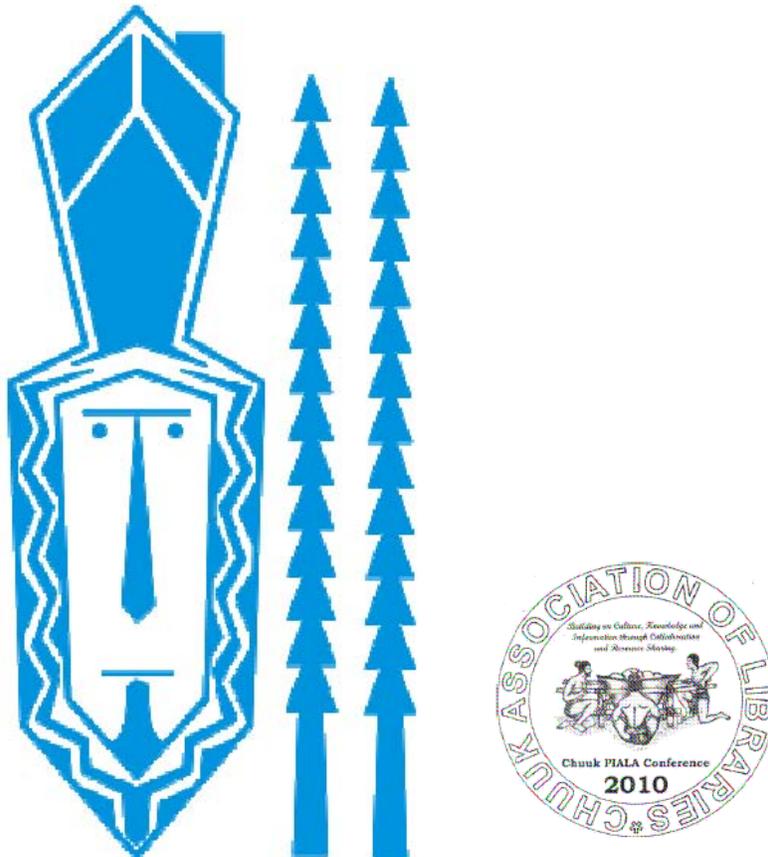


Libraries, Archives, and Museums Helping Create Futures: Building on Culture, Knowledge, and Information through Collaboration and Resource Sharing.

Selected Papers From 20th Annual PIALA Conference 2010

November 15-19, 2010
Weno, Chuuk State, Federated States of Micronesia

Edited by Paul B. Drake



**Libraries, Archives, and Museums Helping Create Futures: Building on Culture,
Knowledge, and Information through Collaboration and Resource Sharing; Selected
Papers from 20th Annual PIALA Conference 2010**

Edited by Paul B. Drake

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Pacific Islands Association of Libraries, Archives, and Museums

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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 2010 20th Annual PIALA Conference was held in Weno, Chuuk State, Federated States of Micronesia and presented opportunities to promote PIALA's mission, develop cooperation, and showcase museums, archives and libraries in the Pacific Islands area.

This is the second time that Chuuk State has hosted the Annual PIALA Conference, having served as host in 2002.

PIALA continues the digital publication of its annual conference proceedings. Print copies will not be available. The digital file has been submitted to ERIC and a link to it will be posted on the PIALA website: <http://sites.google.com/site/pialaorg/>

Much appreciation is given to the Conference organizers, the members and officers of the Chuuk Association of Libraries, the PIALA Officers and Executive Board, presenters and attendees who together made this a successful conference.

In Service,

**Paul B. Drake, Editor
Mangilao, Guam
pdrake@uguamlive.uog.edu**

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Airport welcome

Organizing Committee

Chuuk Association of Libraries

Kersweet Eria COM-FSM Chuuk campus Librarian/ President, Chuuk Association of Libraries (CAL)

Lynn Sipenuk Chuuk High School librarian and Teacher/ VP/Secretary, Chuuk Association of Libraries (CAL)

Kieko Kanemoto Saramen Chuuk Academy Librarian/Teacher, Treasurer, Chuuk Association of Libraries (CAL)

Jayleen Kokis COM-FSM Chuuk Library Assistant/ Member, Chuuk Association of Libraries (CAL)

Mac Emwalu COM-FSM Chuuk Library Assistant/ Member, Chuuk Association of Libraries (CAL)

Elipi Betwell Chuuk High School Librarian/ Member, Chuuk Association of Libraries (CAL)

PIALA Officers

President – Mr. Atarino A. Helieisar (Pohnpei)

Vice President – Mr. Michael Williams (Kosrae)

Treasurer – Ms. Lydia Tibon (Marshall Islands)

Secretary – Ms. Karleen Manuel Samuel (Pohnpei)

Chuuk State, FSM Representative: Kersweet (Eric) Eria

CNMI Representative: John O. DLR Gonzales

Guam Representative: Maria Ovalles

Palau Representative:

Yap State, FSM Representative: Erica Ruwepin

Non-voting Hawaii Representative: Jane Barnwell

<https://sites.google.com/site/pialaorg/>



PROGRAM



Pacific Islands Association of Libraries, Archives and Museums
(PIALA)
20th Annual Conference
November 15-19, 2010 Chuuk State, FSM

*Libraries, Archives, and Museums Helping Create Futures:
Building on Culture, Knowledge, and Information Through
Collaboration and Resource Sharing.*

MONDAY NOVEMBER 15, 2010
Truk Stop Patio

- 8:00-10:00 REGISTRATION
- Renew your PIALA membership
 - Update your directory listing in the online *Libraries of Asia Pacific Directory*: <http://www.nla.gov.au/lap/aboutlap.html>
 - Please sign a card for the family of Dr. Karen M. Peacock
- 10:00-12:00 OPENING CEREMONY
Keynote Address: Mr. Joakim Peters, Director,
COM FSM, Chuuk Campus
- 12:00-1:00 LUNCH ON YOUR OWN!
- Truk Stop Conference Room**
- 1:00-1:30 Overview on Chuuk State
Wilfred Robert, Chief of Staff, Chuuk State Government.
- 1:30-2:30 LEAP!: Library Education for the U.S.-Affiliated Pacific
Professor Yvonne Chandler, University of North Texas
Jane Barnwell, PREL
- 2:30-2:45 BREAK
- 2:45-3:45 Palau Community College Library Science Distance Education Pilot
Program
Megan Beard, Palau Community College
- 3:45-4:45 "Can you Hear Me Now?": Distance Education and Training Discussion
Sharon Dennis, Technology Coordinator, National Network of Libraries of
Medicine, Pacific Southwest Region, UCLA, Los Angeles, CA
- 6:00 WELCOMING DINNER PLACE: TBA
-



TUESDAY NOVEMBER 16, 2010
Truk Stop Conference Room



- 8:00-8:30 **REGISTRATION**
- Renew your PIALA membership
 - Update your directory listing in the online Libraries of Asia Pacific Directory:<http://www.nla.gov.au/lap/aboutlap.html>
 - Please sign a card for the family of Dr. Karen M. Peacock
- 8:30-9:30 Building Resource Collections for the Pacific by Using U.S. Government Documents
Denise Rosenblatt, University of the South Pacific Library
- 9:30- 10:15 Chronicling America: Covering the Pacific
Dore Minatodani, University of Hawai'i, Hamilton Library
- 10:15-10:30 **BREAK**
- 10:30-11:30 The Pacific Digital Library (PDL)
Jane Barnwell, PREL; Karleen Manuel, COM-FSM; and Imengel Mad, PEIR, PREL
- 11:30-12:15 History of Chuuk and Economic Growth on Tourism Sites
Mason Fritz, Director, Chuuk Visitor Bureau
- 12:15-1:15 LUNCH ON YOUR OWN!**
- 1:15-2:15 Freely Available Health Information for Everyone: MedlinePlus
Sharon Dennis, Technology Coordinator, National Network of Libraries of Medicine, Pacific Southwest Region, UCLA, Los Angeles, CA
- 2:15-3:15 Information Literacy/EBSCO Mini-Workshop
Mathew Bellhouse-King, PREL
- 3:15-3:30 **BREAK**
- 3:30-4:00 Blue Trunk Library: An Information Resource for District Health Personnel
Julio Dizon, Administrative Officer, Library. WHO Western Pacific Region Office, Manila, Philippines.
- 4:00-5:00 American Library Association (ALA): PIALA participation
Atarino Helieisar, FSM Supreme Court Law Library; Karleen Manuel, COM-FSM; Pioria Asito, Palau Community College Library; and Mary Arius, Palau Public Library

DINNER ON YOUR OWN!



WEDNESDAY NOVEMBER 17, 2010
Truk Stop Conference Room



- 8:30-9:30 Developing an effective student and volunteer worker program
Paul B. Drake, University of Guam Library
- 9:30-10:30 Chronicling America and the National Digital Newspaper Program:
Technical Aspects
Martha Chantiny, University of Hawai'i, Hamilton Library
- 10:30-10:45 BREAK
- 10:45-11:45 "Connecting to Collections" Projects: Panel Discussion Project Updates
from all grantees: American Samoa, CNMI, FSM, Guam, Palau,
and Marshall Islands.
- 12:00-1:00 LUNCH ON YOUR OWN!**
- 1:00 –5:00 Participants may elect to attend ONE of the following workshops
- Book Cataloging (Dewy Decimal Classification)
Lynn Sipenuk, Chuuk School / Public Library.
WORKSHOP SITE: TRUK STOP CONFERENCE ROOM 1
 - Learning Boards
Jane Barnwell, PREL
Mac Emwalu, COM-FSM Chuuk State Campus
WORKSHOP SITE: COM-FSM CHUUK STATE CAMPUS LIBRARY
 - Copy-Cataloging
Ruth Horie, University of Hawai'i, Hamilton Library
WORKSHOP SITE: TRUK STOP CONFERENCE ROOM 2
 - Medical Book Cataloging
Alice Hadley, US Naval Hospital, Guam Medical Library
WORKSHOP SITE: SARAMAN CHUUK

6:00 PIALA EXECUTIVE BOARD MEETING/DINNER
PLACE.... TBA



**THURSDAY NOVEMBER 18, 2010
Truk Stop Conference Room**



8:30-12:00 **Option 1: COMMUNITY SERVICE PROJECTS**
Coordinated by Kieko Kanemoto, Saramen Chuuk Academy and
Mathew Bellhouse-King, PREL

You may choose *one* community service site! Sign up ahead of time at the registration table. Wear old clothes! Please bring your own water bottle.

- ** Chuuk High School Library
- ** St. Cecilia Elementary School Library
- ** Mechitiw Elementary School Library

~OR~ **Option 2: BOOKMAKING WORKSHOP**
Conducted by Jane Barnwell, PREL

12:00-1:00 **LUNCH ON YOUR OWN!**

1:00- 1:30 Sharing Our Views on Community Service

1:30-3:00 Entity Reports

- Each entity is allotted 10 minutes *maximum*
- Please limit entity reports to highlights of 2010 activities
- Provide handouts to share detailed information that exceeds your time slot, please!

3:00-5:00 GENERAL MEETING

GOODBYE DINNER: Hosted by COM FSM, Chuuk Campus
PLACE: COM FSM, Chuuk Campus, Student Center



FRIDAY NOVEMBER 19, 2010

POST- CONFERENCE WORKSHOP
Track 1
“Relationship Building and Leadership”



WORKSHOP LOCATION Truk Stop Conference Room

- 8:30-12:00 Relationship Building and Leadership
Dr. Lance Linke, Yale University, USA
- 12:00-1:00 LUNCH ON YOUR OWN!**
- 1:00-5:00 Relationship Building and Leadership workshop, continued

POST- CONFERENCE WORKSHOP
Track 2

“Pacific Islands Regional Medical Librarians”

WORKSHOP LOCATION Chuuk State Hospital Medical Library

- 8:00-8:30 Introductions
- 8:30-12:30 Blue Trunk Medical Librarians Training Workshop
Julio Dizon, Administrative Officer, Library
WHO Western Pacific Region Office, Manila, Philippines.
- 12:30-1:00 LUNCH**
- 1:00-1:20 Role of the National Network of Libraries of Medicine (NN/LM)
Pacific Southwest Regional Medical Library
Judy Consalas, Director,
National Network of Libraries of Medicine,
Pacific Southwest Region, UCLA, Los Angeles, CA
- 1:20-2:40 Basic PubMed Searching
Alice Hadley, US Naval Hospital, Guam Medical Library and
Arlene Cohen, Robert Wood Johnson Foundation Grant Project Co-Director
- 2:40 – 3:00 PubMed Update
Sharon Dennis, Technology Coordinator, National Network of Libraries of Medicine
Pacific Southwest Region, UCLA, Los Angeles, CA
- 3:00-3:15 Break**
- 3:15-3:45 How to Get Medical Articles (Inter-Library Loan [ILL])
Paul B. Drake, University of Guam Library
- 3:45-4:15 Updated *“Small Hospital Library Management in US-affiliated Pacific Islands”*
Discussion
Arlene Cohen, Robert Wood Johnson Foundation Grant Project Co-Director
Alice Hadley, US Naval Hospital, Guam Medical Library
- 4:15-4:45 Library Advocacy: Tools for Promoting Your Medical Library
Arlene Cohen, Robert Wood Johnson Foundation Grant Co-PI
- 4:45-5:00 Questions

DINNER: ON YOUR OWN

**Keynote Speech: Libraries, Archives, Museums and Coconuts;
Helping Create Futures: "Building on Culture, Knowledge, and Information
through Collaboration and Resource Sharing."**

**Mr. Joakim Peter, Director,
College Of Micronesia-FSM, Chuuk Campus**

Before I go on, I would like to take this moment to thank two special people, personal friends and professional colleagues not just to me but also to all here. Their passion for their work has continued to enrich my work and my life. Iris Falcam and Karen Peacock will always hold a special place not just in our hearts but also in the work that we do. It was Karen who convinced me that staying long, cold hours in the Pacific collection on the fifth floor of the Hamilton Library was a worthy part of my graduate schooling as a student of historian. (When people ask me where I graduated from, I would tell them that I graduated from the frozen corner of the fifth floor.) I have never regretted her advice. After I moved back home, Iris continued to remind me that, even as a frustrated not-so-young-anymore student of history stuck behind the administration desk, it is still worthy to support our growing Micronesian collection. I am a firm believer in your work because of these two wonderful people. God bless them.

