



# Online Chronicle of Distance Education & Communication

Volume #4, Issue #4

Date: February 1991

Editor:

Jason Ohler, Director  
Educational Technology Program  
University of Alaska Southeast

## ONLINE JOURNAL OF DISTANCE EDUCATION AND COMMUNICATION

---

In the industrial age, we go to school. In the information age, school can come to us. This is the message implicit in the media and movement of distance education.

---

Volume #4, Issue #4

February 1991

Editor: Jason Ohler

Educational Technology Program Director  
University of Alaska Southeast  
11120 Glacier Highway, Juneau, Alaska 99801  
907-789-4417  
BITNET USERID: JFJBO@ALASKA

Technical Coordinator: Paul J. Coffin

716 Taschereau  
Ste-Therese, Quebec  
J7E 4E1  
Phone: 514-430-0995

---

### WHAT NEXT?

Should the OJ support an active listserv? What do you think?

Every now and again I get a message from a new subscriber who expected a more typical listserv, in which messages are frequently exchanged among members.

When I created the Journal, this was the kind of listserv I wanted to avoid. My goal was to create an information distillery in a world awash in data, publishing succinct information less often for readers to peruse. My philosophy has always been to keep articles short. Readers can then follow up with the author on a personal basis on those articles that interest them, sparing the rest of the readership a discussion it isn't

interested in.

Every indication from readers suggest that this is a valuable service that should be continued. However, if readers perceive a need for another, more active listserv, the Online Journal encourages someone to start such a listserv. If you would like to work in association with the Journal, I would be happy to discuss that. In either case, an active listserv would require a director as I wouldn't have time to do a good job of it. Perhaps ideally an active listserv could serve as a source for the Journal.

If you have an opinion about this, please let me know. I will synthesize what I receive and post it in the next journal.

---

## TABLE OF CONTENTS

1. [The American Indian Telecommunications Share-Art Gallery](#) by Cynthia Denton, c/o Frank Odasz, frisbee!hplsdl!oldcolo!bigsky!franko@sunpeaks.Central.Sun.COM
2. [Kids 91 Update](#), by Odd de Presno, opresno@ulrik.uio.no
3. [Our Global Neighborhood - Telecommunications in the Classroom](#) by Sally Laughon, laughon@vtvm1
4. [CHATBACK: Reaching Children the World Over: International electronic mail for young people with speech disabilities.](#) by Mike Burleigh, UBJVM6Q@CU.BBK.AAC.UK
5. [About IISN: The International Information Sharing Network for Adult Educators](#), by Beth Oddy, ECODDY@SUV.M.BITNET
6. [About the Western Cooperative for Educational Telecommunications](#) by Mollie McGill, MCGILL\_M@CUBLDR.Colorado.EDU
7. [ANNOUNCEMENTS, REQUESTS, REVIEWS](#)
  - A. [Proposals due: 7th Annual Conference on Distance Teaching and Learning](#)
  - B. [Request: Open Education School Listing](#)
  - C. [Announcement: About DEOS: The Distance Education Online Symposium](#)
  - D. [Announcement: Communication Project on Children's Feelings About the War](#)
  - E. [Announcement: The First, Best and Most Authoritative Catalog of Internet Accessible Libraries and Related Databases is Now Available!!](#)
8. [DISTANCE EDitorial: Indian and Native Americans and Distance Education](#)
9. [ABOUT THE JOURNAL from the editor](#)

---

### **ITEM 1.**

#### **The American Indian Telecommunications Share-Art Gallery**

by Cynthia Denton  
c/o Frank Odasz at  
frisbee!hplsdl!oldcolo!bigsky!franko@sunpeaks.Central.Sun.COM

The American Indian Telecommunications Share-Art Gallery (SYSOP- Cynthia Denton) is now available for viewing and downloading on The Russell Country BBS in Hobson, Montana, 1-406-423-5433.

The purpose of this venture is to promote and preserve the culture of the Native Americans and the heritage of the American West. The state of Montana, like a majority of the western states, depends upon economic stimulation from outside our geographical boundaries to survive. In an attempt to stimulate the economic condition of the Indian reservations within the state of Montana, we hope to assist the Native Americans with the marketing of one of their most valuable assets--their art and craft works.

Leaders from the seven Montana Indian reservations were invited to attend a workshop for the purpose of learning how to create NAPLPS artwork for viewing by using a modem and a microcomputer. On December 17 and 18, 1991, a workshop, funded by Big Sky Telegraph, was held in Billings, Montana. In attendance were five artists and seven computer coordinators representing five reservations. Under the guidance of Dave Hughes, the artists produced the initial artwork which is presently online for viewing, while the computer coordinators learned how to assist the artists in getting the artwork to Russell Country and how to use telecommunications for a variety of other activities.

