



*"Be Informed. Stay Connected. Community
Transformation!"*

PIALA 24th Annual Conference

Pacific Islands Association of Libraries, Archives, and Museums

November 10-15, 2014

Palau Community College Campus

Koror, Republic of Palau



***Be Informed, Stay Connected, Community Transformation! Selected materials the of
PIALA 24th Annual Conference, November 10-15, 2014, Koror, Republic of Palau***

Cover art courtesy of the

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Proceedings of the 24th Annual PIALA Conference 2014

Preface

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 24th Annual PIALA 2014 Conference was held November 13-16 in Koror, Republic of Palau and presented opportunities to promote PIALA's mission, develop cooperation, and showcase museums, archives and libraries in the Pacific Islands area. This is the fourth time that the Republic of Palau has hosted the Annual PIALA Conference, having served as host to the first PIALA Conference in 1991 and again in 1999 and 2006.

PIALA continues the digital publication of its annual conference proceedings. Print copies will not be available. The digital file has been submitted to ERIC www.eric.ed.gov and a link to it will be posted on the PIALA website: <http://piala-pacific.wix.com/piala-pacific>.

Much appreciation is given to the Conference organizers, the members and officers of the Palau Association of Libraries, the PIALA Officers and Executive Board, presenters and attendees who together made this a successful conference. The Palau Community College served as gracious host to the Conference's sessions.

In Service,
Paul B. Drake, Editor
Mangilao, Guam
pdrake@piu.edu

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Palau Association of Libraries

Officers

President - Imengel Mad

Vice President - Pioria Asito

Secretary - Felisa Jean Remoket

Treasurer - Pasquana Tirso

PIALA 2014 Organizing Committee:

P.O. Box 9052

Koror, Republic of Palau 96940

Email: piala.palau2014@gmail.com

Chair - Imengel Mad

Co-Chair - Pioria Asito

Sub-Committee

Publicity & Marketing: Laura Lay, Chair

Program: Laura Mangham, Chair

Fundraising: Pasquana Tirso, Chair

Registration: Grace Merong, Chair

Logistics: Hulda Lukas, Chair

Food & Entertainment: Mary Arius, Chair

PIALA Officers & Board 2013-2014

President – Atarino A. Helieisar (Pohnpei State)

Vice President – Sudi Q. Napalan (Territory of Guam)

Treasurer – John O. Gonzales (Commonwealth of the Northern Mariana Islands)

Secretary – Karleen M. Samuel (Pohnpei State)

Republic of Palau - Imengel Mad

Republic of the Marshall Islands - Lisa Jeraan

Chuuk State - Jayleen Kokis

Kosrae State- Aaron Sigrah

Yap State- Erica Ruwepin

SCHEDULE AT A GLANCE

Sunday, November 09, 2014	3:00pm-5:00pm	Pre-Registration <i>Chibokill Room</i>
Monday, November 10, 2014	8:00am-3:10pm	Pre-Conference Workshop <i>CE Conference Room</i>
Tuesday, November 11, 2014	8:00am-9:30am	Registration and Morning Tea/Coffee <i>Chibokill Room</i>
	9:30am	PIALA Official Photo <i>In front of PCC Library</i>
	10:00am	OPENING CEREMONY <i>Assembly Hall</i>
	1:00-4:40pm	Sessions
	06:00pm-9:00pm	Opening Dinner (hosted by PIALA) <i>Bai ra Maiberel</i>
Wednesday, November 12, 2014	8:00am-4:30pm	Sessions
Thursday, November 13, 2014	8:00am-12:00pm	Sessions
	1:00pm-3:00pm	PIALA General Membership Meeting <i>Assembly Hall</i>
Friday, November 14, 2014	9:00am-12:00pm	Library Tours <i>Special Libraries</i> <i>School Libraries</i>
	6:00pm-9:00pm	Closing Dinner <i>Belau National Museum</i>
Saturday, November 15, 2014	9:00am-1:00pm	Post Conference (Historical site, oral tradition, Preservation)

Conference Program

PRE-CONFERENCE WORKSHOP – DAY 1: Monday, November 10, 2014

8:00am-9:00am

Morning Coffee and Exhibits Open

Chibokill Room

.....
9:00am-12:00pm

The 21st Century School Librarian for Our 21st Century Learners
CE Conference Room

Sudi Q. Napalan, Guam High School

This presentation will examine the roles of school librarians in preparing students for the 21st Century. The presentation will take a closer look at our students and what it means to be in the digital age. It will also look into the AASL Standards, ISTE Standards and compare them to the ELA Standards. The presentation will include an inventory of a 21st century school library and a self-assessment for a 21st century librarian. The presenter will share some ideas and draw some examples of programs that have worked in different school libraries in the Pacific.

.....
12:00pm-1:00pm

Lunch/Provided

CE Conference Room

.....
1:00pm-2:00pm

Customer Services

CE Conference Room

William O. Wally, Palau Community College

There is a challenge in every business whether public or private on how to provide quality service that satisfy their customers. Failing to do the right thing turns off many customers including employees themselves to do a better job, creating a workplace that supports the goals of the institution, motivates employees to work harder as a team, and providing a clearer direction that everyone can understand and accept with a sense of enthusiasm, ownership, and commitment. The only elements that remain that can make a difference are learning customer service principles. Learning and understanding these skills can resolve most of the challenges. The presentation provides the following objectives:

Participants Learning Outcome: By the end of this training participants this have a better understanding of what customer service is about, how to effectively provide quality

service and build a positive image of your business that can transcend into a better work place, vibrant culture and values that support internal and external customer satisfaction.

.....
2:00pm-2:10pm

Short Break/Prepare for next presenter

.....
2:10pm-3:10pm

Grant Writing Basics and the LS200 Class Experience CE

Conference Room

Laura Lay; Amanda Ebas; Miranda Ebas; Raven Kloulubak, Palau Community College

Library Services students at Palau Community College must complete LS200: Funding Sources for Libraries as part of their degree program. A large portion of the semester focuses on how to write a grant proposal. This presentation will cover the basic of grant writing and the experiences shared by the Spring 2014 LS 200 students in writing an IMLS grant proposal.

.....
3:10pm-3:20pm

Short Break/Prepare for next presenter

.....
3:20pm—4:20pm

Highlights from the IFLA Leaders Program as an Associate CE

Conference Room

Atarino A. Helieisar, Supreme Court of the Federated States of Micronesia

As PIALA continued its membership in IFLA, the presentation will provide highlights and updates on the first 2 year IFLA Leaders Program that was concluded in Lyon, France during the World Library Congress in August 2014. As an associate of the IFLA Leaders Program, I will talk about the 5 projects for the 5 Groups where associates have had the opportunity to make a direct contribution to the IFLA’s Key Initiatives.

.....
6:00pm-9:00pm

PIALA Executive Board Meeting

SESSION DESCRIPTION - Day 2: Tuesday, November 11, 2014

8:00am—9:30pm

Registration and Morning Coffee/Tea

Chibokill Room

.....

9:30am—10:00pm

PIALA Official Photo

In front of PCC Library

.....

10:00am—12:00pm

Opening Ceremony

Assembly Hall

Welcoming Remarks: *Atarino Helieisar, PIALA President*

Imengel Mad-Skiwo, PAL President

Message from HLA incoming President, Kimball Boone

Read by Keali'i MacKenzie, University of Hawai'i at Mānoa

Special Remarks: *Sinton Soalablai, Minister of Education*

Keynote Address: *Dr. Patrick U. Tellei, President of Palau Community College*

.....

12:00pm—1:00pm

Lunch | On your own

Slideshow: Creating opportunities for revitalising Memory Institutions in the information

knowledge age: Case of Zimbabwe

PCC Library Conference

Room

Prepared by Collence T. Chisita, Harare Polytechnic School of Information Sciences

The world over cultural “memory institutions” play a critical role in preserving society’s national intellectual and cultural heritage so that it prevents the catastrophic disaster in the form of national amnesia. A national cultural heritage is significant in determining the future and this is why it is crucial to invest in the development of viable and vibrant information services. This paper will highlight the role of the memory institutions in capturing the nation’s collective memory, for example, oral history. It will also explore the role of the institutions in Social Advocacy. It will also highlight the extent to which memory institutions have been useful in sustaining Zimbabwe’s cultural heritage. The writer will explore the strategies that are in place to enhance the value of memory institutions amongst the local people. It will explore the extent to which memory institutions are utilising linkages through partnerships to enhance the value of service delivery and the extent to which they have adapted a market oriented approach to make the institution more useful and relevant to everyone irrespective. The writer will also examine the role of the memory institutions in promoting culture, research and education. It will also

highlight the challenges and opportunities of providing services as the country gears for the technology driven knowledge economy. The paper will explore the extent to which Information and Communication Technologies (ICT's) contribute towards convergence of libraries, archives and related institutions. The writer will also seek to explain how the memory institutions can exploit ICT's to provide value added services.

.....

1:00pm—1:30pm

The Ridge to Reef Program

Assembly Hall

Yalap P. Yalap, Palau Conservation Society

Palau Conservation Society applies the Ridge to Reef perspective on island ecosystem protection, species protection, management plan, school outreach, community awareness with the vision of Healthy ecosystems, healthy communities.

.....

1:30pm—1:40pm

Short Break | Prepare for next Presenter

.....

1:40pm—2:40pm

Climate Change Education Inside and Outside the Classroom

Assembly Hall

Lorraine Tellei, Melekeok Elementary School

Summary of a four-day workshop held in New Caledonia October 27-30, 2014 for one or two representatives from fifteen island nations, mostly from the Pacific, sponsored by UNESCO. We learned about the basic science of climate change, mitigation and adaptation, integration into the curriculum and the Sandwatch program. The later is a volunteer NGO that observes and measures beaches around the world and posts the information on a website: www.sandwatch.org.

.....

2:40pm—2:50pm

Short Break | Prepare for next Presenter

.....

2:50pm—3:20pm

Saltwater Intrusion in Taro Patches & Identification of Salt Tolerant Taro Varieties in

Palau

Assembly Hall

Thomas Taro, Palau Community College, Cooperative Research and Extension

The impact of sea level rise caused by climate change is having a significant effect on taro production and food security in Palau. To address this issue, Palau Community College embarked on an ambitious research project to find solution to prevent saltwater intrusion in to the affected taro patches and at the same time identify local taro varieties that are salt resistant. The work has

been completed and results are being shared with farmers and the communities. With the assistance and funding from USDA Hatch funds through the College of Micronesia, the Pacific Adaptation to Climate Change funds through SPREP - UNDP and the Aus Aid Climate Change funds.

.....
3:20pm—3:30pm

Short Break | Prepare for next Presenter

.....

3:30pm—4:00pm

Mesei: Palau Taro Fields Landscapes

Assembly Hall

Faustina K. Rehuher-Marugg & Julita Tellei, Palau Resource Institute

A iukerelii...iang!
Me ngungia ng el beluu a Idesei,
El di chelelabel omouachel me a ralm a urrurt er ngii,
Te kmo ralm a urrurt er ngii me a kibora mesei,
Ea ki rodir a iaml leng telul obengakl
Me a telau el chosm a disesei meng buulii...iang!
E lekong, o hui!

This chant signified the responsibility and function of water, trees, shrubs, and grasses in the development and management of taro fields to ensure proper fertilization, crop production, and quality of taro corms. Taro fields are the domain of Palauan women. As a matrilineal and at times matriarchal society, Palau’s social and political structures revolve around women and their role in the nurturing of family, lineage, and clan.

.....

4:00pm—4:10pm

Short Break | Prepare for next Presenter

.....

4:10PM—4:40PM

Library Science Students Poster Exhibitions

Coral Café, PCC Library

Atlases. **Alvin Gilinug, PCC; Almanacs. Bieb William, PCC; Dictionaries. Brigid Rutnag, PCC;**
 Encyclopedias. **Kedage Dawe, PCC; Thesauruses. Sean Moufa, PCC;**
 Plagiarism. **Te-E-Kii Otobed, PCC; EBSCO. Telei Marcel, PCC; Program Planning. John Albert, PCC**

.....

6:00pm—9:00pm

Welcoming Dinner

Bai ra Maiberel

SESSION DESCRIPTION - Day 3: Wednesday, November 12, 2014

8:00am—8:30am

Morning Coffee/Tea

Chibokill Room

.....

8:30am—9:30am

Grant Opportunities for the Pacific Region from the Institute of Museum and Library Services

Assembly Hall

James Lonergan, Institute of Museum and Library Services.

The Institute of Museum and Library Services is the primary source of federal support for the 123,000 libraries and 35,000 museums in the United States. Our mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. This session will include information about IMLS’s current funding priorities and available grant programs and a discussion about recently funded projects in the Pacific region.

.....

9:30am—9:40am

Short Break | Prepare for next Presenter

.....

9:40am—10:40am

The Journey towards Wellness: The Story of the 680 Kitchen

CE Conference Room

Pearl L. Marumoto, The 680 Kitchen

The purpose of this session is to tell a unique story of how data and information prompted “The Journey towards Wellness: The Story of the 680 Kitchen.” In Palau, disease information and data are readily available as part of healthcare management. Information and data on health and wellness are NOT readily available as part of the individual health management. Understanding the data and information from Palau’s environmental protection, health promotion, and Wellness and our love connection for whole foods and passionate cooking in Palau made a commitment to open a restaurant across the Belau National Hospital named “The 680 Kitchen” with a slogan “Where Healthy Meets Delicious.” Our food philosophy is to provide a healthy way of cooking natural foods found in Palau. Our commitment is not to use artificial seasonings, food coloring/dyes, hydrogenated oils and high fructose corn syrup. We are committed to use organic food produce and products whenever they are available in Palau. We are committed to use local and fresh food productions and enhance our food supplies with imported fresh produce and products. We are committed to use natural food to flavor our food. Cooking with passion and understanding our love connection for whole foods gives us super brains, strong bodies, and happy hearts. We are committed to make you Happy! The focus of this session is to explore how information and data are being shared in Palau and how we can use such information and data to transform the communities we live in.

The story of the 680 Kitchen begins now with food display and tasting... The Journey towards Wellness.

10:40am—10:50am

Short Break | Prepare for next Presenter

.....

10:50am—11:20am

Collaborative Summer Library Program “Fizz Boom Read”, AV2 (added value, audio visual) demonstration, JKPL Digital Literacy Bookmobile Library Outreach

CE Conference

Room

Erlinda C. Naputi, Joeten-Kiyu Public Library

The Joeten-Kiyu Public Library continues to transform the community through three innovative programs—the Digital Literacy Bookmobile Outreach Program, Collaborative Summer Library Program (CSLP), and the Audio-Visual Added Value (AV2) Media Enhanced Books. The evidence-based, statistical-driven programs have proven to be effective in raising literacy levels among Saipan’s youth. Target ages range from pre-K to teens (3-18), but the programs also cater to adults. This paper discusses purpose-driven planning, setting long and short-term goals and objectives for a target demographic, program implementation, data analysis, rewards and incentives, and reflection of outcomes. It includes sharing best practices and research-based platforms for libraries that want to develop similar programs for their community. Learn how to design a 21st-century technology-driven program that fits your community’s specific needs and is guaranteed to deliver results!

.....

11:20AM—11:30AM

Short Break | Prepare for next Presenter

.....

11:30AM—12:00pm

The Future of Libraries: Management, Reference, Resources & Spaces Assembly Hall

Daniel McKay, University of Guam

A brief examination into how libraries have evolved in recent years and where we are heading in the future.

Note: The focus will mostly be on academic libraries but will be relevant to all libraries.

.....

12:00pm—1:00pm

Lunch/On your own

.....

1:00pm—1:30pm

Regional Publishing from a Publisher’s Perspective

Assembly Hall

Benjamin “Buddy” Bess, The Bess Press

This presentation will give a short synopsis of the current state of regional book publishing from a publisher’s point of view. The presentation will go over a brief history of regional publishing over the past 40 years, the present state of affairs and what Bess perceives to be the immediate future of the book.

.....

1:30pm—1:40pm

Short Break / Prepare for next Presenter

.....

1:40pm—2:10pm

Setting Up a School Archives: the Father Duenas Memorial School Experience

Assembly Hall

Dante O. Perez. Father Duenas Memorial School

This paper focuses on the basics of establishing archives. As part of the basics, it emphasized the objectives, procedures, strategies and expected outputs in archive administration. This paper also presents a historical sketch of the school, what records are to be found in the school archives and how to classify these permanent records according to their value: evidential, historical, informational, intrinsic, legal and research value. The big challenge is for information professionals: librarians, archivists and curators to set up an archive in their beloved institution.

.....

2:10pm—2:20pm

Short Break / Prepare for next Presenter

.....

2:20pm—3:20pm

What the FSM Supreme Court Website Has for You

Assembly Hall

Atarino A. Helieisar, FSM Supreme Court Law Libraries

The FSM Supreme Court is the highest court in the Federated States of Micronesia with a newly established website that provides easier and better access information about the Judiciary Branch of the Government of the Federated States of Micronesia. The presentation will provide points of interest for delegates to use what is available on the Court website including the new FSM Supreme Court Law Libraries (FSMSCLL) website while the FSM-LIS website is not in service.

.....

3:20pm—3:30pm

Short Break / Prepare for next Presenter

.....

3:30pm—4:30pm

Making Koha Work for You

Assembly Hall

Jennifer H. Helieisar, College of Micronesia-FSM

The College of Micronesia-FSM is made up of six campuses located in the FSM states of Pohnpei, Chuuk, Kosrae, and Yap. For each campus, a library is available for the college community members to access and retrieve materials whether they are in print, media, or electronic format. Currently only the National Campus library located in Pohnpei has a web accessible library catalog, which users from the other FSM states can access while the other libraries do not. It has been a long awaited goal for the College to establish a union catalog for each library to be able to view, access, and retrieve materials from other libraries in the college community. Koha is an open-source library automation program that the College libraries have been exploring for possible use. This presentation will highlight important tips to consider when setting up Koha to best meet the needs of your library and your users.



Ruth Horie from Hawai`i with presenters Juli Tellei(L) and Tina Rehuher-Marugg(R)

Photo courtesy of Ruth Horie

SESSION DESCRIPTION - Day 4: Thursday, November 13, 2014

8:00am—8:30am

Morning Coffee/Tea

Chibokill Room

.....

8:30am—10:30am

Fundamentals of Library Service

Assembly Hall

Victoria Maui, Private Consultant

.....

10:30am—10:40am

Short Break / Prepare for next Presenter

.....

10:40am—12:00pm

Identify Culturally Relevant Books

Assembly Hall

Paul B. Drake, Pacific Islands University

Books, especially children's books, can promote local culture and establish a sense of community. Unfortunately there aren't many books published in or about Micronesia. This session will present principles on the value of culturally relevant resources with a focus on children's materials. Small group activities will look at the value of local language publications and ways to promote locally produced materials.

.....

12:00pm—1:00pm

Lunch/On your own

.....

1:00pm—3:00pm

Entity Reports

PIALA General Membership Meeting

Assembly Hall

LIBRARY TOURS - Day 5: Friday, November 14, 2014

9:00am—12:00pm

Library Tours

PCC's Front Parking Lot

Special Libraries

Belau National Museum

OEK Library

Law Library

School Libraries

Koror Elementary School

.....
12:00pm—1:00pm

Lunch/On your own

.....
6:00pm—9:00pm

Closing Dinner

Belau National Museum

POST CONFERENCE – Day 6: Saturday, November 15, 2014

9:00am

Depart PCC to Ngarchelong State

PCC's Front Parking Lot

Badrulchau Historical Site

.....
10:45am

Depart Ngarchelong State to Ngiwal State

Ngirngemelas Square, Ngirngemelas Grave Site, etc.

.....
12:00pm—1:00pm

Lunch/Imekang Dock (Ngiwal)

Pre-Paid Lunch

.....
1:00pm

Depart to Koror

Welcoming Remarks

Atarino A. Helieisar, PIALA President

Alii, Kaselehlie, Ranallim, Hafa Adai, Mogethin, Lenwo, Yokwe, Aloha and Greetings.

First allow me to pay respect to our traditional leaders and acknowledge our distinguished guests who have honored us all with their presence today. I want to acknowledge our traditional, political and government leaders, especially Palau Minister of Education Honorable Sinton Soalablai, our guest speaker Dr. Patrick Tellei, President of PCC, members of the PIALA Executive Board, former presidents of PIALA, presidents of library associations, directors of libraries and institutions, off-island guests and presenters, members of PIALA, delegates and friends.

It gives me great pleasure to join the Master of Ceremonies to welcome you all to the Republic of Palau. I also sincerely thank and congratulate Palau for hosting this PIALA 24th Annual Conference. My fellow hard working members of the Palau Library Association, organizing committee members and volunteers for the PIALA 24th Annual Conference, on behalf of the PIALA Executive Board, PIALA members and participants, I want to thank you all for the hard work and time that you all gave to ensure that we have a successful conference. “THANK YOU!” I am sure you too would like to express your appreciation to our Palauan colleagues for their excellent work on behalf of PIALA and us all. Please let’s give a huge hand of applause for Palau Library Association and its members.

Our conference theme “*Be Connected. Stay Informed. Community Transformation!*” As I can see in the program, there are new and old friends of PIALA who step forward to answer the call to connect, inform, and want to be part of the community transformation and they are ready to share with all of us this week. As libraries, archives, and museums continue to connect and inform users as the community transformed, we the users, listeners, passengers, friends and supporters will always be happy of the work of this canoe name PIALA. Remember, we spread information and we

make it easily accessible, thus contributing to both societal and individual development. The conference theme today reflects the important role that our libraries, archives, and museums play in the everyday lives of those in our communities. Our challenge as information professionals is to connect and to understand the needs and to help them become informed. Let us all ask ourselves these questions: “How are these connections made and maintained? What are the best ways for our information centers or libraries to reach out? Which information in our collections has this transformative power?” I will put in your hands to answer these questions. In many years, PIALA has been the canoe traveling all around the Pacific especially here in Micronesia to explore ways to transform lives. “Are you, me and them on the canoe for these reasons or just there to enjoy the wind of change?” Let us all stand up and take the lead to be the connectors and informers of our communities.

Before I do my closing, I want to reiterate more on my connection to Palau Community College (PCC) as the MC says, I am an alumni from PCC and I am very happy to be back here in Palau and visit the college from the many years after I graduated in 1993 as one of the first group to graduate when Micronesia Occupational College (MOC) changed its name to Palau Community College. When I visited Palau in 2006, I can see some changes to the PCC Campus and Palau itself. Today, it is totally different from what I remember during my time in 1993 and my last visit in 2006. Palau, as I said during our session yesterday, Palau is still in my blood and I will not forget where my education started especially my college time. When I walked around the campus looking at the buildings and classrooms that I know before, there’s a huge change as time goes. I still remember where my classrooms are, and that is what's happening. I did come to a stop at one classroom, touch and said, “Here is my classroom in accounting where I did my very best and I made it.” Tomorrow, I will try my very best to visit the dormitories where I spent one and half year, nights and days of my life staying there, sleeping, studying, eating, and many many more. Look at the track and field, it looks nice today but before it was my best place to hide and seek. There was even a small island at the back of the old agriculture classrooms where I usually spent most of my weekends going there and climbing the trees where I sang some love songs just to take away my

loneliness especially when I remember home and families. It is sad, lonely and challenging, but that is how you learn as an individual to face the challenges where today it makes you to be the man or woman who you are. "Thank you PCC for your guidance to lead me to become the leader I am today!"

In closing, the PIALA 24th Annual Conference will be the source of many professional and personal experiences. It is the wish of the organizing committee, the executive board and me as president of PIALA that the conference will afford you with sound professional engagements and a renewed commitment to our profession. We hope that your stay in Palau will generate positive experiences of commitment, openness, and cultural affinity with Palau.

Once again, we look forward to a good conference, a good atmosphere, good professional experiences and development, the formation of new networks and the renewal of old friendships. Welcome to Palau! "Sulang and Let's Go Palau!"



Group Photo, November 10, 2014

photo courtesy of PIALA 2014 Organizing Committee

Welcoming Remarks

Imengel Mad-Skiwo, President, Palau Association of Libraries

Alii and welcome to the 24th PIALA Conference. It is my pleasure to welcome all the participants this morning. Our theme for this year's conference is "*Be Connected. Stay Informed. Community Transformation,*" reflects our role in the lives of our communities. Our presence and strong dedication as information professionals is crucial to meet the challenges in making difference in the lives of our communities to become more informed citizens. We are dedicated to enable our citizens prosper from accumulation of knowledge and to have the control of such knowledge to make informed decisions. It is then our ultimate goal to continue to inform, educate and influence our communities.

We are faced with the same challenges that other institutions face throughout our region that is tight budget or lack of budget and we must effectively compete for our share. But this has not deterred us from providing the services and information to our community. Through resource sharing and effective networking we have continued to prosper to where we are today.

Resource sharing has always been a vital part of the Micronesian culture. The practice has extended to include library resource sharing among the libraries and other information centers throughout Micronesia. While there are various cultures and languages dispersed across the vast Pacific Ocean, the inherent spirit of "island sharing" has helped spur the growth of libraries and other information centers across the Pacific. Throughout the years, PIALA has been instrumental in strengthening cooperative efforts and building effective networks.

The Palau Association of Libraries has continued to benefit from this effort through resource sharing and effective networking among our libraries. The success of

PIALA conference this year is made possible through the effective teamwork of PAL members and the extended PIALA network.

This morning we are meeting once again to renew our friendship and to continue strengthening our network and information sharing. On behalf of Palau Association of Libraries, I welcome all the participants of the 24th PIALA conference and especially our honored guests who are with us this morning to witness and to continue support our work. Thank you!



Photo courtesy of Ruth Horie

**Message from Hawai'i Library Association Interim President Kimball Boone
Presented and read by Keali'i Mackenzie**



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9 November 2014

Mahalo to Mr. Atarino Helleisar, PIALA President; Ms. Imengel Mad, PIALA 2014 Organizing Committee Chair; and the Palau Association of Libraries, conference host. Aloha to all PIALA members, conference attendees and contributors.

As is our good tradition, we express gratitude for being ohana (family) with the Pacific Islands Association of Libraries, Archives, and Museums. Your wide-reaching arms around the region are welcome and we hope to continue cooperating and sharing together so that our communities can be better informed and transformed. We are in the business of serving others and such commitment brings great satisfaction, both professionally and personally.

I joined the Hawaii Library Association when I first started working at BYU-Hawaii. One of my earliest student colleagues at the Library there was from Palau. An exceptional Technical Services assistant, she returned to her home community after graduating, contributing her talents in public financial auditing. Knowing her and about her family makes me feel more connected as you now convene the PIALA Annual Conference in beautiful Palau.

We trust that the conference will be successful and that everyone will be encouraged moving forward. We anticipate hearing first-hand from our HLA members as they return home. In fact, our own annual conference is less than a month away and we hope to bring and borrow some of your good ideas. I am reminded that a few of you have been past recipients of our Karen M. Peacock Memorial Scholarship to attend the HLA annual conference, and we invite PIALA members to please visit hlaweb.org and apply in the future.

Again, mahalo on behalf of our members,

Kimball D. Boone
Interim President
Hawaii Library Association

Customer Service Training

By William O. Wally, Palau Community College

The Objectives of this session are:

1. To cite the four needs of the customers,
2. To identify internal & external customers; identify “Moments of Truth”.
3. To match service to customer requirements; improve communication skills; to deal with customers' complaints
4. To identify product quality & service quality. to add value to the services; to improve customer relationships; to enhance customer satisfaction

The sum total of the repeated assessments by the customer and the collective assessments by all customers establish in their minds the organization's image in terms of service quality (Albrecht, K. 2001)

There are four (4) basic needs of customer service: 1. The need to be welcomed. How do we welcome customers? 2. The need to be understood, how do we understand customers? 3. The need to feel important, how do we make people feel important? 4. The need for comfort, how do we provide comfort?

It is important to understand the service concept. Unlike a physical product, service is intangible, therefore, its value is determined by the customer based on personal experiences. Perception is everything. Once a service is performed, it is gone forever. You can not retrieve it. You usually have one chance. That moment is the Moment of Truth.

To create a positive first impression, always smile and greet customers. If you are busy, or on the phone, give a smile and nod to indicate that you know they are there, and that their business is important to you. Keep the work place neat and clean with good

lighting and comfortable temperature. Never make assumptions. Greet all of your customers courteously. Be aware of your posture, poise and facial expression. Make sure you are groomed everyday with decent appearance. If you make a mistake and provide poor service, you can't recall it. Your only recourse is to say you are sorry and hope your customer accepts your apology.

Make a difference. Exceed expectations and the person will not forget you and for people to think you are the best, because you gave the best service. All it takes to serve a customer with a special request is with your creativity and commitment – working towards Wow! As the Robert Marston quote says, “Excellence is not a skill. It is an attitude.”

The first customers are those who work with you. Treat your co-workers the way you would like to be treated. We can not achieve or improve the quality of our service to any external customers until we start serving our internal customers better first. Our success as a team depends on how much we can motivate each other to have the enthusiasm to serve others.

The philosophy of business success is:

People, business, and then profit.

When we are not happy we can't be productive.

When we are not productive we can't deliver the service.

When we fail to deliver the service we can't earn the profit.

