

RESET: Information Services Trends in 2012

Selected Papers From the 22nd Annual PIALA Conference 2012

**November 13-16, 2012
Tumon, U.S. Territory of Guam**

Edited by Paul B. Drake



Pacific Islands Association of Libraries, Archives, and Museums

**RESET: Information Services Trends in 2012; Selected Papers from 22nd Annual PIALA
Conference 2012**

Edited by Paul B. Drake

ISBN 978-1-892485-14-4

Pacific Islands Association of Libraries, Archives, and Museums

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Preface

Proceedings of the 22nd Annual PIALA Conference 2012

Established in 1991, PIALA (Pacific Islands Association of Libraries, Archives and Museums) is a regional association committed to fostering awareness and encouraging cooperation and resource sharing among libraries, archives and museums and related institutions of the Pacific Islands.

The 22nd Annual PIALA 2012 Conference was held November 13-16 in Tumon, United States Territory of Guam and presented opportunities to promote PIALA's mission, develop cooperation, and showcase museums, archives and libraries in the Pacific Islands area.

This is the third time that the Guam has hosted the Annual PIALA Conference, having served as host in 1994 and 2000.

PIALA continues the digital publication of its annual conference proceedings. Print copies will not be available. 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 given to the Conference organizers, the members and officers of the Guam Library Association, the PIALA Officers and Executive Board, presenters and attendees who together made this a successful conference.

In Service,

Paul B. Drake, Editor

Mangilao, Guam

pdrake@uguamlive.uog.edu

August 2013

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PIALA 2012 Conference Organization Committee and Acknowledgements

Thank you for all you did to make the Conference a success.

Planning Committee, Guam Library Association

Cyndy Pruski	Omaira Brunal-Perry	Kris Seerengen
Maria Ovalles	Antonio Perry	Nancy Kelly
Suzanne Bell	Dante Perez	Patria Sablan
Christine Scott-Smith	Geraldine Cepeda	Carmen Santos
Paul Drake		

Acknowledgements

Office of the Governor Elaine Gogue Phillip Leon Guerrero	University of Guam RFK Library Christine Scott-Smith Micronesian Area Research Center Donation of Books Judy Flores Genevieve Leon Guerrero Nicholas Goetzfridt Tina Pablo Lynn Davis, WESPAS Josephine Oracion, Centage Ariel Dimalanta, Guam guide maps Field Trip Destinations Guam Community College, GWHS GPLS, Guam Law Library, John F. Kennedy High School University of Guam (MARC and RFK libraries) Newman Visitor Center Jeffrey Libao, logo design U.S. Institute of Museums and Library Services James Lonergan
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United Airlines	Greenscapes
UOG SBPA (bags)	

PIALA Officers

President – Atarino Helieisar, Pohnpei (2011 – 2013)

Vice President – Aaron Sigrah, Kosrae (2010 – 2012)

Secretary – Karleen Samuel, Pohnpei (2011-2013)

Treasurer – Lydia Tibon, Marshall Islands (2010 – 2012)

Chuuk State, FSM Representative: Kersweet (Eric) Eria

CNMI Representative: John O. DLR Gonzales

Guam Representative: Maria Ovalles

Palau Representative: Imengel Mad

Yap State, FSM Representative: Erica Ruwepin

Non-voting Hawaii Representative: Jane Barnwell

EDDIE BAZA CALVO
Governor



RAY TENORIO
Lieutenant Governor

Office of the Governor of Guam



**22nd ANNUAL PACIFIC ISLANDS ASSOCIATION OF LIBRARIES,
ARCHIVES, AND MUSEUMS CONFERENCE**
Building and Supporting Families

Hafa Adai! In these changing times, we need places to store the knowledge of the past and present for our future. Libraries, archives, and museums are repositories of wisdom, guiding the community toward progress and understanding. Our world rapidly transforming with technology. We must use this technology to keep the information available to stakeholders.

Libraries, archives and museums don't just serve as institutions of learning. They are homes to the inquiring mind. They engage the community in appreciating our past and the lessons we've learned. The professionals who dedicate their lives to sharing knowledge and the technology they use to do so perpetuate the collective mission of these institutions.

The PIALA annual conference is a catalyst for professional development for librarians, archivists, curators, and the community in our region. PIALA has been a powerful tool for creating and expanding networks, and encouraging collaboration for 22 years with this conference.

Again, congratulations to PIALA and the Guam Library Association on their 22nd annual conference. May God bless you for your continued support of the pursuit of knowledge.

Sincerely,


EDDIE BAZA CALVO


RAY TENORIO

Residence: 1, Bani Hills, Chavacana 9 Comp. • Agaña, Guam 96911
Tel: (671) 472-8911 • Fax: (671) 77-1626 • www.governor.guam.gov



Hafa Adai and Welcome! On behalf of the Pacific Islands Association of Libraries, Archives, and Museums (PIALA), I would like to welcome each and every one of you to the 22nd PIALA Annual Conference.

My special *Hafa Adai* greeting also goes to those who have travelled from mainland USA, Hawaii, Republic of the Marshall Islands, Federated States of Micronesia (Kosrae, Pohnpei, Chuuk and Yap), Commonwealth of the Northern Mariana Islands, Republic of Palau, and friends from the South Pacific, Asia, and other points to join us here today. Last but not least, I also like to sincerely thank and congratulate Guam Library Association (GLA) and all its members, “*Killisou, Kalahngan, Kulo, Kammagar, Komol, Sulang, Mahalo, Si Yu’oss Ma’ase’, and Thank you*” for all for the hard work and time that you all gave to ensure that we have a successful conference.

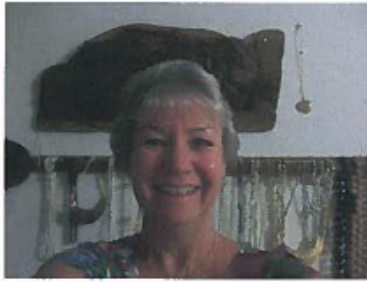
Our canoe called PIALA travels around the islands and today our canoe arrived on Guam for the third time. Today, our canoe comes back with a new captain, officers, presenters and some new participants. We also have a new conference theme “**RESET: Information Services Trends in 2012**”.

Once again, welcome and I wish you all the best during your stay in Guam and have a nice wonderful four days at the PIALA Conference.

Killisou Chapur,

A handwritten signature in black ink, appearing to read 'Atarino A. Helieisar'.

Atarino A. Helieisar
PIALA President



Buenas, Hafa Adai, and Welcome Delegates,

The Guam Library Association (GLA) welcomes delegates from Palau, Pohnpei, Korsae, Chuuk, Yap, the Marshall Islands, Commonwealth of the Northern Marianas, America Samoa, Papua New Guinea, Fiji, Kiribati, Hawaii, the Solomon Islands, Taiwan, and even from the mainland U.S. to the 22nd *Pacific Islands Association of Libraries, Archives, and Museums (PIALA) Annual Conference* Tuesday through Thursday, November 13 – 15, 2012, at the Holiday Resort and Spa Guam..

The theme chosen for the conference, *RESET: Information Services Trends in 2012*, foretells the types of presentations, workshops and tours in our program that will focus on new ways to access information, new meanings of information literacy, and new tools with which to engage our communities.

It is essential to be ever vigilant and alert to the natural forces that can cause chaos and damage to our facilities. To help you prepare we are pleased to offer the post-conference “Are You Ready? Disaster Preparedness” workshop on Friday, November 16, conducted by Lynn Davis of WESTPAS, the Western States and Territories Preservation Services which is funded by the National Endowment for the Humanities.

We hope you will enjoy the program and planned tours that highlight the efforts of our community to meet the challenges of the ever evolving use of technology as we strive to maintain our culture and preserve our heritage.

Be sure to join us at the following special events:

- Welcome Dinner at Government House with Governor of Guam, the Honorable Eddie Baza Calvo and First Lady, Christine S. Calvo
- Lunch with the Authors
- Farewell dinner with Efren Peñaflorida, 2009 CNN Hero of the Year and for the PIALA Outstanding Service Award

Un Dangkolu na Si Yu'os Ma'ase

Cynthia Pruski,
President, Guam Library Association

RESET: Information Services Trends in 2012 Schedule

**Pacific Islands Association of Libraries, Archives and Museums (PIALA) 22nd
Annual Conference**

**November 13-16, 2012 Tumon, Guam USA
Holiday Resort & Spa Guam Conference Center
General contact number 671-647-7272**

Tuesday, November 13, 2012

Holiday Resort & Spa Guam Conference Center

8:00am **REGISTRATION, Meet and Greet**

*Note: please sign up at the Registration Desk for Wednesday afternoon tours by 11am
Wednesday morning.*

If you are willing to be a driver, please inform Registration

8:30am **OPENING CEREMONY**

Welcoming remarks and Announcements

Keynote Speaker: Jon Fernandez,

Superintendent, Guam Department of Education

Speaker, James Lonergan, Senior Library Program Officer, U.S. Institute
of Museum and Library Services

Followed by Group Photo opportunity

10:45-11:00am *Morning break*

11:00am-12:00noon **Training K-12 School Teams to Support Student Research**

Violet H. Harada and Michael-Brian Ogawa,

University of Hawaii at Manoa

Learn about PEARL (Pathways for Excellence and Achievement in Research and Learning), a
training program that focuses on K-12 school teams of teachers and librarians helping students
with project-based learning and research.

12:00-1:00pm *Lunch on your own*

- 1:00-1:30pm **Magnificent and Marvelous Magazines**
 Neldie Pendon-Limtiaco, Guam Council - IRA
 Magazines are an alternative source of student reading materials and support the school curriculum.
- 1:30-2:00pm **Cooties and Other Contagious Activities for an Elementary Library**
 Jennifer Woodard, Guam Council - IRA
 Cooties is just one reading activity that can be implemented in an elementary school library to reinforce students' learning.
- 2:00-3:00pm **EBSCOHOST: Re-thinking Research in Your Library**
 Lisa Dennis, EBSCO Publishing
 Easy navigational features and tools lead to a common understanding and broader use across all markets. We'll discuss basic and advanced search strategies, alerts, My EBSCOhost folders and more.
- 3:00-3:15pm *Afternoon Break*
- 3:15-3:45pm **21st Century Skills and Web Tools for the Library**
 Sudi Q. Napalan, Simon Sanchez High School, Guam
 This presentation will highlight the Standards for the 21st Century Learners and trends in technology that complement the standards. Inexpensive online tools to organize and manage information, and Library World Automation System and Follett Shelf.
- 3:45-5:00pm **The Future of EBSCO for the USAPI**
 Jane Barnwell, PREL
 Discussion and brainstorming session for exploring potential long-term solutions to identifying stable, ongoing funding for EBSCO database subscriptions for the USAPI.
- 6:00-10:00pm **WELCOME DINNER**
at Government House, Agana Heights
 The Honorable Governor Eddie Baza Calvo and First Lady Christine M.S. Calvo
 Speaker: Guam First Lady Christine M.S. Calvo

Wednesday, November 14, 2012

Holiday Resort & Spa Guam Conference Center

- 8:00am **REGISTRATION, Meet and Greet**
- 8:00-11am **Share Day table –**
bring materials from your location to share
- 8:30-9:00am **Building Quality Service: Building Effective Teams**
Kendra Ise, Palau Community College Library
Building a committed effective team with different backgrounds, personalities, aptitudes, education, and expectations create a quality service.
- 9:00-9:30am **Guam’s New Museum and Historic District Revitalization**
Ken Baki, RW Armstrong, Guam
Dr. Marilyn Salas, Center of Excellence in Chamorro Language and Culture and UOG
I Hinanao-ta, the journey of the Chamorro people, will be the core story of the Guam and Chamorro Education Facility (Guam Museum). Utilizing research studies and community cultural knowledge, public exhibits, demonstrations, lectures, public programs, and publications will increase our understanding and appreciation of cultures that have shaped the Chamorro journey.
- 9:30-9:45am *Morning Break*
- 9:45-11:40am **Web 2.0 Technology Tools for the School Library**
Alicia Diego and Rosalind Unpingco, Guam DOE
Glogster, Search Engine, TimeToast, Animoto, Shelfari, virtual bulletin board, and bookmarking websites.
- 11:40-noon **Web 2.0 tools for the 21st Century Learning**
Imengel Mad, George B. Harris Elementary School, Koror, Palau
School library practice and teaching must adapt to complete shifts in the information and communication in the 21st century. As information specialist we need to be an expert in how information and media flow today.
- 12:00-2:30pm **Lunch with Authors –** Meet, eat with and hear local authors discuss their experiences getting their work published.
Judy Flores, Nicholas J. Goetzfridt
Genevieve Leon Guerrero, and Tina Pablo.
- 2:30 – 3:00pm **No-Cost Legal Research: Using Free Internet Websites**
Geraldine Amparo Cepeda, Guam Law Library
In this session you will learn about websites that give open access to legal resources.

3:00-5:00pm

Library tours – sign in at Registration
If you can serve as driver, please inform Registration.
Guam Public Library and Guam Law Library
U.S. National Parks Service Museum
John F. Kennedy High School Library
Guam Community College/George Washington High School
University of Guam: RFK Library and MARC Library

Free Evening – We encourage everyone to catch a bus or a ride to the Chamorro Village in Hagatna for entertainment, dinner, and shopping.
Cultural program begins at 6pm.

6:00pm

PIALA Executive Board meeting/dinner
Place tbd

Thursday, November 15, 2012

Holiday Resort & Spa Guam Conference Center

8:00am REGISTRATION, Meet and Greet

8:30-9:00am

Data Mining Techniques Using a Spreadsheet

Manny Hechanova, University of Guam

Operational datamining can be used to develop profiles that may help understand trends in transaction activities, available resources and pending requests.

9:00-9:30am

Highlights from the IFLA International Leaders Program

Atarino A. Helieisar, PIALA President

The new IFLA Leaders Program: how it works and IFLA and the new Leaders Program Associates goals. The presenter will share two of his current projects (OPEN ACCESS & Models for Regional Collaboration for Strengthening Advocacy and Profession).and seek help from PIALA's participation in some of the activities.

9:30-10:30am

**The Instrument of the Book, the Instrument of the Internet:
“Thinking” “Information” in the Pacific**

Dr. Nicholas J. Goetzfridt, University of Guam

The “thinking” influences of the book which, like the map or the clock, has functioned as a specific instrument of thought that changed our perspectives on the world and transformed the practice of oral communication in the Pacific.

10:30-10:45am

Morning Break

10:45-11:15am

Creating Quality Services: Palau Bookmobile Panel Discussion

Joycelene Moses, Mary Arius, Grace Merong, and Pasquana Tirso, Palau Public Library and Palau Community College Library

Take a trip through the winding road that led to the re-establishment of bookmobile services in Palau.

11:15-11:45

Guam Public Library Bookmobile Outreach Services

Terry Kennimer & Doris Francisco, Guam Public Library

The Bookmobile makes learning resources available to island residents who Includes bookmobile library operation, policies and procedures and a bookmobile tour at 11:45am.

11:45-12:00noon

Guam Public Library Bookmobile tour

Conference hotel parking lot.

12:00 – 1:00pm

Lunch on your own

- 1:00-1:20pm **IMLS Update on the FSM Libraries**
Lester Ezekias, Pohnpei Public Library, and Betty William, Federated States of Micronesia National Archives
IMLS grant sponsored trainings throughout the FSM libraries.
- 1:20-1:45pm **Voices from Graduate School**
Alicia Diego, Debra Duenas, Jayleen Kokis, Imengel Mad, Ismael Perez, Roland San Nicolas, Kris Seerengan, and Jesse Joe Tedpahogo
Students in the LEAP program will discuss the challenges and accomplishments of their University of North Texas master's degree program, now in semester #4.
- 1:45-2:00pm **Update on the LEAP Cohort**
Daniel Lin and Jane Barnwell, PREL
Evaluation results describing the LEAP/ University of North Texas cohort, now in their 4th semester of graduate coursework.
- 2:00-2:15pm **Annual Library Training Needs Survey**
Daniel Lin, PREL
PREL's annual training needs survey.
- 2:15-3:00pm **Entity Reports**
- 3:00-3:10pm *Afternoon break*
- 3:10-5:00pm **PIALA General Meeting**
Announcement, financial reports, elections
Continued discussion of EBSCO in USAPI
- 6:00pm- **Farewell Dinner**
At Holiday Resort & Spa Guam
PIALA Outstanding Service Award
Speaker: Efren Peñaflores, Pushcart Educator and CNN Hero of the Year 2009

Friday, November 16, 2012

Holiday Resort & Spa Guam Conference Center

**Post-Conference – Are You Ready? Disaster Preparedness Networking Workshop.
Sponsored by Western States & Territories Preservation Assistance Service (WESTPAS)**

Workshop Instructors:

Lynn Ann Davis, WESTPAS instructor and Head of the Preservation Department at the University of Hawaii at Manoa

Seth Irwin, Paper Conservator, University of Hawaii at Manoa Preservation Department

8:30 – 9:00am

9:00am – 4:00pm *(lunch on your own)*

Pre-registration required in advance – must be done online via WESTPAS website –
www.westpas.org

***You can earn one nonacademic recertification credit/CEU
for the PIALA Conference.***

PD894 RESET: Information Services Trends in 2012

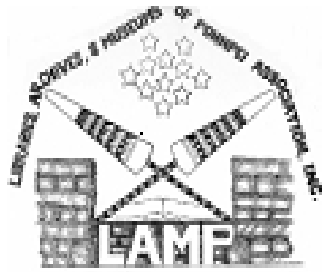
Instructor: Maria Ovalles

Registration fee for PD 894 is \$20, and can be paid on the first day of the Conference. Cash or Check payment ONLY.

Student must have 15 contact hours of workshops, lectures, tours, panel discussions on how to incorporate and use new trends and delivery and access to information through technology during the PIALA 22nd Annual Conference.

Students will write reflection papers on each session attended and attendance must be verified for students.

**NOTICE: No undergraduate may take 800 level courses.
Credit is not applicable to any master's degree.**



Yap State Library Association (YSLA)

Kosrae Library Association (KLA)

Marshall Islands Library Association (MILA)

Guam Library Association (GLA)

**Commonwealth Association of Archives, Libraries, &
Museums (CAALM)**



Editor's Note: backcover of Conference Program

PIALA President Speech

Atarino A. Helieisar

Conference Sponsors, Guest Speaker and workshop presenters, delegates - including first time delegates and observers, Ladies and Gentlemen,

It is with pleasure to welcome you to the PIALA 22nd Annual Conference. Mentioning the Conference Organizing Committee leads me to compliment and thank all members of the Guam Library Association and especially the organizing committee and everyone who has contributed to its planning and preparation. You have done a great job over many months and I am confident that your efforts will be appreciated and applauded by all present as the Conference proceeds.

Today, I am standing in the place where I first joined the many on my first PIALA conference in the year 2000 as a participant who cannot even say a single word during the entire week of the conference because of my emptiness and shamefulness of library information. And now, it is amazing how this canoe name “PIALA” builds individuals to become who we are today. I am a believer in the phrase “Our past is the key to our future” which I firmly trust and believe will be no less fertile and glorious. Let no man underrate our energies, our potentialities and our abiding power for good. With the networking and amazing friendship from our members, we find a way to carry-on the legacy of your reasons to care and love more about libraries, archives and museums. PIALA is small but we are strong to join together as one organization to advocate for the good of libraries where many will find resources to make life more easier.

Our canoe called PIALA travel around the islands and today our canoe arrived on Guam for the third time. We find many challenges but we manage to get up on our feet to join the sailors in bad and good times just to make sure that PIALA won't be alone without us. Today, we also have a new conference theme “[RESET: Information Services Trends in 2012](#)” where I

know you will enjoy all the many sessions prepared to be delivered during this week. Before I take my seat, I also want to join family members, friends and especially PIALA members in wishing a HAPPY Birthday to all the PIALA members who their birthday usually falls on the date of the PIALA Annual Conference and especially those that their birthday is today. For that reason, I also want to personally say my happy birthday to my lovely wife “Jennifer Hainrick Helieisar” back home who is not with us today, but I know her heart is always with PIALA every single year. May God bless you on your birthday and the days to come in the future.

Once again, thank you GLA, sponsors and the Government of Guam for allowing PIALA to be here today.

God bless.



GLA’s Maria Ovalles (far left) and GLA President Cyndy Pruski (far right) welcome Tina S. Edmond and Patricia Lamille-Langabata from Marshall Islands to Guam and PIALA 2012
(photo courtesy of Maria Ovalles)

**Introduction for Keynote Speaker Jon Fernandez,
Superintendent of Guam Department of Education
Cynthia Pruski, Guam Library Association President**

Hafa Adai,

I have the pleasure and honor to introduce our next speaker. He may be one of the busiest men on island, running the largest Government of Guam Agency, The Guam Department of Education. We are happy that he has accepted our invitation to speak today.

He arrived on Guam in July, but is no stranger to the island. He was raised in Yona. He is no stranger to libraries, either. His educational background attests to that. And every public school on Guam has a library with certified librarians to support the curriculum and the teachers who implement it.

He earned his Bachelor of Arts in Philosophy from the University of Arkansas, Fulbright College of Arts & Science, graduating Magna Cum Laude. He went on to earn a Master in Public Policy from Harvard Kennedy School of Government and a Juris Doctor from Georgetown University Law Center in Washington, DC.

Perhaps running GDOE will be a little easier than his last job as Managing Director of the Federal City Council of Washington, DC.

I introduce to you, Jon Fernandez, Superintendent of the Guam Department of Education.

Career Highlights - Jon Fernandez, Superintendent of Guam DOE

Education

Georgetown University Law Center, Washington, DC

Juris Doctor

Member of Arizona Bar

Concentration in administrative law and government regulation

Harvard Kennedy School of Government, Cambridge, MA

Master in Public Policy

Harry S. Truman Scholarship recipient

Concentration in urban economic development and public finance

University of Arkansas, Fulbright College of Art & Sciences, Fayetteville AR

Bachelor of Arts, Philosophy, Magna Cum Laude, Minor in Political Science

Roy and Christine Sturgis Fellowship (full academic scholarship)

Phi Beta Kappa Honor Society; junior year abroad at Cambridge University, England

Experience

-Managing Director, Federal City Council, Washington DC/2007 to 2012

-Director, Office of Policy, Research and Development, Executive Office of Mayor Anthony Williams/2004-2006

-Senior Policy Analyst, Office of Policy, Research and Development, Executive Office of Mayor Anthony Williams/2001-2004

-Senior Analyst, Equity Research and Advisory Services, CB Richard Ellis/Torto Wheaton Research, Boston MA/1998-2001

Community Involvement

-Chairman, DC Regional Council, United Way of the National Capital Area

-Chairman, DC Action for Children

-Member, Executive Committee, DC Workforce Investment Council

-Board Member, Latin American Youth Center

-Board Member, YouthBuild Public Charter School

-Board Member, Hyattsville Community Development Corporation

-Member, Harry S Truman Scholarship Finalist Selection Committee

-Member, Leadership Greater Washington



Gerri Cepeda (Guam Law Library), Keynote Speaker GDOE Superintendent Jon Fernandez, Maria Ovalles (University of Guam), Dante Perez (Father Duenas Memorial School)

(photo courtesy of Maria Ovalles)

Keynote Address

Jon Fernandez

Superintendent of the Guam Department of Education

[Transcribed from recording by Editor]

Good morning and Hafa Adai to all of you.

A couple of months ago, I received an invitation to speak here. While I know that we do have libraries in our public schools, a library conference is not the typical conference to which I am invited to speak. Usually, my invitations are for meetings revolving around some of the programs that we fund, so they tend to focus on curriculum, classroom instruction, training for teachers, and school leadership. So I accepted the invitation at that time, not realizing what my calendar would look like today.

Today, I am here to provide your keynote address, and tonight, I am giving my first State of Education address. As you can imagine, there is a little bit of pressure today. I do not usually speak from notes, but I thought it would be good to do so today, just to keep my two speeches separate. Otherwise, I would have provided a dry run of tonight's address by mistake.

You mentioned "tweeting". I did tweet this morning that I was here at the conference. Like you, I try to keep up with new technology and some of the trends that are out there. We all have to try to do that.

You mentioned "tweeting". I did tweet this morning that I was here at the conference. Like you, I try to keep up with new technology and some of the trends that are out there. We all have to try to do that.

When my assistant saw my schedule this week, she assumed I would want to just assign someone else to attend on my behalf, given all we have going on today. I told her to keep my

appointment with you. I did this because I have a special love for libraries, and I thought it would be nice to take a break from the normal run of things and come here and talk a little about libraries and some of my experiences. Looking back, I initially did not realize the how much a role libraries played in my life. Now that I am looking back, I think about all those college and graduate and law school nights I spent there.

I know that this conference is the 22nd conference. It is interesting because, 22 years ago, it was 1990, 1991. What did libraries look like then? What were we doing in those libraries? What did we expect libraries to be like in 2024? Our speaker just said the past is the key to our future. The future is also a key to our past. Understanding what is ahead so we can leverage the latest and newest technology and techniques to connect to our past, to connect with our own heritage.

I came to address you because of my love for libraries and my love of reading. I grew up in libraries. Growing up on Guam, I spent a lot of time at the Nieves M. Flores Memorial Library. I would get out of school and, before going to swimming practice at the Agana pool, I would go there to do homework or to listen to stories that were being read or to check out books on my own.

I remember my school libraries. In particular, I remember some of the book series that I enjoyed, mostly because I could start with book number one and keep going through until I finished. The Hardy Boys, The Three Investigators, et cetera. These are times in my life that I had not probably thought of in a long time, except when I was preparing to come here to talk with you. I loved books about mythology, Greek mythology, Roman mythology, Native American mythology. All of those ideas and tales that were in our libraries, I enjoyed them, and because I only became active in sports much later in life, I was a kid who spent a lot of my time with books and in libraries.

I had my own library card. I bonded a lot with my mother because every Saturday she would take me to the library. I would go to the children's section and she could go to the adult section, after an hour or two, I would have six to eight books to bring home. I worked in the sixth grade for the library. I did what I always wanted to do – stamp the due date on books. It was fun to be on the other side of the desk, stamping those books as they were going out. I got to do that for an entire summer.

So I'd say I loved libraries growing up. It goes without saying that I love them still. My wife last night told me that I should be thankful, because it is a gift to love reading. Reading is a gift. It expanded my imagination. It taught me how to spell, how to use big words. It showed me different ways to communicate, to express oneself.

Even when I was going to school and in the workplace, I turned to books mostly to distract myself and not do the things I was supposed to be doing. I read a lot of fiction, a lot of biographies, memoirs. Those are kind of typical experiences for someone who is involved in education, someone who grew up loving to read, someone raised in a family that encouraged reading and enjoyed going to the library.

