

# 'etin

*The Newsletter of the National Association of Media and Technology Centers*

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### **Braselman Award**

Inside 'etin are the nomination form and guidelines for NAMTC's Braselman Award. Nominations are due to Mike Mellon by the end of September, 2001

## **Message from the President**

**By Jon Wibbels, Western Hills AEA 12, Sioux City, Iowa**

NAMTC has continued on a path of growth and improvement this past year. Membership has continued to grow, business partnerships are underway and the first standalone NAMTC Leadership Summit Conference 2001 was a great success. NAMTC continues to be fiscally sound and members are receiving support in a wide variety of ways.

The growth and improvement are the result of the substantial investment of members in the principle activities of the organization. The spirit of volunteerism is what makes our organization so strong. I am always impressed by the willingness of members to respond to requests for help or to volunteer for major tasks such as planning conferences, building a new web site, or developing a survey.

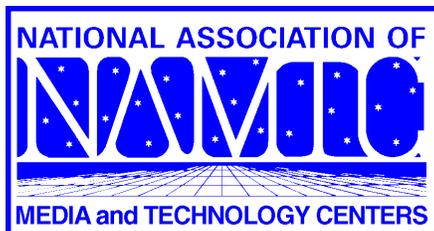
As you make plans for the upcoming year, I would encourage you to mark your calendar for a couple of outstanding events. First is the **23<sup>rd</sup> National Media Market** that will be held in Las Vegas, Nevada at the Alexis Park Resort from October 18-21, 2001. This is a great chance to meet our educational business partners and view their latest educational videos, DVD's, CD's and interactive technology.

The second date that you need to mark is the **4<sup>th</sup> Annual NAMTC Leadership Summit 2002 Conference** that will again be held in Atlanta, Georgia at the Emory University Conference Center starting on February 28<sup>th</sup> and running until March 2, 2002. This is a must for every Media and Technology Professional to attend. It is imperative that we continue the excitement generated at last years Summit and increase representation from our profession at this years Conference. As we look to the future, we need to take every opportunity to learn from each other, to understand leadership capabilities, to recognize the need to develop future leaders and to assist those who haven't had the experience of training in our positions.

As I look at the upcoming year it becomes clear to me that professional organizations, such as NAMTC, provide the framework and leadership needed to address changes that are happening at breakneck speed within the Media and Technology fields. As a group of professionals working together we can accomplish more than by working alone.

Hope to see you at one of the upcoming conferences.

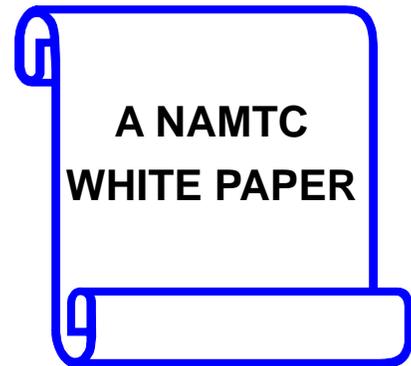
Jon



# The Electronic Book

By Melissa White, Ingham ISD . Mason, Michigan

At present, it is becoming more and more difficult for libraries to retain a technologically advanced status largely because the newest technology available is constantly being upgraded or replaced with a more impressive version. This quandary especially applies to the electronic book. Currently, few consumers own existing readers, yet, almost monthly, there are new and improved readers being produced. This contributes to the confusing dynamic of this new and ever-changing technology. The intent of this article is to summarize the most recent information available about e-books and electronic reading devices, how they work, and what the future holds for this new technology.



An Electronic book (e-book) is an electronic version of printed information converted into a full-text, searchable format. What makes the e-book unique is that you can view the table of contents, search for specific text, and print specific sections of the book (following copyright laws). In addition to subscribing to a service that provides e-books, customers using locked, handheld or desktop readers must have a fast online connection to activate and download a book quickly. Also, users may possess specific software to download and read the books. Many companies offer free software that can be downloaded from their web site.

Recently, there have been many articles written about electronic books, in addition to a plethora of advertisements for electronic readers (e-book handheld reading devices) which are used to download material such as books, music, and other media applications. The market is being flooded with an overwhelming supply of readers that are only compatible with specific software, making it necessary for consumers to research in advance and purchase the reader that best meets their needs.

Today, the locked reader is the most widely used. It has the capability to search, display and relate images that are downloaded in proprietary formats and locked to a single reader. Both the Rocket e-book and the SoftBook reader are examples of the “locked” version. Depending on the amount of memory installed, the Rocket e-book can hold 10-100 full-length e-books and the SoftBook reader can store 5,000-50,000 pages of text. Both readers are about the size of a normal hardbound book, and contain a black and white or grayscale backlit LCD touch screen and rechargeable batteries.

The advantages these readers have over traditional paper bound books are the search capabilities, annotations, and the ability to enlarge the print and electronically dog-ear or bookmark pages. In addition, e-books can contain more than one title; therefore, the voracious reader could check out several titles and walk out of the library with one hand-held device.

