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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.

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The bears and the tourists have returned to Juneau which must mean that the academic year is over and that this is the last issue of the Online Chronicle until Fall, 1992. And so it is. A quick assessment of the Chronicle's state of affairs is that readership continues to grow, response continues to be very positive, and articles continue to arrive from all over the world. Your response during the past year ensures that the Chronicle will be back for another season.

On a more personal note, I recommend readers find some time to de-technologize this summer (winter for our

friends in the Southern Hemisphere). For me this will mean sitting in the sun for the three months of the year we receive it here, trying not to think too much about the inevitable fusion of networking and multi-media. Not thinking about it will be most difficult, but I am going to try.

See you next Fall.

The editor.

T A B L E O F C O N T E N T S

ITEM 1.

Caribbean: University's Distance Training System Gets Support
by Howard Fredeick @ IGC NewsDesk, newsdesk@IGC.ORG

Kingston, April 8 (ips)

The University of the West Indies (UWI) has received funds from the Inter American Development Bank (IDB) to improve its distance training (UWIDITE) programme, it was announced here Wednesday.

The IDB approved a 56 million US dollar loan to assist UWI in carrying out infrastructural development in the areas of science, agriculture and distance teaching at its annual meeting in Santo Domingo on Tuesday.

The grant will go towards improving the UWIDITE programme in Caribbean countries which do not have campuses of the regional university, UWI's Pro- vice Chancellor for Alumni Affairs, Professor Edward Green, told Caribbean journalists Wednesday.

Green's announcement was made simultaneously via the UWIDITE system in Barbados, Jamaica and Trinidad, the countries where the university's three campuses are located. He said details of the agreement would be given later this week.

The UWIDITE system has been in operation since 1982. It enables students in Barbados, Jamaica and Trinidad and another six countries which have facilities for the system to follow regular university courses on audio-visual telecommunication channels.

Fourteen countries of the English-speaking Caribbean finance the Regional University, which was established 44 years ago. Graduates of the university will mark the 45th anniversary of its creation with a convention on April 14 to 18, 1993.

The convention is slated to bring UWI graduates together with Caribbean graduates of other recognized universities from across the world for discussions on the theme of "unlocking the potential of a region," participants in Wednesday's regional link-up were told.

According to UWI Guild of Graduates' Jamaican representative, Beverly Pereira, the convention will seek to evaluate where the organisation should go f rom here.

"I'm very excited at the prospects of focussing on the university's five- year plan and seeing how graduates can assist in getting it to work," Pereira sa id.

The convention will serve as a forum for an exchange of ideas with undergraduates on the role the institution has to play in the future of the Caribbean region.

"The region can no longer depend on (its) governments and on multilateral organisations to determine the path of the Caribbean," Green said. He added that there is a need for the region's target groups, such as the private sector, non-governmental organisations, and graduates of the UWI to aim at finding solutions for the Caribbean's problems.

ITEM 2.

What Scholars Want and Need From Electronic Journals
by Stevan Harnad, harnad@PRINCETON.EDU

Abstract of paper to be presented at American Society for Information Science (ASIS) 1992 SESSIONS ON "FULL-TEXT ELECTRONIC ACCESS TO PERIODICALS," sponsored by the ASIS Special Interest Group on Library Automation and Networking (SIG/LAN) and the Association of Research Libraries (ARL) at the 55th ASIS Annual Meeting, Pittsburgh Hilton, Pittsburgh, Pennsylvania, October 26-29, 1992. Session II. Full-Text Electronic Access to Periodicals: Strategies for Implementation.

For scholars and scientists, paper is not an end but a means. It has served us well for several millenia, but it would have been surprising indeed if this man-made medium had turned out to be optimal for all time. In reality, paper has always had one notable drawback. Although it allowed us to encode, preserve and share ideas and findings incomparably more effectively than we could ever have done orally, its tempo was always lamentably slower than the oral interactions to which the speed of thought seems organically adapted.

Electronic journals have now made it possible for scholarly publication to escape this rate-limiting constraint of the paper medium, allowing scholarly communication to become much more rapid, global and interactive than ever before. It is important that we not allow the realization of the new medium's revolutionary potential to be retarded by clinging superstitiously to familiar but incidental features of the paper medium.

It is also useful to remind ourselves now and again why scholars and scientists do what they do, rather than going straight into the junk bond market: They presumably want to contribute to mankind's cumulative knowledge. They have to make a living too, of course, but if doing that as comfortably and prosperously as

possible were their primary motive they could surely find better ways. Prestige no doubt matters too, but here again there are less rigorous roads one might have taken than that of learned inquiry. So scholars publish not primarily to pad their CVs or to earn royalties on their words, but to inform their peers of their findings, and to be informed by them in turn, in that collaborative, interactive spiral whereby mankind's knowledge increases. My own estimate is that the new medium has the potential to extend individual scholars' intellectual life-lines (i.e., the size of their lifelong contribution) by an order of magnitude.

What scholars accordingly need is electronic journals that provide:

1. rapid, expert peer-review,
2. rapid copy-editing, proofing and publication of accepted articles,
3. rapid, interactive, peer commentary, and
4. a permanent, universally accessible, searchable and retrievable electronic archive.

Ideally, the true costs of providing these services should be subsidized by Universities, Learned Societies, Libraries and the Government, but if they must be passed on to the "scholar-consumer," let us make sure that they are only the real costs, and not further unnecessary ones arising from emulating inessential features of the old medium.

PSYCOLOQUY, a peer-reviewed electronic journal sponsored by the American Psychological Association and co-edited and archived at Princeton and Rutgers Universities, is attempting to provide a model for future scholarly electronic periodicals of this kind.

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ITEM 3.

The KIDS-92 Newsletter
by Odd De Presno, opresno@ulrik.uio.no

Global Networking for Youth 10-15

Issue Number 5, May 1, 1992

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1. "My home language is XHOSA"

The goal of KIDS-92 is to get as many 10-to-15-year-old children as possible involved in a GLOBAL dialog continuing until May 19th 1992.

All of them begin by responding 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?

Here are some recent responses. As usual, we try to select from countries who have just recently joined KIDS-92:

From Grahamstown, South Africa

1. MY name is luthando mqulwana and I am from Alice (S.A) my home language is XHOSA and I was born in SOUTH AFRICA. I go to college at ST ANDREW'S COLLEGE (S.A).I AM 14,3 years old and am in std 8. Since I went to school I have only been to four school but I have never been expelled but am a rebel in my sort of way. You must enjoy life while you can.

2. when I grow up I want to be a doctor and I think I will have to put a lot of effort to be that.

3. I would like every one to live in peace to love each other and care for each other. This is the world God created for us so we must take care of it hope that happens.

4. I want to pray that happens and I hope you do that too.

From Vienna, Austria

1. My name is Sonja Frst and I live in a small town called Himberg near Vienna. I attend a grammer school in Vienna. My hobbies are skiing , playing the piano, the clarinette and the trombone, swimming, skating, hiking, travelling, writing and playing soccer. My favourite groups are U2, Kraftwerk and Queen.

2. I don't really know, what I want to be, but I want to do something with chemistry,music or German.

3. I want everyone to do what he want to do unless he disturbs another person.

4. I try to let everyone do so.

From Lima, Peru

1. Soy Mar!a Sara Aguirre Pajuelo, tengo 14 a$os

2. Cuando sea grande quiero ser doctora (pediatra).

3. Cuando yo sea grande deber superarme y ayudar a los demas a superarse, es la unica manera de hacer que el mundo sea mejor.

4. Que puedo hacer hoy para que el mundo sea mejor ? Estudiar y cada d!a saber m s cosas de las que supe hoy.

From Dhahran, Saudi Arabia

HELLO!

I am in Dhahran, Saudi Arabia with my parents. My name is Syed Rashid Husain. I am eleven years old. I am a student of grade five. I have three brothers and a sister.

My younger brother, Syed Arif Husain is seven and a half years old. He will also share Kidcafe with me. He likes sports like basketball, badminton. He also likes to work on the computer.