Your office is written all over you! Your responsibility to serve your office internal and external customers is more than just providing the service itself. It includes a broader and a bigger role for you to protect the integrity, reputation, and image of the office where you work. All it takes is your good attitude. A positive attitude begins with a smile. Whether you are answering the phone, talking to someone, or just listening, your smile reflects your attitude.

On Palau people don't have to tip, but will tip to show appreciation for good service. Being on an island there may only be one provider so customers don't have a choice. That is no reason not to provide good service. We still need to get up and go to work with a smile. If we say our business opens at 8, be open at 8 - no island time.

Our attitude has an impact. Earl Nightingale asserts that "a great attitude is not the result of success; success is the result of a great attitude." People expect a certain reaction from a business, and when you pleasantly exceed those expectations, you've somehow passed an important psychological threshold.

"Gami Sama, Okyak Sama." My God is my customer. Quality is in the eye of the beholder...the customer. Are you doing a "quality" job? Ask your customers.

Who can put a price on a satisfied customer, and who can figure the cost of a dissatisfied customer? The vast majority of consumers believe that it is not the price and value of the product that makes a difference when they purchase products, but there is a rather pervasive discontent with what they get for the money they pay for services. When was the last time you surveyed your customers to find out whether they are satisfied or not with your services?

Why do companies lose customers? According to Fortune 500 magazine:

1% of lost customers die

*3% move away

*4% just naturally float

*5% change on a friend's recommendation

*9% can get it cheaper somewhere else

10% are chronic complainers

68% go elsewhere because they were not satisfied with the customer service.

96% of unhappy customers do not complain directly to the business... Instead they complain to other people who could have become customers. An unhappy customer will tell up to ten other individuals about a bad experience. Dissatisfied customers who remain silent are least likely to deal with the company again. The good news is that 95% of those who complain and receive some sort of response would again deal with the business if the complaints were handled to their satisfaction within an accepted period of time. Thank the person for sharing their frustration and use it to improve service.

Ten Basic Ways of How to Solve Customers' Problems

1. Take the customer seriously. Remember that what sounds like a trivial problem is at least important enough to the customer to justify the time involved in writing a letter, placing a phone call, or making a personal appearance. Listen. Stop Talking. Make eye contact. Avoid distractions. Concentrate on what the other person is saying. Look for the real meaning.
2. Ask questions to clarify the problem. As soon as the customer has calmed down, restate the problem to make sure you've got it straight. If there are discrepancies, ask questions until you are able to see the situation from the customer's point of view.
3. Find out what the customer expects the company to do. Do they want a refund? A discount? A repair person on their doorstep within 24 hours? If they don't know, offer some options for consideration.
4. Remain objective. No matter how important the customer, or how big the account, it's important to maintain your objectivity. The customer may-or may not-have a legitimate complaint. Just remember that your job is not to point the finger of blame, but to investigate the facts and find a solution.
5. Show empathy. Saying, "I can appreciate how frustrated you must be," or "I can understand why this situation has upset you," conveys your concern and reassure the customer that you're not taking the complaint lightly.
6. Agree on a solution. It's usually less expensive to make good on merchandise or service than to lose a customer's goodwill. Most companies empower their

- employees and authorize them to make necessary adjustments within acceptable limits. Tell the customer exactly what you are going to do and when they can expect a resolution to the matter.
7. Carry through on commitments. If you tell the customer you'll call on Friday, do so. If there is a delay, call the customer anyway and advise them of the delay.
 8. (In case the customer is wrong...) Help the customer save face. No one enjoys being made to look foolish. When the customer is obviously in the wrong-or you discover an error they made-help the customer save face.
 9. Thank the customer for complaining. If the customers had kept the complaint to themselves, you probably would have lost the business without ever knowing why. When customers complain, they present a wonderful opportunity to turn things around-to create a shining moment of truth that will embed a lasting impression of exceptional commitment and value.
 10. Be Diplomatic. Remember that it is not what you say that matters, or even change someone's perception, but how you say it that makes all the difference.

It's easier to give customer service now, than to take customer complaints later. Customer satisfaction is key to long-term profitability and keeping the customer happy everyone's responsibility. Statistics say that it costs six times more to attract a new customer than to keep a current one. In service, people make all the difference. Do an additional service; for example a doctor's office may call to remind of an appointment.

Customer satisfaction is the ultimate objective of every business: not to supply, not to sell, not to service, but to satisfy the needs that drive customers to do business. Just what the customers need...help, respect, comfort, empathy, satisfaction, support, and a friendly face. Remember - anything the customers can *SEE, TOUCH, FEEL, and SMELL* will affect their impression. The rewarded customer buys, multiplies, and comes back. People buy only two things - *Good feelings and *Solutions to their problems.

A tool to remember to provide reliable customer is reliable Care –
be Credible

be Attractive
be Responsive
be Empathetic

Excellence is always striving to be better. Make sure customers will return by taking that one extra service step.

The Palau Community College Continuing Education Division is available to provide programs and services for more training opportunities on customer service and other topics. Please contact us for more information.

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By Ruth Horie, Hawai`i

Editor's Note: This document was distributed during a Preconference session

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PELEW.	ENGLISH
<i>Arracat</i>	A man.
<i>Artheil</i>	A woman.
<i>Nalakell</i>	A child
<i>Rupack</i>	A Chief, or title of rank.
<i>Cattam</i>	A father
<i>Catheil</i>	A mother
<i>Morwakell</i>	A wife.
<i>Talacoy</i>	A male infant.
<i>Sucalic</i>	A friend.
<i>Takelby</i>	A workman, or artificer
<i>Botheluth</i>	The head.
<i>Ungelell</i>	The teeth.
<i>Kimath</i>	The arms.
<i>Kalakalath</i>	The body.
<i>Arrassack</i>	Blood.

Lyon Declaration

By Atarino A. Helieisar

The Lyon Declaration on Access to Information and Development www.lyondeclaration.org was successfully launched at the [World Library and Information Congress 2014 in Lyon](#), France. Over 420 organizations from across the library and development community have signed the document and called upon United Nations Member States to incorporate access to information in the new post-2015 development framework. The Declaration has now been translated into seventeen (17) languages.

The Lyon Declaration on Access to Information and Development calls upon United Nations Member States to make an international commitment through the post-2015 development agenda to ensure that everyone has access to, and is able to understand, use and share the information that is necessary to promote sustainable development and democratic societies. It was prepared by IFLA and a number of strategic partners in the library and development communities.

Your voice will be needed for IFLA to achieve this goal. IFLA just now complete an advocacy toolkit which will help library representatives to approach decision-makers in order to talk to them about the importance of access to information in development. IFLA wants to help its members and partners to take the opportunity to position themselves inside development debates in their home countries, so that their governments recognize the value libraries bring to development.

What can you do to help? You can sign the Lyon Declaration and add your voice to the call at the United Nations. You can translate the Lyon Declaration into your language and share it with colleagues in your own country. You can encourage others in the library and development sectors to sign the Lyon Declaration. You can organize meetings with policy makers in your country and use the toolkit provided by IFLA in order to make the library voice heard on a

national level. You can promote the principles of the Lyon Declaration throughout your network and ensure that the message gets spread as widely as possible.

To sign the Declaration contact IFLA's Policy and Projects Officer, Julia Brungs, including the full name of your organization, name of your authorized signatory who can represent the organization. Please indicate whether you grant IFLA permission to publish the name of your organization on its website's Signatories page.

Thank you.

The Ridge to Reef Program

By Yalap P. Yalap, Palau Conservation Society

The Palau Conservation Society (PCS) was incorporated in 1994. In the face of mounting development pressure, a group of ten visionary leaders established the Palau Conservation Society to ensure sustainable growth. Starting with species-based educational programs, PCS has expanded to address issues from local concerns to global changes. PCS celebrates its anniversary every year on June 14, the annual “Palau Conservation Day.”

PCS has an eleven member board and is guided by a five year strategic plan (<http://www.palauconservation.org/cms/images/stories/resources/pdfs/sPlan2010-2015.pdf>) and business plan. Goals and objectives have been created. Staff includes experts from scientific and cultural fields. An Executive Director inspires and oversees all staff activities. Program managers oversee PCS’s Conservation and Administration and Development Programs. Staff is dedicated to each department; however, PCS functions as a family, with staff participating in some way in all programs. Complete information is available on the Society’s website www.palauconservation.org.

Mission

The Palau Conservation Society is to work with the community to preserve the nation’s unique natural environment and perpetuate its conservation ethic for the economic and social benefit of present and future generations of Palauans and for the enjoyment and education of all.

Vision

Healthy ecosystems for a healthy Palau

The Palau Conservation Society has four Program Areas based on PCS Core Values: Conservation & Protected Areas Program; Planning & Policy Program; Communication & Outreach Program; and Administration & Development Program. All of these program areas apply the ridge to reef perspective on protection of island ecosystems and species conservation and protection. All programs address our priority threats, targets, and sites, but each at a different geographic scope. Each program translates one of our core values into action.

The Conservation and Protected Areas Program is PCS's largest program. It prioritizes on-the-ground community-based action to protect and manage critical sites and species. The Program's guiding core value is a respect for the scientific principles of conservation. We believe that protected areas, resource use planning, and adaptive management are effective methods to protect our natural resources. In this program, we work with communities to establish protected areas, effectively conserve resources, and protect critical species. Management plans for protected areas are created with states. In 2003, Palau passed legislation to establish the Palau Protected Areas Network (PAN), a national mechanism to protect the nation's biodiversity. With the implementation of a Green Fee (a fee paid by visitors to Palau upon leaving) in 2009, the PAN also began its second function of serving as a sustainable funding mechanism to ensure effective conservation. PCS trains the PAN site managers.

PCS works with states, communities, and national partners to implement activities to ensure that species—whether inside or outside a protected area—thrive. Some of these activities include advocating for birds (such as our recent [Kayangel Rodent Eradication Project](#)) and identifying Important Bird Areas, or conducting other species-based outreach. This is done through survey and community workshops. Critical areas within the Northern Reefs are formally protected by Kayangel and Ngarchelong.

The people of Kayangel and the
Kayangel Protected Areas Network
Five Year Management Plan (2013 to 2018)



Photograph by Kevin Davidson

Prepared by the Ngedebuul Conservation and Resource Planning Team with assistance from Palau Conservation Society

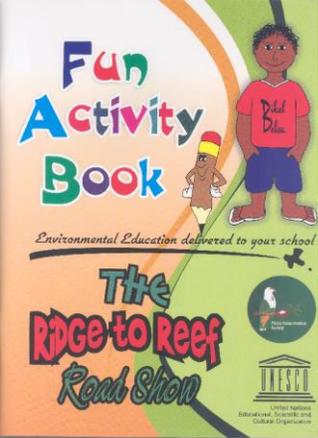
July 2012

Palau Conservation Society as an organization does not own resources. What PCS does is help states establish their own sites into protected areas, from ridge to reef. PCS helps states develop their management plans, so they can effectively manage their respective sites. An important part of any protected area is that certain species within an ecosystem can be used as indicators of the health of ecosystems.

The Policy and Planning Program seeks to improve state and national planning for sustainable development by integrating scientific information and ecosystem-based approaches into all levels of policy development and planning. To achieve this, this Program facilitates partnerships that link good science with good decision-making. The Program's guiding core value is a belief in sustainability. We believe that when their use is planned well, natural resources can be used by humans in perpetuity. In this program, we work with state governments to develop land and resource use plans and with state and national governments to develop policies. We also facilitate partnerships.

PCS is one of Palau's strongest advocates for Land Use and Resource Use Planning. Land Use Plans are developed within Babeldaob. Decision makers in Babeldaob integrate multi-partner Ecosystem-based Management Initiative (EBM) recommended Best Management Practices (BMPs) into land use plans. Terrestrial resource management plans have been completed with participation of all relevant stakeholders. Some states in Babeldaob integrate protected area management plans into a state wide land and resource use planning effort. Resource agencies share plans and integrate efforts to manage natural resources in Babeldaob. PCS help states develop Land Use Plans that aims to ensure sustainable development practices. Land Use Plan is a planning tool that allows communities to be able to plan for the development they want without sacrificing resources they have.

The Communications and Outreach Program supports all of PCS's goals, objectives, and programs. PCS has continually prioritized effective communication of environmental information to raise awareness about Palau's environment and biodiversity. PCS's philosophy is that when communities are provided with sound information in a manner they can use, positive policy development and behavior change will follow. We also believe in providing Palau's youth



and environmental foundation, so that they can grow into caring adults committed to conservation. *The Ridge to Reef Road Show* has been integrated into school curriculum. Educational materials are aligned with Ministry of Education needs. Communication products to inform community-based protected area management and resource use planning and educational plans are targeted to specific audiences, for all primary school grades.

PCS strongly believes that good public relations locally, regionally and globally, are key to achieving essential and critical conservation outcomes. Thus improving and enhancing our image and public relations remain a high priority. Part of this is *The Ridge to Reef Road Show*. This is a program between PCS and the Ministry of Education and is now institutionalized into the fifth grade curriculum. Each school year, PCS visits all of the fifth grade students in their classrooms and teaches the importance of biodiversity conservation and sustainable development practices. PCS is working to assist Palau's Ministry of Education with expanding environmental education at other grade levels. PCS also provides environmental information to teachers and schoolchildren regularly.



Other outreach programs include the weekly live environmental hour via radio, and the weekly television update, and also the electronic monthly newsletter, the *Ngerel a Biib* <http://www.palauconservation.org/cms/index.php/resources>.

Administration & Development Policy program works to develop and implement plans for financial sustainability. This includes effective management of funds for all programs, develop and manage effective organizational frameworks, and to implement membership program. Administration and development of supporting programs for NGOs are very important. The administration and development program prioritizes the development and implementation of plans to achieve long term sustainability of the organization. It ensures that all the programs have strong governance and the right people, tools, and funding to achieve their goals. The program focuses on governance, human resources, financial management, and office operations management.

In order to enable the organization to achieve its long term vision and goals, the administration and development program continues to promote the integrity of the organization and raise funds for its long term sustainability. PCS' Annual Fundraiser Event is held annually and all proceeds go to PCS' endowment fund and will also help fund ongoing projects. Corporate Partners for Conservation invites local businesses to join this program by donating annually for the purpose of supporting conservation programs. Local businesses are represented on the banners that are located on the street lights in the causeways between Airai and Koror and the Malakal Causeway. Junior Anglers Fishing Derby held annually with the purpose of this program is to raise awareness of the marine environment and raise funds.

PCS is a membership based non-profit organization. Through the Membership program, there are over 400 active members or 2% of Palau's population. There is an Annual Membership Drive and a Youth for Conservation Membership Drive/Concert. The purpose of this event is to raise awareness of the youths of Palau about the importance of Palau's conservation areas as well as how to maintain a sustainable and healthy environment.

For more information on Palau Conservation Society and its efforts to protect the natural environment of Palau and promote a conservation ethic, or to become a member online, please visit our website www.palauconservation.org.

Sulang

Saltwater Intrusion in Taro Patches & Identification of Salt Tolerant Taro Varieties in Palau; Impacts of Climate Change on Taro Production

Thomas Taro, Palau Community College, Cooperative Research and Extension

There are a number of ways that climate change impacts taro production. Ocean acidification increases. Sea surface temperature and sea levels increase/rise. This results in coastal erosion and salt water intrusion into taro patches, damaging a major food source.

In Palau, sea level rise and saltwater intrusion are making the soils more saline in coastal growing areas, making it harder to grow crops. Changes in nearshore marine ecosystems are also affecting availability of fish and seafood. To address these problems, the PACC project has four areas of activity: lowland taro production, upland agroforestry, aquaculture and food processing.

To improve lowland taro production, the project is working with the Secretariat of the Pacific Region Environment Program, the Secretariat of the Pacific Community (SPC) and farmers in Ngatpang and Ngerchelong states to identify and test varieties of taro which can grow in higher salt environments. The project team is also building on traditional knowledge to construct dikes that reduce saltwater intrusion into the taro farms. The project is also carrying out upland agroforestry trials, growing diverse crops and tree crops. Upland farming has not traditionally been practised in Palau because of poor soils, so new techniques need to be introduced such as ridge farming to conserve water, use of fertilisers and compost, and intercropping. Crops being trialed in the new system include bananas, lemongrass, soursop, pineapples, papaya, tapioca and taro. Research was needed on this problem of salt water intrusion.



Increased water level in taro fields.

{Editor's Note: All photos courtesy of Palau Community College Cooperative Research and Extension}



Increased water level in taro fields.

Research on the identification of salt tolerant taro would focus on two areas of study: to identify salt tolerant taro varieties; and prevent salt water from coming into the taro patch

Ngimis on the island of Babeldaob was selected as the first research site in October 2011. The layout for the research area was prepared and planted



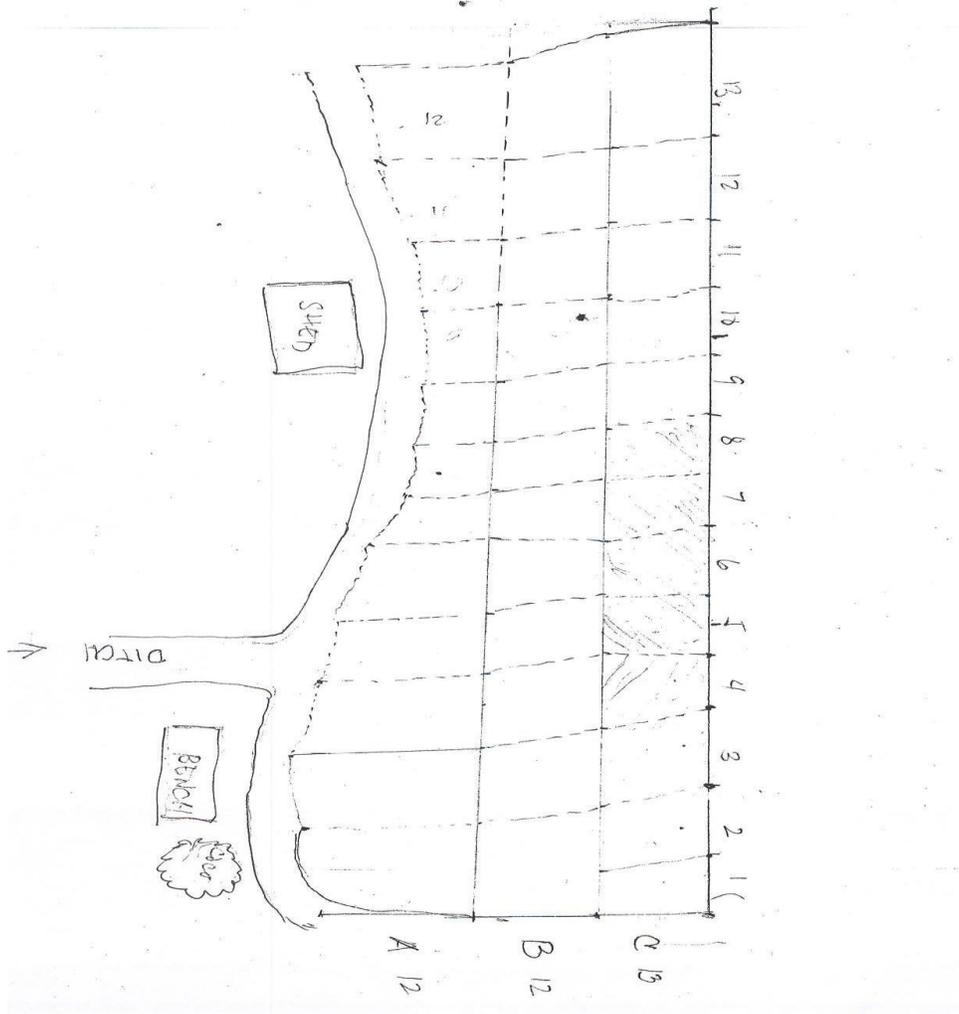
Layout at Ngimis



Land preparation



Planting at Ngimis, first test field

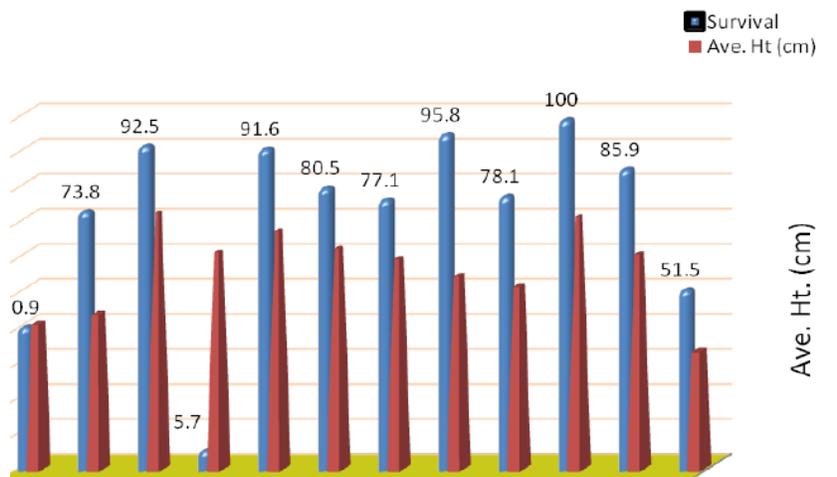


The layout would provide for the testing of a number of taro varieties. Thirteen (13) local varieties were planted: Ochelochel; Kirang; Ungil Dil; Okelang; Dungersuul; Ngesuas; Homusted; Dirrubong; Prak; Terrekakl; Kerdeu; Ochab; and Dirratengadik. Six (6) non-local varieties were introduced: Tan/ Ind 14; Tan/Mal 14; BL/HW 12; SM 10; SM 12; and SM 111.

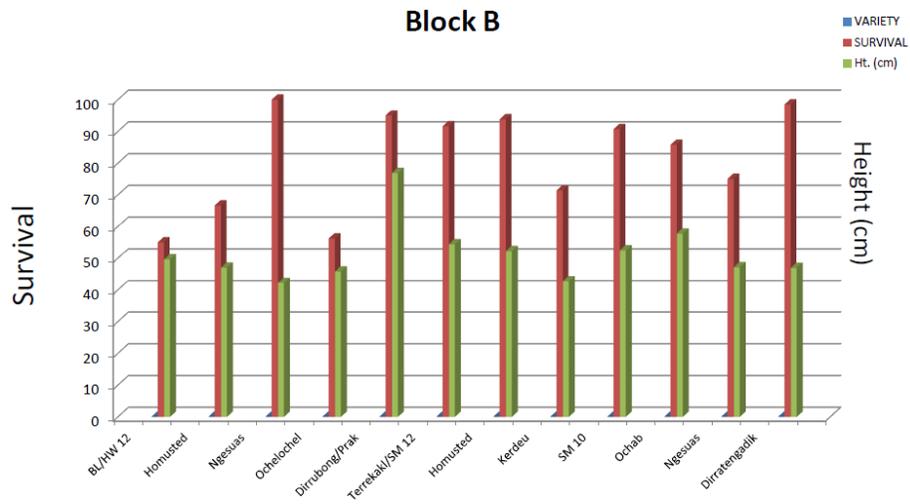
A soil analysis in Ngimis was conducted. The results (shown below) indicated low pH, low soil fertility and high concentration of sodium and chloride (or salt).

	NGIMIS 1	NGIMIS 2	NGIMIS 3
pH	5.3	4.5	4.5
OM (%)	13.40	18.75	20.04
N%	0.5	0.61	0.55
P ppm (Olsen)	*13	*8	*8
K me/100g soil	0.58	0.52	0.62
Na me/100g soil	5.05	18.76	5.48
Ca me/100g soil	5.46	7.19	5.59
CEC me/100g soil	3.0	41.6	37.3
Cl ppm	649	3290	973
Fe ppm	810	1243	1683

Data Collection was done in February 2012. Data indicate growth and survival rate of different varieties of taro.



Field data indicating plant height and survival rates per section.



Survival rate and height per tara variety

The taro was harvested in June 2012. Two promising salt resilient taro varieties were identified: Dangersuul, Kirang and Dirrubong



Ngimis Harvest in June 2012

A second trial was conducted to determine the response of these three varieties with nutrient and soil amendments to improve their ability to withstand salinity stress. In July 2012 was land preparation and planting. The fields were flooded in August 2012; while not intentional it gave us a chance to evaluate and assess our dike design so we can improve the system.

Some work was done to improve conditions for the taro. Pipe was installed at the corner for drainage during flooding.



Installation of corner drainage pipe

Data Collection and Harvesting occurred in March 2013. On March 25 2013, 8months after planting, harvesting of taro in Rep 1.



Data Collection and Harvesting March, 2013

Data Collection and Harvesting March 2013



Additional field work included raising the dike and installing a rubber sheet lining to lower the flooding by salt water. A water management system was implemented.

To test the initial results the studies were duplicated. A second site was identified. The 800 square meter abandoned taro patch due to salt water intrusion in Ollei, Ngarchelong State. The site was cleared of grass and giant swamp taro. An 85 meter dike using 2000 sandbags was constructed. This second site – Kiok – was cleared.

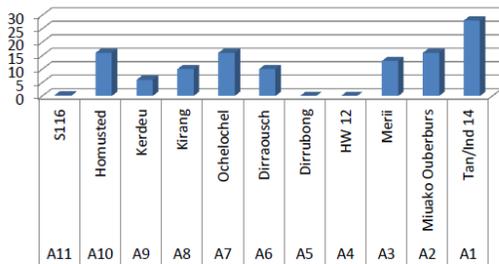


Clearing of second research site at Kiok

A dike construction was constructed to stop sea water flooding. However 7:00 pm October, 2012 sea water still overflowing over the dike. The dike was raised to prevent overflow of sea water. The land was prepared and waterways made. In November 2012 twenty (20) different varieties of taro were planted.

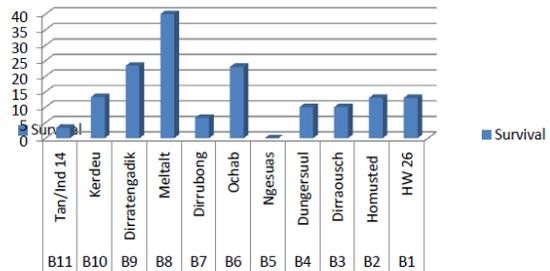


Survival



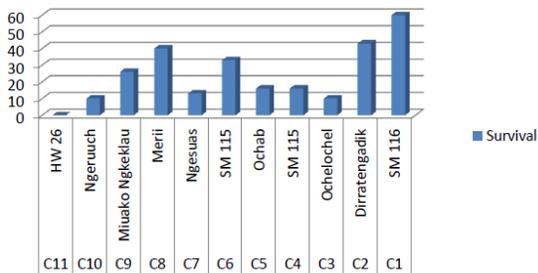
Block A

Survival



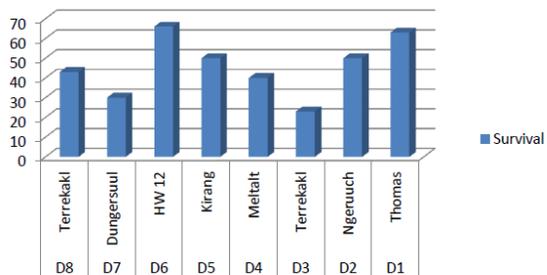
Block B

Survival



Block C

Survival



Block D

Survival Rates in second test field

The charts indicate the survival of taro in different blocks. Data also revealed that the block closest to the entrance of seawater showed high mortality compared to block D which is the farthest.

There was additional flooding in June 2013. This led to further improvements. A secondary dike was constructed. The depth of the water ditch inside and outside the main dike was increased to two feet. The total height of main dike was increased to five (5) ft and the cover with rubber sheet lining was held in place by sand bags.

Acknowledgement: This project was conducted by Palau Community College Cooperative Research and Extension with support from College of Micronesia Land Grant Programs, the Palau Pacific Adaptation to Climate Change through (SPREP - GEF) , Aus Aid, and International Climate Change Adaptation to Climate (ICCAI) through the Secretariat of the Pacific Community (SPC).

Outcomes of the project have been published in a *Manual for Taro Production with Climate Adaptation*.

Additional resources:

College of Micronesia. (2013). Evaluation and Identification of Salt Tolerant Taro in Farms Affected by Salt Water Intrusion in Palau.

<http://www.reeis.usda.gov/web/crisprojectpages/0232938-evaluation-and-identification-of-salt-tolerant-taro-in-farms-affected-by-salt-water-intrusion-in-palau.html>

{report to the U.S. Department of Agriculture Research, Education and Information System}

Andrew McGregor with Leonard Basilius and Thomas Taro. (2012). *The Palau PACC food security project: a cost benefit analysis*. http://www.solutionexchange-un.net/repository/pc/ccd/pse-ccd_Palau_PACC-FoodSecurityProject.pdf

Me Sulang

**Mesei: Restoration, Development and Management
of Ngarchelong Taro Fields Landscapes
By Faustina K. Rehuher-Marugg, Palau Resources Institute
and Julita Tellei, Palau Resource Institute**

Mesei are taro fields. Recent research in Palau has proven that mangroves and taro fields trap eroded fine sediment, providing protection to coral reefs impacted by land use activities. This research strongly proves that coral reef healthy sustainability requires that land development activities must be monitored.