It does not end there. When I worked in Washington DC, I served as policy director for the mayor of the city. At first, I was working on economic development issues; that was my expertise. When I got promoted and was able to look at broader policy areas, I was involved in setting priorities for the administration. There is one priority that he set forth in his second term. Towards the end of the term, there was one priority that hadn't been addressed. The mayor wanted to rebuild the central library in the nation's capital. If you visit DC today, you may notice there is already a downtown library – the Martin Luther King Jr. Library. The mayor wanted to rebuild this library – plagued with facility issues and cost – as part of a major downtown redevelopment to create civic space. Patrons of the existing library fought for it. It was a central part of their routines, their way of life. They did not want change.

The mayor's idea was to use the library as part of a major downtown redevelopment to create civic space, to accentuate the role of the library in the civic space. What I learned was that it was not so easy to do because we had so many patrons there that had gone to the library since it existed; for some, it was the center of their lives in a lot of different ways. They did not want to see anything changed, so the discussion became an argument about how one could uproot this treasure and try to put it anywhere else. We were accused of focusing on the central library at the expense of – what people were saying was more important – libraries in the neighborhoods. So we went through that fight, and the mayor made it a priority to demonstrate and to assure everyone that we meant what we said about strong libraries. It was not just one building, not just a few buildings, but the system overall.

It was the end of the term so the only thing we could do was to find a way to put a budget behind our proposal to strengthen the library system. What happened there was, given the mayor's commitment, I developed a budget proposal with a significant amount of capital funding for libraries. We must have set aside \$100 million to be divided among the libraries and to ensure that opportunities would be shared. I expected, during the budget process, the amount would come down to 50-60 percent of that amount at most. But lo and behold, for whatever reason, libraries got the full amount. When we accomplished that, I thought we would also see development of a new central library. We actually lost the central library vote by a vote, but the budgeted investment, of course, stayed. That investment has literally turned the library system around in Washington DC in several ways.

I encourage you to look up the DC Public Library website to see if you can find out more about the progress, especially with some of newest libraries. It is really amazing what has been done. In my mind, the city has challenged the tradition of what libraries should look like. These are libraries, not in the central neighborhood, but in some of the most challenged neighborhoods. These are libraries that previously consisted of squat brick buildings and were not being used very much. The city had these kiosks – express libraries made out of cement and mortar. They

weren't utilized well, and they were what you might expect when maintenance of facilities are let go. That's a challenge that a lot of cities and areas face.

Over the last six years, just like I say about the school system, it is possible to see change. What we saw in the past six years with that initial investment were libraries, fourteen of them, becoming critical anchors of the community. These are facilities designed by world class architects, some of whom had only built libraries in Europe and were looking to build their first library in a neighborhood of Washington DC. These are not your typical brick building, but LEED-certified sustainable buildings – buildings with a lot of tempered glass, warm woods, award-winning designs, open space, good sight lines, short stacks, a lounge feeling to the area. These are facilities with space for community meetings, public art, public access to computers, and, of course, free Wi-Fi.

I just came back from a visit there, and I had the chance to meet with my old boss and talk a lot about all that has happened. We never got the central library done, but perhaps it will get done but by somebody else. But in the neighborhoods, there is significant progress and a commitment to libraries. I reflect on this because it is an opportunity to reflect on the ability for leaders to accomplish change and progress when it comes to libraries.

I like the fact that the theme of this conference is “RESET” – a concept applicable to both libraries and the school systems and other institutions that face long-standing and seemingly insurmountable problems.

What is the future of libraries? As superintendent, libraries remain relevant to the needs of our schoolchildren. The world is changing, but we still need our kids to read, to be able to navigate the world. Reading is, as we say, fundamental, in the early years especially, and libraries continue to play a role in facilitating this. But we can still ask the same question about libraries, the same way that we can ask about the future of the bookstore or of news publications or magazines. There are many smart people struggling with these questions when it comes to

printed media. I have several good friends at a national newspaper that is going through this very struggle right now, trying to figure out how to push newspapers as well as operate a website, how to make a profit while providing access to information you can find many other places on the Internet. Technology is wreaking havoc, as well as presenting opportunities.

Today, I want to confirm that libraries still play an important part in our school system in educating our kids. However, libraries, just like all of us, have to adjust to the modern world. Technology is here to stay. It is instantly accessible. It makes things customizable. Information overflows; it is social and interactive. How do libraries compete to provide the instant gratification demanded by consumers and students today? How do we make materials available and accessible as quickly as possible? What do we do with digital materials instead of paper? How can libraries compete with the information overload? We can get information in multiple ways, but right now, will the library just be another source for that material? Or can we help filter? Can we provide better guidance?

How do libraries fit into a world that is more interactive and social? How do we incorporate technology? How do we to things like incorporate the new technology – apps, tweets, so forth. Are we going to be by-standers or participants? Where do community centers and community space fit in your libraries? What about public arts performance? How do you look at your consumers and figure out what they need and want so you can tap into that and then expose them to the knowledge and materials that is important. This is not just a challenge for libraries but a challenge for school systems.

We are sitting here talking about computer policy, cell phone policy, and technology policy, and I talk with teachers and principals all the time about that. We talk about all possibilities, all the barriers, and what the challenges are. I tell them that it's okay to discuss these things, but we should realize that our kids are already there. They're already using cell phones, they're texting, they're on Facebook, and they're on Twitter. They are accessing things that we say we want to protect them from such as YouTube. So how are we going to catch up as

educators, how are we going to catch up to the kids and try to figure a way to turn technology into an opportunity to help infuse education and making technology work for us.

I do not have any easy answers. These are the challenges we face, and it's one of the reasons you are here together today. I am encouraged and glad that our school employees could participate. There are only good things to be gained when you get a lot of people working together, sharing their challenges, seeking opportunities, and getting motivated.

I want to thank you for the opportunity to be here today.

Have a wonderful conference. I look forward to hearing the solutions that you come up with.

PIALA 2012 Opening Ceremony Remarks

James Lonergan, U.S. Institute of Museum and Library Services

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Hello, I'm James Lonergan, and I'm a senior program officer with the Office of Library Services at the Institute of Museum and Library Services, or IMLS. I would like to offer greetings on behalf of our director, Susan Hildreth, and my IMLS colleagues. We are so pleased to be a part of PIALA's 22nd annual conference and I am very happy to be visiting Guam for the first time. It's good to see some of the familiar faces of our Pacific Region library grantees, whom I met with in Honolulu back in May.

For those of you who aren't familiar with IMLS, we are a federal agency and the primary source of federal support for the nation's libraries and museums. IMLS's strategic plan for FY2012-FY2016 envisions "a democratic society where communities and individuals thrive with broad public access to knowledge, cultural heritage and lifelong learning." The new plan identifies the mission of IMLS as "inspiring libraries and museums to advance innovation, learning, and cultural and civic engagement by providing leadership through research, policy development and grant-making."

I would like to briefly touch on the first three of the five strategic plan goals that are driving IMLS activities and investments:

Strategic Goal 1: IMLS places the learner at the center and supports engaging experiences in libraries and museums that prepare people to be full participants in their local communities and our global society.

Some examples of recently funded projects under this goal in the Pacific Region include:

- Expansion of the homework help program at the public libraries in the Commonwealth of the Northern Mariana Islands

- Train the trainer workshops for school library staff in the Federated States of Micronesia
- Support for a distance education library and information sciences program for library staff in Palau and
- Support for continuing education to library staff in the Pacific territories and Freely-Associated States

Strategic Goal 2: IMLS promotes museums and libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality.

Examples of recently funded projects under this goal include:

- Establishing a parenting center in the public library and providing early childhood and health literacy programming in American Samoa
- Library staff and teen trainers offering computer classes to seniors in the Republic of the Marshall Islands

Strategic Goal 3: IMLS supports exemplary stewardship of museum and library collections and promotes the use of technology to facilitate discovery of knowledge and cultural heritage.

Examples of recently funded projects under this goal include:

- Digitization and preservation of the legislature's public law documents and audio records in Guam
- Support for surveys of collections care efforts and conservation and preservation activities in the Pacific territories and Freely Associated States through our *Connecting to Collections* grants.

Last year IMLS made 701 grants and awards totaling more than \$215 million for activities that will strengthen library and museum services in thousands of communities all across the country. Through consultation with state libraries and more than 590 museum and library professionals who have served as grant reviewers, we are aware of exciting trends that

show how libraries and museums are meeting needs for lifelong learning, serving as community anchors, and making collections and content accessible to millions.

I would like to mention a few areas where we see libraries and museums making a real difference in their communities:

21st Century Skills: As the skills needed for success in the 21st century change, libraries and museums are creating new opportunities to stay current. IMLS is investing in new models, like our Learning Labs partnership with the MacArthur Foundation, to help us imagine new ways for libraries and museums to support innovation.

Workforce Development: The impact of libraries on workforce development is expanding. We have seen new partnerships take off, making it possible for us to serve citizens better.

Early Learning: Investing in young children and their families and caregivers can make a real difference in opportunities for lifelong success. IMLS announced new grants this year, and will make additional grants next year, to support programs that increase school readiness and provide summer learning opportunities.

Building Digital Success: More than 100 million Americans do not have Internet access at home. We know that lack of digital literacy skills is becoming a major barrier to success in school, on the job, and in the community. IMLS is working to develop new tools and resources to help libraries meet the digital literacy training needs of their communities.

Connecting to Collections: The work of preserving collections held in libraries and museums and providing new ways for people to use, access, and share digital collections is at a turning point. New technology and new collaborations make it possible to share information in unprecedented ways. At the same time, new and challenging issues are surfacing about sharing collections in the

digital world. IMLS is supporting conversations and resource development that will help us move forward.

We are looking forward to continuing to highlight the important role of libraries and museums in creating strong communities and providing opportunities for individual success. I hope to have a chance to meet and speak with many of you over the next few days of the conference. Please do say hello and let me know if you have any questions about IMLS. Thank you and best wishes for a successful conference!



**James Lonergan, U.S. Institute of Museum and Library Services
with Maria Ovalles, University of Guam/Guam Library Association Treasurer**
{photo courtesy of Maria Ovalles}



November 13, 2012

Aloha to all PIALA members and conference attendees.

Hawaii Library Association is proud to be associated with all PIALA members. We truly appreciate this opportunity to share common knowledge and explore new ways to strengthen our Pacific Islands bonds. Mahalo for allowing our members to help strengthen their knowledge of your culture and information through collaboration and resource sharing.

Hawaii Library Association members have the great pleasure of participating in your conferences in the past and again this year. We hope that members of both organizations will continue to learn from each other and strengthen the ties that we have built in the past. We always hear positive reports from HLA members that attend the annual PIALA conferences, so we feel we have received, not only give, multiple benefits from our close ties through our presentations.

Our members attending this year are so happy to have the opportunity to enjoy the beauty and hospitality of your island. Mahalo nui loa for welcoming them.

Sincerely,

Christine Pawliuk
President
Hawaii Library Association

Group photo taken on stairway, Guam Holiday Resort and Spa , November 13, 2012



Pathways to Excellence And Achievement in Research and Learning (PEARL):

Training K-12 School Teams to Support Student Research

Violet H. Harada and Michael-Brian Ogawa

University of Hawaii at Manoa

Authors' note

The goal of the Pathways to Excellence and Achievement in Research and Learning (PEARL) Project has been to design and deliver a training model that focuses on working with teams of teachers, librarians, and other school staff in collaboration with university librarians and educators to strengthen student research projects in Hawaii's schools. This article briefly describes the rationale for the project, the design and implementation of the training project, and some of the results. The PIALA session on "Training K-12 School Teams to Support Student Research" is based on the PEARL Project.

Introduction

Schools in the United States are under tremendous pressure to increase graduation rates and reduce dropout numbers. Students who leave school claim that the curriculum is disconnected from real life and that their schools are impersonal systems where no one really cares about them (Wagner 2008). Organizations such as the National Governors Association have reported that graduates lack basic skills and have recommended that stronger connections between K-12 and higher education would improve students' skills and create a more seamless academic educational pipeline from kindergarten through graduate school.

Realizing the need to develop curriculum that meets the demands of 21st century colleges and workplaces, schools are seeking alternatives to traditional education that stimulate rigorous and authentic inquiry. One such approach is project-based learning that involves critical thinking skills and the ability to retrieve and evaluate information and construct meaningful personal learning from a range of information sources. Project-based learning requires a complex set of competencies that depend on the student's ability to initiate substantive questions, read and think critically, and use technology at all stages of the research process. Jean Donham (2007) and

Teresa Neely (2006) summarize some of the key academic expectations and “gaps” in students’ researching abilities to achieve the expectations as follows:

- Sources of information and ideas: students are frequently unfamiliar with resources beyond their textbooks and encyclopedias.
- Development of appropriate and efficient search strategies: students are generally novices at developing search strategies; e.g., identifying keywords, synonyms, and related terms in a contextual relationship to relevant questions for inquiry.
- Retrieval of pertinent data: before locating a resource, students have difficulty determining what that resource is (e.g., book, chapter, journal) and its relevance as well as the skills to find it.
- Evaluation and assessment of findings: students are not able to identify and understand key concepts from retrieved information, restate those concepts and details accurately by paraphrasing, and identify material that can be quoted. They also experience problems in analyzing websites and critically evaluating information and their sources.

Birth of the PEARL Project

The Pathways to Excellence and Achievement in Research and Learning (PEARL) Project was developed in response to the needs of students engaged in research. A three-year grant provided by the Institute of Museum and Library Services made it possible for a development team of faculty and librarians from the University of Hawaii at Manoa (UHM) and librarians from the Hawaii Department of Education (HIDOE) to design and implement a model for professional development that targeted instructional teams helping students with research projects. The training program focused on the following:

- Understanding the nature of the assigned projects and what they require of students
- Identifying the critical learning needs of students to achieve success
- Exchanging examples of effective teaching strategies and practices
- Collaboratively designing and implementing action plans to help students achieve their project goals

- Assessing for student achievement and reflecting on teaching practices

The following units at the UHM were the principal partners: the Library and Information Science Program in the Department of Information and Computer Sciences and the UHM Libraries. They worked cooperatively with the HODOE and the Hawaii P-20 Partnerships for Education.

Based on an existing body of research regarding the critical elements for effective professional development (e.g., Penuel et al. 2007; Supovitz 2002), the PEARL Project incorporated the following features in the training:

- Active inquiry-oriented learning--time for instructional planning, discussion, and consideration of underlying principles of project-based design
- Coherence--alignment of professional development with teachers' personal goals for learning and their goals for students, coherence with other reform activities and standards in the teachers' local school contexts
- Sustained learning and support—moving beyond the conventional one-shot workshops and formal course formats to a year-long learning and teaching experience that combines iterative cycles of planning, trial, reflection, and modification/change; providing ongoing mentoring and peer critiquing opportunities in both face-to-face and online formats
- Problem solving regarding local barriers and supports--addressing conflicting demands and school-specific initiatives as a real part of the challenge

Importance of Librarians as Team Teachers

A critical component in PEARL was highlighting the role of school librarians as teaching partners. The current standards established by the American Association of School Librarians (2007) and the Association of College and Research Libraries (2000) underscore the importance of librarian involvement in student learning. There is a growing body of literature on the positive impact of school library programs on student achievement. Among the most widely cited

research have been the studies undertaken by Keith Curry Lance and colleagues (cited in Todd 2003). The surveys have involved hundreds of primary and secondary schools in Colorado, Alaska, Pennsylvania, New Mexico, Oregon, and Texas. They have provided statistical data that establish a correlation between school library programs and student achievement. Students themselves have voiced overwhelming support for school libraries in a survey commissioned by the Ohio Educational Library Media Association and conducted by Carol Kuhlthau and Ross Todd of Rutgers University (Whelan 2004). Almost 89 percent of the students responding to the survey indicated that instruction in the libraries helped them get better grades on projects and assignments. Building on these various studies, the PEARL Project sought to provide further evidence that school librarians positively influenced student performance in locating and using information, applying computer technology, strengthening reading comprehension, and developing study habits that encouraged independent learning.

Training Targets for PEARL

The specific objectives of the PEARL training were to

- identify critical learning targets in the research process
- create and implement instructional plans to address these learning targets
- collaborate in team teaching opportunities
- incorporate the appropriate use of university library resources and mentors for specific student needs
- design tools and strategies to assess the quality of student progress and student products

PEARL training focused on a practice-based foundation for in-service professionals that used authentic records and tools for teaching and learning. The aim was creating a common ground for individuals and teams to work, co-reflect, explore alternatives, and support each other (Ball and Cohen 1999). Activities were grounded in participants' ongoing efforts to design project-based learning and strategies for assessing student learning. This approach recognized that curriculum reform involved “just in time” learning focusing on immediate problems of

practice. It acknowledged that the processes of teaching and learning were ambiguous, complicated, and nonlinear. Therefore, the curriculum centered on the tasks, questions, and problems situated in practice.

Implementation of PEARL Training

Year 1 (2009-2010) was devoted to designing the training program. The development team conceived it as a year-long course that began with a one-week institute bringing school teams together at a school library on the island of Oahu. Following the week of face-to-face work, teams were expected to continue planning and implementing their work with students during the subsequent school year. During their site-based work, teams would be asked to produce reports and reflections online in Lulima, a course management system operated by UHM. At the end of the school year, each participant would have to produce a portfolio that included lesson plans and student work samples as well as a completed action plan and a final reflection piece. All participants that satisfactorily completed their portfolios would receive three in-service credits through the UHM Outreach College. In Years 2 and 3 (2010 through 2012), we implemented this training model with two different cohorts.

Results of the Training

Four outcome-focused questions drove the PEARL Project.

- What elements of professional development strengthen teaching practices associated with the facilitation of project-based learning?
- How is the instructional relationship between teacher and librarian influenced by collaborative involvement in professional development?
- What learning outcomes do teachers and librarians initially perceive as critical to student success in capstone projects? How are these perceived outcomes similar or different? Are there changes in the outcomes as a result of collaborative professional development?

- How is student performance impacted by teacher-librarian teaching practices in project-based learning?

We ultimately worked with 62 participants in 26 K-12 schools in Hawaii. The majority were high school educators. Evidence of their work was gathered through an analysis of the participants' online reports and logs as well as their final portfolios. Additional information was collected through onsite interviews following the training. We discuss some of our findings in the remainder of this article.

1. How did the PEARL training influence the implementation of learning objectives?

Participants indicated gains in implementing all learning objectives addressed in the institute (Table 1). Implementation levels were measured with a five-point Likert scale in the pre/post-retrospective implementation survey. Based on a t-test for pre- and post-professional development implementation levels, all increases were significant at $p < .05$. Overall, the teachers' and librarians' implementation levels increased 0.97 for all objectives on a five-point scale.

Table 1. Learning objectives presented in the institute

Objectives for Teachers and Librarians

1a. Strategies to motivate students in making project selections
1b. Criteria to assess project possibilities
2. Strategies to help students pre-search
3. Strategies to help students generate questions
4. Strategies to help students write clear purpose statements
5. Strategies to help students identify key words and phrases
6. Strategies to help students identify and evaluate useful sources for information
7a. Strategies to help students develop research plans
7b. Strategies to help students evaluate their progress and final research paper
8. Strategies to help students analyze and synthesize information and construct personal meaning
9. Strategies to conference with students

In the onsite interviews, participants provided specific comments about the value of investing more time in different phases of the research process and using various strategies that were introduced in the institute. Examples follow.

A teacher admitted that getting the students to select topics of relevance and interest was the first major hurdle in working with students. She indicated:

“The Assessing the Topic of Choice [introduced in the training] was a good tool to use when conferencing with the students. It made them evaluate their topics based on the criteria provided. During our conferences with the students, these criteria helped us provide the students with specific feedback on their topics.”

Many teachers found the different strategies and tools for generating questions of higher order thinking especially useful and effective. As one teacher stated:

“The Question Master game appealed to the students individually and collectively; they surprised themselves with the range and depth of questions they came up with. The different perspectives made it easier to understand how thinking levels varied and really ‘shredded’ the topic. This was a great start for the next handout, which was the Question Generator for My Topic.”

Encouraging students to assess their own progress became a more integral part of the total learning experience. One librarian said:

“It was a good idea to incorporate assessment checklists into the worksheets. This helped students be aware of the criteria for their work. Also, the PEARL Conferencing Check-Log for Research was a great forum for students to reflect on the research process and for mentors to provide specific feedback on the students’ reflection and progress.”

“I was surprised that students were able to articulate their feelings, understand their learning targets, and provide wonderful feedback on their learning process. The rubric I used as a reflection piece was invaluable and I will continue to use this template for years to come. The main reason it worked was students were able to identify their needs and what they felt they could improve upon. As a teacher, I couldn’t ask for better feedback than having students be able to tell me themselves.”

2. Which aspects of the PEARL training were deemed most useful by the participants?

We organized the responses about the training in three major clusters: strategies that supported the (1) enhancement of background knowledge, (2) implementation of instruction, and (3) development of instructional teaming.

Enhancing background knowledge: participants indicated that they made gains in background knowledge about pedagogical principles and integrated instruction through a range of training activities that included direct instruction and guided practice, opportunities to exchange ideas across teams in the institute and online during the ensuing school year, and the application of strategies in their own schools. They also indicated that the reflections captured at the institute and in team reports and individual logs throughout the school year were invaluable components for individual and team growth.

Strengthening strategies for implementation: participants valued learning approaches modeled throughout the institute. This included direct instruction followed by sessions where they could question, clarify, and contribute more ideas and strategies. One teacher commented on the benefits of planning time at the institute:

“The time to plan that was given to us at PEARL was really important. We got to sit down, all four of us together. And we pretty much planned the whole research process out. [We decided] that the librarian was going to do this, and that K [one of the teachers] and I were going to make sure that we were on the same page, We were going to use these documents from PEARL...and then A [another teacher] was going to do this....”

The participants noted that situated practice challenged them to apply these strategies in their own classrooms and libraries and to modify strategies based on student needs and real-world constraints in their respective schools. A librarian described the following give-and-take exchange with one of her teachers. As they closely observed what students were doing, they made necessary adjustments to their team taught instruction.

“The students kind of took a step back at one point because they realized their questions weren’t that good. We had continued on but then we said that we should get them to think

a little more. We also took a step back to the question generation phase...we wanted to get them thinking by posing them with some questions.”

In another school situation, the librarian and counselor substantially revised an online guide for senior projects. The librarian noted:

“Last year, it [the senior project manual] was a 45-page document online and finding anything in it was tough. It wasn't chunked out and individually split. I came back from PEARL and spent two weeks putting the guide together and I ran it all past B [counselor] while I was doing it. We actually decided on a lot of things we wanted to do at PEARL because we used those sessions to sort of look back. We were going back and forth on how we were going to make this better and what we were going to do that was different. I know that this whole online manual came directly out of PEARL.”

Supporting instructional teaming: situated practice--the application and refinement of strategies in actual school settings--was most frequently mentioned as positively influencing the instructional relationship between teachers and librarians. The PEARL training model focused on practice embedded in school situations requiring team members to communicate with one another and to collaborate on various aspects of research with students. One teacher captured the power of teaming as follows:

“Hands down, the BEST part of this project was the collaboration with T (librarian). Working with her bumped up the quality of the thesis statement tremendously. There is no doubt that taking the PEARL institute as a team made the research process much more palatable. We had a clearer sequence of the process and definitely had a better handle on how to get to the thesis statement.”

The teams recognized that situated practice made both the teaching and the teaming effective in their school settings. In the interviews, they described vetting ideas, testing strategies, debriefing the lessons, and adjusting instruction based on student feedback. This collaborative form of iterative instructional design made the participants feel safe and supported in taking risks with new strategies.

The participants mentioned the importance of modeling new concepts and allowing for guided practice, peer feedback and discussions on applying these strategies in different school

settings. The immediate and specific feedback provided by the PEARL trainers influenced the participants' willingness to experiment with newly discovered tools and techniques.

3. At the end of the PEARL training, which aspects of the research process did teachers and librarians view as critical for student success? Were there differences between teachers and librarians?

Teachers and librarians agreed that the pre-searching activities and thesis support were crucial for selecting researchable topics and formulating clearly stated and thoughtful foci. Both groups also mentioned additional aspects of the research process that they were primarily responsible for teaching and monitoring. To elaborate, teachers worked with students on selecting relevant topics and generating questions. They also kept track of students' reflection logs as a routine part of the conferences with individual students. Librarians, on the other hand, targeted the aspects of research that they taught in the library sessions; namely, selecting and evaluating relevant resources in a variety of print and digital formats as well as organizing and synthesizing the collected information by teaching students different forms of note taking.

The interviews provided further insights into the perceptions and practices of the participants. For example, a librarian observed that the notion of pre-search had been foreign to many of her teachers prior to the institute. However, as a result of the training, she noted:

“I think in the past, teachers did not realize the importance of giving students time to explore and conduct pre-researching before selecting their final topic. After the workshop, the teachers I collaborated with scheduled days for pre-search and I feel it was very useful. This also gave us time to meet with each student to talk about his or her topic and possible avenues of research and how it could tie into the actual project.”

The development of clear and focused thesis statements remained a challenge for instructors and students alike. The teachers and librarians expressed their appreciation for the different strategies introduced at the institute to deal with this issue. One librarian elaborated on a team taught approach that proved effective:

“The students had to draw their own graphic to explain the parts of the thesis statement; they were creative at the same time they were able to show their understanding. Later, we had the students verbally present their thesis statements to the class and the students gave ‘plus’ and ‘minus’ feedback to them. We then worked as a class to help the students craft even better statements.”

4. How was student performance impacted by teacher-librarian teaching practices?

Teaching teams used rubrics and checklists to assess student performance on the different phases of research. Although they could use the assessment tools introduced at the PEARL institute, they were also allowed to design their own instruments. From the aggregated results, we noted the following:

- The largest number of teachers and librarians (22 of 25) taught students pre-searching skills and techniques for topic selection. Students in these particular classrooms performed highest in this area with 89 percent meeting or exceeding established criteria.
- Question generation and information organization and synthesis were also heavily taught with 19 of 25 teachers and librarians reporting that they conducted hands-on sessions with students.
- The highest percentages of students meeting or exceeding expectations were for selecting and evaluating resources (84 percent) and keeping reflection logs and journals for self-assessment (83 percent). Identifying keywords for searching was not separately assessed but was integrated into the selection and evaluation of sources.
- Although teachers had indicated high confidence levels in helping students with research plans, only nine of them actually required plans. This was also the area where students received the lowest performance ratings (69 percent met or exceeded expectations).

Table 2 organizes the results by phases of the research process and summarizes student performance for each of the phases.

