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Connections

Issue No 10 Winter 1994

IN THIS ISSUE

Heather Kelsall from The Southport School, outlines the impact of new technologies in her school.

The discussion, begun in the last issue, about the Internet continues. There is some further information about it and an article about LM-NET, an electronic discussion group on the Internet, readily accessible via NEXUS.

*Dianne Lewis,
Editor*

INFORMATION SERVICING AT THE SOUTHPORT SCHOOL

TOWARDS THE NEW CENTURY

1994 has been a year of technological innovation at The Southport School, and has encouraged new directions in information servicing from the Senior Library. The Technology Enhancement Project (TEP) has been twofold: the introduction of 300 Toshiba T1900 Notebooks and the ability to link these back to information sources sited in the library.

This was based on the vision that the computer would be a learning tool across all curriculum areas and provide interaction between teacher/student and student/student in an active learning environment. The school recognised that the body of knowledge today and in the future is too large for anyone to know, and in response is providing students with the skills to locate and use information, with the computer as the key tool.

Stage One involved laying fibre optic cables to connect the library to seven teaching areas around the school and the Staff Workroom, on a star Novell network configuration. While this network format proved most costly it provides several advantages required in a secondary environment: control by the Network Manager and class teacher, point-to-point speed and the ability to plug-in/plug-out without affecting other users. Twenty four lines enter each of the seven teaching rooms through a hub attached to a file server which are then linked to two

printers and 23 work stations around the room.

At the close of the 1993 academic year all staff were given two days in-servicing on the use of the Notebooks and Microsoft Word. This was followed up early this year with another in-service on the practical aspects of how to access the information network: which plug goes where! A further ten staff members undertook a four day intensive 'train-the-trainer' session during the Easter break, and this group will provide further in-servicing for staff, parents and students.

While all students were invited to lease a Notebook through the school, Year 5, Year 8 and Year 10 were targeted primarily and a further 125 were purchased by the school. The schools' laptops are housed in the Technology Room of the Senior Library, and managed by the Network Technician. Students may access these both on overnight loan and individual use during academic time. Teachers book

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THE INTERNET

In the last issue, I asked for support to establish lobby groups to ensure that Australian schools have free or cheap access to this information network, as do our counterparts in North America and Europe. Recent development suggest that access to the Internet is likely to become more expensive in 1995, and most Australian schools have not even had a taste of it.

I received responses to my article from colleagues in Victoria, Queensland and NSW. If you are interested in being part of a lobby group to ensure that school libraries do not miss the boat, please contact me.

LETTERS

Dear Dianne,

I write in response to your article on Access to the Internet.

As a private citizen, I log on to a number of computer bulletin boards in Sydney which gives me access to the InterNet (sic) for sending and receiving mail. These connections operate on the "Store and Forward" principle where other computer hobbyists who operate the bulletin

board systems have gateways to the Internet. As principal of this school, and as the computer co-ordinator, I am in the process of setting up a small computer bulletin board system which can be accessed by students within the school over the local network, as well as by other students, staff and members of the communities of other schools in the local area. Eventually I hope to link this BBS with FidoNet and KI 2NET, not as good as the InterNet (sic), though.

TOWARDS THE NEW CENTURY

continued from page 1

them out as class sets for use as wordprocessors /spread-sheets OR as the tool to link back to the main server to access subject based software or information sources.

Department Heads have been encouraged to purchase software - information based and interactive, to enhance their teaching environments. This has been loaded onto the main Novell server and the two 14 double-speed stacker CD-ROM Towers, enabling access simultaneously or individually to 28 CD-ROMs and 30 software packages, from the 225 work stations. The software currently available falls into several categories: encyclopedic/information based CD-ROMs, interactive, testing and reporting, simulations, tools, electronic mail, drill and practice, and programming languages.

These information sources/software packages are also available 24 hours a day, seven days a week to support research/homework requirements

through the modem technology attached to the main server. Five modem lines allow users to simultaneously access the information network from the comfort of their own home - no longer dependant on the library opening hours. Students can also submit assignment work directly to the teacher via the E-Mail system: absenteeism is no longer an excuse for not having work in on time! Demands for printing out assignments had to be addressed, and to ease the burden on the classroom printers and provided access outside academic hours, the Senior Library has three HP Deskjet printers for students to link into their laptops.