In consultation with Ngaraklidm Women leaders, representatives of the Palau Resource Institute (PRI) discussed the project concept with a focus on land degradation. A proposal was drawn up, presented, discussed and finalized. Rekedul a Mesei, Mesei Project Coordinators representing three Ngarchelong regions-Keiukl, Desbedall and Ollei- Florence Mochesar, Juliana Sachelboi; Inaria Dou, Jorang Normans; and, Ruchad Paulina Skang and Hilde Ulang Skang respectively would provide project leadership in Ngarchelong. The Rekedul a Mesei and mesei workers would do the work of the project while PRI handled the paperwork and project management. It was submitted to the United Nations Global Environment Facility Small Grants Program (GEF SGP) where it was reviewed and received recommendations and \$50,000 funding.

https://sgp.undp.org/index.php?option=com_sgpprojects&view=projectdetail&id=21322&Itemid=205. Ngaraklidm leaders and PRI solicited technical and scientific assistance from different relevant agencies in Palau to assist in this endeavor.

The main project objectives are:

- 1) To ensure capacity-building takes place by conducting a two-day workshop on environment conservation and preservation, forests, wetland, mangroves, traditional practices, economics and health of taro and related matters and issues
- 2) To ensure clearing and cleaning of *mesei* and waterways to the mangroves takes place
- 3) To ensure planting different varieties of taro

- 4) To conduct inventory and mapping of Ngarchelong *mesei*
- 5) To ensure sustainability of *mesei*

PRI consultants are the project administrators and Rekedul a Mesei had two initial meetings with Ngarchelong women at Bai Mengellakl to introduce and discuss the *mesei* project with the three regions. Regular consultations are a must for women to understand and support the project. Responsibilities of the collaboration include facilitation, verification, collaboration, negotiation, diplomacy, patience, planning, organizing, paper pushing, running errands, assertiveness, accounting, others. Documentation, especially for the funding reports completed by PRI, is essential. There are general Ngaraklidm meeting with leaders and meeting with elected and traditional village leaders.



All photos reproduced courtesy of the presenters

Ms. Osnat Lubrani, United Nations Resident Coordinator and United Nations Development Programme (UNDP) Representative from Fiji, visited and met with GEF National Steering Council, Ngaraklidm, and PRI.



Visit to half cultivated *mesei*



Visit to cultivated *mesei*

Research included an oral history interview with Kldil Ebilrateblang Ongelakl on *mesei*. Rekedul a Mesei visited to PALARIS on mapping of *mesei* in Ngarchelong.

To be worked on includes uncultivated mesei and the effect of climate change as evidenced by Typhoon Bopha in December 2012. There are plans to write a booklet of a lot of the lessons learned and skills development resulting from the project. There could be a taro festival to be held in July 2015 to celebrate the project completion, illustrate the importance of taro fields cultivation, economic and nutritional benefits of taro and most importantly sustainability of taro fields.

The First Mesei Forum was held May 28 and 29, 2014, Bai Mengellakl, Ngarchelong. Representatives from the Partner Agencies participated: Ngarchelong State Government; Ngaraklidm, Bngal a Klidm, Ngarayaml Meyuns Women’s Group, Palau Community College – Cooperative Research & Extension, Palau Bureau of Agriculture; Palau Ministry of Natural Resources, Environment and Tourism; Palau Community Action Agency; Palau International Coral Reef Center; PALARIS; Ebiil Society, Palau Conservation Society; The Nature Conservancy; Palau Ministry of Community and Cultural Affairs; Palau Bureau of Commercial Development, Palau Ministry of Public Infrastructure, Industries and Commerce; Ulkerreuil A Klengar (UAK); Pacific Health Clinic, Palau Ministry Of Health; Palau Visitors Authority; and U.S. National Resources Conservation Service.



A number of issues emerged from this Mesei Forum:

- Conduct pre and post *mesei* soil test
- Mesei major filtering system for *keburs* (mangroves) and *chelemoll* (reefs)
- Access to *mesei*
- Connection from upland to lowland
- Machine to till-*mesalou* mesei
- Domestic-international market
- Economics of *mesei*—young people, training, supervision know-how of foreign workers
- Klebelau-Klechibelau on identity-*reng* affecting/influencing healthy lifestyle
- Food Security-Palau imports est. 90% of its food
- Human Resources-men/women power-labor
- *Kaukbuk*—balance: taro and fish



Mesei Launching, July 03, 2014



Sustainability-Dilolemolem!
Future of Mesei! A MUST! NG KIREL!
UAISEI.....

Reference:

Koshiba, S. et al. (2013). Palau's taro fields and mangroves protect the coral reefs by trapping eroded fine sediment, *Wetlands Ecology and Management*, 12, 3, 157-164.

Library Science Students Poster Exhibitions

Students in the Palau Community College (PCC) Library Services Program presented poster sessions:

Atlases. Alvin Gilinug, PCC;
Almanacs. Bieb William, PCC;
Dictionaries. Brigid Rutnag, PCC;
Encyclopedias. Kedage Dawe, PCC;
Thesauruses. Sean Moufa, PCC;
Plagiarism. Te-E-Kii Otobed, PCC;
EBSCO. Telei Marcel, PCC;
Program Planning. John Albert, PCC





**Grant Opportunities for the Pacific Region from the
Institute of Museum and Library Services**

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

Welcome to “Grant Opportunities for the Pacific Region from the Institute of Museum and Library Services.” I’m James Lonergan, a senior program officer with the Office of Library Services at the Institute of Museum and Library Services (IMLS). I would like to offer greetings on behalf of our director, Susan Hildreth, and my IMLS colleagues.

We will start with the IMLS vision, mission, and strategic plan. These are important to you as a potential applicant for funding because they inform our grant-making. Becoming familiar with them will help you understand why our grant programs are structured the way they are and why we ask you as an applicant to address certain issues in your application. Then I’ll present basic information about our funding programs and opportunities. This is to help you decide which of our programs is best suited for your project. I’ll also provide examples of recently funded projects in the Pacific region. We’ll then talk about determining your eligibility to apply for specific grants. There are different requirements for each program, and it is very important to consult the notice of funding opportunity for details. I’ll also show you where to find information online, focusing on the IMLS website. We’ll then talk about the three places you must be registered in order to apply for a grant and stress how important it is to do this work well in advance of the grant deadline. We will then discuss tips for developing competitive applications and the IMLS review process. And finally, I’ll share my contact information and we will have time for questions.

The Institute of Museum and Library Services is the primary source of federal support for the nation’s 123,000 libraries and 35,000 museums. We make grants, convene groups, conduct research, and publish in order to build the capacity of museums and libraries to serve the public. The enacted FY2014 budget is \$226,860,000.

IMLS's vision and mission statements were adopted as part of the agency's strategic plan for FY2012-2016. Both emphasize that IMLS is here to support museums and libraries in their work of serving their communities. Our vision is for a democratic society where communities and individuals thrive with broad public access to knowledge, cultural heritage and lifelong learning. Our mission as an agency of the federal government is to inspire libraries and museums to advance innovation, learning, and cultural and civic engagement. We provide leadership through research, policy development, and grant-making. When you consider the details of each of our grant programs and technical assistance, we think you'll see these two simple but powerful messages well represented.

Much like your own institution's strategic plan, ours identifies goals that help us achieve our vision and accomplish our mission. There are three programmatic goals that drive our grant-making.

Goal 1, abbreviated as "Learning Experiences," makes it clear that 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.

Goal 2, "Community Anchors," specifies that IMLS promotes museums and libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality.

And Goal 3, "Collections Stewardship," confirms that IMLS supports exemplary stewardship of museum and library collections and promotes the use of technology to facilitate discovery of knowledge and cultural heritage.

To learn more about these goals and their context within the strategic plan, please visit our website and type "strategic plan" into the SEARCH box or go directly to the page identified on this slide.

The Library Services and Technology Act (LSTA) Grants to States Program is the largest IMLS grant program with \$154,848,000 in FY2014, almost 70% of the total IMLS budget. It provides annual population-based grants to State Library Administrative Agencies (SLAAs) to support library services in states and U.S. territories and funding for a small competitive grant program for the Pacific region and USVI. Every five years SLAAs develop service plans based on their needs and LSTA priorities and evaluate the effectiveness of their service plans

Examples of services supported are libraries for the blind and handicapped which receives approximately 10% of total funding, statewide databases, early childhood literacy programs, infrastructure for interlibrary loan, and continuing education programs for library staff members. The funding for the LSTA Competitive Grants for the Pacific Territories, Freely Associated States (Republic of the Marshall Islands, Federated States of Micronesia, and Republic of Palau) and the US Virgin Islands comes from this program. According to IMLS's supporting legislation (MLSA 2010), the allotments for the three Freely Associated States (FAS) are awarded, on a competitive basis, to eligible entities including the FAS, American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the US Virgin Islands, after taking into consideration recommendations from the Pacific Regional Educational Laboratory in Honolulu.

Library Grant programs

Laura Bush 21st Century Librarian program grants support the recruitment and education of the next generation of librarians; support continuing education for those already in the profession; enhance the institutional capacity of Library and Information Science programs; develop library and faculty leaders; and support research by early career LIS faculty. The deadline for applications this year was September 15, 2014. Grant requests range from \$50,000 to \$500,000 for projects lasting up to three years. A 1:1 cost share is required, meaning that for every dollar requested from IMLS, the applicant must provide at least one dollar in staff or volunteer time, cash, or third-party in kind (unless you are requesting Research, Early Career Development, Collaborative Planning funds, or National Forum Planning funds).

National Leadership Grants for Libraries National Leadership Grants for Libraries (NLG) support projects that address challenges faced by the library and archive fields and that have the potential to advance practice in those fields. Successful proposals will generate results such as new tools, research findings, models, services, practices, or alliances that can be widely used, adapted, scaled, or replicated to extend the benefits of federal investment. This year there are two deadlines; the first deadline, for projects specifically focused on our current funding priorities: STEM education, learning spaces in libraries and advancing a national digital platform, was October 13, 2014. The second deadline is February 2, 2015. Grant requests can range from

\$50,000 to \$500,000 for projects lasting up to three years (one year for planning and national forum grants). A 1:1 cost share is required, except for research grants and for applications for less than \$250,000 in grant funds.

The Sparks! Ignition Grants for Libraries program is a special funding opportunity within the IMLS National Leadership Grants for Libraries program. These small grants encourage libraries and archives to prototype and evaluate specific innovations in the ways they operate and the services they provide. The deadline for applications is February 2, 2015. Grant requests may range from \$10,000 to \$25,000 for projects lasting up to one year, and no cost share is required.

The Native American Library Services Basic Grant is noncompetitive and distributed in equal amounts among eligible applicants (Indian tribes, Alaska native villages, regional corporations, and village corporations). Basic Grants are available to support existing library operations and to maintain core library services. The Education/Assessment Option is supplemental to the Basic Grants. The purpose of the Education/Assessment Option is to provide funding for library staff to attend continuing education courses and training workshops on- or off-site, for library staff to attend or give presentations at conferences related to library services, and to hire a consultant for an on-site professional library assessment. It is also noncompetitive and must be requested (average total amount for basic grants was in the \$6,000-\$7,000 range in FY14). The deadline for applications is March 2, 2015. Basic grants may be requested for either one or three-year periods. No cost share is required for this program.

Enhancement Grant projects may enhance existing library services or implement new library services. The fourteen recipients in FY14 shared a total of \$1,710,987 and will conduct projects that include enhancing library services for tribal communities through the expansion of collections and staffing; information literacy skills training; the development of a native language dictionary and collections; early learning programs; and 21st century skills training with technology, field trips and broadcast media. The deadline for FY15 applications is also March 2, 2015. Applicants may request up to \$150,000 for projects that last up to two years. No cost share is required.

Native Hawaiian Library Services grants are competitive grants available to support activities that enhance existing library services or implement new library services with a total of \$551,569 given to three organizations in FY2014. Native Hawaiian Library Services grants are available to nonprofit organizations that primarily serve and represent Native Hawaiians. The deadline for applications is April 1, 2015. Projects may be carried out for up to two years. No cost share is required.

The LSTA Competitive Grants for the Pacific Territories, Freely Associated States and the US Virgin Islands support library services that align with LSTA legislative priorities. Five projects received a total of \$241,000 in funding in FY14. Projects may be carried out for up to fourteen months. U.S. Territories are not required to provide cost share, but the Freely Associated States are required to match 34% of the total project costs. I'll talk about some of the projects after introducing our museum grant programs.

Museum Grant Programs

Museums for America (MFA) supports activities that strengthen museums as active resources for lifelong learning, vital components of livable communities, and good stewards of the nation's collections. In an MFA application, you must align your project with one of the three IMLS programmatic strategic plan goals by choosing Learning Experiences, Community Anchors, or Collections Stewardship.

The deadline for FY2015 applications is December 1, 2014. Grant requests may range from \$5,000 to \$150,000 for projects scheduled to last from one to three years. Applicants have a choice of two funding levels. For projects of \$5,000-25,000, no cost share is permitted. For projects requesting \$25,001-150,000, a 1:1 cost share is required. We highly recommend viewing the recorded MFA Webinar from October and talking with an IMLS staff member to learn more about funding levels and cost share requirements for MFA. To be eligible for an MFA grant, your organization must be a museum.

National Leadership Grants for Museums support projects that address critical needs of the museum field and that have the potential to advance practice in the profession so that

museums can improve services for the American public. As is the case with MFA, you must align your project with one of the three IMLS programmatic strategic plan goals by choosing Learning Experiences, Community Anchors, or Collections Stewardship. The deadline for FY2015 applications is December 1, 2014. Grant requests may range from \$50,000 to \$500,000 for projects scheduled to last from one to three years. Research projects do not require a cost share. For all others, a 1:1 cost share is required.

To be eligible for a National Leadership Grant for Museums, your organization must be a museum, a professional association that engages in activities designed to advance the well-being of museums and the museum profession, or an institution of higher education.

We'll turn our attention now to three slightly different museum grant programs. The first of these, Museum Grants for African American History and Culture (AAHC), support projects that improve the operations, care of collections, and development of professional management at African American museums. The deadline for applications this year is December 1, 2014. Grant requests may range from \$5,000 to \$150,000 for projects lasting up to two years. For projects of \$5,000-25,000, no cost share is permitted. For projects requesting \$25,001-150,000, a 1:1 cost share is required. We highly recommend viewing the recorded AAHC Webinar from October and talking with an IMLS staff member to learn more about funding levels and cost share requirements for AAHC. Applicants for AAHC grants must be museums whose primary purpose is African American history and culture or one of the 106 Historically Black Colleges and Universities.

Native American/Native Hawaiian Museum Services Grants provide opportunities to sustain heritage, culture, and knowledge through strengthened activities in areas such as exhibitions, educational services and programming, professional development, and collections stewardship among federally recognized tribes, Native Hawaiian organizations, and certain Alaska Native villages and corporations. The deadline for applications this year is December 1, 2014. Grant requests may range from \$5,000 to \$50,000, for projects scheduled to last up to two years. No cost share is required.

The Sparks! Ignition Grants for Museums program is a special funding opportunity within the IMLS National Leadership Grants for Museums program. These small grants encourage museums to prototype and evaluate specific innovations in the ways they operate and the services they provide. The deadline for applications this year is December 1, 2014. Grant requests may range from \$10,000 to \$25,000 for projects lasting up to one year, and no cost share is required. Applicants for Sparks Ignition grants must be a museum, a professional association that engages in activities designed to advance the well-being of museums and the museum profession, or an institution of higher education.

Museum Technical Assistance programs

The Conservation Assessment Program (CAP) provides a general conservation assessment of a museum's collections, environmental conditions, and facilities. The work is done by experienced assessors with deep knowledge of conservation and collections care, and the program is administered by Heritage Preservation in Washington DC. Applications are due on December 1, 2014. For more information, visit their website, www.heritagepreservation.org/CAP.

The Museum Assessment Program (MAP) helps museums strengthen operations, plan for the future, and meet national standards through self-study and a site visit from a peer reviewer. The program is administered by the American Alliance of Museums, and there are two deadlines each year—at the beginning of July and at the beginning of December. At this time, the most immediate deadline is December 1, 2014 with another opportunity coming in July 2015. For more information, we recommend that you visit AAM's website, www.aam-us.org/resources/assessment-programs/MAP.

Examples of recent IMLS-funded projects in the Pacific region include:

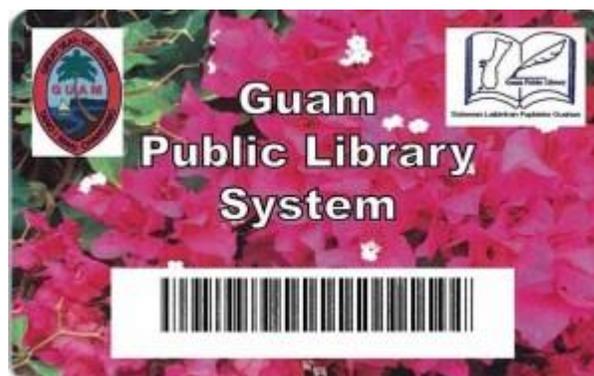
- Online catalog, summer reading program, homework club, computer classes, regional databases and the Polynesian Photo Archives at the Feleti Barstow Public Library in American Samoa;



- Bookmobile outreach and digital literacy skills training for youth, staff IT training, upgraded IT equipment, and Internet connections at the public libraries in the Commonwealth of the Northern Mariana Islands;



- Story hours, summer reading, online catalog, and digitization and preservation of the Guam legislature's documents and records at the Guam Public Library System;



- Summer reading, online catalog and train the trainer workshops for school library staff in the Federated States of Micronesia;



- Computer training for seniors, increased Internet bandwidth, and regional databases in the Republic of the Marshall Islands;



- Bookmobile collections, online catalog, summer reading camp, and regional databases for the Republic of Palau;



- Support for professional and continuing education for library staff in the US-Affiliated Pacific Islands. Support for education included Project LEAP (Library Education for the US Affiliated Pacific)—University of North Texas and Pacific Resources for Education and Learning; and



- Support for surveys of collections care efforts and conservation and preservation activities in the US-Affiliated Pacific Islands through our *Connecting to Collections* grants

Eligibility for IMLS grants

Eligible are not-for-profit (including units of state/local government) libraries, archives and museums located in the United States, its territories and freely associated states. Additional types of organizations may be eligible depending on specific program guidelines. For all IMLS grant programs, your organization is not eligible to apply if you are a federally funded institution, a for-profit organization, an individual, or a foreign country or organization. However, even if you are a non-eligible institution, we encourage you to consider applying through a partnership with an eligible institution. It is the official applicant who may become a grantee who must meet all the eligibility criteria. Once again, if you have questions about this, please contact an IMLS staff member to discuss it further.

Please see the individual guidelines for each program for specific eligibility requirements.

Special Resources from IMLS.

IMLS provides information in a variety of formats. Live and recorded webinars are available for applicants to each grant program. Publications provide information on museum- and library-relevant research and initiatives. Podcasts discuss projects, awards and initiatives. Blogs are provided by grantees, constituents, and staff.

To find more information to help you create a competitive proposal, the best place to go is our website www.imls.gov

At the top of our home page on the left is a tab marked GRANT APPLICANTS, and on the right are search functions providing opportunities to FIND AVAILABLE GRANTS and SEARCH AWARDED GRANTS. We recommend spending some time exploring each of the SEARCH functions. Through them, you'll be able to search grant programs and deadlines by name, by eligible institution type, and by project type. You'll also be able to access summaries of projects we have funded in the recent past. Using a key word search might help you find examples of approaches that have been successful in the past.

Clicking on GRANT APPLICANTS brings you to a page which is a great place from which to connect to sample applications, resources about evaluation, reviewer materials, and program notices of funding opportunity www.imls.gov/applicants/default.aspx. Clicking on any link in the listing of available grants by grant name takes you to the specific requirements and

instructions for each funding program. You also have the option to search by any of several criteria by going to View Available Grants.

At this juncture, we want to draw your attention to three registration requirements—DUNS, SAM.gov, and Grants.gov. Unless your registrations are complete and up to date, you will not be able to submit an application or receive an award. If you're starting from scratch, it's important to know that you must do these in sequence. Register Early!

First, you must have a DUNS number. Dun & Bradstreet (D&B) provides this unique nine-digit identification number free for all businesses required to register with the Federal government for contracts or grants. www.dnb.com

Second is SAM which stands for System for Award Management www.sam.gov. Registering with SAM is also free. It can be time consuming, and different from DUNS in that you must renew your registration each year to make it active. Because SAM.gov registrations vary in their expiration dates, check your status early on and take action to ensure you are registered and your registration is active. Your institution's SAM registration must be active throughout the entire process of application and review, and it must be active throughout the grant period if you are awarded a grant. Begin with the website, and use the FAQs to research questions. If you have further SAM issues call the Federal Service Desk at 866-606-8220 (M- F, 8 a.m. to 8 p.m. EST).

The third place you must be registered is Grants.gov, the portal through which applications for IMLS grants must be made. To register, you must have an active SAM.gov status, and of course, a DUNS number. The Grants.gov website is extensive, and their help capabilities are numerous and well-staffed. Begin with the website and its FAQs, but if you need additional help you may call their help line, which is available 24/7, or email them at support@grants.gov.

In summary when preparing to apply:

- Visit www.imls.gov.

- Select a grant program.
- Check eligibility requirements.
- Read the application guidelines.
- Participate in a free IMLS webinar.
- Check your registrations: DUNS, SAM.gov, and Grants.gov.
- Talk with a program staff member.

To develop a successful application, start planning early to avoid deadline pressure. Recheck grant guidelines and project categories as you go along. Remember the people you serve and why this work is important. Do your background research. Be sure your application is complete and includes all required elements. Ask a colleague to review your application before you submit it. Submit your application through Grants.gov early so you have time to correct any errors.

Reviewers want to see a complete application proposal with project goals align with those of the grant program. Applicant have follows instructions. The project addresses a documented key need or challenge. Application reflects a thorough understanding of current practice and knowledge about the subject matter. The work plan consists of a set of logical, interrelated activities tied directly to addressing the key need or challenge. Budget elements connect to project activities, are reasonable, and documented. The project will generate measurable results that tie directly to the need or challenge.

What Reviewers don't want to see are projects that do not match the program goals. Untested project design and underdeveloped evaluation component are negatively rated. Inconsistency among application components and unsupported generalizations and claims are part of an effective proposal. Copy-and-paste redundancies and crucial information missing or incomplete reflect negatively in the review. Costs unsupported in the budget are problems in applications.

The IMLS Review Process starts with a field review and/or panel review, based on grant program. Each proposal is read by at least 3 reviewers and their comments are sent to both

successful and unsuccessful applicants. The Program officers prepare recommendations for the IMLS Director with the panel recommendations strongly influence the Director's decisions. IMLS Director has final responsibility for all award decisions

Become an IMLS Reviewer. Peer reviewers are critical to the IMLS grant process. Needed for both library and museum grant programs. Peer reviewers are used in field and panel review processes and are anonymous. Sign up to be a reviewer on our website <http://www.imls.gov/reviewers/become.aspx>. Familiarize yourself with IMLS grant programs. Read existing reviewer handbooks. Then submit your information online

Communications

IMLS has a number of e-communications systems. The website www.imls.gov is the hub for information. Sign up for IMLS updates including *Primary Source*, our monthly newsletter, at www.imls.gov/signup.aspx. UpNext is IMLS's blogs UpNext Blog: blog.imls.gov. IMLS is available on social media: Facebook www.facebook.com/USIMLS; Twitter: @US_IMLS. Its YouTube channel is www.youtube.com/USIMLS and rss feeds are available at www.imls.gov/rss.xml.

I can be contacted at: James Lonergan
Senior Program Officer
(202) 653-4653
jlonergan@imls.gov

Thank you and Good luck!

The Journey Towards Wellness: The Story of the 680 Kitchen

By Pearl L. Marumoto, The 680 Kitchen, Koror Palau

The Main ingredients – I have fifteen (15) years in the government with Environmental & Health Protection, targeting Palauans because of health status. That work opened the doors because of Palau Ministry of Health(MoH) Epi profile. Plus, I love to eat, cook, and to understand our love connection to whole foods that give us super brains, strong bodies, and happy hearts.

In regard to nutrition MoH Epi Profile for Palau shows that 9% of employees eat fruit 6 to 7 times per week, and 28% of employees eat vegetables 6 to 7 times per week. One out of three employees eats the recommended 5 or more fruit and vegetable servings daily. The most popular recommendation for workplace fruit and vegetable consumption support is to make fruits and vegetables available at work. 82% of employees consume sugar-sweetened beverages (SSBs) more than one day per week with 34% of employees consume SSBs 6 or 7 days per week (more than fruits or vegetables). Over half of MOH employees consume 2 or more SSBs per day. 17% of MOH employees consume 4 or more SSBs per day. The most popular recommendations for workplace SSB reduction support are to provide free water in the workplace, and to stop selling SSBs at work.

In the bodyweight profile 17% of men and 12% of women are classified at having a healthy body weight. Employees 40-50 yrs old have the lowest rate of healthy weight individuals at 6%. Employees 30-40 yrs old have the highest rate of morbidly obese individuals at 14%. Although employees had an increase in healthy weight employees from 2009 to 2013 (10 to 13%), there was also an increase in obese (43% to 49%) and morbidly obese (10% to 12%) employees. 76 % of men and 85% of women think that they need to lose weight with 83% of men and 80% of women are concerned or very concerned about their bodyweight. The most popular recommendation for workplace weight loss support is to provide exercise programs

Blood pressure and hypertension: 25% of employees have been told by a doctor in the past 12 months that they have high blood pressure, of which 49% are on medication. 37% of all employees have a hypertensive blood pressure reading (140/90mmHg or higher). Rates of those with hypertension increase steadily with age- 62% of employees over 50 yrs old have a hypertensive blood pressure reading. 27% of employees not diagnosed with hypertension have a hypertensive blood pressure reading and 70% of employees on medication for their hypertension have a hypertensive blood pressure reading.

In the glucose and diabetes profile 10% of employees have been told by a doctor in the past 12 months that they have diabetes, of which 63% are on medication. 25% of employees have non-fasting blood glucose levels that are too high (140 mg/dL or higher). Rates of those with elevated blood glucose increase steadily with age- 38% of employees over 50 yrs old have elevated blood glucose levels (140 mg/dL or higher). 19% of employees not diagnosed with diabetes have elevated non-fasting blood glucose levels (140mg/dL or higher). 79% of diabetic employees on medication for their diabetes have non-fasting blood glucose levels 200mg/dl or higher. Regarding cholesterol 17.2% of employees have borderline high cholesterol, and 2.7% have high cholesterol.



- **Sugar Sweetened Beverage Consumption** Sugar sweetened beverages, or SSBs are any drinks that contain added sugar. These include beverages like soda, sweetened teas and juices, sports drinks, etc. Drinking SSBs can result in increased BMI, as well as an increased risk for developing certain NCDs, specifically diabetes. Among MOH employees, 82% reported consuming SSBs more than one day a week. 34% reported consuming SSBs 6 or 7 days per week. This is greater than the percent reporting fruit or vegetable consumption 6 or 7 days per week.

The mental health profile reveals that according to the K10 Scale, 25% of men and 24% of women may potentially have some degree of a mental disorder. 3% of employees report that they feel depressed most or all of the time.

Our food philosophies that guide our business:

- **Happy Hearts** - we use olive oil, sea salt, & food to flavor our food as our foundation.
- **Acceptance** – accept people of who they are. When you pay for a daily specials & soups, we give one free meal to our friends.
- **Communication** – we talk to you with passion when cooking & plating your food.
Reduce plastics!
- **Plan** – to optimize “freshness” in our food every day.
- **Action** – We are committed to understand our love connection to whole foods that gives us super brains, strong bodies, & happy hearts. We are committed to make you Happy!

Being located across from the Belau National Hospital, it is my responsibility to provide alternative to “choice.” It is my responsibility to provide a space with a story. The restaurant’s tables and benches by Palau High School 2013 class with 85% reused materials. It is my responsibilities to provide a beautiful space with a story, such as a board to write something new to learn.



It is my responsibility to provide a small space that inspires someone everyday - bring your quote of the day.



680 Kitchen is a meaningful space to talk about Palau, our social issues, equality, and simply a place where “Healthy meets Delicious.” It is my responsibility to provide a small space...where you can see our “honesty.” As shown in the photo below, all food preparation can be seen by customers.



We provide an anti-racism glass windows...to stop discrimination; for our children to learn diversity, to adapt as a natural ingredient in life. Our staff is a mix of ethnic and cultural people, working together in harmony. My responsibility is to provide an ambience without condiments, no salt or sugar packets on the tables.

- Our Juice Bar ! We have cucumber delight, Papaya Shake, Kalamansi Basil lemonade, & make your own.



680 Kitchen has a bento business. We work with the tourist businesses and surplus reusable containers. We do Catering services using natural resources; being Part of Happiness with less trash.

- We face various challenges. We have no business skills. There regularly are four languages in the workplace: English, Palauan, Tagalog, Chinese! Food Source is a challenge – sometimes no fish, don't use plastic containers, and effects of climate changes! Labor recruitments, labor processes & laws (longtime), and the attempt to have local hires. But with all the challenges there is still the I love to eat, cook, and to understand our love connection to whole foods that give us super brains, strong bodies, and happy hearts.