Table 2. Student performance on phases of the research process.

Phase of research	# of instructors teaching	# of students involved	Met/exceeded objective	Did not meet objective
Selecting a topic/pre-searching	22	597	532	65
			89.11%	10.89%
Generating questions	19	418	309	109
			73.92%	26.08%
Creating a thesis statement	16	205	148	57
			72.20%	27.80%
Selecting and evaluating information sources	10	603	507	96
			84.08%	15.92%
Devising a research plan	9	240	167	73
			69.58%	30.42%
Self-assessing, reflecting, and journaling	17	395	329	66
			83.29%	16.71%
Organizing and synthesizing information	19	303	228	75
			75.25%	24.75%

Conclusion

Through the interviews and logs, teachers and librarians confirmed that the PEARL training made them more aware of the need to increase the instructional time for certain phases of the research process. These areas included pre-search exploration, and the development of thesis statements, questions, and research plans. Teachers and librarians recognized the importance of the interaction with students and the value of prompt and targeted feedback. One teacher wrote:

“I’m becoming more intentional in designing lessons where students interact with each other and where I can give more immediate descriptive feedback. For example, when I first introduced the Mystery Topic Quiz Master activity to my classes, I had them first work individually, then I pooled their work together into small groups, and then they presented what each group thought was their best question. As the group’s spokesperson shared, I would give them a “thumbs-up” or “thumbs-down.” In the case of a “thumbs-down,” a brief explanation would follow. Students seemed responsive, wanting to look smart with their questions. The quality and range of questions improved beyond the usual 5W’s + 1H.”

A librarian commented on students’ research plans serving as blueprints for projected work:

“Having students create a research plan was a means to helping students organize their time and activities, so that they could do research effectively. My students were required to create a timeline of activities or Gantt chart specifically for their research and mentoring.”

The teams emphasized the power of collaborative planning and teaching and the critical nature of the one-on-one conferencing with the students. The following is a representative teacher’s comment on the importance of engaging students in ongoing, informal exchanges about their progress:

“Scheduling one-on-one conferences held students more accountable for their progress. The individual conferencing, especially informal ones initiated by the student, were instrumental in helping students who were grappling with how to proceed with their research.”

All teams experienced hurdles that were challenging to surmount. Some of the obstacles were linked to students' lack of motivation to complete research projects. This resulted in school-initiated action plans to focus on more individual conferencing and peer interaction and to integrate additional technology tools for learning. Both teachers and librarians admitted that lack of time exacerbated by restrictive testing schedules made it difficult to teach all aspects of the research process. Therefore, many teams have plans in motion to begin work on research skills earlier than the senior year. All the high schools participating in the PEARL training reported that they were able to gain administrative and faculty support to begin research activities with juniors, and in some cases, even earlier with freshmen and sophomores. One teacher indicated how the team's PEARL-influenced work has had a positive impact on school wide plans for improvement:

“What's interesting is that what we learned as a group was actually something that a lot of teachers were dealing with on campus. That is, the writing and research processes are things we needed to emphasize. Moreover, the need to improve students' writing skills was something that teachers identified when our principal actually interviewed every single staff member on campus. The plan that we developed at the PEARL institute came up and they started talking about it in the leadership group as something that we all needed to do.”

What we have discovered is that helping students to pursue meaningful research requires deeper attention to the many steps involved in the process. By working together as teaching teams, we engage in teaching and learning practices that empower our students to become more thoughtful and motivated researchers.

Acknowledgments

We thank the other members of the PEARL development team for their work on this project: Jodie Mattos, UHM librarian; Carolyn Kirio and Sandy Yamamoto, HIDEOE librarians; Megan Terawaki, UHM graduate assistant; and Kendyll Doi and Edward Meyer, UHM student assistants. The PEARL Project was made possible by a National Leadership grant from the Institute of Museum and Library Services, No. LG07-090114-09.

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21st Century Skills and Web Tools for the Library

Sudi Q. Napalan

Simon Sanchez High School, Guam

With all the lessons and activities that need to be done in the classroom, we still need to integrate the 21st century skills in our teaching and learning. Today, I would like to share standards and discuss how we as educators integrate them in the classroom through the use of the Internet. In this presentation, I will share the topics and the websites that fosters the qualities of innovation, creativity, active participation, and collaboration. These are all free, Web-based sites that are user friendly and encourage a community of learners to explore and discover.

I will share the tools we are using at Simon Sanchez High School (SSHS) Library in Yigo, Guam.

Standards for the 21st-Century Learner by the American Association of School Librarians states three standards that relate to web tools.

- 3.1.2 - Participate and collaborate as members of a social and intellectual network of learners
- 4.1.7 - Use social networks and information tools to gather and share information
- 4.3.1 - Participate in the social exchange of ideas, both electronically and in person.

Some relevant web tools are:

Facebook www.facebook.com is a popular social networking site that allows users to share with friends and colleagues. The key is sharing information and Facebook allows you to set personal and professional limits on the information you share.

Tip: Use Facebook to engage students and support the curriculum. For example, a team of students are challenged to create a Facebook page for Shakespeare's Hamlet.

Good Reads <http://www.goodreads.com> is a social network for book lovers! Members can keep track of the books they have read, make recommendations to others, vote on book lists that are posted, see what their friends are reading and recommending, and form book groups.

Tip: Teachers can develop a reading group for their students where discussions can develop, suggestions for new material can be found, and lovers of particular genres can find each other.

Ning www.ning.com allows you to create your own social network for your classroom, your school group or your library. Share your ideas, pictures, and plans. Choose the features, a forum, a blog, members' pages, RSS feeds - whatever you would like to share and collaborate and control the membership.

Tip: Classroom or library nings give students opportunities to learn how to effectively and safely be members of an online social network.

Skype <http://www.skype.com> *Can you hear me?* Skype is a basic and easy-to-use service that offers free voice, video calls, conference calls, instant messaging and group instant messaging. Download the software; connect to the Internet and you're good to go.

Tip: Invite an author or a content expert to Skype with your students.

Twitter <http://twitter.com> is a website for communication among friends and colleagues, is based on the question *What are you doing?* Everyone who is connected to your account can know what you are doing at any time; just send a "tweet." This is a way for everyone to keep track of everyone else.

Tip: Students working in research teams, designate secretaries to keep the instructor and librarian up to date on how the group is doing throughout the project.

Media Sharing:

Standards for the 21st-Century Learner that relate to Media Sharing are:

2.1.4 - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

- 3.3.4 - Create products that apply to authentic, real-world context
- 4.1.8 - Use creative and artistic formats to express personal learning

I use the **Blogger** www.blogger.com for students to have book discussions online. For our school, we have Shark's Reading Pit. One of the projects was a book discussion of both the Book Club at Saipan Southern High in Commonwealth of the Northern Mariana Islands and the Simon Sanchez students on *Hunger Games*. It was great to see that interaction of the students from both islands.

Tip: Blogging is a good strategy to help students develop their own voices in writing.

Google Hangouts www.google.com/hangouts has many great feature. It's similar to Skype where you could talk to people. The cool thing is you get to share videos, screens, files in Real-Time. There's a short video of a how Google Hangout was used in SSSH Library to host the New Millenials Debate 2012. The Social Studies department collaborated with all five public high schools to participate in a healthy debate between the Republican and Democrat candidates for the 32nd Guam Legislature. Students were able to attend online and were able to ask questions to the candidates. It was the first for any public high school. As a result, Simon Sanchez High School Library will be connecting two high school bands together – Simon Sanchez High School and Saipan Southern High School next month. There are also plans of inviting authors for our Simon Sanchez High School students.

Organizing and Managing:

Standards for the 21st-Century Learner that relate to Organizing and Managing are:

- 2.1.2 – Organize knowledge
- 2.1.4 – Use technology and other information tools to analyze and organize information
- 3.1.4 – Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

Google Docs docs.google.com is a cloud storage space where you could store your documents, photos, music, videos, etc. all in one place. It syncs with your mobile devices and

computer, so if a change is made from one gadget, it will automatically show up if you were to access it elsewhere.

There's not much difference with the Google Docs and **Google Drive** <https://drive.google.com>. Google Drive is just a "beefed-up" version of the Google Docs. It's just much easier to share files on Google Drive because it just allows the sharing feature instead of attaching the file to the e-mail and waiting for the file to upload.

Here's an example of the Google Drive that I use for our library *{opening the Simon Sanchez High School Mac Lab Sign-in}*:

- You could share the files and place the security options on it. You could e-mail the link to those you want. It's an easy way collect data and for reporting because you could download the file on an Excel, PDF, or plain text. For this document, it gives me a "real time" sign-in for students who are using the lab.
- *{showing the CREATE button}* You could use it for documents, spreadsheets, presentations, forms, drawings and when you click on templates, you'll have more options to choose that are available online. I usually save my important documents on the Google drive for easy access and sharing.

Google Calendar www.google.com/calendar is available publicly on our blogsite and Facebook page. It's also shared among our faculty and staff but they cannot edit it. It allows them to see ahead of time for planning their library visits. You could customize your calendar and create and synchronize with other calendars. You could hide some calendars. Creating a schedule is a breeze.

Library World is SSHS Library's automation system. This could only be accessed by me, the librarian, but for the purpose of this training, I will show you what we have so far. The modules are on the right hand side of the page.

On the Catalog page it shows all the collections that we have for our library. We currently hold 6382 resources. This includes the equipment and tools that we lend every day to our teachers like LCD projector, carts, screens. But for the purpose of books, I will show you our collection. Most of our books have images and some of them came with the Marc records while others we just uploaded. Library World also has the book cover images for the newer books which allow students to have an idea of what they will be looking for aside from the Call Numbers.

We have physical books and e-books. We have two types of Kindle Books and Follett Shelf Books. Most of our Fiction books are from Kindle while our reference and non-fiction books are available in Follett. For example, we are looking for the book, *Breaking Dawn*. We have the physical book and Kindle Book available. Due to the nature of our Kindle Books, I will need to assist the student to access the book. The catalog will indicate this in the General Note to let the student know that they will need to come to the library to obtain the digital format of the book. There are designated laptops that hold the Kindle Book. We also have them on some iPads as well.

For the Patrons module, we took the records from PowerSchool and uploaded them on our system. We are slowly pasting the pictures from the Yearbook club pictures of our students to help us identify our students easily. In high school, identity theft is already happening so we are trying to prevent that by having the pictures on our system. Plus, it will be required for students to use their student ID's for check-outs which has the student ID from PowerSchool that serves as the Patron Barcode number as well.

The Reports module allows me to generate reports for the library. I usually use the Patron overdue notices almost every week. There are so many reports that you could use even for tracking the activities for the library. It could be useful for end of the year reports and even five-year planning. "Settings" is where you place all the management rules you want for the system. It's the first one you will need to figure out before even circulating anything.

The OPAC is accessible from anywhere. You just need to type in Simon Sanchez High Library and there are no passwords.

Content and Collaboration:

Standards for the 21st-Century Learner that relate to Content and Collaboration are:

- 1.3.4** - Contribute to the exchange of ideas within a learning community.
- 3.1.2** - Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.4** - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

Follett Shelf

Suppose you are using another book for supplemental reading for your Chemistry Honors students and you want the students to use the library's resources, you could do that. Check out the *Chemical Bonds*. Open the e-book and it has a lot of great features such as highlight, search, notes and book notes. The teacher could add notes on the book and have the students take a look at it. There's also a listening icon and the book will be read if you wish to listen to it instead. You can either check-it out should you wish to read it offline or just read it online. To check-out simply select the book and then drag it to the check-out. There is a due date. It will download the book to you and make it available until the due date. You will need to go to the backpack to access your books. To return the book simply click the return arrow below the book.

Our Book Club members made a YouTube video for Saipan Southern High School <http://www.youtube.com/watch?v=jSJYg56tSbw>. They shared the video as an entry for the *Why I Love My Library* contest through the American Library Association.

Acknowledgements: This presentation was made possible through the following grants:

Macy's Foundation Read for Fun Project

First Book – I Heart Books

International Reading Association (IRA) – Summer Reading Project
Krugg’s Foundation – [Banned Books Week](#)

Have a great day!

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Guam And Chamorro Educational Facility

Ken Baki, Program Director. RW Armstrong. Tamuning Guam

kbaki@rwa.com

The Guam and Chamorro Educational Facility project is part of an overall plan to preserve and restore historic downtown Hagatna. This effort will attract visitors to Guam's first comprehensive cultural heritage and educational facility and a series of restoration projects of some of Guam's most important iconic and historical places. The project has four objectives. The project seeks to improve island infrastructure to enhance the visitor experience on Guam (1) and provide venues to encourage repeat visits (2). Historic points of interest are to be restored (3) and a new \$27 million museum to be established (4).

Initiative for the project began with resolutions by the Guam Visitors Bureau and culminated with the passage of Guam Public Law 30-228 which defined the project priorities and funding for what is known as the HOT Bond Projects. H.O.T. stands for Hotel Occupancy Tax. Bond Projects are Capital Improvement Projects that use proceeds from H.O.T. Revenue Limited Obligation Bonds to fund the building of Guam's first permanent and comprehensive cultural and educational museum as well as upgrade and refurbish some of our island's historic sites, tourist attractions and community projects.

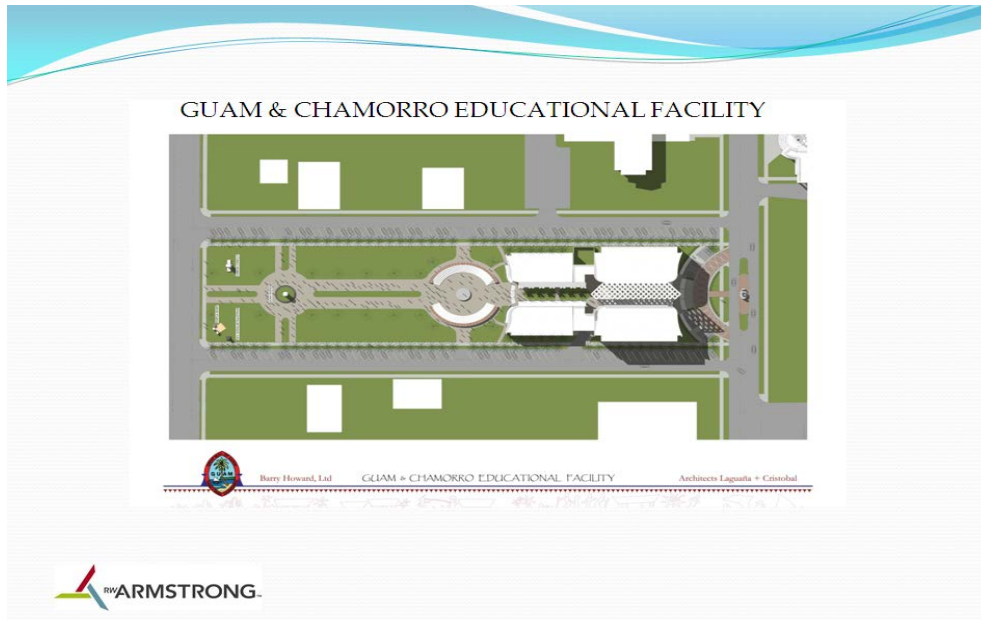
Guam Governor Eddie Calvo is the overall authority in the issuance of the bonds. He also decides on the order and priority of the improvement and construction projects. Governor Calvo also designates the location of the construction of the Guam Museum. The Guam Economic Development Authority (GEDA) is responsible for the execution of the issuance of bonds. The Program Management Office working on behalf of GEDA is RW Armstrong, with Program Director Ken Baki overseeing all construction and restoration projects.

The vision of the Guam Museum Foundation, Inc. is to build a world class facility that is home for artifacts and historic documents; a dynamic cultural destination that reflects a sense of Guam and the Chamorro culture and stimulates community ownership and involvement.

Its mission is to promote an increased understanding of Guam's geology, biota, pre-history, history and contemporary culture using as an interpretive narrative "I Hinanao-ta" (the journey of the Chamorro people). It shall foster research and convey the results of research to the public primarily through the medium of public exhibits, demonstrations, lectures, public programs and publications. It shall also provide a venue for the appreciation of Guam's unique relationship with its sister islands in Micronesia through the understanding of regional cultures, traditions, practices and lore.



The Historic District of the Capital City is undergoing a major facelift with the restoration of Plaza de Espana, the Guam and Chamorro Educational Facility, and the renovation of the Legislative Session Hall.



Care was taken to minimize the Museum footprint on Skinner Plaza – less than 25% in the final design. Parking and traffic patterns will be altered to accommodate the increase in visitors.



The view from Plaza de Espana will feature a sling stone arch and open air mezzanine.

GUAM & CHAMORRO EDUCATIONAL FACILITY



Barry Howard, Ltd

GUAM & CHAMORRO EDUCATIONAL FACILITY

Architects Laguna + Cristobal

The floor is raised well above the 100 year flood level, and a repository is located on the third floor.

GUAM & CHAMORRO EDUCATIONAL FACILITY



Barry Howard, Ltd

GUAM & CHAMORRO EDUCATIONAL FACILITY

Architects Laguna + Cristobal



The scale of the Museum building compliments the surrounding area, and the roof has been left flat and open to receive solar panels.

GUAM & CHAMORRO EDUCATIONAL FACILITY



The view from Skinner Plaza has open space and a one-story auditorium to enhance the human scale of the Plaza.

GUAM & CHAMORRO EDUCATIONAL FACILITY



The rear building design facilitates film in the Plaza, as well as stage performances, in front of the Plaza Amphitheater.

PLAZA DE ESPANA



The Plaza de Espana is undergoing a major restoration effort adjacent to the Museum.

PLAZA DE ESPANA



The historic walls and structures will be brought back to their original glory.

When complete, the Historic District will draw visitors and Island residents alike back into the Capital City of Guam.

For more information, please visit the project's website www.guamhotbonds.com or on Facebook GUAMHOTBONDS.

You can sign up for the *eNewsletter* at the project website.

Web 2.0 Technology Tools for the School Library
Alicia Diego and Rosalind Unpingco, Guam Department of Education

Web 2.0 Technology Tools for the School Library is an introductory workshop about web sites that can support school librarians in providing effective library media programs and services. These web sites can be utilized for various purposes such as instructional, administrative, marketing, and communication.

Animoto

<http://animoto.com>

Animoto is a web site for producing an online video. Users can upload personal images, text, videos and songs or choose from the image, video clip, or music libraries. The libraries consist of various options such as nature images, video clips on celebrations and a range of musical selections.

Diigo

<http://www.diigo.com/>

Diigo is a management tool in which users maintain information which is accessible via browsers or other mobile devices. Users collect bookmarks and can use highlighter and sticky notes on web pages they snapshot.

Glogster

<http://www.glogster.com/>

<http://edu.glogster.com/>

Glogster is a social networking web site for creating online interactive posters or glogs. Users can add text, images, videos, sound, music and special effects to a background or choose from the available wall templates. Glogs can also be shared with others via email, web site, blog or wiki. Viewers can rate them or write comments.

Google Custom Search Engine

<http://www.google.com/cse/>

Google Custom Search Engine enables users to design their own custom search engine by providing a topic and its description and adding the URLs of specific web sites for others to view.

Lino

<http://en.linoit.com/>

Lino is a virtual bulletin board in which users can post sticky notes, get reminders, upload pictures and videos, and attach files.

Shelfari

<http://www.shelfari.com/>

Shelfari is a virtual bookshelf in which users maintain a collection of books that they've read, plan to read, or are currently reading. Users can write reviews, join or form a group to discuss their books online, or choose to interact with authors.

Timetoast

<http://www.timetoast.com/>

Timetoast enables users to construct and share timelines. Text, images, video and links can be added to the timelines. Users can also browse the web site for other timelines such as science and technology.

Lunch with Authors: Introduction of authors
Cynthia Pruski, Guam Library Association President

Author #1 Introduction for Judy Flores

Judy Flores, PhD, is a folklorist, historian, teacher, and visual artist who has lived and worked in the island of Guam since 1957. She grew up in the southern village of Inarajan, and speaks fluent Chamorro.

She is widely recognized as a professional visual artist of batik paintings that depict Guam's culture and history that can be seen in many of Guam's public buildings.

She earned a BA from the University of Guam and an MA from the University of Washington. She taught secondary school art for 10 years.

Judy served as folklorist for the Guam Arts Council for another 10 years and helped found Gef Pa'go, Guam's only living museum of Chamorro culture; serving successively as advisor, director and president over a 20-year period.

She earned a second MA in Micronesian Studies from the University of Guam; and PhD in Arts of Oceania from the University of East Anglia in Norwich, England. She returned to teach at the University of Guam, from which she retired in 2005.

In 2011, she published *Estorian Inalahan: History of a Spanish-Era Village in Guam*. She is currently in the process of restoring an early-1900s building in Inarajan historic district, to house a history center.

Author #2 Introduction for Nicholas Goetzfridt

Nicholas Goetzfridt offers a new approach to the history of Guam.

The University of Hawaii Press describes his book, *Guåhan, a Bibliographic History*, as a treasure trove of ideas, historiographies, and opportunities that allows readers to reassess previously held notions and conclusions about Guam's past and the heritage of the indigenous

Chamorro people. Particular attention is given to Chamorro perspectives and the impact of more than four hundred years of colonial presences on Micronesia's largest island.

Nicholas Goetzfridt is a professor of Library Science and Micronesian Studies at the University of Guam. He has served as Editor-in-Chief of *Guampedia* and currently is its humanities scholar.

Author #3 Introduction for Genevieve Leon Guerrero

Natasha Leon Guerrero Perez, a 15 year old young teenager who struggled with osteosarcoma and lung cancer for almost 5 years, had dreamt of being an author one day.

Let Go & Let God is a collection of Natasha's essays and writings coupled with a mother's story that shares the joys of motherhood and challenges in coping with a daughter with cancer. It is a beautiful story of the relationship between mother and daughter, an incredible story of strength and a journey in faith. Natasha's struggle became the inspiration for Guam's law that made restaurants "No Smoking" zones.

She has not only captured the hearts of many on Guam but also a Chinese cancer foundation in Taiwan. In May, 2011, Natasha's book opening was launched on May 21 in Taiwan. It is being donated to cancer hospitals for children afflicted with cancer and to high school students who might also be inspired her story.

Here is Genevieve Leon Guerrero to tell us more about the book and her daughter's brave struggle with cancer.

Author # 4 Introduction for Tina Pablo

The Enchanting Tales of Guam, authored by Tina C. Pablo and illustrated by Ariel P. Dimalanta includes poems, recipes and other fun treasures that will please readers interested in island cultures and legends.

It's the kind of book to sit down with a young child and get lost in the art and the poems. Every story has the author's reflection at the end to help provoke thought and an activity with the younger generation of readers in mind.

Here is Tina Pablo to tell us more about this work and other projects coming up.

Lunch with Authors: Judy Flores, PhD
Localizing History for Community Relevance:
Estorian Inalahan: History of a Spanish-era Village

Introduction

We all have stories to tell. Good storytellers attract audiences. Several years ago I had organized a storytelling event at Gef Pa'go, the Chamorro cultural center where I worked. Lino Olopei, an excellent storyteller of Carolinian lineage from Saipan, began his session by asking everyone in the circle to share a short story. At the time, I really didn't think I was a storyteller, feeling that I didn't have the dramatic flair needed to tell a good story, so I passed my turn to the next person. Since that time, I have paid more attention to what makes a good story. When certain relevant themes emerge, everyone has something to contribute.

Everyone has a taotaomo'na story – estorian fafaña'gue (scary ghost story). Once someone starts up with a good supernatural story that happened to *them*, others can't wait to jump in with a story of what *they* experienced. Almost everyone in my generation has a Snake Story. Start telling *your* snake story and there will most likely be someone who can top it with *their* story. I came to the simple conclusion that a good story must be *relevant* to the audience.

I realized that this was why I didn't like history until I moved to Guam at age 11. Sitting in my Colorado classroom, I couldn't see the relevance of why the civil war was such a big deal—way back when? World history was even more boring for me – so the Romans conquered Europe in what year? And why does that matter?

I moved to Guam, and my sixth-grade teacher, Mr. Cruz, gave us copies of a U.S. Navy summary of Guam history according to the U.S. Naval Government. This was in 1957, even before the publication of the classic Carano & Sanchez *Complete History of Guam*. What Mr. Cruz did with that small, dry Naval document, was to make Guam history come alive for me. He

talked about the Susana Hospital and where it used to be – down where the Agana Post Office is now. And he talked about the health inspectors – a policeman and a nurse who would drive around the village in their official jeep, looking for any children who weren't wearing shoes (because you might get hookworm when you walk barefoot and your stomach will swell up with worms). He didn't make us remember exact dates – everything was “before the War” and “after the War.” World War II and the Japanese occupation were still very real to anyone under 20 years of age. He shared stories of Father “Pale” Jesus Duenas, who became a martyr because of his resistance to Japanese authorities, especially when it came to his church duties in Inalahan. He talked about the torture of Pale' Duenas, which Mr. Cruz and other villagers were forced to watch. He talked about the changes that affected him and his village after the retaking of Guam by the United States. The short period of U.S. war damage claims was made known to the villagers through the zeal of the village commissioner, who helped residents file claims for items destroyed. “They even claimed lost chamber pots,” he said. With personal tidbits such as these, I wanted to learn more. And for those students who weren't as interested as I was, Mr. Cruz had very accurate aim – straight between the eyes with a chalkboard eraser immediately drew the attention of any student whose eyes were wandering.

Through these experiences, I have come to realize that, to me, history is important when it is personalized. How does this historical fact relate to me? The telling of history must involve a good story. Most history books are written with a focus on government and military activities. I want to know what happened to the everyday people during that time – the families of the soldiers, the farmers, the women, their living conditions, and what they did to survive whatever their governments were imposing upon them at the time. This was the way I approached the writing of my history of the Chamorro people.

Estorian Inalahan Book Organizational Approach and Research Methods

My book, *Estorian Inalahan: History of a Spanish-era Village*, is a history of the Chamorro people, localized to the little village of Inalahan in southern Guam. By localizing the facts and relating them to my village, I hope that my intended audience – those who consider

themselves *taotao Inalahan* (Inalahan people) – will learn about their heritage. I used oral histories told by aunties and uncles that I interviewed sometimes formally and often informally. I compared their stories with official versions of events, which then served as a backdrop for what happened in their personal lives. Much of my research was done for the writing of my PhD thesis, *Art and Identity in the Mariana Islands*, which focused on man-made artifacts discovered through archaeological excavations, and artistic expressions of the Chamorro people according to observations of missionaries and explorers. I combed through historic documents, particularly looking for any reference to my village – Inalahan. I also looked at what we consider today’s Chamorro practices and beliefs and tried to tease out what might have survived from ancient times, and what was adapted to incorporate new ideas and materials as they were introduced by outside influences.