The artwork is in the form of Share-Art. Individuals may dial Russell Country BBS to view the artwork online as often as they wish. However, should they decide to download the artwork for permanent display on their computer system, they are asked to purchase that right. This is possible by using either VISA or MasterCard online or by check or money order with 85% of the proceeds going to the artist. Once an individual has purchased the right to display the artwork, they may enjoy it to enhance their computer screen while it is not in use.

The artists currently presenting work are: Harvey King, an Assiniboine from the Ft. Belknap Reservation; Gina Ryan, a Sioux living on the Ft. Peck Reservation; Henry Webster, a Chippewa-Cree from Rocky Boy's Reservation; Courtney Stewart, a Crow from the Crow Reservation; and Willis Tsosie, a Navajo, living on the Crow Reservation. In addition to these artists, Dave Hughes has presented some cowboy poetry and an illustration of a poem, in both English and Assiniboine language, written by Minerva Allen, a member of the Assiniboine tribe.

The expansion of the use of NAPLPS, with the combination of text and artwork, will have a significant influence in the Native American classroom. Taking advantage of the opportunity to use English, a second language, and the Native language in combination with artwork could provide benefits in learning covering many areas--English, Native Language and Tribal History. This is a way to encourage the Native American students to learn more about their heritage and to focus on their own culture. The Native American school children of today are the spokes people and leaders for the Native American population of tomorrow. This learning and training, which combines written and visual display through the use of NAPLPS, will further their sense of individuality, self-esteem, and expression.

Five years from now our goal is to have a wide variety of Native American Share-Art on line with as many tribes represented world-wide as possible. We also have a goal of having an online catalog showcasing Native American crafts and handiwork. The world has yet to have the opportunity to enjoy the wonderful work which Native Americans create.

For a century, Montana has been known primarily for its record low temperatures, its geographic remoteness, the beauty of its National Parks, and its cowboy heritage portrayed through the artwork of Charles M. Russell. It is our goal, through this NAPLPS-Share-Art project, to bring to the forefront the great heritage and culture of the Native Americans throughout the country and the world. As America and the world become more familiar with our Native American cultures, the splendid diversity of these cultures, and their magnificent artwork, we feel that it is inevitable that more people will want to visit and enjoy for themselves the culture which is present in our Native American areas.

To this end we will work toward a posting of the most up-to-date events on each individual reservation to encourage tourism and thus stimulate the economy. Many people already travel through Montana and the West and pass some of the most exciting, significant, and interesting historical points of interest simply because they are unaware of their presence. It is our belief that the population of the world is eager to enjoy a culturally enriching and spiritually enlightening vacation here in Big Sky Country and other Western states where Native Americans live. The NAPLPS-Share-Art project can bring the Native American to the world's attention.

Cynthia Denton

Reachable through Frank Odasz at:

frisbee!hpls!oldcolo!bigsky!franko@sunpeaks.Central.Sun.COM

## **ITEM 2.**

### **Excerpts from Kids 91 Update #6**

by Odd de Presno  
opresno@ulrik.uio.no

#### ABOUT THE KIDS-91 PROJECT

The objective of KIDS-91 is to get as many 10-to-15-year-old children as possible involved in a GLOBAL dialog continuing until May 12th 1991. We want their responses to these questions:

1. Who am I?
2. What do I want to be when I grow up?
3. How do I want the world to be better when I grow up?
4. What can I do now to make this happen?

We would also like them to illustrate their future vision, for example in a drawing, a video tape, or something else.

On May 12th, 1991, the children will be invited to "chat" with each other in a global electronic dialog. Exhibitions of selected parts of the responses will be sent back to the world for the children to see and enjoy.

Our Internet/BITNET discussion lists, KIDS-91 and KIDCAFE, have quickly become key meeting places for people involved with the KIDS-91 project.

To join KIDS-91 send the command SUB KIDS-91 Yourname to

LISTSERV@vm1.NoDak.EDU. (For example: SUB KIDS-91 Ole Olsen.) The command should be in the BODY of the text.

[Editor's Note- what follows are excerpts from KIDS-91 #6 Progress Report:]

### 3. PROGRESS REPORT

The activity in Central Europe is increasing. We expect many responses from new countries like France, the Netherlands, Germany, Belgium, Poland, and Austria soon. And then there is Algirdas Paktas in Vilnius, Lithuania, and Dr. Leon Peshtmaldjian in Yerevan, Armenia. We are always very glad when people in "conflict areas" want to give their children this opportunity!

