corporation's Connections website for Issue No. 47 at www.curriculum.edu.au/scis/connect/connect.htm.

Australia Dancing

www.australiadancing.org

This comprehensive website, hosted by the National Library of Australia, covers a wealth of contemporary and historical material pertaining to dance in Australia.

SCIS 1135835

The Best on the Web for Teachers

<http://teachers.teach-nology.com>

Although the content is almost exclusively North American, teachers will find a range of pertinent links on this portal. Sites are either student oriented or of a professional nature.

SCIS 1135842

The World of Beverly Cleary

www.beverlycleary.com/index.html

This intriguing site uses animation, book excerpts, character profiles, quizzes, activity sheets and a bibliography to immerse students in the books of author Beverly Cleary.

SCIS 1135856

Cultureandrecreation.gov.au

www.cultureandrecreation.gov.au

With access to over 2,400 websites (of which 400 are government websites) this portal allows access to a vast array of material related to Australian culture and recreational activities.

SCIS 1064820

A Guide to Australia

www.csu.edu.au/australia/ozdat.html

This website enables users to quickly find authoritative information about key aspects of Australia including tourism, science and education, geography, trade and commerce, Australian state emblems and culture.

SCIS 1018443

Hog Heaven: Celebrating 100 Years of the Harley-Davidson

www.loc.gov/rr/scitech/harley100

Motorcycle manufacturer Harley-Davidson celebrates its centenary of continuous manufacturing in 2003. Emanating from the Library of Congress, this website traces the history of one of the iconic companies of the USA.

SCIS 1135919

Library Web Manager's Reference Center

<http://sunsite.berkeley.edu/Web4Lib/RefCenter>

School staff involved in developing and maintaining websites and teacher librarians managing web resources will find a variety of material on this site. Topics covered include web authoring, public access, Internet organisation and glossaries of terms.

SCIS 1135924

Mura Gadi: A Guide to Manuscript, Pictorial and Oral History Materials in the National Library of Australia Relating to Aboriginal and Torres Strait Islander Peoples

www.nla.gov.au/muragadi

Mura Gadi provides a searchable pathway to the extensive collection of Aboriginal and Torres Strait Islander manuscripts, pictorial and oral history materials housed in the National Library of Australia.

SCIS 1126426

Myfuture: Australia's Career Information Service

www.myfuture.edu.au/

Careers teachers and secondary students will find detailed information relating to all aspects of careers and career planning on this site which is a joint initiative of Commonwealth, State and Territory governments.

SCIS 1101253

The Paul Jennings File

www.pauljennings.com.au

Students who are fans of the author Paul Jennings will appreciate the news, biographical information and bibliography available on this official website. At prearranged times students may 'chat' with the author.

SCIS 995416

Parliament@Work

www.parliament.curriculum.edu.au

Teachers and students can search this site for information about current Federal, State or Territory parliamentarians and their electorates. Associated links to electoral commissions, political parties and various parliaments may also be investigated.

SCIS 1091267

Space Science Curriculum Standards Quilt: National Science Education Standards

<http://quilt.jpl.nasa.gov>

Published by NASA, this interactive science website allows K-12 teachers to match a variety of science topics with the lesson plans for the grade they are teaching. The lesson plans are detailed and should prove absorbing for students.

SCIS 1135956

Welcome to Thailand: The Land of Smiles

www.mahidol.ac.th/Thailand

Information provided on this searchable website is wide ranging and covers topics such as: geography, history, the monarchy today, religion, education, tourism, transport and technology.

SCIS 1109683

Vibe

www.vibe.com.au/index.htm

Created by the publishers of the magazine *Deadly Vibe* this website offers users current information and links to contemporary Aboriginal and Torres Strait Islander lifestyles, music and sport.

SCIS 1135964

Reviewed by Nigel Paull, South Grafton Primary School, n.paull@bigpond.com. The Internet sites abstracted in Internetting Corner are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of sites reviewed may not be permanent.

Resources

New titles!

Read & Reflect: Literature discussions in small groups

Middle school teacher resource, 112 pp
 Authors: Dee Clements and Sally Godinho
 RRP: \$35.95
 SCIS No: 1119471
 ISBN: 1 86366 711 3

Many authors of Australian children's fiction, including Patricia Wrightson, Jeannie Baker, Colin Thiele, Caroline MacDonald and Nadia Wheatley, have explored the relationship people have with the land. Their books play a central role in supporting environmental studies in the classroom and developing students' awareness of the need to protect and sustain Australia's unique environment.

