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SCHOOLS CATALOGUE INFORMATION SERVICE

connections

Principals' Support of School Libraries

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Gary Hartzell, a former high school principal, is Professor of Educational Administration and Supervision at the University of Nebraska at Omaha. A keynote speaker at the White House Conference on School Libraries in June 2002 and a member of the Advisory Board for the Laura Bush Foundation for America's Libraries, Professor Hartzell works to bring the school library to administrators' attention through numerous conference presentations, articles and books. He is the author of *Building Influence for the School Librarian* (Linworth, 1994) and two related books forthcoming in 2004 by Libraries Unlimited. Gary Hartzell will be keynote speaker at the School Library Association of New Zealand Aotearoa (SLANZA) and Australian School Library Association (ASLA) conferences in 2003.

Principals should support school libraries because it is in both their students' and their own best interests to do so. Quality library media programs can enhance student achievement, and informed, committed librarians can help principals enhance their own administrative practice.

Student achievement

Improving student achievement is a vital principal interest, but many principals overlook libraries and librarians as potentially powerful instruments in that work because they have not been educated to the library's value, and library media research rarely appears in administrator publications (Wilson & Blake, 1993). Consequently, principals often leave library potential untapped despite fifty years of research evidence that effective library media programs – when led by active, involved librarians – can have a discernible positive impact on student achievement *regardless of student, school and community demographics.*

The evidence is drawn from elementary, middle, and high school studies reaching back to the 1950s. While the volume of evidence alone is cumulatively persuasive, the most recent research is especially powerful because its authors statistically controlled for demographic differences among the schools they studied – a feature missing in the pre-1990 research. This is important because the evidence is largely derived from statistical correlation studies, which cannot unequivocally prove causation. Correlation research can, however, identify relationships and degrees of association among variables. Cause-and-effect probability is strengthened if similar correlations appear in multiple settings over time, which is what occurs here.

Most effectively illustrated in recent work by Lance and his associates in Colorado (Lance, 2001; Lance & Loertscher, 2001) and by

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Principals' Support of School Libraries (cont.)

Smith (2001) in Texas, the research identifies statistically significant positive correlations between (a) student achievement levels on various types of standardised measures and (b) library media services and school librarians displaying these eleven characteristics:

Media services program characteristics

- 1 Large, varied, and up-to-date collections
- 2 One or more full-time qualified librarians
- 3 Library support staff large enough and skilled enough to free qualified librarians from routine clerical duties and to allow them time to teach, to collaborate with teachers, and to engage in leadership activities outside of the library
- 4 Free student and teacher access to the library during and beyond school hours
- 5 Networked computers providing student and faculty access to catalogues, licensed databases and the Internet
- 6 Budget adequate to support the previous five items
- 7 Staff commitment to teaching
- 8 Individual student library use well beyond scheduled class visitations
- 9 Information literacy instruction integrated into the curriculum

Librarian characteristics

- 1 Extensively collaborates with teachers
- 2 Extensively involved in curricular, organisational, and operational school leadership activities outside of the library

Of particular interest is the recent evidence (Lance & Loertscher, 2001) that the positive effects of library media programs increase when the librarian's traditional role is expanded to include involvement well beyond the library. One great barrier to full library utilisation is a lack of faculty awareness of what the library and librarian have to offer. Exposure to and experience working with effective school librarians is a first step in correcting that deficiency.

Administrator support

Role expansion allows librarians to deliver additional important services, such as research support for administrators. Freed from clerical duties and aware of developing challenges and opportunities through their extra-library involvement, librarians can draw on the Internet and subscription databases to supply principals with up-to-the-minute information on any given topic in planning sessions and

prior to any board, faculty, parent, or business partner meeting. Consistent access to such information can only result in improved administrative decision making.

Librarians also can support targeted faculty and student groups, including counsellors (White & Wilson, 1997); beginning teachers (Barron, 1998); and at-risk (Bluemel & Taylor, 1991), latchkey (Feldman, 1990), and special needs youngsters (Wesson & Keefe, 1995).

How can principals support libraries?

Principals determine school library media program quality as much as librarians do (Haycock, 1999; Oberg, 1995; Oberg, Hay, & Henri, 2000) because they influence or control each of the eleven factors listed above. Collection size, currency, service hours, staff size, and the employment of full-time qualified librarians and adequate support staff all are tied to the principal's budgeting decisions.

As important as money is, however, it's not the only measure of support. Equally important is the principal's role in creating a school environment where student library use, and faculty and librarian interaction are valued and promoted (Campbell & Cordiero, 1996; Wilson & Lyders, 2001). For example, the librarian's opportunity to collaborate with teachers depends on the school schedule – which the principal controls (McGregor, 2002; van Dusen & Tallman, 1994) – and on how effectively principals encourage collaboration among faculty members. Teachers collaborate more with other teachers and with librarians when principals openly encourage the practice in word and deed (Haycock, 1999; Oberg, 1997; Pounder, 1998; Tallman & van Dusen, 1994a; Tallman & van Dusen, 1994b). How often students use the library similarly follows how well principals encourage faculty and librarian collaboration and their willingness to financially support services beyond regular school hours. As instructional and curriculum leaders, principals also powerfully affect the extent to which information literacy instruction is embedded in the body of the school's curriculum and how the school addresses meeting state standards in varying disciplines.

Perhaps nowhere is a principal's power to affect library media programs more apparent than in the extent to which the librarian has the

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. Searching by ISBN

SCIS has recently included a new search field called *ISBN/ISSN/ISMN* in the SCIS OPAC *Basic Search* screen. This is in response to feedback from the *SCIS Customer Satisfaction Questionnaire* conducted in Term 4 2002.

Searching by ISBN is usually only necessary when customers have previously scanned or typed an ISBN into *Create Orders*, but have received a record for a resource with a duplicate ISBN.

There are two methods to search by ISBN in the SCIS OPAC. Log onto *SCISWeb* and select SCIS OPAC option. On the *Basic Search* screen type or scan an ISBN into the *Find* box. Select *ISBN/ISSN/ISMN* from the *In* box. Click on the *Search* button to retrieve the catalogue records.

Alternatively, log onto *SCISWeb* and select SCIS OPAC option. Select the *Guided Search* tab. On the first line in the *Find* box type or

scan in the ISBN. Click on the *Search* button to retrieve the catalogue record. You can also use the pull-down arrow in the *In* box to select *ISBN, ISSN* or *ISMN* from the drop-down list, however this additional step is not necessary.

2. Book numbers in catalogue records

Some SCIS catalogue records have book numbers that display only one or two letters of the alphabet instead of the customary three. SCIS cataloguers have used a Special Book Numbers standard that can be located in *SCIS Standards for Cataloguing and Data Entry 2002 Edition*. If the first word of the author heading is less than three letters, the book number comprises the first whole word only, for example, the book number for *De Pieri* is DE. If the title of the resource is used as the main entry and the first filing word of that title is short, for example *A is for architecture*, the book number displays only the first word, in this case A.

3. Timing out in SCIS OPAC

When SCIS OPAC times out, the user is not alerted until they type in a new search term. SCIS OPAC will then display the message *There was an Error processing your request. This error was due to the process timing out. Click here to restart SCIS OPAC.* If users realise that they have been away from SCIS OPAC for a period of time (more than five minutes) they can click on the *Curriculum Corporation SCIS OPAC* banner located at the top of the screen to immediately display a new default *Basic Search* screen. This strategy avoids the appearance of the error message screen and reduces mouse clicks. Remember that any *Limits* applied to the previous search will be lost.

