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Connections

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IN THIS ISSUE

I must apologise for the late arrival of this issue of Connections. The delay was largely due to the fact that I spent the first three weeks of February at a conference in Jerusalem. My report is in this issue, and although it departs from the usual technological slant of this newsletter, I hope that you will find it interesting. Also included are details of some exciting new products which will be available from Curriculum Corporation later this year.

*Dianne Lewis,
Editor*

FACING THE 21ST CENTURY: THE FIRST INTERNATIONAL CONFERENCE OF JEWISH PEDAGOGIC CENTERS

(JERUSALEM 7-17 FEBRUARY 1994)

I was fortunate to be able to join over 120 participants from 39 countries including USA, Israel, England, Canada, South Africa, Greece, Denmark, Russia and many South American countries, to discuss Jewish education, the role of teachers' centres and resources.

Attending this conference was like being at the United Nations. Translators sat in booths at the rear of each room and wireless headphones were available for delegates at each session to provide simultaneous translation into Hebrew, English or Spanish.

Pedagogic centres originally developed in Israel in the 1950s to support untrained teachers in small remote schools, with little or no resources. Today, they have the dual role of teachers' centre and resource centre. The teachers' centre focusses on support for day-to-day activities and provides planning and support for the execution of those activities. The resource centre has collections of teaching materials, teaches teachers how to use them and provides support and materials to enable them to produce their own. In Jewish communities outside Israel, pedagogic centres concentrate on the provision of Jewish resources.

The *Tel Aviv Pedagogic Center* is considered to be the largest and best resourced of the 50 centres which operate in Israel. It serves 100 schools and thousands of teachers and informal educators in the Tel Aviv area. The centre occupies a large three storey building and employs more than 50 people (42 EFT), including teachers who are subject specialists, computer and audio-visual technicians, graphic designers and clerical staff. Curriculum units are developed and are available for loan by teachers or other pedagogic centres.

The work of the centre is facilitated by the fact that Israel has a centralised and unified curriculum - all schools study exactly the same curriculum. In addition, each year certain themes are declared as the themes to be studied by all students - for example, the current theme is ecology.

The centre was physically very attractive with display material on every wall. On the first floor, a room was designated for each year level. Each room was decorated with age-appropriate material and provided access to appropriate teaching resources.

The centre included a small reference library which housed educational periodicals, some books and files of lesson plans and activities on various topics. The resources in the library

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FACING THE 21ST CENTURY: THE FIRST INTERNATIONAL CONFERENCE OF JEWISH PEDAGOGIC CENTERS

(Continued from page 1)

were not for loan. The centre also included a computer laboratory for teacher use and a resource centre which housed material such as audio-visual material and teaching materials which were for loan.

In the production area of the pedagogic centre, teachers could use templates, prepared by the graphic artists, to create decorations and games to use in their own schools. This area had large work-tables and equipment such as photocopier, light box and laminating machine as well as materials necessary to make the items.

The pedagogic centre in Katzrin, capital of the Golan, was a much smaller centre and more representative of the majority of centres in Israel. It serviced 40 kindergartens and 7 schools located throughout the Golan. It shared a building in the main city square with the public library and housed, in one large room, all of the elements found in the Tel Aviv centre.

To develop curriculum units specifically for the Golan, subject specialists from surrounding schools worked with the pedagogic centre staff on a part-time basis. The permanent staff of the Katzrin centre consisted of a teacher/director, a secretary and a secretary/graphic artist.

The pedagogic centre of the Melton centre, the education library of the Hebrew University, houses a representative collection of Jewish resources (print and non-print) and curricula from around the world and is a superb resource. The Hebrew University, situated on Mount Scopus, has a breathtaking view overlooking the city of Jerusalem. I think I spent nearly as much time drinking in the view as I did checking out the resources.

To understand the educational context in which the pedagogic centres operated in Israel, I arranged to visit some schools. The Hebrew University High School, considered to be the elite school in Israel, was a large, selective, academic co-educational high school. The library was quite large, with a modern book stock, it was automated and also had CD-ROM access for students. The library subscribed to a bibliographic CD-ROM database developed by the ministry of education, however, the library provided no document delivery services for students. The library appeared to have a role of resource provision, rather than a more proactive educational role.

Givat Gonen was a co-educational school catering for students from years 4 -12. The library was a converted classroom rather than a

custom built library, with shelving around the walls and tables arranged in a large open square in the centre of the room. The librarian was vivacious and dynamic and had established a strong literature and information-skills programme in the school. The small library was obviously a popular place for students throughout the school day. Despite its limited resources, this library was philosophically similar to school libraries in Australia, UK and North America.

