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Curriculum Corporation has a free call 1800 number for schools requiring assistance/advice on the use of SCIS products.

There are usually two SCIS Customer Service staff available but users must be prepared to be rung back as often the demand will exceed the supply.

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# Connections

Issue No 21 Autumn 1997

## Making Sense

Curriculum Corporation is delighted to announce that David Crystal, the renowned English writer, editor, lecturer and broadcaster, will deliver the SCIS Oration at the ASLA Conference to be held in Darwin, July 8 to 11.

His paper is titled *Sense: the Final Frontier*. Meaning, or sense, is at the heart of literacy, English teaching and all structurings of knowledge and thus provides an obvious focus for the conference's language day, however, it is one of the least understood and therefore most unsettling topics in language work. The paper investigates the way sense and especially vocabulary is handled in reading schemes and other teaching material, and makes a number of practical suggestions.

Born in 1941, David Crystal moved with his family from Wales to Liverpool in 1951—where he completed his secondary schooling. He then read English at University College, London and specialised in English language studies. He joined academic life as a lecturer in linguistics, first at the University of Bangor, Wales, then at the University of Reading. He published his first book in 1964, and became known chiefly for his research work in English language studies and in the application of linguistics to clinical and educational contexts.

He held a Chair at the University of Reading for 10 years and is now Honorary Professor of Linguistics at the University of Wales where he now lives. These days he divides his time between works on language and working in publishing. He has written or edited over a hundred books mainly in the field of language, and is perhaps best known for his two encyclopedias from Cambridge Press: *The Cambridge Encyclopedia of Language* (second edition appeared earlier this year) and *The Cambridge Encyclopedia of the*

*English Language* (1995). David is also the editor of several general encyclopedias in the Cambridge University Press family, including *The Cambridge Encyclopedia* and *The Cambridge Biographical Encyclopedia*. He was the founder–editor of the *Journal of Child Language*, *Child Language Teaching and Therapy* and *Linguistics Abstracts*. His work for schools includes the *Skylarks*, *Databank* and *Datasearch* reading programmes, *Nineties Knowledge*, *Language A to Z* and most recently *Discover Grammar* (1996).

David was honorary president of the International Association of Teachers of English as a Foreign Language and chairman of the National Literacy Association. He is currently director of the Ucheldre Centre, Holyhead, a multi-purpose arts and exhibition centre. His wife Hilary trained as a speech therapist and now works with David as a business partner. She is accompanying him on this visit to Australia together with their youngest son Ben currently in his second year reading English language and linguistics at Lancaster University.

We look forward to welcoming the Crystal family to the Top End in July.

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## Library Automation in Australia

With many school libraries faced with replacing and/or upgrading their initial automated system, the second edition of *School Library Automation in Australia: Issues and Results of the National Surveys* could well prove a handy tool.

Under the editorship of Ken Dillon from Charles Sturt University, this edition contains 18 chapters divided into seven sections. Section One includes the results of a series of three annual surveys of the school library automation marketplace in Australia. Data about the market share and geographic distribution of automated systems is provided in addition to vendor contract information. Data collected from a survey conducted in New Zealand on their automation vendors is also included.

Section Two contains two very different papers about OPACs offering T/Ls alternatives. Kylie Hanson focuses on successful information retrieval by users of OPACs in the school library while Judy Clayden examines the potential of GUIs as alternative OPAC 'front-ends' to the more traditional text-based or command-line interfaces.

In Section Three, Penelope Maddick describes the role of SCIS cataloguing agencies and provides some revealing statistics about SCIS records and formats. Ellen Paxton demystifies MARC for teacher librarians and explains the sometimes complex steps which have been required to transfer SCIS data to USMARC format.

In Section Four, Rosemary Abbott provides some sage advice for those who once again find themselves 'in the market' for an automated system, while Jean Indermaur and Pru Mitchell share their checklist for selection of a second generation system. John Lee challenges us to use our library databases for a range of resource management and curriculum purposes while Ashley Freeman urges us to re-consider the provision of access to fiction via

automated systems. Pat Brosnan, Fran Robinson and Bruce McDonald describe a successful model for setting up new schools with an automated system and foundation library collection.

