



scis

SCHOOLS CATALOGUE INFORMATION SERVICE

connections

ISSUE NO. 31 1999

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Does Your School Have an Internet Usage Policy?

Recent correspondence to *Connections* regarding inappropriate content on the Internet has prompted this article by Nigel Paull and Nielsine Oxenford in dealing with the practicalities of Internet usage in schools.

As schools become part of a networked learning community using the Internet, they need to have a clear Internet Usage Policy (IUP). Some schools are free to devise their own IUP, others have their policies imposed by their governing organisations, and many use a combination of both. There are two major components of an IUP: acceptable use of the Internet by students and teachers to locate information; and publishing information on the Internet.

Understanding the Internet

Schools need to have a written IUP which has been formulated with input from their governing organisation, staff, parents and perhaps students and the wider community. In the first instance the IUP would need to outline:

- the educational benefits of using the Internet
- the difference between the Internet (information available to a world wide audience) and an intranet (information available on a local area network e.g. a school).

Parents would need to understand:

- what the Internet is and the shift to an

- electronic and information oriented society
- the rationale for incorporating the Internet into teaching/learning programs
- the hardware and software needed
- the specific terms used.

By running workshops on the Internet, parents will be able to make informed choices and take part in meaningful discussion when formulating the IUP.

Protection

To shield students from inappropriate material on the Internet a level of protection is usually put into place. This may take the form of:

- only allowing material downloaded by teachers onto an intranet
- using a vetted proprietary site
- using filters to block certain material.

Most schools and their governing organisations choose the third option, that of filters. By instigating these options schools have to address the issues of censorship and limited access students will have to the material available on the Internet.

Student Usage

It must be made clear to students what is expected of them in terms of using the Internet and the consequences of misuse.

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SCIS
CURRICULUM CORPORATION
CASSELDEN PLACE
LEVEL 5, 2 LONSDALE STREET
MELBOURNE VIC 3000 AUSTRALIA
PO Box 177
CARLTON SOUTH VIC 3053

Tel: +613 9207 9600
Customer Support: 1800 337 405 (within Australia)
Fax: +613 9639 1616
Email: scisinfo@curriculum.edu.au
Internet: <http://www.curriculum.edu.au>
ISSN 1440-2076



CC News

1. Thank you

SCIS would like to thank the many people we have been involved with during 1999:

- The schools who have subscribed to SCIS in 1999; we look forward to your continued support next year.
- The Government, Catholic and Independent organisations that arrange bulk purchase SCIS subscriptions.
- The Teacher Librarians who have provided us with feedback by completing product surveys, contacting us by email, telephone or fax and attending conferences and SCIS demonstrations.
- The Cataloguing Agencies who have endeavoured to catalogue resources as quickly as possible to ensure that the catalogue records are available when schools access the SCIS database. Also, the considerable work by all agency staff with their assistance and contributions for the fourth edition of *SCIS Subject Headings*.
- The Library Automation system vendors who support SCIS products and work with us to ensure compatibility with our products.
- Nigel Paull who is retiring from his role as editor of *Connections* newsletter. We have appreciated his contributions to the newsletter over the past two years. It has been great to work with such an enthusiastic and dedicated Teacher Librarian.

2. Winners of SCISWeb and SCISCD Surveys

We would like to thank all the customers who completed the SCIS survey form. All customers who responded by 31 August were eligible to win a copy of the new fourth edition of *SCIS Subject Headings* and will receive a free copy when the book is distributed in October this year. The winners are:

Eastbourne Primary School, Rosebud, Victoria
 Frederick Irwin Anglican School, Mandurah, Western Australia
 Launceston Primary School, Launceston, Tasmania
 St Joseph's School, Murgon, Queensland.

Over 1,000 responses (15% of users) were received which is a very high return rate. A preliminary analysis has been completed with a more detailed analysis to be undertaken. The findings to date relate to usage of SCIS products and SCIS customer service and support, and include:

- 92% agreed or strongly agreed that using SCIS products saved time for other tasks.
- Over 90% intend to use the web product in 2000.
- 80% definitely and 20% probably would recommend SCIS products to colleagues.
- 99% found the manual either satisfactory or most satisfactory, and of the 70% who contacted customer support at least once, 99% found the assistance either satisfactory or most satisfactory.
- About 40% regularly or sometimes use SCIS catalogue records to manually create their own catalogue records. This apparent inefficient use of SCIS requires further exploration to determine whether subscribers are making the most effective use of the products, or whether enhancements to SCIS (or library automation systems) might more effectively meet their needs.
- 30% sometimes use SCIS as a selection tool for acquisitions.
- 20% of SCISWeb users had a response time of around a minute or more for a typical search. This is likely to be due to Internet performance rather than the SCIS Voyager software, but will be explored further to optimise response times.
- Hundreds of detailed comments were received which will be used for product and service improvements. A number were pleasingly delighted, and a few stated that cost was a difficulty which suggests that the discounted arrangements with a number of states and systems is genuinely assisting schools to make use of the SCIS products.

