

**The Kapingamarangi School Community Library
Sabbatical Leave Project
Spring Semester 2007**

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- **Summary of Leave Time**

I departed from Guam, Wed., Jan. 3, 2007, and returned to Guam, Mon., June 18—time away from Guam, 167 days (5½ months). I arrived on Kapingamarangi Atoll, Mon., Jan. 15, and departed from Kapingamarangi Atoll, Thurs., June 14—time on Kapingamarangi Atoll, 151 days (5 months).

- **Proposal and Preparation**

Kapingamarangi Atoll (population 600) is an “outer island” municipality of Pohnpei state in the Federated States of Micronesia, the “FSM” (part of the former U.S. Trust Territory of the Pacific Islands) and located about 1,000 miles southeast of Guam. Kapingamarangi is also a “Polynesian outlier” within Micronesia. Kapingamarangi, at one (1) degree north of the Equator, is one of the most remote and least developed islands in Micronesia. The people of Kapingamarangi live a traditional subsistence lifestyle of fishing with homemade outrigger canoes. There is no airstrip, no airplanes, no cars, no electricity, no TV, no telephones, no internet and no email—just the Pohnpei state ferry, the Micro-Glory, or the Caroline Voyager, approximately once every three months—quarterly. The mail arrives on the ferry, along with passengers and cargo supplies.

In March 2006, I applied for a sabbatical leave, proposing to spend the spring semester of 2007 on Kapingamarangi Atoll, to teach or develop a school community library. At the same time, I sent my proposal to Sakius George, the principal of Kapingamarangi Elementary School and to Solomon Lowson, the chief magistrate (mayor) of Kapingamarangi Municipal Government, and to Casiano Shoniber, the director of the Pohnpei state Department of Education.

Strictly speaking, an American doesn't need a visa or permission to enter the Federated States of Micronesia. However, I knew that, because Kapingamarangi is an outer island with a subsistence lifestyle, there are no stores, and no rental apartments. I wanted prior approval for my project from the Pohnpei state education and Kapingamarangi municipal and education authorities, as I realized that, in exchange for my library and teaching contributions, someone would need to provide me with housing and food during my months on Kapingamarangi.

Meanwhile, in April, my request was recommended by the Learning Resources faculty and director. After the Senior Vice President and President approved my leave request, I wrote again to the

Kapingamarangi principal and chief magistrate as well as the state education director. Because the principal was on Pohnpei island for the summer, I contacted him by telephone, and he indicated that he approved of my proposal to bring a library to his school. Later on, in September, the chief magistrate called me via the PeaceSat radiophone and indicated that he had discussed my proposal with members of the municipal council, and that he and they approved it. I also received an email message from Mr. Shoniber, who indicated his approval.

I prepared for my life and project on a remote, outer island by sending many boxes via the post office to myself in care of the Kapingamarangi school. The contents of these boxes included books, magazines, and newspapers, paper, pencils, pens, crayons, rolls of tape, foam squares, other library supplies and school supplies, as well as some 14 dozen canned goods, several can openers, a half-dozen bags of rice, cereal, two dozen instant noodles, dried fruits, coffee, tea, sugar, candy, gum, snacks and comfort foods, knives, forks, spoons, salt and pepper, cups and mugs, aspirin and acetaminophen, dolls, pillows, blankets, children's shoes and zories, candles, matches, shaving cream and razors, and various other items. I knew that there were few vegetables available on the outer islands, so my canned goods consisted primarily of vegetables and fruits, along with a few cans of milk and meats. In all, from March to December 2006, I personally packed up and sent off 72 boxes, with the contents valued at more than \$3,000.00, weighing more than 750 pounds—plus, just the postage cost almost \$900.00. I also ordered dried fruits and nuts, cherries, dates, cranberries, raisins, figs, currants, almonds, peanuts, cashews and walnuts, via several internet web sites to be sent directly to Kapingamarangi Atoll, as well as library supplies, labels and label protectors. These amounted to about five orders / boxes costing more than \$200.00.

