connections

scis

SCHOOLS CATALOGUE INFORMATION SERVICE

Issue No. 24

In this issue...

New Generation SCIS

Welcome to the first issue of Connections for 1998. The new look Connections reflects the culmination of many years of work on the SCIS service. In 1998 over 6,000 Australian schools are subscribing to the new SCISWeb and SCISCD downloading products. This 'coming of age' of SCIS is recognised by the new logo, and a review of the Connections newsletter. In this issue is a review sheet. Your feedback will directly influence the content, format and form of delivery of future Connections. We are particularly interested in your views on the place of Connections in the growing online and Internet field. Please take the time to fill in and return the feedback sheet.

As well as further information on the new SCIS products, this issue also contains a farewell to Lance Deveson, who as manager of the SCIS Unit over the last seven years has made a significant contribution to the development of SCIS.

You might also like to check out the new look SCIS Website at
http://www.curriculum.edu.au

In what promises to be an exciting and interesting year as editor I would appreciate any feedback, suggestions for articles, or the location of terrific Internet sites you would like to share.

Nigel Paull
Editor
nkp1@bigpond.com

From the Ashes

A disaster occurring in a library is often in the back of the minds of Teacher Librarians. Occasionally we hear reference to floods, acts of vandalism, or worst of all a devastating fire. In late 1996 Grafton Public School, a K-6 school in northern NSW with 850 students, had its library burnt to the ground, along with the entire collection housed in it. The process of rebuilding the library and replacing the collection occupied all of 1997. Ann Johnston, Teacher Librarian at Grafton Public School, spoke to Nigel Paull about this harrowing time.

Ironically, several hours after attending the official opening of the new school hall, Ann was woken by two staff members at 2.30 am and told the tragic news that the library was completely burnt down. Her first response was to ask if they were joking. Her second response was to immediately check her handbag for the all important OASIS system back up tapes, just to be sure they were there. They were.

Ann surveyed the scene and realised that nothing could be salvaged from the remains of the charred library. After reporting to police

From the Ashes (cont.)

and fire authorities, Ann and the staff of the school realised that the greatest loss would not be the videos, computer equipment or thousands of books, but rather the irreplaceable archives, photos and sporting trophies dating back to the 1880s.

The day after the fire the school staff devised a plan to cope with the disaster. Ann was released for a year to work on coordinating and replacing the collection while a casual Teacher Librarian was employed to take classes in individual classrooms. Deputy Principal Maurice Johnston worked closely with Ann handling the administrative and financial details in conjunction with the auditors, insurance assessors and the NSW Department of School Education.

The site was cleared, and work on the replacement building commenced. A temporary portable library became the operations centre for planning the massive task of replacing an entire collection. Members of the community responded quickly and came forward with old photographs, copies of documents, newspaper clippings and video recordings of past school events to help rebuild the archives.

Ann and her team of clerical staff had to start assessing the loss of items from the collection. Printing all the relevant information from the OASIS tapes took 28 hours (and killed off an old loaned printer). It was established that of 17 000 items in the collection 2 285 survived, simply due to the fact that they were borrowed at the time. Once the stock loss was established additional clerical staff were hired to cope with processing and the payment of orders. A significant loss for teachers was that of the reading resource boxes, which contained unique teacher developed material. Getting a workable Reference and Teacher Reference section up and running in the first few weeks was imperative. This would assist teachers to continue to provide quality teaching programs.

New computers for OASIS were ordered, along with new barcodes. The barcodes were ordered with a starting number 10 000 higher than the last one used prior to the fire to make identification easy. Donation stickers were also needed to complement the hundreds of books being donated by schools, individuals and businesses. Forward planning saw the ordering of all the necessary pre-requisites to process the huge amount of new stock that would be arriving. Indeed the order for covering materials alone was worth over $10 000.