Prior to 1994 the information network was confined to the Senior Library, 10 IBM PCs running on a LANtastic network each with an internal CD-ROM datadrive and a Pioneer 6 pack linked to the server. Now that students have 225 access

points to the information network, naturally the demands on the library have dramatically increased. The library has responded to these increasingly diverse information needs by extending its services under the concept of a 'library without walls'. Regardless of where or how we endeavour to provide the required information. Connections to information sources external to the school have been established and currently we access 14 on-line databases and average around 15 inter-library loans per day for our clients.

The six indexing services available lead students from given citations on their research topic through to the full article. If the original document is not held within the schools collection, then it is accessed via NUCOS (National Union Catalogue of Serials) from the holding library anywhere in Australia. ILANET provides access to 36 academic and State Library collections through their OPAC terminals, and resources

Like you, I read with envy in the K12 Net Teacher Chat forum about teachers in the U.S. and Canada having InterNet (sic) in-services in their schools with the result of a huge increase in the use of the technology as students and teachers send mail, chat in conferences, and more importantly, access to the InterNet (sic) news, databases and file transfers/access possibilities.

Unfortunately the "Information Superhighway" is still rather a dirt track, but it is surprising that teachers who have not been excited by word-processing, desktop publishing and the like, are really excited by the possibilities of the InterNet (sic) and are prepared to go to great lengths to grapple with the initial complexities.

U.S. Vice President, Al Gore's commitment to getting the InterNet (sic) to all schools and public libraries (amongst other aims) should be matched here in

Australia. If there is any lobbying to be done, I'd love to be a part of it.

*Jim Norman, Principal
Grenfell Public School*

Dear Dianne,

I was very interested to read the article, "Access to the Internet", in Connections, Issue No. 9. As a teacher-librarian, I believe that it is very important that students have full Internet access as current information is often required in a wide variety of fields. This service needs to be provided to schools at a reasonable cost. I would like to know who and how to lobby for access for schools.

I look forward to your reply.

Yours sincerely,

*Jenny Krassnig
Senior Teacher-Librarian
Anglican Church Grammar School
East Brisbane*

Some recent articles on the Internet are listed below, copies of which are available from Curriculum Corporation.

Clyde, Laurel A *The Internet*. Access, vol 7, no 2, May 1993, p26 -29.

Nal lawal la, Ash *Internet: it's a matter of effective plumbing*. The Age, 17 May, 1994, p36.

Sarno, Tony *Exclusive Internet is no longer for select few*. The Australian, 22 March, 1994, p38.

Tetzeli, Rick *The Internet and your business*. Fortune, March 14, 1994, p6-10.

Wright, Charles *Internet users brace themselves for the cost of a revamp*. The Age, 8 March, 1994 p23.

Wright, Charles *Internet for schools*. The Age, 3 May, 1994, p29.

In addition, *Information searcher*, vol 6, no 2, 1994 devoted a whole issue to the Internet.

supporting our clients needs are borrowed again via the inter-library loan system. In many subjects, senior students are expected to research their own topic within a specific unit of work. Thus, when a Year 12 physics student wanted to design a sail for specific atmospheric conditions, we were able to borrow books on aerodynamics for him within 3 days from James Cook University!

Another of the most used on-line database connections is to PRESS-COM, which provides full-text newspaper articles from 1986 through until yesterday. This allows students to check journalist reports on particular issues from six Australian newspapers, the South China Post in Asia and the London Times, England. Within the library, three Multimedia IBM PCs on a LAN allow access to information on a large collection of CD-ROMs where sound, text, video clips, and images are linked together to provide yet another set of learning experiences.

Students of the Preparatory School are also involved in the TEP although the network configuration differs from the Senior School. Twenty-five Notebooks are housed in the Prep Library for individual or class use as a word processor / database. Each classroom has several IBM PCs, all linked together by a LAN, and each fitted with a CD-ROM data drive This allows access to all software and CD-ROMs either simultaneously or individually from different work stations. The new Preparatory Library, due for completion in term 4, will have an Electronic Learning Centre with on-line database connection facilities, and information based software to support the curriculum.

Needless to say this is but the beginning of the information network at the Southport School. A sub-committee has been formed to monitor the direction of the TEP and future stages of development - both hardware and software. Technology is a continuous agent for change and

we must keep a clear perspective of what we want it to do: access the exact information required by our clients to enable them to produce an end product.

The Southport School recognises that society is destined to be divided into two distinct groups. Firstly, the information literate who know where to locate information, how to access it, how to manipulate it and how to respond with it. Secondly, the information poor, who are always reliant on others to provide. Our vision is to produce information rich citizens of the future while keeping abreast of advances in information technology.