To

To To face these challenges it is important to find people. Someone as a role model; mine is Naomi Sumang, a beautiful person, my mother. I have a mentor, Dr. Victor Yano, a kind person, who put wings on me. My hero is Josepha Tiobech, a believer who pushes me through and

catches me when I fall. A friend, Dr. Stevenson Kuardei, a comedian yet a visionary. A confident, Susan Ngirmang, a kind warrior who protects me.

As I am raising morally intelligent Adam, I am reminded of some quotes:

“It is not what we say, it is what we do that our children will do and be...” Gandhi

“To my father and my uncle: two men of golden tongues and golden hearts, whose words healed all who knew them.” Rabbi Joseph Telushkin

“Wellness as a Public Good.” Dr. Stevenson Kuardei

“A Health a Ewatel Belau.” Dr. Victor Yano

Find your inspirations... mine!

Kom Kmal Mesulang

Ho‘oulu i ka Papa: To Grow the Class

By D. Keali‘i MacKenzie, University Of Hawai‘i

Abstract: This presentation explores my time as an embedded librarian for the Pacific Studies undergraduate course, Senior Capstone PACS 401. An embedded librarian is a librarian who is not just confined to the library, but is engaged with a group, a class, or community. For this project I worked closely with the professor, Dr. Lola Bautista, to design goals and activities, which would aid students in researching and better understanding their capstone projects. The presentation reviews the aims of this partnership which included: information literacy, awareness of the standard Pacific studies publications, fostering a relationship with students, building research skills, and the potential for similar projects at the university or in the community.

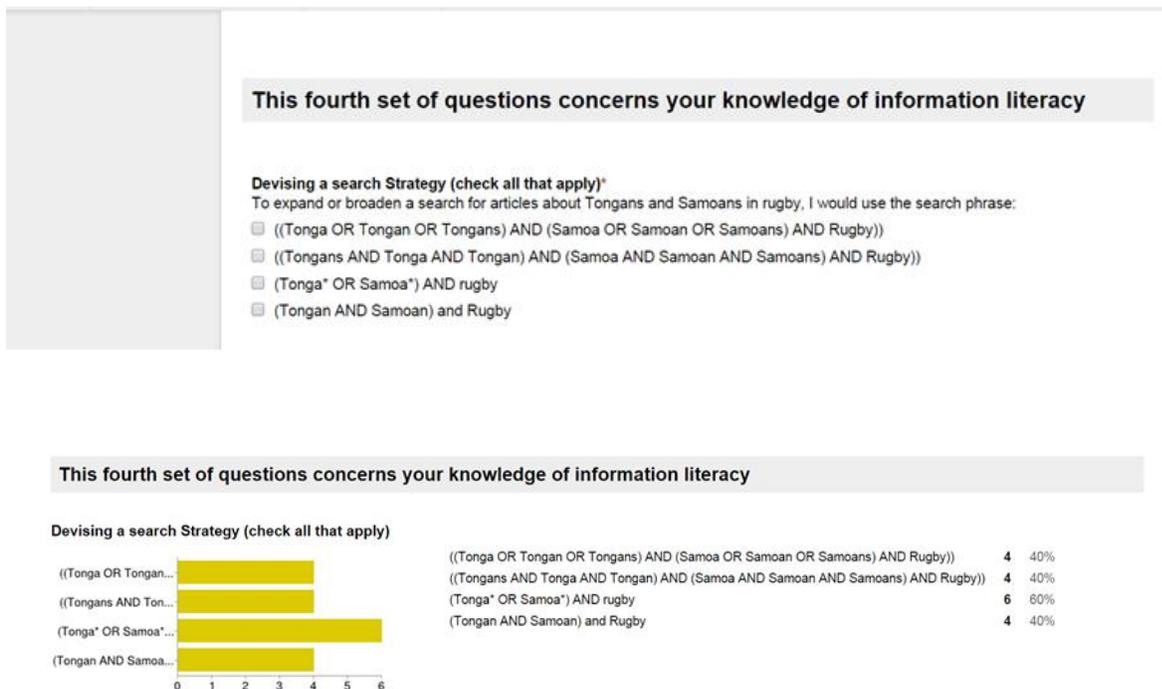
Presenter background: I am Kanaka ‘Ōiwi whose family is from Kailua, O‘ahu with connections to the island of Māui. I received my MLISc from the University of Hawai‘i at Mānoa (UHM) in Fall 2012 and expect to receive my Master of Art in Pacific Islands Studies in May 2015. From 2012 through Fall 2014 I was a reference intern and then part-time librarian in the Hawai‘i and Pacific collections at UHM’s Hamilton Library. In spring of 2014 I was the embedded librarian for a course at the University of Hawai‘i at Mānoa, Pacific Islands Studies 401: Capstone Course. A required course for all undergraduate Pacific Islands Studies majors that culminates in a capstone project, the class combined a focus on research with service learning in Pacific Islander communities in Hawai‘i. The instructor for the 2014 spring section was Dr. Lola Bautista.

Dr. Bautista and I developed goals for the students. As a librarian for the course we agreed it was important to focus on: research skills, information literacy, comfort in the library, and familiarity with the standards of Pacific Studies. To build a relationship with the students we agreed that I would have three interactions with students. First, was participation on a review panel where I was among three individuals who provided feedback on student project proposals. Second, I would lead a library instruction workshop for the class. Third, I would conduct two one-on-one reference sessions with each of the ten students in the course.

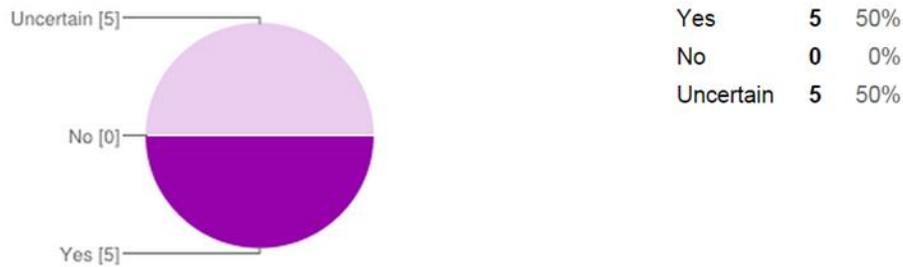
For the panel I was accompanied by Dr. Julie Walsh, whose community and research interests are in the Marshallese community in Hawai‘i and Malia Nobrega-Olivera, a Native Hawaiian cultural practitioner and community activist. As the librarian on the panel my feedback concerned the quality of student resources used for their presentations, and suggestions on library materials that would be useful to their projects. Following the panel, I met with Dr. Bautista and together we came up with goals for a library instruction workshop I would conduct with the class. These goals included knowledge of Boolean searching, understanding the differences between academic journals and magazines, and increased comfort in the library and speaking with librarians.

To gauge student familiarity with these areas I emailed them a pre-workshop survey using Google Forms <https://www.google.com/forms/about/>. I chose this program because it is: free, easy to edit, and generated graphs, percentages, and charts without on its own. The questions reflected the goals for instruction Dr. Bautista and I agreed upon.

Example of survey questions and results:



I understand the difference between a magazine article and an academic journal article



The results showed students had moderate understanding of the difference between academic journals and popular magazines, Boolean search techniques, and minimal knowledge of the standard publications in Pacific Studies, their major. As a result I made sure to focus on these particular areas.

The instruction workshop was structured using a combination of: lecture, video, and database search exercises. The lecture was a review of Boolean searching for databases and was reviewed at the request of Dr. Bautista. I also utilized a video, which was free on YouTube and produced by colleagues at Kapi‘olani Community College <https://youtu.be/TRfu48motcQ>. It was a short refresher on the differences between popular magazines and scholarly articles. To measure their success in understanding Boolean I had the students do a few search exercises in a few databases using different Boolean techniques. I was then able to conduct a quick on-site evaluation of their understanding based upon how successful they were in their search exercises. I also based at least one search exercise on a question from the survey I sent them, so I would have a baseline with which to judge their comprehension of Boolean.

Following the library workshop all ten students were required to hold two one-hour reference consultations with me. Students had a wide and diverse range of topics that ranged from Tongan youth choirs in Hawai‘i to traditional voyaging or the role of Pohnpei house in providing services to individuals. As such I worked with students to draw from a wide range of print, database, and Internet sources for their projects.

According to Dr. Bautista, the quality of students cited sources improved from when they did their original proposal. Additionally, students were more familiar with how to search using library tools than when I first met them. But, most importantly I built a relationship with some students and still see them in the university library.

What I take away from that experience is that embedded librarianship is something that should be considered for schools, colleges, non-profit organizations, and businesses. While time intensive, the results are: rapport with patrons and a better understanding of patron information needs. This makes embedded librarianship an important and useful option for librarians.

**Collaborative Summer Literacy Program “Fizz Boom Read,” AV2 (Added Value, Audio Visual) demonstration, JKPL Digital Literacy Bookmobile Library Outreach
By Erlinda C. Naputi, Joeten-Kiyu Public Library, Saipan CNMI**

The Joeten-Kiyu Public Library, Saipan, Commonwealth of the Northern Mariana Islands continues to transform the community through three innovative programs – the Digital Literacy Bookmobile Outreach Program, Collaborative Summer Library Program (CSLP) and the Audio-Visual Added Value (AV2) Media Enhanced Books. This paper discusses purpose-driven planning, setting long and short-term goals and objectives for a target demographic, program implementation, data analysis, rewards and incentives, and reflection of outcomes. It includes sharing best practices and research-based platforms for libraries that want to develop similar programs for their community.

Hafa Adai! My name is Erlinda Naputi from the Joeten-Kiyu Public Library, Saipan

JKPL Digital Literacy Bookmobile Outreach Program has been greatly funded by the U.S. Institute of Museum and Library Services (IMLS). The evidence-based statistical-driven programs have proven to be effective in raising literacy levels among Saipan’s youth. Targets ages range from pre-k to teens (13-18) but program also caters to adults. Some of the service stops are the Tanapag Community Center, Kagman Community Center, Kubler Community Center and San Antonio Elementary School. The program has extensive community involvement from various government agencies, community outreach programs, BECQ Environment Group and NMI Humanities Council Motherhead Program.



Surveys and response from test results are also obtained. This survey assesses students' knowledge of the bookmobile services.



JOETEN-KIYU PUBLIC LIBRARY

Northern Mariana Islands State Library
 P.O. BOX 501092, SAIPAN, MP 96950 • PHONE: (670) 235-7315/22/23 • FAX (670) 235-7550
 Website: www.marianaslibrary.org • E-Mail: joetenkiyupubliclibrary@gmail.com


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NAME OF SCHOOL: _____
 Grade: 6th grade

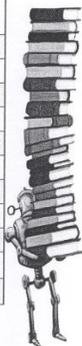
Section 1: Please check ONE answer for each of the following:

1. How would you rate each of the following Bookmobile service?

	Excellent	Good	Fair	Poor	Don't know/Not applicable
Customer Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circulation Process (Check in/Check out)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Card Application Process	<input type="checkbox"/>				
Internet Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AV2 Collections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reference Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Incentive Program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookmobile Facilities (Set up location)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Day and Time of scheduled visits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collections (books, DVDs, music, newspapers, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how would you rate the Bookmobile Program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: We value your opinions. Please answer the following questions:

- What do you value **most** about the Bookmobile Program?
there are interesting and fun.
- Has the presence of Bookmobile services at your school helped your reading level and / or developed an interest in reading? **YES OR NO**
HOW? *yes because in the beginning of school my reading level was 5.1 now it is 7-8*
- How could the Bookmobile Program or its services be improved, if at all?
More time




The Collaborative Summer Library Program (CSLP) is a national 501(c)(3) nonprofit organization composed of volunteers who create, produce, and provide public libraries across all fifty states, Washington, D.C., and four island territories with high-quality summer reading materials for children, teens, and adults. Work done by the Board, State or Member Representatives, committee chairs, and committee members is done either as a part of the library work they already do or is done on personal time. No board member, representative, committee chair, or committee member is compensated for the work they do on behalf of CSLP. The contracted administrative service office is located in Mason City, IA. (Day Time Associates – Karen & Larry Day). The committees listed on the slide are all of the standing committees.

From time to time the Board or President will appoint or ask for volunteers to be on ad hoc committees for special projects.

- Early Literacy Manual
- Children's Manual
- Teen Manual
- Adult Manual
- Copyright/Rules of Use
- Budget & Finance
- Vendor
- Inclusion
- Marketing & PR
- Website
- Membership

Hopefully everyone knows that CSLP produces an amazing manual every year. The manual has four distinct sections to address the needs of all ages: early literacy, children, teens, and adults. Did you know that CSLP creates a Public Service Announcement (PSA) to help you promote your summer reading program? You can download the PSA directly from CSLP website once you have signed in, you can obtain a copy from your state rep, or you can purchase your own copy in the format of your choice. The PSA can be shared at schools, played on repeat on a TV at your library in the spring, sent to a local TV station, or any other way you can think of!

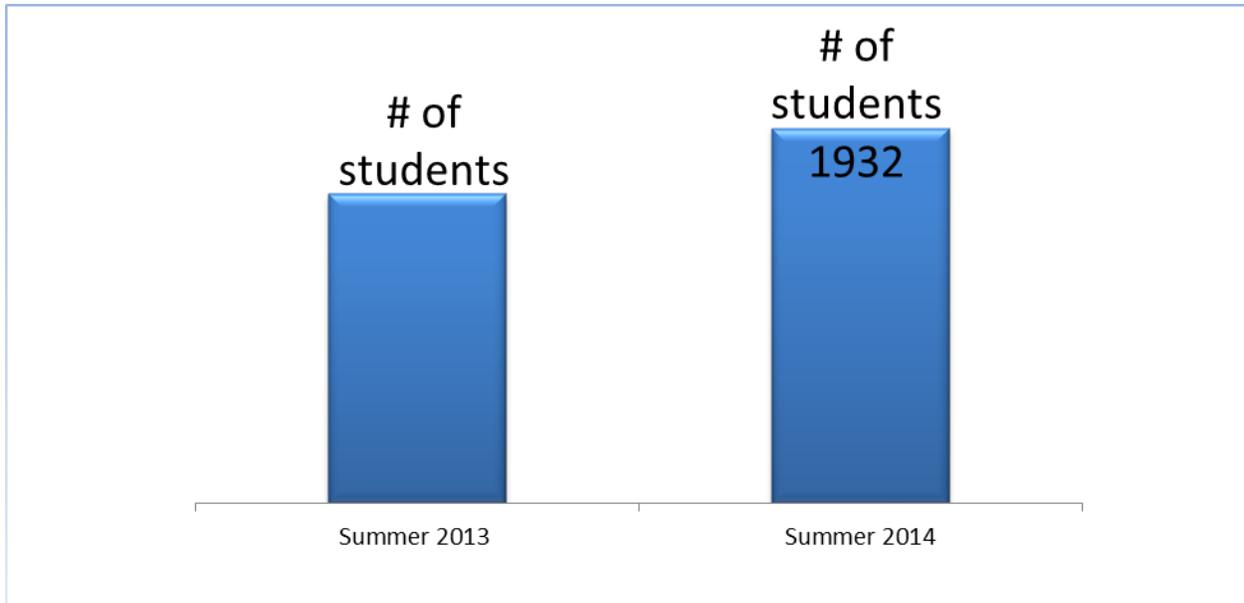
CSLP contracts with a vendor to produce incentives with the artwork created exclusively for CSLP. Though they've been through several name changes, currently that Vendor is Upstart. Through that contract, CSLP receives a portion of all sales of the items listed in the CSLP

catalog. This is how the majority of CSLP's work – printing & shipping the manuals, creating the PSA, paying for the administrative services, etc. – is funded. Aside from Upstart as a vendor, many other library or education-related companies are partnering with CSLP to offer exclusive discounts to members for supplemental and complementary products. Partners include National Geographic, Bedtime Math, Movie Licensing USA, and the National Park Service. There are many more and partners continue to be added all the time. CSLP does not own the copyright to the artwork, but licenses the use of it. The copyright resides with the artist who created it. Please be mindful of the Copyright and Rules of Use, which protects the intellectual rights that CSLP has to the artwork. The full Rules of Use are on the CSLP website <http://www.csllpreads.org/>.

CSLP also offers states the chance to participate in a Teen Video Challenge. In participating states, teens work with their public library to create a 30-60 second PSA promoting the summer reading program. State level winners can earn prizes for themselves and their sponsoring library. All winning entries are posted to the CSLP website.

Through Committee work or connecting with CSLP's Facebook page, you can create a diverse network of public librarians that can enhance the work you do not just during the summer but all year long.

The success and effectiveness of the program measured by statistics, increase numbers of library materials, increased number in patrons. The CSLP Summer Reading Program at the Joeten-Kiyu Public Library has increased 21% from 2013 to 2014.



Collaborative Summer Library Program is YOU. All of the work – the activities in the manuals, choosing the t-shirt colors, selecting what company gets chosen to make the children’s PSA, etc. All of that work is done by volunteer committees of librarians from public libraries from the membership. Anyone can volunteer to be on a committee. Sign-up for committees is during the Annual Meeting in April. Let your State Rep know if you are interested in joining a committee. Most committee work is minimal – because there is strength in numbers – and you will never be required to travel for committee work. To find out more about what each committee does you can contact the committee chair or peruse CSLP’s Organizational Handbook. Committee chair contact information and the Handbook can both be found on the CSLP website.

Audio-Visual Added Value Media Enhanced, commonly called AV2 Books, is a commercial product launched in July 2010. <http://www.av2books.com/>

To promote our program, we collaborate with schools and community centers. We work closely with each partners involved to be able to carry out our program efficiently and effectively. We are able to set up ten laptops equipped with MIFI at space provided by each site. In schools, we work closely with school librarians to promote our program. To keep our partners informed and to prepare for our visits, we send out monthly calendars, which include scheduled

routes, and time. We have incentives such as zoo and movie passes to give away to a student who reads ten books. Students are able to select any AV2 titles they choose to read for pleasure.

Slow internet speed is a challenge we faced in accessing AV2 books in schools and community. To help alleviate the problem, we procured two more 4G- MIFI to provide optimum speed. Students are able to select from the various types of AV2 books we have in our collection such as, read along, media enhanced, story time, audio chapter books and av2 states collection. Bookmobile staff keeps a log sheet of how many students read our AV2 books. Stats are compiled every month to measure, and survey are issued and collected to measure, whether or not, our program is being well used and other feedbacks from the community.

The Future of Libraries: Management, Information Literacy, Resources and Spaces
By Daniel McKay, Robert F. Kennedy Memorial Library, University of Guam

What is the future of libraries? Obviously, this is a question that is very important to librarians, administrators and library users, and the matter has been debated at length. Will libraries become obsolete? Are some libraries already past that point? If so, when will it happen to the rest of them? William Wisner foreboded that “We must accept that the historic mission of libraries is finished, that our buildings will disappear gradually over the next 100 years, and that the portable e-book, once perfected, will drive the last nail into our collective coffins” (Wisner, W. (2000). Strong language, apocalyptic from a librarian’s standpoint, but is it true? This paper discusses that matter and inquires whether or not libraries are still relevant and whether or not they will continue to be so. It also posits that improved management techniques combined with improved reference service and information literacy instruction, useful resources, and both innovative and traditional library spaces are what will help academic libraries move toward improved sustainability in the future.

In October of 2013, the American Library Association (ALA), announced the creation of the ALA Center for the Future of Libraries. Michael Figueroa, head of the Center, states that:

The Center for the Future of Libraries works to:
Identify emerging trends relevant to libraries and the communities they serve
Promote futuring and innovation techniques to help librarians and library professionals shape their future
Build connections with experts and innovative thinkers to help libraries address emerging issues (Figueroa, M. (2014).

The creation of the entity should be applauded, but it is telling that such an institution needed to be conceived in the first place. There is obvious concern within library and academic communities about the future of libraries, as there should be, and the ALA has shown that it is concerned as well.

Modern librarianship has evolved over the past 140 years from being caretakers to being the information experts that we have today. (Lerner, F. (2009). That evolution is ongoing and

will continue into the foreseeable future. Still, the persistent elimination of jobs in most sectors of employment due to technological advances weighs heavily on certain groups—one of those groups is librarians. However, librarians do not need to worry any more than many other groups. In academia, even large universities are feeling the pressure from Massive Open Online Courses (MOOCs). Technology is affecting all sectors of manufacturing and service as well. Libraries and librarians are not alone in this.

Library management has, of course, been influenced by the major trends of management theory over the years. In the 1930s, a new era of management styles began to emerge. During this time, management theorists suggested that productivity required a humane approach. They argued that higher standards of living and self-help were key for personal achievement. This was also the era of Henry Landsberger's seminal studies at the Hawthorne works of General Electric. Other important contributions came from James Mooney and Alan Reiley, *Onward Industry*, (1931), Elton Mayo, *The Human Problems of an Industrialized Civilization* (1933), Dale Carnegie, *How to Win Friends and Influence People* (1937), and Chester I. Barnard, *The Functions of the Executive* (1938) (Young, 2006).

During the 1940s, the world came to be seen as one monolithic bureaucracy, which was confirmed by the wartime production experience. Management theorists and business leaders came to believe that the streamlining of the decision making processes in administrative organizations was necessary, which was seen as a bridge between the mechanistic and human elements of management. The leading theorists of the time were Max Weber with his *Theory of Social and Economic Organization* (1947), and Herbert Simon with *Administrative Behavior* (1947) (Young, 2006).

In the 1950s, the emphasis shifted to human relations and customer service, human motivation in the workplace was emphasized. This was split into two categories, hygiene factors, which serve basic animal needs, and motivation factors, which serve human needs. Leading theorists of the time were Elliot Jacques, *The Changing Culture of the Factory* (1951), Abraham Maslow, *Motivation and Personality* (1954), Peter Drucker, *The Practice of*

Management (1954), William Whyte, *The Organization Man*, (1956), C.N. Parkinson, *Parkinson's Law*, (1958), and Frederick Herzber, *The Motivation to Work* (1959) (Young, 2006).

In the 1960s, Maslow's hierarchy of needs was emphasized along with strategic planning and management by objectives. The term "knowledge worker," which emphasized the importance of intellectual capital, was coined by Peter Drucker in this decade. Seminal thinkers of the era include Douglas McGregor, *The Human Side of Enterprise* (1960), Rensis Likert, *New Patterns of Management* (1961), Alfred Chandler, *Strategy and Structure* (1962), Alfred Sloan, *My Years with General Motors* (1963), Igor Ansoff, *Corporate Strategy* (1965), Peter Drucker, *The Age of Continuity*, (1969), and Laurence Peter, *The Peter Principle* (1969) (Young, 2006).

The next decade, the 1970s, Henry Mintzberg, in *The Nature of Managerial Work* (1973), proffered the idea managerial role as interpersonal, informational and decisional. The idea of teamwork, "team-based solutions," and the cooperation of international businesses also came to the forefront. Important works and authors of the 70s include Alvin Toffler, *Future Shock* (1970), Robert Townsend, *Up the Organization* (1970), Henry Mintzberg, *The Nature of Managerial Work* (1973), Chris Argyris and Donald Schon, *Organizational Learning* (1978), James MacGregor Burns, *Leadership* (1978), and Taiichi Ohno, *Toyota Production System* (1978) (Young, 2006).

The national management trends of the 1980s included a call for increased quality in the production process, the definition of the five competitive forces: entry of new competitors into the market, the threat of substitutes, the bargaining power of buyers, the bargaining power of suppliers, and rivalry among existing competitors. The resurgence of humanity and a lessening importance of academic and quantitative approaches also appeared. The concepts of "innovation" and "employee empowerment" were also fundamental to the era. It was posited that the keys to leadership were persistence, self-knowledge, risk taking, commitment, challenge, and learning. The seminal contributors of the era were Michael Porter, *Competitive Strategy* (1980), Tom Peters and Robert Waterman, *In Search of Excellence* (1982), W. Edwards Deming, *Out of the Crisis* (1982) (Young, 2006).

From the decade of the 1990s to current times, the lean and efficient corporate model has ruled. Curiosity, imagination and expert knowledge have been seen as the keys to successful development of personnel. Several important works have contributed to this, notably: Michael Porter, *The Competitive Advantage of Nations* (1990), Tom Peters, *Liberation Management* (1992), Margaret J. Wheatley, *Leadership and the New Science* (1992), James Champy and Michael Hammer, *Reengineering the Corporation* (1993), Henry Mintzberg, *The Rise and Fall of Strategic Planning* (1994), Gary Hamel and C.K. Prahalad, *Competing for the Future* (1994), Peter F. Drucker, *Management Challenges for the 21st Century* (1999), and Jeffrey Liker, *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer* (2004) (Young, 2006).

Which of these management theories works best for today's modern libraries? Obviously, a little knowledge and wisdom can be gained from each theory and perspective, and all librarians in management positions would do well to employ the beneficial sides of these strategies while remembering the purpose and goals of their individual library. The majority of libraries are public institutions and they come with their corresponding bureaucracies, which are often bloated and inefficient. These bureaucracies exist for a reason, but they can be problematic for management and administrators to manage. Learning to overcome bureaucratic obstacles, but still work within appropriate institutional policies, is a hallmark of effective management.

Another hallmark of effective library managers is to stay informed of technological trends and information needs of their users. There is a very simple way to achieve this. Managers should get out of their office; they need to engage their users on a regular basis to understand the types of situations that other library personnel are facing. In doing so, they can deftly tailor their libraries to their users' needs. It is pointless to throw money at the latest gadgets and gizmos, if that is not where your resources need to be going. Just because some libraries have robots retrieving their books does not mean that it is necessarily a good idea for yours. More importantly, do not allow your institution to become stagnate to the detriment of your users.

Another important concept often overlooked in libraries is spreading yourself, your personnel, and your service resources too thinly. Your core services should be operating optimally before new services are added. Likewise, the funding for new services should not pull from core services.

It seems that the bane of many libraries today is that they constantly have to prove their value, as, apparently for some, it is not evident. Therefore, the task of the librarian is to make the library's value and usefulness evident. How does one do this? Targeted outreach combined with customized literacy training is a good approach. Conventional marketing campaigns would likely be helpful as well. If your users are unaware of your resources, do not expect your statistics to rise, which in turn will do nothing to help demonstrate your return on investment to senior administrators.

The targeted instruction sessions should be combined with an overall strong information literacy program and improved reference services. Although traditional reference service has drastically reduced since the rise of user friendly advanced search engines, it should still be considered an integral part of any academic library. In fact, the line between reference service and information literacy has become blurred. In fact, one can say that they have, or at least should have, merged for academic librarians. Each reference interview should be turned into an information literacy session, given time constraints. Where possible, every encounter with a patron should become a teaching moment.

What are some of the keys to effective one-on-one encounters?

- Empathy and a drive to help others
- Knowledge of information sources
- Knowledge of the research process
- Good communication and interpersonal skills
- Patience to let them learn at their own speed
- Tenacity to make sure the job is done each and every time

So, what is the future of reference service? If it can be done in the way described above, it has a stable future as a valuable service. Even if all information goes digital, there will still be

a need for people to instruct others to navigate the massive amount of material that is accessible, for the near future.



Illustration 1: Reference desk signage at the Robert F. Kennedy Memorial Library

The future of library resources and their value are also in their own turmoil. With continued rise of Google, Wikipedia and other free open access sources, why are they necessary? For information professionals, the majority of that question is answered by one word: authority. However, the accessibility of digital works, especially peer-reviewed academic articles, demonstrates the power of digital content. Today's academic databases provide more breadth, depth and accessibility than print sources and are timelier. They seem likely to continue to rule academic libraries given the fact that, in addition to articles, many host more books that small and medium sized libraries hold in print.

In academic libraries, the issue of what to do with library spaces pivots around the social spaces versus communal spaces argument. Social spaces are those in which students and/or faculty can collaborate and communicate with each other in the creation of new knowledge, *i.e.*, conference rooms. Communal spaces are those in which patrons can have the experience of seeing and being seen by others, quietly engaged in the same serious activity, *i.e.*, the classic

library arrangement. (Gayton, J. Academic Libraries: “Social” or “Communal?” The Nature and Future of Academic Libraries. *The Journal of Academic Librarianship*, 60-66.)

Both social and communal spaces are necessary in modern libraries, but it is imperative that academic libraries must preserve spaces for serious study. Most public libraries and many academic libraries have switched the paradigm and made their main areas social, whereas communal rooms are reserved. Studies show that in both spaces, students are more likely to get productive studying done than in other places, such as cafes or at home. Each library must determine which is best for their patrons (Gayton, 2008).



Illustration 2: One of the communal seating areas in the Robert F. Kennedy Memorial Library

Libraries have an uncertain future. Academic libraries seem to be on a firmer footing in the years to come. The privatization of information and current economic models and systems suggest that they still have a role to play in the world of academia. As long as there continues to be a profit motive for private businesses to gather and organize information and to disseminate that information through libraries within a college or university system, the current model should continue. However, if the large information conglomerates and publishers find paths to higher profits, the paradigm will certainly shift. For now, the best path for academic libraries is to

continue with their core strengths, such as information literacy instruction, useful resources and spaces along with a savvy management and marketing plan.