Based on an adult book club model, *Read & Reflect* supports students with an opportunity to study literature not just through listening and reading but through discussion, debate, hypothesis and investigation.

Key topics in *Read & Reflect* include:
 This is our Earth (The environment)
 'People of the land' (Indigenous people)
 At war! (International conflict)

Students are encouraged to take risks and further explore their learning through involvement in a range of activities that embrace different learning styles.

Read & Reflect prepares teachers and discussion leaders with strategies for constructing good questions and focusing group discussion. This exciting new resource aims to create life-long readers who not only appreciate literature, but have the ability to read critically and reflectively.

Changing Landscapes: Integrated teaching units

Primary teacher resource, 120 pp
 Author: Primary English Teachers Association
 RRP: \$35.95
 SCIS No: 1126110
 ISBN: 1 875622 51 9

This collection of teaching units, designed for primary classrooms, addresses challenges that face young Australians as they seek to sustain living communities and environments.

Focusing on the local places and spaces that students know and care about, *Changing Landscapes* connects with big national and international issues such as land care, water use, salinity, biodiversity, cultural heritage, consumption and waste.

The resource offers a simple layout and is divided into three sections: Living together, Managing resources, and Time and change. Each of these themes integrates outcomes across a number of learning areas; Science, The Arts, English, SOSE/HSIE and Mathematics.

The units are organised into a four stage learning sequence: engaging, inquiring, acting and communicating. The sequence ensures that students are provided with opportunities to develop interest in a topic, learn more about it, undertake some informed related action, and then communicate with an appropriate audience.

Go Indonesia!

Middle school teacher and student resource, 48 pp booklet with CD-ROM
 RRP: \$49.95
 ISBN: 1 86366 725 3

This exciting new resource aims to consolidate research skills and develop understandings about people, places and events in Indonesia. Using the interactive CD-ROM, students engage in fun-filled activities that enable them to refine their visual literacy skills. The teachers' book provides teaching tips, ICT support and includes reproducible student tasks that address specific skills in mapping and labelling, creating diagrams, tables, graphs, time lines and legends.

Students explore the islands of Sumatra, Java, Sulawesi, Kalimantan and Bali. A separate unit, focusing on the island of Bali, is designed to reinforce students' learning and enhance computer skills using Microsoft Word, Excel and Inspiration.

Go Indonesia! addresses aspects of The Arts, English and Studies of Society and Environment.

Go Philippines!

Middle school teacher and student resource, CD-ROM
 RRP: \$39.95
 SCIS No: 1103629
 ISBN: 1 86366 562 5

Go Philippines! comprises a series of engaging interactive activities which explore the people, history, geography and culture in five islands of the Philippines – Cebu, Luzon, Mindanao, Negros and Palawan. This CD-ROM contains over 50 printable worksheets that address aspects of The Arts, English and Studies of Society and Environment.

Teachers can:

- utilise this resource as an innovative starting point for discussion in the classroom
- plan integrated units of work using the CD-ROM and the activity sheets as a framework
- support global perspectives into the classroom
- encourage information literacy and higher-order thinking skills in students.

Students can:

- explore the interactive landscapes
- develop deeper understandings with fact files
- challenge themselves with many quizzes
- examine the photograph albums
- further explore topics on the web via the links libraries.

Go Philippines! addresses environmental issues such as deforestation, sustainability, pollution, life in cities, community based action, water supply and land use, and natural disasters including volcanoes, typhoons and flooding.

Digital Literacy Mentoring Program 2002–2003

The Digital Literacy Project funded through the Quality Teacher Program is aimed at teachers working in libraries, particularly those who are not fully qualified or have been out of schools for an extensive period and are less familiar with the modern electronic age of libraries. It commenced with a two-day Conference in March 2003. For the next four months participants worked with a mentor and it concluded with a one-day conference in July.

The Digital Literacy Project is a Quality Teacher Project that aims to bring together teacher librarians to support each other's learning. My involvement began late last year when I joined 21 colleagues in the best two-day professional development I've ever attended. We were successful applicants for the Digital Literacy mentoring project to support and facilitate the network of teacher librarians in our regions. As a group, we experienced immense professional and personal growth, and were enthused to share our experience with mentorees who would begin the program in the new year.

