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CURRICULUM  
CORPORATION

HELPLINE:  
008 337 405

Curriculum Corporation has a 008 number to assist schools requiring assistance/advice on the use of SCIS products. The service is a free call for schools.

The Helpline is usually manned by 2 people but Users must be prepared to be rung back by the Information Staff, as often the demand will exceed the supply.

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# Connections

Issue No 8  
Summer 1993

## IN THIS ISSUE

In this issue Pru Mitchell writes about some uses for the online databases SCIS and NEXUS, Jennifer Wraight shares her impressions of the recent ASLA conference in Adelaide and *Learning for the Future*, the new standards document for school libraries is reviewed.

By the time you receive this, the holidays will be upon us. Compliments of the season and enjoy a well-earned break.

Dianne Lewis  
Editor

## SCIS AND NEXUS ONLINE

*This article is a summary of a workshop organised by the ALIA Schools Section WA on 18 May 1993.*

Presenters were Pru Mitchell, Head of Library, at La Salle College WA and Margaret Butterworth, Lecturer, Edith Cowan University. (Margaret has since moved to Nanyang University, Singapore.)

The rationale behind selection of SCIS and NEXUS for this demonstration of online information services was twofold. Both are Australian services and both have schools as their target audience. There are also fundamental differences between SCIS and NEXUS which make them a useful team in an introductory session on online services, and an ideal first pair of online subscriptions for a school library.

### SETTING UP

The hardware required for both services is the same: a computer, a modem and a phone line (preferably a direct line). Questions about setting up your particular hardware and communications software are covered in the manuals received from SCIS or NEXUS when you register as a user. Both services will invoice the school but give a form of reduction for an up front payment. For the average new user, this method of payment is worthwhile in the case of NEXUS, but not for SCIS.

### SCIS

As a bibliographic database, SCIS is used predominantly for cataloguing information. The advantages of online over microfiche use of SCIS are well recognised: significant time saved in searching, increased access points, online product ordering and access to records as soon as they appear on the database.

Not so well recognised is the potential of SCIS online in the identification of resources for possible purchase. A search by author, series, physical format, subject, or any combination, can provide an extensive range of titles from which to select materials to view. Subject access to resources can be gained through subject headings, Dewey classification numbers, or keyword indexing of abstracts. The records which contain abstracts or reviews increase the usefulness of SCIS as a selection tool.

### NEXUS

NEXUS is an online information source offering numerous services, basically in the areas of electronic mail, bulletin boards and databases. The contents and features of NEXUS continue for pages or screens, and make for exciting browsing. A very few examples used locally include: AAP News, SAGE,—The Australian Computers and High Tech Index, Whales, Dinosaurs, Census, and Healthways Project Board.

Continued page 2



## SCIS AND NEXUS ONLINE *Continued from page 1*

### EXAMPLES OF NEXUS USE IN A W.A. SECONDARY SCHOOL 1992/93

AAP	Social Studies	Yr 8: Changes to the environment affecting Indigenous peoples other than Australian
	Science	Yr 9: Ecology unit
	Human Biology	Yr 12: Bioethics. Reproductive technology issues.
	Biology	Yr 11: Dr William McBride case and history
	English	Yr 11: LA riots 1992 + original incident + Federal trial
SAGE	Biology	Yr 11: Scientific method and fraud
	Science	Yr 9: Ecology unit/Skills lesson in use of periodical indexes
CENSUS	Geography	Yr 12: Field trip to country town—population statistics
	Social Studies	Yr 9: Immigration statistics

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### EDUCATIONAL USE OF NEXUS

There are several ways in which NEXUS is used in schools.

- Whole class demonstration or skills lesson (using a datashow, or pre-prepared overhead transparencies of search screens)—to demonstrate how a database, bulletin board or e-mail works
- Small group searches during class time in library—available when research topic is appropriate to online search.
- Teacher Librarian/Teacher search online prior to class—to provide background information for teacher, or to increase the range of resources for class use—eg Vertical file/Topic folders
- Individual students in their free time—student requests search.

