It Can Be Done:
With Advocacy, Libraries Can Thrive on Pacific Islands

Selected Papers from PIALA 2007

Pacific Islands Association of Libraries, Archives and Museums
17th Annual Conference

November 12-17, 2007

Tinian and Saipan
Commonwealth of the Northern Mariana Islands

Edited by
Ruth H. Horie

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Preface

PIALA continues digital publishing with this publication. Paper copies will not be distributed. All subscriptions are cancelled. As was the 2008 Yap conference papers, the digital file has been submitted to ERIC and a link to it will be posted on the PIALA website:

http://sites.google.com/site/pialaorg/

Much appreciation is extended to the 2007 CNMI conference organizers, volunteers, presenters, Officers and Executive Board for their support and patience, and to Maria Ovalles for website management. Special appreciation goes to Richard Creecy, Tinian Public Library, for the vision to include session venues on two islands.

Sincerely,

Ruth H. Horie
Honolulu, Hawaii

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PIALA 2007 Planning Committee

Chair, Richard Creecy, Branch Librarian, Tinian Public Library
Roy Rechebei, Acting Director, Joeten-Kiyu Public Library, Saipan
Erlinda Naputi, Acting Commonwealth Librarian
Charles Cepeda, Chairman, CNMI Public Library Board
William Cing, Chairman, Tinian Public Library Board
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Dr. Geri Willis, CNMI Public School System; Director, Americorps
Patricia Aguon, Counselor, Tinian High School

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Acknowledgements

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Office of the Mayor of Tinian
Pacific Resources for Education and Learning (PREL)
Taga Dancers
Tinian Dynasty Hotel
Tinian Public Library
Visual Impact
Western States and Territories Preservation Assistance Service (WESPAS)

Pre-Conference Workshop

Monday, November 12, 2007

Protecting Library & Archive Collections: Disaster Preparedness, Response & Recovery
  Presented by Lynn Davis and Debbie Dunn, Preservation Department, University of Hawaii at Manoa Library
  Sponsored by Western States and Territories Preservation Assistance Service (WESPAS)

Morning session: Tinian Room, Tinian Dynasty Hotel
  Welcome Invocation: Rev. Reid Ellis, Tinian Public Library Board
  Introductions
  Disaster risks in the Pacific region
  Images of Disasters

Afternoon session: Tinian Public Library
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  Risk Assessment: Building & Collections
  Prevention
  Supplies

Tuesday, November 13: Tinian Public Library

Morning session:
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  Prep Side A: Communications
  Prep Side B: Actions
  Plan & Appendices
  Group Exercise
  Follow up

Afternoon session:
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  Incident Command System
  Writing Your Disaster Plan
  Follow up

Pre-Conference Workshop, continued

Wednesday, November 14: Tinian Public Library

Morning session:
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  Working with Emergency Recovery Services
  Inventory Control
  Group Exercise: Emotional Response to Disasters
  Water Collection Response Protocols
  Exercising Your Disaster Plan

Afternoon session:
  DISASTER!
  Hands on Water Collection Salvage
  Follow up

PIALA Executive Board Meeting

Wednesday Evening, November 14: Tinian Dynasty Hotel Restaurant

Call to order
Silent prayer
Adoption of minutes
Old business
    - Bylaws changes
    - State plan
    - Newsletter
    - Future conference sites (2008, 2009, 2010)
New business
    - Election of Treasurer
    - IFLA Representative
    - Members funded by PIALA
    - ASTIRLIN Conference invitation
Treasurer's report
Miscellaneous
Adjournment

Conference Program

Thursday, November 15: Tinian Public Library

Opening Ceremonies:

  Master of Ceremonies: Janet King, Friends of Tinian Public Library
  Invocation: Pastor Ricardo Mercedo, San Jose Parish
  Colors
  Anthems
  Welcoming Remarks:
    William Cing, Chairman, Tinian Public Library Council for:
      The Honorable Jose P. San Nicolas, Mayor of Tinian and Aguiguan
    Kersweet Eria, President, PIALA
    Keiko Okuhara, President, Hawaii Library Association (HLA)
  Keynote Speaker: Janet King

Morning sessions:

Track 1: Care of Library Materials

    Deborah Dunn, Hamilton Library, University of Hawaii at Manoa (UHM) and
    Naomi Zimmer, Feleti Barstow Public Library, American Samoa

Track 2: Library Operations

Public Services
    Pam Bidwell, Library Science Instructor, Palau Community College (PCC)
Circulation Services and Interlibrary Loan
    Arlene Cohen, Interlibrary Loan and Circulation Services Librarian and
    Carmen Crisostomo, Circulation Department Technician, RFK Memorial
    Library, University of Guam (UOG)

Track 3: Technology, Computing and Specialized Topics

Introduction to Map Cataloging
    Ruth Horie, Cataloging Department, Hamilton Library, UHM

Thursday, November 15: Tinian Public Library
Afternoon sessions:

Track 1: Care of Library Materials, continued

Track 2: Library Operations, continued

  Class Visits to Libraries: Hands-on Activities
    Dr. Geri Willis, Commonwealth of the Northern Mariana Islands Public
    School System
  Introduction to Cataloging
    Pam Bidwell, PCC

Track 3: Technology, Computing and Specialized Topics, continued

Ulukau Hawaiian Electronic Library
    Robert Stauffer, Ulukau Manager, Alu Like
Early Reader CD-ROMs
    Jane Barnwell, Pacific Resources for Education and Learning (PREL)
Web-accessible Resources: Expanding Library Collection Horizons
    Suzanne Bell, Government Documents Librarian and Maria Ovalles, Systems
    Librarian, RFK Memorial Library, UOG

Welcoming Banquet: Kammer Beach Pavilion
Sponsored by Mayor of Tinian; featuring Taga Dancers

Friday, November 16: Tinian Public Library

 Morning sessions:
 2006 Advocacy Workshop Follow-up with Island Reports
    Arlene Cohen, IFLA Advocacy Grant Coordinator
 Library Training: Lessons Learned and Future Directions
    Jane Barnwell, PREL; Dr. Karen Peacock, UHM; and a panel of trainees
 Palau Community College Distance Education
    Pam Bidwell, PCC

 Optional luncheon session: Tinian Dynasty Hotel
 Hawaii Pacific Law Libraries Initiative organizational meeting
    Keiko Okuhara, William S. Richardson School of Law Library, UHM

Friday, November 16: Tinian Dynasty Hotel

Afternoon sessions:

Micronesian Sea Adventures Pacific Research
    Dr. Karen Peacock, Head, Special Collections and Curator, Pacific Collection,
    UHM
Travel Around the World Through Books
    Carmina Lihpai, Pohnpei Public Library
Marianas Resources, Findings, Projects and Research Needs
    Don Farrell, CNMI historian
Reach Out and Touch Someone: The Path to Library Advocacy, Excellence and
Customer Service
    Dr. Arlene Luster, consultant; Rosalind Ram, librarian, Brigham Young
    University, Hawaii Campus

PIALA General Membership Meeting

Closing Dinner: Broadway Restaurant, Tinian Dynasty Hotel

Blessing: Rev. Michael Williams, Kosrae
Master of Ceremonies: Kersweet Eria, PIALA President
  Recognition of conference organizers, sponsors, and presenters
  Announcement of Distinguished Librarian Award

Saturday, November 17

Morning:

Freedom Air flights from Tinian to Saipan
Tinian Express ferry from Tinian to Saipan

Tours on Saipan:

Commonwealth of the Northern Mariana Islands Museum
    Don Farrell
Joeten-Kiyu Public Library
    Roy Rechebei, Erlinda Naputi

Saipan Tribune: Friday, November 16, 2007
Librarians' conference underway on Tinian

The 2007 annual Pacific Islands Association of Libraries and Archives conference on Tinian opened Thursday with a welcome message from Mayor Jose P. San Nicolas that included a plea to communities and its leaders to give special recognition and support to libraries and the librarians behind them.

Standing before conference participants as far-flung as Hawaii and American Samoa and as close as Saipan and Guam, among other regions in the Pacific, PIALA president Kersweet Eria implored for support from the community but also among libraries across the Pacific.

"PIALA is always about building the bridge of communication and information sharing between our libraries, archives, and museum throughout our communities in the Pacific region," said Eria in his welcoming remarks. "We, Pacific librarians, are leaders in the provision of quality library services and in education for the profession. We are strong supporters of our Pacific networks that enable a coordinated global approach to the free flow of information sharing."

"I encourage PIALA members to work hand in hand as a team to keep our canoe sailing across the Pacific regions and abroad to reach our destination," Eria added.

Also delivering welcoming remarks were William Cing, chairman of the Tinian Public Library council, and Keiko Okuhara, president of the Hawaii Library Association. HLA, through Okuhara, presented Eria with a token of friendship between the two associations.

"We have libraries in the Pacific filled with knowledge, education, history, and reference," said Cing. "These institutions are created for our benefit and the benefit of future generations. They have the ability to transfer a wealth of knowledge to our youth. But this can only be done if we assist, support, and advocate the growth and development of our libraries."

The theme for the conference is "It Can be Done: With Advocacy, Libraries can Thrive on Pacific Islands," a theme continued from the 2006 PIALA conference which was held in Palau.

The conference will continue on Tinian today, and then move to Saipan beginning Saturday morning. A PIALA general meeting will be held at the Tinian Dynasty Hotel & Casino today, followed by a closing dinner. Saipan's conference includes tours of the CNMI Museum, Northern Marianas College library and archives, and tour of the Joeten-Kiyu Public Library.

For more information, contact Richard Creecy at 433-0504.

In the Spirit of Friendship: PIALA and HLA
2007 PIALA Annual Conference
Keiko Okuhara
2006-2007 HLA President

Hawai'i Library Association
http://hlaweb.org

History

The Hawaii Library Association (HLA) was founded in 1922 with 20 members, and became a chapter of the American Library Association in March 1924. In those days, the meetings were scheduled to coincide with the arrivals of the inter-island boats. During the first decade, the Association presented such speakers as Padraic Colum (1923), John Marquand (1932), and Christopher Morley (1933) to its members. By March 1941 there were 69 members and by October 1943, there were 87 members and three honorary members.
The Hawaii Library Association is incorporated and its records are in the Preservation Department, Brigham Young University.

