Connections

Issue No 15 Spring 1995

ASLA XIV
....from the Delegates perspective

ASLA seems like a distant dream as we all struggle with computers, printers, scanners and end of year deadlines.

Freemantle provided a delightful setting with fantastic restaurants, coffee shops and historical venues. Each day's Keynote Address was held in the recently decorated Town Hall and the following workshops/papers at either the Esplanade Hotel or St. Patrick's Primary School. **Dr. Carmen Lawrence** (Member for Freemantle) opened the Conference Sunday afternoon and delegates were then entertained by **Prof. Mike Eisenberg** from Syracuse University who gave the **SCIS Oration** entitled *Library and information professionals for the 21st century: ensuring that students are receptive users of information.* With the atmosphere set and over 400 T/Ls ready to *share......*

Pru Mitchell, La Salle College, Perth found that Bev Blackwell's Workshop on *Redesigning subject access for the future* sparked reactions that other T/Ls could find interesting.

No-one was suprised to find that technology was a major topic at ASLA. What I didn't expect was to come away with the issue of automated library catalogues firmly back on the agenda: I thought that topic had been dealt with and filed.

Bev Blackwell's session sparked some reflection on what we are doing in our automated catalogues, and where we might be headed. Few T/Ls have an opportunity to specialise in cataloguing, neither are we privy to cataloguing debates taking place in the wider librarianship profession. I appreciated the opportunity to hear a cataloguer detail the issues she faced in providing catalogue data for state and national

databases, and her thoughts of how subject access could be improved.

In an hour there was little opportunity for more than posing the questions. What is the role of subdivisions in subject headings? Can we simplify these subdivisions? What improvements do we want in the way the OPACs work? Why can't automated systems search across subject headings? How do we teach users to make the best use of OPACs for subject access? What about subject access to fiction, forms of text and genre? Do we still need a subject headings list? Has the time come to introduce descriptors to improve subject access?

With the age of automation it has been easy to let some of the fundamental cataloguing principles slip, particularly in the area of subject access. Bev revisited the importance of using the most specific subject heading for an item, and of resisting the temptation to add subject headings to a work which does not

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contain significant information on that subject. This crucial balance between maximising recall of items and ensuring the relevance of the item to the subject searched, brought to mind the frustration of searching the Internet. Many of the Internet search engines are less sophisticated than our automated library catalogues, and this combined with the sheer volume of data, often returns a level of 'search frustration'.

Dr. Dale Spender gave the Keynote Address on Tuesday morning. *Gillian Unicomb, The Friends' School, Hobart* **found her view on the** *Internet* **challenging...**

Dale Spender, author of *"Nattering on the net"* had some sobering things to say about the future of learning. Indisputably the way forward is via the computer and modem. In the electronics world, males excel. 94% of *Internet* users are male, and 99% of the hardware is developed and owned by men. Is it any wonder that male values and cultural mores are entrenched in this medium? Ironically females have finally risen to the top in the print-based system. But just as girls have made this peak the goal-posts have moved and in this brave new frontier computer world it's all about jumping in, risk taking and conquests. Girls, the risk assessors are once again being crowded out. What impact does this have on us as T/Ls?

Ashley Freeman, Lecturer: Charles Sturt University **was impressed that the Conference provided a forum for cataloguing issues to be discussed:**

ASLA XIV was a conference with a number of strengths. Among them the attention holding, thought provoking and on occasions provocative keynote speakers; the high number of workshops given by practicing T/Ls at the forefront of some aspects of teacher librarianship; and the discussion of issues and trends with colleagues from across Australia and New Zealand. A personal highlight was the number of sessions relating to cataloguing. Workshops such as Bev Blackwell's *Redesigning subject access for the future* and Lance Deveson's *Voyager*, drew good numbers and addressed key concerns in an area which often receives little attention at conferences.

The first two days of the Conference highlighted technology, learning and information access. Sandra Naude,

St. Hilda's School, **Perth presented two Papers: here** *Annette Chalmers (St. Peter's College, Adelaide)* **shares her response -**

No matter what stage a school has reached in the planning and implementation of CD-ROM services and Internet access, Sandra Naude's two sessions were invaluable:

- *Bringing the superhighway into your library and ensuring the curriculum directs the traffic* and

- *CD-ROM technology: How did I manage without it?*

Sandra gave generously from her experiences emphasising the importance of obtaining expert advice when planning school-wide networks and the need to be especially careful in checking and querying tenders and in selecting an Internet service provider. Just as her separate sessions complemented each other so too, as her comments illustrated, do the technologies. Appropriate use is essential, e.g.:

- CD-ROMs such as *Auslit, Austrom, Sage* and *World Magazine Index* are cost effective because they cut down the time spent searching on-line.

