Connections

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IN THIS ISSUE

In this issue Lance Deveson explains how the new *Voyager* software (announced in the last issue) will improve the use of the SCIS database and Rosemary Abbott shares her research on methods used for successful selection of a library automation system.

Connections circulates throughout Australia, and we would love to receive some contributions from around the country. Please send your articles or letters and share what you are doing.

Dianne Lewis,
Editor

VOYAGER: Curriculum Corporation's new software platform for the SCIS Database

Curriculum Corporation's decision to select the **Voyager** Library system produced by MARCorp in San Francisco, USA and distributed in Australia by Ferntree Computer Corporation is a major leap forward for school libraries in Australia.

Curriculum Corporation will be the first site in Australia for the new software and MARCorp will tailor their system to the needs of the SCIS service.

Voyager is a complete library package having all of the following features: *on-line public access catalogue* (OPAC), *cataloguing, circulation, acquisitions, serial control, authority control, Inter-library loan* and *Gateway-CD-ROM access.* Voyager also has two newer innovations: *full text retrieval* and *image OPAC.*

Due to the special nature of the SCIS service, Curriculum Corporation has purchased a customised version of Voyager that has only the following modules: OPAC: including *image OPAC, cataloguing* including *authority control,* and *full text retrieval. The* option to add other modules at a later stage is open.

Schools will be interested in the **Voyager** OPAC and the features it contains:-

OPAC includes a full set of *search; browse,* and *display* capabilities and the following OPAC indexes: author, exact author, title, exact title, subject, exact subject, call number, SCIS Number, ISBN, as well as date, language, and type of material. Searches can be narrowed by the *limit function* inbuilt into the system. The search results will be able to be displayed in a brief or full bibliographic record.

Voyager will allow ordering of SCIS products online at the point of searching without having users go to an ordering module as is the current practice with Dobis/Libis.

Inbuilt context-sensitive HELP screens are a feature of **Voyager**.

In future, the purchase of the full text and image OPAC modules will allow Curriculum Corporation to link complete text documents and images to a Bibliographic record, and be able to search these as a complete unit.

Voyager has been chosen to allow Curriculum Corporation to develop new products and services for SCIS users in Australia and New Zealand and to improve the existing range of products.

Lance Deveson,
Senior Information Officer

Connections

MICROFICHE PROBLEMS:

The June update of the Full Cataloguing Microfiche created many problems for subscribers to that fiche. DATACOM, Curriculum Corporation's microfiche bureau is constantly trying new ways to improve the quality of the microfiche, *but*, in June got it wrong. In an effort to improve the readability of the SCIS Order Number on the fiche, DATA COM reduced the size of the print that once reproduced made it quite hard to read. However, for the July and following updates, DATACOM has gone back to the same size of print as on the January Cumulation. Curriculum Corporation hopes that the problem will now be fixed, but encourages subscribers to inform the Information staff if the problems continue.

SELECTION OF AN AUTOMATED SYSTEM

This article is based upon research carried out for a minor thesis. This was undertaken as part of a Master of Business in Information Technology at RMIT.

Since the mid-late 1980s, librarians have been placed under increasing pressure to automate their libraries' operations. This has particularly been the case with regard to school libraries.

The pressure in this area has come from a number of sources: school principals, the activities of professional associations, the influence of journal literature, marketing by computer system vendors and the move towards resource-based learning.

As increasing numbers of school libraries do automate their operations, the momentum builds for those who have yet to do so.

Many commercial products becoming available for use in school libraries assume the presence of computers in those libraries, eg., indexes such as Guidelines on CD-ROM cataloguing done by ASCIS and more general reference tools such as encyclopedias.

Increasing and more sophisticated telecommunications are widening the range of information accessible to those within schools; this is often best done through a resource centre and will require computers to access such services.

Another factor of concern to school librarians is that of shrinking staff. If current levels of service are to be maintained and new developments to be embraced, it will be necessary to review many manual procedures with a view to replacing them with automated ones. It can no longer be considered appropriate that those trained as teacher-librarians can spend their time on 'housekeeping' functions.

Automation of school libraries is now seen as not so much a matter of whether or not to go ahead, but *how* and *when*.

The research I carried out was concerned with determining the essential elements of a successful method of selection. This involved establishing the factors concerned, particularly successful strategies and developing a useful selection framework.