Talking about conflicts, KIDS-91 now has contacts in Saudi Arabia, Chile, Colombia, and Sri Lanka, as well as in more peaceful corners of the world like New Zealand and Hong Kong.

Many of our newcomers are joining our global forum, the KIDS- 91 discussion list. Some subscribe directly. Others participate through parallel activities on participating networks. Reviewing the list of subscribers to KIDS-91@vm1.nodak.edu shows that it has become a global forum in the true meaning of the word. (Send a message with the command REVIEW KIDS-91 in the body of the text to listserv@vm1.nodak.edu to get the list of subscribers.)

"Is KIDS-91 only for teachers?" A business man in Puerto Rico asked the question the other day.

The answer is NO. Certainly there are many educators. But, there are also parents, people working in preventive child health care, with culturally deprived children, with children having speech disabilities, and then there are those who simply think that we have to give all children on earth a chance!

Among the responses received recently, a batch was sent to us from Biloxi, Mississippi (USA) on floppy disk! Besides being a great example of parent/teacher/student cooperation, we want to use it here to emphasize that it is perfectly okay to send responses on floppy disks!

The war in the Middle East is making it difficult for many people to travel. Still, people from Leningrad in the north to Buenos Aires in the south have expressed an interest in going to Norway for the Celebration on the 12th of May.

The war has led to another development in the KIDS-91 project - a new discussion list called KIDPEACE. This discussion is for kids ages 10-15 to share their feelings about war and conflict in the world today. We decided to separate the discussion about the war from the other topics kids are talking about in KIDCAFE because kids tend to feel a little more comfortable talking about their pets, families, school, etc. when they first join the KIDCAFE and we didn't want kids to get intimidated by what can be an intense dialog - especially when 15-year-old Nachshon in Israel is reporting about the Patriot missiles intercepting SCUD missiles above his house!!! This new discussion list will also help us to attract attention to the KIDS-91 project -- and thus involve more kids!!

### 4. CREATIVE CHALLENGE

It's time to have the kids start working on their contributions to the Creative Challenge. The challenge is as follows:

The children are encouraged to express their future visions ('how they see themselves as adults in their desired future world') in as many creative ways as they can think of.

They can do it by using traditional art forms by submitting a drawing, a painting, a piece of music, or a drama. Other ideas include making use of computer graphics, photographic displays, hypermedia presentation techniques, audiotapes, video, or multimedia technologies.

A Latvian boy is working on a piece of music. Others are planning the use of video. Many drawings and paintings have already been received by mail.

All exhibits will be automatically entered into the KIDS-91 Creative Challenge which will be judged by an international panel. The most creative presentations will be publicly awarded prizes and included in an exhibition to be displayed throughout the world after May 1991.

There will be a KIDS-91 Celebration in Arendal, Norway on May 12th, 1991. All entries in the challenge will be showcased for the world to see on that day.

Remember: have the students mark their submission clearly with name, age and place/school/country. If the contribution is selected to be exhibited, then the audience will be able to know who made it.

Mail the Creative Contributions to

KIDS-91  
c/o Odd de Presno  
4815 Saltrod, Norway

and allow time for the postman.

Deadline: April 30th, 1991!

The KIDS-91 Celebration in Arendal will be an integral part of this town's Children's Week, starting on the 4th of May. There will be performances by national theater/performance/puppet groups ("Free groups"), a children's theatre group from Sweden, the famous boys choir from Riga, Latvia (46 boys) will give two concerts. There will be an exhibition of Latvian children book illustrations, an exhibition of Polish sculptures for adults and children, as well as parades, clowns, music in the street, and much more.

We are looking forward to see you all!

Editor/Project director: Odd de Presno  
Mail address: Saltrod, Norway (Europe).  
Telefax: +47 41 27111

**Online addresses:**

Internet: opresno@ulrik.uio.no

UUCP/EUnet: uunet!ulrik.uio.no!opresno

S.H.S. BBS: SYSOP (Phone: +47 41 31378)

If you want to help out with KIDS-91, or participate, contact the editor, or one of the following persons:

Nancy Stefanik:

MetaNet=stefanik

PeaceNet=nstefanik

AppleLink=x0447

TCN=tcn145

Jon Ord/SciNet:

jonno@scinet.UUCP

You can also write to

KIDS-91

c/o SciNet

131 Bloor Street West, Suite 200,

Box 326

Toronto, Ontario, M5S 1R8, Canada

---

**ITEM 3.**

**Reprinted with permission from TIE, Telecommunications in Education Winter 1991, Volume 2, No. 1.**

Our Global Neighborhood - Telecommunications in the Classroom

by Sally Laughon

The red convertible eased slowly into the parking lot of the high school. The top was down to accommodate two huge pieces of foam board wedged in the back seat, swaying gently like a wide, flat parenthesis. United States and World maps were curled inside a cardboard tube in the front seat. A can of spray adhesive and red tipped map pins completed the purchase. What was this computer teacher doing trying to teach geography to her students?

