

Faye: I particularly enjoyed writing about many strong women writers including many Australians - *Coonnardoo* by Katherine Susannah Prichard comes immediately to mind and then there is the wonderful *Tirra Lirra by the river* by Jessica Anderson and *I for Isobel* by Amy Witting. It occurs to me we have fantastic literary history which also forms a wonderful social history and I couldn't recommend exploring it more strongly.

In our online book club we chose to read and talk about a Chinese classic *The real story of A Q*; a wonderful Japanese classic, *The Makioka Sisters*; a well-known, modern, Indian classic *Midnight's Children*; a traditional Icelandic classic *Njals Saga*; an iconic Russian classic, *The Brothers Karamazov*; and then we just enjoyed many English language classics from the English, Irish, American, and Australian canon and even finished off with one from the Scottish.

What role do you think libraries have in introducing readers to the classics?

John: This of course raises the old question about whether libraries should provide what people want to read, or what we as librarians think they ought to read. The answer one gives depends partly on the type of library one had in mind, and partly on one's personal philosophy of librarianship. Perhaps there is also the matter of whether libraries should spend part of the budget on editions of Austen, Dickens, etc, when free access to their work can readily be obtained online. I think a good approach is that of Riverina Regional Library, my local public library, as I live in Wagga Wagga. RRL actively promotes and supports a remarkably large number of book clubs, for whose use it makes available a wide range of fiction and non-fiction titles, including some old classics, but also many modern books which seem worthy of attention.

Faye: I think our libraries have a front and foremost role (along with our bookshops and online suppliers) in maintaining the range of materials for us to plunder and wonder at.

Blogs are often associated with social media in terms of community building. Did your blog play this role? How and why/why not?

John: The usage figures Mylee Joseph provided at regular intervals indicated that a reasonable number of people worldwide looked at least briefly at our postings, but, as mentioned, very few engaged in online discussion. I can offer no explanation that I think is satisfactory. Perhaps people interested in joining book clubs want face-to-face interaction over cups of coffee.

Faye: It was a good journey – a bit indulgent perhaps, but always fun.

The *Classic Readers* website, retireereaders.blogspot.com.au, will remain live as a resource and legacy.



Some of the courses still to come with ALIA Training this year...

| TOPIC | COURSE NAME | IN PARTNERSHIP WITH | TYPE |
|---|--|--------------------------------|--------|
| RDA | RDA for Practitioners NEW | TAFESA | Online |
| Job applications Members Only! | Writing to Selection Criteria | Mental Nutrition: Ann Villiers | Online |
| Collection Management | Collecting in the 21st Century: Contribute to Collection Management NEW | TAFENSW | Online |
| Information Literacy, Reference | Swimming in the Information Ocean! Taking your information skills in new and different directions NEW | TAFENSW | Online |
| Reference, Research | Connect, Discover, Be Inspired! | TAFENSW | Online |
| Metadata, Indexes, Abstracts, Special Collections | Provide Access to Specialist Collections NEW | TAFENSW | Online |
| Digital Repositories | Maintaining Digital Repositories NEW | TAFENSW | Online |
| Cataloguing | Cataloguing Basics | TAFESA | Online |

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| ABOUT | ALIA PD SCHEME POINTS | DATE/S |
|--|-----------------------|--|
| An overview for practitioners of the changes RDA implementation will bring. | 15 points per course | 25 Mar – 12 Apr 22 Apr – 10 May 20 May – 7 Jun Registrations close 2 weeks prior to each course date. |
| Get the tools to 'sell' your portfolio of skills, knowledge, and experience for job applications. | 10 points per course | Anytime |
| This unit focuses on the importance of collection development policies in collection management. Look closely at the elements of CDPs, and how to tailor collections to community / clients. <ul style="list-style-type: none"> Identifying clients and their needs through community needs analysis and user statistics Resources and challenges presented Evaluating collections Selecting for collections Handling challenged materials | 30 points per course | 13 May – 22 Jun Register by 29 Apr |
| This course will cover the application of information literacy skills at a higher level. It will develop the skills to analyse a research need, and select the best resources to satisfy this need. It will allow you to learn how to compile and present bibliographies using standard referencing styles. It will develop your skill at evaluating information resources, and in writing an evaluative annotation. <ul style="list-style-type: none"> Analysing a complex information need Selecting information resources to meet these needs Present information to suit its audience Evaluating information | 30 points per course | 20 May – 28 Jun Register by 6 May |
| This unit covers the various aspects of reference and information services in the 21 st century. Maintain your relevance; examine how the online environment has changed the reference process. | 30 points per course | 12 Aug – 20 Sep Register by 29 Jul |
| How does the information specialist provide effective access to small specialist collections – local history collections, realia, ephemera – for which traditional catalogue access is not relevant? The course will explore the functions of indexes and the tailoring of the indexing fields to the searching requirements of the user. You will explore metadata. You will learn how to write effective abstracts. You will learn about a range of existing thesauri, and how to choose the most suitable one for your collection. | 30 points per course | 26 Aug – 8 Oct Register by 15 Aug |
| Building on the skills achieved in Provide Access to Specialist Collections (run in 2012), this unit will provide you with skills to manage digital repositories <ul style="list-style-type: none"> Defining the scope of the coverage of a digital repository Selecting resources to add to the digital repository Using relevant software applications and equipment to create objects for the repository Creating and editing descriptive, technical and administrative metadata to provide access | 30 points per course | 29 Oct – 8 Dec Register by 15 Oct |
| General Cataloguing. Perfect as a refresher or for those with limited cataloguing experience. Includes an update on RDA. | 30 points per course | Coming soon |

Workshops

Keep an eye out on the www.alia.org.au/training for details of the following workshops coming soon: creative digital train-the-trainer, re-skilling for research, copyright, managing challenging clients, and more.