


*I MINA'TRENTAI SINGKO NA LIHESLATURAN GUÁHAN*  
RESOLUTIONS

Resolution No.	Sponsor	Title	Date Intro	Date of Presentation	Date Adopted	Date Referred	Referred to	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	NOTES
407-35 (LS)	Kelly Marsh (Taitano), PhD	Relative to recognizing the Political Status Education Coordinating Commission or PSECC for their role in telling the CHamoru Story, documenting Guam's history for the world and in doing so, preparing the island community for the next steps towards greater self-government.	12/29/20 2:02 p.m.	TBA						

***I MINA'TRENTAI SINGKO NA LIHESLATURAN GUÅHAN***  
**2020 (SECOND) Regular Session**

**Resolution No. 407-35 (LS)**

Introduced by:

Kelly Marsh (Taitano), PhD 

**Relative to recognizing the Political Status Education Coordinating Commission or PSECC for their role in telling the CHamoru Story, documenting Guam's history for the world and in doing so, preparing the island community for the next steps towards greater self-government.**

1           **BE IT RESOLVED BY *I MINA'TRENTAI SINGKO NA LIHESLATURAN***  
2 ***GUÅHAN*:**

3           **WHEREAS**, the 20th and 21st Guam Legislatures found that there was no  
4 coordinated courses within the public school system that instructed the island's youth  
5 in the political development of Guam, its unincorporated territorial status in relation to  
6 the United States, and the need for the island to move towards greater self-government  
7 and political growth; and

8           **WHEREAS**, Public Law 20-99 created the Political Status Education  
9 Coordinating Commission (PSECC), mandating that it research, develop, and publish  
10 comprehensive curriculum in political status studies for grades 5, 8, 9, 12 and for the  
11 post-secondary level. Public Law 21-136 later expanded this to mandate studies of  
12 political status for all other grade levels; and

13           **WHEREAS**, the PSECC was composed of seven members; three representing  
14 the Guam Department of Education, a single representative each from the University of

1 Guam, Guam Community College, and the Commission on Self-Determination. Lastly,  
2 there was a single member representing the community at large; and

3 **WHEREAS**, members of the PSECC have included, but are not limited to,  
4 Senator Pilar C. Lujan, Senator/Dr. John C. Salas, Terry Duenas Hagen, Bill Paulino,  
5 Senator Hope A. Cristobal, Senator Carmen A. Kasperbauer, Dr. Anthony Quan,  
6 Asunsion Guerrero, Maria A.T. Rivera, Congressman Dr. Robert Underwood, Ernestina  
7 A. Cruz, Pete Perez Sr., Pete Perez Jr.; and

8 **WHEREAS**, writers, illustrators, editors and support staff for the PESCC  
9 included but were not limited to, Catherine Sablan Gault, Arlina Santos Potts, Ron T.  
10 Santos, Frances T. Lujan, Jeanine Diaz Muña, Concepcion Guerrero, John T. Burch,  
11 and Jan S.N. Furukawa. Dr. Anne Perez Hattori has gone on to be a leading force of the  
12 History and CHamoru Studies programs at the University of Guam and Dr.s Vicente  
13 Diaz and Tina T. Delisle, became esteemed scholars of CHamoru Studies in the United  
14 States; and

15 **WHEREAS**, in the 1990s the PSECC published the *Hale'-ta Series*, which  
16 included the following books, designed to aid in teaching about Guam's political  
17 history, present, and future at the elementary, middle, and high school grade levels:  
18 *Hestorian Taotao Tãno': History of the Chamorro People* (Elementary), *Inafa'maolek:*  
19 *Chamorro Tradition and Values* (Elementary), *I Manfayi: Volume 1: Who's Who in*  
20 *Chamorro History* (Middle), *Governing Guam: Before and After the Wars, I Ma*  
21 *Gubetna-ña Guam* (Middle), *Hinasso: Tinige' Put Chamorro, Insights: The Chamorro*  
22 *Identity* (High School), *Kinalamten Pulitikat: Siñenten I Chamorro: Issues in Guam's*  
23 *Political Development: The Chamorro Perspective* (High School); and

24 **WHEREAS**, in 1996, the PSECC was disbanded and its mandate was absorbed  
25 into the Chamorro Heritage Institute Planning Group under the Department of  
26 Chamorro Affairs which continued to the publish books under the *Hale'-ta Series*

1 through the Division of Research, Publication, and Training for the Department of  
2 Chamorro Affairs; and

3         **WHEREAS**, former senator and author *difunto* Antonio M. Palomo acted as the  
4 first chairperson for the PSECC and author, former vice-speaker, and director of  
5 Guam’s Department of Education, Dr. Katherine Aguon its Executive Director. The  
6 vision of the PSECC was represented well by these two war survivors who had seen a  
7 multitude of changes around them from prewar, to war-torn, to postwar Guam, and had  
8 always seen over and over again the story of the CHamoru people and their island of  
9 Guam told by outsiders, with little attention to the perspective of the Indigenous people;  
10 and

