

MicronesianReporter

FIRST QUARTER 1976

Q U I E T

EDUCATION
IN MICRONESIA:

Its Past,
Present,
and Future

cover story:

EDUCATION IN MICRONESIA: Its Past, Present, and Future — *by David Ramarui* — 9

articles:

MICRONESIAN STUDENTS AT THE HAWAII JOB CORPS CENTER — *by Kathleen Ashby* — 21

BEACHCOMBERS IN PALAU — *by Frank Quimby* — 24

AN ISLAND LOVE SONG: LOUIS BECKE'S MAJURO TALES — *by John W. Perry* — 27

BUILDING A PONAPEAN HOUSE: A PERSONAL NARRATIVE — *by Terry Malinowski* — 32

ISLAND HOPPING THROUGH MICRONESIA WITH THE U.S. COAST GUARD —

from the Public Information Office, 14th Coast Guard District (photos by Bob Jones) — 35

features:

ELEGY TO A BAI — *by Harvey Helfand* — 29

MUDDY FINGERS AND FINGERPRINTS — *by Valentine Sengebau* — 38

U.S. SENATE APPROVES MARIANAS COVENANT — Reprinted from March 1, 1976, issue of *Highlights* — 41 (inside back cover)

departments:

THIS QUARTER'S WORTH — 1

WHO'S WHO — 1

INTERVIEW — *Robert J. Trusk* — 2

CREDITS:

COVER: United Nations photo (February, 1969); students studying in the library at the Ponape Islands Central School.

BACK COVER: Johannes Ngiraibuuch

PHOTOGRAPHS: Pages 2-8, 15 (left), 16, all by J. Ngiraibuuch; pages 10-14, photo courtesy of David Ramarui; pages 15 (right) & 17, MOC; page 19, PATS; page 20, CCM; pages 21-23, photo courtesy of the Hawaii Job Corps Center; pages 29 & 31, Harvey Helfand; pages 32 & 34, photo courtesy of Terry Malinowski; pages 35-37, Bob Jones; page 38, photo courtesy of Valentine Sengebau.

ILLUSTRATIONS: pages 24-26, Margo Vitarelli; page 27, Ludovik Choris; page 41 (inside back cover), map provided by the Division of Lands and Surveys, Trust Territory Government.

MicronesianReporter

The Journal of Micronesia/First Quarter 1976/Volume XXIV, Number 1

PUBLISHER: The Public Information Division, Department of Public Affairs, Trust Territory of the Pacific Islands
Edward E. Johnston, High Commissioner; Strik Yoma, Director of Public Affairs

EDITORIAL STAFF: Bonifacio Basilius, Chief, Public Information Division; Derson Ramon, Assistant Editor, Micronesian Reporter;
Frank S. Rosario, Bureau Chief, Micronesian News Service; Valentine Sengebau, Assistant Editor, Highlights.

PRODUCTION STAFF: Graphic Artist, Nicolas C. Guerrero; Photographer, Johannes Ngiraibuuch

Micronesian Reporter is published quarterly by the Public Information Office, Trust Territory of the Pacific Islands, Saipan, Mariana Islands 96950. Subscription rate is \$4.00 air mail, payable in advance. Check or money order should be made payable to Trust Territory Treasurer and sent to the Circulation Department, Micronesian Reporter. The funds for printing this publication approved by Director of the Budget on July 29, 1966. Printed in the Territory of Guam, U.S.A. by the Navy Publications and Printing Office. Stories and photographs are welcomed; stories in manuscript form, photos 8x10 prints or undeveloped film. Send contributions to the editor.

This Quarter's Worth

The Trust Territory Government is working on a comprehensive development plan which it hopes may enable the government to become "self-supporting" economically by 1981, the year that the Trusteeship in Micronesia may be terminated. Dr. Robert J. Trusk, of the U.N. Secretariat in New York, was recently brought to Micronesia to develop the plan. The Reporter sat down with him for one hour in February for an interview, which begins on page two.

Never has this magazine printed anything on Education in Micronesia so detailed and comprehensive as the article—"EDUCATION IN MICRONESIA: Its Past, Present, and Future"—by Trust Territory Director of Education David Ramarui. The article offers a detailed description of the educational system in Micronesia, beginning with education during the Spanish time and tracing its development up to the present administration.

The Reporter also presents a variety of articles which include "Beachcombers in Palau" (by Frank Quimby, a teacher at the Palau High) and "Building a Ponapean House: A Personal Narrative" (by Terry Malinowski, a Peace Corps volunteer on Ponape)... Finally, our "poet in residence" Valentine Sengebau, who joined the Public Information Division in October of last year, contributes three of his favorite poems for this issue. ---B.B.

Who's Who

in this issue of the Reporter

DAVID RAMARUI is the Trust Territory Director of Education. He is a 1958 graduate of the University of Hawaii. His educational career began in Palau shortly after World War II when he became a teacher in a public school under the Naval Administration. He subsequently became Supervisor of Teacher Education programs in Palau, and in 1961 he was made that district's Educational Administrator. His political career includes membership in the T.T. Districts Advisory Council, Council of Micronesia, and from 1966 to 1969 he was a member of the Senate of the Congress of Micronesia. His article, "EDUCATION IN MICRONESIA: Its Past, Present, and Future", which is our cover story for this issue, offers a detailed description of the educational system in Micronesia, beginning with education during the Spanish time, tracing its development up to the present administration, and explaining its goals for the future.

KATHLEEN ASHBY is public relations and recruitment officer for the Hawaii Job Corps Center in Hawaii. In her first article for the magazine, she offers a glimpse of the program and describes "life in general" at the Center.

FRANK QUIMBY, a teacher at Palau High School, has an MA in Asian Studies from the University of Hawaii. He has lived and worked in the Asia-Pacific area for the past ten years, as a Peace Corps volunteer, graduate student, and contract teacher... **MARGO VITARELLI**, who provided the illustrations for Quimby's article, recently received a BA degree in Art and Anthropology from the University of Hawaii. Previously illustrating children's books for the Palau Department of Education, Margo

now works at home in Koror in her studio, designing greeting cards, T-shirt designs and impressionistic historical sketches.

JOHN W. PERRY, a frequent contributor to the Reporter, served in the Peace Corps/Micronesia in the Marshalls from 1967-1969. Presently living in Washington, D.C. as a writer-researcher, Perry, in this issue, offers "An Island Love Song: Louis Becke's Majuro Tales".

HARVEY HELFAND, former District Peace Corps Representative in Palau, recently visited Kayangel, an atoll in Palau which he first visited seven years ago, and compiled "Elegy to a Bai" as a testimonial to the passing of a *bai* there. Helfand, who left Palau for the States in February of this year, had described the same *bai* in "Ode to an Abai", Second Quarter, 1969, *Micronesian Reporter*. On his recent trip to the atoll, he found out that the *bai* had "fallen victim to a storm", so he wrote this elegy.

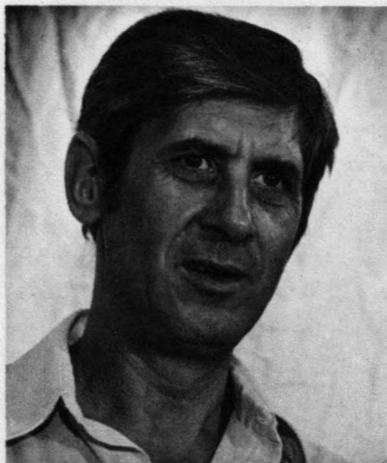
TERRY MALINOWSKI graduated from Purdue University with a BS degree in Engineering Science in 1970, and came to Micronesia that year as a Peace Corps volunteer to Ponape, where he has been for the past six years.

BOB JONES, a photojournalist at the Public Affairs section of the 14th Coast Guard in Honolulu, visited Micronesia recently with his roving camera and captured the photos for the article, "Island Hopping Through Micronesia with the U.S. Coast Guard".

VALENTINE SENGEBAU joined the Public Information Division at Headquarters in October 1975 as a public information specialist. He formerly worked for the Palau Community Action Agency and at one time served as Editor of *Didil a Chais*, a CAA paper of some notoriety. Our "poet in residence" contributes three of his favorite poems for this issue.

INTERVIEW:

Robert J. Trusk



Twenty-nine years ago, the Trust Territory of the Pacific Islands (TTPI), commonly known as Micronesia, was placed under the United Nations' Trusteeship System along with ten other territories from other areas of the world. Today, all but Micronesia have gained their political independence. Micronesia's neighbor—Papua New Guinea—achieved political independence from her administering authority, Australia, on September 16, 1975, thereby leaving the TTPI as the only remaining trust territory.

After more than two decades of American administration in this Pacific region, the question—“Is the TTPI ready for self-government or independence?”—is still being earnestly discussed by almost everyone in Micronesia—from high officials in the top bracket of the government down to islanders living in thatch-roofed houses on remote, isolated atolls. The question prompted the First Regular Session of the Sixth Congress of Micronesia to enact “The Comprehensive and Balanced Economic Development Plan” law for Micronesia.

The objective of the Plan is to make the future government of Micronesia “self-supporting” when the Trusteeship Agreement for Micronesia is terminated.

The Congress wanted a person who was “exceptionally qualified to analyze and interpret the economic or social developments” in Micronesia. The Congress found their man at the United Nations Headquarters in New York. He is Dr. Robert Trusk, who has been project manager for the Plan since October 1975. Trusk received his doctorate in Economics from the University of Illinois, Urbana, Illinois, in 1960. We sat down with him for one hour in February at the Headquarters Broadcast Center on Saipan and conducted the following interview, which begins with a description of his background.

TRUSK: My professional career started back in 1954 after I received my masters degree in Economics from Columbia University. I went to Turkey, where I taught at the American College in Istanbul for four years. Among others, I taught courses in Economics, Accounting, and Statistics. After this experience in Turkey, I returned to the University of Illinois, Urbana, where I had a teaching fellowship in Economics and obtained my doctorate in Economics in 1960. After that, I returned to Turkey for two more years of teaching, and traveled a great deal through Europe including some more teaching and research in Italy. I then returned to the United States and became an Assistant Professor of

Economics at the Pennsylvania State University. From there, I went to the Export/Import Bank, where I was the Chief Economist for the Bank's operations in Pakistan and Turkey. It was while I was employed at the Export/Import Bank in Washington that the United States State Department nominated me for a post in the United Nations, and I joined the U.N. in 1965. My first assignment was at the U.N. office in Beirut, Lebanon, where I worked for almost eighteen months on the Arab common market. From there, I was transferred to U.N. headquarters in New York in the Center for Development Planning, Projection, and Policies. My new job was to advise developing countries on development

planning. While in this post, I traveled extensively to the Middle East, Asia, and Africa, working and visiting some 31 countries and actually advising and planning in ten of these countries. The countries in which I have spent most time were Thailand, Ethiopia, Ghana, Fiji, and the Bahamas.