3. Access to SCISWeb 1999

We intend to upgrade the Voyager System during December this year. This is a complex exercise requiring considerable time, expertise and involves a number of parties to ensure its success. Hence, SCISWeb will not be available for the duration of the upgrade. At this stage

we are advising customers to finalise all work involving SCISWeb for 1999 by the end of November. When the dates for this upgrade are confirmed we will advise you via SCISWeb's 'Message of the day'. We anticipate that SCISWeb will be available again on Monday 17 January 2000.

4. Access to SCISCD 1999

We wish to advise customers that the SCISCD Edition 5 expires on 31 December 1999 and that you will be unable to download SCIS Catalogue records from your 1999 SCISCDs after this date. After receiving feedback from the customer survey and due to some technical issues, the first edition of SCISCD will be delivered to schools in the first week of February 2000.

5. SCIS Customer Support

A reminder to ring the SCIS help line 1800 337 405. Staff are available to answer queries about the use of SCISWeb and SCISCD and to provide training over the phone. This is a free service, which we hope customers will take advantage of when the need arises. We also recommend that you look at Education Department websites, which provide extensive information about the use of SCIS products. Western Australian Government schools may wish to contact CMIS.

6. Subscriptions 2000

Due to requests from Teacher Librarians we are making arrangements for SCIS subscriptions for the year 2000 earlier than in previous years. SCIS subscription forms will not be sent out to all schools because their current subscription is a standing order and they will automatically receive the product for the year 2000. Curriculum Corporation is pleased to announce that there will be no increase in the recommended retail price for SCISWeb and SCISCD.

Customers will be able to commence using SCISWeb again on Monday 17 January 2000. Customers will continue to use the same password in the year 2000 as they had for 1999 but the counter for records downloaded



Handy Hints for SCISWeb

1. Customers are reminded to use the limits button, which is located at the bottom of the page when searching in WEBOPAC. This function is helpful when searching for computer software or video recordings as the system only retrieves records of these types. You are able to impose limits on the four types of searches in WEBOPAC (Heading, Keyword, Builder and Command).

2. Although barcode scanners are configured to read ISBNs, occasionally when scanning a barcode on the back cover of a book the scanner reads the thirteen digit number instead of the ten digit ISBN (even though the ISBN is printed above the barcode). This is

an error indicating that the ISBN is not imbedded in the barcode, hence you will need to type the ISBN.

3. When doing a subject search in WEBOPAC for a hyphenated heading e.g. *Computers – Fiction* you may have noticed that WEBOPAC displays the 'Headings' results with no punctuation e.g. *Computers Fiction*. This is not a SCIS error but simply the way that Voyager displays the results.

4. The hit rate for schools will vary when downloading an order from SCIS as the types of resources being purchased will vary depending on individual school

requirements. SCIS is always on alert for strategies to ensure that catalogue records are on the database before schools perform a search and download a file. There are two broad reasons for low hit rates: Sometimes schools have access before the Cataloguing Agencies, and/or some schools' resources are relatively 'obscure' hence items not catalogued by SCIS. In these cases drawing it to the attention of the agency or SCIS Customer Support will assist everybody. Sometimes the search strategy is inappropriate and resources that are on the SCIS database are not found. In this instance please contact SCIS Customer Support for advice.

will be reset to zero. Contact SCIS to have password reset if necessary (only if misplaced or unknown).

Email: scisinfo@curriculum.edu.au

Fax: (03) 9639 1616, Tel: (03) 9207 9600 or 1800 337 405.

Schools need to identify which of the following SCIS subscription categories they belong to as this will determine what has to be done, if anything, to have SCIS in 2000:

- a) Education Department bulk deal arrangements
- b) National Catholic bulk deal arrangement
- c) Independent Schools bulk deal arrangement
- d) Christian Parent Controlled Schools bulk deal arrangement
- e) Current subscribers to SCIS not involved in the above arrangements
- f) Non subscribers who do not belong to any of the above arrangements.