Publishers and booksellers set up displays to assist the staff to select appropriate material. Under the guidelines set out by the assessor, items had to be purchased in corresponding quantities to each Dewey location prior to the fire. Initially individual books were ordered but it soon became apparent that buying a series of titles, or multiple copies, was more time efficient. Buying trips to Sydney were organised and on the first occasion 4 000 books were purchased, on the second another 3 000. Buying a publisher's entire catalogue was not an isolated experience.

Before items were added to OASIS they had to be matched to their invoice in what proved to be a daunting task. By the end of March the first records were ordered from Curriculum Corporation using Rapid Retrospective. This process would continue through to the end of 1997 when the sixteenth Rapid Retrospective disk was returned and the last items were added to OASIS. Indeed Ann remarked that 'the whole library revolved around Rapid Retrospective'.

By term 3 resource boxes were being borrowed by the staff from the temporary library, and by term 4 class loans of both fiction and non-fiction were available. A fortnight before the end of the 1997 school year the stock was being transferred to the new library building. The staff and students of Grafton Public School were eagerly looking forward to the commencement of the 1998 school year when things would be back to normal.

Throughout 1997 Ann and Maurice organised a willing band of workers behind the scenes. Local schools allowed some clerical staff or Teacher Librarians to assist where possible. The local Teacher Librarians' collegial group held meetings and assisted with developing strategies and work flow patterns. Parents, teachers and students of Grafton Public School helped with covering the thousands of books, as did other schools. Indeed boxes of books were delivered and returned by various schools throughout the Clarence Valley. A myriad of details had to be attended to along the way. These ranged from thank you letters for donations, to keeping parents and staff informed of progress, and choosing fixtures for the new building.

At times the task seemed overwhelming, but it was completed due to thorough planning at the school level and cooperation among individuals and groups. A lot of people gave that little extra of themselves during this time: staff gave up part of their holidays; assistance from the NSW Department of School Education's OASIS Helpline was terrific; service from suppliers was efficient; and the SCIS staff from Curriculum Corporation were most helpful. Approximately $300 000 was spent on new stock and $1 000 000 on a new building. Grafton Public School now has one of the leading collections of contemporary resources in NSW, but at a tremendous cost in terms of time, money and lost opportunities.

At the time of writing someone had been charged with setting fire to Grafton Public School's library, with the matter still to be resolved in court.

Have You Read This?

Bruce, L. 'Setting up effective research assignments for students'. Scan. 16(4), November, 1997, 22-24.

Lorraine Bruce, Teacher Librarian at Pennant Hills High School and Cherrybrook Technology High School, Sydney, suggests that Teacher Librarians should be assisting teachers to set assignments that deal with more than mere content. By incorporating facets of Bloom's Taxonomy, learning styles and information skills into research assignments students will have the opportunity to become independent learners, with the ability to synthesise and interpret information. The article includes examples of these concepts.

Brady, L. 'Searching the Internet'. School PC Australia. November, 1997, 13-14.

This concise guide to Internet searching techniques has been compiled by Laurice Brady, Technology Librarian at St Kevin's College, Melbourne. Starting with the more basic concepts and procedures for Internet searching, the article progresses through to impressive checklists for effective search strategies. Brady includes other tips and techniques that would be beneficial to Teacher Librarians and students in order to maximise results and minimise time spent searching the Internet.

Thomler, J. 'Porn filters & net blockers'. internet.au. January, 1998, 50-53.

Parents and schools are aware that no Net filtering/monitoring system offers complete protection from objectionable sites. The only way to offer complete protection is for parents and teachers to surf the Net with their children. However there are several effective filters that are commercially available. The author of this article rated the six most popular software packages via their ability to block offensive/inoffensive material, ability to add/subtract search phrases, and if they log sites accessed. The author also points out the negative aspects of using Net filters.

Debowski, S. 'Managing technological change'. Access. 11(4), November, 1997, 30-32.