The ancient period encompasses the pre-contact era before 1521 when Magellan’s chronicles described encounters with huge natives who raced alongside and even surpassed the speed of their ship with their amazing “flying proas.” This chapter includes observations by early visitors about the way the people looked and acted during encounters. Artifacts unearthed by archaeologists comprise much of the material evidence of their lifestyle. The artifacts define a distinct shift which defines the pre-latte period and the latte period when stone monoliths supported important clan houses. In my opinion, the writings of Fray Juan Pobre in 1602 provide the most thorough and interesting look into ancient customs before they were influenced by outsiders. This lay priest jumped ship in Rota and lived there for a year, adopted into the chief’s family. Sancho, a shipwrecked sailor who lived in Guam, visited him and told him about many rituals and beliefs he had observed. Fray Juan described first-hand the caring and rituals involved with the death of Sancho during his visit to Rota. Some of these beliefs and rituals still resonate in modern Chamorro society.

The missionary period spans the time of the first missionary, Padre Luis Diego de San Vitores, who arrived in 1668 with a small group of missionaries and was martyred in 1672. Specific to Inalahan is the account of the debate between San Vitores and the shipwrecked

Chinese man, Choco, who lived in Pa'a, located between Inalahan and Malesso. Choco had gained prominence in Pa'a because of his ability to forge iron, a precious commodity in the Marianas. He had experienced bad relations with Spanish missionaries in the Philippines, and he spread the rumor that baptismal water was poison, which turned many Chamorros against the missionaries. San Vitores debated Christian doctrine with him for three days, and according to missionary accounts, Choco converted. I can imagine that anyone would convert after three days of listening to a zealous missionary!

The Spanish period spans more than two centuries (1700 to 1898 – after 30 years of Spanish-Chamorro wars). 1700 marks the *reduccion* – the Spanish way of reducing the population (in our case, more by disease than battle deaths) and relocating the population into villages around a church.

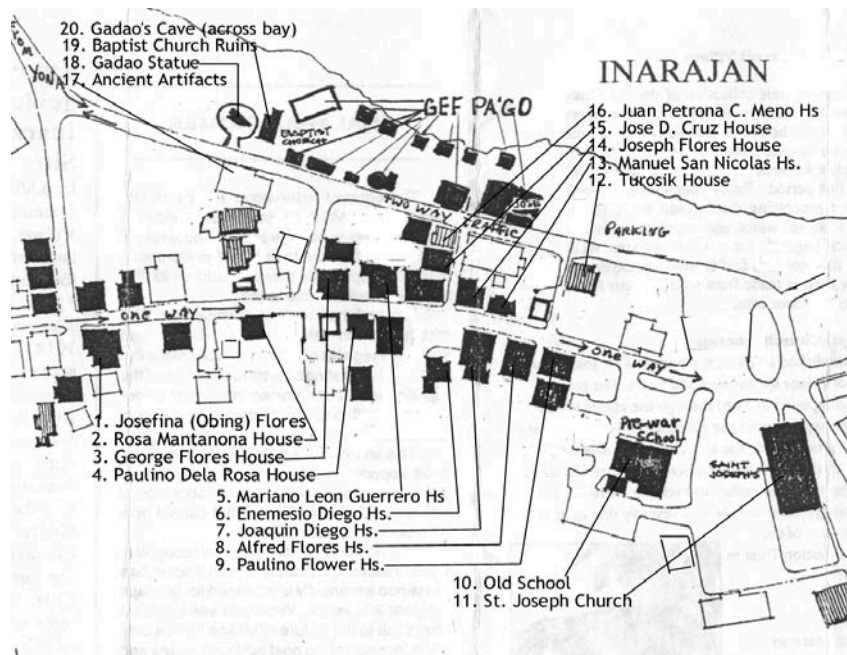


Image: Historic District map

In the case of Inalahan, this actually happened in 1680, when Governor Joseph Quiroga laid down the five-block grid of streets that still comprise Inalahan village today. Inalahan, more

than any village today, still retains the architectural elements that were introduced during the Spanish period.



Image: Manuel San Nicholas House

The roots of Chamorro culture can still be seen in the construction of these early-1900s houses. They are essentially pole houses like those of present-day Indonesia. The ifil-wood poles support the house from foundation to the roof. The floor is hung on the poles, raised one-to-three-meters above the ground. The Spanish introduced the *mamposteria* stone and lime mortar wall that enclosed the space under the floor.



Image: Mariano Leon Guerrero house

The Mariano Leon Guerrero house, built in 1901, is a prime example of the vernacular architecture that developed over the Spanish period. Locally-harvested ifil wood (*intsia bujuga*) is strong enough to resist typhoon winds and is termite resistant. The massive staircase leads to the living area, comprised of a living room and one bedroom for the parents. The children slept on woven pandanus mats in the living room. The dimensions of the pole supports are the same ratio as those of the latte stone supports from ancient times. Like the latte period, the kitchen was separated from the main house. In the case of many of the 19th century houses, the kitchen was on an open patio, called *batalon*, in back of the house.

The book notes specific crafts that survived from ancient times through adaptation or continued practice. It addresses changes in lifestyle that occurred when Spain lost Guam to the United States during the Spanish American war in 1898. A section on the Japanese Occupation during World War II focuses on the experiences of taotao Inalahan during that time.

The Painted Histories of Inalahan



Image: Mag & Family in Bodega painting

In 2010 I worked with village youth in a project that attempted to connect them to their community and cultural heritage through painted histories. The Guam Visitors Bureau branding initiative encouraged villages to paint murals that depicted the special and unique aspects of their village. Since Inalahan has no large walls on which to paint a mural, we decided to board up abandoned houses and paint pictures that depicted the families and activities that once took place in the building. Using my own experiences of growing up in Inalahan, I drew pictures of family members and activities as I remembered them from the 1950s. Other staff members from Gef Pa'go (Historic Inalahan Foundation, Inc.) helped to organize village youth to paint the pictures. The Diego-Flores children helped paint this picture of their grandmother, Margarita Flores, shown at the table with some of her children. The old lady in the foreground is their great-grandmother, Regina Diego, holding their father George, who was a baby at the time.

As they painted, we told them stories of the people and activities depicted. In many cases, they were painting their own parents in their youth, their grandparents and other elders. The painted histories are on houses that line San Jose Street, from Puntan Songsong (the west end of the village) to San Jose Church.



Image: Paulino Store

The old Paulino's Store is now better known as the Flower House, because of the bougainvillea tree that has grown throughout the ruins for the past 30 years. The Paulino family gathered one Sunday to paint these scenes and to tell stories about them to the youngsters.

The G. Flores Old Store and History Center Project



Image: George Flores Building

The George Flores Building sits on a prominent corner halfway along San Jose Street. Neighborhood children painted scenes that depicted George (known as “Uncle Gi”) and his wife, “Auntie Mami,” who operated the store for several years. Another window depicts the previous use of the building as a bakery just after WWII. I approached the family in 2011, asking them to allow me to use and develop the abandoned building, and after 15 years I would give it back to them. We legalized the agreement and I sought a partnership with the Guam Preservation Trust. The Trust provides technical assistance in the repair and rehabilitation of the building to use as a museum on the ground floor and a vacation rental upstairs. Through this private-public partnership I qualified for a Community Development Block Grant from HUD, via our local Guam Housing and Urban Development Agency (GHURA) to rehabilitate the building. Another grant to mount the museum exhibit was awarded from the Guam Council on the Arts & Humanities Agency (CAHA).

The G. Flores History Center opened in the bodega on October 12, 2012. The Old Store will be operated by my business partner, Bahaki Hut, who will open a snack & gift shop featuring local products, arts & crafts. In lieu of paying rent, they will staff the museum and pay utilities. Bahaki Hut is owned by three southern village ladies who agreed to relocate their store from Oka, Tamuning to Inalahan. Our team goal is to develop tourism-related jobs and small businesses for residents through our activities.



Image: Bodega Prep

The rehabilitation work has not yet started, but the bodega space was usable after several days of cleaning, painting and whitewashing. A tour company has already started taking groups to see the painted histories along this street, so it was necessary to open as soon as possible. The museum is open 2 hours a day, five days a week, to accommodate the tour. Special group tours can be made by appointment.



Image: Exhibit View –Spanish Period

In this presentation, I have shown three ways to present history by telling stories. I have attempted to make these stories resonate with my intended audience – taotao Inalahan – by making them relevant to their lives. The book presentation allows for more detail, but provides many photos with captions so that readers of various interests and age levels can find something of interest to them. Many of the photos feature their own elders and other relatives. The Painted Histories Project is an attempt to involve our village youth in the beautification of their village by depicting activities and people relevant to their lives, and to expand their knowledge of their family histories. The museum takes information from the book and presents it in a variety of two- and three-dimensional ways. Several of the exhibit components are interactive, where visitors can touch and hear the bilembaotuyan, see a hand-cranked sewing machine used in the early 1900s, play a game of Chonka and take a photo in traditional dress. Families are encouraged to bring in artifacts on loan, or to lend us old photos that we can duplicate and add to the exhibit. I want them to start telling their own stories!



Image: Sunday Market Opening Day

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Lunch with Authors: Genevieve Leon Guerrero
***Let Go & Let God* by Natasha Leon Guerrero Perez**
***Every Day is a Miracle* (Chinese version)**

Introduction

Let Go & Let God is a collection of Natasha Leon Guerrero Perez's essays and writings coupled with a mother's story in sharing the joys of motherhood and challenges in coping with a daughter with cancer. A beautiful story between mother and daughter, mirrored only by the incredible story of strength and journey in faith.

Let Go & Let God was published in June 2007 and is the story of a fifteen year old young teenager who struggled with osteosarcoma and lung cancer for almost five years. Guam's "No Smoking" in restaurants law is named the Natasha Protection Act after her. The initial publishing of *Let Go & Let God* was approximately 3000 copies which sold out within a week. Natasha Leon Guerrero Perez, who had dreamt of being an author one day, has not only captured the hearts of many on Guam but also from a Chinese cancer foundation in Taiwan.

In 2010, a Taiwan-based cancer foundation in a tour of the Pacific Rim to share its mission came to Guam to meet with many in the Guam-based Chinese community. Make-A-Wish of Guam gave a copy of *Let Go & Let God* as a gift to the Asian foundation during the visit. Immediately, the founder of the Ta-Kuan Foundation was inspired and sought the permission of Natasha's mother, Genevieve Leon Guerrero, to reprint her daughter's inspiring story. However, the Ta-Kuan Foundation requested Tash's book be translated to Chinese language.

Natasha's book opening in Taiwan was launched on May 21, 2011. The initial printing of one million copies was projected. Natasha has been called the "Guam Angel" by the Ta-Kuan Foundation. Her book is not being sold as the Foundation aims to distribute her book to China,

Singapore, Korea, Thailand and Australia. It is being donated to cancer hospitals to children afflicted with cancer as well as to high school students who might also be inspired her story.

“Lunch with Authors” Presentation



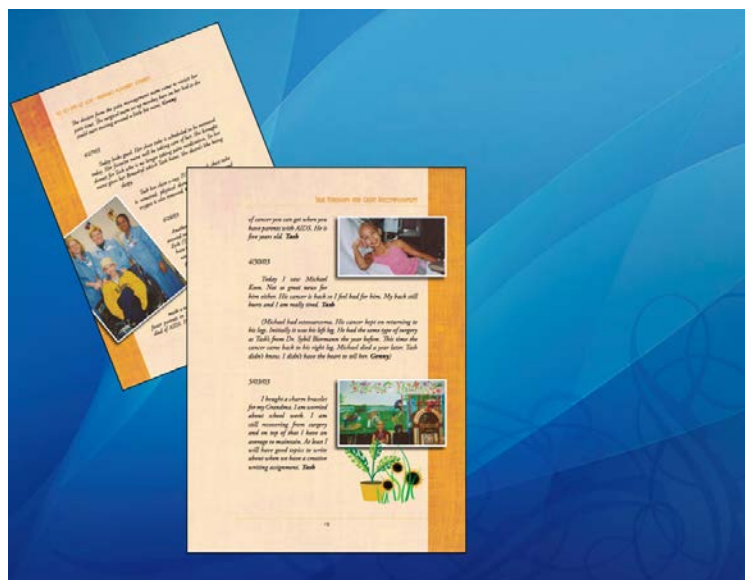
This is Natasha. We called her Tash. Tash is the namesake behind Guam’s “Natasha Protection Act,” the no smoking law we currently enjoy in a smoke free restaurant.

Let Go & Let God is a simple book that tells the story of a young girl and her journey with cancer and love for God. Tash loved loved loved reading. As a young child, she embraced all opportunities to being read to, from her nursery rhythms to Dr. Seuss books and how she enjoyed being read to. In her development for reading, she collected poems and quotes. Her literary development was further developed and nurtured while receiving chemotherapy. This was her fun time, an escape from the realities of cancer.

Tash’s cancer started in her left thigh. Within the same year, the cancer had spread to both lungs. With chemotherapy, leg reconstructive surgery and two lung operations, she had temporary success to being “cancer free” for 6 months.

The reoccurrence of cancer to her left lung directed our life saving efforts to Memorial Sloan Kettering Cancer Institute in New York. The cancer to her left lung was critical due to the cancer being wrapped around her heart. It was recommended that only surgeon was skilled enough to have a remote chance at a successful operation. To this point, yes, Tash's surgery was successful. Once again, the cancer resurfaced within a few months but to her right lung. The reoccurrence led us to not have further treatment and to return home to spend the last part of her life with family and friends.

Tash kept a journal. Here were a few of her entries:



Tash was not athletic due to being lung compromised (half of her right lung was removed) and leg reconstruction. As a student at the Academy of Our Lady of Guam she excelled in all her classes. Her absolute favorite was Literature and Writing. Tash was introduced to reading autobiographies during her chemo treatments. Her favorite was Eleanor Roosevelt as she related to physical obstacles; Tash admired how Mrs. Roosevelt accomplished great things. I recalled at dinner time she would share, “Mom, did you know that Eleanor Roosevelt was a woman ahead of her time? Did you know the challenges she faced?”

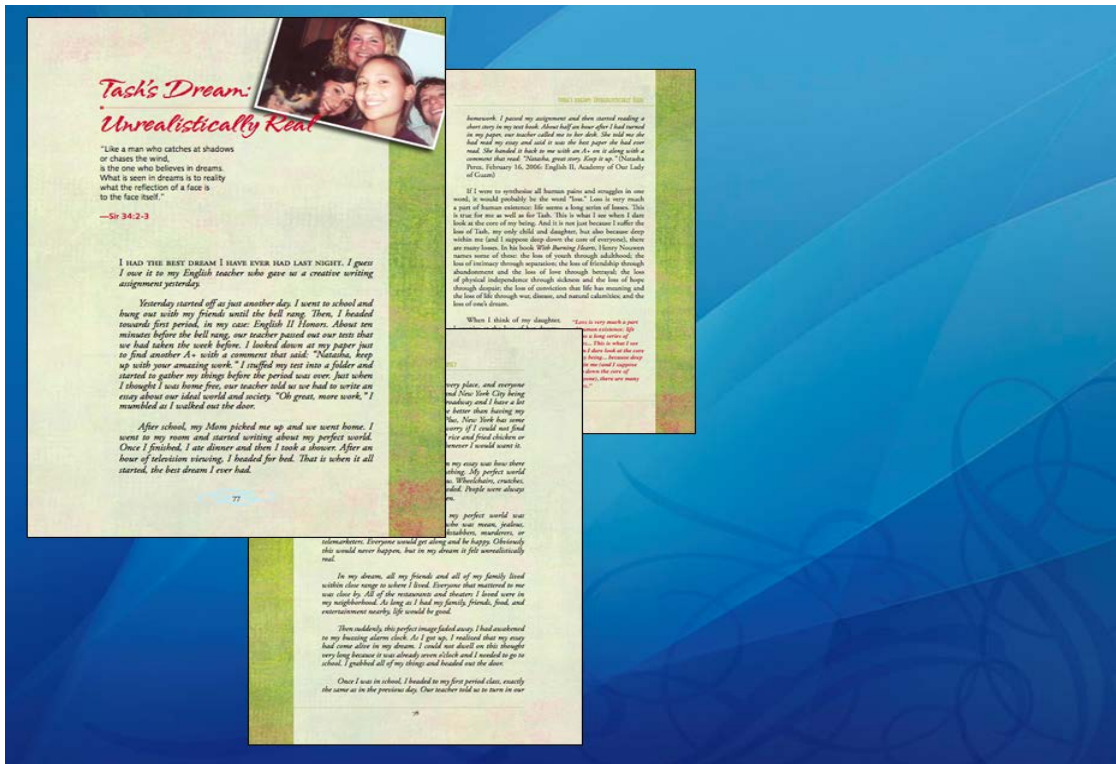
She enjoyed a new author at the time who wrote *Bras and Broomsticks*. Her New York friends secured an autographed copy of this book for her last birthday. When one day, Tash exclaimed, “I know what I want to be when I grow up! I want to be an author.” In her sophomore year she even researched publishing houses for internships in her future hopes of one day attending Columbia University.

We have heard of bucket lists. Things/places we would like to do, people we wish we to meet, place we hope to travel to one day. One doesn’t think that a bucket list for a child or a teenager is warranted. Why would we? Children have a lifetime to figure this out. Children perhaps did not have enough life experience or maturity to know what to do if they had one wish. Through the Make a Wish, Tash’s wish was to receiving a Blessing from the Pope, John Paul II.

Many middle school and high school students have read Tash’s story. I think because Tash’s writings were through her journals and essays, they are receptive to hearing the voice of someone of their peer group.

Much of *Let Go & Let God* is short stories about her life. It is in sharing these “short stories,” journal entries, and my infusion of love for Tash that tells our journey of cancer and of faith. Tash’s book was born on the eve of her funeral viewing. In wanting the family and friends to remembering Tash’s love for writing, I went to our laptop and printed out from her assignments in her Literature Class a few of her essays. We read a few at her viewing.

Here is an excerpt of one of her essays called “Unrealistically Real” starting on page 77.



At the time after my daughter’s passing, I wanted to prepare a scrapbook version of her essays and journals to share with family and friends for Tash’s One Year Anniversary. Certainly, nothing to being published. A priest friend had helped me to prepare sections of what I thought would be a very “nice” scrapbook. Father James then shared with me, “what are your plans with this?” I responded, “Just to share with family and friends.” His response, “oh no, this has to be shared with others, we need to publish this.” I needed to reflect and pray on this. If you have read Tash’s book you will find our story to being raw and personal.

Public sharing of our story was not within my “comfort zone.” I returned home that afternoon and in looking at a notebook where Tash had collected quotes that she enjoyed, I happened to read a quote where Tash had placed a bookmark. The quote read, “Shared joy is double joy; shared sorrow is half sorrow.” It is in reading this quote that I took as a sign that Tash wanted me to share her journey. In hopes to having Tash fulfill her dream to being an author, I hoped her give her the last wish. To be an author.

Our family received no monies for publishing *Let Go & Let God*. Rather the proceeds went to helping others. The Payless Community Foundation was the moving force to publishing our book. Total: 8000 copies.

A couple of years after, a Chinese foundation visiting Guam on their foundation promotion were given a copy of Tash's book. The founding president requested to translate Tash's book to Chinese. Initial printing was project 100,000 copies. Last year, Tash was given a Literary Award for her Chinese book. Her book was renamed *Every Day is a Miracle*. Due to Tash's story being embraced by so many in Taiwan, the foundation president is committed to publish 1 million cookies. Truly a best seller. But Tash book is not to be sold but to be given away to children and families with cancer. Plans are to distribute in Hong Kong, China, Singapore, Australia.



Images from *Let Go & Let God* by Natasha Leon Guerrero Perez reprinted with permission.

Data Mining Techniques Using a Spreadsheet

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Operational datamining can be used to develop profiles that may help understand trends in library activities. A collective database of transaction activities, available resources and pending requests can reveal relationships that may affect operations and future services.

Where is your data? Transaction processing system

What do you capture?

- Name
- Date/time (In/Out)
- Resource information
 - Title
 - Type
 - Author

What standard reports do you use now? How does it help your decision making? What “insight” can help you determine the effectiveness of your decisions?

What do you know about your customers? Favorite genre? Visiting times? Borrowing frequency?

The website, newsmap.jp, is an example of visual representation of similarly grouped data that has been a defined criteria set. The larger individual colored squares indicate that a large number of news readers have looked at that particular news story. The collective set of colored squares represents the general topic and its overall size reflects its popularity in news readers. For more about this project's visual intention please visit: <http://marumushi.com/projects/newsmap>

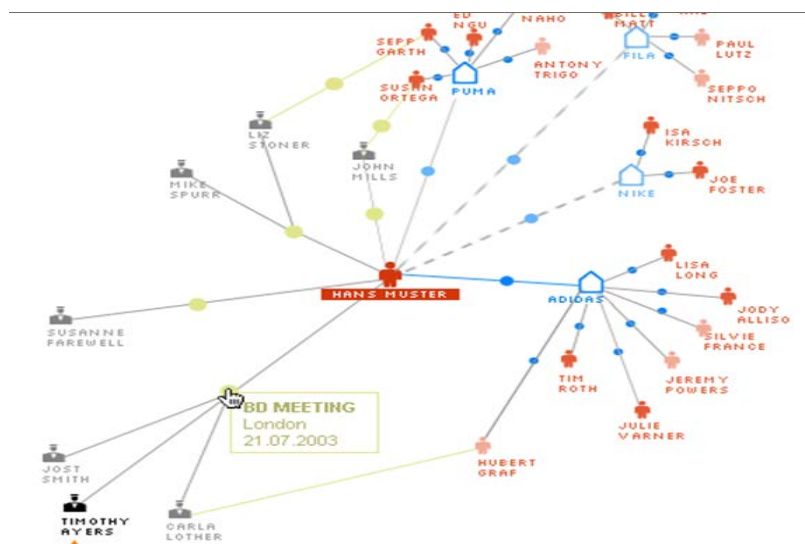
Thinkmap www.thinkmap.com

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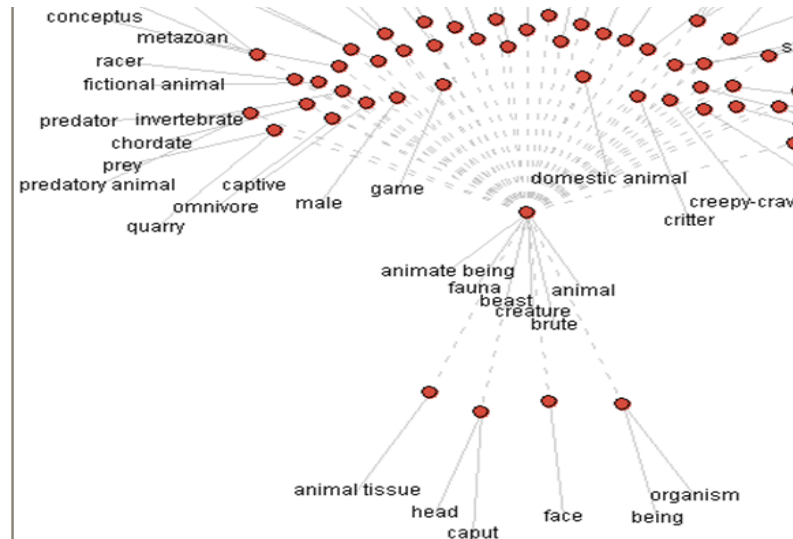
Thinkmap is designed “to be easily extendable, fast, and able to integrate with a wide variety of legacy systems. Thinkmap is composed of a number of loosely coupled components that can be quickly reconfigured to fulfill many different visualization tasks. These components are lightweight, flexible and standards-based.



“The SPIDER configuration is useful for browsing relational information that does not contain any inherent hierarchy. The spider attempts to layout a graph of information by using a combination of ‘informotions,’ which are modeled on physical properties such as magnetism, elasticity and viscosity.



“The HIERARCHY Configuration builds on the Spider by adding one information, ‘Tree Motion,’ which can be configured to act only on those entities that contain hierarchical information. Tree motion acts like a constant ‘wind’ that blows lower entities down, and higher entities up.



“CLUSTERING can be used to visualize groups of related entities, where the thickness of the edges connecting two entities represents the strength or cohesiveness of relationships in the cluster. Clusters are arranged onscreen according to the strength of the relationships in the data, and in the example [below], the size and color of the nodes are driven by quantitative information in the data.”

To see an online example and tutorial on how to create and use a pivot table you can simply search (Google) for some great tutorials. The website : www.lmgfty.com is a creative take off from Google.com it stands for "Let Me Google That For You".

Realizing that many questions most people ask are answered using Google.

The Spreadsheet Page www.spreadsheetpage.com



The Spreadsheet Page is commercial website that also provides a number of tutorials on using Excel. The following are webpages that provide pivot table on the Hall of Fame baseball great Tony Gwynn to show data in different ways. [Editor's note: The following information from Spreradsheetpage.com provided with permission.]

Tony Gwynn data

File Home Insert Page Layout Formulas Data Review View

C8

1 Tony Gwynn is one of the all-time best hitters in baseball. The 3,000th hit of his career came on August 6, 1999 (his 2,284th game). This workbook contains a database of each of those 3,000 hits.
 2
 3
 4 Use the PivotTable sheet to summarize the data in various ways.
 5
 6
 7 Data source: <http://www.padres.com/team/gwynnhits.html>
 8
 9
 10

Hit	Date	Game	Month	DOW	City	Day/Night	Type	Field Pos	Bat Pos	Opponent	Inning	Out	OnBase	RBI	Pitcher
1	07/19/82		7	Mon	SD	N	2B	CF	5	PHI	8	0	0	0	Sid Monge
2	07/19/82		7	Mon	SD	N	1B	CF	5	PHI	9	2	0	0	Ron Reed
3	07/21/82		7	Wed	SD	N	1B	CF	5	PHI	4	1	1	0	Dick Ruthven
4	07/23/82		7	Fri	SD	N	1B	LF	2	NYM	6	1	2	1	Ed Lynch
5	07/23/82		7	Fri	SD	N	1B	LF	2	NYM	8	0	0	0	Mike Scott
6	07/24/82		7	Sat	SD	N	2B	LF	2	NYM	1	1	0	0	Craig Swan
7	07/24/82		7	Sat	SD	N	1B	LF	2	NYM	5	2	1	0	Craig Swan
8	07/25/82		7	Sun	SD	D	1B	LF	2	NYM	9	0	0	0	Charlie Puleo
9	07/25/82		7	Sun	SD	D	1B	LF	2	NYM	10	1	3	1	Neil Allen
10	07/27/82	1	7	Tue	ATL	N	1B	LF	2	ATL	6	0	0	0	Bob Walk
11	07/27/82	2	7	Tue	ATL	N	1B	LF	2	ATL	1	0	1	1	Ken Dayley
12	07/27/82	2	7	Tue	ATL	N	1B	LF	2	ATL	3	0	0	0	Ken Dayley
13	07/27/82	2	7	Tue	ATL	N	1B	LF	2	ATL	7	0	0	0	Pascual Perez
14	07/27/82	2	7	Tue	ATL	N	1B	LF	2	ATL	9	2	1	0	Steve Bedrosian
15	07/28/82		7	Wed	ATL	N	1B	CF	2	ATL	8	0	1	0	Al Hrabosky
16	07/29/82		7	Thu	ATL	N	1B	CF	3	ATL	1	2	0	0	Rick Camp
17	07/30/82		7	Fri	CIN	N	1B	CF	2	CIN	6	0	0	0	Bruce Berenyi
18	07/31/82	1	7	Sat	CIN	N	1B	CF	2	CIN	1	0	1	0	Tom Seaver
19	07/31/82	2	7	Sat	CIN	N	1B	CF	2	CIN	1	1	0	0	Bob Shirley
20	08/01/82		8	Sun	CIN	D	1B	CF	2	CIN	1	0	1	0	Charlie Leibrandt

Using a pivot table the number of at-bats per opposing team can be determined.