See below for more specific details. This information will also be on our website at <http://www.curriculum.edu.au/scis/subscrib.htm>.

a) Education Department

Bulk deal arrangements will continue for the year 2000 for schools in New South Wales, Queensland, Western Australia and Northern Territory. Negotiations are underway with South Australia.

b) National Catholic

The National Catholic Education Commission will negotiate another bulk deal arrangement for Catholic schools. The State Catholic Education Offices will contact Teacher Librarians to confirm their subscription to SCIS. This will also provide the opportunity for new subscribers to join the National Catholic bulk deal. Schools will be notified when the discount level is finalised so that payment may be forwarded to their State Catholic Education Office.

c) Independent Schools

Teacher Librarians in Queensland, Victoria, Western Australia and Australian Capital Territory will be contacted by their state Independent Association to nominate which SCIS product they would like to subscribe to for 2000. Schools will be notified when the discount level is finalised so that payment may be forwarded to their State Independent Association Office.

d) Christian Parent Controlled Schools

The Association for Christian Parent Controlled Schools arranged a discounted price for their schools in 1999 and this process will be continued.

e) Current subscribers to SCIS not involved in the above arrangements

Your subscription to SCIS in 1999 was a standing order, which means that you will

not be required to subscribe again. You will automatically be given access to the same product in the year 2000 that you subscribed to in 1999. An invoice will be sent to you in October requesting payment for the year 2000 and asking for confirmation of product required.

f) Non subscribers who do not belong to any of the above arrangements

A SCIS subscription form will be sent to schools that do not have a subscription for 1999. This form will be posted to those schools in October and if an order is placed before the end of 1999 the school will have access to the products at the beginning of the year. If subscribing to SCISWeb a letter will be delivered to the school by 17 January 2000 outlining passwords and how to access the product whilst SCISCD will be delivered in February 2000. Please note: Customers whose subscriptions to SCIS are received at Curriculum Corporation after 1 January 2000 will receive products within five to ten working days upon receipt of subscription form.



Internetting Corner

These sites can be easily accessed on the Internet via the links found on the Curriculum Corporation's Connections site for Issue No. 31:
 <<http://www.curriculum.edu.au/scis/connect/connect.htm>>.

Ancient Egypt

<<http://www.angelfire.com/wi/egypt/index.html>>
 Aimed at senior primary students, this age appropriate site offers concise information and graphics regarding most aspects of the flourishing life of Ancient Egypt. Additional links for teachers include lesson plans and resources.

Backyard Birdwatch – The Birds of Urban Australia

<<http://www2.abc.net.au/science/birds/>>
 Students and teachers studying urban bird life will find this ABC Science website beneficial. Features include a process to help identify birds, facts and links.

ChinaVista Newswire – The Latest in China News

<<http://www.chinavista.com/newswire/index.html>>
 Updated daily, this specialist news service concerning China includes a variety of English language and translated Chinese newspapers such as the *China Daily*, *Hong Kong Standard*, *SCMP China News* and the *People's Daily*.

Department of Immigration and Multicultural Affairs Citizenship Education Project

<<http://www.immi.gov.au/citizen/>>
 Schools implementing studies in Civics and Citizenship should bookmark this site which emanates from the Department of Immigration and Multicultural Affairs. Material includes background information, teaching resources and documents.

Do We Really Know Dewey?

<<http://www.tqjunior.advanced.org/5002/index.shtml>>
 A self-paced site which allows primary students to increase their knowledge and understanding of the Dewey system and to test themselves with a series of quizzes and puzzles.

Educate the Children

<<http://www.educate.org.uk/index.htm>>
 Primary teachers and parents will find a plethora of reviews, lesson plans and teaching strategies on this UK site. A teacher's forum is an added feature.

Evans Head P.S.

<<http://www.nor.com.au/education/ehps/>>
 This school's use of the Internet has been recognised with awards at both state and national levels, and now at an international level, with third place in the elementary school category of the 1998-99 AT&T Virtual Classroom Contest.

Grazio's Malta Virtuali

<<http://www.fred.net/malta/>>
 Almost everything connected with Malta can be found on this extensive site, including the tiers of government, news, poetry, religion, food, customs and statistics. An exemplary resource for setting an online project about a country.

