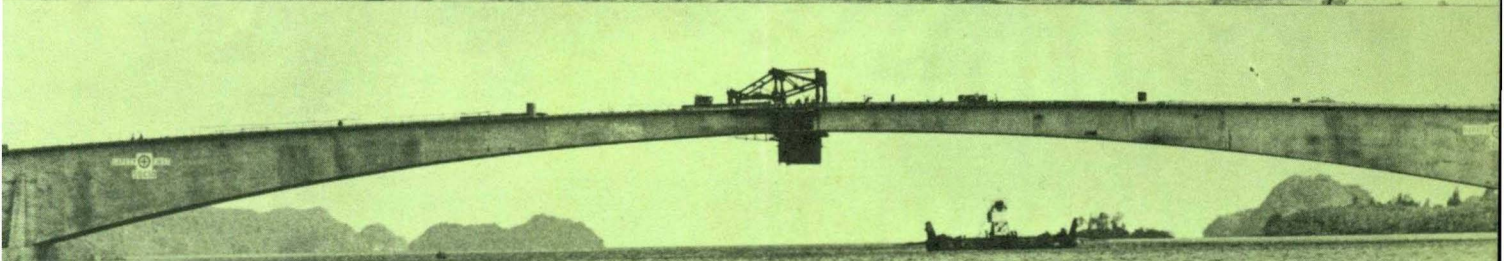


# Micronesian Reporter

FIRST QUARTER 1977



One must thank the ferry for her services  
Though patient and courageous she was,  
Old age and technology retired her.  
What will the Single Span bring?



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by val sengebau

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# MicronesianReporter

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# This Quarter's Worth

During the recently concluded regular session of the Congress of Micronesia, some members of Congress expressed concern about the education system in Micronesia — its direction, its strategies, objectives and goals. Above all, they asked if the Education system in Micronesia has been successful in accomplishing its mission by producing the required manpower to fill the needs of the islands. To answer some of these questions, the Micronesian Reporter

conducted an interview with the Trust Territory Director of Education, David Ramarui, concerning this vital subject.

Equally relevant to Micronesia's advancement into the 21st century, is the development of its infrastructure. Our cover story is the Koror-Babelthuap bridge—an awesome structure that can claim a place among world records. The bridge, constructed by SOCIO Construction Company, Guam, at a cost of \$5.2 million, with its 790-foot single span, surpasses the world record span of the recently completed Hamana-Ohashi bridge in Japan by three feet. The Koror-Babelthuap bridge connects the district center of Koror with Babelthuap, the largest island in the Palau chain. There is no doubt that the bridge will contribute to rapid development on the big island and will ease the overcrowding situation on Koror. SOCIO Construction Company is

to be congratulated for completing the superstructure approximately three months ahead of schedule (July 7, 1977), in spite of logistic problems and a host of other inconveniences. The bridge is scheduled to open on April 24, 1977.

This year, Xavier High School will celebrate its 25th anniversary. Francis X. Hezel, S.J. in his article, "Ghosts of the Past... A Vision of the Future", describes the history of the school; from its origin as a Japanese Communication Center during the war, to the bombing raids, and on to "Mabuchi" when it became one of only two high schools in Micronesia in 1952. With its humble origin in an area overgrown with banana trees, bushes and grasses, Xavier rose to be the highly regarded private school that it is today. Xavier claims among its alumni some of the most prominent leaders in Micronesia. —B.B.

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**Francis X. Hezel, S.J.** has been a regular contributor to the Micronesian Reporter. A social studies educator at Xavier High School in Truk, Father Hezel has co-authored two Micronesian social studies texts for use in secondary schools in Micronesia. His most recent article was the cover story of the latest issue of the Reporter. In this issue, Fr. Hezel offers a vivid narrative about Xavier High School during its 25-year history.

**Fred Baker** is the Project Director for the Micronesia/Ponape Teacher Corps program. On leave of absence from Central Michigan University, Dr. Baker has instituted a University Without Walls program through the Union For Experimenting Colleges and Universities on Ponape. He has previously been a Peace Corps Volunteer, served as a foreign service officer in Thailand, conducted a student teaching project for Michigan colleges and universities in Belize (British Honduras) and taught in high schools and universities in the United States.

## Who's Who

*...in this issue of the Reporter*

**Victorio Uherbelau** is a graduate of UCLA Law School. He has contributed to the Reporter from time to time in the past. Before he went to law school, Vic was Clerk of the Senate of the Congress of Micronesia. After he earned his JD, Vic served as Secretary for the Micronesian Constitutional Convention, and later joined the attorneys at Attorney General's office. He is presently working as staff attorney for the Commission of Status and Transition. Vic will be leaving soon to join his family back on the mainland.

**James V. Hall**, the Trust Territory High Commissioner's Press Secretary has contributed several articles for the Reporter, none more thought-provoking than his challenging idea in this issue that **airships** are a very practical and economical means of transportation for a place like Micronesia which covers some three million square miles of the western Pacific Ocean. Hall is a graduate of the University of Iowa School of Journalism.

**Mrs. Alicia E. Ada**, a staff member of the Community College of Micronesia, is another regular contributor to this magazine. In this issue of the Reporter, Mrs. Ada shares with the readers her firsthand fishing experience with Kapingamarangian fishermen. Although she will be on home visit for a while, Mrs. Ada promises to file an article from the Philippines every now and then.



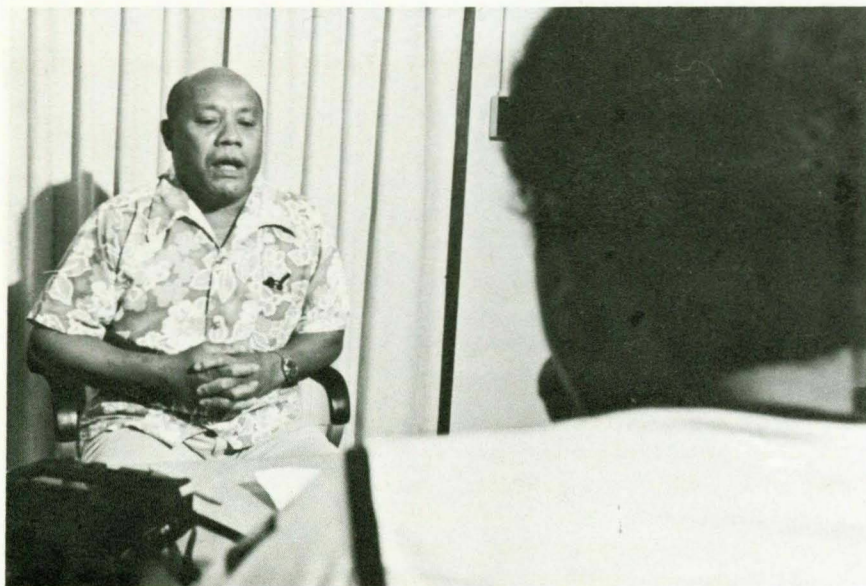
# INTERVIEW:

## DAVID RAMARUI

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*David Ramarui is completing his fourth year as Director of the Trust Territory Department of Education. Ramarui first came to Saipan to assume the position of Deputy Director of the Department in 1971. Before that, he was one of the Palau Senators to the Congress of Micronesia (1967-1970); prior to that he was Palau Education Administrator (1962-1968); from 1960-1962, he was Assistant Education Administrator. Ramarui also served as Vice-Chairman of the Council of Micronesia, a forerunner of the present-day Congress of Micronesia (1960-1963). Ramarui holds a Bachelor's Degree from the University of Hawaii. And, interestingly enough, he graduated from "Palau Mokko Gakko", a Japanese Vocational Trade School in Palau District, before the War.*

*Ramarui has been involved with education in the Trust Territory since 1946. He has witnessed the development of Micronesia's structure from its humble origin through progressive changes, advancements, and achievements to today's sophisticated education system.*



*Our education system has been fulfilling its mission toward Micronesian needs, Ramarui points out. We have Micronesian doctors, lawyers, educators, businessmen, sea captains, administrators, directors, executives and many other professional people who had at one time or another completed either primary or secondary education in Micronesia.*

*Ramarui emphasizes that a Micronesian must be given the full opportunity of both academic and vocational disciplines, not just one option. Education in Micronesia, he says, should be like education in other countries. It should strive for a total growth of a person including academic discipline, character building, manual and technical skills development as well as moral and spiritual development.*

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**REPORTER:** What is the philosophy of Education in Micronesia? What are the strategies, objectives and goals of this philosophy with regards to Micronesia, and Micronesians to the world of the twentieth century?

**RAMARUI:** We have not yet formulated the final words of a philosophy of Education for Micronesia. However, there are expressions "Toward

a Philosophy of Education for Micronesia" made by the Department and Micronesia Board of Education. It is our feeling that a philosophy of education for Micronesia should be one that sets forth the purpose, direction, goals and objectives of education for Micronesians in Micronesia as a part of the world community. In this light, it seems to me, that there are three key

insights that we need to focus our attention on which form the basis of such a philosophy. These insights center around the nature of a human person, the nature of Micronesian society, and the nature of Micronesia as an emerging nation.

The first insight is that man is endowed with the power to know and to care. Man is whole rather than fragmented.



He is potentially capable to acquire knowledge, develop his own character, develop his own intellectual as well as physical skills, imagination, creativity and appreciation. Man is dynamic, progressive which reflects the human life process itself. All of these qualities of a human person must be taken into consideration when formulating goals and objectives and strategies of education.

The second insight is that while Micronesia (TTPI) is one political entity it is composed of diversified ethnic groups with different cultures and languages and scattered in a expanse of water. Our educational system must be such that it can provide for developing among these various ethnic groups mutual understanding, respect and preservation of different cultures and their inherent values, ascertain a full cooperation to promote a sense of unity so as to achieve common goals and above all Micronesia's status as a nation with unity of diversities.

The third insight is the reality that Micronesia is an emerging nation. Micronesia is not now, nor can it hope to revert to being isolated from the rest of the world. Overseas radio broadcasts, jet plane travel with its influx of tourists, foreign investments in our islands, all have brought Micronesia and Micronesians irreversibly into the larger world community. And unless Micronesians become politically, socially and economically solid in their stand they will inevitably be swallowed up or exploited by a huge world hungry for economic gain. The major strategy designed to achieve the goals and objectives of education that reflects this stated philosophy of education for Micronesia, then would be one that is aimed to help Micronesians to develop themselves each as a whole human person to be able to live a meaningful and worthy life in Micronesia in its island environment and as a part of the big world of the 20th century. Such a strategy or body of strategies should be flexible so as to help Micronesians be

able to sustain and perpetuate their personal growth and well-being in Micronesia in the face of this changing world. Presently we are concentrating on a program with development of pertinent subject materials and for their implementations based on the concept of bilingual-bicultural education hoping to integrate Micronesian cultural studies for their unique identities and their preservations and to blend the best of Micronesian cultures with the best of those derived from world cultures in the areas of political, social, economic (studies) and technology. We are constantly reassessing, reviewing and examining our educational programs so as to ascertain the relevancy of their strategies in reference to Micronesia's image of today and the anticipated image and outlook of tomorrow. Along this line our educational system must be dynamic, flexible and innovative. I also believe that the educational system must be evolutionary in nature that reflects and/or facilitates an appropriate pace of growth and development of the society.

**REPORTER:** Is the Education system in Micronesia producing people who can fill the required and relevant needs in Micronesia?

**RAMARUI:** I am very glad to answer that question because I am very proud to say that the answer to that question is, "yes". Education in Micronesia has produced the kind of professionals, skilled technicians, and other vocational areas that Micronesia needs. For instance, our administration is a good example... we have executive, administrators, educators, legislators, engineers, lawyers, and doctors. I am not saying that we have a medical school in Micronesia to produce such a doctor, but the preparation for them to go on to medical school, and be able to complete their medical training and come back and practice medicine is the example of evidence. Our administration, in the beginning, was usually manned by expatriate Americans. You can look around from

Headquarters down to the districts, where we have administrators, teachers, and other government personnel, as well as those who are in private business sectors, that the Micronesianization is taking place. Perhaps I can elaborate further by saying that under the Japanese system, Micronesians never had any important or significant positions. Now under the present system, we are running our own show. Of course we still realize that we need expatriate expertise, but the fact is the expatriate administrators and advisors are reducing in number, and Micronesians are increasing.

**REPORTER:** The Congress of Micronesia seems to emphasize that Micronesian students should major in agriculture and marine related professions rather than concentrate on liberal arts and humanities. In your opinion, do you agree or disagree with the Congress, and could you clarify your position in detail?

**RAMARUI:** I would agree with Congress only in part that the need for agriculture and marine resources is essential. We certainly have potential resources in those areas. I do not agree with the Congress of Micronesia in insisting that those are the only areas to emphasize. Micronesia cannot be only agriculture-oriented, marine resources-oriented, or an economic-oriented area. Micronesians are people and they have cultures and as such our education must gear toward the development of the whole man—the whole person—so that we can really accomplish development, progress and growth of our major resource—the human resource. If you look at Micronesia in a strictly economic point of view, I am afraid that such a view is eliminating and if the Congress of Micronesia insists that education only produces agriculturists and fishermen, then we will be missing other equally important areas of development that a country needs. We cannot gear our education wholly on agriculture or on marine resources. Taking our population, say one hundred





twenty thousand people, they cannot be only agriculturists and marine resources specialists and nothing more. So again, I say, I agree with the Congress of Micronesia's view but only in part. I cannot agree that we sacrifice other areas of professional development and humanities. Unless Micronesians are developed educationally in other areas as well as in the development of agriculture or marine resources alone as the Congress of Micronesia seems to singly emphasize (education) will not guarantee self-reliance or self-dependence. We must develop a man to think, imagine, create, change and progress, even retain the values and customs of his culture that are still applicable to our lives today in Micronesia and be able to cope with the progress of the world at large.

**REPORTER:** Can you explain the relationship between the District Department of Education and the Headquarters in terms of responsibilities, policies, guidelines, authority and budget?

**RAMARUI:** I am very happy to elaborate on that particular subject because it has been misunderstood for a long time. Today we are talking about decentralization as though it were something new. The decentralization process has been going on since the beginning of this administration. The functions of district and Headquarters governments or departments are very

clear. Let's pick the Education Department in particular.

The district Education Department is being run under the leadership of the District Director of Education who is responsible to the District Administrator. District personnel implement and administer programs with line of authority from District Administrator to District Director of Education and down the line. Headquarters Education Department and for that matter all the departments, are advisory and technical assistance in nature and capacity. We do not, at the Headquarters Education Department, run the district education programs. We provide technical assistance and advice. But we do monitor some of the programs federally funded which we are so mandated to do, therefore having direct responsibility. This we do jointly with the districts—we do not impose things on them. It is very clear that aside from those special programs which are directly funded by the Federal Government we do not implement or run the district education programs. We, however, with the cooperation of the Micronesia Board of Education, generate and enforce overall policies and guidelines to all the district education departments subject to the approval of the High Commissioner or under Federal guidelines. Again, the concept of the decentralization process and the delineation of functions have been misunderstood. If decentralization means direct running of the district programs, then the district has always been running the program at the district level, and Headquarters has always provided technical assistance and advice and also reporting to the High Commissioner the progress and development of programs. I pick education as an example, to illustrate the relationship between the Headquarters and the district, and their respective responsibilities.

**REPORTER:** Are there qualifications for teachers in Micronesia, both in the primary and secondary schools? Are

they certified teachers according to the U.S. standard? Can you elaborate?

**RAMARUI:** Before I elaborate on the qualifications, I would like to go over a background statement as to the history of education development in Micronesia. When we began our education system back in 1946, for most districts, (maybe 1945 for the Marianas), with people who had very limited education and who had no training at all as teachers... there was no other choice. Therefore, we picked certain Micronesians and called them teachers. While they were asked to teach, they were given intensive training to become teachers. So from this light, I can say that at first we had teachers who were not fully qualified or certified as teachers. However, as time went on, we began to see the result of the training and experiences that our teachers were upgraded, of course not to talk about certification as such at that time. That is how we began. Then we began to talk about certification, but we could not certify all the teachers to the U.S. standards. We acknowledged a certain level of certifications based on how many teachers trainings they attended. Thus we set certain temporary teachers certifications. As for the present time, our qualification for certifying a teacher is that a person must have a high school diploma, certificate, or equivalent. The Micronesia Board of Education has issued a policy that the next step for certification will be an AS and AA degree with a stipulation that such a standard of qualification should be achieved by 1981. It is hoped or assumed that by that time any person in the teaching profession who does not have at least an AA or AS degree will be disqualified to teach. In the meantime, we are receiving graduates from American colleges and universities and even the Community College of Micronesia with degrees, and at such time we hire degree holders. But to ask whether or not our qualification or certification meets the U.S. standard, I



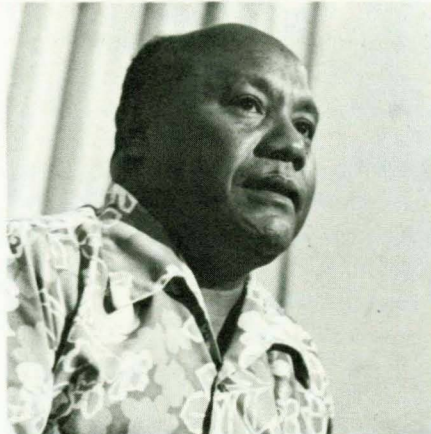
would say it does not at this time. We feel that we are progressing toward such a goal.

