connections

Pathways to the Future:
Knowledge Construction and Evidence-based Practice

This paper highlights some of the ideas Ross Todd presented in his keynote address at the International Association of School Librarianship (IASL) Conference in Auckland, New Zealand in July 2001.

In a time of intense educational change and profound growth in accessible information, I believe that the challenge for Teacher Librarians in charting their future is not to focus on roles or advocacy of position, nor to reinvent themselves in charismatic ways to capture the attention of school administrators and teaching colleagues. That is reliving the past.

For Teacher Librarians to play a key role in the 'information age' school, I believe there needs to be a fundamental shift from thinking about positions, roles and advocacy; a shift from the movement and management of information resources through structures and networks, and from information skills and information literacy, to a key focus on knowledge construction and human understanding, implemented through a constructivist, inquiry-based framework. The pulse of a school library must centre on the dynamic interaction of people with information, and on the development of human understanding – the very essence of learning. Accordingly, the day-by-day actions of the Teacher Librarian must focus on enabling learners to construct sense and new knowledge. Decisions about the information infrastructure, systems, technology and resources must be secondary. I do not believe that magnificent information collections, inspiring physical environments or advanced information technology networks are the hallmarks of the school library of the 21st century. The hallmark of a vibrant, successful school library is its actions and evidence that show that it is making a real difference to student learning, contributing in tangible and significant ways to the development of human understanding, to meaning making and to constructing knowledge. This must be at the centre of our philosophy, the mandate for our role and the driver of all our day-by-day teaching and learning actions. Information is not power. It is human understanding and knowledge that is power, and information is how you get them.

Perceived challenges

I have a deep respect for the profession of school librarianship, and want only the brightest future for it. I am not convinced that empowerment for knowledge construction and the development of human understanding is the central concern of Teacher Librarians today; that action- and evidence-based, learning-centered practice focusing on engagement with information for human

Pathways to the Future: Knowledge Construction and Evidence-based Practice (cont.)

understanding and knowledge construction are key mindsets for the profession – philosophically and in practice. While these ideas are expressed in the rhetoric about roles and responsibilities – in other words, espoused values – I would argue that the public concerns of Teacher Librarians continue to be expressed in terms of collections, position and advocacy, and I believe that this approach is the major limiting factor of the profession today. Prior to the conference, I tested the water on this idea by asking Australian Teacher Librarians to email me and tell me what they thought were the most important challenges facing them at this time. In analysing the many responses I received, I identified 11 key challenges: These were:

- Impact of information technology on library and role of Teacher Librarian
- Perceived lack of understanding of the nature and dimensions of the role
- Perceived lack of value, importance and appreciation
- Negative perceptions of the image of Teacher Librarian by others
- Perceived lack of support for the role of Teacher Librarian
- Not able to do the job I want to do as Teacher Librarian
- Perceived low status
- Student learning – processes and outcomes
- Advocacy of position and role
- Funding
- Professional development.

What stands out in these responses is that the most significant challenges were related to information technology, and to others' perceptions of the image and role of the Teacher Librarian – the lack of understanding by others of the role, and dealing with less-than-desired perceptions of the importance and value of the contributions made by Teacher Librarians. These are no doubt important challenges, and ones that need to be addressed. But I think there is something in the old proverb: Energy goes where the attention flows. We tend to send our energy where our attention is. The attention we are giving to issues of role, position and image – a public relations and advocacy approach – are, in my view, not bringing about the desired effect.

A new approach

My challenge is that our mindset needs to shift to evidence-based, learning-centred practice that has at its heart the central concepts of knowledge construction and human understanding. That is where our energy must go, and where our attention should be focused. It is moving beyond a public relations and advocacy approach to an evidence-based practice approach. The advocacy, role, status, image and position messages are the messages that school executives, system administrators, school library educators and school library professional associations have been hearing for decades. So why haven't they been heard to the extent that the Teacher Librarian's position today is the most exalted, cherished and sought-after position in the school?

People – administrators, classroom teachers and parents – sometimes do not see the links between what you do on a day-by-day basis and how that enables the learning outcomes of the students. You will not be heard until your day-by-day practice is evidence-based; a practice that is directed towards demonstrating the real tangible power of your contribution to the school's learning goals – goals that, while expressed in many different ways, have at their heart concepts of knowledge construction and human understanding. The evidence of your direct, tangible contribution to improving learning in your school should be the substance of your message, the substance of your public concern, the substance of your negotiations. Principals, teachers, parents want to hear local success, local improvement; they want to know how their students in particular are benefiting, not how others are doing. Local outcomes matter; local improvements are watched, listened to and talked about. This is the essence of evidence-based practice. It is about action, not position; it is about evidence, not advocacy, and at the heart of this is inquiry-based learning for knowledge construction.

Evidence-based practice is both the conscientious, explicit and judicious use of current best research evidence in making decisions about the performance of your role, and ensuring that your daily efforts put some

focus on effectiveness evaluation. The evaluation needs to gather meaningful and systematic evidence on dimensions of teaching and learning that matter to the school and its support community, evidences that clearly convey that learning outcomes are continuing to improve.

Given the concern expressed in relation to information technology, this is a useful starting point for developing evidence-based practice. It is not just a matter of teaching students to be information savvy; it is also about charting their learning progress so you can demonstrate that your information programs are really making a difference to their capacity to interact with an information-rich world, and that this is having a positive effect on their learning outcomes. The increasing amount of formal research examining how students are using the World Wide Web suggests that there are many learning dilemmas; for example, dealing with information overload, constructing poor searches, not thinking critically and evaluatively about the outputs of searches, and not managing the information-search process effectively. Evidence-based practice would take note of these dilemmas and use them to construct a range of teaching and learning strategies, and to chart the impacts that such approaches have on student learning outcomes.

This does not imply that information technology alone provides the opportunities; opportunities exist with all facets of the library's information literacy, reading and literature programs. What is important is that the learning needs are identified, instructional strategies developed and consideration given to how this will be evaluated, with a view to understanding what differences the library program makes to student learning. This is evidence-based practice. It might be in the form of statistics, or stories, or documented case studies, or analyses of reflective student interviews or feedback processes. It does not need to be complicated but manageable and clear. It might also mean looking at year-wide scores and looking for patterns where groups have made consistent use of the library, or undertaking collaborative action research to provide solutions to specific learning dilemmas identified in the school.

✓SCISWeb Handy Hints

1. New search interface for SCIS OPAC

Customers will have noticed that there have been significant changes to *SCIS OPAC* and we have updated our documentation and *Frequently Asked Questions* to reflect these modifications. One significant change is that it is no longer necessary to type the Boolean operator in upper case. For additional handy hints please see <http://www.curriculum.edu.au/ scis/scisweb.htm>.

2. Searching in SCIS OPAC

(a) Guided Search. *Guided Search* allows you to search for multiple criteria in separate fields simultaneously, eg *Subject, Author* and *Title*. Search results will therefore be more pertinent and definitely related to the search terms.

(b) Basic Search. *Basic Search* requires using *Keyword* or *Command* for multiple criteria and will retrieve search terms from anywhere in the record. Results may therefore be less pertinent.

3. Entering ISSNs into SCIS OPAC using Guided Search

When searching for an ISSN in *SCIS OPAC* the most appropriate search option is *Guided Search*. From the *Find* box type the ISSN eg 1440 2076 (with space) or 1440-2076 (with dash). From the pull-down menu select *as a phrase*. From the *In* box select *ISSN* from the pull-down menu. Click on the *Search* button to retrieve the record.

### 4. Placing a shortcut to SCISWeb on your desktop

Customers may wish to place on their desktop a shortcut icon that will launch a web browser, connect to the Internet and access *SCISWeb* in one step.

