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Cconnections

Issue No 16 Summer 1996

OZJAC—matching career aspirations with reality

K Gove & M Murley

When students left school in the late 1960s, Eric Clapton's 'Cream' had just reinterpreted the old blues song 'Crossroads'. In those days, the end of school was like a 'crossroad': a few went on to tertiary study, a few went to trade school (the forerunner to TAFE, then offering mostly apprenticeships), a few 'dropped out' of society altogether and the majority got a job. The decisions had a smell of finality.

As Midnight Oil started to transfer their frenetic live performances to vinyl in the late 1970s, Year 12 retention rates were less than 50%, and the majority of those students completing secondary school were not going on to tertiary study. Those that were had no consolidated guide to show them the university and TAFE courses that were available, careers teachers in schools were still somewhat rare, and the perception of TAFE was tainted in the minds of students (and the majority of teachers) by notions of oily overalls and 'ex-tradies who couldn't teach'.

Not so now.

Life after the post-compulsory years at school has become much more complex. Schools are taking up vocational options, there is an increasing convergence between general and vocational education (or between education and training), the range of pathways is expanding, workplaces are changing, and the continual renewal and up-skilling required for the workforce of the next century requires people to take a 'lifelong learning' approach to their careers.

Students and advisers now talk more in terms of pathways rather than crossroads.

Not only have all of these changes made the task of making career decisions more complex, but the role of the career adviser, whether this be in the school or non-school context, also has to encompass a broader understanding of the employment and training sectors.

That the role of providing advice and counsel to students leaving secondary education is conducted in an environment of ever increasing complexity was

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recognised in the recent Career Education Taskforce advice to MCEETYA (Ministerial Council of Employment, Education, Training and Youth Affairs):

The continual demands for retraining, skill development, work restructuring and continuous improvement mean that individuals' need for ongoing opportunities for career information, counselling and advice is no longer limited to their initial years of education.

How can all Australians be supported to take up and continue education and training that is personally relevant and appropriate to Australia's future needs?

The birth of JAC

In 1985, the seed for a computerised directory of TAFE and Higher Education courses was sown. Bemoaning the fact that prospective students had no facility to broadly investigate post-school study options, a computer information system that allowed students to sift through tertiary course information in a systematic and comprehensive fashion was mooted.

In a parallel development, an information system that provided details on vocational opportunities, including occupational information and the links to training, was also proposed.

It was the bringing together of these two themes that led to a system that could provide information about work and study and show the links between the two, and provide both the capacity to search for specific information as well as explore options when no vocational outcome was predetermined.

In short, a system was conceived that could assist both people who had a career goal, and people who were still trying to formulate one; a program that was designed to help people making career decisions, and those who advise in this process.

With the mission to broaden people's vocational options and awareness, the Job and Course explorer (JAC) was born.

Developed by the Victorian Department of Education, JAC was gradually licensed to all other States and Territories, so that by 1993 there was a version of JAC in each one. As at December 1995, there were over 3,000 JAC subscribers nationally.

The growth of an increasingly complex educational system, the changing status of and regard for TAFE courses, the impetus of the national training reform agenda and the ever present need for accurate and up-to-date course information in the midst of this change ensured JAC's continued evolution.

OZJAC—the Australian courses and careers database

Throughout 1994 and 1995 JAC Units in each State and Territory worked on the integration of the separate JAC systems into one national system. Following this and related work by DEET, the next step in this evolution was proposed.

In May 1995 all relevant State, Territory and federal ministers, through MCEETYA, approved the establishment of a national course and careers information system, to be managed by Curriculum Corporation.

The new system, called OZJAC, is designed around the notion of assisting those making career decisions, and those who advise in this process. It aims to match each individual's career aspirations with reality, both in terms of required training and occupational and related information.

OZJAC details national information in the following modules:

Course—includes details on all accredited TAFE and university courses in Australia. This information is accessed via a number of search and exploration paths.

Provider—provides basic information on each education and training provider, including location details and student services available.

Jobs—occupational data provided by DEET. Subject to satisfactory agreement, DEET will use the OZJAC database as the repository for its occupational information, from where DEET will produce its occupational information products such as the Job Guide.

Industry—data collected from national and State sources, including industry and professional associations.

Careers—provides advice and a conceptual framework for users to help them think about and make career decisions.