- CD-ROMs can be accessed speedily and easily whereas there is some uncertainty about being able to *make* on-line connections at particular times.

- While it is impossible to have everything in the Library to meet client needs, the Internet provides access to everything. As Sandra said: *"Use of the Internet is now part of our lifelong learning skills."*

Karen Bonnano, Queensland Library and Information Services **sends her report on the Paper presented by** *Shelda Debowski: Effect of new technologies on the role of the teacher librarian.*

Teacher librarians must adapt to the new technologies. We must have: commitment and interest; sufficient funding; appropriate technology to match expectations; ability to integrate new demands into old patterns; paths available and an understanding that there is a price to pay. Our role will be reviewed and considered in light of the changes in technological application to the curriculum.

Three major roles will emerge:
(1) Resource consultant; (2) educator; and (3) resource manager.

1. **Resource consultant:** We will need to ensure that the collection is of a high calibre, user needs are reflected, promotion of the collection to users is happening, maximum use of the collection is facilitated and the collection and the user are linked as much as possible.

New technologies will assist the resource consultant to achieve the above. They will require online or CD-ROM tools to select and evaluate the collection effectively and efficiently. Facilities and utilities of automation systems need to be used to the optimum. Dissemination of information to users can be e-mailed, downloaded and circulated. Information networking is a crucial factor in this exercise as T/Ls adapt to the new technologies. Traditional systems, eg: Vertical File, and old working patterns may be cast aside or re-engineered to meet client needs.

2. **Educator:** Major escalation in the educational role of the T/L will occur. Online cataloguing, CD-ROM facilities, Internet access, specific software and networking access will form a major part in the changing role. Questions arise: Can we manage it all? Shall we manage it all?

Our teaching strategies will be with small group work, individual guidance, providing feedback on a process, monitoring effort, being a mentor and/or model and training students as monitors.

3. **Resource manager:** We must realise that the traditional role will be challenged and there will be costs involved in the change. The T/L needs to maintain a basic service and consider challenges each year to remain professionally abreast of the technological innovations. For example: aim to learn one new system (CD-ROM or online service), aim to understand the operations of an automated module and develop skills in computer software applications to assist you in professional presentations.

Teacher librarians as school leaders **was presented twice on Monday.** *Rowena Shaw, The Southport School, Queensland* **found this workshop had much to offer primary school librarians.**

The eye-catching title appealed straight away when I perused the choice of

sessions. Maybe the attraction was that subconsciously I've always thought of T/Ls as natural leaders within the school community - and wanted to have it affirmed! I was not disappointed.

Pamela Paton and Peter Wilson chose to highlight our multi-facted talents through a stimulating interview situation. Within groups of five, we were presented with a description of Citywell Senior High School who needed to employ a new Head of Library, plus C.V.s of four short-listed applicants.

What followed was a logically approached, clear dissection of each applicant's experience and qualifications and their suitability for the position. We then ranked each one in our own order of preference, and it was amazing to discover the similarities between our choices. The ensuing discussion then clarified areas of concern we had about the final choices, and a decision was reached.

If this ability to analyse, interpret and rationally discuss such an important issue and reach a satisfactory conclusion is present in T/Ls as a group, then they are certainly worthy of recognition as leaders to a greater degree than perhaps some are presently.

Nadia Wheatley gave the Keynote Address on Wednesday: *Writing for young Australians 1980-2010: an author's perspective.* **From** *Xavier College, Melbourne Janie Gibson* **sends her report....**

Wheatley provided perhaps the most thought provoking comments, especially coming the day after Dale Spender's talk on the *Net*. Initially it seemed fairly negative but as she developed her points about 'rights' and the effects technology might have on them, it re-emphasised for me the issues of copying, downloading and rearranging that some students find easy to do these days. While the problems are not new in themselves, many students and even some staff are not fully cognisant of the impact of their actions. Many students seem to feel now as they did initially with photocopying, that if they print out, download or copy to disk the information they find, that is all they need to do. Change a heading here and there or insert a paragraph and the assignment is complete!