### MANAGEMENT ISSUES

With the introduction of public access to online services in a school library comes the need to consider issues such as who uses the service, how and when, who pays for searches, what preparation is required of searchers, and how to capture data.

The following is a draft policy which attempts to address some of these issues.

### ONLINE SEARCHING

#### BOOKING ONLINE SEARCHES

Users wishing to use the library computer for online searching should book at the Library desk.

#### PREPARING SEARCH

A preparation sheet should be completed in as much detail as possible. The Teacher Librarian will discuss this with the user.

#### PAYING FOR SEARCHES

The Teacher Librarian will give the user an approximate idea of cost for the search and determine the time limit to place on the search.

For information not readily available in current library materials, the library will pay up to \$5.00 per student request at the Teacher Librarian's discretion. If the Library pays for a search the results will be printed and placed in the Vertical File.

The Library normally meets the cost of staff using the online facility for educational purposes, including their own study.

#### SEARCHING

Library staff are required to set up the modem, turn it on, and log into the requested online service, unless the user has their own password or registration.

If the library is paying for a search, it is usual for the Teacher Librarian to supervise the search process.



# NEXUS SEARCH PREPARATION SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

TOPIC

FOCUS QUESTIONS

KEYWORDS

DATABASE(S)

SEARCH STRATEGY

text/field

operators (and or @ etc  
refer to manual)

wildcards (\*)

refine

DISPLAY

Table/Card

CAPTURE

Print

Disk - Drive:Filename.txt



## CAPTURING DATA

For online searches, the library will provide a disk on which data may be captured during searching. (Recycled SCIS RECON disks are ideal).

Once off-line the user may either:

- (i) use the library word processing facilities to read, note or print any data required from the search. Printing is charged at the normal rate per page for computer printing, or
- (ii) borrow the disk on a 2 night loan to transfer or print the data elsewhere. (Returned disks are scanned for virus on return.)

## BUDGETING SCIS

The cost effectiveness of purchasing catalogue records versus copy cataloguing or original cataloguing is documented in the professional literature. SCIS changes in 1994 make it difficult to predict how much a school should budget, but in changing to online searching, the

time saved can be costed, and microfiche subscription cancelled. There is also the bonus of an additional selection tool.

## NEXUS

NEXUS is very budget friendly. An advance payment of \$100.00 will probably keep a new user happy for up to 12 months. The cost of a session online is displayed at logoff, so with experience it is possible to predict how much a search is likely to cost.

A sample 5 minute search using the current AAP news database cost the user \$1.38 made up of:

Nexus	50 cents
Databases	30 cents
Austpac	58 cents

## LOCATION

Location of the online terminal requires consideration of a number of issues. The position of the telephone outlet will be important, but telephone extension cables can be set up if necessary. If it is intended

that students or teachers will use the online service it will need to be accessible for them, and provide for easy supervision by library staff.

While it may be possible to use a terminal and modem from an automated library system, this usually involves a degree of setting up which becomes a nuisance. If a dedicated computer is not feasible, a computer which houses a CD ROM drive and a modem is a workable combination.

## SECURITY

Unfortunately the online facility set up for these services provides the user who knows how, to run up some large telecommunications bills. Security of passwords will stop unauthorised database use, and precautions such as unplugging modem at the wall (phone and power plug) after use, will reduce the risk of unlawful use of modem.

*Pru Mitchell*

*La Salle College, Viveash, W.A.*

## PRODUCT CHANGES FOR 1994

In the Winter edition of CONNECTIONS, I indicated Curriculum Corporations intention to drop some Card and ASCISRECON products in 1994.

Again I will state that in 1994 the following CARD products **WILL NOT** be available to order from Curriculum Corporation:

1. Victorian Card Catalogue Options:  
Simplified DDC  
Picture Story Cataloguing  
and Simplified Fiction.
2. Subject Authority Cards

In addition the following products **WILL NOT** be available as part of the ASCISRECON program:  
Book Catalogues.  
Microfiche Catalogues.

