connections

In this issue…

Library Automation:
Software Functionality Issues

SCIS realises that many people at some stage in their career face the daunting task of selecting a new library system. SCIS does not promote any particular library software package, however we invited vendors to submit an article with their ideas to assist in the selection process.

This article presents some general issues to consider when working through the selection process.

Performance and stability

Performance is difficult to measure and is therefore rarely included in software specifications. There are hardware variables and network options that also determine performance and without an agreed standard for measuring software performance and stability, how do you assess performance?

You don't want software that stops unexpectedly, slows down on large networks, reports error messages or needs updates, patches or driver revisions to keep running. Checking on several reference sites that use the product in the same way you intend to use software, and with a similar size installation and workload is valuable. Talking to library and IT staff is one way to assess real performance in load conditions. This is an important criterion, as software performance will vary from site to site. If in doubt, consider asking for a real-time evaluation of the software product on your network and put this to work in heavy load conditions over several weeks.

Multiple platforms

System environments change, so consider using a library software product with several environment options. Will the library software run on known platforms – Windows 2000, Windows NT, Windows 98/95/ME, Novell Netware, Apple Mac, Linux – or the next 'yet to be named' operating system? Future structural options can be limited if the library system will operate on only one environment. An indication of a library vendor's technical or developmental capabilities and budget can be partly assessed by the number of platforms on which their product is offered.

Integration with other school departments

Many primary school libraries have scaled down to a room with book stock managed by a part-time technician or staff member. Is this a cost issue, a staffing issue or a process issue?

Perhaps the library did not have a significant impact on other school programs or did not have that opportunity. School libraries can have a pivotal role in research, Internet site usage, reading programs, literacy, information literacy, pleasure reading, reference reading, curriculum support material and audio visual enhancement of curriculum programs. A library automation system can offer breadth and development in these areas, particularly if the library system is delivered with reliability to areas outside the library. Staff will use the library package to find, use and share valuable resources if they see a benefit or information value.

Library Automation: Software Functionality Issues (cont.)

Future exit costs

You own the catalogue data, not the automation vendor or the library software package.

Remember this, because at a future time you may wish to move into another library system, split your collection or enhance your catalogue data. Your data needs to travel with you without added exit costs. The current International standard for catalogue data is MARC21.

A library system can import and export your data in MARC21, including the copy data. Not all library systems provide a MARC21 export function for bibliographic or holdings records.

Many schools that automated in the 1980s had to cover substantial costs to retrieve their own data from library systems whose vendors chose not to include an export option. Costly conversion methods with limited outcomes were then necessary, so please consider that future exit costs need to be identified during the selection process.

User-friendliness

What does *user-friendly* really mean? *User-friendly* for one may be *user-unfriendly* to another. Some *user-friendly* software can also lack detail or functions in order to stay simple and friendly. A balanced perspective here is needed. The search methods offered for students should be intuitive and provide your expected outcomes. If students and staff do not like going to the OPAC computer or need repetitious guidance or training to use the systems, then these will never be fully used to their full capacity. Students and teachers should be able to do an advanced Boolean search using the library software without a library staff member at their side.

Is evaluating software too difficult?

- Do you have the skills to evaluate a library automation program?
- Do you have the time and support to work through such a process?
- Do you really want to learn a new system?

Library staff could be excused for answering no to these questions, but this scenario can lead to a selection based on what neighbouring schools use or what seems to be commonly used. School administrators and councils tend to look at base functions and costs, and therefore may not consider outcomes other

than finding and borrowing a book. Choices made on the basis that 'other schools use it so it must be OK', are simplistic. It can mean the opportunity to use a product that may be more advantageous to the school's current and future information needs is lost.

Support, training and service

Have you tried to telephone a bank, a telephone company, an Internet Service Provider or a company dependent on automation during the last year or two? What has happened to the idea of talking to a person to deal with a product question? If you select a product that delivers information and support by an automated response, then do so knowing this in advance. Human service support fees will cost more, so consider the value of post-sale services. Do you want to talk to a machine or to a person?

User training is critical to the on-going success of any software product. Operating systems and software versions change regularly and follow a natural technology growth trend. Users of any software product need access to training, and libraries are no exception. Styles of training offered with library systems do vary. Do you need training provided at your library on your systems, at a vendor-nominated location that you travel to, by video, by CD-ROM tutorial, by an Internet website or a combinations of these? What are your future training needs?

It is wise to consider the role and accessibility of school staff to locally resolve library support or technology issues and to be conscious of the support style offered with the software product. Your library and school may need more support than you plan.

New technology

Confidence that your library software and vendor are keeping pace with global technology is reassuring. How can you assess this? Some new developments to watch for include web enhancements, online information, virtual services, data structures, MARC record enhancements and electronic information.

Web technology

More elements of an automated library system, such as Cataloguing, Circulation and OPAC, will soon be available as web versions. Library

systems can then be hosted by a vendor, by an Application Service Provider (ASP) or by the school web server. Good performance via the web is now possible and easy maintenance of web applications is an advantage. Cataloguers can work from remote locations and OPACs can be accessed from both school and home, 24 hours a day. Homework programs can be supported with structured information provided by the school, including library resources, via the Internet and online information. Integration of online information sources with library catalogues is now available and offers a single information search strategy. The same search strategy can be used for multiple information sources such as library, Internet, encyclopedias, online subscriptions and Z39.50 sources, from home, classrooms and library.

Virtual services

Delivery of 'personal style' help and information to library patrons can now be delivered 24 hours a day via the web. This technology is available and can increase library services, reduce school human service costs and increase access to information support.

Data structures and seamless movement of data

Catalogue and authority data can be supplied electronically, by floppy disk or CD-ROM. It is worth raising your awareness of the complete content of MARC and Authority records provided by the catalogue vendor. With this knowledge you can determine if the library system displays all of the information you are importing. *See* and *see also* cross-references are very useful in school libraries because of the multitude of subject headings in use. OPAC users will never learn all of the correct authorised forms of headings. *See* and *see also* references guide OPAC users to the correct *authorised* form of subject heading from a *non-authorised* form used for the first search attempt. Ask the system vendor to see how these Authority functions work and consider using both subject and name authority sources because SCIS data contains their current authorised headings.

The transfer of student information electronically between administration, student management and the library is not yet straightforward or seamless. There is a

✓SCISWeb Handy Hints

1. Improving hit rate when using SCISWeb

When using the *Create Orders* method in *SCISWeb* the following strategies will help to ensure an optimum hit rate.

- Use a barcode scanner when entering ISBNs into the *Enter Orders Here* box to minimise typing errors.
- Ensure your scanner is extracting the 10 digit number (ISBN) rather than the 13 or 14 digit number from the barcode.
- If typing of ISBNs is necessary, check that you do not include spaces or dashes.
- If an alphabetical digit is part of an ISBN, check that it is included.
- Ensure that no spaces are included before the ISBN. (Select and highlight the list of ISBNs to discern if spaces are included.) *SCISWeb* will interpret this space as the first digit so will not match it with a catalogue record.

When using the *Upload Order File* method in *SCISWeb* the following strategies will help to ensure an optimum hit rate.

- Open Notepad to enter ISBNs then save the file. Note: If entering ISBNs in a word document, save the list of ISBNs as a text file. This is critical as the SCIS server can only interpret this format.
- Ensure the text file is saved to a floppy disk. Do not forget to select the floppy disk drive (usually a:/drive) when uploading the file into *SCISWeb*.
- Use a barcode scanner when entering ISBNs into the text file to minimise typing errors.
- Ensure your scanner is extracting the 10 digit number (ISBN) rather than the 13 or 14 digit number from the barcode.
- If typing of ISBNs is necessary check that you do not include spaces or dashes.
- If an alphabetical digit is part of an ISBN, check it is included.