**REPORTER:** There are so many Micronesians graduating from college each year. Have you made any attempt to recruit these college educated Micronesians to replace those teachers who have no college degree and yet are in the teaching profession?

**RAMARUI:** We have attempted and continue to attempt to accommodate or recruit and hire such Micronesians returning. Of course, education is not in a position to provide an employment program. We advise the districts and HQ departments as to who is returning, what their degrees are, and their field of studies, and we recommend employment accordingly. We advise the Personnel Department, which is responsible for the employment program, to find accommodation for those people. We believe however that our mission is not to go around and look for employment for college graduates. We believe that if they graduate with educational background and degrees, they should be able to find jobs or create jobs for themselves. So if the question is whether we attempt to hire those college graduate whom we term as qualified to replace those who are old and less qualified teachers, the answer is yes, we do attempt to do that. However I would like to make one thing clear, many of our teachers, even though they do not have college degrees, do have productive experience. I can say that many of them are qualified teachers experience-wise and ability-wise, they may not be paper qualified degree-wise. We carefully examine the background of those on board and those who are returning, and as much as possible we want to recruit the college educated individuals who supposedly have learned the methodology and basic course contents for the teaching profession.

**REPORTER:** What is the quality of Education in Micronesia as compared to that of other places? Would you say it is equal, better or worse?

**RAMARUI:** I like that subject. The quality of education in Micronesia should not necessarily be examined or measured in light of comparison to or with that of other countries. I think it should be examined in light of the Micronesian system, life and things relevant to Micronesians' life. I do agree that our education, being a young system, has not achieved what we want to achieve, compared with other countries. I can see that we are progressing and I would like to point out that education has prepared individuals in Micronesia to be able to pursue higher education and to become lawyers, doctors, nurses, teachers, economists, administrators and so on. I would not say it is better, or not better



in comparison to other countries, I think it is better than what we had thirty years ago and it is progressing.

**REPORTER:** Rev. Edward A. Soucie, S.J., a principal of Ponape Agriculture and Trade School, wrote a rather interesting vocational education proposal. Are you aware of it, and if so, what is your professional opinion?

**RAMARUI:** I am aware of that report prepared by Reverend Edward Soucie. I would like to make one point clear. Reverend Soucie wrote that report as a part of our Vocational Manpower Advisory Council's recommendation. While he should deserve credit for the final preparation, it belongs to Vocational Manpower Advisory Council as part of the Education Department

Plan. Concerning the content of the report, it is only a draft asking for comments, inputs and opinions from Micronesians and people at large. The report is an attempt to incorporate vocational and academic education. The plan is a very good one combining both the vocational and academic programs, thereby eliminating the misconception that some people should be given academic programs because they are intelligent, and others directed to take vocational program utilizing hand skills. We want to eliminate this kind of misconception. I think everyone should be oriented toward the kind of work and skills in which he uses his hands and equally, everyone should be given an opportunity to develop his or her intellectual capacity in literacy and academic courses. The report is good, but still a draft yet to be refined and improved. I do not subscribe to the rationale that we should provide more vocational education at the expense of academic education. All Micronesian students should be given both opportunities. And the report by and large is an attempt to combine and emphasize both disciplines.

**REPORTER:** Certain allegations have been made concerning mismanagement of COM scholarship funds, the students loan fund, and the students revolving fund. Is there any validity to these allegations?

**RAMARUI:** Allegations are always allegations. Our experience indicates that the auditors were making a preliminary survey to determine if an audit was necessary but somehow the draft of an unofficial report came out with the allegations. Since they are only allegations, they remain allegations whether they are valid or not. If we want to go on to validate those allegations, I would say the auditors should make a complete audit in order to validate their allegations. At present, our student assistance office which handles the Congress of Micronesia scholarship and loan funds is doing an extensive and outstanding job. There is



no doubt about it. Of course we cannot claim to be one hundred percent accurate in any endeavor. I can say without hesitation that perhaps we make errors here and there, but the allegations that have been pronounced and emphasized still remain allegations and their validity is highly questionable. We will not attempt to defend our program against the allegations cited in the draft audit report which in the first place is not even completed nor has it been officially submitted. There is no case to even warrant a discussion.

**REPORTER:** Do you have qualified personnel on your staff maintaining accounting and bookkeeping records, or do you depend solely on the Finance Department?

**RAMARUI:** We do have qualified accounting technicians. Auditors seem to insist that only the Finance Department should have accountants and not the other departments in order not to duplicate efforts. But the Education Department is specifically mandated by law and Federal regulations stating that we must maintain accounting of funds allocated to Education, so we have accounting technicians and clerks to maintain our books. We depend on Finance Department for our general accounting. This also is mandated by law, regulation or policy, that the Finance Department has final official accounting function and responsibility over all our funds. We provide our accounting records so as to reconcile them with the Finance Department official records. We cannot be solely dependent on the Finance Department because the accounting of funds has to do with programs. We keep accounts for our funds programmatically. The Finance Department has the capability of accounting for money in terms of certification of fund status and disbursements. This is a joint venture, but the fact remains that we are responsible for keeping our own books.

**REPORTER:** If you were to evaluate both the Community College of

Micronesia and the Micronesian Occupational Center in terms of academic and vocational standards, facilities and staff, what grade should you give? Can you see any priority in terms of improvement that needs to be implemented right away?

**RAMARUI:** I would like to treat that particular question this way. Any activity must be reviewed by its own phase and merits. I would not compare or contrast MOC and CCM, rather I would like to examine MOC in light of its programs, its purpose, its goals and objectives, evaluate its success and I would like to do the same with CCM. MOC is a rather new institution. It came into being around 1970, it has evolved from a simple vocational program into what it is now, a 500 student-capacity institution with over 15 different vocational fields. MOC has attempted for the last five years to work toward accreditation. The Western Accreditation Association team is coming to MOC this month (March) to review the report of self-study. MOC currently has a status of candidacy for accreditation. If the result of the review by the Western Association proves that MOC is qualified for accreditation, then in June MOC will be accredited like any junior college in the United States. I am very hopeful that MOC will be accredited. CCM has also been attempting to achieve accreditation status. It has a candidacy status for accreditation also. Because of several factors involved, including the problem of recruitment of staff and leaders, it has had difficulties. So, for accreditation purposes we have requested a year's extension. Such an extension has been granted, and hopefully, by June 1978, CCM too will be accredited. I want to make one thing perfectly clear. Accreditation of an institution is one thing, and the quality of its programs is another thing. Accreditation status means an institution is meeting complete requirements as prescribed to set a standard of a college. Quality of a

program can be there with or without accreditation status. The CCM students are good, capable, and progressing. When it comes to individual faculty members they are generally doing a good job. Our students from both MOC and CCM are equally accepted in various colleges in the United States. CCM students get their AS degrees and their credits are transferable to many colleges in the U.S. where they can continue their education as juniors.

**REPORTER:** Do you see any possibility in the future of combining both CCM and MOC into one institution? Or do you see any need for such a move?

**RAMARUI:** I see a possibility of combining the two institution into one. I think there is a need for such a move as reflected in a recently passed bill in the Congress of Micronesia to create a college of Micronesia, to combine these two institutions, and establish a Board of Regents to run and control them (MOC & CCM) under one name, College of Micronesia. For the past three years, the Department of Education has taken upon itself such a responsibility in consultation with the Micronesia Board of Education, to come up with an arrangement whereby we can have a Board of Regents or a Board of Trustees in order to give an autonomous status for the two institutions. Only in the last Congress session such a bill to create a college of Micronesia and a Board of Regents was passed. The bill is now before the High Commissioner and hopefully, will be signed into law. The reason for having a College of Micronesia is very clear. Today we send many of our students to the United States to study in the American colleges and universities. There is nothing wrong with that. But we feel there is a need for having our own post-secondary level institution and have it in Micronesia. The need and wisdom for having a board of regents is also very clear. We would like to have a college run autonomously so as to have freedom of educational development under the Board of Regents, the college president



and administrations. I believe that a college level institution should be an autonomous enterprise free from unnecessary outside intrusions or control.

**REPORTER:** The Congress of Micronesia wants to construct an eight million dollar structure to be called the College of Micronesia. If such a move becomes a reality, does Micronesia have enough people to staff the college, or do the professors have to be imported like rice, sardines, and cars? Who will pay the salaries of these professors? What discipline must the college specialize in . . . agriculture and marine resources, or mineralogy and technology?

**RAMARUI:** You said the Congress of Micronesia wants to construct such a college. The fact is we in education prepared such a master plan. We foresaw the need for a permanent campus with adequate facilities which we may call the College of Micronesia. We prepared the master plan calling for an eight million dollar construction program. We recommend the master plan to the High Commissioner, who recommend it to the Congress of Micronesia. The Congress agreed with the idea, they liked and supported it. The Congress of Micronesia and TT Administration foresaw the need and came up with a joint recommendation. Now if such a college becomes a reality, we can have a Micronesian staff. However, like any other institution in Micronesia, we will need expatriate expertise. There is no doubt that we have to hire a lot of professors from the United States or other countries. I am sure we will be able to recruit a sizeable number of Micronesian staff, including instructors, if not professors, and administrators. I think it is only natural and a normal process, that we begin by depending largely upon the outside expertise to staff the college. However such will be only an interim kind of arrangement. I know that we can have a full Micronesian staff eventually. Concerning payment for the staff and the college, presently they are

supported by the Trust Territory government budget which comes from the United States Government. It is hoped that with the creation of the College of Micronesia, and its Board of Regents, the Congress of Micronesia may eventually have to appropriate money to run the college. The Board of Regents would also have to seek funds from other additional sources. I would like to emphasize here that such an institution is needed and desirable, and that we can eventually staff it and run the entire college with Micronesians. It is essential to point out that the college may have two different campuses, one in Palau (MOC) and the other in Ponape (CCM). The kind of courses you mentioned can be accommodated. These include agriculture, mariculture, marine biology, oceanography and other social science and even liberal arts and humanities. Of course these will not take place overnight - they fall within a long-range plan.

**REPORTER:** What reason did the Congress give for decreasing appropriations for student loans and revolving funds? Does this indicate that there are fewer Micronesians going on to college, or that there are more but they do not need financial assistance?

**RAMARUI:** I really cannot say what the real reason was behind the Congress of Micronesia's action. I can point out two or three possible reasons. (1) The Congress of Micronesia does not have much money. So perhaps it is the limitation of money. (2) I suppose the Congress of Micronesia has adopted the idea of the Economic Indicative Plan for Micronesia which stresses agriculture and marine science or related subjects. (3) Perhaps the Congress of Micronesia is basing its judgement on so-called manpower needs in Micronesia in relation to the availability of job opportunities. Therefore, we need to educate only those few people who would meet Micronesia's needs. I think these might be the reasons—I could be wrong. I do not subscribe to such reasoning. Whether there is a job



opportunity or manpower need, every man must be educated.

**REPORTER:** How many and what kind of federally funded programs are Micronesian students qualified for and how does a Micronesian student apply for them? When did these federal programs become available to Micronesian students?

**RAMARUI:** I'd like to answer your question by starting with the last point. The existence of Federally funded programs has always been there for the last several years, but we in Micronesia became aware of the availability of such opportunities only a few years ago. We began to search for more information about such programs. Now we have several programs funded under Special Federal Grants. We have basic education opportunity grants normally referred to as BEOG; supplemental education opportunity grants (SEOG); Federally insured loans, and special college work study programs which Micronesians are eligible to receive. In order to be qualified, a student must by index be financially disabled, and a student must be academically qualified to be accepted by the U.S. colleges. The students at MOC, CCM in Ponape, CCM School of Nursing are benefitting from some of these grants. We inform the students of these opportunities and of their eligibility, and advise them how to apply. We have a mechanism for working out what we call a financial package whereby a student indicates



that he can contribute so much, and BEOG and SEOG can supply him so much and then the T.T. Government or the Congress of Micronesia can make up the balance. Our Student Assistance Office at Headquarters in Saipan is engaged in coordinating, monitoring, and providing the students the assistance and counseling. At the district level they have student coordinators and counselors who also help students. The students can apply and be accepted in college under such federally funded programs, as well as the T.T. financial assistance.

**REPORTER:** Would you say that the Micronesian students attending college now have better financial opportunities and assistance than five years ago? What do you think contributes to the present situation?

**RAMARUI:** I think that Micronesian students today have better financial assistance than not only five years ago, even two years ago. I think it is largely due to our acquired information and knowledge about the availability of the Federally funded opportunities to help our students. Up until a year ago, we were talking about full scholarship grantees from T.T. which comprise a small portion of our students in the States. Our scholarship program offers a flat \$3,000.00 for ordinary scholarship students and \$5,000.00 to medical or law students, but this was only available to a few selectees. Today, we have over 2,000 students in the U.S. The majority of them benefit from U.S. Federally funded grants and our assistance grants. Through this financial packaging arrangement, we will eventually phase out the outright full scholarship granting. We hope we will be able to divide the money to all qualified and deserving Micronesian students in the form of assistance grants, and have them apply for other sources as I have mentioned. In this way we will be able to help all the students rather than only a few full scholarship recipients. Little by little as time goes on, the scholarship program will be phased out, and we will

only have student assistance programs. I might add that we have a very capable student assistance officer who literally is able to contact most if not all the 2,000 students in the United States, Philippines, Papua New Guinea, Fiji and other countries by correspondence and other means of communications. We are in a better position to offer financial assistance now and advise all our students in post secondary institutions, especially those who are abroad.

**REPORTER:** Is our education system relevant or effective?

**RAMARUI:** I say not totally now, and our system certainly must be continually changed to meet the needs of the future if it is possible to even partially project that future. However, to single the present education institutions out of the existing chaos and expect them to bear the blame for or to solve the problems which cover a spectrum of divisiveness, lack of direction, acculturation, manipulation, lack of altruistic responsibility and lack of vision seems quite unreasonable. Developing education as a productive system, must be based upon a social/political stability and direction which have not been and are not now present.

**REPORTER:** Further, the big question still persists, given all that has been written and said about "Micronesia", can there be a political entity of Micronesia? There are many "ifs" involved and beyond the question of can there be a Micronesia is the question; should there be a Micronesia — do the majority of people involved want a Micronesia?

**RAMARUI:** It is a possibility that we are outside the realm of a logical or any other type of internal decision on the matter of Micronesia's existence as we are in most other areas of social or economic concern. The social, economic and political variables now present render most cause and effect decisions impossible to be made, even if we could intrinsically define a decision making mechanism. The whole process is

*happening;* many non-communicating individuals doing what they think is "right" or "wrong" at any given moment are *real* decisions. Collectively, these decisions, unfortunately, heavily influenced or made directly by people other than indigenous people, made up the reality — the circumstance of most people who live primarily in our major population centers. The false realnesses and premises of recent planning efforts have not taken into account the very real value that these islands have to the industrial societies given the compulsive westward cultural/economic movement of the United States and the southward extension of the Japanese socio-economic sphere — both motions which have historical validation. These islands and our people stand at the intersection of these two culture sets and in doing so, take on *great* value. Our real estate and the projected political/economic control of it and the surrounding ocean and sea bed cannot continue to be unappreciated and understated in value as it has been in the past. Educational processes must be aimed at humaneness as well as economic growth and stabilizing cultural preservation. It is with sadness that I think that the uniquenesses of our various island cultures may not be honored nor prevail in the paths of our many young individuals who are able and willing to challenge the outer world. Our old ways are dead or dying but there was and still remains a civility-a protective sensitivity for others which is now being threatened and in turn threatens to destroy the essences of our various ethnic groups. What social institution will protect us from this very real danger if not education? The hardening realnesses of the technical world have not yet quite been able to overcome the reality of island people's humaneness in this place and time. That is what gives most people from the outside technical world such delight ironically, along with envy, the desire to wrest the "natives" from their agrarian simplicity. Still many well meaning



people want a human zoo; perhaps their rationale is to protect the people from the dehumanizing process inherent in present technological patterns. Many of us want our deep freezers and our reef fish too. The decision on what happens in Micronesia seems almost beyond any making. No matter what, hopefully, the present societal kindness of the people will prevail. It will bring sadness to most the day that the island policemen put down their sticks used to guard prisoners and pick-up shotguns. Maybe we should struggle to establish and maintain a protective estuary from the non-person "reality" which now threatens everyone with annihilation. The dangerous search for meaning beyond the present walls of physical survival is a common bond between people, each of us "little islands" unto ourselves — ill prepared to cope or to gain self or social fulfillment in a quickly changing and hostile world dominated by technological giants beyond our understanding and influence. Education in its truest sense of developing thinking, creative, imaginative, productive individuals is our only hope as contrasted with limited training in soon obsolete manual/technical skills which will open up the majority of our people to exploitation and less than fruitful lives. The choice of describing what we want for ourselves is still seemingly open as well as is the choosing how we reach the goals we describe. Will we exercise these choices and, if so, when? Leadership is the key!

