New Beginnings:
The Library as an Information and Resource Basket

Selected Papers from PIALA 2008

Pacific Islands Association of Libraries, Archives and Museums
18th Annual Conference

November 17-21, 2008

Colonia, Yap
Federated States of Micronesia

Edited by
Ruth H. Horie

Pacific Islands Association of Libraries, Archives and Museums
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Preface

PIALA moves into digital publishing with this publication. Paper copies will not be distributed. All subscriptions are cancelled. The digital file has been submitted to ERIC and a link to it will be posted on the PIALA website: http://sites.google.com/site/pialaorg/

Much appreciation is extended to the conference presenters, to everyone who has contributed to the advancement of PIALA, to the Officers and Executive Board for their support and confidence, and to Maria Ovalles for website management. Special thanks go to Arlene Cohen who edited these proceedings for many years, for her clear documentation, invaluable advice, and unfailing encouragement.

Sincerely,

Ruth H. Horie
Honolulu, Hawaii

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Acknowledgements

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ESA Hotel
Jhun Clarino
Pathways Hotel

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    Pioria Asito, Palau Community College
    Kersweet Eria, College of Micronesia—Chuuk Campus
    Grace Merong, Palau Community College
    Lynn Sipenuk, Chuuk High School

Conference Participants

American Samoa
Bessie Manase
Perise Tailolo

Manitoba, Canada
Gerald R. Brown

Chuuk, FSM
Elipi Betwell
Kersweet Eria
Kieko Kanemoto
Lynn Sipenuk

Kosrae, FSM
Aaron Sigrah
Michael Williams

Pohnpei, FSM
Sue Caldwell
Mike Chipen
Lerleen David
Jenny I. Ernest
Consuelo Esiel
Lester H. Ezekias
Jennifer Hainrick
Atarino A. Helieisar
Dosihner Jose
Mary Kilmete
Karleen Manuel
Julia Martin
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Tim Bigelow
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Becky Rathgeber
Gwen Sinclair
Glenn Wakai

Seattle, Washington
Arlene Cohen

Opening Ceremony, Monday, November 17, 2008
Remarks by Kersweet Eria, PIALA President

Master of ceremony, the honorable Governor of the beautiful island of Yap, government leaders, church leaders, PIALA participants, ladies and gentlemen, good morning to you all and welcome to PIALA 18th Annual Conference.

First of all, I would like to express my sincere thanks to the honorable Governor of Yap State and government leaders for hosting PIALA conference this year. I also would like to express my sincere thanks to the Steering Committee members and everyone who has taken a huge amount of time and effort to prepare everything for this year's conference.

I would also like to express my appreciation and gratitude to numerous people and organizations that have believed in PIALA to build a bridge of communication and information among our communities. PIALA would not be able to achieve such huge success without your support. I am also grateful to the people and organizations who have been relentlessly promoting PIALA throughout the Pacific region and around the world. Without your support PIALA won't be like this today.

Libraries play an important role in bridging communities and promoting social development. I am pleased to note that this conference offers the wealth of experience brought together by leaders who will present their views and strategies to us today. We also have several professionals who will present at this conference that are likely to lead learning revolution of tomorrow, particularly in our Pacific region.

I hope that this conference will provide the inspiration for the many challenges that libraries face in bridging information gaps and wish all of you a stimulating and enriching time.

Last but not the least, let me take this last moment to thank everyone for being here today and wish you hours of enjoyment throughout this conference.

Thank you!

**NEW BEGINNINGS: THE LIBRARY AS
AN INFORMATION AND RESOURCE BASKET
PIALA 2008 – 18 th Annual Conference
17-19 November 2008
YAP, Federated States of Micronesia**

Introduction

It has been a pleasure for me to meet person to person with some of your fine leaders from here in the South Pacific, with whom I have been in electronic contact over the past ten years. How time flies ! How great it is to be here and to see your beautiful country, to learn of your successes, and to participate in this conference.

Your theme for the conference is exciting. It gives one an opportunity to reflect on where we have been, and where we might go to meet the needs of our clients. In this day and age, we are often limited only by our imagination and our willingness to work toward common goals.

Librarianship is an evolving career. It is not a job; it is a life-long mission to bring people and ideas together. There are few other fields that can provide such rich opportunity to influence ideas, affect thinking, stimulate learning, and stimulate economic growth. Indeed we have many kinds of 'baskets' in our library environments. This is an occasion to examine some of them, and explore their contents.

PEOPLE AS RESOURCES

The richest resource that any community can have is its people. They come in all shapes, sizes, ages, colours, creeds, and abilities. They are the substance of the library. Looking from the inside out, we have the professionals who lead the institutions. Their vision and skill focus the energy of the staff to fulfill the goals of connecting clients with ideas, and helping them develop the skills to become independent life-long learners. The staff in the library, whether at the front counter, in the back workroom, or providing security and comfort, are all a part of the 'basket' of resources. Every person has a role in making the library a welcoming and comfortable environment for all who come through the doors. Each in turn is an ambassador for the library program by meeting and greeting people in the library and in the community generally. We are all models for what we believe. Don't tell me what you believe; let me watch you in action, and I will know where your commitment is. We all demonstrate where our purpose is in helping others discover the responses to their needs.

Sounds pretty 'motherhood' doesn't it. However, my experience in travel and consulting in all kinds of libraries in 46 countries around the world has confirmed one important

fact. All the people who work in the library are the instruments which paint the portrait of that service to the community and the stakeholders. We must take responsibility for our knowledge, attitude and behaviour as we model to others around us.

Cheryl Stenstrom (2008) in "Coming to Work: Disaster or Delight" that from the simplest act of kindness, to the caring welcome to newcomers, to the comforting assistance to people in stress or distress looking for help, to the business person accessing key information, to the shy or sophisticated student, faculty or academic working on a critical document, THE STAFF who meet these people are the most ingredient in the 'basket of resources".

Lou Holtz persuades us that:

> *"ABILITY is what you are capable of, MOTIVATION determines what you do, ATTITUDE determines how well you do it."*

Now we look at ourselves and our staff, and see where these three attributes fit for us. We must choose the best people to work in the information environment. We must provide them with strong leadership, towards a vision that responds to our community's needs. We must train them to feel confident in their abilities, to be constantly searching for new and more effective ways to do their jobs, and to learn how to collaborate with others to resolve problems and to share successes. With strong positive attitudes, well-motivated staff sees problems as an 'opportunity to look for another way to resolve them'.

THE ELECTRONIC AGE

The electronic age has made so many significant changes in our lives in even the least developed societies that I have visited. We take for granted things that we didn't have five or ten years ago. Young people grow up with tools that we never dreamed would be possible. So how is this affecting the 'resource basket' in your institutions ?

Ross Todd, in a column in *synergy, the Journal of the School Library Association of Victoria (Australia) (2006)*, notes with interest the developments in Web 2.0 technologies and their use in schools and the community. There has been an incredible growth of online networked communities which provide functional spaces for social networks, blogs and online diaries, podcasts, wikis, videoblogs, and content creation mechanisms. (p.5) The "Google Generation ... with little or no recollection of life before the web' and born after 1993, are likely to access and interact with digital resources in five or ten years time.

Henley & McGregor (2008) in "Wikis and Blogs for Student Learning – Why not ? in Ontario School Library Association *Teaching Librarian* urge that "... these tools offer students the opportunity to apply technology that is second nature to them and helps them learn on their own terms." What will this mean for the provision of library and information services ?

Studies of these young people indicate that they may know about print resources, but that they are turning to the web environments that allow them to go beyond the traditional paradigm of the provision of material and information, to the creation of information. Cecile Murray (2006) notes that "Their activities on the net are becoming

deeply imbedded in their lifestyles, and even rivaling television in terms of time commitment." (p. 8) Such networking platforms are shaping their social intellectual practices. They are not passive observers, but rather active participants in creating knowledge (connections to their real life) and sharing ideas. They are able to manipulate the technology to create new platforms and websites, share virtual objects, participate in collaborative projects, and submitting creative and artistic work to colleagues or agencies.

These young people are interested in education, school work, careers and jobs, choice of universities, politics, religion, morals, and learning outside of school work. They discuss personal interests and concerns openly and freely. They don't seem to worry about privacy issues (like adults do.)

So what are the implications of these shifts ? Some schools have stringent policies about the use of social networking during the school day, and make only limited use of the technologies in teaching and learning, either by staff or students.

Marc Prensky, reflecting on these developments in a recent issue of *Educational Leadership* (2008), talks about children "powering down in school – not just devices, but brains". He comments: "It's their after-school education, not their school education, that's preparing our kids for their 21st century lives – and they know it !" (p. 41) "When kids come to school, they leave behind the intellectual life of their everyday lives and walk into the darkness of the old-fashioned classroom." (p. 42)
Such reflections must cause us all to think about the core values of the schools, colleges, public libraries, and other post secondary institutions where we work. Todd calls the central themes in these social network-ing arenas: Collaboration, community, connectivity, communication and creation. (p. 6)

If you want to have a 'basket' of resources in your library / information centre, you need to think about these questions:
1.   How do we more effectively structure the information environment and the information-to-knowledge experience to provide a rich interactive learning community for learners, using tools and structures of Web 2.0 ?
2.   How do we build collaborative inquiry to help learners of all ages to become knowledge creators and problem solvers, thoughtful, caring citizens in a collaborative and networked society who might be creative enough to figure out how to change the status quo rather than maintaining it ?
3.   How do we explore social networking sites, learn and try out the kinds of creative communications and collaborative tools that students are using, so that our perceptions and decisions about these tools are based on real personal experiences ? (p. 6)

Isn't this an exciting world we live in today ? Change is invigorating. It helps us learn and grow. Technological change challenges our traditional perspectives, and invites us to reach out and investigate our world in-depth with authentic resources and new tasks.

OBJECTS: Physical Resources, Electronic Resources, Human Resources

Many libraries measure their effectiveness by their circulation of objects, or their answering of reference or inter-library loan questions. It is not so easy to measure the effectiveness of the dissemination of ideas, and how they impact a business or community. Statistics, however, can be collected to prove almost any cause you wish. We can reflect on where we have been. We can look back at our successes in building strong print collections, in gradually adapting to changing technologies as funds are available, and to the kinds of programs that have been successful. But looking back is not the direction we are going. We must challenge our imagination to see what our institution will be like in five years, ten years, or however many you have until your retirement, or your successor is chosen. Life doesn't stand still. It doesn't wait for us. It moves on. How do we answer these questions:

What tasks will our libraries have in this foreseeable future ?

How should the premises and services of our libraries be adapted to suit the life styles and life situations of our clients / community ?

How do we attract the members of the community who are not currently using our services ?

How do we engage more readers ? learners ? thinkers ?

What is a reasonable 'short-term' goal ? 'long term' objective ?

What activities are sustainable, and make effective use of our time, energy and current resources ?

What networks need to be created / or maintained to access the maximum intellectual resources for our communities ?

Which of our staff need to be nurtured to become the leaders of tomorrow ? and how can we do this ?

How do we reach our stakeholders and convert them into advocates for stronger and more diverse programs as times change ?

We could spend a lot of time chatting about which book answered the most reference questions; which website gives the best credible information for the most users; which tutorials do the clients find most helpful in becoming acquainted with new tools, or which touring / local author gives the best story hour or writer's workshop. By the time we left the room, that information would be obsolete. Better for us today to create the networks – print, electronic or human – to be able to collect that kind of relevant information when it is needed a for specific purpose.

But times change! David Weinberger, in his book *Everything is Miscellaneous: The Power of the new digital disorder* (2007) has challenged my thinking about information, knowledge and organization of resources.

Let me quote some excerpts from his work about the scope of the Library of Congress in Washington, DC, which is often referred to as the Mecca of information. (p. 15-16)

"The changes [in storing and recording information] we're facing are not just personal. We have major institutions dedicated to keeping the world from slipping into the miscellaneous. The Library of Congress owns 130 million items, including 29 million books on 530 miles of shelves. Every DAY, more books come into the library than the 6,487 volumes that Thomas Jefferson donated in 1815 to kick start the collection after the British burned the place down. The incoming books are quickly sorted into cardboard boxes by topic. Then the boxes are delivered to 300 + catalougers, who between them represent 80 different subject specializations. They examine each book to see which of the library's 285,000 subject headings is most appropriate. Books can be assigned up to ten different subject headings. Keeping America's books non-miscellaneous is a big job.

So is building and maintaining the subject heading files themselves. 'We created 8,000 new subject headings per year, and make adjustments to many existing headings to just keep in touch', said Barbara Tillett, Chief of Cataloging Policy. [And you thought you had a big job in your cataloguing dept ??]

It takes hundreds of professionals with centuries of cumulative expertise to keep the Library of Congress well ordered." (p.15-16)

For many of us, LC is a standard against which the information of the world is measured. Well, at least that is what I thought ! Weinberger continues with this bit of 'trivia"

" The National Aeronautics & Space Agency says that it too maintains information about space, technology and the environment that would 'fill the Library of Congress 300 times – and it is only dealing with 7,000 new books a day, let alone thousands of printed and electronic images from space'. (p.16)

Rick Weiss (2003) quotes "The Washington Post (newspaper) estimates that 7 million pages are added to the web every day.'(p. 16)

Not only is there too much information moving too rapidly, there are no centralized classification experts in charge of the new digital world we're creating for ourselves, starting with the World Wide Web but including every connected corporate library, data repository, and media player.

Now I paused and re-read that material several times, trying to sort out in my mind what Weinberger was saying. And since his field of expertise is Internet & Sociology at the Harvard Law School, I am rather inclined to listen to him. But then he hit me with this tantalizing thought:

"Digital cameras started outselling film cameras in the US in 2003, and outselling film in 2004. And in 2004, 150 million cell phones with cameras were sold, almost 4 times the number of digital cameras. And many of these cell phones can take photos too. Now these photos are virtually free. You can edit, delete, and save. But in what order are they saved ? Many people are loading into their computers thousands of photographs with automatically generated names that mean little to us. When you have 10, 20, 1000 pictures of Aunt Sally all labeled DSCOO165.jpg, will you ever be able to find the one you want ? If they are not organized, they are virtually lost."(p.12-13)

How can one keep up with the flood of information ? We claim to the experts in the information field. What is our role in this changing society, to ensure that we can access the wealth of information around us today ? Obviously there is no simple answer. We can't run away from the question. We must find ways of helping our clients access the information they need.

Living in a flood of information does not give us more knowledge. Only by learning how to access, organize and use the information to meet unique individual needs can we create knowledge of the world around us. Hence, we reach into our 'basket of resources' for the major role for all people working in libraries, archives and museums is to develop strategies to help clients to become problem solvers and life-long learners. We do this by direct teaching, and by constant modeling at all levels of education. James Herring in his presentation at the IASL conference in Berkeley August 2008, reminded the participants that 'teaching clients / students / people how to solve problems and search for information themselves is the single most important role for all professionals working in library services today. Information literacy is the password today. Are you in your library carrying out IL strategies and activities to develop quality readers, learners, thinkers ? The human instruction – interaction component in our "resources basket" becomes even more valuable when you consider it in this context. Money spent on training staff is wisely invested.

PASSION

This brings us to the heart of our profession. Each individual brings some degree of commitment to the field. Each has special skills to share with clients/students. Each has a personal vision of what libraries can be, and what they can do to nurture individual construction of knowledge.

It is the energy that we bring to the job that makes it alive to us and to our users. Students relate to teachers / librarians who are interested in them, and in helping them solve their 'problems'. They want someone to talk to, whom they can trust, and whose ideas they respect. They want to learn how to do things for themselves. By connecting with these 'kids' personally, we build the bonds of trust that are the bridges to keep them coming back for more support. They get to know that you know the books you are promoting to them for popular reading. You know the sources that are in your library. You know how to help them solve a technical problem. You know how to guide them in structuring an argument, design a poster, create a website, and give / mentor them with honest feedback on what they are doing. And more importantly, if you don't know how to do it … they can count on you to help them find someone reliable to help them do it.

We find that settings where the librarian has credibility with the clients, there is a steady stream of users. They bring their friends and introduce them to their 'reliable source'. You don't have to be a teacher to teach kids how to learn. You have to be a learner yourself, who is excited about learning and willing to share that enthusiasm with others to 'discover for themselves'. This kind of passion makes your library program relevant and alive.

Put your heart into your work. Pour all your energy into making it the most satisfying thing that you do. Then go home, and enjoy your family and your hobbies.

Working 24/7 doesn't necessarily mean you are passionate about your job. It may mean that you are very inefficient about the way you use your energy, and the way you capitalize on the skills and ideas of others.

Teamwork makes for a very powerful collaboration. You may be the lone worker in your library. But you are not alone ! You have teaching colleagues just down the hallway. You have support staff in the office. You have other academic workers in the department. You have other conservators in neighbouring archives or museum settings. You have options for electronic communications to peers and friends sometimes at great distances. You have trustees with whom to share and test ideas. Talk about the success your clients are having. Be enthusiastic about things that are happening in the community, and the ways you as a person can be involved in them. People will then be surprised at the things the 'librarian' can do. They will get to know you as a strong community member.

At the World Catholic Youth Conference in Australia (2008) George Cardinal Pell in his homily challenged all of us: "Don't sit on the fence, keeping your options open, because only commitments bring fulfillment. Happiness comes from meeting our obligations, doing our duty, especially in small matters and regularly, so we can rise to meet the harder challenges." Could he have said that here today to us ?

LEVERAGE

To do all these things in one library means money, staff, time, collections, resources, training, etc. There is no end to our needs. And when the program really gets rolling, the needs don't get any less. They change.

Who are the stakeholders who can help you envision your future ?
Sikstrom (2008) devised a working document in the planning for a possible new library in Umea, Sweden. She shared it with over 100 community groups and agencies. She is holding focus groups now to look at the future needs. She is bubbling with excitement about the response from the community. She admits that it takes a lot of extra time, outside of the usual library administration. On the other hand, she is discovering that many dimensions of the community are coming forward with offers for collaboration, joint programming, volunteerism, and commitments to work on the board. This is a sample of courage to reach out to the community, to communicate with the stakeholders, and to create leverage for new ideas, new buildings, new programs, new people.

Think about your setting. Who are the people in your institution who can be strong advocates for your program ? Are they well informed about what is currently happening in the program ? Are they invited to participate in the planning ? Do you consider them to be part of your 'basket of resources' ?

Joint and collaborative programs spread your influence to broader audiences. They involve you with other leaders in the community. They often reach individuals who have not discovered the richness of the 'basket of resources' that are available. Sometimes they can be invited to add to the richness of the resources too.

Using focus groups to consider future directions can be a good way to involve the community. Different groups for different parts of the community: youth, seniors, business, academics, can be drawn together to examine issues and plan for the future. You may not be able to organize all of these groups. This is where you use your

principal or vice-principal, your chief executive officer, your chairperson of the trustees, or other staff members to help facilitate the discussions. In fact, you may find that your most powerful role is to be the recorder in many of the sessions. In this way, you gather the information, while others do the leading. Your self interests are not front and centre in the process; but, you still have the power of the pen.

EVALUATION

So how are we doing ? What parts of the community are we reaching effectively ? What sectors are getting the best service ? What components are not being served ?

There are a wide variety of forms of evaluation. The first prominent one is direct feedback from the clients. The informal and non-verbal feedback may be the most telling.

The graph of traffic through the front door may tell you whether programs are working as compared to last year.

The chart of the circulation statistics will tell you which sections of the collection are being used.

The tabulation of the number and kind of reference and information questions will show current interests and concerns.