The changes that Teacher Librarians and school libraries face in the near future are addressed in this article by Dr Shelda Debowski. She outlines the two key issues facing Teacher Librarians as 'the function of the school library as more electronic resources are integrated into the collection, and second, what will be the role of the Teacher Librarian'. She offers valuable strategies to cope with the challenges faced by Teacher Librarians, especially in relation to the merging of roles and responsibilities between Teacher Librarians, computer teachers and IT specialists. It is in this context that Teacher Librarians need to distinguish and re-evaluate their role.

Internetting Corner

Britannica Internet Guide
http://www.ebig.com/
A navigation service to thousands of quality sites selected by Encyclopaedia Britannica editors. Still in the developmental stages.

AIMS Home Page
http://www.aims.gov.au
The Australian Institute of Marine Science offers information about research on the Great Barrier Reef and has related marine science links.

Australian Children's Television Foundation Home Page
http://www.actf.com.au
Contains teaching and learning activities to complement the various programs developed by the Australian Children's Television Foundation.

Welcome to Network for Education
http://www.dse.nsw.edu.au
Home of the NSW Department of Education and Training, this comprehensive site covers news, policy information, training programs and a wealth of reviews of teaching/learning materials.

The JASON Project
http://www.jasonproject.org/
The 'JASON Project' was developed by Dr Robert D. Ballard to allow teachers and students to become involved in expeditions using innovative teaching/learning methods.

Australian Newspaper Internet Sites
http://www.nla.gov.au/oz/npapers.html
Links to over forty Australian newspapers are contained on this site.

MoMA
http://www.moma.org/menu.html
A guide to the collections housed in the Museum of Modern Art, New York.

Welcome to the Alphabet Superhighway
http://www.ash.udel.edu/ash/
A K-12 site containing a wealth of curriculum resources for teachers and students.

Britannica Sporting Records: The Olympic Games
http://sports.eb.com/sports
Developed by Encyclopaedia Britannica this Website contains information on the Olympic Games, with a database of records. The first phase of a more extensive coverage of sports and sporting records.

Welcome to Rigby's World of Egypt
http://www.powerup.com.au/~ancient/
Mark Rigby's Website contains information about Egyptian travel, news, antiquities and even ancient love poems.

The World History Links Page
http://www.historyoftheworld.com
This award winning site contains extensive information and links on world history.

Pacific Islands Internet Resources Home Page
http://www2.hawaii.edu/~ogden/piir/index.html
An index of resources available on the Pacific islands from Palau to Pitcairn and beyond.

CC News

Farewell to Lance Deveson

Lance has been with Curriculum Corporation since September 1990.

Lance has been a key member of staff with the Corporation for his whole tenure. He is personally responsible for the fact that SCIS is still with us. Without his dedication, commitment, hard work and technical skill, it is doubtful that SCIS would have made it to the second half of the 90s.

Sometimes, when Lance comes in dressed in a short-sleeved Collingwood jumper, a beanie and a pair of appalling football shorts, it is hard to remember that he is a significant national figure in the school libraries network. But he is. He is the only one of us who is genuinely regarded as a guru by his peers. I sometimes, in moments of weakness, agree to speak to conferences of Teacher Librarians. When I do, they wait impatiently through what I have to say, then all ask questions about Lance.

'How is Lance?' 'He was looking very tired when we saw him last.' 'We do hope he can come to our next conference!' 'He is such a lovely man!' 'You will tell him to eat up all his vegies.'

As a result of Lance's departure, I will no longer be able to go to conferences of teacher librarians, since all I will be asked is how we could let such a wonderful person go.

I want to thank Lance on behalf of the Board for the outstanding work he has done for the Corporation. He has been the heart of SCIS for years, and I know he feels a strong personal commitment to the maintenance of that service to Teacher Librarians. It is to his great credit that, despite all the difficulties and financial hardships SCIS has endured, it is now more popular, efficient and technologically advanced than at any time in its history.

Curriculum Corporation wishes Lance the happiest and most successful time in his new job.