The project brings together teachers from all sectors – Government, Catholic and independent, both primary and secondary. Senior Project Officer Sandy Phillips, Chris

Buhler from the Catholic Education Office (CEO) and Mary Manning from the School Library Association of Victoria (SLAV) have just completed the six two-day conferences – which covered all nine regions – for teacher librarians, for teachers who are operating school libraries without formal library training, and for those whose training was over ten years ago.

With the plethora of information available to students, information overload is very common. As teacher librarians we have a responsibility to teach students the lifelong skills of evaluation, suitability, authenticity and authorship of this information and what can be used to gain valid knowledge. Our major work is in collaborating with classroom teachers to blend these skills into classroom practice and the curriculum while still maintaining a focus on meeting the needs of school charter priorities.

The professional development program

During the two-day professional development program, we covered presentations on information literacy, online support such as the Education Channel, online learning units, teaching and learning outcomes using technology, and collaborative online projects and resources. Basic and advanced use of the SCIS resources was demonstrated by Ester Csaky, with information for both the beginners and the well seasoned users to take back to their schools. SCIS provided a living example of the value of feedback with enhancements to their OPAC searches that have come from last year's survey to teacher librarians.

Mentors provided practical evidence based practice sessions on various topics ranging

from using the newspaper in your classroom, school Intranets, selection support, trusting and valuing your professional associations, as well as many others. At the conclusion of the two busy days, the mentors met with their group of mentorees to plan for future support together. The challenge remains to maintain networks to support teacher librarians. Mentors will lead this initiative by continuing the ongoing communications both electronically and personally.

Further information on the program can be found on the website at www.sofweb.vic.edu.au/elibrary.

Communication online

The discussion list and online communication is available to all participants and all interested in school libraries. Although it was created to facilitate and support the Digital Literacy for Teacher Librarians project, involvement is not limited to participants. It is intended to be a network for all those interested in supporting school libraries. The online communication is run through Yahoogroups because this provides a useful and accessible tool for running email discussions.

To subscribe to ozschoollibrary visit the web page at www.yahogroups.com/subscribe/ozschoollibrary to obtain a Yahoogroups log in.

*Ruth Turpin
Digital Literacy and the Teacher Librarian
Mentor
Library Coordinator
Echuca High School
Email: turpin@echucahighschool.vic.edu.au*

Barcode Scanners

Curriculum Corporation offers a range of fixed and portable barcode scanners for purchase.

These scanners can be used in conjunction with *SCISWeb* and will enable customer to scan ISBNs (rather than entering ISBNs manually). The scanners are also configured to read the barcodes for circulation when using an automated library system. The portable scanner is great for stocktakes.

	Australian Price Price includes GST	NZ and other countries
Datalogic DLC6165 Fixed scanner (5 year warranty)	\$218.00	\$198.00
Cipherlab 1000 USB scanner – iMac compatible (1 year warranty)	\$275.00	\$250.00
Cipherlab 1067M Portable scanner (3 year warranty)	\$658.90	\$599.00
Opticon OPL6735 Laser scanner (3 year warranty)	\$550.00	\$500.00
Barcode scanner stand	\$49.50	\$45.00

Prices are in Australian dollars

An order form is located at www.curriculum.edu.au/scis/handouts/handouts.htm.

Being a Mentor in School Libraries

In the 12 months since I had filled out a survey and expressed interest in the Digital Literacy Mentor Program, I had not given it a second thought. So when the contact letter arrived, it was out of the blue. To be honest, my initial thoughts were of two kinds. The I don't need this. Not now. I'm too busy kind and the Oh, no what have I done. I'm not the one to tell others what to do kind.

But the organisers of the mentor conference last December were not the kind to let go and their enthusiasm carried me along as well. I was not sure what to expect at the conference and approached it with more than a little trepidation.

The warmth of the greetings, the camaraderie of the other mentors, the luxury of staying overnight, eating out together and especially the professionalism of Roma Burgess, who was the main presenter at the conference, all combined to lessen my anxiety.

It was to my great relief I discovered that most of the other mentors felt the same as I did. Over the course of two days in-servicing, our personal journals indicated that we all went from having feelings of inadequacy to being really quite confident that we could do what was being asked of us. It was gratifying to realise that being a mentor did not mean solving someone else's problems: rather we were to exercise some techniques that we learned to empower our mentorees to solve their own problems and to have them feel supported by us. The quality of the in-servicing we received was excellent. It was the best personal development I had undertaken in quite a while.