My elder brother is in U.S.A. In high school. My only sister is in a college in USA. My father is a scientist. My mother gives good care to all of us.

My hobbies are basketball, table tennis, and indian music.

When I grow up, I want to be a veterinary doctor. I love animals.

My brother, Syed Arif Husain wants to be an engineer.

We want a world without fighting and free from pollution. We have to work hard to stop fighting. People throughout the world should have enough food to share. We have to produce more food and we have to work on conservation of resources.

From Suriname (South America)

1. My name is Rodie van Dijk. Age : 8 year
Hobbies : drawing, swimming, bycicling.
Concerns : nothing.

2. Pilot, Busdriver, Farmer

3. Everything should be new and peace.

4. I'm gonna work for it, and make everything OK.

---

2. "Je m'apelle SARA ..."

When the kids have sent in their responses to the four questions, they're invited to participate in the KIDCAFE discussions. Most of the messages in KIDCAFE are in English, but some children write in German, Italian, Spanish and French. KIDCAFE is where kids make friends. Like these children:

Date: Mon, 27 Apr 1992
To: Nicole - Cathedral School, NY
From: SARA DALMONTE - Toscanella di Dozza - Bologna

Castel Guelfo le, 13 avril 1992
Cher amis
je m'appelle SARA, je suis ne le 7 novembre 1978 donc j'ai 13 ans. J'habite Cas tel Guelfo un petit bourg medioeval pr ville du grand prix de Formula 1. J'ai les cheveux chatains friss les yeux marron. je suis grande 1 metro et 56. Je suis mince,je suis gaie et j'aime m'amuser avec mes amis. J'ai aussi un chat qui s'appelle

Yuri, il est blanc et noir, il a les meme couleurs de l'equipe de mon coeur: la JUVENTUS j'aime jouer au volley-ball, au tennis et au foot-ball, avec mon cousin et mon ami Gabriele. Je suis majorette. Mon uniforme est blanche, la jupe, et rouge la jaquette, elle est tr
J'attends ta reponse amicalement

Date: Mon, 27 Apr 1992
To: Anybody
From: Brent Newson, Huntsville, Alabama, USA
Hello, I am writing to any 10-13 year old who does not have a key pal, so you will not be complaning, or begging for one. I already have one, though. My name is Robert Brent Newson (please call me Brent). I am 12 years old, I was born on October 1st, 1979. When were you born? I have a pet dog, her name is Rugby. Do you have a personal computer? Mine is a Commodore 64. I am a boy, in the 6th grade at Grace Lutheran Curch, and School. I don't have cable TV. I live in the United States of Amarica. The state I live in is Alabama, and the city I live in is Huntsville. I have many collections, and my hobby is modle trains. What is yours?

Brent.

Date: Wed, 22 Apr 1992
From: Margiris, Vilnius city, Lithuania
To: Alessandro Nanni, Bologna city, Italy

Hi Alle!
Thanks that you wrote me.I was glad when I got a letter from you. I want to write to you some sentences about my country.

Lithuania is a very nice country in Europe center. It is near the Baltic sea. Lithuania is without mountains. There are very much rivers and lakes. There are many forests too.

My town Vilnius is the capital of Lithuania. It is not very large. There are half a million people in Vilnius. There is very large oldtown. There are many churches in it and they are very nice.

Margiris Klenavichius

PS: I will send you my photo by post. My favourite subjects are: PT, Geography and Art.In the afternoon I go to school When I stay at home I do my homework. Sometimes I watch TV.

3. The KIDS-92 Celebration - May 18-19, 1992

At the end of the year-long KIDS-92 project, KIDLINK invites our children to "chat" with each other in a global electronic dialog. We do this

- to bring the children closer to each other during those particular days,
- to play with new communication technologies (and old technologies in new ways) and gain experiences,
- to tell the other kids out there about our projects, and try to get others to help them get started.

Planning of this great event has been going on for months. And as last year, a picture of the Celebration is

emerging which is greater than in our wildest dreams.

We're planning for global online "chats", i.e. direct keyboard to keyboard dialogs. We're planning to use fax machines, amateur radio, videophones, global video conferencing, as well as other mechanisms.

If you want to participate in this extravaganza, please join in. Even seemingly "impossibilities", like participating in the global videoconference event, may be possible. International communications companies like Picture Tel are offering to sponsor our participation in many countries of the world.

More information about how to participate is available by e- mail from the KIDS-92 archives. The file names are:

BIG-DAYS	Information of the KIDS-92 Celebration May 18-19
SITEINFO	KIDS-92 Master Site Info (will be updated as with new sites on an increasing frequent basis up to the BIG DAYS)
HAMSITES	Amateur Radio sites
VIDEOCON	About how to participate in the video conference
CHATIRC	How to chat using Internet's IRC
CHATBIT	How to chat using BITNET Relay

Information about how to get these files is given in item 6 below.

4. Around KIDS-92 So far, kids from 40 countries have been involved in the KIDLINK projects. Their responses to the four questions have come from Argentina, Armenia, Australia, Austria, Brazil, Canada, Chile, Costa Rica, Czechoslovakia, Denmark, England, Estonia, Finland, Germany, India, Ireland, Israel, Italy, Japan, Kenya, Korea, Latvia, Lithuania, New Zealand, Netherlands, Norway, Peru, Poland, Puerto Rico, Roumania, Russia, Saudi Arabia, South Africa, Spain, Sweden, Switzerland, Suriname, Taiwan, Ukrain, and USA.

Maria Chermnykh, an English teacher at the Protvino Lyceum in Russia, sent us a long letter explaining her experiences with KIDLINK (abridged):

> "I teach mostly 7th and 8th grades. It wasn't easy to involve students into the project at first. Some of them after answering 4 questions were waiting for the answers and when the answers didn't come, they were disappointed and didn't want to write any more.
>
> "But as time passed and they saw that those who were active and persistently wrote letters, got the answers, they began to work. And now we've established communication with many schools in different countries. Some students, such as Nadin Zakamskaya, Lena Rykova, Ann Mukhina, Maxim Svyato, Kirill Lugovsky have got about 50 mails.
>
> "We receive many letters every day. As you know the USSR was a rather closed country and we didn't know much about life in other countries. And now it's like reading an interesting book. Kids from the US, France, Germany, Norwegia, Japan, Italy, write us about their schools, their hobbies and even give recipes of their national cuisine. When we studied the theme Christmas (for the first time), this year, we could see all the traditions and the way of celebrating it in the letters of American children. That was very useful.

"Two weeks ago on our local Moscow TV program there was a film about our lyceum, where our kids shared there impressions and spoke about there correspondence, read some interesting letters and said they were very glad to take part in KIDS-92. They said many kind words about it.

"The next very important reason why we greet this project is an opportunity for our students to practice their English. And we see such a great success due to our corresponding. Now our students are able to write letters without teachers help. We often do it at the lessons. They even try to speak English and that's very important for us. I think our teaching foreign languages never used it during there life. But today everything changes in our country. And we seem not to live separately from the world any more. And it's great.

With best wishes.
Maria Chermnykh"

The 11 year old Denis Pshelkin lives in Protvino, Russia. One of his graphical contributions to the KIDLINK Gallery of Computer Art was used on the front cover of The Co-op Spirit (TechAlliance), March 1992, with credit to the artist given on page 3. This picture is available from the KIDLINK Gallery as ART016.

There was a two-page article on KIDLINK in the British magazine COMMUNICATIONS MIDDLE EAST/AFRICA volume 2 number 3 March 1992, and an article in Agderposten (Norway). The British magazine "Radio Communication", April 1992, brought a nice announcement of the KIDS-92 Celebration (pp 20 and 21).