(a) In Netscape Communicator version 4.08. Go to the *SCISWeb Message Centre* page located at <http://www.curriculum.edu.au/ scis/webmsg.php3>. Select *Bookmarks*. Click on *Add Bookmark.* From the *Bookmarks* pull-down menu select *Edit Bookmarks* to create the shortcut to *SCISWeb*. Select the *SCISWeb Message Centre* page bookmark from the *Personal Bookmarks* folder. Drag the *SCISWeb Message Centre* bookmark onto your desktop toolbar at the bottom of your screen. A shortcut icon will be created automatically on your desktop.

(b) In Microsoft Internet Explorer version 5.5. Go to the *SCISWeb Message Centre* page located at <http://www.curriculum.edu.au/ scis/webmsg.php3>. On the top menu bar select *Favourites*. Click on *Add to Favourites* and click *OK*. From the *Favourites* pull-down menu select the *SCISWeb Message Centre* page. Place the cursor over the *Favourite* and click on the right-hand mouse button. From the pull-down menu option select *Send To*. Select *Desktop (create shortcut).* The message *the new shortcut will be placed on the desktop* is displayed. Select *OK*. A shortcut icon will be created automatically on your desktop.

Please note that the above procedures were confirmed using Windows 98 software. We are therefore not able to guarantee that users of other versions of Windows will be able to replicate the procedures outlined.

Learning for the Future: Developing information services in schools (Second Edition)
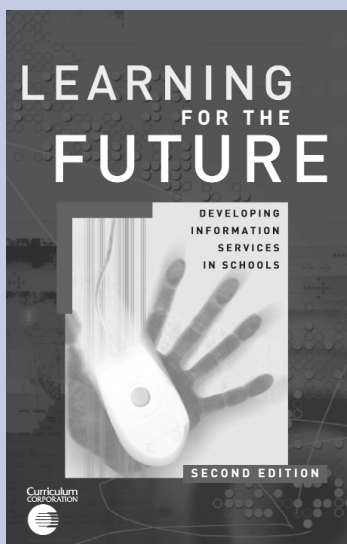
The need to address essential learning skills in the information age is paramount. *Learning for the Future: Developing information services in schools (Second Edition)* builds on the processes and structure articulated in the first edition and highlights the increasing role of information and communication technologies (ICTs) in the school's learning environment.

Using the concepts of information and knowledge management, this book provides:

- guidelines and indicators for developing information and ICT literacy in the school
- a matrix of information and ICT literacy
- a planning structure for ICT implementation
- an outline of staffing needs and expertise
- technical and practical recommendations for acquiring electronic resources.

This new edition is based on the practice of effective learning and the successful development, management and implementation of ICT in both primary and secondary schools.

Learning for the Future: Developing information services in schools (Second Edition) is jointly authored by the Australian School Library Association (ASLA) and the Australian Library and Information Association (ALIA). It is published by Curriculum Corporation.

Order forms are located at <http://www.curriculum.edu.au/ catalogue/data.php3?cat_id=202&slevel=>

Send to Curriculum Corporation, PO Box 177, Carlton South, Victoria, 3053, Fax: +61 3 9639 1616, Email: <sales@curriculum.edu.au>.
A$32.95 plus $8.00 postage (within Australia)
A$32.95 plus $20.00 postage (overseas)

ASLA Launch *Learning for the Future (Second Edition)*

The national launch of the second edition of Learning for the Future *took place on Friday 10 August in the Education Development Centre, Hindmarsh, Adelaide, prior to the Australian School Library Association's (ASLA) federal council meeting. This important education resource was launched by Garry Putland, director of EdNA Online.*

As the president of the Australian School Library Association (ASLA), June Wall, reminded the audience, the development of this second edition had been a long and time-consuming process. It involved many hardworking, dedicated and highly professional Teacher Librarians, who made up the reference group. They created and distributed surveys nationally, examined data, and focused on what makes for the best teaching and learning practice for our students in Australian schools. As consultant editor, June paid particular tribute to the reference group, which made the whole project possible. Present at the launch were Leonie Dyason from Victoria, Silvana Jenkins from South Australia, Vicki Olenich from South Australia, Sharron Hewer from Tasmania, Anne Hazell representing the input from the three Australian Library and Information Association (ALIA) members, and Pru Mitchell from Western Australia. June observed that Pru had chaired the group and that without her drive and energy, we would not now have *Learning for the Future (Second Edition).* Five members of the group who were unable to join the celebrations sent their apologies and best wishes – Kylie Hanson (Charles Sturt University), Anne Hickey (ACT), Sue Ross (NT), Keith Gove (Curriculum Corporation) and Paul Lupton (Qld). Norma Jeffery, who coordinated the original edition in 1993 and is now director of curriculum for the Curriculum Council of WA, wrote in her message of congratulations: 'It is clear from the work that I do, that teachers need to see the connectedness of everything that they do, and having a document such as *Learning for the Future* provides the basis for making these connections'.

Garry Putland expressed his pleasure at being invited to launch the book and also at seeing so many Teacher Librarians with whom he had previously had the privilege to work in a range of educational initiatives. He reported that Education.au is at present involved in developing a number of other special services, an indication of the tremendous amount of activity that is currently ongoing in relation to the creation and use of online tools for teaching and learning. Garry Putland noted that it is particularly important, at this time, to have a group of people who have great ideas and whose expertise is such that they are able to guide and make pathways through the information explosion that is taking place. He then referred to the critical role of Teacher Librarians in the current educational environment – as the guiders in information management and the experts in creating pathways through information for students in schools. ASLA has already contributed in a most significant way to the development of EdNA, a national educational asset. He emphasised that *Learning for the Future*, clearly focused on information literacy in schools, on ways of implementing ICT (Information and Communications Technologies) in schools and on ways in which such expertise can be developed, is a very important resource for schools in today's very dynamic environment.

Representing the prime minister, Christopher Pyne, the federal member for Sturt, commended the book as a most valuable contribution to education in Australia, coming as it does when the need to ensure the information literacy skills of future generations of Australians is so urgent. The prime minister sent a personal message making special mention of the vital role that staff of School Information Services Centres play in developing what will be the most important skill to be acquired by students: information literacy. This skill includes the ability to access information in a timely manner, to process that information and to apply it in a meaningful way to their studies, their work and indeed their lives, thus enabling them to become lifelong learners. *Learning for the Future* provides the framework for developing this crucial area of teaching and learning in Australian schools. He congratulated the collaborators on this forward-looking document, which will assist in developing information literacy skills and in raising literacy standards in the 21st century.

David Cox, the federal member for Kingston, representing the shadow minister for education, Michael Lee, also spoke enthusiastically of the value of the publication and focused particularly on the standards aspects of the publication. He dwelt on the need to ensure adequate support and funding for education. David Cox made the excellent point that well-based, well thought through, desirable sets of standards and conventions were vital, as in public life, funding must eventually follow such guidelines. On this principle, he undertook to ensure that *Learning for the Future* would be used to inform the Australian Labor Party's future quality education policy development.

The gathering of more than 60 guests from all over Australia and representing every system and level of education as well as many specialities, then took the opportunity to meet and congratulate the contributors on a great job well done!

Pauline Tremlett
ASLA Executive

Are you a member of a school library association?

ASLA	http://www.w3c2.com.au/asla/
ASLA (NSW)	http://www.asla.nsw.edu.au/
ASLA (Tas)	http://www.neat.tas.edu.au/asla/
SLAQ (Qld)	http://www.slaq.org.au
SLAV (Vic)	http://www.slav.schools.net.au/
SASLA (SA)	http://www.cosla.asn.au/sasla.html
ASLA (NT)	http://members.ozemail.com.au/~aslant/
ASLA (ACT)	http://www.pa.ash.org.au/aslaact/
WASLA (WA)	http://www.apea.asn.au/members/members.htm
SLANZA (NZ)	http://sites.tki.org.nz/slanza/

A Professional Resource: *Learning for the Future*

The last decade has seen the demise of the word library*, and this second edition may be the final nail in the coffin. The chosen term throughout is* information services centre*, which replaces the term used in the first edition:* library resource centre*. If a Martian arrived on the planet, or indeed if an architect picked up the book, how long would it take them to find out it was about libraries?

