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# U E L M A

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Vol. 25 No. 4

May 2005

## *President's Message* - - Nan Allsen

This article will not be a Master's thesis, nor will it be anything close to a dissertation. It will however be a small attempt to pay tribute to our past leaders and in some way introduce myself to you.

Wilma Mankiller, former Principal Chief of the Cherokee Nation, once said that recognizing the good, not just in one's own personal circumstances, but in the world, makes anything possible. When asked what she considered important characteristics of leadership, she replied that being of good, positive mind is at the top of the list. If a leader can focus on the meritorious characteristics of other people and try to play to their strengths, as well as find value in even the most difficult situation, then the leader can inspire hope and faith in others and motivate them to move forward.

In my limited experience with the UELMA leadership I must assure you that we as members have been considered in every circumstance. The good and positive are part of each meeting, each developed relationship, and every responsibility. The board is diverse and many strengths and ideas are brought to the table. I want to offer my thanks for every minute that our past leaders have spent organizing, advocating and communicating with library staff members throughout the state in behalf of library services in schools. The future holds value even in the face of current difficult educational situations. If success is based on looking for the good in difficult situations, then as a profession, library media educators are masters. We are inherently equipped to find value in difficult situations. This seems to be a fundamental characteristic of libraries in general.

As I sat at the table during my first meeting as president, I was overwhelmed with the idea that it was now my responsibility. I have relied on the experience and talents of the leaders before me and I wondered if I was qualified to lead this association. At the same time however, I was consumed by the thrill of the challenge and excitement of talk-

ing with members of the board who have shared with me so many fabulous ideas. I love to work hard and I thrive on making things better than before. I think that it is time to box up my fears and focus on all the positive and good things that can happen in our association and in our professions. My plan is to keep things "real," to advocate the importance of your role in schools and to play a part in new developments for UELMA.



## Regional Conferences Announced

It's time to look ahead to the 2005 UELMA Regional Conferences! Designed for all school library and media center personnel and their administrators, it will be held **Wednesday, September 14th** at the College of Eastern Utah Student Center in **Price**, and **Thursday, September 15th**, at the Sharwin Smith Center on the Southern

Utah University Campus in **Cedar City**. A conference fee of \$20 covers lunch, conference materials and a half-year membership to UELMA. Those who attended the spring conference can register for only \$10.

The conference will feature a keynote speaker, excellent workshops, break-out sessions, professional training, and a preview of some of the newest best reading picks for high school and elementary students. Attendees will also have an opportunity to look at the newest offerings by library vendors and interact with conference presenters and counterparts. Education license renewal points will be given.

Watch for registration brochures which will be delivered to schools through your service center and the UELMA Newsletter. They should arrive just as school begins. UELMA's Regional Conferences are guaranteed to be a conferences you won't want to miss!



Your profession is education and so it is logical to assume that evaluation forms cross your desk in a constant stream. The process is not new to you. You have evaluated administrators, counselors, facilities, and in-service training. You perform continuous evaluations of the collection and programs of the library in which you work. It is likely that you participate formally or informally in a yearly evaluation of your own performance as a school librarian.

## Evaluating the Evaluation

So as the reminder is announced over the microphone at the UELMA conference to fill out and turn in the evaluation form what goes through your mind? Do you consider the act of filling out the requested form a burden to be lifted, a task to be performed or an opportunity to contribute? And when the form is returned to the conference organizers, what do you expect your responses to accomplish? Do you expect that of the hundreds of responses, your suggestions will actually be read and considered?

The outgoing UELMA president reads each response sheet, compiles the data, and reports the results to the board; the incoming conference committee then uses the data to plan the next conference. Some statistics UELMA members may find interesting regarding the spring 2005 conference are included here.

**Registered Attendees** – 365 members (184 elementary level, 144 secondary level, 2 higher education level, and 37 administrative level or vendor category)

Of the number of attendees that turned in forms the following results will be considered when planning upcoming conferences. \*\*Answers to significant questions are given when available.

1. **Most of the attendees loved the luncheon**, service and menu but those few who didn't were extremely unhappy. \*\*Menu expenses are more reasonable when only one menu choice is served. Sorry, non-salmon-lovers.
2. **The binders were a well-received change**. \*\*People who are willing to present sessions without payment often are too busy to produce and deliver handouts early enough for meet the collation deadline.
3. a. Walkway **space** in the vendor area was cramped.

b. Seating was limited in popular sessions.

\*\*Very few facilities exist in the UELMA price range that will accommodate luncheon, book sales and signing, vendor displays and breakout sessions.

Remember, we are funded by registration fees only.

