Curriculum Corporation has a 008 number for schools requiring assistance/advice on the use of SCIS products. The service is a FREE call for schools.

The helpline is usually staffed by 2 people but users must be prepared to be rung back by the Information Services staff, as often the demand will exceed the supply.

The assistance that the Information Services staff can give over the helpline will be improved if users requesting assistance leave a message concerning the request/ problem and a staff member will ring you back.

Connections

Issue No 14 Winter 1995

Brisbane Cath. Ed. skills teachers with *'C.L.I.C.ed'*

Recognising the benefits of skilling teachers in computer literacy, Brisbane Cath. Ed. have designed five modules aimed to meet the computer needs of primary teachers. Successfully implemented into over 100 schools, Maira Becquigny provides the background....

Since the beginning of 1994 Brisbane Catholic Education have conducted Computer Key Teacher training courses to enable the presentation of a Computer Literacy Inservice Course to school personnel. On present numbers, by the end of 1995 this course will have trained more than 200 Key Teachers from 100 schools across the Brisbane Archdiocese. The training course was developed in response to a 1991 survey of Brisbane Cath Ed. schools assessing the professional needs of teachers. Technology was pinpointed as a high priority area.

The aim of the course is to give classroom teachers basic computer literacy skills, knowledge of software to enhance the curriculum and confidence to operate computers successfully. The projected outcome of the course is that participants will have the skills, knowledge and confidence to explore classroom applications and use computers creatively with and for their students.

C.L.I.C.-ed consists of 5 x 2 hour modules offered at staff level.

1. **The Operating Environment** - offered on three platforms: Macintosh, IBM compatible and Apple II.

2. **Word Processing** - programs used are: Claris Works, Microsoft Works and the Children's Writing and Publishing Centre (Apple IIe and IIGS).

3. **Software for the Curriculum** - Using software already available in the school.

4. **On-line Telecommunications and CD ROM.**

5. **Classroom Management and School Policy.**

Each *module* contains readings and follow-up activities and the two hour timing of the

sessions enables delivery after school. The *modules* are delivered over a period of some weeks to allow teachers time to practise skills learned before proceeding on to other modules, as well as time to complete the follow-up activities. The Australian Catholic University (and others!) offer academic creditation on completion of the *C.L.I.C.* course.

As the initial training requires small groups of teachers participating, the recommended ratio is one Key Teacher for every ten teachers at the school. The Key Teachers were nominated by

CONTENTS

Connections

their school and attended five/six days of intensive training (depending on how many platforms existed at their school) at the Fr. Bernard O'Shea Inservice Centre, Wilston. The presenters are practising teachers released from schools throughout the Diocese. Funding for the inservice for systemic schools was provided by Brisbane Catholic Education, while other participating schools outside this system paid a fee for training and the materials involved.

Feedback from the training sessions has been most positive, with most teachers finding the course well structured, practical and beneficial in the workplace. Although the final course will be offered in November 1995 to incorporate those Catholic primary schools which have not yet participated, Brisbane Catholic Education are now marketing the course modules. A subsequent course: *C.L.I.C.II*, is currently being drafted and will include the following modules:

* Recording and Reporting Information - Databases

* Recording and Reporting Information - Spreadsheets

* Publishing an Integrated Document

* Information Technology: Online Databases

* Merging the Technologies

For further information contact Maria by fax on (07) 38445101.

CLIC-ED on at OLR

Chris Skrzeczynski completed the '*CLIC-ed*' Key Teacher training and focuses here on the *Module 4: CD ROM* application.

As part of the CLIC Key Teacher team from *Our Lady of the Rosary Primary School* (OLR), Kenmore I was involved in the CLIC Course in Term 1 of 1994. Following our inaugural CLIC-ing, we CLIC-ed a staff of 30 over 1994 and an additional 10 in 1995 as new staff members arrived. This indeed demonstrates the snowballing effect of CLIC, and trust the following CD-ROM focus provides an insight into the way CLIC has been incorporated into the learning program at OLR.