Bruce Wilson
Chief Executive Officer

Thank you from Lance

Sitting in my office in East Melbourne and being surrounded by Books and Users in a 'real' library has enabled me to reflect on my 7+ years at Curriculum Corporation and in particular the SCIS Unit.

Without doubt, those 7 years have been the most challenging of my career to date, but also the most enjoyable. I look back, with many very pleasant memories, on the achievements the team within SCIS attained in that period and without doubt Connections features highly in those achievements. It was one of the first tasks I was assigned when I commenced at Curriculum Corporation and therefore it is pertinent that I write this Thank you to you all in Connections.

Nigel and Ellen have given me the opportunity and some space in Connections to say thanks to the many Teacher Librarians who have listened, advised, written to, argued with, but at all times remained very good friends with me during my time at SCIS. I thank you all for your support of SCIS, and me personally, during a great time of change within the service. The advent of the downloading products is something of which the SCIS team can be immensely proud.

I would also like to thank the SCIS staff, Ellen, Nicole, Maxine, Tricia, Jan, Heather, Angie and Narelle for their undying support of the SCIS aims, and of me personally, in my time at Curriculum Corporation, for without their abilities and belief in what we could achieve together the SCIS of today would not have been possible. The staff within each SCIS agency also need special thanks for their efforts in ensuring that data is entered onto the SCIS database in a timely manner, and in accordance with SCIS cataloguing standards. Thank you all.

My new position at the Corporate Resource Agency will enable me to further my interest in the next big push within libraries - digital resources. My new position gives me that opportunity but I wouldn't have been able to pursue that had it not been for the valuable experience and opportunities I have had within SCIS.

I thank you all and hope you all continue to support SCIS - the best bibliographic service for school libraries in the world.

Best wishes,
Lance Deveson.

Vale Alan Ferguson

Teacher Librarians will be saddened to learn that Alan Ferguson, a former employee of ASCIS and Curiculum Corporation as its Education Officer, passed away suddenly on January 24th, this year.

Alan, and his wife Jenny, were two of the original employees of ASCIS and Alan was instrumental in creating the DOBIS online module, ASCISRECON and established the original ASCIS Helpline. Alan, in his role of Education Officer, was also responsible for much of the early User training and documentation, as a well as assisting at Inservice days and Conferences. Alan, and Jenny, worked at ASCIS and Curriculum Corporation until 1992 before resigning to pursue other library interests. After SCIS, Alan kept up his contact with school libraries by involvement with ASLA, both as a member, and at times, employee.

The SCIS staff were very shocked to hear of Alan's untimely death and our thoughts are with Jenny and the family at this time.

Vale Alan.

Other staff news

As well as Lance's departure, Nicole England is currently on maternity leave. Tricia Nathan is now looking after customer support and marketing. Jan Mathews has recently joined the team and provides customer support and liaison with library software suppliers. Ellen Paxton continues as National Cataloguing Co-ordinator, and is responsible for SCIS database quality and liaison with state cataloguing agencies. Maxine Campbell continues to provide customer support, and product and data quality assurance. The SCIS Unit is managed by Keith Gove, Curriculum Corporation's Information Services Manager, who also manages the OZJAC Unit. Technology support is provided by the Corporation's Information Technology Manager, Graham Williams.

New Products – SCISWeb and SCISCD

At last customers have been able to subscribe to two products that allow them to search and export catalogue records from the SCIS database and then immediately download those records into their Library automation system. If you are requiring further information about our new products all details can be obtained from our Website. We would encourage Teacher Librarians to refer to Curriculum Corporation's home page regularly to receive any updates of important information. Early in the year the home page was updated with a lot of useful information included.