Heather Kelsall

*Information Services Manager
The Southport School*

Editors note:

A list of the electronic reference sources used at The Southport School is available on request from Curriculum Corporation.

SCIS Full Cataloguing Microfiche

Searching the Full Cataloguing Microfiche provides users with complete detailed cataloguing information as well as the SCIS order number for each record. The records appear as catalogue cards on the microfiche and are arranged by main entry (name, title).

Ordering catalogue records from the SCIS Full Cataloguing Microfiche

1. Arrange resources into alphabetical order according to title.
2. Using the Full Cataloguing Microfiche:
 - (a) Select the correct sheet of microfiche by using the coloured eyeball index at the top right hand side of the microfiche. Insert the microfiche into the microfiche reader.
 - (b) Consult the frame index on the microfiche to locate the correct frame. Remember, the frame index only lists the first entry on each frame, not all entries.
 - (c) As you match entries with the items in hand, note accurately the SCIS order number. The SCIS order number can be found at the lower right hand corner of each entry, and must be used when ordering cards or machine readable records.

Use the latest update for those items not found on the main cumulation.
3. Record the SCIS order numbers on the appropriate order sheet. The more legible your order form, the quicker Curriculum Corporation can process your order. If a resource is not listed, set it aside until the next microfiche update arrives or

notify your local cataloguing agency so they can catalogue it.

4. Complete the order forms by observing the following details:
 - Print school name, address, telephone number, contact name and SCIS user number (if known) on each form.
 - Indicate the cataloguing options required, marking both section A and B.
 - Photocopy each order form and retain a copy for your records.
 - Calculate each order form individually and include postage costs for each form.
 - Enclose a cheque for the total number of cards OR ASCIS 80 records offered plus postage and send, with the original order form to Curriculum Corporation.

Your ready-to-file cards or machine readable records should arrive within 2 weeks of the order being sent.

SCIS Abbreviated Cataloguing Microfiche

The Abbreviated Cataloguing Microfiche differs in format from the Full Cataloguing Microfiche in that it is arranged in title entry order, rather than being arranged by the main entry (name, title). Information not essential to the location of the SCIS number for ordering purposes has been omitted, thus reducing the number of sheets of microfiche.

Ordering catalogue records from the SCIS Abbreviated Cataloguing Microfiche

1. Arrange resources into alphabetical order according to title.
2. Using the Abbreviated Cataloguing Microfiche:
 - (a) Select the correct sheet of microfiche by using the coloured

eyeball index at the top right hand side of the microfiche. Insert the microfiche into the microfiche reader.

(b) Consult the frame index bottom RHS on the microfiche to locate the correct frame. Remember the frame index only lists the first entry on each frame, not all entries.

(c) As you match entries with items in hand, note accurately the SCIS order number. The SCIS number appears at the beginning of the last line of each entry, and is the preferred way to order catalogue cards or machine readable records.

Remember, check the latest update for those items not found on the January cumulation microfiche.

3. Record the SCIS order numbers on the appropriate order sheet. The more legible your order form, the quicker Curriculum Corporation can process your order. If a resource is not listed, set it aside until the next microfiche update arrives or notify your local cataloguing agency so they can catalogue it.
4. Complete the order forms by observing the following details:
 - Print school name, telephone number, contact name, address and SCIS user number (if known) on each form.
 - Indicate the cataloguing options required, marking both section A and B.
 - Photocopy each order form and retain a copy for your records.
 - Calculate each order form individually and include postage costs for each form.
 - Enclose a cheque for the total number of cards or ASCIS 80 records ordered plus postage, and send with the original order form to Curriculum Corporation.

Connecting to the SCIS Database using Terminal Software

Curriculum Corporation Information Program staff are often asked what type of communications software do we use to dial-up to the SCIS database when we are demonstrating the online service to schools.

In 1986 when ASCIS first offered a dial-up service, the decision was made to provide access using any computer with a modem and communications software. As long as the communications software could make the school computer emulate a VT100 screen session and the modem could provide the speed of at least 300 Baud rate (with a preference for 1200 Baud), access was and still is possible. These are the minimum requirements that have enabled schools to access the SCIS database using a variety of communications software packages.

Recently, I have been demonstrating the SCIS database using the **TERMINAL** software that comes as part of the **MS-WINDOWS 3.1** software, to show schools how easy it is to access any remote database. This communications software that comes as part of the "Accessories" icon of **WINDOWS** has proved to be an easy-to-set-up, yet powerful communications software to access the SCIS database.