I like your theme. I often wanted to write a paper along that beautiful theme. Now that I have the chance to talk about it, I would ask your permission to allow me to steal some of the ideas embedded in your theme and sketch out this future paper that I am now motivated to write, sometimes in the future. I must warn you that my thoughts are still very much in early draft forms so if you are confused by anything that I say; well, now you know how I felt at two o'clock this morning when I gave this speech to myself.

During my research for my graduate work at the University of Hawaii - yes, in that frozen corner of the Hamilton Library - I came across two very interesting stories that happened in separate space of time and place, but together, may serve to highlight for me the importance of your gathering this week in Chuuk. To do this I structure my remarks on your theme into two parts: first, I want to focus on the *building of cultural knowledge and information*; and, second, concentrate on the *strength and value of collaboration and resource sharing*.

All in all, I want to make some points about the collaboration and empowerment that goes on between **you** who are in charge of building resources for learning and those of **us** who rely on those resources to empower our work vis-à-vis writing, learning and teaching. I would like to insert or add some local flavor to your theme to read something like this: "libraries, archives, museums and *coconuts*, the future of local cultural knowledge and information..."

building of cultural knowledge and information

The first story is about coconut. The first story happened during the early period of western explorations in the Pacific, specifically during the scientific explorations that brought one Russian explorer/scientist by the name of Otto Von Kotzebue to one of the remote outer island atolls in the Marshall Islands -I believe the island was Wotje.

The Russian scientist spent few months at the atoll where he conducted several experiments and recorded several observations. All the while there he was treated very well by the Islanders and, one in particular, his name was Lojtiak [sp.] who became very close friends with the Russian scientist. His Island friend asked one time during this interaction if coconut would grow in Russia. The Russian scientist explained to his friend that according to his scientific knowledge coconut would not be able to grow in Russia given the altitude and the cold weather. The Islander friend found that most amusing since coconut grows in abundance everywhere on the island. On the last day of his visit, as his ship was weighing anchor, the Russian captain was confronted for the last time by his Islander friend who brought with him several beautiful brown coconuts. I recall the way he the Russian scientist recorded this experience. According to the written journals recorded in the ship logs, the islander asked the scientist to take the coconuts and “plant them in Russia in memory of their friendship.” The Russian scientist sounded a little confused, perhaps even annoyed, by this gesture by his Islander friend and reminded him that he had already informed him that coconut do not grow in Russia. So, he refused the coconut. He stated in his journal entry that his Island friend, after being told this, went away crying like "a little child being forcibly removed from his parents."

During my early days at the college when I was teaching a course on History of Micronesia I would always open my first day of this course by telling the story. The reason why I always find this story compelling is that it challenges us who read the narrative of this experience to probe deeper into it in order to find out what we are missing in this exchange. Not just what we, as readers, are missing but what was lost in this encounter between the islander and the scientist. I wonder who lost out in this exchange of friendship. According to the Russian scientist, his Islander friend went away deeply affected and cried like a little child. I wonder why the very public display of emotion on part of the Islander and how his presentation of the coconuts would have been an attempt on his part to mitigate the sorrow of their impending departure or separation from each other, as true friends.

In terms of our readings of this account of that moment in history, we are enlightened by the written experience of the scientific captain who, by the way, went on to provide some of the most detailed information about the effects of early explorations on the island populations throughout the region. His work is often cited and well utilized by historians, anthropologists and others who write about the islands.

Yet, on another level, I cannot help but wonder how the Russian scientist may have lost out on the very essence, the deep stuff that defined the value of their friendship. In a way, I wonder if the Islander's attempt to memorialize their friendship by presenting his coconuts to his departing friend was more of a symbolic gesture given his understanding of the prolific nature of coconuts in his own world.

So here we have two men with their own attempt to memorialize this interaction in order to enrich future understanding of their experience and perhaps their friendship. The captain's form of narrative is in his written ship logs and has been published over many forms in subsequent writings. The Islander's form of narrative was in the presentation of coconuts, which for the most part, was not only lost on his friend but on those who may not have the inclination to recognize its significance. Those are attempts of building future memories. Both are also culturally bound means or information that are situated within cultural context of their own separate worlds. Now link this story and your analysis to ***building culture, knowledge, and information***. But, as the tired old cliché goes: that was then and this is now.

The building and future of cultural knowledge and information requires well-informed understanding of the multiplicity of culturally bound "narratives" and, more importantly, common respect for these different narratives. Culture, information, or cultural knowledge needs to be recorded and preserved in the multiple forms that they are transmitted in order for them to have a future. We have a very rich body of oral history and local objects that needs to be recorded and preserved. Performances are the essence of our culture and we need to preserve them. Preserving them includes practicing them in performance and in writings and other activities. Cultural knowledge and practice need for people to be able to practice them and move them forward through our future generations.

Before I go further, and for the interest of time, let me go into the second story: the *strength and value of collaboration and resource sharing*.

A friend and fellow Micronesian historian, Vince Diaz from Guam/Pohnpei, told the second episode or story to me when I was doing some ethnographic readings on culture and disability. I was particularly interested in the depiction or portrayal of persons with disability in historical narratives. This one has always been one of my favorites.

During the Japanese occupation of Guam and the impending arrival of the US troops, many islanders were forced to flee their villages and find safe havens in the hills and caves out of harms way. Left behind by their fellow villagers and having to fend for themselves, an old man and an old woman found themselves in a dilemma. Their predicament was further compounded by the fact that one of them, the man, was blind or without vision. The woman was crippled; her legs were not fully functional. So, here were two individuals with different disabilities. The story

was not about their individual disabilities, or shortcomings. The story is about their collective abilities and how they were able to save themselves by sharing their individual strengths towards their survival. They were able to put together their abilities in order to get themselves out of danger. The man was physically strong, however without sight, was able to carry the woman, who had perfect vision but did not have the strength to move. Together they were able to navigate and overcome their dangerous situation. The woman guided their movement by providing directions and the man, with his strength and ability, was able to carry them forward and out of danger. If this is not a story of true collaboration and resource sharing, then I don't know what is. It is through the collaboration of their abilities that assured their safety. And it is in the story that we find a true definition of the second portion of the theme of this conference: collaboration and resource sharing.

Those of us who are engaged in research and teaching have the vision of where we want to go with our students and those who are consumers of our research. We cannot do it without the strength of your resources, your work as librarians, archivists, curators, and coconut readers. We need your strength and a robust body of information in order to make student learning a fruitful experience. Our work cannot exist in separation or isolation. Our work must be linked together in true collaboration of our abilities, not in isolation.

We need the strength of archives, libraries, and museums to sustain and assure the future of not just learning but our collective memory as we move forward as a people and a nation. We need our young people to be trained as caretaker and guardians of our information, our knowledge, or cultural knowledge so that we do not run the risk of not just forgetting who we are but also lend ourselves the risk of being misunderstood.

To take that point further and to link your presence to this place that you have chosen to hold this get-together, your work as guardians and caretakers of information and cultural knowledge must serve to enrich the experience of this young nation. As we enter the ever-changing world of technology and information, what is the future of our cultural knowledge? What is the capacity to move our knowledge into the next century? As our population continues to spread over the globe, how do we ensure the strength of our culture and knowledge is sustainable with these ever-mobile generations? In a way, how do we continue to ensure that we have collective memory of ourselves?

As guardian and curator of these rich cultural knowledge how do you position yourselves in all of these in order to be able to meet the need of not just us the researchers and educators but the growing population that is moving rapidly not just in real space but even more vigorously in cyberspace?

I believe these are some of the difficult questions that this gathering will undoubtedly

struggle to find answers for but as confident as I've always been in the passionate work of Iris Falcam and Karen Peacock, I have faith that you're on the right path. And you will always have our vision and dreams to provide strength and guidance to your work.

Thank you her much and I wish you good luck and have a nice conference.



P.O. Box 4441, Honolulu, Hawaii 96812-4441 U.S.A.
E-mail: hawaii.library.association@gmail.com • www.hlaweb.org

November 15, 2010

Ran annim and Aloha to all PIALA members and conference attendees.

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

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

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

Sincerely,

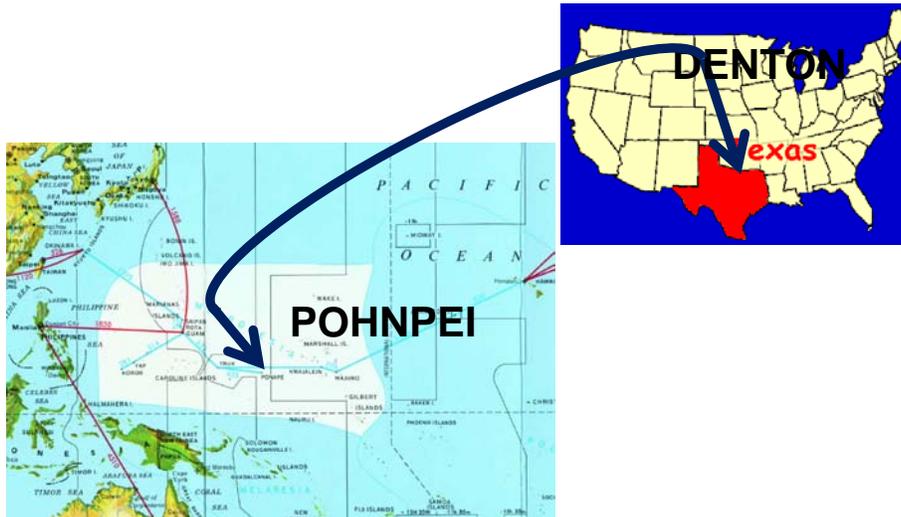
Stewart Chun
President
Hawaii Library Association

|

**LEAP - Library Education for the U. S. Affiliated
American Pacific Cohort Program 2011 – 2013
Dr. Yvonne Chandler,
University of North Texas
Jane Barnwell,
PREL**

LEAP is the Library Education for the U. S. Affiliated American Pacific (USAPI) Cohort Program. This scholarship program is a partnership between the University of North Texas (UNT) and Pacific Resources for Education and Learning. We are bringing the master's degree program to the Pacific Islands all the way from Denton, Texas in the mainland United States.

**ALL THE WAY FROM
DENTON, TEXAS TO KOLONIA, POHNEPEI**



The University of North Texas

The [city of Denton](#), Texas, approximately 35 miles [north of Dallas and Fort Worth](#) is the proud home of two public universities: [Texas Woman's University](#) and the [University of North Texas](#) (UNT), the 3rd largest university in the State of Texas, with a combined enrollment of approximately 45,000 students. UNT takes pride in its outstanding faculty (844) that includes many professors who are widely known as experts in their fields. A doctoral/research university, UNT ranks in the top 4 percent of U.S. colleges and universities classified by the Carnegie Foundation.

The University has many programs that have been recognized around the world for the power of their ideas — for example, the philosophy department’s program in environmental ethics; the jazz studies program, which is the first of its kind in the nation; and the psychology department’s Center for Collaborative Organizations. Nationally ranked programs include public administration, counseling, music, art, and library and information sciences. UNT is home to the largest College of Music west of the Mississippi River. Denton has two claims to fame. It is the home of two Miss America’s and two library and information science programs.