The next step in the process was for me to make a 30-minute presentation at the Mentoree Conference in March on a topic of my choosing, and appropriate to the program. Never one to resist the soapbox when I get the opportunity to speak about my passion for user based services, I enjoyed the opportunity to sell my 'High Touch/High Tech' philosophy.

Towards the end of the second day of the Mentoree Conference, we met with the mentorees who had selected us as their mentor – mainly based on geography, I think. This was a wonderful opportunity to network and establish initial contact. At this stage I did wonder how on earth I would manage seven mentorees.

Within a week, I found myself in the position to be able to offer a day's employment to one of my mentorees who was currently looking for a placement. She visited one day prior to the 'paid day' to learn our particular ropes and to immerse herself in the unfamiliar secondary environment. The day was a very satisfactory experience for both of us. She has since found a position and our mentoring relationship will continue.

My next contact with my mentorees as a group was by email to arrange a suitable visit to my school for an exploratory and perhaps shadow session. The afternoon visit started with a scrumptious afternoon tea and introductions to my library team members at John Paul College, who then proceeded to answer questions, explain procedures and generally enthuse about the workings of our wonderful Resource Centre. Our visitors were able to observe first-hand how we operated because the school day was still in progress. My mentorees had all done their homework and prepared a brainstorm of the issues important to them in their own library situation, and everyone welcomed the opportunity to share with each other in a supportive environment.

We then moved on to a session that I had prepared on *Where to from here*. I had prepared some handouts and spoke briefly about my own strategies for achieving personal development, a team mentality and our many and varied goals. We decided that I would visit my mentorees in their own environment during term two to define and refine their immediate goals. Prior to my visit they would read the handout material and think about their personal strengths, their philosophy and their vision for their library.

There has been a good flow of email back and forth between several of my mentorees and myself since that group session at my school. (How did we manage before email?) I am very pleased that they are now feeling confident enough in their relationship with me to ask for assistance or advice and to exchange ideas and information. Email promises to be a wonderful tool for the mentoring process.

But I do have a strong belief in the power of face-to-face contact. For this reason, I am currently in the process of arranging an after hours in-service during term two to be conducted by Helen Goode. Helen runs a consultancy business that specialises in Interpersonal Relations. I am hopeful that both my mentorees and my library faculty team members will all be able to attend and feel empowered to manage the everyday 'people' demands of a busy library, deal with difficult people, understand the workings of teams and appreciate the value of trust etc.

As I write this at the end of term one, I am aware that it is still early days in the mentor program and that I am yet to completely fulfil my commitment to my mentorees. But I am very enthusiastic about working with them to affirm them in their role and to empower them to strive to achieve their professional and personal goals. I feel humbled and very honoured to be part of the program. I am also grateful for the very valuable professional development that the Digital Literacy Mentor Program affords me, to say nothing of the wonderful friendships I will make in the process.

*Karen Russo
Head of Library and Information Services
John Paul College, Frankston*

Inspired by a Mentor

I was placed in the library at Brighton Secondary College in July 1997 when I returned from Family Leave. At the time a vacancy in my SOSE learning area was not available as allotments had been filled. Despite a lack of training I approached my new position with enthusiasm, and this led to visions for developing an information literacy program within the College.

I value my current position as Library Manager for the unique contribution it makes to the learning environment. Still conscious of my lack of formal librarianship, I applied to be a participant in the Digital Literacy Program with great eagerness for the skills an ongoing mentor process could provide for my professional development, and subsequently for the learning outcomes of my students. To date I can say that my involvement with a mentor has made me truly *inspired* to continue to set goals and work towards achieving these.

Mentor

Karen Russo from John Paul College is my mentor. She manages a library staff of 6.4 FTE and is instrumental in promoting the value of information skills on the curriculum at JPC. She and her staff are well known in school library circles, particularly for the booklet on referencing that they publish.

Inspiration has been gained from my visit to John Paul College. There I met with both Karen and her committed team. Here the level of

teamwork, information skills programs, thoughtful layout of the library into specific learning centres as well as the thorough documentation held on all matters to do with library management were examples to be admired, and allowed me to be inspired to achieve goals at such a level.

Networking has been extended as a result of the mentor process. The Digital Literacy Project is not just a one-on-one meeting between participant and mentor. Karen is a mentor for seven participants. Some of our meetings have been as a group, and therefore we have had the opportunity to share ideas and extend our support network.