Concern was constantly felt by the organization for the setting and maintaining of standards of adequate professional training. In 1937, the Association requested the regents of the University of Hawaii to require each graduating teacher to take six credits of library work. In November 1944, HLA recommended the appointment by the Department of Public Instruction of a School Library Supervisor, to be a graduate of an accredited library school with school library experience. Such a position was created in 1959 and a qualified librarian was appointed. Further influence of HLA was felt when Hawaii attained statehood and the state library system was organized, for the Association advised, recommended and sometimes protested until a workable system was evolved.
Then in 1962, Hawaii became one of few states to have two State Library Supervisors.

In 1939 members of the HLA organized interest groups within the parent association. These groups included, at that time, the Children's Section, the Junior and Senior High School Section, and the Hawaiian Document Checklist Section. In May 1944 this last section became the Hawaiiana Section and in the same year the Reference and Special Section was formed. In 1951 a separate High School section was formed, but in 1960 the organization of the Hawaii School Librarians Association caused the dissolution of both the Junior and Senior High School Sections of HLA. Later a Children and Youth Section was formed. The Armed Forces Librarians Section was started in 1954, the College and University Section in 1969, the Technical and General Services Section in 1973, and the Media Section in 1989.

In 1998, the international partnership between PIALA and HLA was officially recognized to exchange newsletters, link homepages, attend each other's conferences, discuss common issues, and share ideas and expertise. American Library Association (ALA) president Barbara J. Ford, who had set the theme "Global Reach, Local Touch," inspired the Hawaii Library Association (HLA) and the Pacific Islands Association of Libraries and Archives (PIALA) to form an international partnership. The ALA Chapter Relations Office was informed of the partnership

and formal presentations of the establishing resolutions were made at annual conferences in November 1998 in Kosrae, Federated States of Micronesia, and in Honolulu, Hawaii.

> HLA resolution 1998
> PIALA resolution 1998
> Partnership article 2005

Periodicals published by the Association included the News Bulletin, first published in 1943 and later titled HLA Newsletter, the Hawaii Library Association Journal, and Current Hawaiiana. The Hawaii Library Association Journal started publication in 1944 as a quarterly, containing articles of professional interest by members and guests, and became a semi-annual in 1951. In 1966, arrangements were made with University Microfilms, Ann Arbor, Michigan, to reproduce the Journal, thus back issues are now available on microfilm. Current Hawaiiana was started by the Hawaiiana Section as a quarterly booklist of Hawaiiana. It later developed into a periodical bibliography on Hawaiiana issued by the University of Hawaii Library. All of these publications cover the world.

HLA Resolution 1998

Hawaii Library Association Vice President/President-Elect Ruth Horie, with the assistance of Arlene Cohen of PIALA, proposed to the respective Executive Boards of the Hawaii Library Association and the Pacific Islands Association of Libraries and Archives that an international partnership be established to exchange newsletters, discuss common issues, share ideas and expertise, attend each other's conferences and link homepages.

2007 HLA Annual Conference

HLA 2007 Conference took place over the Veterans Day Weekend on November 10 and November 11 at the Grand Hyatt on Kauai. Preconference programs took place on November 9. The conference theme was "Productivity and Assessment in Libraries."

HLA Programs and Awards

HLA Scholarships are available for professionals who are members of HLA and for Library and Information Science students at the University of Hawaii at Manoa.
The Librarian of the Year Award is given to a librarian in the state of Hawaii to recognize exceptional professional achievement and/or service.
The Distinguished Librarian Award recognizes an exceptional contribution by an HLA member to HLA or to the library profession in Hawaii.
The Nene Award was established as the Hawaii State Children's Book Award in 1964.

The Mentoring Program is designed to facilitate closer professional relationships and personal growth within Hawaii's library profession.

Our Purpose:

The HLA Mentoring Program Committee is charged with establishing and implementing a mentoring program that will help match a senior member with a newer member, such as LIS students. The senior member (the mentor) and the newer member (the mentee) are encouraged to interact with each other in person at professional events, such as the HLA annual conference, and to stay in touch throughout one year. The mentoring program is designed to facilitate closer professional relationships and personal growth within Hawaii's library profession. The program encourages the participants to share knowledge, experiences, and expertise with each other for both professional development and mutual benefit.

Scope:

The Mentoring Program is open to all HLA members. Mentees can either be HLA student members or HLA members. The official mentor period is for one year, although both parties are certainly welcome to extend this period. Participants who want a mentor should either:

1) Select a potential mentor on the list of mentors (and see if she or he would be willing to be your mentor).

2) Request the HLA Mentoring Program Committee to assist you in locating a mentor with closely-matched interests. In such cases, please e-mail Keiko Okuhara with the following information: **[a]** What type of library are you interested in working at (such as public, school, academic, military, special, or other), **[b]** On what island do you wish to be employed, **[c]** What aspect of librariansip are you looking for mentoring assistance (such as instruction, reference, cataloging, etc.), **[d]** Contact information (full name, address, e-mail, and which would be best to reach you), **[e]** Your current situation (such as second semester LIS student, or hired at XX library in January 2007), and lastly please **[f]** Briefly outline your professional goals for the next 3 years.

Feel free to contact the HLA Mentoring Program Committee chair Keiko Okuhara with any questions or comments.

HLA Mentoring Program Committee

Keiko Okuhara, Chair; Jessica Marie Momilani Gleason, Lori M. N. Kidani, Loraine Oribio, Gwen Sinclair, Andrew Wertheimer.

Web Links

American Library Association (ALA)
Hawaii Association of School Librarians (HASL)
Pacific Islands Association of Libraries, Archives and Museums (PIALA)
Hawaii the Islands of Aloha (Hawaii travel info)
Hawaii Legislature's Public Access Room

Employment Opportunities

Hawaii State Recruiting Office
University of Hawaii System
University of Hawaii at Manoa Libraries
American Library Association

Hawaiʻi, the Islands of Aloha http://www.gohawaii.com/

Si Yu'use maase ! In the Spirit of Friendship: PIALA and HLA

Web-accessible Resources: Expanding Library Collection Horizons

Suzanne T. Bell and Maria B. Ovalles

"Librarians have long sought solutions to the dilemma of too few dollars chasing too many resources" (Thornton, 2000, p. 848). With this spirit the Library at the University of Guam (UOG), while facing the evolving traditional roles of libraries today, has ventured into building Online access tools to support academic programs. This e-collection initiative was inspired in part by Diane K. Kovacs and her *Electronic Collection Development for the Academic E-Library* course offered through the Association of College and Research Libraries (ACRL)(March, 2005), affiliated with the American Library Association (ALA), the availability and cost of current library resources to supplement the collection development activities and the sheer convenience to UOG students eager for Web-accessible resources. The final inspiration for this venture was the addition of a new Systems and Networking Librarian, who has the expertise and inclination to create a framework for current academic information needs. Thus a partnership between a Systems & Networking librarian and a Government Documents librarian was established, with the intention of collecting and making accessible free and viable Web-resources to support academic research and supplement collection development.

Where to start

The first determination in the collection planning process is to identify the audience and the information needs. At UOG, the focus would be an academic program or a subject specific request from faculty. For example two aspects of support for the School of Education developed in the form of Internet resources for academic research and subsequently a second Web-based tool from government-sponsored lesson plans to augment teacher training, and classroom support.

Kovacs (2005), maintains in her *Electronic Collection Development for the Academic E-Library* publication that the core selection criteria for compiling Web-resources, will always involve the following:

1. Does the resource meet some information need of the e-library's intended patrons?
2. Does the resource provide the information at a level and language suitable to the age, educational background, professional attainments, and subject interests of the e-library's intended patrons.
3. Does the resource provide information in a form/resource type that you want to include in your e-library? (e.g., Meta-sites, directories, dictionaries, e-serials, or e-commerce facilities, etc.)

The next step is to create a suitable e-collection development policy that accommodates the target patrons; one that augments with the existing print collection development policy. Practical considerations might include how the resources will be presented by Web links, subject categories, or meta sites directories. Examples of established policies for consideration are provided by ALA at:
http://wikis.ala.org/professionaltips/index.php/Electronic_Collection_Development

Selection Criteria

Evaluation of web resources follows similar guidelines for print resources evaluation. The nature of the Internet allows anyone to post or publish anything they wish to the World Wide Web. This is both a powerful feature but also a dangerous one; individuals who use the Web for research or to obtain information must be skilled in the critical evaluation of websites.

The criteria for selecting web-accessible resources is presented to UOG students in bibliographic instructions sessions to help them navigate the thousands and hundreds of thousands of search results they may get when using the Google search engine to find information. The evaluation covers five elements: authority, accuracy and reliability, purpose, currency or relevancy, and design.

Authority refers to the authorship of the information. Does the website disclose the author, what credentials does the individual or organization posses? For websites, links to contact the organization or agency, or background information about them provides legitimacy to the information and the site. Government agencies and organizations will post this information prominently on their pages.

Accuracy and reliability refers to the nature of the information, is it factual and can it be verified? Are primary sources for the data available?

Purpose is the reason for the website or information. Is the website meant to inform and educate, or to sell products or services? Is the information biased for the benefit of the website or its parent organization?

How often is the website updated or modified. Is the information current or out-dated, and are the links working or dead. The currency of the website refers to the timely and regular maintenance of the site to fix broken or dead links and to provide new information when research data is available.

Evaluating the design of the website includes determining if the website is well organized and easy to navigate. Is there a search tool to help locate information, is there contact information available?

These five criteria are already present and verified when accessing government web resources. The information has been verified for accuracy, the authority is the U.S. government and its numerous agencies, and the purpose is to educate and information the public. The sites

are updated regularly and maintained to provide current information and reliable links to other sites and information.

Access Browser Software

Web resources are easily accessible through the use of software already included with most computers, or available through the Internet as a free download. Websites are viewable through the use of browsers. Most computer users are familiar with Microsoft Internet Explorer (IE) because this is the browser that comes with Windows. However, other browsers such as Netscape's Navigator or Mozilla's FireFox are available as alternate platforms in the Windows environment. On the Macintosh computers, Safari is the browser that comes with the operating system, Microsoft also provides a version of the IE browser for Macintosh users.

Besides the browser, the other software needed to view and access content on the Web is a reader such as the Adobe Acrobat Reader. Most files can be viewed on a browser window without additional software needed, but many files will be available in the PDF format with is a propriety format of Adobe Systems. This file format is preferred by some people since they provide a scanned image of documents and files so graphics, diagrams, and pictures are available. The quality of the images will depend about the quality of the scanning equipment. Most HTML files may have full text of articles and journals, but graphics or diagrams are often missing.