4. a. More **elementary sessions** should be planned.
- b. More **secondary sessions** should be planned.
  - \*\* Statistics indicate slightly more elementary registrants than secondary. We will continue to make a good effort to provide a variety of session levels and session topics according to the distribution of attendees. We will try to provide topics that represent all the different hats a library media teacher / specialist wears including technician, teacher of library literacy skills, and reading specialist. We will continue to support our affiliate organizations.
5. **The rooms were too cold** and the microphones did not function well.
6. \*\*Most of you loved the Davis Conference Center facilities. This is a new center and will continue to work out the technical bugs. Meanwhile, at whatever venue be sure to bring a jacket which can be removed if necessary.
6. a. Thanks for the zippy, **snappy, fun sessions**.
- b. Need more sessions with **presenters that wow**.
  - \*\* As noted above presenters participate without recompense. We continue to try to schedule entertaining yet substantive presenters. Members can help the conference planners by recommending good speakers for topics of interest. As you attend trainings in your local districts, forward names and topics on suggestions on to the conference chair which for 2006 is Fawn Morgan at [fmorgan@dstdmail.net](mailto:fmorgan@dstdmail.net). If you know of an employee in your district who would make an interesting speaker, let us know.

Yes, we do actually read the evaluation forms. We do want to provide the best support possible to UELMA members. Continue to attend our conferences, **provide constructive evaluation**, but better yet, volunteer to teach a session or serve on a committee.

**Paraprofessional of the Year**  
**Carole C. Zesiger**  
 Woods Cross Elementary  
 Davis District

Walking into Woods Cross Elementary Media Center is like going into your mom's home! It is warm inviting, and always decorated appropriately for whatever is coming next! Carole always greets you with a friendly smile! "Mrs. Zesiger" is one that every child feels comfortable in confiding concerns or sharing excitement! She is a builder of human beings, young and old! Carole is creative and caring - a positive climate creator.

**Library Media Teacher of the Year** —**Jean Truman**  
 Canyon View High School  
 Iron County District

In a world of rapid change and globalization, Jean recognizes that libraries and research today are not the same as yesterday, and she has stayed abreast of the times. Her Media Center has a well-rounded selection of traditional books, research materials and reading spots, but also reading and research tools of the future in the form of computer labs and technology. Jean has a passion for learning that she imparts to both students and faculty.

**Administrator of the Year**  
**Nancy Bartelt**  
 Sunrise Elementary  
 Cache County District

Mrs. Bartelt recognizes the positive impact a library can make in the lives of teachers, students and school community. She has written numerous grants securing funding to purchase computers, books and other materials very much needed in the library. She helped review the Utah State Elementary Library Core Curriculum and provided time and funding to ensure that it was implemented with other curriculum.

Who tells more stories than an educator? Famed historian David McCullough, speaking at a Hillsdale College seminar

stated, "And there is no secret to teaching history or to making history interesting. Barbara Tuchman said it in two words, 'Tell stories.' That's what history is: a story." The best kindergarten, science teachers, health teachers and even drivers ed teachers all utilize the art of storytelling in their classrooms. A story teller in the school setting sells the example, narrative plot, the characters, the topic, the theme or moral no matter whether the story is factual or fiction, not matter the subject area involved.

And who but the school librarian should tell the best stories of all? You utilize the art of storytelling in your classroom, the school library, as you provide reading enrichment. A school librarian in collaboration with the classroom teacher and with the advise and recommendations of other experts sells a picture book, a true adventure volume or a novel to a reluctant reader.

That same librarian, in collaboration with the classroom teacher and with the advice and support of the business leader or academic librarian, sells the student on the need to improve research skills. We sell a report topic, a resource, a keyword, or phrase. We use these skills as we instruct the students in media literacy.

Storytelling skills are also useful in providing justification or explanation for certain rules, policy and procedure. Because a storytelling compels listening, the storytelling skills are very handy for selling a lesson plan, program or funding need to educators, fellow faculty members and parents.



Hopefully, these skills allow the school librarian in face to face communication or via publications in print or electronically to portray passion about books and media, authors and movies, resources, skills, techniques and equipment. Improve your skills by attending the 2006 UELMA conference where you can hear Rafe Martin, skilled author, storyteller, and teacher. You may even want to invite Mr. Martin to visit your own school to conduct a workshop.

Rafe Martin is foremost a story teller. "Rafe Martin . . . is an amazing performer and storyteller. Every time Rafe appears he makes . . . new devotees because he is magical in the way he tells his books." - Arthur A. Levine, editor and publisher of the Harry Potter books at Scholastic, Inc.

Among his storytelling awards are two Anne Izard Storyteller's Choice Awards and an American Folklore Society Aesop's Accolade Award. His work has been cited in Time, Newsweek, USA Today and U.S. News and World Report.

Martin has authored nearly 20 books and is the recipient of numerous awards. Those awards include three ALA Notable Book Awards, four Parent's Choice Gold Awards, several American Bookseller "Pick of the Lists", and an IRA Teacher's Choice Award. He has been honored by The Women's National Book Association for his "unique creativity in bringing children and books together." His books range from pre-reader picture books to young adult novels. *Will's Mammoth*, *The Rough-Face Girl*, *The World Before This One*, and *Birdwing* are four examples.