Support has been invaluable throughout this process. I have been affirmed in my role as a teacher librarian and reminded of the unique position this holds within a school environment. The need for self-belief in the ability to succeed as a leader in curriculum issues has been stressed. This affirmation is empowering and strengthens the desire to set and attain curriculum goals.

Professional development is always rejuvenating but the benefits can be lost in the return to the regular routine of the school calendar. With the Digital Literacy Project I have ongoing encouragement from my mentor through regularly revisiting goals made.

Identifying and setting goals for the library is vital. While I was able to identify goals, it is with the assistance of a mentor that these goals can be clarified, refined and prioritised.

Reflection on your strengths and weaknesses is important to know how you can achieve your goals. Karen has encouraged me to identify these strengths and weaknesses in order to act efficiently on my strengths and to delegate tasks in areas of my weaknesses.

Experience is often the best teacher. The mentors selected for the Digital Literacy Project are all teacher librarians of great experience and proven leaders in education. I can draw on Karen's wealth of experience to assist me as issues arise.

Direction is required to keep a library moving forward with current curriculum and technology changes. This project sets ongoing challenges, including goals to be met during the course of the project. I will then be empowered to set future direction for my College library.

Conclusion

I am still in my initial stages of working with Karen Russo as a mentor in the Digital Literacy Project. I am already inspired to evaluate my own library and set short term and long term goals to ensure that Brighton Secondary College students have access to lifelong information skills.

*Janienne Woodbridge
Library Manager
Brighton Secondary College*

DDC 22

A new edition of Dewey Decimal Classification, DDC 22, was published in July 2003. Abridged DDC 14 will be published in 2004.

Significant updates in DDC 22 and Abridged 14 include 004-006 Computer science, 305-306 Social groups and institutions, 540 Chemistry and 610 Medicine.

There will be a transitional period of some months as the updated schedules are progressively implemented in SCIS.

For more information, see Cataloguing News at www.curriculum.edu.au/scis/database.htm.

Cataloguing Videos and DVDs – Some Frequently Asked Questions

Videorecordings are often difficult to catalogue, because of problems with main entry, publishers and the physical description. These items are also time-consuming to catalogue, as they need to be viewed beforehand. Schools are encouraged to send their videos and DVDs to the SCIS cataloguing agency in their state, if they are not already on the SCIS database, so that the records can be available for other schools to download. Although schools will usually not need to do their own cataloguing of videos, it is helpful for them to understand how these records are created.

Why does the video or DVD have to be viewed before cataloguing?

Because the chief source of information for videos or DVDs is the item itself (eg the title frames and credits) it is necessary to view the video or DVD in order to properly describe the item, ie to find the title proper and the statements of responsibility. In some cases, the title on the container is different from that on the title frame and an added title will need to be given for the container title. Also a note should be made: *Title on container...* If no title is given on the video or DVD, take the title from other sources (eg container, accompanying notes, etc.). Also, give a note, eg *Title from container, Title from notes, etc.*, to indicate the source of the title proper.

Why are most videos or DVDs given title main entry?

Main entry for most videorecordings is usually under title, or, where appropriate, under uniform title, as many people and corporate bodies are often involved with contributing to the intellectual or artistic content, eg directors, scriptwriters, narrators, performers etc. (An example of main entry under uniform title is a videorecording of a Shakespeare play). Persons who perform multiple roles, eg writer/director, writer/producer or director/producer, are given main entry only if it is clearly indicated that they are primarily responsible for the intellectual or artistic content of the work. In case of doubt, main entry is under title.

What General material designation (GMD) is given for DVDs?

The GMD [videorecording] is used for DVDs, as well as videocassettes and other kinds of videorecordings, eg *The matrix [videorecording]* The specific term *cassette* or *DVD* is given in the physical description area. eg *1 DVD*.

Who should be included in the statement of responsibility?

Statements of responsibility should be given for persons or corporate bodies chiefly responsible for the production of the item, eg producers, directors, writers and authors of original works (if the work in hand is an adaptation). All other statements of responsibility should be given in a note, eg presenters, narrators, performers, editors, etc. eg *Presenter: Karina Kelly*.

What information is given in the publication area?

Give the publisher name and place and date of publication as stated on the video or DVD.

Give the name of the distributor in a note: (this helps to identify the item) eg *Distributed by Video Education Australasia*. Items originally made as motion pictures, which are later issued in a video or DVD format should be given the publishing details for the videorecording, eg a film originally made in 1975 and produced in DVD format in 2002 will be given the publication date 2002.

