Information Media Newsletter   Department of Information Media

Winter 1994

Information Media Newsletter Vol. 30 No. 2

St. Cloud State University

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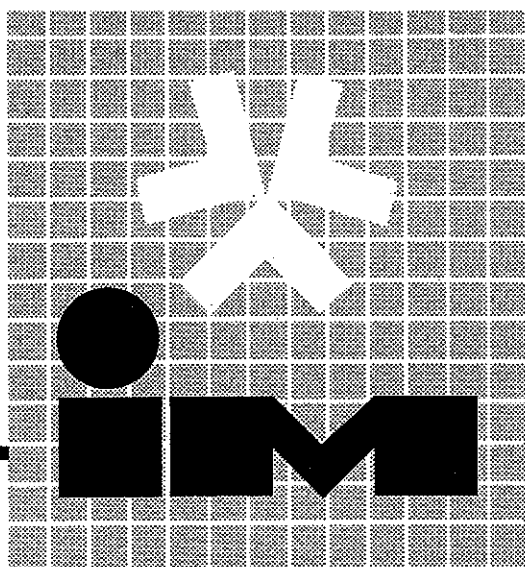
Part of the Instructional Media Design Commons, Other Education Commons, and the Training and Development Commons

Dean's Corner

New Year's resolutions. By now you've probably broken some that you were so sure you would be able to keep. Hopefully your life will not be much the worse for your lack of perseverance.

In our profession, however, we are in dire need of a resolution along with a dedication and commitment to it. There is considerable empirical evidence that teachers prepared in today's colleges and universities are not technologically literate. School administrators, elementary and secondary students, parents, and business leaders are coming forward to state their concern in no uncertain terms. We are told that graduates are not even capable of utilizing current technology, much less of providing direction and leadership in the emerging scene. These are serious issues raised by interested and knowledgeable people. As professionals we can't disregard the relevance of these observations.

I believe information service professionals have a responsibility to address the issue of technology as it relates to the preservice teacher. How we do this is still an open question and all of us in education should look for ways to work together to identify possible courses of action. So for the children
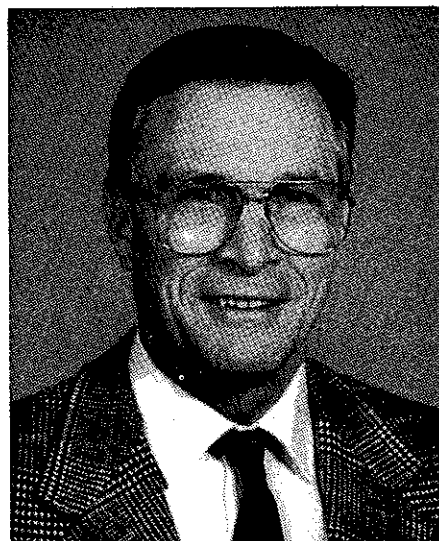
Dr. John Berling

who depend on us to help make their future brighter, let us resolve that in 1995 we will find ways to address the questions raised by concerned and thoughtful citizens relative to the utilization of technology in education.❑

Dr. Doreen Keable

Today as I write this column, freezing rain and fog have closed schools in the area. Our thoughts, on the other hand, are focused on summer. We have just completed putting the tentative summer schedule in place. I would like to take this opportunity to highlight some of our plans for summer seminars and workshops. Please be sure to contact the Graduate School office in AS-121/(612) 255-2113 to have a copy of the summer schedule

mailed out to you. Our spring newsletter will also feature a complete schedule.

Our short courses during first summer session include the following: Introduction to Internet (June 13, 14); Introduction to Multimedia (June 13, 14, 15); Multimedia and Videodiscs (June 20, 21, 22); Multimedia and CD-ROMs (June 27, 28, 29); Electronic Instructional Design in Education and Training (July 5, 6); Restructuring with Technology (July 11, 12); Beginning Computer Skills for the Novice (June 27, 28, 29); Introduction to HTML and WWW (June 20, 21, 22); and Children's Literature (June 19, 20).