Type	(All)				
Count of Hit	OnBase				
Opponent	0	1	2	3	Grand Total
HOU	160	114	32	7	313
ATL	168	109	20	6	303
CIN	170	92	33	3	298
SF	158	101	35	2	296
LA	168	67	20	10	265
NYM	135	90	25	5	255
PHI	132	80	15	4	231
PIT	136	66	22	4	228
CHI	130	68	16	3	217
STL	116	64	19	6	205
MTL	120	67	11	1	199
COL	39	39	6	3	87
FLA	23	10	8	2	43
ARZ	10	4	2		16
ANA	8	1	2		11
OAK	4	2	4		10
TEX	5	3	1		9
SEA	6	2			8
MIL	4	1	1		6
Grand Total	1692	980	272	56	3000

Or we can configure pivot table to show the data expressed as a total of the row.

	A	B	C	D	E	F	G	H	I	J
1	Type	(All)								
2										
3		OnBase	Data							
4		0	1	2	3					Total Count of Hit
5	Opponent	Count of Hit	Sum of Hit	Count of Hit	Sum of Hit	Count of Hit	Sum of Hit	Count of Hit	Sum of Hit	
6	HOU	160	50.67%	114	36.01%	32	10.49%	7	2.83%	313
7	ATL	168	52.74%	109	37.87%	20	8.54%	6	0.84%	303
8	CIN	170	57.61%	92	30.15%	33	11.14%	3	1.10%	298
9	SF	159	51.56%	101	34.08%	35	14.15%	2	0.20%	296
10	LA	168	61.95%	67	26.94%	20	8.56%	10	4.56%	265
11	NYM	135	53.58%	90	35.17%	25	9.58%	5	1.67%	255
12	PHI	132	55.49%	80	35.39%	15	6.87%	4	2.25%	231
13	PIT	136	59.62%	66	27.87%	22	10.68%	4	1.83%	228
14	CHI	130	58.82%	68	31.95%	10	7.72%	3	1.52%	217
15	STL	116	54.62%	64	31.18%	19	11.07%	6	3.13%	205
16	MTL	120	60.98%	67	31.83%	11	6.82%	1	0.37%	199
17	COL	39	44.47%	39	45.50%	6	8.66%	3	3.38%	87
18	FLA	23	51.95%	10	24.46%	8	18.18%	2	5.10%	43
19	ARZ	10	63.05%	4	24.62%	2	12.31%		0.00%	16
20	ANA	8	72.75%	1	9.30%	2	17.95%		0.00%	11
21	OAK	4	40.54%	2	19.55%	4	39.91%		0.00%	10
22	TEX	5	56.11%	3	33.20%	1	10.69%		0.00%	9
23	SEA	6	75.07%	2	24.93%		0.00%		0.00%	8
24	MIL	4	66.69%	1	16.65%	1	16.66%		0.00%	6
25	Grand Total	1692	55.51%	980	32.70%	272	9.85%	56	1.94%	3000

And provide details of a single row summary by drilling down to the details of that item.

LA	384	1			
	1357	1			
	1788	1			
	1937	1			
	2083	1			
	2276	1			
	2398		1		
	2677			1	
	2679		1		
	2925	1			

So what is next?

NORA – Non-Obvious Relationship Analysis

- The data finds the data
- The relevance finds the user
- Queries find other queries

Content aggregation – combining like data

Real-time analysis – system dash-boards

Take a different look at the data that is generated by your operations. Pivot Tables can be used to give a “visual” representation of your data.

Thank you! www.prezi.com



Five of the LEAP Scholars who shared experience “Voices from Graduate School” on Thursday afternoon, November 15, 2003 (L-R) : Imengel Mad (Republic of Palau); Jayleen Kokis (Federated States of Micronesia, Chuuk State); Alicia Diego, Debra Duenas, and Jesse Joe Tedpahogo (all from U.S. Territory of Guam). *{photo courtesy of Jenny Hainrick}*

Highlights from the IFLA International Leaders Programme

Atarino A. Helieisar

The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession. IFLA International Leaders Programme is a two-year [IFLA strategic Key Initiative](#) designed to increase the cohort of leaders who can effectively represent the wider library sector in the international arena, and to develop leaders within IFLA. Participants are called Associates and represent every major library sector and geographic region, and bring a range of international experiences to the projects. Participants started and will continue from 2012, 2013 and 2014 IFLA World Library and Information Congresses (WLIC) as the main face-to-face forum.



IFLA Programme Associates are from Australia, Micronesia, Uganda, France, United States, Philippines, Nigeria, Botswana, Cameroon, Russia, Mexico and Egypt.

The initial projects will focus on topics including regional collaboration for advocacy, libraries as agents for development, copyright exceptions and limitations, Internet governance forum, impact evaluation, open access, and access to digital content.

Through participation in the program, Associates will contribute to important issues impacting on the future of the library sector. They will gain experience in working at the international level and gain experience in working with organizations such as the World Intellectual Property Organization (WIPO), UNESCO, the European Commission, and the Internet Governance Forum. Associates will also gain experience in the development of policy and position statements.

Associates have started work on two group projects: models for regional collaboration for advocacy and open access.

In the Models for Regional Collaboration for Advocacy project, IFLA has been engaged in a number of capacity building activities to strengthen the voice of the profession internationally, regionally and locally. The role of participant is to report on models for collaboration in the library sector and in other sectors that work at the regional level. They will participate in research on the topic and collaborate with IFLA HQ to undertake research, interviews, and evidence collection at the regional and local level.

For the Open Access (OA) group project, participants will advocate for the adoption of open access policies within the UN Framework, particularly through dissemination of information regarding the IFLA position. They will develop the IFLA web resources on open access, including dedicated webpages and social media outreach. They are working closely with the organisers of the OA Taskforce to undertake various activities in support of its objectives and, where appropriate, take the lead. Participants are full and active members of OA Taskforce through online communications and in-person activities where appropriate.

What are the expected project outcomes for the Associate participants? They get to work and collaborate with senior LIS experts on open access, and gain an understanding of how to effectively advocate for open access policies. They develop an understanding of current state of open access at an international institutional level, and the international landscape in which advocacy for open access can take place. They gain experience in producing supporting materials that can be used for advocacy at national and international levels. They also gain experience of presenting in high-level meetings, and advocating to government officials in support of agreed policy positions.

For more information on the IFLA International Leaders Program, go to its website:
<http://www.ifla.org/leaders>



The Presidents together at the Farewell Dinner:
Atarino A. Helieisar (President, PIALA) and Cindy Pruski (President, GLA)
{photo courtesy of Jenny Hainrick}

The Instrument of the Book, the Instrument of the Internet

“Thinking” “Information” in the Pacific

Nicholas J. Goetzfridt, University of Guam

The first printing press in the Pacific arrived in February 1817 at Tahiti where a Christian mission had been established in 1797 by the London Missionary Society, two years after the Society’s founding. Earlier efforts to transform the Tahitian language into written form, beginning with spelling books, had to depend upon printing presses in London, a process that took about three years. Missionary John Davies’ 1808 manuscript was sent to England and didn’t reach Tahiti in its printed form until 1811. The 700 copies of a spelling book were filled with errors because the author could not of course go to London to review the proofs. In 1813, one missionary did go to review the proofs of a collection of scriptures and hymns in Sydney, Australia before they were printed. Squabbling between missionaries in Tahiti and the captain of the Queen Charlotte and King Pomare II’s desire to have the press at Tahiti proper, eventually led to the press being unloaded at Moorea where missionaries planned to print a spelling book, a catechism, and the gospel of Luke before moving it to the Leeward Islands of Tahiti. On the morning of the first printing in the Pacific on June 30, 1817, King Pomare, two chiefs and a train of attendants arrived at the specially constructed printing press hut. After the king and his two chiefs were admitted, the windows of the hut were blackened against the crowd outside so as to create a dignified moment when King Pomare pressed the handle that produced the first printed sheet.

In describing the moment, a missionary wrote:

“The king took up the sheet and having looked first at the paper and then at the types with attentive admiration, handed it to one of his chiefs, and expressed a wish to take another. He printed two more; and while he was so engaged, the first sheet was shewn to the crowd without, who, when they saw it, raised one general shout of astonishment and joy” (Lingenfelter 1967, 8).

The missionary presumptuously continued that “there is no act of Pomare’s life... that will be remembered with more grateful feeling than the circumstances of his printing the first page of the first book published in the South Sea Islands.” (ibid.) Missionaries reported that the demand for these books far outstretched what the press was able to produce. The ink-balls, because of their long journey from England, would also start falling apart. Copies of the error laden London books and the Sydney books had been “exhausted.” A missionary observed that “there is a call for double the number did our paper allow it. People are now daily coming from Tahiti for books but we are obliged to deny them. Some hundreds have thus been disappointed” (ibid., 9).

The printing press eventually came to Micronesia in 1856, four years after the schooner Caroline brought Benjamin G. Snow to Kosrae and Luther H. Gulick and Albert A. Sturges to Pohnpei along with their wives — all were members of the American Board of Commissioners for Foreign Missions based in Boston. The press had been packed away for several months until Sturges and Gulick set up the press and printed the first sheet at Ronkiti on Pohnpei — a broadside entitled *Kapakap En Jicuc* that contained the Lord’s Prayer and a hymn.

Gulick wrote with pride to the mission board that he was enclosing “a specimen of the first printing ever performed on this island, bearing the date Oct 1856. Though no immediate results may take place, it is the opening of a new era for the island, & for Micronesia” (ibid., 98). The press was not without its problems however. It was referred to as “a miserable apology for a hand-press” in missionary letters back to the Board while the font material sent to Pohnpei from Hawai’i contained only letters used in the Hawaiian language. Sturges quickly grew impatient with the press and handed printing duties off to Gulick who had to travel to Ronkiti from his missionary base at Shalong Point at the harbor of Metalanim on Pohnpei’s eastern coast in order to use it. Gulick also gave up on the “miserable” press in May 1857 after completing a four-page translation of Isaac Watt’s *Four Catechisms for Children* (Puk en Peituk) which was sewed together with two four-page primers printed in January and February 1857 and which actually formed the first book produced in Micronesia (ibid., 99).

Gulick was temporarily liberated from this “miserable apology for a hand-press” when a Hawaiian printer, Simeon Kanakaole, arrived on the missionary brig Morning Star, in September 1857. Kanakaole however quit after struggling with the press for only a year and after printing only two short books - a 12 page revised primer and a 55 page collection of narratives from the Old Testament along with a few broadsides. When Gulick was left with the press again, he tried to recruit Pohnpeian girls to help with the work but with limited success. While Gulick managed to print a 12-page primer and a related broadside in 1858 for the new missions in the Marshall and Kiribati Islands, Gulick also found a temporary renewed sense of purpose for the press when Honolulu newspapers refused to publish a version of a letter he wrote entitled “To Christian Owners of Whale Ships” that was widely published and circulated in the ports of New England. It condemned the corrupting sexual escapades of sailors in Micronesia. Following this rejection from Honolulu, Gulick published a similar four page letter on the miserable little press entitled *To My Personal Friends, and to the Friends of Virtue* in August 1859 and distributed it wherever he could. But when Ephraim P. Roberts joined the mission on Pohnpei in 1858, the mission returned to religious printing, producing the first eight chapters of the gospel of Matthew in Pohnpeian. In October 1859 Gulick moved to Ebon in the Marshall Islands, bringing the press with him. Gulick however remained in the Marshalls for only a year before retiring to an administrative job in - Hawai’i. Sturges borrowed the press back from the Marshall Islands three years later to print, after a great deal of struggle, the first nine chapters (24 pages) of the Book of Mark in 1863. The press was then sent back to the Marshall Islands on the Morning Star where the miserable apology for a hand-press caught fire and was destroyed before it could be used again.

* * * *

Given the profound changes that print brought to the Pacific, we might be justified in a historical context today to describe the first Pacific press in various profound-like leaning metaphors - I like the idea of it being a glowing oracle in a ship’s dark hold. It is actually quite possible that the printing press arrived at Guam in the late 1500’s when Manila galleons carried a press across the Pacific to the Philippines. Ships were by then regularly stopping at Guam to replenish. So before the Spanish had any significant influence over the Mariana Islands, except

for limited trade and the creation of a desire among Chamorros for iron, the print press - the printing press that would ultimately lead us here today - may have actually arrived at Guam as early as the late 1500's, perhaps passing by other Micronesian islands, eventually sitting in a deep dark hold of a ship anchored in Guam's Umatac or Hagâtna Bay, its metaphorical glow stifled and not to return until Spanish Catholicism had become a significant factor in daily life, when the printing press would have had a role in promoting Spanish hegemony.

I find the idea of this glowing oracle in the 1500's dark hold of a ship fascinating. I think this is because we can look at the press in all its potential to come and then all of the questions that it left behind or rather the questions that it should have left behind or better yet, the questions that we should be asking today in the year 2012.

I'd like to very briefly and generally discuss the origins of the book and perhaps with that we can imagine for ourselves how Micronesians might have - or not have - adapted the book to their way of thinking and looking at the world. I place an emphasis here on "thinking" because, it is imperative that we understand that an instrument like the book - just like the clock or the map - had a profound influence on the way that people thought about the world. And I don't necessarily mean because of the endless ideas about the world that books convey. I really mean the influence of the instrument of the book itself and how it changed a world of oral traditions - a concept that, as we all know, is central to the cultural identities of Micronesian peoples - and what this instrument and other instruments - leading me to the real focus of my paper, the Internet - has done to our ways of thinking.

The ancient philosopher Socrates worried that substituting oral expression with written symbols - the invention of the printing press was still many centuries away - would deprive the mind of intellectual depth and lead us away from true wisdom and happiness. At the center of Socrates' concern was that writing would make us shallower thinkers - considering the fact "an intelligent word graven in the soul of the learner" was evident through dialogue. Socrates acknowledged that writing with "external symbols" could have practical value such as providing

“memorials against the forgetfulness of old age” but in his dialogue between the Egyptian god Theuth and Thamus a king of Egypt, Thamus counters Theuth’s extolling of the benefits of writing by arguing that writing “will implant forgetfulness in their souls: they will cease to exercise memory because they rely on that which is written, calling things to remembrance no longer from within themselves, but by means of external marks.” A word, when it is written, king Thamus continued, provides “a recipe not for memory, but for reminder. And it is no true wisdom that you offer your disciples, but only its semblance.” Those who rely on reading for knowledge will appear to “know much, while for the most part they know nothing” (Carr 2010, 54). The intimacy with which a scholar versed in orality had with the natural world simply could not compare with the distorted intimacy one would have when one read about the world through the written word.

At the same time, particularly in Medieval Ages, the book often had a closer association with the heart than it did with the brain – the heart itself, beginning at least with the influences of Aristotle, was considered to be the central location of the innermost qualities of a human being including the origin of emotions and any sensations that the body was capable of having. The heart was also the place where one’s conscience, memory and will power resided. (Jagar 2000, xv). The heart was thought of as being at the very center of a person and it was from within the heart’s vast tool chest of intelligence, soul, memory, spirit, and certainly passions that the authority of a written text originated. The book was of and about the heart. The brain served functions of perception and cognition but anything that you could feel and anything that made the slightest moral or emotional impact on either the writer or the reader came directly from the heart. The heart nurtured the brain. Perhaps as a result of this foundation of thinking about where the written words that created a book came from, we still think of learning something “by heart” which is an ancient Medieval link between the presence of memory within the heart. The book in the Middle Ages became an upright symbol of truth and even the book as Scripture came to symbolize God Himself. As silent reading began to be practiced, the book with its origins from the heart also began to reflect the individual who sat with the book which as an object symbolized the interior nature of the person and that person’s vast interior labyrinth of emotions

and spirit. The symbolism and ultimately the expressive metaphors of the book (turning over a new leaf, taking a leaf out of someone else's book) became integral to the comprehended nature of books which were copied by handwriting and reproduced again and again, one book at a time. Perhaps the most direct reflection of the symbolic and practical importance of the heart for the creation of the book in the first place, was the production of books that were heart shaped. Holding such a book perhaps enabled one to draw a spiritual line from an inanimate object to the very center of one's being.

Writing and reading would of course become central to the recording and accumulation of knowledge. But this was not a natural phenomenon to occur in human history. When letters were committed to some sort of surface by early scribes, there were no spaces between the letters (Saenger 1997, 14). All letters ran together in a long stream, somewhat like a young child typically does today when he or she begins to learn to write. There were no individual words separated by spaces that we take for granted today. This is a reflection of the origin of words in language and its inevitable reflection in the first writings. When we speak, we do not hesitate between each word but we string words together in a single thought or in a multiple series of thoughts. It took some time and a mode of acceptance over time before these spaces began to appear along with a system of syntax so that these words, now separated by spaces, could be organized according to some acceptable standard of order. These spaces and word order standards were generally in place by the start of the thirteenth century.

I think you can imagine what related transformations, struggles, resistances, and acceptances must have gone on in the minds of Micronesians when they were first confronted with a tool - the book - that ran counter to the oral capacities and traditions from which they had functioned for countless generations. And of course the same would hold true for peoples around the world when social and cultural changes eventually brought the printed text to the forefront of communication.

This transition from orality to print involved a transformation of the mind itself. Our brain's natural state is to be distracted in a survivalist sense. We are instinctively programmed to maintain awareness of our environment and particularly toward movements and changes that we can rapidly respond to in order to survive. It is quite easy to think of our brains as something that exists in association with our modern times, as it were. But our brains are evolutionary in nature and scientists now know a great deal about the functionality and purpose of a range of the sections of our brains. One section responds like an alarm clock to charged or negative emotions produced by a miraculous myriad of neurons, signaling apparatuses, communication points, and chemicals. Another responds to the generation of adrenalin and dopamine that tightens up the immune system in preparation for either injury or flight from danger. The hippocampus lobe instantaneously decides on degrees of danger and appropriate survival responses, sometimes throwing us into a fight-or-flight mode of comprehension – even for the briefest of moments, causing us to feel strain and stress and prompting us to then draw upon our so-called inner strengths to calm ourselves. Another part of the brain, like all the others, responds from a survivalist, evolutionary basis, and warns you of danger – which comes in the form of emotional pain – when you feel rejected by someone. This particular warning comes from the crucial need our ancestors had to find tribes or enclaves of populations into which they interjected themselves, naturally or otherwise, for the sake of protection and survival. Today, of course, rejection happens in rather different contexts but it was this survivalist need that nevertheless causes us the pain that was once nature's warning call. While each section of the brain evolved a long time ago to respond to threats and were responsible for the survival of our ancestors, the emotional pain we feel over these things were primarily warning signals and thus Mother Nature couldn't care less how they actually "feel." (Hanson. 2009).

And so the brain that we draw upon to read is not historically linear in nature or prone to focus on a single object to the exclusion of everything else - as is the case when one reads a book. Never mind for the moment that one is also concentrating on a writer's thoughts about a subject. Simply holding the book and focusing one's attention on it while any number of things are going on around you - endless movements of people walking through the airport as you sit

with your book or people shopping in a mall as you wait for your wife (or your husband) to finish shopping - and there you are, holding a book and concentrating only on it. This is an unnatural state of mind which thousands of years ago could have gotten you killed and it has taken you some effort to do it.

But if you are to understand the actual words of a book, it is this unnatural frame of mind that you are required to call upon. Reading in the past was at first primarily a public event when someone would read out loud and those gathered around in a public square or in the more intimate surroundings of a room in a home could let their eyes wonder and be more aware of what was going on around them than could the reader. Eventually, and particularly when spaces began to appear between words and especially when the Gutenberg press of the near mid-1400's made mass production of books possible, people began to read by themselves, silently, almost meditatively. It was deep reading and from it knowledge began to become more frequently exchanged between readers.

Nicholas Carr, in his book, *The Shallows: What the Internet is Doing to Our Brains*, refers to this new phenomenon as the “intellectual ethics” of a new tool, in this case, the book. “Every intellectual technology,” Carr writes, “embodies an intellectual ethics; a set of assumptions about how the human mind works and should work” (Carr 45). This means that another important new tool- the map - conveyed assumptions about how the mind should see space in a more abstract sense than one normally does when looking at space that is within view. And when one used that new sense of space to chart maps that help us accomplish a certain task, such as getting from Point A to B, abstract thinking increased.

Users of the book as a tool expect that knowledge can be better kept and communicated through words written on a surface than could be possible through verbal memory. One acquires self-knowledge through concentrated reading. One looks at words that make up this knowledge linearly and writers assume that readers will give them their undivided attention. This expectation has given authors a license to experiment with literary styles over the past several

decades and create new styles because writers could count on devoted, patient, and undistracted readers.

With the development of maps our sense of space changed. Space became represented beyond what we could actually see in both precise and abstract ways – we saw and thought about the world differently and eventually used maps to express ideas about the world such as population growth or decline, battle field strategies, and of course distance calculations between points that lay far beyond our ability to see. The reality of the world could be compacted, carried in your pocket, and taken out whenever necessary to engage in what was abstract but at the same time realistic thinking about the world or smaller parts of the world that were, in terms of space representation, accurately conveyed on the piece of paper that you held in your hands. Your mind expanded beyond the horizon. It could know the forces, shapes, and distances that existed beyond your specific place but which nevertheless impacted your life and you were able to comprehend much more of the world than you would have otherwise. This instrument - the map - also had its “intellectual ethics.” It required an ability to think abstractly – to trust in the instrument in your hands and thus to imagine - but realistically so - a part of the world, however small or large, on a piece of paper.

Another intellectual ethic - the ability to see the passage of time in specific divisions and within divisions of divisions - occurred with the initial development of the clock by monks in monasteries of the Middle Ages. Meant to provide the means of meeting several daily prayer obligations, an instrument that accurately divided the day into specific time slots became attractive not only to the higher echelons of society and thus more innate and elaborate in design but the instrument of the clock began to also regulate time and the performance of duties for society at large. Before the clock, time was known through the natural world — the rising and the setting of the sun and its positions during the day, the phases of the moon, and the movement of the stars (here, of course, we think of the ancient and contemporary navigators of Micronesia). Sundials marked the passage of time through the shadows that the sun would cast during the day and at various times in the seasons. But now time became divided and known, as Lewis

Mumford described it in 1934, as “an independent world of mathematically measurable sequences... [an] abstract framework of divided time - the point of reference for both action and thought” which actually helped to usher in the scientific mind and the development of a wide range of sciences (Mumford 1963, 15).

The point of all of this is that the instruments we have been profoundly influenced by over the centuries - the book, the map, the clock, and now the instrument whose profound influence certainly matches at least that of the book - the Internet - all of them require us to think in certain ways and to change the ways in which our brains function. Contrary to early concepts by philosophers and psychologists that the mind and by association, one’s personality, are securely established in childhood, researchers now largely agree that the mind possesses a great degree of plasticity - flexibility and adaptability - through which new instruments can essentially determine, perhaps even dictate, through the “intellectual ethics” of the instrument, the way in which we look at the world around us.

Now that the Internet has become commonplace, books that began to emanate through the world from Gutenberg’s printing press, including the missionary attempts to produce printed materials for Kosraeans, Pohnpeians, and Marshallese in the mid-1800s, are being pushed not away, but to the sidelines and transformed in ways that Gutenberg or the Christian missionaries Sturges and Gulick could not have imagined. Science fiction writer Cory Doctorow describes the Internet as an “ecosystem of interruption technologies.” (Carr 91). As we read an Internet “page” on the computer screen, alerts for email messages, Facebook messages, and if we select the right options, news updates and sudden interruptions by friends who want to chat pop up. We can turn off the chat option and so forth but connected with the Internet page we are on, is typically a network of connections to other sites, other documents, other pictures that constantly beckon and compete for our attention. The Internet provides a massive means of access to this phenomenon we librarians call “information” and that is in fact one of the main reasons people are drawn to the Internet in the first place. And before the Internet came into existence, the media, particularly in the form of news was in a fragmentary form with one version of the news available from

various stations made accessible by the radio instrument and then latter, from limited television channels or a combination of both.

The ease of the Internet, characterized by ever-present and ever-increasing links and the ability to jump from one information source to another far faster than was ever possible with the book or any other printed material, not only allows us to engage in periods of short-time concentration but is perhaps, as Carr describes it, the reason why “we don’t see the forest when we search Web. We don’t even see the trees. We see twigs and leaves” (ibid.). As a result of this ease and the accessibility, the impact of the Internet on our reading of the book is already profound. And not only could future Internet networking opportunities lead to the production of pseudo books with interactive pasting and cutting, the distracting reading disincentives of the Internet - the Facebook chat notifications, the related links, the ads, and so forth - may lead us not to a singular, concentrating effort toward the book’s pages that the book demands of us but rather to a practice of reading pages of the book in the haphazard ways that we read and browse through magazines and newspapers.

As a result, the extensive literary style achievements of the past several decades, represented by writers such as Faulkner, Hemingway, James Joyce and many others may no longer be possible because writers will no longer have the captive, patient audiences that they once had through which they could develop these literary styles. The potential impact of this is not only in the potential creation of a single standard literary style that can hold the attention of readers already shaped by experiences of reading on the Internet but more seriously, in the degrees of depth - or not - to which the world is examined by the majority of people. Writers may also renege on their personal commitments to quality and instead resign themselves to meeting the demands of Internet search engines so as to position their works with words that make their writings rank higher in, for example, Google’s search results.