As did Spender, Wheatley raised the issue of 'right' of the author to write and publish on the *Internet*. She brought to our attention just how easy it is now to download a 'book' or 'work' and then

with a keystroke or two, alter it so that it is effectively no longer the original work or intention of the author. Over the years librarians may have occasionally censored the odd print copy, whereas now it is possible to alter an 'unacceptable' work globally. She also stressed the rights of authors and illustrators to receive a fair monetary return for their labour. Just because the work is being used for *education* should not mean that authors 'give their work away'. Just like other professions who are paid fees for service, so should authors expect a fair return.

Her second example focused on the way in which electronic media can alter historical accuracy, emphasising the need for teachers and students to have access and make use of authentic material or documents. She posed the question of how are we to know whether what we are getting is the original work or intention of the author if it can be changed so easily electronically, or when CD-ROM producers may be more concerned with effects rather than accuracy. Here surely is a good opportunity for makers of CD-ROMs to put source documents on disk, so that students can quickly access them and be sure of accuracy in the future.

What's new

While neither of these two CD-ROMs: *Issues in the news* and *World magazine bank*, are new products to some, I saw them both for the first time at the Trade Exhibition (ASLA XIV) in Freemantle and immediately saw their educational potential.

Issues in the news

Issues was originally produced for VCE students who are required to follow a social issue in the press over a period of time. Published by *The Age* it contains over 1500 news and feature stories from 1995, divided into 60 topics or issues. It becomes a national educational tool because many of these issues are research topics for most Australian students! Topics include republicanism, privatisation, euthanasia, censorship, pollution, guns, Bosnia, casinos, aborigines, pay TV....... Search strategies' are easy to follow with on-screen instructions, and print out facilities available.

While *The Age* is available in full text on CD-ROM and updated quarterly, its price has to be justified in this time of budget constraints. With its specific

content *Issues* provides much of what is required by our clients at a far more reasonable price.
School price: $85.00
    Contact: Maureen Gustus
        Ph: 03 96012454
        Fax: 03 96012219

World magazine bank

EBSCO, renowned within academic libraries for its databases of citations/abstracts, has devised a product which combines this with a full text display of specific articles. *World magazine bank* was designed as a collection of serials for libraries and schools that did not want an overwhelming American bias. Currently it contains 431 titles with around 120 Australian publications and provides the full text for 164. On-screen instructions are simple to follow and the search screen allows for three

combinations and a *'but not'*. Putting it to the test, I searched for: **ebola virus** - which resulted in **69 hits** of which 42 contained full text! Information overload for the Year 12 Biology student..... It is a great way to extend the serials collection without the worry of shelving space and sorting time. While I don't believe it will replace many standing serial subscriptions, it will certainly reduce the number of inter-library loan requests. As an indication, out of the 164 full text journals The Southport School subscribes to 13 of them. As the *Time* magazine is one, it will mean eliminating the purchase of the annual *Time Almanac* on CD-ROM!

The data is spread over two disks and there is no extra charge for networking. It can be purchased as a single annual disk ($495), quarterly for $995 or Academic Year (10 updates) for $1,295.
    Contact: EBSCO Publishing
        Ph: 03 95968118
        Fax: 03 95968109

Supporting Legal Study requests *with ease....*

As Legal Studies becomes a more *credible* subject and attracts better students, supporting their requests can be a problem for some school libraries. Jan Barnett, *St. Laurence's College, Brisbane* has found the solution.

Affording major law references and having access to legal cases is not always an easy task for school libraries. Use can sometimes be made of libraries at private law firms in the extended school community however, whilst this form of inter-library loan or inter-library photocopy is effective it is not always efficient or expedient. A few schools have access to University Law Libraries, but in most cases they are too busy with their own clients and reluctant to service secondary students.

By subscribing to **three CD-ROM** resources St. Laurence's College has been able to improve our curriculum support and supply resources for most Legal Studies requests. *Austrom* indexing service supports many subject areas, however *AGIS* (Attorney General's Information Service), *CINCH* (Criminology Institute) and the *Police Digest* have proved invaluable for Legal Studies especially now that many of the citations have added abstracts. Last year *Aunty*

Abha's Collection of Australian Acts, Regulations and Annotations was added to the collection and only recently through an incidental phone conversation we were alerted to *Case Base*. This is a digest of all legal cases decided in Australia, with the basic decision for each case. It was originally produced for use by the upper echelons of the legal profession - so it expects familiarity with legal citations. Two Queensland T/Ls are working with the *Case Base* producers to provide a quick guide to Naming Conventions and Legal Citations for secondary students and non-legal users of the CD-ROM.