The decision to approach government documents for content material as an addition to the e-Resources collection was prompted by several reasons. First, government documents, since they are considered pubic property and sponsored by taxpayer funding are exempt from copyright concerns. In addition there is a wealth of resources, which are available to support education collections and those dedicated to information retrieval, available cost-free from the Federal Government. As a result of the Government Printing Office (GPO) currently migrating from hard copy print materials to digital format, this paper will discuss the impetus of this migration and as a result the increasing opportunities that now exist for educators to obtain and teach with government materials.

Background for the GPO migration

Considering the American way of life in terms of the First Amendment and freedom of speech, access to information is truly essential. With this spirit, the GPO began operation according to a Congressional Joint Resolution in June 1860, with the mission to inform the Nation by producing, procuring and disseminating publications of the Congress, executive departments and establishments of the Federal Government. The GPO carries its mission today and according to Judith Schiek Robinson, in her outstanding work *Tapping the Government Grapevine,* refers to the GPO as "The Mother Load", considering that it is the US Federal Government's primary reproducer and distributor of information.

In order to organize, manage, and disseminate the Federal Government's information, the Depository Library Act of 1962 established the Federal Depository Library Program (FDLP), which is administered by GPO. "The goal of the Federal Depository Library Program is to assure

a current and permanent access to information published by the United States government"
(GPO, 1998, p.2). In exchange for free materials, each of the 1330 Depository Libraries through
out the United States is mandated to maintain open and free access to the American public. The
University of Guam Library (UOG) is a selective Depository receiving 46% percent of the
materials produced by the GPO. These materials compile a designed profile reflecting programs
at UOG, such as agriculture, education, health, military science, social work for example. This
partnership with UOG and the FDLP links the UOG academic community and the public with
government information.

      Considering the historic goal of information dissemination by the Federal
Government, a compelling letter dated August 25, 2000, was sent to all 1330 of the
Nation's depository libraries from the then Director of the FDLP and Superintendent
of Documents Francis J. Buckley, Jr. This document announced a most profound
change in how the American public would access Government information in the
future via electronic format. Buckley's announcement stated that as a result of "the
proposed congressional appropriation for the FDLP, the shift to a primarily electronic
program will accelerate." (GPO, 2000, p. 1). Consequently both diminished funding
for Federal publishing and developing technologies, greatly accelerated the migration
and "rapid growth of online electronic content delivery." (GPO 2000, p. 1).
The Superintendent of Document's announcement rippled through the FDLP
community, gathering reactions such as "the government's target of making all its
services available electronically by 2005 is a milestone in the application of electronic
communications" (Ryan, 2002, p.48).

      Another milestone soon to be realized impacted information seekers in remote
areas such as the Western Pacific island communities. With this electronic revolution
and migration from print to digital format, comes a smorgasbord of resources
available at a click. This feast of resources for educators facing limited budgets and
limited alternatives is revolutionary.

      The list of significant government sites is extensive. Simply consider the
materials held at the *Library of Congress, The National Library of Education*, the
National Library of Medicine, 12 Presidential Libraries and all the Federal Agencies
to appreciate the volume. We have chosen a limited peek at our favorites, with the
intention of whetting appetites and inspiring further exploration into this true National
treasure…Government Documents.

      The following Web sites consistently offer appropriate information in support of selective
academic programs at the UOG. The GPO Access provides a web page titled *Core Government
Documents of U.S. Democracy* <http://www.access.gpo.gov/su_docs/locators/coredocs/>, which
includes a range of Documents such as *The Bill of Rights, The Constitution of the United States
of America, The Declaration of Independence* and *The Gettysburg Address* to name a few.

      Next is USA.gov < http://www.USA.gov/> the official U.S. gateway to all government
information and the catalyst for a growing electronic government. With the government at ones

fingertips, more than 186 million web pages may be searched from federal and state governments, the District of Columbia and U.S. territories. USA.gov has the most comprehensive search of government anywhere on the Internet.

The Library of Congress in 1995 initiated the *THOMAS World Wide Web* system < http://thomas.loc.gov>**,** a mechanism to search the US Congress on the Internet. The current Congressional session as well as archived materials may be searched, including committee compositions and voting records. It has search capabilities, allowing for information gathering on a wide range of legislation initiatives.

Presented specifically to demonstrate Government Web sites focused on resources to support teacher training and education research at UOG are as follows: *National Biological Information Infrastructure*, from *US Geological Survey, NASA, The Library of Congress, The CIA –World Fact Book, the National Gallery of Art* and *GPO's Ben's Guide to US Government, Science.gov, The Smithsonian Center for Education and Museum Studies, The National Institutes of Health* and *The College Navigator*, a guide for those considering and exploring higher education. These Web sites include a range of rich education materials for students, parents, administrators and teachers, involving lesson plans and activities for K-12 and beyond.

The depth and scope of these Web resources is illustrated here through the use of the *Ben's Guide to U.S. Government for Kids* (bensguide.gpo.gov) has information and activities created for different grade levels. Students and teachers can find suitable material for history lessons or help with U.S. Government information needs.

A list of selected government Web resources is presented at the end this paper. The presentation concluded with the introduction of the compiled listing of Government Education e-collection Web resources, hot linked and readily accessible to the UOG academic community.

Government information is a true National treasure. The range and depth of this resource is beyond imagination. With this report, the intention was to spark curiosity and to inspire those dedicated to information access and to further explore the wealth of education materials offered through the US Government cost free. Educators located in remote areas now have extraordinary opportunities, unlimited opportunities available with the click of a mouse.

The inclination for many individuals seeking information on the Internet is to "Google it", because they do not know where to begin their search for information. By providing of list of subject specific, valid sites to begin a search, people can obtain quality information in a timely and more expedient manner. The compiled Internet resources provided on the e-collection pages have been evaluated and determined to be appropriate sources for research and enhances the Library's collection.

"When properly utilized, the Internet can transcend the limitation of physical space, supporting the freedom of imagination and information, on which the library profession is founded" (Rynkiewicz, 2006).With this concept, your patrons and students now have access to resources right at their desktop front door, available 24-hours a day, 7 days a week. You can be providing services even when your library's doors are closed as a result of e-collection initiatives.

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U.S. Government Printing office (GPO). *Administrative notes.* http://www.access.gpo.gov/su_docs/fdlp/pubs/ecplan.htm

Government Education Resources
http://www.uog.edu/rfk/bihandouts/GovDocEd.htm

Social Work Policy
http://www.uog.edu/rfk/bihandouts/SocialWorkBI.htm

US Government Sites –General

USA.gov- Official web site for searching the U.S. Government
http://www.usa.gov/
Thomas –US Congress on the Internet
http://thomas.loc.gov
World Fact Book –Contains country profiles, geographic background, population studies, government and economic data
http://www.cia.gov/cia/publications/factbook/
GPO Core Documents of the US Democracy
http://www.gpoaccess.gov/coredocs.html

US Government Education Sites

Ben's Guide to U.S. Government for Kids
http://bensguide.gpo.gov/
Biological Information Resources
http://159.189.176.5/portal/server.pt/
Central Intelligence Agency –CIA's Homepage for Kids
https://www.cia.gov/kids-page/index.html
College Navigator, IES, National Center for Education Statistics, U.S. DOE
http://collegenavigator.ed.gov
Educator's Reference Desk
http://www.eduref.org/
ERIC –Educational Resources Information Center
http://www.eric.ed.gov/
Federal Resources for Educational Excellence
http://www.ed.gov/free/index.html/
Gateway to Education Materials
http://www.thegateway.org/
National Archives and Records Administration –Primary Sources and Activities
http://www.archives.gov/digital_classroom/teaching_with_documents.html/
National Eye Institute
http://www.nei.nih.gov/index.asp
National Gallery of Art –Education
http://www.nga.gov/education/education.htm/
National Center for Education Statistics   NCES
http://nces.ed.gov/practitioners/
NASA Education Resources
http://education.nasa.gov/
Science.gov
http://www.science.gov/

Smithsonian Education & Outreach
> http://www.si.edu/
> http://www.library.unt.edu/govinfo/k-12/resources.html/

The Library of Congress - Country Studies
> http://memory.loc.gov/learn/

The Feds Go to the Science Lab
> http://exlibris.memphis.edu/resource/unclesam/school4.html

U.S. Department of Education
> http://www.ed.gov/index.jhtm/

National Park – Teaching with Historic Places
> http://www.cr.nps.gov/nr/twhp/

U.S. Patent and Trademark Office
> http://www.uspto.gov/web/offices/ac/ahrpa/opa/kids/index.html/

Educator's Resources With Government Links

A Commonwealth of Knowledge, Virginia's Site for Educators
> http://www.knowledge.state.va.us/welcome.htm/

ENC -Eisenhower National Clearinghouse
> http://www.enc.org/

Public Documents Forum Resources for Teachers
> http://www.vla.org/pdf/programs/grundweb.htm/

Using Primary Sources on the Web
> http://www.lib.washington.edu/subject/History/RUSA/

General Lesson Plans

Apple Computer K-12 Lesson Plan Library
> http://ali.apple.com/ali_sites/ali/new_teaching.html/

Crayola Creativity Center Lesson plans -creative communication involves language and visual arts,social studies, science and math.
> http://www.crayola.com/educators/lessons/index.cfm?mt=lessonplans/

Daryl Cagle's Professional Cartoonists Index Teacher's Guide -A collection of newspaper editorial cartoons and lesson plans for social sciences, art, journalism and English at all levels.
> http://www.cagle.com/teacher/

DiscoverySchool Lesson Plans -access to 400+ free classroom-ready lesson plans and activities for K -12 science, social studies, and literature education.
> http://school.discovery.com/lessonplans/

EdHelper Includes links to over 5000 lesson plans.
> http://www.edhelper.com/

EDSITEment Lesson Plans -lesson plans and activities: Literature & Language Arts, Foreign Language, Art & Culture, History & Social Studies.
> http://edsitement.neh.gov/lesson_index.asp/