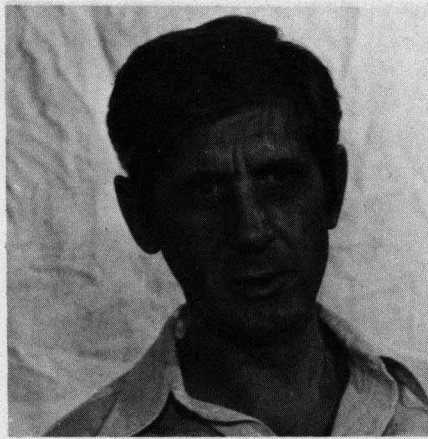
I went into the field of development economics in the early 1950s when this was a very important field of interest and concern to the United States as well as developing countries throughout the world. I have continued in this field ever since. Today, there are not too many Americans left who have continued their specialization in development economics. The United Nations seems to be one of the major organizations in

the world that still considers development economics as a very important field. The post I left before coming to Micronesia was the head of the section for Asia, the Middle East and Pacific countries for technical assistance in economic planning. I assumed the role of Project Manager for the Micronesian project since we felt in the U.N. that Micronesia should receive a high priority for UNDP's assistance in its development efforts. While I am here tentatively for one year, this may be extended until we actually complete our project. At the present time, we are not quite sure when the project is going to terminate. We will know about that after we had gone through the first phase of our present planning exercise.

REPORTER: What is the purpose of your mission and the role of the UNDP in the Trust Territory?

TRUSK: The purpose of our mission in Micronesia is to assist the government of the Trust Territory of the Pacific Islands in preparing its development plan. The United Nations Development Programme, which is the main financing agency in the U.N. system for providing technical assistance to developing countries, has provided funds from its reserves for this particular project. Although I am from the U.N. Secretariat in New York, this UNDP project will be implemented by the U.N. Office of Technical Cooperation.

This is our first experience in working in Micronesia; the indications are that the UNDP will continue providing assistance to the Trust Territory over the next five years. We hope more money will be allocated to the government which it can use for technical assistance purposes from the U.N. system. So you might say that my role is the vanguard of what we hope will be a more enlarged U.N. technical assistance program in the Trust Territory. The details of the UNDP's programs for future assistance will be worked out, hopefully, in April or May of this year when the UNDP Regional Representative, Mr. Hans Martin Schmid, or one of his staff, will



come to Micronesia to draw up a UNDP program for Micronesia with government officials. Our project is rather an encompassing program at the moment in that while we are assisting the government in the preparation of its development plan, we are trying to provide assistance in other areas of the government to draw up a development plan.

REPORTER: What is this "Development Plan" for Micronesia? Can you describe what it is?

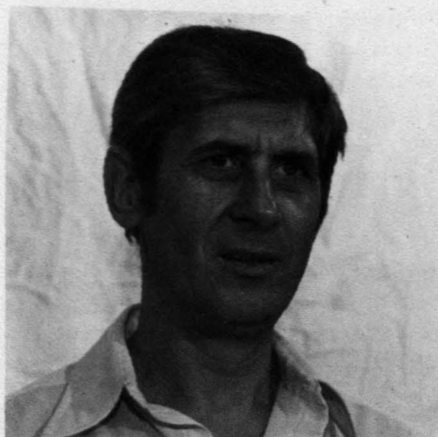
TRUSK: The development plan for Micronesia begins with a concerted effort on the part of the government to define its long range and short range objectives. A development plan must always start with a statement from the political leaders and the public in general as to what kind of country they would like to have in the future and what they would look for in the way of benefits for its people and what its role would be in the international economic community. A development plan itself is nothing more than a systematic approach to achieve these objectives. Development plans come in all sizes, forms, shapes, and colors. As a technique, planning is very flexible, and it can accommodate many different social and economic problems. In drawing up a development plan, a lot of techniques are employed to do the proper analysis so a government can have adequate information to make its final decisions. Planners simply play the

role of providing the technical knowledge and other information necessary for the decision makers in the country to decide on its course of action.

In Micronesia, the development plan that we will hopefully see at the end of our project will be tailored directly to the needs and aspirations of the people of Micronesia. I do not at the present time see any technical problems in advising the government on its plan. However, Micronesia has very unique problems in its economic and social structure which, I must add, are some of the most unusual problems we have ever seen in the world. It will be a challenge to apply our technical knowledge to be able to deal with the unique situation here. We are bringing in through the UNDP 17 or hopefully 18 qualified technical experts who will advise the government on the various aspects of the development plan for Micronesia. At the end, we hope to have some concrete suggestions for the government to consider for its development plan.

The first phase of the project is to draw up an Indicative Plan. This plan will merely outline the overall goals and objectives of the country, the financial requirements to achieve its goals and objectives, and spell out the priorities the government wishes to place on development in the various economic and social sectors. It will also attempt to outline or list policies and programs for the government to consider to promote development throughout the country. In addition, it will try to estimate the manpower required to implement the development plan.

The second phase of the project would be the preparation of the comprehensive development plan as required by Congress of Micronesia Public Law 6-56. This will be a detailed presentation of the Indicative Development Plan after it had been approved by the Congress of Micronesia, the High Commissioner, and most likely the U.S. Congress since the major sources of funds will come from the U.S. government. The second



phase of the project will probably begin in July or August of this year and will last for one year or more.

REPORTER: What is the role of the Congress of Micronesia in the preparation of the Plan?

TRUSK: The detailed history of this project in Micronesia is not entirely clear to me. The Congress of Micronesia asked the U.S. government on several occasions for a development plan. The U.S. government did undertake some planning in the past. However, the Congress of Micronesia seems to have had some misgivings about these previous plans. Therefore, Public Law 6-56 was passed by the Congress in which the Congress itself undertook the responsibility for the preparation of a plan for Micronesia. When assistance was not forthcoming from the U.S. government, the High Commissioner and several members of the Congress of Micronesia visited New York and asked the UNDP if they would be prepared to provide some assistance to the Congress for this purpose. The UNDP agreed to provide initially \$149,000 from its reserves to start the project and to go through the first phase of the exercise. The terms of reference as agreed upon between the U.S. government, the Congress of Micronesia, and the UNDP provides, *inter alia*, that the Congress of Micronesia is responsible for the UNDP Project. Congressman Ray Setik, Chairman of Joint Committee on

Planning and Budget Programming, is the project director and all local funds are being provided through an appropriation from the Congress of Micronesia. All the U.N. advisors coming to the Trust Territory report directly to the Congress while at the same time the Executive Branch cooperates in technical areas by making available its staff and information to the U.N. advisors. So we hope that all recommendations that go to the Congress for the development plan will be the joint efforts of the U.N. advisors and the Executive Branch of the government. The Congress will probably consider the indicative development plan at a special session of the Congress in June, after which time it will decide as to what further steps it will take in the preparation of a more detailed comprehensive plan and what further assistance it may request from the UNDP.

REPORTER: What work is currently underway here at Headquarters and in the districts to draw up the plan?

TRUSK: We have concentrated in two particular areas up to now in our work here in Micronesia. First, we have been collecting the necessary data to draw up a picture of economic structure of the economy. For this purpose, we have two experts working on this particular problem. The work here at Headquarters goes on at two levels. First, we concentrate on the overall economy of the Trust Territory; we do this mainly with the departments here in Saipan. We have also been going to the districts to assist them and to advise them on the preparation of district plans. I have now visited all the districts, including Kusaie, to explain to them the type of information we would need at the district level for the preparation of the district plans. All the districts at the present time are working on formulating their goals and objectives in some detail. When we have this information, we can then sit down with each of the districts to work out the detailed plans to achieve their goals and objectives.

Hopefully, by April, we will be able to put both the District and the TTPI wide plans together and come up with an overall plan for the Trust Territory.

REPORTER: You told the House of Representatives during this Second Regular Session of the Sixth Congress that one of the objectives of the plan would be for the new Micronesian government to be "self-supporting" by 1981. You also said that *self-supporting* was not the same thing as *self-sufficiency*. Would you clarify the differences between the two terms?

TRUSK: The two terms have different meanings for planning purposes. Self-sufficiency means an economy which can provide all its own food, all its own clothing, all its own social services, all its government infrastructure without any participation in international economy. No country in the world today is self-sufficient in that respect. Every country must rely on external resources for its development and maintenance. Self-supporting, on the other hand, means a country that can raise enough income from its own resources to support itself and to purchase its requirements from abroad. For example, if they can export copra to pay for imported rice, we call that self-supporting, whereas self-sufficiency would mean that Micronesia could provide all its own food. So self-supporting means a country that can produce enough income to pay for its necessities whether it is produced externally or internally.

One of the objectives that we were asked to consider for the plan was whether Micronesia could have a self-supporting government by 1981. We have defined self-supporting government to mean that the Micronesian government can raise enough revenue from the income produced in the country to pay for the necessary government services. Can this be achieved by 1981? Well, as everyone knows, the present cost of operations of the government in Micronesia and the

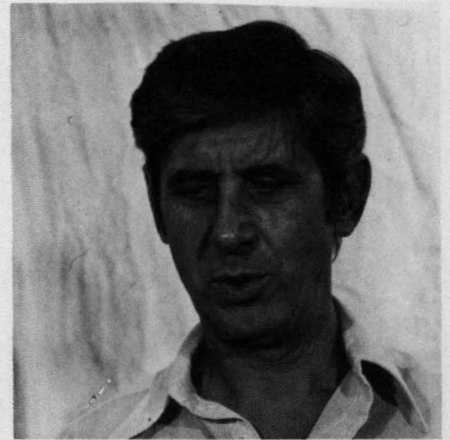
income that can be raised through taxation in the Trust Territory leaves a tremendous gap. However, on further analysis, it appears that while many of the operating costs of the government today in Micronesia may be necessary for the U.S. administration of the Trust Territory, they are really unnecessary for a Micronesian government. After the Trusteeship arrangement is terminated, many of the activities currently carried on by the U.S. government may no longer be necessary.

