



SCHOOLS CATALOGUE INFORMATION SERVICE

# connections

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## Thank You

Thank you for the feedback we received concerning *Connections* - we had hundreds of responses. It is gratifying to know that the content, form and format is so well regarded and that we seem to be in touch with Teacher Librarian needs. Strong support was given to a focus on library management issues, information management (including perspectives on cataloguing), and Internet knowledge and skills. Many respondents

wanted us to ensure that Teacher Librarians continue to write articles.

In this issue, our lead article is written by two well-respected Teacher Librarians from Sydney. The Internet is the focus for *Have You Read This?* and *Internetting Corner* has been expanded.

Nigel Paull  
*Editor*

## Connections for the Future

'Thinking means connecting things' (G. K. Chesterton, *Orthodoxy*, 1908)

A recent report in the UK (Information Services: A Mission and a Vision, Les Watson, <http://www.ariadne.ac.uk/issue14/main/>) identified the important role information professionals will play in creating a learning society. Curriculum Corporation sees its role as supporting Teacher Librarians (schools' information professionals) by providing information services such as SCIS. *Connections* is an extension of that support. Please let us know how we can improve this or other services.

In the future, *Connections* will include material on library software systems, effective use of the SCIS service and Voyager database for bibliographic searches and ways of managing web resources. Curriculum Corporation has had preliminary discussions with other national professional groups and organisations and we expect to present the issues and outcomes which arise.

Keith Gove  
*Manager, Information Services*

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# Have You Read This?

## **'Start up'. *internet.au*. March, 1998, 31-41**

For those who need the rudiments of the Internet explained in logical steps, this article is vital. It covers the very basics of what the Internet comprises, how to choose an Internet Service Provider, what the World Wide Web is and how it functions, using email, and how to download files from the Internet. One of the most useful items is the double page glossary of all the technical terms, acronyms and jargon associated with the Internet.

## **Foley, C. 'Supporting teaching and learning via the Internet site reviews'. *Scan*. 17(1), February, 1998, 35-37**

Colleen Foley has been coordinating reviews of books, CD ROMs and Internet sites for the NSW Department of Education and Training's journal, *Scan*, for a number of years. In this article she outlines a range of ways that using

Internet site reviews help to support teaching and learning in schools. An important point she raises is that reviews of suitable sites can be presented not only to teachers and students, but also school councils and parents, thus highlighting the information technology available in schools today.

## **Lundy, K. 'Underclass grows from lack of access'. *Australian Net Guide*. April, 1998, 37**

Senator Kate Landy discusses the inequities that are manifesting themselves in Australia in relation to information technology. Using Bureau of Statistics data she reveals that income and age are the major barriers to access of information technology, with only 19% of homes with incomes under \$44 000 owning computers and 75% of computer users being under 40 years old. The other significant data that schools need to address

is that rural Australian households are less likely to access online or multimedia services compared with urban households.

## **Wilson, B. 'Walter McVitty Books: a success story'. *Magpies*. 13(1), March, 1998, 8-13**

This perceptive article does more than merely trace the growth of Walter McVitty Books from its inception in 1985 to its sale to Lothian Books in 1997. Rather, Barbara Ker Wilson highlights the impetus and high standards that have characterised both Walter McVitty's career and the creation of Walter McVitty Books. The criteria for the publication of their books was always quality and excellence, and this was reflected in the list published by Walter McVitty Books and the authors that have been encouraged over the years.

Nigel Paull  
Editor



# Internetting Corner

These sites can be easily accessed on the Internet via the hypertext links found on the Curriculum Corporation's *Connections* site for Issue No. 25 Autumn 98.

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

## **Electronic Resource Evaluations**

<http://erep.qed.qld.gov.au/reviews/webinqu3.dll?>

Coordinated by Education Queensland, this K-12 site provides teachers with evaluations of computer software and Internet sites.