Education World -Lesson Planning Center
http://www.education-world.com/#LessonPlanning/
Funbrain.com -A teaching resource that allows for the creation of quizzes for students online.
http://www.funbrain.com/index.html/
GEM --The Gateway to Educational Materials -access to high quality Internet lesson plans, curriculum units and other education resources.
http://www.thegateway.org/
Northwest Regional Educational Laboratory --The Library in the Sky Lesson Plans
http://www.nwrel.org/sky/index.php/
PBS TeacherSource A large collection of lesson plans, teacher guides and online student activities correlated to 90 sets of state and national curriculum standards.
http://www.pbs.org/teachersource/
Teachers.Net Lesson Plan Exchange
http://teachers.net/lessons/
Teachnet.com Lesson Plans
http://www.teachnet.com/lesson/index.html/
The Lesson Plans Page Offers lesson plans in a variety of subjects along with an educational links section.
http://www.LessonPlansPage.com/
The New York Times Learning NetWork On the Web --Lesson Plan Archive
http://www.nytimes.com/learning/teachers/lessons/archive.html/
The Solution Site -K12 Lesson Plans Part of the West Virginia Turnkey Solution, U.S. Department of Education Technology Innovation Challenge Grant.
http://www.thesolutionsite.com/
USGS: What Do Maps Show (grades 5-8) Introduction and Activities -Shaded Relief and Topographic Map -Teacher Guide Map Packet.
http://interactive2.usgs.gov/learningweb/teachers/mapsshow.htm/
World School Lesson Plans
http://www.educationworld.com/searchnew/adv_results.jsp/
Creative Solutions Resources
http://www.creativesolutions.8m.com/LINKS/Resources.htm/

Guam

Guam Public School System
http://www.gdoe.net/

-compiled by Suzanne T. Bell, October 2007

An Introduction to Cataloging
Pam Bidwell
Palau Community College

What is a library catalog?

A record of materials held *within* a collection

Why do we have catalogs?

- To help find a book if we know:
- The author's name
- The title
- … or the subject
- To show what the library has:
- By an author
- On a specific subject

Adapted from: Charles Cutter's *Rules for a Dictionary Catalog,* 1876.

How do you find things when the computer breaks down?

- Memory/browsing
- Signs give general directions
- Use SEARS/Dewey to find call numbers
- Close the library

Finding things gets a *lot* more difficult – and we appreciate the library catalog!

- Card catalogs don't have power outages or system crashes (but you may need a flashlight!)

Catalog record: 3 parts

- Classification
- Descriptive cataloguing
- Subject cataloguing

CALL NUMBER	Reference collection RF 020.3 H323-8	} classification
TITLE	Harrod's Librarian's glossary : 9000 terms used in information management, library science, publishing, the book trades and archive management / compiled by Ray Prytherch.	
EDITION	8th ed.	} descriptive cataloguing
PUBLISHER	Aldershot, Hants, England : Gower ; Brookfield, Vt., USA : Ashgate, c1995.	
DESCRIPT'N	xiii, 692 p. ; 25 cm.	
AUTHOR(S)	Prytherch, Raymond John	
SUBJECT	1. Library science -- Dictionaries 2. Information science -- Dictionaries 3. Publishers and publishing – Dictionaries 4. Book industries and trade -- Dictionaries 5. Archives -- Dictionaries 6. Bibliography -- Dictionaries	} subject cataloguing

Descriptive cataloging

- Looking at the item for information that describes it:
- Title
- Author
- Format (book, DVD, map etc)
- Size, number of pages
- One of a series (eg: Little Golden Books)
- Publishing information
- Useful notes (illustrated, comes with disk etc)
- Standard numbers (ISBN, ISSN)
- Descriptions help us find the item again (title, author are "access points")

Descriptive record

TITLE	Harrod's Librarian's glossary : 9000 terms used in information management, library science, publishing, the book trades and archive management / compiled by Ray Prytherch.
EDITION	8th ed.
PUBLISHER	Aldershot, Hants, England : Gower ; Brookfield, Vt., USA : Ashgate, c1995.
DESCRIPT'N	xiii, 692 p. ; 25 cm.
AUTHOR(S)	Prytherch, Raymond John

Card and computer catalogs

- Card catalogs
- Title
- Author
- Subject
- Computer catalogs
- Search under all of those, plus:
- Keyword searching: title *and* subject, year published, other books by the same publisher, other books in the same series

Finding the information

- Where do you find?
- Title information?
- Author information?
- Publishing information?
- Name of the publisher
- Where it was published
- When it was published
- The best place to find this is called the "chief source of information"

Exercise

- Look through these books to find:

- Title
- Author
- Format (book, DVD, map etc)
- Size, number of pages
- One of a series (eg: Little Golden Books)
- Publishing information
- Name of the publisher
- <u>Where</u> it was published
- <u>When</u> it was published
- Useful notes
- Standard numbers

Rules to help us

- Consistency
- Always do the same thing
- Easier to find everything on the same subject, by the same author etc
- Descriptive cataloging "bible":
- AACR2 (Anglo-American Cataloging Rules, second revised addition)

Subject access

- 1. Subject headings: describe what the item is about
- Often the title isn't enough
- 2. Classification: using a class number (such as a Dewey number)
- tells library staff <u>where</u> to shelve it
- *and* tells our patrons where to <u>find</u> it again
- This allows us to <u>shelve</u> books by subject (and <u>describe</u> subjects in the catalog)

Rules to help us

- Subject Headings "bible":
- LCSH (Library of Congress Subject Headings)
- SEARS list of subject headings
- Classification
- Dewey Decimal Classification

Full record

CALL NUMBER	Reference collection RF 020.3 H323-8
TITLE	Harrod's Librarian's glossary : 9000 terms used in information management, library science, publishing, the book trades and archive management / compiled by Ray Prytherch.
EDITION	8th ed.
PUBLISHER	Aldershot, Hants, England : Gower ; Brookfield, Vt., USA : Ashgate, c1995.
DESCRIPT'N	xiii, 692 p. ; 25 cm.
AUTHOR(S)	Prytherch, Raymond John
SUBJECT	1. Library science -- Dictionaries 2. Information science -- Dictionaries 3. Publishers and publishing – Dictionaries 4. Book industries and trade -- Dictionaries 5. Archives -- Dictionaries 6. Bibliography -- Dictionaries

Mesulang

INTERNET RESOURCES FOR CATALOGING   Ruth Horie, PIALA 2007 Tinian

Bishop Museum
http://bishopmuseumlib.lib.hawaii.edu/

College of Micronesia
http://library.comfsm.fm/webopac/main?siteid=1

Hawaii State Archives
http://www.hawaii.gov/dags/archives/about-us

Hawaii State Public Library System (Dewey)
http://www.librarieshawaii.org/catalog/index.html

Internet Library for Librarians
http://www.itcompany.com/inforetriever/cat.htm

Library of Congress Catalog
http://catalog.loc.gov/

Library of Congress Authorities
http://authorities.loc.gov/

Los Angeles Public Library (Dewey)
http://www.lapl.org/catalog/

National Library of Australia (Dewey)
http://www.nla.gov.au/

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

Northwestern University Library (Dewey)
http://www.library.northwestern.edu/

University of Auckland (Dewey)
http://www.library.auckland.ac.nz/

University of Guam
http://www.uog.edu/rfk/

University of Hawaii at Manoa
http://library.manoa.hawaii.edu/

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

INTRODUCTION TO MAP CATALOGING   Ruth Horie, PIALA 2007 Tinian

DEFINITIONS (from Anglo-American Cataloging Rules)

Atlas
A volume of maps, plates, engravings, tables, etc., with or without descriptive text. It may be an independent publication or it may have been issued as accompanying material

Globe
A model of the Earth or other celestial body, depicted on the surface of a sphere.

Cartographic material
Any material representing the whole or part of the Earth or any celestial body at any scale. Cartographic materials include two- and three-dimensional maps and plans (including maps of imaginary places); aeronautical, nautical, and celestial charts; atlases; globes; block diagrams; sections; aerial photographs with a cartographic purpose; bird's-eye views (map views), etc.

Chart (Cartography)
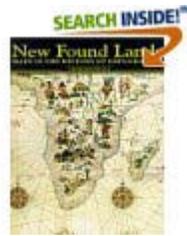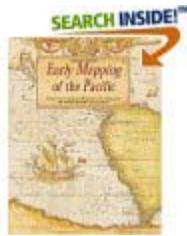A map designed primarily for navigation through water, air, or space.
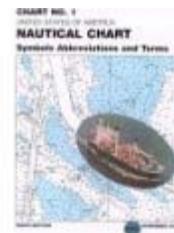
General material designation (gmd)
A term indicating the broad class of material to which an item belongs (e.g., *sound recording*).
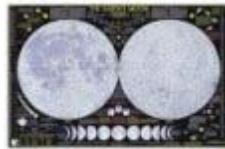*See also* Specific material designation.

Manuscript
Writings (including musical scores, maps, etc.) made by hand, typescripts, and inscriptions on clay tablets, stone, etc.

Map
A representation, normally to scale and on a flat medium, of a selection of material or abstract features on, or in relation to, the surface of the Earth or of another celestial body.

Section (Cartography)
A scale representation of a vertical surface (commonly a plane) displaying both the profile where it intersects the surface of the ground, or some conceptual model, and the underlying structures along the plane of intersection (e.g., a geological section).

Sheet
As used in the physical description area, a single piece of paper other than a broadside with manuscript or printed matter on one or both sides.

Specific material designation (smd)
A term indicating the special class of material (usually the class of physical object) to which an item belongs (e.g., *sound disc*). *See also* General material designation.

View (Cartography)
A perspective representation of the landscape in which detail is shown as if projected on an oblique plane (e.g., a bird's-eye view, panorama, panoramic drawing, worm's-eye view).
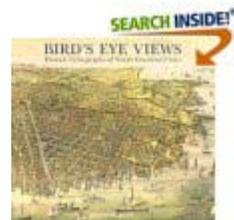
-- Images from Amazon.com

INTERNET RESOURCES FOR MAP CATALOGING

American Library Association. Map and Geography Round Table.
http://www.ala.org/ala/magert/magert.htm

International Federation of Library Associations (IFLA)
Section of Geography and Map Libraries
http://www.ifla.org/VII/s6/index.htm

Library of Congress. Geography and Map Division.
http://www.loc.gov/rr/geogmap/center.html

Guidelines for Distinguishing Cartographic Electronic Resources from other Electronic Resources. 2001.
http://www.loc.gov/marc/cfmap.html

Geographic Names and the World Wide Web
http://www.loc.gov/catdir/cpso/geogname.html

GeoNet Names Server
http://earth-info.nga.mil/gns/html/index.html

MAPS-L (discussion group for map librarians)
http://www.listserv.uga.edu/cgi-bin/wa?SUBED1=maps-l&A=1

Special Libraries Association. Geography and Map Division.
Special Libraries Association Geography and Map Division

Thesaurus of Geographic Names
http://www.getty.edu/research/conducting_research/vocabularies/tgn/index.html

U.S. Board on Geographic Names
http://geonames.usgs.gov/

University of Hawaii at Manoa Library Map Collection
http://library.manoa.hawaii.edu/departments/maps/index.html

Hawaii Voyager (University of Hawaii)
http://uhmanoa.lib.hawaii.edu/

Western Association of Map Libraries (WAML)
Map Librarians' Toolbox
http://www.waml.org/maptools.html

World Construction Set Student Wins National Cartography Contest

Rob James, a cartography student at University of Hawaii, created this map depicting a historical event in the Island's history. This map won the 2003 National Geographic Society Cartography Contest.