General information—acts as a glossary for concepts and topics that require explanation, such as open learning, AVTS, etc. This will be a powerful communication tool for any national or State initiatives in education, training and the labour market. Appropriate State and national peak bodies will be approached for regular contributions.

The information OZJAC provides, and its flexibility of operation, will be relevant to those working in the career education, personnel, rehabilitation, training, employment counselling, career counselling, community education, library and education research and policy fields.

In particular, OZJAC is designed to assist advisers and professionals who

- help others explore career options;
- assist others to identify training for particular occupations;
- provide training information in your organisation;
- advise people who are returning to study or to the workforce;
- promote professional development;
- advise current or prospective students;
- are involved in education and training research.

It is intended that by the middle of 1996, OZJAC will be taken up by the existing JAC subscribers base of nearly 3,000 organisations across the nation. This number consists of most secondary schools and tertiary institutions, many DEET sites, some training providers and industry bodies, and a wide range of community access sites such as public libraries, neighbourhood houses and community education providers. All existing JAC subscribers were forwarded OZJAC subscription packages in February this year.

In addition, given the impetus of the national training reform agenda and linking of accredited training to award restructuring and enterprise agreements, there is clearly potential for the use of OZJAC in business and industry. To this end, the marketing of OZJAC will have a substantial focus on these potential markets throughout 1996.

OZJAC has a commitment to bring career information within the reach of every Australian. To this end, planning is underway to provide OZJAC to such diverse markets as private training providers, industry and overseas students, and to consider the development of a smaller product that could be made available directly to parents and students.

Other areas for future OZJAC product development include:

- support materials for career intermediaries, to help them keep abreast of the rapid and complex developments in education and training, and industry restructuring. There are strong links with national initiatives such as vocational education and enterprise education, and possibilities for development of materials related to MCEETYA's current Career Education Taskforce work. The draft JAC Curriculum Resources developed in 1995 are an example of this.
- a multi-media product, with audio-visual material on jobs and industries in particular, some aspects of the central database

being provided via the EdNA initiative. Significant work is needed to determine exactly what is appropriate to provide through this medium.

In schools in particular there is an opportunity to use OZJAC as a tool to assist in the integration of a number of current education and training initiatives, including repositioning career education, responding to the challenges of enterprise education and continuing the implementation of a range of vocational education and training reform issues.

Considerable information is currently provided through national initiatives such as the Australian Vocational Training System (AVTS), the Australian Qualifications Framework (AQF), and materials on industry-specific career pathways. There is potential for making more effective use of this material on a national basis. The volatile nature of the material suggests that regularly updated electronic delivery would be most effective. The information needs, above all, to be easy to use. Each of these three factors—national provision of data, regular updating and ease of use—reflect key characteristics of OZJAC.

As the solution, OZJAC maintains a valuable public resource (that is, course and career information) within an easily managed public environment. Key clients and stakeholders have a formal voice in the control of the service through a Committee of Management, which can respond effectively to developments such as international marketing and industry and training developments. Membership includes representatives of DEET, ANTA and AVCC.

Further details

The OZJAC database is produced twice a year, with updates in July and December, and is available by annual subscription from the OZJAC Unit at Curriculum Corporation. The database will initially be available in

two forms: the national product on CD-ROM, and State-and-Territory specific products on high density (HD) floppy disk. Subscribers will be able to selectively load more than one or more States from the national CD-ROM, creating an attractive option for those in State or Territory border areas, or those subscribers in the smaller States.

A standard OZJAC subscription covers the two updates produced within the twelve-month financial year period, and concessional rates are available for educational and community organisations. Subscriptions confirmed by 30 April 1996 will attract a discount subscription rate for the first year. For a subscription package or an information brochure, please contact the OZJAC *Help Desk* on 1800 809 678. Inquiries by e-mail are also welcome: ozjac@curriculum.edu.au

Notes

Keith Gove has a long history in education, including roles in the Victorian Department of Education, the former Victorian Institute of Secondary Education (VISE) and in TAFE, and has also worked in the computer programming industry. Instrumental in establishing the basis for a national course information system while managing the Victorian JAC Unit, Keith was appointed Manager-OZJAC Unit at Curriculum Corporation in October 1995.

Martin Murley has worked in all sectors of education over the last twelve years, including teaching both in Australia and the US, publicising applied science courses in the university sector, providing career advice in the TAFE sector, and promoting training across the food processing industry. Most recently Martin had marketing and training responsibility for JAC in Victoria, and is now Client Relations and Quality Assurance Project Officer with OZJAC at Curriculum Corporation.