## **Bookmark Tutorial - Evaluating Resources**

<http://library.berkeley.edu:8000/bkmk/select.html>

A worthwhile one-page checklist for evaluating Internet sites that is suitable for teachers and secondary students to use. Deals with authority, affiliation, currency, purpose and the intended audience.

## **Criteria for Evaluating Information Resources**

<http://www-lib.usc.edu/Info/Sci/pubs/criteval.html>

The Science and Engineering Library, University of Southern California, has devised a simple series of questions to ask when assessing the worth of information resources.

## **Fahan School Home Page Tasmania**

<http://anfi.pacit.tas.gov.au/fahan/>

An award winning site that contains details of the school's communication with students in Malang, Indonesia and another project involving students in Michigan, USA.

## **Needle in a CyberStack - the InfoFinder**

<http://home.revealed.net/albee/>

John Albee, a US teacher, has developed a site with a plethora of pertinent worldwide links. Lists of top websites in various categories are a useful addition.

## **The Canadian School Library Association**

<http://www.geocities.com/Athens/olympus/1333/cscla.htm>

Content covered on this site includes effective school library programs, and meeting the information literacy needs of students in the 21<sup>st</sup> century. Links to book reviews, magazines, awards and authors can also be found here.

## **21<sup>st</sup> Century Problem Solving**

<http://www2.hawaii.edu/suremath/home.html>

Students and teachers of mathematics, physics and chemistry will be challenged by the problems to be solved on this site.

## **Sea and Sky**

<http://www.seasky.org/>

This exciting, innovative and extensive site deals separately with the sea and the sky. The content is interactive and certainly encourages browsing.

## **NZ Online Curriculum Resource**

<http://vit4.iac.org.nz/index.html>

Created by the New Zealand Telecom Education Foundation, this site is organised by curriculum learning areas and contains a wealth of material and links pertinent to both teachers and students.

## **Ancient Greek (Hellenic) Links**

<http://www.showgate.com/medea/grklink.html>

The scores of links to ancient Greece on this site are grouped according to *Authors & Texts*, *Arts & Images*, *Essential Resources & Topics* and *Maps & Geography*.

*continued page 8*



## Curriculum Corporation and SCIS: where did we come from and why are we here?

The SCIS Unit at Curriculum Corporation often receives calls querying the financial basis on which it operates. The Schools Catalogue Information Service (SCIS) is managed by Curriculum Corporation which is an independent education support organisation owned by all Australian State, Territory and Commonwealth Ministers of Education. Curriculum Corporation is a not for profit company, and receives minimal government funding. Curriculum Corporation, and the SCIS Unit within it, is required to operate on a cost recovery basis. The state agencies that undertake the cataloguing on behalf of SCIS receive some payment from SCIS for doing so.

SCIS is a cooperative venture of all States and Territories, the Commonwealth, the National Catholic Education Commission, and the National Council of Independent Schools. SCIS was established to provide a service with the aim of reducing the cost and duplication of effort required by Teacher Librarians in cataloguing resources in schools. It costs over \$1 million annually to run SCIS. In most state education departments, a SCIS Agency locates and catalogues resources for the SCIS database. The database contains about 600 000 records of books, audio-visual materials and computer programs. Approximately 3 000 records are added each month – 35 000 per year. Along with cataloguing resources, the national SCIS Agencies meet regularly with Curriculum Corporation to develop and update the subjects headings list and to review the SCIS cataloguing standards to ensure that SCIS records are meeting the ever changing needs of Australian students.

While SCIS will attain its cost-recovery aim, it retains its community service obligations (for example the lower subscription rate for small schools) and probity requirements appropriate for an organisation owned by Ministers. SCIS is not part of any government department, nor does it operate purely for commercial purposes. But we are here to help you!