During the second summer session we have scheduled an introductory course of Internet in the K-12 curriculum July 17 and 18 and a repeat of the same course on July 24 and 25. A more advanced level of using Internet in the K-12 curriculum is offered July 19 and 20 and repeated July 26 and 27. other short courses offered second session include: Multimedia Design for ITV/Distance Education (July 31,

August 1, 2); Grant Proposals: How to Write 'Em and Get 'Em (July 19, 20); and Authoring for Non-Programmers (August 2, 3).

We will be offering regular classes as well as the short seminars and workshops during both sessions. The seminars and workshops are designed to address issues that deal with current new technologies as well as such things as grant writing and children's literature. The children's literature workshop, which has had phenomenal success during the past fifteen years, will again be offered (see article this issue). The seminar entitled Restructuring with Technology will feature Karen Peterson, a well-known national presenter on this topic. Both the children's literature workshop and the seminar on restructuring with technology will require additional conference fees for attendance.

We hope you will have an opportunity to spend some time at St. Cloud State University this summer. ☐

On Internet
Keith Ewing

Recently, Eric Lease Morgan, systems librarian at North Carolina State University, wrote in an e-mail message distributed to the PACS-L electronic forum that

"Libraries are not about books. Books are only manifestations of information just like videotapes, phonograph records, microfiche, and floppy disks. Libraries, librarians, and librarianship have been traditionally associated with books because books manifested information for such a long time. When videotapes were developed, many libraries suddenly became 'media centers.' Now that information is manifested in digital form, why shouldn't librarianship take on some responsibility for applying library principles to it?"

As recently as three years ago, most librarians were asking "What is the Internet?" Today many are asking "How can I get on the Internet?" and for those already on, many are asking "How can we provide some organization to the vast amount of information available?" or "Where do I find...?"

So, just what is the Internet, or "the Net," as it is commonly called? First off, it isn't a thing or an organization in and of itself. It's really an international network of networks—the *inter*-connection of *net*-works, that promotes and facilitates efficient sharing of information and computer resources. Here in Minnesota the primary connectivity is provided by MRNet. Many of the other Internet providers within Minnesota, for example MSUSNet and InforMN, gain access to the Internet through MRNet. As the popularity of the Internet has grown beyond military, government, and higher educational uses, commercial vendors, such as CompuServe, America Online (AOL), Prodigy, GEnie, and Apple's e-World, have joined the Net.

Getting on the Internet is often not as easy as we in higher education are accustomed. While a recent Minnesota legislation promises a minimum of one Internet access point for each school district, the reality is that such access, especially in many rural out-state areas, may be several years away. Many school

districts have access through InforMN; but accounts are limited. A limited number of schools and districts in other states are installing direct access through local servers, allowing teachers and students to become direct participants as well as information providers. Individuals can participate in the Net through one of the commercial vendors. Each vendor provides different levels of access to the complete spectrum of Net resources and protocols while providing special resources for their paying customers. These latter resources are generally not available to non-subscribers. Costs vary considerably and price wars are likely to continue to the subscribers' advantage. Unfortunately, rural area access often requires a long distance modem connection.

Once you're connected and online, finding a particular piece of information can be challenging, if not downright impossible. Many suspect that what Umberto Eco, in his essay "How to

Professional Activities

Hauptman Publishes Article, Receives Recognition

Robert Hauptman (with Carol Anderson) published "The People Speak: The Dispersion and Impact of Technology in American Libraries" in the December 1994 issue of *Information Technology and Libraries*. Additionally, the *Journal of Information Ethics*, which Hauptman edits, "has been named Runner Up in the 1994 CELJ [Council of Editors of Learned Journals] competition for the Best New Journal."

Thoms Presents at National POD Conference

Karen Thoms, LRS/CIM, presented "A Systems Approach: Training Faculty to Teach via the Two-Way Interactive Television System" at the national conference of Professional and Organizational Development Network (POD), a national organization supporting faculty development activities. Thoms detailed the year-long Title III, U.S. Office of Education grant, which she coordinated, and provided attendees with a handout detailing component parts of each training module. Modules included: An Introduction to ITV; Making the ITV Work for You; Course Design; Course Materials Development for ITV; Operating the Equipment; Sources of Distance Learning Materials, Programs, and Courses; Remote Site Originations; Videoconferencing; Computer Interaction with ITV; and Legal and Administrative Issues of ITV. Joanna Pucel (SPC), Elaine Leach (DEAL), Mert Thompson (LRS/CIM), Marlene DeVoe (PSY) and Thoms provided 10 presentations and training sessions to SCSU faculty who anticipated first-time teaching via ITV or felt they wanted a "refresher" and update of previous experience. Presentations were videotaped and are available to the faculty.

