connections

In this issue...

SCISWeb is a Winner

Fay Gardiner has been a Teacher Librarian in several primary schools in NSW and is a former editor of *Scan*. She has recently taken up the role of Teacher Librarian at a new school, Glenmore Park Primary, in Western Sydney.

In October last year, the word filtered through that our SCIS cataloguing records would be available via the Internet in 1998, with a flat annual fee and unlimited access to download records. Setting up a library in a new school, as I am, on a shoestring budget, as most of us are, every dollar counts, so I immediately stopped sending off my Rapid Retrospective orders.

For some silly reason, I'd expected to get started pretty much in the first week or so of the year on the backlog that had accumulated in quite a wondrous way considering I had run out of money about June. How could I forget that the forces that thwart Teacher Librarians' good intentions live and breed in the heady world of books? My problems were associated with machines (dating back only to the beginning of 1997) which came without appropriate drives, and companies which are divorced from any concept of school libraries as desperately busy places maintained by people who work in a constantly time-voracious state. The revelation that I could use our Macintosh for Internet access was the solution to one major crisis when the OASIS computer said a firm and unequivocal 'no' to having modems installed; I'll challenge it again though at a future date.

Come week five or six however I had our user id and entry password and we got started on transferring the resources from the groaning shelves to their temporary destination on the borrowing shelves. The SCIS Internet access, ordering and downloading was so easy that I couldn't believe it. We did strike a problem however with the barcodes. My accessioning procedure has always begun with stamping; pencilling in on the back cover the supplier, cost and invoice no; and whacking the barcode on the front cover. To my dismay I discovered that downloading from SCISWeb doesn't allow one to turn off the next barcode number field as Rapid Retro does, so we were stuck, literally, with hundreds of resources that needed the B4P1 (OASIS procedure) treatment. Thank heaven this is the Year of Good Library Monitors at Glenmore Park. In addition, I put an alert email on the OZTLNET immediately in the hope of saving others from a similar fate.

All of this notwithstanding we processed over 800 resources before the end of term one. I love that little window on SCISWeb that tells us how many we've done. Part way through term two we had added about another 200, and we tackled the SCISCD rejects, finding just about all of them on SCISWeb. The SCISWeb is a marvellous adjunct to SCISCD in my situation.

For some reason my OASIS computer has to be coaxed into accepting the download – usually refuses it but when it discovers that I'm going to keep H1G2ing (OASIS procedure) until it agrees, it has the wisdom to accept what it can't change. At this stage, humans can still win.

A few years back I was involved with a group of visiting Canadian Teacher Librarians who coveted our SCIS, the envy of the world they said – and that was in the days of slow, eye-wrecking microfiche. I am grateful indeed that we are blessed with these creative people, both those who have such great ideas and those who can turn the ideas into practice.

Fay Gardiner, Glenmore Park Primary

EdNA Adopts SCIS Metadata Standard

EdNA (Education Network Australia) has announced that by October 1998 it will implement SCIS subject headings as part of its metadata standards. When Teacher Librarians and students access EdNA they will be able to search and retrieve Internet resources using familiar SCIS subject headings. This is a significant achievement for SCIS and participating Teacher Librarians, as it acknowledges the expertise and quality of SCIS subject headings and recognises that SCIS is **THE** standard searching language of Teacher Librarians and students throughout Australian schools.

What is metadata?

Metadata is the buzz word used by publishers and administrators of Internet based resources for what is essentially 'cataloguing'. A metadata record is a type of catalogue record, it provides information about the contents of resources on the Internet, similar to how a SCIS record provides details, (Title, Author, Subject), about a book or CD-ROM in your library. Metadata records are designed to help refine searches on the Internet by enabling searchers to specify details about the material they are trying to discover, for example: An interactive resource on whales published in 1998 in English.

Despite these similarities a library catalogue record and a metadata record are not the same. Metadata creators do not have to be trained Librarians and they do not have to apply the same rules cataloguers use to construct a record. For example, metadata does not follow AACR2 nor MARC, nor does it adhere to a controlled vocabulary such as SCIS, Sears, LC Subject headings, etc.