- Ensure that no spaces are included before the ISBN. (Select and highlight the list of ISBNs to discern if spaces are included.) *SCISWeb* will interpret this space as the first digit so will not match with a catalogue record.

2. Options when no match is located on the SCIS database

Customers sometimes scan or type ISBNs into *Create Orders* in *SCISWeb* and find that the ISBN does not match with a catalogue record on the SCIS database. SCIS recommends that customers search *SCIS OPAC* to locate a catalogue record for another edition of the same title in a different format or for a similar resource. Order the catalogue record for that item using the SCIS number and adjust the record to match the resource once it is imported into the school library system.

Connections

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 and New Zealand. All prices quoted in *Connections* are in Australian dollars.

Connections *Contributions*

SCIS welcome 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 1500 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
http://www.curriculum.edu.au/scis/connect/connect.htm

SCISWeb Manual

$15.00 (plus postage)

SCISWeb is an essential component in managing a library collection as it allows library staff to download catalogue records online for use in their own catalogue. This manual assists library staff to fully utilise *SCISWeb* in their cataloguing.

SCISWeb can also be used as a resource selection tool. The *SCISWeb Manual* helps library staff to use SCIS OPAC effectively to create comprehensive lists of educational materials as an aid to the selection of new resources.

Features
Detailed instructions: clear and concise directions for using *SCISWeb* effectively

Graphical displays: *SCISWeb* screen dumps complement the text

Hints, FAQs and Notes: provide a thorough understanding of all facets of *SCISWeb*
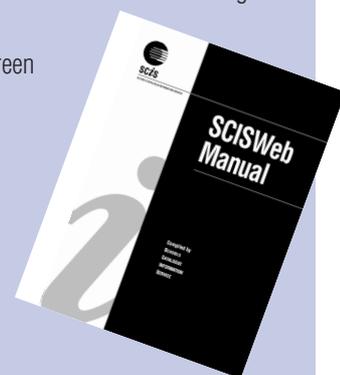
Order forms are located at
http://www.curriculum.edu.au/scis/handouts/2002sciswebmanual.doc.

The Information Superhighway in the Kimberley

Broome Senior High School won a $100 voucher to spend on Curriculum Corporation products after submitting an article about their school library. Please refer to CC News to find out how you can win a $100 voucher for your school library.

Teacher Librarians who trained back in the 1970s had no way of envisaging how state-of-the-art Commonwealth funded school libraries would so soon be overtaken by school library resource centres housing computer networks that linked students to the information superhighway. When I was appointed to Broome District High School in 1982, its new library was viewed by the community as a progressive gain – along with the recent arrival of ABC television reception and the bitumen highway from Perth. The school's 300 primary and 60 secondary students thought that using headphones to tune into audiovisual resources and being able to read books on a bean bag made them the 1980s equivalent of the coolest kids in Australia.

Twenty years later, the 370 secondary students at Broome Senior High School can log onto the school's computer network to search the library's catalogue, and click into one of the hundreds of websites included in the catalogue. In the Department of Education's 23 schools across the Kimberley, the 5000 students have library computer automation systems to access their school library resource collections and the Internet through which they access information across the world. The students at Ombulgurri Remote Community School live in a community that can only be entered by barge or light aircraft as there is no road into it but, weather conditions permitting, they can access the information superhighway on the Internet.

Student access

That students in Kimberley schools have access to quality library and information technology systems is largely due to the efforts of centralised government bodies, such as Curriculum Materials Information Services (CMIS) in Western Australia's Department of Education and Curriculum Corporation, who make services available to remote areas. Since the 1970s CMIS and its predecessors have maintained systems that supplied all its school libraries with professional cataloguing. It currently oversees the state-wide subscription to SCIS for all its schools and provides support for all library officers to use it.

In 1996, Western Australian Government embarked on the *Library Automation Systems for Small Schools* initiative which provided financial assistance over a four year period for each school with 230 or less students to purchase the Book Mark Automation Library System. Book Mark was developed by the South Australian Education Department. CMIS has an extensive system for evaluating library resources and makes its assessments available on its websites and through publications such as Primary Focus which includes a state-wide bulk purchasing scheme for government school libraries.

Impact on students

Assessing how these library and information technology systems have impacted on the learning outcomes of these students is complex. Certainly the modern technology of these systems has inherent features such as colourful monitor screen presentations, which stimulate students to engage in their use. I arrive at the Broome Senior High School at 7.30 a.m. each morning to a queue of students waiting to get into the library to use the computers. With appropriate support, students can use a library computer to select a resource suited to their learning needs and work with it at their own pace.

Obviously, Kimberley students are now gaining a much more global perspective in their learning as the Internet and other information resources bring the world into their school. This global perspective is breaking down the isolation of these students in much more subtle ways than just allowing them immediate access to the latest NBL information online! For example, students have been able to gain an insight into how the recent film *Rabbit Proof Fence* featuring Kimberley actresses Evelyn Sampi and Nigili Lawford is being received with great interest across Australia. Hopefully this is providing students with more motivation and confidence to participate in experiences beyond their community.

Progress is being made in improving the academic achievement levels of students in the Kimberley, and access to quality library and information technology systems has supported this. Whereas in the 1980s it was not possible for students to do school-based post-compulsory studies in the Kimberley, in 2001 there were 42 students at Broome Senior High School who achieved Year 12 Secondary graduation including seven Aboriginal students. While the numbers of students undertaking academic courses in Kimberley schools is relatively low, it is fairly easy to quickly order and catalogue library resources for them, and assist them to obtain information via the Internet, telephone and fax. Students at Broome Senior High School have access in the library to a television video that is linked, via a satellite dish, to the Schools of Isolated and Distance Education in Perth. Students can view live lessons and presentations during which they can phone in questions and comments.

Challenges to effective use

The progress being made is at times easily overshadowed by the challenges confronting the effective development and use of library and information technology in the Kimberley. While all over Australia schools grapple with the difficulties of maintaining and updating their computer network and coping with inadequate technical infrastructure for it, these difficulties are compounded in the Kimberley. Computer technicians and network specialists are rare in the region. The Department of Education's e2c or Education to Community has been Perth-based and persistent lobbying has been required to direct some of its initiatives into the Kimberley, for example the TELCO roll-out and subsequent improvements in Internet access that will occur in some Kimberley schools this year. On-site computer technicians don't exist and teachers have to be very resourceful in acquiring training to effectively use computers and information technology with students. It is a constant challenge to ensure that someone in each school is able to maintain the library automation system with yearly staff changes.

Effective student use of information technology and resources is dependent on them having reasonable literacy skills, especially reading. Many Kimberley Aboriginal students speak Kriol at home and there are some white

CC News

1. SCISWeb Manual

S*CISWeb Manual* is now available for all our customers to use. It 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. A print version of the manual can be purchased from SCIS for only $15 (plus postage). It is also available free online.

2. *Price increase* SCISWeb *and* SCISCD *Subscriptions 2003*

Due to requests from library staff who are preparing budgets for 2003, information about SCIS subscriptions will be available on our website in term three. We wish to advise that there will be an increase in the subscription prices for 2003. This will be the first increase in five years. At this stage, we have not finalised bulk arrangements for 2003 subscriptions. As further information becomes available we will place a notice on our website at http://www.curriculum.edu.au/scis/subscrib.htm.

Invoices will be despatched in October 2002. Payment is due within 30 days of receipt of the invoice. Access to *SCISWeb* will not be available after 7 February 2003 if payment has not been received.