Survey designed for different community groups will give feedback on the awareness of the programs, on the need for alternatives, and success of current strategies.

Workshop and seminar feedback reports will provide data on follow-up sessions, revised agendas, speakers to recall, and areas of interest.

Direct client contact about their technology needs, concerns, and issues will get immediate feedback. Seeing public consultation on ways to offer technology services will generate responses to guide future growth.

Individual corporate contacts for funding support for projects brings a personal face to the library and its services.

Conclusion:

The 'basket of resources' is multi-faceted. We have only looked at a few dimensions today. Your notes will show you that P.E.O.P.L.E. speak from all sides of the 'basket'.

People as persuaders

Electronic implications

Objects that combine material resources, electronic resources and
      human resources

Passion for the intellectual and creative aspects of the role

Leverage to involve the stakeholders

Evaluation to measure success, and involve others in building a
      strong and relevant program for the community

The Library / Archives / Museum is the place.

Your program is what you do in that place to make it relevant
      to the needs of your community and your users.

The Light Within

There's a light that burns within you
  that illuminates your soul
They say its always been there
  Steady bright and in control

It's the guiding spirit that drives you
  As you live your life each day
Shining a light on the darkest paths
  As you walk along the way.

It's the light outside the shadows
  A lonely life can cast
But if you look to feel it
  The darkness will not last

There's a light of love within you
  That illuminates your face
A gentle warmth that surrounds you
  when your heart is in that place

The brightness of the spirit
  And all the love you share
Embracing it with a passion
  Nurturing it with care

Within the light is life's meaning
  Things close to the heart believed
A summation of your life time
  And all things you perceived

Live the life within you
  Let the light shine through
Sharing it with others
  Embraced by love so true

The light that burns within you
  the warmth of life's desire
Let it shine on brightly
  true keeper of the fire

        by **William Lindenmuth**

> **People what to know how much you care,**
> **before they care how much you know.**
>
> *"If I were to name the three most precious resources of life, I should say*
> *books, friends, and nature; and the greatest of these, at least the most*
> *constant and always at hand, is nature." John Burroughs*

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Phone: 204-284-5620
Cell: 204-510-5620
FAX: 204-453-4742
E mail: browner1@mts.net
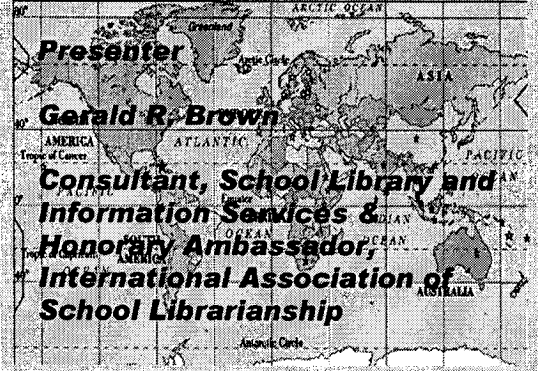
NEW BEGINNINGS:
THE LIBRARY AS AN
INFORMATION AND
RESOURCE BASKET

Presenter

Gerald R. Brown

Consultant, School Library and
Information Services &
Honorary Ambassador,
International Association of
School Librarianship

Librarianship is an

Evolving Career

- Influence Ideas

- Affect thinking and learning

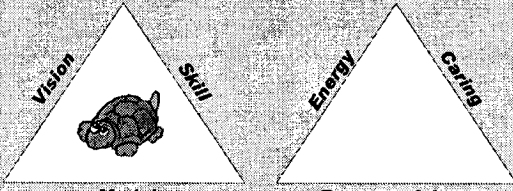- Stimulate economic growth

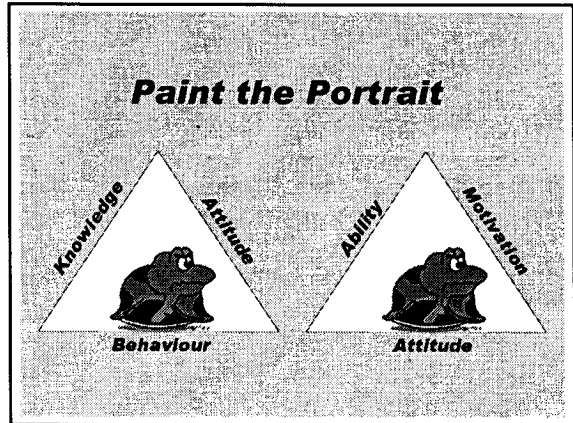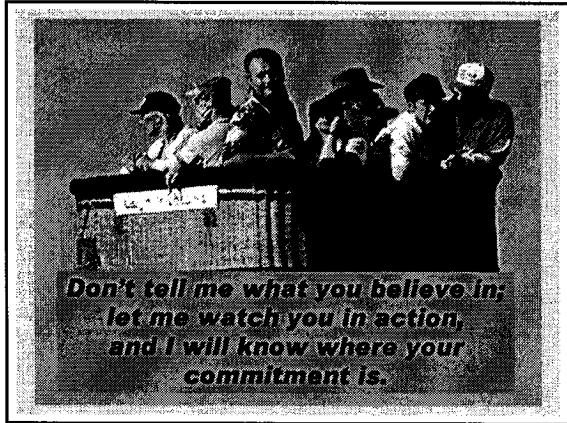- Facilitate

Exploring the Baskets

PEOPLE
AS
RESOURCES


People
Ambassadors

Professional Staff — All Staff

Vision — Skill — Energy — Caring

Model — Resourcefulness

Don't tell me what you believe in; let me watch you in action, and I will know where your commitment is.

Paint the Portrait

Knowledge Attitude Ability Motivation

Behaviour Attitude

Electronic age
Google Generation
uses
Web 2.0 Technologies

- Social networks   - Blogs
            - Online diaries
- Podcasts   - Wikis

Traditional Paradigm

Print   T V

Radio
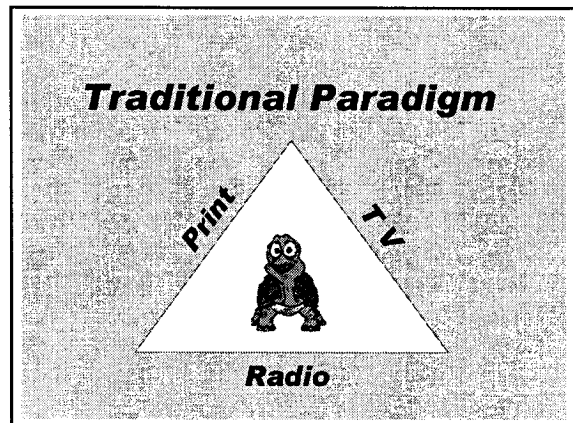
Creative Users of Information

Create knowledge
Share ideas
Manipulate technology
Create new platforms
Construct websites
Share virtual objects
Participate in collaborative projects

Implications

Policies   Use

Safety
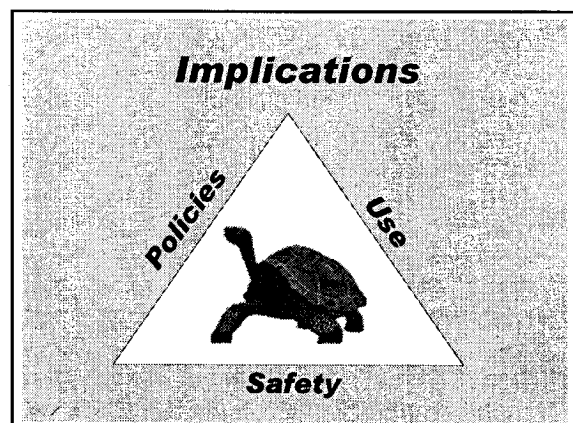
Powering down in school – not just devices, but brains

Social Networking Themes

Collaboration

Community

Connectivity

Communication

Creation
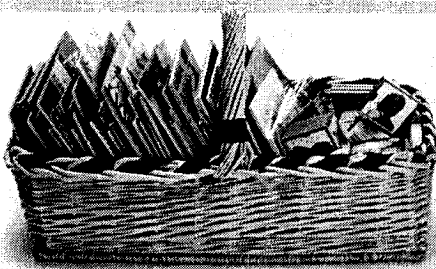
How do we more effectively structure the information environment and the information-to-knowledge experience to provide a rich interactive learning community for learners, using tools and structures of Web 2.0?
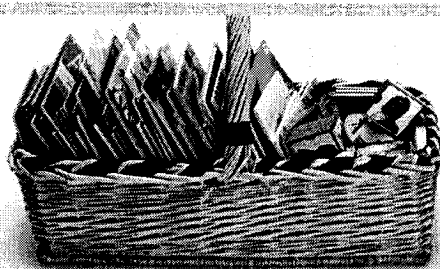
How do we build collaborative inquiry to help learners of all ages to become knowledge creators and problem solvers, thoughtful, caring citizens in a collaborative and networked society who might be creative enough to figure out how to change the status quo rather than maintaining it?

How do we explore social networking sites, learn and try out the kinds of creative communications and collaborative tools that students are using, so that our perceptions and decisions about these tools are based on real personal experiences?

Objects

Physical resources

Electronic resources
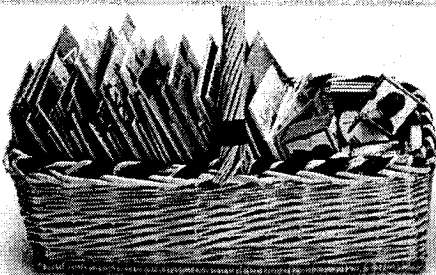
Human resources

Challenges

What tasks will our libraries have in this foreseeable future ?

How should the premises and services of our libraries be adapted to suit the life styles and life situations of our clients / community ?

How do we attract the members of the community who are not currently using our services ?

How do we engage more readers ? learners ? thinkers ?

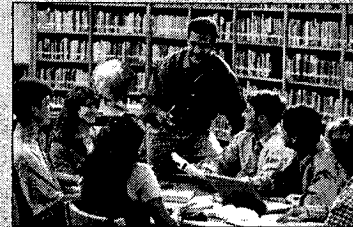What is a reasonable 'short-term' goal ? 'long term' objective ?

What activities are sustainable, and make effective use of our time, energy and current resources ?

What networks need to be created / or maintained to access the maximum intellectual resources for our communities ?

Which of our staff need to be nurtured to become the leaders of tomorrow ? and how can we do this ?

How do we reach our stakeholders and convert them into advocates for stronger and more diverse programs as times change ?

Networks

Print

Electronic

Human
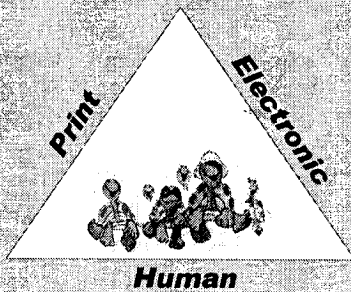
EVERYTHING IS MISCELLANEOUS

DAVID WEINBERGER

Everything is Miscellaneous:
The Power of the New Digital Disorder
Weinberger, David (2007)

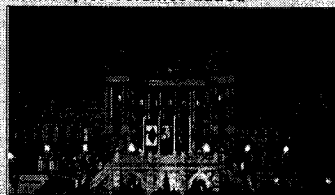## Library of Congress, Washington, DC

http://www.loc.gov/index.html

Owns 130 million items, including 29 million books on 530 miles of shelves

Every DAY, more than the 6,487 volumes added

285,000 subject headings

300 + catalougers

8,000 new subject headings per year

NASA

maintains information about space, technology and the environment that would fill the Library of Congress 300 times

The Washington Post (newspaper) estimates that 7 million pages are added to the web every day.

The Washington Post

24

Problem-Solvers

Access

Organize

Knowledge

Use the information

Create Life-Long Learners

Passion

- Energy
- Connectivity
- Mentoring
- Feedback
- Credibility

Teamwork

"Don't sit on the fence, keeping your options open, because only commitments bring fulfillment. Happiness comes from meeting our obligations, doing our duty, especially in small matters and regularly, so we can rise to meet the harder challenges."

George Cardinal Pell
World Catholic Youth Conference
Australia (2008)

Leverage

Stakeholders

Setting

Joint and Collaborative Programs

Focus Groups

Evaluation

- direct feedback
- graph of traffic
- chart of circulation
  - tabulation of reference questions
    - awareness surveys
      - workshop & seminar feedback
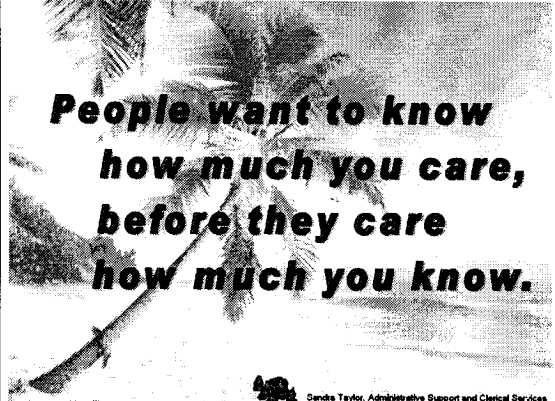   - corporate contact

People as persuaders

Electronic implications

Objects that combine material, electronic & human resources

Passion for the intellectual & creative aspects of the role

Leverage to involve the stakeholders

Evaluation to measure success, & involve others in building a strong & relevant program for the community

People want to know how much you care, before they care how much you know.

Sandra Taylor, Administrative Support and Clerical Services

Fundraising Activity for Libraries

by Pioria Asito
Funding Sources for Libraries
November 21, 2008 PIALA Yap

Purpose of Project

- Raise Money
- Bring Library Awareness (Community)
- Purchase Additional Resources
- Other Necessities

Why This Project?

- Hard to bring people together
  - To brainstorm & create possible library activities that we can do to make $$
    - Time Constraint
    - Librarians far from each other
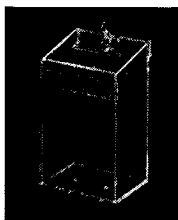   - Transportation problem
    - Other commitments
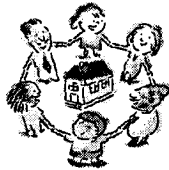
When is the Proposed Project?

- Tentative Date is during the Library Week
- First Top Five Libraries with most Money
  - Publicized:
    - Library Newsletter
    - Local Newspaper & Radio

What is the Project
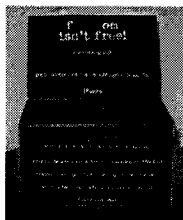
Cardboard   Plastic

Donation Boxes

Box Dimension

- 8" x 8" all around
- Include a Photo (students, library collections, school campus, etc.)
- Make a clear and visible sign
- If Possible, make a lock (wooden boxes)

Box Label

- Phrase on Box
  - Need to be clear
  - Use eye catching colors
  - Visible enough to read
  - Should include student group pictures
- Sample:
  - Library Week's Theme: "Read, Learn, Connect @ Your Library"
  - "Monguiu, Momtab e Mouchais er a Library er Kau"

Where's the Budget for Box?

•Your local library associations
may help with loans
•Get Quotation from Local
carpenter (wooden box)
•Card board box (estimate how
much materials to use)

Who's Involved?

- You (Librarian)
  Recruit People
- Community
  Volunteers
  - Parents
  - Friends
  - State Government
- Student Volunteers
  - Teachers

Why These Audiences?

- Library Awareness to Community
- Student Volunteers
  - Motivate students in project
  - Parents involvement & help
  - Encourage donations

Make Activity both Fun & Educational !!

How Many Boxes?

- Depending on your community
- Identify reliable stores
- Make arrangements with store owners
- Difference Large Community & Small Community
  - Example: Koror Libraries
    - Brainstorm & select stores for the project

What Else Beside Boxes?

- Need Flyers to Advertise the Project
- Can Use the same Library Week Theme for the flyers
- Student Volunteers can help distributing flyers around the school and community
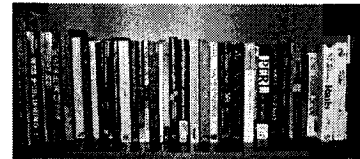
After the Project

- Collect all boxes
- Count the Proceeds
- Subtract Loan from Local Library Association
  - Submit loaned money with receipts (Box Supplies) to officers for the local library association

Then What?

- Money is Yours
- Buy Needed Supplies for Library Activity
- Additional Resources

Thank You Letter

**Don't forget to write *Thank You Letter* for people who were involved:
- State Government
- Carpenter
- Any Volunteers (Parents, students, friends, etc.)

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5. Money. March 2006. Volume 35 No.3

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12. Donation-Box-1.jpg. www.rotary-pattaya.org

13. www1.istockphoto.com/file-thumbview-approve/2...

14. Shelf. www.flickr.com

15. Images.ebsco.com/siegel/box-1c-l.jp

Thank You !!!

- Welcome any Ideas for Improving this Project

- Benefit to all of us librarians

Taking an Inventory
Pioria Asito
Palau Community College

November 21, 2008

PIALA 2008 YAP

What is an Inventory

- Inventory is a stock take of the library collection ·
- Allows you to know:
  - what is there
  - what is missing
  - what needs repair or replacement
  - Strength and weaknesses

Inventory is important: you invest money in the collection.

- Stock take evaluates the collection according to:
  - needs of staff and students
  - curriculum delivery and development
  - currency and condition of resources

Why Do a Stock take?

- To Know what's there/Find out what's not there
- Assess strength & weaknesses of collection
- Return items to correct locations (right places)
- Identify errors
- Assess comprehensive (how) the collection is (refresh our memory)
- Looking for damage/repair
- Confirm overdue status
- Prioritize future purchases

How Often Should Inventory Be Conducted?

- Ideally once a year

Inventory cannot be done regularly

- There may not be enough staff to conduct it.
- Or the library is too busy to close for inventory
- Or collection is very large and requires more time to conduct inventory.

Recommendation for Inventory Process

- Do a small section at a time
  - Pick a portion of entire shelf
    - example: stat at Dewey, 001 – 031.02
- Targeting Key areas
  - Most often used materials
    - example: Reference area where material are likely to wear out fast due to frequent usage.
  - Busy areas
    - example: areas like technology, science & periodicals
  - where users use the resources more often
- School and Academic Libraries - *School break may be appropriate for school library to conduct inventory*

Strategies for doing Inventory

- Put books in shelf order

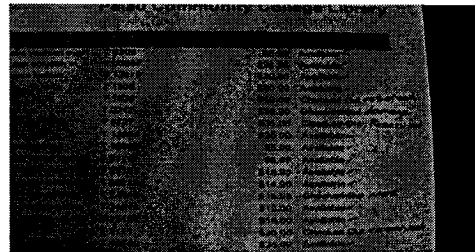•Team of two (2)- one read list and one check the shelf.

• Read from book to list

• Book marks to identify problem books (flags)

Highlight books not on shelf and label the checked out books reserved until they are returned.

Celebrate at the end of inventory for the hard work done.

More information about inventory may be obtained from the following sources.

- *Teacher Librarian.* 32.4 (2005). 26 Aug. 2006 <http:epnet.com>
- *Handbook for Alaska K-12 School Libraries.* Anchorage, AK.: Alaska Department of Education and Alaska State Library 1995.

