

interact locally and at a distance to do brain-storming, data-gathering, data analysis and problem-solving

tor, Dr. James Beard, e-mail: [jbeard@catawba.edu](mailto:jbeard@catawba.edu) to obtain the form.

5. To provide a forum for discovery of and discussion of industry's interaction with its regulatory, client and physical environment including such items as government inspections, user complaints and hazardous waste handling)

#### RESPONSIBILITIES OF PARTICIPANTS:

Students will participate in collaborative learning assignments where they can practice division of labor, teamwork, and individual responsibility. The Listservs and WebBoards will be used for the discussion of concepts and processes.



Instructors at local sites will guide "traditional" literature searches as well as on-line data-gathering. On-line, students will be guided by faculty and each other in their exploration of the content of this course. On-line questions from faculty will sometimes require critical thinking about industrial procedures in terms of a personal values framework.

It is the responsibility of each participating institution to register students and to provide college credit for the course. The role of the OLCC organizing committee and the CCCE is limited to assistance in organizing and administering electronic aspects of the course. The American Chemical Society will neither provide credit nor assess any fees. It is suggested that students receive three semester hours of credit for the course. It is the responsibility of each local faculty member to assign grades to their students. It is anticipated that a national evaluation will be administered.

#### **SWITCHING STUDENTS ON TO SCIENCE An On-Line Conference in September and October 1998**

For further information about previous on-line courses like this, see the Web Pages for OLCC-1 at <http://www.py.iup.edu/college/chemistry/chem-course/webpage.html> and additional information and evaluations of OLCC-1 at <http://www.clarkson.edu/~rosen2/olcc.html>.

Further information can also be obtained by contacting the course coordinator:

Dr. Lindy Harrison  
Department of Chemistry  
York College of Pennsylvania  
York, PA 17405-7199  
717-846-7788 X1210  
[aharriso@eagle.ycp.edu](mailto:aharriso@eagle.ycp.edu)

In the fall of 1998 a CHEMCONF on-line conference will take place on the topic "Switching Students on to Science". The session has been organized and will be chaired by:

Dr. Hugh Cartwright  
Physical and Theoretical Chemistry Laboratory  
Oxford University, England  
([Hugh.Cartwright@chemistry.oxford.ac.uk](mailto:Hugh.Cartwright@chemistry.oxford.ac.uk) - <http://physchem.ox.ac.uk/~hmc>).

The focus of the conference will be: "How do we develop and maintain interest in science among students?"

Those interested in participating in this OLCC-3 course during the Fall of 1998 should complete a pre-registration form. Contact the OLCC-3 registration coordina-

It is a common observation that science is one of the most popular subjects with young school children.

Nearly every child finds simple science experiments fascinating. Yet, by the age of 15 or 16, many children have lost enthusiasm for science, or developed a positive dislike for the subject.

This session will deal with a number of issues related to "turning students on" to science, among them:

What are we doing wrong that turns teenagers off science?

What can we do to encourage students to pursue science careers and maintain their interest in the subject?

What can be learned from Science courses for non-scientists? There are many examples of such courses flourishing at Universities. What does the success of these courses tell us about how to maintain interest at the school level? How can a University-level course restore interest in science that may have been lost at school?

Is science inherently and unavoidably dull? If not, why don't our students appreciate its fascination?

Are alternative teaching schemes and syllabi, such as the Salter's scheme in the UK, more successful at retaining interest in science? Can we adjust the course content or teaching style to enhance interest without diminishing the academic worth of a course?

Is a science education essential for ALL students? If so, can we provide that with the current approaches? If not, how can the non-scientifically literate be meaningfully involved in scientific decision-making?

Would teaching science using the World Wide Web encourage more students to develop a scientific interest?

Papers will present research results, or be more personal reports of what does or (does not) work at school or university level. Papers are from those in school or college environments.

The final program is not presently available but the session will be broken into four sections. Each section will focus discussion on particular areas.

Section A "Catching them young - science at school"

Section B "Can we teach enthusiasm? Innovation in curriculum and learning"

Section C "Broadening the appeal - science for all"

Section D "Switching students on to science - let's do it"

Those who are interested in obtaining further information on the session should send the message: SUBSCRIBE CONFCHEM your-first-and-last-name To: LISTSERV@CLVM.CLARKSON.EDU This message must be sent from the e-mail address where you want conference messages to be sent and you must confirm your subscription by replying to the message sent by CONFCHEM. CONFCHEM is managed by Donald Rosenthal (ROSEN1@CLVM.CLARKSON.EDU).

Brian Tissue (tissue@vt.edu) is managing the CONFCHEM World Wide Web site: <http://www.chem.vt.edu/confchem/>

---

## OTHER ON-LINE CONFERENCES

**Donald Rosenthal**  
**Clarkson University**  
**E-mail: ROSEN@CLVM.CLARKSON.EDU**

In addition to the fall 1998 conference session "Switching Students on to Science" described in the previous article, the following sessions are being planned:

---

"What Should Students Know When They Leave General Chemistry?" Fall 1999 - September and October Organizer:  
Paul Kelter  
Department of Chemistry  
University of Nebraska