Libraries have always been gateways to information, access points to the wider world, staffed by trained intermediaries who can assist clients to become *informed*. In schools, they are learning workshops in which students acquire the skills they need to interact with the information society. In a wired world, there is no need to change their name! They are still carrying out the same role albeit with a wider range of media and technologies.

Semantic protests aside, this publication is essential reading, not just for Teacher Librarians and other school library staff, but also for principals, planners and other key stakeholders in school success. If the book remains only on the bookshelves of the readers of this journal, then we have failed as a profession. It is an important advocacy tool and opportunities should be sought to use it as such. Many people are ordering more than one copy.

Australia's first benchmarking document for school libraries, *Books and beyond*, concentrated very much on the *inputs*. How many books, chairs, tables and staff were required to produce a good library? What was the recommended standard? There is still a need for such data and *Learning for the Future* continues to address that need, adding such items as computer terminals to the list. The

staffing ratios, which appeared in the first edition, are much quoted though not universally attained. However, we have seen a paradigm shift towards considering *outputs* as being equally important. In other words, we should not only insist on efficiency but also on effectiveness. How can we know that this most expensive part of the school is giving value for money? *Learning for the Future* is replete with suggestions.

Learning itself is now considered a process, with emphasis not just on the end product, but also on the means of achieving the product. In accordance with the basic concept, this publication is itself a very process-oriented document. It enables schools to assess where they are currently, where they would like to be and how to get there. Rather than attempting to be purely prescriptive, suggestions are made for those things which need to be considered in developing and implementing policies, so that each school can arrive at outcomes that are uniquely appropriate to their own circumstances, while still coming within an acceptable framework of excellence. For example, there is no AUP (accepted use policy) provided. Instead there are issues that need to be considered and a website to consult for further information.

A process implies a continuum. It is necessary to locate your position on the continuum and progress from there. The most useful continuum in the book, and one which is new to the second edition, is the *Information and ICT literacy matrix of students' learning*. This sets out a summary of expected student achievement at each of the six levels of schooling, both in information literacy and importantly, as a separate statement, in ICT literacy, the latter developed by June Wall. For example, under the heading *Creating and sharing information*, the information literacy standard at level four is described as:

> *Presents logical responses to a research task which demonstrate an ability to make generalisations and draw simple conclusions based on given information.*

> *Chooses with assistance appropriate constructions of written and oral forms and frameworks, taking into account the audience and purpose.*

The ICT literacy standard, on the other hand, for this level is:

> *Presents a task as a multimedia product. Develops Web pages with teacher assistance. Publishes to the school Intranet and the WWW.*

The challenge ahead of us is to produce students who are competent in both information literacy and ICT skills. We have all met computer enthusiasts, of all ages, who cannot string a sentence together. Australia needs more students who reach level six on all cells of the matrix. It also needs information experts (Teacher Librarians?) in our schools to help them get there.

Margaret Butterworth
Editor, Western Australian School Library Association (WASLA) Newsletter

# Some Thoughts on *SCIS Subject Headings Fifth Edition*

In 2002, SCIS will publish the fifth edition of SCIS Subject Headings. The successful implementation of the MultiTes thesaurus software to manage the subject headings provides an excellent opportunity to offer a number of enhancements.

Apart from including a considerable number of new and revised headings that have been developed since the publication of *SCIS Subject Headings Fourth Edition,* a number of other major revisions to the structure of headings is being considered.

Heading structure and format

A significant revision will be the elimination of most of the inverted headings and their replacement with natural language headings; for example, *Motor cars, Electric* would become *Electric motor cars.* The concept of inverted headings is rather outdated in today's online environment. It is a throwback to the use of catalogue cards, on which, to enable ease of searching across broad subjects, many headings were grouped under the main 'stem' of the heading. For example:

Figure 1. Inverted headings in a typical card catalogue
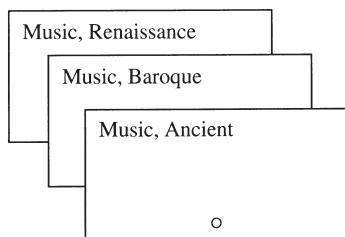
With the proliferation of automated library systems and the ability to search using keywords as well as across headings, the need for inverted headings in library catalogues has declined. The widespread use of the Internet to find information also means that natural language searching is now the norm. You would not, for example, ask someone for information on *locomotives, steam …* but rather on *steam locomotives.*

Inverted headings were used effectively with catalogue cards, but there were still inconsistencies in this approach. *SCIS Subject Headings* also has inverted non-allowed headings for the following terms under the broad category of music. For example:

Music, Pop

USE Popular music

Music, Ragtime

USE Ragtime music

Consequently it has been agreed in principle to review all inverted headings that appear in *SCIS Subject Headings Fourth Edition* (regardless of whether they are allowed or non-allowed headings) and to incorporate these revised headings in the forthcoming fifth edition.

Additional indexes for searching

Rotated indexes provide the user with additional searching capability within a list of headings and are particularly useful for headings that are of a pre-coordinated nature, for example *Open plan schools*, as opposed to post-coordinated headings, for example *Schools*. Each word within the heading is given its own access point in the index. A rotated index would look like Figure 2, using the heading *Open plan schools* as an example.

Figure 2. Rotated index

```
            Open  education
            Open  plan schools
            Open  systems
interconnections
            …
  Instalment  plan
    Marshall Plan
      Open  plan  schools

            …
            Schools
            Schools – Management
```

A user would be able to search under the terms *open, plan* and *schools*.

An alternative consideration is the permutated index that acts in the same way as a rotated index but is set out in a more user-friendly format. Using the heading *Open plan schools,* a permutated index for *SCIS Subject Headings* might look like Figure 3.

Figure 3. Permutated index

Open
  Open education
  Open plan schools
  Open systems interconnections
…
Plan
  Instalment plan
  Marshall Plan
  Open plan schools
…
Schools
  Open plan schools
  Schools
  Schools – Management

Inclusion of Dewey Decimal Classification (DDC) numbers

Another enhancement being considered is including DDC numbers with the subject headings. Many education department school library support centres have published, or continue to publish, subject heading indexes with DDC numbers. There is a number of fundamental issues that need consideration apart from perhaps the more obvious initial workload and ongoing management of the numbers. The issues that SCIS will be considering include:

- Editorial issues. How will the number be developed? A number of research projects have been undertaken using statistical analysis of headings to determine the most suitable number.
- Role of the DDC number. It is *not* intended for the numbers with the headings to act as a prescriptive list for cataloguing, but rather as a guide.
- Management of Dewey 21 and Dewey Abridged 13 numbers. Is there scope to include both numbers for a heading without causing confusion?
- Technical issues associated with the ongoing management of the headings.
- Marketability of *SCIS Subject Headings Fifth Edition* with DDC numbers.
- Licensing issues associated with OCLC Forest Press, the publisher of DDC.

Figures 4 and 5 are samples of a couple of headings and how they might appear in *SCIS Subject Headings Fifth Edition* with DDC numbers.

Figure 4. SCIS Subject Headings with Dewey 21 and Abridged 13 numbers

Open plan schools
DDC21:   371.256
DDCA13: 371.2
UF Schools without walls

Figure 5. SCIS Subject Headings with Dewey Abridged 13 numbers

Open plan schools
DDC: 371.2
   371.39
Use 371.2 for open plan school buildings and 371.39 for teaching in open plan schools.