If schools are interested in having Mr. Martin conduct an Arts in the Schools workshop while in Utah, March 2006, they can access information at <http://www.rafemartin.com/>

## Rafe Martin : 2006 Keynote Speaker

Each Spring, the Utah Center for the Book recognizes excellence among Utah authors at its annual awards ceremony. Who are these Utah authors? The short answer is any author living and writing in Utah. This deceptively simple answer would lead to the belief that being a Utah author is nothing more than a fortuitous accident of geography.

### *What is a Utah Author?*

—Ruth Hanson

Like most simple answers, this one barely skims the surface of the question. Yes, geographic location, either past or present, is a component of what makes up a Utah author and cannot be ignored.

It matters not at all whether the author is born in Utah or not, whether the author now resides in Utah or has moved elsewhere. No matter where he finds himself, he still carries with him the feel, the taste, the sounds, the smells and the sights that are Utah.

The contrasts of salt flats shimmering in the desert, rugged red rock formations and mountain streams cascading toward the cities clinging to the edge of the Great Salt Lake, are sights that mean Utah, that mean homecoming.

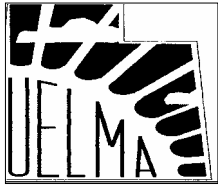
And perhaps that same wild geography nurtures the spirit of the Utah writer, a spirit of independence, of tenacity, of fierce loyalty to the place that has become home to so many creative individuals.

Individuals. That perhaps, more than anything else, marks the Utah author. An examination of the body of work attributed to Utah authors will quickly show that each brings to his work that special characteristic that sets his work apart from any other.

A Utah author, then, lives or has lived in Utah, possesses a unique perspective on life, and is both innovative and independent in his thinking and writing. Time to put names to them.

There are many among the rolls of Utah authors and more being added over time. Familiar names such as Orson Scott Card, Tracy Hickman, Rick Walton, Dave Wolverton, Shannon Hale, Terry Tempest Williams and L. E. Modesitt, Jr. are being joined by new writers such as James Dashner, Eric Swedin and more each day.

In future issues, profiles of Utah authors will provide a glimpse into the life and thoughts of the author along with providing a short list of the author's titles. Look for the first profile in the next issue. We will be looking at up-and-coming author **James Dashner**, author of the *Jimmy Fincher Saga*.



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**2006 UELMA  
Conference**  
Will be held  
**March 2nd, 2006**  
at the  
Davis Conference  
Center.  
Plan now to attend!

In This Issue...      ...Storytellers in Action... Annual Award Winners... We DO read evaluations!... New Prez...

Calling all UELMA members! Is there a wonderful vendor that you buy from who does not have a booth at the UELMA conference? We would love to invite them to join us at the conference. Please email their name and company to address below and an invitation will be sent to them. Send vendor suggestions to: [marilyn.walker@slc.k12.ut.us](mailto:marilyn.walker@slc.k12.ut.us)

Chotjewitz, David. *Daniel Half Human and the Good Nazi*, 292 p. – Daniel is back in his hometown of Hamburg Germany as an interpreter for the occupying American Army. He relives his life growing up with the encroaching Nazi threat which becomes more dangerous when he learns that his mother is a Jewess. Though most of the boys at school turn on him, he thinks that his best friend, Armin, would never betray him and his family. I don't mind the proliferation of Holocaust literature, especially when they are as well written (and translated) as this one. It highlights the insidiousness of Hitler's scheming and the gullibility that anyone could be susceptible to, until maybe it is just too late. I think this has more to add to a study of WWII than Anne Frank. **MS, HS – ADVISABLE**

Kudlinski, Kathleen. *The Spirit Catchers: an Encounter with Georgia O'Keefe*, 158 p. – Parker Ray is taken under Georgia O'Keefe's supervision after he tries to steal one of her cameras. Parker is forced to help O'Keefe as she primes and paints in the desert of New Mexico, readying for her next exhibit. She allows him some space and time to see that there is some artist in himself. The book does a good of bringing up the controversy surrounding interpretations of the artist's work without dwelling or making a spectacle out of it. There are several more books planned for this series. It has lots of great parts that art teachers could read aloud to their students about technique, composition, light and influences on the artist. **MS – ADVISABLE**

*Pick a Great Read*  
Cindy Mitchell  
South Jordan Middle School

Viguie, Debbie. *Scarlet Moon*, 157 p. – As a little girl, Ruth is mauled by a wolf in the forest. Soon after, her brother leaves to fight in the crusades, so Ruth picks up her father's tools to work as a blacksmith. Confronting a rude customer one day, Ruth is aided by the Lord of the manor, who is very interested in Ruth's honest ways. But William has a deep secret that may destroy Ruth's growing love for him. Another worthy entry in the retold fairy tale genre. **MS, HS – ADVISABLE**

Fitz-Gibbon, Sally. *Lizzie's Storm*, 59 p. – When Lizzie's parents die, she moves from a pampered life in England to the back-breaking work on the American frontier. It takes a terrible prairie storm for Lizzie to learn the value of her new family and to discover her courage. Lots of great descriptions of life on the prairie, but nothing that can't be found in the Little House books also. **EL – OPTIONAL**