**REPORTER:** In your professional opinion as Director of Education, can you sum up the progress and the accomplishments of education during the last 30 years? What would you say are the major accomplishments?

**RAMARUI:** I like that question, because I have been with the system since its infancy. Our education system in Micronesia began in 1946, and I have been with the system since then with some break off at certain intervals. I can say that at the inception or creation of

the system, we started with no qualified teachers. Simultaneously, there were no other Micronesian professionals doctors, nurses, sea captains and what have you. Now to jump from then to the present day, we have Micronesian doctors, writers, administrators, educators, sea captains, economists, businessmen, politicians, lawyers and many other professionals. I can proudly say that from 1946 to 1977 which covers a 31 year span the accomplishment is tremendous. We started at zero to what now in our government is about a 75-80 percent Micronesian operation. This is a credit to our education and education as an integral part of our government and of the people. We have high school graduates; also college graduates with Bachelor degrees; post-graduates with Masters degrees, and even Doctorates. To pin point the major accomplishment, I would say the evidences are clearly and vividly all around us. They speak for themselves. I am not claiming that we made them as they are today. The point I am trying to make is there is that chain of educational process... the primary school prepared students for secondary school, and the secondary school prepared them for college. The educational system in Micronesia did contribute to the development of Micronesia. Certainly, there is always room for improvement of the system. The educational system must be open for modifications, progress and changes with time.

**REPORTER:** If you could change the direction of the education system in Micronesia right now, what direction would you go?

**RAMARUI:** I would say that we must re-examine, modify and improve the system. I do not think our system is on the wrong track. Necessary changes for improvement and advancement must be made as time goes on and as changes take place in the society and throughout the world. When we first started the education system, it began with only up to sixth grade level, then in time we added the intermediate school which

includes seventh, eighth, and ninth grade levels which was somewhat selective. Not all the students were able to attend. In Palau District we established a Vocational School in 1948. Now it has expanded and become MOC. As time went on, we were able to extend the system to include full-fledged high schools, and later added post secondary institutions, CCM and MOC as noted earlier. I do not think the need is to change the direction, but rather the improvement of the programs. I think our present programs are largely relevant. When we talk about the relevancy of education, we have to consider the situation, the circumstance, the time and place and image of society now and in future. I am afraid that many people are talking about the changing of direction, not knowing what direction or reform, not knowing into what form or relevancy, not knowing in reference to what.

**REPORTER:** How do you see the future of the education system in Micronesia, say for the next five years?

**RAMARUI:** I would like to see our basic education structure set up remain as it is... elementary and secondary with substantial emphasis on vocational education properly or appropriately implemented from the elementary level through high school level. Now we only have a two year post secondary program-this must be kept and improved. Within the next five years, I would like to see a full-fledged four year college of Micronesia. I think within the next five years we might have to run our school system with our own revenue. I think the Congress of Micronesia, the people of Micronesia, and the various district legislatures should anticipate that role and prepare themselves to be able to carry out the responsibility.

**REPORTER:** Do you have any final comments on any of the topics we have discussed or anything you want to add?

**RAMARUI:** I would like to make a general statement on the UNDP Five Year Indicative Plan. I think it is based on a very narrow view of job oriented



training and hardly touches what total education really is or should be. Out of eleven objectives under the heading EDUCATION DEVELOPMENT, I find only one item which falls within the definition of education and the rest are merely expressions of responsibility, economy and management. It confuses education with training and subordinates education processes to so-called manpower needs. Manpower needs based on job availability do not and must not determine educational needs. The Plan talks about quantity and quality of education to be delivered. We must talk about quality of education to be delivered more than anything else rather than quantity and types of training.

Many Micronesians in government and in the community are being swayed by the Plan's seemingly forceful, yet narrow economic view. To pursue education on the premise that controlled selection on students is an imperative based on restricted funding, the supposedly prioritized national manpower needs and to fill in available or will be available job opportunities in Micronesia is not acceptable to most young people. Further, this view to me is contrary to the concept of democracy which proposes to guarantee every man's human rights which set forth, among other things, freedom of choice,

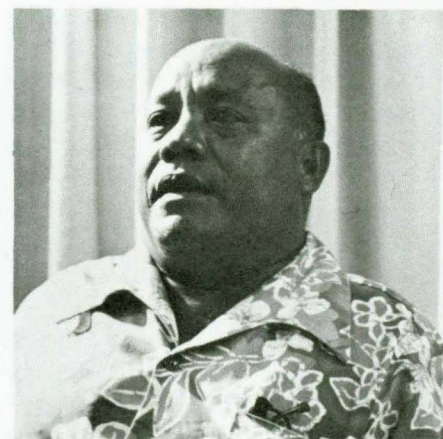
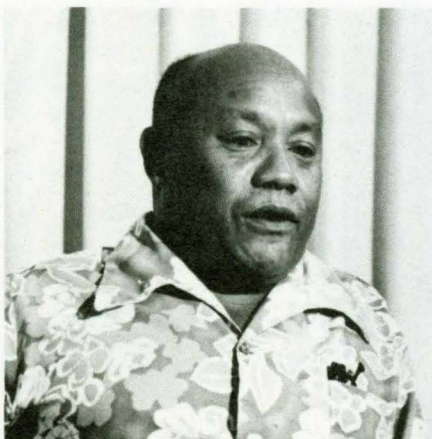
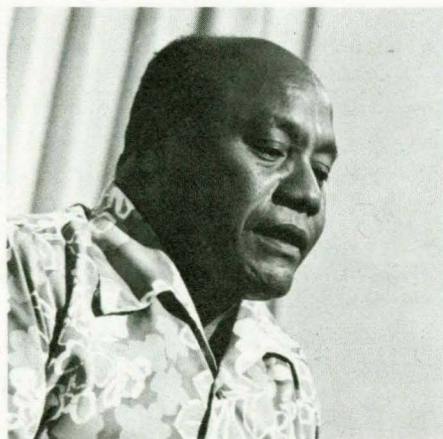
thinking, decision making and above all equal educational opportunity for one's own personal growth and development. I see this Plan's view as arbitrary and as a manifestation of totalitarianism, short-sightedness, and authoritarianism which will negate development of a sound educational system for Micronesians in Micronesia and limit our relations with the larger world to one of inferiority.

Manpower needs and job opportunity estimates are merely guides for purpose of providing us some kind of plans for specific skill training and are not and should not be confused with the determining factors for educating man. Education is by definition the process of every man's total growth and development. To put it in more precise words, education is an inseparable component of democracy to help nurture man's intellectual growth and foster his knowledge, understanding, ability and his sense of responsibility as a unique individual in his society. It is every man's concern, right, and no one should be denied the opportunity or be subjected to externally imposed restrictions. It follows, therefore, that the basic question is not who or how many Micronesians to educate and in what fields but rather how best to get every person educated according to each

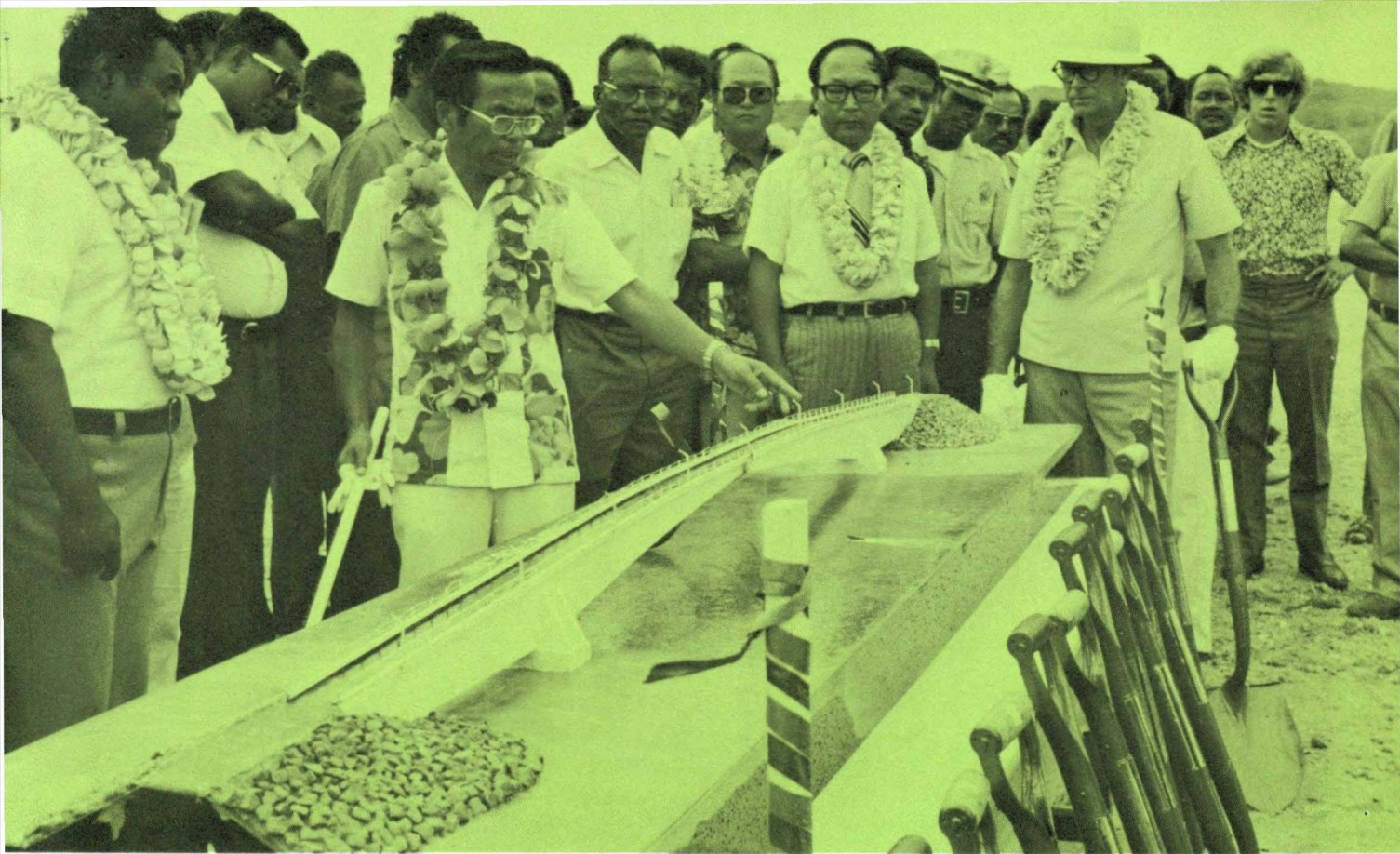
individual's aspirations, talents, and motivations with availability of opportunities open to all. I must also say that leaders and educators are not the dictators but facilitators who should be assisting, facilitating and guiding our youth so they may become self-fulfilled and perpetuate their growth and development according to their own pace toward a world of the future which is beyond our present vision and which belongs to our children and their offspring.

It is of utmost importance that we clearly differentiate and understand the meanings and the differences between "education" and "training" — they may loosely be taken to be synonymous but they are not. Education is for a total growth of a person including academic discipline, character building, manual and technical skills development and moral and spiritual development. Training is for development of a particular manipulative skill like carpentry, mechanics and others. We can train a dog to do certain things but we cannot educate him and I think Micronesians are entitled to more than just being trained as the UNDP Plan indicates.

Real education makes a man able to think, imagine, create, appreciate and perpetuate meaningful life for himself and for his society.





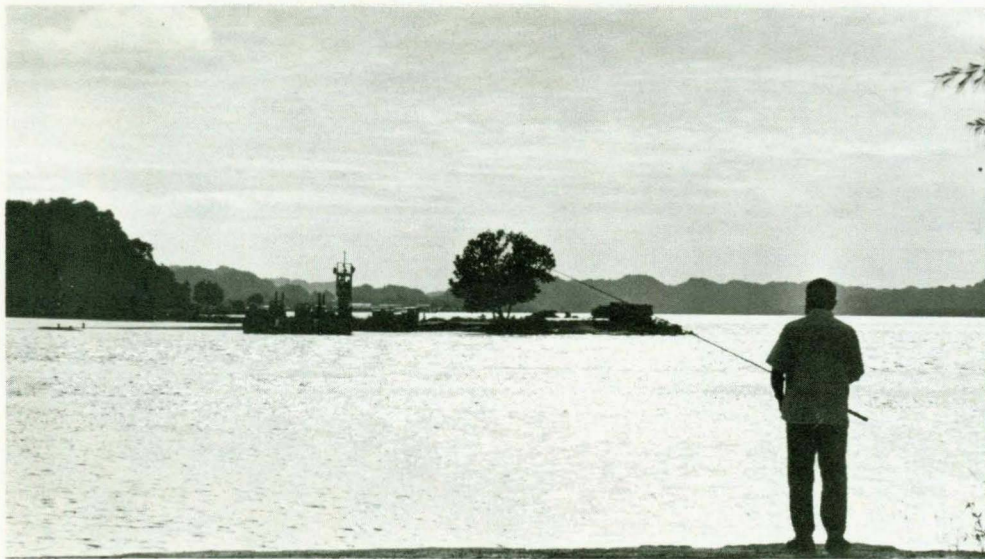


## KOROR - BABELTHUAP BRIDGE



*The groundbreaking ceremony for the bridge with former HiCom Johnston, district leaders, and SOCIO officials taking part (below). In the upper picture, a SOCIO representative explains the model of the Koror-Babelthuap bridge.*





*Before the construction of the bridge, a lone fisherman tries his early morning luck in the channel at the ferry landing on the Babelthuap side. Across the channel lies the island of Koror, the district center. (Official Navy Photo by JOC Bill Wedertz, USN).*

The new world record pre-stressed concrete bridge span is nearing completion in the Palau Islands, in the western Pacific about 500 miles east of the Philippines. This mammoth structure, known as the Koror-Babelthuap bridge, is being constructed by using the cast-in-place pre-stressed segmental method. The 790 foot main span will eclipse the 787 foot world record span of the recently completed Hamana-Ohashi bridge in Japan.

This \$5.2 million structure will be a valuable link to untapped resources as this island group strives to improve its undeveloped industrial and economic position. The bridge will cross the Toagel channel and connect the district center island of Koror with the largely undeveloped island of Babelthuap. Although some skeptics fear the destruction of Babelthuap's beauty and environment, most Palauans are eagerly awaiting the completion of the bridge. The gracefully arched structure should certainly not detract from the lush, tropical surroundings.

Socio Construction Company of Guam is the contractor on this project, which is being administered by the owner, the Trust Territory of the Pacific Islands. Although Socio is a relatively young firm lacking previous involvement with a project of this size, they have proved their capabilities under very trying circumstances.

After a slow start, Socio is now well ahead of schedule. The contract completion date was set for July 1977. By the end of December 1976, the contract was 90% complete, and yet 25% of the contract time remained. But more significantly, 80% of the superstructure concrete and two-thirds of the total

bridge length was completed in a period spanning just 40% of the total contract time. So the bridge will be completed *three months* ahead of time and opened to traffic April 24, 1977, final day of the annual Palau Fair.

Alfred A. Yee and Associates (AAYA) of Honolulu, Hawaii was responsible for the design of this 1,264 ft. long, 3-span structure for the Trust Territory, headquarters in Saipan, Mariana Islands. AAYA has provided a resident engineer for the Trust Territory because of the complex field engineering required. Dykerhoff and Widmann, Inc. (D&W) is supplying Socio with the pre-stressing material and technical assistance.

The bridge, in its completed state, will be a symmetrical structure having two 237 foot end spans on either side of the the 790 foot main span. The two main piers are founded on precast concrete batter piles driven into bedrock at a depth of more than 100 feet. A utility opening is provided through the entire length of the bridge for future water, electric and telephone lines. An expansion assembly will be installed at the center span hinge. The bridge deck will be 67 feet above mean sea level at midspan. The approach embankments leading from the existing causeway to the bridge will be approximately 500 feet long. A total of 11,700 cubic yards of concrete, 1200 tons of reinforcing steel, and 575 tons of pre-stress steel will be molded together to produce the bridge.

The bridge, as originally designed by AAYA, was somewhat different from the one being constructed. As a matter of fact, the record span was developed quite by necessity. The original plans provided two bidding



options. Scheme I had 3 spans totaling 840 feet, including two deep water piers. Scheme II had 3 spans totaling 1520 feet, including a 760 foot main span and shallow water piers. The shallow water option was bid, but it was soon discovered that deep water existed at the planned pier locations. After sounding the depth at both sides of the channel, it was apparent that a 790 foot span would be the minimum length to fit.