Conquering Oahu was the last major obstacle for Kamehameha I to unify all the Hawaiian Islands under one rule. This map describes the movement of his army and the locations of battles, beginning on the island of Hawaii and concluding with the horrific Battle of Nuuanu on Oahu, where thousands of warriors died, some by being forced over the steep cliffs at the back of Nuuanu valley where they fell hundreds of feet to their death. Although this map was initially created for Rob's own curiosity and education, visualizing history adds an inherent richness and depth to a once textual story.

Rob said, "Others whom I have shared this map with, Hawaiians and non-locals alike, learned from it; not because they have never heard of the Battle of Nuuanu, but because they have never been able to visualize the geography of the battle."

He continued, "The base image and both insets were rendered in WCS 5.54. An Oahu DLG coastline was modified to better represent the historic coastline of Honolulu. This vector was placed over the 10 meter DEMs as an area Terraffector to control the slope of the submerged shoreline, creating the lighter near shore waters. Terrain textures were applied using elevation and slope parameters. The "After the Battle" inset used a self-made database of images of native Hawaiian plants including the kukui, ti, and hau to realistically texture the landscape. Kukui, with their light, bright green leaves, tend to grow only in the areas between ridgelines. Of course, the controls in WCS made accurately placing this ecosystem easy!"

MAP DESCRIPTION

Map Cataloging Manual
Geography and Map Division, Library of Congress
1991- (loose leaf and web)

Anglo-American Cataloguing Rules (AACR)

Chapter 1, General rules of description

1.0.A3. The chief source of information may be unitary in nature (e.g., a title page) or may be collective (e.g., the entire cartographic resource).

1.1C1. General material designation: cartographic material [NOTE: LC DOES NOT USE]

1.5E. Accompanying material

> 32 p. : col. ill. ; 28 cm. + 7 maps
> 271 p. : ill. ; 21 cm. + 1 atlas

1.7B11. Note about accompanying material

> Accompanied by: A Demographic atlas of north-west Ireland. 39 p. : col. maps ; 36 cm.

Chapter 2, Books, Pamphlets, and Printed Sheets

> For sources of information for a printed atlas, see 2.0B.

Chapter 3, Cartographic materials

Materials that represent the whole or part of the Earth or any celestial body. These include two- and three-dimensional maps and plans (including maps of imaginary places); aeronautical, nautical, and celestial charts; atlases; globes; block diagrams; sections; aerial photographs with a cartographic purpose; bird's-eye views (map views); etc.

3.0B2. Chief source of information
The chief source of information for other than a printed atlas (in order of preference) is:
a)   the cartographic item itself; when an item is in a number of physical parts, treat all the parts (including a title sheet) as the cartographic item itself
b)   container (e.g., portfolio, cover, envelope) or case, the cradle and stand of a globe, etc.
If information is not available from the chief source, take it from any accompanying printed material (e.g., pamphlets, brochures).

Chapter 4, Manuscripts

> For manuscript cartographic items, see also chapter 3.

Library of Congress Authorities
http://authorities.loc.gov/

Subject Cataloging Manual: Subject Headings

Form subdivision: **H 1075 (1)**
A type of subject heading subdivision that appears in a $v subfield of a 6XX field and that
expresses what a work **is**. [Note from RH: As opposed to what it is **about.**]

H 1210.5 Aerial and Space Photography
3. Aerial views. Assign the free-floating form subdivision **Aerial views** under names of
countries, cities, etc., or under individual educational institutions, to maps or atlases depicting
those places observed from the air.

```
651 #0 $a Palau $v Aerial views.
651 #0 $a Honolulu (Hawaii)  $v Aerial views.
610 20 $a University of Hawaii at Manoa $v Aerial views.
```

H 1576 Early Works
Use the subdivision –**Early works to 1800** as a free-floating form subdivision under all
appropriate headings, including those assigned to maps of all types, to designate individual
works written or issued before 1800.

```
651 #0 $a Mariana Islands $v Early works to 1800.
```

H 1595 Facsimiles
Use the subdivision –**Facsimiles** as a form subdivision under headings or subdivisions
designating types of printed or written materials, documents, etc., for exact copies of the items in
question, the originals of which were published or made at an earlier date.

```
650 #0 $a Nautical charts $z Micronesia $v Facsimiles.
651 #0 $a Philadelphia (Pa.) $v Aerial views $v Facsimiles.
651 #0 $a England $v Maps, Pictorial $v Facsimiles.
```

H 1865 Maps and Atlases
Assign the appropriate map heading(s) if at least 20% of the text of a work consists of maps, or
discusses maps, even though the primary emphasis of the work is on the textual content.

```
650 #0 $a City planning $z Washington (State) $z Seattle $v Maps.
651 #0 $a Washington (D.C.) $v Maps, Pictorial.
```

Assign the heading(s) specified above in addition to the headings that are assigned to designate
the textual content of the work.

```
Title: The geology of Georgia, with numerous geologic maps.
650 #0 $a Geology $z Georgia.
650 #0 $a Geology $z Georgia $v Maps.
```

MARC21 Concise Format for Bibliographic Data
http://www.loc.gov/marc/bibliographic/ecbdhome.html

007--MAP

Cartographic materials other than globes.

007--GLOBE

A model of a celestial body depicted on the surface of a sphere.

007--REMOTE-SENSING IMAGE

An image produced by a recording device that is not in physical or intimate contact with the object under study. This may be a map or other image that is obtained through various remote sensing devices such as cameras, computers, lasers, radio frequency receivers, radar systems, sonar, seismographs, gravimeters, magnetometers, and scintillation counters.

008--MAPS

18-21 – Relief
22-23 - Projection
25 - Type of cartographic material
33-34 - Special format characteristics

- e – Manuscript
- l – Puzzle
- o - Wall map

034 - CODED CARTOGRAPHIC MATHEMATICAL DATA (R)

The coded form of the mathematical data contained in field 255 (Mathematical Data Area) of the bibliographic record.

Examples

034 1#aab253440$dE0790000$eE0860000$fN0200000$gN0120000

043 - GEOGRAPHIC AREA CODE (NR)

http://www.loc.gov/marc/geoareas/gacshome.html

100 - MAIN ENTRY--PERSONAL NAME (NR)
245   TITLE
        Subfield h = general material designation = [cartographic material]

255 - CARTOGRAPHIC MATHEMATICAL DATA (R)

Mathematical data that is associated with map material, including celestial charts. This data may also be coded in field 034 (Coded Mathematical Data).

> Scale not given.
> Scale 1:22,000,000

300   Physical description
>   Subfield a = extent = 1 map

507 - SCALE NOTE FOR GRAPHIC MATERIAL (NR)

For **maps**, the scale of an item is contained in this field only in pre-AACR 2 cataloging records. Scale information is contained in field 255 (Mathematical Data Area) in AACR 2 formulated records.

> Scale 1:500,000;**$b**1 in. equals 8 miles.

5xx   Notes

6xx   Subject access fields

7xx   Added entry fields

856 - ELECTRONIC LOCATION AND ACCESS (R)

The information needed to locate and access an electronic resource. The field may be used in a bibliographic record for a resource when that resource or a subset of it is available electronically. In addition, it may be used to locate and access an electronic version of a non-electronic resource described in the bibliographic record or a related electronic resource.

> http://www.eduplace.com/ss/maps/asia.html
> http://www.eduplace.com/ss/maps/pdf/afghan_pakis.pdf

Using Ulukau, The Hawaiian Electronic Library
By Bob Stauffer, who helped develop Ulukau

Main Site | Books | Dictionaries | Newspapers | Placenames
Māhele | Journal | Photographs | Bible | Kauakūkalahale

Ulukau is a collaboration that has involved the Office of Hawaiian Affairs, Kamehameha Schools, the Federal Administration for Native Americans, the Dwayne & Marti Steele Fund, Hale Kuamoʻo Hawaiian Language Center, Bishop Museum, Alu Like, the University of Hawaiʻi at Mānoa, the PID Foundation, major libraries and archives, and dozens of other institutions and individuals. Its goal is to put on the web all materials ever written in the Hawaiian language, and all books ever written about Hawaiʻi.

MAIN SITE

Just go to **ulukau.org**. You will see this page:
Notice that everything on the page is in Hawaiian. This is the "default" or mother tongue of Ulukau. Ulukau exists for the revitalization of the Hawaiian language. If you would like to use Ulukau in English, then click English Text (in the top-right corner) and you'll see the same page in English:
 At this point you can go through the rest of this document or, if you are on line, you can navigate to just those sections that interest you:

BOOKS

The first six options on the page are "special features" or special collections of information to use. Two other "special features" are also available. We'll discuss all of the "special features" a little later.
For now, let's look at the individual books that are available. Click on the seventh option, called More Books, and you'll see a collection of books. In the top-right corner, click on HDL, which stands for Hawaiʻi Digital Library, and you'll see a second collection of books. From these lists, scroll down to see all of the 71 available books. With only a couple of exceptions, all of these books work exactly the same. We'll walk you through a children's book to show you the principles of how to use any of these books.
First, ensure you are on the Hawaiʻi Digital Library page, and scroll down to the bottom and you will see, near the bottom, the book "Waimānalo: Where I Live."
 Click on that book, "Waimānalo: Where I Live", and you will see this:

Notice that next to the picture of the book's cover is the title and under that it says "[Original Images]" and "[Text]". Let us begin with clicking on "[Original Images]". You will notice that "Adobe Reader" is automatically loaded by your computer, and then it eventually shows the book (this will take some time if you have a dial-up telephone): The next thing is to get the screen to show a whole page at a time. One way to do this is to click on the small minus sign (" – "). Keep clicking on it until a good size is gotten, such as this:

 Now just go through the book by clicking on the "right arrow" key on your computer. Here is an example of the introductory page and the 12th page:

 A teacher or a parent could set up a computer for a very young person, and all the child has to do is click on the right-arrow on the keyboard to go through the pictures. Notice also that at the back of the book is a list of Hawaiian words being taught, and also a list of books for further reading.