For more details see *History of SCIS*, under *What is SCIS*, on the SCIS website at <http://www.curriculum.edu.au> 

## Handy Hints

### SCISWeb hints.

#### Cache

The single most important factor in troubleshooting SCISWeb relates to the cache. The cache is a temporary file which stores copies of web pages you have previously located. Often a school may think it is looking at the live SCISWeb page only to discover that they are in fact looking at an 'older' copy of the page which has been stored in the cache. The cache is *not* a function of SCISWeb but a facility in other software. The cache operates at three different levels: the browser (Netscape or Internet Explorer) level, the network level, and the Internet Service Provider (ISP) level. The difficulties manifest in a variety of ways and are not always readily identifiable as cache issues.

To identify if you are experiencing cache problems you can connect the Curriculum Corporation web page at <http://www.curriculum.edu.au/cgi-bin/wwwtest.cgi>

This test page displays the date and time. If you click on the link *Check Again* and the new time is not displayed, then the page is being retrieved from the cache.

#### Solution

Check your browser software (Netscape or Internet Explorer) to ensure that you have chosen the option to revisit the page each time you connect to a site.

Clear the cache and close down the browser. You may need to repeat the procedure. Consult with your school computer support for more detailed assistance.

Check your network configuration in relation to cache functions. Consult with your school computer support.


Check with your Internet Service Provider (ISP) regarding cache functions. Consult with you school computer support and/or ISP.

#### Downloading

When downloading records from SCISWeb, you do not have to choose the *Download Orders* screen. You may download from anywhere the *Your Data* list appears with the *usmarc.dat* link; the *Create Orders* screen, *Upload Order File* screen or the *Download Orders* screen.

### SCISCD hints.

#### 'Expired' Message

If you receive a message that SCISCD has expired check that your PC clock is correct. This is a Windows function – check with your school computer support for more detailed assistance. 

## RECON/Rapid Retrospective and Catalogue Card Customers

From Monday 23 March 1998, all RECON and Rapid Retrospective customers are asked to send their orders to:

RECON/Rapid Service  
SCIS  
Curriculum Corporation  
PO Box 177  
CARLTON SOUTH, VIC 3053.

#### Please note :

At the end of 1998 the RECON/Rapid services will cease – the last processing date is 3 December 1998.

The production of Catalogue Cards will also cease at the end of 1998. 

## 'Copyright Again'

The article about copyright in the last issue of *Connections* (Issue 24) caused some uncertainties in the minds of some of our customers and this article will clarify what we were trying to say.

SCIS is a work of intellectual property protected by Copyright Law. A great deal of time and money is applied to create and maintain SCIS and it is this investment of public money in intellectual property which is protected by copyright.

Prior to 1998, 'copy cataloguing' and 'screen dumps' of SCIS records were abuses of copyright. Under our previous product and pricing structure, customers were expected to subscribe to our searching products and to then order and pay for the SCIS catalogue records they wanted for their library catalogue.



# CC News

## 'Copyright Again' (cont.)

Customers who purchased the searching products and then copied the records into their library catalogues, instead of purchasing the actual records from SCIS, were abusing copyright.

From this year, with the introduction of our new downloading products and the abolition of individual record payments, the incidence of 'copy cataloguing' should disappear as schools should no longer need or want to physically copy records because they can now instantly download the SCIS records onto a disk and import them into their library system. If, for some reason, a current subscriber to SCIS cannot download records, it is permissible for the school to 'screen dump' and copy the record into their school's catalogue. It is not permissible for the subscriber school to share the SCIS data or the SCIS products with any other school or organisation – this is a breach of copyright.

A licence agreement will be included in SCIS products in the future (just like the software licences you find in proprietary shrink wrapped software of the shelf). Curriculum Corporation, like every other intellectual property owner, needs to protect against unlawful use which diminishes its subscriptions, increases costs for other users and therefore affects its ability to maintain the integrity of SCIS. ●

## SCIS Customer Service – Helping us to help you

The release of SCISWeb and SCISCD during February and March attracted an unprecedented 200-250 calls per day to the SCIS Customer Service. We are pleased to report that from late March the call rate declined significantly as customers gained confidence in using SCISWeb and SCISCD and the products proved easy to use.