Actually, we believe that the necessary investment to raise income levels to obtain enough government revenue to support itself in 1981 may be the biggest handicap of all. As any planner would know, if you pour enough money into a country in the way of productive investment, you can certainly produce enough income and government revenue to pay for its operations. However, the amount of investment required for Micronesia to have a self-supporting government by 1981 is quite unreasonable not only because of huge sum needed but also because the ability of the country to absorb any large volume of investment is very limited. Nevertheless, we will still keep this in mind as a long range objective. In any case, the gap that presently exists can certainly be reduced, but no doubt, continued support from the U.S. government may be necessary for several decades beyond 1981 just to support the current level of operations of the Micronesian government. We hope that our recommendations to the Congress in this respect will be of some help to them in deciding on whether this objective appears to be a reasonable and feasible goal, considering the conditions that must be met before it can be achieved.

REPORTER: What will be, in your opinion, the immediate priorities to alleviate the economic problems that you have observed or studied since the time you arrived in Micronesia in October last year?

TRUSK: Up to now, we have identified two or three very important problems in Micronesia. First, in relation to the total expenditures in Micronesia the amount of actual income produced to pay for these expenditures is very small. In effect, the indigenous economy in the country is negligible compared to total expenditures of the private and public sectors. Obviously, the injection of tremendous sums of U.S. government money for operating costs and infrastructure dominate the Micronesian economy. Therefore, one of the objectives of the development plan will be to put more emphasis on investment in the productive sectors of the economy to develop an economic base to a point where it can produce a great deal more of real income than is currently being produced. This strategy will raise production levels higher than currently prevail today. Another important problem we see is that allocation of government resources has been very heavy in the social consumption areas. That means a great deal of money has been going into programs which are not directly income producing. Education is an example. If proper education is provided, it can be income-producing; but it takes ten years or more to educate people to a point where they can become productive. We believe more resources must immediately be put into the directly productive sectors of the economy such as agriculture, marine resources, manufacturing, tourism, and other sectors of that nature. So the second problem is one of directing government attention to the income producing sectors. If additional grants from the U.S. government are not forthcoming, some cuts in the present allocations of resources to the social sectors may be necessary in order to provide the money required to develop the economy of Micronesia.

The third major problem that we are concerned with is the cost of operation of the Micronesian government as well as its potential revenue. As I said



previously, the operating costs of the government can be reduced considerably after the Trusteeship arrangements have been terminated. At the same time, we feel that the tax structure in Micronesia today is not adequate to raise the necessary revenues to support a Micronesian government. The potential of raising more government revenue is definitely here. Micronesians appear to be one of the least taxed peoples in the world relative to their income.

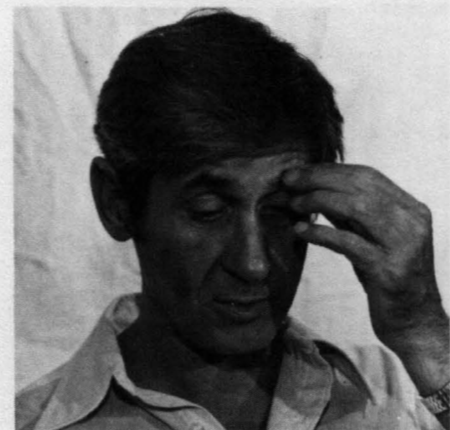
The fourth area that requires attention is to encourage people in Micronesia to save more of their income. The level of savings in Micronesia appears to be very low compared to its level of income. At the same time, we find that there are practically no institutional arrangements for transferring money from private savers to potential investors in Micronesia. We hope to show or propose to the Congress various ways in which they can encourage more private savings as well as encourage more local investment in the development of the economy.

REPORTER: Do you think the United States is meeting its responsibilities for the development of the Trust Territory under the terms of the *Trusteeship Agreement*?

TRUSK: From the research material that I have been able to examine since I arrived here, the first twenty years of the U.S. administration was obviously directed towards certain objectives of

the U.S. government. This is now past history. The role of the U.S. government has changed drastically since the establishment of the Congress of Micronesia and as reflected in the tremendous increase in the U.S. appropriations for the development of infrastructure in the Trust Territory. The U.S. now seems prepared to finance the infrastructure required for development to a much greater degree than in the first twenty five years of its administration.

As to the efforts of the U.S. government today in this respect, we know that the U.S. has learned a great deal about how to develop a country from its many successful foreign aid programs in other



developing countries. Most of the U.N. experts who have visited Micronesia have commented on the fact that the U.S. government is not bringing to Micronesia the wealth of technical knowledge and experience that we know it has from its performance in other countries. We feel that the U.S. government can provide the kinds of technical expertise required for the development of the Trust Territory. We are also told that by 1981 the U.S. government would like to have a sufficient infrastructure base in Micronesia for the economy to continue growing, and everyone would certainly encourage this. However, we hope the U.S. government would consider using more of its resources to provide

infrastructure and less in increasing the operational costs of the government which cannot be sustained after the *Trusteeship Agreement* ends.

REPORTER: Financially, how much is needed to implement the Development Plan?

TRUSK: The answer to this question is relative to the overall goals and objectives of the country, which are in the process of being worked out. When we talk about continued assistance to operate the government, we hope that this can be decreased over the next five to ten years. However, when we come to the amount of capital investment required to develop the potential of the Micronesian economy, this figure is still very tentative. But I think we have to think in terms of at least 50 million dollars per year for the next ten to fifteen years to raise income levels to the point needed to continue the sustained rate of growth in Micronesia at a reasonable rate; this is on the assumption that the operating costs of the Micronesian government will be brought down to a reasonable level.

REPORTER: When will the plan be put into effect?

TRUSK: The tentative date for the commencement of the plan is October 1976, and to run for five years. This will coincide with the tentative date for the termination of the U.N. *Trusteeship Agreement* in 1981. However, development planning will need to be carried on for many years after 1981. We only regard the commencement day of the plan as a point in time when we begin to measure the effects of development. Periodically, the plan will be evaluated and adjusted as necessary to meet the changing priorities of the government.

REPORTER: Micronesia gets about \$80 million a year from the United States. By 1981, can Micronesia make that amount in order that the present T.T. government's work force and services are not disrupted?

TRUSK: Obviously not. Only about 25% of the \$80 million currently being

appropriated is used to build up infrastructure and 75% is used for operating costs. We still feel that a larger amount of investment will be necessary for several decades to raise enough taxable income to bring government revenue up to the current level of the U.S. grants. If the private sector takes advantage of the infrastructure, which the United States government is now and will continue to provide, the development rate should continue at a very satisfactory rate. So when we talk about the 80 million dollars at the present time from the U.S. government, this should be considered as temporary and only up to a point in time when the Micronesian economy can sustain its own economic development. That point is very very far into the future and the amount of \$80 million a year may have to continue; but some reallocation of this money to development and less to operations will be necessary if Micronesia will attain a self-sustained rate of growth in the foreseeable future.

REPORTER: What are possible industries that can be developed to implement the Comprehensive Development Plan?

TRUSK: Industrial development possibilities in Micronesia are certainly not being explored and developed as they can be. These industries in Micronesia will have to be based, however, on the local natural resources available. From this point of view, we can see that land resources have been grossly underdeveloped and under-utilized in Micronesia. I personally feel that the future economic development in Micronesia will depend very much on its land resources. It is obvious that land has a tremendous potential for increased output. The inhibiting factors to the increased production of raw materials are foreign markets and lack of transportation facilities. Therefore, the strategy could be as follows: If land resources in Micronesia were developed, sufficient raw materials could be produced to support several types of industries,

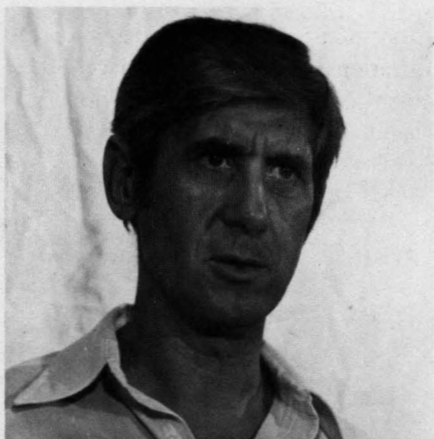
mainly food processing; and production and employment could be increased significantly. The point is that any large scale industrial development in Micronesia will depend very much on its own natural resources and the facilities for marketing this output in the developed countries. There are also many opportunities for local investment in import substitution industries.

REPORTER: Fine, what about industrial development in terms of fisheries or marine resources?

TRUSK: In the area of fisheries, it is true that the seas surrounding Micronesia are rich in marine life which, if converted into consumption goods, can raise income levels substantially. However, a lot of investment, manpower and technology is required which is scarce even in many developed countries. I believe in what I have heard from recent discussions and comments of people in the districts that they are very realistic in evaluating the potential development of their marine resources. They feel—and I agree—that to enjoy the benefits of these resources, they would have to rely very much on foreign investors who can provide the input to exploit these marine resources. Nevertheless, Micronesia can enjoy many benefits from the exploitation of marine resources through agreements with foreign investors. These benefits can be gained through outright grants or royalties and by providing on-shore facilities. But I do not think at the present time that the capital, manpower, and technology are available in Micronesia for undertaking deep-sea fishing on a large scale. This is not to be discouraging. What I am trying to point out is that the benefits to Micronesia from its marine resources will come more indirectly rather than through its own direct involvement.

REPORTER: Let us get into something else, tourism. Do you see it as a potential source of income to help carry out the plan?