Principals' Support of School Libraries (cont.)

opportunity to serve in a leadership capacity outside the library itself. Principals structure and populate the committees, teams, and task forces that recommend and implement school policy and practice changes. Principals decide who will have the opportunity to take part in boundary-spanning activities to interact with district-level committees, parent groups, business partners, and community organisations (Hoy & Miskel, 2001; Morris, Crowson, Porter-Gehie, & Hurwitz, 1984). An active and committed librarian may be eager to engage in these activities, but will not have the chance unless the principal wills it. This is a particularly important point because many principals do not perceive librarians as potential faculty leaders (Schon, Helmstadter, & Robinson, 1991).

The school library media elements that foster increased student achievement are interactive and their effects are cumulative. Even under optimum conditions, none is sufficient in itself. External leadership opportunities won't increase faculty interaction opportunities if the library is impoverished. The most extensive collection will not produce maximal

achievement results unless qualified librarians and support staff are available to help students and teachers use it. Enrichment services to targeted groups and administrative research support cannot be delivered if librarians are saddled with clerical duties. Principal support must be broad-based and multi-dimensional.

Albert Einstein is reputed to have said that problems cannot be solved using the same thinking that created them. How then can principals best support their libraries?

- Educate themselves to library and librarian potential.
- Reconfigure the librarian's job to maximise realisation of that potential.
- Employ high-quality, forward-looking, energetic, innovative librarians.
- Provide budget resources adequate to new roles and demands.
- Effectively and accurately evaluate both the program and the librarian on jointly developed criteria recognising library media work as simultaneously integral to instructional quality but distinct from classroom teaching itself.

Finding assistance

Principals interested in developing their libraries as instruments of school improvement can ask their librarians to assemble a research collection to share with board members, district administration, and faculty. Ireland's (2001) regularly updated annotated bibliography of school library and academic achievement research is a useful starting point. Several ERIC digests (Lance, 2001; Lowe, 2000; Russell, 2000, for example) also point to original sources. A number of useful books (such as Lance & Loertscher, 2001; McQuillan, 1998; Wilson & Lyders, 2001) similarly identify and summarise research findings.

This article was printed with permission from Gary Hartzell. This article originally appeared in the ERIC Digests that are in the public domain and may be freely reproduced and disseminated.

The complete article with bibliography appears in the online version of *Connections 46* at www.curriculum.edu.au/scis/connect/connect.htm.

Authority Control

Authority control is a great mystery to many library staff, but can be immensely fascinating to cataloguers. If you were to overhear the conversation of a group of cataloguers you might be intrigued by terms such as blind references, control subfields, uniform title headings and global change. What on earth are they talking about?

Authority control is the process of ensuring that headings for names, titles and subjects are consistently cited (Harvey 1999, p. 81).

According to a recent international conference on authority control (Authority Control: Definitions and International Experiences 2003), it is an integral part of the cataloguing architecture and is inseparable from the concept of the catalogue. Authority control enables catalogue users to feel confident that they will retrieve all relevant resources when searching for works by a particular author or on a particular topic.

In the SCIS database, name headings (including personal names, names of corporate bodies and place names) are created following AACR2 standards. In the case of personal names, if variant forms of a name are found in statements of responsibility, the form most commonly found in new works by that person is the form chosen for the authority file. In cases of doubt, reference sources such as Library of Congress Authorities are consulted and used as a guide.

Consider the example in Table 1.

The heading is established in the form *Odgers, Sally*, because Sally Odgers is the form most commonly found in the statements of responsibility on the SCIS database, particularly in recent works. All works by this author are found under the same access point. References from the unused forms guide users to the established form.

Authorities are only created for name headings used as access points – usually persons or bodies responsible in some way for the intellectual or artistic content of the work. There is no attempt to maintain an authority file for commercial publishers. SCIS cataloguers do make reasonable attempts to cite publisher names consistently (as far as is possible given the variety of ways in which publisher data may

Table 1

Author Heading	Title	Statement of responsibility	Date
Odgers, Sally	Hugo's reward	Sally Odgers	2002
Odgers, Sally	Cinderella's wedding	Sally Odgers	2001
Odgers, Sally	Dreadful David	Sally Farrell Odgers	1997
Odgers, Sally	Just like Emily	Sally Odgers	1996
Odgers, Sally	Country girl	Sally Farrell Odgers	1994
Odgers, Sally	Down river	Sally Farrell	1980

be presented), but primarily the publisher information is considered to be descriptive data to assist in describing and identifying the work in hand.

A further function of authority control is to show the relationships between headings. This is most common in subject headings but is occasionally appropriate for personal name headings, usually where an author uses pseudonyms for different 'bibliographic identities'. For example, Ian Rankin, author of the Inspector Rebus books, has used the pseudonym Jack Harvey for his 'non-Rebus' thrillers. Both forms of heading are established with linking references between the two.

For corporate body headings where a change of name has taken place, history notes may be included as well as linking references to earlier and/or later names. This is the authority record for the Auckland City Art Gallery:

Auckland City Art Gallery
 The name of the Auckland City Art Gallery was changed in May 1996 to Auckland Art Gallery. Works of these bodies are found under the name used at the time of publication.
 Later Heading: Auckland Art Gallery

A similar note and reference to the earlier heading appears at the heading for the Auckland Art Gallery.

Subject authority work in the SCIS database consists of a number of elements. SCIS subject headings are entered with reference structures

equivalent to those in the printed version.

Special coding in the MARC record generates Scope notes, Broader, Narrower and Related Term references or Use references in the SCIS OPAC. SCIS cataloguers also construct and authorise many headings consisting of subject heading/standard subdivision combinations, or headings which may be devised by the cataloguer according to instructions in specific example notes in the SCIS subject headings. For example, the heading *Essex (Ship)* has been created according to the instructions at the heading *Ships*, and is linked to this heading as a narrower term.

When new subject headings are approved, they are entered into the database and existing resources are evaluated with a view to including the new heading in addition to, or instead of, existing headings. When headings are changed, in many cases a simple global change may be run to link catalogue records to the revised authority. In other cases, for example, the split of the former subdivision *Moral and religious aspects* into two separate subdivisions *Moral and ethical aspects* and *Religious aspects*, careful consideration must be given to the process to ensure that records will be linked to the appropriate heading.

SCIS does not generally establish authorities for series titles, but cataloguers endeavour to be as consistent as is reasonable, given the variations in the way series statements may be presented by publishers. Series authorities may be created under certain circumstances to assist cataloguers to choose the correct form of heading. Currently these references are not displayed in the SCIS OPAC.

In the SCIS database, authority control is carried out by SCIS cataloguers on behalf

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1. Invoices for SCIS subscriptions

At this stage, we have not finalised arrangements for all bulk subscriptions for 2004. As further information about subscriptions becomes available we will place a notice on our website at www.curriculum.edu.au/scis/subscrib.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 6 February 2004, access to *SCISWeb* will not be available after that date. There are several payment options for schools in Australia, New Zealand and other countries. Look on our website at www.curriculum.edu.au/scis/subscrib.htm for more information.

2. SCISWeb availability over holiday period

We would like to remind customers that access to *SCISWeb* will be available until 5 pm EST Friday, 19 December 2003. The service will then become available again at 9 am EST on Monday, 12 January 2004. You will be able to

use the same password in the year 2004 as for 2003. The counter for catalogue records downloaded will be reset to zero.

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

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

3. Free websites on SCIS database

Over 4,500 websites have been catalogued to date. Click on the *Website Lists* button on the *SCISWeb Main Menu* page to quickly download catalogue records for websites. This method will save significant time in locating suitable websites. Please do not hesitate to call SCIS Customer Support Staff for assistance.

4. Subscribe to SCIS Authority Files now

Thirty-five per cent of Australian schools have now subscribed to *SCIS Authority Files*.