As the distracting incentives of the Internet - or as Amazon.com’s CEO describes it, the computer’s “ecology of interruption technologies” (ibid., 108) - help reshape our minds back to

the time when attention toward distractions around us was the primary means by which we managed to live in the world, we may find that more and more people no longer engage in quiet, internal deep reading. Instead, the social networking characteristics of the Internet may make reading a group-like experience in which a desire to belong makes the creation and expressions of literary style secondary to the easy and sharable expression of social issues. “Writing,” as Carr puts it, “will become a means for recording chatter.” (ibid., 107). This all marks a “fundamental shift taking place in society’s attitudes toward intellectual achievement” (ibid., 112) within which a long book like Tolstoy’s *War and Peace* is not only placed on a shelf of contemporary irrelevance but made an impossible and utterly impractical task akin to climbing a seemingly impossible mountain.

Several years ago I wrote an article (Goetzfridt 2005) - for a journal on the Internet by the way - that tried to express my concern about this latter point, drawing from a Steve Talbott entry in his Netfuture website entitled “Automobiles: On the Road to Nowhere” (Talbott 2000). Talbott drew parallels between the uncritical manner in which we accept all forms and uses of the Internet with the 1950s development of city suburbs - suburbs that had no cultural or societal foundations but which instead developed themselves around a need to accommodate the automobile. Presumably people who were going to buy houses in developing suburbs would drive into the city for work and that necessitated being concerned about a smooth flow of traffic for X number of households as they went to work, came home, went shopping, and on weekends took drives out into the country. Where were those cars going to be parked and how could you get people in and out of these concentrated communities without adding to commuter gridlock? The structures of suburban roads and the placement of houses centered on this issue. Nothing else really formed the basic structural foundation of suburbs.

In the same way, I expressed my concern over how the Internet might affect the quality of public education, particularly in the way that standards, quality, and ideas of intellectual depth could be established if the instrument we relied upon to establish benchmarks was the Internet and the less than in-depth ways in which we are encouraged to snatch information from it. What

are the foundations upon which educational policies and schools integrate the Internet into the curriculum? Is the Internet seen as another tool in the overall goal of educating the whole person? Or is it simply from a state of awe over the multiplicity of access points to this phenomenon called “Information” without thought really being given to what constitutes depth of understanding? And more worrying, at least to myself, was the prospect that at some future date educators and educational policy makers may not really appreciate what I am talking about and that there will be only a relatively few crusty scholars and critics - maybe myself included — who remember and lament the large gap between deep reading and the interruptible experience of the Internet and, more ominously, what constitutes a deep and thoughtful response to the world as opposed to the lower levels of comprehension that the Internet, as the foundation to learning, will eventually establish as a new standard that becomes accepted without question. “Will the automobile of our age - the Internet –“I wrote, ‘have thus driven itself to nowhere?’”

We could perhaps find a simple linkage between this idea and the efforts that the missionaries Luther Gulick and Albert Sturges made to convert Pohnpeians not only to Christianity but to the book as well. Their working assumption was that reading print was ultimately necessary for conveying the word of God and that simply relying on the Pohnpeians’ oral methods of communicating thoughts and information would not do. Although printing itself was certainly not new - it had been going on since the 15th century in Europe - it was new to Micronesia and it thus provided what the missionaries thought of as an enormously important tool for changing the thinking and spiritual beliefs of Micronesians. The printed word was as awe inspiring in that historical context as the Internet is in our day.

Finally however, I would like to point out that some scholarly approaches to reading Texts - i.e. how does the reader interpret a writer’s ideas and how does the reader express those ideas - examine the fact that reading has much communal influence to it as well. In other words, the community and the environment in which the reader lives have a significant impact upon how that reader and other readers in that environment interpret texts. If, for example, monks in a Christian monastery all read a book on the causes of war, their values of peace and Christian

ethics would lead them to read the book in similar ways as opposed to the way that, say, a squadron of Marines stationed in Afghanistan would read and interpret the same book. This scholarship of reading in America discusses how what are sometimes called “interpretative communities” - elderly women, lawyers, blue collar workers, high school girls, housewives, and so forth each approach books in similar ways within their own group but then again differently from groups who are different from themselves.

Elizabeth Long, for examples, dismisses the idea that the reader is a solitary individual, sitting alone in a room, completely alone with his or her thoughts as was often depicted in 19th century art. Reading is “socially framed,” she argues. “Collective and institutional processes shape reading practices by authoritatively defining what is worth reading and how to read it. In turn, this authoritative framing has effects on what kinds of books are published, reviewed, and kept in circulation in libraries, classrooms and the marketplace, while legitimating, as well, certain kinds of literary values and correlative modes of reading” (Long 2003, 192).

The United States of America has long been the source for these collective and institutional processes that “shape reading practices” as Long puts it and determine what is worth reading. And this began with Luther Gulick and Albert Sturges. And now the Internet comes to Micronesia and we legitimately ask ourselves if this is not also happening with the Internet with American influence over Micronesia also influencing the eagerness with which the Internet is used and what sites or kinds of sites are most worth reading. But above all, I want to stress that Micronesians belong to very strong interpretative communities who share values that everyone knows, lives, and speaks. And if it is true that the communities and the environments in which we live influence how and what we read, then this becomes in an odd kind of way, a sort of self-determination of reading - that individual societies in Micronesians - Pohnpeians, Kosraeans, Chuukese and so on - have the capacity to determine for themselves what information sources best serve those values, including how much the Internet can and cannot also serve those values. Being an integral part of an interpretative community allows words and ideas within that community to have special and unique meanings that would not exist elsewhere and it is from

those meanings that these communities gain, maintain, and use strengths that foster identities from one generation to the next. And I think an awareness of these issues of informational tools, the ways in which they change our ways of thinking - and the intellectual ethics that each of these tools demands of us - will naturally lead indigenous peoples to realize for themselves the full, positive potential of these tools for generations to come.

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Creating Quality Services: Palau Bookmobile Panel Discussion
Joycelene Moses, Mary Arius, Grace Merong, and Pasquana Tirso,
Palau Public Library and Palau Community College Library

There was a bookmobile on Palau in the early 1960s. It was established under the Koror Community Library (now named the Palau Public Library) and was operated by the Driver John Iyechad. Services were offered in Koror hamlets and schools and provided services such as check-out and check-in of library books. . The schedule was once a week. The bookmobile service unfortunately ended in the late 1960s.





A teacher brings her students to the Bookmobile.
One of the students is Bedebii Sadang, former Palau Public Librarian (2000-2008)

After many years Palau has a new bookmobile!



Funding was received from the U.S. Institute of Museum and Library Services (IMLS) - \$10,000 in start-up funds to purchase a vehicle and \$13,000 earmarked to purchase books and supplies. The Proceedings of the 22nd Annual PIALA Conference 2012

project received a donation of \$10,000 from a local business, Surangel & Son's Company. Personnel; fuel and ongoing maintenance for the vehicle will be provided by the Ministry of Education. The Library is looking for community partnerships with individuals or businesses who are interested in increasing access to information throughout Palau.

The new vehicle needed a little work to be a bookmobile as shown in these photographs.



The ribbon cutting ceremony for the new bookmobile was on August 2, 2012.



There are lots of new books for the bookmobile. Forty boxes of new books. Book donations were received from the U.S. Embassy, and an IMLS grant funded the purchase of books from the Belau National Museum and Etpison Museum.

The objectives have been established for the Bookmobile Project. The bookmobile will serve libraries and communities in Koror and Babeldaob. Services include an interlibrary loan program for books, Read Aloud for children and activities. The bookmobile contains portable furniture to set-up reading areas in any location. The vehicle's home base is the Palau Public Library. Palau Bookmobile is part of the Palau Association of Libraries (PAL), a non-profit organization.

Some of the activities at the bookmobile are check out of books and DVDs. Read Aloud programs are conducted as well as storytelling in Palauan and English languages. Arts and crafts are based on the school monthly theme and holidays. Bookmaking was one activity provided.



The bookmobile stopping areas are:

Monday to Thursday

- ▶ Meyuns Elementary School
- ▶ George B. Harris Elementary School
- ▶ Koror Elementary School
- ▶ Maris Stella Elementary School
- ▶ Seventh Day Adventist Elementary School
- ▶ Day Care Center at Palau Community College
- ▶ Head Start Centers in Koror

Fridays

- ▶ Airai Elementary School
- ▶ Melekeok Elementary School
- ▶ Aimeliik & Ibobang Elementary School
- ▶ Ngardmau & Ngaremlengui Elementary School
- ▶ Ngaraard & Ngarchelong Elementary School

Special route

- ▶ Angaur Elementary School
- ▶ Peleliu Elementary School
- ▶ John F. Kennedy Elementary School (Kayangel)

The bookmobile will have a special weekend schedule or for special occasions to the other small islands like Peleliu and Angaur as the bookmobile van can be put on a boat. We will ask the state to help us transport the van to their island. But not for Kayangel, there's no big boat that can carry cars to that island; we will bring books to them.

There is a Bookmobile Committee:

Chairperson:

Joycelene Moses, Palau Public Library, joycelenemoses@palaumoe.net, 488-2973

Members:

Mary Arius, Palau Public Librarian, maryarius@palaumoe.net, 488-2973

Grace Merong, Palau Community College Librarian, gracem@palau.edu, 488-3540

Pasquana Tirso, Library Science student, Palau Community College,
pasquanatirso@gmail.com

The Bookmobile Committee welcomes all comments, suggestions, and ideas in support of the bookmobile.



Proceedings of the 22nd Annual PIALA Conference 2012

Guam Public Library Bookmobile Outreach Services
Terry Kennimer, Doris A Francisco, and Victor Palomo
Guam Public Library System gpls@gpls.guam.gov

The Guam Public Library (GPLS) officially opened on January 31, 1949. In June 1949 it was renamed to *Nieves M. Flores Memorial Library* after the noted island educator and principal. The initial collection consisted of 13,000 books, most coming from deactivated U.S. Navy libraries and a donation from the Los Angeles Public Library. The Library was originally housed in two Quonset huts near the Agana Azotea and was open only twenty hours per week with a staff of three.

1952 Original Quonset huts near Agana Azotea



1960 Guam Public Library building in Hagåtña



1979 Current Hagåtña faculty after expansion and renovation



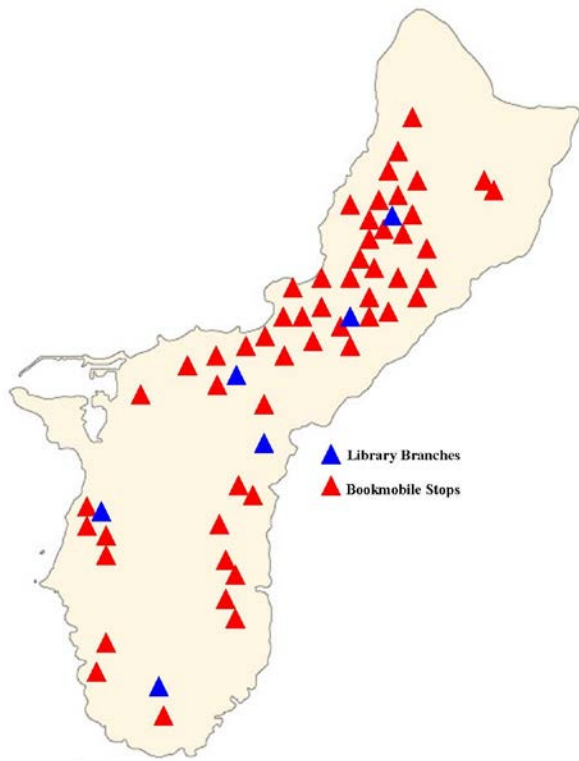
The Mission Statement of the Guam Public Library System is:

- To provide free and open access to information, promote literacy, encourage lifelong learning and maintain cultural materials;
- To provide information and library service to government agencies.

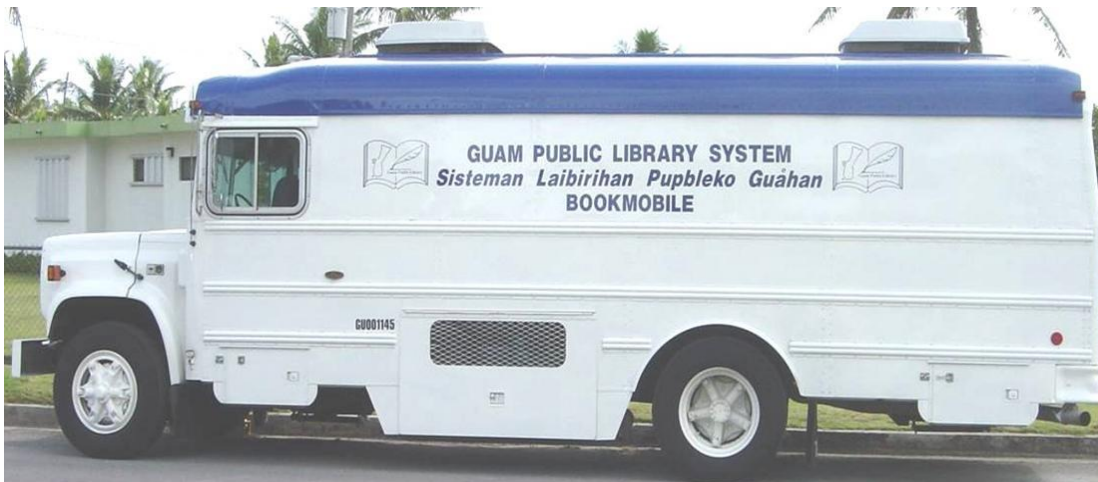
The Guam Public Library System Goals are:

1. Seek to understand the informational, educational, and recreational needs of all the people of Guam in accordance with the American Library Association Bill of Rights, Freedom to Read, the Freedom to View Statements within the limits imposed by budget and space;
2. Extend library resources into the community to assist individuals and groups with special needs;
3. Work cooperatively with other island libraries in providing information to the public; and
4. Pursue opportunities through new technologies to deliver information more quickly and efficiently.

Locations of the GPLS today – library branches and bookmobile stops



The Guam Public Library System Bookmobile is the “Library on Wheels.” The Bookmobile holds books for people of all ages.



Today's Bookmobile operates mostly on the support and donations from the community and members of the Bookmobile Foundation of Guam.

Bookmobile Foundation of Guam and GPLS Board members



L-R: Prudence Denight, BKM Member; Audrey Brownfield, Matson Navigation Company, Secretary to Matson General Manager Len Isotoff, BKM Chairman; Carmen Blas, PDN representing Rindraty Limtiaco, BKM Member; First Lady Joann Camacho, BKM Vice-Chairperson; Susie Torres, GPLS Board Member; Mark Sablan, South Pacific Petroleum Corporation (76/Circle K), BKM Member; Katherine Mafnas, Recommended Student Member, GPLS Board; Teresita L.G. Kennimer, Library Technician Supervisor, GPLS; Ronald Quitugua, GPLS Board Chairman.

BOOKMOBILE FOUNDATION OF GUAM, established 2004
MEMBERS OF THE BOARD

Chairman:

MR. LEN ISOTTOFF
General Manager, Matson Navigation Company

Co-Chairperson:

CHRISTINE M. CALVO
First Lady of Guam

BOOKMOBILE FOUNDATION MEMBERS

MR. MARK J. SABLAN
SPPC (76/Circle K)

RINDRATY CELES LIMITIACO
Pacific Daily News

MR. JOSEPH CRUZ
PacAir Properties, LLC

ELI MONGE
KUAM

ERIC VOTAW
GTA

JOSEPH ARTERO-CAMERON
Department of Chamorro Affairs

CATHY GOGUE
Department of Chamorro Affairs

TERESITA L.G. KENNIMER
Guam Public Library System

SANDRA STANLEY
Guam Public Library System

* * *

CONTACT:

MRS. AUDREY BROWNFIELD, Executive Assistant to General Manager
Matson Navigation Company
Telephone: (671) 475-5975
Fax: (671) 477-5965 * Email: abrownfield@matson.com



In 1952 the Guam Public Library purchased a panel truck for the purpose of transporting books to remote areas of the island. In 1953 the bookmobile began service and opened new horizons to remote villages using the panel truck. Every Tuesday it travelled to the southern end of the island as well as to Yigo, Dededo, Santa Rita and the hospitals. The panel truck was replaced by a station wagon in 1959, and Story Hour from the bookmobile was conducted during the school year in the afternoons after school was dismissed.

Bookmobile services vehicles over the years




In 1975 a bookmobile vehicle was purchased by GPLS for the sum of \$29,200. A replacement Thomas Built bookmobile was purchased from Atkins Kroll (PL:20-41) in 1990. Unfortunately the bookmobile was grounded in 1995 due to repair and support needs.

Through the effort of First Lady Joann Camacho in 2004, the Bookmobile Foundation of Guam was established with public-private partnerships. Through generous donated resources from Matson Navigation Company, South Pacific Petroleum Corporation (76/Circle K), and Alex & Baldwin, the bookmobile was repaired and operated at no cost to the taxpayers of Guam. On April 21, 2004: Matson Navigation Company became a corporate sponsor and donated resources to repair and operate the bookmobile; South Pacific Petroleum Corporation (76/Circle


K) committed to provide fuel for the bookmobile. On October 9, 2004 the debut return of the Bookmobile was at Guam Premier Outlets. The efforts of the revived bookmobile resulted in receipt of the Governor’s MagHope 2006 Award of Excellence: Project/Program of the Year Small Dept/Agency.

Fundraising has been an important part of continuing bookmobile operations. On November 9, 2008: Bookmobile Foundation of Guam’s First “Brunch for Books – ‘The Power of the Word’” was held at the Planet Hollywood restaurant in the DFS Galleria, Tumor. The Bookmobile Foundation of Guam held the Second Brunch for Books Fundraiser - Power of the Word at Planet Hollywood restaurant in the DFS Galleria, Tumon on October 18, 2009. January 29, 2012 was the Bookmobile Foundation of Guam’s Third Brunch for Books Fundraiser - Power of the Word again at the Planet Hollywood restaurant.

**BOOKMOBILE FOUNDATION of GUAM –
Brunch for Books 2012**




First Lady Christine M. Calvo reading & interacting with the children during a story reading.



Special Appearances by Sylvester, Tweety, Cat in the Hat & Clifford.



Frankie Aflague, Program Coordinator I displaying books that will be reading during the Bookmobile “Brunch for Books 2012.”



Story Time at the Bookmobile’s Annual “Brunch for Books 2012.”

In 2011 the GPLS Bookmobile was again recipient of the Governor’s MagPro 2011 Award of Excellence: Project/Program of the Year Small Dept/Agency. The Bookmobile

Services became a member of the Association of Bookmobile Outreach & Services in November 2011.

Traveling Tales is an exciting Guam Public Library System Bookmobile Outreach program developed for child care centers in the community. This program reaches children who may not be able to take advantage of in-library preschool programs and visits. As children are introduced to the library, their early literacy skills are reinforced through a program filled with stories, songs, nursery rhymes and more. To promote the *Traveling Tales* program, Bookmobile schedule and library tours are sent to the Guam Day Care Association, Guam Department of Education, and the Guam Home School Association.

Today the bookmobile visits 53 sites around the island.



St. Dominic's Outreach



Bookmobile Tours



School Tours



Catholic Social Services - Karidat



GMH "Pediatrics" Outreach

- Children's Day Care or Pre-School Centers
- Man'amko Senior Citizen Centers and Adult Group Home Facilities
 - St. Dominic Senior Home Care every 2nd and 4th Friday of the month – *Traveling Tales/Arts & Crafts*

- Catholic Social Services Karidat Program (three locations)
- Guam Housing & Urban Renewal Authority (GHURA) Housing
 - *Traveling Tales* with children who visit the bookmobile.
- Sub-division housing units (Latte Heights, Mangilao; Fern Terrace, Yigo; Dept. of Corrections Halfway House, Mangilao; and apartments /condominiums), Ypaopao Estates, Marianas Terrace
- Hospital and Clinic
- Mayor's Offices in seven villages
- Chamorro Village – Hagatna
- Village churches
- Guam Dept. of Mental Health and Substance Abuse ~ Rays of Hope School
- Asmuyao Community School
- Private schools
- Home School Association
- Ironwood Estates, Dededo – “After School Program”
- Village Community Centers
 - Guam Dept. of Youth Affairs Learning Center, Agat
 - CSR, Inc. (Community Services and Resources, Inc.), Dededo
- Guam Department of Education (DOE) Elementary Schools

Services are provided to what was once known as LOTE (Language Other than English), currently known as ESL (English as a Second Language) students. Approximately six classes per school, along with four GATE (Gifted and Talented Education) classes.

- Astumbo Elementary School, Dededo
- P.C. Lujan Elementary School, Barrigada
- J.M. Guerrero Elementary School, Dededo
- Liguan Elementary School, Dededo

What is the community impact of the Bookmobile Outreach Services? It supports GPLS's six libraries in Hagåtña, Agat, Barrigada, Dededo, Merizo and Yona. The Bookmobile provides “Reference Request” – a way to reserve books for patron pick-up. Materials borrowed from the Bookmobile may be kept for two weeks, the next return visit to that location. Materials borrowed from the Bookmobile or any of the GPLS branches may also be returned to the Bookmobile.

Statistics: FY 2005 – 2012

- ❖ 3,164 -- Registered Borrowers
- ❖ 24,154 -- Borrowed Materials
- ❖ 22,111 -- Attendance
- ❖ 315 -- Tours & Community Events
- ❖ 4,276 -- Collections

**COMMUNITY IMPACT - EVENTS:
2006 – 2011**



Quotes from the Communities about the Bookmobile Outreach Services:

“We’re glad you’re back! This is quite a convenience for me” (Adult visitor)

“It is very convenient for me, that I don’t have transportation, and it is just a walking distance from where I live” (Adult visitor)

“This is the first time I’ve been in a Bookmobile with my grand-daughter...I want her to start reading early.” (Senior Center visitor)

“I was following you (the Bookmobile) to your next stop, I couldn’t make it on time during your stop in Merizo, and my children would like to borrow books” (driver from Merizo to Umatac)

“Thank you for providing the services to our areas and I hope this will continue forever because of our working hours it is hard to make it to the Main Branch Library or Dededo Branch before closing time” (Doctors from SDA Clinic borrowing children’s books)

“But I don’t want only six books, I want six more books!” (7-year old child from Umatac)

“Follow them mommy, I want to borrow books like my classmates.” (6 year old from Yigo)

“My girls always look forward to your visits. They constantly check the bookmobile schedule” (Dad of two young girls ages 4 and 6)

Guam Public Library System Vision for the Bookmobile:

- Serving Patrons with Special Needs: The Guam Public Library System (Main and Branch Libraries) provides services for the blind and people with disabilities to include talking book tapes / digital talking books and Braille books.
- Summer Reading Program: To have the bookmobile park “under a tree” during the Summer on Saturdays at the village Mayor’s Office or nearby a community park and have guest readers, games and arts & crafts for two hours with the children and also be able to check-out materials.
- Traveling Tales:
 - Guam Memorial Hospital (GMH) Pediatric Ward*, and Family Clinics
February 1, 2012 was the bookmobile’s visit to GM) Pediatric Ward.
 - GHURA Housing
 - St. Dominics Senior Home Care
 - Catholic Social Services – Karidat Group Homes

Just imagine a new Bookmobile



Plans are underway for a Mobile Learning Center, a “Digital Bookmobile,” where people can experience ebooks, audiobooks and more computers and electronic devices. Plus public Information would be available in languages other than English (Chamorro, Chinese, Chuukese, Filipino, Japanese, Korean, etc.)

The Guam Public Library System Bookmobile is on the move. It is reaching out to the community, continuing to do exactly what it was intended to do - reaching out to the community thus improving “literacy on the road.” The bookmobile is also available for community events throughout the island.

Although, the Guam Public Library System continues to grow and expand, it is also a struggle to remain up-to-date and current in the library world. The Guam Public Library System is now more than ever committed to serving the people of Guam and providing them with quality educational, informational and recreational materials and programs.

The Bookmobile continues to play an important role in helping the Guam Public Library System achieve some of its literacy outreach programs with its “Library on Wheels!”

Editor’s note: The Presentation was followed by a tour of the GPLS Bookmobile in the conference hotel’s parking lot.

The Proceedings Appendix 4a-4e include the following handouts from this program:

GPLS Bookmobile brochure

GPLS Bookmobile cutout

GPLS Bookmobile library card group form

GPLS Bookmobile tour request form

GPLS Bookmobile Schedule

Entity Report: Guam

By Maria Ovalles, Guam PIALA Representative, Guam Library Association Treasurer

The Guam Public Library System is now under the direction of the Department of Chamorro Affairs (DCA). This was done late last year following a reorganization by Governor Eddie Baza Calvo. The reorganization Advisory No.6 authority dated October 6, 2011, by Governor Calvo, placed four additional GovGuam agencies under the umbrella of DCA: Hagatna Restoration and Redevelopment Authority, Guam Council on the Arts and Humanities Agency, Guam Public Library System and Guam Education Telecommunications Corporation dba PBS Guam. When I called Joseph Artero-Cameron, the President of the DCA, to invite him to the Conference, he stressed the fact that the Guam Public Library System's operation will be left alone, that they are autonomous. He wanted to let the public and the librarians who were worried about what the reorganization will do to the services and operations of the GPLS, that DCA will keep things the way they are. Day-to-day operations will be left to the library staff and administration. I am glad that staff from the Guam Public Library was able to attend this Conference and also to present about their Bookmobile program.

The new superintendent of Guam Department of Education, Jon Fernandez, who was our keynote speaker on Tuesday, to start our PIALA 22nd Annual Conference, says that GDOE is improving. From a dinner I had on Wednesday night, with a member of the Certification Committee, there are forty one (41) teachers who will lose their jobs the first week of December. This is because they failed the PRAXIS exam. The PRAXIS tests measure teacher knowledge and skills and is use for licensing and certification processes. Even though it is painful to hear that somebody will lose their job, we do have standards to uphold. If teachers cannot pass or do not have the competencies needed to be teachers, they should be let go. Our educational system needs work, and it will be hard and difficult, but we must stand strong and firm in making sure standards are met, and competencies are maintained.

I am glad you all have come to the PIALA 22nd Annual Conference. I think it is important that we have this regional annual conference. Because of the distances between the islands, and our remote location from the States, it is sometimes difficult to get continuing education and training. The PIALA Conference allows us this important opportunity as well as to network and get updates on what is happening in the other island communities. I thank you all for coming and taking part in the PIALA 22nd Annual Conference, and I hope you all learned something to take back to your island communities and make them better.