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Regional Publishing from a Publisher's Perspective
By Benjamin "Buddy" Bess, Bess Press, Honolulu Hawai'i

I graduated from Rutgers University in January 1970 with a degree in political science and Italian without teaching credits. I was looking for a job but quite frankly didn't know what I wanted to do in life. After I finished my degree requirements I had job as a night watchman for several months. Bored I decide to hitchhike to California. I spent time on the road for about six weeks and came back to New Jersey and started looking in seriousness for a real job. I answered an ad in *The New York Times* that said "Wanted someone who speaks French, German, and Italian." I did speak Italian and German and figured I could learn French if I had to as I knew a few words that might be able to get by until I learned the language. As it turned out what they wanted was somebody who was comfortable working with different cultures and languages. The job was in the international department of Appleton Century Crofts publishing company, and they wanted someone who had lived overseas and had travelled overseas. I had gone to high school in Italy and had travelled throughout Europe. They hired me, but only after I took a typing test. As I was able to type fairly quickly so I was hired to sell translation rights for the company.

I had a mentor, there were five of us. My mentor, Tom Begner, who was the head of the department would basically assign me multiple tasks. If you work in a small publishing company there are a lot of different jobs that can overlap, or to use a cliché' "you wear many hats." He would ask me to empty garbage and I would; he asked to write mailing labels, laboriously one at a time without a computer and I did for the first few months.

Three months into the job he asked if I wanted to go to the Frankfurt Book Fair in Germany and sell. Of course I said yes as I was locked in a suit and tie in a cubical like Dilbert. I travelled for six or seven weeks where learned the craft of selling college reference books to bookstores overseas. I travelled in Holland, France, Germany, Switzerland and Italy selling books to libraries and academic bookstores. That sales trip ended up at the Franklin Book Fair where we sold translation rights. It really gave me a quick apprenticeship learning the wider area of publishing.

Subsequently Tom sent me to trips to South America and to Asia; that was in 1970-1971. Tom was promoted to the Professional and Reference department and I followed him there and worked in sales and became an advertising manager and sales manager. All in all I had a good broad New York background publishing experience that served me later in life.

In 1973 the company was bought out by Prentice-Hall in one of the earlier mergers in book publishing. All of the employees were fired and I was given a severance check of \$1,000 and unemployment insurance. I was single, the lease on my apartment had just ended and I had no obligations or encumbrances in life. On a ski trip to Vermont one weekend I saw an old yellow school bus for sale and on impulse bought it and drove it back to New York.

I decided to start a bus business taking trips originating in New York City across the country. I retrofitted the bus by taking out all the seats and putting in a bunk bed system, a chemical toilet and a three burner stove with water. For the next year I worked and lived on the bus taking paying passengers on trips to Mardi Gras, Florida for spring break, and a cross country trip to San Francisco and San Diego where my family lived and where the bus eventually broke down. As you might imagine my parents were not exactly thrilled to have a big, yellow, broken down 64 passenger school bus sitting in their front yard.

I was not really making or saving much money so I ended up accepting a job in which I drove a bookmobile starting in September of 1974 in upstate New York the first year and the second year in Maine in the fall. The company was called College Marketing Group and the owners needed somebody who could sell books and drive a large truck. My experience in college book sales and driving a bus made me the perfect candidate so I was hired. Each day I would set up the bookmobile near the center of campus and through advanced advertising to the faculty professors and librarians they would come visit the 2000+ books I had to showcase. Every day I would drive around 100 miles further south (as fall progressed) to another university campus, going from New York to Florida by Christmas and then back along the eastern seaboard of the United States to Maine in the spring.

I met my wife on the bookmobile. She's a college English professor. She walked on the truck in Little Rock, Arkansas, and as we both say, she never got off. She had just been offered a teaching job in Hawai'i, so I came to Hawai'i in September 1976. I looked for work and really didn't find anything that I wanted to do. There were smaller sales types of jobs selling insurance or real estate which didn't interest me. I ended up starting a small business called "Hawaiian Book Service," working for publishers on a commission basis from the mainland, visiting bookstores, visiting schools and libraries.

In 1978 the Hawai'i Constitution Convention mandated that Hawaiian history, language and culture be taught in the schools. At the time there were two older Hawai'ian history textbooks that were out of print but owned by two large mainland publishing companies.

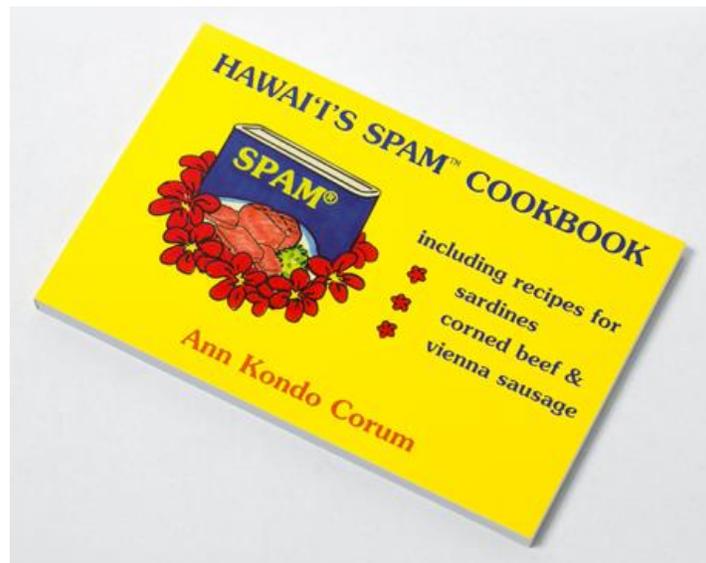
Because I had visited all of the schools throughout the state of Hawai'i for two years I knew there was a pent up demand for Hawai'ian curriculum content based on feedback librarians and teachers gave me. I negotiated and bought the rights to those two books and working with local educators revised and redesigned the books and started The Bess Press, Inc. That got us kick-started. That's how I actually got started in publishing in Hawai'i.

What drew me and has kept me all these years is that I love to read, I love to travel, I like to do a lot of things in life. Books reflect that interest that I have. I have children; as a result we published a lot of children's books over the years. Certainly it made me more aware of what parents should or could have locally. A lot of things in life are experienced, and travel can be seen through books. Besides liking to read I am interested in people, their stories and expertise and how they think their potential books might serve a greater need. After forty some years of publishing books I feel lucky and blessed to be able to work with so many people who care about ideas, the written word, art, design and teaching and sharing all that life has to offer through books.

Bess Press's titles expanded into cookbooks, culture, humor, language, children's books, and some travel. We currently have two divisions at Bess Press. We still have the textbook-educational division in which we sell unilaterally and directly to schools and libraries both here and, to a much lesser degree, on the mainland, although we expanded from Hawai'i to the entire

northern Pacific. The other division contains the Press's children's books, fiction, some poetry, and more. Website is "<http://www.besspress.com>" www.besspress.com.

The Press's books have always focused on the region of Hawai'i and the Pacific with a focus on native Pacific culture. Whether they are beginning readers for babies or preschoolers to adult reference, our focus is on strong, local regional content that supports all the various natures of life. When you're in a region like we are, we look at just about everything. Everything has included award-winning poetry and even some fiction.



One of our more popular selling books is *Hawaii's Spam Cookbook*. Spam is ubiquitous throughout the Pacific. One of my authors and school librarian, Ann Kondo Corum, suggested putting a localized version together and we thought kiddingly "Why Not." We were stunned by the public response. She wrote and illustrated it and I believe we sold over 20,000 copies the first year it came out and it created a second edition and both are still in print after 20 years.

The Hawai'i Book Publishers Association (HBPA) was conceived and began in 1986. At that time there were a number of small independent and institutional publishers who knew each other but didn't work together in any focused or meaningful way. Several of us had lunch at the Willows restaurant one day and as a result of that initial meeting realized we had common goals and interests and decided to form HBPA to promote book publishing in all its forms in the state of Hawai'i. The Association's members presently include the state's preeminent book publishers, consultants, and distributors <http://www.hawaiipublishers.org/> The Hawai'i publishing industry

like everything in life takes on new directions and has morphed over the 40+ years I've been in the business.

As an educational publisher of primarily Hawai`i based materials getting as close to the source of our customer base is critical. Since 1979 either I or an employee of Bess Press makes an effort to visit every school, in person, in the state of Hawai`i. Our purpose is twofold:

One: Whenever possible we try to meet with curriculum decision makers; principals, teachers, curriculum coordinators, administrators at the district and state levels, librarians and consultants to determine what type of region books or media materials that schools are lacking. By listening to a broad based number of teachers we come away with a broad and quite often specific consensus of demand which we use in seeking or accepting manuscripts for classroom usage.

Two: While visiting the schools we display and sample out products we have put together based on what we have spent editing, designing, and printing for the schools to decide if what we have done fits their specific needs.

On the most simplistic level it is supply and demand at work but in reality nothing is that simple and it often takes one to four years to put together books that are successful in the classroom or library. Even a very simple book like "Whose Slippers Are These?" took a couple of years to develop correctly. Marilyn Kahalewai the illustrator and writer submitted this to us and at first we thought it was a cute children's books that would sell at bookstores - this was when there were bookstores throughout Hawai`i. We did publish the book without great expectations but it sold reasonably well. We noticed that preschools and early childhood education teachers were using it, and we realized there was a secondary market for the books; i.e. preschools AND parents.

This simple formula resulted in the recent release of *Island Readers*, a concept that originated fifteen years ago but came to fruition over the past three years. Bess Press is proud of *Island Readers* venture which is now available. *Island Readers* is a new PreK-2nd grade developmental reading series. *Island Readers* are applicable for both the classroom and home. The book sets work together consecutively, so that as young readers learn, his or her ability grows. An Oahu based K-1 teacher who wished to use literature in the classroom with local

themes developed the series. She wanted a book series with fundamental elements and contexts that her emergent readers could relate to, such as growing up in an island setting.



The series totals forty books and are available in four individual sets of ten books, or as a complete set. Each of the phonetic concepts covered builds upon the previous level. The books are designed for mixed or combined use in Kindergarten, 1st Grade, and 2nd Grade. In some cases, the books may also be used in Pre-Kindergarten settings. Each of the forty books was designed to help children develop a love of reading in an engaging and fun manner.

Bess Press is wrestling with the issues of so many bookstores having disappeared from our shores here in Hawai`i. As a result we are being more selective with the release of new trade titles for the general public, opening new non-traditional retail accounts, working to sell direct to interested consumers through the internet and our showroom in Honolulu and partnering in some cases with other publishers.

We are expanding our educational offerings into language arts, reading and environmental science areas and feeling confident that the Hawaii Pacific region has a lot to offer for the future of publishing for us. In 2015 we will be exhibiting and attending the ALA in San Francisco and the PIALA and PEC conference in the Marshall Islands along with other regional conferences here in Hawai`i.

**Setting Up A School Archives:
The Father Duenas Memorial School Experience
By Dante O. Perez, Father Duenas Memorial School, Guam**

In *The Free Dictionary*, an archives is defined as a “place or collection containing records, documents, or other materials of historical interest.”

In the fourth edition of the *ALA Glossary of Library and Information Science* (2013), archives is defined as

- “1. The organized body of non-current records made or received in connection with the transaction of its affairs by a government or a government agency, institution, organization, or other corporate body; and the personal papers of a family or individual, which are preserved because of their enduring value;
2. The agency responsible for selecting, preserving, and making available such materials.”

Archival records have a scholarly commitment to preserve knowledge. They serve as the institutional memory and play an integral role in the management of the institution (*Society of American Archivists, 2005*). These are collections that documented human experience and serve as civilizations’ collective memory. (*Society of American Archivists, 1996*). Society relies on scholars who use these collections to make the past relevant to the present. (*Ham, 1993*).

The diversity of these archival records and documents are subject to general deterioration from age and use and if not properly preserved, they will lose their importance and intrinsic value. (*Gracy, David B. II, 1991*)

Let us review the basics of archives administration. What are the fifteen (15) objectives of developing an archives repository? (*Landis and Chandler, 2006*)

1. Identify historical records with enduring value
2. Identify temporary and permanent records
3. Identify retention period for the temporary records
4. Interpret the factual and symbolic meaning of records

5. Arrange records in accordance with the principles of provenance and original order
6. Consult professional experts regarding record-keeping practices
7. Provide administrative and descriptive information of the records
8. Promote the use of archives in the institution
9. Provide access on equal terms to all users
10. Discuss to all users the terms and conditions of lending and borrowing of records
11. Formulate monitoring policy and procedures on records
12. Provide a common archives section in the institution
13. Acquire equipment and supplies for the archives
14. Preserve records and special collections produced by the institution
15. Evaluate materials that need to be repaired to determine the suitable action to be done

There are the four (4) procedures in setting up an archives. First is *selection and acquisition*, the identifying, appraising, and selecting of records of enduring value. *Arrangement and description* is concerned with the arranging of records into order in accordance with accepted archival principles, particularly those of provenance and original order. Provenance means where the records came and original order meaning “maintaining the filing order used by the archiving unit.” There are two (2) concepts used in arrangement namely: Record Group and Record Series. Record Group means the unit or the organization which generated or created the records. The products of arrangement and description are the finding aids such as inventories, content listing, indexes, etc. Record Series is a group of files or documents that were organized and kept together physically or intellectually that are related to a particular subject or function as a result of the same activity. The document or record belongs to a specific type of transaction in a particular physical form and have some other relationship from its creation, receipt, maintenance and use.

The process usually includes packing, labeling, and shelving of archives, records and manuscripts; and is intended to achieve physical or administrative control and basic identification of the holdings (*Hunter, 2003*). Subject classification of records is also desirable.

There are three (3) types of arrangement of Archival Records. *Numeric* follows order according to the numbers that are assigned to a specific record. *Alphabetic* follows the order of

the letters of the alphabet (names, subjects, geographic locations). *Alphanumeric* follows the order according to combination of assigned numbers and subject/record title.

Reference, access and outreach is the work to make archival documents available to the public. Here, finding aids are essential. Likewise, it is the technique of reference search of the collection, its users, technical skills, legal knowledge (copyright) and exploitation skills. Reference rules and procedures shall be formulated to protect and preserve archival materials. A reference service refers to the facilities and services offered to all qualified researchers.

Preservation - preserve and protect permanent historical records of the institution. Archivists shall follow certain rules and basic preservation guidelines to prolong the usable life of archival and manuscript materials for long term keeping and making them available for use.

What are the fifteen (15) strategies in archives administration? (*Hunter, 2003*)

1. Seek approval from the head of the institution to survey and collect historical archival records produced by the different offices and departments
2. Organize records in terms of their value: evidential, historical, informational, intrinsic, legal and research value
3. Classify records according to the retention standard requirements: 5 years; 10 years; 15 years and 20 years
4. Interviews
5. Identify records to align with the update arrangement scheme
6. Attendance to seminars and training
7. Orientation on the rules and regulations
8. Rules and regulations on lending and borrowing
9. Conduct periodic schedule on the inventory of records
10. Identify space needed to accommodate increased intake of archival records
11. Submit and discuss to the head of the institution the needed equipment and supplies
12. Provide adequate alkaline buffered containers, envelopes and folders for the specific materials
13. Segregate severely damaged records
14. Follow retention policy schedule of temporary records
15. Source out reliable databases that are available in the market and which are commonly used by archives.

There are six (6) categories of archival records. *Evidential Value* is the value of records in providing information on the origins, structure, functions, procedures and significant activities

undertaken by the institution/organization. *Historical Value* is the value of records produced by the offices that document the past activities undertaken by the institution/organization.

Informational Value is the value of records for reference and research deriving from the information contained on them. *Intrinsic Value* is the value of records by reason of their age, historical memory, physical form or features, aesthetic or artistic quality or monetary value.

Legal Value is the value of records for the continuance of the legal matters created or the protection of legal rights contained in the documents. *Research Value* is the value of records based from a thorough inquiry or investigation and analysis of a certain phenomenon (*Moses, Richard Pearce, 2005*).

Expected outputs from the archives are

1. List of records with enduring value
2. Properly classified permanent records
3. Retention schedule for temporary records
4. Exhibits, displays, open house
5. Improved intellectual and physical control and proper arrangement of collections
6. Knowledge and skills on records management and archives administration
7. Checklists, catalogs, indexes
8. Orientation programs
9. Archives brochures
10. Inventory schedule
11. Basic conservation laboratory
12. Proposal on architectural plan and design
13. Letter of proposal duly approved by the head of the institution/organization

Who are responsible for the archives?

It is an advantage to have a professional archivist. In his/her absence, the librarian may run the archives with some assistants.

The Father Duenas Memorial School

“A living monument at so great a sacrifice, for the primary purpose of training and bringing up a native clergy and secondarily, to help students preparing for professional careers – hoping that from this institution would come forth priests of Father Duenas’ caliber and men of Father Duenas ideals,” the Father Duenas Memorial School (FDMS), the first Catholic high school for boys, opened on October 1, 1948 upon the initiative of Most Reverend Apollinaris W.

Baumgartner, *O. F. M., Cap.*, Bishop of Guam. Named after its martyred-priest, Father Jesus Baza Duenas, the second Chamorro priest, who was beheaded on July 12, 1944, the administration of the school changed hands eight times: five religious orders, two laymen, and a diocesan priest: the Stigmatine Fathers (Congregation of Priests of the Sacred Stigmata, *CPS*) from 1948 to 1959; the Order of Capuchin Friars Minor (*O.F.M. Capuchins*) from 1959 to 1973; the Marist Brothers (Marist Brothers of the Schools, *FMS*) from 1974 to 1988; the Crosiers (Canons Regular of the Order of the Holy Cross, *OSC*) from 1988 to 1990; two laymen from 1990 to 2009 and 2012; Salesians of Don Bosco (*SDB*) from 2009 to 2012; and on August 1, 2012 by Fr. Jeffrey C. San Nicolas as principal. Under the stewardship of Fr. Jeff and Mr. Tony Thompson, Vice Principal, the school is undergoing a physical transformation with its Renaissance Project.



Photo courtesy of Father Duenas Memorial School

Noted for its tradition of excellence in both academics and sports on Guam, FDMS is a member of the National Catholic Educational Association (NCEA) and is accredited through the Western Association of Schools and Colleges (WASC).

The author observed the lack of an authoritative and definitive history of the school and the scattered records in the campus. A proposal then was submitted to the principal for an archives project on September 12, 2012 which was subsequently approved. With limited financial resources and lack of space for an archives, I embarked on this ambitious project by applying what I learned in archives administration and eventually write a book on FDMS.

Unlike in libraries, archives are based on permanent records and the first thing to do is to study the organizational chart of our institution. From this organizational chart, we can design the organization of the archives.

There are two objectives of the FDMS archives. First to help the administration and the entire FDMS community composed of faculty, staff, students, parents and alumni in keeping the school's archival heritage. Also to have a common archival repository or a permanent home for these records that would document the significant activities of the school

What records are to be found at the Father Duenas Memorial School Archives?

- Principals
 - Incoming Communications
 - Outgoing Communications
 - Contracts
 - Personnel Profiles
 - Memoranda
 - Annual Reports
- Vice Principals/ Dean of Student Affairs
 - Incoming Communications
 - Outgoing Communications
- Dean of Academic Affairs
 - Registrar
 - Transcript of Records
- Director of Curriculum and Instruction
 - Social Science Department
 - Naval Junior Reserve Officer Training Corps
 - Humanities Department
 - Science and Mathematics Department
- Business Office
 - Financial Reports
- School Activities
 - Academics
 - Academic Challenge Bowl
 - National Forensics League
 - History Bowl and Bee
 - Mock Trial
 - Science Fair
 - Athletics/Sports Director
 - Interscholastic League – basketball, volleyball, cross-country, football, bowling, perimeter relay (62 miles around the island), weightlifting, tennis

- Independent Inter-scholastic Athletic Association of Guam – basketball, volleyball, cross-country, football, wrestling, soccer, baseball, rugby, tennis, paddling, track and field

Videotapes, CDs, DVDs of athletic events

Clubs and Organizations

- Student Council
- National Honor Society
- Campus Ministry
- Social Committee
- League of Discipline
- Booster Club
- Glee Club
- Spanish Club
- Science Club
- Latin Club
- Asian Club
- Art Club
- Korean Club
- Asian Club
- Bicycling Club
- Skip Troupe
- Journalism Club
- K-Club
- Canoe Club
- Guam Youth Congress
- Junior Statesmen of America
- Alumni Club
- Athletic Club
- Social Club
- Chess Club
- Public Relations Club
- Pep Club
- Golf Club
- Japanese Club
- Korean Club

Reports

School Performances

Plays

Videotapes, CDs, DVDs of school performances

Songfests

Flyers

Posters

Videotapes, CDs, DVDs of school performances

Junior-Senior Proms

- Videotapes, CDs, DVDs

Baccalaureate Masses/Commencement Programs

- Programs
- Videotapes, CDs, DVDs
- Accreditation
- Western Association of Schools and Colleges (WASC) Reports
- School Publications
 - Student/faculty handbooks
 - Student newspapers
 - Yearbooks
- Photographs
- School lunch menus
- Course catalogs/Syllabi
- Rare books
- Student term papers about the school or community
- Newspaper articles from the local newspapers
- Special awards received by the school
- Records of special school programs

Special research files developed by teachers (this could provide a place to preserve valuable files that otherwise would be lost when a teacher retires or moves)

- Audiotaped or videotaped oral histories
- Scrapbooks
- Parents Advisory Board
- Reports
- Alumni
 - List of Officers of the Alumni Association
 - Alumni Directory
 - Activities
 - Basketball Tournament
 - Gala Dinner
 - Golf Tournament
 - Wine tasting
 - Fun run
 - Videotapes, CDs, DVDs of activities
 - Photographs
- Renaissance Project
 - Minutes of meetings
 - Architectural drawings
 - Plans
 - Contracts
 - Permits

Sample Lists of Permanent Archival Records of the FDMS

Record Series	Secondary Value
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Biographies of noted personalities, e.g. principals	Historical/Evidential
Certification of accreditation	Evidential
School calendars	Historical/Evidential
Faculty researches	Research/Informational
Floor plans of the school	Legal/Evidential
Foundation anniversary programs	Research/Informational
Commencement Programs	Research/Informational
Grant applications	Historical/Evidential
Lists of first faculty members	Historical/Evidential
Lists of first laboratory facilities	Historical/Evidential
Lists of adopted communities from the beginning	Historical/Evidential
Memoirs	Historical/Evidential
Need analysis researches	Research/Informational
Outreach programs activities	Historical/Evidential
Periodical supplements published from the beginning	Historical/Evidential
Personal information sheets/contracts	Historical/Evidential
Pioneer graduates and alumni associations records	Historical/Evidential
Projects of student leaders	Historical/Evidential
Pictorials/photographs	Historical/Evidential
Rare books	Research/Informational
Records of special school programs	Historical/Evidential
Newsletters	Research/Informational
Scrap books	Historical/Evidential
Special research files developed by faculty and students	Research/Informational
Special awards received by the school	Historical/Evidential
Student/Faculty Handbooks	Informational/Evidential
Support offices/departments	Legal/Evidential
Written policies	Legal
Yearbooks	Historical/Evidential

The success of archives will largely depend on the implementation of the archival objectives, procedures, strategies and expected outputs that were mentioned in this paper. The big challenge now is for the information professionals in the Pacific islands: librarians, archivists and curators to set up archives in your beloved institution and we can start it by setting up our very own personal archives.

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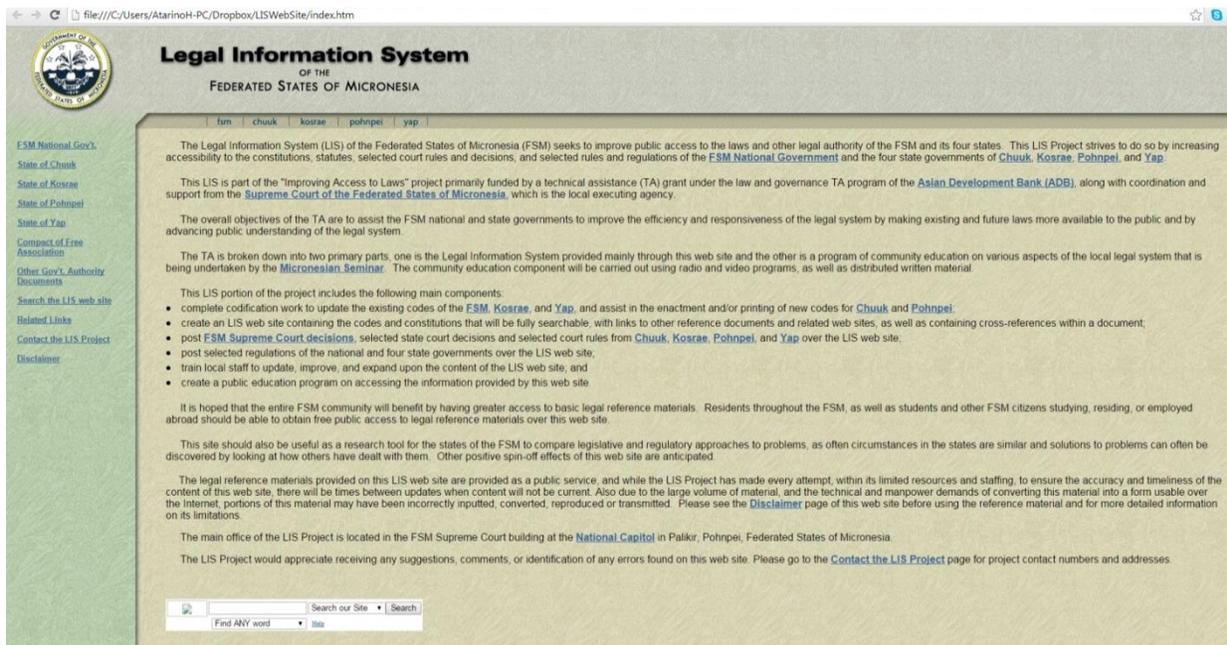
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What the FSM Supreme Court Website Has For You

By Atarino A. Helieisar, Federated States of Micronesia Supreme Court Law Libraries

I am Atarino Helieisar and I am Chief Law Librarian & Publication Manager at the Federated States of Micronesia (FSM) Supreme Court Law Libraries. The objectives of this session are to provide points of interest for delegates to use what is available on the court website including the new FSM Supreme Court Law Libraries (FSMSCLL) website while the FSM-LIS website is no longer in service.

This is why we tried to launch and advocate for the FSM Supreme Court website.



The FSM Supreme Court is the highest court in the Federated States of Micronesia with a newly established website www.fsmsupremecourt.org that provides easier and better access to information about the Judiciary Branch of the Government of the Federated States of Micronesia. Its website seeks to improve public access to the laws and other legal authority of the FSM and its four states. The website strives to do so by increasing accessibility to the constitutions, statutes, selected court rules and decisions, and selected rules and regulations of the FSM National Government and the four state governments of Chuuk, Kosrae, Pohnpei, and Yap.

The screenshot displays the official website of the Supreme Court of the Federated States of Micronesia. The header features the court's logo and name. The main content area is titled "FSM Supreme Court Pohnpei Trial Division" and shows a calendar for November 2014. The calendar lists various court sessions, including criminal and civil cases, with specific times and locations. A map of the FSM states is also visible. The website includes navigation menus for resources, information, and recent notices.

The calendar gives the public, especially lawyers or bar members, details of what will be happening in the court room.

The FSM Supreme Court website has a link to the FSM Federal Supreme Court Law Libraries (FSMSCLL) website <http://lawlibrary.wix.com/fsmsccll>. The FSM Supreme Court Law Libraries (FSMSCLL) strives to provide access to legal information to all patrons who come through the door. Our primary mission is to ensure that the FSMSCLL provide current and comprehensive legal reference and information services to the judiciary, bar members and the general public throughout the four FSM States and beyond.

The FSMSCLL is composed of a total of four libraries. The main law library office is located in Palikir, Pohnpei at the FSM Supreme Court main office, and one library is located in each of the three FSM Supreme Court offices located in the states of Chuuk, Yap and Kosrae. The two law libraries located in both Yap and Kosrae are shared and operated by both the FSM and the state courts. The libraries are self-serviced; staff can assist in finding materials but cannot give legal advice or interpretations.

FSMSCLL's website provides many resources for the public, government and legal communities. The Events section has information on FSM national legal holidays, National Law

Day, FSM Supreme Court Annual Staff Training Workshop and relevant conferences. The FSM National Law Day is one of the Supreme Court's annually sponsored programs that features high school students representing their states of Chuuk, Kosrae, Pohnpei and Yap in debates on issues of national significance. Each year, the Court pays to send the student debaters to the venue of the debates and provides scholarship money for their post-secondary education to attend colleges and universities of their choice including the College of Micronesia-FSM. The scholarship money is given to the student debaters upon their submission of letters of acceptance to the colleges or universities of their choice to the Court.

The Publications section provides access to the *FSM Interim Reporters, Reporter* research tools, and various rules documents, as well as others such as the *General Court Orders, Newsletter, 2012-2015 Strategic Plan*, and the *FSM Supreme Court Annual Report*. Publications can be accessed online through the FSM Supreme Court website <http://www.fsmsupremecourt.org/> and the FSMSCLL website <http://lawlibrary.wix.com/fsmscll>.

The FSM Supreme Court Law Libraries' membership through the international, regional and local library associations open many doors for resource sharing and networking. Memberships include the International Association of Law Libraries (IALL), International Federation of Library Associations and Institutions (IFLA), Pacific Regional Branch International Council on Archives (PARBICA), Pacific Islands Association of Libraries, Archives, and Museums (PIALA), American Association of Law Libraries (AALL), Hawai'i-Pacific Law Libraries Initiatives (HPLLI), International Librarians Network, and Libraries, Archives and Museums of Pohnpei (LAMP) Inc. Association.