3. SCISWeb *availability over Christmas period*

We would like to remind customers that access to *SCISWeb* will be available until 5.00 p.m. EST Friday 20 December 2002. The service will then become available again at 9.00 a.m. EST on Monday 13 January 2003. You will be able to use the same password in the year 2003 as for 2002, but the counter for records will be reset to zero.

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

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

4. SCISCD *availability*

Customers subscribing to *SCISCD* will receive the first edition by 14 February 2003 if payment has been received before 7 February 2003. We would also like to remind customers that we have extended the expiry date for Edition 5, 2002 to accommodate the January holiday period. Edition 5, 2002 will expire on 28 February 2003 to coincide with the delivery of the first edition.

5. *Free websites on SCIS database*

Over 3500 websites have been catalogued to date. Click on the cat icon on the *SCISWeb Message Centre* page to quickly download catalogue records for websites. Using this method will save significant time in locating suitable websites.

6. *Subscribe to* SCIS Authority Files *now*

Thirty-five per cent of 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 when doing OPAC searches. Please contact your system vendor to obtain details about compatibility. Further details can be located on the SCIS website at http://www.curriculum.edu.au/scis/scisaf.htm.

Customers subscribing to *SCIS Authority Files* will receive the first edition by 28 March 2003 if payment has been received by 7 February 2003. Invoices will be despatched in October 2002. Payment is due within 30 days of receipt of the invoice.

7. *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. We occasionally publish other information that assists library staff with many aspects of the school library, for example, water damaged materials. Spilt drinks in school bags, air conditioner leaks or flooding are some of the causes of water damage to books or paper resources. The principal treatment for water damaged paper is drying, however, an alternative method is freezing. Place the damaged material in a freezer for at least 24 hours. Remove it and ensure it is standing upright to defrost. Once defrosted, assess the viability of the resource as no drying method can totally restore material to its original condition.

8. *'Tell us about your library' competition*

Thank you to all those people who submitted articles telling us about their school library. If you are interested in promoting your library and would like to be placed in the draw to win a $100 voucher for Curriculum Corporation products, please forward 200–500 words to SCIS by email at scisinfo@curriculum.edu.au. To be eligible to win the next prize, articles must be submitted by 9 August 2002.

Congratulations to Broome Senior High School which is the first winner of a $100 voucher for Curriculum Corporation products. The winning article titled *The Information Superhighway in the Kimberley* can be found on page 4. The second school to win a $100 voucher will be announced in the next issue of *Connections*.

All prize winners will have their article published in the *Connections* newsletter. Schools not selected as a winner may have their article placed on the SCIS website at http://www.curriculum.edu.au/scis/views.htm.

Progressing the Partnership: School and Public Libraries for Lifelong Learning

Dr Alan Bundy BA DipEd MLitt MLib PhD FALIA AFAIM *has worked in public, TAFE and university libraries in Western Australia, Victoria and South Australia. In 1992, he was appointed foundation university librarian of the University of South Australia, where he is also the Director of the Bob Hawke Prime Ministerial Library and Director of the Australian Clearing House for Library and Information Science. Alan is editorial director of Auslib Press and is president of the Australian Library and Information Association, a position he also held in 1988.*

Essential connections

Stimulated by the 1996 Unesco Delors report *Learning: the treasure within*, lifelong learning has become the educational policy icon of developed countries in the first part of the twenty-first century. We need to recognise that information literacy, not information technology, is the main requirement for an informed citizenry, lifelong learning and an information-enabled nation. There is a worldwide renaissance of public libraries in response to these issues. Teacher Librarians need to be aware of it, and give support locally and nationally. Public librarians also need to become more familiar with the educational, information literacy and technological issues being addressed by Teacher Librarians, and support them locally and nationally.

Neither can achieve their full contribution to learning and society in isolation from each other. The individual and cooperative performance of school and public libraries during the formative childhood years of decision makers is critical to future investment in all Australian libraries.

In 1964 American Professor Sara Innis Fenwick spent six months in Australia as a Fulbright lecturer and consultant, at the invitation of the then Library Association of Australia. Her report *School and children's libraries in Australia*[1] was published in 1966. That report:

- revealed the impoverished condition of both
- was to be a catalyst for improvements in school and children's library service
- made the essential connections between school and public libraries, which is the focus of this paper.

Prior to Fenwick's report, as she observed in its introduction, school and children's services had certainly not been ignored in surveys of Australian libraries. The watershed 1934 survey by Ralph Munn and Ernest Pitt, funded by the Carnegie Corporation, had devoted a full chapter to children's service, observing that:

> Judged by overseas standards, there is not an acceptable children's lending library in all of Australia, and only a few institutions are even making a creditable service to children.[2]

Of school libraries, they noted:

> No secondary school was found, even in the largest cities, in which all the elements of satisfactory service exist.[3]

Fenwick's report addressed three major areas: public library service to children, school libraries and education for librarianship. In its final section *Cooperation between school and children's libraries* she asserted that:

> Both school and public library will be responsible for learning that will span lifetimes, and the education of children will be only the beginning… there must be continuous planning… especially of schools and public libraries, for this challenging common endeavour.[4]

Public and school libraries

Public libraries were the focus of national attention in the 1976 Horton report[5] which achieved no national funding for them, but unquestionably acted as a prompt to those states, such as Queensland and South Australia, which were lagging in providing public libraries, so that Australia can now claim – despite imbalances in its system of 1600 public libraries – to be among the top ten public library nations.[6] That system still only receives an investment of about $500 million p.a. or six cents per Australian per day – less than the annual expenditure of just one large Australian university. Nonetheless, it is used by 60% of the population, is directly accessible to 99% of Australians, and is by far the largest informal educational provider in the country.

Despite their manifest needs, both public and school libraries are much better placed than they were just twenty-five years ago to meet the needs of the clients they have directly and indirectly in common – children, parents and teachers. A critical question, then, is to what extent are they cooperating in resourcing and in developing literate and information literate young people of which Australia has much need if it is to progress as an information enabled nation?

Australian literature on school–public library interface

There has been little discussion about the school–public library interface in the Australian literature over the last decade.

The December 1990 issue of the regional journal for public libraries *Australasian public libraries and information services* carries two articles on school–public library cooperation. The first article, *Cooperation between school and public libraries*[7], contends that by cooperating effectively school and public libraries can help create information literate young adults. Persistence towards this is required of both teacher and public librarians, and that a minimum of three years is needed for cooperative patterns to be established.

Partners in learning: public and school libraries in South Australia[8] reviews a survey of metropolitan and country public libraries in South Australia – a state unusual for its high proportion of school- and TAFE-housed public

libraries – and their level of cooperative activity with school libraries. Considered from a public library perspective, the dominant cooperation imperatives were to:

- encourage a reading, information seeking and library habit that carries into adulthood
- show what resources are available so that information choices could be made
- encourage children to become comfortable and familiar with the public library, its resources and collections
- reduce isolation and disadvantages of children in rural communities.

The survey results showed that considerable energy was already being expended on both sides towards these objectives.

A survey commissioned by the State Library of NSW in 1990[9] found that of an estimated 289 000 visits to NSW public libraries in one survey week in September 1990, 100 800 (35%) were students. Sixty-eight per cent of students indicated that their visit was study related and 45% were secondary students.

Another survey commissioned by the Victorian Ministry for the Arts[10] in 1991 examined the cross-sectoral usage of libraries by senior secondary (VCE) students. The finding about usage of different types of libraries by these students was that:

> Less than a third of VCE students rely on school and home resources only for VCE information and library resources. The bulk of nonschool library usage is of public libraries and the usage of the State Library is disproportionately high. Usage of nonschool libraries is significant and it appears that this will continue to be so for some years.