TRUSK: Yes, tourism is often mentioned as a potential source of

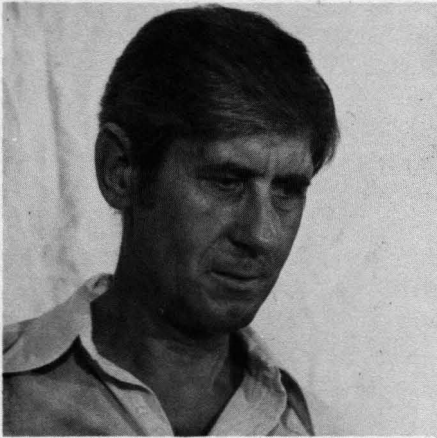


income in Micronesia. However, the tourism sector is going to require very careful examination and evaluation before we can recommend to the government any large-scale investment in this sector. Those countries that have gone into tourism have encountered numerous problems, both social and economic. Many found out that tourism did not produce the results that was dreamed of when they first invested in this sector. Tourism benefits those countries most that have surplus labor because tourism is a labor intensive industry. However, tourism has not always proved to be a high-income producing sector. Also the costs incurred for tourism development have been much higher than most people had expected, not only in terms of monetary costs but also in terms of social costs. It is also a sector which is objectionable to many people in that they do not like to see their beautiful environment destroyed by tourism facilities which do not enhance the beauty of their scenic areas. Tourism is often referred to today as a "glamour industry". I would certainly agree with the comments I have heard in the districts to the effect that tourism should be treated very cautiously and should be kept under a very strict control by the local people so that it does not get out of hand and create the kinds of social and economic problems that other countries have encountered in this sector. But this does not mean

that we have to come to the conclusion immediately that tourism should not be developed. The people of Micronesia should be very cautious in developing this sector to make sure that they can get maximum benefits from it without a high social cost.

REPORTER: What kind of cooperation would you like to see between the private and public sectors of Micronesia towards the development of the comprehensive plan?

TRUSK: From the terms of reference given to us by the Congress, I understand that one of the major goals of the development plan would be to encourage the private sector. This is good, and it can be done. There are certainly enough enterprising people in Micronesia to develop the private sector. They are handicapped at the present time by the lack of capital, technology, and the lack of trained manpower. The plan will propose programs to correct these deficiencies and provide the necessary environment for the private sector to develop. The private sector can certainly go into many areas such as agriculture, marine resources, manufacturing commercial activities like wholesaling and retailing, financing, exporting/importing, construction, and other sectors of that nature. In fact, the implementation of the development plan will depend to a very large extent on the response from the private sector. In the area of public utilities, the role of the private sector is always questionable; it depends very much on local conditions and the capability of the public sector to run public utilities such as water, electricity, telephones. There is no firm evidence to show that either the public or private sector can undertake the development of the public utilities sector with any sure chance of success. I hope that by the time we are through with evaluating the economic development potentials of Micronesia, we may have other suggestions for the private sector.



REPORTER: Let us consider a typical Micronesian islander living on an isolated atoll. How would the development plan affect this person?

TRUSK: A Micronesian living on a small atoll lives in a small microcosm. His perspective of the world is very limited. Planners do not make value judgments as to whether the life on an atoll is good or bad. What the development plan will try to do is to provide people living on the atolls with increased opportunities for increasing their income as well as improving the quality of their lives. Living on an island can be idyllic for people who come from large, congested urban areas. These people look at the islands as some sort of paradise. However, to people living on an island, it is not a paradise. They feel the isolation very keenly. They see better opportunities in the larger cities; they want to enjoy the amenities of the urban centers. What the plan will try to do for people, whether they live on small atolls or on larger islands, is provide opportunities for them to improve the qualities of their lives.

Every individual must decide for himself what he would like to do and where he would like to live. Personally, I don't like to see the plan dogmatically say that everybody must stay on his island as I have often heard from other people. Whether Micronesians want to stay on their home islands or go somewhere else is a decision that can be made only by the people themselves and by no one else.

REPORTER: Dr. Trusk, are there other opportunities for assistance from the United Nations in addition to the ones you had discussed earlier in this interview?

TRUSK: Yes, there are many organizations in the United Nations system which would be prepared to offer assistance to Micronesia in its development efforts. In ESCAP (Economic and Social Commission for Asia and the Pacific) itself, there are five training institutions: the Asian Development Institute in Bangkok, which concentrates primarily on development and planning; the Institute for Public Administration in Kuala Lumpur, which offers assistance in the area of government administration; the U.N. Statistical Institute in Tokyo offers a program in training statisticians; the U.N. Center for Research and Training and Regional Planning in Nagoya, Japan, concentrates on regional planning which I believe is very relevant to Micronesia since we are dealing with so many small land areas; and there is a new institute which has been set up in Manila for social development which will concentrate on social welfare and

social development. Facilities are also offered by the International Bank for Reconstruction and Development, commonly known as World Bank. The FAO (Food and Agricultural Organization) has its own training programs for agriculture development. The ILO (International Labour Organization) also provides assistance in the areas of manpower development and management. I should also mention UNIDO (U.N. Industrial Development Organization), which is concerned with promotion of industrial development; and WHO (World Health Organization). There are other organizations in the U.N. which can offer assistance to the Trust Territory which are too numerous to mention. Perhaps, the most important U.N. Agency for developing countries is the U.N. Development Programme, which is financing technical assistance in developing countries to the extent of over \$300 million a year. The UNDP is funding our current project also.

There are also issues being discussed in the world today under the U.N. auspices such as the International Law of the Sea, which Micronesia is quite concerned about. There is the U.N. Council on Human Rights, which is very active in areas of protecting individual rights, and there is a program for studies on multi-national corporations. These U.N. organizations and programs are carried out on a global level and not necessarily for individual countries. Nevertheless, the results of these programs can be of direct benefit to the people of Micronesia, and I would encourage them to participate as much as possible in all U.N. programs and activities. ■

EDUCATION IN MICRONESIA:

by David Ramarui

Its Past, Present, and Future

Before Spain, Germany, Japan and the United States began their colonization, occupation, and administration of Micronesia, education in these islands was a family affair. It was carried on in the home, where the father taught his son all kinds of male activities and the mother taught her daughter the activities pertaining to the female role in the family. These were based on prescribed and well defined labor divisions. While there were specific trades which were exclusively transmitted from the father to the son as family trades, there were also communal activities that young men and women were taught in a wider context to instill in the youths the spirit of communal cooperation.

Education in this regard was, and to a greater degree in the various Micronesian cultures, is still a way of life as opposed to the formal or institutionalized education which aims to be a preparation for adult life following formal schooling.

During the various regimes, starting from 1564 to date (as shown in the following table), formal or institutionalized education was introduced in Micronesia in different forms and in different times and at different places.

Table:

Spanish Colonial Administration for:

- | | |
|----------------------------|-----------|
| – Marianas (Guam included) | 1564–1898 |
| – Carolines (East–West) | 1885–1898 |

German Colonial Administration for:

- | | |
|--------------------------|-----------|
| – Marianas (Except Guam) | 1899–1914 |
| – Carolines (East–West) | 1899–1914 |
| – Marshalls | 1888–1914 |

Japanese Mandate/Occupation

- | | |
|--------------------------|-----------|
| – Marianas (Except Guam) | 1914–1945 |
| – Carolines (East–West) | 1914–1945 |
| – Marshalls | 1914–1945 |

American–Trust Territory

- | | |
|----------------------------------|--------------|
| – Marianas, Carolines, Marshalls | 1945–present |
|----------------------------------|--------------|

The Mariana Islands were the first group to experience some form of formal education which was initiated by the Jesuit Order as early as 1669 and was succeeded by the Augustinian Order during the succeeding centuries. "Mission schools were established as early as 1674, and by the end of the Spanish period every village had its school which taught reading, writing, and arithmetic, Spanish, music, and handicraft, as well as Catholic doctrine."¹

Most of the Caroline groups did not experience formal education until the German Colonial Administration from 1899 to 1914 and the Marshalls from 1888 through 1914. During the German period, the Education System in the Marianas, Yap and Palau was run by Catholic missionaries of the Capuchin Order as Protestants were not permitted in those areas, while Truk, Ponape and the Marshalls had both Catholic and Protestant school systems. The school in Kusaie in the Ponape District was run exclusively by the Protestant Boston missionaries.

The school in Kusaie and some schools in the Marshalls, run by the American Protestant missionaries, taught the English language in addition to the vernacular and other subjects.

The subjects taught in most schools throughout the Marianas, Carolines, and the Marshalls were German, vernacular, world history, geography, arithmetic, music and an emphasis was placed on religion.

Formal education was much more developed in the Marianas than in other districts in the curriculum area and in attendance requirements. "The German language was made compulsory in schools and for

1. Alice Joseph and V.F. Murray, *Chamorros and Carolinians of Saipan*, 1951, p. 24

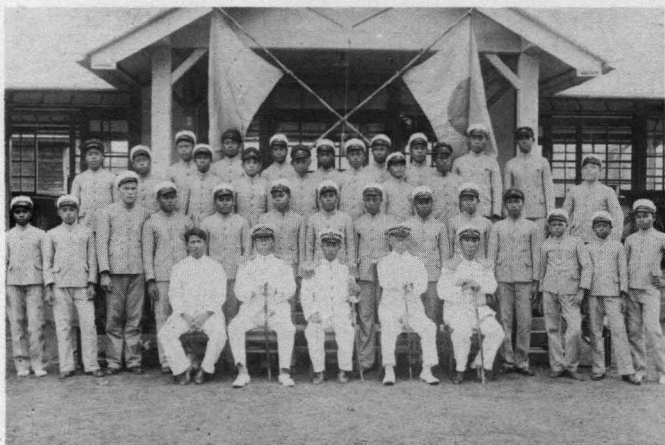
religious instruction, and the Spanish priests were replaced by German Capuchins. In 1906, the first secular school was established by the government. Attendance was made obligatory for all children between seven and thirteen years, and fines were imposed for non-attendance.”²

In most districts, the German Administration stressed economic development while schools were left in the hands of missionaries. Perhaps Christianization was the main theme for which schools were established.

In 1914, the Japanese Navy took control of all the German colonial holdings in Micronesia. The Japanese Navy established school systems in most of the major islands, similar in type to those established by German missionaries, differing only in the elimination of religious instructions and substitution of the Japanese language for the German.

The first school system established under the Japanese Naval Administration was for three years and was called native school or islanders’ school. With the inception of civilian administration under the mandate period, school for Micronesia changed to public school with three years compulsory education and with two additional years optional education, and with emphasis on boys over girls. A territory-wide vocational school was established in Koror, Palau, in 1927 mainly for training in carpentry. It was expanded in 1940 to include in its curriculum courses such as automechanics, electronics and surveying. Enrollment was very limited and selection of students was highly competitive.