The University of North Texas Department of Library & Information Sciences

The mission of the University of North Texas College of Information is to prepare information professionals in leadership, service, research, and education in a technology driven environment. The following is a picture of the faculty of Library and Information Science (LIS). The program’s first two core classes are taught by professors who are identified with the arrows. The faculty is proud of a graduate library science program ranked 17th nationally by U.S. News and World Report. The health librarianship program is *ranked 2nd nationally* by *U.S. News and World Report*.



The Dean of the College is Dr. Herman Totten. He will also be coming to teach in this program. Dr. Totten will teach the introductory course as well as his specialty class – Information Access and Services for Diverse Populations. He is a recognized specialist in the study of libraries and diversity.



The LIS program is offered on the UNT campus as well as through cohort programs across the country. Programs are available in the following locales:

- Denton
- UNT Dallas
- Houston
- Virginia
- California
- Nevada/Utah
- Georgia
- SWIM Cohort (South Dakota, Wyoming, Idaho & Montana)
- LEAP Cohort (U. S. – affiliated Pacific Islands)

The Department has many attributes that make it a wonderful program. The goal of LIS is to have a program that offers flexibility for busy or working students.

Scholarship & grant opportunities are available for all students because of the large distance learning program. Because 75% of the tuition from the cohort programs is returned to the department, they are able to offer scholarships to many students.

Each student will receive individual academic counseling & guidance at the Web Institute by the professors.

The LIS faculty developed the cohort program to provide a high level faculty/student interaction that is necessary in professional programs. It is important for future librarians to develop relationships with their future colleagues. The program includes many opportunities for students, professors, teaching assistants, and even the Dean to meet and get to know each other. These include advising, the pre-institute dinner, pizza parties, game nights, and the best – make your own sundae that is always held on the Sunday of the Institute.

The department provides placement services through a number of methods including website job postings and the listserv – SLIS-AnnounceL that all students join during their first class.

Communication between students, professors, and teaching assistants is encouraged throughout the program with multiple communication channels to foster community including the SLIS Village – a virtual forum for conversation.

24/7 access to UNT Electronic Library resources online program that offers flexibility for busy or working students distinguishes the UNT program.

The LEAP Program

The LEAP program is funded by the Institute of Museum and Library Services (IMLS) through the Laura Bush 21st Century Librarian Program. Why? Laura Bush was a school librarian. She joined with the American Library Association to study the state of librarianship in the US. Retirement by “baby boom” generation librarians signals the possibility of an acute shortage of professional staff. Through this study it was concluded that more than 25 percent of librarians will reach the age of 65 by 2009, while 58 percent will achieve that status by 2019. The 21st Century Librarian Program supports efforts to recruit and educate the next generation of librarians and the faculty who will prepare them for careers in library science.

The goals for the LEAP grant are to:

- Increase the number of MLIS librarians in the region.
- Recruit native Pacific Islanders from the U.S. –affiliated Pacific Islands to the library profession - Mr. Dakio Syne was the only indigenous librarian from the Federated States of Micronesia to successfully complete a master’s degree in librarianship.
- Encourage professional development and collaboration among librarians.

Scholarship applications are due by March 15, 2011. Requirements are:

- Applicant must be a native Pacific Islands citizen
- Residency within the U. S. -affiliated Pacific Islands region
- Must be admitted to the University of North Texas Toulouse School of Graduate Studies by March 15, 2011
- Must be admitted to the University of North Texas master’s program offered in the UNT/DLIS by March 15, 2011

There will be 23 scholarship awardees who will receive an opportunity to earn a master's degree from UNT's ALA accredited graduate program. \$20,000 full tuition scholarships and fees will be provided for 23 students admitted to the 2011 UNT/DLIS LEAP Cohort as well as travel stipends to attend the Web Institutes scheduled for August 2011 at The College of Micronesia-FSM National campus in Palikir, Pohnpei, required trainings, residencies, and conferences. A UNT librarian mentor will be matched to each student for academic support and professional mentoring. Scholarship recipients will receive a laptop, software, and funds to support home connectivity costs during the two year program. Professional association annual memberships to the Pacific Islands Association of Libraries, Archives, and Museums (PIALA) and joint Hawaii Library Association / American Library Association memberships are also included in the scholarship award.

PREL initiated this opportunity based on many years of close working partnerships, observation, and data collection. PREL has worked to bring many professional development and continuing education opportunities to the region, and the LEAP program is the next logical progression in growing the cadre of professionals to serve the library and information needs of the Pacific. We welcome your questions about the LEAP program throughout the conference, so please pick up an information packet and stop by to see Dr. Chandler or Jane Barnwell in the adjacent meeting room. We are so excited to launch the LEAP program at PIALA 2010!



The UNT/DLIS LEAP Cohort



Classes start in August 2011

College of Micronesia-FSM

Federated States of Micronesia

Pohnpei Campus

<http://www.lis.unt.edu/LEAP/>

Palau Community College Library & Information Services Pilot Program
Megan Beard
Palau Community College Library
Journey Teruzi, Ilong Roduk, Joycelene Moses,
Getta Setts, Halora Paulus, and Jeremiah Hagelilipiy
Palau Community College Library & Information Services Students

Megan Beard

The U.S. Institute of Museum and Library Services (IMLS) awarded 38 Laura Bush 21st Century Librarian Program grants totaling \$22,623,984. The Palau Community College (PCC) Library & Information Services program was fortunate to be chosen to receive one of these grants. The goals for Project DEPP: **D**istance **E**ducation **P**ilot **P**rogram are to develop a distance education Library & Information Services program based on the current in-person curriculum, provide a formal training opportunity for the library workers of Palau, and to evaluate and test the associates degree curriculum and technology before formally expanding the program to reach the other islands in Micronesia.

So far laptops have been ordered for all of the Library Services (LS) program students to allow them to access course work from home. All 2010 fall semester LS courses are offered primarily through distance education (Moodle) with a minimum of in-person meetings. Development of a website to share information about the program has begun.

As a result of the grant enrollment in the LS program has increased 600% this semester. The pilot program made it possible for students living outside Koror in Babeldaob, Kayangel, and Angaur to attend classes. Students from Yap, Pohnpei, Chuuk, and Kosrae are now part of the program and will be a part of the distance education that is developed to reach out to the other islands.

Six of the current students will now make presentations to discuss:

1. Reason for joining the LS program
2. What they have learned so far
3. How it has helped them with their work or other classes
4. Why they would recommend others join the program when it is available to the other islands

Journey Teruzi

Library science class helped me with the information on library. I've learned how to work in the library, how to help patrons in many different ways, and the importance of library usage. I had the opportunity to visit different types of libraries and see the differences between them, work in the library with different people and learn different types of work in the library.

I am a library assistant at the Palau Community College Library as well as being enrolled in the PCC Library Science Program. I am able use the skills I learned from the courses in the job.

Recommendation: This is a very good program for anyone working not only in a library but also information service. Palauans are very lucky because PCC has online classes for the library science, so anyone in Palau can register at PCC and take the classes.

Ilong Roduk

Library Science classes are Introduction to Library, Introduction to Information Resources, Micronesia-Pacific Information Resources, Research Methods and Reference Assistance, Library Media Technology, and Material Selection, Cataloging, and Indexing.

The importance of a library and why do we have them? Libraries help provide resources to everyone regardless of how much money they have (ex: magazines, newspaper, journals, wide range of books can't afford to buy.)

I've learned that there are different types of libraries. The aim of school libraries is to provide resources that are appropriate for the school curriculum. School libraries provide resources to encourage and stimulate students to read and recreational needs to encourage students developing their talents.

A customer service librarian must have a good attitude and build a positive attitude. Be approachable - don't hide behind the desk, stand up and greet the customer with a smile and make eye contact. Communication - talk positive and friendly, listen well and don't interrupt. Show interest in what the customer is saying. Be able to handle patrons by providing accurate answers and referrals, and always be flexible.

In the reference interview, welcome the patron with a smile and say hello, make eye contact. Ask open-ended questions such as "Why," "How," "What," or "Tell me about" to encourage a meaningful answer from the customer. Rephrase the question to clarify and confirm because it helps understand what the patron is asking for. Follow-up to ensure satisfaction so that the patron knows that they can come back for more questions.

Recommendation: I would like to encourage all the library workers to take this Library Science class because it will help with the work in the library and our patrons. Kom kmal mesulang!!

Joycelene Moses

I am the Librarian at Ngchesar Elementary School in the Republic of Palau and am a student in the Library and Information Services program working on an Associate of Applied Science (A.A.S.) degree at Palau Community College. I have taken the LS 102 Introduction to Library Organization, LS 105 Introduction to Information Resources, LS 120 Library Media Technologies, and LS 202 Materials Selection, Cataloging & Indexing classes.

The LS Program has helped me develop my skills in the library:
Cataloging (Dewey Decimal Classification) – the 22nd is the most recent edition.
Basic networking in library - allow two or more computers to share information and resources.

Electronic resources are an important part of library media technology. Libraries can utilize many types of electronic resources. Library research databases are used to find journals, magazines, or newspaper articles. Many reference books are very expensive and take up a lot of space in the library; so many libraries now purchase *e-reference collections* in the electronic format.

Libraries and the internet. Libraries use the internet to market themselves and provide their services. Library staff uses the internet to communicate with one another, with colleagues, and with patrons. Library staff and users search the internet for information. Libraries use the Internet as a platform for providing access to resources.

The *digital divide* refers to the gap between people with access to digital and information technology and those with little or limited or no access. Digital divide is a clear problem in Micronesia as many people do not have skills or access to computers and online resources. Ways that librarians can help to bridge the digital divide are to provide free access to the internet, assistive technology, training on using online resources, and basic computer skills classes.

The LS Program has helped me with my job. I've learned the details of using DDC (Dewey Decimal Classification), basic networking in the library, and electronic resources. I use my library to gap the digital divide in my area.

Other should join because Micronesia needs professional librarians to seek, organize and locate information from a wide variety of sources, from print materials such as books and magazines to electronic databases. The community needs librarian to ride at the forefront of the technology wave, always looking out for new and better ways to organize and retrieve information.

Palau Community College offers Associate & Bachelor degrees in Library and Information Services. PCC Website: <http://www.palau.edu/>

Getta Setts

The LS Program has helped me develop my skills in library services. I am able to locate books or materials in DDC for patrons. I assist young students that are not familiar with technology to get information for their research. I know what to do when librarians are not around. I check in and check out materials and print and photocopy papers for patrons.

The program has helped me with my job as I know how to shelf books using DDC and locate books or materials for patrons. I've learned how to assist patrons with their research with technology and provide delightful customer services. I am able to provide appropriate information that the patron need.

The program has helped with my other classes. I now can use different references, e.g. encyclopedia, atlas, almanac, online resources and etc. I am eager to help or assist classmates to understand. I know how to find the right website to get the right information on the internet for my research.

I think it will help me with my future job to gain knowledge and understanding to run a library. I will be able to catalog and organize books in the library using the Dewey Decimal Classification. I can conduct programs and activities for the community and am able to provide excellent customer services.

I think others should join the program because they would be able to locate and find information they need. They will learn to help and assist others. They will learn to understand and know the importance of the libraries and gain knowledge and skills to run our libraries.

Thank you. Sulang.

Halora Paulus

I work as librarian at the Emmaus High School Library in Koror, Palau. There are questions such as where do these books go, where is the list of these books, what kind of books do we have in this library, who knows what to do here? The answer used to be “I don’t know.”

The answer is enroll at Palau Community College and major in library science. You will know what “unclassified books” means and what to do with damaged books. Dewey Decimal System is a gift of organization in the library!

In Library Services we learn that in many ways we are custodians of information. Regardless of age, religion or race, we help open the minds of the community with skills, knowledge, information and resources. Everyday we learn something new, such as why we need to wear gloves before we touch a book more than 100 years old.

Join the Library and Information Services program so you can help anyone, anywhere, anytime with the wealth of information, resources you will learn in this class! Learn to create a functional library. The importance of education is that the more you learn, the more knowledge you gain! You will then do your job with confidence and efficiency which leads to success.

So come, get enrolled in January. It is fun too.

Jeremiah Hagelilipiy

Good afternoon. My name is Jeremiah Hagelilipiy, and I am from the Outer Island of Yap State. My major is library services.