Socio had already become involved with D&W in a turnkey proposal when the error was discovered. Therefore, the new information was incorporated in the proposal. Of course the span change required a completely revised design, including foundation modifications. Fred Masuda, AAYA, worked very closely with Khaled Shawwaf and Dr. Man-Chung Tang, D&W, to produce the new design. The revised design, as well as the original design, was developed with free-cantilever type construction in mind.

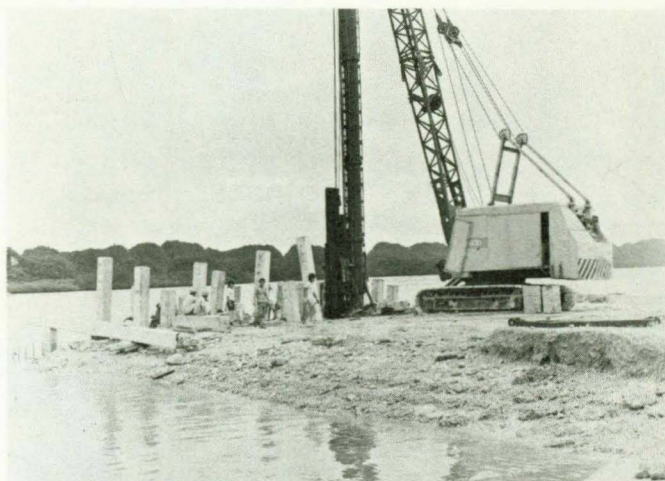
Two significant reasons can be cited for the success of this revised construction approach. The free cantilever method was chosen originally because both the main span and end span would extend over water and because it would require a minimum labor force. However, another operation created favorable circumstances for a change. Socio needed to provide access to the main pier area for pile driving and pier construction. Socio Project Manager J.D. Lee, realizing the stability of the dredged coral access road, decided to capitalize on a second use of the material as a means of reducing construction time. The need for an increased work force to build the bridge in this manner was not overly costly because of the relatively low Korean wage scales. Thus a considerably more complex construction method was manipulated to work to Socio's advantage.

Some of the design criteria and existing site conditions have contributed to a number of interesting features on the bridge. Some of the more notable ones are the battered piles in the main piers, tremie concrete for erosion protection, the massive pile caps, the ballast for uplift protection at the end piers, and provisions for resistance to typhoon force winds.

The tall webs of the structure are heavily reinforced to withstand the raging winds which prevail during a typhoon. The piles were also investigated for lateral and torsional resistance to the wind. Primarily, two stages exist at which time the typhoon gusts and unsymmetrical wind loads will be most critical. One stage, already past, is just before the end span is keyed into the end pier. The other is just before closing the main span gap. At either stage, the structure is designed to endure the 150 mph winds; but it is preferred that we not be forced to test its stamina.

Socio has not had an easy road on this project. It seems that from the start, as one dilemma was solved, another would surface. The remote location of Palau most often seemed to be at the heart of the problem. However, Project Manager J.D. Lee was always able to meet the challenge with a substitute plan to keep the project moving.

The first step necessary to commence work was to supply utilities to the jobsite and the workmen's cap. Since the closest sources for water and electricity were over one-half mile away, the task was involved. Telephone service is still pending.

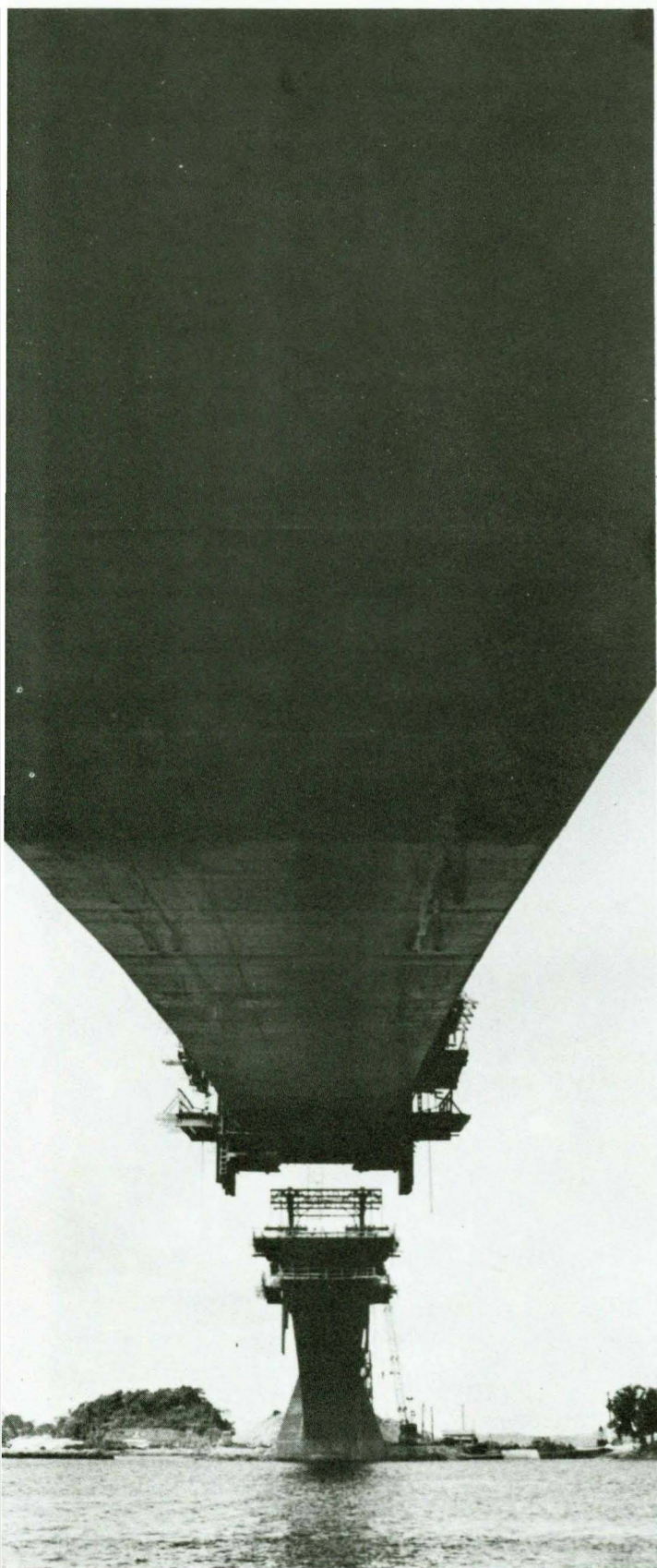


*An 80,000 foot/pound Mitsubishi diesel hammer was used to drive these concrete piles into bedrock at a depth of about 100 feet.*

*Laying out the reinforcement rods required highly professional skills and had to be done according to the bridge's blueprint.*







*From the Babelthup side of the bridge looking across the channel to the Koror side.*

Next Socio realized that if they were to get the job completed anywhere near the contract completion date, a more productive crusher plant was needed. The existing plant could never approach production levels sufficient to maintain adequate stockpiles of concrete aggregate at the jobsite. Socio's answer was to purchase their own crusher plant. The plant is capable of manufacturing 1500 tons of concrete aggregate per day. All the aggregate for the bridge has now been manufactured. Aggregate is also produced for the local Public Works Batch plant.

Another problem of logistics was to provide a source of water on the Babelthup side. The municipal system serves only the Koror side. Therefore, Socio ordered a 2-inch reinforced rubber line to provide water for their various operations. However, it did not arrive in time for the scheduled tremie concrete placement. Not to be outwitted, J.D. Lee gathered a large stationary tank, a couple of tank trucks, and a water pump so that a 500 cubic yard pour could proceed.

Another potentially crippling incident occurred when Socio got caught short by new Trust Territory shipping regulations. As a result of the regulations, their cement pipeline was cut off. However, Socio was able to negotiate the detour of a ship into Palau with 900 tons of cement after a short delay. But the episode was not over. What a severe blow it was to discover that 400 tons had been swamped by water at sea. With the threat of another cement outage, Lee was back to negotiating. Once again he was successful in locating a ship to haul the cement. The ship arrived nearly on schedule with the expected cement tonnage and a serious delay was once more avoided.

These are just a few of the hurdles which Socio has had to clear to maintain their schedule. These incidents seemed to be the rule rather than the exception in Micronesia according to Ray Zelinski, Resident Engineer for the Trust Territory and an employee of Alfred A. Yee and Associates. The project is running ahead of schedule. AAYA and TT have been pleased with Socio's performance and progress. Zelinski, who gained his experience with segmental construction with the California Highway Division on the Pine Valley Creek bridge, has been particularly interested in Socio's emphasis on labor. In this era of sophisticated



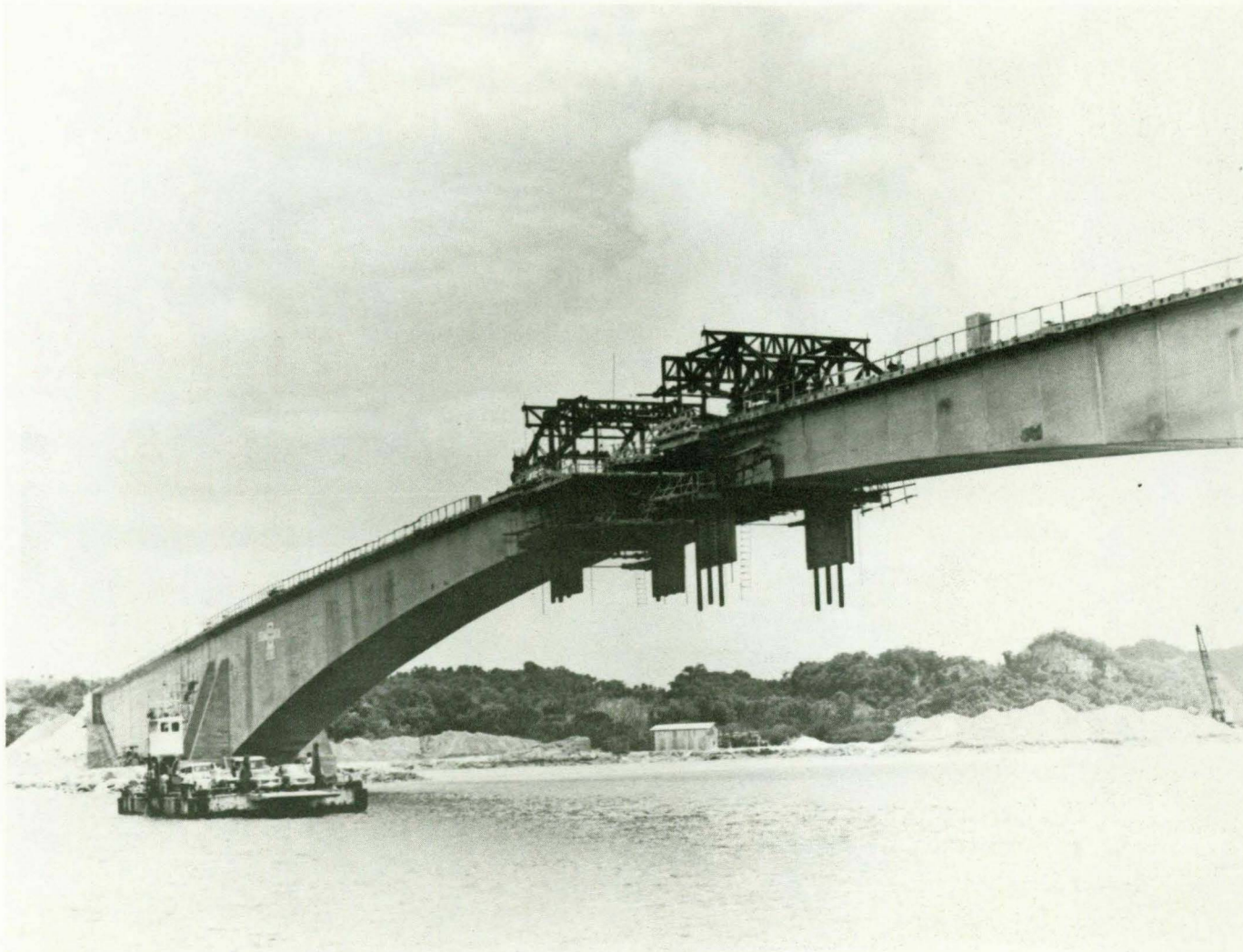
equipment, the work in Palau is being performed with minimum reliance on mechanical equipment. Most of the reinforcing steel and pre-stress steel has been stored, shifted, and installed by hand, and the cement is batched by the sack. Furthermore, the equipment that is available is the very minimum expected on a job this size. The crew of skilled mechanics, however, hold the equipment downtime to a very slim percent. Faith in the ability of the mechanics is demonstrated by the fact that Socio has placed concrete with only two mixers, including pours up to 840 cubic yards in size.

The progress of this project is especially pleasing to Koichi Wong, Trust Territory Director of Public Works and Contracting Officer. Wong has seen too many contracts drag on for months, and even years, beyond their completion dates in the Trust Territory.

Socio President B.W. Chung, recognizing the enduring efforts of his engineers and labor force, has employed photographer J.Y. Lee to produce a pictorial story of the - Koror-Babelthuap bridge in both still and movie form.

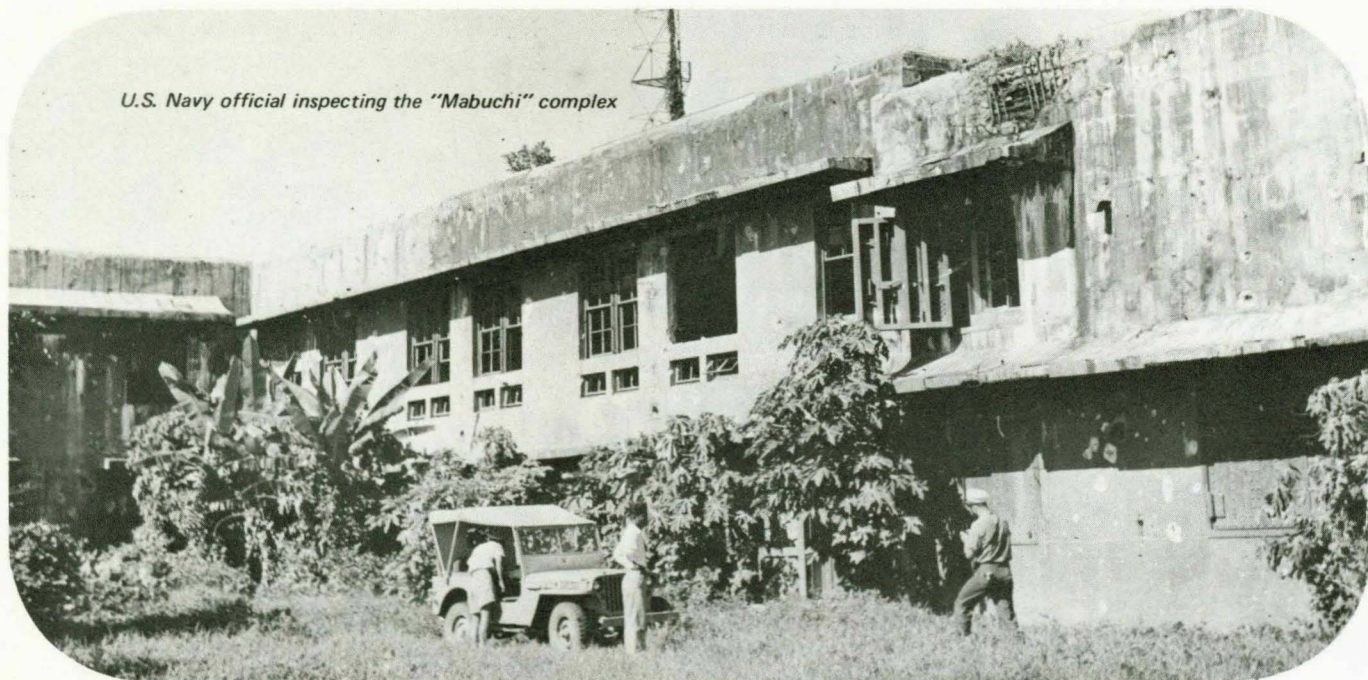
Socio's determined efforts to complete this bridge have not gone unnoticed by the Palauan people either. As the ferry makes its 15-minute pass across the channel, most of the commuters appear very interested in the current operations on the bridge. Although the ferry will be missed as a favorite fishing spot, the people are getting anxious to see the agonizing commute come to an end. In addition to improving the transportation, the bridge will provide direct access to the abundant resources on Babelthuap which may be the key to Palau's economic growth.