The help calls revealed a vast range of expertise and knowledge from basic questions such as, 'What is a PC?', to the more advanced, 'How can I configure Wingate to accept Port8181?'; from queries seeking advice about work flow procedures to

cataloguing standards. For many customers this is the first venture into Internet services, for other subscribers this is just one more step in delivering an efficient, technology based information service to their schools.

To assist in overcoming problems and the isolation felt by many Teacher Librarians we hope to advise on strategies to assist you firstly, to avoid difficulties and secondly, to identify the source of a problem when and if it occurs. This in turn will aid SCIS staff to provide a timely and effective help desk/information service.

### Preventing problems

#### 1. Read the manual.

It is surprising how many calls we receive which can be solved by reading the manuals that come with SCISWeb and SCISCD. The manuals are not long or complicated documents. Both have been developed and designed by SCIS staff to provide TLs with a brief and easy guide to accessing and using each product.

Please note that both SCISCD and SCISWeb manuals address the product functionality and that SCIS staff are not in a position to offer advice on the library automation system functions (loading of records), hardware (including barcode readers) or PC/Macintosh software.

#### 2. Document your own procedures.

To assist other staff to use the products during your absence, formulate detailed instructions. It is not uncommon to receive help calls which start 'The person who normally does this is away/has left/gone on leave...'. As SCIS staff are unfamiliar with each school's computer setup it is impossible to advise on local configurations. To save you time the SCISCD and SCISWeb manuals can be copied from the SCIS Internet site to be incorporated into your own school library procedures. To access the manuals, enter the URL: <http://www.curriculum.edu.au> then choose SCIS, then choose SCIS Products. Click on SCISCD Manual or SCISWeb Manual.

Saving the manual to a file is a function of your browser. From the browser File menu choose the option to Save, and then Save As a text file.

#### 3. Stay abreast of school information technology developments.

Often school computer facilities are shared. Browser software, computers, networks can all be configured differently and Internet Service Provider contracts may change. Request that you are informed about all IT changes.

#### 4. Share knowledge with other information technology professionals.

- Join/form local teacher library networks.
- Subscribe to OZTL\_NET – a listserve on the Internet to which over 2 000 Teacher Librarians seek and contribute ideas, advice, questions, etc. For information on subscribing to this service visit the OZTL\_NET Home Page at [http://www.csu.edu.au/research/cstl/oztl\\_net/](http://www.csu.edu.au/research/cstl/oztl_net/)
- Attend conferences/workshops/demonstrations.

### Identifying the problem

Before calling the SCIS Information Service try identifying issues which may be relevant to the problem. This will assist you in understanding whether the problem you are experiencing is a SCIS product or data problem.

#### 1. Develop a check-list of questions as part of the library procedures. For example

- What changes to hardware and software have been made since the last time you used the product?
- Is the hardware plugged in and switched on?
- Can you use and/or do you experience similar problems when using other CDs or connecting to other Internet sites?
- Can you utilise SCISCD or SCISWeb using other hardware within the school at another location (eg, at home)? If the answer is Yes, then clearly the problem is a local issue.

Figure 1 *Connecting to Curriculum Corporation and SCISWeb* on page 5 represents the structure of a SCISWeb connection and may assist you in identifying at what point the problem occurs.

- #### 2. Check the Curriculum Corporation home page on the Internet for *Frequently Asked Questions* relating to SCISWeb and SCISCD. Enter the URL: <http://www.curriculum.edu.au>, choose SCIS, then choose SCIS Products, then click on either