The use of *SCIS Authority Files* within the library system saves library staff significant time as they do not have to manually insert the *see* and *see also* references into their library system. Most importantly, it ensures that maximum usage of library resources is achieved with OPAC searches.

Customers subscribing to *SCIS Authority Files* will receive the first edition by 26 March 2004 if payment has been received by 6 February 2004. Invoices will be despatched in October 2003, and payment is due within 30 days of receipt of the invoice.

5. What's New

Remember to check *What's New* every time you connect to *SCISWeb*. This will alert you to updates including the latest list of catalogue records for websites, SCIS products, demonstration dates, library conferences and any scheduled server maintenance requiring *SCISWeb* to be temporarily unavailable.

Authority Control (cont.)

of all users. In general, authorities are established by cataloguing agencies at the time of cataloguing. In cases of doubt, or where amendments to existing headings are considered necessary, consultation takes place with staff at Curriculum Corporation or through the Information Services Standards Committee (ISSC). This centralised approach to authority control relieves the necessity of individual libraries to engage in the time-consuming and specialist task of authority control by providing coherent and standardised access points to assist in the retrieval of relevant resources.

Leonie Bourke
SCIS Database Manager

This article with bibliography appears in the online version of *Connections* 46 at www.curriculum.edu.au/scis/connect/connect.htm.

ELR School Library Survey News

Educational Lending Right (ELR) is a project of the Commonwealth 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 the SCIS unit for the Department of Communications, Information Technology and the Arts (DCITA). Working with library software vendors, Curriculum Corporation 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 of this survey are used by DCITA to determine payments to be made to eligible authors and publishers under ELR.

The 2003–04 ELR survey will take place in term four. Over 600 schools Australia-wide will be asked to participate in this year's survey and will receive a survey package containing survey software and instructions to perform the survey in the school library system.

For more information and to view the ELR 2002–03 survey summary report, please visit the SCIS homepage at www.curriculum.edu.au/scis and follow the link to ELR.

Bridie Mackay
Project Coordinator
Educational Lending Right School Library Survey

Island Journeys: A Quest for Inspiration

A fabulous professional development opportunity!

A joint conference of ASLA and CBCA

Wrest Point Convention Centre

Hobart, Tasmania

2–5 October 2003

Island Journeys: A Quest for Inspiration, to be held in Hobart from 2–5 October 2003 will be a conference experience not to be missed.

Registration for *Island Journeys*, the joint national conference of the Childrens Book Council of Australia (CBCA) and the Australian School Library Association (ASLA) is now open! The program for the conference offers the very best speakers in the fields of children's literature and school librarianship and aims to challenge and inspire participants. It follows the four tracks of Leading and Management; Thinking and Learning; Technology and Teaching; and Literature. Delegates can choose sessions from each of these offerings or follow one track throughout the conference.

How about combining your conference experience with an exploration of Tasmania's beautiful scenery? The pre-conference program offers a five-day trip to discover the history and fascination of Flinders Island with Elizabeth Stanley, who has chosen this island as the setting for her picture book *Night without darkness*. Gary Crew takes a group to revisit historic Point Puer, Port Arthur. This day trip will be led by an archaeologist and will visit the newly opened Point Puer boys prison site, the setting for Crew's *Edward Britton*. Travel beyond Port Arthur with renowned illustrator Peter Gouldthorpe and enjoy a two-hour bushwalk with beautiful coastal views and a visit to Remarkable Cave, a place where Peter gets the inspiration for his stunning illustrations. There is also an opportunity to visit Chauncy Vale, the former home of Nan Chauncy, and investigate the cave made famous in *They found a cave*.

We are excited to have attracted a range of cutting-edge keynote speakers including:

- Keith Curry Lance (Director, Library Research Service, Denver Colorado) coordinated the definitive Colorado Study that proves the relationship between student test scores and the presence of a well-staffed, well-stocked and well-supported school library. Keith and Gary Hartzell were keynote speakers at the 2002 White House Summit, which was convened by Laura Bush to discuss how to improve the quality of school libraries and librarianship in the USA.
- Gary Hartzell (Professor, Educational Administration and Supervision University of Nebraska, Omaha) focuses on advocacy. Gary's work explores why teacher librarians still lack influence and what techniques they should use to gain more.
- Christina Doyle (Director of Learning Technologies, KCSOS Learning Center, Kern County California USA) is a pioneer in the area of information literacy and the use and implications of technology in the teaching of information literacy skills.
- Lisa Forrest, our opening speaker, brings multiple skills to this role as she has been an Olympic athlete, a TV reporter, the first woman to host a national TV sports show, a TV soapie actor and is now a successful author of children's fiction.
- Anthony Horowitz is another inspiring author. He has written horror and comedy for children, and television and film scripts including the recent *Foyle's War*, which screened on the ABC.
- Tamora Pierce's fantasy writing and her interest and exploration of strong female heroines make her a firm favourite.
- Lauren Child won the Kate Greenaway medal in 2001 for *I will not ever NEVER eat a tomato* and has won acclaim for her Clarice Bean series.

In addition, orations will be given by Belle Alderman (CBCA) and Joy McGregor (ASLA). There are eight concurrent workshop sessions during the course of the conference, each with offerings from the four tracks that focus on issues of interest and concern to teacher librarians and children's literature enthusiasts. The registration booklet and the conference website both provide full details of these sessions.

Many of the over 30 Australian authors and illustrators in attendance will be presenting at Saturday @ Salamanca amid the hustle and bustle of the famous Salamanca market. Delegates will have the chance to hear some of the best Australasian authors speaking in sixteen single or panel presentations. Themes for the panel discussions include: *Oh no, not history*; *Visual literacy*; *Creating different worlds – fantasy*; *Writing for girls*; *Writing for boys*; *Humour in children's fiction* and *Facing issues*. Also on offer will be the chance to hear the personal journeys of Bob Graham, William Taylor, Maria Pallotta-Chiarolli and Ruth Hegarty. At the conclusion of these sessions, delegates will return to Wrest Point by ferry on the beautiful Derwent River.

The social side of the conference includes a reception, two literary breakfasts and the conference dinner. Breakfast with the Stars on Saturday morning will enable delegates to share their croissants with a literary personality. Over thirty personalities will individually host small breakfast tables for eight delegates. The conference dinner on Saturday night will celebrate Possum Magic's 21st birthday with Julie Vivas and Mem Fox – an opportunity to try out those famed magical lamingtons! – and experience some of Tasmania's gourmet food and wine.

To coincide with *Island Journeys*, the Tasmanian Museum and Art Gallery will be hosting *Hands across the water*, an exhibition of original illustrations from British children's picture books. Most of the exhibits will be for sale.

For further information on the program and accommodation options please visit our website at www.islandjourneys.com.au. You can register online from this site or obtain a registration and information booklet by phoning the conference organisers, Leishman and Associates, on +61 3 6234 7844. Early bird registration is available until the end of June.

Island Journeys: A Quest for Inspiration, to be held in Hobart from October 2–5, 2003 will be a conference experience not to be missed. See you there!



ISLAND JOURNEYS
A Quest for Inspiration
www.islandjourneys.com.au

Growing Books

The well-known author, John Heffernan, is a keynote speaker at the upcoming ASLA/CBC Conference in October 2003.

I'm both a farmer and an author. Naturally one of the main areas I write about is life on the land. My first book was *Spud*, published in 1997 by Margaret Hamilton through Scholastic. It portrays life on a farm through the eyes of a blue heeler cattle dog. We see a dysfunctional family – a drunken father who is cruel not only to the work dogs, but also to his wife and daughter. The heeler sees all this, and watches without judgement. I love writing about farm animals, and trying to portray how they see the humans who 'run the show', so to speak.