Library and Archival Exhibitions on the Web

<<http://www.sil.si.edu/SILPublications/Online-Exhibitions/online-exhibitions-title.htm>>
 A project administered by the Smithsonian Institution of Libraries, this site links to a variety of online exhibitions in libraries, archives, historical societies and museums. Material includes books, artworks, photographs, and archival audio and video tapes.

Look Japan

<<http://www.lookjapan.com/index2.html>>
 This monthly English language magazine about Japan is now available in an online format. Contents include analytical coverage of Japanese news, society and culture, business and technology.

Rainfall Recordings

<<http://www.nt.gov.au/weather/rainfall.shtml>>
 Rainfall patterns for the whole of Australia are downloaded daily from the Commonwealth Bureau of Meteorology. Maps with rainfall patterns are displayed on the basis of averages over daily, weekly, monthly, three monthly and yearly figures.

Welcome to Deer Creek School's 'Our Town' Project

<<http://www.ncgold.com/goldrushtown/>>
 Students studying the gold rush period in Australia's history could use this information for comparative studies with California's gold rush period. Developed by a school in the heart of California's gold country, this site contains historical photographs, a timeline, background information and a collection of links.

Welcome to How Stuff Works!

<<http://www.howstuffworks.com/>>
 Ever wondered how smoke detectors work? How about automotive transmissions? This fascinating site explains the working of subjects as diverse as gum disease and cruise missiles using text, diagrams, photos and animation.

Welcome to the Tate Gallery

<<http://www.tate.org.uk/>>
 The three Tate galleries house the national collections of British art and international modern art. This site enables browsers to view thousands of images of British art from the sixteenth century to the present day as well as international modern art.

Western Australian Museum – Home Page

<<http://www.museum.wa.gov.au/>>
 The collections of the various locations of the Western Australian Museum are featured here, along with exhibition details, coming events, education programs, publications, resources and services.

Nigel Paull, Editor, Connections

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. Remember the links, content and even the address of a site may change quickly.

Reviews



Impressions: Texts from Asia for the Lower Secondary English Classroom

Publisher: Curriculum Corporation

ISBN: 1 86366 415 7

SCIS: 935224

RRP: \$14.95

Reflections: Texts from Asia for the Middle Secondary English Classroom

Publisher: Curriculum Corporation

ISBN: 1 86366 416 5

SCIS: 939500

RRP: \$19.95

Dimensions: Texts from Asia for the Upper Secondary English Classroom

Publisher: Curriculum Corporation

ISBN: 1 86366 417 3

SCIS: 938638

RRP: \$24.95

The National Asian Languages and Studies in Australian Schools (NALSAS) strategy reflects the commitment of the Commonwealth Government to incorporate the teaching of key Asian Languages and cultures in schools across Australia. In respect to studies of Asian cultures, the aim has been to infuse a perspective on Asia across the curriculum, with particular emphasis on the Arts, Studies of society and environment, and English.

The three anthologies published by the Curriculum Corporation, *Impressions: Texts from Asia for the Lower Secondary English Classroom*, *Reflections: Texts from Asia for the Middle Secondary English Classroom*, *Dimensions: texts from Asia for the Upper Secondary English Classroom*, have been funded by the NALSAS taskforce for secondary classrooms. They attempt to address several key aspects of studies of Asia in particular, whilst at the same time incorporating fundamental principles of working around and through texts embodied in National and State English curriculum guidelines.

Impressions, Reflections and Dimensions endeavour to open up dialogue around written and visual texts that testify to the richness and diversity of the cultures in Asia and to the similarities that exist across cultures. Socials and cultural contexts in time and place

resonate with the studies of Asia 'project' to dismantle stereotypes and narrow understandings of Asian cultures, lifestyles and traditions. The anthologies work from the understandings that texts embody social and cultural meanings and that the reader/viewer in turn brings particular ways of 'seeing and being' in the world to the text. Close engagement with rich, beautifully produced collections of texts offer students alternative ways of 'seeing and being' in relation to Asia and Asian people, past, present and future.

Impressions, Reflections and Dimensions, individually, and as a collection, cover a variety of text types that move students beyond commonsense understanding into the world of the unknown; offering reflection on themselves as readers/viewers. They also cover a range of topics that appear to have been selected on a perception of 'age appropriateness'. In *Impressions* the emphasis is on folktales, myths, legends and autobiographical writing; in *Reflections* political standpoints complement folktales and oral histories; and in *Dimensions* there is a focus on gender roles, stereotypes, changing personal relationships, large scale political change and personal recounts of living under political oppression.