When I began reading electronic mail from discussion groups, I noticed that many people appended their messages with a signature, citing their location and often their job title. To give students who had completed computer labs something interesting to do, I designed an activity to mark maps indicating the locations of electronic messages. I wanted to help combat a national ignorance of geography by having students become aware of their neighborhood and the world. Originally, my goal was to find mail from each of the 50 United States and each of the provinces of Canada in an effort to informally focus on the layout of our continent.

After reading several hundred return addresses, certain computer nodes became familiar. Other computer names seemed interesting, from "Venus," "Zodiac," "Zeus" and "Poseidon" to "Snoopy," "Sleepy," "Sunrise", "Suntan", "Sunshine" and a corporate "Pinstripe." One of my favorites was an acronym from a company

name, "Tots," managed by a man who signed himself "Harried: with preschoolers."

If messages omitted a geographic origin, I began to inquire where the writer lived. I was amazed how readily people responded. For example, Aas, Norway was formed from two universities. Auburn, Alabama, becomes the second largest city in the state during an Auburn football game. One professor included the longitude and latitude coordinates for his college as well as interstate directions and closest cities. He wanted to be certain we found his hometown!

I soon discovered we needed additional resources to find college and university locations across the world. My students quickly learned how to navigate the telecommunications pathways because they wanted to read new electronic mail whenever time permitted. The technical details of telecommunications became transparent to the task at hand.

Sometimes it took dexterity to find a city or town on an Atlas map and mark the corresponding location on a wall map. The United States and World maps are much smaller in scale and often locating a place required finding nearby cities or even countries. Shifting from a larger scale to a smaller scale often took some creative estimating.

Students in computer classes rarely have the opportunity to share their experiences. "Map marking" has personalized my classes, moving computers from an abstract realm to an accessory for learning about people everywhere. One student recognized a small town near his brother's college city because his family drove through that crossroads. Another student came to class depressed about his college entrance test scores. My map project proved an antidote to his troubles. For several days his knowledge of southeastern United States geography captivated his teenage classmates. Having something worthwhile to contribute, his sense of self worth was reinforced.

Two maps mounted on foam board are dotted with hundreds of red pins. Here I sit with a new box of map pins and lists of cities, colleges or universities that might not be marked. One list reads:

- Ardmore, OK
- Greenville, SC
- University of Bielefield, Germany
- Drew University
- Kauttua, Finland
- Bonita, CA

There are over 50 locations which students need to find. I wanted to help combat a national ignorance of geography but I found students who can readily master the intricacies of telecommunication idiosyncrasies, students who want to share knowledge of their travels and a world of people willing to take a few moments to let a class in Virginia know something about their locations and vocations.

Sally Laughon

INTERNET: laughon@vtvm1.vt.cc.edu

---

#### **ITEM 4.**



## **CHATBACK: Reaching Children the World Over: International electronic mail for young people with speech disabilities.**

by Mike Burleigh, UBJVM6Q@CU.BBK.AAC.UK

Children who have speech problems, wherever they may live suffer the frustration of feeling cut off from their peers, neighbours, and people they meet. Chatback is a charity which uses the latest communications technology to help relieve their loneliness. It enables children with little or no speech capacity to communicate directly and instantly with other children all over the world. Chatback was founded in 1987 by Tom Holloway, who worked for an IBM centre that helps people with disabilities.

Tom's interest in speech problems was sparked by the case of a man called Joey, who had a severe speech dysfunction. "Because Joey's physical speech was poor, nobody took the trouble to find out he was both intelligent and articulate," Tom recalls. "This made me consider ways to provide communication without speech."

The children are provided with a modem and communications software, a Prestel account and a Telecom Gold electronic mailbox plus training for support teachers if required. The children call up a special 'noticeboard' on Prestel for information on educational projects, advice on computer use, lists of other users on the Chatback network and often see their own letters articles and curriculum achievements 'published'.

This is a gateway to the independence which they seek. Access to communications technology gives them not only a means for independent expression, but an employable computer skill. Exchanges with children across the world gives these isolated kids an immediate contact with other cultures and ways of life.

IBM, British Telecom, and British Gas have supported the project thus far. To extend our network would anyone interested in supporting this charity consider the following:

Would you sponsor a school or child in your locality with a modem, local call access to Tymnet, Telenet or Internet and perhaps technical support for the teacher responsible?