ITV Topic of Presentation at Bush Undergraduate Teaching Conference

St. Cloud State University faculty Karen Thoms (LRS/CIM), Joanna Pucel (SPC), Elaine Leach (DEAL), and Judee McMullen (DEAL) gave a presentation at the Bush Undergraduate Teaching Conference held in Brooklyn Park, MN. The team discussed ITV at St. Cloud State, its history, its current status, and its future uses. Discussion included history of SCSU ITV, course design, materials development, ITV expansion, legal and administrative issues, room layout and design, and the 9-month Title III U.S. Office of Education grant which funded "Teaching via ITV," a set of 10 training sessions and presentations to assist SCSU faculty who anticipate teaching via the in-place ITV system.

Thoms Has Article Accepted for Publication

Karen Thoms (LRS/CIM) and Debra Kellerman (MKGB) have had "Ask a Silly Question, Get a Silly Answer: Designing Effective Questionnaires for Needs Assessment Instruments" accepted for publication in *Performance and Instruction*, the journal of the National Society for Performance and Instructions. NSPI publishes a monthly journal providing theoretical as well as practical guidelines to topics within the training and development field. □

Organize a Public Library," intended as a satiric jibe, that "it must be impossible on any given day to find the book one had been using the day before," has become standard operating procedure. Tools are being developed (e.g., archie, jughead, veronica, and web crawler) but most are inadequate and only in the early stages of evolution.

As a consequence of its international nature, and of the variety of hardware and software used to support it, the Net often requires a minimum level of knowledge about a bewildering number of protocols (e.g., file transfer, telnet, gopher, and hypertext transfer are different protocols allowing different means of accessing and transferring information), file formats (e.g., gif, jpeg, and mpeg among a host of others for graphic images alone), and acronyms (e.g., NSF, URL, HTTP, HTML, FTP, WWW). In addition, the Net is creating a metaculture with new forms of discourse and interaction necessitating development of Network etiquette ("netiquette") and monitoring for Network scourges (e.g., viruses, mischievous and criminal hacking, cancelbots in flamewars, copyright violations and censorship). The Net is becoming more controversially and unabashedly commercial, with numerous companies selling merchandise through electronic catalogs, or selling subscriptions to electronic newspapers and journals. NYNex, the regional telephone service for New England, for example, provides electronic access to the complete white and yellow pages for the region. The Mayo Clinic is working with AT&T and USWest to utilize Internet to transmit images from remote hospitals for specialized diagnostics. New U.S. House Speaker Newt Gingrich has joined Vice President Al Gore in promoting the emerging "Information Superhighway" and opening citizen access to government information. The Minnesota Legislature provides access to current legislative bills and Minnesota Laws and Statutes through its Gopher service. The Net has the potential to enhance corporate decision making and profits, an organization's decision making and services, and an individual's knowledge life.

During the last three months of 1994, Gopher sites, now in their fourth year, grew at a rate of about 190%; World Wide Web sites, in their second year, grew at a rate of 1700%. No one really knows how much information is available on the Net; estimates range up to 20 million items (of which 10% may be widely useful). And no one knows how many people are connected to the Net or of those connected how many use it on a regular basis. Despite popular press predictions and politicians' rhetoric, few people involved in developing the Net are forecasting the disappearance of the book.

The computers used to access and organize information on the Net are just tools; they are excellent at collecting, storing, organizing, and disseminating information rapidly. But there are many issues that need to be resolved and understood. A Minneapolis woman, in the first case of its type, is suing both Apple and IBM for a disability (repetitive stress injury) resulting from hours of keyboarding. This may open the door to a host of other suits for repetitive stress injuries, neck injuries resulting from poor posture and worse furniture, eye problems resulting from poor lighting and inadequate screens, and numerous other ailments that may or may not be caused by computers. The Net itself may open individuals to electronic harassment and stalking as

3

Tools for Schools: The Internet
Phyllis Lacroix

An exciting tool currently being used in many schools is the Internet. One of the many reasons for its success is that the Internet makes schools more interesting and relevant for students. Through access to electronic mail, bulletin boards, world-wide resources, and discussion groups the Internet can help our students become informed citizens who will have the skills necessary to compete in both academic and business environments.