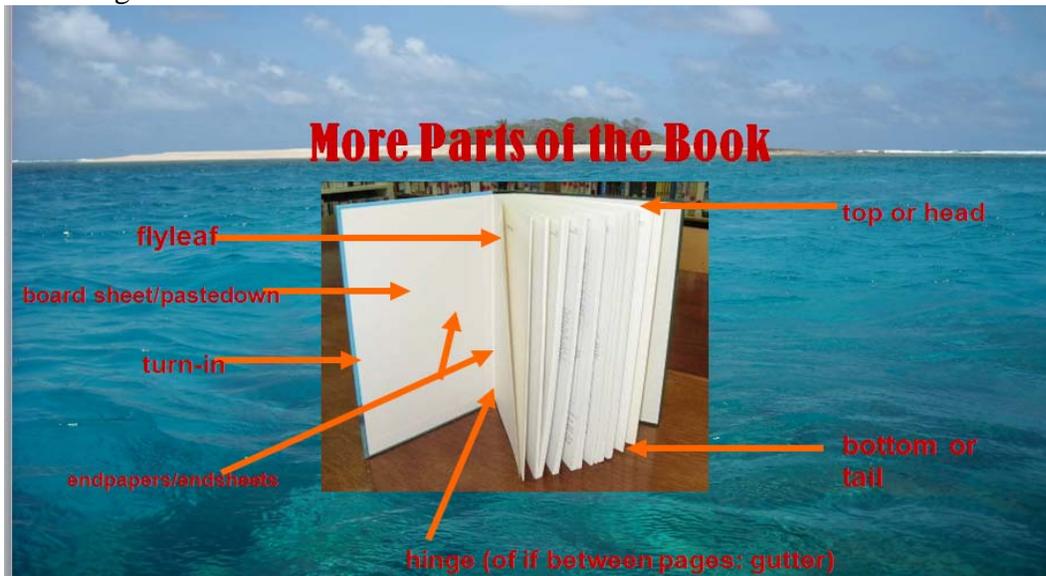
How the LS program has helped me to develop my skills in library services? I have learned more about different kinds of library. Librarians classify books to make them easier for users to find what they need. The program has shown me how to use atlas and dictionary books. I’ve learned how to use the PCC Catalog and about lots of different websites

I’ve learned why the call number is so important. Call numbers are used to help locate materials on the shelves. A call number is like an address that helps find where the book lives on the shelves. Without a call number, you would have to just look through all of the titles until you

found the book wanted. To find the call number for the book you want, use the card catalog to make it easy to find the books.

Here are two main types of library classification styles. Most libraries in Micronesia use the Dewey Decimal System.

My major before was Office Administration; now Library Services. I learn more knowledge than OA before.



Why I think others should join the program? There are many opportunities to learn from this program. It is a better program and we learn lots of knowledge, such as how to arrange books on the library. We learn lots of information about the library services.

There is something important we need to understand, especially us in the Federated States of Micronesia. We don't have degree in Library Services program. Most students in PCC's Library Science program from Palau with two from Chuuk, three from Yap, 2 from Pohnpei, and one from Kosrae.

Thank you very much!!!!



Chronicling America Covering the Pacific:
The National Digital Newspaper Program in Hawai'i
Dore Minatodani
University of Hawaii at Manoa
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The National Digital Newspaper Program is a partnership between the National Endowment for the Humanities, the Library of Congress, and state projects, to provide online access to English language newspapers published between 1836 and 1922. The Program has expanded annually, adding more states and territories, new newspaper titles, and more content. These statistics of quarterly updates to *Chronicling America* show the growth of the program.

	June 2009	Dec 2009	June 2010	Sept 2010
States	11	15	20	23
Dates	1880-1922	1880-1922	1860-1922	1860-1922
Papers	140	212	291	348
Pages	1,249,747	1,729,826	2,303,512	2,692,369
HI Dates	1886-1905	1886-1913	1877-1913	1877-1913
HI Papers	2	3	12	12
HI Pages	12,603	23,072	60,662	98,254

The newspaper title selection process starts with an advisory board. Content criteria are research value, geographic representation, temporal coverage, and additional criteria. Technical criteria include the availability of microfilm and the technical quality of the microfilm.

Hawai'i newspaper titles currently available in the *Chronicling America* program are:

- *The Hawaiian Gazette* (Honolulu, 1865-1916; online: 1877-1913)
- *The Saturday Press* (Honolulu, 1880-1885)
- *Daily Bulletin* (Honolulu, 1882-1894)
- *The Daily Honolulu Press* (Honolulu, 1885-1886)
- *The Daily Herald* (Honolulu, 1886-1887)
- *Evening Bulletin* (Honolulu, 1895-1897)
- *The Independent* (Honolulu, 1895-1905)
- *Austin's Hawaiian Weekly* (Honolulu, 1899-1900)
- *The Honolulu Republican* (Honolulu, 1900-1902)

- *The Honolulu Times* (Honolulu, 1902-1911)
- *The Democrat* (Honolulu, 1910-1910)

Still to come are *Hawaiian Star*, funded from 2008 - 2010 grant and is awaiting upload. For the 2010 - 2011 grant is the completion of *The Hawaiian Gazette* (currently online: 1877-1913) by adding on: 1865-1876, 1914-1916 and:

- *The Hilo Tribune Herald*
- *The Garden Island (Kaua'i)*
- *Honolulu Star-Bulletin (Honolulu)*
- *The Maui News (Maui)*
- *The Polynesian (Honolulu)*
- *Sandwich Island Gazette and Journal of Commerce (Honolulu)*
- *Pacific Commercial Advertiser (Honolulu)*

Also in the 2010-2011 grant will be in inclusion of US-administered Pacific, subject to confirmation:

- *The Cablenews-American*, 1902-1920 (Manila, Philippines)
- *O Le Fa'atonu*, 1903-? (for NDNP, 1903-1922) (Pago Pago, Am. Sāmoa)
- *Guam News Letter*, 1909-1922 (Agaña, Guam)

The Program has reassessed the selection criteria for US-administered Pacific. Karen Peacock made the initial determination. For the 2010-2011 grant, the selection criteria are that the newspaper be from a US-administered area, during US administration between 1836-1922. It needs to be in the English language or primarily English and represents geographic and temporal diversity, cultural and political diversity and offers research value.

Chronicling America Historic American Newspapers is available online at <http://chroniclingamerica.loc.gov/>. The search pages allow choices from a place and time, and keyword searching. Searches can be by all states, an individual state, or selecting specific newspapers. Using various terms and search strategies result in difference in pages retrieved, as shown in this example on Samoa.

Search Terms	Search Option	Pages Retrieved
SAMOA		29,273
SAMOA NAVAL STATION	all of the words	6,176
SAMOA NAVAL STATION	within 10 words of each other	186
AMERICAN SAMOA	all of the words	24,418
AMERICAN SAMOA	as a phrase	119

The website includes additional content by providing a number of topics. Two of interest to Hawaii are “Annexation of Hawaii” and “From Territory to Statehood.” There are also

historical essays for selected newspapers and general information for all newspapers. Images are exportable.

Here is the listing of Hawaiian newspapers available on the *Chronicling America* website as of November 2010.

Florida	The weekly true Democrat. (Tallahassee, Fla.) 1905-1912		1905-03-03	1913-06-05	Yes
Hawaii	Austin's Hawaiian weekly. (Honolulu [Hawaii] 1899-190?)		1899-06-17	1900-05-12	Yes
Hawaii	The Daily bulletin. (Honolulu [Hawaii]) 1882-1895		1882-02-01	1894-06-30	
Hawaii	The daily herald. (Honolulu, Hawaiian Islands) 1886-1887		1886-09-01	1887-07-30	Yes
Hawaii	Daily Honolulu press. (Honolulu, Hawaiian Islands) 1885-1886		1885-09-01	1886-06-03	Yes
Hawaii	The Democrat. (Honolulu, T.H.) 1910-1910		1910-10-25	1910-11-08	Yes
Hawaii	Evening bulletin. (Honolulu [Oahu, Hawaii] 1895-1912		1895-05-16	1897-08-31	
Hawaii	The Hawaiian gazette. (Honolulu [Oahu, Hawaii]) 1865-1918		1877-03-07	1913-12-30	Yes
Hawaii	The Honolulu republican. (Honolulu, T.H.) 1900-1902		1900-06-14	1902-01-08	
Hawaii	The Honolulu times. (Honolulu [Hawaii] 1902-1911		1902-10-01	1911-02-01	Yes
Hawaii	The Independent. (Honolulu, H.I.) 1895-1895		1895-05-01	1895-06-15	Yes
Hawaii	The Independent. (Honolulu, H.I.) 1895-1905		1895-06-24	1905-10-24	Yes
Hawaii	Saturday press. (Honolulu, H.I.) 1880-1885		1880-09-04	1885-08-29	Yes
Illinois	Chicago eagle. (Chicago, Ill.) 1889-19??		1896-07-04	1913-12-27	
Maryland	The Big blue union. (Marysville, Kan.)		1888-03-30	1888-05-10	Yes

Current Project Staff are:

Joan Hori, project director

Martha Chantiny, project coordinator

Dore Minatodani

Beth Tillinghast

Blue Trunk Library: An Information Resource for District Health Personnel
Julio Dizon, Administrative Officer, Library
WHO Western Pacific Region Office, Manila, Philippines.

The Blue Trunk Library (BTL) is a project developed by the World Health Organization (WHO) Headquarters Library. It is a “ready-to-use” mini-library consisting of more than 100 books on medicine and public health contained in blue metal trunks for easy transport and storage. It grows over time as you can add relevant materials according to the needs of your community. The BTL collection is available in Arabic, English, French, and Portuguese languages.



The rationale for the project is that health workers in developing countries, especially at the district health level, have little or no access at all to basic, up-to-date health information. WHO technical cooperation activities include updating the knowledge and skills of health personnel to make them more effective and efficient in their work so the project fit its mission. The project includes manuals produced by WHO and some publishers intended for district health centers often reach only few individuals.

The Blue Trunk Library provides basic health information on a variety of subjects at different levels. It supports training activities and production of health learning materials and enables health workers to find solutions to problems in their work.

An order can be placed with the WHO Representative (WR) or Country Liaison Office (CLO) that covers your country (WRs: South Pacific in Suva, Fiji, Papua New Guinea, Samoa | CLOs: Kiribati, Micronesia, Solomon Islands, Tonga, Vanuatu).

BTL can be directly ordered at:

WHO Press
World Health Organization
Avenue Appia 20
1211 Geneva 27, Switzerland

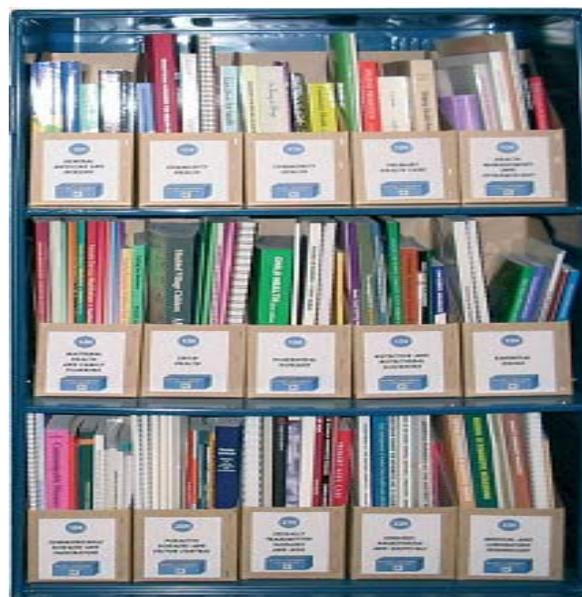
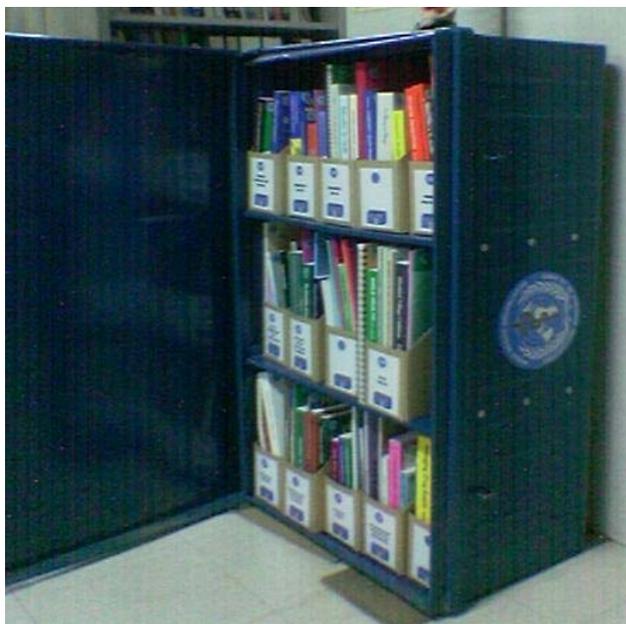
Tel. +41(0)22 791 3263
Fax. +41(0)22 791 4857
E-mail: bluetrunk@who.int

The price per BTL is US\$ 2,000. This includes the cost of the collection and training, excluding freight charges which are added to the total cost. Funding may be available from international organizations, aid agencies, embassies, NGOs. *e.g.* World Bank, European Union, UNDP, AIDAB, ADB, Save the Children Fund, etc. In FSM, the AYUDA Foundation. Funding can also come from the WHO Representative or Country Liaison Offices and concerned individuals / groups.