Give a note about the history of these items, eg *Originally issued as a motion picture in 1975*.

What is the physical description for videos and DVDs?

For the physical description area, SCIS applies the optional rule to omit the term *video* from the specific material designation. This is because the GMD *videorecording* already indicates the type of material, eg *1 cassette* (not *1 videocassette*). For DVDs, use the term *DVD*, eg *1 DVD*. If the playing time is stated, or is readily ascertainable, give that time in minutes rounded to the nearest minute: eg *1 cassette (130 min.) ; 2 DVDs (200 min.)* Give *sd.* (sound) or *si.* (silent) to indicate the presence or absence of a sound track. If the recording is in colour, black and white, or a

combination of colour and black and white, give, as appropriate: *col.*; *b&w* or *col. with b&w sequences* Give details of accompanying material, eg *1 DVD (150 min.) : sd., col. + 1 teacher's guide*.

What notes should be given for videos and DVDs?

Notes should be kept to a minimum. Use the following notes, as appropriate:

- Give the language of the content, eg *In French ; French dialogue, English subtitles*.
- Make notes on the source of the title proper if it is other than the chief source of information, eg *Title from container*.
- Make notes on titles on the item other than the title proper, eg *Title on container...* ; *Title in English :...* Give added entries for these titles.
- List featured players, performers, narrators and presenters eg *Narrated by Margaret Harvey*.
- Make notes relating to the history or version of the video, DVD or motion picture, eg *Remake of the 1933 picture of the same name ; Based on the novel by Charles Dickens*.
- Make a note on the distributor for the item, eg *Distributed by Roadshow Entertainment*.
- Give information about the videorecording system, eg *VHS*.
- Give a brief summary of the content of the item, if considered useful.
- List the titles of individual works in a contents note, eg for a video with the title *Science, Contents: Biology – Chemistry – Physics*.

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Cataloguing and Database News

New and revised subject headings to the SCIS Subject Headings Fifth Edition

Schools who have purchased the fifth edition of the *SCIS Subject Headings* should amend their copy with the changes to headings outlined below.

A cumulative list of new and revised headings is available on the SCIS website at www.curriculum.edu.au/scis/database/changes.htm.

Alexander technique

- BT Mind and body
- RT Movement (Physiology)
- Physical fitness
- Posture

Australia – Historic buildings, sites, etc.

Change existing SEN to:

- SEN Example under Historic buildings, sites, etc.

Add UF Olden days

Delete BT Historic building sites, etc.

Australia – History

Replace the last sentence of the existing IN with:

If no period subdivisions are listed under the name of the country, the subdivision History may be further subdivided by century, e.g. Philippines – History – 20th century.

Australia – Social life and customs – History

UF Olden days

Bali Attack, 2002

USE Bali Bombings, 2002

Bali Bombing, 2002

USE Bali Bombings, 2002

Bali Bombings, 2002

SEN Example under Bombings

UF Bali Attack, 2002

Bali Bombing, 2002

Bali Nightclub Bombing, 2002

Bali Nightclub Bombing, 2002

USE Bali Bombings, 2002

Bomb attacks

USE Bombings

Bombardment

Add the following IN:

For works on the use of explosive devices for the purposes of criminal activities, political terrorism, protest, etc. use Bombings.

Bombings

SN Use for works on the use of explosive devices for the purposes of criminal activities, political terrorism, protest etc.

IN For works on sustained military attacks on cities, military positions, etc., with bombs, shells, rockets or other explosive missiles use Bombardment.

SEN See also the names of specific bombings, e.g. Bali Bombings, 2002.

UF Bomb attacks
Terrorist bombings

BT Crime

RT Terrorism

Comedy

Replace SEN Example under Shakespeare, William – Comedies

with IN See also note at Shakespeare, William – Comedies.

Add RT Tragicomedy

Computer crime

Add UF Cyber crime

Add UF Cyber terrorism

Add UF Cybercrime

Add UF Cyberterrorism

Add NT Computer hacking

Computer hacking

UF Hacking (Computers)

BT Computer crime

RT Computers - Security measures

Computers – Security measures

Add RT Computer hacking

Costume

Add to existing SEN:

The subject may be further subdivided by century, e.g. Costume – 18th century; Costume – Australia – 20th century.