A case study involving a large independent school library was undertaken. This was used to generate hypotheses. A questionnaire was then designed and distributed to post-primary independent school librarians to test these hypotheses.

A number of strategies for selection emerged from the survey analysis. The differences in approach tended to focus on who was involved and how long selection took. Most librarians surveyed believed that their strategy had been successful. A common thread ran through the responses received.

Librarians prefer to be in control of the selection process. They prefer not to have the decision imposed upon them. Generally where the entire library staff is involved and interested, the process runs more smoothly. Those who had taken adequate time to plan found the selection easier.

Reading journal articles, conference papers and other literature is seen as a good starting point; it establishes a basis for more practical investigation.

Most librarians rely on their own knowledge in establishing goals/objectives and requirements in a needs analysis.

Site visits ranked as the major method of investigation. These were generally accompanied by discussions with colleagues and vendor demonstrations. Relatively few investigations were assessed by means of a formal checklist. However, it was felt that this did not significantly diminish the chances of success.

The majority of librarians (86%) wrote submissions to support their desire to automate. Generally these were directed to the school principal.

The time taken to select varied enormously (from only weeks to ten years!) Respondents felt it was important to 'get it right' - regardless of how long this took.

Librarians who were involved in the decision-making had commitment to the success of the system chosen. Those happiest with their system were generally members of a user group. They felt they had input to vendors and could influence the development of the system.

Relatively few librarians would change the way they approached the selection process. Some believe it is easier now with a wider range of products and more sites to visit.

Few respondents to the survey had prior experience in the selection of an automated system. It was interesting that the higher a librarian's perceived expertise in the area, the higher the rate of satisfaction with the system chosen.

Where librarians stated they would not repurchase the same system, it was generally because a better product had appeared in the market place since they had purchased.

Ministry of Education recommendations appear to have some bearing on which systems are examined. However, when it comes to the selection itself, proven software and costs were generally considered more important.

Some of the comments made by survey respondents may be of interest:

"Plan and evaluate progress."

"There is no perfect system."

"In the end, back your own judgement."

"Be open-minded, have goals."

"The commitment of library staff is essential."

"A needs analysis is essential."

"The final decision regarding selection must be made by the users."

"Look beyond the Circulation and Cataloguing functions."

"PR work is required; you need to explain the benefits of automation to the school community."

In conclusion, selection of an automated system is a lengthy and complex task. Most librarians surveyed believed that the combination of their own expertise and the support of their colleagues make success possible.

If you are about to launch yourself into this process, good luck! If there is any assistance I might be able to give you, feel free to ask.

[I would like to take this opportunity to thank the independent school teacher-librarians and librarians who responded so willingly to my survey. The level of this response was overwhelming and greatly facilitated my research]

Rosemary Abbott
Senior Librarian
Loreto Mandeville Hall

PRICES FOR 1994

Curriculum Corporation is pleased to inform their current subscribers and schools who may not have resubscribed this year that Prices for SCIS products for 1994, with the exception of Dial-up which is not yet decided, **have been held at their current 1993 rates.**

Due to the intended change to the Voyager software for 1994, and the aim to bring the Dial-up subscription in line with the School year, prices for 1994 for Dial-up have not yet been finalised, but the intention is not to increase prices. Curriculum Corporation intends to write to current Dial-up subscribers as soon as possible with the new structure. In 1994 Dial-up will be simplified with only one type of subscription and a more cost effective access system using AUSTPAC.

Current subscribers to microfiche and dial up will be invoiced for their current level of subscription in October. The renewal will include an explanatory letter concerning the renewal and mailed to the school care of "The Principal".

A subscription to SCIS allows the school to copy catalogue information for your Library records and therefore reduces the time and effort a Teacher Librarian, teacher or parent helper needs to spend repeating the effort of assessing then originally cataloguing items in the school library. ASCIS was originally formed to remove the duplication of effort of original cataloguing by schools across Australia and with over 450,000 items now available on the SCIS database this still seems a worthy reason to be a member.

Have You Read This?

POETRY ON CD-ROM

Announced in **Literature matters** no. 13. May 1993 a new CD-ROM release...*English poetry full-text database* the first disc in a new project from British publishers Chadwyck-Healey. The database is intended to include the work of 1,350 poets from 600 AD to the beginning of the twentieth century. It will allow keyword searching as opposed to the usual first line approach. At an anticipated price of £23,500 for the set, it is not in our league, but hopefully some of the large academic libraries in Australia will subscribe.