If you already have **WINDOWS** in your library and are considering dialling up to a remote database such as SCIS, then **TERMINAL** could be a cheap solution.

To set up **TERMINAL** to access SCIS, follow this procedure:

1. Connect the modem to the COM port of the computer (usually COM 1).
2. At the **Program Manager** screen within **WINDOWS**, locate the **Accessories** icon, open this icon and double click on the **TERMINAL** icon.
3. **TERMINAL** presents the user with a **WINDOWS** screen with the options:

FILE, EDIT, SETTINGS,
PHONE, TRANSFERS and
HELP at the top of the screen.

4. From the **Settings** option you are able to set PHONE NUMBER, **TERMINAL EMULATION** and **COMMUNICATION** options.

- **PHONE NUMBER:** Within **Settings** click on PHONE NUMBER. In the pop up box that appears, type in the phone number for SCIS within your state. Save this by clicking on OK.

- **TERMINAL EMULATION:** Within **Settings**, click on **TERMINAL EMULATION**. In the pop up box, the default setting of VT100 is displayed. Save this by clicking on OK.

- **COMMUNICATION:** To set the 1200 Baud rate currently used by SCIS, click on **COMMUNICATION** within **Settings** and within the pop up box, highlight COMS 1 in the **CONNECTOR** box. This will automatically assign all the correct set up values for the modem. Within **TERMINAL**, 1200 Baud rate is the default.

This is all that is needed to setup **TERMINAL** to access the SCIS Database.

To SAVE this FILE:

1. Click on the File option and choose Save:
 - **TERMINAL** prompts for a file name of up to 8 characters.
 - Type in a file name: ie, SCIS 1200 and click on OK.
 - **TERMINAL** has now saved the file.

Dialling up to SCIS using **TERMINAL**

Connect the computer and modem, then turn both on.

1. Open **TERMINAL** from Accessories on the Program Manager.
2. Choose FILE, OPEN, highlight the file name, i.e. SCIS 1200, and then click on OK.
3. Click on the PHONE option and double click on PHONE.

The modem should then go ahead and dial the number and connect to SCIS.

To finish a session:

1. Choose PHONE from the Options Bar at the top of the screen.
2. Click on HANGUP,
3. The session is finished when you see:

+++ATH
OK
on the screen.

Lance Deveson
Senior Information Officer

SEARCHING THE MICROFICHE

"I can't find it on the microfiche" is a frequently heard problem from users of the microfiche. Before you reach the limits of frustration, try these three possibilities which may account for a number of those 'missing' items.

1. Frame Index (or grids)

Reading from the frame or grid index at the bottom right hand side of each sheet it may seem that, alphabetically, the item is not there. However, this index shows only the first entry in each of the frames on the sheet. Select the entry alphabetically nearest to the item you are seeking and then search

through the frame. For example:

M10 Nature and the universe / National Geographic Society

M11 Nature / by Georgiana Williams

You want 'Nature and the world' but the nearest to this is M10. Therefore select that frame and scan through.

2. Filing

Searching the title index on the abbreviated microfiche can be particularly frustrating. All microfiche filing follows the basic filing rule as set out in '*ALA rules for filing catalog cards*', where on page 2 it says to "arrange all entries word by word, alphabetizing letter by letter within the word."

It also directs us to apply the principal of "nothing before something, considering the space between the words as nothing. Thus a single letter or shorter word precedes a longer word beginning with the same letter or letters."

Punctuation, including slashes, is disregarded, and the articles 'a', 'an', and 'the' are not included in the filing at the beginning of an entry.

These principles include both the title and statement of responsibility.

Some examples:

Natural habits / John Smith

Nature: a story of the world we live in / Jill Adams

Nature and the universe / National Geographic Society

Nature / by Georgiana Williams

Nature / Peter Jones

A nature story book / Enid Blyton

Nature's secrets / edited by Jim Jones

3. Scanning

Scanning is a useful habit which often leads to unexpected success. Apart from finding the elusive item, scanning can also increase efficiency by becoming familiar with the set-out and flow of the frames, seeing how split entries continue from one frame to the next, and stumbling upon other titles appropriate for your collection. Even though time is always in short supply, it is not always wasted when experimenting this way.

If all this fails to find your material it is quite likely that they have not been catalogued yet, and therefore are not on the database. For further assistance contact your state cataloguing agency, present in most states and part of the state's education system.