The metadata world is catching up with the library community, and is trying to establish some minimum descriptive standards to improve the management and retrieval of Internet resources. The Dublin Core set is the most famous attempt at establishing a world wide metadata standard. It consists of 15 minimum, non compulsory, descriptive fields or elements and has been adopted by many Australian education web publishers, including EdNA.

There is an abundance of information about metadata available on the Internet. Some useful sites are listed below:

OCLC, Dublin Core Metadata Element Set: Reference Description
Provides information on Dublin Core elements with a link to the Dublin Core home page.
http://purl.org/metadata/dublin_core_elements

EdNA Metadata homepage
provides an entry point for information about metadata and EdNA.
http://www.edna.edu.au/EdNA/

We will publish more explanatory articles about metadata in *Connections* throughout 1999.

Ellen Paxton
National SCIS Cataloguing Coordinator

Key Issues About Cataloguing and the Use of SCIS

Occasionally Teacher Librarians want to know how we catalogue resources to add to the SCIS database and especially how we assign the subject headings to those records. The following key issues may be of interest to other people in their school libraries.

Subject headings

SCIS is a national database which reflects the most common terms which will be accessed by most students, with over 150,000 SCIS subject headings with cross references. The majority of headings are proposed by Teacher Librarians in schools who are in touch with the terms appearing in the curriculum and the terms used by their students.

SCIS agencies, located within the curriculum areas of their Departments of Education, meet every two months to submit new subject headings, to make changes and deletions to existing headings. These amendments reflect language shifts, new terminology and curriculum changes which regularly occur. The prime concern of the SCIS cataloguers is to ensure the suitability of the subject headings for use in the school library and to ensure the headings reflect Australian-English usage.

Applying cross references to the school's catalogue

If a term is not an authorised SCIS term cross references become essential. SCIS assigns reference structures to its headings to ensure that students will be led from rejected terms to the authorised heading 'See references', and to direct them to other related and broader terms 'See also' and 'Seen also from'.

It is important for Teacher Librarians to apply these SCIS reference structures to their catalogues. Cross references are integral to ensuring that students are navigated from the invalid term to the correct heading and to ensure that they find information which is related to their topic. If SCIS has not included a term used locally by students in its reference structure, then Teacher Librarians should add the term as a See reference to their authority file.

Key Issues About Cataloguing and the Use of SCIS (Cont.)

The application of 'generic' headings e.g. 'Sportsmen and Women - Australia', are used in conjunction with more specific headings. A resource which is about a variety of sportsmen and women requires a broader heading to reflect the content of the resource. SCIS will and does use the more specific headings e.g. 'Freeman, Cathy', for works specifically about Cathy Freeman or for works containing significant amounts of information (e.g. a chapter) about her. Again cross referencing is relevant to this issue. If students are likely to search for a general work on all Australian sportsmen and women under an individual's name then we recommend that a cross reference be added e.g See also from that individual's name to the appropriate SCIS heading. More information about SCIS reference structure is available in SCIS Subject Headings List 3rd edition.

Feedback to SCIS about subject headings

If you believe a term would be useful for a significant number of students then please let your local SCIS Agency know. If it is not accepted as a heading then it will most likely appear in the reference structure to ensure that other schools can update their authority list to ensure their students find the correct heading and access the information they require.

Hit rates and searches

When SCIS staff advise customers whether to purchase SCISWeb or SCISCD the deciding factor is how important it is to the Teacher Librarian to have currency of records. If it is vital for the Library to have access to current records then they should purchase SCISWeb which ensures that they are working with the live database and have access to records as soon as they are added.

Customers using SCISWeb or SCISCD will experience varying hit rates because the CD data is at least one month old by the time it is delivered to schools. If you are currently using the SCISCD and you would like to improve your hit rate with new publications please ring the SCIS support staff to discuss changing to SCISWeb.

A reduced hit rate may occur if the recommended methods for searching are not used. SCIS recommend searching initially on ISBNs for the records. If this is unsuccessful then other searches such as title can be used. It is important for users to be very familiar with the searching techniques by thoroughly reading the manual. We encourage people to contact us if they are experiencing difficulties as our aim is to ensure that all customers receive the maximum benefit from our products.