BULLETIN BOARDS AND TELECOMMUNICATIONS

Some of our previous issues have discussed educational bulletin boards. Some interesting articles have appeared recently on this topic. *Using bulletin boards to* exchange *classroom resources* by John Widmer discusses why teachers should be using this electronic medium to share information. (**Compak**, no 3, June 1993, p 72-76.) If you feel inclined to have a go, *Telecomputing: a tourist guide to bulletin boards* by Jennifer Allen and Michael Brandon, in **PC User**, August 1993, p95-98, provides some tips for novice or first time users of bulletin boards. If you still need some convincing that this is the way of future communications, *Initial findings from a national survey on K-12 educators' use of telecommunications* by Margaret Honey and Andres Henriquez, in **Information searcher**, vol 5 no 3, p 9–12 gives an overview of uses by teachers and students.

ELECTRONIC SCIENCE INDEXES

Scientific American and **New Scientist** publish electronic indexes for DOS-based computers. If you do not have a CD-ROM and are unable to use SAGE either on CD-ROM or on-line, these indexes maybe useful for you. Bob Aikenhead has a useful review of both indexes, including practical applications for his senior Physics and Chemistry students in *Two electronic indexes to scientific articles* in **Read.me: PC education user group newsletter**, vol 7, no 2, 1993, p 1–3.

LIBRARY AUTOMATION

An interesting article summarising the current trends in library automation in Australian academic libraries by Carmel Maguire appeared in **LASIE**, vol 23, no 4 & 5, 1993, p 56-61. Entitled *Automation in Australian University libraries at end of 1992*, the article discusses the present situation and perceived future directions which include self-charging circulation, storage and retrieval of images, CD-ROM networking and improved integration of interfaces. These trends may also be applicable to our libraries.

In the same issue of **LASIE** (*p* 85-87) teacher-librarian Ailsa Holmes-Walker provides a review of a useful new title *Automating school library catalogs: a reader* published by Libraries Unlimited.

MULTIMEDIA

I keep reading that this is the new direction for technology. *Optical media in education: a quick summary of the pros and cons of five major systems in use today* by Ann E Barron in **The computing teacher**, May 1993, p 6-10 provides a simple explanation of the technology. This complements the article which most of you would have read, by Ian Redpath in **Access**, *Hitchhiker's guide to multimedia: a shopper's guide to multimedia*, vol 7, no 2, May 1993, p 24–25

Photocopies of articles mentioned will be available on request from **Curriculum Corporation**. (See proforma on page 5.)

CONNECTIONS JOURNAL PHOTOCOPY REQUEST

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What's New

INFORMATION FINDER BY WORLD BOOK

I was impressed with the 1993 edition. It is not multimedia as it has neither animation nor sound. It does have the full-text of the print edition of the World Book and the complete World Book dictionary. It was easy to install and simple to use. It incorporates a tutorial which can be used first, or for the impatient like me, who jump straight in, can be accessed via HELP.

The default search mode is TOPIC search, although keyword boolean search can be selected. Having typed your search request a split screen is presented. The left hand side shows the outline of the first article while the right hand, two thirds of the screen shows the full text of the article. It is possible to scroll through the text or jump through the outline. Clicking on highlighted words will access the dictionary for a definition. Function keys move to the next article found in your search. While you are told how many articles you have found as a result of your search, and where you are in the list, ie article 4 of 10, I found it annoying that I could not see a list of all retrieved articles so that I could select the one that I wanted, rather than paging through them all.

While moving within or between articles it is possible to set bookmarks for ease of return, it is also possible to easily move to related articles, by clicking on highlighted words, and then to easily return to your initial article.

A notepad feature allows the user to copy text from articles and to add his/her own notes as the notepad has basic word processing features. The user is prompted to save the contents of the notepad upon exit from the program.

It is possible to search only the quick facts tables which provide brief statistical information. This is somewhat of a mixed blessing. If it is left on, the next searcher will have his/her search limited to this area until they realise what the problem is.

In TOPIC searching, *Information finder* has good error detection. It ignores punctuation, that is the search term *middle-ages will* locate the topic *Middle Ages*. If spelling errors are entered, the user is offered the option of checking a list of terms used. If no match is found *Information searcher* will attempt to search disregarding singular/plural and then will attempt a partial match, eg *r f Kennedy* for *Kennedy, Robert Francis*.