*Lance Deveson  
Senior Information Officer*

## 3RD EDITION OF THE SCIS SUBJECT HEADINGS LIST

### INCLUDING NEW ZEALAND HEADINGS

As part of the ongoing process of upgrading the SCIS SUBJECT HEADINGS list, Curriculum Corporation, in co-operation with the publishing company, D.W.Thorpe, are to publish a 3rd edition of the SCIS Subject Headings list.

Currently the revision of the List is being undertaken by the Western Australian Agency for SCIS, with the assistance of the other state Cataloguing agencies. It is intended that the new list be ready for publication early in the 1994 school year.

New Zealand users of the SCIS service will be delighted to learn that approximately 500 New Zealand headings have been added to the list. These headings have been contributed by librarians, Ms Mary Gavagan and Ms Jan Foote, from Wellington, after consultation with school libraries. The headings include specific Maori language headings.

Curriculum Corporation looks forward to Mary and Jan contributing regularly to the Subject Headings list so that New Zealand schools can use the SCIS list as a reference tool like Australian schools.



# IMPRESSIONS OF THE ASLA XIII AND THE IASL 22<sup>ND</sup> CONFERENCE:

## “DREAMS & DYNAMICS”

HELD IN ADELAIDE, SEPTEMBER 26TH-30TH,  
1993 AS SEEN BY A FIRST-TIME DELEGATE

The magnificent venue (St Peter's College) and inspiring keynote speakers are two of the main highlights that remain with me from the ASLA XIII and the IASL 22nd Conference.

This is the first opportunity I have had to attend an ASLA conference. I have worked in the educational field for 19 years, the last 13 as a Teacher-Librarian, gaining experience with the Ministry of Education, Catholic and now the Independent System.

To make it possible for the Junior School Librarian, Ann Romain and I to attend the conference and to assist with finance, I applied for the J.A.T. Beard Travel Scholarship. This scholarship is funded by the St Anne's and Gippsland Grammar School Foundation and is open to all members of our staff. We were fortunate to be the recipients for 1993 and hopefully both campuses will benefit from our experience.

I was impressed by the fact that there was a theme for each day of the conference—Society, Literature, Education and Technology. The keynote speakers: Professor Mike Tyler, Jennifer Rowe (Emily Rodda), Jim Dellit (Principal Curriculum Officer S.A.) and Warren Horton (Director of the National Library of Australia) focussed on these themes. All speakers were informative, entertaining and provided us with a broader outlook than

solely focussing on education or librarianship. More importantly each shared with us their dreams and gave inspiration for 'change'.

Two changes I would like to pursue at S.T.A.G.G.S. are the networking of all Resource Centre terminals and a subscription to an on-line data base. The terminals would become 'Information Terminals' incorporating OPAC, CD-ROMS and wordprocessing.

The dynamics of putting these dreams into action were explored at a variety of workshops. Prior to the conference one of the dilemmas I had was in selecting which 8 of the 60 workshops I would like to attend. After making a decision it was disappointing to find that quite a few workshops were cancelled, or demand exceeded the seating capacity in others. (Maybe some workshops could have been repeated.) At the workshops I attended I participated in role plays for human resource management, discussed whether student outcome statements will improve information literacy, looked at library services to Aboriginal people, explored trends childrens' literature (including violence and censorship) and new technology and on-line data bases.

*Jennifer Wraight, Senior Librarian, St Anne's and Gippsland Grammar School, Sale, Victoria*



## What's New



### LEARNING FOR THE FUTURE: DEVELOPING INFORMATION SERVICES IN AUSTRALIAN SCHOOLS

Curriculum Corporation,  
Melbourne, 1993.