There are two more books in the *Spud* series. *Chips* is the next one, in which the mother and daughter leave the father and go the city to start a new life. They take the heeler, Spud, with them, as well as her young half-dingo pup called Chips. The next book in the series, *Pup*, published in October 2002, focuses on the one dog left on the farm with the cruel father, a kelpie called Pup. He is an amazing dog, with wonderful work skills that are unfortunately lost on the man. But a boy on the neighbouring farm strikes up a friendship with Pup, and both of their lives are irrevocably changed.

Another book I've written, *Rachael's forest*, centres around the economic malaise that has gripped so many farming communities. It also

deals with environmental issues as it follows the attempt of one very determined young girl to save a forest from the bulldozers.

I do like to write about other issues, however, and certainly don't wish to be narrowed down to the guy who only writes about cows and dogs and sheep and horses. I write a set of futuristic books for older readers, called the *Mythos series*. At present there are two in this series. The first is called *CBD*, published in 2000, and looks at Australia in the 23rd century. The second book is called *GBH* and was in the shops in March 2003. These books follow the adventures of a young girl called Gheera and a young Tunnel Boy, as they struggle to survive in a harsh, sometimes brutal society.

I also like to include current affairs in my books. In 1997 a short story I had written set in Bosnia was published by the NSW Department of Education's School Magazine. The story was called *My dog*, and was illustrated by Astra Larcis. This story was later published in the USA by Cricket Magazine using a different illustrator. In the meantime, Margaret Hamilton read *My dog* and decided that it simply had to become a picture book, with Andrew McLean as the illustrator. Creating this book was a wonderful experience for me. I had to boil down my original story until it was the absolute essence of what I wanted to say. The result, with Andrew's remarkably soft watercolour illustrations, has been such a thrill for me to behold. I am of course delighted that the book has won several awards, despite its controversy.

There is a kind of sequel to *My dog*. Many readers ask me what happens next to Alija, the main character in the story. In 2000 I wrote a book called *More than gold*, which deals with a young Bosnian boy who comes to Australia with his mother, leaving his father to whatever fate awaited such victims of that civil war. The boy and his mother settle, not in the city, but in a small country town, and with the help of the locals they make a new and exciting life.

At present I'm working on two books for 2003. One is about a horse. I love horses, and have had several remarkable ones as friends and workers on the farm. Last year my best equine friend, Elvis, died, and I decided that when I was ready I would write a horse tale that included him and some of the other greats I've known. Finally, I'm drawing together the threads of a rather complicated story that has bothered me for years. *Sykie* is a novel about parallel universes, the power of imagination, as well about as the joys and tribulations of being different. Several times over the last few years I had thought I'd finished the book. This time I really do think I'm almost there.

I consider myself very fortunate indeed to be both a farmer and an author. The mix of muscle and mental, brain and brawn, is an excellent combination, each providing relief and release from the other. I've started at the author game somewhat later than most, but I hope to make up for that in time. I have an enormous data bank of stories to tell and ideas to develop, and I intend to produce as much as I can until the big author upstairs confiscates my word processor for good.

Cataloguing News

The SCIS Information Services Standards Committee has rescinded the former policy of not assigning subject headings to the texts of Shakespeare's plays and poetry. To provide comprehensive access to the works, the texts will now be assigned form, genre and topical headings according to a standardised list. In some cases, headings for settings will also be assigned.

As this is quite a big project it will be implemented in stages. Agreement for a set of subject headings for Shakespeare's comedies

was reached in February 2003, with work on the tragedies, histories and poetry to follow. Existing records will be upgraded based on their expected use for copy cataloguing. Some limited retrospective work to upgrade recently published items is also planned.

This is an example of a recent record for *Twelfth night*:

SCIS No: 1116914
ISBN: 0764120883
Main Author: Shakespeare, William.

Title: Twelfth night / [William Shakespeare].
Subject(s): Shakespeare, William—Adaptations.
English drama.
Comedy.
Love—Drama.
Self-perception—Drama.
Twins—Drama.
Publisher: Hauppauge, N.Y. : Barron's, 2002.

Leonie Bourke
SCIS Database Manager

Teacher Librarianship at Charles Sturt University

Curriculum Corporation has an on-going relationship with teacher librarianship preparation programs in Australia. One such partnership has been with Charles Sturt University, where Curriculum Corporation provides student access to the SCIS database to give them real data to use in the teaching of subjects. The Corporation has also been active in course advisory matters over the years, providing valuable feedback regarding what needs to be taught. SCIS is pleased to sponsor Joy McGregor as the SCIS orator at the upcoming 2003 ASLA/CBC Conference, *Island Journeys: A Quest for Inspiration*.

A new face appeared on staff at Charles Sturt University (CSU) in July 2002. Dr Joy McGregor came from the US where she had been an associate professor in teacher librarianship at Texas Women's University. Joy is originally from Canada, where her connections to teacher librarianship began. After teaching in the classroom for several years, she studied teacher librarianship at the University of Alberta and practised in the field for a few more years. She then entered academia after obtaining her PhD from Florida State University. Dr McGregor is now an internationally known researcher in teacher librarianship.

Dr McGregor is excited to be involved with the teacher librarianship courses at CSU. She sees great potential for learning and professional development offered through CSU courses. She comments:

CSU offers something for everyone, whether it's a teacher who wants to move into the school library, a teacher librarian who has taken on the role without any formal qualifications and who is struggling with new tasks and demands beyond what was expected, someone who feels the need for some upgrading, or someone interested in developing his or her leadership potential in the field of teacher librarianship.

McGregor notes that teacher librarians should be full partners in the business of teaching and learning. The CSU mission is to provide excellence in postgraduate qualifications, contributing to and enhancing the professional standing of teacher librarians as dynamic information specialists and information leaders. Graduates develop expertise in the skills required to create robust resource-based strategies. They understand how people, process and technology elements must be integrated. They learn to do these things through distance education, from their homes and workplaces across Australia and beyond.

Two courses provide an initial qualification in teacher librarianship. Teachers with a four-year qualification are eligible to enter the Master of Education (Teacher Librarianship). Three-year-

trained teachers may enter the Master of Applied Science (Teacher Librarianship). After the first eight subjects in the MAppSc(TL), which comprises Stage One, students may elect to exit with a Graduate Diploma of Education (Teacher Librarianship) or continue with Stage Two. Teacher librarians with a graduate diploma are eligible to enter Stage Two of the MAppSc(TL), which provides an advanced qualification in teacher librarianship, and is intended for teacher librarians seeking to achieve higher levels of professional practice as part of their participation in a rich and complex information environment.

The Graduate Certificate in Applied Science (Information Literacy) is available to those with a degree or diploma in any field, or with equivalent professional experience, who are interested in examining information literacy, why it is important and how it can be facilitated across a range of environments.

The Associate Student Program allows students to enrol in a single subject. This program allows the opportunity to upgrade some skills or focus on a new direction. Completed subjects can be accredited to full courses at a later stage.

For further information, visit the website at www.csu.edu.au/faculty/sciagr/sis/2003/ or contact a Course Coordinator.

MEd(TL): Joy McGregor

Tel: +61 2 6933 4065

Email: jmcgregor@csu.edu.au

MAppSci(TL) Ken Dillon

Tel: +61 2 6933 2522.

Email: kdillon@csu.edu.au

General inquiries for admission information can be directed to 1800 334 733 or by email to inquiry@csu.edu.au.



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. 46 at www.curriculumedu.au/scis/connect/connect.htm.

BBC – History – Endeavour's Scientific Impact (1768 – 1771)

www.bbc.co.uk/history/discovery/exploration/endeavour_voyage_01.shtml

This authoritative site emphasises the natural history component of Cook's voyage. Initially deemed to be of secondary importance the botanical discoveries resulted in significant scientific gains.