The pedagogical shift in the early 1990s to independent student research also precipitated initiatives to broaden the library resource base available to school students. These included initiatives by all state libraries, and especially those of New South Wales and Victoria, by the University of South Australia Library (National Periodical Service for Schools) and by the University of Queensland Library (Cyberschool).

Overall, there has been sparse attention to school–public library interaction in the last decade. In one sense this is surprising, given

the whole-of-education contribution of both, the potential of information literacy as a cross-profession connector and the increasing focus on the lifelong learner. The literature provides little sense of what is occurring nationally in the interaction, and what may be inhibiting it. It was therefore decided to undertake in 2001 a national survey of public and secondary school libraries to identify their interaction, and perspectives on it.

The survey

The survey responses from public libraries featured a number of recurring issues:

- the very long standing issue of lack of consultation and notification about assignments. About 40% of responses referred to this, with some recognising that the difficulty is usually with teachers. Teacher Librarians themselves often had the same problem as their colleagues in public libraries. Issues were identified by one respondent as:
  1. Why don't students learn to use technology before looking up information?
  2. Why don't teachers tell us in advance what assignments they are setting?
  3. Why don't teachers visit the library to see what we have before they set projects?
- lack of qualified full-time Teacher Librarians with whom to work, particularly in primary schools
- contact is often with teachers rather than Teacher Librarians
- communication difficulties caused by turnover and absences of school library staff
- lack of time to give cooperation a high priority
- public librarians who had worked as Teacher Librarians were finding cooperation easy to justify and facilitate
- Teacher Librarians in joint use libraries were generally very supportive of them. As one noted:

> Having worked in a school library previously I can see the tremendous benefit derived by students in having a public library on site. The availability and ease of procuring 'hard to find' resources is fantastic, and the interaction between the general public and students is good.

One respondent astutely observed that:

> We interact on many levels – school students as borrowers/casual staff/work experience/volunteers; teachers as borrowers and parents.

There are positives and negatives to be found in the responses. The fact that 39% indicated that interaction had increased in the last five years, as against the 10% reporting a decrease is noteworthy, with several of the 10% indicating that it was not due to lack of desire but rather due to time and school library staffing changes.

A number of responses also emphasised the need for communication between Teacher and Public Librarians, expressed by one respondent as:

> Public library staff need to understand the syllabus, especially the changes to the new HSC, and schools need to understand how public libraries can, and do, assist their students. We need to cooperate in teaching children information skills for lifelong learning.

The responses from the school libraries featured a number of recurring issues:

- general acceptance of the desirability and importance of school–public library cooperation
- lack of time to initiate interaction with public libraries
- cost and other difficulties of transporting children to public libraries
- annoyance at the policy of many public libraries of requiring collection of school library books returned to them
- the need for more qualified librarians and children's librarians in country public libraries in particular, and with a greater curriculum understanding
- desirability of public library catalogues and databases being available on the Internet
- desirability of greater email communication
- a good awareness of the heavy use made by students of public libraries
- especially in state schools, a dependence on public libraries because of their own poor resourcing
- in NSW in particular, an appreciation of the State Library's service.

A number of responses, usually from Teacher Librarians in apparently well resourced

Progressing the Partnership: School and Public Libraries for Lifelong Learning (cont.)

independent schools, manifested professional narrowness, self satisfaction or a sense of the public library as a competitor, rather than a partner. This was expressed, sadly, by one respondent as:

> Student statistics have to be at the maximum to justify funds from the school budget – I do not want students using public libraries rather than school.

A challenging common endeavour

In her report Sarah Fenwick referred to school and public libraries as linked in a *challenging common endeavour.*

The overall conclusion from the survey is that school and public libraries in Australia have a sense of that common endeavour, and that many are making an imaginative effort to extend their interaction to that end. There are grounds for optimism that there is something worth building upon.

The three goals that school and public libraries have in common include:

- ensuring that students develop as information enabled learners
- providing access to a wide range of analog and digital resources for students and teachers
- motivating students and teachers to use libraries for educational, informational,

cultural and recreational purposes throughout their lives.

Listed below are four other factors described in the literature that generally apply to the current school–public library interaction in Australia:

- different understandings and enthusiasms about the need for, the reality, and the potential of that interaction
- cooperation is often essentially the public library pursuing its longstanding *cradle to grave* mission
- cooperative agreements are usually informal
- funding, time, attitude and access seem to be the major constraints on cooperation.

One issue particularly worthy of reflection and remediation is that 71% of public librarians assessed their knowledge of school library issues and developments as very low or low. This compares with 63% of Teacher Librarians assessing their knowledge of public library issues and developments as very low or low.

This is a very high level of professional unawareness, which should be addressed at the local, state and national levels. It is difficult to see how school and public libraries will achieve their cooperative potential until they understand better the perspectives, contexts and needs of their professional colleagues in the other sector.

Both should also be mutually supportive of each other at the local, state and national political levels with evidence-based advocacy for better public libraries employing more children's librarians and better school libraries employing more Teacher Librarians. Both are surely goals worthy of greater shared endeavour, an endeavour ultimately very important for all types of libraries in the years ahead.

This is because nothing will convince tomorrow's decision makers of the value of investing in libraries more than school and public libraries which they experience as client friendly and responsive, and which demonstrate partnership in developing the future of a twenty-first century information enabled nation – its children.

Dr Alan Bundy
President Australian Library and Information Association (ALIA)
University Librarian, University of South Australia
Holbrooks Road, Underdale,
South Australia 5031.
Tel: +61 8 8302 6260, Fax: +61 8 8302 6362,
Email: alan.bundy@unisa.edu.au.
This article with bibliography and notes appears in the online version of Connections 42 *at http://www.curriculum.edu.au/scis/ connect/connect.htm.*

Share your experiences

I am sure that there are many schools that currently participate in projects that involve their local public library. We would be most interested to publish your experiences in the next issue of *Connections*. These articles could inspire other school library staff to establish or extend a connection with their local public library.

Several years ago when I was working in a school library I was really pleased to be able to

work with a public librarian. The opportunity arose when I was setting up a display in the local branch of the public library to promote our school in an endeavour to increase enrolments. While I was there, the librarian enquired about the possibility of visiting the school library one afternoon a week for a term as part of her professional development. Of course I was only too happy to accept her offer!

It was a great experience for both of us as we compared notes about our different roles. She was constantly amazed at the more demanding role of a librarian in a school. While working in the school library, she was actively involved in working with the students and assisted with the

never-ending list of library administrative tasks. Unfortunately, the arrangement could not continue indefinitely, but I continued to encourage students to join the public library and to take full advantage of the services that were available.

If I were to return to a school library, I would definitely have a greater involvement with the public library to take full advantage of the services available.