While in Thailand during the summer of 2006, I had three rubber stamps made up, “Kapingamarangi School Community Library”, and also purchased stamp pads. I also found an aerial view image of Kapingamarangi Atoll taken from space by International Space Station astronauts (at URL << <http://eol.jsc.nasa.gov/scripts/sseop/photo.pl?mission=ISS002&roll=E&frame=10002> >>), and had that photograph printed up into 500 blank note cards, and purchased envelopes-to-fit, to use to write thank-you notes to the library donors. These cards were sent to Kapingamarangi in my advance mailings.

My round-trip ticket on Continental Airlines (Guam-Pohnpei-Guam) cost more than \$700.00. There were other expenses involved in getting from Pohnpei to Kapingamarangi and back (for instance, the field ships and meals). Altogether, I spent more than \$4,000.00 out of my own pocket on this sabbatical leave project, prior to departing from Guam for Pohnpei.

- **Advance Publicity**

I wrote an announcement of my sabbatical leave project and sent it off as a “news release” to Grand

Valley State University in Michigan, where I received my bachelor's degree, also to Phillips Academy in Massachusetts, where I attended high school, also to the Jesuit Volunteer Corps, where I started my teaching career in Alaska. The *Grand Valley Magazine* alumni editor contacted me for further information to write up my project as a feature article in that alumni magazine. The Phillips Academy Class of 1969 secretary sent out my news as an email message, then later on mentioned my project in the *Andover Bulletin*. The Jesuit Volunteer Corps Northwest ran a summary of my project in its newsletter, *Focus*. Each of these appeals brought forth several donors and donations, some of whom I knew as former classmates or colleagues, and other contributions came from philanthropic people whom I had never met.

I also made an announcement at a Guam Library Association meeting and distributed a flyer requesting book donations. My announcement was also sent out as an email message to GLA members. Several donors were forthcoming as a result.

I also sent out a similar announcement to family members and friends along with Christmas cards. My father, aunt, several brothers and sisters, and nieces sent donations. Several of my dear sisters sent books as well as care packages of comfort foods.

Also, a brief notice announcing my project appeared in *American Libraries* in the February 2007 issue on page 21, in the "Global Reach" column—though I did not become aware of this advance promotion until long afterwards (in October).

Namath Joe, the UOG student from Kapingamarangi, also publicized my planned project in advance on a Micronesian chat website, << www.microislands.com/forum >>.

- **Contributions Sent**

Prior to my arrival on Kapingamarangi, last June and Aug. of 2006, about 30 boxes I sent or ordered to be sent arrived on Kapingamarangi (disappointingly, some of these were opened and distributed). Along with my arrival on the Jan. 15, 2007 field ship, about 75 boxes also arrived, some of them books and library materials I sent, and some of them food or other supplies I sent, and some of them books or other school supplies or library supplies sent by others. On the special Feb. 5 ship (unexpected visit from then-FSM President Urusemal), another ten boxes arrived, and another 20 boxes or so were delivered on the March 29 ship. I also received various cards and letters when mail was delivered.

After I departed from Kapingamarangi, another 15-to-20 boxes arrived on the Sept. 11 field ship from another five-to-seven contributors (some of whom had sent other boxes which arrived earlier). Seven more boxes arrived on Dec. 7, 2007.

All in all, more than 55 donors sent more than 155 boxes of books, also magazines and newspapers, plus library supplies and school supplies, including more than 2,000 books. Two magnanimous donors sent

two entire sets of *World Book Encyclopedia*, plus other books. Another very generous benefactor sent a five-year run of up-to-date *National Geographic* magazines, a set of 60 *National Geographic* books, and other children's books. One wonderful person sent more than 300 books. I estimate the value of all the donations from other persons at approx. \$15,000.00, maybe more. I was very pleased with the level of response to my requests for donations. It is certainly a nice start to a modest school community library.