At all times the voices that echo throughout the anthologies are the voices of the Asian people. These voices bare witness, for example, to the everyday (Beijing Snacks); the historical (The Crow and the Archers); the challenging (I am Not that Women); the political (The Coldest Winter); the contemporary (NP) and the evolving (The Coconut Orchestra). Students are invited to relate to these voices through activities that encourage literal, analytical and critical readings of the texts. Personally, I feel an opportunity for more critical readings of the texts has been missed. For it is the struggle between different discourses, 'Asia' and 'Australia', 'Self' and 'other', and all that exists in between, that develops new ways of 'seeing and being'.

Nevertheless, the outstanding contribution that the anthologies offer is that they value the voices of peoples of Asia, and in doing so avoid speaking for the people of the Asian region. Importantly, they provide Australian

students with a rich entry point into the world of difference and, indeed, a world where similarities across cultures defy an unbridgeable gap between people. The anthologies attempt to address what Michael Garbutcheon Singh aptly describes as a 'multivocal curriculum' where the circulation and exchange of Asian voices facilitate the emergence of an 'Asian presence' in Australia from a marginalised and stereotyped space. Related website: <http://www.curriculum.edu.au/accessasia/index.htm>.

Reviewed by Julie Hamston, Lecturer, University of Melbourne.

*Published in *Viewpoint*, Vol 7 No 1, Autumn 1999, pp 10. Reproduced with permission.

Available from:
Curriculum Corporation
Tel: (03) 9207 9600
Fax: (03) 9639 1616
Email: sales@curriculum.edu.au

The Information Literate School Community: Best Practice

Editors: James Henri and Karen Bonanno
Publisher: Centre for Information Studies (CSU), 1999

RRP: \$45.00 plus \$5.00 postage and packaging per order

Available from:
Charles Sturt University
Locked Bag 660
Wagga Wagga 2678
Email: cis@csu.edu.au
ISBN: 0949060879
SCIS order number: 974687

Edited by James Henri and Karen Bonanno and featuring contributions from leading academics, researchers and practitioners this expansive work contains twenty chapters dealing with the information literate school community. Aimed at the full range of education professionals keen to define, understand, develop and implement information literacy and the notion of the information literate school community, the collection includes case studies, research and information pertaining to principals,

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Does Your School Have an Internet Usage Policy? (cont.)

Many schools ask students, often in conjunction with their parents, to sign an undertaking stating they will abide by the school's rules and that they understand the consequences for any breaches. These rules should be displayed adjacent to the Internet computers. Policy writers must keep in mind that the age of students will have a bearing on what may constitute acceptable use.

Inappropriate use may include:

- sending unchecked emails
- answering unsolicited emails, quizzes or advertising questionnaires
- participating in unauthorised 'chat rooms'
- naming students at the school in emails
- sending emails or files that are obscene, racist or slanderous
- accessing pornography, or other sites deemed inappropriate by the school
- attempting to bypass filters that the school may have set in place.

Siting Internet computers in locations easily monitored by staff is probably the most effective step schools can take. Other procedures include: checking the 'history' file on the browser; accessing emails that have been sent; and investigating temporary Internet files or file downloads.

Additional Concerns

Schools need to ensure that:

- their policy encourages adequate ongoing training for all staff members, particularly new staff members
- staff incorporate explicit learning outcomes into units of work using the Internet
- students should have clear educational goals before using the Internet
- students are taught the steps of the information process and how these relate to the Internet in terms of locating, selecting and evaluating information from the Internet as to its content, clarity, currency and authority
- students are taught the etiquette, or 'Netiquette', for online usage
- steps are in place for students to report inappropriate sites so that action can be taken
- staff who disable filters for their own searches reactivate them

- frequently used bookmarked sites are checked occasionally to ensure that the content or links have not been changed or 'spiked'
- copyright is protected if staff or students download material
- staff keep abreast of software and technology changes
- the ongoing budget is adequate in terms of personnel and resources.

Publishing on the Internet

When schools are comfortable with applying the information process to the Internet they often move on to having their own presence on the Internet, usually by publishing a website.

Due to privacy concerns, or court orders, schools would be wise to obtain written consent from parents before publishing:

- the full name or address of a student
- photographs of a student
- work that can identify a student or their family.