It is still quite expensive to purchase an e-book reader. They range in price from approximately \$100.00-\$700.00. The high-end models have more features and greater memory. The first models were black and white, however, by the time this article goes to press the color version from Gemstar should be available for purchase. SoftBook and the Rocket e-book have combined to form one company, which is now Gemstar. The REB1200 is the company’s newest model. It lists at \$699.00 and boasts brilliant high-resolution color.

## 'etin

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eBookman from Franklin appears to be an affordable alternative for the average consumer who does not mind reading a small screen. For only \$129.00, a user can download print and audio books, MP3 music; record and playback voice memos, and utilize a pop-up keyboard for taking notes. In addition, this model comes with an organizer that includes an address book, date book and a to-do book. Using Intellisync technology, the user can also synchronize with MS Outlook 2000. There are similar versions available that contain more memory and features, but they are more costly.

Sony, Palm, Franklin, Gemstar and Visor are all companies that presently support some type of e-book. These companies are all changing models so quickly that it is difficult to keep up with them. It is very important for new buyers to access and determine which features will best meet their needs before selecting a model.

netLibrary (a provider of e-books) has contracts with a number of libraries that provide academic and professional reference e-books, via the Internet and viewed on a computer screen. Michigan State University and the Library of Michigan presently have a contract with netLibrary, and through the Library of Michigan over 6,400 e-books may be accessed from netLibrary. Patrons can log on any Library of Michigan computer and click the netLibrary icon and check out an e-book for up to 6 hours. Libraries who purchase a contract may also purchase MARC records, which contain a URL that points to the electronic books the library has access to.

Most libraries purchase one electronic copy of each book, but often purchase additional licenses for popular titles. This speedy access could solve the problem of long waiting lists for best sellers. Also, when popularity declines for specific titles the licenses may be deleted.

The newest type of e-book access has an unlocked or "open" capability, which allows any text to reside on a variety of reading devices such as, the desktop, laptop, palmtop, CDs, and other handheld devices. This is a fee for service agreement with the publishers; therefore, these books must be coded or "encrypted" in order to be accessed. Currently, there are some problems with the licensing agreements, encryption software, and regulating and tracking circulation. Many believe when these issues have been resolved that it will have a great

impact on the locked version reader, however, for the time being these issues are a deterrent for many potential customers.

Due to the number of books that have been digitized from the public domain, desktop and laptop computers have been used as electronic readers for several years. Digitized books can be downloaded and printed easily by using any computer that can access text files from the World Wide Web. Electronic books can be found on several online bibliographic databases. Also, Books on CD are also considered electronic books. Many publishers have put titles on CDs and made them interactive, but this format has not been very popular outside of the children's market. Many handheld or Palm device manufacturers have negotiated with book and magazine publishers for the rights to allow users to purchase the newest bestsellers and up-to-date magazines. There is usually a discount associated with this service.

What does the future hold for electronic books? The media industry, along with educators, and current users of these devices agree that this technology promotes more efficient resource access for students, teachers, parents, and today's work force. From the patron borrowing the newest bestseller without enduring long waiting lists, to the student carrying hand-held devices that contain e-books, school calendars, homework assignments, favorite music, and possibly an e-mail connection, this technology will enhance the educational opportunities in our schools, in our homes, and in the workplace.

If this new electronic technology proves to be as beneficial as expected, schools may be compelled to take a closer look at current policy prohibiting student possession and use of electronic devices such as cell phones and CD players on school grounds. Though schools have a tremendous responsibility to enforce policies that promote school safety and enhance learning many feel that eventually e-books and electronic devices will be viewed as an acceptable educational tool. A greater emphasis must be placed on teaching the appropriate use of electronic devices, along with effective monitoring guidelines, to avoid abuse of these great resources!

**The Electronic Book *Continues on page 4***

## **The Electronic Book *Continued***

### **Additional E-Book Resources**

Crawford, Walt Nine Models, One Name: Untangling the E-book Muddle. American Libraries, September 2000.

eBook Information <http://www.eapl.org/ebooks/index.htm>

eBooks Are Here! <http://libofmich.lib.mi.us/welcome/libnews.html>

eBookman Books, Music & Personal Information in the Palm of Your Hand  
<http://www.franklin.com/ebookman/shortpage.asp>

Electronic Book Evaluation Project  
<http://rrlc.org/ebook/ebookhome.html>

Electronic Books (E-books) and Richmond Public Library <http://www.rpl.richmond.bc.ca/rplinfo/ebooks.htm>

Rocket Books Are Here!  
<http://www.plcmc.lib.nc.us/rocketebook/default.htm>

Triconference 2000: Can E-books Improve Libraries?  
<http://skyways.lib.ks.us/central/ebooks>

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## **Librarians Unite!**

**By Jennifer S. Maydole, North Central ESD, Wenatchee, Washington**

May 1, 2001, was National Library Legislative Day. More than 600 librarians from around the country gathered together to discuss important pending federal legislation impacting libraries. Congressman Edward Schrock of Virginia won the Friend of Library Award for 2001 for his outstanding support of libraries in his 2<sup>nd</sup> Congressional District.