Collection policy for adding SCIS records

Every month approximately 3,000 resources are added to the SCIS database. When our cataloguers add resources, priority is given to recent publications and to items which they believe the majority of schools across Australia would be purchasing for their libraries.

Different editions of materials

Librarians must be certain that they download the correct cataloguing records for the resources in hand. Some resources that were originality published many years ago were catalogued according to standards at that time. Newer editions may have different details such as publisher or date, or our standards may have changed. Thus it is possible for apparently similar resources to have different records.

Current policy now allows our cataloguers to add up to ten subject headings per item whereas previously only up to five headings were assigned. Subject headings for the same title may vary depending on the date it was added to the database and current trends in education.

Maintenance of SCIS Database

We aim to maintain the database and update old records to current standards. However as the database grows (it is currently over 600,000 items) we are bound to miss some. As always we appreciate Teacher Librarians contacting their local agency so that alterations can be immediately made to the database for the benefit of all our other customers.

SCIS Agencies
NSW	02 9886 7595
WA	08 9264 4927
SA	08 8340 4961
VIC	03 9428 5800
QLD	07 3406 2463

CC News

Subscriptions 1999

In 1999 there will be only two products available for obtaining catalogue records: SCISWeb and SCISCD. As stated in the previous *Connections* there will be no SCIS Online (Via SCISLINK), Microfiche, Rapid Retrospective, ASCIS Recon or catalogue cards.

At this stage it appears that all 1998 discounted bulk subscription arrangements will continue for 1999. If you were part of such an arrangement, you will receive notification from the relevant Education Department/Agency.

1999 Statewide SCIS subscription arrangements

NSW Government Schools

The statewide subscription to SCIS products and services negotiated in 1998 by the NSW Department of Education and Training will continue in 1999.

WA Government schools

The 1998 arrangement for WA Government schools' access to SCISWeb, will continue in 1999.

SA Government schools

The 1998 arrangement for SA Government schools' access to SCIS products will continue for 1999, when only SCISWeb and SCISCD will be available.

Queensland Government schools

Discussions are underway for a statewide subscription to SCISWeb and SCISCD for Queensland Government schools for 1999. Further information will be provided by Education Queensland via its *Education Views*.

National Catholic Education Commission

Negotiations are currently underway with respect to arrangements for 1999. State and Territory Catholic Education Commissions and/or diocesan Catholic Education Offices will contact schools in the near future regarding these arrangements.

ACT Government schools

ACT Government schools should check with their School Library Services for information about 1999 subscription arrangements.

PLEASE NOTE: For all people not involved in bulk arrangements the SCIS Subscription forms will be forwarded to schools in October to allow Teacher Librarians sufficient time to budget and plan for 1999.

Why you should choose SCISWeb

To assist customers who are undecided about which product to purchase we have listed the extra benefits that are available when using SCISWeb.

- On line to the live SCIS database of approximately 600,000 bibliographic records
- Able to download bibliographic records of resources as soon as they are added to the SCIS database
- Faster to download records
- More searching options in the Voyager WEB OPAC
- Able to print up bibliographies as an aid to selection of resources
- Able to view the subject headings with see and see also references
- No waiting for the next updated edition of SCISCD to be delivered

Address details

Due to constant staff changes in schools it is not possible for us to send mail with personal names of library staff. All mail sent by SCIS to schools is addressed to 'TEACHER LIBRARIAN'. We do realise that some people do not use that particular title for their role within the school and may prefer one of the many other options available. However, as Curriculum Corporation deals with thousands of schools across Australia and overseas it is our policy to apply the title 'TEACHER LIBRARIAN' when mailing out to libraries. If any other address details change please contact us.

Information for Teacher Librarians on the SCIS homepage

SCISWeb is one of the ten menu options on the SCIS homepage. Many Teacher Librarians have already taken the opportunity to read the information we have provided. To access information which has been added to any of the menu options choose 'SCIS website updates' to select new links.