SCIS 1112641

Burke and Wills – Terra Incognita

www.burkeandwills.net/

An absorbing and significant site which looks at both the ill-fated expedition of Burke and Wills and its aftermath. Of particular relevance are the sections on the Historical background, Expedition archives, Education tools and resources and the Bibliography.

SCIS 1127425

ESL Teacher Resources, Job Boards, and Worksheets

<http://bogglesworld.com/>

Primary and junior secondary English as a Second Language (ESL) teachers will find pertinent classroom resources available here including flashcards, crosswords, games, worksheets and additional links.

SCIS 1127440

Genetic Engineering

www.cap.nsw.edu.au/bb_site_intro/secondary_modules/genetic_engineering/genetic_engineering.htm

This research unit for secondary science students involves them in the ethical debate over positive and negative aspects of studying genetic engineering. The research tasks are allied to de Bono's Six Hats and include Stem cell research, Gene therapy and Cloning.

SCIS 1127543

Intermathsindex

www.berghuis.co.nz/abiator/maths/intermathsindex.html

Students can pursue their interests and hone their skills in mathematics by accessing these interactive activities which cover a variety of operations and topics.

SCIS 1127490

International Year of Freshwater

www.ea.gov.au/water/freshwater/iyf/

Environment Australia publishes this encompassing website for the 2003 International Year of Freshwater. Content covers background information, water quality, flora and fauna, river systems and associated links.

SCIS 1127511

A Maths Dictionary for Kids

www.amathsdictionaryforkids.com/

Hundreds of common mathematical terms are clearly explained in this interactive dictionary which integrates age-appropriate language with animation.

SCIS 1075318

Matthew Flinders Collection

www.sl.nsw.gov.au/flinders/

To celebrate the bicentenary of Matthew Flinders' 1801–1803 circumnavigation of Australia, the State Library of NSW has compiled an extensive electronic archive comprising Flinders' papers, journals, letters, memorabilia and charts.

SCIS 1127531

NZSM OnLine

<http://nzsm.spis.co.nz/>

Highlights of the general interest science publication *New Zealand Science Monthly* are available from this website (full content is available by subscription). Previous issues can also be accessed via the website.

SCIS 1127591

Port Arthur Historic Site, Tasmania

www.portarthur.org.au/

Teachers and students who are undertaking units of work relating to Australia's convict past, and Port Arthur in particular, should consult the impressive array of material and links available.

SCIS 1127592

Red Gold

www.pbs.org/wnet/redgold/

This innovative website uses text, graphics and animation to present a vast array of information pertaining to blood and the circulation system. A multi-award-winning site suitable for science teachers and senior secondary students.

SCIS 1127593

Sports Media – Physical Education for Everyone

<http://www.sports-media.org/>

An abundance of information and links relating to all aspects of physical education are presented here. Subsections include PE lesson plans, journal articles, a virtual classroom and chat facilities.

SCIS 1127594

TIME.com: The TIME 100

www.time.com/time/time100/

TIME magazine has selected their top one hundred remarkable people from the last hundred years. The selection criteria are outlined, profiles given, additional links supplied and an opportunity to comment offered.

SCIS 1127597

Zoomerang

www.zoomerang.com/Login/index.cgi

Comprising hundreds of professionally designed templates for a variety of surveys, this company offers a free basic service or a more comprehensive membership option for institutions. A specific section of the site is for educational surveys.

SCIS 1124163

Reviewed by Nigel Paull, South Grafton Primary School, npaull@telstra.com.

The Internet sites abstracted in Internetting Corner are often of a professional nature and should be initially viewed by teachers and teacher librarians to determine suitability for students. The links, content and address of sites reviewed may not be permanent.

Resources

Reading Enriches Learning

Stone baby, Fries, Swan song, No regrets, Portal bandits, Rock dancer

Reading enriches learning features a collection of carefully selected reading materials for students in the middle years of schooling. Each title has teacher support materials prepared by Curriculum Corporation, including free online student activities and outcome checklists.

Reading enriches learning: Collection 2 is now available. This collection comprises six new titles, four for upper primary and four for lower secondary students. Each of the books addresses the theme of Responsibility and deals with a range of issues that young people from 10 to 14 years will enjoy discussing.

Students will gain valuable skills and experience as they read, discuss and analyse the selected texts. Go to www.curriculum.edu.au/rel to access this new literacy resource for your library or classrooms. The six titles (four for upper primary, four lower secondary) are published by Lothian Books and are available from Curriculum Corporation.

Stone baby

Upper Primary
Author: Beth Norling
RRP: \$26.95
SCIS No: 1109769
ISBN: 0734403534

This is a story of transformation and enlightenment – a symbolic journey through the inner life of a young girl still learning to understand her feelings. With hauntingly beautiful artwork, this is sure to become a classic in the older reader picture book genre.

Fries

Upper Primary
Author: Ken Catran
RRP: \$12.95
SCIS No: 1089477
ISBN: 073440266X

A small sleepy town, minding its own business – the only thing this town has going for it is a fries factory. But when the factory is sold and the new owners want to close it down, things really start happening.

Swan song

Upper Primary/Lower Secondary
Author: Colin Thiele
RRP: \$12.95
SCIS No: 1082407
ISBN: 0734403259

When Mitch discovers an abandoned swan's egg and takes it home, his park ranger father doesn't approve. But this proves to be the start of a heart-warming friendship.

No regrets

Upper Primary/Lower Secondary
Author: Krista Bell
RRP: \$12.95
SCIS No: 1101659
ISBN: 0734404301

Julia is a very smart student – so smart that she is put up two grades into high school. But is the buzz of meeting her academic level enough to make up for what she is losing?

Portal bandits

Lower Secondary
Author: Jim Schembri
RRP: \$16.95
SCIS No: 1104458
ISBN: 0734403410

Garth held up his hands. 'Whoa!' he exclaimed. 'You're talking about people wanting to kill us? Let's just take a second here, shall we? You want us to travel to a parallel universe and risk our lives in an interplanetary war?' He took a breath. 'We're three school kids. What has this got to do with us?'

Rock dancer

Lower Secondary
Author: Bronwyn Blake
RRP: \$16.95
SCIS No: 1100920
ISBN: 0734404379

Leah is fourteen and one of the top gymnasts in the country. At least she was. Until she failed to catch her best friend, Morgan, on the parallel bars and her life changed forever. Now Morgan has a broken back and Leah's climbing rock faces, far from the world of competitive gymnastics. But Leah's past comes looking for her...

And still popular, *Reading enriches learning: Collection 1* with the theme of Identity. For details on *Collection 1* resources, visit www.curriculum.edu.au/rel.

Motivating the reluctant writer

A rescue mission for Years Three and beyond, 112 pp.
Author: Karen Anderson
RRP: \$35.95
SCIS No: 1113029

ISBN: 1863667296

This title is about the art of motivating students to want to learn, building and strengthening the literacy foundations of those who need it most and providing a scaffold for further learning. This process is described step by step. Activities and examples guide teachers to identify the barriers that make the writer reluctant, helping to build an understanding with which to underpin reduction or removal of the barriers through incentives, giving teacher feedback and encouragement of student reflection.

An extensive, fully photocopiable teacher resource section features a collection of Writers cards that will engage students in writing in a variety of forms and for different purposes.

Write All About It!: Practical Activities for the Classroom

Author: Andrew Perry, RRP: \$35.95
Write all about it!: Practical activities for the classroom 1
SCIS No: 1031825 ISBN: 1863665129
Write all about it!: Practical activities for the classroom 2
SCIS No: 1044768 ISBN: 1863665137
Write all about it!: Practical activities for the classroom 3
SCIS No: 1031828 ISBN: 1863665145
Write all about it!: Practical activities for the classroom 4
SCIS No: 1044770 ISBN: 1863665153

The popular *Write all about it* series makes teaching writing simple and straightforward. It accompanies the teacher through each stage of the writing process and offers a complete source of all required teaching materials. The series of four titles for Middle and Upper Primary covers the writing genres: Report, Narrative, Procedural and Persuasive writing; and Explanation, Information narrative, Recount and Transaction writing.