One advantage of the Internet is that Internet users are forced to learn to handle large volumes of information efficiently and interactively. Students can be easily overwhelmed by the vast amount of information available so it is important for them to learn how to extract and use desired information. However, the great value of the Internet is not mere access to information, but its interactivity. A teacher can use it to have students walk through art galleries, play games with or talk to people of different cultures in different languages, or just to send e-mail to friends. The Internet should be more than a database: it is a whole world of people to talk to and things to learn.

Another advantage is that when on the Internet nobody knows what you look like. For many students, the Internet will be the one place where they can contribute and be judged on the quality of their thoughts and communication skills rather than on appearance or some other criterion. Writing for an audience is a rewarding and valuable experience for students of all ages and can take place more easily in the safe world of Internet anonymity. Experiences in world-wide discussion groups, e-mail, and listservs can easily lead to increased self-esteem and motivation to contribute more.

If you do not have access to the Internet in your school, do what you can to be certain it is available as soon as possible. Many schools have gained access through the INFORMNS project at TIES. If you are fortunate enough to have access to the Internet, there are many wonderful listservs, discussion groups, and gophers that can assist you in creating activities for classrooms and media centers. The MEMO (Minnesota Educational Media Organization) gopher is an excellent source of information that has been especially compiled for education and has received positive reviews from around the world. The MEMO and LM-Net (Library Media Network) listservs connect media professionals throughout Minnesota and the nation, providing instant access to a network of people with similar problems and challenges. To subscribe to the MEMO-net listserv, send an e-mail message to:

> **listserv@vax1.mankato.msus.edu**
> Leave the subject line blank and use the following message:
> **subscribe MEMOnet (Your Real Name)**
> Example: subscribe MEMO-net Phyllis Lacroix

MEMO is working on legislation that will provide funding to bring Internet to schools. Please support the legislation to turn our schools on to the wonderful world of Internet. ❏

Critical Thinking Skills and Internet: Two Skills Blended
Karen Thoms

Drs. Mert Thompson and Karen Thoms, Center for Information Media, have secured a small Bush Foundation grant to offer two workshops Spring of 1995. Thousands of educators are eager to bring the nation's schools into the computer age, and this is now possible with the rapid growth in the number of teachers who are familiar with the Internet. In order to maximize the capabilities of Internet in classrooms, faculty need to know not only the technical workings of a computer and its applications, but they must also be able to stimulate, motivate, and create learning opportunities that will not only enhance student learning but will also provide the desire and impetus for students to complete the critical thinking process.

Richard Paul, Director of the Center for Critical Thinking and Moral Critique, points out that some teachers feel they have no time to teach critical thinking skills or dwell on higher order thinking activities. Other leaders say the students are willing to learn these new skills, but educators are the ones who impede critical thinking skills.

Enter the Bush Grant secured by Thompson and Thoms. Two workshops will be offered at St. Cloud State—one for faculty who wish to incorporate the use of the Internet and critical thinking skills in their university classes, and one for education students who will utilize this newly acquired information in their classes, either during student teaching or when employed. As technology moves rapidly into the classroom, the information highway infrastructure can be a valuable tool for opening channels of communication and research for students. The proposed project will enhance teaching so that students' higher order thinking skills can be better developed through the use of advanced technology, namely the Internet system. Each workshop will be broken down into three parts: the presentation; the role playing activities; and the discussion. During the two-hour workshop, teachers will learn the strategies and techniques needed to incorporate both the Internet and critical thinking in a class as well as develop and practice a role-playing activity, including hands-on experience. ❏

Internet Enhances Two-Way Interactive Television (ITV)

Karen Thoms

During a 10-part series of training modules funded through a Title III, U.S. Office of Education faculty development grant, SCSU faculty learned much more than just how to push buttons to make the ITV system work. They learned about instructional design, course development and design, materials and media development and design, and interaction capabilities of computers with ITV.