### SCISCD Frequently Asked Questions or SCISWeb Frequently Asked Questions.

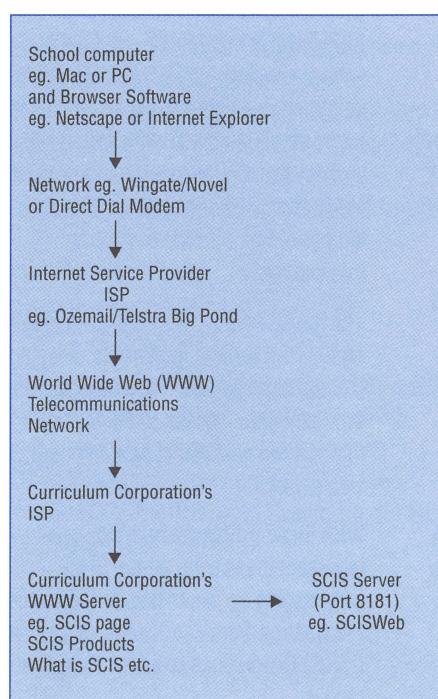
Each list details questions and answers. We recommend that you print the FAQs regularly.

3. For SCISWeb users check *Message of the Day* each time you connect. This will alert you to changes/updates to the manuals and *Frequently Asked Questions*, and any scheduled server maintenance requiring SCISWeb to be temporarily unavailable.
4. Complete the log sheet (available on the Curriculum Corporation home page) with all the relevant details. SCIS staff will need to know these details when you call SCIS Information Service. Note how the problem was resolved and file the log sheet for future reference.
5. Organise a phone extension in front of your computer facilities. This will allow us to step you through procedures.

SCIS Customer Service staff look forward to assisting you to maximise the benefits of SCIS services and products. We can be contacted on freecall 1800 337 405 or Email: [scisinfo@curriculum.edu.au](mailto:scisinfo@curriculum.edu.au)

SCIS Customer Service 

Figure 1. Connecting to Curriculum Corporation and SCISWeb



## Reviews

To assist TLs with their selection processes, the following reviews of recent publications are presented below:

### **Technology skills – assessing school needs**

Assessing the level and extent of professional development requirements is a pressing interest at many schools as the first step in planning the implementation of training. This is a review of a recently developed product which would be valuable to any school embarking on an assessment of teacher IT capabilities.

Title: *Learning Technologies, Teacher Capabilities*,

Author: Department of Education, Victoria.

RRP: \$24.95

SCIS Order Number: 929154

ISBN: 07 306 90407

Each Australian education department, system and sector has given high priority to the inclusion of learning technologies in classrooms. Training teachers to effectively include technology within learning areas presents a school principal or technology coordinator with a wide range of existing teacher knowledge, interest and skill.

*Learning Technologies, Teacher Capabilities* provides a systematic approach for all Australian schools to summarise the skills and needs of their staff. A staff survey, which can be customised by schools, is run through Microsoft Excel and generates reports and overviews to inform decision making. This makes a valuable contribution to planning whole school professional development. Individual teacher strengths and needs are clarified and a school can plan and define the focus for technology implementation. Areas needing skill development are identified and presented on a matrix to define levels of skill and knowledge. This framework supports a rationalised approach to professional development strategies, resource planning and to increase effective technology management practices and skills.

The product is simple to use and an extremely effective software tool which meets the

immediate needs of many schools to identify, monitor and plan effective inclusion of technology into teaching and learning. It has clearly been developed for school users and provides the type of support and information that most schools currently need to improve teacher skills in this critical area.

The resource package includes seven items:

- Guide to the resource package including a Glossary of Terms
- Learning Technologies, Teacher Capabilities Statement covering five areas for development
- Skill Development Matrix covering six skill areas at three stages of development
- Professional Development Support Matrix indicating Victorian Department of Education programs and resources to support skill development.
- Learning Technologies teacher survey
- Survey Analysis Program (disk)
- Wall poster summarising the teacher capabilities and skill development matrix

Reviewed by Heather Watson, Manager, Electronic Development, Curriculum Corporation

Title: *Teaching Viewing and Visual Texts: Primary English Curriculum and Teaching Program*

Author: Rod Quin, Barrie McMahon and Robyn Quin

Publisher: Curriculum Corporation, Carlton, Victoria: 1997

RRP: \$29.95

SCIS Order Number: 867082

ISBN: 1 86366 286 3

*Teaching Viewing and Visual Texts: Primary English Curriculum and Teaching Program* is a book for all teachers: those who are in the early stages of exploring teaching viewing and those experienced teachers of viewing who are in need of fresh ideas.