Tricia Nathan
Manager, SCIS Marketing/Customer Support

Internetting Corner

Cool Sites for Kids

http://www.ala.org/alsc/children_links.html
Library staff should browse this extensive and varied collection of educational links that have been selected under the auspices of the US based Association for Library Service to Children.
SCIS 1087668

Art Attack

http://www.artattack.co.uk/
Students who are familiar with the British TV series *Art Attack* can access directions to make, build or draw a variety of art related projects from the current series. The site uses a combination of text, graphics and video clips at an appropriate age level for primary students.
SCIS 1087749

Art of Site

http://communities.msn.co.nz/ArtofSite/ _whatsnew.msnw
This New Zealand site offers art teachers lessons and student examples primarily related to Maori patterns and figures. Additional content includes cubism, portraits, negative and positive space, wax sculpture and photography.
SCIS 1087832

Atmospheric Chemistry

http://www.bssc.edu.au/community/atchem/
Bendigo Senior Secondary College and the CSIRO jointly developed this secondary science site which focuses on the atmosphere's layers, ozone depletion and the greenhouse effect, and atmospheric gases. A student self-test is also a feature.
SCIS 1087850

Grimm Fairy Tales: from Folklore to Forever

http://www.nationalgeographic.com/grimm/
This creative offering from the National Geographic Society will appeal to students and teachers who are studying German folktales. The site uses an authentic 1914 translation of the Grimm Brothers tales and combines this with audio, maps, background information, activities and links.
SCIS 1056059

Harold's Quest

http://www.eharold.net/
Primary students who have participated in workshops with Life Education will already be familiar with the mascot Healthy Harold. On this interactive website, students are encouraged to undertake activities and games that promote a healthy lifestyle free from harmful drugs.
SCIS 1087907

NATSIEW – National Aboriginal and Torres Strait Islander Education Website

http://www.natsiew.nexus.edu.au/
Library staff should immediately bookmark this comprehensive educational gateway to allow students and teachers access to authoritative and current material relating to Indigenous Australians. NATSIEW is currently managed by Aboriginal Programs, New South Wales Department of Education and Training. It is funded by the Department for Education, Science and Training and the Department for Education, Training and Employment, South Australia.
SCIS 995837

Ocean.com – Everything Ocean

http://www.ocean.com/
Vital aspects of the world's oceans are investigated, with particular emphasis on the environment, commerce and recreation. A variety of technology and photography is used to promote the many facets and importance of the global ocean.
SCIS 1088105

The Panama Canal

http://www.pancanal.com/eng/index.html
The Panama Canal Authority has produced an informative website detailing the history, workings and maritime significance of this engineering marvel. The site also contains a photo gallery, radar weather images and a live webcam.
SCIS 1087910

Patron Saints

http://saints.catholic.org/patron.html
Focusing on an extensive databank of patron saints this site enables users to match an illness, occupation, church, country or concern to the appropriate patron saint. Detailed information is available for most entries.
SCIS 1087910

The Puppetry Home Page

http://www.sagecraft.com/puppetry/
A variety of information and links to the world of puppetry is available here. Content includes puppet construction, puppetry festivals, the cultural significance of traditional puppetry in selected countries, and puppet theatres.
SCIS 1087925

Register of the National Estate Overview

http://www.ahc.gov.au/register/
Teachers undertaking Australian studies with their students could utilise this Australian Heritage Commission site to help assess the importance of places of natural, historic or indigenous significance. The site features a search engine and a photographic database.
SCIS 1087653

Walter Burley Griffin

http://www.pbs.org/wbgriffin/
Although architect Walter Burley Griffin is known throughout Australia for his winning design of Canberra, he is equally revered in the USA as one of the creators of America's first original architectural style. Background information, photographs, interviews and a bibliography regarding his most notable achievements are included.
SCIS 1087673

What is the Capital City of…?

http://www.what-is-the-capital-of.com/
Busy teachers and library staff will appreciate this quick and accurate reference guide to capital cities. The site also allows students to undertake a series of quizzes related to the content.
SCIS 1076686

Reviewed by Nigel Paull, South Grafton Primary School, paull@turboweb.net.au.

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 Classroom Management Titles

Multiple Intelligences in the Classroom Second edition

Teacher resource, 164 pp.
Author: Thomas Armstrong
Publisher: ASCD
RRP: $36.00
SCIS No: 1063681
ISBN: 0 87120 376 6

Howard Gardner's original studies suggested that the human mind is composed of seven intelligences – linguistic, logical mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal.

This new edition of *Multiple Intelligences in the Classroom* includes information on the eighth intelligence (the naturalist), a chapter on a possible ninth intelligence (the existential) and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills and more. Dozens of practical tips and strategies are included, along with examples from schools.

Use *Multiple Intelligences in the Classroom* second edition as:

- a practical introduction to the theory of Multiple Intelligences for individuals new to the model
- a supplementary text for teachers in training at university

- a study guide for groups of teachers and administrators working in schools that are implementing reforms
- a resource for teachers and other educators looking for new ideas to enhance their teaching experience.

So Each May Learn: Integrating Learning Styles and Multiple Intelligences

Teacher resource, 136 pp.
Authors: Harvey F Silver, Richard W Strong and Matthew J Perinini
Publisher: ASCD
RRP: $36.00
SCIS No: 1030267
ISBN: 0 87120 387 1

Meet the challenge of student diversity while promoting high achievement by integrating learning styles and multiple intelligences approaches. This practical guide explains a simple five-step process that helps educators integrate the two approaches into current lessons, or combine them into new and powerful lessons and units. Lots of classroom examples, activities and templates help identify style and intelligence profiles, and illustrate how to design curriculum, instruction and assessments that ensure all students are learning.

Contracts for Independent Learning: Engaging Students in the Middle Years

Middle to upper primary teacher resource, 128 pp.
Authors: Jeni Wilson and Lynda Cutting
Publisher: Curriculum Corporation 2001
RRP: $33.30

SCIS No: 1024597
ISBN: 1 86366 708 3

Are you interested in catering to students with different learning styles? Do you aim to develop and extend students' independent investigation and thinking skills? Through the use of student learning contracts, *Contracts for Independent Learning: Engaging Students in the Middle Years* presents all the solutions.

The book consists of:

- practical, student-centred activities linked to individual learning contracts
- negotiated tasks for independent or group work
- a choice of literature and integrated curriculum activities that appeal to different learning styles – including Gardner's theory of multiple intelligences – and organised into thinking skills
- reproducible pages including pro formas and checklists
- support for teachers in the areas of assessment and classroom organisation.

Contracts for Independent Learning: Engaging Students in the Middle Years assists in creating partnerships between teachers and students in the middle years of schooling. The extensive range of topics for literature and integrated studies will fit seamlessly into any classroom program.

To purchase these titles or for information on any of Curriculum Corporation's resources telephone the sales team on +61 3 9207 9600 or toll free on 1800 337 405 (within Australia outside Melbourne metropolitan area).

Location, Location, Location: Using the Internet to Learn about Places in the World (cont.)

- The United Nations Cyberschoolbus sends postcards from the world travelling 'Professor' on an annual basis. You can check out postcards from the past six years while waiting for this year's postcards to arrive. Many clues are cryptic. Suitable for upper primary school or secondary school only. Visit http://www0.un.org/ cyberschoolbus/postcards/index.asp.
- Combine art appreciation with geography at this section of the United Nations

Cyberschoolbus site at http://www0.un. org/cyberschoolbus/gallery/peace/index. asp.

- GeoWeb TV is Geography for Young People By Young People and is highly recommended viewing. Visit http://www. sln.org.uk/geography/geoweb/.
- Great pictures of places and things around the world are in Windows Around the World from the Geography Staffordshire Learning Net. Visit http://www.sln.org.uk/wow/.

Conclusion

The Internet provides unprecedented ease of access and breadth of information, regardless of the topic. As part of their learning about locations in the world, with the push of a button, students can connect with overseas students, get detailed information, or take a virtual trip. The Internet is truly their oyster!

Cheryl Kerr
Teacher/Computer Coordinator
Beenleigh State School, Queensland

Educational Lending Right

The 2001–02 Educational Lending Right (ELR) school library survey has now been completed. Results have been supplied to the Commonwealth Department of Communications, Information Technology and the Arts (DCITA), and will help determine payments to Australian creators and publishers on the basis that income is lost from the availability of their books when on loan in educational libraries.

ELR is a program of the Commonwealth Government's Book Industry Assistance Plan and is funded from 2000 to 2003. ELR supports the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.

The 2001–02 Survey

The methodology used for the 2001–02 survey involved a rigorous statistical survey.