Thanks to support from Arendal Naeringsraad, Arendal, Norway, we now have a menu-driven desktop PC slideshow presenting KIDLINK. It contains over 130 pictures to be viewed on a VGA color screen. (The text pictures can be viewed on CGA, EGA, and Hercules color displays as well.) We offer this presentation to ANYONE in the world on the following terms:

- Send a letter to KIDLINK, 4815 Saltrod, Norway. (Don't be confused. You don't need a street address.)
- Enclose your choice of MS-DOS diskettes as follows: 1 x 1.4MB 3.5" diskette, OR
  2 x 720KB 3.5" diskettes, OR
  4 x 360KB XT diskettes (low density only!)
  Format the diskettes!
- Enclose an envelope with your return address on it
- Enclose US$10.00 to cover postage and local bank charges. (A Norwegian language version is also available on the same terms. People with a Norwegian return address just have to put enough stamps on the envelope for the return.)

Please distribute free copies to all your friends!

5. Sponsors

Arendal Naeringsraad (Norway) has sponsored the development of a PC-based KIDLINK-presentation with NOK 22.000 (appr. US$3,400). Further, they have ordered a feasibility study of a possible local KIDLINK Center. Value approximately US$3,800.

Norsk Faglitteraere Forfatterforening (Oslo, Norway) has given Odd de Presno a grant of NOK 47,620 (appr. US$ 7,300) to write a book about KIDLINK. The work will start after the Celebration in May. Others will

also be involved in the work. Royalties earned by sales of this English language book will go in full to KIDLINK's global activities. (Mail opresno@ulrik.uio.no for more information or to get involved.)

The Canadian Secretary of State's office has agreed to sponsor a pilot project to involve Canadian youth throughout the country in KIDLINK and KIDS FROM KANATA, an initiative modeled after KIDLINK to engage Canadian youth in dialog about the critical issues facing their country and the world today. The initial grant was $60,000 (Canadian).

6. New Documents and Files

These are some new or updated files that are available by e-mail from the KIDS-92 archives:

General information:

GENERAL	What is KIDS-92?
GENERALG	Was ist KIDS-92 (Deutch)
QUESTION	The four KIDLINK questions explained
MASTER	KidLink Document Descriptions
INDEXHLP	How to use the INDEX and INDEXW services
LIBRARY	How to use the KIDLINK archives
GEO-DAT	Data files for GeoClock (KIDS-92 by April 1, 1992)
KIDMAP	Map of KIDLINK
KIDMAPIT	Map of Kidlink (Italian)
CONTACTS	People to contact about KIDS-92
PROJECTS	KIDLINK Project Overview
SLIDES	KIDLINK presentation in Oslo
LOGO-UGF	KIDLINK Logo GIF/UUEncoded
LOGO-UPX	KIDLINK Logo PCX/UUEncoded
LOGO2BGF	KIDLINK Logo GIF/UU 640x200
NEWS4-92	newsletter #4
NEWS492G	KIDS-92 Newsletter #4 (German)
TIPS	Practical tips about using KIDLINK
KIDSHOW	The KIDLINK Slideshow offer

Information for teachers:

REPORT	KIDS-92 in the Classroom
NOMAIL	When your students get no mail in KIDCAFE

KIDS-92 Project Information:

ENVIRON	Youth Environment Forum

To get a list of all available files in the KIDS-92 archives, send a message to LISTSERV@vm1.nodak.edu. In

the TEXT of your message, write the command:

>   INDEX KIDS-92

To get one of the files from the list above, write the command:

>   GET KIDS-92

as in "GET KIDS-92 GENERAL". If you have problems downloading files, please e-mail Odd de Presno (opresno@ulrik.uio.no).

7. About KIDS-92

On May 18th and 19th,1992, the children will be invited to "chat" with each other in a global electronic dialog. Exhibitions of selected contributions to the KIDS-92 Creative Challenge and parts of the responses will be sent back to the world for the children to see and enjoy.

Our global online discussion forums, KIDS-92, KIDPROJ, KIDPLAN, and KIDPLAN2, are meeting places for teachers, parents and other persons involved with the KIDS-92 project. KINDEX and KIDNEXW are special services set up to help coordinators cope with the volume of messages. KINDEX covers KIDCAFE, while KINDEXW covers the rest.

The project operates the following forums for the children themselves:

RESPONSE
>   where the children send their personal introductions (their responses to the four introductory questions),

KIDCAFE
>   where they can 'talk' about anything they like,

KIDS-ACT
>   where they can discuss 'What we can do NOW to make the world a better place to live'.

To join KIDS-92 through Internet/BITNET, send the command SUB KIDS-92 Yourname to LISTSERV@vm1.NoDak.EDU (for example: SUB KIDS-92 Ole Olsen).

The command should be in the BODY of the text. The discussion forums are also available through several conferencing system and mail exploders around the world. Write us for more information.

All discussion forums are open for everybody, but only kids between 10 - 15 may write messages in KIDCAFE and KIDS-ACT.

The KIDS-92 newsletter is an information bulletin for teachers, participants, sponsors, mediators, promoters, and others. Suggestions and contributions are invited. But please don't wait until the next issue to plan activities in your community! And be sure to write us if you want to get on the mailing list for KIDS-92!! Onward!

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If you want to help out with KIDS-92, or participate, contact the editor, or one of the following persons:

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You can also write to

KIDLINK, 4815 Saltrod, Norway

or just sign up

.

ITEM 4.

A View of Distance Education in Saudi Arabi
by Ahmed Sayegh, F60C038@SAKSU00.BITNET

Not much is known about the distance education concept by the average person in the street. But there have been some serious efforts to bring distance education about in Saudi Arabia, some of which have worked.

For example, IBM helped create a computer network to link academic institutions in Saudi Arabia and other Gulf States, called Gulfnet. Gulfnet currently has 9 nodes, seven in Saudi Arabia and two in Kuwait. The initial investment was made by IBM. Participating institutions pay annual fees to keep the network running. The network is a WAN which uses the store-and-forward method. It is called PRE_SNA. In late 1989 Gulfnet was linked to BITNET to allow wider access to the largest number of nodes. It has been running smoothly ever since.

This network contributes greatly to distance education efforts through its support of electronic newsletters and journals, and especially because university professors and consultants use it for teaching. Although it is used primarily for computer-mediated communication (CMC), it is well suited to serve as a distance education platform.

The ultimate solution to meet our distance educations needs is, in my opinion, satellite-delivered

programming. Over the past few years communication satellites have become more prevalent and more economical to manufacture and put into orbit. Satellite TV is the solution to reach remote areas of Saudi Arabia and the rest of the globe.

Television by itself is an excellent medium to deliver information and knowledge. Although it is passive and not interactive, it makes up for that in its ability to deliver live images in full color with audio, computer generated graphics, and animation, which further enhance the process of learning and make education more appealing to those who may have been turned off by the conventional "chalk and talk" classroom experience. We all know the saying "A picture is worth a thousand words." Well I would say "A motion picture is worth a million words." I feel satellite TV could be the mechanism to provide a fully workable distance education system as more and more people jump on the band wagon and join the team of knowledge seekers. CMC can then be used to make up for the missing part of satellite TV, interactivity, to acknowledge the reception and comprehension of ideas and information which have earlier been transmitted. Even though satellite TV may entail a huge investment of resources, it returns solid, sound, exciting, and memorable learning experiences that would last a life time.

One other property that TV has over other tools is that it can communicate to wide audiences. A large number of students may be engaged in a programme without ever leaving the comfort of their homes, so the investment that would otherwise be put into chairs, blackboards, and school buildings, can be used to rent satellite transponders to carry programming and production costs.

I see satellite TV as a viable solution to meet the distance education needs of Saudi Arabia and beyond. Unfortunately, entertainment and news currently dominate the satellite TV industry. Let us hope that in the near future this will change and distance education will become a reality.

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ITEM 5.

Some Lists of Lists - (Finding the Right Online List to Join)*
-Updated 08/22/91
Compiled by Marty Hoag, nu021172@vm1.nodak.edu

*parenthetical part of the title by the editor

Editor's note: It seems what we need these days is information about information. With all of the places "to go" online, where does one start?
Marty's "Lists of Lists" is a good place to begin. Think of it as a directory of directories that shows you where to go to find out where to go.

