

**SCHOOL LIBRARY AND INFORMATION TECHNOLOGIES**  
**ONLINE NEWSLETTER**

**Issue No. 35**

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**Dr. Pappas Resigns**

Dr. Marjorie Pappas has resigned as the Director of the School Library and Information Technologies Program as of July 31, 2005. Dr. Doris Dorwart has been appointed the Interim Program Director. However, it is anticipated that by the spring 2006 semester, we will have a new full-time Director for the program in place. Meanwhile, we will move ahead and make the transition as seamless as possible for students and faculty. All questions should now be presented to Dr. Dorwart at [ddorwart@mansfield.edu](mailto:ddorwart@mansfield.edu).

**Fiction/Nonfiction Pairs: Great Possibilities for Interdisciplinary Projects**

By Jane P. Fenn, Instructor for LSC  
5505, Core Resources for the School  
Library

The wealth of exciting and interesting nonfiction writing for young people lately has provided some curriculum connections that should not be missed. Pairing nonfiction with fiction titles on the same topic, event or theme can add even more.

Any English or social studies class in middle or high school could profit from considering these questions: how does nonfiction material – facts and information – influence fiction? And how does fiction illuminate one's understanding of the effect of that nonfiction information on people? A focus on the contributions of each to a

full understanding of a topic well as differences in the writing style and tone of each can result.

Here are some interesting pairs that offer applications.

**Holocaust:** *I Am David* (Anne Holm) and *Milkweed* (Jerry Spinelli) are both pieces of fiction that focus on the wartime experiences of young people. Pair either of these with *We Are Witnesses: Five Diaries of Teenagers who Died in the Holocaust* (Jacob Boas) to discuss fiction vs. personal diary as ways to tell a story. Another non-fiction book that would be effective with these fiction titles is *Hiding to Survive* (Rosenberg), stories of young people who survived the Holocaust in various ways.

**Civil War:** *Across Five Aprils* (Irene Hunt) is by now practically a classic look at the Civil War through a young person's eyes. Enjoyed by upper elementary through middle school, this fiction title can be paired with *The Boy's War: Confederate and Union Soldiers Talk About the Civil War* (Jim Murphy) for a great look at primary sources of many types used to examine the experiences of young people during the Civil War. Finding passages from the fiction that might have been inspired by primary sources in Murphy's book could make a great classroom or library activity. *Rifles for Watie* (Keith) is a Newbery title also dealing with aspects of the Civil War – in this case, Native American connections to the war in the western parts of the US at the time.

A different Civil War experience can be found in *Girl in Blue* (Ann Rinaldi) who relates a story of a girl disguised so she can fight and who later works as a spy for the Pinkerton agency. *They Fought Like Demons: Women Soldiers of the Civil War* (DeAnn Blanton and Lauren Cook) contributes excellent factual material about battle experiences of women, reasons for their particular choice of war efforts, and so forth.

**Early America:** Two great YA authors have addressed the topic of the Yellow Fever epidemic of 1793, and both books are just outstanding. *Fever, 1793* (Anderson) focuses on a teen girl coping with death and chaos in Philadelphia during this epidemic. Pair that with *An American Plague* (Murphy) for a winning combination of fiction and non-fiction addressing exactly the same topic.

**Early 20<sup>th</sup> Century:** A very popular adult title might work very well with teenagers; *Triangle, the Fire that Changed America* (von Drehle) examines the enormous implications for the US that we know today which grew out of a catastrophic factory fire. A shorter and more straightforward factual title on the topic is *Triangle Shirtwaist Fire of 1911* (DeAngelis), and it is a good pick for basic factual information on this topic that might be useful to US History students. Pair that with *Ashes of Roses* (Auch) to give students a great look at how this event was felt and experienced by the women who lived through and died at this event.

**Racism:** Two versions of a key case from the mid-'50's make an excellent study of the era of the Klan, segregation, and racially-motivated crime. *Getting*

*Away with Murder: The True Story of the Emmett Till Case* (Crowe) is a well-illustrated and interesting account. A fictional counterpart is *Mississippi Trial, 1955*, and this partner to the nonfiction title happens to be written by the same author, Chris Crowe, adding a new dimension to this effort to study fiction/nonfiction pairs as they treat a single subject.

**Vietnam War:** The popularity of *Fallen Angels* (Myers), especially with high school boys, continues. For a comparable nonfiction look at the war, try *Dear America: Letters Home from Vietnam* (Edelman) for first person accounts of the experiences of young people just like Myers' characters. This was not published for teens but should be very accessible to them, especially if excerpts are selected which focus on incidents, feelings, topics also addressed by the fictional characters. A movie of the same name is frequently found in high school video/DVD collections and would also make an excellent addition to any study of the Vietnam era.