An important activity was visiting with Congressional Delegations. Anne Haley, Director of the Yakima Valley Regional Library System and Chairman of the Washington Library Commission, Betsy Wilson,

Director, University Libraries, University of Washington and Jennifer Maydole, Instructional Multimedia Coordinator at North Central ESD and Legislative Chairman for WLMA (Washington Library Media Association), joined forces to represent every type of library in Washington State. For two days, they met with a Legislative Aide from each of the nine Congressmen and two Senators' offices. The Elementary Secondary Education Act reauthorization was among the topics of discussion. The ESEA is slated to have several important amendments offered to it including Senate Bill 327, Improving Literacy Through Libraries Act which would allocate funds for K-12 library training, instructional resources and after school literacy programs. A similar bill is in the House, House Bill 1570, which would designate funds for improving school library resources.

The reauthorization of Library Services and Technology Act (LSTA) Funds was also an important topic of discussion as it is due for reauthorization in 2002. The State Wide Database Licensing Project was funded through LSTA funds. Because of LSTA funds, every University, Public Library and K-12 School has enjoyed access to ProQuest and E-Library online databases for a fraction of the actual cost. All hailed the benefits of collaborations such as this between various kinds of libraries.

Congressional staffs were especially receptive to the message supporting libraries in Washington and throughout the country. A packet of information was given to each staff person that highlighted important statistics on how fully funded K-12 school libraries increase student achievement by 10%-20%, as well as comments from school librarians, a copy of the Statewide School Library Media Center Survey, ProQuest information etc. Congressman George Nethercutt, Jr., was available to greet Ms. Maydole in his office. Also, during the last visit of the day,

Congresswoman Jennifer Dunn spent some time talking with Ms. Haley and Ms. Maydole about pressing issues in Washington State and gave them an opportunity to have a photo taken with her. Follow-up information will be passed on to each Senator and Congressman regarding the statewide School Library Media Center Survey later this summer.

***Jennifer Maydole is Instructional Multimedia Coordinator, North Central ESD and may be contacted at [JENNIFERM@ncsd.org](mailto:JENNIFERM@ncsd.org)***

# Smart Learning in Virginia

**Written by Brian Callahan, Vice President, Computing and On-line Services, WHRO Public Broadcasting Station, and submitted by Lee Ritt, Virginia Beach City Public Schools**

So you've got 1,200 students and three of them want to take Discreet Mathematics next semester and your school system doesn't offer it. No problem. Use Smart Learning.

And what about that one student who wants to take an introductory Oceanography course even though your school is located a hundred miles from the nearest body of water and the nearest qualified teacher. Stop worrying. It's a piece of cake with Smart Learning.

Then there's that free professional development class the State Department of Education is offering tomorrow. Six of your teachers want to take it but they'll have to leave at Noon to make the two-hour drive and getting substitutes on such short notice is impossible. It's no big deal and you guessed it. It's Smart Learning to the rescue once again.

So just what is Smart Learning you ask? Is it expensive? Is it legal? Does it require some new fangled complicated technology that's only available in one room at the high school?

Smart Learning is, in its simplest terms, a way for teachers to participate in live, two-way video "events" (e.g. training, executive briefings and even direct instruction) using low-cost video equipment (known as terminals) that plug directly into existing data network connections.

It's not expensive. Highly functional terminals can be purchased for between \$2,500 and \$7,500!

It's legal. And the technology that makes Smart Learning possible is portable, easy-to-use and can be ready to go at a moment's notice.

What's more, the system employs an industry-wide standard known as H.323 that works with equipment ranging in price from a few hundred dollars to several thousand dollars. It's fully interactive and sites can receive or originate courses using the same equipment. Smart Learning started in January 2000 when a group of school Superintendents got together for their annual meeting in Norfolk, Virginia at WHRO, the public telecommunications organization serving southeastern Virginia and northeastern North Carolina. It just so happens that these Superintendents are the owners of WHRO and each year they get together to discuss technology-based solutions to pressing educational problems. This year the discussion focused on four main areas: sharing curriculum across school divisions, delivering hands-on training to teachers across the region to prepare them to pass the Virginia Technology Standards for Instructional Personnel (TSIP), delivering

standards-based instruction to classrooms for use by substitute teachers, and participating in the growing number of regional executive briefings.