The book has been written in three parts. 'Part 1: The place of viewing in English' is an introduction to teaching viewing and I urge you to spend some time reading this section before going to the activity section. You will find information about the importance of visual texts, viewing and the English statement and profile, a framework for thinking about visual language, planning a learning program,

*continued page 8*





# 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 \*\*.

### **CHILD ABUSE** \*\* (Addition/Deletion)

[Delete XX PROTECTIVE BEHAVIOURS]

See also CHILD MOLESTING; CHILD PROTECTION

XX CHILD MOLESTING; CHILD PROTECTION

### **CHILD MOLESTING** \*\* (Addition)

See also CHILD ABUSE; CHILD PROTECTION

XX CHILD ABUSE; CHILD PROTECTION

### **CHILD PROTECTION**

Use for works dealing with methods of protecting young people from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature.

See also CHILD ABUSE; CHILD MOLESTING  
XX CHILD ABUSE; CHILD MOLESTING;  
CHILD WELFARE; PROTECTIVE BEHAVIOURS

### **CHILD WELFARE** \*\* (Addition/Deletion)

[Delete See also CHILDREN-CARE AND HEALTH; CHILDREN-EMPLOYMENT; CHILDREN-INSTITUTIONAL CARE; ORPHANS AND ORPHANAGES]

[Delete XX ORPHANS AND ORPHANAGES]

See also CHILD PROTECTION

### **CHILDREN – CARE AND HEALTH** \*\* (Deletion)

[Delete XX CHILD WELFARE]

### **CHILDREN – EMPLOYMENT** \*\* (Deletion)

[Delete XX CHILD WELFARE]

### **CHILDREN – INSTITUTIONAL CARE** \*\*

(Deletion)

[Delete XX CHILD WELFARE]

### **ORPHANS AND ORPHANAGES** \*\* (Deletion)

[Delete See also CHILD WELFARE]

[Delete XX CHILD WELFARE]

### **PROTECTIVE BEHAVIOURS** \*\* (Replacement)

[Replace for works dealing with a specific behaviour see the subject eg. CHILD ABUSE]

For works dealing with a specific behaviour see the subject eg. BULLYING

[Replace See also CHILD ABUSE]

See also CHILD PROTECTION

## ADDC13

The SCIS review of ADDC13 has been completed.

As of Monday 23rd March 1998, all new records added to the SCIS database will appear with ADDC13 classification.

## Revision of the SCIS subject headings for Australian Aboriginal Peoples

The SCIS headings for Australian Aboriginal peoples are being revised. The term Australian Aboriginal peoples will replace the term Aborigines. The new headings will reflect both a contemporary and a traditional view of the lives of Australian Aboriginal peoples. Topics such as stolen generations, reconciliation and deaths in custody will be included in the SCIS headings. Art will be divided into specific topics and history will be divided into time periods.

## Fiction and Non fiction Subject Headings on Same Catalogue Record?

An interesting publication pattern is emerging where fictional stories and factual information are being included in the same work. Publications of this type lend themselves to multiple uses within the school situation. However, traditional application of subject headings treats items as either fiction or non fiction, not both. This restriction means that the catalogue does not support full access to the resources for teachers and students.

One recent example was the book *Encounter on the Moon* by Robin Moore, a title in the *Classified* series. The first 61 pages are a fiction narrative about American astronauts landing on the moon and encountering a mysterious presence. While this story is the main purpose of the work, there are a further 30 pages dealing with such topics as the history of space exploration, the UFO phenomenon and the future of space exploration. Users looking for this sort of

information were not gaining access from the fiction subject heading on the catalogue record.