In KEYWORD searching, the usual boolean operators can be used. Proximity limiters apply, the default being the same sentence. These can be broadened to include the same paragraph, heading or article, or narrowed to the same word.

The cost of the *Information finder is* $899. It is possible to network it to 10 stations for an additional $500. It is available via your local World Book representative.

Another new encyclopedia has been recently released by Microsoft. I have not seen *Encarta* but understand that it is an all bells and whistles mulitmedia encyclopedia priced at $599. It has been reviewed quite widely in the press. Two reviews which came to my attention were in **Information searcher**, vol 5, no 3, 1993, p 13, and **PC User** August, 1993, p 132-134. Copies are available from Curriculum Corporation.

Diane Lewis,
Editor

INFORMATION SERVICES HANDY HINTS: ASCISRECON

Included here are answers to some of the most commonly asked questions over our Helpline:

Q. How long will my ASCISRECON file take to be processed and returned to my school?

A. The turn around time for ASCISRECON is approximately two weeks from the actual processing date. The processing dates listed for 1993 are the Fridays that the disk/s have to be received by Ferntree Computer Services. Beginning Monday morning, the files (disks) are processed as a batch and are usually posted out to schools by the Friday of the same week.

It is perhaps a good idea to allow about one week for postage of disks, especially those schools who are sending disks from interstate.

Q. When ordering by SCIS Order Numbers, do I need to include the letter on the end?

A. No, it is not necessary. The letter at the end is referred to as a check digit and increases accuracy when ordering records from SCIS.

Q. I've just received my ASCISRECON disk back from processing at Ferntree Computer Services. How do I put/ download the information onto my computer?

A. The process of downloading ASCISRECON data is done via the User's library automation system, eg, OASIS, OCELOT, DYNIX, BOOKMARK, etc...

Users will need to refer to the manual for their library automation system for instructions as to how to download data, and/or contact their systems support staff for any further queries. Usually, the instructions are headed "Download from ASCIS" (or the like) in their software manual.

Nicole England,
Client Services Officer

AUSTRALIAN ABORIGINES— SCIS STANDARDS AMENDMENT

At a recent meeting held between members of the SCIS cataloguing agencies it was decided that a special book number **ABL** would be assigned to materials about Australian Aborigines whose book number would normally be **ABO**.

The change is a response to concerns raised by teachers and members of the Aboriginal community that the ABO abbreviation is demeaning and degrading.

Existing SCIS records affected by this decision will be altered.

Ellen Paxton,
SCIS Cataloguing Coordinator

Apology

In the Subject Headings list outlining the change from USSR to Commonwealth of Independent States in the last edition of **Connections** there were errors in the dates of the Countries and the language clarifying the scope note. The language clarifying the scope note should have read "May be subdivided like" instead of "May be subdivided as was". These changes were made not by Curriculum Corporation staff but by the grammatical and spell checker on the desk top publishing program after Curriculum Corporation staff had proof read the copy. We have re-published the Headings this journal and included the change in our Policy for Aboriginal works from ABO to ABL. Ellen Paxton has outlined the procedure in her Subject Headings article. To those schools who have already updated their Headings list we apologise for the inconvenience caused with the mistake.

Lance Deveson,
Senior Information Officer

NEW SCIS SUBJECT HEADINGS
Revised SOVIET UNION REPUBLIC HEADINGS

These headings, listed below, have recently been approved by the SCIS cataloguing agencies for publication in the forthcoming third edition of the SCIS Subject Headings List.

Please feel free to add them to your existing catalogue.

ARMENIA
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on ARMENIA as part of the Soviet Union (1922-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision ARMENIAN, as appropriate.

AZERBAIJAN
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Azerbaijan as part of the Soviet Union (1922-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision AZERBAIJANI, as appropriate.

BELARUS
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Belarus as part of the Soviet Union (1922-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision BELARUSSIAN, as appropriate.

x Belorussia; Byelorussia; White Russia

CHERNOBYL (UKRAINE)

COMMONWEALTH OF INDEPENDENT STATES
For general works on the States of the Commonwealth of Independent States which were part of the Soviet Union prior to 1991, see SOVIET UNION. For works on the specific States of the Commonwealth of Independent States, see the name of the State, e.g. RUSSIA

See also RUSSIA; SOVIET UNION

x C.I.S.; CIS

XX RUSSIA; SOVIET UNION

ESTONIA
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Estonia as part of the Soviet Union (1940-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision ESTONIAN, as appropriate

x Estonian Soviet Socialist Republic; Estonian S.S.R.