First-year students of Palau Carpentry Training School, a Micronesia-wide vocational institution, representing all districts – the Marshalls, Ponape, Truk, the Marianas, Yap, and Palau. At right is the school’s principal. The photo was taken in 1938.



2. *Ibid.* p. 34



The student body and faculty of the Palau's carpentry school. The students wore typical Japanese college student uniforms, and the faculty members wore the South Sea Government uniforms. Photo taken in 1937.

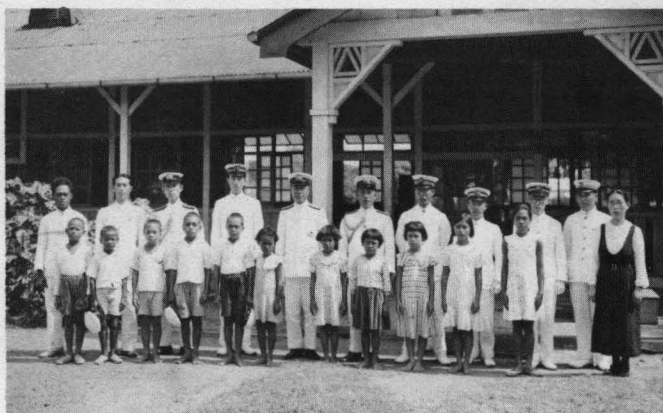
There were two school systems in Micronesia under the Japanese regime, one for Japanese nationals (6 years elementary, 2 years intermediate and 4 years high school) and the other for Micronesians (3 to 5 years elementary and 2 to 3 years vocational school). The Micronesians were not permitted to enter the Japanese school system. There were very few Micronesians who obtained high school or college education and they did so under very special arrangements. A scholarship program as we know it today was non-existent.

The basic aim of the Japanese school system was the indoctrination of the natives with Japanese ideas which was characterized by the emphasis on the Japanese language and ethics. It was designed to make Micronesians understand the Japanese and to obey their orders. While there were many worthwhile things the Japanese Administration accomplished for Micronesians, the natives on the whole were always suppressed as lower class citizens and the words native or islander became repugnant. In some cases, the Japanese authorities attempted to stamp out some of the native customs or institutions. Students were punished if they spoke their native tongue. Corporal punishment was the usual way of discipline and school children were slapped or hit on the head with the fist or bamboo if they misbehaved. Classes were big, up to more than 80 students in one class in the fourth and fifth grade levels, with one teacher teaching all subjects: Japanese, world history, geography, science, arts, handicrafts, arithmetics, gardening or agriculture and physical education. Vernacular was completely eliminated from the curriculum. Most subjects were taught by rote-memorizing. Group reading was a common way of teaching reading.



The first Palau Elementary and Intermediate School established in Koror; it was used exclusively for Japanese children. The school had two divisions: sixth grade (terminal) and eighth grade (optional). Most students, however, attended through the eighth grade.

Koror Public Elementary School, which was exclusively used for native children. A group of selected honor students, representing grades 1 to 5, and some dignitaries, posing for a group picture. The photo was taken in 1937.



Most of the teachers were recruited from Japan with the exception of one Micronesian teacher in each school acting more or less as an interpreter. Compartmentalization was the only arrangement known and practiced in the school system with one teacher staying with the same group all the way from first grade through third grade. Turnover of the Japanese staff was minimal. Schools were interrupted in most places during World War II, and when the war ended there were no schools left that were considered Micronesian schools because the Japanese Government never intended them to be so. Also there was no such thing as a teacher training program or any other institution of that nature to educate Micronesians for various professions.

When the United States Forces took over the former Japanese mandated Islands in 1945, the Naval Administration immediately assisted Micronesians to establish schools from scratch. In most islands, there were practically no trained Micronesian teachers available, and the administration had to pick a small number of men and women considered to be potential teachers and send them to Guam for short training. In the meantime, schools were established in most communities and staffed by untrained teaching personnel while waiting for those who were being trained in Guam. There were also some kind of teacher training programs simultaneously carried on in the various district centers where Military Governments were located.

The first TT group to attend teacher training at Guam's Marianas Area Teacher Training School, which became Pacific Islands Training School and moved to Truk in 1949. At left was first TT Education Director LCDR Irwin K. Vandam. At right was the Assistant Director. The lady in the middle was the teacher.



Schools in those days were largely supported by the communities with minimal assistance from the administration in the form of U.S. textbooks and small subsidies. During the latter part of the 1940's and throughout the 1950's, elementary schools were in the hands of the native populace while the intermediate schools were run almost entirely by the Military Government and later on by the Civil Administration. Five districts were turned over in 1951 from the jurisdiction of the Department of the Navy to the Department of the Interior, and that marked the beginning of the present form of the Trust Territory Government, while Saipan or the Marianas District remained under the Navy until July 1962. Up until that time, elementary schools throughout Micronesia were staffed by Micronesians whose salaries were paid by the municipalities or district legislatures while intermediate schools were staffed both by Americans and Micronesian teachers who were paid by the Trust Territory Government.

The Editors of this magazine are too young to understand or read Japanese. We were born after the war and were educated under the present system of education which is, by and large, a replica of the American educational system. Mr. David Ramarui, who speaks and writes Japanese, was kind enough to contribute this rare Japanese report and we hope that those Micronesians who are knowledgeable in the Japanese language will greatly benefit from it. Essentially, we are told, the report offers sharp contrasts between the former and the present systems. Just as a traveller would look back to see how far he has gone, we think this report will serve well as a reference point by which we can measure our educational advancement.

12

During the early 1960's, the Accelerated Elementary School Program (AESP) was initiated by the Kennedy Administration and the Trust Territory Government. After a brief period of subsidizing one-third of elementary school teachers salaries, the Trust Territory Government assumed all school responsibilities formerly held by the local government in the area of school construction and funding. Also American contract teachers were recruited to teach in many of the elementary schools. Other Federal programs became available. In the mid-sixties, Peace Corps/Micronesia was established, bringing hundreds of Peace Corps teachers to most parts of Micronesia.

Then, successively, secondary education began to form in all districts, with the former Pacific Islands Central School or PICS becoming Ponape District High School. As we moved toward the 1970's, the Community College of Micronesia was established in Ponape, the Micronesian Occupational Center was established in Koror, and the Micronesian Maritime Center was established in Truk. The Trust Territory School of Nursing, which was established in Truk in the latter part of 1940's, move to Ponape. After a few years, it moved to Palau and subsequently move to the Marianas in the late 1960's.

During the latter half of the 1940's and most of the 1950's, schools in Micronesia tended to be Micronesian oriented. During the 1960's, the school system changed and moved toward the American model in terms of policies and staffing. Under Federal Funding, we are conducting "bilingual" or "bicultural" education, hoping that we might blend the inevitable values influenced by the American style of education and American culture with the various Micronesian cultural heritages and values so that Micronesia's identity and its place in the world community will not be lost. And to this end, efforts are being made to make school curricula relevant to Micronesian cultures in the modern world setting.

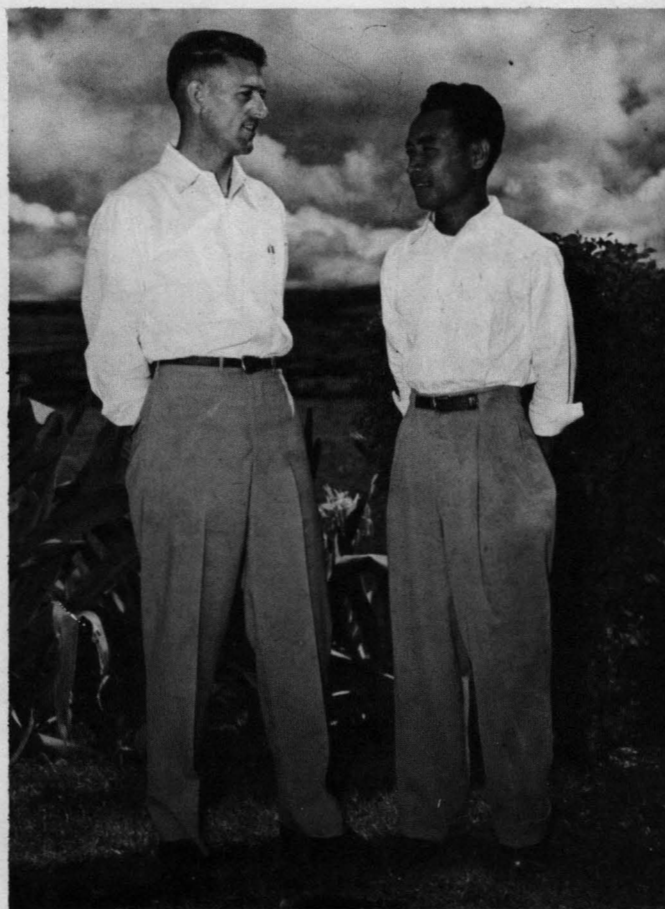
It should be noted that there are various religious groups operating elementary and secondary schools in Micronesia today with commendable accomplishments.

College and university students are sent to other countries such as the Philippines, Fiji, Guam, and the United States, Mainland. Hundreds of students are studying in the United States in contrast to the very few who went to school in Japan during the Japanese Administration.



These Micronesian students once attended Fiji Medical School; they studied medicine, dentistry, pharmacy, and medical technology. Photo taken in 1951.

Felix Ramarui of Palau, right, is one of the first two Micronesians to graduate from an American university; he graduated in 1954, and is now working in the States. The other is Antonio C. Tenorio, of Saipan, who graduated in 1954 with a BA degree in Civil Engineering; Tenorio is the present District Director of Public Works in the Marianas. Brother of the present TT Director of Education, Felix was 23 years old when this photo was taken in 1950 in Honolulu. At left is Jake Harshbarger of Drummond, Idaho, who sponsored Felix in the pre-medical course at the University of Idaho.





Antonio C. Tenorio (left) was pictured with David Ramarui, present TT Director of Education, in Hawaii during the summer of 1954, when Tony returned from Marquette University.



Micronesian students attending various schools in Hawaii in 1952. In the center of the second row is former TT High Commissioner Elbert D. Thomas. Second from left in the second row is Bethwel Henry, present Speaker of the House of Representatives, Congress of Micronesia.