Change to Catalogue Card/MMR order form payments

In response to requests from many of our schools, Curriculum Corporation will no longer require prepayment for records ordered on Catalogue Card and Machine Readable Record order forms. This will be effective from the 1st of April, 1996.

Schools ordering cards or machine readable records on these forms will be provided with a statement of the amount owing at the end of the month.

SCISLINK/Voyager comments

With the move from the old SCIS database DOBIS/LIBIS to the new platform Voyager on 5 February 1996, Curriculum Corporation have received a number of comments from users which we would like to address briefly.

SCISLINK (communications software)

- SCISLINK was developed with the intention that Curriculum Corporation could now provide support in the area of communications software for users accessing the SCIS database online. Previously, Curriculum Corporation was unable to provide the necessary support in the area of communications software due to the vast number of packages available.
- SCISLINK is designed and recommended for use on an IBM/IBM compatible computer with a Hard Disk. It is possible to load SCISLINK on a network,

however it is not designed to be used on more than one computer at a time (i.e. it is not multi-user). When attempting to install SCISLINK onto a network, please note the following points:

- Users must have the authority to create directories and add programs to the network.
- Users must alter the SCISLINK pathing directory in the SCISLINK Configuration program (default setting C:\SCISLINK) to the drive where SCISLINK has been installed.
- SCISLINK is currently only available in IBM format (DOS), however Curriculum Corporation is in the final stages of testing the Windows version of the software. A Macintosh version of the SCISLINK software has already been developed, but Curriculum Corporation has so far been unable to make contact with the particular company necessary to obtaining a licensing agreement for the additional software needed for the Macintosh version. We are still pursuing the matter.

Please note: both the SCISLINK communications software and Voyager system are capable of using a 286 computer, however we *strongly recommend* that the best results are achieved from using a 386 or faster machine.

Voyager (the SCIS database)

- Voyager allows schools to access the SCIS database at 14400 baud rate. Even though Voyager does not allow users to chain command, we believe that the increase in speed of access (from 2400 baud maximum on DOBIS to 14400 baud on Voyager) and the Bulk Order module clearly compensates for the inability to chain command.

- The Bulk Order module allows the user to key in multiple ISBNs (without necessarily committing an order), search the SCIS database, produce a list of titles for those ISBNs with a match and identify those with no match on a single screen.
- Curriculum Corporation has already made a request to have the term ISBN listed on the main search menu of Voyager.
- Curriculum Corporation has already been working on the notion of a brief information screen. This screen will be available shortly and will contain the SCIS number, ISBN, title, author and year of publication details. The aim of the brief information screen will be to reduce the number of keystrokes necessary to identify the item in hand and to note the SCIS Order Number for ordering purposes.
- Currently, items which do not match a record (on the SCIS database) enable the user to modify their search term, i.e. alter the existing search term to create a new one. Users believe that the backspacing required to modify the search is a problem and as such it is currently under review.
- By the week beginning 18 March 1996, the Voyager database will have been 'topped-up' with the most recently catalogued records. This process will continue on a regular basis, ensuring that users have access to up-to-date information.

Voyager: tips

Quick searching

Voyager lets you search for multiple ISBNs and view the corresponding titles on the *one* screen, whether you need to order the items or not!

- Select: *Bulk Order* from the Main Menu, key in the required ISBN numbers (we recommend max. 20 at a time) and press the **F1** key to perform the search. Voyager will check your ISBNs against the SCIS database and provide you with a list of items (matched and unmatched) plus a fragment of the matched titles.
- Pressing the **F3** key automatically cancels your order: valuable for quick and easy searching of the SCIS database for the purpose of locating SCIS Order numbers.
- Pressing **F1** automatically saves your order to a work file for later confirmation.

Logging off

Please ensure that you have correctly logged off the SCIS-Voyager database! Simply turning off your computer (and modem) in the midst of accessing an online database is *not* a recommended method for disconnecting.

- To correctly log off the SCIS-Voyager database, highlight *Goodbye* from the Main Menu and press the **F1** key. Select the **F4** key and then press **return** when prompted to disconnect. Following this procedure will ensure that you are still not (accidentally) connected to the database and paying for online charges!



A recent survey shows that school librarians in New Zealand are responding to the challenges of information technology. Rosa-Jane French reports from Christchurch.