Guam Library Association Officers for 2012/2013

President: Cynthia Pruski, retired

Vice President – Membership: Dante Perez, Father Duenas Memorial School Library

Vice President – Programming: Kris Seerengan, John F. Kennedy High School Library

Secretary: Antonio Perry, LEAP Scholar

Entity Report – Commonwealth of the Northern Mariana Islands
By Matthew Pastula (Northern Marianas College Library) and
John “Bolis” Gonzales (Joeten-Kiyu Public Library)

Northern Marianas College Olympio T. Borja Memorial Library (Pastula):

New shelving has been added to the Pacific Collection and Main Collection to maximize space. 400+ Pacific-specific books from University of Hawaii Press were added to the Pacific Collection, so that along with other additions, the Pacific Collection increased by about 10%.

CNMI Archives was awarded a \$20,000 TAP grant from the U.S. Office of Insular Affairs for microfilming Pacific newspapers (*Saipan Tribune*) and buy a new scanner.

The job freeze was lifted at the College so the Library is hiring an academic librarian after the position was vacant more than two years. Interviews will happen in the next few weeks.

January 15, 2012, was the go-live date for the new and independent Millennium integrated library system.

Commonwealth Association of Archives, Libraries, and Museums (CAALM):

The local library association is working on a website, which should go live by the end of the year. It will provide a short description of all libraries in CNMI, at least one photo, and a link to the library's website, if applicable.

CAALM has been receiving surplus books from the Library of Congress for area libraries. These were distributed at CAALM meetings, and I was also able to take of box of new books to COMFSM-Chuuk State and College of the Marshall Islands libraries earlier this year while on a personal trip to those islands.

There are five LEAP scholars from CNMI, namely Eric San Nicolas (Tini'an Jr./Sr. High School Acting Principal-Tini'an), Meena Benavente (Oleai Elementary Teacher-Sa'ipan), Natalie P. Hill (Hopwood Jr. High Teacher-Sa'ipan), Rosalyn Ajoste (Marianas High School Teacher-Sa'ipan), Angelina Yobech (Hopwood Jr. High Teacher-Sa'ipan).

Current CAALM Officers:

Matthew Pastula, President

Heather Kennedy, Vice President

Greg Sablan, Treasurer

Della Castro, Secretary

Public libraries (Gonzales)

Grants and Funding:

- Competitive Bookmobile Library Outreach Services (\$30-65,000 annually 2009-Pres.)
- NMI State LSTA 5-Year Technology Plan: 2008-2012 (\$80-100,000 annually); 2013-2017 recently approved
- E-Rate 90% (\$36,000) subsidy for telecommunications at all public library branches in Rota (*Antonio C. Atalig Memorial Public Library*), Tini'an (*Tini'an Municipal Public Library*), and *Joeten-Kiyu Public Library* (NMI State Library) only pays 10% (about \$4,000)
- Joeten-Kiyu Public Library Roof Replacement: US HUD EDI-Special Projects (\$200,000) funded is currently on-going with completion date of May 2013, which will coincide with 20th Anniversary celebration.
- Connecting to Collections Planning Grant (\$40,000).
- JKPL possesses a strategic organizational advantage as an eligible educational institution for educational tax credit (ETC) corporate contributions per NMI PL 15-120. Aggressive ETC fundraising campaign dramatically increased 95% from \$3,000 in 2009 to \$50,000 in 2012, all of which are earmarked into revolving funds strictly for educational programming and titles acquisition purposes.

Staffing:

In 2010 for the first time, two (2) FTEs each at Rota Public Library and Tinian Public Library with seven (7) fulltime at Joeten-Kiyu Public Library. The goal is to ideally hire a professional librarian to continuously provide certified librarianship as good faith effort to preserve highest total librarianship quality management practices to sustain federal grantor and local government funding requirements in terms of due diligence, transparency, auditing, and accountability measures.

Facilities:

Joeten-Kiyu Public Library, 20,000 sq. ft.

Tinian Public Library, 10,000 sq. ft.

Rota Public Library, 3,000 sq. ft.

The CNMI Public School System (PSS) has somewhat elevated libraries as priority, unlike the recent past, as the PSS Commissioner has appointed a library liaison in the Central Office and some grant resources allocated to support some title acquisitions. However, adequate resources and local library workforce capacity challenges continue to plague PSS, especially as economic recovery remains sluggish and protracted.

Entity Report: Chuuk State

By Ms. Jayleen Kokis, member of Chuuk Association Of Libraries

Chuuk Association of Libraries sponsored the (SLC) Strategic Learning Community workshop held at the College of Micronesia-FSM Chuuk Campus library from July 30-August 3, 2012. Ms. Jane Barnwell from the PREL office in Hawaii was the presenter for this workshop.

Three CAL members did a presentation at the Chuuk Education Week from August 6-10, 2012 on what they have learned from Ms. Jane Barnwell workshop. These 3 stooges namely Ms. Jayleen Kokis, Mr. Kersweet Eria, and the Queen of Chuuk Ms. Kiky Kanemoto did a presentation on the brief history of Chuuk Association of Libraries, followed by the Book Making hands-on activity for the whole week.

Chuuk Association of Libraries received two digital cameras and 1 lap-top from the (c2c) connection to collections grant.

Jayleen Kokis still continues with her online courses with UNT, expecting to be done Summer 2013 with her Master Degree in Library and Information Science.

Chuuk High School Library is now back to where they belong after many months of renovation and uses as classroom. Saramen Chuuk Academy library staff are doing fundraising to come up with 50 thousand dollars to purchase 10 lap-tops and air-conditioner for the library.

CAL Officers:

President : Kersweet Eria

Vice President: Lynn Sipenuk

Treasurer: Kiky Kanemoto

Secretary: Lynn Sipenuk

Entity Report – Pohnpei State
By Lester Ezekias, CAL President

College Of Micronesia - FSM

- Mac Emwalu- resigned from the COM-FSM Chuuk campus
- Nercy Fuina- resigned from COM-FSM Pohnpei Campus and now working at the FSM Congress Library
- Charity Faith Ileyojauiug- new assistant Librarian at Pohnpei campus since August
- Michael Williams- moved into a new library at the Kosrae Campus in September & unveiled the conversion of the collection to Library of Congress Classification from Dewey Decimal.
- Karleen Mareel is the recipient of 2012 Karen Peacock Scholarship to attend the Hawaii Library Association Conference in December on Maui
- Darcy Augustine- will be attending the television producer in Majuro in December

Pohnpei Public library

- Book drive last week and distributed tons of books to school libraries
- Received a new computer from TDIP (Filipino Association) in Pohnpei to be used for Cataloging & scanning
- Pohnpei Public Library has partnered up with Pohnpei Broadcast Station to do Story Hour every Tuesday and replay throughout the week.
- For more information, you can refer to our FB page or web site Pohnpeipubliclibrary.blogspot.com.

Libraries, Archives and Museums of Pohnpei (LAMP) Officers

President: Lester Ezekias

Vice President: Carmina Lihpai

Secretary: Mary Kilmete

Treasurer: Dosihner Jose

Entity Report: Yap State
By Justina Gechig jgechig@yahoo.com

Intro: Good Afternoon Everyone, my name is Justina Gechia. I work at the Yap Public Library.

The Yap State Library Association (YSLA) goal is to improve and enhance as many as many children's reading skills and their comprehension skills.

Yap Public Library has this program called "Summer Reading Program." We started this program in 2010. We take children for ages 7- 13. It's a one-month program. What we usually do is we read stories, enhancing the children's reading skills & their comprehension skills, as well as grammar.

In 2010, the average participants of children were only 20. And that's because maybe many parents are not aware of the program. In 2011, we took 30- 40 some children. And this summer, we have 60 children participated.

The Yap State Library Association is planning to have fundraising in December to help us purchase materials/ supplies for our next 2013 summer reading program, and if and only we don't pay individuals who help us during the reading program.

The fundraising will be on Dec. 22, 2012. So if you want to contribute or donate for the Yap Summer Reading Program. I'm still here until Saturday.

We were looking forward for support and contributions to improve our Summer Readings Program.

Entity Report: Kosrae State

By Shra K. Renton

Good afternoon and greetings to you all. On behalf of the Kosrae Library Services, I would like to report to you what happened in terms of developments or improvements and also the challenges to our services during the year.

For the improvements and positive impacts to our Library Service during the year, we have:

- A new librarian at Walung Elementary School Library, replacing our friend Mr. Danny Joe.
- New library facilities for the Lelu Elementary School and Utwe Elementary School, and a new Library for the College of Micronesia – Kosrae Campus.
- Received office supplies worth more than \$300. From the *Connecting to Collections* project.
- From Mr. Lester Ezekias through the IMLS Grants for a new library automation system called Organizer Pro, a new PC, and training.
- The librarians also have a one day working schedule with Jane Barnwell and Karleen Manuel.
- Received donations from the World Teach Teachers and U.S. Peace Corps.
- Received donation of reading novels from the Postal Office and especially our library friend Mr. Kiosy Renton, former librarian at Utwe Elementary School.
- Last but not least, support from various offices, including our Department of Education.

For the challenges and the negative side of our report, we have:

- Almost the same problems with termites and rats destroying our collection.
- Delays in ordering materials exist due to time limitations
- And we also experience challenges of doing the tasks of a librarian

In reporting to you this update, I would like to ask for your cooperation and for our working together to better serve our library patrons and users. I thank you all.

Entity Report – Republic of the Marshall Islands

By Tina Edmonds and Sistina Maddison

The Marshall Islands Library Association (MILA) combines:

Majuro:

Alele Public Library, Marshall Islands High School Library, College of the Marshall Islands Library, University of the South Pacific Marshall Islands Campus Library, Laura High School Library, Rongrong High School, Rairok Elementary School Library, Uliga Elementary School Library, Assumption Elementary School Library, *special libraries*: RMI Environmental Protection Agency Library, PREL Library, Majuro Hospital Library, Nitijela Library, National Training Council of the Marshall Islands Library, Marshall Islands Visitors Authority Library, Land Registration Authority Library.

Kwajelein:

Kwajelein High School Library, Ebeye Elementary School Library

Wotje:

Northern Islands High School Library

Jaluit:

Jaluit High School Library

M.I.L.A Officer 2011-2012

President: Sistina Maddison

Vice President: Pearl Anien

Treasure: Alfreda Jonathan

Secretary: Lisa Jerran

Advisor: John Pingol & Mary Silk

Activities during the year have included reading, book making, scanning documents, set up library, and fundraising and support for Education Week reading, Cultural Week reading, and community reading.

Education Week Reading at Rita Elementary School



Cultural Reading Week at Ajeltak Elementary School





Summer Training





Fundraising: Plate \$4

When and How? Every End Saturday In a Month.



MILA members who are studying library education are:

Continuing on Certificate: Lisa Jeraan (CMI) Alfreda Jonathan (MIHS), Diana (USP)

Continuing on Diploma: Lola S (MIHS) & Sistina Maddison (LHS)

**PIALA GENERAL
MEETING MINUTES
NOVEMBER 15, 2012**

THE 2012 PIALA GENERAL MEETING WAS CALL TO ORDER @ 3:10 P.M. IN THE HOLIDAY RESORT & SPA CONFERENCE ROOM, GUAM. PIALA PRESIDENT ATARINO A. HELIEISAR WAS RESIDING AND HE ASSIGNED PIALA VICE-PRESIDENT SIGRAH TO SEAT IN TO TAKE THE MINUTES. THE MEETING WAS OPEN BY A PRAYER BY MR. DANTE FROM GUAM.

AGENDA ITEMS:

1. TREASURY REPORT:

- MR PRESIDENT EXPLAIN THAT THE OFFICERS WERE HAPPEN TO CHANGE THE SIGNATURES OF THE PIALA ACCOUNT FROM BANK OF GUAM, MAJURO, REPUBLIC OF THE MARSHALL ISLANDS (RMI) BRANCH AND THAT THEY WERE FORTUNATE TO TRANSFER THE ACCOUNT FROM MAJURO BRANCH TO POHNPEI BRANCH. THE NEW SIGNATURES ON THE ACCOUNT ARE ATARINO HELIEISAR (PIALA PRESIDENT), LYDIA TIBON (PIALA TREASURER), KARLEEN MANUEL (PIALA SECRETARY), AND JANE BARNWELL (ADVISOR). PRESIDENT HELIEISAR ALSO REPORT THAT PIALA GAVE GUAM LIBRARY ASSOCIATION (GLA) THE AMOUNT OF FIVE HUNDERD DOLLARS (\$500.00) AS THE SEEDED MONEY FOR HOSTING THE 2012 PIALA ANNUAL CONFERENCE, AND TWO HUNDRED FIFTY DOLLARS (\$250.00) FOR BRUCE BEST AWARD. PIALA WILL ALSO PAY EITHER THE OPENING DINNER OR THE CLOSING DINNER OF 2012 PIALA CONFERENCE FROM THE PIALA TREASURY.

2. PIALA HOST:

- PIALA PRESIDENT MR. HELIEISAR ALSO REPORT THAT THE 2013 PIALA ANNUAL CONFERENCE WILL BE HELD IN SAIPAN, COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS (CNMI) WITH THE PEC CONFERENCE ON JULY 15 - 19. THE 2014 PIALA ANNUAL CONFERENCE WILL BE IN THE REPUBLIC OF PALAU AND YAP STATE VOLUNTEER TO HOST THE 2015 PIALA ANNUAL CONFERENCE IN WHICH IT DEPENDS ON THE DECISION WHERE PEC WILL BE AFTER SAIPAN.

3. NEW BUSINESS

3.1. KAREN M. PEACOCK MEMORIAL PIALA SCHOLARSHIP

- THE RECIPIENT OF THIS YEAR 2012 KAREN PEACOCK AWARD IS THE PIALA SECRETARY MS. KARLEEN MANUEL SAMUEL.

3.2. ELECTION OF PIALA VICE PRESIDENT AND TREASURER

- SUDI Q. NAPALAN WAS NOMITED BY JANE BARNWELL AND ELECTED UNANIMOUSLY AS PIALA VICE PRESIDENT, AND JOHN O. 'BOLIS' GONZALES FROM CNMI WAS NOMINATED BY JUDY FROM GUAM AND MOTION FOR CLOSE NOMINATION WAS SECONDED SO MR. JOHN O. 'BOLIS' GONZALES FROM CNMI WAS ELECTED AS THE NEW PIALA TREASURER. THE PRESIDENT, THANKED THE OUT-GOING VICE PRESIDENT, MR. AARON SIGRAH FROM KOSRAE STATE, FEDERATED STATES OF MICRONESIA (FSM), AND LONG TIME PIALA TREASURER MS. LYDIA TIBON FROM THE REPUBLIC OF THE MARSHALL ISLANDS (RMI) EVEN LYDIA WAS NOT IN THE MEETING FOR THEIR SERVICES AND DEDICATIONS TO THE WORK OF PIALA. ON THE OTHER HAND, PIALA PRESIDENT ALSO CONGRATULATE AND WELCOME THE NEW PIALA OFFICERS, MS. NAPALAN, FROM GUAM AND MR. GONZALES FROM CNMI.

4. MISCELLANEOUS

- ALL ENTITIES AGREED TO SEEK AND SUPPORT THE CONTINUATION OF THE SUBSCRIPTION OF EBSCO HOST IN THE PACIFIC. SEEKING ASSISTANCE FOR EACH ISLAND STATES OR REGIONS WILL BE A PRIORITY TO ALL.

5. ANNOUNCEMENT:

- MEETING AT BANK OF GUAM HEAD QUARTER FRIDAY MORNING (ON THE PIALA CHECKING ACCOUNT).
- DINNER @ 6:00 P.M. AT THE SAME MEETING PLACE
- 9:00 A.M DISA Proceedings of the 22nd Annual PIALA Conference 2012
- THE PRESIDENT WAS RECOGNIZING THE GUAM LIBRARY ASSOCIATION FOR HOSTING 2012 PIALA ANNUAL CONFERENCE
-

6. MEETING WAS ADJOURN @ 4:30 P.M

- 9:00 A.M DISASTER PREPAREDNES WORKSHOP
- THE PRESIDENT WAS RECOGNIZING THE GUAM LIBRARY ASSOCIATION FOR HOSTING 2012 PIALA ANNUAL CONFERENCE

6. MEETING WAS ADJOURN @ 4:30 P.M

KALAHNGAN, KOMMOLTATA, KAMAGAR, KILLISOU CHAPUR, SIYUS' MA ASE, KULO MA LULAP, SULANG, & THANK YOU, VERY MUCH...



AARON SIGRAH
ACTING SECRETARY - PIALA GENERAL MEETING, NOVEMBER 15, 2012
HOLIDAY RESORT & SPA, GUAM

Introduction to Farewell Dinner Keynote Speaker Efren G. Peñaflorida, Jr.
Cynthia Pruski, Guam Library Association President

Hafa Adai and Buenas,

Our guest tonight grew up in an environment with few advantages. And yet he has become a hero, an inspiration to people all over the globe. In 2009 CNN chose him as the Hero of the Year.

He grew up in the city slums of Cavite near the cemetery and the dump and was bullied and picked on by gangs. This caused him to lose interest in school and drop out. But he didn't give up.

His perseverance led him to join Club 8586, Inc. and to find a mentor who inspired him to find a way to continue his education and help others do the same.

He is here to share his story with us. Ladies and gentlemen, let me introduce Efren G. Peñaflorida, Jr.



Farewell Dinner Keynote Speaker Efren G. Peñaflorida, Jr. (photo courtesy of Maria Ovalles)

Introduction for the Outstanding Service Award
Awarded to Bruce Best
by Arlene Cohen, read by Jane Barnwell

Greetings from Seattle. I just wish I could be at PIALA in person with everyone to celebrate with my dear friend and colleague Bruce Best in receiving this well-deserved PIALA Outstanding Service Award.

Several years ago, I was characterized as the Mother of PIALA . To me, Bruce is the Father of the PIALA network, really the working heart of PIALA.

For those of you who don't know Bruce, since before 1990, he has been the station manager at the University of Guam's Telecommunication and Distance Education Operation, which hosts the Micronesian hub of PEACESAT, a federally funded satellite network. Throughout the years, PEACESAT has provided support for environmental and medical emergencies, as well as educational and public service communications, thanks in no small part to the efforts, passion and dedication of Bruce.

For more than thirty five years, Bruce has lived and worked throughout Micronesia. He has gained an international reputation for his research efforts related to the use of solar and other appropriate technologies for providing telecommunications services and for promoting sustainable development in remote areas. Throughout the years, he has received many awards for his wide variety of accomplishments.

I first met Bruce In 1990, as PIALA was being born. With the PIALA Executive Board members spread throughout the region, Bruce willingly helped us to use PEACESAT 's teleconferencing capability to communicate with each other. Even before the first PIALA Conference in Palau in 1991, Bruce worked with the local Micronesian island PEACESAT

station managers to set up teleconferences with the conference planners in Palau and even a presenter from Fiji.

As Jane Barnwell so aptly put it “Without Bruce and PEACESAT, the establishment and growth of PIALA would not have been possible. Before we had email, or Facebook, or Skype...we had PEACESAT. In some cases, even before we had phones in our libraries, we had PEACESAT. The monthly PEACESAT meetings provided a regular form of communication across our vast distances, and linked us to each other. I don’t see how PIALA could have accomplished all we did, especially in the formative years, without Bruce’s support.”

I personally saw PEACESAT teleconferencing as a miracle! Telephone calls, even where there were telephones, were prohibitively expensive and with PEACESAT and the support of the PEACESAT station managers throughout the region, we could talk to each other! Like most miracles, one had to adjust to the reality of the miracle. We learned when using PEACESAT that we had to take turns talking. When you were speaking, you needed to say “Over” when you were done and when you wanted to interrupt, you said “break.” We learned how important it was to work with our station managers. Many were the times when we would plan a meeting and the stations were closed. We all had to get our heads around the time differences between the islands. And, then we had to keep Honolulu happy, as our PEACESAT was a hub of the mothership PEACESAT in Honolulu.

The other reality of our miracle was the system had limited channels, tight schedules and frequent breakdowns with few spare parts available locally, and limited local expertise to carry out the repairs. In spite of these challenges, Bruce was always there to make it all work. He was always and still is running around the region with his tools, parts and I am sure, a big roll of scotch tape and baling wire, to keep PEACESAT running.

Bruce, I know I speak for all of us in thanking you for your years of effort and dedication to keep PEACESAT viable, allowing us to communicate with each other over the great distances between us. May you continue doing what you do so well!



PIALA President Ata presents *PIALA Outstanding Service Award* to Bruce Best
(photo courtesy of Maria Ovalles)



Palau attendees present dance honor to Bruce Best (photo courtesy of Maria Ovalles)

Appendix 1: PIALA Executive Board Meeting

Proceedings of the 22nd Annual PIALA Conference 2012

PIALA 22nd Annual Conference
Hagatna Guam, USA
November 14, 2012

Proposed Agenda

- I. Call to Order – Chairman/ President : Atarino A. Helieisar
- II. Silent Prayer
- III. Review and adoption of Proposed Agenda
- IV. Business Items:
 - A. Old Business
 - PIALA Treasury
 - PIALA Host
 - i. Saipan (2013) joint conference with PEC and LEAP graduation
 - ii. Palau (2014)
 - iii. ??? (2015)
 - B. New Business
 - 2012 Karen Peacock Memorial PIALA Scholarship Award
 - i. 2012 Winner
 - a. Budget Request
 - ii. Formulate and approve a resolution to guide future scholars and professional develop excursion or assistance.
 - Reminder: Election of the Vice-President and Treasurer (PIALA General Meeting)
 - PIALA support for PDL
 - PIALA Executive Board meetings
 - C. Others
- V. Miscellaneous
- VI. Announcement
- VII. Adjournment

Appendix 2: *American Pacific Territories' Librarians Say Books Are Here to Stay*

Radio Australia interview : November 15, 2012

credit to Pacific Beat Radio Australia www.radioaustralia.net.au/pacbeat

“For those of you who like to read and love your libraries, over 100 people are gathering on Guam this week to help improve libraries in the American Pacific territories.

“The 22nd Annual Pacific Island Association of Libraries, Archives and Museums Conference is taking place in Hagåtña.

“But with the internet changing people's reading habits, many libraries - at least here in Australia - are seeing the numbers of readers falling.

“What is it like for people across Guam, Micronesia, Palau and Hawaii? And what is the future of the libraries in the region?

“Presenter: Geraldine Coutts

“Speakers: Maria Ovalles, Guam Library Association; Jayleen Kokis, librarian assistant, College of Micronesia-FSM Chuuk State campus, Federated States of Micronesia; Imengel Mad, George B. Harris Elementary School, Palau.”

From Radio Australia website

<http://www.radioaustralia.net.au/international/radio/program/pacific-beat/american-pacific-territories-librarians-say-books-are-here-to-stay/1046462>

Editor's note: When Radio Australia received news of the PIALA Conference, a request was made for an interview on Geraldine Coutts's Pacific Beat morning program. The following is an edited version of the program, transcribed by the Proceedings editor from the recording posted on Radio Australia's website.

Appreciation to ABC Radio Australia for permission to include this transcript in the Proceedings.

[Beginning and end of radio program not on the website recording]

Maria Ovalles: This is actually this week. This is a regional conference and it actually rotates around the Pacific. Guam is hosting it after 12 years; the last time we hosted it was in 2000.

Geraldine Coutts, Radio Australia: What are you hoping from this year's conference?

Maria Ovalles: One is to gather ideas of how to implement some of the new technologies that a lot of people are using now, like the Internet, the e-readers and how to use them to help students as well as the patrons in getting information that they need. Information overload, it is kind of hard to let them know what kind of information is good out there for them to use.

Geraldine Coutts, Radio Australia: Well that is an interesting point, isn't it, information overload, but that would all be coming from the electronic services, rather than in-house libraries?

Maria Ovalles: Exactly

Geraldine Coutts, Radio Australia: And what kind of problems or situations does that present for a librarian?

Maria Ovalles: Basically most people go to Google to get a lot of their information and don't realize how to evaluate the information that they get. A lot of school librarians do is they teach students to evaluate their sources and critically analyze where it is coming from.

Geraldine Coutts, Radio Australia: Imengel Mad now, you are an elementary school teacher, or at an elementary school in Palau. School libraries are facing different challenges than public or university libraries. Do school libraries have particular sets of problems of their own?

Imengel Mad: The Internet connection is very slow, it is really challenging for us. Although we are going all this training about these e-books and e-readers, it is really hard to us to then go back home and apply in our own libraries because of internet connection. Some of our connection such as dial up connection is really really slow.

Geraldine Coutts, Radio Australia: You still got problems. Are kids in Palau reading books or are they spending more time - even though you've given an outline of the problems of slow connection - on the Internet and playing computer games?

Imengel Mad :Yes they are. We do have our own computer lab in the library, so they are using the computers for their work, but most of the time we tend to use the printed copy of books so they make use our library at the same time.

Geraldine Coutts, Radio Australia: Jayleen Kokis, you are working in the Federated States of Micronesia. What are the library resources like there in the FSM?

Jayleen Kokis: Like Palau, we experience the same thing, even if we know how to connect to the e-book online resources. Still back home we experience internet connection problems, and even some students and people don't even have computers.

Geraldine Coutts, Radio Australia: Jayleen, you have a special interest in youth librarianship. Are you training young people to becoming librarians, are there many takers, many people interested in the profession?

Jayleen Kokis: I am trying to. During PIALA and Educational Week, we try to [do] library advocacy. We try sharing with others, especially the young kids, share the importance of libraries so that students come to love and likewise go for this field of study.

Geraldine Coutts, Radio Australia: To Maria Ovalles now, you also have a bit of a star attending in form of the 2009 CNN Hero of the Year, Efren Peñaflorida. Can you tell us a little bit more of his story? He started as a pushcart classroom.

Maria Ovalles: He started a pushcart classroom. Basically what he did is that he is a teacher and he noticed His concentration is dropouts. He is trying to get students who have dropped out to get back into school, and he uses the pushcart to go where they are right now, usually the abandoned buildings in his city. He uses that to get them to love learning again, then once they get that going, they go back to regular school. His concentration is to trying get dropouts to love learning again.

Geraldine Coutts, Radio Australia: A question I'd like to out to each of you and get a response in turn from each of you: That would be applying libraries to being culturally relevant. Staying with you at this stage, Imengel: are libraries culturally relevant or should they be more so?

Imengel Mad: The library, what we are doing right now is we are doing services that are more relevant, something to reach out to our users. Right now I want to let you know that Palau Public Library wrote a grant through IMLS that we were able to get a bookmobile. We can reach students who have no access to the library or no access to the computer. We plan to look for something that we can reach out to our users and at the same time we can reach the teachers out there on the outer islands.