CC News

1. International Association of School Librarianship (IASL)

The annual IASL conference held in Auckland in July proved to be very successful for all the delegates, presenters and trade exhibitors. SCIS was very pleased to be involved by providing sponsorship for a morning tea, which gave us an excellent opportunity to promote SCIS products. As a consequence, many New Zealand libraries are now using SCIS products. We are also pleased to announce that the National Library of New Zealand, which is the organisation responsible for school libraries, considers SCIS products to be of immense value for secondary schools. We will continue to work with this organisation to facilitate the introduction of SCIS products into New Zealand.

2. Professional development

There are many organisations in Australasia offering a variety of courses that are suitable for library staff. Many of these institutions offer distance education programs. Other courses offered by universities may also be of interest to library staff, such as the Master of Internet Communication (MIC) and the Master of Knowledge Management (MKM) offered at the University of Canberra. Details about courses can be located on our website at <http://www.curriculum.edu.au/scis/links/libschl.htm>. SCIS has developed a Library Studies website to assist students in their courses if they are enrolled at an institute that has formed a partnership with SCIS; for example Charles Sturt University has had an arrangement with SCIS for a number of years.

However, if members of your library staff would rather participate in short courses please consult our *What's New* page on a regular basis for notification. If you are aware of any professional development please advise SCIS for free promotion on our *What's New* page. We would also like to remind all groups that we are happy to consider any requests for support of professional development activities for library staff.

3. SCISWeb and SCISCD subscriptions for 2002

SCIS Subscription 2002 forms have been forwarded to all schools that do not have a current SCIS subscription. Customers who are using SCIS in 2001 should receive an invoice from Curriculum Corporation in October, and they will automatically receive the same product in 2002. Any customers wishing to convert from *SCISCD* to *SCISWeb* should advise this change before 14 December 2001, otherwise schools will be charged at the rate for *SCISCD* not *SCISWeb* for 2002.

Curriculum Corporation is pleased to announce that there will be no increase in the recommended retail price in 2002 for *SCISWeb* and *SCISCD.* We advise schools to look on our website at <http://www.curriculum. edu.au/scis/subscrib.htm> for the most up-to-date information.

4. SCISWeb customer access 2001–02

A reminder that customers will not able to use *SCISWeb* after 21 December 2001. Customers will be able to commence using *SCISWeb* again on Monday 7 January 2002. However, if *SCISWeb* is available earlier than that date we will advise customers on the website in *What's New* at <http://www.curriculum.edu.au/scis/ catalog/webupdat.htm>. Customers will continue to use the same password in the year 2002 as they had for 2001, but the counter for records downloaded will be reset to zero. Contact SCIS to have your password reset if necessary (but only if you do not know it).

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

5. SCISCD customer access in 2001–02

Customers subscribing to *SCISCD* will receive the first edition for 2002 by 9 February. We would also like to advise customers that we have extended the expiry date for the 2001 Edition 5 to accommodate the January holiday period. Edition 5, 2001 will expire on 28 February 2002 to coincide with the delivery of the first edition in 2002.

6. Information about SCIS Archiving

In *Connections 37* we reported that the SCIS database archiving project was due to be completed in mid-2001.

One of the options being investigated was to use the Voyager *suppress from OPAC* facility to remove older catalogue records from *SCIS OPAC* and online ordering. The first stage of this process was to suppress records from the *OPAC* but to continue to make them available for online ordering while we assessed the effect of suppressing a large quantity of records.

After assessing the impact on customers and the effect on searching facilities, we have decided not to proceed with this option. We can reassure our customers that the full SCIS database is still available for online ordering.

7. Thank you

SCIS would like to thank the many people we have been involved with during 2001:

- Schools that subscribed to SCIS in 2001: we look forward to your continued support next year.
- The Government, Catholic and Independent organisations that arrange bulk purchase of SCIS subscriptions.
- The cataloguing agencies, which have endeavoured to catalogue resources as quickly as possible to ensure that the catalogue records are available when schools access the SCIS database.
- Teacher Librarians, who have provided us with feedback by completing the online and product surveys, contacting us by email, telephone or fax and attending conferences and SCIS demonstrations.
- The library automation system vendors who support SCIS products and work with us to ensure compatibility with our products.

Susan Shepherd, Librarian at Cashmere High School in Christchurch, New Zealand, has the following to say about the use of SCIS in her school:

> *Cashmere High School has been using the SCIS services since January this year and we have been very pleased with the results. SCIS has saved us so much time as cataloguing is a breeze and, 'surprise surprise', something to look forward to. The wonder of catalogue records 'magically' appearing in our library system is an absolute delight.*

> *The SCIS team is fantastic as no question is too basic and we have felt supported by them every step of the way. We would encourage anyone to give it a go – once you try it, you will want to keep it.*

Resources

Thinking Voices

ISBN: 1 86366 709 1
RRP: $33.30
SCIS No: 1031835
Publisher: Curriculum Corporation 2001

Thinking Voices is a very timely publication. Reform across the middle years of schooling is high on each state and territory's education agenda and this publication draws a number of areas and issues together in providing for this unique, yet heterogenous, group of students. As middle years practitioners, we need to be mindful of the skills and attributes our students will need for work and participation in the 21st century, while concurrently being aware of research findings that indicate a reduced student connectedness to and engagement with school.

The development of students' literacy needs involves more than reading and writing. Indeed, a holistic and integrated approach to student literacy learning in the middle years necessarily includes rich and varied tasks that also promote effective speaking and listening skills. Students in the middle years are particularly keen to explore ideas, to develop and share opinions and to collaborate in group contexts. *Thinking Voices* provides a wide range of practical strategies and activities to engage middle years students in structured talk with peers, which has a direct influence on their evolving identities at a critical time in their personal and social development.

The text begins with an introduction and rationale that premise four units of work. The main perspective underpinning the text is constructivism. Students are encouraged to do the thinking and the talking while the teacher's role is to scaffold their learning by:

- modelling the associated skills with an activity
- probing students' understanding
- focusing students' thinking
- extending their ideas through questioning and prompts
- giving constructive feedback
- guiding students to reflect on their own learning.

Teachers across all key learning areas will be able to use the units as a whole or adapt the activities according to a given purpose. The authors have aligned the activities with learning outcomes from *English – A Curriculum Profile for Australian Schools* (Curriculum Corporation 1994), which provides general signposts for classroom practitioners in all Australian states and territories.

Teachers appreciate texts that are formatted for easy reference and predictability. Each unit is patterned on a similar structure, stating the purpose, required teacher preparation, development of the activity using a step-by-step approach, a statement on extending or varying the activity, followed by suggestions for student and teacher reflections. The student assessments use reflection stems or sentence starters to help students to focus on their achievements throughout the activity. Each activity page alerts the teacher to the main focus of the learning experience, such as Challenging a point of view, Developing public questioning strategies, Mapping meaning and Engaging in dialogue – student interaction.

Unit one provides tuning-in activities that help the teacher set the classroom scene and establish the culture in preparation for structured speaking and listening. Unit two uses narratives to promote oral communication skills which, in a middle years classroom, are a highly relevant and safe medium for students to explore issues of identity as their own individual identities are evolving.

The third unit focuses on broadcasting information through the media of radio, television, the Internet, computers and new technologies. It provides teachers with suggested activities to promote the critical literacy skills so necessary for students to develop as interpreters and manipulators of texts. The fourth unit incorporates activities that reflect the recognition that students in the middle years become increasingly aware of the persuasive power of words. Building on the notion of critical literacy from unit three, critical thinking is promoted as students experience confronting issues from different perspectives.