Dr. Marlene DeVoe, Assistant Professor of Psychology at St. Cloud State, was one of the presenters during the series. She addressed the use of e-mail/Internet as a communications tool between faculty and students as well as between students who were involved in an ITV course. Dr. DeVoe pointed out the following advantages:

✔Students have access to the instructor. The professor is accessible to students, especially students who feel "disenfranchised" or distant from class members at the hosting site.

They can ask questions; make appointments; send in exams, research findings, etc.; touch base as a supportive environment; and maintain the communications link in the event the ITV system has technical difficulties.

✔Professors have access to students. E-mail can be used to inform students of changes in schedules; provide fast feedback for grades on papers or exams; or give feedback on papers that may be rewritten and resubmitted with indicated corrections.

✔Students can communicate with each other outside of class. The informal e-mail encourages relationships; there is a dissemination of skills when students teach others how to use the e-mail; and students can check with each other on class activities, while enhancing cooperative learning.

✔E-mail is easier than writing a "real" letter.

✔Use of e-mail maintains an informal structure to the course.

✔The turnaround time is much faster than the U.S. Postal Service or even the telephone tag process which many people find annoying.

✔Cost of e-mail is less than letters.

✔Students and faculty learn new technology, use of e-mail being a skill that can be transferred between and among jobs.

✔E-mail skills enhance a person's resume.

✔E-mail and Internet provide access to news, government publications, and groups.

✔Job postings are found on the e-mail networks.

✔E-mail provides global access for diversity.

The use of e-mail/Internet in the classroom is being encouraged in many schools, especially in Minnesota. Combine that technology with ITV, and you have a winning combination of technology mediums which provide effective and efficient channels of communication. ❑

Internet *continued from page 3*

well as problems with obscenity and pornography. Electronic information providers do not intend to belittle these problems in their rush to "settle" and develop the Net.

As the Internet develops, as connectivity becomes simple, affordable and ubiquitous, as schools companies, organizations, and individuals learn how to exploit the network and expand its potential, the nature of electronic information resources will redefine the assumptions that librarians and educators have taken as eternal truths. How these changes affect libraries, and how librarians respond to them are the most critical issues facing libraries as they enter the 21st century. Already the discussion is moving from how librarians respond to the changes to how librarians can participated in shaping and directing those changes. ❑

IM GRADUATES: NEW POSITIONS

Pat Boerboom (Licensure): Sts. Peter, Paul and Michael in St. Cloud

Rebecca Hartness (Licensure): Alexandria School District

Jonathan Larsen (Track II; Summer, '94): Ogilvie schools K-12

Karen Smith (Licensure): Hanover Elementary School/Buffalo Schools

Julie B. Weaver (Track III; Fall '85) is a Training Coordinator for the Marketing Division of Blue Cross of Blue Shield of Minnesota. Julie began this job in March of '94 after being laid off as a Training Specialist at Northwestern National Life in June of '92. She is currently reviewing sales training programs for implementation in 1995. Julie remarks, "The transition from NWNL to BCBSM was not without pain, but this job was worth the wait!"

Robert D. Werner (Licensure): Lakeland Area Ed. Agency, Cylinder, Iowa

CURRENT GRADUATE STUDENTS: NEW POSITIONS

Rob Claxton (Track II): Cottage Grove.

Pam Dunphy (Licensure): Park Rapids.

Janet Hubbard (Track III) is an Instructional Systems Developer for a Title III Grant at Lewis Clark State College in Idaho. Janet resides at 2466 Easy Street, Clarkston, Washington, 99403.

Joe Kestel (Track III): Blue Cross/Blue Shield.

Bob Kochman (Track II): Sauk Rapids High School.

Sharon Lilke (Track II): Big Lake Middle School.

Nancy Maas (Licensure): Milaca Middle/Senior High School, 6-12.

Margaret Meyer (Track II): Becker Elementary School.

Susan Meyer (Track II): Becker High School.

Kristy Olson (Licensure): Rosemont Middle School.

Susan Richardson (Track II Licensure): Red Wing Elementary School.

Brenda Strack (Track II): Little Falls Schools.