Handy Hints

SCIS Web
1. Bookmarking SCISWeb

Many customers using SCISWeb bookmark the location to gain quick access every time they logon. We advise customers to choose the 'Take me to SCISweb' page and not the next screen with the login dialogue box. This allows you to read any important messages that SCIS staff display. A reminder also that the 'Message of the day' should be viewed regularly to take advantage of handy hints and relevant information.

2. Hit rate

We recommend that the initial search for a catalogue record is done by scanning or typing the ISBN. If this is not successful then it is recommended that a title or author search is carried out of the resource is not found. Please contact your state cataloguing agency to arrange for the items to be catalogued.

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. 27.
http://curriculum.edu.au/scis/connect/connect.htm

My Virtual Reference Desk – FastFacts 1998

http://www.refdesk.com/fastfact.html
As the title implies this site has hundreds of links to help you answer all those curly questions that crop up which have to be answered immediately. Information is available from almanacs, calendars, dictionaries, lists of quotations, news services, data banks, weather centres, encyclopedias and other specialised areas. The site is equipped with a search engine.

ASLA XVI '99

http://srl.rmit.edu.au/slav/asla.htm
If you are contemplating attending the 16th Biennial Conference of the Australian School Library Association being held in Geelong during January 18–21, 1999 this site will keep you abreast of developments.

Educational Technology for Schools

http://FromNowOn.org
This is the Web site for *From Now On: The Educational Technology Journal*, published by Jamie McKenzie. Articles are available on a range of topics including: libraries of the future; technology planning; assessment; staff development; Internet use policies; and networks.

Inside Indonesia: Widely Read, Inside and Out!

http://www.serve.com/inside/
Published in English, this is the online version of the print journal of the same name. It is broadly focused, dealing with topics involving culture, the environment, politics and human rights, social conditions, economics and travel.

LawLink NSW - Attorney General's Department Online

http://www.lawlink.nsw.gov.au
LawLink NSW has developed a special index of legal resources designed to address core areas of the NSW Legal Studies Curriculum. It contains hundreds of pages of plain English fact sheets and guides explaining NSW court processes, as well as resources on legal

issues such as debt, crime, environment, discrimination, government and privacy.

Literacy Web Australia

http://www.schools.ash.org.au/litweb
Managed by Neil Anderson, a Queensland Educator of the Year, this site has a selection of case studies relating to technology and literacy, and literacy in general. Also included are rewarding links to other literacy sites.

PETA – Primary English Teaching Association

http:/www.peta.edu.au
PETA is a highly regarded teaching organisation focusing on language and literacy at the primary level. Secondary English teachers should investigate this site as well.

Past Notable Women of Computing & Mathematics

http://www.cs.yale.edu/HTML/YALE/CS/HyPlans/tap/past-women.html
The role of pioneering women in the fields of computing and mathematics is highlighted on this site. It contains biographical and background information and has an excellent array of associated articles.

Parliamentary Education Office

http://www.peo.gov.au
An essential site for any primary or secondary student studying Federal Parliament. Teachers are well catered for with curriculum material and resource sharing ideas. An exemplary site for highlighting the currency of the Internet compared to other sources of information.

Welcome to DK Publishing

http:/www.dk.com
Dorling Kindersley has produced an attractive, informative site that mirrors the layout of the books they publish. It contains information on their latest books and software and has a section specifically for children.

The Dickens Page

http://lang.nagoya-u.ac.jp/~matsuoka/Dickens.html
There is a plethora of information pertaining to Charles Dickens and his work to be found

here. Emanating from Nagoya University, there are also links to articles, Dickens fellowships and other associated Websites.

Internet Education Group

http://www.inet-edu.com/
K-12 teachers investigating innovative methods to integrate technology into teaching programs will enjoy exploring the range of online lesson plans available. The Internet is the catalyst for each lesson plan.

SLMQ Online

wysiwyg://23/http://www.ala.org/aasl/SLMQ/index.html
School Library Media Quarterly Online is an official journal of the American Association of School Librarians. Articles published are substantive and refereed. The site also contains a selection of previously published material.