Regarding contents of the Blue Trunk Library, priority has been given to practical manuals, especially those published by WHO. Some titles included are “Nursing care of the sick: a guide for nurses working in small rural hospitals,” “Where there is no doctor: a village health care handbook,” and “Guidelines for the treatment of malaria” 2d ed. Other suitable local materials available at the district level could be added.

The collection is organized according to major subjects and kept in cardboard boxes which are packed into a blue metal trunk fitted with two shelves on which the cardboard boxes are arranged. The Broad Subject Category List and numbering is:

GENERAL MEDICINE AND NURSING	100
COMMUNITY HEALTH	110
PRIMARY HEALTH CARE	120
HEALTH MANAGEMENT AND EPIDEMIOLOGY	130
MATERNAL HEALTH AND FAMILY PLANNING	140
CHILD HEALTH AND DIARRHOEAL DISEASES	150
HOSPITALS CARE	160
NUTRITION AND NUTRITIONAL DISORDERS	170
ESSENTIAL DRUGS	180
COMMUNICABLE DISEASES AND VACCINATION	190
PARASITIC DISEASES AND VECTOR CONTROL.....	200
SEXUALLY TRANSMITTED DISEASES AND AIDS	210



As of November 2010, there are seventy-two Blue Trunk Libraries in the Western Pacific Region:

- | | |
|------------------------------|------------------------|
| Cambodia – 1 | Nauru -- 2 |
| Cook Islands – 1 | Palau – 3 |
| Fiji – 5 | Papua New Guinea -- 16 |
| Kiribati -- 1 | Philippines -- 7 |
| Laos – 1 | Samoa -- 1 |
| Marshall Islands -- 6 | Solomon Islands -- 2 |
| Mariana Islands (Saipan) – 1 | Tonga -- 2 |
| Micronesia -- 6 | Tuvalu -- 3 |
| Mongolia – 7 | Vanuatu – 7 |

The BTL has been designed for practical use by doctors, nurses, administrators, midwives, and others who work in district health centers or district hospitals, as well as public health workers, and health auxiliaries specific to each country, such as traditional birth attendants and healers.

Project Management:

WHO Headquarters Library, in collaboration with the WHO/Western Pacific Region Office Library, informs the WHO Representatives (WRs) and Country Liaison Offices (CLOs) about the BTL. The WRs and CLOs discuss the project with the Department/s or Ministries of Health. The latter identify the district health centers to receive the BTLs and designate a National Coordinator who will oversee the implementation of the project. The district health center will designate the staff who will manage the BTL.

The WR/CLO Office secures support from the national authorities and decides with them whether or not the project is needed. The WR/CLO Office, with the support of the Ministry of Health, approaches donors for funding. The WR/CLO Office provides logistical and moral support.

The BTL project starts in a country with the approval of the Ministry of Health which appoints a National Project Coordinator. The Ministry, together with the WHO Representative Office, decides whether or not the project corresponds to the country's needs. The Ministry supports the WHO Representative Office in approaching donors in embassies or international organizations to obtain funding

The National Coordinator acts as a liaison between the Blue Trunk Library recipients and WHO Librarians, with the cooperation of the WHO Representative Office. He/she acts as an adviser, passing on observation and experience. The National Coordinator follows up and supports the project by visiting districts to organize workshops on medical/health information. He/she assesses the project's relevance and success by gathering statistics and through regular discussions with the BTL assistants.

At the location a person may be chosen from among the district health staff, e.g. doctor, nurse, secretary, etc. or might have volunteered. He/she must ensure the upkeep of the collection, to publicize it, and make it available to the district health staff. He/she should remain in contact with the National Coordinator appointed by the Ministry of Health, who should give support and advice.

When a country has received over twenty BTLs, the WHO Library organizes and carries out a training session. Training is an essential element of the project in order to transform the BTL assistants into active partners to ensure the effective transmission of medical and health information.

A BTL bulletin (no more than an information sheet) may be published in each country to gather and report the experiences from the Blue Trunk Library recipients. The National Coordinator must encourage the BTL recipients to send/report their experiences for compilation and publishing in the bulletin. An intercountry bulletin will regroup all the experiences from different countries.

Blue Info Bleue is the newsletter from BTL Project published by the WHO Press and the WHO/HQ Library. It records the experiences of BTL recipients and any news relative to the BTL project in countries where the BTLs have been deployed. Contents may come from the BTL bulletins prepared by country recipients and submitted to WHO Headquarters.

BLUE INFO BLEUE

A Newsletter from Blue Trunk Library Project/ Projet Bibliothèques bleues



Funds for Blue Trunk Libraries in the Pacific Islands

The Ayuda Foundation based in Guam secured a grant from the Robert Wood Johnson Foundation (RWJF) to upgrade and build medical libraries in several hospitals in the Pacific Islands.

Part of these funds are allocated for the purchase of six Blue Trunk Libraries for dispensaries in the Region.

The funding began on January 1, 2009 and will support purchasing a core collection of books and library materials, establishing an online catalog of the collection, computers, library bookshelves, and the training of a librarian in each of the sites. Cohen and Hadley will travel to each of the sites to work with the librarian throughout the next 18 months.

They have already been in touch with WHO Press to organize the preparation and delivery of the 6 Blue Trunk Libraries that will be part of the core library



Vol. 4 Issue 1 May 2009

There are a variety of ways to promote use of the Blue Trunk Library. Convince colleagues of the importance of using up-to-date health information to improve the quality of the health services. Discuss the BTL during a meeting of health staff. Show them some of the manuals. Hold information sessions on specific subjects with health staff. Display posters and signs advertising the collection. Photocopy the cover pages of the books and distribute to staff or display them on bulletins. Distribute the contents list to district health staff and other health personnel. During training sessions for health workers, allow the required documentation available from the BTL to be used; *e.g.*, the Partograph, diarrhea and nutrition books and documents. Lend the materials to health workers.

Central Library
Department of Health

WHO Publication Depository Library in the Philippines

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Blue Trunk Library

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What is the Blue Trunk Library Project?

The Blue Trunk Library (BTL) is a collection of about one hundred and fifty books and practical manuals on medicine and public health, plus subscriptions to three medical and health journals. The mini-library is contained in a blue metal trunk for ease of transport and for storage purposes.

Many people have commented on the need for health workers to be able to use the latest appropriate health information; however, all too often, this information is not readily at hand. Because of this, the WHO has put together a small collection of books, especially aimed at district health teams, which will give health workers the up-to-date practical information they need in their everyday work.

Priority has been given to WHO manuals on subjects of relevance to your country, because they contain the type of practical information most needed and are quick and easy to use. We have included books and manuals which will be of interest to different types of district health care workers - doctors, nurses, midwives, nursing aides and auxiliaries.

Who is the Blue Trunk Library for?

The Blue Trunk Library has been designed for practical use by district health teams and district hospitals by doctors, nurses, administrators, midwives, public health workers and health auxiliaries.

Doctors, nurses, administrators, midwives, primary health care workers and health auxiliaries specific to each

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Here are some suggested guidelines for use of the Blue Trunk Library. Decide whether the books can be used throughout the day or only at specific times or can be borrowed and for how long. Find someone willing to replace you when necessary. Stress that everyone is responsible to look after the collection by complying with the rules, *e.g.*, returning books and not writing in them, or tearing out pages.

The BTL collection needs to be regularly updated. Information on new editions of WHO manuals or publications of interest to district health centers are sent to BTL recipients, either by the Coordinator or via the BTL Bulletin published by WHO/HQ Library. Replace outdated manuals with their new editions. Add materials produced in your country which are more suited to your needs into the existing BTL categories and store them in the appropriate subject boxes.

Evaluate the use of the collection. The book card can be used to record the loan and consultation of the books; the user should sign the card each time he/she uses the book. The cards can be used to collect statistics on the use of the books which could give information for judging the usefulness of the collection and the future choice of books. Comments on the books can be asked and noted at the back of the cards.

Thanks for your interest in my presentation, as we say in The Philippines: MABUHAY

Developing an Effective Student and Volunteer Worker Program
Paul B. Drake
University of Guam Robert F. Kennedy Memorial Library
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Abstract:

In this economic environment, student and volunteer workers can be an invaluable asset to the services of a museum, archives, or library. How can we create a student/volunteer program that attracts effective helpers, uses them wisely, and keeps them coming back?

A framework for establishing such a program will be presented. Topics include: purpose (Why use student workers and volunteers?); recruitment (Who should we get?); responsibilities and training (What will they do?); monitoring (How can we make sure they are working effectively?); retention (How can we get them to come back?); and appreciation (How can we let them know how much they are needed?). Attendees will be divided into discussion groups to talk about methods they have used or heard about and how to integrate these ideas into a library's existing system. The facilitator will integrate the groups' findings and incorporate into the program framework to create a handbook of suggested practices.

“To discuss the training and employment of volunteers ... in twenty minutes is nearly impossible. The joys and the headaches, the money saved and the time wasted – these tales could fill a book.”[Compton]

In this economic environment, student and volunteer workers can be an invaluable asset to the services of a museum, archive, or library. How can we create a student/volunteer program that attracts effective helpers, uses them wisely, and keeps them coming back? This paper presents the framework for an effective student/volunteer program and summarizes the brainstorming activity of participants.

In order to have success with student and/or volunteer workers, there needs to be a program. A program plan outlines the activities and expectations of both the organization and the student/volunteer. A key to success is establishing a good foundation. A written plan acts as a guide to all involved. It should follow institutional values and mission and has clear program objectives. Try to summarize in one statement what the student workers or volunteers will contribute. One person should be designated as manager. The plan should be evaluated periodically; be willing to share your program plan with another institution. While we may work in different types of institutions, we can use the same framework to develop, operate, and continue effective programs.

Components of a student worker/volunteer program are:

Purpose (Objectives) {WHY}
Scope {WHAT}
Recruitment/"Hiring" {WHO}
Training and Orientation {HOW}
Monitoring and Evaluation {HOW WELL}
Recognition/Rewards/Retention {THANK YOU}
Program Evaluation {SO WHAT}

Purpose {WHY}

Start by planning and establishing program objective(s). One is fine, as a program does not have to be complicated. There are a lot of possible purposes and many many many valid and useful approaches, tasks and activities to a student/volunteer worker program. The key is determining the purpose simply and precisely as possible. That statement will be a useful tool in determining all the other components of the program, what is appropriate for this particular purpose.

“Planning for your volunteer program gives you the opportunity to work out the purpose of the program, the role of volunteers in the organization, the program’s contribution to the organization’s mission, and how the volunteer program fits into the structure of the organization. Planning is best done with input from those who will be affected by the volunteer program, particularly the leaders, the paid staff, and the clients of the organization.” [Urban]

Scope {WHAT}

Establish the program’s scope by determining which tasks, activities or service areas will be involved. Also determine what tasks, activities will NOT be involved; examples of these may be any contact with money and personal or patron information.

The decision of how many people would be involved needs to be determined in advance to meet program needs. If a program objective is to give exposure to students about the workings of the organization, then a large number may be sought. For specific or specialized tasks, only one or two may be needed. Having many can be a supervising issue and may not be a satisfactory experience for the student or volunteer or the institution. In most cases a practical application of the program’s purpose should help determine how many, but maybe add a couple more to cover individuals dropping out of the program.

Set a time period for work assignment – semester, 3 months. This also gives both the organization and the individual a chance to leave the program. Making these decisions before the program starts helps to guide the program.

Recruiting/”Hiring” {WHO}

Once the program has established its structure, real life student or volunteer workers are needed. Decide how best to communicate the need and specific tasks to be done. A job description or summary can be useful. An open invitation may attract individuals not known, but who may have the qualifications needed. Maybe even have a volunteer create the publicity. The organization may need to start new student or volunteer workers only at specific times, such as the beginning of the school year or semester.

Having an application or interest form presents a professional image and helps give the impression that the work is important. It is useful to talk with the perspective worker to start building the relationship. The discussion can be informal, or an interview with a set list of questions. The job interview approach may be helpful to school-age applicants and adults hoping to return to the workplace by giving them the experience of applying for a job. Asking for reference(s) may be needed for more technical or sensitive tasks.

It is important to let the potential workers know the work expectations from the start. Emphasize the benefits to student and volunteer work. Individuals can learn new skills, from computer skills and other equipment to a wide range of possibilities. Good performance could result in future reference for work or scholarships. Students can receive community service credit for school or other involvements such as scouts. Community service requirements from courts or the legal system are a very different set of circumstances and an organization should invest thoroughly before getting involved.

The key is to fit the right person to the right opportunity, match a person's abilities and interests to the opportunities available.

When participants sign a written agreement of the expectations of both sides, that creates a basis of a mutual understanding.