Early in 1995 the School Library Network conducted a survey of school librarians in New Zealand, which covered questions relating to pay and conditions (an ongoing source of dissatisfaction), as well as questions which we hoped would show the level of technology now operating in secondary school libraries. Using data from previous surveys we were able to make the following observations.

In 1988 and 1989 survey questions about computers were not asked as computers were rare in school libraries. By 1991, 31% of school libraries had a computer system, 69% did not. By 1993 this had increased to 40% and in 1995 58% were fully computerised. A reasonable percentage are now partially computerised and a high percentage are intending to computerise.

There has been a considerable increase in school libraries using CD-ROMs: 36% in 1993 to 67% in 1995. The survey asked which titles had been purchased and responses were quite varied, with multimedia encyclopaedias being the most popular followed by the Index New Zealand CD-ROM. The next most

common titles covered major curriculum areas, with a long list of titles held by only one or two schools. While this shows the wide range available it perhaps also reflects the difficulty school librarians have in previewing CD-ROMs. It requires setting up a formal demonstration or visiting another school library to see what they have already purchased. In the end the top thirty were published as a list, although it was recognised that some titles were acquired 'bundled' with hardware rather than actively selected by librarians. The majority of schools had stand-alone CD-ROMs rather than on a network, some schools had a tower, some had CD-ROMs stacked, while a few had a juke-box arrangement.

Another survey question asked whether there was a modem in the library. In 1993, 18% of respondents had a modem, which increased to 33% in 1995. The modem linked school libraries to the Internet (23), NZ OnLine (18) and Kiwinet (12). There is considerable interest among school librarians in the Internet and it is fitting that NZLIA will focus this year on information technology (including the Internet) in National Library Week, the Queenstown Conference and the N-ext Strategy.

The statistics from the School Library Network surveys show how in a short period of four years school libraries have become immersed in technology and many librarians have gone through dramatic learning curves. We must accept the challenge of keeping up to date with technology and steering its development to the benefit of our clients—the students and teachers in our schools.

*Rosa-Jane French,
Rangi Ruru Girls' School, Christchurch*

From the Editor:

My lead into the NZLIA Conference Report last issue referred to T/LS (teacher librarians) instead of school librarians, the NZ title. My apologies!

Professional

A school is a community of learners, including both teachers and students, and in this era of change education must be an ongoing process. With T/Ls managing new strategies in information servicing we need to be aware of opportunities to enhance our own professional expertise.

School library

State associations have some stimulating and challenging *prof dev* activities planned for the year:

SLAQ 26-28 June, Brisbane
Contact: P Lupton,
ph: (07) 3864 3464

SLANSW 3-4 August, Newcastle
Contact: T Bruce,
fax: (02) 680 4277

SLAV 4 mini-conferences
Contact: M Manning,
ph: (03) 942 84173

SASLA To be advised
Contact: S Johnston,
ph: (08) 264 7811

David Daw at ASLA can give you details of other happenings.
ph: (06) 286 3029

ALIA '96: October 6-11

Many T/Ls have found past ALIA Conferences offered little content relevant to school libraries. In fact, of the 1000+ delegates at the joint NZLIA/ALIA Conference 1994, only thirteen teacher librarians attended. *Reading the Future*, to be held in Melbourne later this year aims to be different.

The ALIA '96 Conference Committee hopes to entice many teacher librarians into attending this year's conference, *Reading the Future*, in Melbourne. Opening on Tuesday, the plenary speakers (many from professions outside librarianship) will introduce the main themes of the conference: the impact of the information revolution on the global society, the local community and on

individuals working within the profession. The program is designed to challenge delegates to think beyond the confines of their immediate work environment.

Parallel sessions on Tuesday, Wednesday and Thursday will expand on specific professional topics, many of which will be particularly relevant to teacher librarians. For instance, there will be a number of sessions dealing with the impacts of the Internet—papers on training users, access and censorship. In the session 'Education in the 21st Century' speakers will highlight the importance of school libraries and their changing roles. Sessions on professional self development and the changing work force should be of interest to every delegate. Solution sessions involving representatives of the trade will focus on commercial issues and trends both from the suppliers' and the users' perspective.

On Monday and Friday of the conference week workshops and tours to other libraries—including schools—have been organised.