To address these needs, WHRO and the schools devised an integrated voice, video and data service based on the H.323 standard. In order to implement the proposed solution, a number of items had to be in place. First, participating schools needed a robust local area network connecting a significant number of classrooms within each building. Next, each school division needed a wide area network connecting all of their buildings together. Then the wide area networks had to be connected to other school divisions and this connection had to have sufficient, controllable bandwidth to accommodate the additional data generated by the H.323 applications. Finally the schools had to have H.323 compliant terminals and a way of managing the two-way video "classes" across multiple locations.

Fortunately over the last several years, schools across Hampton Roads have used federal, state and local funds to build state-of-the-art, local and wide area networks connecting classrooms and buildings within individual school divisions with one another. At the same time, the schools have connected their wide area networks to other schools in the region, and indeed the world through the "public" Internet. This is pretty much the same approach schools everywhere in the country have taken to bring new resources into K-12 classes using data networks.

**Smart Learning *Continues on page 6***

## Smart Learning *Continued*

What makes Smart Learning a bit different is the fact that a significant number of the schools and other public institutions—over 250 buildings in all—such as public libraries, community learning centers, boys and girls clubs, museums, and other cultural institutions get their Internet service through WHRO. Consequently, an extensive Educational Regional Area Network (eRAN) with WHRO as the “hub” has emerged (Figure 1.)

that the schools have over the amount of bandwidth available for H.323 applications, the more consistent the video quality.

The eRAN lets the schools in Hampton Roads control available bandwidth by removing the need for H.323 data to traverse the public Internet to get from a school in one Hampton Roads municipality to another school in another Hampton Roads municipality (Figure 2.) In other words, traffic that originates in Williamsburg that is bound for Chesapeake does not have to go all the