Add UF Olden days

Costume – 18th century

SEN Example under Costume

Costume – Australia – 20th century

SEN Example under Costume

Crime

Add NT Bombings

Cyber crime

USE Computer crime

Cyber terrorism

USE Computer crime

Terrorism

Cybercrime

USE Computer crime

Cyberterrorism

USE Computer crime
Terrorism

Drama

Add NT Tragicomedy

Drama, Historical

USE Historical drama

Economic conditions

Add to existing SEN:

If there are no specific period subdivisions listed, the subject may be further subdivided by century, e.g. West Indies – Economic conditions – 20th century.

Emotionally disturbed children

Add RT Self harm

English drama

Delete Shakespeare, William – Comedies *from* SEN

Add IN See also notes at Shakespeare, William – Comedies; Shakespeare, William – Histories; Shakespeare, William – Tragedies; Shakespeare, William – Tragicomedies.

English literature

Add to existing SEN:

The subject may be further subdivided by century, e.g. English literature – 20th century.

English literature – 20th century

SEN Example under English literature

Films

Add to existing SEN:

The subject may be further subdivided by century, e.g. Films – 20th century.

Films – 20th century

SEN Example under Films

Food – History

UF Olden days

Future life

Delete UF Retribution

Great Britain – History – 1066–1485 – Drama

SEN Example under Shakespeare, William – Histories

Hacking (Computers)

USE Computer hacking

Health – History

UF Olden days

Henry IV, King of England – Drama

SEN Example under Shakespeare, William – Histories

Historical drama

SN Use for works of drama based upon real historical events and characters.

For works about historical drama as a literary form, use the heading Historical drama – History and criticism.

IN See also note at Shakespeare, William – Histories.

UF Drama, Historical History – Drama

BT Drama History in literature

Historical drama – History and criticism

SN Use for works about historical drama as a literary form.

For works of drama based upon real historical events and characters use the heading Historical drama.

History

Add UF Olden days

History – Drama

USE Historical drama

History in literature

NT Historical drama

Houses – History

UF Olden days

Human behaviour

Add NT Revenge

Add NT Self harm

Iraq War, 2003

IN May be subdivided like World War, 1939–1945

Jealousy – Drama

SEN Example under Shakespeare, William – Tragedies

Life skills

Add NT Resilience (Psychology)

Literature

Add to existing SEN:

The subject may be further subdivided by century, e.g. Literature – 20th century.

Add NT Tragedy

Literature – 20th century

SEN Example under Literature

Love – Drama

SEN Example under Shakespeare, William – Comedies; Shakespeare, William – Tragedies; Shakespeare, William – Tragicomedies

Mental health

Add NT Self harm

Mind and body

Add NT Alexander technique

Movement (Physiology)

Add RT Alexander technique

Music

Add to existing SEN:

The subject may be further subdivided by century, e.g. Music – 20th century.

Music – 20th century

SEN Example under Music

Netherlands – Social life and customs – 20th century

SEN Example under Social life and customs

Northern Territory – History – 19th century

SEN Example under Victoria – History Olden days

SEN Use subjects with the subdivision History, e.g. Australia – Social life and customs – History; Schools – History – 19th century

USE Australia – Historic buildings, sites, etc.

Australia – Social life and customs

– History

Costume

Food – History

Health – History

History

Houses – History

Pioneers and pioneer life

Religion – History

Schools – History – 19th century

Transport – History

Parasuicide

USE Self harm

Personal development

Add RT Resilience (Psychology)

Personality

Add NT Resilience (Psychology)

Philippines – History – 20th century

SEN Example under Australia – History

Physical fitness

Add RT Alexander technique

Pioneers and pioneer life

Add UF Olden days

Politics and government

Add to existing SEN:

If there are no specific period subdivisions listed, the subject may be further subdivided by century, e.g.

Northern Territory – Politics and government – 20th century.

Posture

Add RT Alexander technique

Religion – History

UF Olden days

Reprisals

USE Revenge

Resilience (Psychology)

SN Use for works on the ability to face, overcome, and be strengthened by difficult life situations.

BT Life skills

Personality

RT Personal development

Self-perception

Stress (Biology) – Management

Retaliation

USE Revenge

Retribution

USE Revenge

Revenge

UF Reprisals

Retaliation

Retribution

Vengeance

BT Human behaviour

Social ethics

Schools – History – 19th century

UF Olden days

Self-harm

USE

Self harm

Self harm

SN Use for works on behaviours by which individuals, directly or indirectly, cause harm to themselves.