Some donors sent two or three books, while some sent 100 books or more. Donations arrived from Guam (eleven donors), Alaska (two donors), Hawaii (two donors), Washington state (two donors), California (four), Texas (one), Florida (two), Maryland (one), Connecticut (one), New York (two), Illinois (two), Wisconsin (one), and my home state of Michigan (14). (Please see attached Honor Roll of Donors.)

In addition, contributions came from Americans in Guatemala (one), China (one), Australia (one), and from Canadians (two donors in Ontario), also one British donor.

- ***Life on Kapingamarangi Atoll***

Kapingamarangi Atoll includes 33 minuscule islands in a semi-circle on the eastern side of the lagoon. All the people reside on Touhou Island and Werua Island, which are connected by a permanent, concrete pedestrian bridge. Touhou Island, comprising approx. eleven acres, is entirely residential and the home to about 350 people, also the dock, municipal office building, dispensary / clinic and the church. In prehistoric times, the ancestors of today's Kapingamarangians selected Touhou Island, then built it up artificially to four meters above sea level. Lower-lying Werua Island has about 250 residents, the elementary school, and several cultivated taro patches. The other uninhabited islands are used for cultivating taro, for harvesting coconuts, bananas, and pandanus thatch, for camping, and for burials. While the lagoon covers more than 22 square miles, the total land area of all 33 tiny islands put together amounts to only one-half of one square mile. "Micronesia" is, first and foremost, a nation of "small islands."

Going to a subsistence economy, and without electricity, air conditioning, running water, television, email, internet, and automobiles, and the many other amenities to which we've become accustomed nowadays, was more difficult for me, at my age, physically, than I anticipated, especially after the first month or two.

The flies and mosquitoes were unbelievably pesky and exasperating—something that I had not anticipated. Something was always crawling on me, biting me, or trying to land! Also, it seemed I was always stepping in something!

I was the only foreigner on the island. This was the most difficult part of my adjustment--socially and psychologically. I certainly cannot fault the Kapingamarangi people for speaking their language among themselves. However, as a result, I frequently felt excluded, not "in the loop," and thus, unaware of whatever was going on. There were some cultural and linguistic misunderstandings—occasions when I simply did not understand whatever was happening, also when I believed that I was not understood or misunderstood. I also felt that my opinion and advice were not very welcome, even regarding library matters.

It's a really beautiful island, and very isolated. And it's like going back in time about two hundred years.

It was a very interesting experience, and a very difficult one for me, but one that I requested.

One thing I noticed about Kapingamarangi is that the trees there are twice as tall as trees on Guam—a result of its location out of “Typhoon Alley.” Typhoons almost never strike so far south, and with a constant drizzle year-round, the result being that Kapingamarangi has coconut trees, breadfruit trees, even pandanus trees easily 60 feet tall, with some reaching a height of 80 feet, even 100 feet tall.

The principal and his wife housed me in a wood-frame-and-tin-roof room on top of their concrete house, one of the nicest houses on Kapingamarangi, where most people live in thatched roof houses with only woven pandanus partitions as walls. The chief magistrate drew up meal schedules monthly, in which the various families rotated to feed me lunch and dinner, Monday through Friday (the principal’s wife was scheduled to make breakfasts and weekend meals). The diet consisted of fresh fish, taro, breadfruit, bananas, coconuts, and some rice. There were large, fresh tuna and wahoo as well as smaller, so-called “reef fish.” There were also clams, lobsters, turtles, eels, coconut crabs, chicken and pork. The food and water agreed with me, but I’m glad I sent dozens of cans of vegetables to supplement food grown locally. My host families also seemed to enjoy the variety. I really missed my salads!

- **Teaching / Library Work**

I am disappointed that I never had a place to do any library work, since the library room was being completed during most of the time that I was on Kapingamarangi, so I found other work to do at the school to keep myself busy.

I had to content myself with doing a couple afternoons of "library training" for the teachers and principal, in the hope that they will be able to organize the library after I leave to make it accessible for student and community use.

The library room on top of the school was being built most of the time I was there (January-to-June), and it still lacks book shelving and window louvers, so the books are still in the boxes, as of when I departed on June 14. At least they are stored in a dry place.