11         **WHEREAS**, Dr. Katherine Aguon, who remained an integral force in the  
12 guiding of the research, writing, and publishing of the Hale’-ta texts, even as the  
13 mandate moved from the PSECC to the Department of Chamorro Affairs, asserted that  
14 the *Hale’-ta Series* would ensure a centering of the CHamoru story in the telling of the  
15 history of their own Indigenous homelands, and answer the questions young people of  
16 all backgrounds may have about their island home; and

17         **WHEREAS**, Dr. Katherine Aguon wrote in 1998, “*Håfa na rason gi minagåhet*  
18 *na ha ågang si Magellan i ManChamorro mansaki? Håfa na rason ni’ minagahet na*  
19 *manguera i ManChamorro yan i ManEspañot despues di esta mangkonfotme na u*  
20 *fangilesyånu? Bula siha emfotmasion nisisita ta Analisa ginen i kostumbre, i hestoria*  
21 *yan kottura ni’ manmasangåni hit ginen i mañaina-ta yan i mañainan i mañaina-ta.*  
22 *Nisisita ta ketungo’ i minagåhet na lina’la’ taotao tâno’ ya ta tuge’ gi lepblo para i*  
23 *famagu’on-ta, yan i famagu’on-ñiha gi mamaila’ na tiempo. Ennao ha’ na siña ta*  
24 *kontenuha i hestorian taotao tâno’, kontodu i hale’-ta.”* Dr. Aguon worked with her  
25 team to put these notions into practice in the *Hale’-ta series*, and remind us that if we  
26 provide grounded and well-articulated narratives for the youth to learn about this

1 island’s past, we encourage the intergenerational transmission of that history, and  
2 increase the chances of identity, pride, and feelings of obligation to the island and its  
3 future will be perpetuated; and

4 **WHEREAS**, countless students at all levels have utilized these books in their  
5 individual and collective questions for knowledge, being molded by them in the process.  
6 Family members have utilized these books in their personal enrichment, to learn more  
7 about their roots and the history of their island home. Scholars from around the world  
8 continue to utilize the *Hale’-ta* series as a reliable resource for their research and  
9 publications about the CHamoru people and Guam; and

10 **WHEREAS**, the *Hale’-ta series* represented the first large scale effort to publish  
11 a series of local textbooks that covered history and social studies and are especially  
12 remarkable in that they are written from the Indigenous perspective regarding their  
13 history and situation. It is a series that helped sustain the CHamoru cultural renaissance  
14 by providing histories, essays, biographies, and other resources to help animate and  
15 enable the work of educators, cultural practitioners, politicians, and community  
16 advocates. The *Hale’-ta* series also laid the foundation for the local book and literary  
17 industry, which continues to grow and evolve; and

18 **WHEREAS**, in 2017, the Commission on Decolonization began a continuation  
19 of the work started by the PSECC by working with the Guam Department of Education  
20 to develop curriculum to ensure the continued teaching of issues related to political  
21 status and future political status options in Guam’s public schools; and

22 **WHEREAS**, the legacy of the *Hale’-ta* series and the PSECC cannot be  
23 understated in terms of nurturing and sustaining the ever-growing critical conversation  
24 in our island community around our current political status and what political future  
25 awaits through decolonization. Decades after the PSECC was begun, the wisdom of  
26 the *Hale’-ta* series and the work of the Commission continues to persist, in that one

1 must ground oneself in one's history, one must understand one's present and only then  
2 will a person be in a strong position to imagine a better and brighter future; now,  
3 therefore be it

4 **RESOLVED**, that *I Mina'trentai Singko Na Liheslaturan Guåhan* does hereby,  
5 on behalf of the people of Guam, honor the PSECC and its members and staff for their  
6 important work in helping ensure that the CHamoru story is told and in providing  
7 critical tools to help prepare the island to better understand its past and to feel more  
8 confident in taking the next steps towards greater self-government; and be it further;

9 **RESOLVED**, that the Speaker certify, and the Legislative Secretary attest to, the  
10 adoption hereof, and that copies of the same be thereafter transmitted to the families of  
11 former Vice-Speaker Dr. Katherine Aguon and former senator *difunto* Antonio M.  
12 Palomo, The Department of CHamoru Affairs, the Guam Department of Education, the  
13 Commission on Decolonization; and to the Honorable Lourdes A. Leon Guerrero, *I*  
14 *Maga'hågan Guåhan*.

**DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI SINGKO NA*  
*LIHESLATURAN GUÅHAN* ON THE DAY  
OF DECEMBER 2020.**

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**TINA ROSE MUÑA-BARNES**  
Speaker

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**AMANDA L. SHELTON**  
Legislative Secretary