A representative sample of schools was surveyed to identify their holdings in relation to a list of book titles supplied by DCITA. Schools were selected on the basis of State or Territory, level (primary, secondary, combined), sector (Government, Independent, Catholic), region (urban, rural) and then proportionally according to enrolment. In addition, the sample was restricted to schools with an enrolment of 100 or more students and which used one of the specified systems. No schools that responded to the ELR 2000–01 survey were asked to take part in the 2001–02 survey.

The methodology used for the 2001–02 survey closely followed the model developed for the 2000–01 survey, however a number of changes were made in accordance with recommendations made in the report on that survey. These were primarily aimed at increasing the number of schools available in the sampling frame and increasing the number of responses. In summary, the main changes were:

- the number of schools asked to participate was increased to improve the number of responses, and therefore the accuracy of the survey
- several changes to the survey software were made to improve accuracy and flexibility in identifying eligible titles
- the number of library system vendors asked to participate was increased to seven to provide added flexibility in selecting schools.

The 2001–02 ELR survey produced an excellent participation rate from schools and all target response rates for individual strata were met.

Finally, an independent statistician's report states that the survey results are sufficiently accurate to be used as the basis for Educational Lending Right payments in 2002.

Future surveys

As part of the 2001–02 ELR Survey process, thought has been given on how to improve the process and the quality of the results in future surveys.

In both the 2000–01 and 2001–02 Curriculum Corporation surveys, and earlier Australian Bureau of Statistics (ABS) work, it was clear that there are issues relating to the quality of the school catalogue records. While some improvements have been made to the matching algorithm and testing procedures to minimise this, major improvement will only come over time as more schools use data from the SCIS system.

Recommendations

In the final report on the 2001–02 survey submitted to DCITA, Curriculum Corporation made the following recommendations:

- The methodology adopted for the ELR 2001–02 survey should be used for the 2002–03 survey.
- The results from the ELR 2001–02 survey should be used as the basis for Educational Lending Right payments in 2002.
- The survey should be issued to schools in early October of each year to enable early assessment of response rates and reduce any inconvenience to schools.
- The communications and marketing strategy adopted for the ELR 2001–02 survey should be used for the 2002–03 survey, with a telephone campaign aimed at recovering surveys to begin approximately one week after surveys are disseminated.

Curriculum Corporation would like to thank all schools that participated in the 2001–02 Educational Lending Right school library survey. Your support for the growth and development of Australian writing and publishing is gratefully acknowledged.

For more information about the ELR project, contact:
Educational Lending Right Project Manager
Curriculum Corporation
Tel: +61 3 9207 9600 or 1800 337 405 (within Australia outside Melbourne Metropolitan area)
Fax: +61 3 9639 1616
Email: elr@curriculum.edu.au

Location, Location, Location: Using the Internet to Learn about Places in the World

SCIS has recognised that schools are using websites as a valuable resource for students and staff. SCIS has already catalogued over 3300 websites including many about various countries.

Remember those lessons where you learnt the capitals by rote? Remember those endless activity sheets, or the mapping lessons where your shading techniques seemed the most important learning goal?

Of course, without doubt, the best way to learn this element of geography is to actually travel. Real life experience, in which learning is embedded, is infinitely more powerful, fun and more likely to be retained than any alternative method. But we can't put our students on a plane to every capital in the world! We can't trek through the Sahara Desert and we can't afford to take our classes on a hike through the Congo jungle! Fortunately, the Internet has arrived to give us the next best thing. This article looks at various ways of teaching and learning geography using the Internet.

Join a project

Postcards around Australia
This project was designed to coincide with The Year of the Outback. Students take a virtual trip around Australia, sending email postcards from two regions/centres/towns in each state. Students must send one postcard from an outback area and one from a coastal area in each state. Classes partner up through the Coordinator (Cheryl Kerr, Beenleigh State School, Queensland) then start their respective journeys. Registrations are open from February to the end of Term 3. Students can send individual emails (for classes with this facility) or group emails (for classes without individual email addresses).Visit http://www.beenleigss. qld.edu.au/postcards/index.html.

A second project titled identically is also available, however students send postcards via snail mail. The project organiser is Diane Campisano from Albany Rise Primary School, Mulgrave, Victoria. Following registration, each participating school is sent a mailing list and must send postcards over the next fortnight. Registrations close on Friday 27 September 2002 and lists will be emailed to all participating schools on

Friday 11 October 2002. The focus for the first exchange is Symbols of Australia and postcards can be commercial, computer generated or hand-made. The project is recommended to complement studies of democracy. Visit http://www. netstra.com.au/~disy/.

Postcards around the globe
Organised by Diane Campisano from Albany Rise Primary School, Mulgrave, Victoria, this project is identical to the preceding one except students will receive postcards from anywhere in the world. Schools from other countries are encouraged to join the project. What a great way to learn about other countries around the world! Registrations close on Friday 27 September 2002 and lists will be emailed to all participating schools on Friday 11 October 2002. Visit http://www.netstra. com.au/~disy/.

Postcard Geography
Postcard Geography is another form of snail mail postcard exchange which fosters learning about global communities and places. Classes are sent a mailing list and postcards are exchanged between 17 September 2002 and 15 February 2003. The site also offers follow-up activities to reinforce and extend learning. These include a Mystery Class game (played via the web) and a version of Twenty Questions, which will be conducted live, via online chat. Sounds fun! Visit http://www. cyberbee.com/pcg/howto.html.

GeoGame
GeoGame has been running successfully since 1991 and was developed by Tom Clauset from Winston-Salem, North Carolina. It is open to all grade levels, but is mainly suited to middle–upper primary school. This is a research game whereby students are given 15 descriptive clues about such aspects of geography such as time zone, latitude, longtitude, tourist attractions, populations, land forms, points of interest and landmarks. Their task is to find the location. It would be particularly useful to divide classes into four or five groups and give each group an equal number of the descriptors to solve and then synthesise their results. Students can even submit 15 descriptors about their own location to the site for other classes to solve.

Answers are typed onto a web form and certificates issued via the web. Visit http://www.gsn.org/project/gg/.

Use your email facility

This idea was successfully implemented in my Year 7 class but has an application in lower grades also. Students were concurrently enjoying Harry Potter books so I thought I would exploit that interest to learn geography. I set up a group email for the whole class (this is easily achieved through Schools Internet Network Administrator [SINA] in Queensland, and undoubtedly has an equivalent facilitating body in each state). Harry Potter (AKA Mrs Kerr, the teacher) took a world trip – on his broomstick of course – and sent an email from each location in which he landed. Emails were peppered with the language of geography and the language of Harry Potter. Students had to research Harry's destinations from the clues given in the email messages. His journey was recorded on world maps displayed in the class. Students couldn't wait to read their email messages and were eager to seek the answers to the clues given. This activity lends itself to any book character.

Take a virtual trip

Your students can go on a virtual trip, using the Internet to plan their trip. If you want to make this interactive, pair them up and have them send email postcards to their class partners. Each student records their own journey and their partner's journey. See http://www.greatestplaces.org/ as an example of an Internet site that facilitates postcards.

Great Internet sites

Other than project based learning, there are a number of sites that are suitable for tracking places in the world, and which are set in fascinating contexts.
- One example is OneWorld.net where students find themselves in Brazil, Africa, Siberia, Canada, Adaman Islands, and West Papua reading about the struggles for survival of tribes. Visit http://www.oneworld. net/penguin/features/survival/survival_ home.html.
- In another example, young students can learn about the continents whilst studying penguin habitats. Visit http://www.siec.k12. in.us/~west/proj/penguins/species.html.