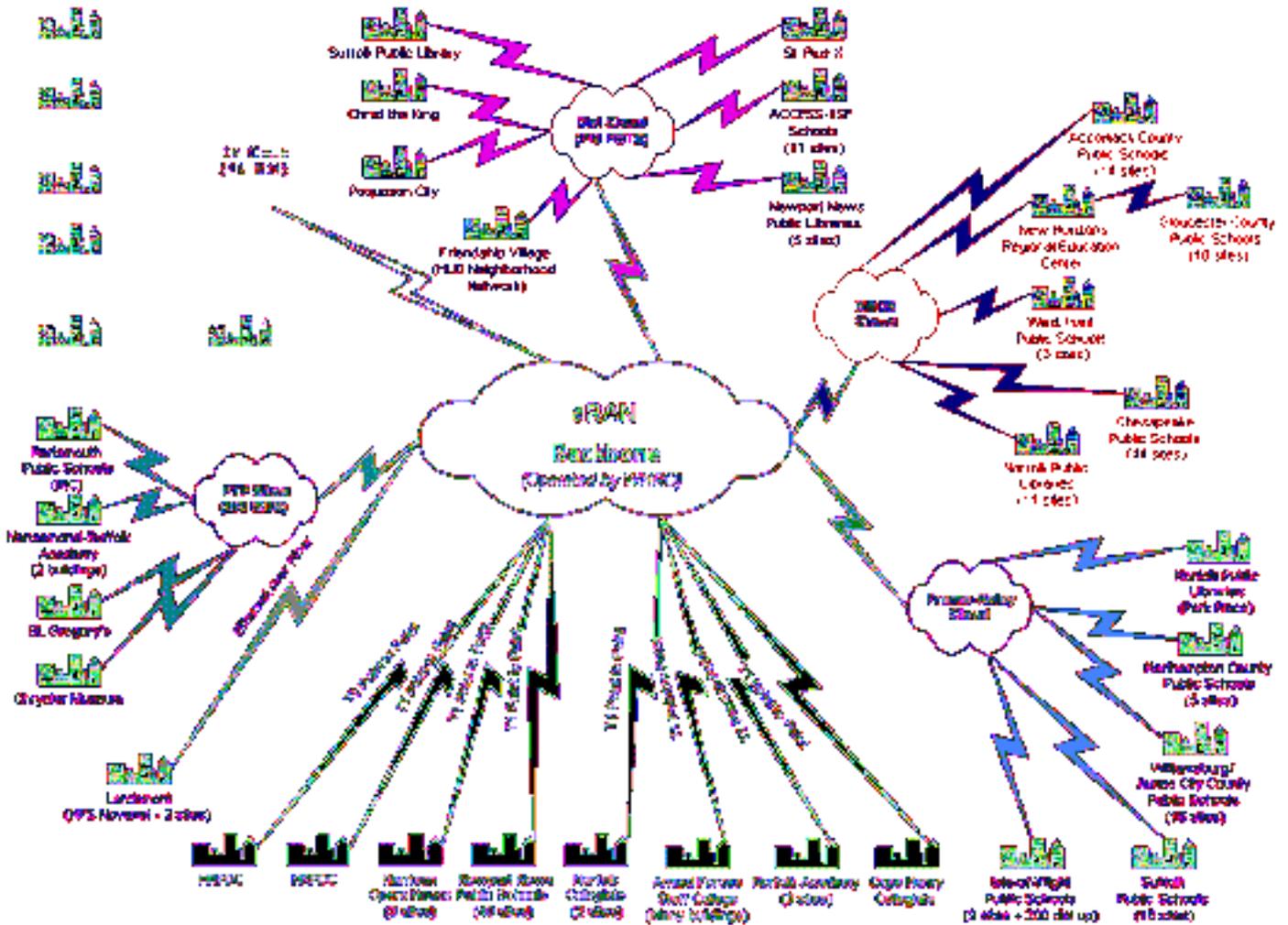


Figure 1

The importance of the eRAN cannot be overemphasized in connection with the successful implementation of Smart Learning. The reason is simple: controllable bandwidth. Although the H.323 standard specifies the method for transporting audio, video and data across IP-based networks, the quality of the transmission is greatly affected by a number of variables including available bandwidth. Consequently, the more control

way up to Washington D.C.-or wherever the upstream provider’s network access point happens to be- from Williamsburg in order to come back down to Chesapeake. The traffic simply stays within the Hampton Roads eRAN. This removes the unpredictability of the public Internet, places more control in the hands of Hampton Roads educators and ultimately improves the quality of service.

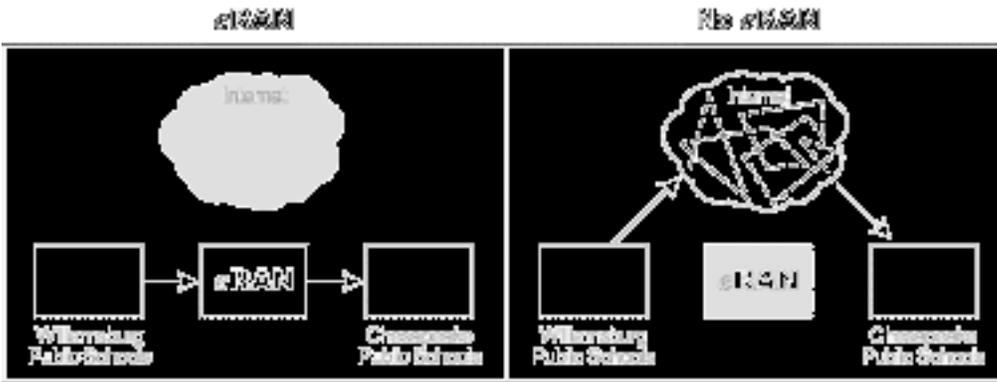


Figure 2.

It's important to note however that local schools do not have to be connected to the Hampton Roads eRAN in order to participate in Smart Learning. Any school or division that has a robust IP-based wide area network that's connected to the Internet anywhere in the world can use these services. The real issue in these situations will be the quality of service as the data traverses the public Internet to get to the Hampton Roads eRAN

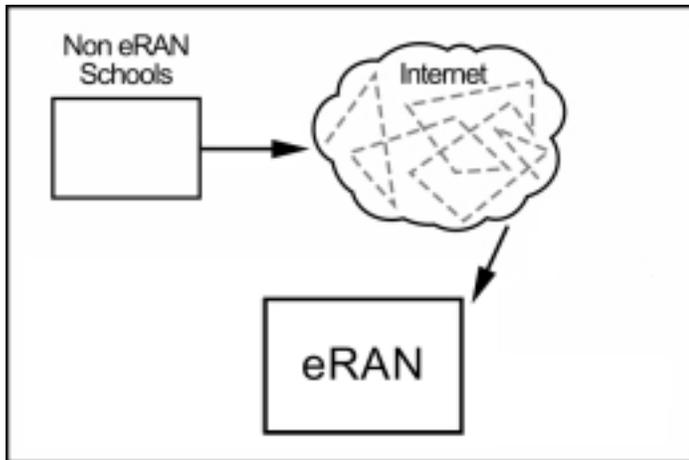


Figure 3.

(Figure 3.)

Of all of the necessary ingredients only the H.323 compliant terminals and a way of managing the two-way video “classes” across multiple locations were missing to fully implement Smart Learning.

The schools, in association with WHRO presented a proposal to Smart Region Hampton Roads (SRHR) to fund the purchase of these components. SRHR is, “dedicated to improving the quality of life and economic competitiveness of Hampton Roads by applying information technology in new and innovative ways to

how we live, work, learn, and even play” and therefore seemed like a likely funding source.

This was indeed the case and with funding support from SRHR and Virginia’s Center for Innovative Technology (CIT), two Cisco 3510 Multi-Point Control Units were purchased and installed at WHRO to manage the two-way

interactions across multiple sites. In addition four H.323 units were also purchased including a Polycom ViewStation 128, a PolyCom ViewStation SP, a Ploycom ViaVideo and an Intel TeamStation that could be moved around the region to demonstrate the service.