Now, let's go back to the library. You do this by clicking on the left arrow at the top-left of your screen. Now you're back:

For slightly older children, they can be taught about how to search for things on the computer. From this book page, click on "Search" in the top-left of the screen:

Notice that the computer curser is "blinking" in the little white box. Just type in the word you want to search for. Hint: the word "north" is in this book, so just type "north" like this:

Now, just hit the "Enter" key on your keyboard and the computer will search for that word:

Notice that under the search box, it says "Word count: north: 1" and "1 pge matched the query." That tells you the computer found the word once on one page out of the whole book.

Then it has a little symbol which stands for a page of the book. Next to that it says "Waimānalo: Where I live: Page 8." This shows that the computer found the word "north" on page 8 of the book.

Next it says, "[Original Images]" and "[Text]". Don't do it now, but if you clicked on "[Original Image]" the computer would open Adobe Reader again and you would see the image of page 8. And if you were to click on "[Text]" -- don't do that, either -- the computer would give you the text for page 8.

After skipping those two, it next says, "Is it **North**?" This is reproducing the text on the page where the word "north" appeared.

Now, to go see this, click on the little symbol which stands for a page of the book, and you will see this:

Notice that this is the text from page 8. And notice the word you were looking for is in yellow. You can copy the text and paste it into anything you are working on if you want.

And notice that it tells you the page number (near the top of the page). And under that it says "< previous page" and "next page >". If you click on either of these, you would move to the text on the previous or on the next page. Notice you can also move to some other page by clicking on "<go to page>". You can also click on "[Original Image]" for the page if you wanted to.

Also near the top is the option of clicking on "[Detach Text]". This gives you the same page of text, in a second web view. It appears without the menus. Try it:

To leave this page, close it (hit the small "x" at the top of the screen).

This returns you to the normal page, with the menus:

There is another option near the top: "[No Highlighting]". This turns the yellow off. Go ahead and click it:

Notice how the page also says, "The text given here is complete but in a rough layout. Use the text to quickly check the page and then view the original page for the correct layout." In other words, you won't see the artwork and other designs, but you will get the text. In order to see the artwork, click on "[Original Image]" as we've discussed earlier.

Being able to search isn't too exciting for a children's book like this one, but image how you could use it for a 600-page history book!

Here are a couple of other hints. No matter where you go within the website about the Waimānalo book, you can always go back to the beginning by clicking on "Waimānalo: Where I Live" at the top of the screen. And you can always go back to the main page for the "Hawaiʻi Digital Library" by clicking on that title at the top. And you can always go back to the "Ulukau" page of the library by clicking on "ULUKAU" at the top-right of the screen.

For now, why don't you click on "Hawaiʻi Digital Library" at the top:

This gives you a list of books in this part of the library. These books include children's stories, intermediate stories, general reading, and even a 450-page reference book. Each one of these books uses exactly the same commands as introduced above.

Now, let's go back to the "ULUKAU" page, by clicking on that name in the top-right corner:

Next click on the "More Books" choice (the seventh one down), which gives you this:

There are two "special features" on this list, and about 50 regular books. The regular books include four dictionaries that are searchable from cover to cover.

Most of the other books are in Hawaiian. If a translation exists for a book, that one is given right after the Hawaiian book. All of the books -- Dictionaries, Hawaiian, or English -- all work exactly like the children's book we covered earlier.

DICTIONARIES

Now return to the main "Ulukau" page by clicking on the design at the top of the page that says "Ulukau: The Hawaiian Electronic Library":

The first six options on the page are "special features" or special collections of information to use. Click on the sixth one, entitled "Hawaiian Dictionaries" and see this:

Notice the cursor is blinking in a little white box, and just to the left of that box it says, "Enter Word." Go ahead and type in some word, like "ohana". Notice that you do not have to use special characters like the glottal-stop ('okina) or the macron (kahakō). After you type in "ohana", the screen will look like this:

Now just hit "Enter" in order to look up the word. You will see this:

The computer has searched through several dictionaries and has found the word in the dictionary called "[Hawaiian Dictionary]".

Notice that it tells you the proper Hawaiian spelling of this word: it has an 'okina (glottal stop), and is spelled like this: 'ohana. Next it gives you the actual definition that you will find in the Hawaiian Dictionary. Notice that you can hold down the mouse button and move the mouse over the definition and highlight (or "select") a sentence or the whole definition. Then you can "copy" and "paste" this into some other document. You can type any Hawaiian word and if it exists in these dictionaries, the computer will give it to you.

Now, type in the English word "chair". Hit "Enter", and you will see this:

Now, let's take a more difficult word. Type in "alii" and hit "Enter", and you will see this:

In this case, the computer has found the word "alii" in three different dictionaries, the "[Hawaiian Dictionary]", the "[Place Names of Hawai'i]" dictionary, and the "[Hawai'i Place Names]" dictionary. Click on the first one, and you will see this:

Now, click on the back arrow on your browser and go back to see this:

Now click on the second choice for "alii", the one from the "[Place Names of Hawai'i]" dictionary, and see this:

Notice that this is the name of a fishpond on the island of Moloka'i, and also the name of a surfing spot at Hale'iwa on the island of O'ahu.

This website also has some special things you can do. Over towards the right of the screen, it says "All Dictionaries." Click on this, and you will see a small menu, like this:

This lists a menu with the available dictionaries. The usual search is to search through all of the dictionaries, but you can choose to search through just one. For example, click on the "Hawaiian Dictionary". Now the screen should look like this:

Now, click on "look it up", and you'll see this:

Notice how it does not give you three choices like before, but just gives you the regular definition.

Now, here is another quick thing you can do. Towards the right of the screen, click on where it says "find regular spelling". It will open a small menu:

Now click on the "find derivative spellings" option, so that the screen looks like this:

Now click on "look it up", and you'll see this:

Notice how the computer has found 66 different words within the "[Hawaiian Dictionary]" that are derivatives of "alii". Feel free to click on each one to see their meanings.

One last thing is near the top right, "How To Use Dictionary". Click on this and it opens a little window with an essay on using this dictionaries website. It covers the information given here, plus some additional information. At the bottom of that little essay, it says "print this" if you want to print a copy.

NEWSPAPERS

Now, click on "Ulukau" at the top of the screen and you go back to the main menu:

The next special feature to learn about is the third one on this screen, entitled "Hawaiian Newspapers". Click on this, and see:

This site has tens of thousands of images of pages of Hawaiian-language newspapers, and tens of millions of searchable words. Near the top of the screen is a horizontal bar with these words: "search", "titles", and "dates". For now, click on the second one, "titles", and see this:

This gives you a list of Hawaiian-language newspapers that have some or all of their pages on Ulukau. Click on the third one, "Ka Nonanona" ("The Ant"), and see this:

This shows that the newspaper was published for five years. Click on the second year of publication, 1842, and see this:

This lists all the surviving issues that were published during that year. Notice that the list gives the volume number (and issue number) and also the date. To the left it gives two symbols: the first one means text is available for that newspaper. The second symbol means that images are available for that newspaper. Click on the first symbol (the text symbol) for the first newspaper on the list (the one from January 4, 1842), and see this:

Scroll down: this lists all the text from the first page of that newspaper. Remember: you can "highlight" this text, copy, and paste it into any document you might be working on. Near the top of the page it says "detach text". This is the same as with the books. By clicking on it, you get the text without the web menus. Go ahead, click on it, and you will see this:

Click on the "x" to close this browser window, and it leaves you with the regular window for this newspaper,

Also near the top, it says "fullsize image". This is also like the books: it opens up Adobe Reader and an image of the newspaper page. You can enlarge the image, print it, even save it to your computer. If you did open Adobe Reader, click on the left-arrow at the top-left of the screen. That returns you to the regular page.

Now, click on "dates" on the horizontal bar near the top of the screen, and you will see this:

This lists all of the tens of thousands of available newspaper pages, all in date order. It starts in the beginning (1834), and goes on into the 20th century.

Next, click on "search" on the horizontal bar near the top, and you will see this:

It works like the other search parts of Ulukau. The cursor is blinking in a small white box. Just write in the word you are looking for, like "manoa" and then hit "Enter" and you will see:

You will notice that it says the "word count" for "manoa" was 746: this is how many times the computer found that word. It also says that "330 pages matched the query," so the word appeared a total of 746 times within 330 pages.

The 330 pages are then listed, in date order. In each case, the little symbols appear, showing if the newspaper is available in text or image form, or both, and then it gives you the issue number, date, and page number. Under that, in gray, is the sentence where the word appeared, and the word is in bold.

For example, the fourth page that was found in this search is from the newspaper "Ka Nonanona," Volume 1, Number 9, from October 26, 1841, and it is page 33. The word was found in this sentence: "Ke Kula o **Manoa**" (The Mānoa School). Let's click on the first little symbol (the text symbol) for this newspaper page, and we will see:

Now, scroll down and you will see this:

The yellow helps you to find the word. Here it says that the Mānoa school had a person named Kamakea as the teacher (kumu). There were 59 children in all (nā keiki a pau), with 31 studying reading (heluhelu).

Remember, you can go to the top of this page and click on "Hawaiian Nūpepa Collection" to go to the newspapers main page, here:

Or, you can always click on "Ulukau" at the top of any page to go back to the main entrance.

PLACE NAMES

Now, click on "Ulukau" at the top of any page and go back:

Once there, click on another special feature, the fourth one on this screen, "Hawaiian Place Names." Click on that and see this:

This site contains thousands of place names. It operates a lot like the newspapers site. Along near the top is a horizontal bar that has four options. The first one is "intro." Click it and see this:

This is a long document that explains quite a bit about place names in Hawai'i and how this website was researched. Next, click on the word "names" on the top horizontal bar, and you will see this:

All the thousands of names are arranged here in alphabetical order. These are the names beginning with "a". Near the top are the other letters, "b", "c", and so forth, and they bring up more lists until all the names are given.