Pacific Language Early Readers

Jane Barnwell, PREL

PIALA Conference, Yap, FSM

November 18, 2008

Overview

- Available on CD or website:

www.prel.org - click on Pacific Language Early Readers

- 10 storybooks appropriate for young children (Pre-K to Gr. 3)

- Translated into nine Pacific languages:

Marshallese, Samoan, Pohnpeian, Kosraean, Yapese, Chuukese, Carolinian, Chamorro, Palauan

Audio Files

- Most books have an MP3 audio file to accompany the story
  - Listening when reading
  - Reading aloud with parents
  - Useful for Listening Centers
  - (MP3s can be burned to Audio CD if needed)

Print Resources

- Books are created in a format that is easy to print
  - Available in PDF and Word on CD
    - Will print on 8.5 x 11 paper
    - Select black and white printing if needed
    - Put the books in a folder
  - Word versions of each document included on CD so people can edit books for local differences in language

CD demo

- Let's take a look at the CD

CD demo

- Show a few books
- Pick a book and an MP3
- Discuss how a teacher, librarian or parent could use the materials to read and listen.

Internet Literacy for Librarians

Session I: Internet Searching Techniques

18th PIALA Conference
November 17 2008

Mathew Bellhouse-King & Jane Barnwell
Pacific Resources for Education and Learning (PREL)

What we will cover:

- **How Do Search Engines Work?**
- **The Pros and Cons**
- **Basic Search Tips**
- **Search with "Boolean"**
- **Creating a Search Statement**

How do Search Engines Work?

Spiders and Robots!

How do Search Engines Work?

- Search engines compile their databases by employing "spiders" or "robots" ("bots")
- These crawl through web space from link to link, identifying and indexing webpages

How do Search Engines Work?

- With a search engine, you are NOT searching the entire web as it exists at this moment.
- You are actually searching a portion of the web, captured in a fixed index created at an earlier date
- Until a page has been both "spidered" AND "indexed," you won't be able to access the new information.

Pros and Cons

PROS
- Search engines provide access to a fairly large portion of the publicly available pages on the Web
- They are the best device we have for searching the web.
- Without a card catalog or any recognizable structure, how else are you going to find what you're looking for?

Pros and Cons

CONS
- The large number of words indexed means hundreds of thousands of responses to simple search requests.
- Lengthy documents in which your keyword appears only once are included with many irrelevant results.
- To overcome the cons, we need to tips to search smart.

Basic Search Tips

- Use **double quotation marks (" ")** around phrases to ensure they are searched exactly as is, with the words side by side in the same order.
- Example: "bye bye miss american pie"
- (Do NOT put quotation marks around a single word.)

Basic Search Tips

- Use **truncation** (or stemming) and wildcards (e.g., *) to look for variations in spelling and word form.
- Example: librar* returns library, libraries, librarian, etc.
- Example: colo*r returns color (American spelling) and colour (British spelling)

Basic Search Tips

- Put your most **important keywords first** in the string.
- Example: dog breed family pet choose
- When searching within a document for the location of your keyword(s), use the **"find" command** on that page.
- Ctrl+F

Search with "Boolean"

- From British mathematician George Boole (1815-1864),
- What he called "calculus of thought"
- AND, OR, and NOT

Search with "Boolean"

BOOLEAN "AND"
- The Boolean AND actually narrows your search by retrieving only documents that contain every one of the keywords you enter.
- The more terms you enter, the narrower your search becomes.

- Example: truth AND justice
- Example: truth AND justice AND ethics AND congress

Search with "Boolean"

BOOLEAN "OR"
- The Boolean OR expands your search by returning documents in whicheither or both keywords appear.
- Since the OR operator is usualy used for keywords that are simlar or synonymous
- More entered = More results

- Example: college OR university
- Example: college OR university OR institution OR campus

Search with "Boolean"

BOOLEAN "NOT" / "AND NOT"
- The Boolean NOT or AND NOT (sometimes typed as ANDNOT) limits your search by returning only your first keyword but not the second, even if the firstword appears in that document, too.

- Example: saturn AND NOT car
- Example: pepsi AND NOT coke

Creating a Search Statement

Formulate Questions
- What are the primay causes ofglobal warming?

- Use your question to make a list ofkeywords. Use your keywords to make a list of synonyms as well as related, broader, and narrower search terms.
- The keyword or term in the example question is **global warming.** A synonym would be **greenhouse effect** and a related term might be **ozone depletion.**

Creating a Search Statement

When structuring your query, keep the following tips in mind:
- **Be specific**
  Example: Hurricane Hugo

- **Whenever possible, use nouns and objects (Things) as keywords**
  Example: fiesta dinnerware plates cups saucers

Creating a Search Statement

- Put most **important** terms **first** in your keyword list; to ensure that they will be searched, **put a +sign** in front of each one
  Example: +hybrid +electric +gas +vehicles
- Use **at least three keywords** in your query
  Example: interaction vitamins drugs

Creating a Search Statement

- **Combine keywords,** whenever possible, into phrases
  Example: "search engine tutorial"

- **Avoid common words,** e.g., water, unless they're part of a phrase
  Example: "bottled water"

Creating a Search Statement

- Think about words you'd **expect to find** in the body of the page, and use them as keywords
  - Example: anorexia bulimia eating disorder
- **Write down** your search statement and **revise it** before you type it into a search engine query box
  - Example: +"Pacific" +"financial aid" +applications +grants

MAHALO!

Thank you for attending this session!
Please contact us for help at any time

- Mathew Bellhouse-King
  bellhousekingm@prel.org

- Jane Barnwell
  barnwellj@prel.org

Credit
**BARE BONES 101: A BASIC TUTORIAL ON
SEARCHING THE WEB**

http://www.sc.edu/beaufortlibrary/pages/bones/bones.s
html

- Melanie Hanes-Ramos
  Assistant Library Director
  University of South Carolina Beaufort South Campus
  Library
  email: hanesml@gwm.sc.edu

TOPIC WORKSHEET

> **Jot down a topic or subject you'd like to explore on the Web:**

BEGIN THE PRE-SEARCHING ANALYSIS

1. What UNIQUE WORDS, DISTINCTIVE NAMES, ABBREVIATIONS, or ACRONYMS are associated with your topic?
These may be the place to begin because their specificity will help zero in on relevant pages.

2. Can you think of societies, organizations, or groups that might have information on your subject via their pages?
Search these as a "phrase in quotes", looking for a home page that might contain links to other pages, journals, discussion groups, or databases on your subject. You may require the "phrase in quotes" to be in the documents' titles by preceding it by **title:**[no space]

3. What other words are likely to be in ANY Web documents on your topic?
You may want to require these by joining them with **AND** or preceding each by +[no space]

4. Do any of the words in 1, 2, or 3 belong in phrases or strings -- together in a certain order, like a cliché?
Search these as a "phrase in quotes". (E.g., "affirmative action" or "communicable diseases")

5. For any of the terms in #4, can you think of synonyms, variant spellings, or equivalent terms you would also accept in relevant documents?
You may want to allow these terms by joining them by **OR** and including each set of equivalent terms in **( )**.

6. Can you think of any extraneous or irrelevant documents these words might pick up?
You may want to exclude terms or phrases with **-[no space] before each term**, or **AND NOT**

7. What BROADER terms could your topic be covered by?
When browsing subject categories or searching sites of webliographies or databases on your topic, try broader categories.

Internet Literacy for Librarians

Session II: Reliable and Trusted Information

18th PIALA Conference
November 18 2008

Mathew Bellhouse-King & Jane Barnwell
Pacific Resources for Education and Learning (PREL)

What we will cover:

- **How Do Search Engines Work?**
- **The Pros and Cons**
- **The "Invisible" Web**
- **Gateways and Subject-Specific Databases**
- **Evaluating Information**

How do Search Engines Work?

- Search engines compile their databases by employing "spiders" or "robots" ("bots")
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PROS
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Pros and Cons

CONS
- The large number of words indexed means hundreds of thousands of responses to simple search requests.
- Lengthy documents in which your keyword appears only once are included with many irrelevant results.
- A big part of the "Web" is left out

The "Invisible" Web

- The Free, Visible Web
  - Publically available Web pages indexed in search engines. Approx. 20% of the Web

Invisible or Deep Web

- The Free, Invisible Web
  - Content is free but you must go to their site

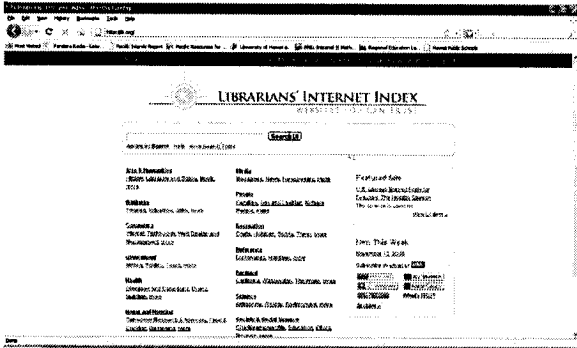- Paid Databases
  - EBSCO, JSTOR, Proquest

The "Invisible" Web

Gateways
Library gateways are collections of databases and informational sites, arranged by subject, that have been assembled, reviewed and recommended by specialists, usually librarians
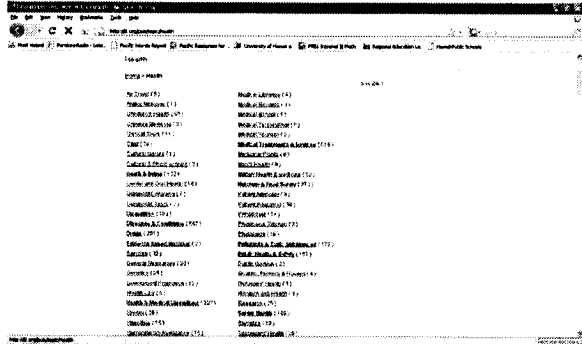
Examples:
- Infomine
- Librarians' Index to the Internet
- Refdesk

The "Invisible" Web
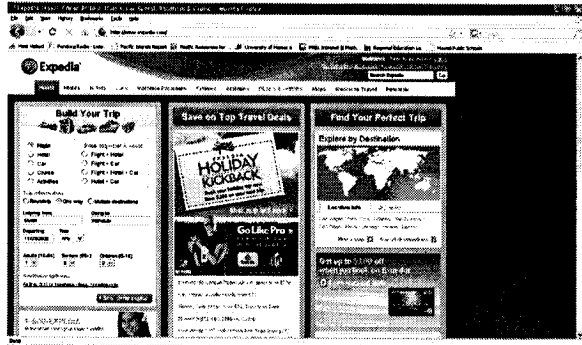

The "Invisible" Web

The "Invisible" Web

Subject-Specific Databases
- Are databases devoted to a single subject, created by professors, researchers, experts, governmental agencies, business interests, and other subject specialists.
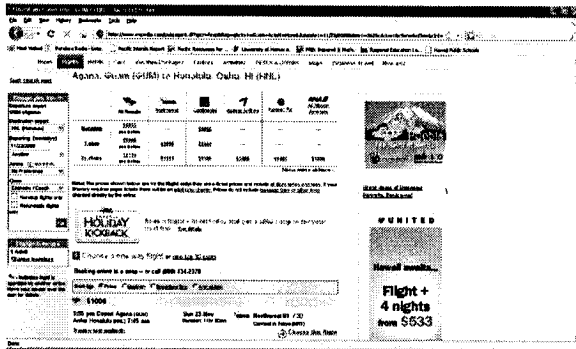
Examples
- Expedia (travel)
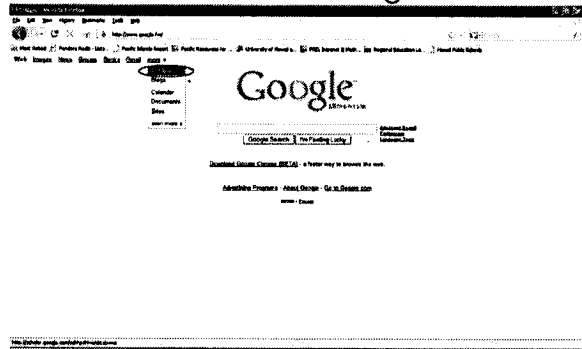- Internet Movie Database (movies)
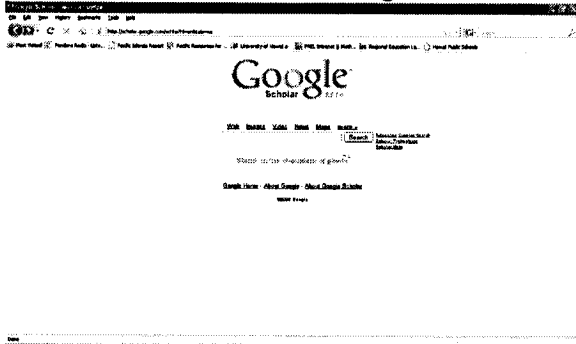- Kelley Blue Book (car values)

The "Invisible" Web

The "Invisible" Web

The "Invisible" Web & Google Scholar

The "Invisible" Web & Google Scholar

Evaluating Information

"The central work of life is interpretation." --
Proverb

Diversity of Information

- Information is a Commodity Available in Many Flavors
- Information Exists on a Continuum of Reliability and Quality

Evaluating Information

The Test of Information Quality

- Reliable Information is Power

- Source Evaluation is an Art

Evaluating Information

Screening Information
- Pre-evaluation
  - Facts, opinions, argument, statistics

- Select sources Likely to be Reliable
  - Author's name, tile/position, organization, contact information, date...

Evaluating Information

Reading a Web Address

- Domain names
  - Only a few top-level domains are currently recognized
    - **.edu** -- educational site (usually a university or college)
    - **.com** -- commercial business site
    - **.gov** -- U.S. governmental/non-military site
    - **.mil** -- U.S. military sites and agencies
    - **.net** -- networks, internet service providers, organizations
    - **.org** -- U.S. non-profit organizations and others
    - **.museum** -- restricted use by museums

MAHALO!

Thank you for attending this session!
Please contact us for help at any time

- Mathew Bellhouse-King
  bellhousekingm@prel.org

- Jane Barnwell
  barnwellj@prel.org

Credit

BARE BONES 101: A BASIC TUTORIAL ON SEARCHING THE WEB

http://www.sc.edu/beaufortlibrary/pages/bones/bones.s
html

- Melanie Hanes-Ramos
  Assistant Library Director
  University of South Carolina Beaufort South Campus
  Library
  email: hanesml@gwm.sc.edu

EVALUATING WEB PAGES CHECKLIST

QUESTIONS TO ASK WEB SEARCH RESULTS

WHAT'S AT STAKE? HOW RELIABLE DOES MY INFORMATION HAVE TO BE?
- "Good enough" is good enough ✍ Involves money, laws, health ✍ Acceptable to my instructor

WHAT CAN THE URLs TELL YOU, IN THE SEARCH RESULTS LIST?
- Who "published" it? Look at the URL up to first /
- Is it a personal page? Look for ~ **% members aol geocities users**
- What type of organization is behind it? Would limiting to certain types help? **site:org OR site:gov**
- non-profit **(org)** univ/college **(edu)** gov/t **(gov, mil, us)** a business **(com)** foreign **(uk, jp,** etc.)

WHAT CAN THE PERIMETER OF THE PAGE TELL ME?
- Who or what agency is the **author**?
- What **values** do they stand for?
- What are their **credentials**? What right to offer an opinion? Why believe them?
- What is their **bias**?
  "About us" "Sponsors" "Philosophy" "Biography" "Who am I"   No background info
  If none of the above, truncate back the URL one / at a time.
- Is it current/recent enough?
  Last updated date old   Date in a news site too old   Date in URL may help   No date

DOES THE CONTENT APPEAR GOOD QUALITY?
- Are **sources documented** in footnotes, or links outside that work?
- **Links to more information?** Any **dead links?**
- Links to **other points of view?**
- Black/violent background or other evidence of **hype/trash/ranting?**

WHAT DO OTHERS SAY ABOUT THE PAGE?
- Who links to it? Who owns it?   Paste the URL into **http://alexa.com**
- **Google the author's name** and see what company you're in

WHY WAS IT PUT ON THE WEB? WHAT IS THE PURPOSE OF THE PAGE?
inform with facts/data?   share/disclose?   entice/sell?   explain/persuade?   dupe/rant/satire?

OTHER SEARCH ENGINES FOR SECOND OPINIONS:
- **search.yahoo.com**
- **ask.com**

TRY IN SUBJECT DIRECTORIES – SMALLER, CHOSEN BY HUMANS, NOT COMPUTER ROBOT PROGRAMS
- **Infomine** (http://infomine.ucr.edu)
- **Librarians' Internet Index** (http://lii.org)
- **Google Directory** (http://directory.google.com)

Web Page Evaluation Checklist

The column on the left lists questions to ask to investigate web pages.
Evaluating Web pages requires two actions:
- be suspicious
- think critically about every page you find

	Title of page you are evaluating:	Title of page you are evaluating:
1. Look at the URL:		
Personal page or site?	☐ ~ or %, or *users, members, or people*	☐ ~ or %, or *users, members, or people*
What type of domain is it? Appropriate for the content?	☐com ☐org/net ☐edu ☐gov/mil/us ☐ non-US_____ ☐ other:	☐com ☐org/net ☐edu ☐gov/mil/us ☐ non-US_____ ☐ other:
Published by entity that makes sense? Does it correspond to the name of the site?	Publisher or Domain Name entity:	Publisher or Domain Name entity:
2. Scan the perimeter of page, looking for answers to these questions:		
Who wrote the page?	☐ E-mail ☐ Name:	☐ E-mail ☐ Name:
Dated?	Date _____ Current enough?	Date _____ Current enough?
Credentials on this subject? (Truncate back the URL if no useful links.)	Evidence?	Evidence?
3. Look for these indicators of quality		
Sources well documented?		
Complete? If 2nd-hand information, is it **not altered or forged?**		
Links to more resources? Do they work?		
Other viewpoints? Bias?		
4. What do others say?		
Who links to it? Hint: In Google search: *link:all.or.part.of.url*	Many or few? Opinions of it?	Many or few? Opinions of it?
Is the page rated well in a directory? http://lii.org or http://infomine.ucr.edu or http://about.com		
Look up the author in Google		
Does it all add up?		
Why was the page put on the Web?	☐ Inform, facts, data ☐ Explain ☐ Persuade ☐ Sell ☐ Entice ☐ Share/disclose Other:	☐ Inform, facts, data ☐ Explain ☐ Persuade ☐ Sell/entice ☐ Share/disclose Other:
Possibly ironic? Satire or parody?		

BOTTOM LINE: Is the web page as good as (or better than) what you could find in journal articles or other published literature that is not on the free, general web?

A Good Book

Tim Bigelow
Yap High School

Well we learn things when we listen, and we learn things when we look
But the best things we can learn, is what we learn from a book

Chorus: Cuz a book can help us travel
To a place we'll never see
Yeah a book can take us there lord
Just a good book and me

Well a love story might be your favorite, a mystery might make you squeal
But a novel can take your mind away, so your troubles you won't feel

Now James Paterson he's my style, I read him through and through
He always catches the bad man, and when he's done he plays the blues

Stephen King might tickle your fancy, Dean Koontz might make you learn
A good book can keep me focused, though next page I'm afraid to turn

Romance might be your style, will the lost lover be found
Page by page he travels the land, a long book but it's leather bound

Now there's books about the islands, people's lives and history too
All the music that they made, from 1900 to 2002

The question now is funding, and where we'll have to look
The money may just dry up, but we've always got the books

The library is my second home, I feel so comfy there
I open the book and have a seat, don't even have a care

**ASSOCIATE
TO
SHARE & LEAD**

What is IASL ?

iASL

Presenter

Gerald R. Brown

*Consultant, School Library and Information
Services & Honorary Ambassador,
International Association of School
Librarianship*

Mission

The mission of IASL is to provide an international forum for those interested in promoting effective school library programs as viable instruments in the education process.

IASL provides guidance and advice for the development of school library programs and school the library profession.