If only a fraction of 'Online' readers were to take this action then the charity CHATBACK would take on International dimensions.

For further details contact:

Tom Holloway  
Dialcom <10001:CLK001>  
INTERNET  
Mike Burleigh, Management/support team  
JANET  
or  
Charlotte Oliver, Administrator on Dialcom 01:CLK010.

CHATBACK  
115 New Cavendish Street  
London W1M 8JS  
telephone 071 323 0017

Please note that we seek through e-mail to integrate our special needs children into mainstream education and contact with ALL children regardless of ability. Some readers of 'Online' may be especially interested in our long term aims to twin advantaged schools/communities with disadvantaged schools/communities.

## **ITEM 5.**

### **About IISN: The International Information Sharing Network for Adult Educators**

by Beth Oddy,br> ECODDY@SUV.M.BITNET

The International Information Sharing Network for Adult Educators, developed by the Syracuse University Kellogg Project, aims to address the information needs of adult educators throughout the world and to encourage information exchange among them.

IISN relies primarily on conventional mail rather than electronic communication, since in many parts of the world the technical support for such communication is not available. We are currently looking for a new home base for IISN beginning in September 1991, when its initial five-year funding by the W.K. Kellogg Foundation comes to an end. We would greatly appreciate any suggestions that LIBREF-L participants might have to assist us in this endeavor!

#### Background on IISN:

For adult educators in developing countries, cultural impediments to communication and lack of physical access to materials compound the problems of information seeking. At the same time, rapid industrial and technological growth in these countries creates an urgent need for information about adult education.

The International Information Sharing Network attempts to meet the needs of these educators:

1. by responding to queries sent by participants, offering guidance in using information to solve specific problems,
2. by encouraging direct information exchange between participants, and
3. by making current information available.

The network sent out its first 43 letters to prospective participants (practitioners, researchers and policy makers) in October 1987. Since then, it has grown substantially and spread to the far corners of the world. There are currently 368 participants in the network, from 75 countries, and 105 queries have been submitted. In addition to responding to queries, we also distribute newsletters three times a year to all participants.

The newsletters feature short news articles as well as descriptions of low-cost publications and other information sources. To keep track of the information flowing through the network, we have developed a HyperCard-based system, the Information Counselor's Workstation or ICW, now in daily use.

IISN is a component of the Syracuse University Kellogg Project, a five-year research effort funded in 1986 by the W.K. Kellogg Foundation. The project's main goals have been

1. to process, promote research on, and provide broad access to the University's outstanding

- collection of adult education materials using laser disk and computer technologies, and
2. to promote information exchange among adult educators through computer-mediated communications and, as appropriate, through non-electronic means.

Other project components include AEDNET (an electronic Adult Education Network) and the Kellogg Library and Archive Retrieval System (KLARS), developed for use with the University's Adult and Continuing Education Collection.

To continue to operate at its current level, the IISN network would require one full-time information professional with a knowledge of adult education, or a part-time professional with help from one or more research assistants, plus clerical support.

Easy access to library resources such as directories and adult education journals is important, as is access to the ERIC database and possibly other databases via CD-ROM or online searching.

Equipment required would include a Macintosh computer to support the ICW, word processing, and other applications. Other expenses consist mostly of moderate reproduction and postage costs.

We are looking for any ideas about

1. institutions/organizations which might be interested in housing IISN
2. possible sources of funding, and/or
3. other people that we might contact or sources of information that we might investigate to help us identify (1) and (2).

Please respond directly to me at the address below. Also, please feel free to pass this message on to any other individuals, groups, or electronic networks that you think might be interested. Thank you!

Beth Oddy  
 Information Counselor  
 International Information Sharing Network  
 ECODDY@SUVM.BITNET

---

## **ITEM 6.**

### **About the Western Cooperative for Educational Telecommunications**

by Mollie McGill

MCGILL\_M@CUBLDR.Colorado.EDU

The Western Cooperative for Educational Telecommunications was established in July 1989 under the aegis of WICHE--the Western Interstate Commission for Higher Education. Consistent with WICHE's mission to increase access to educational resources and minimize costly duplication, the Western Cooperative is working to strengthen the efficiency, impact, and quality of educational telecommunications systems and programs. It is doing this by making information, resources, and expertise in the telecommunications field more readily available to its members.

Over 145 universities, colleges, schools, public agencies from 18 states predominantly in the West, and private corporations from throughout the nation have begun to work closely to identify current and future concerns in educational telecommunications in the West.