Spring Schedule

Course	Course Title	Section	Instructor	Credits	Time	Location
104	Introduction to Learning Resources	1	Jurgens	4	11MW	CH-228
		2	Lacroix	4	6M	CH-228
204	Research Strategies	1	Hites	4	2MW	CH-228
		2	Rude	4	6T	CH-228
245	Microcomputers in Classrooms and Media Centers	1	Stachowski	4	6T	CH-126
412-512	Television in Media	1	Polesak	4-3	6R	SH-151
444	Internship in Media	1	Staff	1-4	Arr	Arr
445-545	Microcomputer Applications in Education & Training	1	Junaid	VR	6M	CH-126
468-568	Media Materials & Methods of Instruction	1	Inkster	4-3	9TR	CH-228
		2	Thompson	4-3	9MW	CH-228
		3	Junaid	4-3	11TR	CH-228
		4	Thoms	4-3	1TR	CH-228
		5	Hites	4-3	6R	CH-228
469	Training & Media Management	1	Thoms	4	9MW	CH-127
484-584	Seminar: Social & Ethical Implications of Information Technology	1	Hauptman/ Lockway	4-3	6W	CH-228
603	Information Media: Theory Research & Practice	1	Lacroix	3	6W	CH-127
609	Administration of Media	1	Keable	3	6T	CH-127
644	Technologies in Library/Media Centers	1	Rydberg	3	6W	CH-126
655	Technological Applications in Educational Administration	1	Thompson	2	6T	CH-125
	(Students must register concurrently with EDAD 655)					
658	Principles & Procedures of Instructional Development II	1	Leitzman	3	6T	CH-134
662	Recent Trends in Media	49	Josephson/Ewing	3	6R(ITV)	CH-62
675	Organizational Training & Media Management	1	Hill	3	6M	CH-127
679	Media Generalist Practicum	1	Keable	6	Arr	Arr
680	Internship in Media	1	Keable	3	Arr	Arr
681	Readings in Media	1	Staff	VR	Arr	Arr
682	Research in Media	1	Staff	VR	Arr	Arr

Off-Campus Courses

Course	Course Title	Instructor	Credits	Time	Location
436-536	Business Information Resources	Clarke	4-3	6M	MELSA
484-584	Seminar: Technology for Teachers	Borgen	4-3		Mpls.
662	Recent Trends in Media	Josephson/Ewing	3	6R(ITV)	TIES-Roseville
683	Seminar: Technology in the Classroom	Thompson	3	3:30M	Wayzata

*****Registration begins January 30th.*****
Spring schedules are now available!

For registration information contact:
Office of Records and Registration AS118
720 4th Avenue South
St. Cloud State University
St. Cloud, MN 56301-4498
(612) 255-2111

Fall Graduates

The following people graduated on November 23, 1994:

Sandra Jean Huberty (IM: Educational Media)

Barbara Lucille Moga (IM: Human Resources Development/Training and Development)

Teleconference

Soaring to Excellence : Teleconferences for Library Assistants

St. Cloud State University is a downlink site for "**Soaring to Excellence**," a national teleconference series focused on specific requirements of library assistants in all types of libraries as well as library students. Broadcast on five upcoming Tuesdays, ten topics will address issues that affect the library assistant in today's library. Originating in the College of DuPage (Ill.), this teleconference is endorsed by several organizations including the American College and Research Libraries and the Illinois Library Association. Each day includes a morning and afternoon satellite session with local programming. The schedule and topics to be addressed are as follows:

Teleconference 1: Tuesday, February 14
"**Professional**" is an Attitude. What is this attitude and how is it conveyed to others? How can it help you serve your library patrons? Issues affecting library assistants—self-esteem, team-building, accepting and giving criticism.
Libraries Then and Now: What Does the Future Hold? A brief history of libraries. Trends and issues for the future of libraries. Continued emphasis on individualized service and the unique needs of each person. What part do you as a library assistant play?

Teleconference 2: Tuesday, March 7
Technology and the Library Staff. How technology affects the inside operation of the library. Exploring the Internet and other trends that affect your work within the library.
Technology and the Library User. Issues that affect the library user; expectations and fears. Exploring CD-ROM, self-check out, Internet, and looking toward the future. How to help patrons accept and use new technologies.