Membership

- The organization welcomes individuals who believe in the mission statement.

- At present there are members in more than 90 countries including all aspects of education and librarianship.

Programs

1. IASL-LINK listserv

2. IASL NEWSLETTER

---

3. Journal

School Libraries Worldwide

Vol. 8, No 1, July 2002
Stimulating Children's Reading
Vol. 8, No 1, January 2002
The Multiple Dimensions of Principal Involvement
Vol. 7, No. 2, July 2001
Resources and Services for Special Groups
Vol. 7, No. 1, January 2001
Information Literacy

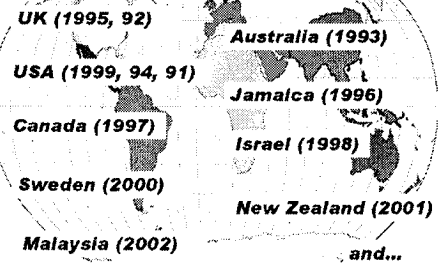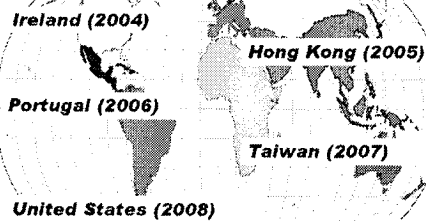*http://www.iasl-slo.org/slw.html*

4. Website

The home page on the
World Wide Web is located at

http://www.iasl-slo.org/

with links to school library
pages throughout the world.
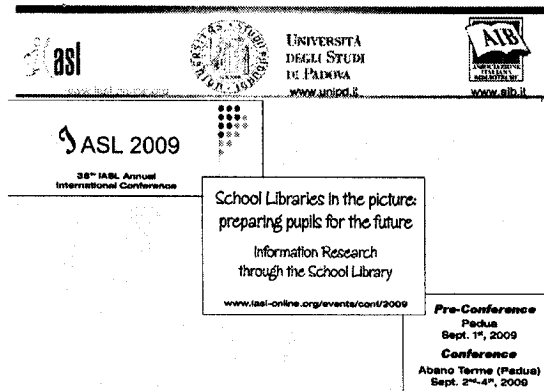
5. Annual Conference

UK (1995, 92)

Australia (1993)

USA (1999, 94, 91)

Jamaica (1996)

Canada (1997)

Israel (1998)

Sweden (2000)

New Zealand (2001)

Malaysia (2002)

and...

5. Annual Conference

Ireland (2004)

Hong Kong (2005)

Portugal (2006)

Taiwan (2007)

United States (2008)

and...

iasl

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DEGLI STUDI
DI PADOVA
www.unipd.it

AIB

www.aib.it

IASL 2009

38th IASL Annual
International Conference

School Libraries in the picture:
preparing pupils for the future

Information Research
through the School Library

www.iasl-online.org/events/conf/2009

Pre-Conference
Padua
Sept. 1st, 2009

Conference
Abano Terme (Padua)
Sept. 2nd-4th, 2009

6. Research Forum

7. Assembly of Associations

➢ COMMUNIQUE (Printed reports)

➢ Website

http://www.iasl-slo.org/communiques.html

8. Proceedings

http://www.iasl-slo.org/proceedings.html

9. Special Interest Groups

Advocacy

Children's & Young Adult Literature

International Development

Information Literacy

Information & Communication Technologies

9. Special Interest Groups

International Schools

School Library Education

School Library Research

http://www.iasl-slo.org/sigs.html

10. Awards

10.1 **Jean Lowrie Leadership Development Grant**

10.2 **Key Haycock Leadership Development Grant**

10.3 **IASL/ProQuest/SIRS Commendation Award**

10.4 **Takeski Murofuski Research Award**

10.5 **UNESCO Project 554 – Books for Children**

10.6 **International Book Exhibit**

10.7 **IASL/Softlink Excellence Award**

10.8 **Support-A-Member/Association**

http://www.iasl-slo.org/awards.html

11. Publications

Newsletter

School Libraries Worldwide

Monographs

12. International School Library Day

4th Monday of October

www.iasl-slo.org/isld.html

Secretariat

The President of IASL: James Henri
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Do not follow where the path may lead, go, instead, where there is no path and leave a trail.

anonymous

Sandra Taylor, Administrative Support and Clerical Services

"Collaborating with your School Administrator"

Gerald R. Brown
Consultant, School Library & Information Services
Honorary Ambassador, International Association of School Librarianship
IASL Special Interest Group – International Development
3403-55 Nassau Street North
Winnipeg, Manitoba, Canada

ABSTRACT:

The key operator in changing the vision and direction of a school library and information service program is the Principal. If the teacher-librarian has a clear understanding of the components of a SLIS program, that person can be a strong advocate with the Principal. Matching the SLIS priorities to the School Vision and Priorities are imperative to help the school staff and leaders understand the vital role that SLIS can play for all learning situations in the school.

The role of the Principal as an advocate will be examined. The responsibility of the teacher-librarian for helping the Principal apply the concepts will be emphasized. Strategies to implement changes in one's current program will be discussed.

Opportunity to discuss alternative directions for current school library programs will be welcomed.

1. Introduction

Educational programs are changing every day. There is new opportunity for teacher-librarians to undertake alternative paradigms in the school, in the classroom, and in the library. As they evolve school library and information services (SLIS) programs that are adaptive and responsive to teacher and learner needs, their roles will be acknowledged.

To be a leader in the school, the teacher-librarian must work closely with the Principal and Department Heads. It is the teacher-librarian's responsibility to help these administrative leaders understanding the changing roles and opportunities for the school library to influence change in both curriculum and pedagogy.

The Principal is the key force in changing the image of the school library to all the staff. It is the obligation of the teacher-librarian to make sure that the Principal is aware of current programs and services offered by the school library.

This key advocacy role for the teacher-librarian requires leadership and communication skills. It assumes a clear understanding of the components of a modern SLIS PROGRAM and how these fit together with current views of information literacy and curriculum implementation.

Working as a team with the administration, these components can be shared with the teachers, and implemented in practical curriculum applications. This is the heart and soul of a quality program.

2. Components of a Quality SLIS Program

The following chart outlines the components. They have been compiled as a result of a careful study of the literature on school librarianship around the world, from observations in many countries, and from workshops and research among teacher-librarians and administrators at all levels of the educational system. Participants may wish to review the Proceedings from Crimea 2003, 2004, and 2005 for details of the components of this chart.
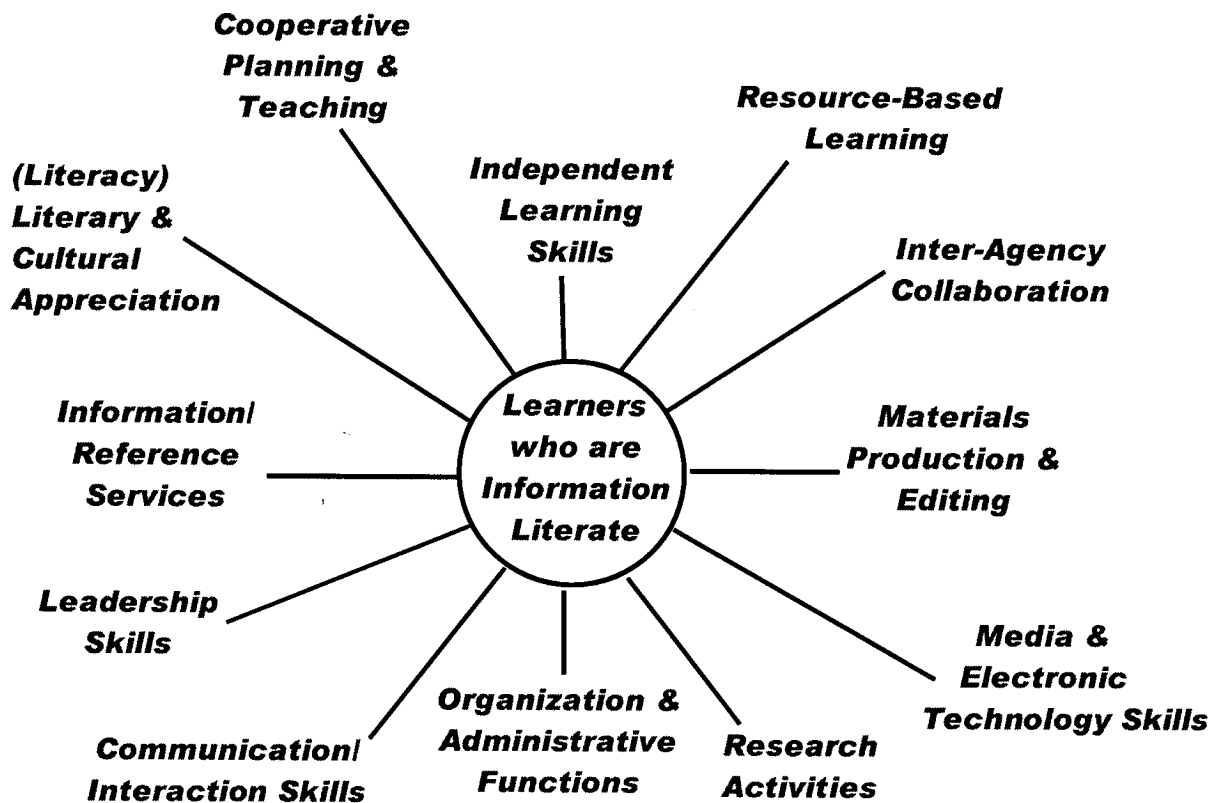
3. Role of the Principal as the Educational Leader

The Principal is the chief administrator in the school. As a leader, work is done with an administrative team which may vary from school to school, and district to district. In some areas the team includes vice principals, department heads, and executive assistants. These positions come with varying names and responsibilities. The following chart shows four dimensions of the role. It is not intended to be all inclusive, but rather suggestive of what happens in many schools.
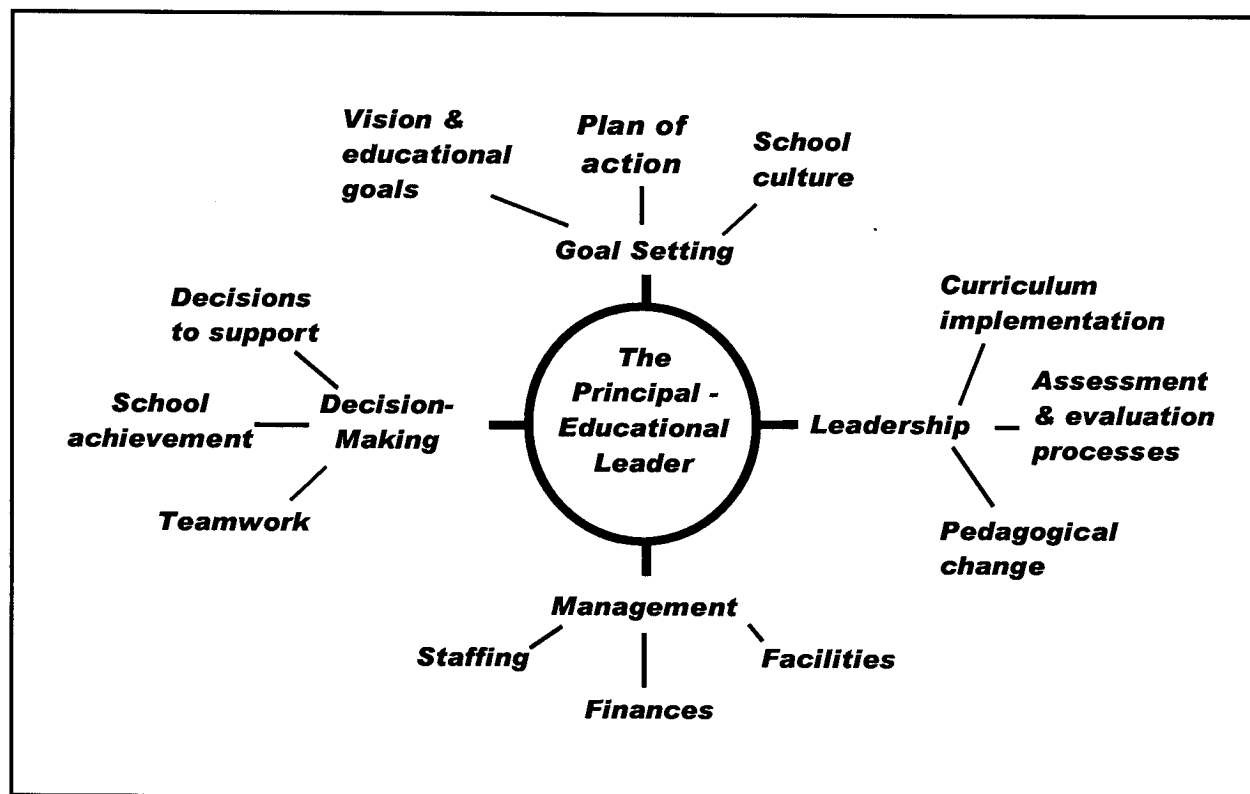
4. Parallel Actions between Administrative Team and School Library Leaders

Administrative Roles & Functions	School Library Staff Collaboratives
1. Goal Setting	
1.1 Establishes and communicates the **vision and educational goals** of the school to the community	1.1 Understands and enunciates the **components of a quality SLIS program** to the administration and staff in terms of the school goals
1.2 Develops a **plan of action** and strategies for implementation for the school	1.2 Prepares an **annual statement of goals and plan of action** for the library program after discussion with Principal and staff
1.3 Nurtures a **school culture** that is child-centred and encourages problem solving and creative initiatives	1.3 **Initiates activities** with teachers to respond to individual and collective needs of classroom activities

2. Leadership	
2.1 Ensures that **curriculum directives** are implemented in the most effective way for all teachers and students	2.1 Understands **curriculum development and implementation processes**, and works closely with teachers to achieve learner outcomes
2.2 Implements **assessment and evaluation processes** that relate to school goals and school climate	2.2.1 Uses a variety of **assessment processes** with teachers to respond to individual learner needs 2.2.2 Guides students in **self-assessment** processes for skill development 2.2.3 Participates with teachers to **evaluate the services** of the library & its program
2.3 Supports **pedagogical change** according to changes in curricular needs, and staff development	2.3.1 Takes a personal initiative to remain current with pedagogical changes, and to **model** skills and attitudes appropriately 2.3.2 Helps teacher colleagues to keep aware of **changes in methodology** and **technology applications** 2.3.3 Takes a leadership role in **organizing opportunities for professional growth** for all staff
3. Management: Staffing	
3.1 Ensures that **staff are selected** to meet the local educational needs, and who have appropriate training and skills	3.1.1 Ensure that one's **personal skills** are up-to-date for changing times 3.1.2 Advocates for appropriate **numbers and kinds of staff** to operate the library program effectively
3.2.1 Provides leadership in **effective supervision and evaluation** of all staff 3.2.2 Ensures support for **quality teaching** 3.2.3 Nurtures **creative initiatives**	3.2.1 Assists administration in developing **assessment tools** for SLIS programs 3.2.2 Assists in **evaluation processes** for all library staff 3.2.3 Actively participates in modeling **best practices** in teaching and learning 3.2.4 Supports teachers who undertake **alternative** approaches and creative projects
3.3.1 Initiates and supports **professional development options** for all staff 3.3.2 Seeks **funds** for staff to study externally related to school needs 3.3.3 Arranges for **consultative support** to work in the school 3.3.4 Nurtures **reporting** on successful programs in the school and district	3.3.1 Actively encourages professional growth **options** for all teachers 3.3.2 Works on the professional development **planning committee** 3.3.3 Reports regularly on successful **innovative activities** in the school and externally

3. Management: Facilities	
3.4.1 Ensures that **current facilities** provide the best possible learning environment for teachers and students 3.4.2 Plans for **school alterations** or additions to meet local needs 3.4.3 Seeks **alternative school learning sites** appropriate to program needs	3.4.1 Uses **existing space** effectively and efficiently 3.4.2 Presents well-developed proposals for **alternative space use.** 3.4.3 Plans with **external support** agencies to access resources and space for programs (e.g. public libraries)
3. Management: Finances	
3.5.1 Prepares and implements a **budget** appropriate to school goals 3.5.2 Ensures that fundamental programs get **sufficient** staffing, facilities and resources to operate effectively 3.5.3 Seeks **alternative funding** for special programs 3.5.4 Encourages **local community support** for projects	3.5.1 Presents and implements an annual **budget** for the operation and development of the library 3.5.2 Advocates for **staff and resources** appropriate to the developing program 3.5.3 Ensures that all **library funds** are spent appropriate 3.5.4 Assists colleagues in **writing proposals** for funding for special projects 3.5.5 Recognizes **community funding** for projects
4. Decision-Making	
4.1 Leads the administrative team in making **decisions to support** school goals, engage community ownership, and provide a positive school culture.	4.1 Supports the administrative team in decision making by **volunteering** to be on committees and to work on projects to enrich the contribution of the library to the total program
4.2 Involves community in establishing a **high standard of school achievement**	4.2 Enlists **community workers** in the school library to help them become aware of the role of **information literacy** in the total **life-long learning process**
4.3 Develops **teamwork** among the staff to implement school goals and strive for quality educational practices	4.3 **Collaborates** with peers on all school activities

5. Steps to achieving this type of collaboration

The changing paradigm for teacher-librarianship opens doors for new roles and leadership opportunities. To be able to take these steps will require that teacher-librarians may need to re-train, up-grade current skills, and accept new levels of initiative. The opportunities are open. Some steps to take to work closely with the administration might include the following:

1. Evaluate where the SLIS in you school is now on the implementation of the various components of a quality program outlined above
2. Determine where your strengths are, and how you can use them to work with both the administration and the teachers
3. Develop a plan of action for the coming year, and take it to the administration for discussion. Include specific actions in each of the component areas, strategies for implementation, recommendations for resources, and methods of evaluation
4. Identify at least one teacher per grade with whom you can cooperative plan and implement some curriculum unit / project
5. Work towards a flexible schedule for use of the library space
6. Volunteer to work on school committees related to curriculum implementation, school technology council, parent advisory committee, and professional development committee
7. Prepare regular material for the school newsletter
8. Prepare and discuss a quarterly report with the administration on progress on the implementation plan for the year.
9. Applaud teachers who are carrying out independent learning projects with classes
10. Display student work regularly
11. Recruit community volunteers to assist with tasks in the library
12. Participate in district-wide education-related activities
13. Be visible in the community
14. Organize displays of resources both in the library and around the school
15. Conduct book talk, book discussion, and story time sessions regularly

6. Conclusion

The time and opportunity for school libraries to have an active role in the changing educational scene is today. It awaits teacher-librarians to accept the challenge and to move forward and show their leadership skills. Administrators will heartily support individuals who have a clear grasp of what is happening in education, and where they play an integral part in student achievement. It is time to take the best practices approach to demonstrating that school library and information services programs make a difference in developing information literate students.

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  Helping teachers use the modern school library more effectively (2004)
  *Information literacy as an outcome of cooperative planning and teaching in the
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BRIEF PERSONAL RESUME
Gerald Brown retired as Chief Librarian from Winnipeg School Division, Manitoba, Canada in 1992. That system had 80 schools, 3500 teachers and 55 000 students. He was responsible for all aspects of school librarian service, audio visual & computer software and equipment repair services, and an ordering, acquisition and cataloging program for all materials ordered by the schools. The system was highly regarded for its program of school library and program implementation, and for its staff development programs.
Since that time he has been active as a consultant in 36 countries around the world in the area of school library & information services. His special interests are information literacy, reading, and applying problem-solving models through the SLIS setting. He has been attending and lead presentations at the Crimea conferences in 2003, 2004, 2005.