Staff too have privacy concerns and may not wish to be identified on the home page.

Teachers should consult with their students before any students' work is published on the school's home page. Some students may not be happy to have their work displayed, and ultimately assessed, by a wider audience than their own teachers and peers.

Maintaining the Home Page

One person in the school should be designated for loading or changing information on the home page and that person should gain permission from the principal, or the principal's nominee to do so. Passwords to allow this should be kept in a secure area and changed regularly.

Copyright and intellectual property have to be considered if schools use material they have not created themselves. This may take the form of artwork, music, maps, text or graphics.

Guarantees

There can be no absolute guarantee that problems with inappropriate Internet usage

won't surface in a school. However, schools can minimise any unfortunate consequences should this occur by implementing and maintaining a thorough and widely understood Internet Usage Policy.

Nigel Paull is the Editor of Connections and Teacher Librarian at South Grafton Primary School. Nielsine Oxenford is the Deputy Principal at South Grafton Primary School.

Useful IUP Internet Sites

Filters

Cyber Patrol: <<http://www.cyberpatrol.com/>>

CYBERsitter:

<<http://www.solidoak.com/cysitter.htm>>

Net Nanny: <<http://www.netnanny.com/>>

SurfWatch: <<http://www1.surfwatch.com/>>

Internet Use Agreements

Harbor Lights Middle School:

<<http://www.coos.k12.or.us/~hlms4415/interneuse.html>>

Hazelbrook Public School:

<<http://www.hazelbrook.nsw.edu.au/interpol.html>>

Pillager Schools District:

<<http://www.vsba.org/intuse.htm>>

Rosebank Primary School:

<<http://www.nor.com.au/education/rosebank/policy.htm>>

Wenatchee School District:

<<http://einstein.wsd.wednet.edu/WSD/wsd.html>>

Copyright

Australian Copyright Council:

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



What's New?

1. LIWeek

If you subscribe to this free service, the top twenty or so sites that are added to the Librarians' Index on the Internet each week are emailed to you in one batch weekly. Emanating from Berkeley sunSITE, Librarians' Index to the Internet is an annotated and searchable database which contains almost 4,500 Internet sites which have been selected and vetted by librarians. The sites available via LIWeek are largely from the USA, but as they are abstracted and hotlinked selection is simple. By scrolling through, Teacher Librarians can access a wide variety of sites that may be interesting or relevant to themselves, teachers, parents or students.

To subscribe: Send the message <subscribe liiweek yourFirstname yourLastname> to Email: listproc@sunsite.berkeley.edu.

2. Referendum on a Republic

On 6 November 1999 Australians will be asked to decide whether they agree to change the Constitution to become a Republic and whether a new preamble should be added to the Constitution. The Constitutional Centenary Foundation is an independent non-partisan organisation set up to inform and encourage public debate on the Australian system of government.

For a copy of simple and factual information, contact:

Constitutional Centenary Foundation
Level 2/723 Swanston Street, Carlton VIC 3053

Tel: (03) 9349 1846

Fax: (03) 9349 1779

Freecall: 1800 622 001

Email: ccf2001@centenary.org.au

Website: <<http://www.centenary.org.au>>.

3. Syba Signs

At a recent conference Syba Signs were involved in the trade exhibition. SCIS staff who attended the conference thought that Teacher Librarians may be interested in the products this business provides. This service offers signs, instructional posters and bibliographic guides for school libraries. The signs are designed and produced by Phyl Williamson, an experienced Teacher Librarian, who understands the need for positive and meaningful school library signage that reflects the culture of the library, assists users with new technology and location of resources, and enhances the library environment. Included among sets of instructional posters available is a series on the Internet:

Evaluating the Internet

Focuses potential users of the Internet on critical questions they need to consider such as the authority, objectivity, ease of use, coverage, presentation, currency and accuracy.

Net Search

A series of seven posters including Directory addresses, Single Engine addresses, Multi search engine addresses, What is a URL?, Copyright and the Internet, Australian search engines and Title page.

Search Hints

A series of four posters including Boolean search explanation, Truncation and Proximity search.

Email Explained

A series of four posters including Email addresses, Email message and What is Email?.

Other Products include: Bibliographical 'A' frame charts, Text type posters (Genres) and Dewey directions.