The CD product name has been shortened and will be now known as SCISCD (last year it was referred to as the SCIS Downloading CD ROM to distinguish it from the old product)

Handy hints for effective use of new products:
- Your current scanner will probably read the ISBN correctly. However, some older scanners and wands do not operate correctly. If you are uncertain then test the barcode scanner in a word processing package. Open a new document and scan some ISBNs. If ten digits appear it is reading the ISBN correctly. However, if thirteen digits appear it is not operating correctly as it is picking up the UPC (Unit Product Code) This will not provide you with a match on the SCIS database for a catalogue record. Check with your supplier to have the scanner reconfigured and if this is not possible then you will need to purchase a new unit.
- On some older books there is a barcode but the ISBN is not included in it so you will have to search inside the book for the number.
- Curriculum Corporation does sell a scanner which has been tested. You may be able to purchase another brand which will work satisfactorily.

- If the barcode scanner is on the circulation computer and you would prefer to use another machine then detach the scanner and connect it to the machine which has Internet or CD ROM access.
- After importing a record into your automated system, you have the opportunity to enhance the catalogue record if you wish by adding more subject headings, typing a review, adding a synopsis of the blurb or adding notes about the key curriculum learning areas.

Handout re Automating library collection using SCIS

A copy may be obtained from the SCIS page on the Curriculum Corporation Website http://www.curriculum.edu.au or by ringing for a copy to be posted or faxed

Telephones

At the beginning of the year it is likely that we will get many calls about subscriptions and the use of the new products and we will endeavour to answer those calls as quickly as possible. However, we know that you will appreciate that at particularly busy times the receptionist may have to take a message. A customer support person will then return your call as soon as possible.

To avoid delays you may prefer alternative methods of contact by fax (03) 9639 1616 or email: scisinfo@curriculum.edu.au requesting a phone call. Please list some convenient times for us to return the call.

Please note: Ferntree Corporation is now known as GE Capital IT Solutions (General Electric Capital Information Technology Solutions)

Copyright

An important notice to customers about breaching copyright. The following notice appears on all our documentation about SCIS products.

'Schools are reminded that the SCIS database is subject to copyright and 'copy cataloguing' (including 'screen dumps' of SCIS catalogue records) is a breach of copyright.'

It appears that some customers are unaware of the correct use of our products: SCISWeb, SCISCD, SCISLink, SCIS Microfiche, SCIS Subject Headings Disk, SCIS Subject Headings List book. Some recent breaches of copyright have been pursued legally. Integrity of copyright is essential for the quality and financial viability of SCIS. This applies to schools and library automation software suppliers. Further clarification of copyright is available from SCIS Customer Service on (03)9207 9600 or 1800 337 405.

Cataloguing News

New, Amended, Replaced Subject Headings 1998

Below is a list of new and amended subject headings created at recent meetings of the national SCIS Cataloguing Agencies.

Existing headings which have been altered as a result of decisions made by the Agencies are identified by **.

Achievement portfolios
See **PORTFOLIOS IN EDUCATION**

BALLET** (Replace)
[Replace See also MOVEMENT NOTATION]
See also CHOREOGRAPHY

BURNS AND SCALDS** (Addition)
x   Sunburn

Choreography** [Replace]
CHOREOGRAPHY
x   Choreology; Dance notation; Movement
     notation
XX   BALLET; DANCING

Choreology
See **CHOREOGRAPHY**

Dance notation
See **CHOREOGRAPHY**

DANCING** (Replace)
[Replace See also MOVEMENT NOTATION]
See also CHOREOGRAPHY

DOCUMENTATION** (Addition)
See also PORTFOLIOS IN EDUCATION
XX   PORTFOLIOS IN EDUCATION

FUTURE** (Addition)
x   Millennium; Third millennium

Millennium
See **FUTURE; SECOND COMING**

MOVEMENT NOTATION** (Replace)
[Replace heading and references]
Movement notation
See **CHOREOGRAPHY**

PORTFOLIOS IN EDUCATION
See also DOCUMENTATION; REPORT WRITING
x   Achievement portfolios; Student portfolios;
     Work samples
XX   DOCUMENTATION;'STUDENT EVALUATION;
     TEACHER EVALUATION; REPORT WRITING