PIALA 2008 Yap
Palau Report
Sandy Fernandez

The Palau Association of Libraries (PAL) has worked very hard the last year to advocate for libraries in the community. Many of the Association's member libraries are school libraries and they have no budget to buy books and supplies.

In June PAL did a fundraising carnival. This fundraising effort's purpose was twofold: 1) to raise money for the Association and 2) to educate the public about the role of libraries in the community and the goals and mission of PAL. The carnival took a lot of planning and all the library staff involved worked very hard.

Every year PAL gives out grants to local libraries. Maximum amount granted to each library is $500. During the past year PAL granted five $500 grants to libraries within Palau. Grant funds have been used to buy books, furniture, air conditioners to name a few.

PAL is also very much concerned with the continuing education of library staff and the promotion of the library profession. PAL members agreed to offer a $500 scholarship each year for a student of the Palau Community College Library and Information Services Program. Our first scholarship recipient was Pioria Asito of the Palau Community College Library who has successfully completed the program and now has an Associate in Science Degree in Library and Information Services.

Also in June of this year, Pam Bidwell, PCC LIS instructor, and a great advocate and mentor of library staff in Palau left the island and is now teaching at the University of South Pacific in Fiji. She has now been replaced with a new instructor, Megan Beard.

PAL had their election of officers during their quarterly meeting in September. New officers are as follows:
President – Sandy Fernandez, Belau National Museum Research Library
Vice President – Heidi Cykana, Palau Community College Librarian
Secretary – Megan Beard, Palau Community College Library and Information Services
Treasurer – Lori Isao, Palau Supreme Court Law Library

PIALA 2008 YAP Library Reports from Pohnpei, Federated States of Micronesia

FSM Supreme Court Law Library (Atarino Helieisar)

1. Atarino presented a paper titled "*Pacific Islands Association of Libraries, Archives and Museums (PIALA) and the Challenges Facing in the Pacific*" at the Aboriginal and Torres Strait Islander Library and Resources Network (ATSILIRN) conference in Darwin, Australia. (April 8-9, 2008)

2. He attended the PLTI 2008 for special libraries in Hawaii. (July 18-Aug. 8, 2008).

3. He also presented a paper titled *"Advocacy in Micronesia"* at the 74th IFLA Conference in Quebec, Canada (August 10-14, 2008). His trip was funded by the Bursaries for WLIC Delegates from Developing Countries and sponsored by the Bibliomondialis, a Canadian charitable organization grant.

4. Special projects:
   - Atarino visited law firms, libraries, public and private schools computer labs, and local court and download an electronic copy of the Legal Information System (LIS) website owned by the FSM Supreme Court on to their computers for fast and easy access to FSM laws and the FSM Supreme Court publications which includes the (FSM Interim Reporters (Vol.1-15), Rules of the FSM Supreme Court and the Digest, Updater and Table of Cases). This project is mainly for those with slow Internet connection and they can also use the copy of the LIS website off line too.
   - This year we invited high school juniors and seniors from private and public schools to come to the court for a presentation on
     - Role of the FSM Supreme Court
     - Demonstration on important links or information on the LIS Website
     - Other relevant information
   - The FSM Supreme Court Law Library is now in the process of working on a plan to digitize all the closed cases (mostly on civil, criminal, appeals and other cases) that the FSM High Court deals with. This project started out by using work-study students from COM-FSM and a Xavier student who had a special project with the court in the Summer 2008. This will be a long project and Atarino will need more assistance.
   - Atarino is also working closely with the National Justice Ombudsman (NJO) on the FSM Supreme Court Newsletter that is sent out at the end of each quarter. Electronic copies of the newsletter are sent out to the PIALA listserv for free and if anyone needs a hard copy, shipping costs will be applied.

Pohnpei Public Library (Lester Ezekias)

1.   Carmina Lihpai resigned as Head Librarian on July 26, 2008. She is now residing in Vancouver, Washington with her son.
2.   Lester Ezekias was promoted to Head Librarian effective Oct. 1, 2008.
3.   In August of 2007 Pohnpei Public Library received a grant from the Australian Embassy that was used to purchase an LCD projector, 2 new all-in-one desktop computers with Microsoft Office 2007, and a laptop.

Learning Resources Center (LRC) College of Micronesia-FSM

1. Two of the LRC staff, Karleen Manuel & Julia Martin, attended the PLTI workshop in Hawaii for Special Libraries in July 18-Aug. 8, 2008.
2. LRC staff are in the process of refining their information literacy skills.
3. LRC is in the process of refining the policies and procedures.
4. In June 2008 the LRC welcomed back Sue Caldwell as Director of LRC.

Federated States of Micronesia Archives

Staffing and Training Needs

The FSM National Archives has one Microfilm Evaluator who additionally serves as an administrator and a technician. During the early years of the archival operations, we had more staff including one evaluator and three microfilm operators. Due to a decrease in our local funding support over the years, we currently have one microfilm evaluator who is doing the archival work. The major portion of the archival work done at the National Archives pertains to the microfilming of government documents. We also assist the public in the use of the information stored in the Trust Territory Archives collection. The FSM National Archives still need assistance in training of existing staff, especially in record and information management/information technology (computer software application in archives).

Project Proposals
Current Project
* Evaluating and scanning of government documents
Planned Projects
* Digitization of CFSM 1970 files
* A proposal has been submitted to Congress for the proposed multi-purpose building or to build a two story building for Archives.

Accomplishments
We purchased a Scanpro reader printer and computer for archives. We also have work study trainees from the college who helped with the sorting and scanning of the files and inputting of the Trust Territory Index and the Federated States of Micronesia Index in the computer retrieval system or database.

INTRODUCTION TO DEWEY DECIMAL CLASSIFICATION

PIALA 2008 YAP

Ruth Horie
University of Hawaii at Manoa

ruthh@hawaii.edu

Dewey Services
http://www.oclc.org/dewey/

Educational Resources
http://www.oclc.org/dewey/resources/default.htm

Resources for Scholars and Classifiers
http://www.oclc.org/dewey/resources/scholar.htm

Introduction to Dewey Decimal Classification (DDC 22)
http://www.oclc.org/dewey/versions/ddc22print/intro.pdf

Dewey Decimal Classification Glossary (DDC 22)
http://www.oclc.org/dewey/versions/ddc22print/glossary.pdf

Dewey Decimal Classification Summaries (DDC 22)
http://www.oclc.org/dewey/resources/summaries/

Dewey Blog
http://ddc.typepad.com/

Resources for Public and K-12 Libraries
        PowerPoint for Kids
        PowerPoint for Adults
http://www.oclc.org/dewey/resources/public.htm

Melvil Dewey Biography
http://www.oclc.org/dewey/resources/biography/

Online Catalogs of Libraries Using DDC

Hawaii State Public Library System http://www.librarieshawaii.org/services.htm
Example:
016.05
Union list of serials in Pacific Island libraries

Library of Congress http://catalog.loc.gov/
      Click: Basic Search, make a search, display brief record
      Click: MARC Tags, Dewey number may be in MARC field 082
Example:
082 00 |a 966 |2 22
245 10 |a Integrating archaeology and ethnohistory : |b the development of exchange between Yap and Ulithi, Western Caroline Islands / |c Christophe Descantes.

Los Angeles Public Library http://www.lapl.org/

National Library of Australia http://www.nla.gov.au/
Example:
398.20993 E69
Maui : the legend of the demi-god

New Zealand National Library
http://www.natlib.govt.nz/catalogues/library-catalogue

Northwestern University Library http://nucat.library.northwestern.edu/

University of Hawaii Libraries http://library.manoa.hawaii.edu/
      Click: Basic Search, make a search, display full record
      Click: Staff View, Dewey number may be in MARC field 082
Example:
082 00 |a 940.53/966 |2 22
245 10 |a Memories of war : |b Micronesians in the Pacific War / |c Suzanne Falgout, Lin Poyer, Laurence M. Carucci.

University of the South Pacific Library http://www.library.usp.ac.fj/

Dewey Blog: http://ddc.typepad.com/025431/

025.431: The Dewey blog

Everything you always wanted to know about the Dewey Decimal Classification® system but were afraid to ask ...

November 04, 2008

And the winner is . . .

973.932.

Barring the unforeseen, the next period in U.S. history will begin on January 20, 2009, with the inauguration of Barack Obama as the 44th President of the United States. The updates to Dewey are underlined below:

973.93   2001–

973.931   Administration of George W. Bush, 2001–2009

973.932   Administration of Barack Obama, 2009–

Posted by Joan at 11:50 PM in **900-999 History & geography** | **Permalink** | **Comments (0)** | **TrackBack (0)**

September 30, 2008

Global Positioning Systems (GPS)

In August, while on vacation backpacking in central Oregon, my sister and I began learning to use her new GPS receiver—fascinating!

General explanations of the Global Positioning System are found at "GPS

GPS.

The number 910.285 is built with standard subdivision notation **T1—0285 Computer applications**. There is a scatter see reference at **910.285**: "For an application of geographic information systems (GIS) or global positioning systems (GPS) to a subject, see the subject, plus notation T1—0285 from Table 1, e.g., GIS applications in mathematical geography 526.0285." Works on use of GPS in various outdoor recreational activities are classed in **796.50285 Computer applications in outdoor life** (built with **796.5 Outdoor life** plus notation T1—0285 Computer applications), e.g., GPS-Navigation [für Wanderer, Bergsteiger, Biker . . .]. Works on the use of GPS for hiking and backpacking are classed in **796.510285 Computer applications in walking** (built with **796.51 Walking**, which has the class-here note "Class here backpacking, hiking," plus **T1—0285**).

Works that emphasize engineering aspects of GPS receivers are classed under radio engineering in **621.384191 Direction and position finding**, which has the class-here note "Class here GPS receivers," e.g., Hacking GPS.

Incidentally, orienteering is a competitive sport, with World Cup competition sponsored by the International Orienteering Federation (the final round of World Cup 2008 will be held in Switzerland on the first weekend of October). Works on the sport are classed in **796.58 Orienteering**, e.g., Orienteering and Be Expert with Map & Compass: The Complete Orienteering Handbook. Standard rules of orienteering require that competitors use map and compass, not GPS. There are versions of the sport that allow competitors to use GPS, and GPS can be used in other ways, e.g., to make the special maps used in the sport. Nevertheless, most works on use of GPS should not be

From The Dewey Blog: October 07, 2008

Geothermal Energy

A recent article in the *Washington Post*, "Filipinos Draw Power from Buried Heat," focuses on successful use of geothermal power in the Philippines:

Geothermal power now accounts for about 28 percent of the electricity generated in the Philippines. With 90 million people, about 40 percent of whom live on less than $2 a day, this country has become the world's largest consumer of electricity from geothermal sources. Billions of dollars have been saved here because of reduced need for imported oil and coal.

An article on the web site of the International Geothermal Association ("What is Geothermal Energy?") gives a full description of geothermal energy with an emphasis on science and technology.

Interdisciplinary works on geothermal energy, and works that emphasize resource economics of geothermal energy, are classed in **333.88 Geothermal energy**. At that number is the note: "Class here electricity derived from geothermal energy, thermal waters." *Geothermal Energy: The Reliable Renewable: Geothermal Resources Council 2004 Annual Meeting* is an example of a work classed in **333.88**. *Geothermal Energy Resources for Developing Countries* is classed in **333.88091724 Geothermal energy for developing regions** (built with **333.88 Geothermal energy** plus **T1—09 Geographic treatment**, following the footnote instruction at 333.88 to add as instructed under **333.7-333.9 Natural resources and energy**, where the add table shows that standard subdivision T1—09 is regular and does not need an extra zero, plus **T2—1724 Developing regions**, following instructions at **T1—093–T1—099 Treatment by specific continents, countries, localities; extraterrestrial worlds**).

Comprehensive works on engineering aspects of geothermal energy are classed in **621.44 Geothermal engineering**, e.g., *Geothermal Power Plants: Principles, Applications, Case Studies and Environmental Impact*.

Yap Department of Health Services Durand Medical Library

An Introduction

Yap DHS Medical Library

Charlene C. Laamtal
Continuing Medical Education
Coordinator/Medical Librarian

Yap Area Health Education Center
Yap Department of Health Services

18th PIALA Conference
Yap, FSM

Old to New : Timeline

Typhoon Sudal in 2004 destroyed the old medical library.

In late 2006, Dr. Durand contacted the Ayuda Foundation in Guam about replacing the damaged Library.

The grant application was then sent to the Robert Wood Johnson Foundation in 2006.

Ayuda received the funds in December 2007.

In April 2008 the new Medical Library was finally completed and opened.
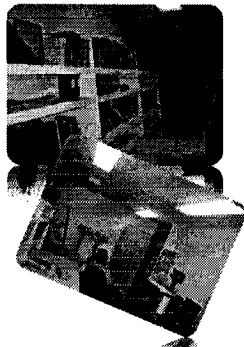
Putting Our Heads Together

- December 2007, work was under way.
- The RWJF grant covered the purchase of 250 books, 3 computers, 2 printers, bookcases & computer desks, powerpoint projector and screen, cataloging for the books and library management software.
- Started ordering books from Majors (www.majors.com)
- Bought printers, computers, library cataloguing materials and office furnitures.
- Renovated the Library and put in the new furniture.

Library Setup

- Majority of the books already shipped to Yap
- Alice Hadley and Arlene Cohen arrive to train me on how to manage the library.
- Trained on using the ResourceMate library management program
- Daisy Fanapin helped in connecting all the library computers to the Hospital network and internet, and helping us solve all our computer problems.
- Completed by April 2008

Library Management

- Used the National Library of Medicine Classification system. (nlm.org)
- Locator Plus (locatorplus.gov)
- ResourceMate Program
  - Internet ISBN Search
  - Search by Title, Author, Subject
  - Imports information into the ResourceMate database.
  - Really easy to use.

Durand Medical Library

- Named after Dr. Mark Durand
- About 3 people check out books each week
- Around 20 to 30 people utilize the computers each week for research, e-mails and etc
- Most doctors and nurses use it as a reference library

Durand Medical Library
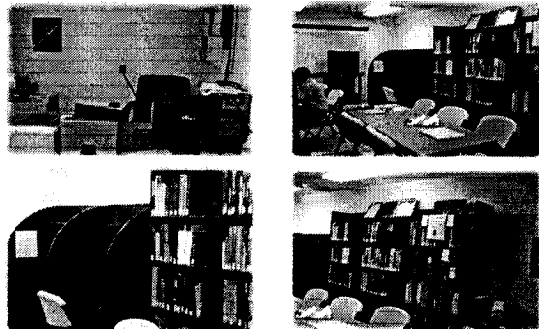
Library Collection Development
Karleen Manuel

From: Pacific Library Training Institute, Hawaii (July-August 2008)

Useful Websites for Pacific Collection

James Bennett (Australia) http://www.bennett.com.au/

> ➢ James Bennett is an Australia's leading library supplier, offering services to assist library customers in collection development. Their library customers includes public, tertiary (third rank) reference , special libraries in Australia, New Zealand and overseas.
>> ➢ They offer a comprehensive range of English language materials suitable for local and overseas libraries, including maximum coverage of Australian content materials.
>> ➢ Publishers are Australian, New Zealand, U.S. British, some other Pacific publishers

Jean Touzot (France)
http://search.touzot.fr/tz-scripts/home/home.asp?Language=en
>> ➢ French language publication, especially French Polynesia and New Caledonia
>> ➢ Rare and Out of Print Books

Institute of Pacific Studies (Fiji)
http://ipsbooks.usp.ac.fj/
http://www.uspbookcentre.com/ (University of the South Pacific, Suva, Fiji Islands.
>> ➢ publish books about the Pacific; covering everything from politics to poetry (everything in between!) geography, culture & traditions, language & literature, travel, crafts).
>> ➢ Majority of their books have been written by Pacific Islanders

South Pacific Books (New Zealand)
http://sthpac.netstep.co.nz/index.php?nsBookshop Session
=2cbb17e928bbb83ac1175142a722dcb1
>> ➢ New Zealand; some U.S.; USP, including Institute of Pacific Studies

BE AWARE OF SPELLINGS/NAMES

Chuuk or Truk
Pohnpei or Ponape
Saipan or CNMI
Names (search by last name or first name)

New Zealand Export Books http://www.nzeb.co.nz/
> ➤ academic, government and legal publications from New Zealand.
> ➤ Offer services to libraries in Asia, Australia, North America and Europe, and to NZ libraries. They supply monographs, serials and electronic media

UH Press (Hawaii) http://www.uhpress.hawaii.edu
> ➤ published new books and journals annually in the humanities, social sciences, and natural sciences in Hawaii and across the Pacific and Asia.

Pacific Book House (Australia) http://www.pacificbookhouse.com.au
> ➤ Quality used and rare books, new and out-of-print books about the Pacific

Book Bin (Oregon) http://www.bookbin.com
> ➤ Books on Hawaii, The South Pacific Islands, The Philippines, and Southeast Asia.

Barnes & Noble http://www.barnesnoble.com/
> ➤ offer books, music, DVD, video games, and related products and many services.
> ➤ Best site for children's books, videos, and music.

Amazon http://www.amazon .com
> ➤ Sells videos, books, electronic, music from all around the world

OUT OF PRINTS AND RARE BOOKS
(All those published before 1820 regardless of subject)

ABE Books http://www.abeooks.com
> ➤ new, used, rare, and out of print books from thousands of booksellers (help people find and buy any book from any bookseller anywhere)

Alibris http://www.alibris.com
> ➢ offers you millions of new, used, and otherwise hard-to-find books, music, and movies
> ➢ have millions of out-of-print, older in-print, and otherwise unavailable titles in stock.

BookFinder.com http://www.bookfinder.com/
> ➢ new , used , rare , out of print , international, textbooks

Jean-Louis Boglio (Australia) http://www.maritimebooks.com.au/
> ➢ Specialize in maritime books (new, secondhand, and out or print) and books on French speaking islands of the Pacific & Indian Ocean Regions.

Pacific Book House (Australia) http://www.pacificbookhouse.com.au
> ➢ Quality used and rare books, new and out-of-print books about the Pacific

Jean Touzot (France)
- http://search.touzot.fr/tz-scripts/home/home.asp?Language=en
> ➢ French language publication, especially French Polynesia and New Caledonia
> ➢ Rare and Out of Print Books

Tips For Collecting

Compare prices $$$$$$$$$
Shipment cost, book price

Book Conditions
(bindings, category (new or old))

Vendor (if services apply your state)
Build a bridge with other libraries

Free materials
Library weed list(s)
Register to a site that can update you

LOCAL COLLECTIONS: *Think Local and Collect Local*

Local Newspapers

- ➤ Kasehlelie Press
- ➤ Pacific Island Report
- ➤ Marshall Island News
- ➤ Saipan Tribune
- ➤ Government News
- ➤ Or any related news involving Pacific

Other Local Collections

- ➤ Year books
- ➤ Congregation members list
- ➤ Catalogues
- ➤ Brochures
- ➤ Programs
- ➤ Maps
- ➤ Music pamphlets
- ➤ Story books
- ➤ Appliqué
- ➤ Arts
- ➤ Diary
- ➤ Telephone books
- ➤ FSM or state Census

MEDIUMS

- ➤ Video Recordings (VHS, DVD, VCD)
- ➤ Sound recordings (meetings, interviews, story telling, music)
    - ➤ Others
        - ➤ Photos
        - ➤ Painting

Kalangan en Kupwuramwail Koaros
Thank you all!