Further details contact Phyl Williamson:

Tel: (02) 9818 4898; Mobile: 0413 153 950;

Email: cwill@planet.net.au.

Post Modernism and the Shelf Ready Item

The involvement of SCIS with Champion Education in providing shelf ready books to schools with catalogue records is outlined in an article written by Wilma Kurvink (Director of Library Services) and Marie Turnbull (Technical Services Librarian) at Wesley College, Melbourne.

The authors state:

'Outsourcing of cataloguing and processing had been identified by the Library Review as a method of

productivity improvement. It would allow library staff to focus on core services to students and teachers, and to develop expertise in areas that directly support the curriculum. ... Our goals in outsourcing were to provide a cheaper product and access to an expertise that we could no longer afford to maintain in-house, and to improve services to our clients by providing a clear, consistent catalogue.'

This article which will appear in *Access*, Volume 14, Issue 4, 1999 is also available on our website at <<http://www.curriculum.edu.au/scis/catalog/webupdat.htm>>.



Cataloguing News

SCIS Subject Headings 4th edition

Over 2,000 customers have already placed a prepublication order for the new book with expected delivery in November 1999. The 620 page book is available for purchase (RRP \$90.00; for Australian orders under \$100.00 add \$6.00 delivery) by sending an order form to Curriculum Corporation. An official order form is available at <http://www.curriculum.edu.au/scis/catalog/su/bjhead.htm>.

SCIS Subject Headings is a list of allowed and non-allowed terms and phrases for use in

Australian school library catalogues. This 4th edition incorporates all amendments since the previous edition and is presented in a new format that conforms to international indexing approaches. This comprehensive publication covering a wide range of subjects is a professional subject cataloguing tool developed over many years by a team of qualified cataloguers.

Features:

- Developed for Australasian school libraries and curriculum needs.

- Updated in response to changes in terminology, trends and attitudes.
- Broad and specific terms with scope for the cataloguer to add new headings in many categories.
- References for inclusion in library catalogues so that users are taken from non-allowed search terms to allowed subject headings and from allowed headings to related headings.
- Extensive introduction and clear guidelines.
- Revised headings for Aboriginal peoples.

Reviews (cont.)

professional associations, teachers and Teacher Librarians. The range of issues found in this timely work need to be read, digested, interpreted and implemented by all groups with a stake in the education of students today.

Reviewed by Nigel Paull, Editor, Connections.

Hanson, K, 'Literacy, IT and self mastery' in *Access*, 23, 13 (3) 1999, pp 15-17

In this encompassing article Hanson outlines the importance for teachers and Teacher Librarians of being information and technology literate. The ramifications and equity issues for students that don't attend schools with technology literate staff are discussed. The article also outlines: the key role played by Teacher Librarians in information technology (IT); the goals that learners should attain to become IT literate; changes to teaching and learning methodologies to implement a curriculum underpinned by IT; and a series of key recommendations for best practice.

Reviewed by Nigel Paull, Editor, Connections

Miller, M. J., 'Create a great website' in *PC Magazine Australia*, August 1999, pp 56-98

Although aimed primarily at creating business websites, the information contained in this extensive article is also applicable to schools

wanting to produce dynamic websites using the latest software and techniques. The three major components of creating a great website are investigated, namely those of design, construction and the choice of operating system and web server. The latest software for building and managing innovative and engaging web-based applications is comprehensively evaluated.

Reviewed by Nigel Paull, Editor, Connections

Morrison, A, 'Student Internet use and Web page creation: Elanora Heights Primary School Library home page...two years on' in *Scan*, 18 (3), May 1999, pp 27-30

Two years ago this school library created its own web page within the school's website. The author shares the benefits of two years of experience and details the enhancements, new processes and altered priorities that have occurred. The web pages demonstrate the Teacher Librarian's commitment to developing the information skills of students, being an advocate of change and being at the forefront of recent developments in technology and their application to the teaching and learning process. Classes at the school are now authoring their own web pages and students have been taught to insert graphics, tables, text and animation.

Reviewed by Nigel Paull, Editor, Connections

Farewell

It has been my pleasure to work with the SCIS team from Curriculum Corporation over the past two years to put together *Connections*. During this time *Connections* has evolved into a more focused, integrated newsletter promoting both SCIS products and information technology. I would particularly like to thank those readers who have contributed articles, and Keith Gove and Tricia Nathan from Curriculum Corporation for their support and assistance.

Nigel Paull, Editor