The Pelech school, regarded as having an innovative religious curriculum for girls, was housed in an old Arab house. The whole school appeared cramped and dilapidated. The library, which also doubled as a recreational area for students, was in keeping with the rest of the school. There were little in the way of modern print or non-print resources in the library.

Israeli schools are fortunate in having access to some outstanding museums such as the Israel Museum which incorporates the Shrine of the Book, housing the Dead Sea Scrolls, the Museum of the Diaspora and Yad Vashem (the memorial to the holocaust). As part of the conference we had the opportunity to visit these museums and experience the outstanding educational programmes which their educational officers design and run for students.

The other major resource of Israeli educators is the country itself. There is enormous geographic diversity in such a small country. There is a heightened political awareness among even the children - teenagers regularly read at least one daily newspaper (not just the sport!). And of course there is the richness of the religious traditions. You can travel through the desert and feel its mystical qualities. You can stand in a valley and imagine where David fought Goliath.

There's lots more to tell but no more room to tell it.

Dianne Lewis,
Editor

ACCESS TO THE INTERNET

Internet provides the opportunity to be part of a global information exchange, providing electronic access to experts in every field of endeavour, information sources such as ASKERIC (which provides information for educators) and the ability to browse the catalogues of the major libraries of the world. Almost everywhere I turn lately, I read another article or hear another lecture about the marvels of this international, electronic superhighway of information.

It is an information source that is readily accessed by the tertiary education sector in Australia at reasonable cost via AARNET. Schools in the USA and Europe have easy access, but here in Australia, together with public libraries, we are a disadvantaged group. While access for schools to electronic mail is possible via the K-12 network or services such as Nexus, full Internet access is not.

Bill Linklater, president of ALIA, has pledged to push for "the democratization of access to national and international electronic networks" (Incite 4 March 1994, p 4). He notes the importance for school librarians, in particular, of developing an awareness of the value of the data on these networks and of equality of access.

Is anyone out there interested in lobbying for access for schools?

Dianne Lewis

NEWS FROM THE INFORMATION PROGRAM

VOYAGER IMPLEMENTATION

Curriculum Corporation is progressing with the implementation of the Voyager Software to replace the existing Dobis/Libis system. Staff at Curriculum Corporation in cooperation with Ferntree Computer Corporation and MARCorp has finalised the conversion of the SCIS data from AUSMARC to USMARC. This is the standard that is being adopted by libraries world wide in 1996 and Curriculum Corporation will adopt this standard once Voyager is implemented. In 1995 Curriculum Corporation will be delivering product in USMARC format and all the major school library automation supplies in Australia have already been notified of the impending change to the data structure so that they can modify their systems to accept the new format. Catalogue card output will not be effected by the change.

NEW PRODUCTS:

SCIS Subject headings 3rd Edition. In cooperation with the publishers, D. W. Thorpe, Curriculum Corporation has completed a revision of the SCIS SUBJECT HEADINGS LIST. The revision of the book has been undertaken by the Western Australian Cataloguing Agency with assistance from all the SCIS cataloguing agencies. The revision includes many new headings and in particular 500 New Zealand headings contributed by schools in New Zealand. The publication is being sold by DW Thorpe (03) 2457370.

Subject Headings on Disk. The Board of Curriculum Corporation has given approval for the Information Program to develop a disk based version of the SCIS subject headings. This product will include the complete headings list and related cross references. The product will be supplied as data only

and all the major software suppliers have been notified of the data structure to enable them to import the data into their particular system. This product has been developed in response to many requests from schools to have all the SCIS subject headings available online rather than having to manually enter the headings and the cross references. Curriculum Corporation has priced the disk at \$ 300.00.

ASCISRECON VER 1.5

Curriculum Corporation has been testing a revision of the ASCISRECON program. The new version of the program has the added functions of a complete back up facility, an ability to printout the order prior to forwarding this to Curriculum Corporation for processing, an improved counter at the point of entry and minor screen changes. Curriculum Corporation intends to offer the new version to existing users of ASCISRECON as an update in addition to new users. The program will be available in second term.



SCIS DATABASE ON CD-ROM

The Board of Curriculum Corporation has given permission for the Information Program to investigate the development of the SCIS database on CD-ROM. The product would be available as a 'search only' CD-ROM, with the ability to search the database like using microfiche but with enhanced searching ability. Curriculum Corporation is also looking at the possibility of also adding 'downloading software' into the CD-ROM to enable subscribers to not only search the data but also load this into their automated library systems. The product is likely to be available in the second half of 1994. No price has been decided at this stage.