Dictionary and Glossary List

http://www.onelook.com/browse.shtml
Hundreds of specialised dictionaries and glossaries are available from this site. Some of the more obscure include *Water Quality Dictionary*, *Glossary of Glassmaking Terms*, and *Feudal Terms of England*.

You've Got Mail!

http://www.electronic-school.com/0398f5.html
Ten imaginative ideas to extend the use of email in schools, in a meaningful context, are listed in this article, from Electronic School Online. Relevant for both primary and secondary students.

Nigel Paull
paull@turboweb.net.au
Editor

Reviews

🔹 Book 🔵 CD 🔶 Video 📋 Report

🔹 Title: *Boys and Literacy*

Professional Development Units
and Teaching Units
Publisher: Curriculum Corporation,
Carlton Victoria, 1997
RRP: $59.95 ISBN: 1 86366 419 X or
Teaching Units only
$39.95 ISBN:1 86366 421 1

Description: Professional Development
Units and Teaching Units

Review: 'Are boys less literate than girls?
Are certain groups of boys inevitably less
literate than others? *Boys and Literacy* tackles
the complex interweaving of gender,
masculinity, culture, schooling and literacy.
The 'Professional Development Units' are
designed for pre and inservice teacher use
with full details and guidelines, overhead
transparency proformas, discussion guides
and question sheets. The 'Teaching Units'
present K-12 classroom strategies which
have been extensively trialled. Both books
have been developed in consultation with
literacy and equity consultants in several
states. *Boys and Literacy* provides stimulating
and practical resources to confront a common
problem area.'

This pair of companion books provide an
invaluable resource for teachers and
educators seeking to address from an
informed perspective concerns about the
literacy achievements of boys in schools.
The first book is designed for use by groups
wishing to undertake professional
development on this widely misunderstood
issue, while the second provides classroom
teachers with practical units suitable for use
from the earliest years of primary school to
the final years of secondary schooling.

Reviewed by Barney Devlin,
Executive Officer, Literacy, ACT

This product is available from:
Curriculum Corporation
Tel: (03) 9207 9600
Fax: (03) 9639 1616

🔹 Title: *Different Dreams*

Publisher: Curriculum Corporation
RRP: $34.95
SCIS Order Number: 925727
ISBN: 1 86366 426 2

Description: Teacher resource

Review: This is the fourth book in a series
of integrated units of work for teachers in
Australian schools. The series to date covers
the K-8 range with many of the units crossing
over the traditional class/year splits. They are
a must for any multi-age classroom.

Different Dreams contains twelve units which
are a useful model for staff to use when
developing their own units for their own
specific contexts and purposes. The units are
grouped according to the connecting threads
which are used to organise the learning in the
other books in the series – *co-operation and
participation, humans construct, imagine and
invent, culture and community, our world and
beyond, everything's a story.*

The sixth connecting thread *myself and others*
found in the earlier collections is not
represented. This is most likely due only to
constraints of time and space, as this aspect
is an important issue in the lives of year 7 and
8 students, the target audience for *Different
Dreams.*

Different Dreams is based on the principles of
authentic integrated curriculum, where a unit
of work:
- Allows for genuine connections to be
made between similar ideas;
- Draws on the conceptual integrity of each
learning area, treating the knowledge and
skills of each learning area with respect;
- Links topics into a sequence of learning
that builds students' understanding about
significant ideas that are worth studying,
using a range of learning processes;

- Makes natural rather than forced
connections, usually having a strong 'host'
learning area, bringing in other disciplines
only when there is a strong conceptual
connection and/or bringing in other
processes helps to deepen understanding;
- Has specific teaching purposes and
intentions and can be quite precise about
outcomes for students.

Such a resource as this is timesaving and
easily adaptable to any state framework. It is
certainly a case of work smarter, not harder in
these days of overloaded curriculum and
timetables. It would be an invaluable resource
for any teacher in a middle school who is
trying to come to terms with block scheduling
and integrated curriculum.