This book is more than a standards document to replace *Books and Beyond* and *Into the 21st Century*. It attempts to set a context for the development of library and information services in Australian schools in terms of both approaches and standards. It was developed jointly for ASLA and ALIA by a reference group, co-ordinated by Norma Jeffery and was developed from early drafts written by Gwen Gawith.

It is based upon a broad view of the school as an information environment which must be responsive to the needs of the learner. It advocates a co-operative approach to the development of the learning environment.

*Learning for the Future* divides the role of the school library into five interrelated domains. Discussion relating to each of the domains, forms a chapter of the book.

The core domain which is central to all others is *learners and learning*. This domain encapsulates concepts of co-operative planning and teaching for the development of information skills programmes, to enable students to develop skills necessary to access information in its broadest sense.

The first of the four related domains is *teachers and teaching*, which incorporates the notion of teacher-

librarian as facilitator of access to information for curriculum purposes by teachers.

*Resourcing the curriculum* assumes the need for a relevant, dynamic and responsive resource collection to support the curriculum. This chapter provides quantitative standards for collection size. These standards have increased between 15% and 20% the standards for collection size recommended in both *Books and Beyond* and *Into the 21st century*.

*Providing access to information* concerns the organization and access to resources and the use of information technology to facilitate these processes. Quantitative standards are provided for automated catalogue (OPAC) terminals.

*Developing the physical environment* is concerned with space and facilities within the library resource centre. Standards are provided for space allocation, lighting, shelving and seating. The standards recommend the provision of seating for 12% of the school population. This represents an increase from the 10% which was recommended in *Into the 21st century*.

The penultimate chapter is devoted to staffing. It defines the role of the teacher-librarian in relation to co-operation, information skills and technology in addition to the organizational role. Standards are provided for recommended minimum staffing levels of professional and ancillary library staff. Recommended minimum staffing provisions are based on a relationship to total teaching staff, rather than the number of students, as in *Books and Beyond*. The staffing

levels recommended represent a significant decrease in professional staffing from those recommended in *Into the 21st Century*.

While *Learning for the Future* mentions other computer networks within the school, it makes no attempt to provide standards or to address the issue of the converging roles of libraries and computer centres as providers of information within schools. It is likely that this convergence of roles and the development of the concept of the virtual library will impact on some aspects of this document such as the standards for OPACs, for the physical environment and possibly even for staffing.

The conclusion of the document makes reference to the need for information literacy in our society. "Power over information technology ultimately resides in power over the information itself." (p48-49) *Learning for the Future* is an essential tool, for teacher-librarians and educational administrators, for the development and evaluation of programmes which empower students with these lifelong, independent learning skills.

*Learning for the Future* is published by Curriculum Corporation for \$19.95

Dianne Lewis  
Co-ordinator of Educational Resources  
Mount Scopus College



### ELECTRONIC GUIDELINES

I don't know about you but I still find that the year 7-10 students, on the whole, need a lot of instruction with the KAWARE CD-ROM



software. Yes, I know that it is fast and efficient but try as I will I find that your average student thinks that it is too much trouble to work it out unless someone is there to give them a hand.

About a year ago John Graham from Educad asked me to trial Electronic Guidelines. This is a PC version of Guidelines. The advantage with this version is that it is completely menu driven and has built in location codes tailored to your own collection. Not only am I a convert but the student response speaks for itself. Now I can suggest to a student to try Electronic Guidelines first and I will help if they need it. More often than not students are able to operate it themselves following the screen instructions. Proof of the pudding is that these students come back and use it again.

The menu for Electronic Guidelines provides a user with simple options. When doing a search, the search screen is clearly divided into separate blocks with the option to provide 3 like-terms in each block. There is space for each keyword separated by the word OR. Each block is separated by the word AND. This is a very clear and simple way to instruct students about boolean searching.

As each keyword is typed in an authority list of headings pops up which prevents lack of success caused by incorrect spelling or incorrect keyword. When the word is selected from the list it automatically selects itself for your search and moves to the next space.