Find out more at our website at www.curriculum.edu.au/catalogue.

Contact: Curriculum Corporation
PO Box 177, Carlton South, Vic 3053
Tel: +61 3 9207 9600, 1800 337 405
(free call within Australia outside Melbourne metropolitan area)
Fax: 1300 780 545 (within Australia),
+61 3 9639 1616 (international)
Email: sales@curriculum.edu.au.

Le@rning Federation Metadata Update

The Le@rning Federation is a five-year initiative developing a shared national pool of quality online learning content for Australian and New Zealand schools at www.thelearningfederation.edu.au. Metadata is pivotal to support the access, search, selection, use, trade and management of the learning content delivered to The Le@rning Federation's stakeholders.

Learning object model

The Le@rning Federation is designing and developing online content in the form of *learning objects*. A learning object is a *digital resource facilitating learning experiences related to a particular educational purpose*.

The Le@rning Federation learning objects are being designed to possess educational value independent of any one application or context. The intent is to create learning objects that can be used and reused for a variety of learning purposes, contributing to the achievement of particular learning outcomes.

For example, The Le@rning Federation is currently developing the *Take a deep breath* learning object depicted in Figure 1.

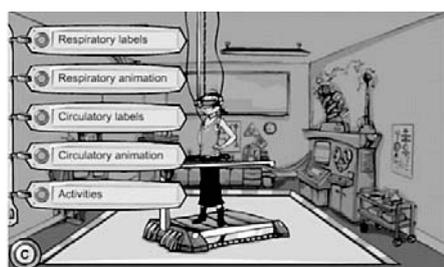


Figure 1: Take a deep breath learning object

The learning object explores the structure and function of the human respiratory and circulatory systems in a simulated laboratory environment. Students record their predictions, make observations and receive feedback on the impact that the physical activities of walking and running have on breathing and heart rate. Extension questions prompt users to apply or extend their knowledge offline. This learning object is suited for middle-primary students.

Le@rning Federation metadata

Metadata application profiles combine and/or extend existing metadata element sets to meet the needs of a particular application, while

maintaining the potential for interoperability presented by those element sets in their original form. The Le@rning Federation metadata application profile inherits elements from the EdNA, Dublin Core, and IEEE LOM metadata standards. Some Le@rning Federation requirements were, however, not met by these existing metadata standards. As a result, new metadata elements were created to meet The Le@rning Federation's particular

requirements for encoding educational information relevant to the Australian and New Zealand school education community.

For example, a subset of the metadata for the *Take a deep breath* learning object is shown in Figure 2.

Figure 2: Sample The Le@rning Federation metadata

Management
<p>General</p> <p>Catalogue Entry:</p> <p>Catalogue: THE LE@RNING FEDERATION</p> <p>Entry: L21</p> <p>Title: Take a deep breath</p> <p>Description: Visit a virtual lab and see a young girl exercising. Look at cross-section views of the circulatory and respiratory systems. Anatomical diagrams have labels and descriptions of important organs and tissues. See animations showing how we breathe and how the heart pumps blood to the lungs and body. Predict effects of walking or running on heart rate and breathing. All activities include extension information and further questions.</p> <p>Keywords: body, organs, aorta, respiration, breathe, breathing, diaphragm, chest, throat, larynx, pharynx, trachea, windpipe, bronchi, rib cage, circulation, pulse, heart rate, pulmonary, asthma, arteries, veins, capillaries, performance, sport, predictions, rib, muscle, nose, oxygen, carbon dioxide.</p> <p>Language: en</p> <p>Life Cycle</p> <p>Version: 2.0</p> <p>Assurance:</p> <p>Status: Published</p> <p>Date: 2003-02-28</p>
Educational
<p>Subject</p> <p>Topic: Respiratory system; Lungs; Circulatory system; Blood; Blood vessels; Heart; Exercise; Health; Humans; Anatomy; Abdomen; Thorax; Mouth; Cells; Walking; Running; Physiology</p> <p>Curriculum:</p> <p>Learning Area: Science</p> <p>Strand: Science\Biological science</p> <p>Content/Concept: Science\Human body; Science\Health; Science\Animals</p> <p>Skills/Processes: Analysis; Application; Comprehension; Knowledge</p> <p>Resource Type</p> <p>Student Activity: Interactives; Experiment; Problem Solving</p> <p>Learning Design: Experiential learning; Independent learning; Problem solving; Visual learning</p> <p>Audience</p> <p>Type: Student</p> <p>Sector: School</p> <p>User Level: 3 4</p>

Le@rning Federation Metadata Update (cont.)

Technical
<p>Format: application/x-shockwave-flash; text/xml; text/html; text/css; text/plain</p> <p>Size: 987660 bytes</p> <p>Requirement:</p> <p style="padding-left: 20px;">Type: Operating System</p> <p style="padding-left: 20px;">Name: MS-Windows</p> <p style="padding-left: 20px;">Minimum Version: 2000</p> <p>Requirement:</p> <p style="padding-left: 20px;">Type: Operating System</p> <p style="padding-left: 20px;">Name: MacOS</p> <p style="padding-left: 20px;">Minimum Version: X</p> <p>Requirement:</p> <p style="padding-left: 20px;">Type: Browser</p> <p style="padding-left: 20px;">Name: Microsoft Internet Explorer</p> <p style="padding-left: 20px;">Minimum Version: 6.0 (MS-Windows); 5.2 (MacOS)</p> <p>Requirement:</p> <p style="padding-left: 20px;">Type: Browser</p> <p style="padding-left: 20px;">Name: Netscape Communicator</p> <p style="padding-left: 20px;">Minimum Version: 6.2 (MS-Windows); 6.2.3 (MacOS)</p>
Rights Management
Rights: Copyright Curriculum Corporation and education.au limited

Recent work

In early 2003 The Le@rning Federation released its first batch of learning objects and associated metadata. This represented the first practical use of the metadata application profile and provided valuable information for improving the profile document. In particular, it has enabled development of guidelines for using the profile, and allowed refinement of the controlled vocabularies used in the metadata.

Application profiles inherit metadata elements from standards that serve large and diverse communities. They adapt use of those elements to the particularities of their own community. This adaptation and use of metadata elements is refined through experience gained from practical use of the metadata. For this reason, most metadata application profiles are accompanied by metadata creation guidelines that encode growing community consensus about creation and use of the metadata.

Practical use of The Le@rning Federation metadata application profile has allowed development of a first set of usage guidelines for particular Le@rning Federation elements.

For example, The Le@rning Federation metadata application profile inherits the Dublin Core 'description element'. The Dublin Core Metadata Element Set defines the description element very broadly as *an account of the content of the resource*. There is an obvious need for The Le@rning Federation to refine the meaning and use of this element to ensure consistent and useful description of learning objects. Based on the experience of creating metadata for the first batch of learning objects, The Le@rning Federation has developed the following guidelines for creating learning object descriptions:

- Enter two to five short sentences (up to 100 words).
- Write the description for the target audience of students and teachers.
- Convey enough meaning to help the reader decide whether the resource is of interest.
- Use the active voice to describe actions that the learner will perform when using the resource.
- Use neutral language. Avoid overly promoting the resource or using emotive language.
- Describe the essence of the setting and the subject of the resource. Do not mention the

details of intended learning outcomes, operational processes or subject.

Guidelines such as this will be further refined through application of Le@rning Federation metadata to future learning objects.