There are several different lists of lists available:

- The "Interest Groups List of Lists" available from ftp.nisc.sri.com (also known as Interest-

Groups or SIGLIST or Interest lists)
- The LISTSERV global list database (on BITNET/EARN/et al)
- The Usenet News news.lists "Publicly Accessible Mailing Lists"
- A combined edited list available from Dartmouth College.

There are also a couple mailing lists which can help you get started on the network or to help you find lists of interest:

NETSCOUT
    NETSCOUT@VMTECMEX The BITnet/Internet scouts. Send e-mail to LISTSERV@VMTECMEX.BITNET with the text SUB NETSCOUT yourfirstname yourlastname
HELP-NET
    HELP-NET@TEMPLEVM BITNET/CREN/INTERNET Help Resource. Send e-mail to LISTSERV@TEMPLEVM.BITNET with the text SUB HELP-NET yourfirstname yourlastname

Other sources like NEW-LIST@VM1.NoDak.EDU (NEW-LIST@NDSUVM1.Bitnet) and NETMONTH (from BITLIB@YALEVM) publish announcements of new lists.

To subscribe to NEW-LIST:

NEW-LIST
    NEW-LIST Announcements about lists. Send mail to LISTSERV@vm1.nodak.edu (or LISTSERV@NDSUVM1.BITNET) with the body of the mail containing the command: SUB NEW-LIST yourfirstname yourlastname
NETMONTH
    NETMONTH Announcements about lists. Send mail to LISTSERV@MARIST.BITNET with the body of the mail containing the command: SUB NETMONTH yourfirstname yourlastname

SRI NIC Maintained Interest-Groups List of Lists

If you have access to the Internet via TCP/IP the Interest Groups List of lists is available via anonymous FTP from ftp.nisc.sri.com (192.33.33.22). FTP as user anonymous and CD to "netinfo" then GET interest-groups. The file is available as one large file at this time (over 500,000 characters).

The SRI NIC list-of-lists is now available via electronic mail. Send a message to mail-server@nisc.sri.com with the following line in the message body:

    Send netinfo/interest-groups

and you should be returned the file in moderate sized pieces. Further information on the server itself is available with the command

    Send help

BITNET LISTSERV Servers Global List of Public LISTSERV Lists

On BITNET the LISTSERV servers keep a composite list of their lists online. To get a simple "one line per list" list of all lists (about 1600 lines at the moment) you can send LISTSERV@VM1.NoDak.EDU mail with the command:

LIST GLOBAL

in the TEXT or BODY of the mail. NOTE: LISTSERV wants the commands in the text of the mail and you can supply more than one - one per line. The Subject: field is NOT used for commands (you can put anything there).

The global list can also be searched online. For details send LISTSERV the command INFO DATABASE. The global lists is called the "LISTS" database and is available at some of the major backbone LISTSERVs.

Network Accessible Database Server

We have also added the Internet Interest-Groups list in a format that can be searched (called the INTGROUP database). This is only available on the LISTSERV at NDSUVM1 (or VM1.NoDak.EDU).

For example, to search of both these databases for lists on "bicycles" you would send the statements:

```
//DBlook JOB Echo=No
Database Search DD=Rules
//Rules DD *
Select bicycle in lists
index
Select bicycle in intgroup
index
Select bicycle in new-list
index
```

in the text/body of the mail to LISTSERV@VM1.NoDak.EDU or on BITNET just LISTSERV@NDSUVM1
These statements would search the global LISTSERV list of lists ("in lists"), and the local copy of the SRI-NIC Interest Groups ("in intgroup"), and the archives of the "new-list" list ("in new-list").
Send LISTSERV the command INFO DATABASE for more information.

Usenet NEWS Lists of Groups and Mailing Lists

The Usenet News list of groups and mailing lists is available on hosts which run Usenet News or NETNEWS servers and/or clients in newsgroups news.announce.newusers and news.lists.

The following files are also available via anonymous FTP from VM1.NoDak.EDU in the

"BITINFO" directory. Once connected enter CD BITINFO. These may not be the most current versions of these files but may be more accessible to folks on NSFNET.

Name on vm1.nodak.edu	Source
INTEREST.GROUPS	Recent Interest-Groups from ftp.nisc.sri.com
NETNEWS.MAILLIST	Usenet News Mailing Lists from news.lists
NETNEWS.GRPLIST	Usenet Groups from news.lists
NETNEWS.ALTERNAT	Usenet Alternate Groups from news.lists

Dartmouth Merged List

Dartmouth maintains a merged list of the LISTSERV lists on Bitnet and the Interest Group lists on the Internet. It is a single file with one line for each mailing list. They provide a Macintosh Hypercard application that presents the list in a nice format. Other applications could easily be developed to provide a user interface to these data that is appropriate for a site's local situation.

The files can be obtained by anonymous FTP from DARTCMS1.DARTMOUTH.EDU <129.170.16.19> in directory SIGLISTS.
They can also be obtained (except the large data stack) via Bitnet from LISTSERV@DARTCMS1 using the command SEND fn ft.
To obtain a list of the files via LISTSERV send mail to LISTSERV@DARTCMS1 (LISTSERV@DARTCMS1.DARTMOUTH.EDU) with the command:

    INDEX SIGLISTS

in the body of the mail.
For more information contact David Avery
DAVID@DARTCMS1.BITNET
or
david@dartcms1.dartmouth.edu.

Marty Hoag
nu021172@vm1.nodak.edu

ITEM 6.

Resources, Requests, Announcements, Conferences

A. New Journal- Electronic Journal of Technology Education Among First to Offer Graphic Capabilities
Contact: Mark Sanders, Virginia Polytechnic Institute
MSANDERS@VTVM1.CC.VT.EDU

The JOURNAL OF TECHNOLOGY EDUCATION, launched three years ago as a refereed scholarly print journal, has initiated simultaneous publication of an electronic edition with its first issue of 1992. The new publication includes graphics -- one of the first electronic scholarly journals to do so.

The current issue of the journal, which is published twice a year by the Technology Education Program at Virginia Polytechnic Institute and State University, is now available in electronic form without charge via Bitnet and the Internet.

The text of the journal's articles are offered in ASCII format, which is traditional for many on-line electronic journals sent via Bitnet and the Internet, while a single graphic illustration of one of the articles is available as a separate Postscript file. The journal is one of the first electronic scholarly journals, if not the first, of its kind to be offered with graphics over Bitnet and the Internet.

JTE, as the journal is known, is co-sponsored by the International Technology Education Association and the Council on Technology Teacher Education. The electronic version is published with the cooperation of Virginia Tech's Scholarly Communications Project, which earlier this year initiated the publication of an electronic version of the 20-year-old print journal CATALYST.

Mark Sanders, Associate Professor of Vocational and Technical Education at Virginia Tech and founding editor, said the journal was offered electronically to reach a larger and more diversified readership. "It also seemed appropriate," he said, "to try out a high tech distribution system with a journal on technology education."

Offering the journal electronically without charge poses little threat to the financial base of the journal, Sanders said, because of the low cost and better appearance of the print version. Subscriptions to the two printed issues per year is $8.00 for individuals and $15.00 for institutions in the U.S., somewhat more outside the U.S. The print journal is circulated to about 500 teacher educators at colleges and universities in the field of Technology Education.

To become an electronic subscriber of the JTE, send the following e-mail message to LISTSERV @ VTVM1 (Bitnet) or to LISTSERV@VTVM1.CC.VT.EDU (Internet):

     SUBSCRIBE JTE-L Firstname Lastname.

Subscribers will receive information about how to access articles and how to remove their names from the electronic subscription list.

Future issues will no doubt have more than one graphic, Sanders said. Consideration also is being given to placing the journal's back issues on line, accessible to electronic subscribers. The journal hopes to stay on the cutting edge of electronic publication, improving the quality of the electronic version as technology allows.