Helping Children to Read and Write

Grace Merong
PIALA 2008 YAP

Literacy

- Literate ·
  - Having the ability to read and write
  - Having/showing skills in using words
  - Knowledgeable
  - Educated

Read Aloud Importance

- Why read aloud?
  - Read to children from birth on up through school age
  - Effective ways parents and caregivers can help children learn to read
  - Time spent together also builds strong emotional bonds

How Do Children Benefit?

- Develop stronger language skills
- Learn many new words
- Learn to ask questions about the story
- Learn to make connections between pictures an words
- Develop listening skills
- Develop lifelong love of reading
- Learn that reading is fun and valuable!

Research Shows

- Read Aloud to children at a young age:
  - Supports emotional development/self esteem
  - Build important teacher/parent-child bonds
  - Shows child the importance of reading
  - Stimulates brain development
  - Increase vocabulary
  - Stimulates imaginations, creativity, and curiosity
  - Helps child become a better writer
  - Is Fun!

Children Character Building

- Parents model positive behavior
- Instill local and family values
- Parents read and write local and English

Reading is the foundation for all other knowledge!

- Writing go hand in hand with reading

Unlock Children's Dreams

Reading is extremely important in unlocking children's Dreams.

It is also exercise for the brain.

Gain prior knowledge

- Through
  - Reading
  - Writing
  - Speaking
  - Listening

Reading Early Stops...

- Children being continued dependent
- Being a burden
- Committing crimes
- Accidental loss of life or suicidal

Nation Building

- More educated citizens
- Future leaders
- Well informed citizens
    - good parent and stewards of the environment
- Contributing members of the family/society

Reasons for Early Literacy

- To avoid:
    - School drop outs
    - Adult High School or GED
- Guarantee
    - Lifetime literacy skill
    - Secure, stable and rewarding future career

How Library Can Help?

- Promote library resources
- Work with teachers and parents
- Attend PTA meeting
- Library activities
- Ask for more resources

Read Aloud Tips

- Read to your child everyday for at least 10 min.
- Create aura of special ness
- Find comfortable intimate spot
- Re-read the story
- Introduce book/story titles, authors, illustrations

Read Aloud Tips

- Have child predict what story is about
- Change your voice to fit mood, action, voice
- Discuss what is happening and relate
- Ask questions about the story and what child likes

Thank You

The time you spend helping children to read now is a gift for a life time!

Grace Merong in collaboration with Noe Yalap,
Reading Specialist, Ministry of Education,
Republic of Palau

Useful Websites for Pacific Acquisitions
Grace Merong
Palau Community College

James Bennett (Australia)
http://www.bennett.com.au/
Australia, New Zealand, and some Pacific publications

Jean Touzot (France)
http://search.touzot.fr/tz-scripts/home/home.asp?Language=en
French language publications, especially French Polynesia, New Caledonia

Institute for Pacific Studies (Fiji)
http://ipsbooks.usp.ac.fj/
http://www.uspbookcentre.com/

South Pacific Books (New Zealand)
http://sthpac.netstep.co.nz/
New Zealand, some U.S., USP, including Institute of Pacific Studies

Jean Louis Boglio (Australia)
http://www.maritimebooks.com.au/

New Zealand Export Books
http://www.nzeb.co.nz/
New Zealand

Barnes & Noble
http://www.barnesandnoble.com/

Barnes & Noble for Libraries
http://btob.barnesandnoble.com/bn-at-school/library-services.asp

Amazon
http://www.amazon.com/

University of Hawaii Press
http://www.uhpress.hawaii.edu/

UMI/ProQuest (Australia)
http://www.proquest.com/assets/downloads/catalogs/collections/australia&newzeal
and_catalog.pdf

Pacific Book House
http://www.pacificbookhouse.com.au/
Out of print and currently published

Out of Print Dealers:

The Book Bin Pacifica
http://www.bookbin.com/
Out of print materials

ABE Books
http://www.abebooks.com/

Alibris
http://www.alibris.com/

Alibris for Libraries
http://library.alibris.com/

BookFinder
http://www.bookfinder.com/

PACIFIC RESOURCES FOR EDUCATION AND LEARNING (PREL)

MEDIA RELEASE

FOR IMMEDIATE RELEASE

OCTOBER 27, 2008

PREL ANNOUNCES PACIFIC LIBRARY STAFF AWARDED FUNDING TO ATTEND THE 2008 PIALA CONFERENCE

Nineteen residents of the U.S.-affiliated Pacific have been selected to attend the 2008 Leaders for Pacific Libraries (LPL) professional development in Yap, Federated States of Micronesia (FSM). The LPL professional development, funded by the U.S. Institute of Museum and Library Services (IMLS) and directed by Pacific Resources for Education and Learning (PREL), will take place November 20–22, 2008, on Yap, as part of the 2008 Pacific Islands Association of Libraries, Archives, and Museums (PIALA) Conference.

The intensive professional development for the LPL cohort will include a 3-day postconference workshop on "The Art of Thinking Big: How to Go From an Idea to a Competitive Grant." The training will be conducted by Ms. Elaina Norlin, Manager of New Initiatives and Outreach, OCLC Eastern, and Mr. Mathew Bellhouse-King, Research Assistant, PREL. Ms. Stephanie Gerding, coauthor of *Grants for Libraries*, will provide virtual training materials for the workshop. All LPL awardees will attend the PIALA conference from November 17 to 19, 2008.

By providing targeted professional development in specific areas of library management to this group, all of whom are preprofessional staff working in libraries, archives, and museums in their home jurisdictions, the LPL training seeks to improve library services across the region. The 2008 LPL attendees include: Perise Toilolo from American Samoa; Kieko Kanemoto from Chuuk; Patricia Aguon-Cruz and Erlinda Naputi from the Commonwealth of the Northern Mariana Islands (CNMI); Lourdes Nededog from Guam; Michael Williams from Kosrae; Mike Chipen, Jennifer Hainrick, Atarino Helieisar, Dosihner Jose, and Karleen Manuel from Pohnpei; Pearl Anien and Sistina Elbon from the Republic of the Marshall Islands (RMI); Mary Arius, Sandy Fernandez, Sunshine Garcia, and Imengel Mad from the Republic of Palau; and Erica Ruwepin and Helen Salap from Yap.

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PREL is an independent, nonprofit 501 (c)(3) corporation that serves the educational community in the U.S.-affiliated Pacific, the continental United States, and countries throughout the world. PREL bridges the gap between research, theory, and practice in education and works collaboratively with schools and school systems to provide services that range from curriculum development to assessment and evaluation. In addition, PREL administers the Regional Educational Laboratory (REL) Pacific, 1 of 10 Regional Educational Laboratories funded through the Institute of Education Sciences of the U.S. Department of Education. With a

commitment to ensuring that all students have an equal opportunity to develop a strong academic foundation, regardless of circumstances or geographic location, PREL has service centers in the U.S.-affiliated Pacific islands, including American Samoa, the Commonwealth of the Northern Mariana Islands (CNMI), the Federated States of Micronesia (FSM: Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, the Republic of the Marshall Islands (RMI), and the Republic of Palau.

For additional information about this media release or PREL and its work, please contact Jackie Burniske, Director of Communications, by telephone at (808) 441-1300 or by email at burniskj@prel.org, or visit our website at *www.prel.org*.

HAWAII-PACIFIC LAW LIBRARIES INITIATIVE
Report from Keiko Okuhara to PIALA 2008 Yap (delivered by Ruth Horie)

The inaugural meeting of the Hawaii-Pacific Law Libraries Initiative
was held in conjunction with the 2007 PIALA annual conference on
Tinian. The following six people attended the meeting: Atarino A.
Helieisar (Pohnpei), Ruth Horie (Hawaii), Arlene Cohen (Guam), Stephen
A. Cohen (Guam), Terry L. G. Kennimer (Guam), Keiko Okuhara (Hawaii)

and discussed
1. create a listserv for the group
2. draft the program guidelines
3. update the directory of law related libraries in Hawaii
4. update the directory of law related libraries in Pacific Islands

1.The listserv of the Hawaii-Pacific Law Libraries Initiative was
created and Atarino sent out a note to joint the group. The following
people are on the listserv:
Atarino A. Helieisar, Ruth Horie, Arlene Cohen, Stephen A. Cohen,
Terry L. G. Kennimer, Jane Barnwell, Stuart V Dawrs, Keiko Okuhara.

2. The guidelines of the program are:
Hawaii-Pacific Law Libraries Initiative
Vision: To be the leader of resource sharing and networking in the
Hawaii and Pacific Islands legal community.
Mission: To promote cross-national collaboration in law and
legislative libraries of Hawaii and Pacific Islands to add and enhance
the essential skills and vitality to serve their own communities. To
encourage institutions to explore sister library partnerships in the
Hawaii and Pacific Islands legal community to build relationships and
share the professionalism of librarians across the border.
Action plan: Brainstorming possible collaborations such as
establishing a book exchange program, ILL program, consortium or
coordinate symposium or workshop etc. The first step of the
collaboration would be an exchange of experiences and approaches to
issues on law/legislative libraries in Hawaii and the Pacific Islands.

The next steps are:
1. update the directory of law related libraries in Hawaii
2. update the directory of law related libraries in Pacific Islands
3. discuss project ideas

If you are interested in joining the initiative please contact:
Keiko Okuhara, Bibliographic Services/Systems Librarian
William S. Richardson School of Law Library
University of Hawai'i at Manoa
2525 Dole Street
Honolulu, HI 96822-2328
Phone: (808) 956-9953 Fax: (808) 956-4615 E-Mail:
keikooku@hawaii.edu

Authors You Should Know About
Daniel Peacock
(presented by Grace Merong)

Kingma, L. and G. Green	HIS MAJESTY O'KEEFE
Clark, Eugenie	LADY WITH A SPEAR
Force, Roland	JUST ONE HOUSE
Kiste, Robert C. and Mac Marshall	AMERICAN ANTHROPOLOGY (abortion, adoption, health, alcohol and more interesting subjects)
Keate, George	AN ACCOUNT OF PELEW ISLANDS
Price, Willard	PACIFIC ADVENTURE & AMERICA'S PARADISE LOST
Henning, Theodore	BURITIS IN PARADISE
Cormack, Maribelle	THE LADY WAS A SKIPPER (Eleanor Wilson)
Toomin, P.R and P.M. Toomin	BLACK ROBE AND GRADE SKIRT
Kahn, E.J.	A REPORTER IN MICRONESIA
Van Cleve, Ruth G.	THE OFFICE OF TERRITORIAL AFFAIRS
Heine, Carl	MICRONESIA AT THE CROSSROADS
Lingenfelter, S.C. and Daniel G. Hughes	POLITICAL DEVELOPMENT IN MICRONESIA
Hezel, Francis X.	THE FIRST TAINT OF CIVILIZATION: STRANGERS IN THEIR OWN LAND
Hanlon, David	UPON A STONE ALTAR
Olopai, Lino M.	THE ROPE OF TRADITION
Peck, Williams	A TIDY UNIVERSE OF ISLANDS
Loeak, Anono Lieom	LIFE IN THE MARSHALL ISLANDS
Hempenstall, P.J. and Paula Mochida	THE LOST MAN

ResourceMate 3.0
in Yap State Hospital and
Yap State Public Library

Isabel Rungrad
PIALA 2008 Yap

I. INTRODUCTION

ResourceMate is a software that does library automation. It means ResourceMate can manage your library, such as cataloging , navigating and maintaining data base, administrative tasks and generate reports for your library.

ResourceMate can also do ISBN retrieval, circulation, check in an d out items and do patron and item search. ResourceMate creates card sets such as author, title, subject and shelflist. It also can create and print spine labels, book card labels and pocket labels. Labeling of items is essential part of an organized library. This organizational system may be Dewey Classification or Library of Congress system and must be displayed on each item so that library patrons can find it.

Cataloging

II. Cataloging

The most common activity you will be doing in ResourceMate is Cataloging of items. It is the most labor-intensive part of building a library.

With ResourceMate, many different types of items can be added to the database. Items means books, video tapes, DVDs , CDs, toys, tools, etc.
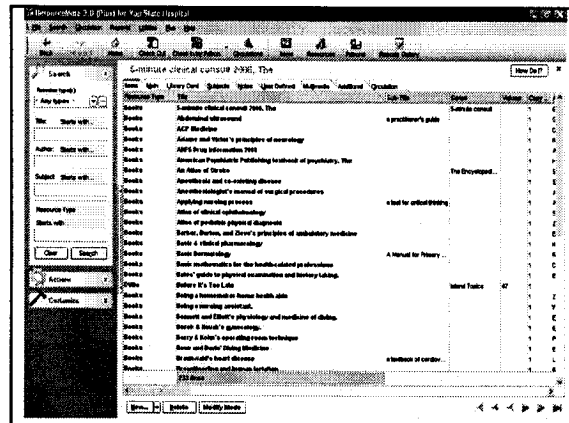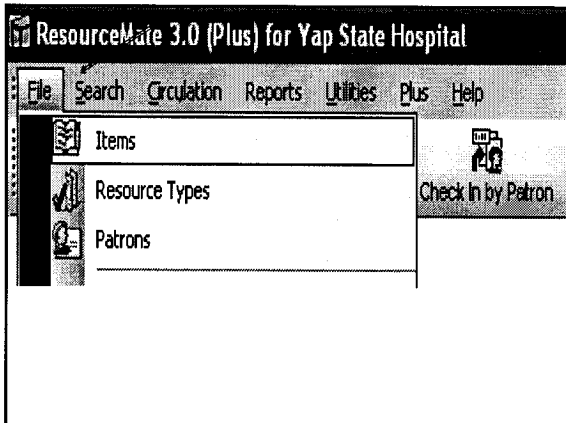
NAVIGATING DATABASE

Including

- Circulating
- Printing Catalog Cards
- ISBN Retrieval
- Patron Search
- Generate Report

III. Navigating Database

This is **getting around**.

Navigating database will speed up daily tasks as a librarian or a cataloger. You can use top menu to make selection, such as Circulation, Check out, Check in. Other way for navigating database is to use the scroll bars at the right or the bottom of the screen to move up and down or to the last item or to the first item on the screen and that is moving efficiently through the database.
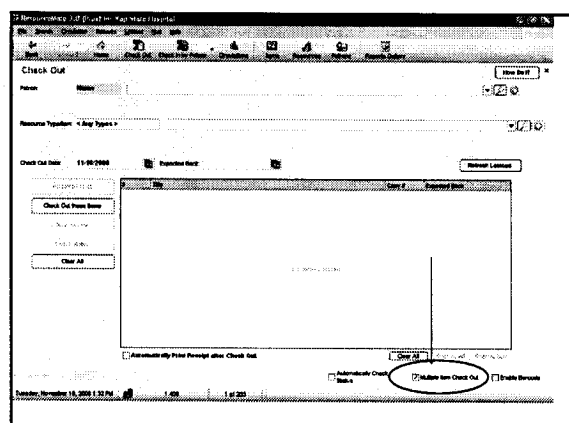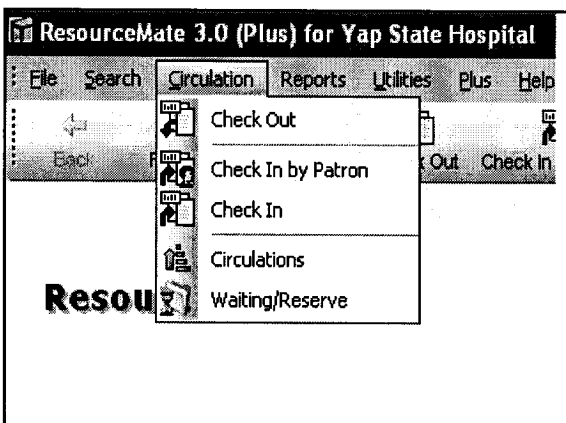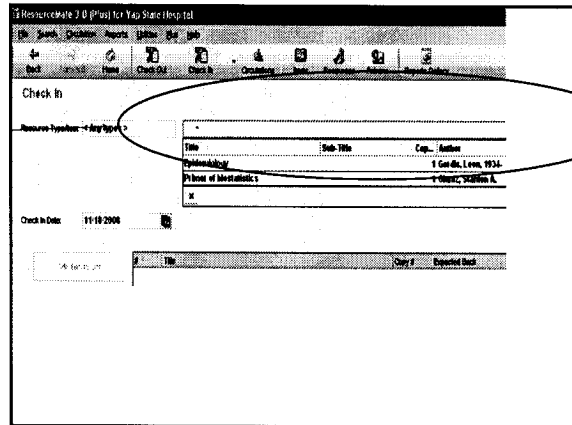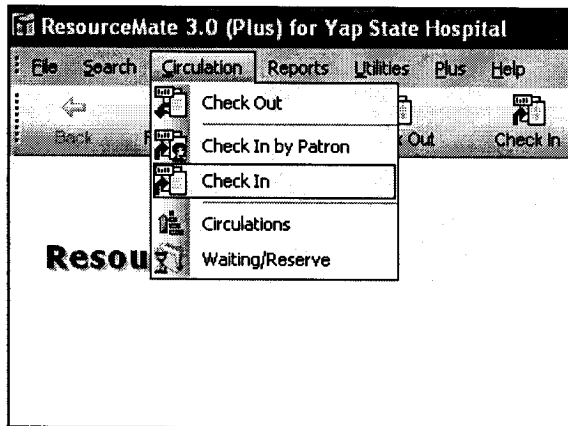
Printing Catalog Cards and Labels

V. Printing Catalog Cards a nd Labels

It takes time to figure out the t ypes and sizes of the cards and labels you will be using , but when these are figured out the process is very easy and convenient. Catalog cards h ave remained popular despite the advent of library au tomation. Many people sti ll find this proven standard comforting and like the tactile feel and see ing the actual and realistic card and information o n the cards.

Library Label - Spine/SignOut/Pocket Set -

ISBN Retrieval

VI. ResourceMate does ISBN number search and import from internet. That is to use data found on the internet from collections such as Library of Congress and Amazon.

Resource Mate also adds patrons, search for patrons and check in and out patrons. Because of the fact that it is important to have each library patron's information, such as telephone number, address and occupation, this is accurate record keeping for the circulation system.

Patron and Item Search

Generating Reports

Items by Publisher - with Call Number

Yap State Public Library
Your Title Comment

Items by Publisher - with Call Number

Title	Author	Call Number
Publisher:		
The alchemist		F Coe
Come sundown.	Blakely, Mike.	F Bla
The island		F Ben
King of Storms	Scott, Amanda	F Sco
The New York Public Library Book of : How and Where to look it up 1st ed.	Harris, Sherwood / Harris, Sherwood	REF 025.5 Har
Places Rated Almanac : Your guide to finding the best paces to live in America	Boyer, Glenn G.	REF 030.9 Boy
Publisher: 18 Rabbit Press		
Tropical & garden flower identification 1st ed.	Teague, Graeme	635.9523 Tea

VII. Furthermore, this program is very helpful, yet a few troubles appear sometimes when for example, ResourceMate:

      does not find the ISBN No.

      does not find the title of an item

      does not give call numbers

      does not find the author's name

VIII. In order to solve these problems you will have to:

  1. do everything manually

  2. enter the call number, title, author, editor, illustrator, joint author, ISBN number, copyright date, etc.

Yap State Library Association
Erica Ruwepin, Yap High School

The Yap State Library Association (YSLA) was established on August 5, 2008 and we have put the PIALA conference together. There are 15 members, including some teachers. Any local person may join. Dues are $10 per year. We want to thank Arlene Cohen and Alice Hadley for helping with bylaws and how to start a library association.