Now, on the top horizontal bar, click on "search", and that gives you a familiar page that looks like this:

Type in "waimea" and hit "Enter" and you will see this:

It says "results" and then it tells you that there were "198 entries found for **waimea**." Under that, it lists the 198 times it found "waimea." Look, for example, at the second one on the list. Notice how it gives you some basic information:

> **Laauokala Point**
> Island: Kaua'i
> Ahupuaa: Makaweli
> Features: boundary point, point
> Comments: "Boundary of Waimea commences at the sea beach at the mouth of the Waimea River at a place called Laauokala..."

So, this gives you the name of the place (Laauokala Point). It tells you the island (Kaua'i). It tells you which land division (ahupua'a) it is in, namely Makaweli. It tells you that it is a boundary point, or just a point. And it gives a quote about the place, namely that it is one of the boundary points for Waimea.

Let's take that choice, and click on the little symbol to the left of Laauokala Point, and we will see:

If we had clicked on any of the items on the alphabetical-list of place names, this is the type of thing that we would have seen. It gives the full description of this place name: the island (Kaua'i), the land division/ahupua'a (Makaweli), the fact that it is a boundary

point, and the comments. It also says you can go look up ("cf") the place "Kalaauokala" if you wanted to (it is another name for the same place).

If the website is able to show how the word can be studied (lexicology), it does so (it is from lāʻau-ʻōkala, meaning "bristly tree" according to "PEM", the Pukui/Elbert/Mookini place names dictionary). A source is given: the "BCT" (broundary commission testimony), and the "USGS" (United States geologic survey) -- these are explained in the introduction.

All of Hawaiʻi has very excellent official maps from the United States geologic survey, and these are called "Quadrangle" maps. Quadrangle map number 30-05 shows this place. If the precise location of the place is known, then it is given. In this example, the latitude and longitude is north 43,800 and east 442,800. Every place name on this website has a catalog number, and that is also given.

Next, go to the horizontal bar at the top and click on "browse" and you will see this:

This lists islands or parts of islands. Click on one, like "Kauaʻi", and you will see this:

Notice how it gives two kinds of browsing options for Kauaʻi: either by the land divisions (ahupuaʻa) or by features. For now, click on "features" and see this:

You can scroll down. Here is a list of different kinds of land features: bays, beaches, boundary points (like the name Laauokala that we researched above), canoe sheds, and so forth. Click on "beach" and you'll see this:

These are all beach names on Kauaʻi that come from the sources behind this website. Any of these place names can be clicked on.

MĀHELE

Now, click on "Ulukau" at the top of any page and go back:

Once there, click on another special feature, the second one on this screen, "Māhele Database." Click on that and see this:

This site contains thousands of documents from the Great Māhele (1846-1855). It operates a lot like the place names site. Along near the top is a horizontal bar that has four options. The first one is "intro." Click it and see this:

This document is worthwhile reading. It explains the site, and also contains a link that shows several samples.

Next, click on the word "claimants" on the top horizontal bar, and you will see this:

All the hundreds of names of people who claimed land in the Great Māhele (that are on the site) are arranged in alphabetical order. These are the names beginning with "a". Near the top are the other letters, "b-e", "h", and so forth, and they bring up more lists until all the names are given.

Now, on the top horizontal bar, click on "search", and you go to a familiar page that looks like this:

Notice that this is a slightly different type of search system. It allows you to search for one thing, but it also allows you to search for two or more different things at the same time.

Thus, you can search for a claimant's name, or a claim number, or other things. You could, for example, look for a claimant's name within one stated ahupua'a.

For now, let's just type in a person's name, like "Kapule" in the top line and hit "Enter" and you will see this:

It says "Word count" and then tells you there were 3, meaning three records matched the search query. If you scroll down, you'll see them. Let's look at the first one. Notice how it gives you some basic information:

> **03111: Kapule, Debora, wahine**
> Mokupuni (Island): Kaua'i
> Moku (District): Kona, Puna
> Ahupua'a (Division): Waimea, Wailua
> I, Debora Haakulou Kapule, a woman of the Hawaiian Islands living at Wailua on the island of Kauai, hereby state to you, the Commissioners to Quiet Land Titles, the dimensions and the length of my time of occupancy of a parcel of kula land at Waimea on the island of Kauai. ...

So, this gives you the name of the claimant (Debora Kapule, who is a woman [wahine]). It tells you the island (Kaua'i). It tells you which land district(s) (moku) the claimed land is in, namely the Kona and Puna districts on Kaua'i. It tells you the land division(s) (ahupua'a) the lands are in, namely Waimea and Wailua. And it gives you the beginning of the narrative in the record, namely part of the claim that Kapule gave in the Māhele. Let's take that choice, and click on the little symbol to the left of 03111, and you will see:

If we had clicked on any of the items on the alphabetical-list of claimant names, this is also the type of thing that we would have seen. It gives the full record of this claim: the claim number (3111), the claimant (Debora Kapule), an alternate name (if there had been one), a secondary claimant to this land (if there had been one), the island (Kaua'i), the land district(s) (Kona, Puna), and the land division(s) (Waimea, Wailua). And it gives you the land section(s) ('ili) that the lands were in, which were Kikiaola, Haleula, and Pakoli. Then it gives you the land-award number (called a "Royal Patent") if this was known (in this case, it was number 5489). Finally it gives you the full set of documents for the claim.

This one starts with the claim (number 3111). It gives you the volume number and page number of the claim, and the actual text of the claim. Next it gives you the hearing transcript (and its volume number and page number), listing testimony from Kaiapa. It also notes additional testimony from Naakaakai.

Then it continues with further testimony, and lists the volume and page number. This separate testimony is also by Kaiapa, and agreed to by Naakaakai. At the end, within brackets, are notes from the person who compiled these records. It also mentions that a related claim (number 3559) was not awarded, and gives a link to that record.

Next, go to the horizontal bar at the top and click on "browse" and you will see this:

This lists the islands and districts. Click on the first district, Halele‘a, and you will see this:

It now lists the ten (10) land divisions (ahupua‘a) within that district. Let's click on the first one, Haena, and we'll see this:

You can scroll down. Here is a list of the 34 records of claims within that ahupua‘a. Scroll back up, and click on the first one, Haole, and you will see this:

This gives you the full record on that claimant. There is the claim number (7998), the island (Kaua‘i), district (Halele‘a), land division (Haena), land section (Kee), and the claim testimony, from Kekela, with additional testimony from Pini. There was other testimony, by Kekela and Pine. The bracket at the bottom of the testimony shows the size of the land, and gives a reference link.

JOURNAL

Now, go back to the top of the screen and click on "Ulukau" and go back to the start, here:

Next we'll look at yet another special feature, the first one on this page, "Ka Ho‘oilina: Puke Pai ‘Ōlelo Hawai‘i" ("The Legacy: Journal of Hawaiian Language Sources"). This is an annual journal that reproduces materials out of the archives. Click on this, and see:

 In the middle of the screen, it says "Enter". Click on that, and see:

This is an introduction to the journal website. You will also note that near the top of the screen it says, About the Journal: Editor's Introduction, Table of Marks, Bibliographic Resources, Acknowledgments, Copyrights, and Links. All these can be clicked on and will give you interesting information.

Slightly above this list is another list that says, "Word", "Date", "Journal", and "Section". These are all methods of searching. For now click on "Journal" and you will see this:

This shows you issues of the journal that are on the website. Go ahead and click on the first one, and you will see this:

This lists the articles that appear in that issue of the journal. Now, if you look back towards the top-left of the screen, you will see the list with "Word", "Date", "Journal", and "Section". This time, click on "Date", and you will see this:

This lists the materials that have appeared in the journal. Click on, say, the middle one ("1838-1882"), and you will see this:

These are articles from the journal of materials that appeared originally between 1838 and 1882.

Next go back to the top-left with the list of "Word", "Date", "Journal", and "Section". This time, click on "Section", and you will see this:

Each issue of the journal includes materials from most of these sections. For now, click on the second section ("Government Documents") and you will see this:

This takes the "government documents" materials from each issue and arranges them in order in one place on the web. The "government documents" on the journal began with the Hawaiian constitutions, so you can see all of them arranged here.

For now, go back to the top-left of the screen where there is the list with "Word", "Date", "Journal", and "Section". This time, click on "Word". This gives you a regular search system where you can search by word, and you see this:

This operates like the rest of Ulukau. One interesting thing is that the journal reproduces things from the archives and gives them in three languages: the original Hawaiian, a translation into contemporary Hawaiian (with ʻokina and kahakō), and a translation into English. The search will look through all articles from all issues of the journal, and also through all languages. For now, type in "constitution" and hit "Return" and this is what you will see:

It says it found the word "constitution" 59 times, within 12 documents. Then it lists the 12 documents. Look at the second one on the list. It has the usual small symbol for text, and then gives the name of the document: "The 1839 Constitution (English Version)". It then gives an example of the document, with the word in bold: "Whatever chief shall perseveringly act in violation of this **Constitution,** shall no longer...."

Let's look at this document. Click on the little symbol, and see this:

This constitution was translated informally at the time, and appeared in a publication called "The Hawaiian Spectator." As in other places in Ulukau, the word you searched for ("constitution") appears in yellow. Scroll down two more lines so that it says "Hawaiian Islands". Notice how there is a little footnote number 1, that appears in blue. Click on it, and see this:

Notice how you have moved to the bottom of the piece and can see footnote #1, which comments that "The title presented here is from a separate publication in 1839 that published the English translation of the Constitution." Right after the footnote it says "return" in blue. Click that and see:

Notice how you have moved back, and the line with the footnote #1 is at the top of the screen.

Next, to read the introduction of this constitution, click on "Introduction" along the right side, and you see this:

Under "Introduction" on the right side, it says "Version" and then "1", "2", and "3". Click on "3" and you see this:

That's right, this is the same English translation you saw before. The English is the "version 3" of this constitution. Now, along the right side, click on version "2" and you will see this:

This "version 2" is the contemporary Hawaiian. Now, along the right side again, click on version "1" and you will see this:

This is the original Hawaiian, without ʻokina or kahakō. Now, along the right side, notice where it says "Original Image" and under that, "Full". Click on "Full" and it will show this:

This is the original 1839 constitution. Like all images on Ulukau, you can magnify the image, or even save it on your computer. Now, at the top of the screen, hit the "back-arrow" to return to this screen:

Along the right side it says "Viewing" and "Detach Text". This has the same result as elsewhere on Ulukau: the main text is given on a new browser window without the menu commands. There is also an option of "Highlight" "On" and "Off". This gets rid of the yellow words, just as it does elsewhere on Ulukau.