The Information Superhighway in the Kimberley (cont.)

students whose schooling has been disrupted by transience. Hence, the region's literacy standards are not high as verified by the national literacy and numeracy testing results. Consequently, as a Teacher Librarian, I still have a passionate priority of promoting reading – often using appealing picture books! In working with students who are researching information, I regularly focus on selecting the appropriate keywords for searches on the library computers, as this is now a necessary life skill.

For students who have spent all their life in the Kimberley, their isolated existence has protected them from some less desirable aspects of modern life and given them an innate trust of those in their close-knit community. Consequently, the introduction

of new media to the Kimberley, such as the start of commercial television in 1988 with its food and alcohol advertisements that negated many aspects of healthy education programs, can be very powerful. The impact of the unfiltered medium of the Internet in Kimberley communities is too awesome to fully assess. It is imperative to guide students to easily access selected useful websites, quality online encyclopedias, and quality search engines. At Broome Senior High School, we are encouraging students to make more use of the library search on our school Intranet to access the catalogued websites we have downloaded from SCIS.

As Kimberley schools take their part in the Global Learning Village in which connectivity is purported to bring the death of distance,

there will be ways of better meeting the challenges and improving the standard of student outcomes. Meanwhile, the particular needs for library and information technology systems in this region need to continue to be provided for at central government planning level, and the local schools need sufficient infrastructure to implement their initiatives to enable their students to gain information literacy skills.

Alison Lawrence, Teacher Librarian
Broome Senior High School
District Library Support Officer for the Kimberley
Department of Education, Western Australia

Library Automation: Software Functionality Issues (cont.)

global development called SIF (Schools Interoperability Framework), initiated by Microsoft to apply a framework for seamless movement of information between administration and other school database systems. Some library vendors participate in the SIF initiative with Microsoft, although local school administration system developers are yet to participate or align with SIF developments.

Enhanced MARC data

A look into the future may see library staff updating existing catalogue records with enhanced MARC records that could include website information, reading program values, interest level information and curriculum relevancy values. Library staff may also be ordering catalogue records for non-held

items such as Internet sites, eBooks and AV resources. Will your library catalogue system accept and display the information contained within an enhanced MARC record?

eBooks

Electronic information resources will develop and may be particularly useful for reference material. Some future reference materials may not be accessible any other way. The future library collection will hold local and electronic resources. The role of cataloguing electronically held resources is as equally important as cataloguing locally held materials. Advantages of the eBook or electronic format are cost reductions in publication, distribution and lead-time for availability. Easy access to information is also a benefit for library users when the library

system can manage these resources as OPAC users can access electronically held materials after hours and from outside the library. There are likely developments for reading materials using the eBook medium in addition to reference or journal material, although most library staff do not envisage eBooks taking the place of traditional reading materials held on site.

Barry Welgus
Managing Director
Northern Micros Pty. Ltd.
Australian Follett Distributor
Website: http://www.fsc.follett.com
Tel: +613 9844 3055
Fax: +61 3 9844 4955
Email: nmicros@ozemail.com.au

The Rewards of Collaboration

This article briefly describes the collaboration between the Information Services Centre at Loreto Mandeville Hall and Campion Education to deliver all resources ordered by the school processed and shelf ready. The linchpin of this program is the use of *SCISWeb* to provide MARC records for all of these resources.

Like many other schools, we have been subscribers to SCIS for a number of years. This has certainly saved us a great deal of time compared to original cataloguing in-house. We still have to do original cataloguing for any items not on the SCIS database.

I became concerned about the time taken for 'back room tasks' particularly the cataloguing and processing of books. Such tasks are essential, but their complexity and time-consuming nature were not necessarily well understood by our users. We strongly believed it was more important to be directly involved in the teaching and learning within the school. We have a relatively static student population at Loreto and so a significant increase in Information Services staffing was unlikely. We therefore had to *work smarter* with the staff time available.

I spent quite some time investigating the possibilities of outsourcing our processing. One of my concerns was that most suppliers providing such services used Kinetica to download Australian National Library records. There were a number of potential problems here. The records were expensive and at that time there were issues with the speed of downloading Kinetica records. Most importantly, we felt strongly that we wanted to retain SCIS as our source database because it was designed specifically for schools. We had always used SCIS subject headings and felt that they were the most user-friendly and appropriate for our users.

It was fortuitous that at about this time we changed the school's official textbook supplier to Campion Education. Subsequently, I had discussions with James Cathro, Managing Director of Campion, regarding a proposal that his company provide us with a value added service, namely the complete processing of all resources for which we placed orders. What was most attractive to us was that James was proposing the use of SCIS records in this process and the costs were reasonable.

Steps in setting up the process

- Discussions with the school's administration to gain their acceptance of changing our existing practices significantly
- Lengthy discussions with Campion Education resulting in a written agreement between them and Loreto Mandeville Hall. In this document, expectations of both Campion and Loreto Mandeville Hall were clearly articulated. This initial agreement was for 6 months, commencing in Term 2, 2000.
- Collaboration in producing a document detailing every aspect of the process. This is very detailed and includes all specifications for stationery (type and placement) and definitions of required turn around times.
- Agreement on the cost of processing. This was based on the number of stamps on an item, type of covering material used and whether or not a SCIS record was required.
- Modifications to our library system software (Spydus) to upload SCIS records. This required consultation between Sanderson Computers and SCIS staff to ensure that MARC records were imported in the most appropriate format.

The process

- Items are ordered via the Acquisitions module on Spydus. At the moment, a hard copy is generated for Campion, however, I am certain we will move to electronic ordering in the future.
- Instructions for processing are included on this order form, including spine label details (eg Prefix [SCIS] Suffix).
- Campion receive the order and request the items from publisher if not currently in their own stock.
- SCIS database is checked and existing records downloaded.
- Any items not existing on the SCIS database are sent in to the SCIS agency for cataloguing and then returned to Campion.

- Items are physically processed.
- Items and SCIS records (on floppy disk) are dispatched to the school.
- Items are checked in through Acquisitions.
- SCIS records are uploaded to Spydus.
- Holdings details are added.
- Items are now ready for shelving and circulation.

There were some initial teething troubles, as one would expect. Discussion with the Campion staff member overseeing the project soon resolved these issues.

When we began the trial with Campion we included audiovisual items. It became apparent that videos could not sensibly be included. We order large numbers of videos on approval from a significant number of suppliers. These suppliers are often fairly small and would prefer to deal directly with schools rather than through a bookseller. So we have reverted to ordering directly. Similar issues arose with other audiovisual items from small suppliers. CD-ROMs from the major publishing houses are not a problem and we continue to order them through Campion to come to us fully processed and with SCIS records.

Benefits

- We have gained time to work more with teaching staff and students. As a result, I believe we have a greatly enhanced image within the school.
- Minimal time is required to make resources available once delivered from Campion. The turn around time is generally very good.
- There is consistency in the cataloguing on our database.
- The flexibility of the arrangement means we can acquire urgently needed items from other sources and upload records from *SCISWeb* directly to our database.
- We don't have the utterly depressing sight of shelves loaded with unprocessed books in our workroom.
- The collaboration with Campion and SCIS has forged strong and positive relationships for Information Services at Loreto Mandeville Hall.

Rosemary Abbott
Head of Information Services
Loreto Mandeville Hall

Participation in Expert Focus Groups and User Focus Groups for The Le@rning Federation

The goal of the Schools Online Curriculum Content Initiative is to collaboratively develop and provide to the Australian and New Zealand K–10 schools a continuing supply of high quality digital educational content in priority curriculum areas over a five-year period (2001–2006).

Multiple projects will be undertaken in each curriculum area:
Science P–10
Mathematics and Numeracy P–9
Studies of Australia P–10
Literacy 5–9
Innovation, Enterprise and Creativity P–10
LOTE: Chinese, Indonesian and Japanese P–10.
The first two projects are in the Science and Mathematics/Numeracy curriculum areas.