It is useful at this point to evaluate and examine closely the development of educational systems in Micronesia under the various regimes and their impact on Micronesians. It is important that we compare and contrast all the facts of the past and present and assess the status of the current educational system and its relevancy to Micronesia. We might ask the following questions:

- To what extent have Micronesians progressed or advanced politically, socially, and economically as the result of their exposure to the alien imposed educational system?
- Have Micronesians, indeed, progressed or have they instead been victimized as the result of that exposure and became more subservient to alien domination and also dependent upon outside economic inflow?
- Or is the formal education becoming a mere vehicle for young Micronesians to pursue advanced schooling just to achieve what they view as prestigious jobs in the wage economy at the cost of alienating themselves from their own culture?

There are without doubt, two sides to these questions, and one has to weigh all the facts and to draw his own conclusions. It should also be noted that there were other important factors beside the formal schooling that affected Micronesians and which

imprinted on them new modes of behavior and new ways of life. Trade and commerce, colonization and imperialistic rule, military, and intermarriage were some of the distinctive forces which contributed to such acculturation of Micronesians.

The Japanese influence on Micronesians was substantial. Yet the level of education Micronesians received as noted earlier was not as high or as commensurate with the level of sophistication expected of them in the new order, so they had to force themselves to live up to certain standards which were technically, professionally and economically oppressive to them.

Ironically, the Japanese influence imprinted upon the Micronesians superficial features of western cultures rather than of the Japanese. To say the least, the Micronesians were uprooted from their cultural stability and independence and became dependent people. The Japanese also effected a boom in the island's infrastructure and economy and such overwhelming phenomena greatly astound uninformed outside observers even today. But these observers do not realize that in those days the Japanese motives regarding the development of Micronesia could be deemed as a manifestation of their imperialistic rule and desire for the expansion of Japan's Great Asian Empire. The general wellbeing of the Japanese nationals or colonies throughout Micronesia was one of

the focal points of the Japanese interest in Micronesia. Under this scheme, Micronesian affairs were almost incidental and their welfare and fate were considered only to the degree Japan felt she was in compliance with the charge mandated to her under the terms of the Covenant of the League of Nations. Thus Micronesians were, in many ways, deprived of their rights and the basic humane respect they should have deserved.

In contrast with the previous administration, the American Administration introduced the so-called democracy; an ideology that carries with it the conceptual virtues of individual freedom, rights, self-advancement and the puritan concept of credibility of work as also noted in the biblical expression that one must sweat in order to eat bread. All these essentially led Micronesians into a capitalistic mode of economy as opposed to the typical communalistic mode common throughout most parts of Micronesia. The other concept the Americans have introduced is the notion that education is an inseparable component of democracy to help nurture man's intellectual growth and to foster his knowledge, understanding, ability and his sense of responsibility as a unique individual in his society. Ideally, if this doctrine should materialize, it would be hoped that Micronesia would have indeed achieved its transformation into a new society with new dimensions in its political, social and economic outlook in concert with the progress of the world at large.

In light of the foregoing evaluation of the development of educational systems in Micronesia under various regimes and the impact upon Micronesians, I would like to approach the subject of the present basic educational system in the Trust Territory, the programs of higher education within the Trust Territory and abroad, and an underlying general statement of their functions and objectives.

Under the present administration, the general goals, objectives and policies of the Department of Education as set forth in the Trust Territory Code are: "...to provide for an educational system in Micronesia which shall enable the citizens of the Territory to participate fully in the progressive development of the islands as well as to become familiar with the Pacific community and the world. To this end the purpose of education in the Territory shall be to develop the human resources of Micronesia in order to prepare the people for self-government and participation in economic and social development, to function as a unifying agent and to bring to the people a knowledge of their islands, the economy, the government and the people who inhabit the Territory; and to provide Micronesians with skills which will be required in the development of the Territory. (These skills include professional and vocational as well as social and political advancements)" (41 TTC, 2).

At this point, I will elaborate on educational programs presently in existence for the citizens of the Trust Territory, challenges confronted, the Department of Education's future plans and the relationship between these plans and the future of Micronesia.

We now have an educational system composed of compulsory free eighth grade level elementary schools; universal secondary schools; two post-secondary educational institutions, the Micronesian Occupational Center (an area vocational school) in Koror and the Community College of Micronesia with its main campus situated on Ponape and its Nursing School component on Saipan, plus teacher education extension programs in all districts; Adult Basic Education; the Micronesian Student Assistance Program for postsecondary and postgraduate students abroad; and the School Food Service Program, a new program established this year.

At left is Garapan Elementary School on Saipan, and at right are some Koror elementary students taking their turns at bat. Today, there are 247 elementary schools in the Trust Territory (230 public and 17 non-public) with an enrollment of 30,939 as of June 30, 1975.



Our elementary school system reflects a typical American school pattern in terms of grade levels and a basic curriculum structure consisting of core courses such as language arts, arithmetic, science, social studies, physical education, gardening, arts and crafts and industrial arts. The American pattern of education was adopted as a model from which to develop a more relevant structure which would be a truly Micronesian educational system. Our system was never intended to be a mere replica of the American model, but the model was adopted because Micronesia historically never had a formal institutionalized system of its own. Great efforts are being made and progress being realized in formalizing a well coordinated bilingual-bicultural education program to ensure the relevancy of our system on Micronesia's unique cultural traditions and needs, and one which will help to sustain and perpetuate Micronesian values while allowing us to adopt the best elements of western cultures and technology which are now external forces moving into Micronesia at a pace and mode seemingly impossible for us to predict or resist. Today, there are 247 elementary schools throughout the Territory (230 public schools and 17 non-public schools) with the enrollment of 30,939 as of June 30, 1975 which provide the space for our very young system to grow in.

Under various U.S. Federal laws (Example: Elementary and Secondary Education Act of 1965, Amended: PL 89-10 and further amended by PL 93-380, 1974), which include the Trust Territory of

Mount Carmel elementary and secondary school on Saipan. Although the majority of its students are from the Marianas, there is a significant number of students from other districts and places attending this school, which is the only non-public school in the Marianas. It is one of the most reputable non-public schools in Micronesia.



Today, there are a total of 30 high schools in the Trust Territory (16 public and 14 non-public) with a total enrollment of about 8,000 of which 1,768 attend non-public schools. Pictured above is Marianas High School on Saipan—a senior high noted for its program areas in Mathematics, Vocational Mechanics, and Home Economics.

the Pacific Islands among the eligible states and territories, funds have been made available to us and we have, under approved program plans, launched various projects for development of learning materials and improvement of overall instructions as well as for training of our administrative and teaching personnel.

Under a contract between the Trust Territory and the University of Hawaii, we have initiated extensive work which is now nearing completion on orthographies of all the major languages of Micronesia along with reference grammars and English-Vernacular dictionaries. Other projects such as Science for Micronesia, Micronesian Mathematics, social studies, bilingual programs, vocational education and special education are well underway. Toward strengthening these subject areas, our respective instructional project specialists conduct workshops throughout the Trust Territory for Micronesian teachers for their professional advancement as well as for the primary objective of development of relevant learning and teaching materials.

Community involvement in our educational development is effected by parents direct participation in PTAs, through various boards of education at the community level up to the Mironesia Board of Education level as well as through the legislative bodies in advising and/or determining policies, goals and objectives of education for their children. The concept that our schools belong to the people is being steadily developed.

With the declaration of a new policy of the Government of the TTPI in 1962 which set as the educational goal a Universal public school system from elementary through high school, all districts began to add to the then existing intermediate schools a new grade each year until each district had at least one high school. Thirteen years ago, the only two high schools were PICS on Ponape and Xavier in Truk. Today, there are a total of 30 high schools (16 public and 14 non-public) throughout the Trust Territory with a total enrollment of approximately 8,000 of which 1,768 attend non-public schools. Here again, although the secondary schools in Micronesia have been based on American patterns, a great emphasis is placed on setting up learning programs relevant to our cultures and our situation in contemporary time as well as preparing students to be able to pursue higher education in vocational and professional areas.

The secondary school curriculum consists of extending the general basic courses started at the elementary level while at this advanced level emphasis is placed on vocational education and career education while including college preparatory courses. Although our secondary schools are not formally accredited by U.S. standards, a high percentage of our applying students are accepted in outside colleges, universities and technical schools. While there can be numerous expressions of philosophy of education which would be applicable in Micronesia, I contend that our present educational planning and implementation efforts must be geared for full development of our students through all facets of acquiring knowledge, experience and skills so as to help stimulate self-growth and self-fulfillment of all individuals to their fullest potential no matter where they may live in the future.

In the area of higher learning, as previously mentioned, we have the Micronesia Occupational Center (MOC) in Koror with a present maximum capacity of five hundred students at a given time. Because of the diverse nature of its program arrangement, the enrollment differs from year to year. As of September 1975, the enrollment was 340 students.

MOC offers courses that Micronesian citizen groups, such as the Manpower Advisory Council, have cited as being relevant to the present environment and also provide opportunities to accommodate inevitable changes. The courses offered, in addition to academic courses, include air-conditioning and refrigeration, appliance repair, automotive mechanics, construction, masonry and concrete work, dental nursing, diesel and

heavy equipment mechanics, construction electricity, food services, plumbing, seamstress training, small engine repair, surveying, cartographic drafting, and welding. All of these courses are vital and relevant to the present and future needs of Micronesians, especially those living in the district centers where high population concentrations already exist. These needs, to a certain degree, are felt even in the remote parts of Micronesia, and will eventually be felt by all outer islands' residents.



Students from all over Micronesia learn various trades from the Micronesian Occupational Center (MOC) in Palau. As of September 1975, the enrollment there was 340 students.

The major objective of MOC is twofold: the short-term program calls for providing entry level vocational skills training for Micronesians for immediate development of manpower forces most urgently needed in Micronesia today to offset the economic and social imbalance caused by the prevailing importation of skilled manpower forces from outside of Micronesia—mainly from the U.S., the Philippines, Japan and Korea. In terms of the long-range program plan, the following assumptions are taken into account: i.e. any nation, in order to develop its economy, must first develop its manpower in all the avenues of learning necessary to foster the development of natural resources. This requires an establishment of institutions of higher learning for a significant portion of the population who will necessarily carry out the various jobs which are needed in the future. This is precisely what MOC was established for. This institution, now under the status of candidacy for accreditation from the Western Association of School and College (WASC), will eventually be accredited and, hopefully, become the

training center for vocational teachers who will assume the responsibility of fostering occupational programs in their respective district elementary and high schools.