What's new What

The Internet: communicating with people around the world

This video explains in simple terms what the Internet is and how it operates, and provides a clear introduction to this important information source for both teachers and students. It illustrates how three Australian schools are

using the Internet as an element of their curriculum and the video could well be used as a catalyst within your own school. Students at Wanniasa Primary, ACT discuss how they use e-mail to communicate with other students worldwide on class projects; Broadford College, Victoria, students show the process involved in producing a magazine with international articles; and at Wyong High, New South Wales, students are accessing *Educate BBS*

on a wider area network for a range of activities.

Also included is a glossary of the most commonly used terms and an activity sheet related to the program. A great video for those new to the Internet!

School price: \$60

Contact: Classroom Video
Frenchs Forest Road
Frenchs Forest NSW 2086
classvid@ozemail.com.au

Development

The social program will live up to Melbourne's reputation as a great cultural city of the world and we look forward to making welcome many teacher librarians at this exciting conference. For the full program and registration details, contact the Conference Secretariat on (03) 9646 4122.

Sue McKnight
ALIA '96 Conference Committee

And for jet-setting teacher librarians ...

Paul Lupton, the Australian Director of IASL, invites all to attend the next conference in Jamaica, where he promises that 'you'll meet lots of interesting people from all over the world'. For more details contact Paul on p.lupton@qut.edu.au and check out the IASL Web site on <http://www.rhi.hi.is/~anne/iasl.html>

Jean Webb extends an invitation to interested T/Ls to the **Children's Literature Conference**, 5 July 1996 at the Worcester College of Higher Education, England. Conference

speakers are Martin Waddell, author of teenage books through to picture books; Graham Watkins, who specialises in adapting children's texts for stage and screen and Robert Dunbar, critic and Chair of the Children's Literature Association of Ireland. For more information contact: j.webb@worc.ac.uk

Contemplating a Masters?

It's not too late to enrol for the mid-year intake at Charles Sturt University.

While we are all fresh and rejuvenated, the time is right to consider the worthwhile addition of a Masters. **Charles Sturt University** is accepting applications up until 1 May for full-fee-paying students beginning in Semester 2, with a choice of two courses: Master of Applied Science (Teacher Librarianship) and Master of Education (Teacher Librarianship). Both are by coursework with optional attendance at residential school, and depending on how recently you graduated, study involves 4.5 or 8 subjects with a

Summer Session available to accelerate progress. Both sound exciting, guarantee to stimulate the 'grey cells', and **James Henri** would be delighted to enthuse you further (j.henri@csu.edu.au) or contact the Admissions Office: admissions@csu.edu.au (ph: (069) 33 2121) for further details.

ALIA professional development courses

These courses are being offered during 1996 through the Department of Library Information Science at **Edith Cowan University**, and all are designed to be completed over a period of twelve weeks. The five courses are: Project Management for Information Services; Strategic Planning for the Information Manager; Upgrading Search Strategy Skills; Advances in Information Technologies; and Selection of Electronic Resources. For further details on costs and assessments, contact **Kay Noble** (ph: (09) 370 6344).

s new What's new

CD-ROM User Guides

The staff of the Walton Library, Methodist Ladies' College, have compiled a rather handy **CD ROM User Guides** booklet for students. Instructions for each of the eighteen CD-ROMs follow the same pattern: description, getting started, search strategies, downloading information

and exiting. While this publication does not aim to replace the individual manuals for each CD-ROM, the clear instructions do lead students through logical steps to access information on the databases.

The format places the responsibility of access back on the student, and in a busy library would be a time-saver for T/Ls with already stretched loads.

School price: \$50

Contact: Suzette Boyd
Director of Library Services
Methodist Ladies' College
207 Barkers Road
Kew VIC 3101

Heather Kelsall
Editor
tss@iplabs.ins.gu.edu.au

New, amended, replaced subject headings 1996

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 **. The nature of the change is indicated in brackets, that is (Replacement) or (Deletion) or (Addition).