The goals of the Yap State Library Association are:

1. Provide necessary trainings and workshops for librarians and all interested parties on a regular basis.

2. Provide support to all the public and school libraries by regular visits to the library sites.

3. Identify needed resources and provide such resources to all the public and school libraries in Yap State.

4. Seek and request for funding to support all the public and school librarians in Yap State.
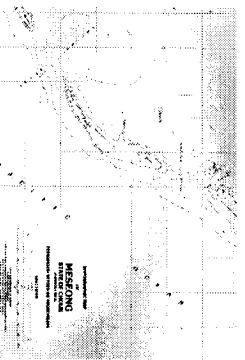
Resources for Your Library in the Government Documents & Maps Department at the University of Hawaiʻi at Mānoa Library

- Gwen Sinclair
  gsinclair@hawaii.edu
  808-956-2549

1

U.S. Army Map Service (AMS)

- Topographical maps 1940s – 1960s
 - Former TTPI (Marshall, Caroline, and Mariana Islands)
  - Guam
  - Hawaii
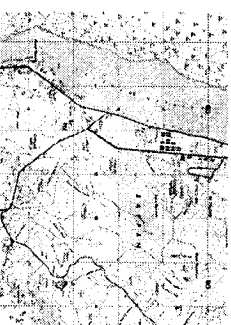
Topographic map of Saipan 1:25,000-scale, by the AMS, 1951

2

U.S. Geological Survey (USGS)

- Topographical maps 1960s – to date
  - Republic of Palau
  - Federated States of Micronesia
  - Commonwealth of the Northern Mariana Islands
  - Guam

Topographic map of Meseong, State of Chuuk, 1:25,000-scale, by the USGS, 1996

3

U.S. Navy Hydrographic Office (USNHO)

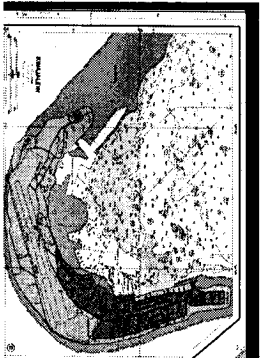- Nautical charts dating from the early 1900s through WWII
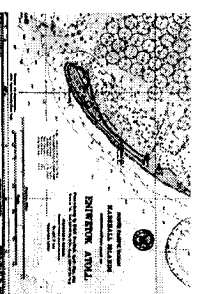
Eniwetok Atoll, Marshall Islands, chart # 2009, U.S. Navy Hydrographic Office, 1946

4

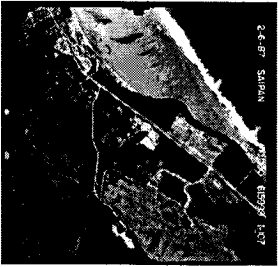## National Geospatial-Intelligence Agency (NGIA)

Charts of foreign waters, including

- Republic of Palau
- Federated States of Micronesia
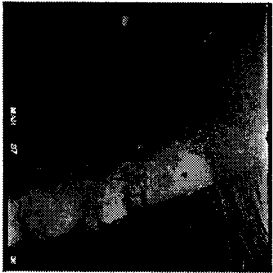- Republic of the Marshall Islands

Kwajalein, Marshall Islands, chart # 81711, by the NGIA, 1996
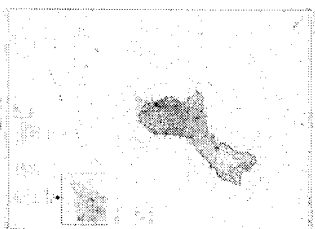

Aerial photographs

Saipan, 1987

Wotho, Marshall Islands, 1945

7

National Oceanic and Atmospheric Administration (NOAA)

- Charts of domestic waters of the U.S.
  - Including charts of Hawaii,
  - Guam
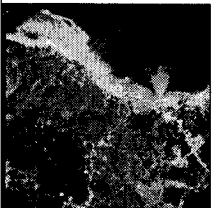 - Commonwealth of the Northern Mariana Islands
  - American Samoa

Island of Guam, chart # 81048, by the NOAA, 2006

6

Aerial photographs

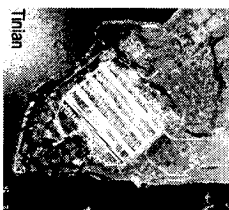- Pacific region aerial photographs in our collection:
  - TTPI Archives (10,000 prints) – to be restored
  - USGS Water Resources Division – 1944-1987
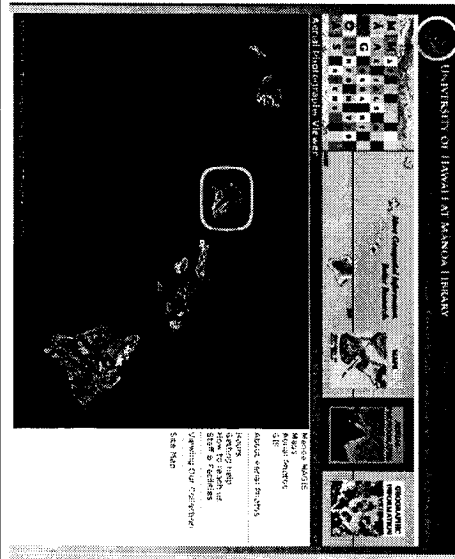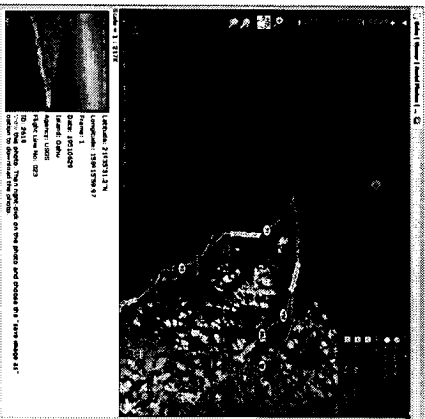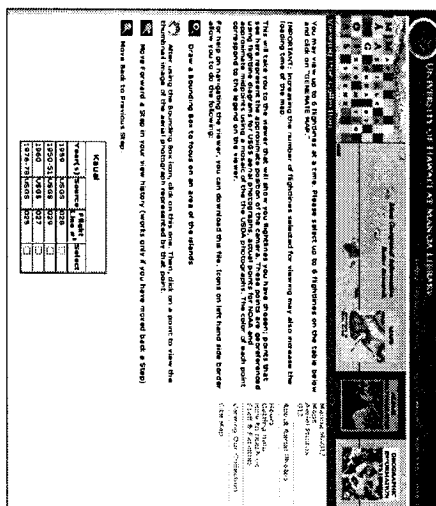 - Donations from private sources – Northern Marianas
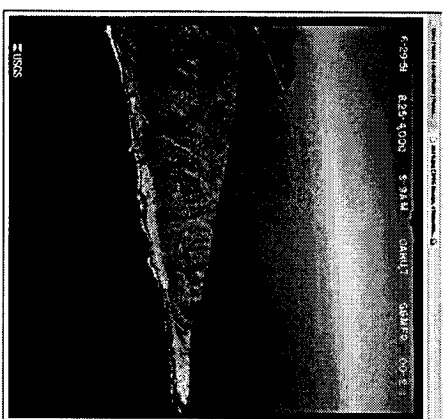

Guam

Tinian

8

Viewing/downloading aerial photographs

Viewing/downloading aerial photographs

Viewing/downloading aerial photographs

Viewing/downloading aerial photographs

Viewing/downloading aerial photographs

13

Maps/aerial photographs/GIS reference services (MAGIS)

Salim Mohammed, Map/GIS Librarian
salim.mohammed@hawaii.edu
or Ross Togashi, Map Technician
rtogashi@hawaii.edu
mapcoll@hawaii.edu
ph.(808) 956-6199
http://magis.manoa.hawaii.edu/

14

United Nations resources

- Official Documents System (ODS)
  http://documents.un.org/advance.asp
  Full text of resolutions and other documents
- UNBISNET http://unbisnet.un.org
  Catalog of the UN Library
  Some documents available online; we have many more
  in print or microfiche

15

Official Documents System (ODS) example

UN Document Symbol: T/PET.10/762

Title: Petition from the Coalition of Women's Organization of Palau to
Keys Palau Nuclear Free and Otil a Beluad concerning the Trust
Territory of the Pacific Islands.

Imprint: [New York] : UN, 13 May 1994.

Author / Contributors: Otil a Beluad (Palau) Women's Organization of
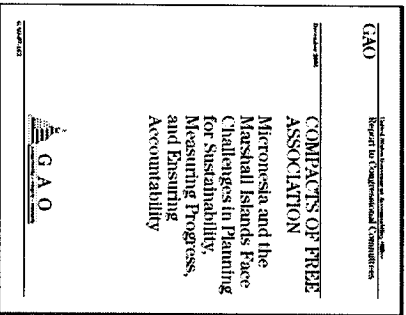Palau to Keep Palau Nuclear Free

16

Food and Agriculture Organization of the UN

- http://www4.fao.org
- Aquaculture, fishing, forestry
- Agricultural statistics; exports/imports
- Country profiles
- Food & nutrition
- FAO Corporate Document Repository

17

FAO catalogue of publications

- We have microfiche for 1975-1996
- We also have thousands of printed documents

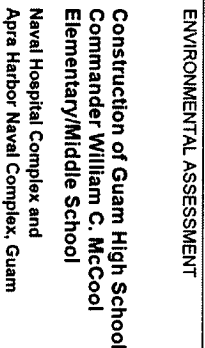FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
Helping to build a world without hunger

NE

RAS782761 . Report No: FAO-FO-DP/RAS/782/261 , Job No: X3525
Descriptors: FORESTRY DEVELOPMENT; FOREST MANAGEMENT; FORESTRY POLICIES; RESOURCE CONSERVATION
Geographic coverage: ASIA; OCEANIA,
Document order (TIFF available)

Traditional management options and approaches for reef systems in small island nations (English) Johannes, R.E.;
(R.E.Johannes Pty. Ltd., Tasmania (Australia)) Inc. (Report) ; Workshop on Integrated Reef Resources Management in the Maldives,
Male (Maldives), 16-20 Mar 1996 Nickerson, D.J. (ed.) / Maniku, M.H. (ed.) / FAO, Madras (India), Bay of Bengal Programme , 1997,
p. 275-293
Accession No: 380025, Project: 0/DEN; Coastal Fisheries Management in the Bay of Bengal, Asia, RAS/150/DEN Report No:
FAO-FI-GCP/RAS/150/DEN/FAO-FI-BOBP/REP/76 , Job No: X6623
Descriptors: COASTAL FISHERIES; FISHERY MANAGEMENT; CORAL REEFS; FISHERIES; EXTENSION ACTIVITIES; VILLAGES;
COOPERATION
Geographic coverage: VANUATU; PALAU;
Full text: English

18

United States federal government information

- Government Accountability Office http://gao.gov/
- Reports on the effects of laws, treaties, programs
- Most publications online; a few in microfiche

United States Government Accountability Office
Report to Congressional Committees

COMPACTS OF FREE ASSOCIATION

Micronesia and the Marshall Islands Face Challenges in Planning for Sustainability, Measuring Progress, and Ensuring Accountability

GAO

19

Military Documents

- Defense Technical Information Center (http://www.dtic.mil/dtic/search/tr/index.html)
- Environmental impact statements
- Technical reports 1960s-present
- Some available electronically; we have many in print or microfiche

ENVIRONMENTAL ASSESSMENT

Construction of Guam High School
Commander William C. McCool
Elementary/Middle School

Naval Hospital Complex and
Apra Harbor Naval Complex, Guam

20

National Technical Information Service

- Not just technical information!
- 1964-present
- Available for purchase, or we may have free access
- http://www.ntis.gov/

**HUMAN RADIATION STUDIES:
REMEMBERING THE EARLY YEARS**

*Oral History of Physician
James S. Robertson, M.D., Ph.D.*

Conducted January 20, 1995

21

Congressional Research Service reports

- Reports for Congress about legislation and policies
- http://opencrs.com/

CRS Report for Congress
Received through the CRS Web

Loss-of-Use Damages From U.S. Nuclear Testing in the Marshall Islands: Technical Analysis of the Nuclear Claims Tribunal's Methodology and Alternative Estimates

23

Foreign Broadcast Information Service (CIA)

- Radio broadcast transcripts from 1940s-present
- Current (1996-present) available electronically
- Older transcripts in print or microfiche

AFP: Former President Says Voters Angered by Chinese Interference in Kiribati
Hong Kong AFP in English 0322 GMT 08 Dec 02
AFP
Sunday, December 8, 2002
Journal Code: 1001 Language: ENGLISH Record Type: FULLTEXT
Document Type: Daily Report, News
Word Count: 636

By Michael Field

(FBIS Transcribed Text) AUCKLAND, Dec 8 (AFP) -- Voters in Kiribati, angry at alleged Chinese interference in their domestic affairs, have delivered a stinging rebuke to the government of the central Pacific nation, former president Ieremia Tabai said Sunday.

President Teburoro Tito narrowly survived second round voting Friday to retain his seat in the 42-member Maneaba ni Maungatabu or parliament but eight of his 10 ministers were dumped.

22

Congressional documents & reports

46th Congress, 1st Session
S.Exec.Doc. 2
Message from the President of the United States, communicating, in answer to a Senate resolution of March 3, 1879, information in relation to the Samoan Islands. March 21, 1879
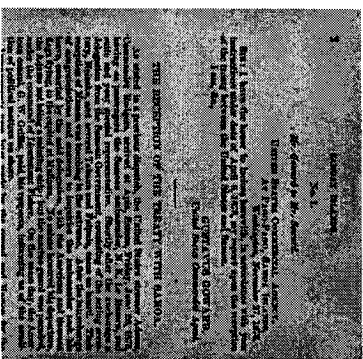
24

Congressional hearings

Title: *Northern Mariana Islands* (July 24, 1975)
Committee on Interior and Insular Affairs. Senate
INSERTIONS:

Chronology of activities of the Plebiscite Commr with supplement summarizing media use in Plebiscite Educ Program (p. 93-97).

Text of Covenant issued by Office of the Plebiscite Commr in Chamorro, Carolinian, and English, May 1975 (p. 98-150).

Explanation of the Covenant, pamphlet issued by Office of the Plebiscite Commr, May 1975 (p. 151-165).

Secretarial Order No. 2973 defining plebiscite authority and procedures and setting plebiscite date, Interior Dept, Apr. 10, 1975 (p. 166-174).

"The Plebiscite Commissioner Answers Some of Your Questions About the Plebiscite, the Covenant, and Commonwealth," pamphlet (p. 175-187).

Agreement on use of land to be leased by U.S. in the Northern Mariana Islands,May 1975, text with maps (p. 188-212).

Contacts of Office for Micronesian Status Negotiations with the Congress re status negotiations, 1971-75, list (p. 215-221).

25

Congressional Record

- Proceedings on the floor of Congress
- Text or summaries of bills and resolutions
- News articles, letters, and other material

26

Free virtual reference services

- Government Information Online service
  - Monday-Friday 8:00 – 6:00 Eastern time chat service
  - Email reference questions anytime
  - http://govtinfo.org/
- Ask-a-Librarian
  - 24/7 chat/email reference service
  - http://library.manoa.hawaii.edu/questions.html

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Other helpful resources

- Usa.gov search engine http://www.usa.gov/
- Delicious bookmarks
  http://delicious.com/gwensinclair
- Ben's Guide to U.S. Government for Kids
  http://bensguide.gpo.gov/subject.html

28

CIA home page for kids

29
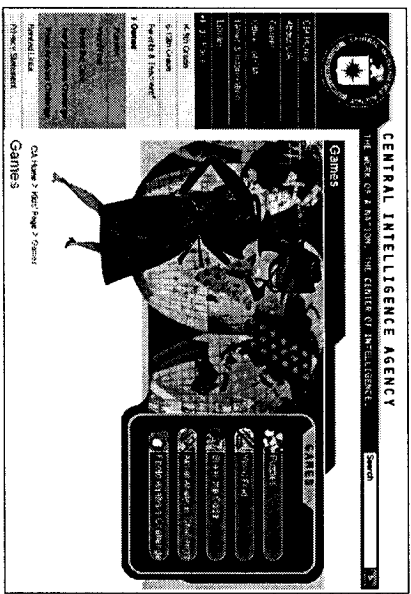
Federal and United nations government documents reference services at UH Mānoa

Contact Mabel Suzuki or Gwen Sinclair

govdocs@hawaii.edu

mabel@hawaii.edu

gsinclair@hawaii.edu

808-956-8230

http://library.manoa.hawaii.edu/departments/govdocs/index.html

30
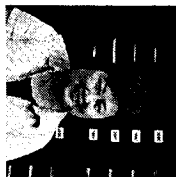
Donated Books
"Say What?"
Lynn Sipenuk

PIALA 2008 Yap
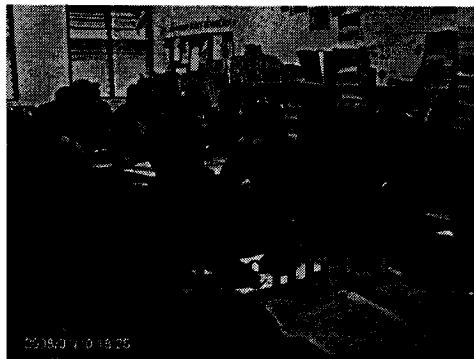
Things to
think about
. beginning to end.

The dream
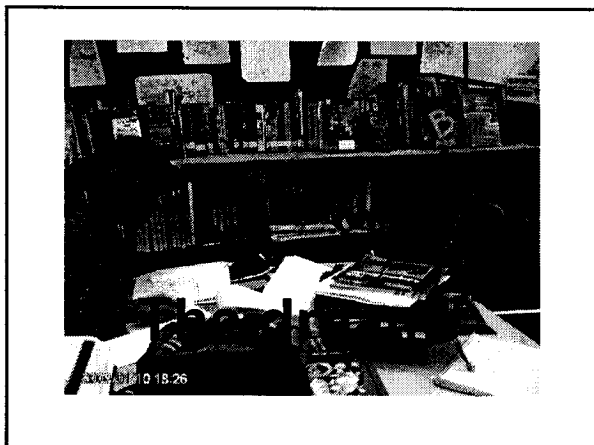
Before saying "Yes"

- Get into the contact loop first
- Have a list of your wants and needs
- Be realistic
- If you can, connect with the donors and let them know your most pressing needs
- Remember to express gratitude for their willingness to help

Before the books arrive:

Who, where, & when?

Open & Sort

Open & Sort

Sort & find sets

Inventory & label

WEEKEND VOLUNTEER

Repack into classroom sets

Make school sets

We tried to give each school books for each grade level in that school.

We tried to give each class enough books for each student to have his or her own book.

Ready to go......

....more helping hands

Then another boat trip.....

A special extra:

- Booklets in the vernacular

- Thank you PREL

Welcome to your new home, books.

Was it worth it?

Republic of the Marshall Islands Library Report
Lydia R. Tibon
USP Marshall Islands Center

Yokwe from Republic of the Marshall Islands.

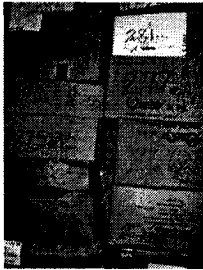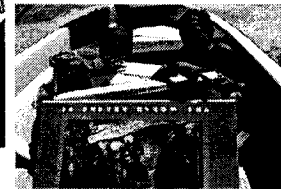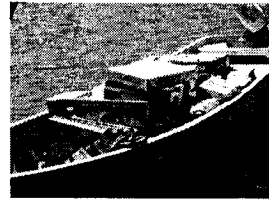Before I do my report, I would like for us to do a silent prayer for Ennion Kalles who just recently passed away this year of a heart attack. Ennion was a great MILA advisor and also a very dedicated person who always fights for what is right.