The CD is indeed a dynamic medium and its appeal to children is unquestionable. Its implementation of multi-media to cater for many and varied learning styles is unprecedented. An encyclopedic CD with notepad is without doubt the most successful resource I have ever used for teaching children that elusive skill of 'note-taking'. And who would deny that *Just Grandma and me* has any less appeal to Year 7 than to Year 1? There is however one major problem with CD's. I liken them to a walk in a forest: it is very easy to become lost! I was pleased to discover, as we CLIC-ed away with our staff that this was not a problem unique to me but that other CLIC-ers had similar experiences and so did the children. While the

"exploration" stage is a vital part of the learning process, it became obvious that particular tracking skills were required if one was to ultimately utilise a CD to its full potential.

With this in mind *GuideBooks* have been written at OLR for each CD ROM. These are activity books which take the user on a directed journey through all the pathways and options offered by the CD. It is a participatory tour as the user is required to perform tasks, retrieve information and respond to stimuli as the journey progresses. Such responses are recorded in the *GuideBook* and monitored by the teacher and teacher-librarian. On completion, the user will be familiar with all the highways and byways of the CD and thus better equipped to utilise the resource in the future. These *GuideBooks* have proved positive learning devices and are keenly sought by students during free time.

Building a CD ROM collection has not proved as formidable as first thought. They commonly come as incentive 'gifts' with hardware purchases. Another source requiring 'no money' is Book Club, and it is also suprising how many ways the creative mind can utilise a sample CD! At OLR we have quite a sizable CD collection having expended only a limited amount of cold hard cash.

Chris Skrzeczynski
Teacher Librarian/CLIC Key Teacher.

HAVE YOU READ THIS

The *IRATV Seminar Series No.46* looks at three aspects of Internet use under the title *Using Internet in schools: perspectives, possibilities and issues*. Lindy Nevile reflects on learning issues with the Internet in *Internet and the World Wide Web: learning in a new environment* (p:3) while in *Internet and the school: a school administrator's perspective* (p:9) Ian Reid shares his own experiences and the manner in which the Internet has impacted change. In the third article, John Turner looks at the Internet for the IT teacher: *Travelling on the Net: an Information Technology teacher's perspective* (p:14).

As school librarians respond to information servicing via computer

technology, we may need to reconsider our library policies. Customer expectations in a volatile political environment has forced the public libraries of Eastern Regional, Melbourne into organisational change. John Binnion gives a comprehensive summary of the experience in *Work and job design at Eastern Regional Libraries. Incite. Vol.16 Issue 8. p:14.*

State Library of New South Wales has offered 30 schools across N.S.W. trial access to its resources. Kerry Bennett from Bulli High School reports on the impact of the School's Research Service for servicing information requests in *Sources of current information for senior students. Scan. Vol.14 No.3 p:28.*

In the new look *Learning and leading with Technology* journal (formerly *The Computing teacher*), Jeff Holte looks at the reasons behind networking: *Electronically connecting your community and schools: why should you? Vol.22 No.8. p:43.*

A whole range of software applications and operating systems allow users to work more effectively with computers while on the move. Maryanne Phillips reviews mobile computing and how to access resources without restrictions - any place, any time in *Mobile computing: how far can it go? LAN Magazine. Vol.4 No.3. p:69.*

'Computers and schools'

This recently released book looks at the educational impact that a set of 25 mobile computers has when introduced into ten very different schools in Victoria. Dr. Lawrie Shears, former Director-General of Education in Victoria, directed the project which initiated from his own concerns about competing claims on the benefits of laptop computers in the hands of individual students. Of the schools involved, seven came from the independent sector and three from the Victorian state system.

Each school tried a different application and the ten teachers involved tell in their own words what happened with these mobile computers, and how they evaluated the impact on teachers and students. This brings a personal perspective to each report on the wider issues of learning and computer technology, which may help other educators still grappling with the transition within their school.

The concluding statements and survey results provide interesting background for future school policy. For one, it was clearly shown that students view computers like radio and television and they are now an integral part of daily life. The results also suggest a gap between teachers who use computers and those who don't, and identify the pressures from parents and the business community for schools to embrace the new technology for teaching, communication and information.

The publication provides valid and up-to-date analysed information on the current use of computers in Victorian schools, and is probably reflective of what's happening across Australia.

SHEARS Lawrie (ed). *Computers and schools*. Camberwell, Vic.: ACER, 1995.

CINs in the South:

New Zealand school librarians based in Christchurch address the problem of providing periodical articles within a reasonable time frame.