AGRICULTURE** (Replacement)
[Replace See also **AQUICULTURE**]
See also **AQUACULTURE**

ANIMAL LOCOMOTION** (Replacement and addition)
[Delete See also **HUMAN MECHANICS**]
x Human locomotion

Animal mechanics
See **BIOMECHANICS**

Aquaculture** (Replacement)
[Replace heading and reference]

AQUACULTURE
x Aquiculture; Freshwater aquaculture; Mariculture;
Marine aquaculture; Marine farming;
Ocean farming; Sea farming
XX **AGRICULTURE**; **FOOD SUPPLY**;
MARINE BIOLOGY; **MARINE RESOURCES**

AQUICULTURE** (Replacement)
[Replace heading, scope note and references]
Aquiculture
See **AQUACULTURE**

BAHASA INDONESIA** (Replacement)
[Replace heading, scope note and all references]
Bahasa Indonesia
See **INDONESIAN LANGUAGE**

BIOMECHANICS** (Addition)
Use for works about the application of physical
principles and methods to explain the mechanics
of living things.
x Animal mechanics; Human mechanics
XX **BIOLOGY**; **MECHANICS**

BIOLOGY** (Addition)
See also **BIOMECHANICS**

FOOD SUPPLY** (Replacement)
[Replace See also **AQUICULTURE**]
See also **AQUACULTURE**

Freshwater aquaculture** (Replacement)
[Replace See **AQUICULTURE**]
See **AQUACULTURE**

HUMAN BIOLOGY** (Deletion)
[Delete See also **HUMAN MECHANICS**]

Human locomotion** (Replacement)
[Replace See **HUMAN MECHANICS**]
See **ANIMAL LOCOMOTION**

HUMAN MECHANICS** (Replacement)
[Replace heading, scope note and all references]
Human mechanics
See **BIOMECHANICS**

INDONESIA—LANGUAGES

Use for general works on the various languages of
the Indonesian region. For works on the specific
languages of Indonesia see names of specific
languages, e.g. **JAVANESE LANGUAGE**. For
works on the official language of Indonesia see
INDONESIAN LANGUAGE.

See also **INDONESIAN LANGUAGE**; **JAVANESE
LANGUAGE**

x Indonesian languages
XX **LANGUAGE AND LANGUAGES**

INDONESIAN LANGUAGE

May be subdivided like **ENGLISH LANGUAGE**
Use for works on the official language of Indonesia

x Bahasa Indonesia
XX **INDONESIA—LANGUAGES**; **LANGUAGE AND
LANGUAGES**

INDONESIAN LANGUAGES (Replacement)**

[Replace heading, scope note and references]

Indonesian languages

See **INDONESIA—LANGUAGES**

JAVANESE LANGUAGE

XX **INDONESIA—LANGUAGES**

LANGUAGE AND LANGUAGES (Replacement)**

[Replace See also **BAHASA INDONESIA**;

INDONESIAN LANGUAGES]

See also **INDONESIA—LANGUAGES**; **INDONESIAN LANGUAGE**

MALAY LANGUAGE (Deletion)**

[Delete XX **INDONESIAN LANGUAGES**]

Mariculture (Replacement)**

[Replace See **AQUICULTURE**]

See **AQUACULTURE**

Marine aquaculture (Replacement)**

[Replace See **AQUICULTURE**]

See **AQUACULTURE**

MARINE BIOLOGY (Replacement)**

[Replace See also **AQUICULTURE**]

See also **AQUACULTURE**

Marine farming (Replacement)**

[Replace See **AQUICULTURE**]

See **AQUACULTURE**

MARINE RESOURCES (Replacement)**

[Replace See also **AQUICULTURE**]

See also **AQUACULTURE**

MECHANICS (Addition)**

See also **BIOMECHANICS**

Ocean farming (Replacement)**

[Replace See **AQUICULTURE**]

See **AQUACULTURE**

Sea farming (Replacement)**

[Replace See **AQUICULTURE**]

See **AQUACULTURE**

HAVE YOU READ THIS

Best PC buys

T/Ls are often reliant on the computer dealer to provide us with the right hardware to meet our needs. The March edition of *Australian PC User* has published a list of the best PC buys with specifications, prices and a useful comparison chart titled 'PC's for all the family', vol.8, no.7, p.30.

Impact of the Internet

Nadia Wheatley broached the subject of writers and the impact of the Internet at ASLA XIV, provoking mixed reactions from T/Ls. This issue is further expounded by Harlan Ellison and other authors in *Writers and the Internet*, where the Internet is described as the 'most potentially dangerous weapon against writers in existence'. *Internet Australasia*, vol.2, no.2, p.30

Australian Library Week

Australian Library Week (5–11 May) needs a promotional boost to T/Ls and *Incite* March 1996, contains an insert to inspire all. Posters are available for purchase from ALIA and planned celebrations around the country are highlighted, with contact phone numbers for further details (p.14ff). Jo-anne Fuller provides some ideas to turn ALW into a journalistic item in 'Australian Library Week is just not news', *Incite*, February 1996, p.18.