Teleconference 3: Tuesday, April 4
Tools of Our Trade: Reference Sources for Real-Life Issues. Library workers need practical, useful lists and tools to assist in the areas of science, health and nutrition, and consumer information.
Individualized Library Service for a Diverse Population: Is it Possible? Defining diversity. How to survive in the face of different views. Dealing with diverse clientele including ethnic groups, different age groups, and people with special needs.

Teleconference 4: Tuesday, May 2
Communication in the Library: Up, Down and All Around. Learning effective communication techniques to use when dealing with patrons, colleagues and supervisors. Techniques for dealing with difficult people in the library.
Library Learning Over a Lifetime. What is the library assistant's role in programs such as literacy, pre-school story hours, job centers, retirement programs? From school readiness to retirement. Strategies for serving the patron who wants to learn.

Teleconference 5: Tuesday, June 6
Meet the Library Assistants! Library workers from academic, public, school and special libraries will discuss their duties, how they fit into their organization, and how they see their future.
Staff: The Key to Library Service. The variety of staff roles in the library. How do you fit in? Support organizations and programs to empower you to be the best library worker you can be. Coping with change. Pay equity and security. Just what do MLS's do? Showing your worth.

Classes will be held in Room 100, Centennial Hall, St. Cloud State University, from 9 a.m. until 3:30 p.m. Parking is available (25 cents per half hour or $5.00 per day) in Pay Lot C, located off of 5th Ave. South. Meters accept _only quarters_, so please bring enough change. Change machines are _not_ available.
For more information, please contact C MLE at (612) 255-2950.

Registration Form

Check sessions you wish to attend:

All Sessions _____	February 14 _____	March 7 _____
April 4 _____	May 2 _____	June 6 _____

_____ I plan to attend the session(s) marked above at no cost.

_____ I want CEU's for teacher certification [cost is $10.00]

_____ I plan on taking all 5 sessions for academic credit.
3 Undergraduate credits = $170.19   3 Graduate credits = $238.59
Plan on bringing a check payable to St. Cloud State University to the first session.
For questions about academic credit, please contact Phyllis Lacroix at (612) 255-2063 or Jerry Westby at (612) 255-4753.

Name _____ Organization _____

Address _____

Phone _____ Fax _____ E-mail _____

Send registration form to: CMLE/CH 61; St. Cloud State University; St. Cloud, MN 56301.

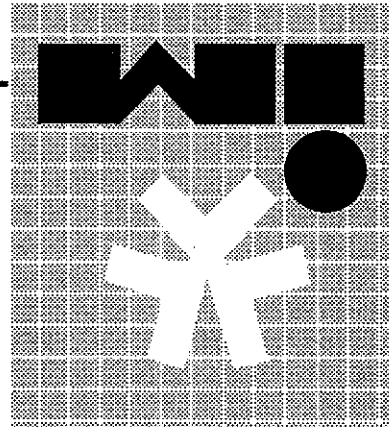## 16th Annual Children's Literature Workshop

We are pleased to announce the "line-up" for this summer's Children's Literature Workshop!

Jim Trelease
—*The New Read-Aloud Handbook*
—*Hey! Listen to this* (for K-4th grades)
—*Read all about it!* (for preteens and teens)

Judy Freeman
—*Books kids will sit still for: The complete read-aloud guide*
—*More books kids will sit still for* (July 1995)

Ruth Martinez
—*Storyteller*

June 19 - 20, 1995
Kelly Inn
St. Cloud

Save these dates and watch for a registration brochure. If you do not receive a brochure, please contact Educational Conferences, CCS; SCSU; 720 - 4th Ave. S.; St. Cloud, MN 56301-4998 or call (612) 255-3082.

The workshop is sponsored jointly by the Center for Information Media (Chris Inkster, Jerry Westby, and Sandra Williams) and Educational Conferences (Cheryl Gilchrist). It may be taken for one graduate or undergraduate credit as IM 435/535. Please contact one of the faculty listed from CIM if you have questions about the content of the workshop or the credit requirements. The workshop may also be taken for no credit. We welcome you either way and hope to see you in June!