A press conference was held at WHRO on October 26, 2000 to announce Smart Learning and on November 17 the first teacher training classes were held. To-date seven teacher training classes, a dozen executive briefings, and several ad-hoc demonstrations involving as many as four geographically dispersed sites have been held.

Over 100 teachers and administrators have participated in these offerings and so far the feedback has been positive. One teacher remarked that the training site was, “Very conveniently located to my residence in this case.” Another participant noted, “First time ever! Like it.” And yet another attendee commented, “It was SO convenient and what I’ve learned can help me with the students.”

The majority of the suggestions for improvements can be grouped into a few distinct categories. First, there’s definitely a need for a teacher assistant at each remote site. Participants found it cumbersome to ask for assistance when they got lost. The audio also needs to be of a consistently high quality. A single omnidirectional microphone at the origination site is not adequate when the teacher moves around. Finally, computers at the remote and origination sites need to have the exact same version of the software that’s being taught.

**Smart Learning Concludes on page 8**

## Smart Learning *Concluded*

As all of this teacher training was happening, WHRO was meeting with the Assistant Superintendents of Instruction in the region to address issues associated with offering direct student instruction across school divisions. Plans are currently in the works to offer a small number of direct instruction courses beginning in Fall 2001. A website where teachers can post, request and discuss Smart Learning classes has also been developed to facilitate the growth and expansion of the service.

In addition, more than a dozen H.323 terminals and two multi-point control units have been purchased by Hampton Roads schools since the beginning of Smart Learning. Cox Communications, the local cable provider, has also donated a dedicated, T-1 circuit from the Virginia Beach City Public Schools to WHRO for the coming year so that distance learning courses already being offered within Virginia Beach using a

“proprietary” system can be converted to the H.323 standard and shared across the region via Smart Learning.

We’ve only just scratched the surface. We see this project as the beginning of a whole host of new technology-based educational opportunities for public and private K-12 schools in Hampton Roads and beyond. As bandwidth to the schools increases and as additional standards-based equipment becomes readily available we envision a world where resources from virtually anywhere can be brought into virtually any classroom. The implications are truly mind-boggling.

For more information on this evolving project please visit [www.smartregion.org](http://www.smartregion.org)

*Lee Ritt is Coordinator of Media Services for the Virginia Beach City Public Schools, VA, and may be reached at [LRITT@VBCPS.K12.VA.US](mailto:LRITT@VBCPS.K12.VA.US)*

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## Classroom Video on Demand

**By James Smith, ESC–Region 17, Lubbock, Texas**  
Director of Media and Technology  
Education Service Center – Region 17  
Lubbock, Texas

The twenty regional education service centers in Texas were authorized by the Texas Legislature and began operations September 1, 1967. At that time, the twenty ESCs in Texas were in fact, regional 16mm film libraries. It was not until 1972 that additional funding and functions were added to the ESCs. Today after almost 34 years in operation, Media and Technology is only one of many services provided by the Texas RESCs.

Sixteen millimeter films are basically gone, being replaced first by VHS video tape and other media such as laserdiscs, CDROM, DVD, etc. Now there is the emerging digital media.

The problem is, how do we deliver this new media to the schools in our various regions.

The concept of having video-on-demand is very attractive because today’s teachers don’t have the time to even sit down and order media resources over the web if, in fact, they must wait several days for it to arrive. We all have massive video libraries but if one would go back and look at it as I often do, I am appalled by the small numbers of tapes actually checked out.

The solution seems to be at first light simple. Just stream the video from a server either at our location or somewhere on the Internet. With Windows Media Player, a compressed video file and a fast Internet or WAN connection, teachers may just point and click and play the video.

However, there still remains issues to be resolved. First, most districts are “connected” to the regional education service centers by T-1 lines and often districts are using half of that for their video networks. The demands on this “pipeline” are already high and getting higher as web sites continue to add rich graphics and steaming video of their own.

**jsmith@esc17.net**

The second issue is the screen size and quality of video. Teachers or students will not tolerate video that freezes or that can only play in a small box on the screen. Tests of video streaming over the Internet at the Education Service Center – Region 17 have been somewhat less than spectacular.

So what is the solution? How do we deliver digital video-on-demand that is full-screen with VHS quality?

My solution to that problem at Education Service Center – Region 17 is to deliver MPEG files as well as a VBK file for VideoBase Player from Sonoptic, Inc. via CD-ROMs that are “burned” by an eight-drive CD-ROM replicator. We use the HP MediaForm CD burner with great success. It takes less than 3 minutes to burn 8 CDs.

We then, package the CDs, and send them to our schools. They have the option, then, to play directly from CD, copy the CD onto their classroom computer hard drive, or they can copy the files onto the campus fileserver.

Granted, there remains an ordering process to this implementation of digital video, however, once the CD has been placed at the campus, teachers don’t have to order it a second time. At least we have bypassed the issue of bandwidth for our schools. This solution has zero impact on the wide area network, with only a small impact on the local area network.