Global perspective

To keep our view on libraries in a global perspective and give T/Ls heart on gloomy days, Stuart Andrews retired headmaster from Clifton, UK, reviews services offered by six HMC school libraries in 'What every Head should know about Libraries'. He cites three findings of a recent survey: two-thirds of the 134 schools have professional librarians in charge, 80% have CD-ROM facilities and over 25% have a budget in excess of \$16,000. Who's going to tell the UK about Australian school libraries? *Conference & Common Room*, vol.33, no.1, p.18.



The Anglican Church Grammar School, Brisbane, have instigated a WWW Mentor Group to encourage other staff members to utilise this information source. Their role is to investigate WWW sites and share them with their faculty specific to particular work units, and to assist the faculty head in developing curriculum material that

involves the Internet. The Mentors are 'rewarded' with their own e-mail address and assistance in developing their subject WWW page. For further details contact: keith.birch@acgs.qld.edu.au

These sites are recommended by T/Ls—add them to your list for student and staff access.

<http://www.agfor.unimelb.edu.au/LCweb/lclibrary/educare.html>
A list containing information/projects useful for landcare education: primary and secondary

<http://www.theage.com.au>
Free access to *The Age* online news service with daily news updates

<http://www.cs.cf.ac.uk/Movies/>
Cardiff's movie database: supports film and television studies

<http://www.ausport.gov.au>
Information from the Australian Institute of Sport

<http://owl.qut.edu.au/oz-teachernet>
A new Web site for Australian teachers assisting with projects, mailing lists and resources.

<http://www.geom.umn.edu/apps/gallery.html>
Gallery of interactive geometry

<http://fly.hiwaay.net:80/~palmer/motor.html>
Documentation on how to build a simple electric motor.

<http://www.isd77.k12.mn.us/resources/staffpages/shirk/cindys.page.k12.link.html>
K-12 resources for Music teachers.

<http://cutl.city.unisa.edu.au/learn/www.html>
This site points to many resources about the Internet in education. To support Political Studies students and those T/Ls who feel the need to continue a focus on government issues:

<http://www.nla.gov.au/oz/gov/federal.html>
Information on Australian elections and government

<http://www.mpce.mq.edu.au/~brendan/ar>
Australian republican movement information and news

<http://www.alp.org.au/>
The Australian Labor Party

<http://peo.aph.gov.au/>
Education Office at Parliament House

<http://www.liberal.org.au>
Liberal Party of Australia

<http://www.npa.org.au/>
National Party

<http://www.uq.oz.au/~e2gjenki/democrats.html>
Australian Democrats

<http://www.ednet.com.au/community/awp/>
Australian Women's Party

<http://library.aph.gov.au/library/>
The Parliamentary Library

<http://www.votelink.com/>
An online polling service publishing results from referenda they conduct

<http://www.aec.gov.au>
Results of the March 2 election with final figures for each seat from the Australian Electoral Commission

Picked up on the OZTL_NET, a recently established LISTSERV for English teachers titled: ENGLD-L. To subscribe send a message to: LISTSERV@PSUVM.PSU.EDU and in the body type SUBSCRIBE EMGLD-L (first name) (surname).

Don't type anything in the subject line or in the message text.

Heather Kelsall
Editor
tss@iplabs.ins.gu.edu.au

Rather than providing a Letter to the Editor, Arthur Winzenried asks all readers:

A quick question regarding student Internet access policies. I would rather, as Librarian/ Information Manager, provide some policy direction before one of the other school departments. Does anybody have a definite policy on Internet activity in place that you're willing to share?

Dr Arthur Winzenried
Lilydale Adventist Academy
PMB 1 Lilydale VIC 3140
arthurw@ozonline.com.au



Dear Arthur,
La Salle College, Perth, has taken a stance with the emphasis on students being responsible for their

own actions. Their Internet Users Agreement was published in *Connections*, Issue 15, on page 5. CIRCIT has recently completed a research report on 'Management of Student Access to Controversial Material on the Internet' available at <http://teloz.latrobe.edu.au/circit/schome.html>, which may provide some interesting solutions. I'm sure others have been active in this area and look forward to the responses.

Heather Kelsall
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