Addresses for the FSM Supreme Court Law Libraries:

FSM Supreme Court Main Office

P.O. Box PS-J

Pohnpei, FM 96941

Tel: 691-320-2763 / 2764

Fax: 691-320-2756

Email: lawlibrary@fsmsupremecourt.org

FSM Supreme Court Office

P.O. Box 601

Weno, Chuuk FM 96942
Phone: (691) 330-2396

FSM Supreme Court Office

P.O. Box 546
Colonia, Yap FM 96943
Phone: (691) 350-2159

FSM Supreme Court Office

P.O. Box J
Tofol, Kosrae FM 96944
Phone: (691) 370-3185

Court staff can be contacted through its webpage:

<http://www.fsmsupremecourt.org/Court%20Staff.htm>

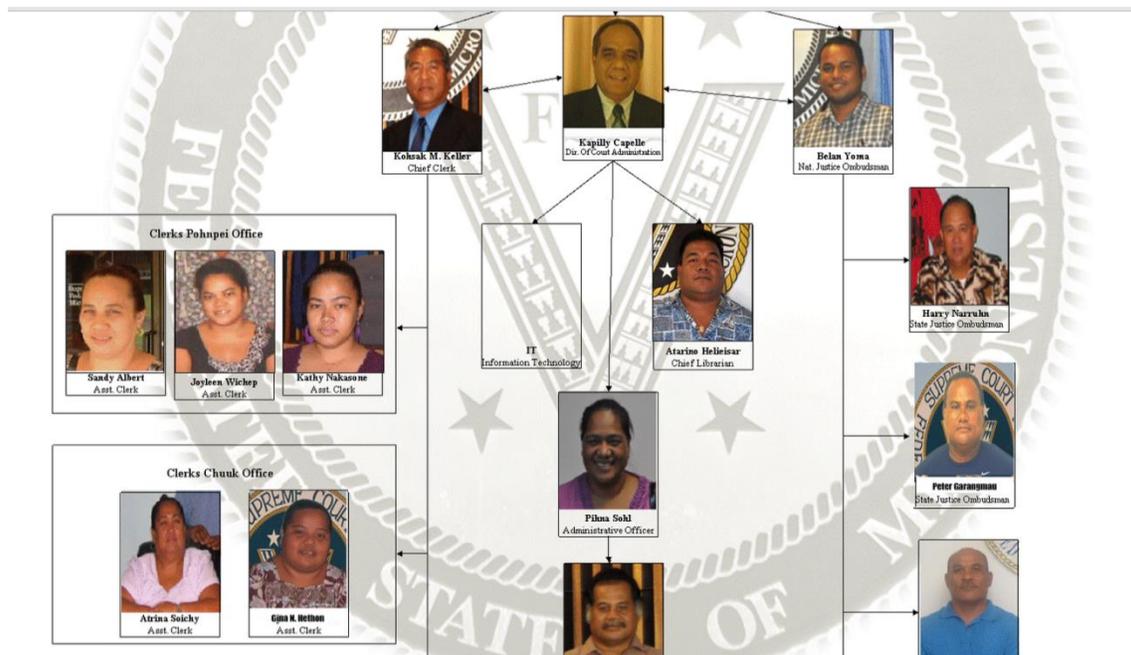


Illustration: FSM Supreme Court Staff

The FSMSCLL website has links to other FSM national and state government websites as well as other Pacific court websites. There is a list of links to other websites such as the Micronesian Seminar, Secretariat of the Pacific Community, and Introduction to Researching South Pacific Law.

You may feel overwhelmed when you first attempt to use the websites or the law libraries. Don't panic! Yes, there are many ways to tackle the problem and there is usually no right or wrong way to start. FSMSCLL continues the outreach services and professional development by giving presentations to Trial Counseling Program at the College of Micronesia-FSM National Campus. Presentations have been made to the public, academic and special libraries on how to use the websites for both the FSM Supreme Court and the FSMSCLL plus the legal resources available from other legal websites in the Pacific. Sessions to high schools, municipal and state judiciaries cover both the FSM Supreme Court & the FSMSCLL websites.

The FSM Supreme Court Law Libraries' automation program will migrate to the Koha Integrated Library system. Koha is the most advanced open-source Integrated Library System in use today by hundreds of libraries worldwide. Target date to be up and running is early 2015.

Challenges faced by the FSM Supreme Court Law Libraries include Space and staffing. The great distances between the libraries across the Federated States of Micronesia present logistical issues. The number of official languages in the FSM presents challenges to providing legal information and resources to all the nation's people.

Contact information For Atarino O. Helieisar:

Phone: 691-320-2763/64 work 691-925-1274 cell FAX:691-320-2756

Email: lawlibrary@fmsupremecourt.org; atarinoh@aim.org

Editor's Note: The presentation ended with two questions:

Question 1: What is the URL for the FSM Supreme Court website?

Answer: www.fmsupremecourt.org

Prize question: What is the URL address for the FSM Supreme Court Libraries (FSMSCLL) Website?

www.fmsupremecourt.fmsccll.org

<http://lawlibrary.wix.com/fmsccll>

www.lawlibrary.wix.com/fmsccll

None of the above

Answer: <http://lawlibrary.wix.com/fmsccll>

‘Making Koha Work for You

By Jennifer H. Helieisar, College of Micronesia – FSM

The College of Micronesia-FSM has six libraries on six campuses. There are campuses and libraries in each of the four states of the Federated States of Micronesia (FSM) – Kosrae, Pohnpei, Chuuk and Yap – and a National campus on Pohnpei and the FSM Fisheries and Maritime Institute in Yap. Each has its own budget, personnel, and resources. Each also used different versions of Follett’s integrated library system.



Pohnpei Campus

Together the collections total 99,056, though no data was reported from the Fisheries and Maritime Institute Library. Kosrae Campus has 2,158, Pohnpei Campus 6,760, Chuuk Campus

11,861, Yap Campus 10,215 and National Campus 68,062. While the National Campus Library is available online, the other campuses with 31% of the total collections are not available online.

The need for an online union catalog of all COM-FSM libraries has been demonstrated. It had not been done because of the different ILS versions at the libraries, budget cuts, and technology changes. Creation of an online union catalog is a time-consuming task. The vision is to combine the six separate catalogs into one catalog.

Project planning involves a number of factors. *Budget*: With any new project, consider how much financial resources can be allocated. Determine the *personnel* to be involved and who will take the lead. Decisions as to the kinds of *equipment* that will be needed. Determine whether any special software, special kinds of computers, and/or operating systems are needed. Determine what *expertise* such as consultants would assist in the project and whether there are any parts that can be outsourced. For the *schedule*, plan a timeline of testing, sampling, training, launching, etc. (Fitzell 2008)

Koha is a Maori word for a gift or donation, especially of cash (Koha, 2012). Koha www.koha.org is also the name of an open source developed in New Zealand. It is web-based so there is no need to install on individual desktop computers. Koha's online public access catalog (OPAC), circulation, management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies. Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2, SIP/NCIP, ensuring interoperability between Koha and other systems and technologies, while supporting existing workflows and tools.

The LibLime Koha Integrated library system (ILS) features include modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available, and much more. Koha will work for consortia of all sizes, multi-branch, and single-branch libraries. Its full-text searching is powerful and has an enhanced catalogue display that can use content from Amazon, Google, LibraryThing, Open Library, and Syndetics, among others. An important feature is that Koha allows libraries to 'undo' entire import batches from the catalog in a single click, rather than having to delete on a one-by-one basis. OPAC, staff, administrative features

and self-checkout interfaces are all based on standards-compliant World Wide Web technologies -XHTML, CSS and Javascript, making LibLime Koha a completely Web-based solution.

Training is done at the library from resources located on the Koha website and consists of a manual, video tutorials, presentations and guides. The manual is updated regularly and is available in multiple languages. There is also a unit for patron training.

The administrative portal provides staff access to the LibLime Koha ILS. Here policies for circulation and cataloging and settings for the OPAC are set. Reports are generated. Acquisitions and Cataloging features are accessed here as well.

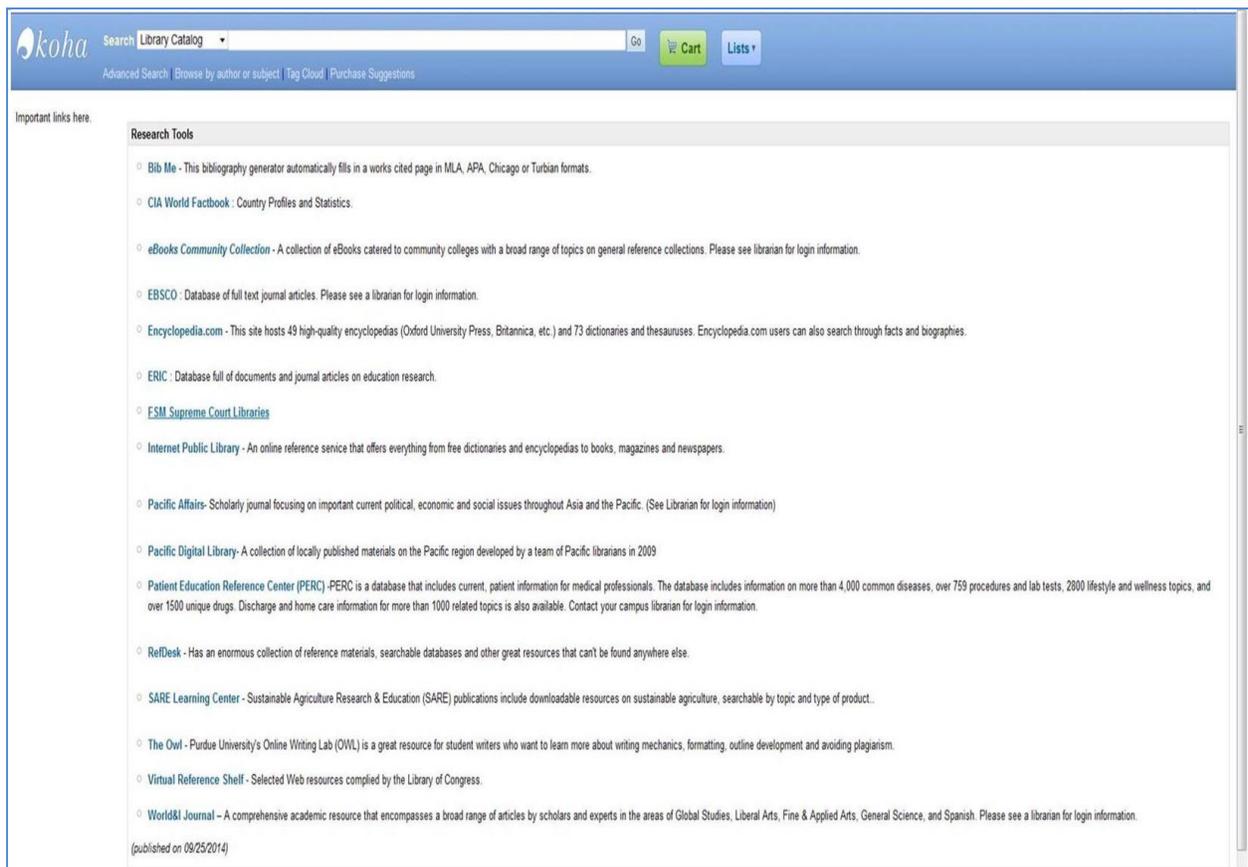


Illustration: OPAC and Resources page, College of Micronesia-FSM

In summary some of the personal favorite features of LibLime Koha are offline circulation and self-checkout. The customized links and the ability to undo data import are most helpful. The purchase suggestion feature is also valuable.

For more information on Koha, visit the community resources page <http://koha-community.org> or Koha's main page <http://www.koha.org>. I can be contacted by email jenniferh@comfsm.fm or through the COMFSM library website <http://www.comfsm.fm/?q=lrc>

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Identifying Culturally Relevant Books

By Paul B. Drake, Pacific Islands University

Books, especially children's books, can promote local culture and establish a sense of community. Unfortunately there aren't many books published in or about Micronesia. This session will present principles on the value of culturally relevant resources with a focus on children's materials. Small group activities will look at the value of local language publications and way to promote locally produced materials.

This year Dottie Wintterle published a third edition of her Chamorro story book, *Grandma's Love*. The first edition is in English and Chamorro languages, the second edition added Japanese text. This third edition adds Filipino text, so the book includes text in four languages. Here is the first page of the book {Editor's note: at the Conference a couple of participants read the first few pages in these languages}.

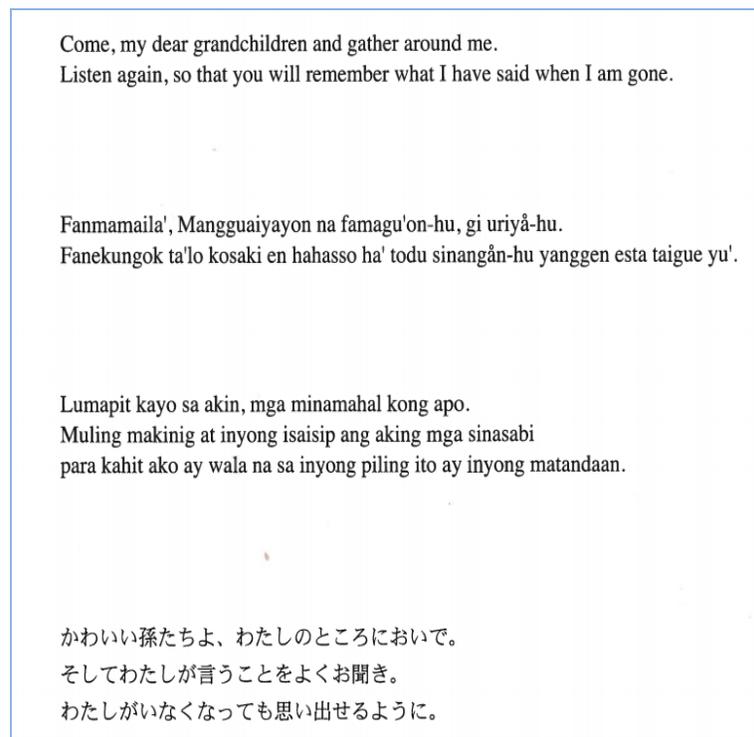


Illustration 1: First page of *Grandma's Love* showing the wording in four languages

Copyright Dottie Wintterle. Used with permission

I am not a Pacific Islander, but I feel that I understand the effect of not having culturally relevant materials as a child. I could call maybe an Atlantic Islander as my mother's parents came from the Portuguese Azores Islands. My father and the German family next door were the only non-Portuguese people in the neighborhood. My community and lots of family had lots of people has darker skin and dark eyes. Portuguese language was often heard in the neighborhood, and I don't know if it is a Portuguese tradition, but lots of horseshoe playing in the yards. I would go on the special library bus to the town library's summer programs. Always fun, but the films & stories weren't about my family & neighbors. The people in the books didn't look like my community. No one ate linguica or malasadas. We didn't take trips to Europe. I thought we were second class citizens, not deserving to be in the books or the movies.

National Public Radio in June 2013 reported that "as demographics in the US shift, kid's books stay stubbornly white."

"When it comes to diversity, children's books are sorely lacking; instead of presenting a representative range of faces, they're overwhelmingly white. How bad is the disconnect? A report by the Cooperative Children's Book Center at the University of Wisconsin-Madison found that only 3 percent of children's books are by or about Latinos — even though nearly a quarter of all public school children today are Latino." (Blair, 2013)

Benefits of cultural literate materials are that they serve as a mirror and window of a person's culture and affect the self-esteem of members of the community depicted. It exemplifies everyday life and the concerns of a community. Culturally literature materials highlights the uniqueness, social customs, and the values of a community

Multicultural literature is "literature by and about people who are members of groups considered to be outside the sociopolitical mainstream" (Bishop, 1992, p.39). It can be one of three classification schemes. "Culturally specific" illuminates the experience of growing up as a member of a cultural group. "Generically American" has characters in the story who may be of a particular ethnic group, there are no details (dress, mannerisms, actions, thoughts) that set them apart culturally. "Culturally neutral" features children from another ethnic group but the book is about a separate topic. E.g. shoes, rice.

Cultural Authenticity is described as “You know it when you see it” (Bishop, 2003, p.37) though it can be based on checklist or guidelines on authentic representations as determined by members of the community. “Multicultural Literature represents a distinct group through accurate portrayal and rich detail” (Yokota, 1993, p.157). Cultural authenticity reflects the accuracy of portrayal. It focuses on the ability of a member of a particular cultural group to find something right or true within the story’s representation of their world (Short, 2003)

Hancock provides the following selection criteria:

- Characters reflect the distinct cultural experience of a specific cultural group. Characters’ names should be culturally acceptable. Character personalities should reflect believable attributes. Characterizations should be true to life, represents both positive and negative behaviors and traits. Cultural stereotypes should be avoided.
- Settings should be representative of and consistent with time, place, and situation of a culture. Factual information about the setting must be accurate in detail. Setting aligns with current situation of a cultural group.
- Themes should be consistent with the values, beliefs, customs, traditions, and conflicts of a specific cultural group Social issues and conflicts related to cultural groups should be treated honestly.
- Language should reflect the distinctive vocabulary, style, and pattern of speech of the culture group. Dialect blends in with plot and characterization. Language represents sensitivity to a people; derogatory terms should be excluded unless they are essential to a conflict or establishing the historical context.
- Illustrations should depict the accurate cultural setting. Characters should be portrayed as unique individuals within a culture. Illustrations should complement and enhance imagery of the story.

- The Basic Breakdown of Authenticity: Authenticating details = how the culture within the story is constructed through word and image choice. Cultural values = just as members of a society are guided by a set of social norms, within a story, these same values will guide the characters' actions (Hancock, 2004).

{ {Editor's Note: At this point of the presentation, the audience participated in a twenty minute small group activity. Divided into small groups of four to six by language: Palauan, Chuukese, Filipino, Pohnpeian). Each group was given a book to review, either *Grandma's love* by Dottie Winterle or *Counting in Chamorro 123s* or *Chamorro ABCs* by Gerald Aflague. They looked at the book and decide if this book would be culturally authentic, or used in your community. *Is there anything that is not part of your culture or community? If so, what would you change it to?* If time allowed they were to try to translate a few pages.

Some of the comments from the group reports:

The book was about what the students see every day.

Illustrations are appropriate. For example the dress was local island dress.

Not relevant were some of the animals, and refer to a zoo. All may not see a seahorse in their area.

A couple of spellings were different.

The books can be used as activities with children. Just may need to improvise.}}

Resources for Culturally Relevant materials for Micronesia.

Pacific Resources for Education and Learning (PREL) in Hawai'i has produced and posts culturally relevant materials on its website. The *Island Alphabet Books* series <http://prel.org/resources/island-alphabet-books/> features languages and children's artwork from the U.S.-affiliated Pacific. Each book contains the complete alphabet for the language, examples for each letter, and a wordlist with English translations. Books are available in Chamorro, Chuukese, English, Hawaiian, Kosraean, Marshallese, Palauan, Pohnpeian, Sāmoan, Satawalese, and Yapese. *Language Cards* <http://prel.org/resources/language-cards/provides> common words and greetings for ten Pacific Island languages with the phonetic pronunciation and English translation. The *Pacific Language Early Readers* <http://earlyreaders.prel.org/> provides young readers explore their environment and join adventures with characters like Tino the Shell and Maru the Dog. Ten short stories are available in English and nine different Pacific languages. Audio narrations for selected books are also included. These readers are written for K-3 students and can be downloaded and printed.



Pacific Language Early Readers

This website contains a set of Early Reader books in nine Pacific languages and English. The stories are written at a K-3 level. You can download and print these books from the links below.

Click on the files below to open a book or listen to an audio book.

1. The PDF files will open in Adobe Acrobat Reader on a Mac and PC. To print a book, open the file and go to File and Print.
2. The Audio books are MP3 files of each book. These files will play in iTunes, Quicktime Player, Windows Media Player, or Real Player.

Click here for [technical](#) help with opening or printing files.

										
English	PDF	PDF	PDF	PDF						
Marshallese	PDF Audio	PDF Audio	PDF Audio	PDF Audio						
Chuukese	PDF Audio	PDF Audio	PDF Audio	PDF Audio						
Kosraean	PDF Audio	PDF Audio	PDF Audio	PDF Audio						
Pohnpeian	PDF Audio	PDF Audio	PDF Audio	PDF Audio						
Yapese	PDF Audio	PDF Audio	PDF	PDF Audio	PDF	PDF Audio	PDF	PDF Audio	PDF Audio	PDF
Palauan	PDF Audio	PDF Audio	PDF Audio	PDF Audio						
Chamorro	PDF	PDF	PDF	PDF						
Carolinian	PDF	PDF	PDF	PDF						
Samoan	PDF Audio	PDF	PDF	PDF Audio	PDF	PDF	PDF	PDF Audio	PDF	PDF

[Acknowledgements](#)

Audio versions of books in some languages are not included on this website. This is a pilot project and only a selected number of books could be recorded. Audio versions will be added for all languages in future revisions.

This product was funded by the U.S. Department of Education (U.S. ED) under the Regional Educational Laboratory program, award number ED01C00014. The content does not necessarily reflect the views of the U.S. ED or any other agency of the U.S. government.
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Island Research & Education Initiative (IREI) is a not-for-profit, non-governmental organization committed to upholding the unique environmental and cultural legacies of islands and island peoples. IREI was founded in 2005 in Pohnpei and now has projects across the FSM and Micronesia. One of its main areas of focus has been the development of textbooks and didactic materials custom-made for Micronesia. IREI is collaborating with education authorities all over the Micronesian region to jointly produce high-quality and effective resources to

augment local Early Childhood Education (ECE), and elementary and secondary curricula. (IREI, 2014). IREI is the 2014 Wenhui Award recipient from UNESCO Bangkok, receiving a Certificate of Excellence and \$20,000US (Jaynes, 2014) in recognition of its work.

Several PIALA libraries have materials from IREI. Here is a blog poster from the Pohnpei Public Library when the Library received a collection of flashcards from IREI.



Photo courtesy of the Pohnpei Public Library

Another PIALA-IREI connection is Margo Vitarelli who has been active in PIALA from the beginning. Not only did she present programs at Conference she designed the PIALA

banner - 

and designed many conference t-shirts. She reports in an email that “ I illustrated 3 school books for IREI just in the last two years. Some were in Pohnpeian language. IREI sent me the text and translations and page dimensions, and I did the illustrations and sent them back. After

about 5-6 months, they sent me the finished printed books ... it was fun working with IREI, was a worthwhile effort, and good to do something for the children of Micronesia” (M. Vitarelli, personal communication, October 13, 2014).

While it has a broader audience, the Asian Pacific American Librarians Association www.apalaweb.org has a number of resources for culturally relevant resources for Micronesia. Its annual literature awards recognize books about Asian/Pacific Americans and their heritage, based on literary and artistic merit. *Talk Story: sharing stories, sharing culture* is a joint literacy program of the American Indian Library Association and the Asian/Pacific American Librarians Association. It reaches out to these populations through books, art, and oral traditions <http://talkstorytogether.org/asian-pacific-american-book-list/hawaiian-and-pacific-islander>. Its Hawaiian and Pacific Islander resource page lists books in sections: Picture Books, Children’s Chapter Books, Young Adult Books, Folktales, Nonfiction.

Recently a Chamorro and Guam native living in Colorado has started an entrepreneurial venture that includes writing and publishing books relevant to the Chamorro culture. <http://www.gerardaflaguecollection.com>. His *Counting in Chamorro 123s* book include both current Chamorro words for the numbers and the pre-Spanish Chamorro words.

An example of a local initiative is the Melekeok Alphabet Workbook produced by Lorraine Tellei and the Melekeok Elementary School grade 1 in 2006. Lorraine discussed the project and distributed copies at the 16th Annual PIALA Conference held in Palau.

In conclusion culturally relevant materials are needed in all our communities. Questions for us to leave: What can be done to promote the creation and distribution of local culturally relevant books? What can be done to adapt and/or translate materials?

Thank you.

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**Pacific Islands Association Of Libraries, Archives, and Museums (PIALA)
General Meeting Agenda
November 13, 2014, 1:00pm
Palau Community College Assembly Hall**

I. Call to order

II. Silent prayer

III. Reading and Approval of July 16, 2013 PIALA General Meeting Minutes at the Joeten-Kiyu Public Library, CNMI Saipan.

IV. New business

- Entity Reports
- Treasury Report
- Future PIALA Conference
 - PIALA 2015 host - RMI (Majuro) (2015 host)
 - Yap (2016 host)
 - Seed money for PIALA host
 - \$750.00 for the 2015 Conference
- Karen Peacock Memorial Scholarship
 - \$ 1,000.00
 - Date Line change from applicants change from September 30 to August 31st .
- Election of officers
 - Vice-President & Treasurer

- Voting on PIALA By-Laws amendment
 - Article V. A 2:
 - ARTICLE V. OFFICERS
 - A. The officers of this organization shall be president, vice-president, secretary, and treasurer.
 - 2. Officers shall serve two year terms.
- New Amendment:

- 2. Officers shall serve a term that includes two consecutive annual conferences
- Lyon Declaration
 - V. Old business
 - VI. Other matters
 - VII. Setting the date for the next meeting
 - VIII. Adjournment



Group photo at end of Annual Business Meeting

photo courtesy of Imengel Mad

**Entity Report – Republic of Palau
Imengel Mad-Skiwo, Palau Ministry of Education,
and Pioria Asito, Palau Community College**

**Palau Association of Libraries
Officers**

President - Imengel Mad-Skiwo, Palau Ministry of Education

Vice President - Pioria Asito, Palau Community College Library

Secretary - Felisa Jean Remoket, Meyuns Elementary School

Treasurer - Pasquana Tirso, Palau National Congress Library

The Palau Association of Libraries Lifetime Achievement Award was granted Jane Barnwell at a surprise dinner on June 14, 2014. The plaque is inscribed:

“This Lifetime Achievement Award is presented to Jane Barnwell in recognition and appreciation for your years of dedication and service to Palau Association of Libraries (PAL). Your exceptional leadership and many contributions to PAL over the years are an inspiration to us all. Ke Kmal Mesulang!”



The Readers' Advisory (RA) workshop, funded by LSTA/IMLS grant was held on June 3-5, 2014 for all Palau school librarians at MOE TTC training room. Mrs. Kathy C. Armbruster, a consultant/school librarian currently working in RMI, conducted the workshop. The three day workshop introduced a selection of tools used by librarians for promoting good books; reading books as springboards into discussion and writing for older students; promoting library programs and services; and collection development. Academic and special librarians from Palau also joined the workshop as a professional development opportunity.



Participants in a Reading Advisory Workshop was funded by IMLS

On June 9-11, 2014, Ms. Jane Barnwell, Director, Library & Information Literacy Initiatives, PREL conducted a Strategic Collaborations in Information Literacy (SCIL) workshop for school librarians. Based on local needs, for this last phase of the SCIL workshop we requested a specific focus on grant writing to support school library literacy efforts.

The SCIL workshop gave each participant an opportunity to learn more about the grant process cycle and the important components and details in each cycle. Participants learned about a variety of grant opportunities available to them including international aid programs such as Australia's Small Grants Scheme. Furthermore, librarians shared their project plans for improving their library collection and programs. Each participant had an opportunity to fill out an application for the Laura Bush Foundation library grant application for books. It is anticipated that each librarian will work on their grant proposal and submit it when the new grant cycle is open in November 2014.

Palau Community College Library

- Former Director of Library Services, David Thompson, recently completed his contract with PCC Library in September 2014. A new director, James Thull, originally of Wisconsin but coming from Montana, will be starting hopefully sometime next month, December 2014.
- Currently, only one library staff member is still pursuing her degree in the AAS Library & Information Services Program.
- Over 40,000 books in the library collection
- Prison Outreach has started but due to shortage of library staffs, it has been put on halt.
- PCC's Cooperative Research & Extension (CRE) donated 21 kindles to the library. They will be put into use once the librarian is on-board
- Continued collaboration with the Palau Public Library to implement the Palau Bookmobile services
- Repairs of the library's security gates has ensured the security of library resources
- Thirteen brand new air conditioners were installed on both first and second floor of the library.