Training and Orientation {HOW}

Provide an orientation to the institution and its purpose and values. Emphasize good service practices and explain confidentiality. Student workers and volunteers can feel part of the team when shown how they fit into the whole institution. Clearly state the program's expectations to participants. Let them know they can go to get support; be sure to provide contact information for designated supervisor(s).

Written step-by-step directions with illustrations are effective; if there are computer tasks, include screenshots. Checklists of regular tasks can provide on-going direction. Use everyday language and introduce technical and professional terms in a way that orientates the person to the activities. "ILL" or Follett or Boolean logic isn't part of regular conversation, and while long-term employees know about them a new recruit will not. Remind them that their supervisor is there to answer questions and provide guidance.

Discuss public service skills and role-play typical situations. It may sound corny, but have the individual say "I don't know, but let's find someone who does" so they are familiar with appropriate response other than "I don't know." Provide quizzes to test for what has been learned and what hasn't. For example there are online locations to quiz on shelving, for example <http://www.quia.com/quiz/248757.html>. If possible, try to make it a fun or a game: There are online library shelves games such as <http://www.flenniken.org/content/kidspage/shelfgame.htm>.

Monitoring and Evaluation {HOW WELL}

"Volunteers add value to an organization; evaluating their performance is one way to quantify their contributions toward achieving the mission of the organization." [Urban]

Even if these workers aren't paid, their activities impact service and work. Hours should be documented through use of a time sheet or log. Give constructive feedback and regular thanks. Emphasize that they are in an opportunity to learn and provide opportunities for their personal growth.

Formal performance evaluation forms can cover areas such as dependability, attitude, adaptability, initiative, judgment, productivity, work quality, job knowledge, and leadership [Richmond]. Evaluation check points can be specific tasks.

Consider self-evaluations.

Recognition/Rewards/Retention {THANK YOU}

There are various ways to recognize and reward student/volunteer workers. It is important to make it personal, try not to embarrass. Let them know that they and their work are valued. A certificate or letter of appreciation is a physical way to recognize. Food is always welcomed.

Be a job reference, scout badge, school credit.

It is important to also thank the staff who contributed to the Program.

Program Evaluation {SO WHAT}

A program evaluation can determine whether the established objectives were met and how well was the program implemented. It is important to get feedback from all participants to learn what worked well and what didn't. When student workers or volunteers are done, an exit interview can provide useful feedback on their experience and the program. If an on-going opportunity, what could be done differently? Determine whether the expectations of the institution and the student/volunteer workers were met.

If writing a report, consider the audience (governing board, general public, or internal use).

In conclusion the key to a successful student/volunteer worker program is organization. Incorporating these components into the program's planning should foster a more effective, productive, and enjoyable experience for participants and the institution.

Resources:

Compton, M. S. (1965). A Training Program for Museum Volunteers. *Curator*. 8(4):294-298.

University of Richmond. (n.d.). *Student Evaluation Performance Evaluation*. (form). 2p.

UrbanMinistry.org. (n.d.). *Best Practices for Developing a Volunteer Program*. Accessed October 5, 2010. Retrieved from <http://www.urbanministry.org/best-practices-developing-a-volunteer-program>

Author's note:

At the Conference, attendees were divided into groups. Each group was given one of the program components and asked to discuss how that component could be done in their library, archive, or museum. After a bit of discussion, the perspective was switched and each group was asked to consider what not to do in their component.

Developing an Effective Student and Volunteer Worker Program - Handout

Paul B. Drake pdrake@uguam.uog.edu

PIALA 20th Annual Conference

State of Chuuk, Federated States of Micronesia

November 15-19, 2010

Alloway, N. M. (2010). *Norma Marion Alloway Library Policy and Procedure Manual For Student Assistants (Floor Assistant Version)*. N.p. Retrieved from http://www.twu.ca/library/circ/Floor_Assistant_POLICY_AND_PROCEDURE_MANUAL.pdf
35 page document – very thorough and detailed

Barban, L. (1997). Building character and responsibility: A decade of junior volunteers. *American Libraries*, 28(6), 94-97.
news article of one public library's program
Available fulltext via PREL – Academic Search Premier database

Barkman S. J. (1990). Job aids for volunteers: tools to help them successfully complete their jobs. *Journal of Volunteer Administration*, 8(4), 5-8.
more structured approach. Describes training aids and when to use

Cauley, J. H. Jr. (1978). The valuable, vital volunteer job description: why. *Voluntary Action Leadership*. 26-27.
news article

Compton, M. S. (1965). A training program for museum volunteers. *Curator*, 8(4), 294-298.

Farmer, L. S. J. (1995). Managing volunteers through managing yourself. *Book Report*, 13(4), 19-20.
Available fulltext via PREL – Academic Search Premier database

Franklin, P., & Stephens, C. G. (2008). Student assistants: helpers and learners! *School Library Media Activities Monthly*, 24(9), 43-44.
basic overview
Available fulltext via PREL – Academic Search Premier database

Lingle V. A. (1984). Volunteers in the medical library: issues and suggestions for their use. *Medical Reference Services Quarterly*. 3(4), 45-56.
great overall article

Martin, G. (2010). *What museum volunteers want*. Retrieved from http://www.authorsden.com/categories/article_top.asp?catid=10&id=31511

Martin, H. (1978). The valuable, vital volunteer job description: how. *Voluntary Action Leadership*. 27.

McDiarmid, M. & Auster, E. W. (2004). Volunteers@your library: benefits and pitfalls of volunteers in hospital libraries. *Journal of the Canadian Health Libraries Association*, 25(1), 5-10. Retrieved from <http://pubs.chla-absc.ca/doi/pdf/10.5596/c04-005>
results of survey

Moore, C.W., & Allen, J.P. The effects of volunteering on the young volunteer. (1996). *Journal of Primary Prevention*, 17(2): 231-258.
Research of the positive of volunteering on teens and youth.

Roberts, B. J. & Schon, I. (1985). Student aides in Arizona school libraries: A Descriptive Study. *School Library Journal*, 31(9), 32-35
A formal report with lists of activities
Available fulltext via PREL – Academic Search Premier database

Schipman, M. (2006). It's cool to work in the library... student library aides. *Library Media Connection*, 25(3), 26-27.
upbeat news article
Available fulltext via PREL – Academic Search Premier database

Tolppanen, B. P., & Derr, J. (2009). A Survey of the duties and job performance of student assistants in access services. *Journal of Access Services*, 6(3), 313-323
Scholarly and analytical

Troisi, A. (1998). 105 things parent volunteers can do--other than raising funds. *Library Talk*, 11(5). 10-12.
list of 106 activities
Available fulltext via PREL – Academic Search Premier database

Yates, B. (2010). Working with volunteers: An Introduction to good practice. In C. Da Milano, K Gibbs, & M. Sani (Eds.), *Working With Volunteers In Museums And Cultural Heritage*. [n.p.], Slovenian Museum p.34-39. Retrieved from http://www.amitie.it/voch/VoCH_Final_Publication_EN.pdf

Palau Connecting to Collections Planning Grant 2010-2011
Megan Baird
Palau Community College Library

The Palau Connecting to Collections Planning Grant is a partnership of the Palau Association of Libraries and the U.S. Institute of Museum and Library Services.

The library community in the Republic of Palau is comprised of a wide range of collecting institutions including school libraries in each of the 16 states, the Palau Public Library, Palau Community College Library, Hospital Library, Singichi Ikesakes Law Library, Belau National Museum Library, Belau National Museum, National Archive, and several special libraries.

There are three purposes of the planning grant. To date, there has been no formal assessment of the state of the nation's collections. Anecdotal evidence suggests that years of care by untrained library staff has taken its toll on the heritage collections of Palau. To preserve Palau's collections for future generations, all four of the Heritage Health Index (HHI) recommendations should be addressed in Palau's libraries, with a primary focus on providing safe conditions for collections and the development of emergency plans.

The project has seven goals:

1. Form the Assessing Collections (ACT) Task Force.

Members are:

Sandy Fernandez, Belau National Museum – Project Director
Megan K. Beard, PCC Library Services Program Faculty
Jessica Brooks, PCC Library
Pioria Asito, PCC Library
Mary Arius, Palau Public Library
Ilong Roduk, Aimeliik Elementary School Library
Halora Paulus, Emmaus High School

2. Develop a tool for evaluating Palau's Heritage Collections.
3. Schedule on-site visits to each of Palau's libraries and collecting agencies.
4. Report on the findings of the ACT Task Force on-site visits.
5. Share the results with regional libraries.
6. Host a Republic-wide conservation and disaster planning conference.
7. Assessment of project and conference results.

Copy Cataloging
Ruth Horie
University of Hawaii at Manoa
ruthh@hawaii.edu

What is copy cataloging?

Using a catalog record that another cataloger has created

Additional copy cataloging responsibilities may include:

Checking name headings and subject headings

Checking classification numbers

Correcting errors

Adding information that is lacking

Adding additional copies when the library already has one copy

Original cataloging

What is original cataloging?

Creating a catalog record when none is available

Where can catalog records be found?

From a vendor

In the publication itself

In online catalogs

Vendor records:

Can be provided with orders for library materials

Library sets specifications:

Classification system (Dewey Decimal or Library of Congress)

Subject headings (Library of Congress or Sears)

Record completeness (brief or full)

Format for non-Roman characters (Unicode or non-Unicode)

MARC or non-MARC records

Unicode:

A standard for coding and displaying characters in various languages

Example: Hawaii in Japanese: ハワイ

Hawaii in Hawaiian: Hawai`i

MARC records:

Machine Readable Cataloging

Designed for computer systems

Available from vendors

Displayed in online catalogs

Can be printed or downloaded

What's in a MARC record?

010	LCCN (Library of Congress Control Number)
020	ISBN (International Standard Book Number)
022	ISSN (International Standard Serial Number)
050	Library of Congress classification number
082	Dewey Decimal classification number
1xx	Author
245	Title
246	Variant title
250	Edition
260	Imprint
300	Physical description
5xx	Notes
6xx	Subject headings
7xx	Added entries
856	URL

CIP (Cataloging-in-Publication):

A brief catalog record created by catalogers in the Library of Congress and cooperating libraries before the book is published. The record is printed on the verso (back) of the title page.

Catalogers in the University of Hawaii at Manoa Library Cataloging Department catalog University of Hawaii Press books

E-CIP (Electronic Cataloging-in-Publication):

A brief catalog record that is created and transmitted electronically. The publisher provides bibliographic information from which the brief catalog record may be created. The brief record is printed in the book and also available online. Current E-CIP partners include:

- Cornell University
- National Agriculture Library
- National Library of Medicine
- Northwestern University
- University of Hawaii at Manoa
- University of Pennsylvania
- University of Wisconsin

Example: Trading nature

This book was published by University of Hawaii Press in 2010. It is the first E-CIP record that catalogers in the University of Hawaii at Manoa Library Cataloging Department created in 2009. This is what was printed on the verso of the title page:

Library of Congress Cataloging-in-Publication Data

Newell, Jennifer.

Trading nature : Tahitians, Europeans, and ecological exchange /

Jennifer Newell.

p. cm.

Includes bibliographical references and index.

ISBN 978-0-8248-3281-0 (hard cover : alk. paper)

1. Animal introduction—French Polynesia—Tahiti (Island)—History.
 2. Plant introduction—French Polynesia—Tahiti (Island)—History.
 3. Tahiti (French Polynesia : Island)—Commerce—Europe—History.
 4. Europe—Commerce—French Polynesia—Tahiti (Island)—History.
- I. Title. II. Title: Tahitians, Europeans, and ecological exchange.

QL345.T3N49 2010

578.09962'11—dc22

2009034058

Notice that the number of pages and the size of the book are blank. This is because cataloging is done before the book is published.

The Library of Congress classification number is in the lower left corner, followed by the Dewey Decimal classification number on the next line.

The number that begins with “2009” in the lower right corner is the Library of Congress control number (LCCN) that is assigned by LC.

Another example: The value of Hawai‘i

Due to timing, the Cataloging-in-Publication data was not printed on the verso of the title page. Instead, a note tells catalogers where to find the data:

“A record of the CIP data can be found at the Library of Congress web site.”

<http://catalog.loc.gov>

LC Control No.: 2010022651

Type of Material: Book (Print, Microform, Electronic, etc.)

Main Title: The value of Hawai'i : knowing the past, shaping the future / edited by Craig Howes & Jonathan Kay Kamakawiwo'ole Osorio.

Published/Created: Honolulu : Published for the Biographical Research Center by the University of Hawai'i Press, c2010.

Projected Publication Date: 1008

Related Names: Howes, Craig, 1955- Osorio, Jon Kamakawiwo'ole. University of Hawaii at Manoa. Biographical Research Center.

Description: p. cm.

Online catalogs:

Search for a matching record.

Print or save the record.