Two Current Information Networks (CINs) are presently operating through secondary school libraries in Christchurch. In the last *Connections* issue Rosa-Jane wrote of N.Z. students increasing demand for journal articles through access to *Index New Zealand CD ROM (INNZ)*. The CINs have been set up as a response to this growing need for more timely delivery of this information to students, and to reduce the number of *INNZ* requests to the National Library's Document Supply Service in Wellington.

The first CIN was established between six local high schools as a pilot scheme in 1993. This model was used again when then CIN2 was discussed by a second group of library staff who met late last year over the requisite tea, coffee and biscuits. We agreed that we should share the resources of our serials collections, and provide a list of our individual holdings. From this list our union catalogue was produced. In a subsequent meeting (more T,C,B!) we negotiated which library would subscribe to particular magazines to ensure that the 'most used' titles were covered. With 'timely delivery' in mind we also agreed to fulfill requests within a 24 hour period, using our library or office fax facility.

Our CIN works like this: a student requests an article cited in *INNZ*. If the school does not hold the relevant journal, the CIN union catalogue is checked and a fax request is made. Result: the required article and a most impressed student!

The requesting school keeps a copy of each article to avoid future duplication and each library keeps a record of requests made and filled to comply with *Copyright* and to provide a statistical basis for our CIN annual evaluation. Of course we still need to use National Library's Document Supply service, especially for newspaper sources. Through this service the requested articles are posted to the school library and delivery time can be up to ten days. In comparison, the quick turn-around time of our local CINs is a big advantage, especially as students usually want their information immediately!

Our term holidays begin soon. In September, another very traditional opportunity for librarians to network will take place at Masterton with the annual NZLIA. School Library Network will be there!

Merilyn Small
Librarian: Riccarton High School, Christchurch.

Kilvington Girls' Grammar shares their directions on the use of the Internet...

I am responding to your request in *Connections* for what is happening with the Internet in schools. Kilvington is a girls' school from pre-prep to year 12. I am the teacher-librarian in the secondary school library, and the Internet is networked in this library. *Schoolsnet* is our service provider and an IT support person is employed to help teachers use it. He has held training sessions for teachers in order to develop their skills and confidence in using the Internet, both e-mail and surfing the 'Net.

We have purchased the Internet Yellow Pages in order to give us access to many Internet sites. As well, Lindsay (our IT support) surfs the 'Net to locate other sites. When I know of educationally appropriate sites relevant to a current assignment, I integrate these into my 'locating relevant resources' talk. This is really at the beginning from my point of view. Some teachers make bookings with Lindsay to give their classes instruction in using the Internet for a specific purpose.

LETTERS TO THE EDITOR

What is most positive is that our Principal is a keen user and supporter of the Internet.

Kilvington is a school where laptop computers are used by students from Year 5 up. The Internet network utilises this to operate. There are ten access points for students and staff to plug their laptops into the Internet network (relevant software must first be loaded onto their laptop). There are also three computers linked to the same network.

If you'd like further information please contact me on:
gkinch@gateway.kilvington.schnet.edu.au.

Grace Kinch
Kilvington Girls' Grammar, Ormond.

Dear Grace,

Thank you for your information and for most of us we're also *at the beginning!* 1996 budgets will reflect the huge impact that the Internet has had on information servicing. However, in the interim many schools are trying to link up and learn search strategies with limited funds. Here at The Southport School our emphasis has been on 'educating' the staff, and we have a laptop with a PCMCIA modem card and Internet software which we lend (*or rather push into hands!*) overnight. The two connections available for student access are not adequate, we have students queued at peak times which causes much frustration. Our dilemma is which direction to take next year: the costly ISDN link or the cheaper (but slower) router linked to a telephone connection. With five new service providers on the Gold Coast in the last six months the next decision involves who will provide the best access for us! Keep smiling as you surf...

Editor.

N E W S FROM CURRICULUM CORPORATION

New Phone and Fax Numbers

A final reminder that Telstra has changed the telephone numbers for Curriculum Corporation. The old number will operate until October 30 1995.

The new numbers to contact Curriculum Corporation are as follows:

PHONE: **03 96390699**

FAX: **03 96391616**

HELPLINE: 1800 337405

The change of phone numbers will also affect schools dialling into the existing Dobis system and the new Voyager system, however Online Users will be notified separately when they will be required to change the phone number in the SCISLINK software. Users should contact Information Program staff if they are experiencing difficulty in accessing the Online service. Victorian schools will be the first schools affected by this change.