So I found other jobs to keep me busy around the school. I team-taught English, mostly in the combination 4th-5th grade (with Kiosy, in Feb. and March) and in the 6th grade (with Merfilynn, in April and May)—reading, grammar, vocabulary development and dictionary use, writing, speaking English and singing English, also art. I also substituted in the 1st grade on several days.

The combo 4th-5th grade and the 6th grade had two music books each, all of which I used, plus I taught about a dozen songs which I wrote on the chalkboard from memory.

The music textbooks included songs such as "When Johnny comes marching home," "I've been working on the railroad," "Swing low, sweet chariot," "America" (My country 'tis of thee), "We're off to see the wizard," "When the saints go marching in," "She'll be comin' round the mountain," "Amazing grace," "Home on the range," "Oh Suzanna," and even "Kookaburra" and "Waltzing Matilda," and many others. Songs I taught from memory included "Old Macdonald had a farm," "Twinkle, twinkle, little star," "Mary had a little lamb," "Country roads," "In them old cotton fields back home," "Take me out to the ball game," and "Frère Jacques" (in French) and "Are you sleeping?" (in English), and others.

It amused me that for weeks, the children would burst into song whenever they would see me walking around, almost as if they were teaching me the songs. I believe their favorites were "When the saints go marching in" and "Old Macdonald had a farm." And I now know the words to all four verses of "Waltzing Matilda"!

Some of the people my age (50s) speak some English, because they had U.S. Peace Corps teachers when they were in elementary school. So there is some English spoken there. But today's kids do not speak English, though they learn to read English, because the textbooks are in American English. So it was a natural need that I was able to fill. The students who leave Kapingamarangi to go on to high school or college, on Pohnpei or elsewhere, will be glad that they became more familiar with English at the elementary school level.

Whether library work or teaching, I consider this project successful as an academic or intellectual endeavor, or as community development work.

While on Kapingamarangi, I made an effort to keep in touch with Director Scott-Smith, and some other library faculty members, via the mail, via email messages, and using the PeaceSat radiophone. Because Kapingamarangi is so distant and so remote, the field ships (and mail) are infrequent, the solar-powered email system (a Pohnpei Department of Education internal LAN), was difficult and cumbersome, and radiophone communication also was problematic. On the radiophone, I could hear people in Pohnpei, and even Bruce Best at the UOG PeaceSat office, but they could not hear me or understand me, so I also gave up trying to use that method.

Both the school and the municipal office had solar-powered radiophone, enabling two-way communication with Pohnpei island, other islands, and even passing ships. Email messages could be sent via the radiophone. However, I hardly ever used this system. At the school, the radiophone hardware was located inside the eighth-grade classroom, making it difficult to use during school hours. Also, it was not possible to use it after school hours or at night in the dark. The laptop computer was a Dell Latitude, with many strange control keys on a tiny keyboard. The software was Swiss Wave Mail, also difficult for me to use. In addition, whenever I began typing a message, the mosquitoes began to work on my ears, neck, elbows, knees and ankles! So I gave up on email in short order.

- **Noteworthy Events**

Kapingamarangi Municipality, Pohnpei State, and the Federated States of Micronesia each have their own holidays—national, state and municipal. I experienced Kapingamarangi Constitution Day (Thurs.-Fri., Jan. 25-26), United Church of Christ holiday (no school) (Fri., Feb. 2), FSM Presidential Visit (no school) (Sun.-Mon., Feb. 4-5), the FSM National Election Day (Tues., March 6), Kapingamarangi Taro Patch Day (Mon.-Thurs., March 12-15), Pohnpei Cultural Day (Sat., March 31, observed Fri., March 30), Spring Break (April 2-6), FSM Constitution Day (Thurs., May 10), and Ascension Day (United Church of Christ religious holiday, no school) (Thurs., May 17).