Import the record into the local system.

Edit the record if necessary. The record may contain more or less data than you need or want in the local catalog.

Apply local policies.

Searching guidelines:

Make a variety of searches (title, author, keyword) before concluding that there is no record available.

In searching for titles, omit any initial article (English: a, an, the)

Retain initial articles in lesser-known languages, especially Hawaiian and Pacific Islands languages.

If there is more than one search result, examine each record and determine which one matches the material being cataloged.

Areas to be aware of in the MARC display:

040 \$a DLC \$c DLC \$e rda

\$a Contains the symbol of the cataloging library

Examples: DLC = Library of Congress

HUH = University of Hawaii

\$e If the code "rda" is present, the cataloging form used is Resource, Description and Access (RDA) which is replacing Anglo-American Cataloguing Rules (AACR).

042 Authentication code

If the code "pcc" is present, the cataloging was contributed by a participating member of the Library of Congress Program for Cooperative Cataloging (PCC). The University of Hawaii at Manoa Library is a member.

050 Library of Congress classification number

082 Dewey Decimal classification number

Numbers to the right of the decimal point are optional:

996.9

Numbers to the right of the slash are also optional:

996.9/1

If the record is an exact match:

- Check carefully
- Use the record
- Print, email, or download

Non-Roman characters or diacritic marks in catalog records might not be transmitted properly via email. If the problem occurs, use either "print" or "save" to capture the data.

Prepare to download:

- Format must be compatible with local cataloging system
- Set up a download folder for the files
- Understand the import process in the local system

Record matches, but ...

Accompanying material is missing

- Make a local note:
Lacks Appendix.
Lacks CD-ROM.

Record is incomplete:

Add whatever is lacking:

- Call number
- Pagination
- Size
- Subject headings

More than one record is available:

- Choose the best match
- Choose the most complete record
- Add whatever information is lacking

Record is a variant:

Derive or create a new record and change whatever is different:

- Edition
- Publication year
- Pagination
- Format (example: VHS to DVD)

When no record can be found:

- Search again later.
- Refer to supervisor.
- Do original cataloging.

The Library of Congress website contains additional useful cataloging information:

Authorities



[The Library of Congress](#)

LIBRARY OF CONGRESS AUTHORITIES

Using *Library of Congress Authorities*, you can browse and view authority headings for Subject, Name, Title and Name/Title combinations; and download authority records in MARC format for use in a local library system. This service is offered free of charge.

The Library of Congress will upgrade its integrated library system Nov. 5-15. The Library's online catalogs will be available throughout the upgrade except for very brief periods for required server maintenance. We apologize for any inconvenience to our users.

>> [Search Authorities](#) <<

[Help on Searching Authorities](#) - [Frequently Asked Questions](#)

If you have questions or comments, please send us feedback using our [Help Desk](#) page.

or switch to the **>> [Library of Congress Online Catalog](#) <<**
to search for and display catalog records for the over 12 million books and other items in the collections of the Library of Congress.

Classification outline

DU400-430	New Zealand
DU419-422	History
DU422.5-424.5	Ethnography
DU422.8-424	Maoris
DU428-430	Local history and description
DU490	Melanesia (General)
DU500	Micronesia (General)
DU510	Polynesia (General)
DU520-950	Smaller island groups
DU620-629	Hawaiian Islands. Hawaii
DU739-747	New Guinea
DU810-819	Samoa Islands

Dewey blog

The screenshot shows a web browser window with the address bar displaying "025.431: The Dewey blog". The page title is "025.431: The Dewey blog" and the subtitle is "Everything you always wanted to know about the Dewey Decimal Classification® system but were afraid to ask ...".

The main content area features a post dated "November 04, 2010" titled "Elections: Nominations, Campaigns, Voting". The text of the post discusses the Dewey Decimal Classification's treatment of elections, mentioning the **324 Political process** and its subdivisions (324.5, 324.7, 324.9).

On the left side, there are sections for "ARCHIVES" (listing months from November 2010 to February 2010) and "RECENT POSTS" (listing "Elections: Nominations, Campaigns, Voting").

On the right side, there are sections for "ABOUT" (Dewey Decimal Classification FAQ, 025.431: The Dewey blog FAQ) and "CATEGORIES" (listing various Dewey Decimal Classification categories like 000-099 Computer science, 100-199 Philosophy & psychology, 200-299 Religion, 300-399 Social sciences, and 400-499 Language).

ONLINE CATALOGS:

American Samoa Library Consortium (DDC)

<http://destiny.doe.as/>

Hawaii State Public Library System (DDC)

<http://www.librarieshawaii.org/services.htm>

Library of Congress catalog (LC and DDC)

<http://catalog.loc.gov/>

Los Angeles Public Library (DDC)

<http://www.lapl.org/catalog/>

Micronesian Area Research Center (LC)

<http://marc.uog.edu>

Micronesian Seminar (DDC)

<http://www.micsem.org/library.htm>

National Library of New Zealand (DDC)

<http://www.natlib.govt.nz/catalogues/library-catalogue>

University of Guam (LC)

<http://www.uog.edu/library>

University of Hawaii (LC)

<http://library.manoa.hawaii.edu/>

OCLC WorldCat (LC and DDC)

<http://www.worldcat.org/>

CATALOGING RESOURCES:

ALA Cataloging, Classification & RDA

<http://www.ala.org/ala/onlinelearning/collection/cataloging.cfm>

Dewey Blog

<http://ddc.typepad.com/>

Library of Congress Authorities

<http://authorities.loc.gov/>

Library of Congress classification outline

<http://www.loc.gov/catdir/cpsolcco/>

MARC21 format for bibliographic records

<http://www.loc.gov/marc/bibliographic/ecbdhome.html>

OCLC bibliographic formats and standards

<http://www.oclc.org/us/en/bibformats/default.htm>

OLAC (Online Audiovisual Catalogers)

<http://www.olacinc.org/drupal/>

Unicode

<http://www.unicode.org/standard/WhatIsUnicode.html>

University of Hawaii at Manoa Library

Cataloging Department cataloging manual

<http://www2.hawaii.edu/~hlibcat/index2.html>

**Hawaii Library Association Report
Prepared by Ruth Horie**

Aloha, Ran anim, and greetings to everyone.

I will read a message from Stewart Chun, the new HLA president.

Also, I can report that we held our annual conference on November 5, 2010 at the Royal Hawaiian Hotel in Waikiki. The theme was “Growing Digital: Issues and Challenges for Libraries. I brought some materials from the conference for the Chuuk librarians.

The keynote address was given by psychologist Dr. Al Sison, “What happens in marriages where one partner prefers print and the other e-books?”

Some familiar names among the presenters were:

Keiko Okuhara, UHM Law Library, “Library in the clouds: how can cloud computing transform your library?”

Jane Barnwell, PREL, and Karleen Manuel, COM-FSM, “Making waves: the Pacific Digital Library.”

Kelli Ham, National Library of Medicine, “MedLine Plus: new and improved!”

Bob Stauffer, Ulukau, and Ruth Horie, Hamilton Library, “Ulukau and digital libraries: five ways to save your brain in the Internet Age.”

Serving on the conference committee were Becky Rathgeber DeMartini and Gwen Sinclair.

Follett representative Dan Morrison had an exhibit table.

Attendees from the Pacific Islands included Karleen Manuel from the COM-FSM campus and Leone Samu from the Auckland Museum.

Finally, HLA has changed its membership policy. Memberships will begin when the application is received and go for one year. Membership is no longer based on the calendar year. Application forms are available on the web, and there is a joint ALA-HLA membership option for the same dues as the ALA membership alone.

Hawaii-Pacific Law Libraries Initiative Report
Keiko Okuhara,
University of Hawaii at Manoa School of Law keikooku@hawaii.edu

1. Website

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

The website will be updated with names of new members who joined last year.

2. Members

Ruth Horie made an announcement at the November 5 Hawaii Library Association conference and encouraged members to join the Initiative. PIALA members are encouraged to join as well.

3. Email list

Atarino A. Helieisar, Chief Law Librarian of the FSM Supreme Court National Government, has been sharing legal information with us.

4. UHM Law Visit in May 2010

Terry Kennimer and two library staff members from the Guam Public Library and Ruth Horie from the UHM visited UHM law library in May 2010 and learned about the digitization project of the Ka Huli Ao Center for Excellence in Native Hawaiian Law of the UHM School of Law. The Center promotes education, scholarship, community outreach and collaboration on issues of law, culture and justice for Native Hawaiians and other Pacific and Indigenous peoples.

<http://www.law.hawaii.edu/kahuliao>

5. LC new KIA schedule

In August 2010, Keiko Okuhara contacted Dr. Jolande E. Goldberg at the Policy & Standards Division, Acquisitions & Bibliographic Access Directorate of the Library of Congress. Dr. Goldberg has been working on a project to develop the LC classification schedule KIF-KIK for the indigenous peoples in the Americas. The questions were: 1) Are Hawaiians included? 2) If Hawaiians are included, under which classification will they be placed? 3) Are there any possibilities to be classified under KFH, which is law in Hawaii? Dr. Goldberg will visit Hawaii in December 2010 and will meet with Keiko and Ruth to discuss this matter.

<http://www.aallnet.org/sis/tssis/annualmeeting/2009/handouts/indigenous2009-goldberg-handout.pdf>

Annual Meeting

Post Conference Email from Atarino A. Helieisar, PIALA President

Host for the 2011 PIALA Annual Conference.

With all the information received from our friends in American Samoa and also shared with members of the PIALA Executive Board, I am happy to announce that the State of the Sleeping Lady (Kosrae State), Federated States of Micronesia will be the host of the 2011 PIALA Annual Conference.

PIALA Officers and Terms:

President -----Atarino A. Helieisar (Pohnpei State) 2008-2011

Vice President---- Aaron Sigrah (Kosrae State) 2010-2012

Secretary ----- Grace Merong (Rep. of Palau) 2008-2011

Treasurer ----- Lydia Tibon (Rep. of Marshall Islands) 2010-12

Island Representative:

I want to ask that all the Library Associations from the following entities to please submit names of individuals who will be representing them on the PIALA Executive Board. One from each entity.

- Territory of Guam
- Commonwealth of the Northern Mariana Islands
- Yap
- Chuuk

PIALA By-Laws

During the 20th PIALA Annual Conference in Weno, Chuuk, the PIALA Executive Board amended some sections on the PIALA By-Laws and voted during the PIALA Annual Meeting. All the amendments were passed and the copy of the by-laws will be sent to you with the changes for your information and use.

If you have any questions or comments on the following information shared above, please feel free to contact me for more highlights and answers to your questions.

Once again, I want to thank all the hard working PIALA members who were joining us during the PIALA Executive Board Meeting and the PIALA Annual Meeting for your excellent ideas and good hands shared with the PIALA Executive Board Members and all members during all the meetings. "THANK YOU!"

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

Changes to the PIALA By-Laws were approved at November 17, 2010 Membership meeting.
20th Annual PIALA Conference.



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

BY-LAWS

Revisions passed, 11/2010

ARTICLE I. NAME

The name of this organization shall be the Pacific Islands Association of Libraries, Archives, and Museums (PIALA).

ARTICLE II. PURPOSES AND DEFINITIONS

- A. The purposes of this organization shall be:
1. to foster awareness and encourage cooperation and resource sharing among the librarians, archivists, and related institutional personnel of the Pacific Islands;
 2. to promote knowledge of the functions, resources, services, and needs of regional collections;
 3. to develop and promote programs for the extension and improvement of library, archival, museum, and related services in the region;
 4. to provide a forum for discussing issues of interest to librarians, archivists, museum curators and related personnel;
 5. to provide a vehicle for the exchange of ideas and information among librarians, archivists, museum curators, and related personnel; and

6. to offer continuing education experiences to librarians, archivists, museum curators, and related personnel.

- B. The definition of the following terms shall stand throughout the By-laws:

"Location" refers to one of the following entities: Republic of the Marshall Islands, Federated States of Micronesia, Republic of Belau, Territory of Guam, Commonwealth of the Northern Mariana Islands, or any other political entity that might be added in the future.

For purposes of Board membership, the states of Kosrae, Yap, Chuuk, and Pohnpei shall also be considered location.

ARTICLE III. MEMBERSHIP

- A. There shall be two categories of membership: institutional and personal.
 1. Institutional membership is open to all agencies, corporations, organizations, and the like that support or are in sympathy with the purposes and programs of PIALA.
 2. Individual membership is open to all individual persons who support or are in sympathy with the purposes and programs of PIALA.

ARTICLE IV. VOTING

- A. Institutional members in good standing shall each be entitled to one vote, to be cast by the head of the institution or by a representative so designated by the head of the institution, in writing.
- B. Individual members in good standing shall be entitled to one vote.