Teachers will find the *Resource Bank* very useful, as it includes the proformas mentioned in the units of work – such as the group assessment sheets, a framework of questions for planning a task, and a very extensive checklist for effective communication. The recommended resources for story telling to support unit three provide a comprehensive and accessible range of narratives for teachers to use. Importantly, the authors have developed a glossary of terms used throughout the text to assist in fully appreciating the terms needed to promote the speaking and listening aspect of the curriculum.

This publication is highly recommended for classroom practitioners of middle years students who want to further their repertoire of approaches to improving the speaking and listening skills of their students while engaging them in authentic learning experiences.

Reviewed by Kerry Robertson, BTch, GradDip (Lang & Lit), MEd (Lang & Lit)

Pathways to the Future (cont.)

In essence, I am challenging Teacher Librarians to create an information-knowledge environment for learning, one that focuses on information connectivity and empowerment for knowledge construction and the development of meaning and understanding. At its heart is an educational philosophy and practice that centres on inquiry learning, and that drives the transformative actions and evidence-based practices centering on knowledge construction and meaning making. This I believe will contribute much to a vibrant and rewarding career for Teacher Librarians.

Dr Ross Todd
Visiting Associate Professor
School of Communication, Information and Library Studies, Rutgers University
New Brunswick, New Jersey, USA

Internetting Corner

Aboriginal & Torres Strait Islander Protocols

<http://www.ntu.edu.au/library/protocol.html>
Published by ALIA and endorsed by the Aboriginal and Torres Strait Islander Library and Information Resource Network (ATSILIRN), these protocols will assist Teacher Librarians to deal with Aboriginal and Torres Strait Islander resources and people in a culturally responsible manner.
SCIS 1056897

Discovernet

<http://amol.org.au/discovernet/>
Aimed at primary and junior secondary students this gateway provides information and stories from a multitude of Australian museums and associated collections. It contains the latest information on megafauna digs in the Northern Territory and offers students the opportunity to mount their own virtual exhibition.
SCIS 1056901

Dr Seuss's Seussville!

<http://www.randomhouse.com/seussville/>
Fans of Dr Seuss will enjoy this commercially based site, which presents online games that are fun yet have an educational basis in the subjects of maths, reading, science and thinking skills.
SCIS 1031244

GameGoo – Learning that Sticks!

<http://www.cogcon.com/gamegoo/config.html>
Infants' teachers should explore this award-winning site, which will engross students for hours. It uses interactive multimedia to presents early reading and language skills in an entertaining manner.
SCIS 1056865

The Earthquake Shake – Teaser

<http://www.thetech.org/exhibits_events/online/quakes/>
This online exhibition is suitable for upper primary or lower secondary students wanting easily understood information on the major facets of earthquakes. Pictures, text and animation are used to explain faults, seismographs, plate tectonics and safety during earthquakes.
SCIS 1056857

Epact: Scientific Instruments of Medieval and Renaissance Europe

<http://www.mhs.ox.ac.uk/epact/introduction.asp>
Over 500 scientific instruments devised before the year 1600 are featured on this site. Comprehensive technical data is presented on the use and impact of the instrument along with photographs and a bibliography.
SCIS 1056852

The Eureka Stockade – A Publication from the State Library of Victoria Education Centre

<http://www.slv.vic.gov.au/slv/educate/publications/eureka/>
Original articles from the *Argus* newspaper covering the period of the Eureka Stockade uprising are reproduced here in chronological order. Additional material, links, a timeline and bibliography are included.
SCIS 1056861

Kids – Laugh & Learn

<http://www.jpl.nasa.gov/kids/kids_index.html>
Emanating from NASA and the Jet Propulsion Laboratory, this site houses a collection of wonderful sites centred on space, flight and astronomy. Students are offered the choice of viewing 3D images, constructing models, undertaking quizzes and games, or simply exploring the information present.
SCIS 1056949

Message Stick – ABC Indigenous Online

<http://www.abc.net.au/message/>
Information concerning indigenous material presented on the Australian Broadcasting Corporation's radio, television and online networks is available here. A variety of pertinent links is a feature.
SCIS 1056906

Te Kete Ipurangi – The Online Learning Centre

<http://www.tki.org.nz/>
An initiative of New Zealand's Ministry of Education, Te Kete Ipurangi is a bilingual education portal housing curriculum and administrative material, webguides, education news, discussion forums and resource guides for educators and learners.
SCIS 1056967

Teacher Librarian Magazine

<http://www.teacherlibrarian.com/>
This North American publication also has an Internet presence offering selected articles of a professional nature, book and website reviews, software information and portraits of authors and illustrators. Of particular interest are Ken Haycock's 'What works' articles.
SCIS 1056903

Water Water Everywhere

<http://thinkquestjr.moe.edu.sg/~tqj2156/>
Suitable for primary students undertaking studies of the water cycle and the supply and treatment of water to a major city. Developed by Singaporean students, the site also contains sections on water experiments and a quiz.
SCIS 1056934

World Vision New Zealand Home Page

<http://www.worldvision.org.nz/index.html>
World Vision New Zealand is an international partner of the Christian aid agency World Vision. This site outlines their philosophy, history and values. It also contains links, teacher resources, news and information on the 40-hour Famine.
SCIS 1056926

Written in Stone: Inscriptions from the National Museum of Saudi Arabia

<http://www.mnh.si.edu/epigraphy/>
Epigraphy is the study of ancient inscriptions that have been etched or engraved onto stones, boulders or cliff faces. This virtual exhibition highlights significant historical examples of inscriptions from the Kingdom of Saudi Arabia.
SCIS 1056913

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 Teacher Librarians to determine suitability for students. The links, content and address of sites reviewed may not be permanent.

International Association of School Librarianship (IASL) Conference 2001 Report

For the first time, the IASL conference was held in New Zealand specifically for those involved in supporting children's learning through the provision of information services. Several organisations collaborated in hosting the 30th Annual Conference of the International Association of School Librarianship at the Waipuna Hotel and Conference Centre in Auckland, and set the scene for future collaboration. The conference theme was *Inspiring Connections: Learning, libraries and literacies.*

The speakers included Ken Haycock (University of British Columbia), Carol Kuhlthau and Ross Todd (Rutgers University), Russell Bishop (University of Waikato) and Penny Moore (consultant, New Zealand).

Nearly 90 presentations were offered by practitioners and researchers, covering topics ranging from children's literature, censorship and Internet use to information seeking, story telling and professional development for library staff.

The conference ran from 9 to 12 July and proved to be of high interest; in fact, registrations exceeded expectations to the point that a waiting list of would-be delegates had to be created. More than 400 delegates from 21 countries took part in a lively conference, with a further undisclosed number taking part in a parallel virtual conference based on Ross Todd's keynote address. Highlights of the virtual and face-to-face conference can be accessed through <http://www.iasl-slo.org>.

A key purpose of the conference was to support the formation of the School Library Association of New Zealand Aotearoa (SLANZA) and it was apparent that local delegates appreciated the opportunity to meet each other as well as those from overseas. The success of this conference has prompted SLANZA to begin planning its first stand-alone conference. Those presenting papers were evenly divided between New Zealand and international delegates.

The International Association of School Librarianship comprises personal and association members from more than 80 countries committed to enabling young people to develop literary and cultural appreciation and to use information effectively through the improvement of school libraries and school library programs as a vital component of education. A key objective of the organisation is to promote the development of school library associations around the world.

Delegates attended from around the world. Countries represented at the conference included Australia, Israel, Sri Lanka, Botswana, Japan, Sweden, Canada, Malaysia, Tonga, Denmark, New Zealand, United Kingdom, Hong Kong, Singapore, USA, Iceland and South Africa.