When you have selected your words, EG asks for confirmation and enumerates where it is up to in the search. Often a student will watch

the number of articles appear only to watch them whittle away as the AND keywords are added from the second block. It is then clear at which stage of their search they went wrong. They can go back and remove keywords before they go on if they wish to find more articles.

The screen then prompts the user to select the Print to Screen or Print options from the main menu before flicking back to the menu. ...this is the impressive bit...

When I first received the programme in our library I sat down with the list of journals in Guidelines and the list of journals in our library and added a collection code for each journal. The codes I chose relate to location in my library, for instance my 4 location codes are:

- B Bound Journal Shelves
- W Under west windows
- R Reserve Desk
- U Check Union list

...Back to the main menu...The student selects Print to screen and the titles list in order based on the codes entered when the programme was installed. The librarian can choose the order of the codes based upon the main location area. This way the student sees what is available in their library first. Moving from screen to screen using the Pageup and Pagedown keys the programme is fool-proof (This means that those Luddite Year 12s and teachers can also manage it easily.)

But what about disk space I hear you say? At about 11 meg a year it is not too much to ask for the hit rate amongst reluctant users. I have decided to keep my AUSTGUIDE for older issues. If you are really worried

about the long term disk-space problems, the capacity is being built in to be able to delete the earliest copies. You will even be able to chose to add only the journals held in your library if you chose (or don't have a good Periodical Union List).

It is networkable, site licences are available and you receive monthly updates. It provides an option for those people who haven't got CD-ROM yet. But I still believe the main advantage is that you spend less of your time giving individual instruction to back up the umpteenth class demonstration of AUSTGUIDE on KAWARE which is, lets face it, for the persistent and conscientious, not the average plodder.

This is not an advertisement, but you will notice that it is listed on your printed Guidelines renewal form. Have a look at the price but think about it in terms of staff time and independent learning skills.

Catherine Ryan  
Teacher-librarian in charge  
Genazzano FCJ College, Kew



## DIRECTORY OF AUSTRALIAN DATABASES

The *Directory of Australian Databases on CD ROM* is the result of a survey conducted during 1992, by the Australian Database Development Association (ADDA), to gather information on publicly available Australian and New Zealand databases. Although the directory is not comprehensive, the compilers believe that it is reasonably complete.



The directory is well organised, with the databases listed alphabetically by name. Cross references are provided from alternative names and acronyms. The index access is excellent. It includes indexes of the information providers, the publishers, as well as a subject index. A sample subject search on LAW AND LEGISLATION listed thirteen databases that could be useful.

The database entries are clear and concise. Each entry lists the:

1. information provider;
2. publisher of the database;
3. a description of the subject coverage and usefulness of the database.
4. type (bibliographic, directory, full text, numeric, or images);
5. update frequency;
6. compatibility for IBM or macintosh; and
7. price.

Also interesting is the introduction to the directory. It not only explains how to use the guide, but provides charts relating to the breakdown of subject coverage of Australian databases, and statistics on the categories of information providers.

With a purchase price of \$20.00, this directory is a useful tool for libraries interested in CD ROM information delivery.

Katrina Kolt  
Jewish Studies librarian,  
Mount Scopus College.



## FILM & VIDEO FINDER ON CD-ROM

This new product from Informit provides a guide to availability of film and video in Australia and New Zealand. The disc runs on KAware software which will be familiar to users of most of the other Informit products which include discs such as *Austguide* and *Austrom*. The disc comes with a detailed manual with simple explanations for getting started.

The disc consists of two databases: Films and videos; distributors. Films included are from categories including feature film, shorts and experimental films, documentaries and educational programmes. They also include overseas titles distributed in Australia. The criterion for inclusion was availability of the title to the general public for purchase, loan or rental.