UF Parasuicide

Self injury

Self mutilation

Self-harm

BT Human behaviour

Mental health

RT Emotionally disturbed children

Cataloguing and Database News (cont.)

Self injury

USE Self harm

Self mutilation

USE Self harm

Self-perception

Add RT Resilience (Psychology)

September 11 Terrorist Attacks, 2001

Add SEN Example under Terrorism

Delete BT Terrorism

Shakespeare, William – Criticism, interpretation, etc.

Add NT Shakespeare, William – Tragicomedies

Shakespeare, William – Histories

Delete existing SN and replace with:

SN Use for critical works on Shakespeare's history plays in general.

Add the following SEN:

SEN For critical works on individual plays see Shakespeare, William followed by the title without further subdivision, e.g. Shakespeare, William. Henry IV. Part 1. For the texts of Shakespeare's history plays see the headings Historical drama and English drama and also topical subject headings, e.g. Henry IV, King of England – Drama; Great Britain – History – 1066–1485 – Drama.

Shakespeare, William – Romances

USE Shakespeare, William – Tragicomedies

Shakespeare, William – Tragedies

Delete existing SN and replace with:

SN Use for critical works on Shakespeare's tragedies in general.

Add the following SEN:

SEN For critical works on individual plays see Shakespeare, William followed by the title without further subdivision, e.g. Shakespeare, William. Romeo and Juliet.

For the texts of Shakespeare's tragedies use the headings Tragedy and English drama and also topical subject headings, e.g. Love - Drama; Jealousy - Drama.

Shakespeare, William – Tragicomedies

SN Use for critical works on Shakespeare's tragicomedies in general.

SEN For critical works on individual plays see Shakespeare, William followed by the title without further subdivision, e.g. Shakespeare, William. Tempest.

For the texts of Shakespeare's tragicomedies use the headings Tragicomedy and English drama and also topical subject headings, e.g. Love - Drama.

UF Shakespeare, William – Romances

BT Shakespeare, William – Criticism, interpretation, etc.

Shakespeare, William. Henry IV. Part 1

SEN Example under Shakespeare, William – Histories

Shakespeare, William. Romeo and Juliet

SEN Example under Shakespeare, William – Tragedies

Shakespeare, William. Tempest

SEN Example under Shakespeare, William – Tragicomedies

Social conditions

Add to existing SEN:

If there are no specific period subdivisions listed, the subject may be further subdivided by century, e.g. Thailand – Social conditions – 20th century.

Social ethics

Add NT Revenge

Social life and customs

Add to existing SEN:

The period subdivisions listed under the History entry at specific countries and states may also be added, e.g. Australia – Social life and customs – 1975–1991; Victoria – Social life and customs – 21st century. If there are no specific period subdivisions listed, the subject may be further subdivided by century, e.g. Netherlands – Social life and customs – 20th century.

Stress (Biology) – Management

Add RT Resilience (Psychology)

Terrorism

Add SEN See also the names of specific acts of terrorism*, e.g. September 11 Terrorist Attacks, 2001.

Add UF Cyber terrorism

Add UF Cyberterrorism

Delete NT September 11 Terrorist Attacks, 2001

Add RT Bombings

Terrorist bombings

USE Bombings

Thailand – Social conditions – 20th century

SEN Example under Social conditions

Tragedy

Add IN See also note at Shakespeare, William – Tragedies.

Add RT Tragicomedy

Tragicomedy

SN Use for plays which combine both tragic and comic elements. For works about tragicomedy as a literary form, use the heading Tragicomedy – History and criticism.

IN See also note at Shakespeare, William – Tragicomedies.

BT Drama

RT Comedy

Tragedy

Tragicomedy – History and criticism

SN Use for works about tragicomedy as a literary form. For plays which combine both tragic and comic elements, use Tragicomedy.

Transport – History

UF Olden days

Vengeance

USE Revenge

Victoria – History

Delete existing IN and replace with:

IN The period subdivisions under this heading, with the exception of the century subdivisions, are not to be used under the names of other states and territories. For period subdivisions relating to other states and territories see under the name of the state* or territory*. If no period subdivisions are listed under the name of the state or territory, the subdivision History may be further subdivided by century, e.g. Northern Territory – History – 19th century.

West Indies – Economic conditions – 20th century

SEN Example under Economic conditions