What is the next step in the implementation of digital video to the schools in Region 17? My next step is to distribute the titles already loaded on a hard drive and then send the hard drives to the schools to be installed in their campus/district file servers.

This idea has come from a small production company in Australia. I had an opportunity to see the technology at the NAMTC Leadership Summit in Atlanta, Georgia last March and in fact brought back to Texas a 40 gigabyte hard drive to evaluate. Classroom Video On Demand has developed software that permit teachers to search by subject or keyword.

Each title on the hard drive is also divided into chapters with teacher notes, quizzes, websites and lessons added in the form of PDF files.

The actual videos are in MPEG format which delivers to the desktop, a full screen, VHS quality image. Depending on the speed of the local area network and the number of hard drives installed, there can be from 15 to 120 and more simultaneous users.

Currently Classroom Video on Demand has 275 titles, which can be purchased or leased, by schools. A librarian interface is also available with the software, which will permit schools and/or regional education service agencies to add videos from other vendors.

The same technology can move to a video streaming solution on a wide area network whenever bandwidth is no longer an issue, but until then, this solution will at least provide students and teachers a video-on-demand resource in the classroom without adversely affecting the quality of network services.

Contact James Smith at [jsmith@esc17.net](mailto:jsmith@esc17.net) or (806) 792-5468, extension 862 for additional information.

# Product Reviews

## from the 2000 Market

*Jennifer Maydole, from North Central Educational Service District in Wenatchee, Washington submits the following reviews:*

### **PBS: *The American Presidents DVD (2000)***

Finally, U.S. History; Government; Politics and our first 42 Presidents make it to the DVD screen! As a fan of our political system, I found this series to be engaging. "The American President" is a ten part series on DVD presenting the history and impact of the American Presidency. It explores the history of the presidency through the life stories of America's forty-one Chief Executives.

I gained new insights and information on many presidents I thought I knew a lot about. Particularly surprising was George Washington, Jimmy Carter and Ronald Reagan. This collection of American history viewed like "The best of Show" starring our presidents.

The format provided features on each president, four or five per disc. It was easy to interact between chapters and to move throughout the collection. When viewing on my PC, I prefer to use my own DVD player interface rather than the "PC Friendly" brand available on the discs. However, the on-line web resources are worth perusing at [www.americanpresident.org](http://www.americanpresident.org). The web site and this DVD series are a wonderful classroom resource for any U.S. History or American Presidents assignment.

### **PHOENIX BFA: *The Metamorphosis of a Monarch Butterfly DVD (2001)***

This mix of old and new is a successful attempt to use Academy Award winning video from years past with technology from today. After a couple of adjustments for low audio output students are ready to watch, learn and interact with this DVD. After viewing the video several selections can be made at the main menu for detailed information, photos and activities that continue the learning experience from the beginning with its birth,

through its delicate metamorphosis from caterpillar to butterfly. You can never have too many new titles on butterflies can you? I can't keep this one on my shelf.

### **AIMS MEDIA: *The World's Biomes: Desert to Rainforest DVD (2000)***

With the high quality of audio, video and content made for our K-12 audience, the entire series by AIMS is a winner. "World Biomes" demonstrates the best of all worlds, those "video field trips" to the Pacific Ocean's coastal waters, the Rain Forest to the Sahara Desert. Each biome is represented with audio narration as well as awesome DVD quality video.

Like all of AIMS DVD collections the title has a fixed format and can be viewed completely or in part. The theme, overview and objectives preface the watch video, vocabulary, comprehension, quiz and test at the main menu. This DVD does a masterful job of showing how various physical factors determine the climate of a biome and in turn, the density of life within a given biome. Also, allowing you to choose short video vinettes that keep you engaged in the learning process, highlights the adaptations that different organisms make to their environment. A great addition to any collection!



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CONFERENCE

## Reports from TEXAS

### Education Service Center Region 12

Submitted by Judy Driskell

Educational Media Specialist

In an effort to ease the tremendous burden on librarians, ESC Region 12 has implemented a feature to provide MARC records with each video site placement order. Through an innovative program designed by Dr. Philip Sticha of VIS Consultants' Media Manager, the entry of cataloging records is done in MARC format. Beginning with MitiNet MARC and progressing to the new web version of MARC Magician by Information Transform, Sticha has designed an interface for his VIS system. The catalog record is first imported into the database of MARC Cataloger's Workstation. This insures the Currency of the authority control. Then it is whisked into the Web catalog.

Librarians can download their own records from the website if they so choose. All orders of ten or more videos are accompanied by a MARC record disk provided by the ESC at no additional charge. The media clerk exports the records by date range through a simple process. Librarians simply add their barcode number after importing the batch file into their automation system.

**jsmith@esc17.net** Providing MARC records for the duplication saves a lot of time for the librarians and also lets the annotation be searchable for the teachers and students from the local automation system. For more information, contact Judy Driskell at [jdriskell@esc12.net](mailto:jdriskell@esc12.net).