Future Initiatives:

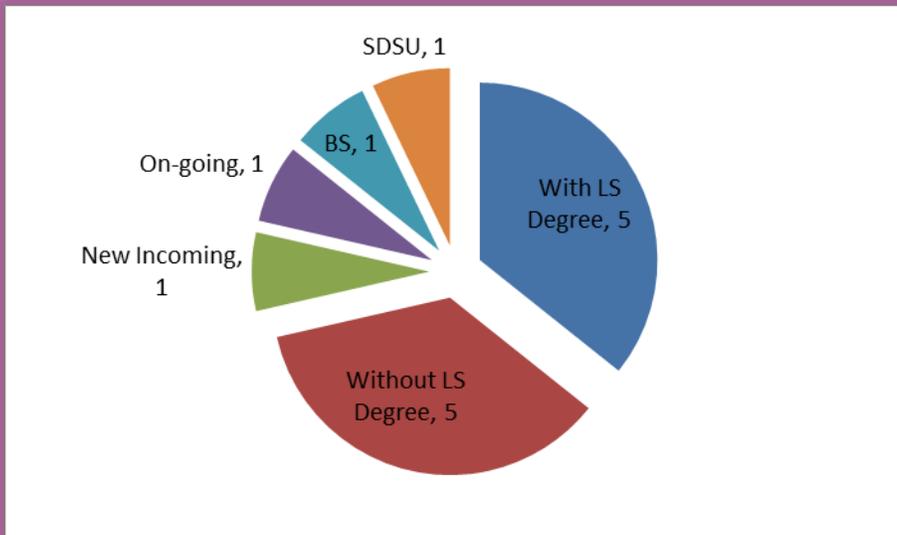
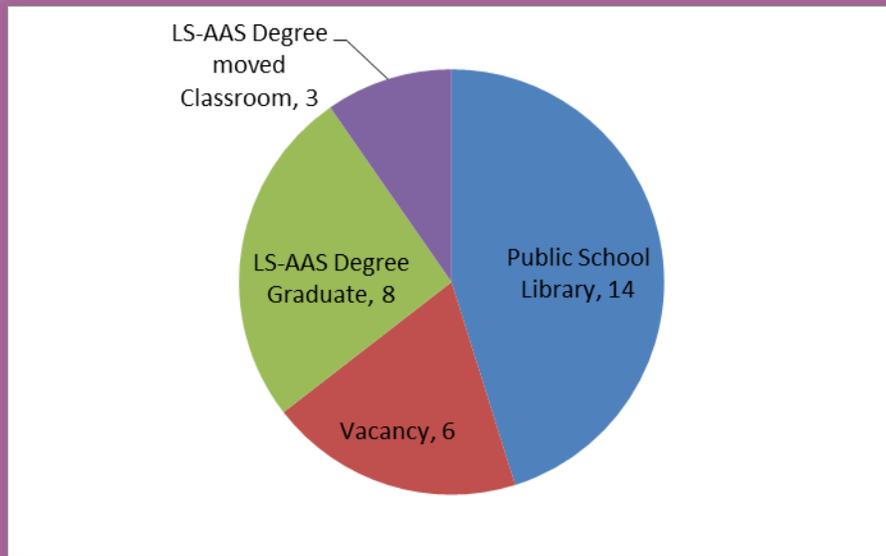
1. Strategic purchasing of new materials to improve and update the library collection especially targeting the Teen section of the library.
2. A re-focusing of library programming on children and teens of the surrounding community through hosting activities in the Kids' Korner and Teen Space

3. Consideration should be given as to how the library can bridge the gap, whether through seminars or other means, between the practical information on its shelves and how it could be used by community members to bring practical improvements to their lives
4. Continued collaboration with the Palau Public Library to implement the Palau Bookmobile services
5. Continued planning for possible outreach with library services to the prison

School Libraries

Ms. Imengel Mad, who oversees the 14 public school libraries, has had a chance to visit all school libraries except PJF (Kayangel) Elementary School Library. All donations from REPAC have been distributed to all school libraries and PCC Library. Couple of library forms such as the Monthly Report form and Daily log form has been revised and distributed to all public school libraries.

The public school libraries have several challenges and recommendations. There is no Internet access in the library at the Peleliu, Koror and Airai schools. The GBH, Airai, Melekeok, Ngerchelong, Ngermlengui, and Aimeliik schools have no Library Aide. Some of them became classroom teachers as the salary is greater than in the library. Hiring for school library aide is on-going, by January 2015, most of the school library will have library aide.



All school libraries should be connected to the Palau Union Catalog, this is not a must but it is recommended. Most of the school libraries still need to purchase barcode for their collection and hand held scanner. Weeding is a must; most of the books are either outdated or torn. PAL has offered individual library to request assistance from PAL for helping out in their library.

Palau Public Library

The Palau Public Library received \$40,720.00 FY 2013 IMLS grant with an IMLS grant award for the FY 2014 totaling of \$58,500.00

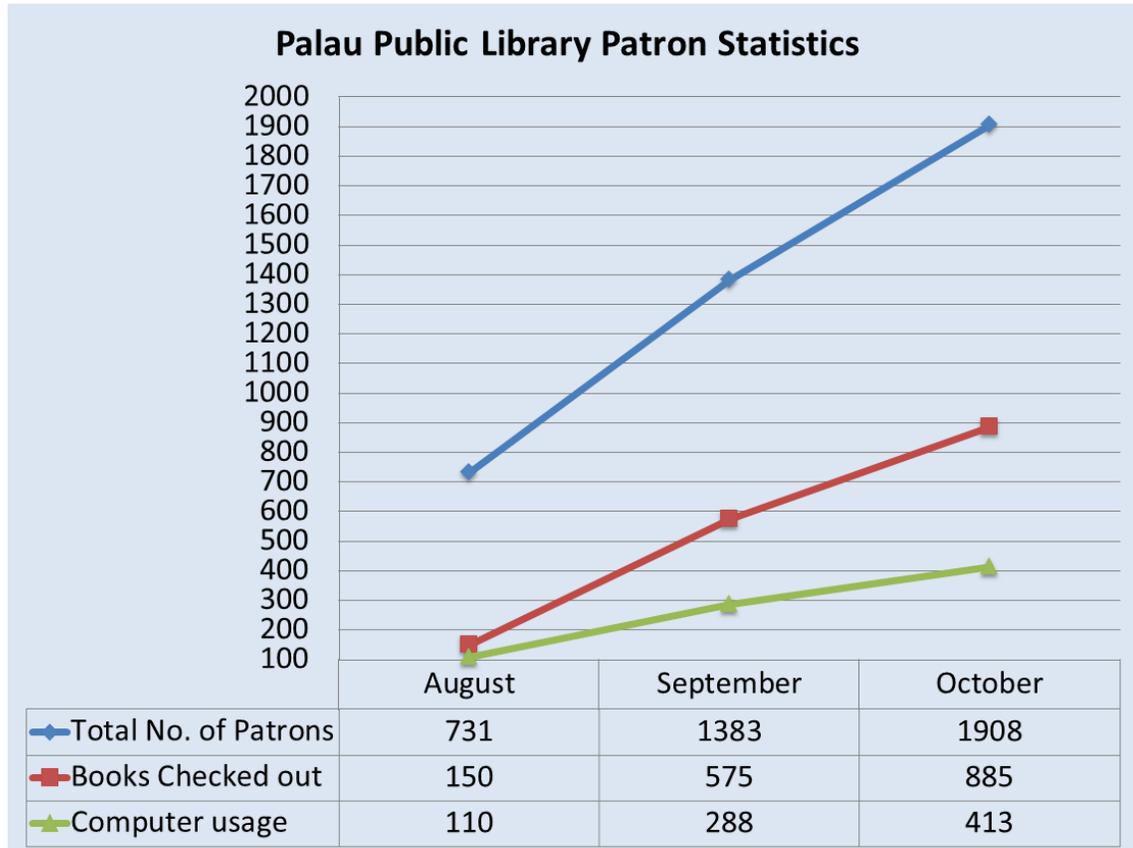
Palau Bookmobile continues to provide programs and activities for people who are unable to come to the library because of distance.

Hawai'i State Senator Glenn Wakai visited the Republic of Palau. Through his non-profit organization REPAC, thousands of books and equipment have been provided to libraries and schools in Palau.



Photos Courtesy of the Palau Public Library

Usage of the Palau Public Library continues to increase.



The Public Library does have challenges and opportunities. FY2014 grant contract is to be set. Good news is the new air-conditioning is being installed right now and the lights in the library are also being fixed. Planned activities for the second quarter include the Library’s Final reports to the FY 2013 IMLS grant due on or before December 30, 2014. Library personnel have been busy preparing for the 2014 Annual PIALA conference at Palau Community College. The Library will be busy with programs and activities during Christmas break.

Mesulang.

Entity Report: Territory of Guam
Dante O. Perez, Father Duenas Memorial School

Guam Library Association Annual Report 2013-2014

- **Officers**

President: Mr. Dante O. Perez – Father Duenas Memorial School

Vice President of Programs: Mrs. Christine B. Matson – Guam Community College

Vice President of Membership: Ms. Rosalind Unpingco – George Washington High School

Secretary: Ms. Alicia Diego – Talofoto Elementary School

Treasurer: Mrs. Geraldine A. Cepeda – Guam Law Library

- **Membership**

The Association had 22 paid members.

- **Meetings**

The Association had eight (8) monthly meetings beginning September 28, 2013 to May14, 2014. Meetings were held in the different libraries of the members. In each meeting, member(s) presented lecture(s) on library/archives topics. Before the end of the meeting, a walking tour of the host library was done.

- **Projects**

1. Continuing Professional Development – There were eight (8) lectures: namely, Alicia Diego's *The Research Process*; Geraldine A. Cepeda's *Resources at the Guam Law Library*; Antonio B. Perry's *Describing Archives*; Rosalind Unpingco's *Library World Inventory*; Christine B. Matson's *Using the GCC Library's E-book Collection*; Kris Seerengan's *Digital Libraries*; Melissa Gentapanan's *Special Accommodations in the School Library*; and Christine B. Matson's *Children With Disabilities in Juvenile Literature*.
2. Revival of the GLA Newsletter
3. Started compiling a Directory of Guam Librarians, Archivists and Curators

4. Book-drive was held for Philippine typhoon-ravaged libraries. Thirty-three (33) boxes were solicited and repacked into eighteen (18) boxes and sent to the Philippine Librarians Association, Inc. for distribution. Shipping was through the courtesy of Atty. Rodney Jacobs.

- **Election of Officers for 2014-2015**

Mrs. Omaira Brunal-Perry from the University of Guam's Micronesian Area Research Center (MARC) chaired the NOMELEC. Elected were the following:

President: Mr. Dante O. Perez – Father Duenas Memorial School

Vice President of Programs: Mrs. Christine B. Matson – Guam Community College

Vice President of Membership/ALA Councilor: Mr. Kris Seerengan – John F. Kennedy High School

Secretary: Mr. Antonio B. Perry – University of Guam's Micronesian Area Research Center

Treasurer: Mrs. Geraldine A. Cepeda – Guam Law Library

- **ALA Delegates**

Two librarians, Mrs. Christine B. Matson from the Guam Community College and Mr. Kris Seerengan from John F. Kennedy High School attended the American Library Association's 2014 Annual Conference in Las Vegas, Nevada from June 26 to July 1. Mr. Seerengan also represented GLA as the Association's Councilor in the meeting of State Chapter representatives.

Other Developments on Guam:

- Construction continued on the Guam Museum which started in 2013.
- Certification program under the University of Guam's School of Education for certified teachers of the Department of Education to become school librarians restarted in Summer 2014.
- Paul Drake became Library Director at Pacific Islands University in September 2014.
- Guam Public Library System
 1. Celebration of Dr. Seuss' birthday with the theme *Read Across America* on March 1, 2014
 2. 8th Annual Book Sales on April 5, 2014

3. Summer Reading Program
4. Renovation of the current two-story building and the groundbreaking of two (2) new buildings in August 2014 through a \$1.5 million grant from the Department of the Interior.

Entity Report: Commonwealth of the Northern Mariana Islands (CNMI)
John Oliver DLR Gonzales, Northern Mariana Islands National-State Public Library
System and Christopher Todd, Northern Marianas College, Saipan CNMI

NORTHERN MARIANA ISLANDS NATIONAL - STATE PUBLIC LIBRARY SYSTEM
www.marianaslibrary.org

By John Oliver DLR. "Bolis" Gonzales
 July 2013 – November 2014 – BELAU – 2014 24th PIALA Conference



The *Joeten Kiyu Public Library* (“JKPL”) was founded in 1991, and proudly bears the names of two indigenous entrepreneurs as principal benefactors, as a lasting educational investment and legacy to the people of the *Commonwealth of the Northern Mariana Islands* (“CNMI” or “NMI”). The pioneering “taro roots” community fundraising efforts of the Saipan Library Friends paved the way for JKPL being established by NMI Public Law 7-18 as the NMI National & State Library and which mission is to provide access to comprehensive community literacy services, namely informational, educational, entrepreneurial, cultural, research, and recreational services to the general public. NMI Public Law 15-120 in December 2007 qualified JKPL as an educational entity eligible for receiving private educational tax credit contributions. As the designated SLAA (State Library Administrative Agency), JKPL oversees the technical aspects of library operations for RPL and TPL, in collaboration with the respective Mayors of both municipalities. Its Executive Director also serves simultaneously as the COSLA (Chief Officer of SLA), NMI National Library Director, official NMI Information Ambassador regionally & internationally (IFLA, CDNL, ALA, PLA, IRRT, ABOS, PIALA, etc.), National & State Librarian & E-Rate Coordinator, & co-founding member of CAALM. We welcomed our new Librarian, who was 1 of 6 NMI graduates from the inaugural LEAP cohort soon after their July 2013 graduation.

JKPL is the main branch in the capital of Sa’ipan, *Antonio C. Atalig Memorial Public Library* (*Rota Public Library* or “RPL”) is in the southernmost island of Rota, and *Tini’an Municipal Public Library* (*Tini’an Public Library* or “TPL”) just 3 miles south of Sa’ipan. The advisory *CNMI Library Council* Board of Directors is appointed by the Governor.

The 2010 Census reports a 13.6% decrease in the total population of the NMI from 62,392 in 2000 to 53,883, including 48,220 in Sa’ipan (22.7% less), 3,136 in Tini’an (11.4% less), and 2,527 in Rota (23% less). This decrease is directly attributed to the lingering economic downturn. The NMI is an archipelago of 15 islands, including the 3 southernmost principally inhabited and 12 uninhabited islands north of Saipan, which to date remain as environmental sanctuaries per our CNMI Constitution and/or are prohibited from human habitation due to public safety issues associated with active volcanoes & lack of infrastructure. Tourism remains the main economic mainstay where the NMI hosted about 500,000 visitors and awaits an emerging casino industry.

We serve the general public from all walks of life and all ages with no regard to race, creed, gender, religion, origin, etc. As a value-added community anchor educational institution, JKPL strives to serve the informational, educational, and recreational needs of about 50,000 diverse residents, including indigenous *Chamoru* and *Refaluwaasch*, fellow Pacific Islander brethren citizens from the Freely Associated States of Micronesia and Oceania, Asians, and a number of

American expatriates and Caucasians. JKPL hosts on site the NMI Humanities Council sponsored and nationally acclaimed Motherread/Fatherread® Family Literacy Program.

JKPL thrives in fulfilling its mission due in large part to the CNMI Library Council's and management's proactive effort in (1) forging lasting partnerships with related government, private business, and community based organizations, (2) year round fundraising campaign, (3) year round marketing aimed at continually branding the array of traditional and digital technology library services offered, and (4) expanding its patron base to capture the under-reached and under-served members of our island communities.

JKPL is the only public library in Sa'ipan, the NMI's capital and main population center and is situated in a modern almost 20,000 square feet facility, including the ANA grant funded *Children of our Homeland Center* (3,200 ft²), the IMLS funded *Information Technology Center* (1,600 ft²) and *Homework Center* (500 ft²), *Mother/Father Read Program* (300 ft²) in partnership with NMI Humanities Council, Circulation Main Library (8,400 ft²), the Pacific Collections Room (1,800 ft²), and Admin/Processing areas (4,000 ft²). JKPL employs 10 NMI funded full time and 4 IMLS funded full time staff. All our 3 public library branches open and are accessible to general public patrons 40 hours a week. Our estimated average circulation transaction per year is 90,000 and the estimated number of library holdings is approaching 100,000 (books, media, journals). The full time staff and basic library operations are funded by the NMI Government pursuant to the required annual Maintenance of Effort, while various federal grants support direct auxiliary library, technology, and outreach services.

STATISTICAL SNAPSHOTS

JKPL, RPL, and TPL are funded by both NMI Government & IMLS federal grants. JKPL's ability to raise alternate funds through corporate and individual tax credit contributions augments its direct investments for book acquisitions and library operations.

In FY 2014 we served 110,600 patrons, circulated about 95,000, and welcomed 1,800 new patrons compared to FY 2013's 97,250, about 90,000, and 1,740, respectively.

Library Branch	Est.	Pop.	Staff	Budget	Utilities
Joeten-Kiyu Public Library	Dec 1991	46,000	10 FTEs (Locally Funded) 4 F/T (Federally Funded)	\$313,018	\$120,000
Tini'an Municipal Public Library	June 2005	3,000	2 FTEs (Locally Funded)	\$51,284	N/A*
Antonio C. Atalig Memorial Pub Lib	June 2012	2,500	2 FTEs (Locally Funded)	\$33,730	N/A*

* Utilities allocation lumped with respective Mayor's fiscal year budgets

Grant	Program	Amount
Competitive Grant for the Pacific (Annually)	Bookmobile Library Technology Outreach (SPN)	\$58,500 (Annual Ceiling of \$30,000)
JKPL Roof Hardening Grant	US HUD EDI-SP Earmark	\$200,000
JKPL A/C Retrofit	NMI Energy ARRA	\$100,000
E-Rate Grant	90% subsidies for telecommunications	\$38,000 (JKPL Pays 10% ONLY)
LSTA Year 2014 State Technology Grant (Annually)	NMI State 5 Year Technology Plan (2013-2017)	\$79,303 (Population Formula)
Hyatt Thrive Foundation	Connect-ED VTC Learning Ctr	\$11,000 (1 Time)
JKPL Safety Repairs (NMHC)	JKPL facility safety repairs	\$20,000 (1 Time)



CNMI Entity Report

Northern Marianas College and CNMI Archives

Updates for the Northern Marianas College Library and CNMI Archives since the PIALA 2013 conference on Saipan:

- Chad B. Francisco was hired as the Academic Librarian at the Northern Marianas College in March of 2014. Chad is a graduate of the San Jose State University MLIS program and was previously employed at Nazarbayev University in Astana, Kazakhstan.
- In December of 2014 the NMC library successfully migrated to the Koha Integrated Library System. This is an open-source ILS which replaces our costly and dated Millennium ILS. This migration was done entirely in-house using open source tools such as Open Office for CSV file management and MARC Edit for MARC field-mapping. The NMC library is currently building a [Wordpress](#) homepage which will also function as a Content Management System for digitized materials from the CNMI Archives. The NMC Library OPAC is now located at: <http://library.marianas.edu/>
- In early 2014 the CNMI Archives adopted a processing model influenced by the “More Product, Less Process” approach suggested by Greene and Meissner in 2005. This has led to a significant decrease in unprocessed collections.
- The CNMI Archives are participating the Council of State Archivists’ State Electronic Records Initiative (SERI). This is an IMLS-funded education program focused on the long term preservation of digital material in state archives.

**Entity Report : Yap State
Erica Ruwepin, Yap State Public Library**

The YSLA officers are Isabel Rungrad as President, Francisco Bandag as Vice President and Erica Ruwepin as Secretary and Treasurer

Yap State Library Association (YSLA) has been doing a great and tiresome years establishing libraries in all sixteen (16) school in main island Yap and seventeen (17) school in the outer islands of Yap. These libraries were used only by students and teachers. We YSLA tried to get the community used the school libraries before but the community leaders declined and as of last year we tried again and they approved so the people in the community were able to used the school libraries especially those who have problems coming to the Public Library in Colonia.

Lastly, our summer program this year was different from the previous years. This year we include the high school students to help out during the summer program and even the activities in the program. I guess it was fun to involve the teens in the program as the younger students look up to them as sometimes role models. We had more students this year than last year.



YSLA meeting photo

courtesy of Erica Ruwepin

Pohnpei State Entity Report

July 2013 – November 2014

Submitted by Lester Ezekias, Atarino Helieisar, and Jennifer Helieisar

Libraries, Archives, and Museums of Pohnpei (LAMP) Association

2014-2016 officers are:

President: Cartina Aisek - Pohnpei Catholic School Library

Vice-President: Jennifer Helieisar - College of Micronesia-FSM Learning Resources
Center

Secretary: Ebeneser Mikel - PICS High School Library

Treasurer: Jenny Ernest – Federated States of Micronesia Archives

Pohnpei Public Library

- In May, Lester Ezekias attended a one week IMLS meeting in Honolulu, Hawai`i.
- Pohnpei Public Library celebrated its Library Week from April 21-25. 13 students were selected as art and essay winners out of 36 contestants that was send from the schools.
- Pohnpei Public Library completed the Summer Reading 2014 with 120 students participated. This Program was funded by the Aus Aid Grant and Vital FSM Petro-Corp. The activities were taken out of the Collaborative Summer Library Program manual that was sent to us. The theme for this year was “Fizz Boom Read.”
- In August, we received a container with metal shelves, chairs and books from Reach Out Pacific (REPAC). Friends of the Pohnpei Public Library would like to thank the REPAC and Glenn Wakai for their valuable contributions.
- Pohnpei Public Library distributed the wooden shelves replaced by the metal ones to the school libraries. Most of them went out to Rohie Soledi Peidie School Library which is currently in the process of setting up.

- For more information please refer our facebook page or website <http://pohnpeipubliclibrary.blogspot.com>

FSM Supreme Court Law Library (FSMSCLL)

- In August 16-22, 2013, Atarino Helieisar, Chief Law Librarian for the FSM Supreme Court Libraries (FSMSCLL) attended the IFLA World Library and Information Congress as an associate for the IFLA International Leaders Program. Mr. Helieisar also attended many committee meetings to represent PIALA in addition to his very busy schedule of meetings with the Leaders Program. More information available at <http://www.ifla.org/news/ifla-international-leaders-programme-associates-announced>.
- Mr. Helieisar also attended with some IFLA members the Internet Governance Forum (IGF) in South Korea in September, 2013 at which he presented a paper on “*Internet Challenges in Micronesia.*” IGF is a multi-stakeholder forum for policy dialogue on issues of Internet governance. It brings together all stakeholders in the Internet governance debate, whether they represent governments, the private sector or civil society, including the technical and academic community, on an equal basis and through an open and inclusive process. After returned from the IGF in Soul, Korea, Mr. Helieisar spent few days in Guam and visited the Guam Law Library where he had a tour of the library collections and met the staff. The visit was fruitful with discussions on how the two law libraries can share information and resources in the future. Mr. Helieisar then flew to Saipan for another few days visit to the CNMI Law Revision to see their collections and meet with staff. This visit is part of the collection development plan as stated in the FSM Supreme Court Strategic Plan for the law libraries before attending the 24th Annual Conference of the Pacific Islands Public Auditors (APIPA) where Mr. Helieisar found it very useful to support the ongoing education that has become an integral part of our professions. That conference had many first-class instructors and a wide range of financial and auditing courses of great value to participants. The APIPA conference was held at the Saipan World Resort from Sept. 16-20, 2013.

- As Chief Law Librarian for the FSMSCLL, Mr. Helieisar did a presentation with the theme “*Knowing Your Law Libraries and Their Services.*” at the FSM Supreme Court Annual Workshop in December, 2013 in Weno, Chuuk State.
- Early this year the FSM Supreme Court Law Libraries (FSMSCLL) website was launched for public use at <http://lawlibrary.wix.com/fsmsccl>.
- The FSMSCLL continued the outreach services by going out the high schools, state and municipal courts, the counselors program at the College of Micronesia-FSM and the community as well.
- The FSMSCLL will use KOHA as their new automation program that will make the users have access to all its collection in the 4 FSMSCLL in all the FSM States (Pohnpei, Chuuk, Yap and Kosrae).
- Mr. Helieisar completed the IFLA International Leaders Program in Lyons, France during the IFLA World Library and Information Congress. He joined the 11 associates coming from corners of the world standing on stage in front of the thousands of participants receiving their certificate of completion. The trip was sponsored by IFLA with support from the FSM Supreme Court Office. The WLIC in Lyon, France was from August 16-22, 2014.

College of Micronesia-FSM Learning Resource Centers (LRC)

- All campus libraries inventoried their collections in July of 2013 and 2014 to assess the conditions of their collections and identify missing items.
- Jennifer Helieisar was the recipient of the 2013 Karen Peacock Scholarship and participated at the annual HLA conference in Honolulu, Hawaii on November 8-9, 2013.
- Jennifer Helieisar with colleague, Imengel Mad from Palau, participated in the 2014 IFLA Building Strong Library Associations (BSLA) Convening for the Oceania region in Jakarta, Indonesia from March 4-7, 2014.

- Karleen Samuel, PIALA Secretary/MITC Coordinator, is enrolled in an online bachelors program in library science at the University of Maine at Augusta (UMA).
- The LRC is contributing \$5,000 to the subscription renewal of EBSCOHost databases through PREL.
- The LRC is in the process of migrating library data from Follett system to KOHA. Jennifer Helieisar visited the Kosrae Campus library in September 2014 to begin the import process for Kosrae's book and patron records into KOHA followed by the Chuuk campus and Yap campus libraries in November 2014. Pohnpei and National campus library data will be the last to work on.
- Jennifer Helieisar with Jean Thoulag participated in a lecture via Skype with Eleanor Kleiber's LIS 693: Resources in Hawaiian and Pacific Librarianship class at the University of Hawai`i at Manoa.

**Hawai`i Pacific Law Libraries Initiative Report to PIALA 2014 Palau
Ruth Horie at PIALA General Meeting, November 13, 2014**

FSM Supreme Court Law Library

The FSMSCLL is happy to share with you the new website at <http://lawlibrary.wix.com/fsmsccll> for your use and information. If you have any comments or feedback, please feel free to share with us.

Thank you,

Atarino A. Helieisar

Chief Law Librarian

FSM Supreme Court

P.O. Box PS-J

Palikir Station

Pohnpei, FM 96941

Phone: (691) 320-2763

Fax: (691) 320-2756

lawlibrary@fsmstemecourt.org

New KVJ Hawai`i Law Classification

Vicki Szymczak, Keiko Okuhara, Ruth Horie, and several interested campus and community members met with visiting Library of Congress law cataloger Jolande Goldberg in October 2013 to finalize the draft of a new classification for Hawai`i law prior to annexation to the United States in 1900. KVJ1-2998 places Hawai`i in context among Pacific Islands entities such as KVH1-490 American Samoa and KVL1-490 Cook Islands. The new classification, which covers the Kingdom, Provisional Government, and Republic of Hawai`i, is now available to view online via the Library of Congress Classification Web subscription service. Many thanks to all who worked on this multi-year project, including state archivist Susan Shaner and

Hawai'ian translator Jason Achiu at the Hawai'i State Archives.

Judiciary History Center

Ruth Horie began volunteering in October 2014 at the King Kamehameha V Judiciary History Center. She continues the work she began in 1979 to translate the Hawai'ian language letters of William L. Lee, who served as the first chief justice of the Hawai'i Supreme Court during 1848-1857. For more information about the Center and "Translating Hawai'ian History" project:

<http://www.jhcHawaii.net/>

http://www.jhcHawaii.net/translating_Hawaiian_history/

Mahalo,

Ruth Horie

Retired Catalog Librarian

P.O. Box 22632

Honolulu, HI 96823

ruthh@Hawaii.edu

William S. Richardson School of Law Library

During the week of July 21-25, one of our law faculty taught an intensive Evidence workshop for 14 Pacific Island lay judges. The course is part of the continuous Pacific Islands Legal Institute hosted by the Law School in collaboration with the Ninth Circuit Pacific Islands Committee. The group was accompanied by Federal District Court Judge Consuelo Marshall, who chairs the Ninth Circuit Pacific Islands Committee. Guest speakers included Per Diem Family Court Judge Linda Martell '87, Family Court Judge Bode Uale '84, Indian Tribal Court Judge Thor Hoyte (via Skype), David Callies, Federal Magistrate Barry Kurren '77, and Federal Court Judge Michael Seabright. The Pacific Island judges also observed and spoke with District

Court judges Leslie Hayashi, Lono Lee '87, David Lo, Michael Tanigawa, and attorneys David Hayakawa '87, and Wilson Unga '11.

HAPALLI Hawai`i Pacific Law Libraries Initiative

The change of the leadership. I have exciting news that I would like to share with you!! Our new library director, Victoria Szymczak who has been incumbent since September 2012, expressed enthusiastic interest to lead our group, Hawai`i-Pacific Islands Laws Initiative. Vicki is specialized in International law research focused on Chinese law, etc. Of course she has a keen interest to build Pacific Islands legal resources for our library. Also, Vicki proactively participated in the visit of Pacific Island lay judges in July by extending her good-will to the Judges. Vicki is a very energetic director with a wealth of great ideas. I believe she will be a wonderful leader for us and the best person to bring institutional support into our initiative. I am so glad that Vicki is willing to explore the possibility of this partnership. I am hoping this will serve as a casual introduction of Vicki's involvement in the Hawai`i-Pacific Islands Laws Initiative.

Mahalo!

Keiko Okuhara

Bibliographic Services/Systems Librarian
William S. Richardson School of Law Library
University of Hawai`i at Mānoa
2525 Dole Street
Honolulu, HI 96822-2350
keikooku@Hawaii.edu

Victoria Szymczak

Director of the Law Library
phone 808-956-5580
vjs777@Hawaii.edu

New members welcome! Learn about and join HAPALLI:

<https://sites.google.com/site/pialawebsite/home>

hlib-1@Hawaii.edu

Email greetings from Jane Barnwell

Dear PIALA Board, and guests,

Thank you for the time and energy you give to PIALA. I am sorry I could not be there with you this year. PIALA is very close to a major milestone; there is so much to celebrate, but there is even more work to be done.