IASL awards 2001

IASL received 30 applications for its award programme, most being for the UNESCO Book Project and for the Jean Lowrie and Ken Haycock Leadership Development awards. The award panels did not have an easy task making their independent selections, but were unanimous in their decisions. They are sincerely thanked for their efforts with congratulations going to the following IASL Award winners for 2001:

- SIRS Commendation: Jenny Stubbs, Australia
  Jenny Stubbs, a leader in the Ipswich District Teacher Librarian Network, has been awarded the IASL/SIRS Commendation Award for 2001. The awards panel noted that the range of resources produced in support of Book Week each year and the activities developed over 11 years to support the biennial festival of children's literature and young writers' camps is impressive. Feedback from the participants, children, authors, illustrators, teachers and parents, indicates the success of the program in the local community. Members of the network are also provided with ongoing professional development.

- Jean Lowrie Leadership Development Award: Solomon Zewdie, Ethiopia
- Ken Haycock Leadership Development Award: Joe Pereap, Papua New Guinea
- Unesco Book Project: Academy of Jesus (Herminigilda Salazar), Philippines
- Honourable Mention: Project led by Olga Gromova, Editor-in-Chief of Bibliotek v shkole
- IASL/Softlink Alice Research Award: Jennifer Branch, USA
- IASL/Concord School Library Web Page of the Year Award: Joyce Valenza, Librarian/Webmaster at Springfield Township High School, USA
- Softlink Alice School Library Automation Award: Sue Butler, Okaihau College, New Zealand.

The 2002 IASL conference will be held 5–9 August in Petaling Jaya, Malaysia. The theme will be *School Libraries for a Knowledge Society.* For more information about the 2002 conference, please contact the IASL Conference Secretariat, Educational Technology Division, Ministry of Education, Pesiaran Bukit Kiara, 50604 Kuala Lumpur, Malaysia. See also the conference website at <http://www.iaslmalaysia2002.org/> or Fax: 603-252 3763.

For more information about IASL membership or services provided, please contact the IASL Secretariat, Box 34069, Dept 962, Seattle, WA 98124-1069, USA.
Voice: 1 (604) 925-0266;
Fax: 1 (604) 925-0566;
Email: <iasl@rockland.com> or visit our website School Libraries Online at <http://www.iasl-slo.org>.

Penny Moore is the Executive Director of IASL Contact email: <penny.moore@xtra.co.nz>.

SCIS in the West

The Western Australian Department of Education supports SCIS through the activities of Curriculum Materials Information Services. With a name as long as that it is not surprising that we're known mostly as CMIS!

The WA Department of Education has had a strong commitment to a library service for government schools in this state. The central cataloguing agency was set up in the early 1960s and, over the years, the service has been delivered using a wide range of technology – from the catalogue cards printed with the Fordigraph duplicator in 1963 to the down-loaded records from the *SCISWeb* of today.

As in service delivery, the resources have undergone considerable changes. In 1964 the CMIS Cataloguing Section catalogued 12 000 resources – all books. In 2000 we catalogued 16 000 resources – books, videorecordings, computer software and websites.

The WA cataloguing agency is one half of CMIS. The other half, CMIS Evaluation, concentrates on identifying and reviewing quality curriculum resources for schools; CMIS Cataloguing's task is to make curriculum resources manageable and retrievable in the school library environment.

So who does the work? There are eleven people in the cataloguing team: five cataloguers (Barbara Carle, Sabina Cull, Tina Hoyland, Leonie Samuelsson and Barbara Shardlow), five catalogue support officers (Glen Curley, Stephen Markham, David Smith, Wendy Taylor and Eddie Totten) and a coordinator (Bev Blackwell). In common with the other SCIS cataloguing agencies, the team:

- creates catalogue records for curriculum resources
- participates in the SCIS standards committee
- provides support for library staff through a help line, email and the CMIS website
- presents PD sessions for library officers in the use of *SCISWeb*.

The service is comprehensive – if a resource acquired by one of our schools has not been catalogued, we will catalogue it. CMIS currently contributes approximately 40 per cent of the records added to the SCIS database annually.

Our responsibilities have expanded to include:

- assigning metadata and inputting data for EdNA Online
- assigning metadata to web pages created by the teaching and learning division of the WA Department of Education
- maintaining our own website as well as a number of teaching and learning websites including LOTE and ECE

- assigning ISBNs and creating cataloguing-in-publication records for department publications
- evaluating library automation systems for use in Department schools.

With more than enough to keep us busy the team also keeps an eye on the finer things in life: morning teas, Friday coffee, and waiting for the big Lotto win that will make the money-hungry meters in the council carpark a distant memory. Luckily, a range of interests ensure that we can find most resources interesting. There is a strong affinity to felines (though this is not universal) and fascination with travelling, crafts, food, saving our heritage and the environment and sport. We've survived a spate of house building and teenage children.

With the WA Department of Education undergoing a major restructure, there has been some physical reorganisation of the building and a promise of refurbishment. We're hoping that eventually this translates into the replacement of our grass-green carpet.

Bev Blackwell is the Coordinator of Cataloguing with the Western Australian Department of Education located at 151 Royal Street, East Perth. Further information can be found on the CMIS website <http://www.eddept.wa.edu.au/cmis>.

The SCIS Agency in New South Wales

The New South Wales agency of SCIS is part of the Library and Information Literacy Team of the Professional Support and Curriculum Directorate. The agency is situated at Ryde, with other units of the teaching and learning portfolio of the NSW Department of Education and Training (DET). Seven cataloguers work in the agency, some full time and others part time.

Scan, the journal for Teacher Librarians, and the Resource Review Program are the other sections of the team. Each section reports to the policy adviser for libraries in government schools in NSW. The cataloguers work closely with *Scan*

and the Review Program to support Teacher Librarians in their selection and cataloguing of resources. Recently published resources catalogued for SCIS are circulated to the review section of NSW DET for consideration in their process. Reviews are published in *Scan*, on the HSC online website <http://hsc.csu.edu.au/> or in the curriculum resources section of the NSW Department's website.

In the year 2000, NSW added 10 500 cataloguing records to the database out of a total 35 000 records added that year to SCIS. Of the 10 500, more than 8000 were sent in from

schools. Some resources were sent from publishers as preview copies for SCIS and *Scan*. Others were acquired through the arrangements with distributors to catalogue their resources as part of their service to schools.

The team's website *School libraries: empowering learning* contains news and information about SCIS in NSW and contact details for members of the team. The URL of the site is <http://www.det.nsw.edu.au/schoollibraries>. Details for subscribing to *Scan* are also on the site.

The SCIS Agency in New South Wales (cont.)

The agency is involved in other functions within the Directorate including:

- assigning ISBNs and SCIS numbers to departmental documents
- creating metadata for resources added to the Professional Support and Curriculum website
- training in using SCIS for the school-based course for Teacher Librarians
- checking of bibliographic details for resources used in departmental documents
- professional development in SCIS for Teacher Librarians
- discussing cataloguing issues via email and listservs
- collaborating with the OASIS support team to ensure that the SCIS products are efficiently delivered to government schools.

NSW contributes to the development of the SCIS standards and new subject headings, a cooperative venture undertaken by all of the SCIS agencies and the SCIS unit in Curriculum Corporation. On the Curriculum Corporation website is a form for proposing new subject headings that Teacher Librarians would like. NSW Teacher Librarians are welcome to email or fax proposals for new headings to <Anne.Dowling@det.nsw edu.au> or Fax: +61 2 9886 7413.

Any resources that are not located on SCIS can be sent to the agency for cataloguing. The address is: SCIS Cataloguing and Review Team, Professional Support and Curriculum Directorate, NSW Department of Education and Training, 3a Smalls Road, Ryde NSW 2112.

The NSW cataloguers have a variety of interests, in particular travel and food. At one time there were three members called Anne but now there are only two – it was mooted that only people called Anne or Ann would be employed here.