Other examples were works of non-fiction that included a fiction story, eg. titles in the series *In the Footsteps of ...* such as *Frankenstein*, *Dracula*, *The Werewolf* and *The Mummy*. These have a fiction story on the left-hand page of the book and factual information on the right-hand page. They had been classified to non fiction with non fiction subject headings. However, additional subject headings such as MUMMIES – FICTION would allow access to the fiction stories. This could be important for Teacher Librarians when planning lessons, reading plans etc. Students could also find further recreational reading in their area of interest.

Judges at the most recent biennial judges' teleconference of the Children's Book Council were concerned with the difficulties involved with classifying information books where factual information is increasingly presented in story format for younger children. One example is *Grandpa's Stories* by Rachel Tonkin. This book discusses Alzheimer's disease in a fictitious family, using the narrative form. It is, therefore, classified to fiction with the subject headings GRANDFATHERS – FICTION and ALZHEIMER'S DISEASE – FICTION. A further heading ALZHEIMER'S DISEASE would enable users to ascertain that factual information is contained within the book eg. in this case the last page has a summary about the disease and also contact people and a toll free number to ring for information.

The above matters were discussed with the Teacher Librarians in schools. They agreed that appropriate subject headings would provide useful access to the factual information within this type of fiction, and vice versa.

With these problems in mind, representatives from all the SCIS cataloguing agencies decided at a recent Information Services Standards Committee (ISSC) Conference to adopt a change in policy.



Works which include both non fiction and fiction content will have the total subject matter reflected in the subject headings by the use of both fiction and non fiction subject headings on the same catalogue record.

A note clarifying the headings will be included as a general note on the catalogue record.

eg. Contains sections of factual material on dinosaurs  
or Includes fictional material.

By adopting this change of policy, SCIS records enable both teachers and students to gain full access to the content in this type of resource. This is particularly important as

resources are becoming increasingly expensive, schools cannot afford to buy as many and, therefore, the ones they do have are more in demand.

Sabina Cull  
*SCIS Cataloguer*  
CMIS, Education Department of WA



## What's New?

### Revamped Encyclopaedia Britannica for 1998

**Encyclopaedia Britannica recently released a new generation of its CD ROM encyclopaedia, *Britannica CD 98 Multimedia Edition*.**

A variety of CD ROM encyclopedias have found their way into school libraries and homes, usually at no cost because they have been bundled with the purchase of new computers. Students have relished using these multimedia encyclopaedias, but they are often more interested in the videos and animation sequences, rather than the quality or depth of the information presented.

Encyclopaedia Britannica, regarded by many as the foremost and most authoritative encyclopaedia, have revamped their CD ROM encyclopaedia in what amounts to virtually a new product. Rather than just adding the audio, animation and videos that were lacking in the previous edition, they have developed this edition into a truly interactive encyclopaedia complete with extensive Internet hypertext links.

To add these new features Britannica has used two disks. Although both disks contain the complete text, swapping between the two CD ROMs can be inconvenient if you need to move from the Advanced Search Disc to the Multimedia Disc frequently.

The content is staggering; in fact, the publishers claim it has twice as many articles as its competitors. Navigation and search methods are intuitive and easy to follow, thanks to a new graphical interface. Users can move seamlessly to more than 15 000 related Internet links selected by the Britannica editors. Other features allow users to: contrast data and present it using graphs, charts, or printed reports; find related articles using 1.4 million hypertext links; and compare and analyse data from 191 countries. For an international encyclopaedia, the Australian and New Zealand content is satisfactory.

Make the time to see a demonstration of *Britannica CD 98 Multimedia Edition* and find out how impressive it really is. At the present time *Britannica CD 98 Multimedia Edition* is available for Windows 95 and Windows NT. Other versions will follow in a few months.

**Cost:** \$249 for schools

Nigel Paull  
*Editor*



## Internetting Corner (cont.)

### **El Niño**

<http://www.bom.gov.au/climate/glossary/elnino/elnino.shtml>

Developed by the Commonwealth Bureau of Meteorology, this site explains the global effects of El Niño and its impact on climate variability in Australia. Also included are future climatic patterns, the Southern Oscillation and detailed diagrams.