GEORGIA
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Georgia as apart of the Soviet Union (1922-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision GEORGIAN, as appropriate.

x Georgia (Soviet Union)

KAZAKHSTAN
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Kazakhstan as part of the Soviet Union (1936-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision KAZAKH, as appropriate.

XX TURKESTAN

KYRGYZSTAN
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Kyrgyzstan as part of the Soviet Union (1936-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision KYRGYZ, as appropriate.

x Kirghiz Soviet Socialist Republic; Kirgizia

XX TURKESTAN

LATVIA
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Latvia as part of the Soviet Union (1940-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision LATVIAN, as appropriate.

LITHUANIA
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Lithuania as part of the Soviet Union (1940-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision LITHUANIAN, as appropriate.

MOLDOVA
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Moldova as part of the Soviet Union (1940-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision MOLDOVAN, as appropriate.

x Moldavia

RUSSIA
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Russia as part of the Soviet Union (1917-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision RUSSIAN, as appropriate.

See also COMMONWEALTH OF INDEPENDENT STATES; SIBERIA; SOVIET UNION

x Russian Soviet Socialist Republic

XX COMMONWEALTH OF INDEPENDENT STATES; SOVIET UNION

RUSSIA-HISTORY

RUSSIA-HISTORY-TO 1462

RUSSIA-HISTORY-1462-1796

RUSSIA-HISTORY-1796-1894

RUSSIA-HISTORY-1894-1917
x Revolution, Russian, 1905; Russian Revolution, 1905; Russo-Japanese War, 1904-1905.

XX REVOLUTIONS

RUSSIA-HISTORY-1991-

SIBERIA
May be subdivided like VICTORIA except for the period subdivisions of history.

See also the names of subjects with the subdivision of SIBERIAN, as appropriate.

XX RUSSIA

SOVIET UNION
May be subdivided like AUSTRALIA except for the period subdivisions of history.

Use for works on the Soviet Union and the various States incorporated into the Union. For works on the individual States of the Soviet Union outside the period of their incorporation in the Soviet Union see the headings for the individual States, e.g. RUSSIA.

For works on the post 1991 alliance of the former States of the Soviet Union, see COMMONWEALTH OF INDEPENDENT STATES.

See also the names of subjects with the subdivision SOVIET, as appropriate.

See also COMMONWEALTH OF INDEPENDENT STATES; RUSSIA

x U.S.S.R.; Union of Soviet Socialist Republics

XX ASIA; COMMONWEALTH OF INDEPENDENT STATES; EUROPE; RUSSIA

SOVIET UNION - HISTORY
x Soviet Union - History - 20th century

SOVIET UNION - HISTORY - 1953-1991

ST PETERSBURG (RUSSIA)
x Leningrad (Soviet Union)

TAJIKISTAN
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Tajikistan as a part of the Soviet Union (1929-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision TAJIK, as appropriate.

x Tadzhik Soviet Socialist Republic

TURKESTAN
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Turkestan since its division into separate states in 1925, see the names of the specific States.

See also KAZAKHSTAN; KYRGYZSTAN; TURKMENISTAN; UZBEKISTAN

See also the names of subjects with the subdivision TURKESTANI, as appropriate.

TURKMENISTAN
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Turkmenistan as part of the Soviet Union (1925-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision TURKMEN, as appropriate.

x Turkmen Soviet Socialist Republic

XX TURKESTAN

UKRAINE
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Ukraine as part of the Soviet Union (1923-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision UKRAINIAN, as appropriate.

x Ukrainian Soviet Socialist Republic; Ukrainian S.S.R.

UZBEKISTAN
May be subdivided like AUSTRALIA except for the period subdivisions of history.

For works on Uzbekistan as part of the Soviet Union (1917-1991) see SOVIET UNION and its subdivisions.

See also the names of subjects with the subdivision UZBEK, as appropriate.

x Uzbek Soviet Socialist Republic

XX TURKESTAN