The NSW cataloguers are all requested on their travels to send a postcard of a library from the countries they are visiting. If you are passing by Ryde, we can show you our collection of postcards from libraries of the world. You may be surprised that Schonbrun Palace is included but then there was probably a library in the palace. We do allow a little leeway in selection.

Anne Dowling is the Cataloguing Coordinator of the NSW agency.

Some Thoughts on *SCIS Subject Headings Fifth Edition* (cont.)

Initial discussions have commenced with OCLC Forest Press about this project and updates on this project will be included in future editions of *Connections*.

Online access

It is very likely that the *SCIS Subject Headings Fifth Edition* will be available to users on the Internet. The need for a more robust and up-to-date list of headings that reflects the continuing changes in society as well as the curriculum, necessitates the ability for an updated and 'live' version of the *SCIS Subject Headings* to be available to users. SCIS will examine a number of options to determine how an online version

of the *SCIS Subject Headings* can be developed.

MultiTes software, for example, enables a basic HTML file of the headings to be generated, allowing the user to browse and navigate their way through the list of headings and to select a term that is then incorporated into a search engine automatically, eg Altavista. Whenever changes are made to the headings, a new file is generated by SCIS.

A 'real-time' version of the *SCIS Subject Headings* can also be made available using MultiCGI software but with added search features, eg users can enter search terms. In addition, any changes made to the headings

are reflected automatically in the headings list, rather than having to regenerate the file.

Conclusion

In summing up, the enhancements discussed in this article are just some of the ideas that the SCIS team are considering for the *SCIS Subject Headings Fifth Edition*. We would value any feedback from readers about these suggestions. Please contact Steven Haby on Tel: +61 3 9207 9600 or Email: <Steven.Haby@curriculum.edu.au>.

Steven Haby is Manager, Metadata Initiatives, in the SCIS Unit at Curriculum Corporation.

Barcode Scanners

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

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

	Price (IBM)	Price (MAC)
DatalogicDLC6165 Fixed scanner (1 year warranty)	$198.00	$345.40
DatalogicDLC6165 Fixed scanner (2 year warranty)	$227.70	$375.10
Standard 1067 Fixed scanner (3 year warranty)	$328.90	$328.90
Portable 1067M Portable scanner (3 year warranty)	$658.90	$658.90
Postage and handling within Australia	$8.00	$8.00
Postage and handling outside Australia	$20.00	$20.00

Prices are in Australian dollars and include gst.

Cataloguing News

New and changed subject headings and references

In every issue of *Connections* SCIS publishes a list of those subject headings and references that have been added or changed since the last ISSC Teleconference. In addition to individual lists, SCIS also publishes a cumulative list of headings.

SCIS Subject Headings Fourth Edition is now out of print and unavailable for purchase. Customers are encouraged to print off the cumulative list for insertion as an Addendum at the back of *SCIS Subject Headings Fourth Edition*. This ensures customers are able to keep the Fourth Edition as up-to-date as possible prior to publication of the next edition.

These lists of headings can be located on the SCIS website at <http://www.curriculum.edu.au/scis/database/changes.htm>.

New, amended and replaced subject headings from the SCIS Information Services Standards Committee (July 2001)

Note

Most of the music headings in *SCIS Subject Headings Fourth Edition* have had their scope notes revised to enable the headings to be used not only for critical works but also on works that are themselves music. In addition, the use of 'scores' in some scope notes was not considered to adequately cover all types of printed music.

In response to this, all appropriate music headings in *SCIS Subject Headings Fourth Edition* have had their scope notes revised to begin with 'Use for works of, or about, …' with the understanding that 'works of …' refers to scores, recordings and so on that are themselves works of music.

Attitude (Psychology)

Add NT Stereotypes

Ballads

Delete first sentence of SN and replace with
Use for works of, or about, ballads.

Ballads, Scottish

Add Use for works of, or about, Scottish ballads.

Ballet music

Delete SN and replace with
Use for works of, or about, ballet dance music and ballet dance instruction accompanying ballet dance music.

Band music

Add Use for works of, or about band music.

Blood clots
USE Deep vein thrombosis

Bouzoukia music

Add Use for works of, or about, bouzoukia music.

Brass instrument music

Add Use for works of, or about, brass instrument music.

Buses

Add NT School buses

Buses, School
USE School buses

Buskers
Delete existing USE reference and replace with
USE Street musicians.

Canons, fugues, etc.

Delete first sentence of SN and replace with
Use for works of, or about, canons, fugues, etc.

Canons, fugues, etc. (Piano)

Add Use for works of, or about, canons, fugues, etc. for piano.

Carols

Delete existing SN and replace with
Use for works of, or about, carols.

Chamber music

Add Use for works of, or about, chamber music.

Chants

Add Use for works of, or about, chants.

Chemical equilibrium

UF Equilibrium, Chemical
BT Chemical reactions

Chemical reactions

Add BT Chemistry
Add NT Chemical equilibrium

Chemistry

Add NT Chemical reactions

Choral music

Add Use for works of, or about, choral music.

Christmas music

Add Use for works of, or about, Christmas music.

Clarinet music

Add Use for works of, or about, clarinet music.

Computer education

Add RT Computer literacy

Computer literacy

Use for works on the ability to access, understand and use the capabilities and applications of computers.
UF Literacy, Computer
BT Computer science
     Education
RT Computer education
     Information literacy

Computer music

Add Use for works of, or about, computer music.

Computer science

Add NT Computer literacy

Concerti grossi

Add Use for works of, or about, concerto grossi.

Concertos

Delete first sentence of SN and replace with
Use for works of, or about, concertos.

Concertos (Piano)

Add Use for works of, or about, piano concertos.

Criticism

Delete first sentence of second paragraph in SN and replace with
See also subdivision under literary, music and film form headings, e.g. Popular music – History and criticism.

Deep vein thrombosis

UF Blood clots
     Deep venous thrombosis
     DVT
     Economy class syndrome
BT Health

Cataloguing News (cont.)

Dance music
Add   Use for works of, or about, dance music.

Deep venous thrombosis
USE   Deep vein thrombosis

Didjeridoo music
Add   Use for works of, or about, didjeridoo music.

Discrimination
Add   RT   Stereotypes

Double bass music
Add   Use for works of, or about, double bass music.

Drum music
Add   Use for works of, or about, drum music.

DVT
USE   Deep vein thrombosis

Easter music
Add   Use for works of, or about, Easter music.

Economy class syndrome
USE   Deep vein thrombosis

Education
Add   NT   Computer literacy
Add   NT   Information literacy

Electronic music
Add   Use for works of, or about, electronic music.

Equilibrium, Chemical
USE   Chemical equilibrium

Feng shui
Delete   RT   Fortune telling

Feng-shui
Delete existing USE reference and replace with
USE   Feng shui

Fengshui
Delete existing USE reference and replace with
USE   Feng shui.

Finding things
USE   Lost and found

Flute music
Add   Use for works of, or about, flute music.

Folk music
Add   Use for works of, or about, folk music.
Add   RT   World music

Folk music, Australian
Add   Use for works of, or about, Australian folk music.

Fortune telling
Delete   RT   Feng shui

Gospel music
Add   Use for works of, or about, gospel music.

Health
Add   NT   Deep vein thrombosis

Heavy metal music
Add   Use for works of, or about, heavy metal music.

Hymns
Add   Use for works of, or about, hymns.

Information literacy
Use for works on the overall ability to access, evaluate and use information from a variety of sources and in different life contexts.
For works on the techniques applied to gather data and process information, use Information skills.
UF   Literacy, Information
BT   Education
        Information science
RT   Computer literacy
        Information skills
        Life skills

Information science
Add   NT   Information literacy

Information skills
Add   RT   Information literacy

Improvisation (Music)
Add   Use for works of, or about, improvisation in music.

Instrumental music
Add   Use for works of, or about, instrumental music.