REPORT WRITING** (Addition)
See also PORTFOLIOS IN EDUCATION
XX   PORTFOLIOS IN EDUCATION

SECOND COMING** (Addition)
x   Millennium

STUDENT EVALUATION** (Addition)
See also PORTFOLIOS IN EDUCATION

Student portfolios
See **PORTFOLIOS IN EDUCATION**

Sunburn
See **BURNS AND SCALDS**

TEACHER EVALUATION** (Addition)
See also PORTFOLIOS IN EDUCATION

Third millennium
See **FUTURE**

Work samples
See **PORTFOLIOS IN EDUCATION**

Genre headings

In response to requests from Teacher Librarians throughout Australia SCIS has developed a list of genre headings. The list will grow as new terms are needed. Students and teachers will be able to locate resources in these genres by using the genre heading as a subject heading. All fiction resources given a heading for the genre will also, if appropriate, be allocated a heading for the subject content of the text. For example, a resource in the genre science fiction about space travel will have the headings Science Fiction and Space Travel - Fiction. The addition of these headings will increase the flexibility of retrieval of fiction resources.

ADVENTURE STORIES
Use for works of fiction characterised by a mixture of drama, action and suspense.
x   Adventure and Adventurers - Fiction; Stories
XX   FICTION

ANIMAL STORIES
Use for works of fiction in which the main action is about animals
x   Animals - Fiction

AUSTRALIAN STORIES
Use for works of fiction set in Australia
x   Australia - Fiction

CHOOSE YOUR OWN STORIES
Use for works of fiction that present the reader with choices at the end of each chapter or piece of action.

CRIME STORIES
Use for works of fiction in which a murder or crime is committed and solved.
See also MYSTERY AND SUSPENSE STORIES
x   Crime - Fiction; Detective Stories
XX   MYSTERY AND SUSPENSE STORIES

FAMILY SAGAS
Use for works of fiction about several generations of a family. In family sagas there is a common thread connecting the generations and the story may be told in several books.
See also FAMILY - FICTION
XX   FAMILY - FICTION

FANTASY**(Replacement/Addition)
[Replace references]
Use for works of fiction set in a world where the laws of science do not apply and in which magic, strange and mythical beings and creatures can exist. For works about Fantasy as a literature form see the heading FANTASY - HISTORY AND CRITICISM.
See also LIFE ON OTHER PLANETS - FICTION; SCIENCE FICTION; SPACE - FICTION; TIME TRAVEL - FICTION
x   Fantastic fiction
XX   LIFE ON OTHER PLANETS - FICTION;
     SCIENCE FICTION; SPACE - FICTION;
     TIME TRAVEL - FICTION

HISTORICAL FICTION**(Replacement)
[Replace scope note and references]
Use for works of fiction based upon real historical events and characters. For works about Historical Fiction as a literary form see the heading HISTORICAL FICTION - HISTORY AND CRITICISM.
x   History - Fiction; Fiction, Historical; Historical
     Novel
XX   HISTORY

HORROR STORIES
Use for works of fiction that aim to scare the reader.
See also MONSTERS - FICTION; MYSTERY AND SUSPENSE STORIES; SUPERNATURAL STORIES
x   Frightening stories; Scary stories; Shocking
     stories; Stories, Horror; Terror stories
XX   MONSTERS - FICTION; MYSTERY AND
     SUSPENSE STORIES; SUPERNATURAL
     STORIES.