The Honorable Joseph Urusemal, then-President of the Federated States of Micronesia—along with a large retinue of cabinet members, advisors and supporters—paid an unexpected visit to Kapingamarangi Atoll, arriving on two ships, on Sun. and Mon., February 4 and 5. As a practical matter, this meant that school was cancelled for one day, there was a community forum, and mail and packages arrived on the

field ship, including about ten boxes of library books and materials. Some people derided the president's visit as nothing more than a campaign stop for the FSM national election, which took place on March 6. However, everyone turned out to welcome the president and his party, and everyone enjoyed a free lunch following the forum give-and-take.

The high-high tides of winter combined together with the full moon of March 3-4, and a tropical storm formation, to generate a true "tidal wave" (not the same as a tsunami). Advance warnings were sent out via radiophone from the Pohnpei weather office to expect tidal surges of up to 20 feet! Luckily, they were not that high. But on Mon., March 5, low-lying Kapingamarangi was assaulted by tidal wave surges five or six feet higher than normal, resulting in seawater washing over and contaminating at least two islands in Kapingamarangi Atoll. The cultivated taro patch on uninhabited Ringutoru Island was ruined with salty seawater and coral debris. Also, one taro patch on the northern end of Werua Island, where the school and library are located, and where I was living, was washed over and contaminated with seawater. For me, this was more than slightly scary.

On Mon., April 2, there was a large earthquake in the Solomon Islands, south of Micronesia. The quake was big enough to generate a tsunami, which did do damage on other islands in the Solomon Islands. A tsunami warning was issued via radiophone to islands in Micronesia, including Kapingamarangi. However, because it was spring break (April 2-6), no one was attending the radio to hear the tsunami warning. On Kapingamarangi, we did hear about the earthquake and tsunami warning later on that same day, too late for it to have been useful. Luckily, no one noticed any unusual wave surge at Kapingamarangi. However, there was a large wave, five or six feet higher than normal noted on Kosrae, southeast of Pohnpei, where I heard a report that one man was missing.

My father and other family members in Michigan and Ontario heard about the quake and tsunami in the Solomon Islands, and took a look at a map, then worried that a tsunami might travel from the Solomons to Kapingamarangi. My sister-in-law, Kelly Goniwiecha, telephoned the FSM embassy in Washington and consulate in New York City, trying to find out any information at all. Kelly later called the UOG Library reference desk, where Prof. Rick Castro was on duty. Rick and Kelly had a good chat and Kelly felt more reassured after their talk. A few days later, I received an email from Kelly (forwarded from David Monroe in the Pohnpei Dept. of Education to Kapingamarangi via radiophone) inquiring as to my condition, and I responded briefly that I was OK. We also received radiophone news around April 19 that waves from high tidal surges had completely washed over some low-lying outer islands in Chuuk state.

- ***Diseases and Mortality***

During the five months that I was on Kapingamarangi, there were two births, two weddings, and two deaths. The two decedents were relatively old—in their 70s or 80s. I had read that there was a leprosy or Hansen's disease epidemic on Kapingamarangi, but that turned out to be old news from the 1980s or 90s. The lepers had been medicated and cured—though I did see several people who exhibited the scars as evidence to prove they had been victims. There were also two cases of tuberculosis, one of hepatitis, one of epilepsy, one of chicken pox, one young woman with one leg shorter than the other. Many people had skin discoloration spots also observed on Guam. Many children seemed to have head lice. Despite the lack of green vegetables, there did not seem to be any malnutrition. On the contrary, people looked well fed. Obesity is a problem among adults. Several cases of mental retardation are evident. Because of the isolation, there seems to be significant inbreeding possibly resulting in a lower intelligence level.

- **The Whale Rib Caper**

A dead whale washed up on the beach on uninhabited Matiro Island inside Kapingamarangi Lagoon, two islands south from the inhabited Touhou Island, in November 2006, prior to my arrival. However, the whale was still decomposing when I arrived in January 2007. Later on, perhaps in March or April, the school principal, Sakius George, gave me one of the whale ribs as a souvenir “cane.” I did not use the whale rib as a cane, but I did place it in the sunshine to dry it out and to disperse the rancid odor of the decomposing bone marrow and blubber.