The Le@rning Federation's metadata usage guidelines also include advice on selection of terms from controlled vocabularies. Most of The Le@rning Federation education-specific metadata elements use terms from controlled vocabularies. For example, The Le@rning Federation and Curriculum Corporation (SCIS) are collaboratively developing the Schools Online Thesaurus (ScOT) for describing the subjects of learning objects (www.curriculum.edu.au/scis/scot). The thesaurus is intended to cover all subject areas in Australian and New Zealand P-12 curricula. The initial version of ScOT is being developed through examination of Australian and New Zealand curriculum documents and consultation with subject specialists. Practical application of ScOT terms within Le@rning Federation metadata has provided valuable feedback for the ScOT thesaurus. In particular, some new terms were added to the thesaurus to describe the learning objects delivered in early 2003.

Summary

The Le@rning Federation metadata application profile was built as an application profile inheriting elements from the EdNA, Dublin Core, and IEEE LOM metadata standards. In this way, it incorporated educational metadata knowledge and expertise encoded in these national and international standards. Some Le@rning Federation requirements were, however, not met by these existing metadata standards. As a result, new metadata elements were created to meet The Le@rning Federation's particular requirements for encoding educational and accessibility information.

The Le@rning Federation is a five-year project that is testing theories regarding the construction and distribution of learning content. For this reason, The Le@rning Federation metadata application profile continues to be developed and refined based on the practical experience of assigning metadata to learning objects.

*Nigel Ward
Interoperability Analyst,
The Le@rning Federation*

Exploring Collaborative Reference

AskNow! online answers Australia-wide Australia's first nationwide reference service, AskNow! online answers Australia-wide, began operation on the morning of Monday 26 August 2002.

AskNow! is a twelve-month pilot project of national, State and Territory libraries in Australia and an initiative of the Council of Australian State Libraries' Reference Issues Working Group. It is a collaborative reference service utilising chat software and staffed on a time-share basis by librarians from the National Library of Australia, the State Library of Victoria, the State Library of New South Wales, the State Library of Queensland, the State Library of Tasmania, the State Library of South Australia, the State Library of Western Australia, the Northern Territory Library and Information Service and the ACT Library and Information Service. It is available from Monday to Friday between 9.00 am and 7.00 pm eastern standard time.

AskNow! is being offered as an additional service integrated with the existing on-site, email, letter, fax and telephone reference services. Access is open to anyone, wherever they are located. It is accessible from participating institutions' websites and at www.asknow.gov.au.

AskNow! uses 24/7 reference software provided by the Metropolitan Cooperative Library Service in the United States. It is hosted on their server and the look and feel of the service has been customised to suit our requirements. A key feature of the live reference/chat service which distinguishes it from email transactions is that the online transaction occurs in real time and provides the facility to 'push' web pages to the user and 'co-browse'. Users can be guided through their search, as inquirer and librarian view the same web pages. Help in searching library catalogues, in the Internet, and eventually online databases, becomes more useful and efficient. The technology can also have a

valuable impact on information literacy development and its role in lifelong learning.

We were not sure what the demand would be, what questions would be asked or who would be asking them. We have been delighted at the response to the new service. In its first two weeks of operation *AskNow!* received 300 questions from all over Australia ranging from quite simple which were able to be answered quickly through desktop access to resources, to more complex requests for information which have been referred to the appropriate library's email reference service. The average waiting time was only one minute. Enquiries are treated confidentially and the service ensures the client's right to privacy.

An exit survey has been developed which apart from monitoring satisfaction with the service, provides demographic data such as age, range, postcode and country if not Australia. Feedback from users has been very positive with comments such as *excellent service marvellous idea and very helpful and I had not previously known of the service and am impressed*. Particularly amusing was one response *Don't think librarians can be put into a category these days. I found the person I spoke with courteous and helpful which makes you wonder what his or her past experience with librarians has been!*

The *AskNow!* icons have been coded so that the organisers can track where website requests are coming from. It is quite obvious from reading the transcripts that users think that if they click on the *AskNow!* icon in the State Library of New South Wales that a librarian based in New South Wales will answer their question. They will ask a question like *Do you hold copies of old Australian newspapers?* which indicates a lack of awareness of the collaborative flavour of the service. This knowledge and awareness will come with further familiarity with the service and broader marketing and promotion.

The ability to read and review the transcripts of

each session provides the opportunity to share information and raise awareness of each library's collections and services, to enhance staff development and knowledge and to maintain quality control.

The State Library of New South Wales will conduct a formal evaluation of *AskNow!* midway through the pilot and again at the end of the twelve months. It will include an assessment of service sustainability; issues of standards and best practice; assessment of staffing levels, skills and training; participant and end-user feedback; analysis of service use and potential partnerships. Opportunities for other libraries to join the service will be considered after the mid-term evaluation.

The development of *AskNow!* has been a successful exercise in collaboration. Participating libraries are excited about providing the first nation-wide collaborative chat reference service. Staff have adapted well to this new service environment and are effectively crossing borders in identifying and delivering relevant information. It is new territory for all of us and adds a new dimension to the Australian library scene.

For further information on *AskNow!* contact Fran Wilson at the National Library of Australia on +61 2 6262 1606 or Email: fwilson@nla.gov.au.
Fran Wilson
Project manager *AskNow!*

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The Senate Inquiry into the Role of Libraries in the Online Environment

In June 2002 the Senate referred the issue of the role of libraries in an online environment to the Senate Environment, Communications, Information Technology and the Arts References Committee. Senator Lyn Allison is chairing the committee, and the report on its findings is due for release on 24 June 2003. The committee called for submissions from interested individuals and organisations to be lodged by 16 August 2002.

Terms of reference

The terms of reference for the inquiry included:

the role of libraries as providers of public information in the online environment, having particular regard to:

- a) the current community patterns of demand for public information services through libraries, including the provision of such information online;
- b) the response by libraries (public, university, research) to the changing information needs of Australians, including through the provision of online resources;
- c) possible strategies which would enhance the wider use and distribution of information resources held by libraries, including the establishment of library networks, improved online access in libraries, online libraries, and greater public knowledge and skill in using library resources;
- d) the use of libraries to deliver information and services over the Internet to more effectively meet community demands for public information in the online environment;
- e) the roles of various levels of government, the corporate sector and libraries themselves in ensuring the most effective use of libraries as a primary public information resource in the online environment.

A total of 151 submissions were lodged by a wide range of public libraries, national and State associations of professional librarians and teacher librarians, tertiary institution libraries, tertiary institution faculties and

individuals. These submissions are available on the senate website at www.aph.gov.au/Senate/committee/ecita_ctte/online_libraries/Index.htm, and make very interesting reading.

The school library sector sent some clear messages to the inquiry about the significance and impact of, and on, school libraries in an online environment:

- School libraries have been at the forefront of providing a web presence that supports the curriculum needs of their schools, including access to online databases, relevant online resources including websites and forums, email accounts, and digital resources.
- The changes in curriculum design mean that students are expected to access up-to-date, relevant information and are often required to move beyond the classroom and school for this material. Information and communication technologies (ICTs) are firmly embedded in school curricula throughout Australia, creating a huge need for the infrastructure and expertise to sustain and maintain this development.
- The crucial factor in successful use of online resources and the development of a discriminating and information literate society is user education. Qualified teachers and teacher librarians who can provide expertise in the teaching of information literacy skills are a vital part of users being able to access any online facility. Provision of hardware and software is not enough. Very complex skills such as analysis, discrimination, evaluation and decision making are all required for successful online experiences.
- Links between school and public libraries must be strengthened and extended, and in an online environment this partnership can more easily develop.
- There is a significant need to provide more information literacy experts (especially teacher librarians) by the provision of funding for training. There are a growing number of schools throughout Australia that do not have access to the kind of expertise provided by a qualified information literacy specialist.