HUMOROUS STORIES
Use for works of fiction that aim to make the reader laugh.
x   Funny stories; Stories, Funny; Stories,
     Humorous
XX   WIT AND HUMOUR

LOVE STORIES

Use for works of fiction that tell the story of a romantic relationship. For works about Love Stories as a literary form see the heading LOVE STORIES - HISTORY AND CRITICISM.

x Dating (Social Customs) - Fiction; Love - Fiction; Romantic fiction; Romance

MYSTERY AND SUSPENSE STORIES

Use for works in which the main character has a problem or a mystery in their lives to solve.
See also CRIME STORIES; HORROR STORIES

x Mystery stories; Suspense stories
XX CRIME STORIES; HORROR STORIES

NEW ZEALAND STORIES

Use for works of fiction set in New Zealand
x New Zealand - Fiction

SCHOOL STORIES

Use for works of fiction that have their main action set in a school

x Schools - Fiction; School students - Fiction; Boarding schools - Fiction

SCIENCE FICTION**(Replacement)

[Replace scope note and references]
Use for works of fiction that draw on scientific knowledge in their plot, setting or theme. For works about Science fiction as a literary form see the heading SCIENCE FICTION - HISTORY AND CRITICISM
See also FANTASY; LIFE ON OTHER PLANETS - FICTION; SCIENCE FICTION FILMS; SPACE - FICTION; TIME TRAVEL - FICTION

x Fiction, Science
XX FANTASY; LIFE ON OTHER PLANETS - FICTION; SCIENCE FICTION FILMS; SPACE - FICTION; TIME TRAVEL - FICTION

STORIES IN RHYME

Use for simple stories written in rhyme
x Rhymes

SUPERNATURAL STORIES

Use for works of fiction about supernatural beings and events.
See also GHOSTS - FICTION; HORROR STORIES; WITCHES AND WARLOCKS - FICTION

x Supernatural - Fiction
XX GHOSTS - FICTION; HORROR STORIES; WITCHES AND WARLOCKS - FICTION

WESTERNS

Use for works of fiction, whether text or film, set in the West of the United States of America.

x Motion Pictures, Westerns; Westerns (Motion pictures)
XX COWHANDS - FICTION; MOTION PICTURES

WORDLESS STORIES

Use for works of fiction in which the story is told in pictures and there are no words.
See also PICTURE BOOKS

x Books without words; No-text books; Stories without words
XX PICTURE BOOKS

A handout detailing how these Genre headings are integrated with the SCIS Subjects Headings is available from Curriculum Corporation and on the Curriculum Corporation Home page http://www.curriculum.edu.au

What's New?

Need a Current Information Literacy Policy?

Trinity Grammar School in Sydney has recently published the school's *Information literacy policy K-12* and is offering it for sale. Written by Lesley Boon, Darelyn Dawson and Lee FitzGerald the policy covers content including: **Elements of information management; Outcomes-based education and information literacy; Text types: fostering awareness; Literature circles: linking literature and information literacy; Key competencies**; and **Information literacy mapping – evaluating the programme**. Of particular interest are the various appendices which comprise skills charts, management grids, and examples of units of work. This is an informative and precise publication, addressing current issues, and could prove to be a helpful starting point for schools writing or refining their own policies.

Cost: $34.00
From: Trinity Grammar School Libraries
Trinity Grammar School
PO Box 174
Summer Hill 2130

A Practical Guide to Computers

The recently published book by Anne Glover, *Computers and your kids: how to choose the best computer and software for your family*, would be a worthy addition to a school or professional library. A former teacher and computer consultant, Glover now writes weekly columns in the Sydney Morning Herald, as well as other specialist computer magazines. This user friendly book is especially useful for teachers or parents with a limited knowledge of computers, software and the Internet. Glover focuses on buying and setting up computers, how computers complement schooling and electronic communication. She has included 200 reviews of software and Internet sites which she has organised by age ranges and then by topic. This practical book is easily understood, yet has a comprehensive coverage of subject matter.

Cost: $19.95
ISBN: 0733305806

Nigel Paull
Editor

Cataloguing News (cont.)

Can't Find Your Item on SCIS?

The SCIS database contains over 600,000 bibliographic records and each month this figure grows by approximately 3,000 records. Occasionally there may be times when you discover that SCIS hasn't catalogued your item. What should you do?