By introducing CD-ROM resources before research begins, students become familiar with what's available and the relevance to that particular assignment. In particular, these 3 CD-ROMs have enabled the Library to satisfy demand for information as obscure as Absolute Privilege! Staff involved with this subject are enthusiastic about the electronic

resources and are eager to incorporate them into their units of study.

Providing these resources does mean a substantial commitment from the Budget, however all three databases are regularly updated. *Austrom's* school price provides 3 issues per annum with Network licences dependent on the number of users. *Aunty Abha* can only be installed on one computer for the single user licence and as each update is received, then a new user code must be installed to enable access. *Case Base* is available for an annual subscription, but in practice one or two issues per year have proved sufficient.

Austrom
Informit: 03 93413285 $745 pa
Acts & Regulations
Aunty Abha: 02 2614288 $395 pa
Case Base
Pink Ribbon: 07 33560999 $250 pr iss

Jan Barnett
St. Laurence's College, Brisbane.
07 38441461

HAVE YOU READ THIS

Not only do T/Ls have successful conferences in Perth and Masterton: the Library Technicians conference in Darwin *Techs at the top* is still getting rave reviews! Kaye Bartlett, Convenor provides the formal report and Katherine Raper gives the delegates' perspective in *Incite. Vol.16. Issue 9. p:18*. It makes us appreciate the professional level of our support staff.

Integrating the Internet into a LOTE curriculum means language learners in Australia circumvent their geographic isolation. Andrew Lian explains how

the electronic superhighway shrinks distances in *Virtually speaking: technology-enhanced language learning in Australia. Education Australia. Issue 31, 1995. p:23.*

For T/Ls interested in the dynamics of student research strategies, Penny Moore (Victoria University of Wellington) reports on a study of 23 Form One students which looked at the relationship between library use and learning in terms of students' thinking and problem-solving during independent research. *The dynamics of*

information problem solving. SET No.2, 1995. Item 3.

Schools deliberating on Internet access may find the article by Chris Bigum, Deakin Centre for Education and Change, of interest. He argues that schools may be looking too much at students access to the Internet and not enough at teacher support in *Wired for words: the Internet and schools. ACE News. Vol.14. No.3 p:8*

Heather Kelsall
Editor.

Providing students with WWW sites to visit may discourage indiscriminate *surfing*. Many schools now have a folder beside the access computer with the *sites* organised into curriculum areas. The following sites have been provided by a number of T/Ls:

INTERNETTING CORNER

http://www.amrta.org/~amrta
Natural medicine, complementary health care and alternative therapies.

http://www.ualberta.ca/dept/slis/cais/
Collection of Papers from the proceedings of the annual conference of the Canadian Association for Information Science.

http://www.aa.gov.au
Australian Archives page offers locations of important holdings, exhibitions and planned events.

http://www.whitepages.com.au/
Telstra telephone white pages

http://hpl33.na.infn.it/Museum/Museum.html
A real-life collection of antique scientific instruments from the Uni. of Naples.

http://netvet.wustl.edu/
Links to veterinary resources such as the electronic zoo and veterinary medicine.

http://www.greenpeace.org
The home page of the head office of Greenpeace International.

http://www.geom.umn.edu/welcome.html
The Geometry Centre located at the Uni of Minnesota supports communication between mathematicians.

http://www.physics.su.oz.au/~mar/cricket.html
Australian cricket with pointers to cricket gophers and information pages.

http://www.stolaf.edu/network/iecc
The IECC Intercultural EMAIL classroom connection which assists schools to find partners.

http://www.pks.atnf.csiro.au/
Home page for Parkes Observatory and Radio Telescope

http://www.peg.apc.org/~futurecom/edu.htm
A collection of education based sites that may be handy for teachers and students.

ANYONE interested in a **faster** *search engine*, try using
http://inktomi.berkeley.edu/query.html or
http://inktomi.berkeley.edu
Two computer scientists at UC Berkeley have introduced parallel computing to the Internet to create the fastest and more comprehensive *engine* - which also provides the largest index to *web* documents.