Reviewed by Helyn Strokowsky, Teacher, ACT

This product is available from:
Curriculum Corporation
Tel: (03) 9207 9600
Fax: (03) 9639 1616

📋 Grant, V. 'Information skills and their impact on learning: a New Zealand study.' *Scan.* 17(2), May, 1998, 50-55.

After the introduction of information skills into
New Zealand's *National curriculum* in 1993 as
one of eight 'essential skills', it became
mandatory for schools to develop these skills
in students. The author undertook a research
project to try and determine if following an
information skills approach enhanced the
learning outcomes of students. The findings,
although carried out in one school, indicated
that the development of information skills
assisted students in their ability to manipulate
information, present information, as well as
inspire confidence with their learning.

Reviews(Cont.)

Kentwell, R. 'A good idea at the time'. *FYI.* 2(2), Autumn, 1998, 4-6.

Rosalind Kentwell, Teacher Librarian at Melbourne High School, has a self-confessed passion for information literacy. She wanted to ensure that teaching information literacy remained in context, yet harnessed the technology that is available in schools today. By embarking on a plan that incorporated writing HTML and using Netscape, students and teachers were able to incorporate transferable skills into several projects. Both the positive and negative aspects of the undertaking are documented.

McKenzie, J. 'Libraries of the future'. *Access.* 12(2), May, 1998, 14-16.

Teacher Librarians who did not have the opportunity to hear Jamie McKenzie during his recent visit to Australia should seek out this thought provoking article. It discusses the way school libraries may develop over the next decade and the accompanying role of Teacher Librarians. McKenzie states that the best case scenario would see Teacher Librarians as 'pilots' demonstrating to students and teachers how to navigate through the glut of information available, and acting as information mediators assisting users to assess the quality of information. He also outlines the merit for being proficient in information technology and in taking a greater role in curating, while maintaining the more traditional roles involving promoting literature and matching books to readers.

Ridge, M. 'Get a free e-mail account!'. *internet.au.* August, 1998, 64-65.

By having email stored on a Web provider's server, users are able to access the email from any Web connected computer. This is particularly relevant if users have no computer access at home, share a computer system at work without personal email, or travel frequently. This article explains how free email works, lists the top providers and outlines the steps necessary to set up your own free email accounts.

Nigel Paull
Editor

What's New?

Maximising the Benefits from SCISWeb and SCISCD

A recent addition to the NSW Department of Education and Training's Web site, *Network for Education,* is an interactive resource for Teacher Librarians, which offers information and advice concerning SCISWeb and SCISCD. It offers Teacher Librarians the opportunity to better acquaint themselves with current developments in the application of both SCISWeb and SCISCD.

Teacher Librarians have the opportunity to explore the three main components of the site. The first section, *Resources,* contains articles written about SCISWeb and SCISCD by current Teacher Librarians. Some useful hypertext links to associated sites are also available.

The second is *SCIS FAQ,* which contains the most Frequently Asked Questions, complete with answers, which have been vetted by experts. Users of SCISCD and SCISWeb from other states, or other educational systems, should be aware that hardware and software tips may specifically relate to versions of OASIS run in NSW Department of Education and Training schools. Thus, they may need to adapt some answers.

Your Say is a moderated electronic discussion board. Teacher Librarians can correspond with each other and members of the NSW Department of Education and Training's (NSW DET) Library and Information Literacy team. Any suggestions that may be offered are checked to ensure that the answers provided are both manageable and workable.

If you wish to follow the discussions, read articles or take aboard some new management strategies have a look at this innovative use of the Internet. The site can be accessed at: http://www.dse.nsw.edu.au/staff/F2.0/yoursay/topic003/index.htm

Nigel Paul
Editor

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 **.