The disc provides powerful searching capability. The default search is the familiar CROSS SEARCH which searches across all fields. Other searchable fields include TITLE alphabetically or by keyword, TOPIC by phrase or keyword, DIRECTOR, PRODUCER, PRODUCTION COMPANY, COUNTRY, YEAR, CAST, FORMAT, SYNOPSIS, AWARDS and SUPERTEXT SUBTITLES.

When a search is performed, the items seemed to appear in a random order (possibly order of entry). It is likely that future editions of the databases will have more complete information. Not all records had an entry for TOPIC and SYNOPSIS was variable, with some records having quite a long synopsis while others had one word such as *comedy* or *crime*. There was also variability in the type of information in the synopsis field, for example in a cross search performed on *Macbeth* some but not all records contained a reference to Shakespeare in the synopsis.

The records include the censorship rating which is useful for schools. A useful addition for the future would be the ability to search by age appropriateness.

The power of being able to search for all films by a director or starring a certain actor or with a certain keyword in the title certainly outweighs any minor deficiencies in the data.

The second database is a directory of distributors. Distributors are encoded in the film database. This database allows a search by code, or name and provides name, address and contact details.

*Film and Video Finder* is available from Informit. Single discs are available to schools at \$125, while the subscription of two discs per year is \$225 for schools.

Dianne Lewis

## SUBSCRIPTIONS

By now schools should have received the SCIS Subscription renewal for 1994. This was posted to ALL schools on the SCIS database in November. If your school has not received the renewal notice please contact Curriculum Corporation.

As I stated in the Spring 1993 edition of CONNECTIONS, subscriptions to SCIS Microfiche products for 1994 will be held at the 1993 prices.

Cards and Machine Readable Records will also be held at 1993 prices.

DIAL UP has changed for 1994 in that Curriculum Corporation will offer only one type of subscription to the service. The subscription will be \$100.00 plus \$25.00 per hour connect time. The dialup subscription has been simplified to bring this in line with the school year and the per hour connect time has been reduced due to the move to the VOYAGER Software and using AUSTPAC as the communication network.

Lance Deveson  
Senior Information Officer



# Have You Read This?

*CD-ROM Today* is a new periodical which emanates from the United States and may be of interest to readers. It is a bi-monthly, glossy magazine focussing on issues related to multimedia and offers an attractive initial subscription rate.

It includes articles issues and CD-ROM technology as well as new software reviews. Articles which I found particularly interesting included *A new spin on learning* by Sandy Chase and *Sharing the wealth* by Charles Brannon. The Chase article provided a useful comparison of multimedia CD-ROM encyclopedias Grolier's, Compton's and Encarta, while Brannon explained how to create a CD-ROM network using Windows for Workgroups. Other features include a problem solving column which answers queries such as whether to use CD-ROM with or without caddies or the meaning of seek time in relation to CD-ROM drive statistics. It also provides up-dates on new releases. New releases in this issue included *Time almanac 1992* (Mac/MCP) including 1,500 articles from Time 1993 and including the CIA world fact book and *CNN Newsroom Global View* (DOS) using video to examine world affairs.

*Encyclopedias on CD-ROM in Your Computer*, October 1993, p 74-77 also reviewed and compared Compton's, Encarta, Information Finder and Grolier's. This article provided details of Australian prices and suppliers.

CD-ROM networking seems to be an area of interest at the moment. Cathy Sheedy, library media specialist, explained all about *CD-ROM Networking at Brunswick Senior High School* in the **Information Searcher**, vol.5 no 4, 1993, p 3-7. Her system, using Optinet on a Novell network has been working smoothly for three years. Sheedy discusses possible pitfalls and tips.

This issue of **Information Searcher** also included a review of *The Columbia Granger's World of Poetry* CD-ROM. Granger's in print is well known as the reference tool for poetry. The CD-ROM version sounds extremely useful, providing full-text as well as indexing of poetry from a range of sources.