The Western Cooperative's constituency, which represents a group of diverse needs and expertise, is committed to the premise that cooperation and collaboration can benefit their individual interests. Some of the current and planned activities that are being addressed include:

- Promoting awareness of educational telecommunications among legislative policy makers and key state-level decision makers.
- Overcoming restrictions to educational effectiveness in areas of credit transfer, teacher certification, and quality standards that may occur with development of new distance learning technologies.
- Making continuous efforts to inform educators on the newest technological developments in education as they are made available from the industry.
- Through workshops and publications making the use of telecommunications technologies a positive experience for users in teaching and administration.
- Informing members of workshops, funding opportunities, organizational plans and announcements, and unique activities of individual members through the newsletter, COMMUNIQUE.
- Maintaining a database on available resources and expertise from within the membership, representing a wide range of technical and curricular information.
- Responding to members' inquiries concerning technical aspects and applications of educational telecommunications.
- Developing new concepts for interaction between the telecommunication industry and education, including discussion of barriers to technological development and implementation.

The Western Cooperative continuously accepts applications for membership. If your organization has something to offer or to gain by becoming a member, we invite you to contact the Western Cooperative office. You may also be interested in subscribing to the Western Cooperative's newsletter, COMMUNIQUE.

For information on membership applications, current activities, and plans, contact:

Mollie A. McGill, Assistant Director, Western Cooperative for Educational  
Telecommunications  
P.O. Drawer P, Boulder, CO 80301-9752, U.S.A.  
Telephone: (303) 541-0231.  
Internet: MCGILL\_M@CUBLDR.COLORADO.EDU  
MCI Mail: 406-3658

---

## **ITEM 7.**

## ANNOUNCEMENTS, REQUESTS, REVIEWS

### A. Proposals due for 7th Annual Conference on Distance Teaching and Learning

Presentation proposals are invited for the Seventh Annual Conference on Distance Teaching/Learning, to be held August 14-16, 1991, in Madison Wisconsin.

The conference theme, "Designing for Learner Access," examines the implications of accessibility for distance educators and learners.

How, for example, can we reach more learners, especially those previously unserved or underserved? And is it possible to design and use technologies and educational materials that are readily available, cost-effective, and not intimidating?

An international session via satellite, which will be included as part of the conference, will showcase one method of accessible distance education.

Proposals for 50-minute informational sessions may be submitted in a number of areas, including audience identification and development; special needs of the new learner; instructional design and teaching strategies; learning: old/new ways of knowing and doing; teacher, administrator, or trainer development; administration and management; research and evaluation.

Proposals are due March 8, 1991.

The annual Distance Teaching/Learning Conference focuses on applications of educational technology -- telecommunications, computers, tape or print -- to bridge geographic boundaries. As a national forum on distance education and training, the conference is attended by participants from throughout the United States, Canada and other countries.

For more information contact Julie Seaborg at (608) 262-5315 University of Wisconsin, Madison Education Extension Programs, 159 Education Building, 1000 Bascom Mall, Madison, WI 53706-1385.

---

### B. REQUEST: Open Education School Listing

I am looking for the Bitnet/Internet or the mailing addresses of the universities or colleges which give B.Sc. in Engineering through open education. By Open education I mean any kind of education which uses instructional radio, instructional television, computer-assisted instruction or even regular mail.

I am particularly interested in the list of the Engineering courses, credit hours for each, and time allocated per week.

Any help is greatly appreciated.

Dr. Ahmed K. Higab

Assoc. Prof., Cairo, Egypt, Bitnet: HIGAB@EGFRCUVX

---

## **C. ANNOUNCEMENT: About DEOS: THE DISTANCE EDUCATION ONLINE SYMPOSIUM**

The American Center for the Study of Distance Education at The Pennsylvania State University organizes DEOS and publishes The American Journal of Distance Education. Our goal is to integrate the electronic medium and the printed medium to serve professionals and students in the field of distance education.

DEOS succeeds and reorganizes The Online Distance Education Research Symposium. The Symposium was started in 1989 on CompuServe, the world's leading computer conferencing system.