Now, along the right side it says "PDF File". Click on this, and you will see:

This is an image from the actual journal. Notice how it is like a spread-open book. There is some written material near the top of the left and right pages, and then four columns. With the actual journal, this consists of two columns on the left-side page, and two on the right-side page. Use the "+" button on the screen to magnify and then move around to see it all. You'll notice that the writing at the top is the introduction, with Hawaiian on the left and English on the right.

The first column is "version 1" or original Hawaiian. The next column is "version 2" or contemporary Hawaiian. The next column is "version 3" or English. And the last column is the bilingual footnotes. You can print or save this copy of the journal.

Click on the "back-arrow" at the top of the screen to get back to the regular screen: Along the right side you will see "Audio", the "Streaming", then "Download", and then "2 Mb". This means that we have recorded this piece (all pieces from the first two issues have been recorded). By clicking on "Streaming" you should be able to hear it through the speakers on your own computer. By clicking on "Download" you should be able to download the audio file. The file is 2 Megabytes in size. Different computers have different ways to stream or download audio. Many schools block streaming and

downloading for their students. So you may have to work out some details to have these work. The files, by the way, are in the "MP3" audio format, which is a common format for audio recordings.

Also along the right side, at the top, it says "Options (click here for details)". Click on that and a small window opens like this:

This covers the options explained above in more detail.

PHOTOGRAPHS

Now, go to the top of the screen and click on "Ulukau" and go home to the main page: Notice that the fifth special feature is named "Ed Greevy's Photograph Collection." Click on it and you get this:

Mr. Greevy is an expert photographer who voluntarily recorded much history over the past 35 years in Hawaiʻi, as well as photographing many of the people of Hawaiʻi. On this first page of the photograph website, notice the familiar horizontal bar near the top. This one says, "dates", "titles", "struggles", and "search". Click on "dates" and you see this:

This lists every photograph with its date. Each is given in miniature form. Click on the third photograph, "Kalani ʻOhelo 'Yankee Go Home' 1971", and see this:

You get a full-sized image of the photograph. If you scroll down, you'll see the photograph's title, a caption explaining it, the date of the photograph, and the struggle that the photograph is associated with. Now, on the horizontal bar at the top, click on "titles" and see this:

Here all the photographs are arranged in alphabetical order by title. Click on the first one, "Ah Hing Chow" and see this:

Again, you get the full-sized image. And when you scroll down, you get the title, caption, date, and struggle name. Go back to the horizontal bar at the top, and click on "struggles" and see this:

This lists many struggles over the past 35 years. By clicking on each one you can see images from that struggle. Now, looking again at the horizontal bar at the top, this time click on "search" and see this:

This is a standard search. A search here will look through all the titles and all the captions.

BIBLE

Now, go to the top of the screen and click on "Ulukau" and go home to the main page: Now click on "More Books" again, to see this:

At the top it says "Baibala Hemolele (The Hawaiian Bible)". Click on this, and you get:

This is another special feature. If you scroll down, you'll see listed all of the books of the Bible. Under each one it says "Text", "1994", "1868", "1839", and "Expand Contents". For the first book of the Bible, Genesis, click on its "Text" and see this:

This gives all the text for Genesis from the most recent edition of the Bible (1994). Now, along the right side of the screen, click on "1994 View" and see this:

This gives the images for Genesis from the 1994 edition of the Bible. Hit the "x" to close that page, and you are back at the basic page:

Now, on the right side of the screen, click on "1868 View" and see this:

This is the images for Genesis from the major 1868 revision of the Bible. All modern editions are based on this revision. Hit "x" to close that page, and you are back at the basic page:

Now, along the right side of the screen, click on "1839 View" and see this:

This is the images for Genesis from the original 1839 Bible. Hit "x" to close that page, and go back to the basic page:

Now, along the top-left it says "Bible", "Word Search", and "Verse Search". Click on "Verse Search" and you see this:

This is a fairly typical search page, but is designed to search for Bible verses. Type in "Matthew 5" and hit "Enter" and see this:

In other words, it takes you to that chapter in Matthew (the Sermon on the Mount). On the other hand, if you had typed in just "Matthew", it would take you to the start of the Book of Matthew. If you had put in a chapter and verse, it would take you to that exact verse.

Now, in the top-left where it says "Bible", "Word Search", and "Verse Search", click on "Word Search" and see this:

This is a standard search page. Search for any word in the Bible, just like you would do a search in the other parts of Ulukau.

KAUAKŪKALAHALE

Now, click on "Ulukau" at the top of the screen and return to the beginning:

Then click on "More Books" for that section:

Now, scroll down to Kauakūkalahale. The screen will look like this:

Click on it and you see this:

This special feature contains articles from a weekly column in the "Honolulu Star-Bulletin" newspaper. It is the only weekly column in Hawaiian in the world. This special feature on Ulukau lists many of the columns, including the first one from October 27, 2002.

As you can see from the screen, there is a familiar horizontal bar near the top.

It says "search", "titles", and "dates".

Click on "dates" and you will see this:

This gives you all the columns on Ulukau, arranged in date order.

Now, on the horizontal bar near the top, click on "titles" and you get this:

This lists all the titles of articles in alphabetical order.

Finally, at the top on the horizontal bar, click on "search" and get this:

This is a regular search page. Type in any word and you get it.

For example, type in "Honolulu" and hit "Enter" and you get this:

This shows three articles with the word "Honolulu".

In each case it gives the title of the article, the date, and then a sample of the article with the search-word in bold.

Click on the first article, entitled "Kauakūkalahale", and you get this:

A summary in English appears, and then the article.

<p align="center">* * *</p>

I hope you have enjoyed this introduction to Ulukau and use it often to increase your knowledge and wisdom.

Thank you.

[Return to the main site](http://haunaniapoliona.org/guests-stauffer-0.php): http://haunaniapoliona.org/guests-stauffer-0.php

Tribute to Arlene Cohen, RFK Memorial Library, University of Guam Recipient of the 2007 PIALA Distinguished Librarian Award

By
Lynn Sipenuk, Chuuk School/Public Library

Though my heart cries because I cannot be here with you to personally present my tribute to Arlene, perhaps we should all be glad, for if I **were** here, I'd be in tears and so would all of you. Then I'd have Arlene mad at me, and we can't have that.

More than anyone, Arlene is PIALA's mother. She was instrumental in conceiving the idea of having a Micronesia-wide library association, and then having us look beyond our own puddle of water and inviting the rest of the Pacific to join us. She was there to assist in the birthing of our association and shouldered a lot of the pain and labor in making us a reality. She has helped us survive rough waves of monetary and training inequities, and was always there to make sure that we reached safe harbor.

I remember the first time that I met Arlene and all the other PIALA founders. I was brand new to librarianship then, having just been given the extra job of running the Chuuk High School Library. I remember looking at Arlene with awe and thinking, "Oh Lord, do all librarians have this much energy and passion? I'll never be accepted by this group." But, they didn't look down at me, or snub me because I knew nothing beyond a two-week training that I'd just attended on behalf of the high school. No, Arlene led the way and opened her arms wide to accept me and make me feel a part of it all—the exciting beginnings of PIALA. I can never thank you enough, Arlene, for making me feel as if I really **am** a librarian.

And it's always been like that with Arlene. If I needed a shoulder to weep on, she was there … there have been some pretty drippy e-mails over the years. If I had a question, she was there with a suggestion. She doesn't tell you what to do, but she gives you enough information that you can come up with an answer that will work for you. However, she doesn't mince words either, if she thinks that something needs to be done. We may or may not agree, but we know that whatever she's fighting for, she has a reason and she has thought about it.

She's never once called me a "dummy" though I've asked some pretty dumb questions over the years.

Arlene has more passion for libraries and more energy than three people should possess. I have never known how she manages to pack up so much energy into that petite form of hers. I will go, go, go … and think I'm doing so much. Then I turn around and there's Arlene going twice as long and twice as hard as I ever thought of doing.

Will someone please turn her around and check to see what kind of battery she uses to keep going and going and going and going … ?

I never really did thank you properly for the help you gave when Chuuk hosted the PIALA conference in 2002. There were so few Chuukese librarians, but the moment you landed, you offered a helping hand and then gave an arm and a leg too. That the conference succeeded was partly due to your help and especially your moral support. Kinisou chapur.

Arlene, we will miss you more than you will ever know. Don't you dare forget us or quit writing to us. I need my library conscience and the little pushes I get from you. I think we all do. You never let us get overwhelmed by all of the obstacles that we face. You give us the courage to face each other and every hurdle, and tomorrow's future. The dreams are there waiting for us to reach out and grab them.

I wish there were some say I could say and show my thanks, our thanks. Though the word is important for us librarians, somehow:

<div style="text-align:center">

thank you,
thank you,
fakkun kinisou chapur

</div>

is just not enough. Know that you will always be my role model and a part of whatever success we have in Chuuk School/Public Library. On behalf of Chuuk and its libraries, thank you for helping make us and the Pacific Islands Association of Libraries what we are today.

November 20, 2007

Dear PIALA Friends,

Thank you all so much for the unexpected presentations and gifts you bestowed on me at the closing of the PIALA conference in Tinian last week.

The very kind words expressed both at the banquet and to me personally throughout the conference underscored the friendship and partnerships we have shared throughout these many years. I am honored and touched by your recognition. My heart will always remain in Micronesia and I know you will carry PIALA forward to many more achievements.

Thanks to Richard Creecy and everyone who worked so hard to make this conference truly a success. I know PIALA will continue to grow and flourish!

Best wishes and warm regards,

Arlene

Arlene Cohen, Associate Professor
Circulation and Interlibrary Loan Librarian
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PIALA 2007 Conference Participants

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  Judy Mulitalo
  Naomi Zimmer

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  Robert Stauffer

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  Kersweet Eria
  Kieko Kanemoto

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  Arlene Cohen
  Stephen Cohen
  Carmen Crisostomo
  Terry Kennimer
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  Aaron Sigrah
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  MaryRuth Matthew
  Maggie Peter
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