In Section Five, Gail Dous and Mary West describe AGAMA, a low-cost library automation alternative for small and remote schools and Alan Ford provides the background and rationale for the Code Catalogue, a 'teaching and learning' alternative to integrated library systems.

Fiona Harper, Arthur Winzenreid, Chris Skrzeczynski and Glenys Williamson profile the use of library automation software in a range of different schools in Section Six. History, current use and future possibilities are explored.

Finally, Section Seven comprises a select bibliography of recently published items about library automation for the reader who may wish to pursue some aspects of the area in more depth.

Further information and ordering details are available from the Centre for Information Studies, Charles Sturt University, Locked Bag 660, Wagga Wagga, NSW 2678 or on e-mail: [cis@csu.edu.au](mailto:cis@csu.edu.au)

## What's New

### Issues in the News

While this is not a new product, T/Ls from states other than Victoria may not be aware of how useful the Issues CD-ROM from *The Age* is in information servicing across the curriculum.

The *Issues in the News* CD-ROM was initially developed in 1995 for schools and students working on current social and political issues—particularly Victorian VCE students. For T/Ls Australia wide who continually service information requests on current issues, this CD-ROM is an important national database. It contains full-text newspaper articles with this latest third edition containing those published during 1996 in *The Age/Sunday Age*.

Containing over 2,500 articles with text, photographs and graphical content, fifty major issues are categorised into 10 themes incorporating news stories, editorial opinions, letters to the editor, access age, features and opinion/analysis

articles. The themes covered are social issues, medical and health issues, the environment, economics, crime, police and the law, politics and government, international issues, and sport. There is also a section with background information on *The Age* newspaper as well as the style and elements of newspaper stories, roles of the journalist and editor in newspaper production and a profile of newspaper customers.

There is easy access of information with options clearly stated across the top of the screen or buttons directing searchers to the next step along the left side of the page. Clients can search directly by word or word combinations entering through the 'Search Option', or access via a series of steps using the 'Explore an Issue' button.

Each article details the journalist, the publication date and shows page and section. All are full text with illustrations as they appeared in the newspaper.

For example, researching the topic 'Child Abuse' produced 74 articles arranged in date order from January 22 through to December 10, with the headlines/lead sentence beside the date. To produce the full article clients simply click on the headline. As newspaper text is generally recognised as having a reading age of 12+, this database is useful for providing information suitable for all levels of secondary students and covers most areas of the curriculum.

**Cost:** \$89  
Can be networked at no extra charge

**Available from:** Emily Freeman  
CD-ROM Coordinator  
*The Age*

**Phone:** (03) 9601 2872

**Fax:** (03) 9670 4584

**e-mail:** [efreeman@theage.com.au](mailto:efreeman@theage.com.au)

*Heather Kelsall*  
Editor

### Moving around Voyager

When logging onto Voyager (the SCIS database) and entering your User Number, User Name and Password, customers need to remember to press the <F1> key to proceed to the next screen.

At the Main Menu (MM) in Voyager, you can use the initial letter of an option to select that particular option, for example, to select 'Review/Confirm Orders', press <R> and then <F1> to move into the Review/Confirm Orders screen.

### Bulk Ordering in Voyager

It is recommended that users enter only a screen full of ISBNs (approx 12) at a time, rather than larger unmanageable quantities of ISBNs when using the 'Bulk Order' option in Voyager. To do this:

1. At the Main Menu (MM) screen in Voyager, use the ↓ arrow key to highlight 'Bulk Order' or press <B>, then press <F1>.
2. Enter the ISBNs into the Bulk Order (BO) screen and press <F1>. Your order will then be checked against the SCIS database and a screen will appear informing you as to which items have/have not matched a record.
3. Press <F1> again and your orders are automatically saved into a work pool (minus the no matches) to await confirmation. You will be returned to the Main Menu (MM) screen.
4. Repeat steps 1-3 above until you have completed your order for the current session.