For clarification call 254-666-0707, ext. 242.  
Judy Driskell

## Facts on File: New for Media Schools This Year

Education Service Center, Region VI, Media Services made available to all participating secondary campuses this year a full slate of 22 different online databases from Facts on File. The combined value of these resources is \$4700.00. Local campus librarians were given information, directions and passwords for logging on to these wonderful resources.

Here is a partial list of the online databases available to our secondary schools from Facts on File all via the Internet:

- Career Guidance
- American Historical Images
- American Women's History
- The American Indian
- Science Online
- Geography Online
- Timelines on File
- World History On File
- Comparative Religions on File
- Genetics and Cell Biology on File
- Science Experiments and Projects
- Sports Rules on File
- And more.

Media looks forward to offering additional services like this in the future. As our media participation continues to decrease in the traditional manner, media continues to explore all possibilities but especially online resources. Two years ago we began offering NovaNET, online curriculum course work for our schools at a reduced fee. We are negotiating with a vendor for delivering streaming video next year. Our Media Department anticipates many changes in the next couple of years. We think media won't even be the same as it was ten years ago. We have always laughed about media being just like Star Trek and reality is closer than we think. We may actually deliver video on demand, via the Internet, directly to the desktop computer next year!

For information, you can contact: Sandra McLeroy, Education Service Center, Region VI, Educational Resource Specialist, 936-435-2184 or [smcleroy@esc6.net](mailto:smcleroy@esc6.net).

## Guidelines for the Braselman Award

The Braselman Award is given to an individual in recognition of their leadership in the National Association of Media and Technology Centers (NAMTC), and their individual leadership in the field of educational media and technology. The award also recognizes outstanding contributions to the improvement of education through the services of a regional media center.

### Selection Criteria and Ranking Percentages:

A candidate for the Braselman Award has:

- 60% contributed service to NAMTC (officer, Board member, committee chair, etc.) and to the improvement of regional media centers through NAMTC membership either as a regional educational media center staff member and/or as a commercial representative for at least 10 years.
- 25% made outstanding contributions to the media and technology field.
- 15% served as a mentor to new media center directors entering the field.

### Nominations:

Call for nominations will be distributed to the general membership on or about August 1st by the Association Past-President. Nominations to be considered must be submitted on an official nomination form with supporting narrative and be received by the Association Past-President no later than September 30th.

### Review Committee:

The President shall appoint an Awards Committee. The Association Past-President shall chair the Awards Committee. The Awards Committee shall be composed of the Association Past-President and four NAMTC Past-Presidents whose responsibilities are to review, evaluate, and recommend a recipient of the Braselman Award to the full Board. Each member of the Awards Committee will review the nomination forms, supporting data, and narratives on all nominees, and cast their individual vote on an official ballot. The Chair of the Awards Committee will tally the votes. The award recipient will be determined by majority vote. All

nominations and ballots will be sealed in an envelope and maintained by the Past-President for one year. This envelope may be opened at the request of a majority of the full board

### Award Procedures:

- The Awards Committee will review nominations and through the Association Past-President make a recommendation to the President prior to the October Board Meeting.
- Full NAMTC Board approves the committee's recommendation at the October Board Meeting.
- The Past-President, in cooperation with the NAMTC President, prepares the text for the award ceremony.
- Individual is notified by the current NAMTC President.
- Award is presented by NAMTC Past-President at the NAMTC Business/Membership Meeting held during the NAMTC Conference.
- General membership is notified in March-April newsletter.
- Person or persons submitting the recipient's name drafts an 'etin article to be published in the issue following the NAMTC Conference.

### Type of Award:

A permanent plaque listing the names of all the past recipients will be available for display at conventions, board meetings, etc. The Chair of the Awards Committee will be responsible for maintaining the display. The plaque will be 12" x 16" oak with laser etching and room for brass name plates listing award winners.

A special plaque will be presented to the recipient at the Association Business/Membership Meeting held during the NAMTC Conference.

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**Note: This is a very special award and does not have to be given annually.**

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## Nomination Form for the Braselman Award

Name of Nominee \_\_\_\_\_

Organization of Nominee \_\_\_\_\_

Nominated by \_\_\_\_\_

In each of the following areas, an objective listing of the nominee's contribution at the state, and national level should be included (see attached sample).

Educational background

Offices held in NARMC/NAMTC

Other Professional Associations

Committee Service

Presentations Given

Publications

Awards

Additional Evidence of Leadership

In addition, please include a concise narrative justification to support this nomination (see enclosed sample).

Please return this nomination form and all supporting documents to the Past-President at the address listed below, to be received no later than **September 28, 2001**.

**Mike Mellon  
Past President NAMTC  
Monterey County Office of Education  
P. O. Box 80851  
Salinas, CA 93912-0851**