- Schools and school communities are faced with the ongoing cost of repair, replacement and updating of all the related technology associated with online access for users. This is having a significant impact on budgeting and resource allocation in schools.
- While a number of strategies were proposed, most centred around the provision of funding for qualified staff, professional development, and infrastructure.

By far the majority of submissions to the inquiry were from the public library sector. Many of the messages, however, were the same as those sent from the schools sector, especially in relation to the need for qualified information literacy specialists, and in the impact the online environment is having on all library users, and society as a whole. A well-educated, information literate Australian society is heavily dependent upon the influence of libraries.

*Mary-Ann Salisbury
President
Australian School Library Association*

DDC 22

The new print edition of the Dewey Decimal Classification, DDC 22, is due to be published in July. WebDewey, which provides web-based access to an enhanced version of the DDC database, will be upgraded to DDC 22 on 15 June. There will be a transitional period of some months while the new edition is fully implemented in SCIS, but DDC 22 call numbers will start appearing in some SCIS records from June 15.

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

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



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 <http://www.curriculum.edu.au/scis/database/changes.htm>

Amusement parks

Add: NT Rollercoasters

Australia – Economic conditions – 1991-2000

Australia – Economic conditions – 2000-

Australia – History – 1991-2000

Australia – History – 2000-

Australia – Politics and government – 1991-2000

Australia – Politics and government – 2000-

Australia – Social conditions – 1991-2000

Australia – Social conditions – 2000-

Australia – Social life and customs – 1991-2000

Australia – Social life and customs – 2000-

Battles

Replace: 'Harbour' in the SEN with the correct spelling 'Harbor'

Boats

Delete: NT Hydroplanes

Bronte family

Delete: SEN Example under Families

Add: SEN Example under Family

Classroom activities

Change UF Creative activities and seatwork *to* Creative activities

Add: UF Lesson plans

Add: RT Educational games

Comedy

Add: SEN Example under Shakespeare, William–Comedies

Delete: BT Drama

Add: RT Drama

Cookery, Japanese

NT Sushi

Cookery with rice

NT Sushi

Creative activities and seatwork

USE Classroom activities

Change non-allowed heading to: Creative activities

Curriculum planning

Add: SEN For works containing teacher instructional materials, see subjects with the subdivision Study and teaching, e.g. Soils – Study and teaching. For works containing student activities, see subjects with the subdivision Problems, exercises, etc., e.g. Mathematics – Problems, exercises, etc.

Add: UF Lesson plans

Diesel engines

Delete: NT Marine engines

Drama

Delete: NT Comedy

Delete: NT Tragedy

Add: RT Comedy

Add: RT Tragedy

Educational games

Add: RT Classroom activities

Education, Secondary

Delete: UF Senior secondary education

English drama

Add: SEN Example under Shakespeare, William – Comedies

Extreme sports

Add: 'Mountain biking' as an example in the SEN

Delete: NT Mountain biking

Families

Delete SEN See also the names of families*, e.g. Bronte family

Add USE Family

Family

Add: SEN See also names of families*, e.g. Bronte family

Add: UF Families

History and criticism

Delete: All asterisks from the SEN

Hydrofoil boats

Delete: BT Hydroplanes

Delete: BT Motor boats

Add: USE Hydroplanes

Hydroplanes

Change: 'Use for works on boats' (first sentence of SN) *to:* 'Use for works on hydroplanes as boats'

Add: UF Hydrofoil boats

Delete: BT Boats

Delete: NT Hydrofoil boats

Internal combustion engines

Delete: NT Marine engines

Interpersonal competence

USE Social skills

Land settlement – South Australia

Add: RT South Australia – Colonisation

Lesson planning

USE Curriculum planning

Lesson plans

SEN For works containing teacher instructional materials, see subjects with the subdivision Study and teaching, e.g. Soils – Study and teaching. For works containing student activities, see subjects with the subdivision Problems, exercises, etc., e.g. Mathematics – Problems, exercises, etc.

USE Classroom activities

Curriculum planning

Life skills

Add: NT Social skills

Love – Drama

SEN Example under Shakespeare, William – Comedies

Marine engines

Delete: BT Diesel engines

Delete: BT Internal combustion engines

Delete: BT Shipbuilding

Delete: RT Steam engines

Add: RT Shipbuilding

Cataloguing and Database News (cont.)

Mathematics – Problems, exercises, etc.

Add: 'Curriculum planning' and 'Lesson plans' as examples in the SEN

Military history

Replace: 'Harbour' in the SEN with the correct spelling 'Harbor'

Motor boats

Delete: NT Hydrofoil boats

Mountain biking

Delete: BT Extreme sports

Add: SEN Example under Extreme sports

Roller coasters

USE Rollercoasters

Rollercoasters

UF Roller coasters

BT Amusement parks

Senior secondary education

Delete: USE Education, Secondary

Shakespeare, William

Delete: 'The text of his plays, etc. are not given subject headings' from the IN.

Shakespeare, William – Comedies

Delete: Existing SN

Add: IN Use for critical works on Shakespeare's comedy plays in general. For critical works on individual plays see Shakespeare, William followed by the title without further subdivision, e.g. Shakespeare, William. All's well that ends well. For the texts of Shakespeare's comedies see the headings Comedy and English drama and also topical headings, e.g. Love – Drama.

Shakespeare, William. All's well that ends well.

SEN Example under Shakespeare, William – Comedies

Shipbuilding

Delete: NT Marine engines

Add: RT Marine engines

Social ability

USE Social skills

Social adjustment

Add: RT Social skills

Social competence

USE Social skills

Social intelligence

USE Social skills

Social skills

SN Use for works on the skills needed by an individual to achieve social acceptance, including the ability to understand and adjust to social situations.

UF Interpersonal competence

Social ability

Social competence

Social intelligence

BT Life skills

Socialisation

RT Social adjustment

Socialisation

Add: NT Social skills

Soils – Study and teaching

SEN Example under Curriculum planning; Lesson plans

South Australia – Colonisation

Add: RT Land settlement – South Australia

Add: RT South Australia – History

South Australia – History

RT South Australia – Colonisation

Steam engines

Delete: RT Marine engines

Sushi

BT Cookery, Japanese

Cookery with rice

Tanzania

Add: SN Tanzania was formed by the merger of Tanganyika and Zanzibar. For works on the island of Zanzibar, see Zanzibar (Tanzania)

Delete: UF Zanzibar

Add: NT Zanzibar (Tanzania)

Tragedy

Delete: BT Drama

Add: RT Drama

World War, 1939-1945 – Campaigns and battles

Replace: 'Harbour' in the SEN with the correct spelling 'Harbor'

Zanzibar

USE Tanzania

Delete this non-allowed heading

Zanzibar (Tanzania)

SN Use for works on the island of Zanzibar. For works on Tanzania, formed by the merger of Tanaganyika and Zanzibar, use Tanzania.

BT Tanzania

Corrections to headings in Connections No. 44

Some minor editing errors appeared in 'Cataloguing and Database News' in *Connections* Issue No. 44. The headings affected are presented below with corrections italicised.

Australia – Social life and customs

Replace NT Friendship *with*
NT Mateship

Conduct of life

Replace NT Friendship *with*
NT Mateship

Outback

Change Scope Note to:

SN Use for works on description and travel in sparsely populated, remote regions in Australia. For works on description and travel in specific places or regions *in Outback Australia* also use the heading for the place or region.

Outback life

Add RT Country life – Australia

Add RT Sheep stations

Photonics

Add BT Light

Add NT Holography

Add NT Lasers

Add NT Optical data processing

Sheep stations

Add RT Outback life