Geraldine Coutts, Radio Australia: Jayleen Kokis, should libraries and can libraries be made more culturally relevant?

Jayleen Kokis: Well we don't have a bookmobile. Our librarian is trying to get community members to come in and read the books. We allow them to come in and access to our printed materials.

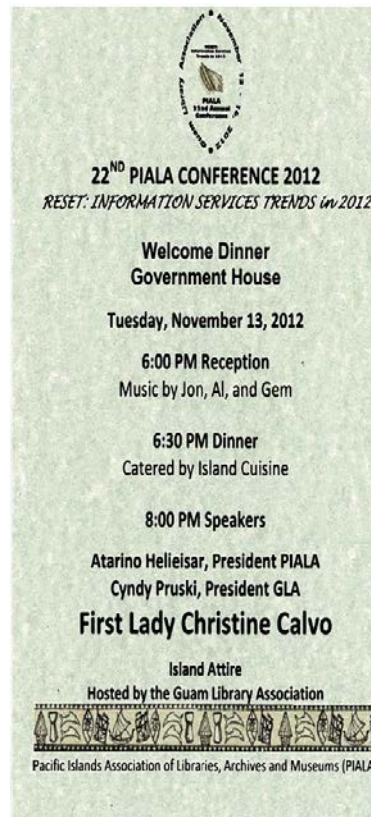
Geraldine Coutts, Radio Australia: Maria Ovalles, you also, are libraries culturally relevant? Are they sufficiently so?

Maria Ovalles: Yes, I think so. One of problem here in Micronesia is trying to get books in the native language. Some of the books are donated here from the States or other countries usually with situations that are not familiar to the local children.

Showing somebody a book on the four seasons where is only have wet or dry is sometimes not good or not relevant to them so they don't listen to those kind of stories.


Editor's Note: Recording of broadcasting ends here.

Appendix 3: Program for Welcoming Dinner



Welcome Dinner Celebrants: Front row seated (L-R) : Victor Palomo, Marcia Palomo, Francine Uncango (Guam Public Library) ; Second Row(L-R): Geri Cedpeda (Guam Law Library) Terry L.G. Kemmi,er (GPLS), Cathy Gogue (Guam Dept of Chamorro Affairs), Christine K. Scott-Smith (University of Guam), Linda Aguon and Jesse Aguon (GPLS) *{photo courtesy of Christine Scott-Smith}*

Appendix 4a: Guam Public Library System Bookmobile brochure



THE BOOKMOBILE
"Library on Wheels!"

Brought to you by:


**THE BOOKMOBILE
FOUNDATION OF GUAM**

With Major Sponsors:

**MATSON NAVIGATION
COMPANY**

and

**SOUTH PACIFIC
PETROLEUM CORPORATION**





Guam Public Library System: Hagåtña, Agaña, Barrigada, Dededo, Merizo, Yona & Bookmobile
Telephone: (671) 475-4751 thru 4754
Fax: (671) 477-9777
Website: <http://www.gpls.guam.gov>


The Bookmobile
"Library on Wheels!"

- The Bookmobile, an outreach program in promoting literacy on Guam, began in 1953.
- Continues to service patrons in all villages especially without an open branch library and for those in some remote areas on island.
- The Bookmobile currently travels to forty-two (42) stops in its two-week route and holds a collection of books for people of all ages.
- Overdue library books may also be returned to the Bookmobile.
- Patrons may also call GPLS in advance to reserve materials, or make Library Reference requests before the Bookmobile leaves for its daily routes.
- Materials may then be picked up at the patron's scheduled Bookmobile stop, or nearest scheduled stop, which may be all done on the same day.
- Provides "Bookmobile Tours" to the Guam Public School System, children's daycares, pre-schools and interested organizations. Also available for community events.
- Visit the Library's website for the tours/visit request form and fax to (671)477-9777.
- South Pacific Petroleum Corporation (76/Circle K) has generously donated the fuel to run the Bookmobile and Matson Navigation Company continues to provide maintenance to also keep the Bookmobile running.
- The Bookmobile continues to play an important role in helping Guam's public library achieve some of its literacy outreach program with its "Library on Wheels!"

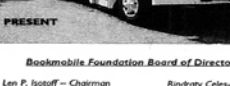
1950's

1970's







PRESENT



Bookmobile Foundation Board of Directors

Len P. Isloff – Chairman Matson Navigation Co., Inc.	Rindray Celes-Limtiaco Pacific Daily News
Christine M. Calvo – Co-Chairperson First Lady of Guam	Mark J. Soblan South Pacific Petroleum Corp.
Joseph L. Cruz PacAir Properties, LLC	El Monge KIAM
Eric Votaw GTA	Tereita L.G. Kennimer Guam Public Library System
Joseph Artero-Cameron Department of Chamorro Affairs	Sandra M. Stanley Guam Public Library System
Cathy Gogue Department of Chamorro Affairs	

SCHOOL VISITS

The Guam Public Library System

FOR A BOOKMOBILE SCHEDULE
Contact us at (671)475-4751 or (671)475-4752
or visit the website at www.gpls.guam.gov

GUAM PUBLIC LIBRARY SYSTEM
Nieves M. Flores Memorial Public Library
Hagåtña (Main Branch)
Mailing: 254 Merizo Street, Hagåtña, Guam 96910
Email: gpls@gpls.guam.gov

Library Hours
Monday through Thursday: 9:00 a.m. – 6:00 p.m.
Friday: 12:00 p.m. – 6:00 p.m.
Saturday: 9:00 a.m. – 4:30 p.m.
Circulation: (671)475-4751 • Reference: (671)475-4752

GPLS Administration Office
Monday through Friday: 8:00 a.m. – 5:00 p.m.
(671)475-4753/4754

Weekly Programs

Wednesday "Toddler Story Time" 9:30 a.m. – 10:00 a.m. Arts and Crafts 10:00 a.m. – 11:00 a.m.	Saturday "Saturday Story Hour" 10:00 a.m. – 11:00 a.m. Arts and Crafts 11:00 a.m. – 12:00 p.m.
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NEW!
Beginning 2/7/12
Tuesday & Thursday
"Afterschool Drop-in"
3:00 p.m. – 4:30 p.m.

Main Branch


Circulation Department: (671)475-4751
Reference Department: (671)475-4752
Administration Offices: (671)475-4753/4754
Facsimile: (671)477-9777
Website: <http://gpls.guam.gov>
Email: gpls@gpls.guam.gov

Agaña, Barrigada, Dededo,
Tuesday & Thursday, 9:00am - 6:00pm

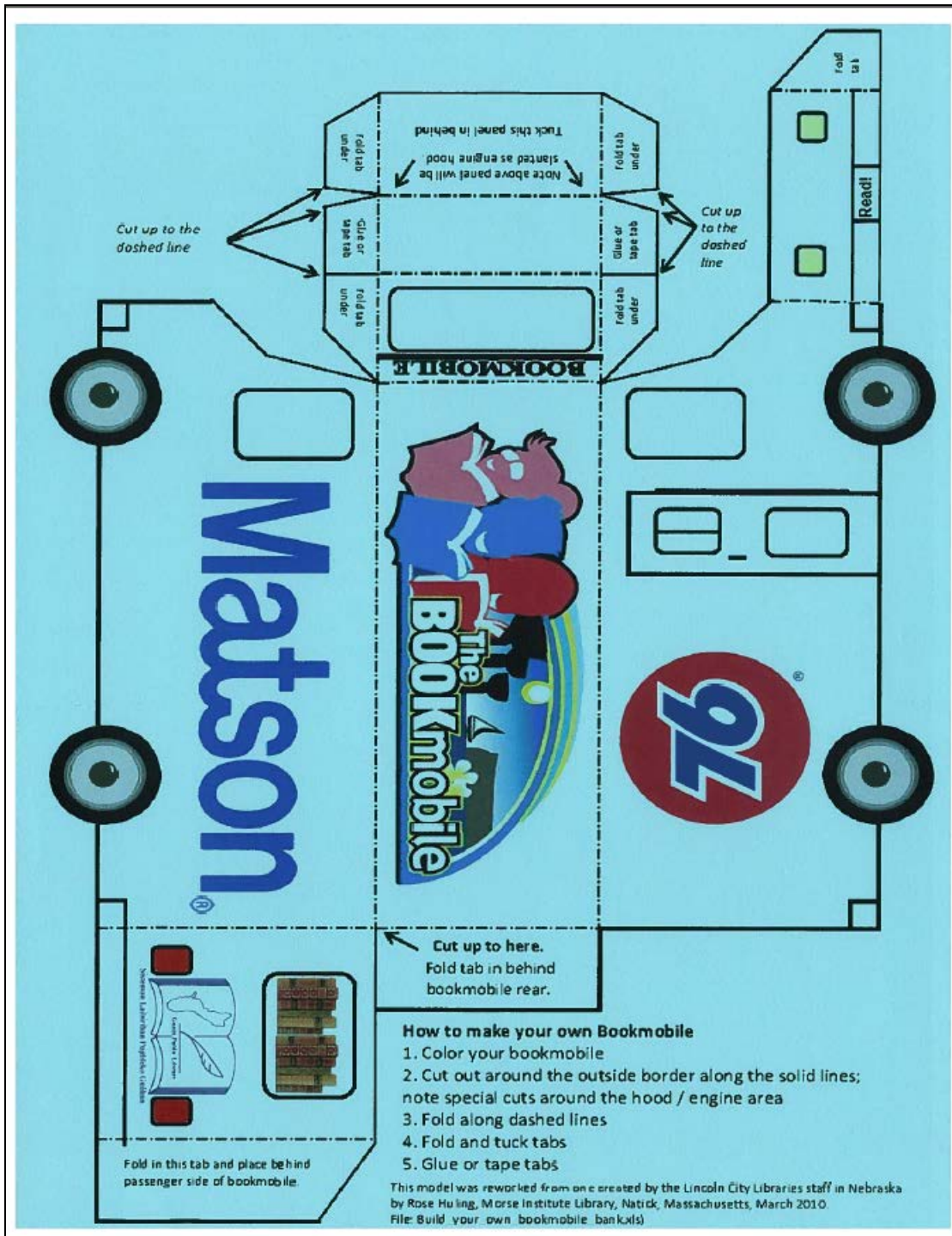
Merizo & Yona
Mondays & Wednesdays, 9:00am - 6:00pm
Closed on Sundays and
during observed Government of Guam Holidays.
Hours are subject to change upon notice.

**FOR BOOKMOBILE TOURS OR
VISITS, PLEASE CALL 475-4756**

Rev: 1/26/12



Appendix 4b: Guam Public Library System Bookmobile cutout



Appendix 4c: Guam Public Library System Bookmobile library card group form

Guam Public Library System
"Bookmobile"

Applying for a Library Card
Requirements for School's/Group
Homes/Institution's

1. On the library card application for children ages 6-12, please print all entries except signatures.
2. **For Teacher's/Providers/Counselor's to assist:** Verification of Applicant. Name / Physical & Mailing Address / Date of Birth / Contact Numbers / Ethnicity / Signature of Applicant and Parent or Guardian. **Teacher/Librarian must initial next to applicant's signature** for true data information. Incomplete applications will not be processed.
3. School/Group Homes/Institution name must be identified (typed, handwritten or stamped) top right corner above gray box.
4. Roster listing must be provided to include; Name of Student, Grade, Room #, Teacher.
5. Books must remain in the classroom.
6. Books are due every 14 days (2 weeks) from the check-out date (Holiday's, Sunday's, and Natural Disasters are not included).


For more information, please see the GPLS How To Get a Library Card Policy and Procedures.

Guam Public Library System
Bookmobile
School/Group Homes/Institution Roster

	Name (Last/First/M.I.)	Age	Grade Level	Class Room #	Teacher's Name	Library Card Number
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

GPLS/BKM Roster March 19, 2012

Appendix 4d: Guam Public Library System Bookmobile tour request form




DIPATTAMENTON I KAOHAO GUINAHAN CHAMORRO
DEPARTMENT OF CHAMORRO AFFAIRS

Honorable Edward J.B. Calvo
Governor of Guam

Joseph Artero-Cameron
President, DCA

Raymond S. Tesorio
Lieutenant Governor of Guam



Request for Library/Bookmobile Tour

Date: _____

Name of School or Organization: _____

Point of Contact: _____

Contact Phone No.: _____ Cell: _____ Fax: _____

Library Tour / / **Bookmobile Tour** / /

Location of visit: _____

Date(s) of visits: _____

Time: From: _____ To: _____

Purpose of Visit: _____

Please provide the following information to assist with GPLS statistics:

Expected Number of Participants:

Adult: _____ Children: _____

If School Requesting:

Grade level/Count of students _____

Grade level/Count of students _____

Grade level/Count of students _____

Waiver of Liability








The Guam Public Library System, its staff and volunteers shall be held harmless from any and all damages or liabilities that may be sustained during the Library/Bookmobile Tour requested herein.

Print Name & Signature

Completed forms can be returned to GPLS via fax number 477-9777. Should you require further information or assistance, call us at 475-4751/2.

"Department of Chamorro Affairs is an Equal Opportunity Provider and Employer"

Terlaje Professional Building • 1st Floor 194 Hernan Cortez Avenue Hagåtña, Guam 96910
P.O. Box 2950 Hagåtña, Guam 96932 • Phone: (671) 475-4278/9 • Fax: (671) 475-4227

Appendix 4e: Guam Public Library System Bookmobile schedule – November 2012

BOOKMOBILE SCHEDULE
NOVEMBER 2012

CENTRAL - SOUTHERN ROUTES			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY
NOVEMBER 12 (HOLIDAY), 26 Karidat Program (CSS) 199F 1/2 Banyan Heights, Mangilao 9:30am - 10:15am Karidat Program (CSS) 308 Marmis St., Vietnam Veterans Hwy., Mangilao 10:30am - 11:15am GHURA Housing - Agaña Heights Salas Lane 1:00pm - 1:30pm Sinejana Mayor's Office/GHURA Office 1:45pm - 2:30pm Asan Mayor's Office, Asan 2:45pm - 3:30pm Piti Mayor's Office 3:45pm - 4:30pm Nimitz Towers Condo, Piti 4:45pm - 5:30pm	NOVEMBER 13, 27 Karidat Program (CSS) 130A Estrallita Street, Tumon Heights 9:30am - 10:15am Seventh Day Adventist Clinic, Tumon 10:30am - 11:15am Inarajan Mayor's Office 1:15pm - 1:45pm GHURA Housing - Inarajan 2:00pm - 2:30pm San Dimas Catholic Church, Merizo 2:45pm - 3:15pm GHURA Housing - Umatac 3:30pm - 4:00pm Umatac Bay Park/Umatac Mayor's Office 4:15pm - 5:00pm	NOVEMBER 14, 28 ABC 123 Learning & Dev. Ctr. (Daycare) 240 Roldando Catan, Dededo 10:00am - 10:45am GHURA Housing - Yona 10 JCR Street 1:00pm - 1:30pm Windward Hills Estates Lapulina Court 1:45pm - 2:15pm Baza Gardens Tun Ramon St., Yona 2:25pm - 3:05pm Windward Hills Apt., Yona 3:15pm - 3:45pm Tafelof Mayor's Office 4:00pm - 4:30pm Ipan Mobil Service Station Rt. 4, Tafelof 4:45pm - 5:15pm	NOVEMBER 1, 15, 29 Teddy Bear Child Care Center, Asan 9:30am - 10:15am Rays of Hope, Tarnuning 10:45am - 11:30am Santa Rosa Avenue, Santa Rita 1:30pm - 2:15pm Santa Rita Mayor's Office 2:30pm - 3:15pm Inn On The Bay, Agat 3:30pm - 4:15pm Pagsachao Subdivision / DYA Learning Center, Agat 4:30pm - 5:15pm
Book a Tour -- Contact us at: Website: http://gpls.guam.gov Email: gpls@gpls.guam.gov Telephone: (671) 475-4751/52 Fax: (671) 477-9777			
NORTHERN - CENTRAL ROUTES			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY
NOVEMBER 5, 19 Amazing Kids Child Development Ctr., Hagatna 9:45am - 10:30am Kiddy Land Daycare Center, Dededo 10:45am - 11:30am Ypaopao Estates, Dededo 1:15pm - 1:45pm Santa Bernadita Chapel Machanansao, Yigo 2:00pm - 2:45pm Fern Terrace Mansana Lane, Dededo 3:00pm - 3:30pm CSR, Inc. Community Center 124 Chalan Guallek, NCS Dededo 3:45pm - 4:30pm Sagan Linahyan Chalan Hachon, Dededo 4:45pm - 5:30pm	NOVEMBER 6, 20 Ligan Elementary School, Dededo 9:00am - 10:30am Yigo Senior Citizen Center 10:45am - 11:30am Guma Manamko, Santa Barbara Ave., Dededo 1:15pm - 1:45pm Astumbo Gardens, Dededo 2:00pm - 2:30pm Ironwood Estates, Dededo 2:45pm - 3:45pm Guma Trankilidat, Tumon 4:00pm - 4:30pm	NOVEMBER 7, 21 First Step Early Childhood Educational Center, Dededo 9:30am - 10:15am J.M. Guerrero Elem. School, Dededo 10:30am - 11:30am Toto Gardens, 23 Paquito Street, Toto 1:15pm - 1:45pm Pediatric Ward (G.M.H.), Tarnuning 2:15pm - 3:30pm Barrigada Heights (South Sabana St.), Barrigada 4:00pm - 4:30pm MongMong-Toto Community Center 4:45pm - 5:30pm	NOVEMBER 8, 22 (HOLIDAY) Good Day Learning Center (Daycare) 190 Lamal St., Yigo 9:30am - 10:15am Dominican Child Development Center, 130 Dero Drive, Ordot 10:45am - 11:30am Chamorro Village, Hagatna 1:15pm - 1:45pm Chalan Pago Catholic Church 2:00pm - 2:45pm Santa Teresita Catholic Church, Mangilao 3:00pm - 3:45pm Guam Leode nishp Academy (Daycare), Mangilao 4:00pm - 4:45pm Apusento Gardens, Chalan Pago 5:00pm - 5:30pm



Appendix 5: Chronology of PIALA Conferences

*Conference Proceedings available in ERIC – www.eric.ed.gov
17th and 18th conference proceedings also at ScholarSpace -
<https://scholarspace.manoa.hawaii.edu/>*

PIALA Organizational Meeting. February 26-28, 1991, University of Guam Robert F. Kennedy Memorial Library. Mangilao Guam, U.S. Territory of Guam.

1st PIALA '91 Conference – *Preserving Knowledge for Tomorrow*. October 1-3, 1991, Belau National Museum, Koror, Republic of Palau.

2nd PIALA '92 Conference – *Meeting Information and Conservation Needs Today and Tomorrow*. November 5-7, 1992, Palikir, Pohnpei, Federated States of Micronesia.

3rd PIALA '93 Conference – *Collecting, Preserving & Sharing Information in Micronesia*. October 13-15, 1993, Joeten-Kiyu Public Library, Saipan, Commonwealth of the Northern Mariana Islands. <http://www.eric.ed.gov/PDFS/ED378972.pdf>

4th PIALA '94 Conference – *Pacific Information Liberation: The Wave of the Future*. November 4-9, 1994, Palace Hotel, Tamuning, U.S. Territory of Guam. <http://www.eric.ed.gov/PDFS/ED389331.pdf>

5th PIALA '95 Conference – *Preservation of Culture through Archives and Libraries*. November 6-10, 1995, Head Start Building Conference Room, Colonia, Yap, Federated States of Micronesia. <http://www.eric.ed.gov/PDFS/ED412941.pdf>

6th PIALA '96 Conference – *Jaketo Jakerak Kobban Alele Eo/Identifying, Using and Sharing. Local Resources*. November 5-8, 1996, Outrigger Marshall Islands Resort Melele Room, Majuro, Republic of the Marshall Islands. <http://www.eric.ed.gov/PDFS/ED411786.pdf>

7th PIALA '97 Conference - *Wasahn Kamarain/Place of Enlightenment*. November 3-5. 1997, College of Micronesia-FSM, Learning Resource Center, Palikir, Pohnpei, Federated States of Micronesia. <http://www.eric.ed.gov/PDFS/ED422011.pdf>

8th PIALA '98 Conference – *Libraries, Archives and Museums: What's in Them for Us?* November 17-19, 1998, Rose Mackwelung Library, Tofol, Kosrae, Federated States of Micronesia. <http://www.eric.ed.gov/PDFS/ED433031.pdf>

9th PIALA '99 Conference – *A Meleketek A Didil A Chais/Building Information Bridges*. November 17-19, 1999, Palau Community College, Koror, Republic of Palau

10th PIALA 2000 Conference - *Libraries and Archives: Where Information and Language Literacy Begins*; joint with the 13th Annual Regional Language Arts Conference – *Engaged Readers and Writers in Multicultural Islands Communities*. November 9-11, 2000, Holiday Inn Resort, Tumon, U.S. Territory of Guam. <http://www.eric.ed.gov/PDFS/ED498250.pdf>

11th PIALA 2001 Conference – cancelled

12th PIALA 2002 Conference - *Libraries, Museums and Archives: the Coconut Trees of Life*. November 20-22, 2002, Truk Stop Hotel, Weno, Chuuk, Federated States of Micronesia.

13th PIALA 2003 Conference - *Voyaging from the Past, to the Present, and into the Future: Knowing Your Heritage*. November 4-6, 2003, Palikir. Pohnpei, Federated States of Micronesia. <http://www.eric.ed.gov/PDFS/ED543417.pdf>

14th PIALA 2004 Conference - *Maron In Red Im Jeje Ej Ad Kojadikdik, Library Ko Rej Jikin Kakurmool Kajatdikdik In Im Jolet Eo Ad Ej Bwinnid/Literacy Our Hope, Libraries Our Scope and Heritage Our Property*. November 16-19, 2004, Nitijela Conference Room, Majuro, Republic of the Marshall Islands. <http://www.eric.ed.gov/PDFS/ED497951.pdf> (joint *Proceedings* with 15th 2005)

15th PIALA 2005 Conference - *Kaspacsr Misenge Ac Etwack Lutu/Resources Today and Learning Tomorrow*. November 8-10, 2005, Kosrae Capital Building, Tofol, Kosrae, Federated States of Micronesia. <http://www.eric.ed.gov/PDFS/ED497951.pdf> (joint *Proceedings* with 14th 2004)

16th PIALA 2006 Conference - *Libraries, Museums, & Archives: Knowledge Networks for Vibrant Communities*. November 13-18, 2006, Koror, Republic of Palau.

17th PIALA 2007 Conference - *It Can Be Done: With Advocacy, Libraries Can Thrive on Pacific Islands*. November 12-17, 2007, Tinian and Saipan, Commonwealth of the Northern Mariana Islands. <http://www.eric.ed.gov/PDFS/ED514201.pdf>
<https://scholarspace.manoa.hawaii.edu/handle/10125/19263>

18th PIALA 2008 Conference – *New Beginnings: The Library as an Information and Resource Basket*. November 17-21, 2008, Colonia, Yap, Federated States of Micronesia.

<http://www.eric.ed.gov/PDFS/ED507651.pdf>

<https://scholarspace.manoa.hawaii.edu/handle/10125/14676>

19th PIALA 2009 Conference - *Pacific Visions: Finding, Selecting, and Using Resources for Your Libraries, Archives, and Museums*. November 16-21, 2009, Palikir, Pohnpei, Federated States of Micronesia. <http://www.eric.ed.gov/PDFS/ED521153.pdf>

20th PIALA 2010 Conference - *Libraries, Archives, and Museums Helping Create Futures: Building on Culture, Knowledge, and Information through Collaboration and Resource Sharing*. November 15-19, 2010, Truk Stop Hotel, Weno, Chuuk, Federated States of Micronesia.

<http://www.eric.ed.gov/PDFS/ED536537.pdf>

21st PIALA 2011 Conference – *Discovering the Hidden Jewels in Your Library and Sharing the Wealth through Collaboration*. November 14-17, 2011, State Administration Building and RML, Tofol, Kosrae, Federated States of Micronesia.

<http://www.eric.ed.gov/PDFS/ED533906.pdf>

22nd PIALA 2012 Conference - *RESET: Information Services Trends in 2012*. November 13-16, 2012, Holiday Resort & Spa Guam, Tumon, U.S. Territory of Guam.

23rd PIALA 2013 Conference - *Our Libraries, Archives & Museums (LAMS): Bridging Our Past with Our Future*. July 14-16, 2013. Saipan, Commonwealth of the Northern Mariana Islands. Held in conjunction with the 28th Pacific Educational Conference (PEC) July 16-19, 2013.

24th PIALA 2014 Conference. Scheduled to be in Republic of Palau, November 2014.

Appendix 6: Conference registration form



PACIFIC ISLANDS ASSOCIATION OF LIBRARIES, ARCHIVES, AND MUSEUMS (PIALA)

PIALA 22th Annual Conference

November 13-16, 2012

Hosted by Guam Library Association

RESET: Information Services Trends in 2012

REGISTRATION FORM

Name: _____

Organization: _____

Job Title: _____

Mailing Address: _____

City: _____

Country: _____

Post/Zip Code: _____

Fax: _____ Phone: _____ E-Mail: _____

PIALA Member? Yes No

Guam Library Association Member? Yes No

Arrival Date: _____

Hotel: _____

Departure Date: _____

Car Rental _____

1. Conference Registration Fees:

Postmarked on or before October 15, 2012: \$50.00 (U.S. Funds) per person: \$ _____

Postmarked after October 15, 2012: \$60.00 (U.S. Funds) per person: \$ _____

(Opening Ceremony Dinner, a special luncheon program and Closing Banquet included in registration)

2. Post-Conference Session - Friday, November 16, 2012 - 9 am – 4 pm

Are You Ready? - Disaster Preparedness Networking Workshop

Presented by WESTPAS – Western States and Territories Preservation Assistance Service

Pre-registration required. Registration must be done online via WESTPAS website www.westpas.org

For registration assistance contact: Kathy Krause krause@pilsinfo.org

For general & content information contact: Julie Page jpage@westpas.org

3. PIALA Annual Dues: \$20.00 (Individual) OR \$50.00 (Institutional): U.S. Funds \$ _____

4. Guam Library Association (GLA) Dues \$20.00 U.S. Funds \$ _____

Total Amount Enclosed: \$ _____

Please make Checks payable to: **Guam Library Association**

Print a copy of this form and mail it to

Guam Library Association

PO Box 210

Hagatna, Guam 96923

Or Email copy of completed form to Guam Library Association to guam.library.association@gmail.com

Subject: Conference Registration

NOTE: Registration is not complete until your check has been received and cleared. A fee of \$35 will be charged for any returned checks.

August 2012