Request to Return/Change SCIS Products and Services

The Information Program is still receiving regular requests from schools to return/change SCIS products and services. Schools are encouraged to read carefully the product description attached to the subscription renewal forms each year. If schools are still not sure of a product, please contact the Information Program before ordering.

Schools need to be aware that Curriculum Corporation has contracted and pre paid external suppliers to produce the products for each user for a 12 month period. Consequently, a refund of a product will not always be possible. Schools seeking advice on the return of products will need to contact the Information Program and request a **Return Advice Number** from the SCIS Administration Assistant.

Subscriptions for 1996

The 1996 SCIS Subscription forms will be forwarded to all schools in early November. All SCIS products and services will be held at 1995 prices. **Please note**, the subscription form will be addressed to the Principal with, **"For the attention of the Teacher Librarian"**, on the mailing label.

Dates for 1996

The Summer edition of *Connections* (November) will include insert sheets of the following:

- ASCISRECON and Rapid Retrospective processing dates for 1996
- Microfiche delivery dates for 1996
- SCIS on Disc dates for 1996.

Lance Deveson
Assistant Manager: Information Program.

Libraries: An American Value

Being one of 10 Australians, of 20,000, registered at the ALA mid - summer Conference in Chicago was an experience that will last long in my memory.

The American Library Association, (ALA) organises 2 Conferences per year, Summer and Winter, to cater for the large number of information professionals in the USA. The 1995 attendance at the Summer conference was by far the largest for some years and Chicago turned on its hottest summer for some 30 years. I thought it was just me coming from a southern winter that was being affected by the heat but when I returned home and read about all the deaths of the homeless and aged, I realised that it was particularly hot.

Registration for the Conference was at McCormick Place, a large conference center on the shores of Lake Michigan. As a Victorian, the only way of describing the size of the venue is to think of the MCG with a roof! McCormick Place hosted many of the Conference sessions and the 1400 sites of the Trade Exhibition. On registering the delegates were presented with a detailed program that included 60 concurrent sessions per day commencing daily at 8.30 am. The logistics of just choosing the sessions to attend, as well as boarding the correct bus to get to the venue, required military precision and resulted in long days at the Conference. Many of the sessions were recorded to enable delegates to "attend" as many sessions as possible.

I attended the Conference as part of a visit to the Chicago offices of Endeavor Information Systems, the Voyager software developers and also to attend the inaugural meeting of the Voyager User's Group. Eighteen of the 23 Voyager sites were in attendance and it was very pleasing to meet, face to face, colleagues I had got to know over the past two years by email.

A pleasing feature of the Conference proceedings was the recognition by ALA that school librarianship plays a vital part in the information learning and skill development of library users. To this end, every day there were concurrent sessions of special interest to school librarians alongside those for special librarians, public librarians, university and college Librarians, and technical services staff. In an effort to get as broad a picture of the Conference as possible I chose a number of different sessions. These sessions ranged from an explanation of the role that Structured General Markup Language (SGML) will have in the future of libraries, a session on the need or not for inhouse cataloguers in schools compared with "buying" the data as per SCIS, the role of Super catalogues in school districts, a union catalogue, the (now almost mandatory at any recent conference), "how to get more out of the Internet" and the session I enjoyed most, the American Association of school librarians (AASL) - *"ICONnect"* project.

ICONnect is a joint project between AASL, ALA and Syracuse University, who provide the ERIC service and the young users version, ASK ERIC.

ICONnect hopes over a three year period to connect students, school librarians, and teachers to learning using the Internet. *ICONnect* resources will:

- help students develop information skills

- provide school librarians and teachers with training to effectively navigate the Internet and to develop and use effective electronic resources with teachers and students.

The initiative was developed by Pam Berger, school librarian and editor of *Information Searcher* journal, often mentioned in Connections, *Have you read this* section, and Dr Mike Eisenberg, Professor, School of Information Studies Syracuse University and Director of the ERIC clearing house on Information and Technology. Mike Eisenberg has been invited by the ASLA Conference organisers to be the SCIS Orator at the opening of the Perth conference in October this year and after hearing him speak at the *ICONnect* session he will be a worthy SCIS orator and well worth the trip to Perth to hear him speak. *ICONnect* has been launched in a school district of 350 schools in Dade County, Miami Florida and the acceptance so far by staff and students in the county has been wonderful.