The rise of CD-ROM bibliographic databases, such as *Austguide* has created enormous problems relating to document delivery for teacher-librarians. *Connections* has published articles describing ways in which teacher-librarians have used networks to overcome this problem. Perhaps teacher-librarians in Australia have been too adaptable and not demanding enough of the CD-ROM publishers. Linda Singer in *Middle Schools Targeted by CD-ROM Producers* in **Information Searcher**, vol 5, no 4, 1993, p 28-31 described four new products which provide indexing and full text of selected articles. Such products are available as a matter of course to our colleagues in the United States. Even though the market here is smaller, I believe that there is a market. Perhaps we should lobby the CD-ROM publishers and let them know.

Jan Morrison of Newington College has described the successful implementation of patron self check using the 3-M system in combination with the Urica library automation system. *Patron self check*, **Independence**, vol 18, no 2, September 1993, p67.

Photocopies of articles mentioned will be available on request from Curriculum Corporation. (See proforma on page 10.)



# CONNECTIONS JOURNAL PHOTOCOPY REQUEST

**Curriculum Corporation**  
PO Box 177  
Carlton South VIC 3053  
Telephone (03) 639 0699  
Helpline 008 337 405  
Facsimile (03) 639 1616

Please forward photocopies of the following journal articles reviewed in the ..... edition of **Connections** journal.

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Facsimile: (.....) .....

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Journal: .....

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Signature: .....

Date: .....

### OFFICE USE ONLY:

Date received: ..... Date sent: .....



# USING YOUR BARCODE READER WITH RECON

*You can use a barcode reader to wand in local barcode information into RECON, however, there are some pitfalls for the unwary. Here's how to handle them.*

Most of the problems people experience with barcode readers are due to the fact that barcode readers automatically insert an [ENTER] key at the end of the barcode when it is read. (On some barcode readers this is an optional feature which you can turn off). In RECON, this gives you the effect of the barcode 'flashing' on to the screen and then disappearing.

## What has actually happened?

RECON has recorded the barcode as being for the first local copy of the book; now it is waiting to accept the local information for the second copy. Notice the '2' under the 'copy' field.

## What should you do?

If you have more copies of the book, then you should enter the local information for those copies. When you have wanded in the last barcode, your next step depends on what local copy information you are inputting:

### a) Barcode only

The cursor will be on the barcode field. Press the [END] key. The

system will then move on to the next title.

### b) Barcode and Accession

The cursor will be on the accession number field. Press the [END] key. The system will then move on to the next title.

### c) Barcode and Location

The cursor will be in the choice box in the location field. Press [ESC] which will exit the choice box. The cursor will still be in the location field. Press the [END] key. The system will then move on to the next title.

### d) Barcode, Accession and Location

The cursor will be on the accession number field. Press the [END] key. The system will then move on to the next title.

Any queries regarding RECON can be directed to either Curriculum Corporation or Ferntree Computer Corporation.

\* Curriculum Corporation:  
(03) 639-0699 or (008) 337405

\* Ferntree Computer Corporation:  
(03) 562-7028 or (008) 335067

Nicole England  
SCIS Client Services Officer

\* Compiled in co-operation with  
Steve Ovens from Ferntree  
Computer Corporation.

## FERNTREE COMPUTER CORPORATION

Please note a change of postal address for Ferntree Computer Corporation, and a new Melbourne metropolitan Help Desk phone number. RECON users will need to send their orders to Ferntree's new PO Box address for quicker delivery of mail.

### Postal Address:

Box 42 RMDC  
CLAYTON VIC 3169

### Street Address:

310 Ferntree Gully Road  
CLAYTON VIC 3169

Phone: (03) 541 5600

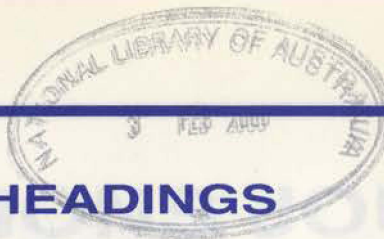
Fax: (03) 543 3671

\* Melbourne Metropolitan Help  
Desk Number (03) 562 7028

\* Outside Melbourne Help  
Desk Number (008) 335 067

Ferntree Computer Corporation has now installed an answering machine on their Help Desk for **after hours**. Customers ringing the Help Desk after hours will be able to leave a message on the answering machine and Ferntree staff will return their call on the following working day.