What's New

NETWORKING AND LIBRARIES

Goodacre, Christine (ed) *Networking and Libraries in Australia*, Port Melb: Thorpe, 1993

Anyone who is currently working with technology in libraries will have some need to know about networking. Christine Goodacre's new book *Networking and Libraries in Australia* is a fabulous reference source for people in all areas of libraries and at a range of levels of expertise.

So many people working in these areas are self taught. An important aspect of this book is that it presumes no prior knowledge of the terminology and does not speak in computer jargon. Instead it begins with a whole section dedicated to defining the concepts of data communication. The ideas of Open systems, multiplexing, packet switching and topology are broken down in digestible definitions. A useful consolidation of on-the-job and 'gleaned' information in a systematic and simple presentation.

The book goes on to describe the evolution and functioning of the major library networks existing today; networks such as AARNET, Internet and ILNET. Each of these is described in terms of history, how it works and a case study on its operation in one, or more environment by people who have worked with the system.

The National Library is highlighted in terms of its role in the development and implementation of networks such as UNILINK and CAVAL are also dealt with in case studies in a section devoted to looking at the future of regional networks.

The networking of CD-ROMs is discussed in an issues approach looking at problems such as

licensing, disputable definitions, pricing and dial up access. Related to this are the chapters describing a sample of bibliographic networks such as SAGE and AAP.

The final chapter is, perhaps, the most important. Tom Denison of RMIT describes for us the Telelibrary. The idea of using a single interface to access a variety of systems is something we look forward to. Tom talks about the development of this goal within the restrictions of an under-funded university. He sees this as one way to provide greater access to resources for research and discusses the processes undergone at RMIT.

One of the main features of this book is its practical nature. It is thorough and yet easy to understand, but at the same time it provides us with projections to which we can aspire and from which we can learn. It is only one volume in the new *Technology in the Library* series produced by D. W. Thorpe in association with ALIA, and I imagine we should keep our eyes out for the other titles in the series.


Catherine Ryan is the Teacher-librarian in charge at Genazzano College in Melbourne.



AUSTGUIDE

I received my latest Austguide disc just before this issue went to press. Due to popular demand this product will now be up-dated twice per year instead of once. Records added in 1993 now also include brief annotations with the bibliographic records. Both of these changes are most welcome.

Have You Read This?



Laurel Clyde in *The international network*, **Orana**, February 1994, p 28-36 has a useful rundown of useful periodicals.


Incite 4 March 1994, p 25 carried a very positive review of the *Macquarie dictionary* on CD-ROM.

The same issue also carried an interesting article by Hanns Possin describing the change in collection policy at the Nepean CAE From "just-in-case" to "just-in-time" (ibid p16-17). The impact of the new technologies is increasingly being felt at the school level and it may well be that this becomes the way of our future document delivery also.

The growth of multi-campus secondary colleges may lead to the concept of the virtual campus becoming a reality in schools. Jan Ring describes the virtual campus at Edith Cowan University in *Distance education more effective*, **Incite**, 4 March 1994, p12.

Students evaluate CD-ROM! is a wonderful article by Nancy Larkin in **Information searcher**, vol 6, no 1 1993 p 29-32, with some insightful and ingenuous evaluations of a whole range of products by her grade 2 students.

In the same issue, Harlene Rosenberg explains how she set up a CD-ROM network for a large high school. *Getting started with CD-ROM* **Information searcher**, vol 6, no 1 1993, p3-6.



I have recently commenced a subscription to **Scan**, the journal of the Education Department of NSW. It's a marvellous journal full of reviews and lots of articles on technology of very broad appeal. Here are some of the articles that I found particularly interesting:

Ilanet, by Howard Amos, **Scan**, vol 13 no 1, February 1994, p 31-33, provides and insight into this national and international electronic mail and database access network.

Barbara Poston-Anderson describes the possible future of libraries in *Virtual reality: a learning medium of the future*, **Scan** vol 12, no 4, October 1993, p12-13.

Learning with technology, **Scan** vol 12, no 4, October 1993, p24-25 presents an insight into the uses of CD-ROMs, telecommunications and video at Fairfield Heights Public School.