Barbara Burr
Library Technician

LM-NET

Library Media Network is an electronic discussion group for school media specialists in the USA (read Teacher-Librarians in Australia). It now has members in many countries including Canada, New Zealand and Australia.

On LM-NET members share information and experience. There are discussions about issues such as censorship in school libraries (in which Australia's Ken Dillon has participated), how to set up CD-ROM networks, policies about charging for computer print-outs and cries for help. One TL who posted a request for information on library automation received 20 replies within a week. Others have posted requests for "novels suitable for unmotivated year 9 students" or information about the source of part one of *Fahrenheit 451*, *The hearth and the salamander*. Of course the replies are public and available for all to share.

There are often long discussions about issues of library policy and sharing of policy statements such as collection development policies, or discussions about comparative staffing levels. On LM-NET, it is possible to converse with personalities such as Ken Haycock. Often pre-publication information appears for new journals. Even job advertisements appear.

LM-NET, although part of the Internet, is readily available to schools in Australia. It can be accessed via NEXUS or for Melbourne schools, via SCHOOLS CONNECTION (formerly SECAP) Phone (03) 244 6436. I urge you to try it and experience the excitement of electronic communication.

SCIS 3rd Edition Subject Headings Book

This publication is now finished and available from the publisher, D W Thorpe on (03) 245 7370. The publication is for sale at \$58 not \$55 as previously advertised.

Voyager Implementation

Curriculum Corporation will soon take delivery of the first module of the Voyager software, ASCII OPAC. This is the module that will be first offered to schools and the Voyager module that has been customised most to meet Curriculum Corporation's requirements. This module will not only give schools better searching options than the current system but also allow schools to order products, ie. cards and Machine Readable Records (MRR) at the point of searching, rather than within another module as is the current situation.

For the Information Program staff, the arrival of the first part of the system will be the commencement of an extensive testing and trialing period to accept the software, and also the part fulfilment of a project that began nearly three years ago.

In the next CONNECTIONS I hope to include some screen pictures of the new ASCII OPAC.

Communications

As I have reported in earlier editions of CONNECTIONS, aligned to the Voyager project has been an ongoing search to find the best and most cost effective network to carry the new software to schools.

Currently the full dial-up service is available by a local phone call in capital cities and STD from the country plus a limited (searching only) access via AUSTPAC. The Voyager project stipulated that at the minimum, AUSTPAC access had to be available for all schools and that the system had to provide full-functionality over this communications network or a similar service. An additional stipulation was to forecast the future information needs of schools with regard to dialling up to remote databases and to make this access as cost effective as possible.

Curriculum Corporation has investigated a number of communications options including: the current Dial up service (ie. Can we use it but improve it, and also make it cheaper?); AARnet (the network used by universities in Australia for communications within Australia and overseas); AUSTPAC; and a newer option called SprintNet. SprintNet is known as the carrier for the '13' phone members in Australia, but can be configured to be a private network carrying data and electronic mail.

Curriculum Corporation is investigating all these options at present and will have the answer by the next edition of CONNECTIONS.

Lance Deveson
Senior Information Officer

Have You Read This?

The active media center by Fred D'Ignazio in *The Computing Teacher*, March 1994, p. 37-40, wrote about multi-media in schools, focussing on the role of the school library.

"School libraries and media centers are changing from warehouses to launch pads. And the count down has already started." (p. 37)

"Educators who are interested in using technology to promote serious school change should focus first on the library media center". (p. 38)

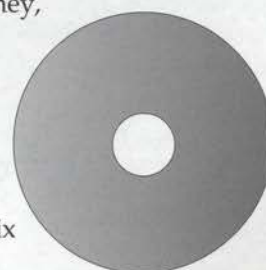
Great publicity, especially since it's coming from outside our professional group.

Carol Truett presented two articles about the impact of new technologies in school libraries in the USA. CD-ROM and videodisc technology in North Carolina school library media centers, in *The Computing Teacher*, February 1994, p.41-42, outlined the adoption of the technologies finding that 85% had CD-ROM and 56% videodisc. In the companion article CD-ROM, videodiscs and new ways of teaching information and research skills, *The Computing Teacher*, March 1994, p. 42-43, she presented an overview of the impact of the new technologies. She reported that they are becoming widespread and generally accepted, and have resulted in changes to the teaching of research skills.

Interested in CD-ROM networking?

Sharing a CD-ROM

by James Karney,
Australian Personal Computer,
May 1994,
p195-200,
presents an
evaluation of six
systems.



CONNECTIONS JOURNAL PHOTOCOPY REQUEST

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