*Slowly the two ends of the bridge rose from opposite sides of the channel to meet at the center to complete the bridge.*





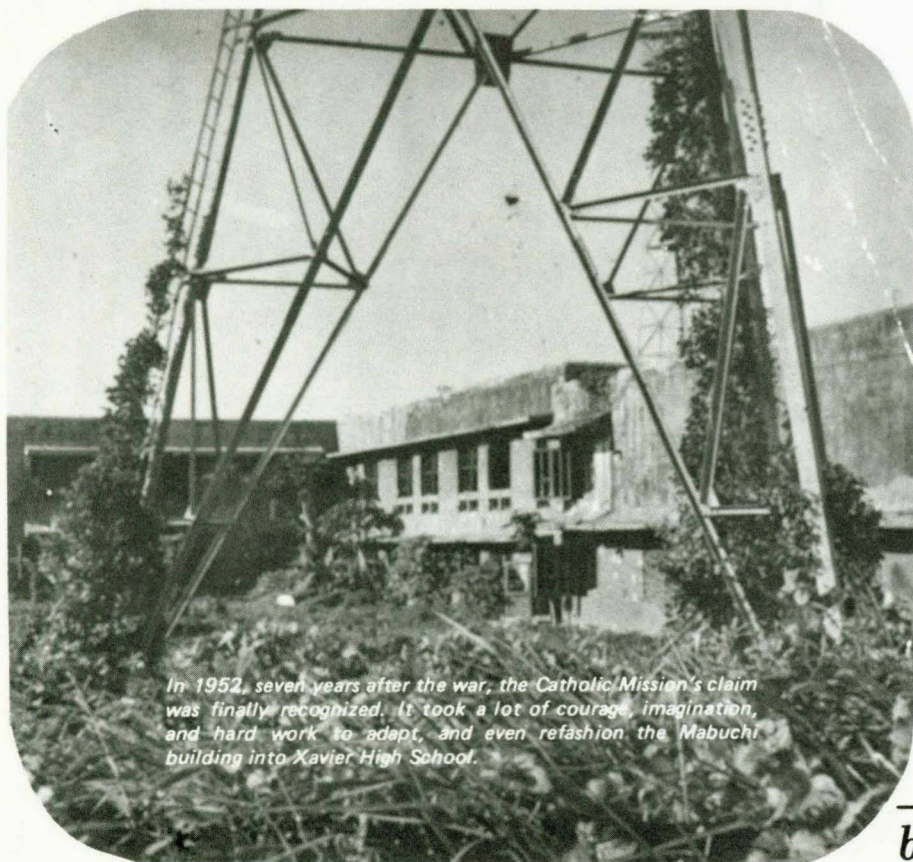
*U.S. Navy official inspecting the "Mabuchi" complex*



# GHOSTS OF THE PAST....

## A VISION OF THE FUTURE

*In 1952, seven years after the war, the Catholic Mission's claim was finally recognized. It took a lot of courage, imagination, and hard work to adapt, and even refashion the Mabuchi building into Xavier High School.*



*by Francis X. Hezel, S.J.*

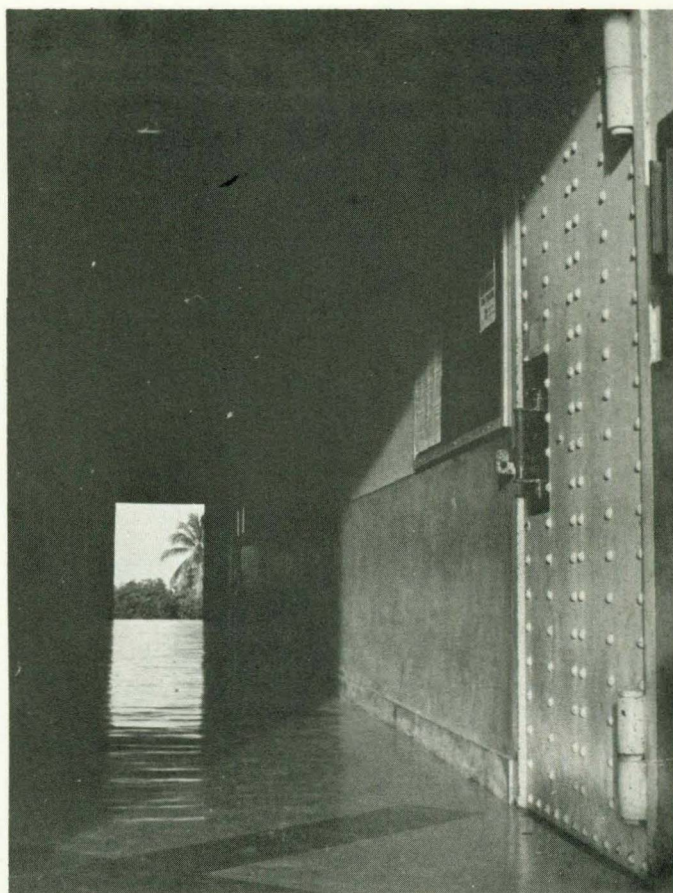


To the tourists in the shiny Continental bus who have bounced their way over what has barely passed as a road for the last five miles, it is the pause that refreshes. An oasis of trimmed lawns and colorful hedges greets them as they come to a stop at the end of the winding entrance. But their attention is fixed on a two-story squat cement fortress that fairly glowers at them from among the shrubbery and trees, with large concrete eyebrows tinged in faded blue protruding from above massive iron shutters.

The tourists leave the bus and follow the tour guide up to the roof, remarking to one another as they go on the pockmarks in the sturdy cement walls and the shallow craters in the four-foot thick roof. "This place was strafed and bombed by British and American planes during the war," the Trukese tour guide tells them. They are standing on what the travel brochure that they carry informs them was a Japanese radio communication station: a historic monument from World War II. From the roof of this relic they look out to the old lighthouse, now almost hidden by coconut palms, at the eastern tip of Moen Island. Their gaze shifts to the nearby islands of Toloas and Fefan in the Truk lagoon, and then beyond to the thin white line of the barrier reef. It is a breath-taking view on a clear day, and many of them reach for the cameras that hang at their side to record the scene for their friends back home.

A historic monument! Ghosts of the past hang heavy over the place, but it is not a mausoleum either. Mabuchi, as local people call it, lives on as a school. Where the radios once stood beamed on Tokyo, students are now served lunch and dinner. Not far from the cave that conceals an auxiliary generator, still dripping oil after 35 years, is a quiet pond where boys bathe in the late afternoon. What were formerly Japanese officers' quarters are now faculty rooms and the enlisted men's barracks is the boys dormitory. The Imperial Admiral's sunken bath has long since been filled and now serves as the Principal's office. To its 110 students and its staff of 14, Mabuchi is not just a school, but *the* school . . . Xavier High School.

Xavier has a history of its own. Twenty-five years of it. Br. John Walter, a full-bearded Jesuit with a smalltown drawl who still lives on Truk, has witnessed it all. He reminisces about the work that he supervised to turn the gutted, bombed cement hulk into a school. He tells about tediously chipping away at the thick concrete walls to widen the narrow windows and constructing a step-down showerhouse at the edge of the property to allow 15 boys to shower at once. The gray beard that he habitually combs when speaking was jet black then.



*The heavy iron doors and shutters are still closed when heavy winds bring driving rain from the northeast.*

Bishop Vincent Kennally, now 82 and retired, remembers his long exchange of correspondence with Admirals in Honolulu and Washington before the land on which Xavier stands was finally returned to the Catholic Mission. It has been appropriated by the Japanese military in 1940 without compensation. In 1952, seven years after the end of war, the Mission's claim was finally recognized.

The Hellcat fighter dips into its dive as it approaches its target. Ahead, nestled on the saddle of two gently sloping hills, sits an oversized bunker completely sealed off against attack. Three 150-foot radio towers encircle the building as silent sentinels. As the Hellcat swoops in for the attack, the wooded hills on each side belch flame and smoke and steel. Ack-ack fire! The Hellcat now releases its 500-pounder, and its machine guns rake the coconut groves and then the building. A second later it is nosing its way up again out of range of the anti-craft batteries.



"There were only two high schools in the entire Trust Territory in those days," says Fr. John Hoek, the first Principal of Xavier. "PITTS, the teacher-training school that served all the districts, and Xavier. Xavier was really a minor seminary for the first year, but soon became an ordinary high school."

But not really ordinary either! The first groups of boarders rose at 6 a.m. to begin their day with Mass and ended it with common prayers recited as they knelt beside their beds. They learned to read, imperfectly perhaps, Cicero's orations and Caesar's account of a far earlier war in the original Latin. And, of course, they also struggled with more prosaic subjects like English syntax and trigonometry. Once each year, decked out in singlets and pantaloons, students would present "The Merchant of Venice" or another of Shakespeare's plays, and each month they produced mimeographed paper that they called "Three Towers." (The towers themselves have not survived, but the paper has!)

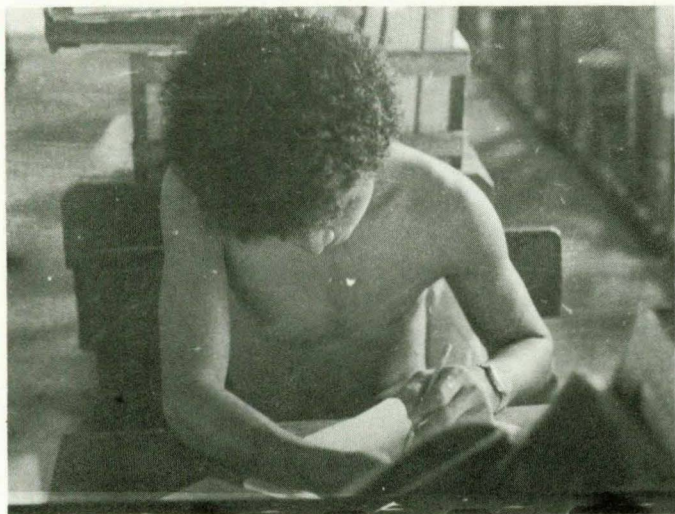
To the tourists who re-enter the Continental bus, it is just another school, the grounds better kept up and the buildings slightly more ramshackle than most. Students shuffle back and forth between the classrooms, some of them catching a quick smoke before their next class begins. One of the visitors, while waiting for the stragglers, pokes his head inside one of the classrooms for a second and notices the usual schoolish things: blackboards wearing a thin layer of yellow chalkdust, chairs with attached writing arms, a stack of notebooks on the teacher's desk. A school is a school.

Three Xavier boys are setting up their video-tape equipment and making final adjustments on their camera moments before the Air Mike jet makes its final descent onto the Truk airfield. They are preparing to catch the landing on film to complete their video-tape documentary on present-day transportation in Truk. It is one of the requirements for the course in communications that they are taking.

Four seniors walk into one of the largest locally-owned hotels on the island. They ask to see the manager, explaining that they would like to ask him a few questions about his business as a part of a survey of private businesses on the island that they are conducting. When the manager appears after a few minutes, a stocky Yapese boy, introducing himself as the leader of the group, proceeds to interrogate him about his gross and net profits for the past year.

"We have the usual boarding school problem at Xavier," explains the new Dean of Students, a thick-set Ponapean who himself graduated from Xavier eight years ago. "Some drinking, now and then a fight, and the normal boredom. But we keep the boys pretty busy around here." He points to several groups of students some way off who are variously engaged cutting grass, repairing window louvers, painting benches, and washing windows of the study hall. There are a few girls visible, too, who have just been admitted as students this year when the school turned co-ed. A handful of boys are practicing layups on the basketball

*A school is a school; even without a shirt one has to pass the exams.*



*Like many other all boys' schools, Xavier High School has turned co-ed.*







*This is the pillar, the story has it, that once bore the bloody imprint of a human hand after a Japanese enlisted man was hurled to his death during a bombing attack.*

court, and a couple more are dragging a volleyball net out to a spot that was probably planted in vegetables 35 years ago.

Past and present blend strangely at Mabuchi. The heavy iron shutters in the boys' dormitory are still closed when heavy winds bring a driving rain from the northeast. The drops that trickle from the ceiling in the faculty rooms everytime it rains are an annoying reminder of the two direct hits that the building took during the bombing raids of 1944. Then there are exposed ree-bars, the cement shaken away during the concussion from the strikes, and the long spikes that stare out at one from the ceiling. But a school is a frenetic place and there is not the time nor the psychological distance to remain infatuated with the past. The legacy of the Japanese — the building and all else — cannot simply be contemplated; it must be adapted, refashioned, utilized, and sometimes even overcome.

It is this sort of pragmatism that turns Japanese fishponds into spare water tanks for a boys'

showerhouse, and ordnance dumps into libraries. At bottom, this was the magic that transformed an abandoned Japanese radio communication station into one of Micronesia's foremost schools. "The Eton of the Trust Territory" is the complimentary way one visiting journalist put it.

How can the heritage of the past be best employed to serve the needs of the present? If this question had not been asked, Mabuchi would be a historical monument now, not a living institution.

Two long lines of boys, dressed in bright colored loincloths and adorned with coconut palm bracelets and anklets, snake their way onto the stage in front of several hundred people. One of them takes up the ancient chant and all begin slowly swinging their bamboo clubs to the steady beat. Soon the tempo increases and the dancers move in and out of the lines in frenzied motion, as the clack-clack of bamboo striking bamboo grows louder. The students are presenting one of their traditional dances to raise money to build a new basketball court.

There is a slight look of bewilderment on the faces of his students as the social studies teacher, an American, announces to his "history" class that he will be beginning with the present and working backwards. He explains that since the real purpose of history is to understand ourselves better, we would do better to begin with ourselves as we are now. A student raises his hand and mutters, "Why don't we forget about the history and study teen-age slang!"

Adaptation to present-day needs is still having a transforming effect on the school today. Students no longer kneel beside their bed saying their night prayers in unison. Instead many choose to sit in a tight circle on the scarred roof on a clear evening and share their prayerful reflections on a passage of Scripture. In classrooms where the constant drone of the teacher's voice was formerly about the only sound heard, a passerby now hears the murmur of students conferring with one another or their teachers as they work out their individualized assignments in English and math. Old pictures of the islands and historical books in the school library are no longer just curiosities to be thumbed through during spare projects. Work assignments after class are made and overseen by a student "Secretary of Labor", while the study hall and dormitory are prefected by upperclassmen, not by faculty members as formerly.



"Learning how to survive in jet-age Micronesia is what the school is all about," says one of the faculty members. "We want the students to be in touch with their traditions, but they're getting ready for life in a world that demands new skills, resourcefulness and a critical mind. They're being called on to shape the future and remake their societies."

Many of Xavier's 300 graduates are, in fact, in a position to wield influence over decisions that are made in the government and private sectors of Micronesia today. Among the school's alumni are five Congressmen, a handful of lawyers, several doctors and other medical personnel, administrators in every echelon of government service, and managers of several businesses. In almost every bank in the Trust Territory there is at least one Xavier graduate in training for a management-level position. Then there are the school teachers (including four of the present staff at Xavier itself), the mechanics and technicians, and the journalists and radio programmers.

About eighty percent of the school's graduates went on to college, even before the recent windfall of federal assistance programs made it possible for almost any high school graduate to attend a US college. Today the percentage of college-bound graduates is just about the same as it was 10 years ago. But the ones who have never gone abroad should not be forgotten either. There is the young Palauan, for instance, who returned to his sparsely populated coral island with Gilbert Highet's *The Art of Teaching* in hand to help educate his own people. He is still there in the tiny elementary classroom 12 years later instructing a handful of island boys and girls.

Whatever work they happen to be doing today, Xavier alumni agree that their high school experience has been as important for the friends that they have made as for what they have learned. Some even argue that the strong current of political separatism in the districts might have been avoided if there had been more inter-district high schools like Xavier, where Palauans and Marshallese could have formed solid friendships with one another and with young people from other districts as well.

This may be an overstatement. But the bonds forged at Xavier do seem to survive time and distance. When Peace Corps/Micronesia holds its regular staff meetings, a cadre of four young men greet one another warmly and immediately begin making plans as to where they will spend the evening together. They are Xavier alumni, each from a different island, and they have not seen one another for several months.



*New buildings have been added to the old "Mabuchi", but the spirit still lives "Ut Omnes Unum Sint"... that all may be one.*

*A statue of the school's patron saint, St. Francis Xavier adorns the courtyard.*





The large maroon-and-white sign that greets visitors to the Xavier campus shows the school seal and the motto: "Ut omnes unum sint" — "That all may be one." The visitor looks and wonders whether it is an expression of religious fellowship or wistful political prophecy, almost certainly doomed to frustration.

What is the future of the school as it prepares to celebrate its 25th birthday? Apart from the ever-present financial worries, Xavier faces an identity crisis regarding its role in the Trust Territory of today . . . or in the Confederated States of Micronesia of tomorrow. Shall it continue to turn out well-educated and competent Micronesians for a job market that is already over-saturated? With the expansion of the public high school system of the Trust Territory in recent years (from 6 schools with 300 students in 1963 to 16 with a total enrollment of over 6,000 today), is there a need for "just another educational mill"? In the consumer-oriented and money-conscious society that is evolving in all of the districts of Micronesia, can the school possibly succeed in educating young people committed to the service of their fellow Micronesians rather than to the receipt of their bi-weekly paycheck?