**Crime/Prison Life:** *Monster* (also by Myers) is another of those great titles that really speaks to teenage boys, and it has even found its way into English department curricula as a title for class use. The biography of popular children's author Jack Gantos called *Hole in My Life* focuses on the author's own brush with crime as an 18 year old, which included a stint in federal prison of several years' duration. Frank and moving without being too explicit, this nonfiction account of prison life would add to Myers' story and facilitate discussion of the self image questions crucial to both young men as they deal with the consequences of their actions.

I am certain each of you can find many other pairs of titles that offer great curriculum connections. The pairs you come up with could be used in many kinds of collaborations between a classroom and the library, or in interdisciplinary settings involving two different courses and the library. Consider the use of teacher or librarian selections of excerpts, reading aloud to a class, class reading of entire books, fiction and nonfiction stations for a project, groups selecting and reading aloud excerpts to the class – great possibilities come to mind and I know you could be the prime movers for some outstanding collaborative efforts in your schools.



**LAPIS Graduate Scholarships**  
*“Librarians and Principals in Sync”*

The School Library & Information Technologies Graduate Department of Mansfield University has been awarded a prestigious Institute of Museum and Library Services (IMLS) grant for \$981,814. This is the third IMLS grant for scholarship support that Mansfield has received since 2002 (see <http://www.ims.gov/whatsnew/current/062805a.htm> for the announcement).

The funds will provide approximately 45 scholarships of **50, 75, or 90 percent tuition reductions** for teachers to become certified school library media specialists and to offer an online, summer library advocacy program for school principals. The scholarships are designed to address the critical shortages of school library professionals by

providing financial support for individuals of diverse racial or cultural backgrounds and those whose proximity to library science universities limits their educational opportunities. Additional consideration will be given to candidates applying from the grant’s partners—Colorado and Pennsylvania, particularly the Harrisburg (PA) School District.

**Criteria for LAPIS Scholarships**

Candidates will be judged on the degree to which they meet the following four criteria. Not all criteria must be met.

1. Race/Ethnicity
2. Living or working in under-served Geographic Communities (defined as poor, small, rural, or an inner-city environment)
3. Non-commutable distance to a Library Science Program
4. Ability to recruit a school principal to participate in a summer online school library advocacy program
5. Financial Need

**Scholarships Will Be Implemented  
from January 2006 through Fall 2008**

The LAPIS Scholarship program will begin accepting applications immediately and will enroll scholarship students as early as January 2006. Scholarship applicants will be accepted on a continual basis until all monies are expended. The School Library Advocacy for Administrators course will be offered July 2006 and repeated July 2007 and 2008. Principals may choose which summer to enroll.

For more information about the LAPIS Scholarship Application process, please visit the LAPIS Website at <http://libweb.mansfield.edu/lapis/> (or follow the link to scholarship information on the Portal).

Address questions to: Ms. Debra E. Kachel, LAPIS Scholarship Director  
[dkachel@mansfield.edu](mailto:dkachel@mansfield.edu)  
717-393-6205

### **Residency Summer 2005**

I had the pleasure of spending some time with the students who were completing their residency this summer at Dixon University. And, what a fine looking bunch they are!



The spring 5560 class members include Pamela Ballge-Kimber; Marcia Bartlett, Bruce Benedict; Shelley Bertsch; Melissa Cornelius; Amanda Deck; Mary Ditty; Carol Good; Karen Hartranft; Amelia Homer; Walter Kozlowski; Dawn Kraft; Christine Massey; Linda Mole; Karen Moore; James Nichols; Donna Rossi; Julia Scott; Karen Shibla; Debra Smith; Kandy Szymusiak; Caronne Taylor-Bloom; Amanda Watkins; Liane Watson; Diane Wollaston; and Jessica Yost.

Members of this class also participated in the Focus Session which was held at the Hilton Harrisburg. After a small reception, the students were divided into two groups 1) those who are currently classroom teachers and 2) those who are already working in school libraries.

Dr. Larry Nesbit and Larry Schankman served as the facilitators and posed questions to the students about their experience with the online program. It provided an opportunity for students to express what they liked about the program, as well as ideas and suggestions to be considered for changing, dropping, or adding new competencies or experiences.



The suggestions and comments made by the students will be reviewed by the staff and faculty. We want to thank all those who participated in this very important activity.

### **Graduate News**

I just heard from Jason Kramer, a 2003 graduate of our online program. He was recently hired as the school library media specialist at Yough Senior High School. I know that Jason will be a terrific asset for his school and the faculty and students will greatly benefit by his service. Way to go Jason!