For further information, contact
Mark Sanders
Technology Education

144 Smyth Hall, Virginia Tech
Blacksburg, VA 24061-0432
telephone: 703/231-8173
E-mail to: MSANDERS@VTVM1.CC.VT.EDU (Internet)
or
MSANDERS@VTVM1 (Bitnet).

B. Resource- Bibliography of Library Distance Ed Resources & Services
Contact: Sandy Slade, University of Victoria,
LIBEXT@UVVM.UVic.CA

Access to library resources and services continues to be a perplexing and challenging area of distance education. There is a recent annotated bibliography which provides a wealth of information on this area. Some of the major topics covered in this bibliography are:

- guidelines and standards for library support in distance education
- bibliographic instruction for off-campus students
- collection development for distance education courses
- resource sharing amongst libraries
- model services at specific institutions
- methods of evaluation
- research studies

The issues addressed provide critical direction for those dealing with the rapid changes and technological innovations brought about by this growing field. The bibliography is a valuable acquisition for anyone interested in how libraries and librarians can support the educational goals of distance learning. The coverage is international with the majority of the references originating in the United States, Canada, Great Britain, and Australia.

The reference to the bibliography is:

Latham, Sheila, Alexander Slade, and Carol Budnick. LIBRARY SERVICES FOR OFF-CAMPUS AND DISTANCE EDUCATION: AN ANNOTATED BIBLIOGRAPHY. 1991. 249pp.

Contains 535 annotated entries.

In the United States, order from:
American Library Association
Publishing Services
50 East Huron Street
Chicago, IL 60611
cost: $40

In Canada, order from:
Canadian Library Association
200 Elgin Street, Suite 602

Ottawa, Ontario
K2P 1L5
cost: $48.80 (incl. tax)

In the United Kingdom, order from:
Library Association Publishing Ltd.
7 Ridgmount Street
London WC1E 7AE
inquire about cost in the U.K.

Submitted by:
Alexander (Sandy) Slade
University of Victoria
Canada

C. Resource- Directory of E-journals, Newsletters, Lists
Contact: Christine Klein/ARL
Office of Scientific & Academic Publishing
ARLHQ@umdc.umd.edu

ARL Issues Revised and Expanded Directory of Electronic Publications

Although many journals, newsletters, and scholarly lists may be accessed free of charge through Bitnet, Internet, and affiliated academic networks, it is not always a simple chore to find out what is available.

The Directory is a compilation of entries for 769 scholarly lists, 36 journals, 80 newsletters, and 17 "other" titles including some newsletter- digests -- an increase in size of close to 50% since the first edition of July 1992.

The directory provides specific instructions for electronic access to each publication. The objective is to assist the user in finding relevant publications and connecting to them quickly, even if he or she is not completely versed in the full range of user-access systems.

The frontmatter includes a reprint of scientist Stevan Harnad's visionary description of "scholarly skywriting" originally published in the electronic journal Public-Access Computer Systems Review 2 (1), as "Post- Gutenberg Galaxy: The Fourth Revolution in the Means of Production of Knowledge."

Author/compiler of the journals and newsletters section is Michael Strangelove, Network Research Facilitator, University of Ottawa and Diane Kovacs of the Kent State University Libraries created the scholarly discussion lists and interest groups section. The printed ARL directory is derived from widely accessible networked files maintained by Strangelove and Kovacs. The directory points to these files as the principal, continuously updated, and free-of-charge sources for accessing such materials.

The publication is available to ARL member libraries for $12.50 and to non- members for

$25.00. These charges include domestic postage and handling.

NOTE: ALL COUNTRIES OUTSIDE NORTH AMERICA PAY ADDITIONAL POSTAGE. PLEASE APPLY FOR RATES.

The Directory is produced in 8 1/2 by 11S paper-bound format; it is 260 pages long; scholarly lists are grouped by broad subject areas, and journals and newsletters in alphabetical order. It is also available in either DOS or MAC 3.5" diskette form.

All orders must be PREPAID and sent to the Association of Research Libraries. The Association of Research Libraries is a not-for-profit organization representing 119 research libraries in the United States and Canada. Its mission is to identify and influence forces affecting the future of research libraries in the process of scholarly communication. ARL programs and services promote equitable access to, and effective use of recorded knowledge in support of teaching, research, scholarship, and community service. These programs include annual statistical publications, federal relations and information policy, and enhancing access to scholarly information resources through telecommunications, collection development, preservation, and bibliographic control.

For instructions about how to retrieve the electronic files on which the print directory is based, please message the following electronic address. We can also supply an order blank electronically:

ARLHQ@UMDC, or ARLHQ@umdc.umd.edu

To send your prepaid order, or to inquire for an order form that contains rates outside North America, please contact:

Christine Klein/ARL Directory
Office of Scientific & Academic Publishing
Association of Research Libraries
1527 New Hampshire Avenue, NW
Washington, DC 20036
Fax inquiries: 202-462-7849

D. Resource- Strangelove/Ottawa Networked Source File of the Directory of Electronic Journalism and Newsletters
Contact: Michael Strangelove
Univ. of Ottawa
441495@ACADVM1.uottawa.ca

The Directory of Electronic Journals and Newsletters is now available from the Contex-L fileserver and consists of two files. These may be obtained by sending the commands (on a VM/CMS system):

Tell Listserv at UOttawa Get EJournl1 Directry
Tell Listserv at UOttawa Get EJournl2 Directry

From Internet the commands should be sent as a mail message to Listserv@UOTTAWA or LISTSERV@ACADVM1.UOTTAWA.CA with the commands as the only lines in the body of mail message:

> GET EJOURNL1 DIRECTRY
> GET EJOURNL2 DIRECTRY

The files are also available from COMSERVE by sending an electronic mail message to Comserve@Rpiecs (Bitnet) or Comserve@Vm.Ecs.Rpi.Edu (Internet) with the following command appearing on the first line of the message:

> Send Ejournl1 Sources
> Send Ejournl2 Sources

No other words, punctuation, or symbols should appear in the electronic mail message. Comserve is an automated system for file retrieval; it will acknowledge receipt of your message and let you know that the files have been sent to you. On a VM/CMS system, you can send the message:

> Tell COMSERVE at RPIECS GET EJOURNL1 SOURCES

To receive more information about how to search for, retrieve, or preview files from the database, send the following command to Comserve:

> Help Topics Database

Please report any corrections AND UPDATES to:

Michael Strangelove
University of Ottawa
Department of Religious Studies
441495@UOTTAWA.bitnet
441495@ACADVM1.uottawa.ca

E. Resource- Kovaks/Kent Networked Source File of the Directory of Scholarly Electronic Conferences
Contact: Diane K. Kovacs
Kent State
DKOVACS@kentvm.kent.edu

The 4th Revision of the Directory of Scholarly Electronic Conferences is available on the LISTSERV@KENTVM and via anonymous FTP from KSUVXA.KENT.EDU. The 5th revision is anticipated in summer or fall of 1992.

The files available are:

Filename	File type
ACADLIST	

README	(explanatory notes for the Directory)
ACADLIST FILE1	(anthropology - education)
ACADLIST FILE2	(futurology - Latin American studies)
ACADLIST FILE3	(library and information sciences - music)
ACADLIST FILE4	(political science - writing)
ACADLIST FILE5	(biological sciences)
ACADLIST FILE6	(physical sciences)
ACADLIST FILE7	(business and general academia)
ACADWHOL HQX	(binhexed self-decompressing Macintosh M.S. Word 4.0 document of all 7 directories)
ACADSOCH HQX	(binhexed self-decompressing Macintosh M.S. Word 4.0 document of the Social Science and Humanities files 1-4)
ACADLIST CHANGES	(all the major additions, deletions and alterations)

How to retrieve files from the LISTSERV@KENTVM or via anonymous FTP from KSUVXA.KENT.EDU

1. To retrieve files from the LISTSERV send the message

    GET to the LISTSERV@KENTVM via interactive messaging or e-mail message (leave the subject line *BLANK*)

2. To retrieve files via anonymous FTP from KSUVXA.KENT.EDU you must have an e-mail account linked to the Internet and a system running the TCP/IP. Ask your computer services people about your local situation.