The Le@rning Federation convenes expert focus groups and user focus groups for each project in each curriculum area.

Expert focus groups consist of practising teachers with high level expertise in the project curriculum area, knowledge and experience of digital resources and the implementation of ICT's. The expert focus groups are responsible for, and actively involved in, the content development process.

User focus groups, consisting of teachers in schools with students and classes related to the project area, are vital in the in-school useability testing, evaluation and review of content during development.

A school involved in user focus testing requires a willingness and capability to participate both technically and structurally. Teachers involved need an interest in the implementation of ICTs and the use of digital resources within teaching and learning, although high-level technical expertise is *not* necessary.

The Le@rning Federation is seeking assistance from library staff to encourage teachers to participate in the priority curriculum areas. A user focus group register of interest database is being established as part of The Le@rning Federation website.

Interest in both expert focus groups and user focus groups should be directed to the Le@rning Federation Contact Liaison Officer in your school system. They are as follows:

The Le@rning Federation – Schools Online Curriculum Content Initiative is a national project to generate online curriculum content and the supportive infrastructure to deliver it to all Australian schools. Curriculum Corporation and *education.au limited* have been assigned project management and have formed a joint venture to undertake the work over the next five years. A detailed article about the Initiative appeared last year in *Connections 38*. To learn more about the project and its progress, you are invited to visit the project website at www.thelearningfederation.edu.au.

Each issue of *Connections* this year will feature an article on the project or a related issue.

Margery Hornibrook
Project Manager, The Le@rning Federation

System	Name	Surname	Telephone	Email
ACT	Pauline	Brown	+61 2 6205 8534	paulinem.brown@act.gov.au
NCEC	David	de Carvalho	+61 2 6201 9830	Ncec@ncec.catholic.edu.au
NCISA	Meredythe	Crane	+61 2 6282 3488	meredythe.crane@ncisa.edu.au
NSW	Michelle	Ellis	+61 2 9561 8252	michelle.ellis@det.nsw.edu.au
NT	Debbie	Efthymiades	+61 8 8999 5759 0419 023 965	debbie.efthymiades@nt.gov.au
NZ	Murray	Brown	+64 4 4638025	murray.brown@minedu.govt.nz
QLD	Jason	Callaghan	0421 060 386	jason.callaghan@qed.qld.gov.au
SA	Brenda	Kuhr	+61 8 8226 2797	kuhr.brenda@saugov.sa.gov.au
TAS	Judy	Bennet	+61 3 6233 5072 0413 183 901	Judy.bennett@education.tas.gov.au
VIC	Meredith	King	+61 3 9637 2165	king.meredith.m@edumail.vic.gov.au
WA	Deborah	Newman	+61 8 9264 4769 0438 922 418	deb.newman@eddept.wa.edu.au

SCIS New Zealand National Library Bibliographic Records Project (cont.)

the area of Maori culture and history and the New Zealand natural environment. The records from the 'other' sources contained large quantities of fiction and support materials, at an elementary level mostly, together with a small amount of material on North American Indians and ethnic minorities in the United States. The nature of the material created some

interesting problems for SCIS and the National Library of New Zealand to resolve in the area of New Zealand subject headings – particularly with regard to the Maori peoples.

On behalf of the team, I would like to thank all members of the SCIS team who have made us very welcome and assisted us in sorting out knotty cataloguing problems. I would like to

thank the members of the team for working with such enthusiasm, dedication and skill in mastering what was required in such a short time. Their efforts have enabled us to process many more records than was at first expected.

Rosemary Dearman
Project Leader
New Zealand retrospective cataloguing project

Cataloguing and Database News

SCIS Subject Headings Fifth Edition

There are no subject heading additions or revisions listed for this edition of *Connections* as the *SCIS Subject Headings Fifth Edition* is due to be published at the end of July 2002.

The fifth edition of the *SCIS Subject Headings* incorporates all the new and revised headings since the fourth edition was published in 1999. These headings include revised New Zealand and Maori headings. Many existing headings have been updated to reflect changes in usage, for example, headings beginning with 'Motion picture' now begin as 'Film'.

The format of the usage notes has been revised to make it easier to use. There are now three types of notes used with the headings: scope note (SN), indexing note (IN) or a specific example note (SEN).

Some sample headings
Lakes

SEN	See also names of lakes*, e.g. Lake Burley Griffin (A.C.T.)
UF	Littoral zone
BT	Hydrography
	Physical geography
	Water
	Waterways
	Wetlands

Law reform

IN	May subdiv. geog
UF	Legal reform

Metadata

SN	Use for works on metadata elements and the process of applying metadata.
UF	Data about data
BT	Machine-readable data
RT	Cataloguing
	Indexing

The preliminary pages have been considerably expanded to include a new section on the principles of the construction of SCIS subject headings as well as additional instructions and guidelines on the use of the headings when cataloguing.

The fifth edition of the *SCIS Subject Headings* reflects changes in Australasian society and curriculum and should be considered an essential tool in Australasian school libraries. The fifth edition would not have been possible without the hard work and support from the SCIS Agencies as well as library staff and other users who have provided useful feedback.

If you have any questions about the SCIS Subject Headings Fifth Edition *please contact Steven Haby, Manager, Metadata Initiatives on Tel: +613 9207 9600 or 1800 337 405 (free call within Australia outside Melbourne metropolitan area), Fax: +61 3 9639 1616, or Email: Steven.Haby@curriculum.edu.au*

SCIS Subject Headings Fifth Edition

Much effort has gone into producing the fifth edition of *SCIS Subject Headings*. Every member of the SCIS unit has had some input in the production of this new and updated edition. As we draw closer to the deadline of the *SCIS Subject Headings* book, Steven Haby (SCIS Metadata Manager) is constantly liasing with the agency cataloguers for their approval of the final list of new and amended subject headings.

We all know that no sooner is the fifth edition released we'll all be preparing for the sixth edition!

SCIS New Zealand National Library Bibliographic Records Project

Back in mid-February, a small team of cataloguers met at Curriculum Corporation for a day's training in Voyager and SCIS cataloguing standards. The team was also joined by members of the SCIS marketing team, so that they could gain an understanding of the mysterious world of cataloguing. We left that day enlightened and enthused, however it was to be almost a month before the New Zealand National Library Catalogue records were available and we could begin work on the project.

In the meantime, Leonie Bourke (SCIS Database Manager) and Rebecca Morton (IT Consultant) of Curriculum Corporation tested batches of the records, stripped them of unnecessary fields and ran a duplicate removal program to minimise the work of the team. Without this preparatory work, the project would have been much more tedious and time consuming.

At last the records were ready and split into files for our use and the SCIS Cataloguing Agencies also started contributing to the project.

We started with the most recent records for New Zealand publications. During the course of the project we worked back from 2001 to 1993, and also added records dated back to 1997 for non-New Zealand publications held in New Zealand school resource centres. In total, some 6500 records were added to the SCIS database. Negotiations are currently under way to add records on an ongoing basis, however this is beyond the scope of this particular project.

Our initial problem was familiarising ourselves with SCIS standards and the SCIS subject headings, but the team rapidly came to grips with them. In most cases it only took a day or so to be automatically adding abridged Dewey classification numbers, book numbers, and making sure all the full stops were in the right places. Throughout the project all records were put through a quality control process and we were fortunate in that the records obtained from New Zealand were of a very high quality. Virtually every record, for example, has an abstract and a comprehensive set of subject headings.

The subject matter of the New Zealand records was very distinctly oriented towards supporting a school curriculum, particularly in