### THE AIM OF DEOS

The aim of the DEOS-project is to create a vivid, professional, and international computer conferencing system, open and affordable, for all professionals and students in distance education. DEOS ARTICLES AND ACTIVITIES INCLUDE

- o Theory on Distance Education
- o Management and Administration
- o Course Design and Development
- o Audio Technology
- o Video Technology
- o Computer Technology
- o CAI and Interactive Video
- o Organizations and Institutions
- o Adult Education
- o Pedagogy
- o Books and Journals
- o Conferences, Workshops and Seminars
- o Project Rewards and Grants

For more information contact

Morten Flate Paulsen  
Landmail:

The American Centre for the Study of Distance Education  
The Pennsylvania State University  
College of Education, Charlotte Building  
403 South Allen Street, Suite 206  
University Park, PA 16801-5202

Bitnet: MFP101@PSUVM  
CompuServe: 76436,350

---

## **D. ANNOUNCEMENT: Communication Project on Children's Feelings About the War**

I will be teaching a college level course on war and international relations this Spring. Students from that course will be working with about 50 children from our local 6th grade (11 and 12 year old

children) here in Central Texas, in a project where they will have the children communicating on KIDCAFE or through direct electronic mail with other interested children anywhere in the world. After introductions, it is hoped that the children will take up the topic of war, their feelings and attitudes toward war, and specifically their feelings and attitudes about the Iraqi conflict. Our local teacher who has volunteered her classes for this project will incorporate lessons about the different countries or states from which correspondence originates. Our 6th grade children will also be discussing war and specifically the Iraqi conflict in their class lessons.

We understand the dangers of opening such dialogs, especially since some of our 6th grade children have relatives deployed to the Persian Gulf area. Counselors will be involved from our side. It is hoped that if we can develop a dialog with children in other countries, it may help all children involved better understand the situation and each other's feelings.

What I need to know is the electronic mail addresses of teachers who may be willing to participate in such electronic mail discussions. We will be prepared to communicate by the first week in February. The class will have its own user name on our university's system; and a direct line into their classroom.

We hope that dialog will develop between individual children. Besides the Persian Gulf, some children may want to discuss their feelings about the Baltic States problem. And I'm sure, as the children get to know each other, any topic may be discussed, including hobbies, school, or families.

Please correspond directly to me at the address below. If others are interested I will post updates and a summary of the project to these two discussion groups.

Charles Johnson  
CJ01@SWTEXAS.BITNET

---

**E. ANNOUNCEMENT: THE FIRST, BEST AND MOST AUTHORITATIVE CATALOG OF INTERNET ACCESSIBLE LIBRARIES AND RELATED DATABASES IS NOW AVAILABLE!!**

A new release of the Internet-Accessible Library Catalogs and Databases has been posted on [LISTSERV@UNMVM](mailto:LISTSERV@UNMVM). It contains the following additions:

- California Agricultural Technology Institute, Cal. State Fresno
- Occidental College
- CARL (revised)
- Florida State University System (revised)
- Johns Hopkins University
- University of Minnesota (revised)
- University of Nebraska
- Princeton University
- University of Tulsa
- University of Pittsburgh (revised)
- Clemson University
- University of Tennessee (revised)
- Virginia Polytechnic Institute and State University (revised)

Marquette University  
University of Calgary  
Queens University Libraries, Canada  
University of Saskatchewan Libraries, Canada  
Bar-Ilan University, Israel  
Ben-Gurion University, Israel  
Haifa University, Israel  
Hebrew University, Israel  
Technion, Israel  
Tel Aviv University, Israel  
Weizmann Institute of Science, Israel

Fifty (50) new entries to the Bulletin Board section!

ALSO, LOOK FOR AN ANNOUNCEMENT IN THE NEAR FUTURE REGARDING ACCESS TO DOZENS OF UK LIBRARIES ON JANET !!

I am sending this notice to a large number of network lists and I apologize in advance if you receive more than one copy. Please recycle duplicate copies responsibly.

To obtain the revised file, send mail or a command to

`LISTSERV@UNMVM.`

The body of the mail or command should say `GET LIBRARY PACKAGE.`

The ascii file is now too large to send over BITNET as one file. This command will retrieve four files, sent separately. Because of the very large size of the Postscript file, it will not be available from Listserv, even as a package, unless there is sufficient demand for it.

Both the ascii and PS files are also obtainable via anonymous FTP and from two sites.

From `NIC.CERF.NET`, cd to `cerfnet/cefnet_info` and retrieve files called:

`internet-catalogs-01-91-gen.ps` (general Postscript version)  
`internet-catalogs-01-91-apl.ps` (Apple Postscript version)  
`internet-catalogs-01-91.txt` (ascii version)

You can also FTP to `ARIEL.UNM.EDU` and cd to `library`. The files are called:

`library.ps` (Postscript)  
`internet.library` (ascii)

It is possible to automatically receive updated versions of this file. For more information, send mail or a command to your nearest Listserv node or, only as a last resort, to `Listserv@unmvm`. The body of the mail or the command should say `INFO AFD`. You will be sent a file called Listafd Memo which describes the automatic file distribution feature of the Revised Listserv.