At a later time, I hiked south myself, over the reef at low tide, to find the location on the beach of Matiro Island where the whale blubber was still decomposing. Storms, high tides, and people had dispersed most of the evidence by then, but flies buzzed around the carcass which was still stinking and decomposing, and the head bone was still present, as were some of the vertebrae.

I brought the whale rib back with me to donate to the UOG Biology Division, as an artifact for educational use. I put it in my checked luggage on the plane departing from Pohnpei and no one asked me any questions about it. When I arrived at the Guam airport, the customs agent on duty on Mon., June 18 asked me about it, then cleared me through, with the whale rib, when I explained that I was planning on giving it to UOG for educational purposes. I did not realize, by bringing the whale rib home, that I was violating a federal law prohibiting the importation of an endangered species.

The next day, on Tues., June 19, I went to UOG to give the whale rib to Dr. Lynn Raulerson. I found Dr. Katherine Lofdahl instead, who informed me that Dr. Raulerson was off-island. Dr. Lofdahl indicated that she could not accept the item and advised me to take it to Brent Tibbetts at the Guam Department of Agriculture, which I did forthwith the same day. Mr. Tibbetts was out of the office, so I gave the whale rib to Shawn Wusstig, along with my business card and information about where and how I came into the possession of the whale rib. Mr. Wusstig and I had a nice and congenial discussion about the whale rib and other examples of prohibited species which he had on display in his office, located next to Price Elementary School in Mangilao .

Shortly after I arrived home from that visit, I received a phone call from Charles J. Raterman, a special agent with the Guam law enforcement office of the National Oceanic and Atmospheric Administration of the U.S. Department of Commerce, who made arrangements to see me at my office at the RFK Memorial Library. Mr. Raterman explained that it was unlawful for me to be in possession of a prohibited species and that he could arrest and / or fine me for what I had done. I did not kill the whale. After I explained the circumstances of how I came to be in possession of the whale rib, and that my actions demonstrated my intention to donate the whale rib for education uses, Raterman said he probably would not recommend arresting or fining me. Later on, on June 28, Raterman came to the library again to have me sign a “Waiver of claim to and abandonment of seized item”—even though I had already given the whale rib to Mr. Wusstig at the Guam Department of Agriculture on June 18.

- **Future Research Topics**

It was not my intention to learn the Kapingamarangi language as part of my project, but I became interested once on the island and inundated in Kapingamarangi culture. I noticed some Japanese

influence—common Kapingamarangi words which seemed to be adapted from Japanese words, such as “sensei” for “teacher,” “kulumaa” for “wheelbarrow,” and others.

I drew up a list of Kapingamarangi words still in use, probably borrowed, derived, or adapted from the Japanese language, also Japanese personal names still in use, from when the Japanese were in Micronesia, basically the period between World War I and World War II, when Japan established its government operations centers in Micronesia at Palau and at Pohnpei.

I learned that the Japanese military used Kapingamarangi Atoll as a seaplane refueling station on the route from Pohnpei to Rabaul, New Britain, south of the Equator in what is now Papua New Guinea.

Also, there was some physical evidence remaining, such as gravestones, the foundation posts of now-destroyed military barracks, a sunken Japanese ship and a sunken Japanese plane in the lagoon off of Hare or Long Island, some propellers and plane parts debris (from where the U.S. bombed the Japanese seaplane fuel depot), rusting fuel drums, also some old brown and blue Dai Nippon Brewery Company bottles (turned upside-down used as grave markers), etc. I think I'll try to write it up for presentation at a conference, and for publication also.

There are several topics I can think of for presentation and publication, such as—the Kapingamarangi outer-island experience; working to develop the school-community library at Kapingamarangi; Kapingamarangi words and personal names borrowed from Japanese; Kapinga words borrowed from English (and mostly predating the Japanese period, from the days of the whalers); Kapinga words related to Hawaiian, Samoan, and other Polynesian and other Malayo-Polynesian languages.