FOR TEACHER LIBRARIANS:

1. Catherine Ryan informs us of a new journal and document delivery service for schools to be launched in 1996 using the Internet, called **BAREFAX**. It will provide a journal index with abstracts, searching will be free and an order form for documents will be provided. Charges will be moderate (?) and available for schools on an account basis. For further details e-mail Catherine on **cryan@ozonline.com.au**.
2. Looking for a workplace change? The information recruitment agency, Library Locums has posted current job vacancies in Sydney, Canberra, Brisbane and Melbourne on their new WWW site: **http://www.libjobs.com/libjobs/**

Heather Kelsall
Editor. tss@iplabs.ins.gu.edu.au
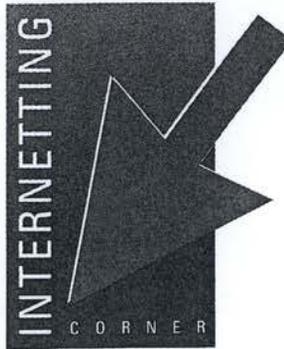
Senior management in some schools still have concerns about students accessing anti-social material on the Internet.

La Salle College, Perth have addressed this in a positive manner with emphasis on **students** being responsible for their own actions. Under the direction of T/L *Pru Mitchell* students are required to sign the **Internet Users Agreement** before accessing the School's Internet facilities.

INTERNET USERS AGREEMENT

1. The College Library's Internet account exists to provide access to curriculum related information. I will not use this account to look for material which is unrelated to the College curriculum unless I have been given permission by College staff.

2. Publications dealing with pornography or extreme violence are not permitted at the College. I will not use the Internet to access unacceptable material.

3. Information published on the Internet may be inaccurate or may misrepresent a person or situation, thus I will take care in my use of this information.

4. I will not break copyright law by copying and/or redistributing another's work, and I will not use another person's work without correctly acknowledging them.

5. Section 85ZE of the Commonwealth Crimes Act, states that a person shall not *knowingly or recklessly*:
   a: Use a telecommunications service supplied by a carrier to *menace* or *harass* another person; or
   b: Use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons as being, in all circumstances, **offensive.**

I have read this Statement on *Improper use of Telecommunications* services. In all communication with others I will be respectful, accurate and use appropriate written expression, such as would be acceptable in a written College assessment item.

6. In fairness to other users I will make my Internet use as efficient as possible.

Student signature: ....
Date: ....

Pru Mitchell
La Salle College, Perth. 09 2746266

P.S. Ask Pru about the Internet Literacy Continuum that she's defined!

Connections

Judith Schroder sends her report on the highlights from the NZLIA Conference where T/Ls were encouraged to become 'outrageous, inconvenient, inappropriate and innovative'......

This was my first NZLIA Conference and 350 librarians en masse!

The plenary sessions all had excellent speakers and started with **Moana Jackson** talking about Intellectual Property Rights and the difference between written and spoken word. **Charles Landry** provided the catch phrase for the Conference when he introduced 'yes' cities and 'no'cities and related them to library environments. *Who is the modern information professional* presented by **Barbie Keiser**

pointed out that no other professional is defined by the place in which they work as a librarian is in a library. She also stressed that as modern information professionals we should not let the **place** shape our job but shape the **job** for ourselves, recognising opportunities and educating and training others so that our role is more one of managing information rather than using it. One of the most popular speakers was **Robert Berring** who in his stimulating and colourful address talked about the move from a book culture to non-book one of electronic data, and that emphasis should be on filtering databases not protecting them.

Veronica Forsyth, Sacred Heart Primary School questions teacher 'education' on the *Internet* at The Southport School.

LETTERS
TO THE EDITOR

Heather, I've been wanting to ask you a follow up question to your editorial regarding 'educating' your staff. I would be extremely interested in knowing the type of results you have had with the laptop...and teachers using it overnight for Internet experience.

We at Sacred Heart Primary School are new to the Internet. There is only one very immobile connection in the Resource Centre which unfortunately has not been overworked as yet. It is early days I know, but we have been connected to the Net since March. Teacher education/awareness seems to be the necessary first step.