5. Do not forget to confirm your orders that are in your work pool (ie send the order 'down the line' for processing) by selecting 'Review/Confirm Orders' from the Main Menu (MM).

### Disconnecting from Voyager

An important reminder to SCIS online customers is that they must disconnect correctly from Voyager to ensure that they are logged off the system. Simply turning off your computer (and modem) in the midst of accessing an on-line database is not a recommended method for disconnecting. To disconnect properly, you will need to:

1. At the Main Menu (MM) screen in Voyager, use the (arrow key to highlight 'Goodbye' or press <G>, then press <F1>.
2. The Goodbye (GO) screen appears. Press <F4> to finish/quit your online session.
3. A box appears indicating the charges—it is recommended that you take a written note of this information for future reference. Press <Enter>.
4. You are now logged off Voyager (the SCIS database). To exit from SCISLINK (communications software), press the <ALT> and <F10> keys together or click on 'F10=Quit' at the base of the screen.
5. The (blue) SCISLINK Main Menu screen appears. Either press <F10> or click on 'F10=Exit' at the base of the screen.

### SCIS Customer Assistance

In order to provide a more efficient service, SCIS customers are asked to provide a *brief description* of the nature of their call to our reception staff who will then put them through to the appropriate person. For example, customers can let us know whether they are making a SCIS-Account/Subscription enquiry, or need specific product assistance (Voyager, SCISLINK, etc). If there is not a SCIS Customer Service staff member available at the time of your call, please *leave your name/school/phone number/message*, and your call will be returned as soon as possible. The SCIS Customer Service staff would like to request that customers *do not ask to be put on hold* as our phone lines need to be kept open for other Curriculum Corporation calls. Your cooperation in this matter will enable the SCIS staff to maintain their high standard of customer service.

### DDC21 Update

The review of DDC21 by the SCIS agencies is moving into the final stages. In the last issue (Connections Issue No. 20, 1997) it was stated that we hoped to begin cataloguing new records with DDC21 numbers in early May. We have had to revise our timeline and at this stage we are aiming to begin applying DDC21 numbers to new records in early June 1997.



### As New Zealand school librarians head off for two weeks holiday, Jenny Carroll reminds us of dates to remember in 1997.

We have just had the AGM for School Library Network with the upcoming committee remaining the same as last year. For those of us on the committee it has been a challenging time settling into our various roles and we look forward to another year.

Of interest to school librarians on this year's agenda is the Young Adult Conference in Wellington, scheduled for July 25 and 26. Speakers include Mary K. Chelton co-founder of Voice of Youth Advocates and Sam Edwards, visual literacy expert from the University of Waikato.

The NZLIA Conference will be held in Wanganui on the 16, 17 and 18 of October. Of particular interest to

librarians in education is Ross Todd from the University of Technology in Sydney. He is expected to share his recent research results plus launch a new interactive multimedia learning package. There is also a slot for the information groups that were formed at last year's Queenstown Conference, to meet and mingle.

The National Library in New Zealand has opened up a web site called 'TimeFrames' which is a collection of more than 1,000 Alexander Turnbull Library images showing New Zealand's history. Access to the database is free until the end of June. It is well worth a look at <http://timeframes.natlib.gov.nz>.

Keep these snippets in mind, think about and keep in touch with the New Zealand scene. Until next issue best wishes from school librarians in New Zealand.

Jenny Carroll  
Secretary, School Library Network



<http://www.geocities.com/CapitolHill/4975>  
Australian conservative politics including contacts for MPs and interest groups.  
<http://www.bergen.org/AAST/Projects/ES>  
This environmental studies page contains the research of some students from The Academy for the Advancement of Science and Technology.

<http://www.commbank.com.au>  
An Internet banking service which allows customers to pay bills and conduct banking business.

<http://www.asx.com.au>  
The Australian Stock Exchange.

<http://www.asianbusinesswatch.com>  
With Hong Kong due to return to Chinese rule on June 30, this site contains news, data and analysis from a number of Asian and international sources.