- C. Votes may be cast by proxy. Proxy votes shall be considered the same as in-person votes.
- D. All changes to the By-laws and election of officers shall be done at the annual membership meeting.
 - 1. A majority of those present and voting is necessary to elect officers.
 - 2. A two-thirds majority of those present and voting is necessary to amend the By-laws.
- E. A member shall be deemed "in good standing" if his/her dues are paid.

ARTICLE V. OFFICERS

- A. The officers of this organization shall be president, vice-president, secretary, and treasurer.
 - 1. All officers shall be elected under the provisions outlined in Article IV.
 - 2. Officers shall serve two year terms.
 - 3. Officers may serve more than one term.
 - 4. Individual members and individuals affiliated with institutions that are members may serve as officers.
 - 5. The Vice President and Treasurer shall be elected in even-numbered years; and the President and Secretary shall be elected in odd-numbered years.
 - 6. The term of office shall begin immediately upon the conclusion of the annual conference.
- B. President - Duties
 - 1. The president shall preside at all meetings, and be the spokesperson for the association.

2. The president shall propose an annual budget to the Executive Board at its first quarterly meeting, based upon anticipated revenues and available resources.
 3. The president shall approve all expenditures. The president may delegate this approval authority to a designated Board Member.
 4. The president shall be an ex-officio member of all committees.
- C. Vice-President
1. The vice-president shall serve as the president in the absence of the president.
- D. Secretary
1. The secretary shall be responsible for the minutes of all meetings and for maintaining the official records and reports of the association, the Executive Board, and the officers.
 2. This office shall also be responsible for maintenance of the mailing list.
- E. Treasurer
1. The treasurer shall maintain the financial records of the association in audit able form, and prepare an annual financial statement which shall be submitted to the Executive Board for approval one month prior to the annual business meeting and be distributed to the membership of the association at the annual membership meeting.
 2. The treasurer shall be responsible for the collection of dues, and for maintaining the official list of members in good standing.
 3. The treasurer shall prepare checks in an appropriate amount upon the written instruction of the president or the designated Board Member.

ARTICLE VI. EXECUTIVE BOARD

- A. The Executive Board shall consist of the officers, shall represent all locations, and have no fewer than eight members. Locations not represented by officers shall elect a

representative to serve on the Executive Board. There cannot be more than two officers from any one location. Individual members and individuals affiliated with institutions that are members may serve as Location Representatives.

- B. The Executive Board shall approve the budget at its first quarterly meeting by a majority of those officers present and voting.
- C. Unbudgeted capital expenditures may be approved on a case by case basis by a majority vote of the Executive Board so long as the expenditure does not exceed the unobligated funds available.
- D. The Executive Board shall have the authority to appoint standing and ad-hoc committees consistent with the purposes of this association.
- E. Meeting of the Executive Board shall be held at least quarterly and can be conducted via telecommunications.
- F. A majority of the membership of the executive board shall constitute a quorum.
- G. In case of an officer vacancy, the Executive Board has the power to appoint an interim officer to serve the remainder of the term of that office. In terms of eligibility, this appointment must be consistent with the By-Laws.

ARTICLE VII. MEETINGS

- A. The association shall hold at least one general membership meeting annually for the purpose of carrying out its business, and fulfilling its purposes as stated in Article II.
- B. The annual membership meeting shall be held in the last quarter of the calendar year. The place may rotate among all locations. Members shall be given written notice of the meeting at least one month prior to the date of the meeting.

- C. A quorum for the transaction of business at any general meeting shall consist of a majority of the membership present.

ARTICLE IX. DUES

- A. Individual membership dues shall be \$20.00 per year.
- B. Institutional membership shall be \$50.00 per year.
- C. Dues shall be payable annually, preferably before but no later than the annual membership meeting.
- D. Dues may be adjusted upon the approval of a 2/3 majority of the membership present and voting at the annual membership meeting.

ARTICLE X. AMENDMENTS

Amendments to these by-laws may be made at any annual meeting of the general membership by a two-thirds vote of those members present and voting.

ARTICLE XI. PARLIAMENTARY PROCEDURE

Robert's Rules of Order, revised, when not in conflict with these By-laws, shall govern the proceedings of this organization.



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) Board

**Principles of organizational psychology:
Building community relationships
Lance Hartmut Linke, PhD
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Relationships with others form the fabric from which our life experience is woven. It has also been shown that the quality of relationships in our lives is reflected in our physical and psychological health. Relationships with our community centers are equally important for our organizations' health and success. This paper provides nine research-based organizational psychology strategies for creating and sustaining optimal community relationships and partnerships.

These strategies are not listed in order of importance and do not need to be followed in any specific order. In fact, these strategies are to be used consistently and may be integrated with each other to foster optimal community partnerships.

Communicate frequently. Today we often have numerous ways to communicate beyond the more traditional forms of communication such as face to face encounters, mailings and telephone calls. E-mail, texts, tweets and blogs are some examples of ways to inform the community about topics that you think may be of interest to others.

It is important to connect with a variety of sources (e.g., government organizations, charities, community boards) using a number of different media. For example, following up an e-mail with a traditional mailing may reinforce important messages that you would like to convey to your community constituents.

Hold special events. Holding events sponsored by your organization creates an environment for you and your staff to personally interact with the community. These events are often successful if planned cyclically or seasonally. This allows for planning time and a schedule that may be used to keep the community informed. This may be used as a time to connect and check-in with key partners and stakeholders.

Build two-way communication. One optimal way to initiate communication is to *listen*. Listening affords us an opportunity to understand our ever-changing community in order to create the most efficient connections. Listening can take a variety of forms that may include asking for feedback (e.g., suggestion boxes, web-site posts, and short paper and pencil or internet surveys). Listening to the community react to your organization as well as providing opportunities for stakeholders to share their opinions allows your organization to adapt to the ever-changing needs of a community and let's community members know that their perspectives are important to you. In this way, when you reach out to the community, you will be responding to their needs and building two-way communication.

Forging bonds. Enacting this strategy requires that one *maintain* contact with others. This means that one introduction is usually not enough to keep a relationship healthy and strong. Reaching out to others multiple times lets people know that you are aware of them and interested in them. It is important to remember that forging bonds also means building *trust*. Two great ways to build trust include asking what you may do for others in the community and being conscientious to keep all of the commitments that you make.

Effectively network. To effectively network, it is important to make the best use of your, and others, time. This may be facilitated by (a) knowing exactly what you would like to accomplish, (b) stating clearly to others what it is that you want, (c) having a plan about how you think you could get what you want, and (d) making sure that you act according to your plan. Many successful people suggest writing down your goals. Sometimes we may believe we know our goals so well, that we think we do not have to write our goals or plans down. However, writing-out our goals allows us to clarify (through the act of writing it and, subsequently, reading it back to ourselves) what is most important to us, thereby allowing us to better analyze whether the plans we have made sound tenable and efficient. This way, we can also more clearly share our plans with others and get additional feedback.

When networking, it is also important to ask others for things that you might want or need for your organization. This is often referred to in the literature as, “Making the ask.” It is important to be confident in your requests and to know exactly what you are asking for, why you are asking, and from whom you are making the request.

Be prepared with a goal. As stated, this strategy is at the center of much effective networking. Having a clear goal allows you to communicate your ideas and requests efficiently and succinctly. In fact, many authors in the literature suggest coming up with a short “elevator speech” or, in the Pacific, “after church speech.” This means having a few planned and rehearsed sentences about what your organizational vision is and how others may participate to reach your organization’s goals. Rehearsing this “speech” will allow you to make concise, efficient statements when time may be limited (like when you spontaneously meet someone that may help your organization or when you have only a few moments to share an idea with a potential philanthropist).

Tell your story. It is important to communicate the impact of your program. This allows you to tell others about the results of your work and about the resources that you offer to the community. Telling your story through a number of media (e.g., newsletters, blogs, e-mails, or local presentations) increases your visibility in the community and enhances community members understanding of your work. Often it can seem like we do not want to be braggarts about the work we are doing or the resources we have. However, when we feel that our work and resources may benefit others, it is important to share with others so that many more people may benefit from the work we are doing. In this way, marketing campaigns, media presentations and public

relations may be viewed as ways to get the word out about your organization so that more people may benefit from your work.

Hosting. Hosting others is a familiar behavior throughout the Pacific and it is integral to building and maintaining relationships. In the same way, hosting others in organizational settings is important for creating and maintaining strong organizational relationships in community settings. When you provide a time and place for an array of individuals from throughout the community to meet and share, you help to facilitate collaboration and foster beneficial exchange of ideas and resources. One way to maximize this information sharing is to assemble diverse leaders from the community. In this way, your organization may act as an information hub for both community partners and for the general public.

One example of hosting may be to coordinate events (e.g., talks or workshops) with members of the community. If your organization hosts these events, you will be helping to share important information with your community and will be simultaneously creating more recognition for your organization.

Integrate. Integrating members of the community into your organization and having others participate in your goals and mission is essential to community relationship success. By directly involving members of the community in your organization's work and goals, you help to build a stronger relationship with the community. Some examples of this include offering service learning programs that invite student volunteers to assist with specific tasks or projects. In this way, young members of the community are able to benefit others while the message of your organization is shared more widely. Having volunteer and/or mentoring opportunities also may benefit your organization by acting as a first step for the recruitment of future employees. Additional avenues for integrating the community include providing a platform where students and adults may exhibit artwork, decorations, or performances. In this way, you will allow community members to share their messages while highlighting the mission of your organization.

These strategies are intended to provide some guidance for building, strengthening, and maintaining organizational relationships within communities. Research in organizational psychology has shown that these principles offer some avenues for sharing your goals and work in the public domain. Building community relationships provides greater awareness of your organization's public contribution and promotes greater efficiency for working together on promoting community development.

Chronology of PIALA Conferences With Link to Proceedings

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 '03 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, 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, Head Start Building Conference Room, Colonia, Yap, Federated States of Micronesia.

<http://www.eric.ed.gov/PDFS/ED412941.pdf>

6th PIALA '96 Conference – Jaketo Jakerak Kobban Alele Eo/Identifying, Using and Sharing Local Resources.

November 5-8, 1996, Outrigger Marshall Islands Resort Melele Room, Majuro, Republic of the Marshall Islands.

<http://www.eric.ed.gov/PDFS/ED411786.pdf>

7th PIALA '97 Conference - Wasahn Kamarain/Place of Enlightenment.

November 3-5, 1997, College of Micronesia-FSM, Learning Resource Center, Palikir,

Pohnpei, Federated States of Micronesia. <http://www.eric.ed.gov/PDFS/ED422011.pdf>

- 8th PIALA '98 Conference – Libraries, Archives and Museums: What's in Them for Us?
November 17-19, 1998, Rose Mackwelung Library, Tofol, Kosrae, Federated States of
Micronesia. <http://www.eric.ed.gov/PDFS/ED433031.pdf>
- 9th PIALA '99 Conference – A Meleketek A Didil A Chais/Building Information Bridges.
November 17-19, 1999, Palau Community College, Koror, Republic of Palau
- 10th PIALA 2000 Conference- Libraries and Archives: Where Information and Language
Literacy Begins; joint with the 13th Annual Regional Language Arts Conference – Engaged
Readers and Writers in Multicultural Islands Communities
November 9-11, 2000, Holiday Inn Resort, Tumon, 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, Pohnpei, Federated States of Micronesia
- 14th PIALA 2004 Conference – Maron In Red Im Jeje Ej Ad Kojadikdik, Library Ko Rej Jikin
Kakurmool Kajatdikdik In Im Jolet Eo Ad Ej Bwinnid/Literacy Our Hope, Libraries Our Scope
and Heritage Our Property.
November 16-19, 2004, Nitijela Conference Room, Majuro, Republic of the Marshall Islands.
<http://www.eric.ed.gov/PDFS/ED497951.pdf> (joint proceedings with 15th 2005)
- 15th PIALA 2005 Conference – Kasrpacsr Misenge Ac Etwack Lutu/Resources Today and
Learning Tomorrow.
November 8-10, 2005, Kosrae Capital Building, Tofol, Kosrae, Federated States of
Micronesia.
<http://www.eric.ed.gov/PDFS/ED497951.pdf> (joint proceedings with 15th 2004)
- 16th PIALA 2006 Conference - Libraries, Museums, & Archives: Knowledge Networks for
Vibrant Communities.
November 13-18, 2006, Koror, Republic of Palau.
[copy of conference program available <https://sites.google.com/site/pialaorg/proceedings>]

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>

18th PIALA 2008 Conference – New Beginnings: The Library as an Information and Resource Basket.

November 17-21, 2001, Colonia, Yap, Federated States of Micronesia.

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

19th PIALA 2009 Conference - Pacific Visions: Finding, Selecting, and Using Resources for Your Libraries, Archives, and Museums

November 16-21, 2009, 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, Weno, Chuuk, Federated States of Micronesia

