

Winter / Spring 1995

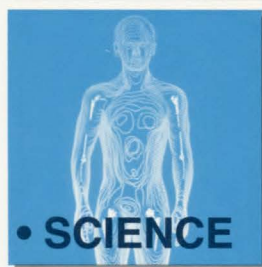
GILMAN

BULLETIN

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Welcome to Gilman's BRAIN (Books, Research And Information Network)



NEW TECHNOLOGY

Brings a World of Information To Gilman School

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Over the summer of 1994 an all-fiber optic local area network (LAN) was installed in the three libraries of Gilman School, putting in place the results and recommendations of Gilman's five-year plan to study computer use and the integration of new technologies into the curriculum. This technology will meet the challenges of educating our students today and well into the next century. Today a student at a computer terminal in any Gilman library can access CD-ROM encyclopedias such as Microsoft's Encarta, Grolier's Multi-media Encyclopedia, and McGraw Hill's Multi-media Encyclopedia of Science and Technology, as well as Discovering Authors, Ethnic News Watch, Granger's World of Poetry, Social Issues Resources Series (SIRS) and Time Almanac. Another menu choice connects the student to the Internet, the information superhighway, the world's "network of network's," via Sailor, which is Maryland's computer network of libraries and a free gateway to the Internet.

In March 1995, the bibliographic

database, the union catalog of the three divisions' libraries, was installed as well as an automated circulation system and the MICROCAT, the union catalog of over a hundred Maryland libraries of all types: academic, public, school, and special libraries.

Standing at a terminal in his own school's library, a Gilman student

work can be expanded to allow access from any computer on the Gilman campus.

The hub of the Gilman Library Network is located in the Edward R. Fenimore, Jr. Memorial Library. The file server, optical server, and communications server for this 100 MB per second Thomas Conrad Networking System are located in a carpeted, air-conditioned former utility closet.

"Our job as librarians is to teach students how to gain access to information," says Jo Ann Davison, director of libraries. "We are trying to make them information literate. Students need to know how to find what is available, and we must teach them the critical thinking skills necessary to analyze the information they find."

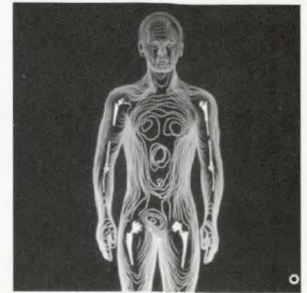
Throughout the

year, training workshops for students and faculty have been held on the use of the new technology and the integration of this technology into the curriculum.

Through the library network, users can find books by subject, title, or author and locate which library(ies) hold the books. Students and teachers then can obtain interlibrary loans. On the information networks, users have access to information on almost any topic. The number of databases



will have entrée to the world's information resources. All the information available on this network will be accessible from any terminal in any of the three school libraries. The revolutionary feature of Gilman's network is that it will be in operation 24 hours a day! Even when the Gilman libraries are closed, students and faculty who have computers with modems can access the information on the library network from home. Furthermore, the Gilman Library Net-



currently on the information superhighway is ever increasing. The Internet is the tool which links many networks and databases throughout the world. A trip on the Internet could open the door to information about presidential addresses, the New York Stock Exchange, the space shuttle's last voyage, medical research, weather forecasts, book reviews, sports scores — the list is endless.

At any of the Gilman library terminals, users can have the multimedia experience of watching a U.S. moon landing, listening to a famous symphony, and reading from the works of Longfellow without getting out a VCR, tape player, or book of poetry. This new technology, however, will not take the place of books.

Just down the hall from the Fenimore Library is the Class of 1954 High Technology Classroom, made possible this year through a special Reunion Gift from the class of 1954. The class of 1954's gift was used to renovate the room and purchase eight Windows-based personal computer workstations. Each workstation is linked to Gilman's new library network and all of its resources. Four of the student workstations have access to stand-alone CD-ROM drives. Each workstation provides rapid access to information and images located on the Gilman library network, as well as libraries and networks around the country and the world. The hub of the classroom is the instructor's workstation, which is equipped with advanced video and CD-ROM technology.

This classroom will become a worldwide reference center and enhance teaching in nearly every subject by allowing the faculty to use audio/visual presentations to complement traditional teaching methods. This method of teaching will be used more often in Gilman's 70-minute classes. Students and faculty will be able to access the most current, in-depth research on virtually any topic by linking into the Internet. The room design also facilitates student collaboration, which is becoming more prevalent at Gilman, and, more importantly, relates to how students will work together when they join the workforce.

Also located in the Upper

"My goal this year is to have this room pumping with activity," says Douglas E. Lewis, Upper School mathematics teacher

School, but not linked to the network, is the Class of 1994 Computer Room, refurbished and equipped with new software made possible by the Senior Gift effort of the Class of 1994, parents, and students.

"My goal this year is to have this room pumping with activity," says Douglas E. Lewis, Upper School mathematics teacher. The computer room is a place that all teachers can use, because "the computer is not just a math or science thing, it's a teaching thing. It has uses in English, drama, and

creative writing."

Before students reach the Upper School they receive a thorough introduction to keyboarding, various software applications, and problem-solving using the computer in the Middle and Lower School curriculums.