ICONnect has a world wide web Home page that can be viewed on the Internet at **http: // ericir.syr.edu/ICONN/ihome.html.** School librarians who have the capability can have a look at what the AASL has begun and where they hope to take the project over the next 3 years.

No Conference would be complete without a trade show, and at ALA there were plenty of exhibits to view, (1400 stands in all). In addition to the mandatory Internet room where delegates could read and send mail, there were many technology exhibits of both library systems and multi media as well as the very pleasing book stands from the major publishers. It was particularly pleasing, on one day, as I ventured through the literature area to see Mem Fox, signing copies of her books, with a large queue waiting to meet her. In an age where everyone at the Conference had an Internet email address, some with home pages also, it was great to see that that books and the "meet the author" opportunities were still important at such a large gathering of library professionals. To do the trade exhibition completely would have required the full five days and I attempted to visit as many stands as possible that related to library automation and also to discover if there is in America a service similar to SCIS for school libraries. Whilst I came away with the impression that the library

systems offered or recommended for school libraries in Australia are world class, (OASIS is even marketed in America now as ANNIE), there is nothing available for school libraries in America, by way of a national cataloguing service expressly created for and with established standards for schools, as SCIS. Delegates I spoke with

at the Conference were amazed that there was a service in Australia especially for schools and clearly were envious of the service and what it has provided for Australian schools over a 12 year period.

The visit to Chicago for ALA was most rewarding professionally for me as once again I was assured that the path Curriculum Corporation has commenced with the implementation of the Voyager

software was the correct decision, as is the company commitment to ongoing development of the SCIS database. On a personal note I also achieved a lifelong ambition to visit and watch a game at Wrigley field, the home of the Chicago Cubs baseball team.

Lance Deveson
Assistant Manager: Information Program.

INTERNETTING CORNER

This has proved successful with 143 requests for more WWW sites! Apologies to those still waiting for a response ... in the meantime you might find these of interest:

http://www.world.net/yoursay/
Allows Australians to have their say on the French nuclear testing.

http://www.nla.gov.au/nt/rotti/rotti.html
Euthanasia legislation recently passed in the Northern Territory.

http://austlii.law.uts.edu.au
Major collection of Australian Federal legislation in full text.

http://www.brad.ac.uk:80/~cgrussel/
Lots of information on Rugby League around the world.

http://www.health.gov.au/hsh/
Programs, activities & publications from the Department of Human Services & Health.

http://teloz.latrobe.edu.au
Information on Australian social and policy research in telecommunications.

http://www.ala.org
The American Library Association home page.

http://mm.wa.gov.au/Museum.html
W.A. Maritime Museum web server

http://icair.iac.org.nz/ozone/ozone.html
Atmospheric ozone

http://mervel.stsci.edu/top.html
Space telescope electronic infomation service

http://www.arc.nasa.gov/
NASA Ames Research Centre

http://leo.nmc.edu/schools/teach.html
Lists resources for teachers

http://www.abc.net.au
The ABC goes Global with a sample of ideas, entertainment, news, views and music.

http://www.tc.cornell.edu/Edu/MathSciGateway/
Subject index to educational projects and resources in Maths and Science.

http://www.edn.gu.edu.au
Provides links to schools with home pages: click on *School Junction* link.

And for T/L's....

Lecturers in teacher librarianship at Charles Sturt Uni have announced the introduction of a listserv for Australian T/L's. OZTL_NET will provide an effective management tool for practising T/L's, uniquely designed to meet the professional information needs of us all. Topics of interest will include the latest issues and developments relating to and impacting on school library services, operations and activities, with discussion open to all members of the Australian T/L community.

To subscribe to **OZTL_NET**:

1. post a message to the following listserv address:
   OZTL_NET-request@listserv.csu.edu.au

2. in the subject line, type the command *subscribe*

3. do not include any information in the message field -
   ie: leave it blank.

Your subscription is automatically processed by the listserv computer and you will receive the **OZTL_NET** Welcome Message.