The Community College of Micronesia evolved from the original Micronesian Teacher Education Center formerly sponsored jointly by Government and the University of Hawaii. The college, now run entirely by the Government, has an enrollment of approximately 200 students. Just last year, the Trust Territory School of Nursing located on Saipan was transferred from the Department of Health Services to the Department of Education and was merged with CCM to become the CCM/Nursing School. CCM offers various courses leading to Associate of Science degrees and, like MOC, is now under the status of candidacy for accreditation from WASC.

A master plan for CCM has been developed and it is hoped that the plan calling for eight million dollars for construction, which has been endorsed by the Trust Territory Administration and the Congress of Micronesia and already passed by the U.S. House of Representatives and now in the U.S. Senate, will receive favorable action. If this plan is approved, the proposed new campus will be built. The master plan calls for facilities with a capacity enrollment of 400 students and that the program will be expanded so as to increase the number of fields and courses offered to meet Micronesia's current and future local as well as national needs. The importance of a new facility at the Community College of Micronesia is rooted in the manifested desire that Micronesians be able to obtain a basic postsecondary education at home, one which can act as a unifying force for the diverse ethnic components which make up our population.

The current practice of sending almost one thousand five hundred young Micronesians abroad for postsecondary education has already had rather negative effects upon people re-entering the reality of Micronesia; while they become acculturated and are exposed to very different educational and geographic environments, they are also alienated from each other and from their homeland. We strive for a modest, basic program here in Micronesia, one which would halt the debilitating loss of identity which is so evident in many students returning from outside. Realistically, there will always be people going abroad to obtain training which cannot be made available here, but they should go away with a well established appreciation of and identity with their common Micronesian cultures.

At present, the goals of CCM are: the establishment of a core postsecondary program which could be housed in a facility adequate enough to be termed a college; the expansion of this core through extension to provide education and work skills which are deemed vital in the advancement and growth of Micronesia; the creation of a Micronesian receptacle for the quickly disappearing cultural artifacts, literature, language, history and natural lore of our island people; the renovation and up-grading of the curriculum, methodology, and instruction of our public schools through preservice and inservice teacher development programs; and the building of the basic foundation for a future Micronesia institution of higher learning.

I think these goals are realistic and need to be met if there is to be such a person as a Micronesian and a place known as Micronesia beyond the immediate future. The specter of small, dislocated, acculturated, disunified groups of islands struggling against exploitive, technologically-oriented socio-economic forces is not pleasant. Our college should provide an environment able to dignify and elevate the Micronesians and their historic cultures as well as afford us with contemporarily viable personal and technical work skills. Simply, the college cannot achieve this in its present setting of surveyed buildings reclaimed from Enewetak.

The new physical plant would be centrally located in Ponape on a site which would allow for further expansion. The operation would be based upon the premise that this physical plant is the central component of a system which also includes present facilities at the Micronesian Occupational Center in Palau, and, at least for the present, the CCM Nursing School on Saipan. Since more than sixteen hundred persons have been enrolled in CCM's extension programs this year, it is apparent that a primary role of this central component of the college system is and will continue to be administration of the extension programs throughout all districts. Secondly, a new facility would serve as the administrative hub for the system and be the center of a vocationally based on-campus curriculum which would include associate degree programs in elementary education, special education, small business administration, vocational teaching methodology and a general preparatory program for health, science and law profession candidates.

The educational needs of Micronesia must be determined by Micronesians in Micronesia. The capabilities to meet these needs, however, should be developed where it is most economically and culturally feasible. At present, the cost of 1500 Micronesians

attending school outside the Trust Territory is estimated at \$4,500 per student, including transportation: this projects a total cost of \$6,750,000 which represents a large economic potential. Even if a small portion of the Trust Territory's \$2,000,000 share of the present estimated cost could be retained in a college within the Micronesian economy, it would have a positive and dramatic impact on our intrinsic development efforts.

The goal for Micronesia to become unified and self-reliant, while fulfilling the unique opportunity that the United States has given us to reach self-realization, is centered on realistically creating a viable, indigenous higher education capability. A new core Community College of Micronesia facility is the essential foundation of such a capability.

Under the Adult Basic Education Act, we have designed a program to provide educational opportunity for adults who did not have the opportunity to attend the existing school system. The program is monitored by a Headquarters Coordinator with a district coordinator in each district periodically aided by consultants from the United States.

One of the most important programs we have is the Micronesian Student Assistance Program designed primarily to provide informational, financial and counseling assistance to Micronesian postsecondary and graduate students abroad. At present, we have approximately 1500 students all over the continental United States, Hawaii and Guam as well as in these other countries in the Pacific basin — Fiji, New Zealand, the Solomon Islands, Papua New Guinea, the Philippines and Japan. The students are engaged in a wide range of studies in colleges and universities ranging from liberal arts to applied science and more specifically, in the field of education, business administration, economics, political science, social science, engineering, law and medicine as well as vocational education at the technical school level.

At this point, I want to convey the essentials of our newest program, the Micronesia Food Service Program.

It should be first understood that food programs like any other educational programs compete for priority in the schools. Because nutrition or healthy eating has had little systematic curriculum application when compared with subjects like reading, mathematic curriculum application when compared with subjects like reading, mathematics and history, we expect a lower level of concern for it. Nutrition needs as met through these new programs, suffer from the fact that

they are not yet a public issue in Micronesia, since nutrition is not always thought by Micronesians to be essential to good health.

At this time, the Department of Education is acting to fill the nutrition needs with a new U.S.D.A. Food Service Program. In the process of accomplishing this program, awareness-building efforts will be initiated to develop the community leadership functions for needs recognition in all districts. Even though the present and future plans of some districts call for expanded efforts in the area of nutritional service delivery, these plans are proposed without essential support of funds. The utilization of U.S.D.A. funds to produce a viable and dependable means for food acquisition over the next few years should demonstrate what the realistic nutrition expectations here could be, what service and delivery systems appear best for our society. In the meantime, we are taking advantage of this unique opportunity to provide our children with better foods while aiding local food production enterprises with the motive to provide marketable products, thus, stimulating varied agriculture, mariculture and aquaculture developments.

Problems connected with the programs of education are many and may be summed up in the following generalizations:

- The Micronesian Educational System is a relatively young system — it is 30 years old and barely evolved from its various embryonic stages of development. For three decades, we have reviewed and assessed what deemed to be the needs for Micronesian people and formulated from time to time some forms of statements of goals, objectives and policies we felt reflected a sound philosophy based on which to direct and

The administration building of Ponape Agriculture and Trade School (PATS), a non-public school educating students from all six districts. It is administered and run by a most energetic and imaginative Jesuit Priest, Father F. Hugh Costigan, who founded the school himself.



to guide our educational process. Our difficulty is one to ascertain a full consensus of opinion of educators and Micronesian leaders as to an appropriate statement of philosophy of education by which our educational direction may be established and/or measured for its perpetuity and its relevancy to contemporary Micronesia's needs and aspirations of the inhabitants.

- A staff of high calibre educational personnel is one of most vital ingredients of a good educational system, but we have a critical shortcoming in this area.

- Micronesia is highly dependent on outside experts or qualified personnel but with the meager budgetary constraints this requirement is only minimally met.

- While it is our ultimate goal to Micronesianize our staffing pattern, it takes many years to adequately educate and train sufficient number of Micronesians in order to qualify them to fill in all the positions.

- The most critical problem lies in the fact that Micronesia as a political entity is comprised of diversified ethnic groups scattered throughout a 3,000,000 square mile expanse of ocean. These groups differ not only culturally and linguistically but also in many other ways. In order to develop and unify Micronesia realistically, we must allow for changes in people's attitudes. We must be able to help diverse groups develop mutual understanding so that differences can be reconciled and strong common goals achieved. At the same time, we must strive to see that the various ethnic and cultural identities of these people are maintained. Each has its own inherent values, its own concepts and precepts and practices developed down the ages and suited to life in each particular island setting. Micronesia as a political entity is now and may inevitably continue to be in close association with the United States regardless of what political status she may choose. If this be the case, the influence and even the dominance of American/Western culture and advanced technology will continue to be felt in Micronesia. It is obvious, too, that the cultural and especially the economic influence of Japan has revived in Micronesia and may well increase. But Micronesian cultural values must continue to thrive if Micronesians are to live effectively and happily in their island communities.

The Micronesia Board of Education is mandated by law to develop goals and objectives of education and formulate policies for approval by the High Commissioner and for implementation by the Department of Education. The Department's future plans for Micronesia's educational programs may be summarized in some broad generalizations. One of the most important, immediate plans is to provide for additional training for the present education personnel at all levels in order to upgrade their skills and competencies to carry on the ongoing programs. We will continue to send students abroad to pursue vocational as well as professional education. This, for the time being, is an essential and available means of providing education for our youth, who will be the future leaders of Micronesia. Our most important national goal is to establish a center for a truly Micronesian institution of higher learning. As previously stated, the planned new CCM complex to be constructed at Palikir site, if an appropriation measure is passed by the United States Congress, constitutes one of the major Micronesian national educational goals.

The Community College of Micronesia on Ponape.



In conclusion, I wish to reiterate that money is a major key in order for us to successfully operate, maintain, and sustain a viable educational system and, therefore, the present as well as the future governments of Micronesia must strive and plan to provide adequate funding for education. As the result of our 30 years of educational endeavor, we now have educated Micronesians who are holding positions at various levels of the professions: lawyers, doctors, writers, educators, administrators, economists, merchants, and engineers and architects as well as technicians. But the cry for needs is still great and our endeavor and pursuit must continue. I firmly believe that above expressed goals and objectives of education for Micronesia as well as our practical implementation well fall within the spirit of the recently written draft of the Constitution for Federated States of Micronesia.

Micronesian Students at the Hawaii Job Corps Center

by Kathleen Ashby

Repairing a typewriter



The Hawaii Job Corps has the distinction of celebrating its 10th anniversary during the Bicentennial Year. The program opened in May 1966 as a conservation center with the main center occupying the old National Guard Camp at Koko Head. Two work camps, one on Kauai at Kokee by Waimea Canyon, and the other at Kilauea in the Volcano National Park comprised the rest of the Hawaii Program. The students who joined in those first years learned their trade while they constructed their camps. Fortunately, one of the most popular trades then was heavy equipment operator as it was a necessity in clearing the land for the Job Corps centers.