    First, type: FTP KSUVXA.KENT.EDU at your dollar sign prompt (VAX) or ready screen (IBM). If you are on another kind of system consult with your computer services people to find out the proper procedure for FTPing.

    Then, when prompted for 'USERID,' type ANONYMOUS. Your password will be your actual userid on your local machine.

    Type: cd library

    You may type RdirS to review the files in that directory.

    To get the files, type: GET (e.g., GET ACADLIST.FILE2)

FTPing causes files to be directly sent to your filelist or directory so there is no need to 'receive' them into your account space.

How to receive files sent to you by the LISTSERV into your e-mail reader:

If your e-mail address is on a VAX VMS machine, when you get a message that a file has arrived at your e-mail address....type "RECE *".

This command will put the file into your directory. You can then type "TYPE file_name" to read the file.

If your e- mail address is on an IBM VM CMS machine, either use your mailer front end or type RLIST and RECEIVE the file into your FLIST. Go into your FLIST to look at the file.

If your e-mail address is on a different kind of machine OR you are using Profs or a similar mailing system....try the above commands. If they do not work, CALL YOUR COMPUTER SERVICES manual for your mailing system commands.

Please report any corrections or updates to:
Diane K. Kovacs
Instructor, Reference Librarian for the Humanities
Kent State University Libraries
Bitnet: DKOVACS@kentvm or LIBRK329@kentvms
Internet: DKOVACS@kentvm.kent.edu
or
LIBRK329@ksuvxa.kent.edu

F. Conference- Conference Promoting the Establishment of A Consortium To Sponsor Computer Network Publication of Refereed Journals
Contact: Larry W. Hurtado
Univ. of Manitoba
hurtado@ccu.UManitoba.CA

First Advance Notice May 1992

The University of Manitoba has received funding commitments to organize and hold an international conference to promote the establishment of a consortium of universities and learned societies to sponsor computer network publication of refereed journals.

The consortium would be a non-profit publishing cooperative intended to make use of the Internet as an important medium for the publication of scholarly research in any discipline. Since the summer of 1991, an ad hoc group at the University of Manitoba has been developing the idea of the conference and the proposed consortium, and has been working on funding proposals since the Autumn of 1991. The conference is now tentatively slated for the Autumn of 1993 and will be held at the University of Manitoba, Winnipeg, Canada. We hope to enlist the interest and cooperation of major research universities and learned societies across North America and elsewhere.

Over the next year or so, we will be communicating the vision behind the conference and consortium to the

academic community. This is the first advance notice, and we plan to provide updates with more specific information on the conference details as plans for it develop.

As an analogy of sorts for the proposed consortium, in the traditional publishing of books and paper journals, Scholars Press (Atlanta, Georgia) is a unique example of such a cooperative, operating under several major U.S. learned societies (e.g., American Academy of Religion, Society of Biblical Literature, American Philological Society), with a number of universities in the U.S. and Canada as sponsors of particular publication projects such as major monograph series. It is an example of groups in the academic community taking collective responsibility to see that worthy scholarship gets published, without commercial considerations determining the question.

The Internet is the major new medium for dissemination of research, and it is vital that the scholarly community, through its major institutions of universities and learned societies, become acquainted with the enormous potential of the Internet for scholarship. Commercial companies are already devoting attention to developing computer network publication projects. It is imperative that the scholarly community not leave this major medium to be developed solely by commercial interests.

The basic aims are

1. to make academic merit the sole consideration in the publication of journal- type research
2. to advance the idea that the academic community should have a hand in determining what gets published and how it is disseminated
3. to provide a major outlet of research publication that is not subject to the severe economic constraints of traditional paper-journal publishing (soaring costs in some commercially attractive fields, very limited journal outlets for less commercially attractive fields)
4. to make collective and considered use of the scholarly advantages of network publication (e.g., savings in production costs, speedup in publication and dissemination process),
5. to provide an effective and low-cost means for universities and learned societies to play a greater role as disseminators of research information and not only as producers and consumers of research information.

Our initial objective at this point is to inform as many in the scholarly community as possible of the conference and the consortium proposal, and to solicit interest in these plans. Please contact us for more information, and to be kept informed on the progress in our planning. We also sincerely invite you to offer your ideas on things to be included in the conference, key people to inform and possibly invite to the conference, and any other matters relevant to the conference and consortium proposal.

For more information, and to express your interests in the conference and consortium, contact the convenor of the University of Manitoba ad hoc Committee on Electronic Journals
Professor Larry W. Hurtado,
Institute for the Humanities,
108 Isbister Bldg.,
University of Manitoba,
Winnipeg, Manitoba, R3T 2N2.
Phone: (204) 474-9114.
FAX (204) 275-5781.
E-mail: hurtado@ccu.umanitoba.ca.

G. Conference- International Conference of Investigation in Distance Ed
Contact: Vigny Alvarado Castillo,
State Distance University
Costa Rica
VALVARAD@UCRVM2.BITNET

INTERNATIONAL CONFERENCE OF INVESTIGATION IN DISTANCE EDUCATION

16 - 17 - 18 MARCH 1993
STATE DISTANCE UNIVERSITY, COSTA RICA
FIRST ANNOUNCEMENT

In the year of its 15th anniversary, the State Distance University of Costa Rica has the pleasure to invite you to the International Conference of Investigation in Distance Education.

Some of the objectives of this conference are to:

- Facilitate the interchange of ideas and experience between investigators, to facilitate increased investigation in distance education.
- Enlarge the options and possibilities of subjects of investigation available in distance education. Those wishing to present abstracts should observe the following guidelines:
  1. Abstracts must not exceed 500 words and will be not accepted after August 30, 1992.
  2. Each abstract must be accompanied by a biography of the author(s), not exceeding 80 words.
  3. The papers for presentation at the conference must be deal with investigation in distance education.

  Important Information

  The inscription fee will be $50 US.
  The participation fee will be $200 US.
  Last date of inscription : 30 November 1992.

  For more information, send E-mail to: valvarad@ucrvm2.bitnet
  or at the below post-mail address.

  VIGNY ALVARADO CASTILLO (VALVARAD AT UCRVM2.BITNET)
  UNIVERSIDAD ESTATAL A DISTANCIA
  TEL :(506)532121
  FAX :(506)534990
  SAN JOSE, COSTA

  UNA NUEVA VISION EN ESTUDIOS UNIVERSITARIOS

H. Conference- ICDECC - International Council for Distance Education - Computer Conference
Contact: Terry Anderson,
Univ. of Calgary
ANDERSON@ACS.UCALGARY.CA

What is ICDECC?:

An experimental computer supported forum designed to encourage discourse and deb ate amongst distance educators from around the globe, coinciding with the XVI Wo rld Congress of the ICDE to be held in Bangkok Thailand, Nov 1992.

How Does It work?:

ICDECC has 2 components an on site CMC conference operating for Congress participants in Bangkok and a global electronic forum operating across a variety of computer networks and stand alone systems. ICDECC will distribute a series of 6 facilitated discussions, lead by world renowned scholars on current and evolving issues in distance education (see speaker list below). Each forum will run for approx. 2 weeks. The first forum begins on Oct 15, 3 weeks before the World Congress. Initial materials by speakers as well as responses, queries and personal reflections will be ported to distributions lists, networks and stand alone systems. During the Congress, delegates from Bangkok can participate as well.

What is a Porter?:

Volunteer Porters will filter and move items which they feel are of interest to their networked community, to systems and lists to which they subscribe. The Porters will insure that information is relevant, and in a format that is appropriate to their network. They will also relay local comments back to the central ICDE list for distribution throughout ICDECC.

IS ICDECC pronounceable?

Yes, in English it sounds like ICE DECK ;-)

Why not set up a New ICDECC Mail List?

ICDECC is designed as a temporary service, which encourages development and exposure to existing educational networks and lists. ICDECC does not require participants to join new lists or networks or dial onto new computer systems.