John M. T. Finney Hall, the new Middle School building, is the most technologically advanced building on campus. This year Power Macs were purchased for faculty use and 10 Macintoshes were added to the computer room that already included 10 other machines. From their offices, faculty can create curriculum materials, access library resources, enter student grades, and correspond via the network. In the computer lab, students can work with Kid Pics, Claris Works, and Hyper Studio on the new computers and learn keyboarding on the older machines.

In the Middle School Library, students and faculty can search for books on campus, throughout the state, and around the country and can also access any of CD data bases on the network and the internet.

"Our focus now is on training the faculty, staff, and students," says Middle School Librarian Charlotte Taggart. "We have to make everyone comfortable using the equipment and let them know what information is available."

In the Lower School Library, students can access all of the information available to the Upper and Middle Schools and also have their own stand-alone CDs, which offer age-appropriate subjects, pro-

grams, and learning games.

"We chose software to match the curriculums of the third through fifth grades," says Lower School Librarian Cynthia Woodruff.

When students study ancient Egypt, for example, teachers will be able to integrate computer activities and games into their lessons to increase student comprehension.

Another resource available to the faculty and students is the Lower School Computer Room, located on the second floor of the Cottage. The School purchased five LC 550s, five LC 575s, and three Duo Docking Stations. All 10 LCs are multi-media and each of the 575s has a CD-ROM drive. The Duo Docking Stations are available for use during class time and also for faculty to check-out overnight.

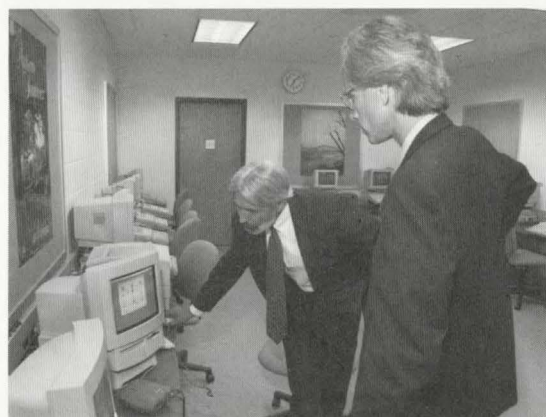
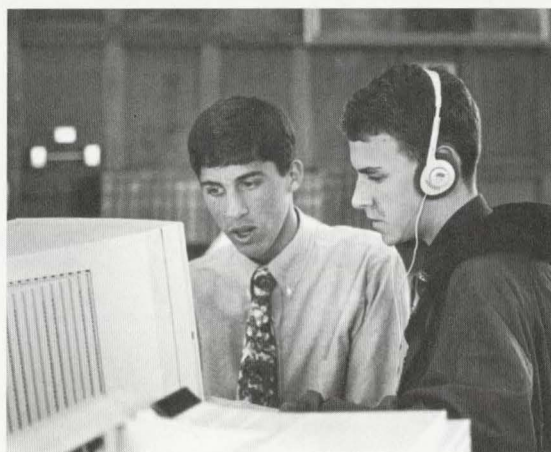
"We want to make sure all of the Lower School faculty have tools available to them to help them use the Macintosh and make their job easier," says Lower School computer coordinator Virginia Thompson. She noted that teachers have been incredibly enthusiastic, coming in before school and on weekends to become familiar with the new technologies.

With the purchase of the new machines in the Lower and Upper Schools, older Apple machines have found a new home in the Lower School classrooms. Most classrooms have at least four computers for station work and reinforcement of the curriculum.

This year Gilman took a leap forward in computer technology, but computers at Gilman are not new. They have been a part of the Gilman educational experience for over 20 years. This new technology will enhance each student's educational experience and prepare him for college life and the future.

Also this year, Gilman hired S. Thomas Gorski as director of edu-

cational technology to coordinate the computer program for grades Pre-first through 12. Since both Macintosh and IBM platforms are



Tom Gorski, director of educational technology, demonstrates a program on the Mac work-station to Howard Jachman, father of Jon, a 7th grader, and Jesse, a senior.

used throughout the School, Mr. Gorski has worked to find hardware and software to make all areas compatible and to establish a program of computer literacy throughout the School.

Mr. Gorski chairs a committee of Lower, Middle, and Upper School faculty that serves as a computer task force. He plans to hold faculty workshops after school, in the evening, and on the weekend.

Because the Lower and Middle Schools work on the Macintosh platform, the Upper School works on both the IBM and Macintosh platforms, and the administration

uses a UNIX-based system, Mr. Gorski emphasizes the need for "consistency in the type of applications that are used."

Clarix Works, the program currently used in the Lower and Middle Schools, was chosen as the thread to link the three divisions because of its versatility. Another advantage to coordinating the software applications used is to keep the cost of upgrading affordable and to insure that everyone has access to the most up-to-date, multi-platform software.

"The new technologies at Gilman give teachers an opportunity to enhance the way they teach and let students explore beyond what they can do with a pen and paper," says Mr. Gorski. "Students have the intelligence and motivation to learn and with the computer they can explore many more options in the same time, problem solve, and think critically, which will help them in life."