The 14-year old Freshman leans back on the long wooden bench in the school auditorium as the Friday night movie begins. As images jump across the old bedsheet that serves as a screen, the boy sees himself as an earth-shaker and worldmover. He is Superman and Hercules, a pilot and a sheriff and a priest and the President of the Republic of Micronesia, each in its turn. As his imagination soars, he rests his arm on the plywood-covered pillar next to him. This is the pillar, the story has it, that once bore the bloody imprint of a human hand after a Japanese enlisted man was hurled to his death against it in a bombing attack.

The ghosts of the past may still haunt Mabuchi, but the most frightening spectres are those of the future. Can Xavier continue? Should it continue? And yet there is that peculiar vision that originally fashioned the school and has been refashioning it ever since! Like the vision of the young, it is a spirit that reaches into the future and accepts it as challenge rather than threat.

Whatever the tourists who visit Mabuchi ten years from now may find, you can bet that it will not be an abandoned war monument.



# *THE TEACHER CORPS PONAPE PROJECT: A MICRONESIAN MODEL FOR TEACHER EDUCATION*



*"Family Portrait" Kneeling (left to right) Interns: John Johnny, Himul Telenkun. Standing: Rensper Jack, Yushiro Albert, District Coordinator of Teacher Education Harvey Segul and Teacher Corps Director Dr. Fred Baker.*

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*by Frederick J. Baker, Ph. D.*

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## TEACHER CORPS BACKGROUND

Good teacher training is an on-going need recognized by most educators in the Trust Territory. Ponape District has accepted the assistance of a federal project, Teacher Corps, in order to help meet this need.

In the United States, Teacher Corps is a nationwide effort to give low income children a better education by improving the way teachers are prepared and the ways teachers use this preparation. Teacher Corps gives low income area schools, their communities and nearby colleges the chance to work together to plan and operate innovative programs for the training of teachers. This organization was created by Title V-B of the High Education Act of 1965. Teacher Corps projects serve close to 200 school districts, prisons, and juvenile institutions. Teacher Corps interns study in almost 100 different universities in over 30 states, Puerto Rico, the District of Columbia, and now Ponape, East Caroline Islands.

## MICRONESIA/PONAPE BACKGROUND

In order to take advantage of this Act the Far West Laboratory for Research and Development in San Francisco, California instituted the first proposal two years ago. It was successfully funded, five interns from the island of Ponape were selected and staff was brought on during the summer of 1975.

The Teacher Corps/Ponape project endeavored to bring together the resources of an Institution of Higher Education (IHE), a Local Educational Agency (LEA), and the immediate community. In this program the IHE is the Union for Experimenting Colleges and Universities, a University Without Walls Institution with central offices in Yellow Springs, Ohio; the LEA is the District Department of Education located in Kolonia on the island of Ponape and the community is a composite of all residents and institutions on Ponape Island.

To these resources were added the Far West Laboratory (the first year) and East Los Angeles College (the second year) in order to provide technical support in those areas necessary to complete program objectives. Rounding out the project finds the involvement of the Community College of Micronesia and the Trust Territory Headquarters Department of Education on Saipan.

It must be understood that the Micronesian/Ponape Teacher Corps Project was conceived, funded and begun in ways very different from projects in the United States. Micronesia has educational needs that are unique and must be recognized as such. The Micronesian environment, the



*Intern John Johnny with In-service teacher Matchuo Esa during Teacher Corps workshop at Sokhes Pah elementary school.*

extent of cultural diversity, and isolation from the rest of the world make it necessary for this type of project to be given special consideration.

## PROJECT OBJECTIVES

Five interns from the island of Ponape were selected to participate in this program. They are; Yushiro Albert, Rensper Jack, John Johnny, Rosendo Rolland, and Himul Telenkun. They were to be involved in a process that would 1) up-grade basic and professional skills of Micronesian interns; 2) implement a University Without Walls baccalaureate program in the Trust Territory for Micronesians; 3) demonstrate a model for teacher training which could be implemented in other parts of Micronesia; 4) utilize and support the teacher education programs at the Community College of Micronesia; and 5) develop culturally relevant teacher training curriculum materials.

## HOW WOULD IT WORK?

In the first year of the project the interns were to become fully acquainted with the University Without Walls process; how a program is organized, how it works and how it is documented. With the assistance of the project staff, the interns were to set individual goals and degree objectives based on identified baccalaureate level competencies and design a University Without Walls program to meet those goals and objectives. As part of the degree program each intern was to organize a demonstration site which would serve to retrain inservice teachers.



During the second year the interns were to continue to work toward their individually identified degree goals, set up demonstration sites in Ponape elementary schools, write school curriculum and teacher training materials relevant to these sites, and assist inservice teachers in implementing innovations and improved instructional techniques in their classrooms. They were also to assist in the design and implementation of an evaluation process which would assess the effect on children of the retraining of Micronesian teachers.

Throughout the two years the interns would be engaged in community-based activities which, with the active participation of parents and other community members, would encourage, support and develop educational activities for children beyond the regular school programs. To facilitate this process a Project Director from the Union for Experimenting Colleges and Universities, a Program Development Specialist, and an Instructional Specialist from East Los Angeles College were placed on site in Ponape.

### HAS IT WORKED?

For purposes of illustration this article would like to take a look at two Teacher Corps objectives that have special import to Micronesia.

The first: To provide a training program for five Micronesian interns enabling them to develop necessary skills for inservice teacher training of existing Micronesian teachers.

*Intern Rensper Jack and teacher Sasao Micky work on teaching competencies during in-service activities while participating in field-based instruction.*



This training program will provide interns the opportunity to earn a Bachelor of Science in Teacher Training Degree on Ponape if the two year program is satisfactorily completed.

The five interns in this program have been involved in teacher training in some capacity for a good many years. At one time in their careers they were recognized as master teachers. This "qualified" them as teacher trainers and that became their positions. Their previous experience includes some course work at the Community College of Micronesia, University of Guam or University of Hawaii along with a variety of workshops. If an educator visited Ponape the interns probably received some sort of inservice. The University Without Walls program on Ponape has sought to put this all together. A stable direction of academic work, life experience and community involvement (in and out of school) has been its goal. This goal setting has been done by the interns and implemented by the Teacher Corps staff.

The Union for Experimenting Colleges and Universities, first established in 1964 has come in recent years to be one of the leading forces for change in American higher education. More recently, the Union has been involved in the development of alternative forms of higher education at both undergraduate and graduate levels. A large effort was begun in 1970 to develop an alternative undergraduate program for persons of college and non-college age. Called the University Without Walls, it provides a highly individualized form of higher education for persons from 16 to 60.

The Union has supported a program that acknowledges the individuality of Micronesia. A program where students use a variety of learning experiences to achieve their objectives; regular course work; internships, apprenticeships, and field experiences; independent study and individual and group projects; travel; programmed material, cassettes and other technological materials. The Union has asked the interns to institute a process of continued documentation and evaluation of their experiences. This has taken the form of learning contracts, a portfolio, a log, a protocol, or other kinds of records. The intern's portfolio includes information on learning objectives, procedures of achieving them, and evidence of attaining them. The latter includes evaluations from employers, internship supervisors, faculty, and student colleagues as well as self-evaluations.

Interns have included products or materials as evidence of activities and accomplishments. Their



entire degree program is provided on a competency based transcript upon graduation. Says intern Himul Telenkun; "One of the most important things to me has been the setting of my own objectives. I had to learn how I learn best. This program has given me the opportunity to do this."

The role of the Union has been to facilitate a process where the competence of the candidate is the main criterion. It has been organized primarily to offer opportunities for learning. The world has become the interns' resource. Most of the interns came into Teacher Corps unprepared for self-directed study. The planning and direction of their previous educational experience had been determined by others. They had been told what to do and when, where, and how to do it.

According to Paul Gallen, Ponape District Director of Education; "This is one of my most important objectives. I need a staff of educators who can think for themselves. This is what our Teacher Corps Project is striving to deliver." Teacher Corps has sought to help the interns overcome their dependence and to achieve confidence in setting and pursuing their own educational goals. Then there is the bottom line. As intern John Johnny put it; "I am very happy that there is a way to receive a degree without leaving my home and family. Combining this with my objectives has given this project much meaning for me. With my large family it would have been impossible for me to continue my education off-island."

The second purpose: To provide a program in cooperation with intern training activities that will significantly improve teaching practices of classroom teachers in target schools selected for demonstration programs.

During the first year of the project the Teacher Corps staff developed a set of survey forms to be utilized by the various interest groups on island in order to secure information that would be helpful in delivering inservice activities. The basic content areas of the survey forms included attitudinal change, knowledge of basic teaching skills and interest in additional training or new training. The basic interest groups which were surveyed included inservice teachers, administrators and parents.

The Teacher Corps staff identified target schools on the island of Ponape for the dissemination of needs assessment surveys. Target schools were selected which represented a cross section of the ethnic breakdown on island. Special meetings were arranged at 13 target schools for teachers and administrators to complete the

survey forms. In addition, several village meetings were held as well as home visitations by the interns (parties interested in receiving a completed copy of this survey may write to Teacher Corps/Ponape). A field based program has now been developed and is currently being implemented which focuses on the major concerns expressed in the inservice educators needs assessment.

To date Teacher Corps interns and consultants have jointly conducted workshops in Ponape schools in the areas of Teaching Skills and Curriculum Development, Generic Teaching Skills, Ponape Directory of Learning Resources, and Lesson Planning and Instructional Materials Development. A workshop on evaluation is presently in the planning process. As new inservice activities are developed interns construct course outlines and process them through the Community College of Micronesia Curriculum Committee. This enables inservice teachers to obtain credit towards their Inservice A.S. Degree by involving themselves in Teacher Corps workshops.

All workshops are known as field based. This means they are held on site in the elementary schools. Joe Felix, principal of Nett elementary school feels this element alone has been a great asset to his teachers. Says Mr. Felix; "Field based instruction is new to us. We don't have to travel into Kolonia. People come to us and deliver instruction based on our needs. My teachers appreciate this very much."

*Instructional Specialist Dr. Don Enos with intern Himul Telenkun during an instructional materials workshop.*

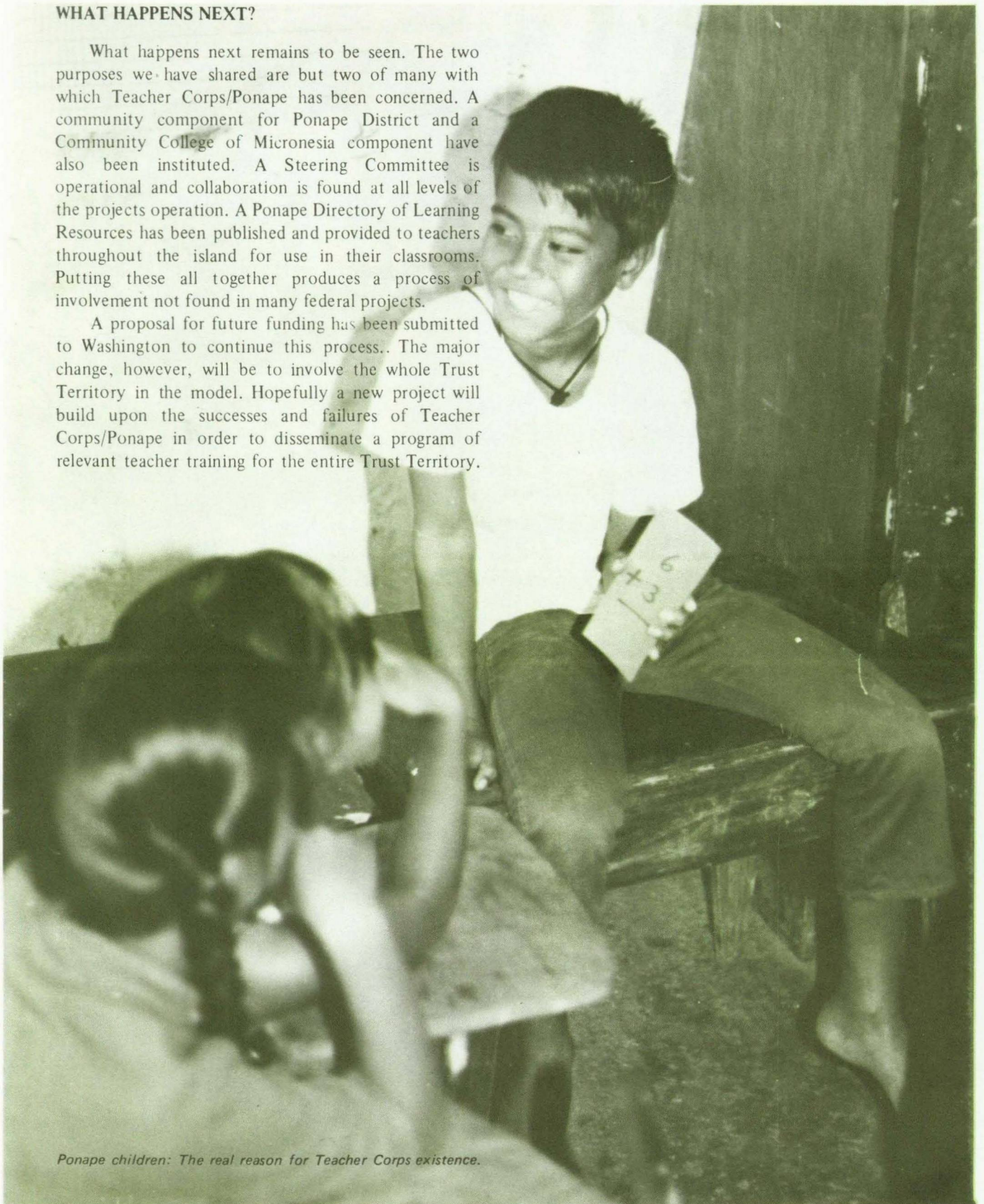




## WHAT HAPPENS NEXT?

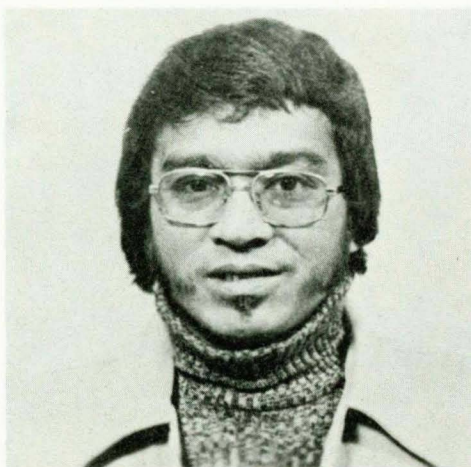
What happens next remains to be seen. The two purposes we have shared are but two of many with which Teacher Corps/Ponape has been concerned. A community component for Ponape District and a Community College of Micronesia component have also been instituted. A Steering Committee is operational and collaboration is found at all levels of the projects operation. A Ponape Directory of Learning Resources has been published and provided to teachers throughout the island for use in their classrooms. Putting these all together produces a process of involvement not found in many federal projects.

A proposal for future funding has been submitted to Washington to continue this process. The major change, however, will be to involve the whole Trust Territory in the model. Hopefully a new project will build upon the successes and failures of Teacher Corps/Ponape in order to disseminate a program of relevant teacher training for the entire Trust Territory.



*Ponape children: The real reason for Teacher Corps existence.*





# TOWARD A NATIONAL CONSCIOUSNESS

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by Victorio Uherbelau

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A group of about 14 Micronesians advocating Micronesian unity held its first organizational meeting on Saipan during the weekend of March 4-6, 1977. Calling itself "Micronesian Movement for Self-Government", the organization consisted of representatives from all six districts except Kosrae District.

Each district representative reported on his district's needs and problems. Following each presentation, the group attempted to identify problem areas and propose solutions where possible. The idea of organizing viable interest groups in each of the six districts was also discussed with the view toward chartering such groups as affiliates of the Movement.

Andon L. Amaraich, Chairman of the Micronesian Commission on Future Political Status and Transition, and Senator Petrus Tun, Chairman of the Commission's Committee on Transition, also addressed the group concerning the issue of political status and plans leading toward orderly transfer of the government from the present trusteeship to that of the self-governing Micronesia under the constitutional form of government.

A variety of topics were also discussed ranging from a proposal urging, "That a new section be added to the proposed Compact of Free Association providing that the supremacy clause in the proposed Constitution of the Federated States of Micronesia be held in abeyance during the duration of the Compact", to a proposal recommending that the Movement and its district affiliates unite behind and support the approval of the proposed Constitution when it be put into a vote.

Realizing that the Movement is still in its embryonic stage, the group discussed the above and other controversial issues facing Micronesia today, but

decided not to take official positions on them until its subsequent meetings.