- **Follow-up**

The library project seems to be ongoing. Some contributions did not arrive during the time that I was on Kapingamarangi. One donation of a set of *World Book Encyclopedia* volumes arrived only in part. Several other book donations I heard about via email messages or in letters never arrived while I was on Kapingamarangi. I returned to Guam to find letters referring to several other donations which also did not arrive while I was there. These “missing” donations amounted to at least 15 or 20 boxes from five or six additional donors.

I also received an email message in June from a woman employee in the Grand Valley State University alumni relations office informing me that another woman in Wisconsin, a GVSU alumna, had sent off about 300 pounds of books in several boxes which I also never received. These contributions did, in fact, arrive on the Sept. 11 field ship—in all, another 15 or 20 boxes from another five-to-seven donors (some of whose shipments arrived on more than one ship).

I am very thankful to all the numerous generous donors who made substantial contributions to the Kapingamarangi school community library, to support this project, and to benefit the children and adult readers. I have sent letters of acknowledgement and thanks to all donors of which I am aware. While I was on Kapingamarangi, I had students in the combination 4th-5th grade and the 6th grade write thank-you

notes to all library donors. I asked someone to mail these notes from the FSM post office in Kolonia, Pohnpei.

I also want to thank my supervisor, Christine Scott-Smith, and her boss, Dr. Helen Whippy, for approving this practical, community-service-oriented sabbatical leave project.

One of my former classmates from Phillips Academy, Andover, Mass., Jeremy Bluhm, and his partner, Susan Wolfe, sent book contributions from their home in the Sydney area of New South Wales, Australia. Upon my return to Guam, Jeremy contacted me with questions about my experiences in order to write up my project as an article for his "PA Class of 1969 Website." His edited version of my responses, entitled "Goniwiecha returns from remote island," along with photographs I supplied, is now accessible online at << <http://pa1969.wordpress.com> >>.

I made a Power Point slide show presentation about my experiences on Kapingamarangi for attendees of the PREL Pacific Library Training Institute in the UOG Library on Mon., July 16, 2007; and made another such presentation for librarian members of the Guam Library Association on Sat., Aug. 25. I also made a presentation at the CLASS Research Conference on UOG Charter Day on Tues., March 11, 2008. I expect to write one or more journal articles about my experiences and research efforts there.

Also, Christine-Scott-Smith, Suzanne Bell and Shirley Corbin retained the "thank-you notes" written by the Kapingamarangi students, thanking them for donating books, library supplies and school supplies. I arranged a library display-case exhibit in December, using the student notes and artwork, a selection of my photos with captions, maps, examples of written Kapingamarangi language, and some Kapingamarangi political campaign posters.

Lacee Martinez, a reporter at the Guam *Pacific Daily News* learned about my GLA presentation and called me to ask if she could write up my project as a news or feature story. Of course, I replied yes, so she interviewed me on the telephone on two occasions and I emailed her some photos. Her account, entitled, "UOG professor helps develop library in Pohnpei," was published in the PDN on Monday, August 27, 2007, page 3. The story was accessible free online at the << www.guampdn.com >> website for a while, but this was later moved into the PDN's "pay-per-view" category—still available for purchase. This same story is also available online at some libraries via a NewsBank subscription.

My project was also written up by Eric Baxendale in the *U.S. Pacific Islands Bulletin* (Chorley, England, United Kingdom), issue no. 56, March 2008, page 6.

In addition, Professor Brian Millhoff, UOG Library instructional media coordinator, has placed all of my Kapingamarangi photos on the University of Guam website at << <http://mangilao.uog.edu/rfk/DigMicro/KapingaMarangi/Mark/index.htm> >>. Also, other Kapingamarangi photos taken by Nathan McElheny, principal of Calvary Baptist Academy in Pohnpei, are located at URL << <http://mangilao.uog.edu/rfk/DigMicro/KapingaMarangi/MCElheny/index.htm> >>. Professor Millhoff's own photos of Pohnpei island can be viewed at << <http://mangilao.uog.edu/rfk/DigMicro/Pohnpei/index.htm> >>.

Revised April 2008

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