<http://www.oneworld.org>  
This UK-based site details groups promoting human rights and sustainable development with news items not generally included in the regular media. It also provides a forum for professional and academic debate.

<http://www.ireland.com>  
All things Irish...in celebration of St. Patrick's Day.

#### For the English Department:

<http://www.edunet.com/english/grammar>  
Looks at grammatical use, provides practice pages and includes hypertext grammar courses and an ESL test.

**Beware the Ides of March...the best of the Bard:**  
[the-tech.mit.edu/Shakespeare](http://the-tech.mit.edu/Shakespeare)  
The complete works of William Shakespeare.

[www.bcpl.lib.md.us/~tross/ws/will.html](http://www.bcpl.lib.md.us/~tross/ws/will.html)  
Shakespeare authorship.

[www2.pbs.org/wgbh/pages/frontline/shakespeare](http://www2.pbs.org/wgbh/pages/frontline/shakespeare)  
The Shakespeare mystery.

[www.shakespeare.com](http://www.shakespeare.com)  
Shakespeare web.

[www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/ReadingRoom/Poetry/Dickinson](http://www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/ReadingRoom/Poetry/Dickinson)  
The Poetry of Emily Dickinson.

[classics.mit.edu](http://classics.mit.edu)  
Classical Greek and Roman texts.

[lang.nagoya-u.ac.jp/~matsuoka/Dickens.html](http://lang.nagoya-u.ac.jp/~matsuoka/Dickens.html)  
The collected works of Charles Dickens.

[www.microsoft.com/kids/free02.htm](http://www.microsoft.com/kids/free02.htm)  
A creative writing demonstration for children.

[www.yasuda-u.ac.jp/LitCalendar.html](http://www.yasuda-u.ac.jp/LitCalendar.html)  
A literary calendar.

[www.slip.net/~clueclass/FAQ.html#terms](http://www.slip.net/~clueclass/FAQ.html#terms)  
A glossary of terms for mystery novels.

[www.rit.edu/~exb1874/mine/poe/poe\\_ind.html](http://www.rit.edu/~exb1874/mine/poe/poe_ind.html)  
The poems of Edgar Allen Poe.

[www.cs.cmu.edu/~dough/rhyme.html](http://www.cs.cmu.edu/~dough/rhyme.html)  
A rhyming dictionary.

[www.citsoft.com/holmes3.html](http://www.citsoft.com/holmes3.html)  
The novels and stories of Sherlock Holmes.

<http://www.itp.tsoa.nyu.edu/~student2/didi/fairytales>  
Three beautifully animated, classic fairytales.

*Heather Kelsall*  
Editor [hek@tss.qld.edu.au](mailto:hek@tss.qld.edu.au)

## <http://www.curriculum.edu.au>

### A Valuable Connection... responses to the Curriculum Corporation Web Site Survey.

Thank you for providing us with your valuable feedback on our recent Curriculum Corporation web site survey. We are using this information to provide better on line service to the teaching profession.

## CC's REPORT CARD

**Name:** CC  
**Address:** 141 Rathdowne St, Carlton South 3053

### Where we scored well:

- 89% of respondents who have visited the site have it bookmarked as they use it frequently as a resource.
- The majority of respondents said the site content was its best feature. This was followed by design, structure and fast transmission speed.
- The most popular sections of the site were the Primary and Secondary Classrooms, the Library and the 'Free Lesson Plans'. We will continue to build these areas to make these pages an even more useful resource.
- The majority of respondents indicated they would be interested in ordering products on line and preferred to order via the site's email ordering facility.

### Working to improve our grade:

Some respondents indicated requirements for more subject based material; innovative lesson plans and discussion groups; regularly updated material; additional classroom material in the key learning areas.

### We're listening.

We are already taking action on your comments and examining ways to deliver the resources to fully meet your needs. Next term, we will:

- deliver more lesson plans in the learning areas
- offer a more diverse range of classroom materials, links and professional development materials
- provide a "frames" version of the site to make site navigation easier and faster