In the meantime, the Movement is seeking a Charter from the High Commissioner as a domestic, non-profit organization. The following were tentatively agreed upon as the Movement's purposes, goals and objectives:

1. To advance and promote unity and the spirit of brotherhood among the people of Micronesia;
2. To strive for and to achieve immediate self-government or independence for Micronesia;
3. To endorse the concept of free association relationship between Micronesia and the United States;
4. To support the principle of federation among the people and islands of Micronesia;
5. To preserve Micronesian heritage, its traditions, cultures, and customs;
6. To forge and foster a true Micronesian identity;
7. To reaffirm the belief that Micronesian sovereignty resides in the people of Micronesia;
8. To advance the general well-being of Micronesia and its people;
9. To promote the economy of the people and islands of Micronesia; and,
10. To preserve and protect Micronesian environment, its lands and its waters.

At the close of its three-day meeting, the Micronesian Movement for Self-Government agreed to hold its second meeting during the middle of April.



*Elected as its temporary officers were:*

*Moses Y. Uludong, Chairman*

*John Heine, Vice-Chairman*

*Elsa Thomas, Treasurer*

*Iranus Akapito, Secretary*

*Selected to head the Movement's committees were:*

*Moses Y. Uludong (as overall Chairman) – Steering Committee*

*Iranus Akapito – Information Committee*

*Elsa Thomas – Finance Committee*

*Hans Williander – Foreign Affairs Committee*

*It was during the organizational meeting of the Micronesian Movement for Self-Government that Victorio Uherbelau, former 1975 Micronesian Constitutional Convention Secretary, and who presently serves as Staff Attorney to the Commission on Future Political Status and Transition, delivered the following remarks upon submission of the accompanying proposal:*

“... We hope for peace... We wish unity... We seek freedom...” ... These phrases; comprise the unofficial motto of the 1975 Micronesian Constitutional Convention.

We have been meeting for two days and two nights to share our thoughts as to how we can together help Micronesia achieve self-government or independence. I believe that the best approach for ourselves and other Micronesian patriots in like spirit is to unite behind and support the Constitution of the Federated States of Micronesia. Ratification of our constitution will constitute an act of self-determination in the eyes of the U.S. and the UN. It would move us away from a “Government by Secretarial Order” to that of a constitutional form of government – one not only of our own choosing, but of our own making as well. Ratification would put an end, for all time, to some 400 years of foreign domination over our home islands. It would turn over the reigns of our destiny to us. The rightful owners. Ratification would provide sufficient safeguards for our lands and our ocean resources, so that they be preserved for our children and grandchildren. It would reaffirm our inherent sovereignty. It would make us a nation, though small, in the world community of nations.

Now the grim side of non-ratification of the constitution, by separatist districts. Palau would remain Palau. The Marshalls would remain the Marshalls. They would remain in Micronesia only in a geographical sense. The waves that wash over their shores would also touch Micronesian shores. The blood bonds forged through intermarriage among our people would bind us together still. We would continue to

share our common heritage and those aspects of our cultures, traditions and languages that are similar. We would still have our own identity of being brown brothers and sisters. All these common denominators notwithstanding, an impenetrable wall would be erected by outside forces in concert with a few of our present leaders, dividing these districts from us administratively and politically. An exit door shall be open to them through which they would walk to their separate negotiating tables with the U.S. Once separate statuses are achieved by them with our former benefactor, there will be a flood of mighty U.S. dollars, either through military installations or support, or both. They would indeed be rich and commonwealthy. But we will remain poor and healthy. Their overflowing coffers would not only be closed to us, but would be reserved for only their rich elite, enabling them to take still more trips to Japan, to Iran, to Nauru, even perhaps to Monte Carlo as has been predicted by oil entrepreneur, Robert Panero.

I trust that our purpose in formulating this Micronesian movement for self-government is to ensure the integrity and unity of Micronesia and its people. My challenge to you today, and the only course of action by which we can achieve our goal, is to educate ourselves first on our constitution in order that we may be able to educate others on it. I had thought that I would attempt to share with you what I know about this finished document. But to do so would insult your intelligence and discourage your initiative. I believe that true education is self-education. Instead, with your indulgence, I wish to read out loud with you the preamble to the constitution which was read daily during the convention sessions.

“We, the people of Micronesia, exercising our inherent sovereignty, do hereby establish this constitution of the federated states of Micronesia.

With this constitution, we affirm our common wish to live together in peace and harmony, to preserve the heritage of the past, and to protect the promise of the future.

To make one nation of many islands, we respect the diversity of our cultures. Our differences enrich us. The seas bring us together, they do not separate us. Our islands sustain us, our island nation enlarges us and makes us stronger.

Our ancestors, who made their homes on these islands, displaced no other people. We, who remain, wish no other home than this. Having known war, we hope for peace. Having been divided, we wish unity. Having been ruled, we seek freedom.

Micronesia began in the days when man explored seas in rafts and canoes. The Micronesian nation is born



in an age when men voyage among stars: our world itself is an island. We extend to all nations what we seek from each: Peace, friendship, coopeation, and love in our common humanity. With this constitution we, who have been wards of other nations, become the proud guardian of our own islands, now and forever”.

The Commission on Future Political Status and Transition, as you known is continuing the task of negotiating a political relationship between our Micronesia and the United States. The Commission has been mandated also to assure a smooth and orderly transition from the present trusteeship to a system of self-government under the constitution. The Commission sponsored a constitutional referendum bill which has recently been enacted by the Seventh Congress of Micronesia for transmittal to the High Commissioner for approval. The act directs the High Commissioner to designate the constitutional referendum date to be no earlier than June 15, 1978 nor later than August 15, 1978. Designation of a date in the summer of 1978 for the referendum “. . . will greatly assist the Commission in its work as it will have a definite target date both to plan transitional matters leading toward that date and also what other transitional matters shall have been accomplished from the referendum date onward”.

I appeal to you collectively and individually that, irrespective of the future of this Micronesian movement for self-government we must familiarize ourselves with the Commission's efforts, and other educational programs and activities, to study, explain, and otherwise deliver our constitution to our people.

In closing, I wish to reiterate my firm belief that, it is not the rhetoric of Micronesian unity, nor is it the demagoguery of separatism that will unite or divide us. Rather, it is the approval or disapproval by our own people of the proposed constitution of the federated states of Micronesia. Time and tide wait for no man, so the old adage goes, and time is not on our side. The summer of 1978 is just around the corner. Before we

know it, it has come and gone from Mili to Tobi and onward forever. My fellow Micronesian patriots, let's rise up to meet the challenge.

WHEREAS, the Fifth Congress of Micronesia enacted Senate Bill No. 38, SD1, HD1, “Calling a constitutional convention for Micronesia . . .”; and

WHEREAS, the said legislation was approved and signed into law as Public Law No. 5-60, as amended; and

WHEREAS, pursuant to said law, elections for delegates to said convention were held on June 4, 1974; and

WHEREAS, on the 10th Anniversary of the Congress of Micronesia, the 1975 Micronesian Constitutional Convention convened on July 12, 1975; and

WHEREAS, on October 8, 1975, the 90th session day, the said Convention drafted and adopted the Constitution of the Federated States of Micronesia; and

WHEREAS, the Commission on Future Political Status and Transition has requested and the Seventh Congress of Micronesia has enacted House Bill No. 7-209, HD1 “To direct the High Commissioner to designate constitutional referendum date; and

WHEREAS, upon approval of the said legislation, the High Commissioner shall declare the constitutional referendum to take place no earlier than June 15, 1978 nor later than August 15, 1978;

NOW THEREFORE, be it resolved by the Micronesian Movement for Self-Government the said Movement endorses the principle and concept of the federation of the peoples and islands of Micronesia; and

BE IT FURTHER RESOLVED, that we hereby assembled representing the core of the said Micronesian Movement for Self-Government pledge ourselves individually and collectively to work toward approval of the said Constitution on the date of referendum.





# AIRSHIPS FOR MICRONESIA

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*by James V. Hall*

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"This is Airship-11! Repeat . . . this is Airship-11! calling Moen . . . Come in please . . . O.K. Moen, read you loud and clear. Have sighted unidentified foreign fishing vessel within 200 mile economic zone. Position: 8 degrees 21 minutes North Latitude; 150 degrees 32 minutes East Longitude. Illegal activity noted. Have photographed trespassers and have ordered them by loudspeaker to stand by. Request intercept vessel be sent immediately."

"While we have you on the air, Moen, be advised that we will arrive with 2½ tons of copra from the Namonuitos. Also have med evac on board so please have ambulance from Truk hospital meet us at airport. Will be mooring at Moen at approximately 1715 hours. Over".

A blimp over Truk? I guess I can't help it. I'm fantasizing again. I've got to admit it. I'm a dirigible nut. You know, about those big gas filled sausages that fly over the Super Bowl taking pictures.

It all began in Roselle Park, N.J., on a cloudy day in May 1937. I was peacefully sitting on the curbside of Pershing Ave., reading the latest edition of Action Comics and the adventures of Superman when to my great astonishment a vast shadow suddenly engulfed me, eclipsing whatever afternoon sun there was.

When I looked up, there it was — as if the city-sized Cunard Liner, the Queen Mary, had suddenly lurched up out of New York Harbor and had taken to flight. It was the great Hindenburg, ruler of the skies, soaring noiselessly

through the gray skies on its way from Europe to Lakehurst after passing over New York city.

The fiction of Superman paled into insignificance when compared to this 800 foot silver gray monolith which could circumnavigate the globe in a single bound. I dropped my Action Comics into the gutter and stood open mouthed along with my equally astonished neighbors until the great ship disappeared from sight.

Of course, most of you know that the Hindenburg came to grief a few moments later at Lakehurst, a victim of the then little understood phenomenon of static electricity which sparked the hydrogen lifting gas into flame. In the space of only 32 seconds the mighty Hindenburg was reduced to a huge pile of twisted metal.



My uncle, who was the Chief of Police of nearby North Plainfield, was called to the scene but there was little anyone could do. He did, however, bring back a small chunk of the Hindenburg as a souvenir and gave it to me. I was the "show and tell" star of the second grade class at Sherman Elementary the following week.

That was a long long time ago, almost forty years to be exact, and technology has changed significantly. No longer is inflammable hydrogen used as a lifting force but nevertheless the great zeppelins have gone the route of the extinct dinosaur and only three lone Goodyear blimps ply the American skies today.

However, with a growing concern for energy conservation, and environmental protection and the very real transportation problems throughout the world, there is a new awareness of what dirigibles can do.

Recently, Sen. Barry Goldwater spoke before an aviation writers group in Washington, D.C.

"Airships," he declared, "deserve a second look for the promise they hold in meeting real transportation needs."

Elsewhere, in Europe and South America, airships are beginning to reappear. And to me, there is no other place in the world so uniquely suited for the capabilities of airships as Micronesia.

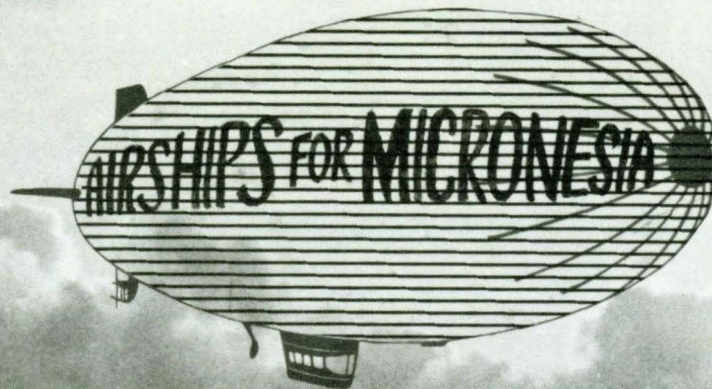
Every briefing paper about the Trust Territory of the Pacific Islands begins "Micronesia means 'Tiny Islands'.

There are 2,100 islands in Micronesia of which 92 are inhabited, spread out over three million square miles of ocean" . . . and that, in a nutshell is all one really needs to know about Micronesia to understand and appreciate the enormity of its logistical problems.

A government is only as good as the services it renders to the governed and nowhere else in the world is the delivery of those services such a major task which must be accomplished by rusty old tubs resurrected from the ship graveyards of World War II.

Let's look at the present situation.

The Trust Territory's fleet of government owned vessels travels from the districts centers to the outer islands





performing both administrative and commercial transport services. Because of limited commercial revenue accruing to the operation of these vessels, the TTPI must subsidize a major portion of their operating costs to insure regular 45 day service to all the inhabited islands.

These services include the transportation of supplies, merchandise, agricultural commodities such as copra, medical personnel, students, teachers, and government administrators from the district centers to the outer islands and back. Virtually none of these outer islands have docking facilities so supplies and personnel must be lightered ashore. Calls are few and far between. Woe be it to anyone so unfortunate as to have an appendicitis attack when the field trip vessel is on the far end of its swing.

A half dozen or so ships are regularly assigned to field trip operations. One steel constructed diesel powered cargo and passenger vessel, the 177 foot *MS Ran Annim* provides inter-island service among the 24 inhabited islands of Truk District. In Ponape, the 134 foot *MS Kaselehli* provides inter-island service to its six inhabited outer islands as well as to Kosrae District.

The *MS James M. Cook*, is operated by the government through a local agent in Palau District. This ship serves the 16 outer islands of Yap and Palau, the furthest of which Lamotrek, 583 miles from Yap. In the Marshalls, service is provided by the *MS Militobi*, the *MS Truk Islander* and her sister ship the *MS Yap Islander*. Forty-five outer island stops are served in this district, the furthest being Enewetak which is 683 miles from Majuro. Millions of dollars are needed annually to run the vessels and keep them in repair.

Add to those problems above, the necessity to patrol and monitor the waters embraced by the proposed two hundred mile economic zone. At present, fishing vessels, from Japan, Taiwan, Korea and Indonesia regularly

haul in large tonnages of fish, especially tuna, throughout Micronesian waters.

A new fishing pact will obligate the foreign fishing boats to carry with them entry certificates, limit their catches to quotas set according to species and areas, pay entry fees and be subject to inspection, capture and court jurisdiction on the Micronesian side. Enforcement is the essential part of any legal agreement and at present Micronesia has no enforcement capability.

This is where airships come in. First a few definitions. "Dirigible" comes from the French word which means steerable. Thus any lighter-than-air craft which can be steered and has propulsion is a dirigible. Dirigibles fall into two general categories: rigid and non-rigid.

The rigids, or zeppelins, are those airships which have a metal frame but not merely filled with bouyant gas. Its metal structure is compartmentalized; some compartments are for cargo storage, some are for gasbags, others are dead space. The zeppelin, in general, provides a great deal more usable space than the non-rigid airship, or blimp, the payload of which is merely a small suspended control car or gondola. The blimp, on the other hand is merely a balloon, or more accurately, a balloon inside a bigger balloon, allowing for altitude expansion.

What we are proposing for Micronesia in this article is the use of blimps. Zeppelins at this point in time are expensive beyond the capabilities of Micronesia although once an airship system is established in the Trust Territory they could very well become the major mode of transportation.

At least two major European nations are doing extensive experimentation with blimps. They are Germany and Great Britain. Germany is thinking in terms of "maxi-blimps" and the British in terms of "mini-blimps". The maxi-blimps would be essentially freight carriers and the mini-blimps surveillance craft to patrol Britain's two hundred mile economic zone.