In *CD-ROM: the wave begins to form*, Dr Allan Ellis gives an overview of CD-ROM technology from the 1980's and into the near future. **Scan**, vol 12, no 3, July 1993, p30-32.

CONNECTIONS JOURNAL PHOTOCOPY REQUEST

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APOLOGY

Subscribers to Curriculum Corporation's microfiche products for 1994 will no doubt have experienced problems receiving the 1994 cumulations for the Full and Abbreviated microfiche and Subject Authority microfiche this year.

At a time when Curriculum Corporation is implementing the Voyager project, we had all hoped that the annual microfiche distribution would go smoothly. However, that was not to be.

In December 1993, the Information Program staff began the yearly task of proofing the new 'fiche for 1994. One of the aims of the Information Program is to deliver to schools the cleanest data and this year we discovered there was some 'dirty' data on the database that was corrupting the microfiche, especially in the index.

As Senior Information Officer, I took the decision not to allow the microfiche to be copied until the data was clean. This procedure has taken time and required the cooperation of both Ferntree Computer Corporation and Data Com, our service bureaus, who also had to program the work. I am sure that even though the microfiche has been late, the data is now clean and therefore more useable.

The labels for the distribution of the microfiche are printed from the Curriculum Corporation subscriber database. I cannot stress too strongly that it is very important that SCIS subscribers notify Curriculum Corporation of school name and address changes so that we can ensure that your microfiche is posted to the correct address. This year there have been many school name changes, but often Curriculum Corporation only finds out when the microfiche is returned by Australia Post, unable to be delivered.

Please accept my apology for the problems this year, as I can assure you that we are making every effort to improve the distribution of the product. As always, if your school has paid for the 1994 microfiche, and has not yet received the product, please ring Curriculum Corporation and we will forward a set by return mail.

Thank you for your patience.

*Lance Deveson,
Senior Information Officer*

ASCISRECON 1994

These are the remaining processing dates for ASCISRECON until the end of 1994. Please remember that these dates are the Fridays that the orders must be received at Ferntree Computer Corporation. Processing begins on the following Monday.

April	8 and 22
May	6 and 20
June	3 and 17
July	8 and 22
August	5 and 19
September	2 and 16
October	7 and 21
November	4 and 18
December	9 (One processing only)

INFORMATION SERVICES QUESTIONNAIRE

Included with the previous issue of CONNECTIONS journal was an 'Information Services Questionnaire'. The aim of the questionnaire was to improve the quality and efficiency of our service to users. As such, the responses are currently being tabulated and the results will define any necessary improvements to the service.

I wish to thank all the schools who responded to the questionnaire over the past three months, and for the detailed comments that will be useful for future planning.

*Nicole England,
SCIS Client Services Officer*

MICROFICHE DATES FOR 1994

The following is a list of dates for microfiche updates to be delivered to schools:

March Full and Abbreviated update.....	1 April
April Full and Abbreviated update.....	29 April
Subject authority No. 2	6 May
May Full and Abbreviated update	3 June
June Full and Abbreviated update	1 July
July Full and Abbreviated update	5 August
Subject authority No. 3	12 August
August Full and Abbreviated update	2 September
September Full and Abbreviated update	30 September
October Full and Abbreviated update	28 October
Subject authority No. 4	11 November
November Full and Abbreviated update	28 November

SCIS DATABASE DIAL-UP TELEPHONE NUMBERS

Place	Speed (bps)	Number/s
Melbourne	Auto (300/1200/2400)	(03) 5436799
Sydney	300	(02) 3136128
	1200	(02) 3136144
Canberra	300	(06) 2473011
	1200	(06) 2474288
Adelaide	Auto (300/1200/2400)	(08) 2710705
Brisbane	Auto (300/1200/2400)	(07) 2361246
Perth	300	(09) 3226466
	1200	(09) 3217111
Hobart	* No direct connection *	Use AUSTPAC
AUSTPAC	300	01921
	1200	01922
	1200/75	01923
	2400	01924

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* NOTE: Area code prefix is only required for non-metropolitan access, ie. the same as a normal telephone call. If the number called is engaged, then all of the available lines in that state are in use. People are asked to be patient and try again later.

For **general enquiries** concerning the database itself, eg. how to search, what it contains, etc., you should call Curriculum Corporation on (008) 337405 or (03) 6390699. If, on the other hand, you are experiencing **technical difficulties** with accessing the SCIS database, then you should call Ferntree Computer Corporation's Helpline on (008) 335067 or (03) 5627028. A staff member from Ferntree Information Management Division will take details and then call you back.