## NEW SCIS SUBJECT HEADINGS

Below is a list of subject headings which have been approved for entry into the SCIS database. Please feel free to them add them to your existing catalogue.

\* **NOTE: CHILD CARE CENTRES and PLAY CENTRES are not new headings but have been significantly altered to accommodate the new heading FAMILY DAY CARE.**

**CHILD CARE CENTRES\*\*** [Replace the existing entry in the 2nd edition of ASHL with the following:]

See also **FAMILY DAY CARE**  
x After school care; Before school care; Child minding; Day care centres  
XX **BABY-SITTERS; FAMILY DAY CARE; PLAY CENTRES**

Corporate sponsorship  
See **Advertising**

### **FAMILY DAY CARE**

Use for works on the care of children in private homes by persons other than their parents or their guardians.  
See also **BABY-SITTERS; CHILD CARE CENTRES; PLAY CENTRES**  
x Child minders; Children - Day care; Day care, Family; Home day care  
XX **BABY-SITTERS; CHILD CARE CENTRES; CHILD WELFARE; PLAY CENTRES**

### **FEMINIST THEOLOGY**

See also **WOMEN AND CHRISTIANITY; FEMINISM - MORAL AND RELIGIOUS ASPECTS**  
XX **THEOLOGY; WOMEN AND CHRISTIANITY; WOMEN AND RELIGION**

### **LIBERATION THEOLOGY**

See also **RELIGIOUS FREEDOM**  
XX **CHRISTIANITY AND**

**POLITICS; RELIGIOUS FREEDOM; THEOLOGY**

**PLAY CENTRES\*\*** [Replace the existing entry in the 2nd edition of ASHL with the following:]

Use for works on places where organised or informal activities are conducted for preschool children.  
For works on the care of school age children after school hours, see **CHILD CARE CENTRES**.  
For works on the care of children in private homes by persons other than their parents or guardians, see **FAMILY DAY CARE**.  
See also **CHILD CARE CENTRES; FAMILY DAY CARE; KINDERGARTENS**  
XX **FAMILY DAY CARE**

Sponsors (Financial)  
See **ADVERTISING; PUBLICITY**

Sponsors (Religious)  
See **GODPARENTS**

## **RETIREMENT OF MS MARIE MCCORKELL**

School users of the ASCIS (now SCIS) service will be saddened to learn of the retirement, due to ill health, of Ms Marie McCorkell as Business Manager at Curriculum Corporation.

Marie has been with ASCIS and Curriculum Corporation for a period of almost 10 years and made a valuable contribution to the development of the original ASCIS service.

In her role of Business Manager, Marie has been responsible for much of the initiative that has seen the selection of the VOYAGER software program to replace the current DOBIS system and her knowledge of the past operation at this time will be sorely missed.

The Information Staff wish her a speedy return to good health and look forward to Marie attending the launch of the Voyager system in 1994.

Lance Deveson  
Senior Information Officer

## **INFORMATION SERVICES QUESTIONNAIRE**

Included with this issue of CONNECTIONS journal is an "Information Services Questionnaire". The aim of the questionnaire is to improve the quality and efficiency of our service to users, and we would appreciate your input.

You will find 3 types of questions on the form:

- \* Tick the appropriate box
- \* Circle the appropriate number on a scale of 1 to 5
- \* Give a reason or example for your choice

Due to space limitations, only a few lines have been provided for written answers. However, please feel free to add further comments on a separate sheet of paper.

If you have any queries in regards to the questionnaire, please don't hesitate to contact:

Nicole England  
SCIS Client Services Officer