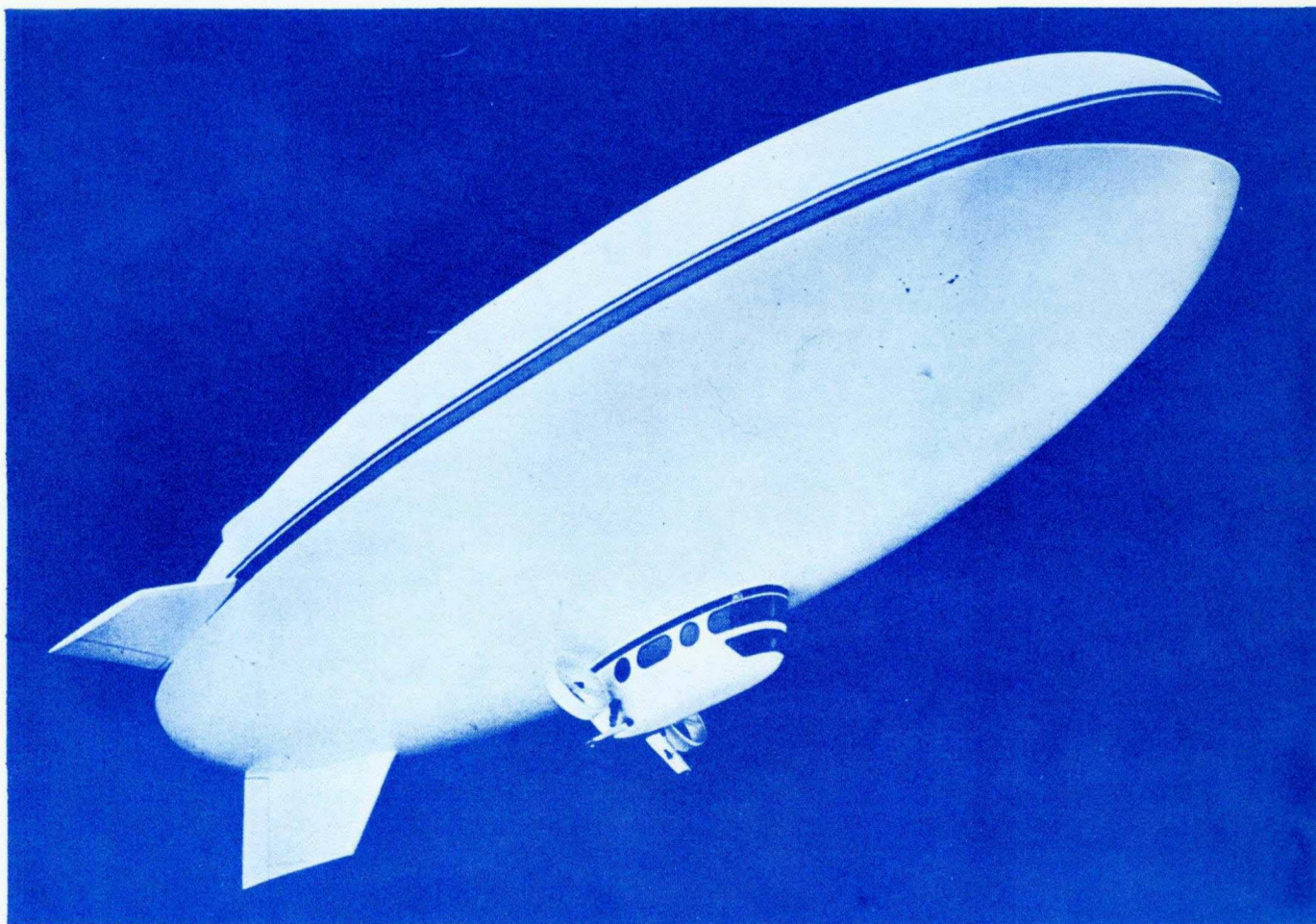
The Germans have been producing blimps for a number of years primarily to be sold in Germany, Japan and Venezuela. They have been used almost exclusively for advertising purposes with ten thousand computerized colored lights along the sides of the blimp. During the summer of 1976, the West German government appropriated \$1 million dollars for tests of a new blimp which could be used for following schools of fish, transporting oil rigs and for carrying water to drought stricken areas. The tests were carried out over the West African rain forests of Ghana.

The results are still being evaluated. If proven successful, the West German Government has earmarked an additional \$10 million for the construction of the world's largest blimp, a 396 foot prototype for a fleet of airships. The prototype, scheduled for production in 1978, would be capable of carrying up to 40 tons of cargo. Its gondola, 100 feet long and 18 feet wide would be approximately the size and capacity of a Boeing 747 and could carry up to 300 passengers in an emergency airlift. With twin, 1,000 horsepower engines mounted inside, the airship would be able to carry its cargo more than 2,000 miles in 36 hours at a comfortable cruising speed of 84 miles per hour. In regular production, a maxi-blimp will cost \$3 million.

If the tests are successful, the West German government will order ten blimps which they plan to give away to developing countries or help them purchase them through export credits. A spokesman for the German Ministry for Economic Cooperation has stated, "This is a unique contribution which we Germans can make toward helping the Third World."

The British believe that the small non-rigid airship offers an extremely low cost, and highly effective answer to the problem of providing surveillance over the newly defined fishery control areas. The new British blimp, called the AD500, is being built by Aerospace Developments and is scheduled to make





its maiden flight in August 1977. It will be filled with 180,000 cubic feet of nonflammable helium gas.

The AD500 will have a payload up to 2½ tons, a top speed in excess of 70 m.p.h. and possess an endurance capability over ten times as great as a helicopter. It will be able to run for nearly a week, eight hours a day, on the same amount of fuel it takes a jumbo jet to taxi from a ramp to a runway for takeoff. It is capable of operating in weather conditions which prevent normal aircraft from taking off, and can maintain a continuous station over selected areas, without the need to constantly overfly or circle a target. At normal cruise speed it can carry out a radar search of an area 500 miles by 200 miles within 24 hours, a task which would take a normal surface vessel of

the TTPI fleet more than two weeks to perform.

Each airship can be operated by only two men if required, their extremely low power requirement means that they consume very little fuel, and they are almost completely silent and they are virtually pollution free.

If an offending trawler is detected by radar or visual means, it can be approached by the craft and warned by radio or loud hailer. If it refuses to move to a free zone it may be photographed, and "shadowed" by the airship until a surface boarding party arrives. The cost of the AD500 is approximately \$600,000.

There are two questions that always come up when one talks about blimps in Micronesia. The first is "how do you

dock them?" and the second is "how about the weather?"

Two types of mooring masts can be used with the maxi-blimps — the mobile mast and the transportable stick or expeditionary-type mast. Mechanical ground handling could be done with a mobile winch, which could also tow the mobile mast. In pairs, mobile winches could be used for docking and undocking, masting and unmasting and landing and launching, reducing ground crew requirements to eight to ten men. However, the mini-blimp carries a stub mooring mast at the bow with the castoring undercarriage under the gondola. In addition the mini-blimp (AD500) can be held with a vectored thrust for short periods to facilitate loading and discharge of payload on



completely unprepared sites, with no ground crew.

At a mooring out circle, a jacked and dogged down mobile mast with a maxi-blimp moored to it could hold in winds of up to ninety knots. Although docking and undocking of this size airship could not be done if cross hangar winds exceeded about 17 knots, all routine servicing and maintenance including engine changes could be done at the mooring out circle. Therefore, the airship need only be docked and undocked for major maintenance for which delays due to unfavorable winds are more easily tolerated.

Designated mooring out areas or bases should be reasonably level and smooth with landing wheel roll-on circle and a mooring mast. The areas adjacent to these bases should be reasonably free of tall trees, buildings and electric and telephone lines and poles within the limits of normal airship take-off and landing approaches.

Wind is the most important weather element in airship operations. However, while high winds in themselves are no threat to the structural safety of an airship in flight, historically its limited

speed necessitates that high head winds be avoided by flying the pressure patterns. This technique has been used ever since World War I.

Ground operations can be delayed, particularly where the winds are turbulent. The airship's ability to remain aloft with minimal fuel consumption and thereby delay a landing until the unfavorable period passes was a demonstrated operational technique. Where the fuel supply was low, the U.S. Navy relief on in-flight pickup of fuel in containers while the airship was hovering or flying at low ground speed.

During flight, the airship crew must be particularly attentive to weather changes. Aside from the more obvious adverse conditions to be avoided, strength and direction of winds must be closely watched because of their impact on performance. Fortunately, weather satellite updates ('broadcast several times an hour) and reports from other aircraft and ground stations provide adequate information for major on-board flight plan modification.

The quality of modern airborne radar allows early detection of storm

centers, heavy precipitation and associated turbulence. Where possible, these areas should be avoided. If the limited speed of the airship prevented circumnavigation, radar could indicate the path of least turbulence.

In summary, weather does present special problems for airship operations. But with modern weather information and on-board electronic equipment, a trained airship crew should be able to attain a high level of safe, regular service. Standard equipment for the AD500, for example, is a Bendix RDR1400 digital radar together with "Ontrac 2" auto-navigation equipment.

So blimps over Micronesia? It's not just an impossible dream but a very imaginative, low cost solution to a very vexing problem. One maxi-blimp for general transportation duty and six mini-blimps for outer island and surveillance duties would get the TTPI off to a flying start.

By the way, did you know that the Trukese word for airplane is Sepenin (Zeppelin)? And in Marshallese - Palun (balloon)? Maybe it wouldn't be the first time that airships flew over Micronesia.

## in the next quarter

**James P. McVey, Ph. D.**, Chief of the Micronesian Mariculture Demonstration Center (MMDC), writes about the Center which is located in Palau District, and how it developed to what it is today.

**James V. Hall**, the T.T. High Commissioner's Press Officer, offers a descriptive narration of the exodus of the Enewetak people returning to their home island after some 29 years in "exile".

**Ms. Nancy Rody, R.D.** in her article, "Food For Tomorrow's Children" projects into the year 2000 and offers a glimpse at the population explosion.

And, as always, there will be a few other surprises for your reading enjoyment.





*"... I was presented with my share — as large as the others! That must be the only time in my life that I had so much fun and was paid for it."*

# fishing the kapingamarangian way

*by Alicia E. Ada*

*Together with the Nukuorans, the Kapingamarangian people of Ponape comprise the only Polynesian communities in Micronesia. The latter, in particular, are noted for their steadfast adherence to traditional ways which have proven useful and beneficial to them even in these modern times. At present, when the individualistic orientation of Western culture threatens to replace the time-honored Micronesian values of togetherness and cooperation, the example of these people must give us pause.*

*The following account is based on this writer's first-hand experience with a traditional communal activity—a type of fishing called "guubenge", counterpart of the Hawaiian "hukilau." This type of fishing is possible only with a large group.*

A day—more perfect than any, for fishing. So, we decided to go ahead with earlier plans to join the Kapingamarangian fishing party. By the time we reached the first reef across Uh Municipality where the

fishing group was to assemble, many boats and canoes had already gathered. A fellow Ponapean laughingly tossed a joke, calling us parasites. All non-Kapingamarangians were jokingly called parasites, indicating their inferior status in the undertaking as well as the fact that later on they would be enjoying an equal share in the day's catch.

A silent moment of prayer—then the work began. Four solemn-faced, weather-beaten, elder fishermen cast the nets while the rest of us tossed a long rope. Together with the nets, this rope formed a huge circle around which men were stationed at intervals of about ten feet. Here and there, mangrove twigs and leaves were tied to the rope in order to keep the fish from trying to escape the fated circle. Then, at a given signal, the job of pulling the two opposite ends of the rope into the canoes began (for this purpose, two canoes were posted, one at each end of the rope). This effort was no joke, it was heavy work, especially for the men





*"Guubenge" — a traditional and communal fishing activity in Ponape. In the picture, several Kapingamarangi fishermen are hauling in their net bursting with fish.*

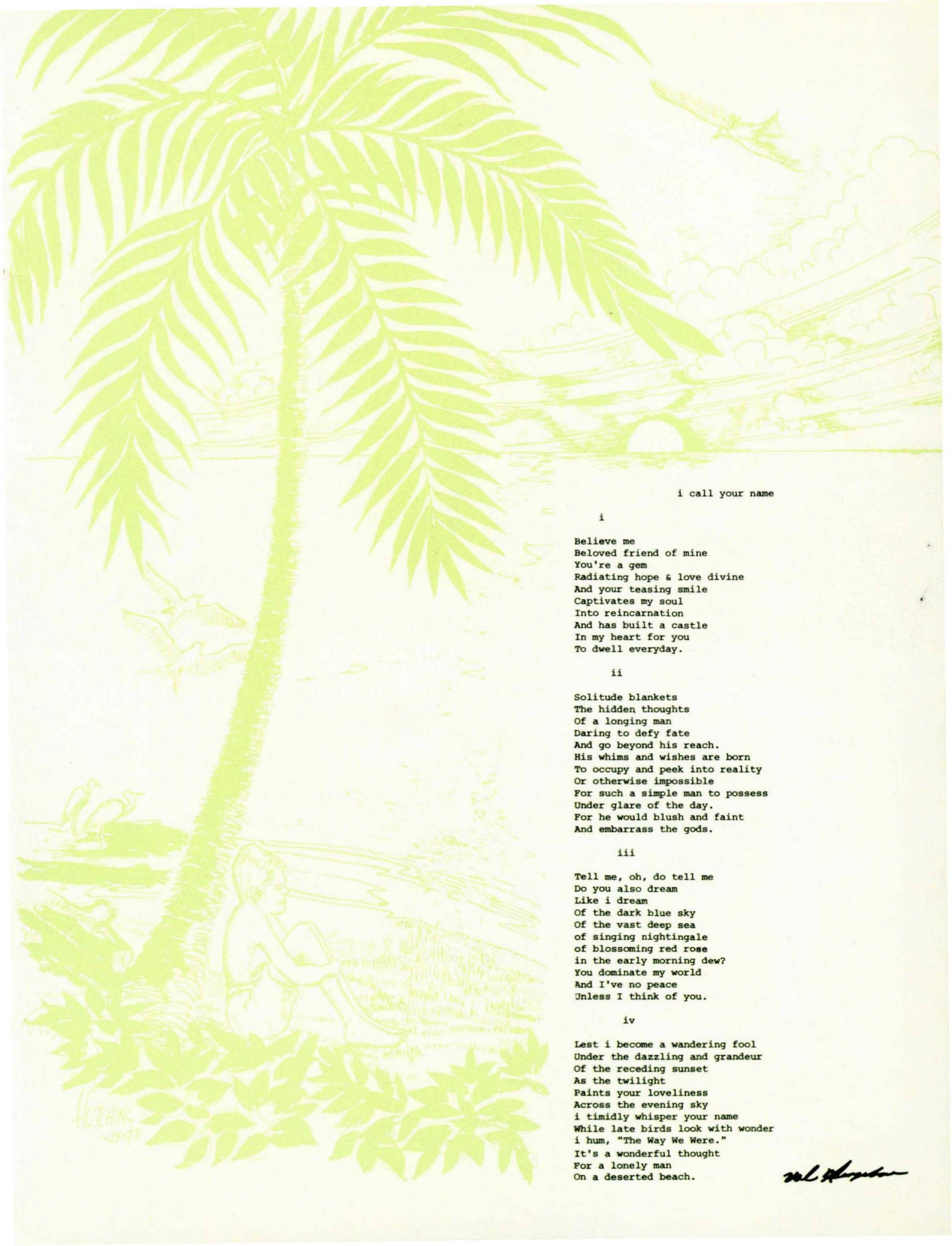
who were stationed close to the canoes. (For this reason, the larger the group, the better, since the weight of the rope would then be divided among more hands and consequently, each one's load would be lighter.) To all of us, it resembled a contest, a tug of war where one had to go at it with determination, muscles and willpower.

A mighty splash—and those who were quick enough to look up saw the tail of a huge fish that somehow managed to jump from the net. Everyone laughed—a "karate" fish! (the popularity of *karate* and *kung-fu* films was evident). However, this was no time for elaborate jokes since everyone had to concentrate on the task at hand. The shorter the rope became, the smaller the circle around the captive fish and the closer the spaces between the men until finally, everyone formed a single crowd converging on the central net. All were eager to have a close look at the catch—ah! To everyone's delight, it is a good one. In order to support its weight, two poles were slid underneath the laden net and the fish were poured (careful now!) into the leader's canoe.

A short break—enough time to scale a fish, prepare it for "sashimi" and pop several delicious slices in one's mouth. Now, on to the next ground! (On that particular day, we covered three fishing grounds where the whole process of casting the nets, pulling the rope, and hauling the catch was repeated after which the Kapingamarangian fishermen decided that we had enough for the day.) The distribution of shares that followed was to me only an anti-climax. The excitement was over. However, I was sorely reminded of the belittling epithet (parasite) when, to my utter embarrassment, I was presented with my share—as large a portion as the others! That must be the only time in my life that I had so much fun and was paid for it.

Few are the days in my life which, like rare and precious gems, I could consider perfect. That day when I went fishing with the Kapingamarangian fishermen is definitely one of them, for I not only thoroughly enjoyed myself but learned an important lesson as well. I learned that happiness is free and accessible to everyone—it is sharing labor and its fruits with one's fellow men in "guubenge."





i call your name

i

Believe me  
Beloved friend of mine  
You're a gem  
Radiating hope & love divine  
And your teasing smile  
Captivates my soul  
Into reincarnation  
And has built a castle  
In my heart for you  
To dwell everyday.

ii

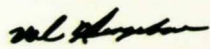
Solitude blankets  
The hidden thoughts  
Of a longing man  
Daring to defy fate  
And go beyond his reach.  
His whims and wishes are born  
To occupy and peek into reality  
Or otherwise impossible  
For such a simple man to possess  
Under glare of the day.  
For he would blush and faint  
And embarrass the gods.

iii

Tell me, oh, do tell me  
Do you also dream  
Like i dream  
Of the dark blue sky  
Of the vast deep sea  
of singing nightingale  
of blossoming red rose  
in the early morning dew?  
You dominate my world  
And I've no peace  
Unless I think of you.

iv

Lest i become a wandering fool  
Under the dazzling and grandeur  
Of the receding sunset  
As the twilight  
Paints your loveliness  
Across the evening sky  
i timidly whisper your name  
While late birds look with wonder  
i hum, "The Way We Were."  
It's a wonderful thought  
For a lonely man  
On a deserted beach.







Arai, a 75 foot ferry boat which was constructed in Japan at a cost of \$75,000, will recede into history on April 24, 1977, after some eight years of service between Koror and Babelthuaap, Palau.