Introduction of PIALA participants this year: 2008

- Sistina Elbon, from Alele Museum Public Library
- Pearl Anien, RMI Legislature Library
- New member to Marshall Islands Library Association or MILA Lucy Katjang also from RMI Legislature Library
- MaryRuth Matthew from Ebeye Public Elementary Scholl Library and
- Myself, Lydia R. Tibon from University of the South Pacific Marshall Islands Campus Library

As you can see only five of us were able to make it to this conference, however we represent different categories of libraries in the RMI because we have one from a school library, two from special libraries, one from an academic library and one from a public library which is supposed to be most strongest basket because it is the umbrella that we all fall under and it should be our national library in RMI. I would like to thank the IMLS grant for giving two slots to two of our participants Sistina and Pearl to participate in this year's PIALA Conference.

DISASTER PREPARENESS IN A LIBRARY

Each participant who attended the last PIALA in Tinian went home and we each made PIALA reports to our colleagues in each of our workplaces. Each of us now have our own disaster team members in our workplaces.

We identified:

- What steps need to be done
- Which team member is assigned to do what must be done
- Which team member is responsible to take the lead in doing assigned tasks that are already in place
- Who will get the most important documents and so forth

After we report to our employees in our workplaces, I, as RMI rep also reported to MILA members during our few meetings. Although only few of us that attended MILA meetings, we were able to complete what needed to be achieved when reporting a disaster emergency.

So the only MILA members that are present in this PIALA conference plus two from the College of Marshall Islands, one from National Training Council, one from the Environmental Protection Authority were able to attend our meeting and take note of our reports. We sent a request to the Chief Secretary who is the Head of the National Emergency Management Coordination Office to give us an opportunity so that we could show them what we learned but unfortunately, they have not been able to open their door yet for some busy schedule, however, we will not give up. I'm sure one of these days, they will let us in. College of Marshall Islands also would let us in one of these days to do a presentation when we are ready to present.

INTRODUCTION OF WHAT WE HAVE BEEN DOING:

1. Alele Museum Public Library – This was one weakness in RMI but nowadays, things are more highlighted as we have enlightened our needs to Alele Director who is willing to work with MILA. A grant writer has been hired. They have received some IMLS grants which brought 7 computers and now users have access to internet and there is also a new cataloging system, a new media search and more and more users, students and even parents are using the public library.

2. RMI Legislature – New cataloging called Winisis and users can access internet now.

3. Ebeye Public Elementary School Library – There is no internet access and books were not able to be cataloged. We hope that someday MaryRuth will be able to come to Majuro to train with other MILA members who are using the Procite cataloging system in most of their libraries.

4. USP Marshall Islands Campus Library – We are using the Athena system it is very useful for the users to do more research in the library.

CHALLENGES

One of the challenges that MILA members face nowadays is working on Saturdays. Although we are full time mothers, grandmas, employees, we do voluntary work and dedicate our time on some of the Saturdays to promote libraries, reading and literacy in the RMI, to carry out our goals and objectives. This year it's been very slow carrying out our activities but we managed to participate in the Manit Day by going out to some of the schools and do storytelling, riddles, songs, and explain how valuable a library is to all schools in the RMI.

ACKNOWLEDGEMENTS

Finally I would like to thank the following entities for allowing for allowing us to be in this year's conference:

Alele Museum Public Library, RMI Legislature, Ministry of Education in Ebeye, Principal Hiram Malolo and Mr. Carl Jeadrik, USP Marshall Islands Campus, College of Marshall Islands, Mary Silk from the Nuclear Special Collection Section, National Training Council Special Library, Environmental Protection Authority and Jane Barnwell from the PREL Office.

Millions of thanks to you and Komol tata everyone and especially to the coordinating committee of Yap Library Association for your great hospitality.
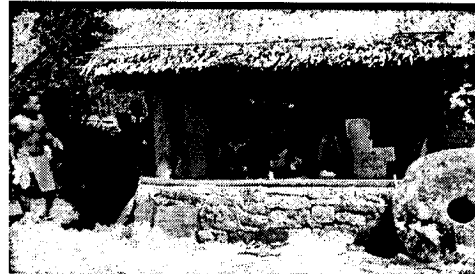

Submitted by Lydia R. Tibon,
PIALA RMI representative

Yap State Museum

Michelle Young
Yap State Historic Preservation Office

PIALA 2008 YAP

First Yap State Museum

1980 Report by
Harley C. Schreck Jr.

- Lack of security
- Poor building maintenance
- Structural termite damage / mold and pest infestation throughout collections
- Understaffed
- No museum training resulting in poor collection care.
- Lack of housekeeping being carried out by staff.
- Inadequate collection documentation
- Inactive Board of Trustees
- Lack of interpretive information in exhibition displays.

Mission Statement

The Yap State Museum is a forum for our State to present the cultural heritage, history and natural sciences of its communities. To accomplish this purpose the Museum shall collect, research, preserve, exhibit and interpret objects from earliest times to the present for the enrichment of our local communities, schools, researchers and visitors.

Principles

1. recognizes the diversity of communities within the State and makes every effort to represent such diversity within Museum programs.
2. seeks to achieve positive financial outcomes and offer products and services that contribute to the sustainability of the Museum.
3. works in collaboration with heritage organizations, research and education institutions to extend access to the Museum and to foster mutual cooperation.
4. acknowledges the Traditional Consultants as representing the elders of the communities and recognizes their role in protecting the continuity of the culture and heritage of this State and therefore seeks their consultation and active participation in Museum activities.

The Yap State Museum Committee

- Setting policy.
- Making strategic plans and decisions.
- Allocating resources.
- Setting goals
- Fund raising.
- Evaluating performance.
- Carrying out personnel decisions
- Making themselves available to assist in their areas of individual expertise.
- Representing the Museum as community spokespersons.

Composition of Yap State Museum Committee

- Council of Pilung
- Council of Tamol
- Historic Preservation Office
- Yap Women's Association
- Department of Education
- Yap Visitors Bureau
- Yap State Archives
- Private Business Sector

The Committee will evolve into a Board of Trustees with the introduction of Museum Legislation

Traditional Consultants
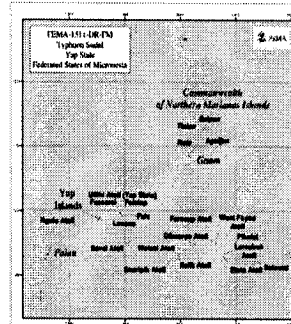
- An eight member team of consultants, composed of one female and one male elder from Yap proper/Ngulu, Ulithi/Fais area, Woleai area and Satawal, has been established. The Council of Pilung and Council of Tamol approved members for each respective area.
- The Traditional Consultants will serve as an advisory group, individually and collectively on matters of tradition and custom and provide an open dialogue between Museum staff and the elders of our communities.

Progress to Date

- Appointment of Museum Curator.
- Formation of the Yap State Museum Committee.
- Selection of the Traditional Consultants.
- Acquisition of Museum site.
- Completion of design concept.
- Geotechnical Testing of Site
- Ground preparation of Museum site.
- Approval of funds for A&E work

Progress to Date, cont.

- Submission of Operations Budget for 2006/07 Fiscal Year.
- First Donation of Gary Smith Collection.
- Collection Policy approved by the Yap State Museum Committee in December 2006.
- Completion of Architectural and Engineering Works in August 2007.
- Public hearing of the Museum Legislation in June 2007.

Progress to Date, cont.

- 11 Collection Policy forms approved by the Yap State Museum Committee.
- Procedures for Acquisitions completed in September 2007.
- Disaster preparedness, housekeeping, storage care and integrated pest management training manuals completed.

Museum Site

- Central located within Colonia.
- Within walking distance of bus interchange, hotels, schools, central business area.
- Overlooking Chamorro Lagoon.
- 4ft of fill required to level off to existing road elevations.

Museum Design to reflect the traditional architecture of Yap State
e.g. men's houses -- meeting houses -- sea walls -- stone paths

Yap State Museum Design Concept
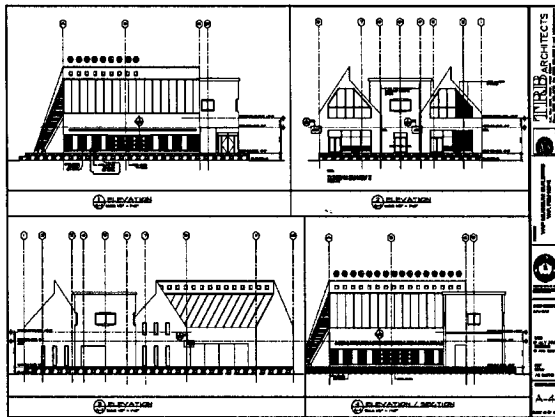
Museum facility

- Reception and Gift Shop - 700 sq ft
- Exhibition Gallery - 1350 sq ft
- Mezzanine Level Exhibition Gallery - 980 sq ft
- Meeting Space and Photographic Gallery - 700 sq ft
- Open Air Gallery - 640 sq ft.
- Research Library - 500 sq ft
- Storage - 580 sq ft.
- Office Space - 733 sq ft.
- Outdoor Performance Area & Garden space.
- Canoe Building Workshop

Exhibition Gallery

- Ground floor and mezzanine level exhibition gallery.
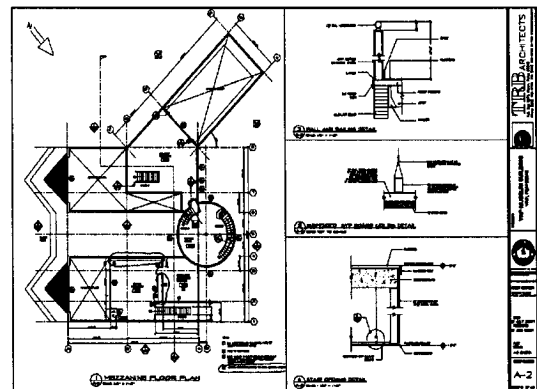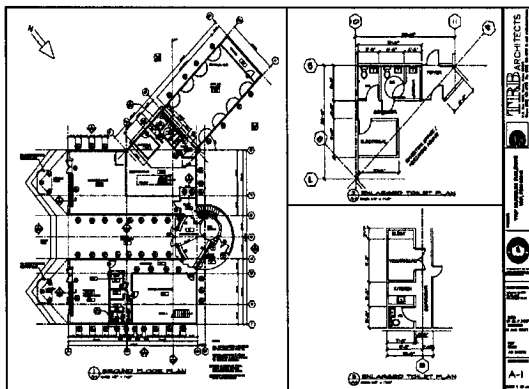- Second Phase - wheelchair access to mezzanine level.
- Estimated running cost of the galleries using mechanical systems is $60,000.00 per annum.
- Change to the design intent in July 2006 – combination of passive environmental control and mechanically controlled spaces.

Museum Office space and Research Library

- Storage space – a continuously mechanically controlled area with restricted access. Compatibility with appropriate open shelving and artifact trays.
- Workshop area - enable Museum staff to design and develop exhibitions and process all incoming objects. Passive environmental control.
- Office Space - accommodate five museum personnel. Air-conditioning when in use.
- Research library - house all Historic Preservation Office theses, publications and journal articles pertaining to cultural and scientific research conducted within Yap State and will also include research from the wider Pacific region for comparative purposes. Passive environmental control.

Reception, Gift Shop and Meeting Room/Photographic Gallery & Workshop

- Reception - Inviting and accessible for wheelchair users. Sufficient storage and display for items in gift shop – air-conditioned when in use.
- Dual purpose meeting room and photographic gallery–air-conditioned when in use.
- Workshop - Open plan, multi purpose space for public events and practical training - passive environmental control.

Museum Educational and Public Events

• Master Navigator to facilitate an outreach program to teach 'at risk youth' navigation and sailing.

• Two photographic exhibitions a year.

• One temporary exhibition a year.

Revival of *Kakrom* magazine produced by Senior High School Students.

• Reviving the transfer of traditional skills through a number of workshops. E.g. fish trap making and First Aid and local medicine.

• Senior Citizens monthly gathering to share and discuss knowledge (CHATS)

Museum Educational and Public Events

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Museum Educational and Public Events

Closing Ceremony, Thursday, November 20, 2008
Remarks by Kersweet Eria, Outgoing PIALA President

Distinguished Colleagues,

Ladies and Gentlemen,

We are come to the end of the 18th Annual Conference of the Pacific Islands Association of Libraries, Archives and Museums (PIALA). It is time to briefly review what we have done and also to say thank you to the Honorable Governor of Yap State, and all members of the Organizing Committee for hosting this year's conference.

I would like to thank you, my dear colleagues for your contributions by your presentations and comments to make our conference a more productive and successful one. It is also an important occasion to share our experiences, compare our strengths and weaknesses and also to consolidate efforts towards enforcing regional and international sharing of resources, information, and communications.

I would also like to express my sincere gratitude to the presenters who came from far apart to feed us on the many important topics, guide us and pave our way through such challenges that we face in our libraries.

On behalf of PIALA, I would also like to express my gratitude to the members of the Organizing Committee for extending exceptional hospitality to all participants and maintaining extremely high standards of arrangements for various events of the conference. It is my pleasure to welcome the newly elect PIALA officers Mr. Atarino Helieisar, President, Mr. Michael Williams, Vice President, Ms. Grace Merong, Secretary, and Ms. Lydia Tibon, Treasurer. I wish you good luck and may God be with you on your new journey.

Once again, I thank all of you for your participation and contributions in the Conference and convey my regards with the hope of meeting you in the next PIALA conference.

Closing Ceremony, Thursday, November 20, 2008
Remarks by Atarino Helieisar, PIALA President-Elect

Sirow:

Please allow me to recognize the presence of the Yap State first lady Mrs. Anafal and any other important people who are with us this evening.

I also want to pay my respects to the Council of Chiefs (The Council of Pilung and the Council of Tamol),

- Governor of the great State of Yap and cabinet members
- Speaker and members of the Yap State Legislature
- Church leaders
- All the great people from the State of Yap
- PIALA members

GOOD EVENING!!

As the new President of the Pacific Islands Association of Libraries, Archives and Museums (PIALA), I am very honored to stand in front of you tonight to deliver my speech to thank the many, many people and offices for making this 2008 PIALA Conference a successful one:

- Office of the Governor of the great State of Yap
- Office of the Speaker of the Yap State legislature
- Department of Education, Yap State
- The Yap State Library Association
- Hotels and Restaurants
- The great and friendly people from the state of Yap
- PIALA Presenters and those who travelled from a far distance on their own budget to join us this week for the PIALA Conference:
  - Gerald Brown – Guest Speaker for this year's conference
  - Representative Glenn Wakai from the Hawaii State Legislature
  - HLA President – Becky Rathgeber
  - Arlene Cohen – One of the founders of this great Association
  - Ruth Horie, Karen Peacock, Jane Barnwell, Elaina Norlin, Mathew Bellhouse-King, Gwen Sinclair, Rosalind Ram and all HLA members.
  - Delegates from Guam
  - Delegates from Saipan (CNMI)
  - Delegates from American Samoa
  - Delegates from the great State of Chuuk
  - Delegates from the great State of Pohnpei
  - Delegates from the great State of Kosrae
  - Delegates from the great Republic of the Marshall Islands
  - And Delegates from the great Republic of Palau.

Thank you for joining us today and I hope we continue to attend PIALA conferences in the future.

As the new PIALA President, I would like to start out my work in encouraging all the government leaders, NGO's and the community to support our libraries, archives and museums in our states throughout the Pacific, especially here in Micronesia, The libraries, archives and museums cannot stand alone to support the people without your help. Libraries, archives and museums around the world today are like the second home for our children. Our children are the future leaders for tomorrow and we need the full support from our own leaders to make sure our libraries, archives and museums, are among the top ten on your priority lists. Libraries today play an important role in the community, churches and the government as well. Libraries gave you, me, and all the information we need to understand and be a role model to our kids and members of the community today. A library, archive or museum can not operate without a librarian, archivist or curator. Let us support the budget for the libraries, archives and museums and also a librarian, archivist and a curator to take care of the materials in these places and serve the people. "REMEMBER" the wisdom is always in the library and without libraries our community members and especially our kids will be sitting beside the roads and doing drugs or whatever that will make our future a dark future.

This year's PIALA conference marks a very special moment of my life to be selected to lead the canoe which we call PIALA. There are many challenges waiting ahead but with all the support from PIALA friends and family, we will succeed. I want to ask each and every one of you today to go back and work with your state leaders to support our libraries, archives and museums to be a place where we can find unique information to support our ideas and even our cultures. Let us all battle together in the same direction so we can reach the many destinations ahead and make our libraries, archives and museums a number one place for our kids and the community members who will become our future leaders in the future.

I hope you enjoy the rest of your stay in Yap as I know some of us are going to stay on the island for a few more days because of the beauty of the islands and because of the especially friendly people we meet during the past days in stores, restaurants, under the sea and in the villages.

Once again, Kamagar, Kulo, Kinisou, Komol, Sulang, Mahalo and Thank you!!

Closing Ceremony, Thursday, November 20, 2008
Remarks by Isabel Rungrad, Yap State Public Library

Good Evening Everyone:

First I thank the almighty God for keeping us all safe and well through the whole week of our conference.

Honored Guests, PIALA and YSLA Members,

I wanted to start with the few greeting words I have learned from many PIALA conferences I have attended in the past years.

To our colleagues and friends from US Mainland and Canada I'd say:
Hello!

To our friends and colleagues from Hawaii:
Aloha!

For our friends and neighbors from the Marshall Islands:
Yokwe yok!

For my dearest friends from Palau:
Aliy!

For our neighbors, friends, colleagues and guests from Guam and Saipan:
Hafa adai!

And last but not least my dearest and beloved friends, brothers and sisters of the FSM Nation I would say:

Komol tata,

Ran anim,

Keselelia,

and Mogethin!

Ladies and Gentlemen of PIALA,

We at the Yap State Library Association would like to offer our sincerest gratitude to you. We believe that this year's conference has been a great success. Without your support, help and dedication, PIALA 2008 could not have been possible.

Together we are working to promote advancement in librarianship and education across the Pacific. This is a very big job. We have much work to do and we have much to learn. Through conferences like PIALA, we can work together, help each other, share ideas and learn new things.

As we depart this year's conference and head back to our home islands, I hope that we can take all we have learned this week and share it with the people of our islands. With this information, we can do our parts to help these islands.

Finally I would like to thank the following local individuals and businesses who contributed to this year's conference:

- Yap State Hospital
- Trader's Ridge Resort
- Yap Visitors Bureau
- Department of Youth Services and Civic Affairs
- Contributing Elementary Schools from Yap Proper and Ulithi Atoll
- Sev Way Mart
- Maap Evangelical Church
- Yap High School Catering Club
- Teb Women's Association
- College of Micronesia – Yap Campus
- Young Angels
- Nimar Dancers
- James Limar
- FSM Congress Delegation
- ESA Hotel
- Jhun Clarino
- Department of Education led by Sister Margow
- Speaker of Yap State Legislature
- Yap High School, Principal Domingo Techur and his Staff
- Pathways Hotel

We hope you enjoy tonight's dinner and entertainment. Once again, thank you all.