Animal life cycles
See **LIFE CYCLES (BIOLOGY)**

ART, MODERN - 20TH CENTURY **
(Addition)
See also INSTALLATIONS (ART)

BIOLOGY ** (Addition)
See also LIFE CYCLES (BIOLOGY)

Body art
See **BODY DECORATION**

BODY-MARKING ** (Replacement)
[Replace heading and references]
Body-marking
See **BODY DECORATION**

BODY DECORATION
See also FACE PAINTING
x   Body art; Body-marking; Body
       painting; Body piercing; Tattooing
XX   FACE PAINTING; GROOMING,
       PERSONAL; SOCIAL LIFE AND
       CUSTOMS

Body painting
See **BODY DECORATION**

Body piercing
See **BODY DECORATION**

COMPUTERS ** (Addition)
See also **MILLENNIUM BUG**

Date conversion problem (Computer systems)
See **MILLENNIUM BUG**

DISABLED ** (Addition)
(May subdiv. geog. in form **DISABLED IN AUSTRALIA)**

DISABLED IN AUSTRALIA
Use the same form for disabled in other countries or states of Australia.

FACE PAINTING ** (Replacement)
[Replace See also BODY-MARKING;]
See also BODY DECORATION

GROOMING, PERSONAL **
(Replacement)
[Replace See also BODY-MARKING; XX BODY-MARKING]
See also BODY DECORATION
XX   BODY DECORATION

GROWTH ** (Deletion/Addition)
[Delete x Life cycles]
See also LIFE CYCLES (BIOLOGY)
XX   LIFE CYCLES BIOLOGY]

Human life cycle
See **LIFE CYCLES (BIOLOGY)**

INFORMATION STORAGE AND RETRIEVAL SYSTEMS ** (Addition)
See also WORLD WIDE WEB

INSTALLATIONS (ART)
Use for works of art which are made up of a number of pieces or sections, the arrangement of which is determined by its exhibition space.
XX   ART, MODERN - 20TH CENTURY;
       SCULPTURE

INTERNET (COMPUTER NETWORK) **
(Addition)
See also WORLD WIDE WEB

INTERNET (COMPUTER NETWORK) - DIRECTORIES ** (Addition)
Use for directories of organisations etc. connected with the Internet in general. For directories of World Wide Web addresses see WEB SITES - DIRECTORIES
See also WEB SITES - DIRECTORIES

KEY COMPETENCIES
[Reference structure to be decided]

Life cycle (Replacement)
[Replace See GROWTH]
See **LIFE CYCLES (BIOLOGY)**

Life cycle, Human
See **LIFE CYCLES (BIOLOGY)**

Life cycles, Animal
See **LIFE CYCLES (BIOLOGY)**

LIFE CYCLES (BIOLOGY)
Use for works on the various stages through which an organism passes, from one generation to another.
See also GROWTH; METAMORPHOSIS

x   Animal life cycles; Human life cycle;
       Life cycle; Life cycle, Human; Life
       cycles, Animal; Life cycles, Plant;
       Plant life cycles
XX   BIOLOGY; GROWTH;
       METAMORPHOSIS

Life cycles, Plant
See **LIFE CYCLES (BIOLOGY)**

METAMORPHOSIS ** (Addition)
See also LIFE CYCLES (BIOLOGY)
XX   LIFE CYCLES (BIOLOGY)

MILLENNIUM BUG
x   Date conversion problem (Computer
       systems); Y2K bug; Year 2000
       computing crisis
XX   COMPUTERS

Plant life cycles
See **LIFE CYCLES (BIOLOGY)**

SCULPTURE ** (Addition)
See also INSTALLATIONS (ART)

Sites, Web
See **WEB SITES**

SOCIAL LIFE AND CUSTOMS **
(Replacement)
[Replace See also BODY-MARKING]
See also BODY DECORATION

Tattooing
See **BODY DECORATION**

WEB SITES
x   Sites, Web
XX   WORLD WIDE WEB

WEB SITES - DIRECTORIES
x   World Wide Web - Directories
XX   INTERNET (COMPUTER NETWORK) -
       DIRECTORIES

WORLD WIDE WEB
See also WEB SITES
XX   INFORMATION STORAGE AND
       RETRIEVAL SYSTEMS; INTERNET
       (COMPUTER NETWORK)

World Wide Web - Directories
See **WEB SITES - DIRECTORIES**

Y2K bug
See **MILLENNIUM BUG**

Year 2000 computing crisis
See **MILLENNIUM BUG**