I know you are tackling many major concerns this year, and I hope you are able to resolve various longstanding issues and move forward.

I know your meeting time tonight is very limited, so I just wanted to quickly update you. I am continuing to work with University of North Texas as co-director of the LEAP initiative. For your information, PREL is not a partner in this second proposal, but we are working closely with BYU-Hawaii and University of Hawai'i. We did submit an application in September for funding support to the IMLS Laura Bush Librarians for the 21st Century grant program, for a second LEAP cohort. Thank you to PIALA and individual members for your letters of support. We will not know the outcome of that proposal until sometime in March or April 2015. If we are successful in securing grant funding, we will immediately begin recruitment efforts, and we will be calling upon all of you for assistance.

As you know, I am now working at the Higher Colleges of Technology in Sharjah, United Arab Emirates, but my mind and spirit remains with you all. I have had several conversations with IT faculty on my campus. We are keen to propose projects and secure funding to bring hardware and training to Micronesia! They have conducted successful projects in Africa and Nepal, with students from our campuses. Exciting possibilities! I will keep you informed of these developments.

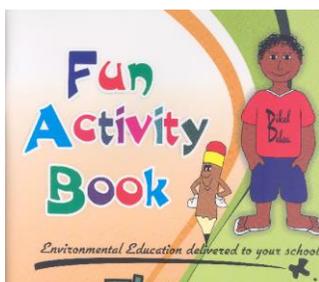
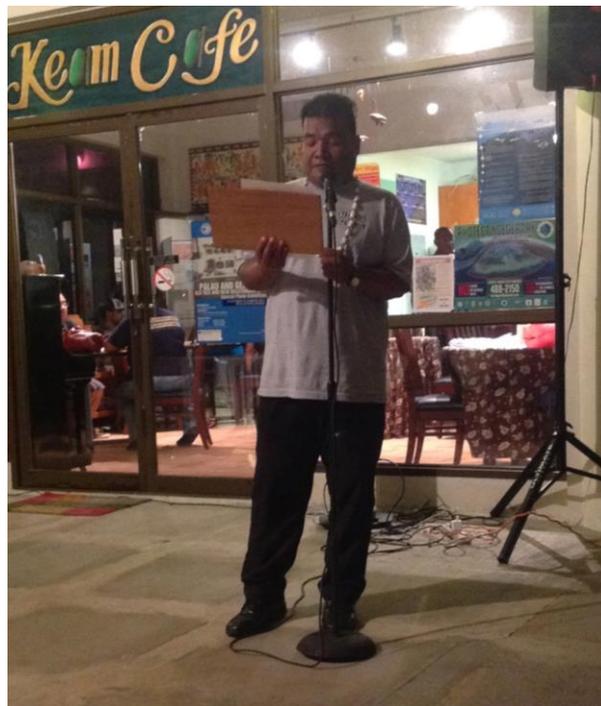
So much more to say about the heat, the desert, and the camels...but no time! Enjoy the ocean for me this week! Have a wonderful PIALA conference and my very best wishes to all of my PIALA family. -- Jane

Love Stick (Chuuk)
Atarino A. Helieisar

Editor's Note: At the closing dinner at the Belau National Museum, PIALA President presented a Love Stick to the male presenters and officials at the ceremony. This is the explanation he gave:

The story of the Love Stick goes like this:

Back in the old days, if a young man was interested in a girl, he would carve a pointed stick with a unique pattern, which he would then show to the girl, letting her feel it so she would remember the distinct pattern and texture. Then at night, when the girl is sleeping, the guy would sneak to the girl's house and poke the stick through the woven wall or ceiling of her hut and entangle the stick in her long hair to wake her up without disturbing anyone else in her family. In the dark, the girl would feel the stick and if she recognized the pattern carved by her lover, she would sneak out for a secret rendezvous in the jungle. If she didn't want to go with the guy, she could just shove the stick back out.



...lling the tale of the Chuuk love stick. Photo courtesy of Jennifer Helieisar.

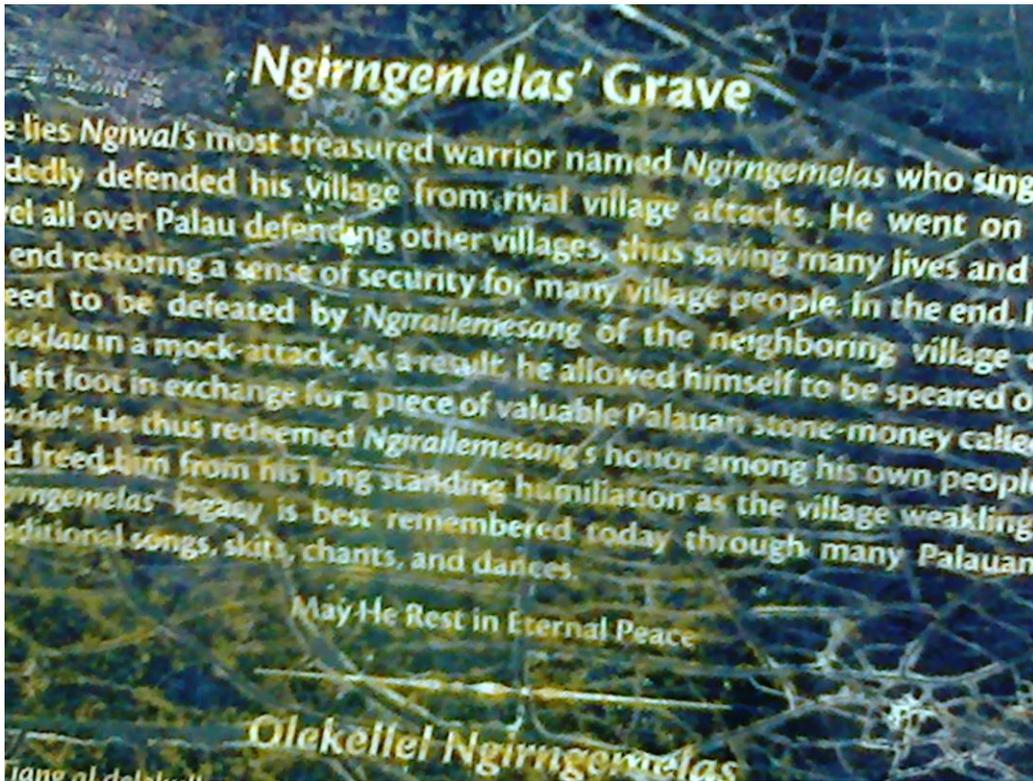
...ceedings of the 24th Annual PIALA Conference 2014

Photos from Postconference, Saturday, November 15

Courtesy of Pioria Asito



Statue of Ngirngemelas in Ngiwal



Appendix: Briefs: Highlights of the 24th PIALA Annual Conference in Koror, Republic of Palau from November 10-15, 2014, by Atarino A. Helleisar

Editor's note: posted on PIALA website:

http://media.wix.com/ugd/bea69d_6310fe895b9f459db21b6be77a8d9763.pdf

BRIEFS

Pacific Islands Association of Libraries, Archives, and Museums (PIALA)

By Atarino A. Helleisar, PIALA President



The 24th PIALA Annual Conference in Koror, Republic of Palau from November 10-15, 2014

"The best part of the annual conference was the energy generated by having so many librarians, archivists, curators and educators under one roof." The opportunity to talk with other librarians from all over the Pacific mostly here in Micronesia convinced me that, regardless of library type, we all share a common commitment to provide our library patrons the best possible access to information. The face-to-face contact – the human connection – was truly my favorite part of the conference. However, the concrete information that I took away from attending the conference programs was quite significant.

Atarino A. Helleisar, Chief Law Librarian, FSM Supreme Court Law Libraries (FSMSCLL)

The 24th Pacific Islands Association of Libraries, Archives, and Museums (PIALA) Annual Conference was hosted by the Palau Association of Libraries (PAL) in partnership with the Palau Community College (PCC) with the theme "*Be Informed, Stay Connected, Community Transformation!*" All workshops were held at the PCC campus. The PIALA conference was designed by librarians, archivists, curators and educators for information professionals. The conference is the premier educational conference for information professionals and nearly 60 librarians, archivists, curators and educators from across the Pacific and close to 20 educational opportunities, abundant social functions, tours of schools and special libraries, museums and the chance to learn what librarians are doing in their libraries took place. It should be noted that the entities of Chuuk, Kosrae, and Marshall Islands were not represented due to the lack of funding support from their regions.



The PIALA Executive Board met twice during the conference to discuss issues in the best interest of the association and its members. Below were results from both the Executive Board meetings and the General Meeting:

A. Treasury report

- Membership dues have been the major backbone for the PIALA Treasury. Island representatives were tasked to remind their library associations about their membership dues.
- Board decided that signatures on the PIALA checking account would consist of (President, Vice-President, Treasurer and Secretary).
- Changing of signatories will add the newly elected Vice-President and Treasurer to the signatories.

B. PIALA 2015 host / 25th Anniversary for PIALA

- Marshall Islands Library Association (MILA) will host the 25th PIALA Annual Conference in Majuro, RMI in July 2015. Please check the PIALA website for more updates.
- Yap State Library Association (YSLA) will host 26th PIALA Annual Conference in Yap State, Federated States of Micronesia.
- During the 26th PIALA Annual Conference in Yap, PIALA will celebrate its 25th Anniversary.

C. Seed money for PIALA host

- Board approved seed money to be increased for the next PIALA hosting entity at \$750.

D. Karen Peacock Memorial PIALA Scholarship matching funds

- Board approved \$1,000 as the ceiling amount to assist KPM PIALA Scholarship recipients from PIALA to attend HLA conference.

E. Election of officers

- Board decided to follow the by-laws to hold election for Vice-President and Treasurer.
- During the General Meeting, election of Vice President and Treasurer took place:
 - New PIALA Vice President: Mrs. Pioria Asito (Palau)
 - New Treasurer: Ms. Kendra Ise (Palau)

** PIALA Executive Board and members expressed thanks and appreciation to the outgoing PIALA Vice-President Ms. Napalan from Guam and PIALA Treasurer Mr. Gonzales from CNMI for their dedications and support to PIALA during their services as officers.

F. By-laws amendment/voting on Article V.A.2

- Board made amendment to the by-laws on Article V.A.2 to provide a clearer understanding on voting for officers, and shared with members for discussion before voting.
- Amendment states: *Officers shall serve a term including two consecutive conferences.*
- Members voted unanimously to adopt the amendment to Article V.A.2 in the PIALA by-laws.
- The new amendment in the by-laws will be shared through the PIALA listserv and the website as well.

G. IFLA Lyon Declaration

- PIALA President Helieisar shared highlights on the IFLA Lyon Declaration and called on PIALA members as individuals, institutions and library associations to sign the declaration and be part of the group to advocate on the Lyon Declaration. The Lyon Declaration on Access to Information and Development calls upon UN Members States to make an international commitment through the post-2015 development agenda to ensure that every one has access to, and is able to understand, use and share the information that is necessary to promote sustainable development and democratic society. The new advocacy toolkit was introduced, which will help library representatives to approach decision-makers in their own countries to talk with them about the important access to information in development.

PIALA Lifetime Achievement Award

The highlight of this year's PIALA conference was the closing dinner at which the membership honored two of its own members with the PIALA Lifetime Achievement Award. This is the highest award that always given to its members for their exceptional leadership and many contributions to PIALA that is an inspiration to librarians, libraries and our communities in the Pacific especially here in Micronesia. The awards were presented to Ms. Jane Barnwell, the former Director of Library and Information Literacy Initiatives at the Pacific Resources for Education and Learning (PREL), Hawaii and Ms. Ruth Horie, retired librarian from Hamilton Library at the University of Hawaii at Manoa. The closing dinner was held at the Palau National Museum. Both Ms. Barnwell and Ms. Horie were presented a wooden plaque on which "PIALA Lifetime Achievement Award" was inscribed. Afterwards different islands groups gave their own gifts and accolades to both Ms. Barnwell and Ms. Horie.

PIALA also presented a special award called "Partnership Award" to the Hawaii Library Association in recognition with deep appreciation for the years of dedication and partnership since PIALA Conference in 1998. D. Keali'i Mackenzi (part-time librarian, Hamilton Library and HLA Representative) received the award on behalf of Hawaii Library Association (HLA). HLA was presented a wooden plaque on which "Partnership Award" was inscribed.

Appendix: **Chronology of PIALA Conferences**

*Conference Proceedings available in ERIC – www.eric.ed.gov
17th and 18th conference proceedings also at ScholarSpace*

PIALA Organizational Meeting. February 26-28, 1991, University of Guam Robert F. Kennedy Memorial Library. Mangilao Guam, 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, 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 – *JaketoJakerakKobbanAleleEo/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 - *WasahnKamarain/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, 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 ImJejeEj Ad Kojadikdik, Library KoRejJikinKakurmoolKajadikdik In ImJoletEo Ad EjBwinnid/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 - *KasrpacsrMisenge Ac EtwackLutu/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, Territory of Guam.

<http://files.eric.ed.gov/fulltext/ED547645.pdf>

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. *Be Informed, Stay Connected, Community Transformation!* November 10-15, 2014. Palau Community College, Koror, Republic of Palau.

25th PIALA 2015. Scheduled to be in Majuro, Republic of the Marshall Islands, in conjunction with the 29th Pacific Educational Conference, July 27-31, 2015.

26th PIALA 2016. Scheduled to be in Yap State, Federated States of Micronesia, November 2016



Participants in Saturday Cultural Tour

photo courtesy of Imengel Mad

**Appendix: Report of 2013 Hawai'i Library Association Conference by the receipt of 2013
Karen Peacock Scholarship Award
Jennifer Hainrich Helieisar**

Selected as the recipient of the 2013 Karen Peacock Scholarship Award, I was provided an opportunity to participate in the 2013 HLA Annual Conference that took place on November 8-9 at Aulani A Disney Resort & Spa.

The theme for this year's HLA conference covered information literacy, which was *Teaching Library Instruction & Information Literacy: Opportunities, Challenges, and Future Directions*.

A broad spectrum of information sessions rich in content was provided for HLA participants to select from. Sessions covered not just method of information literacy for our students at all types of libraries, but also on assessment tools that can be used to evaluate how well our students are learning. Some sessions that stood out for me that I felt are practical to our libraries in the region include the following. A study was conducted by the University of Hawaii at Manoa library on how they used circulation statistics to identify what types of materials are needed and most used by their users. Paul Drake from the University of Guam RFK library shared an online library tool that his library developed to help students learn more about the library's resources, services, and research skills. The use of Google Drive is a popular tool for information literacy where students can make use of Google Forms, Google Presentations, Google Docs, Google+ and Hangouts to collaborate on learning with each other and with their teachers. Many of the tools that were shared during the conference are available online for free.

Below is a list of useful links that provide useful information:

Useful Links for Information Literacy and Assessment

<http://meredith.wolfwater.com/wordpress/2013/11/07/aloha-hawaii-libraryassociation/>

<http://www.slideshare.net/mbowlesterry/hawaii-library-association-whatdidtheylearn>

<http://www.slideshare.net/mbowlesterry/hawaii-library-association-dataeverywhere>
<https://sites.google.com/site/kadanielsfl/>

To earn more support and exposure to PIALA from HLA, it would be ideal for PIALA to host a similar program, providing an HLA participant the opportunity to network and collaborate with PIALA participants at the annual PIALA conferences. I hope PIALA would consider such a venture to increase the networking partnership with HLA.

A warm thank you to Jane Barnwell, Ruth Horie, Jean Thoulag, and friends of HLA for making my stay in Honolulu a successful one. Much appreciation is also extended to the PIALA Executive Board members for your support of this training opportunity with HLA.

Jennifer Hainrick Helieisar 2013 Recipient of the Karen Peacock Scholarship Award

**Appendix: Report to Hawai`i Library Association on PIALA 2014 Palau
Ruth Horie (email to PIALA listserv, December 11, 2014)**

Dear PIALA Friends.

This is the report I gave on Dec. 6, 2014 to the general membership meeting at the Hawaii Library Association conference in Honolulu, Hawai`i. It describes HLA participation in the 24th PIALA annual conference in Koror, Palau, Nov. 10-15, 2014. Mahalo to Keali`i MacKenzie for supplying the photo (not sent, file too large) and several report details.

Mahalo, Ruth Horie

PIALA 2014 Palau-

Keali`i MacKenzie (part-time librarian, Hamilton Library) and Ruth Horie (volunteer, Hamilton Library) attended the 24th Pacific Islands Association of Libraries, Archives, and Museums (PIALA) annual conference in Koror, Palau, November 10-15, 2014. The conference was sponsored by Palau Community College (PCC) and the Palau Association of Libraries (PAL). The theme was "Be informed--Stay connected--Community transformation."

As part of the pre-conference workshops Ruth presented information supplied by Jean Thoulag about the Sinclair Library Student Success Center and talked about her "Bibliography of Palauan language materials in the Bernice P. Bishop Museum Library." During the conference Keali`i presented "Ho`oulu i ka papa: To grow the class," giving his reflections on being an embedded librarian for a University of Hawai`i at Manoa Pacific Islands Studies course. At the opening session Keali`i represented the Hawai`i Library Association (HLA) by reading a letter from interim president Kimball Boone. Both Keali`i and Ruth were invited to attend PIALA executive board meetings.

During the general membership meeting, Keali'i offered the traditional macadamia nuts to PIALA members, and gave a report on library activities in Hawai'i, including the October Ho`okele Na`auao Hawaiian Librarianship Symposium, Na Hawai'i `Imi Loa LIS student group, the upcoming HLA annual conference, and next year's Karen Peacock Memorial PIALA Scholarship. He observed that it was very important to keep the relationship between PIALA and HLA. Ruth gave a report from the Hawai'i Pacific Law Libraries Initiative (HAPALLI), and spoke briefly about the King Kamehameha V Judiciary History Center, the Association of Hawai'i Archivists, `Ulu`ulu: The Henry Ku`ualoha Giugni Moving Image Archive of Hawai'i, and the Hawai'i Museums Association. Both Keali'i and Ruth went on field trips to visit the Belau National Museum Library and Archives, the Olbiil Era Kelulau (National Congress) Library, the Supreme Court Library, Koror Elementary School Library, and historical sites on Babeldaob Island. Ruth was invited to the Palau International Coral Reef Center Library by Ms. Ines Kintoki to help plan for expansion of their catalog database.

At the closing ceremony, which was held on the spacious grounds of the Belau National Museum, PIALA President Atarino Helieisar presented a "Partnership Award" plaque to HLA, lifetime achievement awards to Jane Barnwell and Ruth Horie, and special achievement awards to Jennifer Helieisar for PIALA website redesign and Paul Drake for editing the PIALA proceedings. Ruth and Keali'i presented a copy of "Making connections : treasures from the University of Hawai'i Library" and a copy of "Five minutes to 8" from University Librarian Irene Herold to Palau Community College Interim Librarian Pioria Asito, copies of University of Hawai'i Press books "The value of Hawai'i" and "The value of Hawai'i 2" to Palau Public Library Head Librarian Mary Arius, a copy of "Ali`iolani Hale: a sentinel in time" to PIALA President Atarino Helieisar, and a kukui nut lei, miniature poi pounder and hula ipu to Palau Association of Libraries President Imengel Mad-Skiwo, along with Hawai'i items for the hard-working PAL members who served on the conference committee.

Many thanks to all those who made it possible for Keali'i and Ruth to attend and who gathered items from Hawai'i to share with speakers and participants. The next PIALA conferences will be held in the Marshall Islands in July 2015 and Yap in November 2016.

Details to come: <http://piala-pacific.wix.com/piala-pacific>

Partnership information: <http://hawaiilibraryassociation.weebly.com/about.htm>



Plaque given to the Hawai'i Library Association at the Closing Ceremony, PIALA 2014

Appendix: Call for Conference Papers



President, Atarino A. Helleisar

Vice-President, Saudi Napalan
Gonzales

Secretary, Karleen Manuel Samuel

Treasurer, John O.

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

The Palau Association of Libraries (PAL) invites you to join us at the Pacific Islands Association of Libraries, Archives, and Museums (PIALA) 2014 Annual Conference, from November 10-15, 2014, in Koror, Republic of Palau.

The conference theme—*“Be Connected. Stay Informed. Community Transformation!”*—reflects the important role that our libraries, archives, and museums play in the everyday lives of those in our communities. Knowledge transforms lives; the path to such knowledge lies within the walls of our information centers. Our challenge, as information professionals, is to connect with the members of our communities, to understand their needs and goals, and to help them become informed. Something as simple as a leaflet with practical tips on how to implement a new cash crop, checked out to an interested patron or shared through a targeted workshop, could open doors to community transformation. But how are these connections made and maintained? Which information in our collections has this transformative power? What are the best ways for our information centers to reach out? In the PIALA 2014 Annual Conference, we hope to explore these and related questions concerning the role of our libraries, archives, and museums in Pacific Island communities. If you would like to help lead us in this dialog or simply allow us to benefit from your experiences in community transformation, we hope you would consider presenting at the conference—and we hope that many will come along to participate in the conversation. We would love to see all of you there!

The Conference Program Committee welcomes abstract submissions for papers and workshops that reflect on the above theme and would like to hear from you! The conference offers a range of possibilities for presentations including:

- Transformative topics for Pacific Island communities
- Connecting with the communities we serve
- Examples of community outreach and transformation—both successes and “failures”
- Examples of information centers partnering with others in the community to sponsor transformation
- Information centers and knowledge creation
- Knowledge and its relationship to ideas, data, and information
- Managing information services to promote transformation
- Future of information centers in the Pacific

Please contact Sandy Fernandez for more information.

Sandy Fernandez
Program Subcommittee Chair
PIALA 2014 Organizing Committee
piala.palau2014@gmail.com



President, Atarino A. Helleisar

Vice-President, Sudi Napalan

Secretary, Karleen Manuel Samuel

Treasurer, John O. Gonzales

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

PIALA 24th Annual Conference

November 10-15, 2014

Koror, Republic of Palau

E-Mail: piala.palau2014@gmail.com

THEME:

"Be Connected. Stay Informed. Community Transformation!"

PRESENTATION FORM

Contact Information:

Name and Title of Presenter: _____

Name and Title of Co-Presenters: _____

Institution/Title: _____

Mailing Address: _____

Phone: _____

Fax : _____

E-Mail: _____

Presentation Information:

Title of Session/Presentation: _____

Please indicate which type of presentation you are proposing:

I am requesting time for the following:

_____ 30 minutes

_____ 1 hour

_____ 1.5 hour

_____ 2 hours

_____ Other (Please specify)

Please indicate which, if any equipment you need:

Tape or CD player _____

VCR and Monitor _____

Laptop: _____

Multimedia Projector _____

Other (Please specify) _____

Internet access: _____

Note: Please provide a brief abstract of your presentation to be included in the conference program and also a copy of your paper or presentation at the end of the Conference to be included in the Conference Proceedings.

Email completed form by September. 30, 2014 to: piala.palau2014@gmail.com OR mail to: PIALA 2014 Organizing Committee, PO Box 9052, Koror, Republic of Palau 96940. Please use subject: Call for Papers when emailing.

Appendix: Registration Form



President, Atarino A. Helielisar Vice-President, Sudi Napalan Secretary, Karleen Manuel Treasurer, John O. Gonzales

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

PIALA 24th Annual Conference

**November 10-15, 2014
Koror, Republic of Palau**

E-Mail: piala.palau2014@gmail.com

THEME:

"Be Connected. Stay Informed. Community Transformation!"

REGISTRATION FORM

Name: _____
 Organization: _____
 Job Title: _____
 Mailing Address: _____
 City: _____
 Country: _____
 Post/Zip Code: _____
 Fax: _____ Phone: _____ E-Mail: _____

PIALA Member ? Yes No
 Arrival Date: _____ Presenter
 Departure: _____ Particant
 Hotel: _____
 Car Rental: _____

For planning purposes, please note that the Departure Fee for Palau is \$50

1. Conference Registration Fees:
 Pre-Conference Workshop: \$25.00 \$ _____
 Conference (Postmarked on or before Oct. 10, 2014) \$45.00 \$ _____
 (Postmarked after Oct. 10, 2014) \$50.00 \$ _____
 Post-Conference Activities: \$25.00 (For planning purposes please let us know by Sept. 10, 2014 if you are planning to attend) \$ _____
2. PIALA Annual Dues: \$20.00 (Individual) OR \$50.00 (Institutional): \$ _____
 (2014-2015 Membership Fee)
Total Amount Enclosed: \$ _____

Make Checks payable to: Palau Association of Libraries (PAL)
 Please complete this Registration Form and EITHER mail it (together with check) to:
PIALA 2014 Organizing Committee
P.O. Box 9052
Koror, Republic of Palau 96940
 OR
 E-mail completed Form to the organizing committee at piala.palau2014@gmail.com

Republic of Palau, Commonwealth of the Northern Mariana Islands, Guam, Federated States of Micronesia, Republic of the Marshall Islands.

Pacific Islands Association of Libraries, Archives and Museums (PIALA) Executive Board

Appendix: Exhibitor/Vendor Registration form



PIALA 24th Annual Conference

November 10-15, 2014
 Koror, Republic of Palau
 Email: piala.palau2014@gmail.com

THEME:

“Be Connected. Stay Informed. Community Transformation!”

Exhibitor/Vendor Registration Form

Name: _____
 Organization: _____
 Job Title: _____
 Mailing Address: _____
 City: _____
 Country: _____
 Post/Zip Code: _____
 Telephone: _____ Fax: _____
 Email: _____

PIALA Member? Yes No
 Arrival Date: _____ Exhibition Only _____
 Departure: _____ Sale _____
 Hotel: _____
 Car Rental: _____

Fees :

Exhibition Only	\$ 50.00
Exhibition and Sale	\$100.00

Please note that you are responsible for manning your exhibition tables at all times. We will send you pertinent tax information once you are confirmed.

Make checks payable to: PALAU ASSOCIATION OF LIBRARIES (PAL)
 Please complete this Exhibitor Registration Form and EITHER mail it (together with check) to:
 PIALA 2014 Organizing Committee
 c/o Palau Association of Libraries
 P.O. Box 9052
 Koror, Republic of Palau 96940

OR
 Email completed form to piala.palau2014@gmail.com

Appendix: List of Koror Hotels and Motels within Close Proximity to Palau Community College and Car Rentals

List of Koror Hotels and Motels withing Close Proximity to Palau Community College

Hotel	Estimated Distance to PCC
West Plaza Desekel Hotel Tel: (680) 488.2521/2529 Fax: 680.488.6043 Email: west.plaza@palaunet.com Website: www.wphpalau.com Standard room & standard room with kitchen	3 minutes walk
Yuhi Motel Tel: (680) 488.5955/5966 Fax: (680) 488.5959 Email: yuhi@palaunet.com Single & double room with kitchen	4 minutes walk
DW Motel Tel: (680) 488.2641 Fax: 680.488.0869 Email: palau_7796768@yahoo.com Website: www.palaudwmotel.com Single & double room	10 minutes walk
LEHNS Motel Tel: (680) 488.1486 Fax: (680) 488.4810 Email: lehnsmotell@palaunet.com Single/single studio with kitchen Room with 2 twin bed 2 bedroom with kitchen	10 minutes walk
VIP Guest Hotel Tel: (680) 488.1502/4618/3828 Fax: (680) 488.1429 Email: viphotel@palaunet.com Single/double room Triple bed room Single/double bed with kitchen Triple beds with kitchen	8 minutes walk
West Plaza Downtown Hotel Tel: (680) 488.1671/5521 Fax: (680) 488.5521 Email: westplaza@palaunet.com Website: www.wphpalau.com Standard rooms	10 minutes walk
The Penthouse Hotel Tel: (680) 488.1941/1942/1943 Fax: (680) 488.1442 Email: the-penthouse@palaunet.com Website: www.penthousepalua.com Single and double room	12 minutes walk

Car Rental Ratings 2014

Car Rental Agency	Type of Car	Daily Rate	Insurance	Contact #
Budget Car Rental	SUV	67.95	19.95	488-6233
	Sedan	52.95	15.95	
IA Rent-A-Car	SUV	39.00	17.00	488-1113
	Sedan	28.50	12.00	
Hertz Car Rental	SUV	65.00/75.00/85.00	Insurance is included in daily rate	488-8476
	Sedan	59.00		
Toyota Rent-A-Car	SUV	65.00	20.00	488-5599
	Sedan	55.00	20.00	
IR Rent-A-Car	SUV	45.00	No insurance	488-5600
	Sedan	35.00/40.00		

APPENDIX: United Airlines Discount Program



Pacific Islands Association of Libraries Archives and Museums (2014)

Koror, Palau (ROR) - 11/7/2014 to 11/18/2014

We are pleased to offer special discounts for your event.

You may book online at www.united.com and enter your Offer Code ZTB2654437 in the Offer Code box when searching for your flights.

If booking through a travel professional or United Meetings at 800-426-1122, please give them the following information:

Agreement Code: 

Z Code: 

Outside of the United States, please call your local United Airlines Reservation Office.

Experience dependable, first-rate service and earn miles in MileagePlus®, United's award-winning frequent flyer program. To enroll in MileagePlus®, log on to www.united.com.