The human Porters will insure that topics are relevant to the existing system or list membership. Some lists may only carry one or a few of the topical discussions.

How Much does it Cost?:

Like most educational lists and electronic mail, ICDECC will primarily be distributed at no charge via the INTERNET. Individual porters or system operators may subsidize costs by distribution over alternate existing networks. Cost to individual participants should be no more then the normal costs (if any) of accessing network based electronic mail systems.

Who are the First Speakers and What are they Discussing?:

Dr. Michael Moore, Director, American Centre for Study of Distance Education
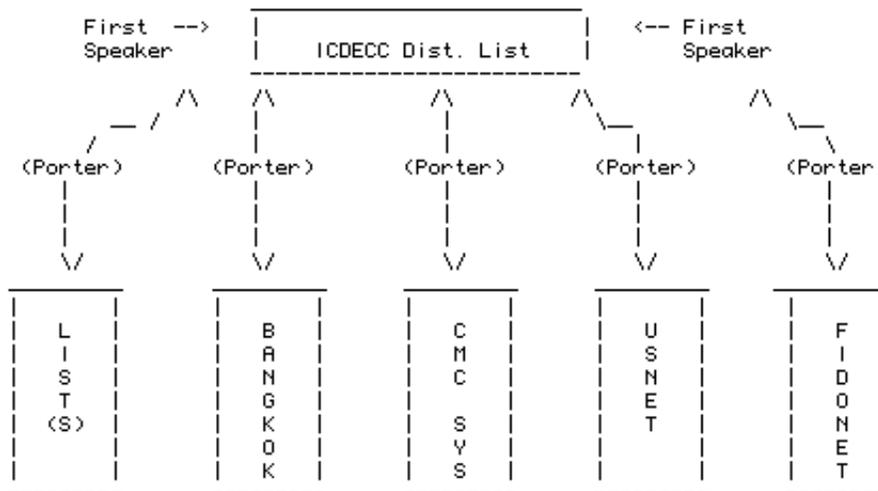
Emerging Theories and philosophy of Distance Education
Dr. Tony Bates: Director of Research, Open Learning Agency, of British Columbia
Strategic Planning and Policy for Distance Education
Laury Melton: International Centre for Distance Learning
Databases and Documentation for Distance Education
Dr. Robin Mason: Open University of United Kingdom
Applications of Electronic Communication for Distance Education in the Third World
Dr. David Sewart: President, International Council for Distance Education
Distance Education and Student Support
Dr. Gene Rubin, Editor, Research in Distance Education, Athabasca University,
Emerging Issues in Distance Education Research

Can I get involved?

YES, ICDECC is currently recruiting Porters - unsung heros of the electronic community - to serve as the crucial link between existing networks, electronic communities, lists and ICDECC. To our knowledge this type of project has never been tried before, thus we are interested in talking to you if you have ideas which would enhance the project. If you would like to be placed on a distribution list planning this project or more important, are willing to help by Porting please contact:

Terry Anderson
ph: (403) 284-0922
Anderson@ACS.UCALGARY.CA
mail: 1103 Casson Green NW
Calgary, AB. T3B-2VG
Canada

Can you Draw me a Picture? -in ASCI

```
First  -->  | _____ |  <-- First
Speaker     | |  ICDECC Dist. List | |    Speaker
            | ---------------------- |
         /\   /\    /\        /\         /\
      _ /     |     |         |  \_       \_
      /       |     |         |   |         \
  (Porter)  (Porter)  (Porter)  (Porter)  (Porter)
     |        |        |         |          |
     |        |        |         |          |
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  |   I   |  |   A   |  |   M   |  |   S   |  |   I   |
  |   S   |  |   N   |  |   C   |  |   N   |  |   D   |
  |   T   |  |   G   |  |       |  |   E   |  |   O   |
  |  (S)  |  |   K   |  |   S   |  |   T   |  |   N   |
  |       |  |   O   |  |   Y   |  |       |  |   E   |
  |       |  |   K   |  |   S   |  |       |  |   T   |
  | ----- |  | ----- |  | ----- |  | ----- |  | ----- |
```

Note: The boxes are only representative of the variety of electronic mailing lists, stand alone conferencing systems, public and private networks which could receive feeds from ICDECC.

Who is Sponsoring ICDECC?

Softwords of Victoria BC is providing a CoSy Computer Conferencing System and promotional assistance, IBM Thailand is providing terminals in Bangkok, STO University if hosting the Congress and a community of volunteers from around the globe is making it happen!

Terry Anderson
PhD Candidate, Dept. of Educational Psychology
Ph 403-284-0922
University of Calgary
Calgary, AB. Canada T2N 1N4
InterNet ANDERSON@ACS.UCALGARY.CA

I. Looking for- Conference Presenters for Computer Engineering Conference
Contact: Jose M., Rodarte M.
ITESO Univ., Guadalajara, Mexico, SISC92@Iteso.Bitnet

We are Computer Systems Engineering students at ITESO University, in Guadalajara, Mexico. Each year a symposium related to our field is organized by students from the field, supported by our University, Corporations, and Institutes (like IEEE of Mexico). This year it is our turn to organize the conference.

We are using this media to ask people for some help and/or support in contacting conferencists or people that can make presentations and lead tutorials. The topics of most interest to us are :

- Multimedia
- Networks
- Viruses
- CASE Tools
- OOP
- Unix
- others

This event will take place in Guadalajara, Mexico from September 21 to 25 of this year. If you want to help us or you know someone else who might, please contact us.

Thank you in advance for your help and cooperation.
Sincerely,
Jose M., Rodarte M., Conference Committee
ITESO University, Guadalajara, Mexico
SISC92@Iteso.Bitnet
SISC92@Itesocci.gdl.iteso.mx

J. Looking For- Online Courses
Contact: Richard A. Ames
avtames@idbsu.edu

I am a junior majoring in Business Management, Human Resource Development, and would like any information on colleges or universities that offer credit via bitnet, internet, or modem.

My desire is to find classes in the areas of ethics, mediation, arbitration, and to find courses that focus on familial influences in the workplace. Any information on who is offering programs or courses, how to sign up, costs, and logistics would be greatly appreciated. I will be available at my bitnet address for at least the next 12 months, hopefully 24 months.

Thank you,
Richard A. Ames, avtames@idbsu.edu

K. Looking for- Information About Using Internet in Distance Ed
Contact: Steve Rafferty
Towson State Univ.
E7L8RAF@TOWSONVX.BITNET

This query has been posted to CREAD, DEOS-L, and DISTED: please forgive duplication, etc. The subject in each case is Query: Distance Education and the Internet.

I am researching a paper on the use of the Internet, particularly the e- mail, telnet, and FTP utilies, to support distance education. If you are a distance educator and use the above utilities (or Internet resources in any way) to facilitate the project, I would greatly appreciate a note from you describing what you are doing. I would also be pleased to hear from you if you plan such a project, or, in fact, if you have any thoughts on the matter.

Please respond to me directly, and, if anyone expresses interest I will summarize the responses.

Thank you.
Steve Rafferty, Towson State University,
E7L8RAF@TOWSONVX.BITNET
or E7L8RAF@TOE.TOWSON.EDU (Internet)

L. Looking For- Discussion of Dual Mode Cost Effectiveness
Contact: Richard Wah
Univ. of the South Pacific
WAH_RT@usp.ac.nz

I am looking forward to connecting with anyone who is interested in discussing cost effectiveness in dual mode institutions (face-to-face and at-a-distance delivery), especially in relation to current research that is being conducted in one's own dual mode institution. Besides being interested in the quantitative aspects, I am also interested in the qualitative aspects, especially the human concerns that

are difficult to measure.