Jazz music
Add   Use for works of, or about, jazz music.

Jazz musicians
Add   Use for works of, or about, jazz musicians.

Keyboard music
Delete SN and replace with
Use for works of, or about, music performed using keyboard instruments such as piano.

Librettos
Add   Use for works of, or about, librettos.

Life skills
Add   RT   Information literacy

Literacy, Computer
USE   Computer literacy

Literacy, Information
USE   Information literacy

Losing things
USE   Lost and found

Lost and found
UF   Finding things
        Losing things
        Lost animals
        Lost articles
        Lost pets
        Lost property
        Missing possessions
BT   Personal property
RT   Missing persons

Lost animals
USE   Lost and found

Lost articles
USE   Lost and found

Lost pets
USE   Lost and found

Lost property
USE   Lost and found

Lullabies
Add   Use for works of, or about, lullabies.

Marches (Music)
Delete first sentence of SN and replace with
Use for works of, or about, march music.

Marches (Piano)
Add   Use for works of, or about, piano marches.

Mental stereotype
USE   Stereotypes

Military music
Add   Use for works of, or about,
military music.

Minuets
Add   Use for works of, or about, minuets.

Missing persons
Add   RT   Lost and found

Missing possessions
USE   Lost and found

Motion picture music
Add   Use for works of, or about,
motion picture music.

Music
Add   Use for works of, or about, music.
Remove   NT   Street music and musicians
Add   NT   Street music

Music – Ethnology
Add   RT   World music

Music, Aboriginal
Add   Use for works of, or about,
Aboriginal music.

Music, African
Add   Use for works of, or about,
African music.

Music, Afro-American
Add   Use for works of, or about,
Afro-American music.

Music, American
Delete existing SN and replace with
Use for works of, or about, music of the United
States.

Music, Ancient
Delete existing SN and replace with
Use for works of, or about, music to 400 AD.

Music, Baroque
Add   Use for works of, or about,
Baroque music.

Music, Buddhist
Add   Use for works of, or about,
Buddhist music.

Music, Byzantine
Add   Use for works of, or about,
Byzantine music.

Music, Classical
Add   Use for works of, or about,
classical music.

Music, Impressionist
Add   Use for works of, or about,
impressionist music.

Music, Incidental
Delete existing SN and replace with
Use for works of, or about, music played
during the action of a film, play, etc. but not
forming an essential part of the performance.

Music, Indian
Add   Use for works of, or about,
Indian music.

Music, Islamic
Add   Use for works of, or about,
Islamic music.

Music, Medieval
Add   Use for works of, or about,
Medieval music.

Music, New Zealand
Add   Use for works of, or about,
New Zealand music.

Music, Renaissance
Add   Use for works of, or about,
Renaissance music.

Music, Romantic
Delete existing SN and replace with
Use for works of, or about, music of the late
18th and 19th centuries.

Musicians
Delete   NT   Street music and musicians
Add   NT   Street musicians

Musicians, Street
Delete existing USE reference and replace with
USE   Street musicians

National songs
Add   Use for works of, or about,
national songs.

National songs, Australian
Add   Use for works of, or about,
Australian national songs.

Nursery rhymes
Add   Use for works of, or about,
nursery rhymes.

Operettas
Delete SN and replace with
Use for works of, or about, operettas.

Oratorios
Add   Use for works of, or about,
oratorios.

Orchestral music
Add   Use for works of, or about,
orchestral music.

Organ music
Add   Use for works of, or about,
organ music.

Percussion music
Add   Use for works of, or about,
percussion music.

Personal property
Add   NT   Lost and found

Piano music
Add   Use for works of, or about,
piano music.

Polkas
Add   Use for works of, or about, polkas.

Popular music
Delete first sentence of SN and replace with
Use for works of, or about, non-classical,
modern instrumental and vocal music.
Add   NT   World music

Programme music
Delete SN and replace with
Use for works of, or about, music based on a
scheme of literary ideas or of mental pictures
which the composer seeks to evoke or recall
by means of sound (opposed to absolute music).

Quartets
Add   Use for works of, or about, quartets.

Ragtime music
Add   Use for works of, or about,
ragtime music.

Rap music
Add   Use for works of, or about,
rap music.

Reggae music
Add   Use for works of, or about,
reggae music.

Requiems
Add   Use for works of, or about,
requiems.

Rock music
Delete SN and replace with
Use for works, of or about, amplified
contemporary music derived basically from
rhythm and blues but often incorporating
aspects of other types of music, e.g. jazz or
country and western.

Cataloguing News (cont.)

Rock operas
Add   Use for works of, or about, rock operas.

Sacred music
Delete first sentence of SN and replace with
Use for works of, or about, music pertaining to religion.

Saxophone music
Add   Use for works of, or about, saxophone music.

School buses
UF   Buses, School
BT   Buses

School songs
Add   Use for works of, or about, school songs.

Sea songs
Add   Use for works of, or about, sea songs.

Self-perception
Add   RT   Stereotypes

Social role
Add   RT   Stereotypes

Sonatas
Delete first sentence of SN and replace with
Use for works of, or about, sonatas.

Sonatas (Piano)
Add   Use for works of, or about, sonatas for piano.

Songs
Delete   NT   Street music and musicians

Stereotyped behaviour
USE   Stereotypes

Stereotypes
Use for works about characterising individuals or particular groups of people, according to a conventional idea or concept, e.g. sex role stereotyping.
UF   Mental stereotype
       Stereotyped behaviour
BT   Attitude (Psychology)
       Thought and thinking
RT   Discrimination
       Self-perception
       Social role

Street music and musicians
Delete existing heading and replace with new headings Street music and Street musicians (see below).

Street music
Use for works of, or about, street music
UF   Street songs
BT   Music
NT   Street musicians

Street musicians
UF   Buskers
       Musicians, Street
BT   Musicians
       Street music

Street songs
Delete   USE   Street music and musicians
Add   USE   Street music

String ensembles
Delete existing SN and replace with
Use for works of, or about, ensembles of less than ten stringed instruments.

String orchestral music
Add   Use for works of, or about, string orchestral music.

String quartets
Add   Use for works of, or about, string quartets.

Suites
Delete first sentence of SN and replace with
 Use for works of, or about, suites.

Suites (Piano)
Add   Use for works of, or about, suites for piano.

Symphonic poems
Delete existing SN and replace with
Use for works of, or about, symphonic poems.

Symphonies
Delete first sentence of SN and replace with
Use for works of, or about, symphonies.

Symphonies (Chamber orchestra)
Add   Use for works of, or about, symphonies for chamber orchestras.

Symphonies (Piano with orchestra)
Add   Use for works of, or about, symphonies for piano with orchestra.

Television music
Add   Use for works of, or about, television music.

Thought and thinking
Add   NT   Stereotypes

Trumpet music
Add   Use for works of, or about, trumpet music.

Variations
Delete first sentence of SN and replace with
Use for works of, or about, variations.

Variations (Piano)
Add   Use for works of, or about, variations for piano.

Violin music
Add   Use for works of, or about, violin music.

Vocal music
Add   Use for works of, or about, vocal music.

Waltzes
Delete first sentence of SN and replace with
Use for works of, or about, waltzes.

Waltzes (Piano)
Add   Use for works of, or about, piano waltzes.

War songs
Add   Use for works of, or about, war songs.

Weta
Delete existing heading and replace with

Wetas
Example under Insects.

Wind quartets
Add   Use for works of, or about, wind quartets.

Work songs
Add   Use for works of, or about, work songs.

World music
Use for works of, or about, music that combines elements from traditional rhythms from around the world with contemporary music genres such as jazz and rock music.
BT   Popular music
RT   Folk music
       Music – Ethnology

World War, 1939–1945 – Songs and music
Add   Use for works of, or about, songs and music of World War Two.