Contact your SCIS Cataloguing Agency.

SCIS has Cataloguing Agencies throughout Australia provided by and located within the Ministries of Education. The SCIS Agencies collect a wide variety of resources (monographs; videorecordings; CD ROMs; sound recordings) for cataloguing from a number of sources: publishers; bookshops; booksellers and Ministry of Education departments. Most of the resources, however, are contributed by you, the Teacher Librarian, in schools throughout Australia. In order to keep the database current and relevant for all SCIS users, SCIS relies upon TLs to advise us when recent publications are not on SCIS and share these resources with a SCIS Cataloguing Agency so they can be catalogued onto the database. This cooperation benefits everyone; the TL providing the resources ensures their items are catalogued and other TLs throughout Australia who acquire the same items are able to find their records on SCIS.

Resources received for cataloguing

SCIS is investigating new ideas and methods to help you identify if SCIS has records for your items.

Presently one of the SCIS Agencies, located in the Education Department of Western Australia has established a *Resources received for cataloguing* list on their Website. **http://www.eddept.wa.edu.au/centoff/cmis/catalog/received.htm**

Accessing this list will let you see at a glance, which resources have arrived in the W.A. Agency, (one of SCIS' largest contributors of catalogue records) and are about to be catalogued. Estimates on when you can expect these records to be available for downloading or ordering are also provided. This information will enable you to more accurately assess which of your resources are not known to SCIS and will need to be accessed by an Agency in order to be catalogued.

The *Resources received for cataloguing* list is updated daily. Before contacting your SCIS Agency about uncatalogued resources, we encourage you to save some time and search this list to see if the items you are looking for are in the process of being catalogued.

SCIS Cataloguing Agencies

If you know that SCIS hasn't catalogued your resources, contact the SCIS Agency nearest to you for details about how to obtain SCIS cataloguing records for your items.

Western Australia

Curriculum Materials Information Services
Education Department of Western Australia
151 Royal Street
East Perth WA 6004

Bev Blackwell
Ph: 08 9264 4927
Fax: 08 9264 5708
Email: bev.blackwell@eddept.wa.edu.au
URL:
http://www.eddept.wa.edu.au/centoff/cmis/home.htm

South Australia

Library and Information Services
Bibliographic Support Services
8 Milner Street
Hindmarsh, SA 5007

Noel Carthew
Ph: 08 8340 4961
Fax: 08 8346 7612
Email: ncarthew@nexus.edu.au

Victoria

Statewide School Library Support Centre
217 - 225 Church St
Richmond VIC 3121

Mavis Heffernan
Ph: 03 9428 5800
Fax: 03 9427 1329
Email: sslsc@alphalink.com.au

Queensland

Open Access Unit
SCIS Cataloguing
PO Box E2
Woolloongabba
QLD 4102

Ph: 1800 800 401 or 07 3406 2463
Fax: 07 3406 2465
Email: libraries.oasc@qed.qld.gov.au
URL: http://nslib.qed.qld.gov.au/oau-olclib/webinqu.dll?

New South Wales

Dept. of School Ed.
Private Bag 3A
Ryde
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Ph: 02 9886 7595
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Ph: 03 9207 9600
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Hit Rate Review

In order to ensure the SCIS database continues to contain cataloguing data which is relevant to school collections, Curriculum Corporation aims to not only maintain but increase the SCIS 'hit rate' (the ratio of materials searched for and then located on the SCIS database) from its present high level.

As reported in the last edition of Connections, SCIS has recently undertaken a review of its collection procedures and policies. The review is focussing on identifying any gaps in the database and developing procedures for improving our resource collection methods, particularly in those States/Territories whose Ministries of Education do not provide a SCIS Agency.

In the next few months we will be seeking a range of information and advice from Teacher Librarians in relation to our Hit Rate Review. We look forward to your cooperation.