Any problems, contact Ken Dillon on **kdillon@csu.edu.au**

When students need to cite electronic information in a bibliography, the following came from *qsite-community@cc.uq.edu.au*:

1. FTP or Telnet -
   Kehoe, B.P. (1992). Zen and the art of the Internet (2nd. Ed.), [Online]. Available FTP (Telenet): quake.think.com Directory: pub/etext/1992 File: Zen10.text

2. Articles available via e-mail:
   Root, C. (1994). ESL and learning disabilities: A guide for the ESL practitioner. _TESL-EJ 1_. Available e-mail: LISTSERV@CMSA.BERKELEY.EDU Message: Get TESLEJO1 A-4 TESLEJ-L F=Mail

Heather Kelsall
Editor.

New, amended, replaced subject headings 1995

Below is a list of new and amended subject headings created at recent meetings of the national SCIS cataloguing agencies.

Existing headings which have been altered as a result of decisions made by the agencies are identified by **. The nature of the change is indicated in brackets ie: (Replacement) or (Deletion) or (Addition).

ANOREXIA NERVOSA ** (Addition)
  XX EATING DISORDERS

Biomass energy
  See **ENERGY RESOURCES**

Child custody
  See **CUSTODY OF CHILDREN**

CHILD WELFARE ** (Addition)
  See also CUSTODY OF CHILDREN; FAMILY DAY CARE

Children, Custody. of
  See **CUSTODY OF CHILDREN**

CHILDREN OF DIVORCED PARENTS ** (Addition)
  See also CUSTODY OF CHILDREN
  XX CUSTODY OF CHILDREN

CLIP ART (Reference structure to be decided)

CUSTODY OF CHILDREN
  See also CHILDREN OF DIVORCED PARENTS
  x   Child custody; Children, Custody of
  XX CHILD WELFARE; CHILDREN OF DIVORCED
       PARENTS; FAMILY - LAW AND LEGISLATION

Compulsive eating
  See **EATING DISORDERS**

COUNSELLING ** (Addition)
  See also MENTORS

EATING DISORDERS
  See also FOOD HABITS; OBESITY; WEIGHT CONTROL
  See also names of specific eating disorders, e.g. ANOREXIA
       NERVOSA
  x   Compulsive eating
  X   FOOD HABITS; OBESITY; PSYCHOLOGY,
       PATHOLOGICAL; WEIGHT CONTROL

EMPLOYEES - TRAINING ** (Addition)
  See also MENTORS
  XX MENTORS

ENERGY RESOURCES ** (Addition)
  x   Biomass energy

FAMILY - LAW AND LEGISLATION ** (Addition)
  See also CUSTODY OF CHILDREN

FOOD HABITS ** (Addition)
  See also EATING DISORDERS
  XX EATING DISORDERS

FURNITURE ** (Addition)
  See also WOODTURNING

MENTORS
  See also EMPLOYEES - TRAINING
  x   Mentoring; Mentorship
  XX COUNSELLING; EMPLOYEES - TRAINING

Mentoring
  See **MENTORS**

Mentorship
  See **MENTORS**

OBESITY ** (Addition)
  See also EATING DISORDERS
  XX EATING DISORDERS

PSYCHOLOGY, PATHOLOGICAL ** (Addition)
  See also EATING DISORDERS

Turning
  See **WOODTURNING**

WEIGHT CONTROL ** (Addition)
  See also EATING DISORDERS
  XX EATING DISORDERS

WOODTURNING
  x   Wood turning; Wood-turning; Turning
  XX FURNITURE; WOODWORK

Wood turning
  See **WOODTURNING**

Wood-turning
  See **WOODTURNING**

WOODWORK ** (Addition)
  See also **WOODTURNING**

New GMD (General material designation)
  activity card

Connections

CONNECTIONS JOURNAL PHOTOCOPY REQUEST

Curriculum Corporation
PO Box 177
Carlton South VIC 3053

Telephone (03) 9639 0699
Helpline (008) 337 405

Please forward photocopies of the following journal articles reviewed in the .... issue of **Connections** newsletter. To obtain several articles, complete all postal details, photocopy the required number of sheets, and then fill out the remaining details for individual articles and copyright.

Requested by: ....

Name: ....

School: ....

Address: ....

.... State: .... Postcode: ....

Telephone: (............) ....

Article Title: ....

Journal: ....

Connections Issue No. ....

DECLARATION - COPYRIGHT ACT
(to be completed by requester)

I, (*Name:* .... *of School:* ....)

declare that this is the only copy I have requested for this material which is required solely for research/study purposes.

Signature: ....

Date: ....

OFFICE USE ONLY:

Date received: .... Date sent: ....