Veronica Forsyth
Sacred Heart Primary School
Booval, Queensland.
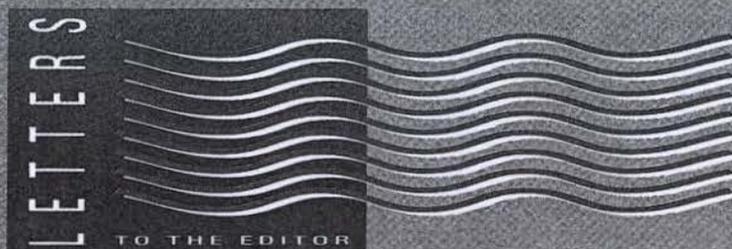
Dear Veronica,

We have to recognise that academic time is crowded and by providing Internet access outside this parameter means a more relaxed *surf* for the teacher. It has proved most successful at T.S.S., in fact due to demand we have now introduced a second laptop with the software and PCMCIA card installed! We have encouraged one staff member from each faculty to locate and share *sites* with colleagues relevant to current subject material...which also helps spread the electronic word. While laptops are expensive, their portability is ideal both around the school and for home

access: combined with a long Telecom cable connection the laptop can become mobile and used within classrooms during academic time.

It may require you to lead the Staff: hone in on a teacher/grade interested in a theme or project, provide them with a selection of relevant *www sites* or perhaps link them via *e-mail* with a class across the world looking at the same topic. Once the students are exposed, the teachers will be compelled to follow! Good luck,

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

Of course the high point of the Conference was the School Library Network afternoon which opened with **Catherine Thomas** and **Rosa-Jane French** very ably presenting the results of the nationwide survey of school librarians. As a comparison **Helen Beggs** presented the results of a survey of Wellington librarians. **Penny Carnaby** followed and urged school librarians to become 'outrageous, inconvenient, inappropriate and innovative' in order to raise the profile of the library and its staff. The final session was a workshop on self-esteem run by **Janine Gould** of Wellington. Her down to earth and entertaining presentation included some useful strategies for increasing feelings of power. These included changing *"I can't"* to *"I won't"* and *"I should"* to *"I could"*. An exercise in visualising ourselves in five years time concluded with the comment that: *if you can see it you can achieve it and if you didn't like what you saw you can change it.* Everyone agreed that this session was great value!

The **CHYPS** afternoon covered co-operative initiatives between libraries in Wanganui where schools and the public library are linked electronically and share resources. At Upper Hutt the link extends from schools to public library and the Institute of Technology. Both WANs are in the early stages but participants were enthusiastic and positive that this is the way forward.

The evenings provided time to relax over a meal and be entertained. **David Hill** spoke at the CHYPS dinner on the valuable work of librarians in motivating children to read. I'm now looking forward to Queenstown 1996 and hope there'll be a large contingent of school librarians. Conferences are most beneficial professionally and are a great experience!

Judith Schroder
Papanui High School, Christchurch.

N E W S FROM THE INFORMATION PROGRAM

New, amended, replaced subject headings 1995

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 ie: (Replacement) or (Deletion) or (Addition).

Biomechanics ** (Replacement)
(Replace Biomechanics See **Human Engineering**)
BIOMECHANICS
Scope note and reference structure to be decided.

CD ROM ** (Replacement)
[Replace x Compact disc (Read-only memory); Discs XX COMPACT DISCS; COMPUTER STORAGE DEVICES]
See **CD-ROM**

CD-ROM
 x   Compact disc (Read-only memory); CD ROM; Discs.
 XX COMPACT DISCS; COMPUTER STORAGE DEVICES.

CLIP ART
Use for works about and collections of illustrations and designs, whether in print, computer software or other format, intended for re-use when creating documents, posters, programs, etc.
See also COMPUTER DRAWING;
 x   Clip-art; Copy art
 XX COMPUTER DRAWING; DESIGN, DECORATIVE; GRAPHIC ARTS.

Clip-art
See **CLIP ART**

Compact disc (Read-only memory) ** (Replacement)
[Replace See **CD ROM**]
See **CD-ROM**

COMPACT DISCS ** (Replacement)
[Replace See also CD ROM]
See also CD-ROM

COMPUTER DRAWING ** (Addition)
See also CLIP ART
XX CLIP ART

COMPUTER STORAGE DEVICES ** (Replacement)
[Replace See also CD ROM]
See also CD-ROM

Copy art
See **CLIP ART**

DESIGN, DECORATIVE ** (Addition)
See also CLIP ART

Discs ** (Replacement)
[Replace See **CD ROM**]
See **CD-ROM**

GRAPHIC ARTS ** (Addition)
See also CLIP ART

HUMAN ENGINEERING ** (Deletion)
[Delete x Biomechanics]

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