### **CSIRO's Double Helix Science Club**

<http://www.csiro.au/communication/doublehe/doublehe.htm>

Upper primary and secondary students who enjoy science may be interested in joining this science club run by the CSIRO.

### **Australian Copyright Council Home Page**

<http://www.copyright.org.au/index.htm>

Most information you need about the various copyright laws in Australia can be found on this site.

### **Keypals Main Directory**

<http://www.collegebound.com/keypals/>

The goal of this group is to list every secondary school in the world that has a web page and to promote communication and the interchange of ideas between students and teachers. A recent enhancement allows for the translation of messages.

### **Australian Weather Links and News Index**

<http://www.ozemail.com.au/~wbc/>

A comprehensive site dealing with the forecasting of Australian weather. Includes useful links, archives, and news and reference material.

### **TF1: livecam**

<http://www.tf1.fr/phtml/frame.phtml?livecam&sommaireuk.htm>

TF1 have live camera feeds of various views of Paris from their television transmission tower. Useful for studies of France, or for when you are feeling jaded and wishing you were 20 000 kilometres away!

Nigel Paull  
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Editor

## Reviews (cont.)

assessing students' progress and resources. A further section on teacher and classroom resources can be found at the back of the book.

Parts 2 and 3 describe a number of activities for lower primary (part 2) and upper primary students (part 3). The authors have used a spiral curriculum approach which 'recognises that students' understanding of a concept is progressively deepened and extended by returning to the concept and exploring it further at different stages'. Student work samples and transcripts which illustrate aspects of assessment are other useful features of these sections.

The authors provide a useful glossary of terminology of concepts and technical terms. There is also a companion book for secondary teachers.

*Reviewed by Nan Johnston, Practically Primary, Volume 2, Number 3, August 1997*

Title: *Picture This: Reading Visual Language*  
Author: Rod Quin, Barrie McMahon & Robyn Quin

Publisher: Curriculum Corporation, Carlton  
Victoria: 1997

RRP: \$29.95

SCIS Order Number: 903644

ISBN: 1 86366 365 7

*Picture This* is a student workbook which provides resources, activities and ideas for teaching viewing to upper primary students. It is the companion book for *Teaching Viewing and Visual Texts*, the teacher resource book by the same authors, published 1997. What I especially liked about *Picture This* is its accessibility. Although it has been written for primary students it is so clearly laid out that it makes a very useful guide for busy teachers. I found much in the book that was new and interesting. For the first time teacher of viewing this book would inspire confidence.

The book is divided into five main areas:

- visual conventions, including use of colour, body language and camera work
- stories
- stereotypes
- news – both newspapers and television news
- advertising – including target audiences.

Each chapter has an introduction to the topic, explaining the purpose for the activities as well as a wide range of activities.

I found the chapter on stereotypes particularly interesting. This is an area that is mentioned often in the nationally developed English profile, but is not always an easy aspect to teach. This chapter suggests a series of activities beginning with students identifying common visual stereotypes such as a swagman, a princess and a thief. Students are provided with opportunities to draw their own stereotypes and compare them with others to identify features in common. These activities lead students to consider stereotypes in television families and gender stereotypes in advertising.

The book is almost self-contained, with the inclusion of colour reproductions of advertisements, picture book illustrations, characters from films and photographs which are used for the activities in the book. Occasionally students are required to use magazines and newspapers, and a few activities refer to Australian Children's Television Foundation films, in particular the 'Around the Twist' series. Other features of the book include an introductory chapter for teachers explaining the structure and purpose of the book and a final appendix relates the activities to the outcomes from *English – a curriculum profile for Australian schools*.

This book is highly recommended both for the first time teacher of viewing and for those of you who have been teaching with media texts for a long time. With its inviting design and accessible language it can be used as a student resource book or as a practical teacher reference.

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