As always, if you have any questions about the List or suggestions for additions or corrections, please



send mail to:

stgeorge@unmb or  
stgeorge@bootes.unm.edu.

## **ITEM 8.**

### **DISTANCE EDitorial: Indian and Native Americans and Distance Education**

I have had the great pleasure recently of helping to prepare a report for the Indian Nations At Risk Task Force about the problems and prospects of Indian and Native Americans using educational technology and distance education. Working with a colleague, Paul Berg, we managed to contact over a hundred educators in the field in the 6 short weeks we were given to produce this report. Although we discovered much, there are two points about distance education in this context that stood out above all others:

1. One of distance education's greatest powers is to enable students to live in two places simultaneously, keeping one foot in mainstream culture, and one in their own. This was the subject of my first distance editorial years ago and it felt good to have this reaffirmed.
2. The technologies of distance education will enable Indians and Natives to teach the rest of the world about their own culture. It seems only fitting that they should teach us. Given how geographically dispersed the Indian and Native population is, this seems possible only using distance delivery technology.

I would say more, but I shouldn't until the report has been made public. However, I can say this. Although I have been excited about a number of distance education projects I have been involved with over the years, this project did more than excite: it moved me. The potential for distance education to be used positively by Indian and Native Americans is tremendous. However, positive use is contingent upon the amount of direction they bring to bear on the networks that serve them. The opposite could happen if there is not sufficient Indian and Native input: culturally insensitive education could be broadcast on a wide area, rather than a classroom by classroom, basis. I watch hopefully as the Indian and Native community begin to make this technology their own. The potential is tremendous.

## **ITEM 9.**

### **ABOUT THE JOURNAL from the editor.**

#### **WHAT IS THE ONLINE JOURNAL OF DISTANCE EDUCATION AND COMMUNICATION ?**

[What follows is an excerpt from the first issue of the Journal.]

This first issue will be primarily concerned with the Journal itself. Once we provide an idea of the Journal's identity and direction, we hope you will contribute to this rapidly growing field of education and communication.

#### **THE MEDIUM**

We want short contributions, 4 screens maximum. Rather than trying to compete with a paper-based magazine which does a much better job of presenting long articles, we want contributions that present overview information. Based upon information gleaned in contributions, readers can directly contact the author for more details.

## THE MESSAGE

The issues that the Journal is concerned with fall into four basic content areas:

### 1. Content Area #1- Distance Education

The Journal is interested in distance education as the organized method of reaching geographically disadvantaged learners, whether K-12, post secondary, or general enrichment students. Areas of interest include:

- delivery technologies,
- pedagogy,
- cross cultural issues implicit in wide area education delivery,
- distance education projects that you are involved with,
- announcements, workshops, or programs of study,
- anything else regarding the theory and practice of distance education.

### 2. Content Area #2- Distance Communications

The Journal recognizes that education encompasses a broad area of experience and that distance education includes distance communications that fall outside the domain of formal learning. The Journal welcomes contributions that deal with serving people at a distance who aren't necessarily associated with a learning institution. The Journal welcomes information about, for examples:

- public radio and television efforts to promote cultural awareness,
- governmental efforts to inform a distant public about social issues,
- or the many training programs run by private business to upgrade employee skills.

### 3. Content Area #3- Telecommunications in Education

Once the distance education infrastructure is solidly in place, local learners will want to tap into it, because they simply prefer learning in a decentralized setting or because they want to expand their learning opportunities and resources beyond those immediately available to them. This phenomenon, which we call 'bringing distance education home,' will grow in the coming years and we look forward to hearing from people about telecommunications in education, as a tool or a content area.

### 4. Content Area #4- Cross Cultural Communication Efforts Particularly Between the US and the USSR

The Journal is interested in projects concerned with overcoming cultural barriers through the use of electronic communication. The Journal particularly looks forward to contributions concerning:

- efforts to improve electronic communication between the USSR and the US

- international electronic conferences
- cultural domination through the inappropriate use of media
- the use of telecommunications to promote understanding of the human condition

To subscribe to The Online Journal of Distance Education and Communication, send the following command to [LISTSERV@UWAVM](mailto:LISTSERV@UWAVM) :

SUB DISTED your full name

All contributions should be sent to [JADIST@ALASKA](mailto:JADIST@ALASKA)

Any other questions about DISTED can be sent to:

Jason B. Ohler, Editor

[JFJBO@ALASKA](mailto:JFJBO@ALASKA)

or

Paul J. Coffin

[JSPJC@ALASKA](mailto:JSPJC@ALASKA)

Disclaimer: The above were the opinions of the individual contributors and in no way reflect the views of the University of Alaska.

End of the Online Journal of Distance Education & Communication