Richard Wah
Head of Distance Education, Univ. of the South Pacific,
WAH_RT@usp.ac.nz

M. Looking for- Satellite Broadcasts of Earth Summit
Contact: Marjorie Ropp
MROPP@VAX.CLARKU.EDU

Can anyone tell me where I can find information on satellite broadcasts of UNCED Earth Summit from Rio de Janeiro in June?
Will there be satellite broadcasts and how can we access them?
We are a museum with the mission of environmental education. We have a satellite dish to receive both C and Ku band broadcasts. Where can I get information on broadcasts and get permission to receive them?

Thanks for your help.
Marjorie Ropp
New England Science Center
Worcester, MA 01604
Internet: MROPP@VAX.CLARKU.EDU
Phone: 508-791-9211

ITEM 7.

Distance EDitorial- Toward Online Anthropology: A Modest Proposal
by the editor

Recently I proposed the creation of the structural framework of online anthropology to a research support group that was soliciting proposals in the area of community studies. It was an excellent opportunity for me to crystallize my thoughts about online anthropology, a subject that has been on my mind for some time. I share some of my thoughts about online anthropology with you in the proposal excerpts which follow:

Toward Online Anthropology- A Modest Proposal

Goal

The goal of this research project is to create the structural framework for a new branch of anthropology called online anthropology, which is defined in its broadest sense as the study of the electronic communities in which people gather "online" through electronic mail, computer conferencing, and others means of computer-mediated communication (CMC).

Background

Millions of people all over the world are "going online." Using a common personal computer (like an IBM PC or Macintosh), a $100 black box called a "modem," and a regular phone line, they are connecting through one of the thousands of access points in a global electronic data network to interact with friends, professional associates, and anyone else with whom they can develop and maintain an often purely electronic relationship.

The communication that transpires in this network is usually conducted in one of two ways:

1. privately between two people, and
2. in groups, often called conferences, focussed on particular subjects, ideas, or sentiments.

Many thousands of conferences exist, dedicated to sharing information about everything from the very technical, like super computing, to the very personal, like the participants' inner lives. Many conferencing systems support both private and group communication, giving system members a wide range of communication potential.

Contribution to Society

The research community failed to recognize the impact that telephones would have when they were infused into mainstream culture. To this date, there are few studies on telephones, a technology generally recognized as a force that has drastically restructured communities.

The research community is on the brink of missing another opportune moment. In historical terms, the global computer network village developed overnight. Suddenly we are living in an international web of computer networks spanning most parts of the developing and developed world, whose inhabitants gather, communicate, and share their lives with people they rarely see or hear directly. However, while networks are generally recognized as a force that will drastically alter culture, there still does not exist a structural framework to facilitate their study.

While little exists that is systematic in the study of online communication, researchers often use the metaphor of community to describe their online experiences. This is a proposal to create a framework for the study of online community, which is called online anthropology.

Why Anthropology?

Cultural anthropology came about in the mid 1800's to describe and analyze private, often exotic societies. These societies were so removed from western experience that the other social sciences of the day, psychology and sociology, found themselves too inherently ethnocentric to understand them. These societies were private in the sense that they were relatively immune to outside, intercultural influences. At one time, being an anthropologist usually required periodic stints of reflective immersion in such a society to investigate all aspects of it that were not linguistically, conceptually or customarily off limits to outsiders.

Anthropology has found new applications and a new significance in the social sciences.

One of these applications is its utility in understanding subsets of a total community, called subcultures. The reality of modern life in developed and developing countries is that many people no longer share all of their experiences with a more or less homogeneous group of people. Instead, they spend their lives balancing and integrating a number of different subcultural influences. We in the modern world are perhaps better understood as a confluence of subcultures as opposed to members of a single culture.

What qualifies as a valid subculture? How small or internally inconsistent can a group be? The answer is largely a matter of taste. While any human gathering can qualify as a cultural event, researchers who are primarily interested in group structure and dynamics will need a group sufficiently large, complex, and distinct enough to facilitate their interest.

To identify such a group, researchers first ask a very practical question: can the group under consideration be viewed as more or less a closed system for the purpose of study? The qualifier "more or less" acknowledges that cultural bleed-through is a fact of life and that people are assumed to exist in more than one cultural system at a time.

Two considerations help to determine whether a group is "more or less a closed system." Can the group under consideration be:

1. responsibly described based on its own internal operations?
2. easily distinguished from events and other social groups around it?

Both of these questions use culturally saturated terms like "responsible" and "easily." But answering these questions are a part of any study, scientific or cultural. Every study begins by limiting its consideration to a recognizable, integrated subset of social reality. A mental model is developed by drawing a box around a certain set of events in content, time, and space.

Depending on the anthropologist's taste for complexity and sophistication, two additional considerations help the researcher identify a social situation for research purposes. The first is whether or not people demonstrably assume roles within the situation. If so, then a recognizable social structure exists. The more obvious the roles, the more developed the subculture.

The second is whether or not the group has an identifiable purpose for being together. Subcultures often form for reasons, such as to have a church service, to function as a work unit, to form a learning situation, and so on. The clearer and more comprehensive the purpose, the more defined the subculture.

By these criteria, many online computer environments meet all of the requirements of a subculture. Easily "boxed," they consist of internal events that are easily distinguishable from events around them. Additionally, online environments contain role-based activities and consist of subsets, often conferences, which fulfill specific purposes. Thus, an online environment provides a well-defined and interesting source of human activity for anthropological study. While the online research literature that is just beginning to surface generally justifies the use of the terms "community" or "subculture" to describe online gatherings, the issue that has not been addressed is what online anthropology really is and

how it can or should be practiced.

Research Process

The general research question that drives this research project is:

> How are physical and online communities similar and how are they different?
> The question is predicated on the following three assumptions:
> 1. Physical communities and online communities are similar in some respects and dissimilar in others.
> 2. How the two are similar suggests a consistency of group behavior across media that can be assessed using existing anthropological perspectives, methodology, and tools.
> 3. How the two are different suggests the unique aspects of online community that expand the perspective, methodology, and tools of anthropology.

The result of my research is a documentation of their similarities and differences and a proposal for the consideration of online communities that both builds on and expands the field of anthropology.

The literature review draws primarily from two fields:

1. community theory- there is a body of literature that examines the theoretical basis of physical community. This is the beginning point of the comparison of physical and online community. Scholars in this field include Stoneall, Warren, Hall, Poplin, and others.

2. online communication and community theory- there is a small but growing body of literature that attempts to deal with some of the issues of online community. Scholars in this area include, Hiltz, Turoff, Valle, Dordick, Chesebro, and others.

   Final Report

   Toward the end of most introductory anthropology text books is a chapter on future trends in anthropology. My final report would use for its format such a chapter, which would be entitled simply Online Anthropology- The Study of Online Communities. Its approximate length would be 10,000 words or about 40 double-spaced pages. The report would consist of a synthesis of my research on the topic, including how online anthropology shares and expands common anthropological concerns and what the structural framework for pursuing online anthropology as a social science could be.

end of excerpts
As always, your comments are welcome.

ITEM 8.

About the Chronicle
WHAT IS THE ONLINE CHRONICLE OF DISTANCE EDUCATION AND COMMUNICATION?

[What follows is an excerpt from the first issue of the Chronicle, then the Onli ne Journal of Distance Education and Communication.]

This first issue will be primarily concerned with the Chronicle itself. Once we provide an idea of the Chronicle'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 Chronicle is concerned with fall into four basic content areas:

1. Content Area #1- Distance Education

   The Chronicle 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 Chronicle 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 Chronicle welcomes contributions that deal with serving people at a distance who aren't necessarily associated with a learning institution. The Chronicle 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 Chronicle is interested in projects concerned with overcoming cultural barriers through the use of electronic communication. The Chronicle 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 Chronicle of Distance Education and Communication, send the following command to LISTSERV@UWAVM :

SUB DISTED your_full_name

All contributions should be sent to JADIST@ALASKA

Any other questions about DISTED can be sent to:

Jason B. Ohler, Editor
JFJBO@ALASKA
or
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Disclaimer: The above were the opinions of the individual contributors and in no way reflect the views of the University of Alaska.

End Online Chronicle of Distance Education & Communication