Almost three years to the day after it opened, former President Nixon announced the closing of the Hawaii Job Corps along with many other Job Corps Centers. Only public effort and the successful record of the Center saved the Program. By the time of the Nixon announcement, Job Corps had begun to serve the entire Pacific Basin.

Starting in the fall of 1968, students enrolled in the program directly from Guam and Micronesia. The responsibility for training these students as well as needy students of Hawaii was one of the many reasons that forced a reconsideration. Instead of closing all the camps, the Koko Head Center and one other camp would remain open. In the intervening months, Kauai and Hawaii fought for the privilege of maintaining a Job Corps Camp. In the end, the availability of the old Hilo Hospital as a site for the program swung the decision in favor of the Big Island.

The move to Hilo from the Volcano National Park was indicative of the changing focus of the Job Corps. Now called a Residential Manpower Program, the Centers began to draw upon the resources of the community to expand the quantity and quality of the training. The Centers first turned to the community for on-the-job training. The most notable of these OJT sites is the Kaneohe Marine Corps Station where students in almost every trade continue to improve and expand the skills they learned at Koko Head. Since March 1975, working under a revised contract, the Job Corps can provide off-Center training in trades not offered at either site in addition to on-the-job training to improve skills. Students have pursued programs for single needle operators, TV production assistants, refrigerator repair and small business machine repair. Students have begun to capitalize on the community college and are enrolled in Police Science, Secretarial Science, Accounting, and Welding.

Furthermore, a complete listing of the courses now being offered by the Job Corps Center is as follows:

| Major Trade Clusters | Related Cross Training (OJT) Available in Each Cluster |
|---------------------------------|--|
| Carpentry | None |
| Welding | Construction Welder Fabricating Welder |
| Masonry | Tile Mason Stone Mason Finish Mason |
| Warehousing | Storekeeper Stock Control Clerk Stock Level Clerk Auto Parts Clerk |
| Automotive Repair | Heavy Equipment Repair Transmission Repair Auto Air Conditioning Auto Brake Repair |
| Business Occupations (Clerical) | Messenger File Clerk Clerk Typist General Office Clerk/Stenographer |
| Culinary Arts | Fry Cook Butcher & Meat Cutter Pantry Man Waiter |
| Auto Body Repair | Vehicle Painting Auto Upholstery Auto Glass |
| Building Maintenance | Structural Repair Electricity Plumbing Refrigeration & Air Conditioning Masonry Structural Painting |



Sharing their culture has become an important aspect of the Micronesians' participation at the Hawaii Job Corps Center.

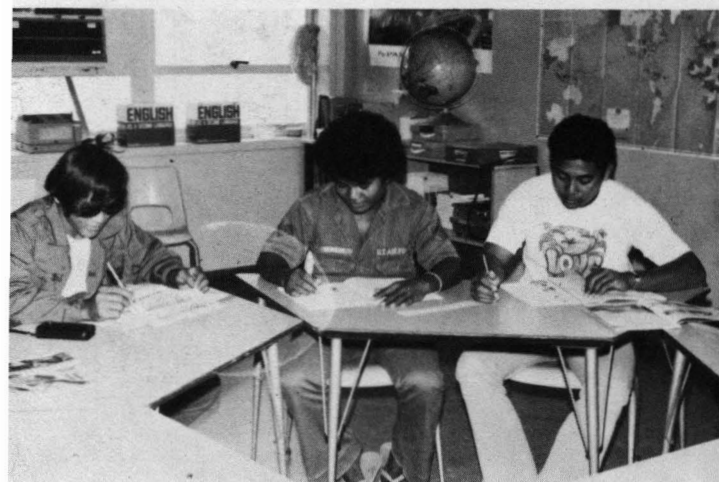
The focus of the Job Corps has always been to combine vocational training with complimentary and remedial education. Without basic reading and math, a student is handicapped in pursuing his vocational training and later in the performance of his job. Because so many students come to Job Corps without a high school diploma, the Center offers General Equivalency Diploma preparation so that students will successfully pass the State administered exam. Presently, 97% of the Job Corps GED students pass the exam and qualify for a diploma.

Job Corps uses programmed material with students learning at their own pace and assisted by their teachers in a tutorial manner. This system has seen remarkable achievements in students who had poor performance records in the traditional school system.

At the beginning of this year, 73 Micronesians students were enrolled at the Center: 63 males and 10 females. From the Marianas, there are 7 students; Marshalls, 14; Palau, 13; Ponape, 10; Truk, 21; and Yap, 8.

It was in January 1975 that the Koko Head Center accepted its first women. The 56 girls are now involved in every area of the program. Many have entered construction or automotive trades, enabling the Center to take the lead in the community in training both men and women for work in nontraditional fields. This has occurred at a time when the Federal Government's Affirmative Action Program has become a stronger tool in forcing companies to hire people for nontraditional positions.

The success of the women's program at Koko Head has led to the initiation of a similar program in Hilo, with the exception that women are not residents but only day students.

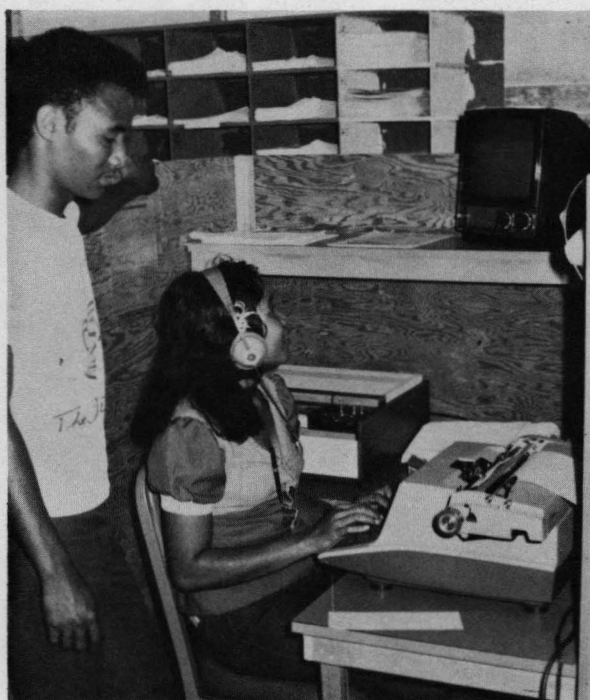


Small classes and programmed materials allow the Micronesian students to proceed at their own rate with close supervision from their teachers.

In March 1975, Maria Mae Quitano and Vicenta Taman from Saipan became the first Micronesian women to enroll in the Job Corps program. In the following weeks, they were joined by Carmina Rodrigues of Ponape. Today, there are women from every District. Most of the Micronesian women are enrolled in the Business Occupations Program. Mae is the first to begin her off-center training to qualify her for a variety of office situations. To date, Mae has acquired a sufficient number of credits from Job Corps to be eligible for her high school diploma.

If the Job Corps were strictly a Hawaiian program, it would be much more static. The Micronesian students who comprise the majority of non-Hawaiian students have added depth to the program. The average Micronesian youth arrives at Job Corps with a higher level of academic abilities than the local Hawaiian student. Their primary academic handicap lies in their limited English skills. This is easily rectified with English-as-Second-Language classes. In addition to their academic achievement, the Micronesians make a commitment prior to leaving their districts to complete the two-year training. With few exceptions, these young people fulfill this contract.

The aggressiveness of the Micronesian students in pursuit of training has drawn the praise of both vocational and educational instructors alike. Presently, of ten Job Corps students who began studies in community college, only two are not from the Trust Territory. A similar pattern can be seen in students involved in on-the-job training. Approximately 80% of these students come from the Trust Territory. At a traditional Job Corps graduation, well over half of the graduates are Micronesians despite the fact that they comprise only 30% of the total student population.



Practicing transcription from a dictaphone

The young people from the Trust Territory also play an integral role in the Job Corps' leadership program. Two of the four officers of the student government come from one of the districts.

The flaw in this otherwise ideal student group centers around a number of Micronesian men who use their free time to drink and have created some problems when intoxicated. The counseling department has had to resort to strict measures including termination in some instances. In addition, and to their credit, student leaders from the different districts assume the role of advocate and counsel problem drinkers from their islands. This policy has mitigated the number of incidences arising from overindulgence in alcohol.

What becomes of Micronesian students after they graduate? According to the Job Corps placement counselor who makes bi-annual visits to the districts, the students can be found in all levels of government, in positions of leadership in the community, and as respected journeymen craftsmen. The quality of the Job Corps training combined with the intensity of the Micronesian students' pursuit of this training, has traditionally assured that these students stand out among graduates of all Job Corps Centers. For young people between 16 and 21 interested in finding out more about Job Corps, they can contact the CETA Federal Program Coordinator in each district or write to the Headquarters Training Division in Saipan.

BEACHCOMBERS in palau

Of the many "white men" who came to the islands of the Pacific, the most intriguing were the ubiquitous beachcombers. Some came as traders, others as castaways or escapees. Whether seeking fortunes, safety or solutions to personal problems, they had one thing in common. When the merchantmen, whalers and naval ships sailed away, the 'combers remained on the beach.

Micronesia had its share of beachcombers: Goncalvo de Vigo in the Marianas, James O'Connell on Ponape and David (His Majesty) O'Keefe on Yap. Less well known are two Englishmen who in the late 1700's chose Palau as a second home. Their names were Madan Blanchard and Charles Washington and their stories are as fascinating as they are divergent.

Blanchard's story is a part of the *Antelope* episode.¹ For those unfamiliar with the tale, the *Antelope* was an East India Company ship that crashed onto the southwest barrier reef of Palau on August 9, 1783. Under the command of Henry Wilson, the crew set up camp on a nearby uninhabited island and began salvaging the wrecked ship.

Relations were soon established between the crew and the people of the island of Koror. Two Malaysians, one from Koror and one from the *Antelope*, acted as interpreters. *Ibedul*, high chief of Koror, encouraged his people to assist the *Antelope's* crew, as a new ship was built to carry the castaways back to Macao. In return, Captain Wilson and his men aided *Ibedul* in several battles against Koror's antagonists.

article by Frank Quimby
illustrations by Margo Vitarelli

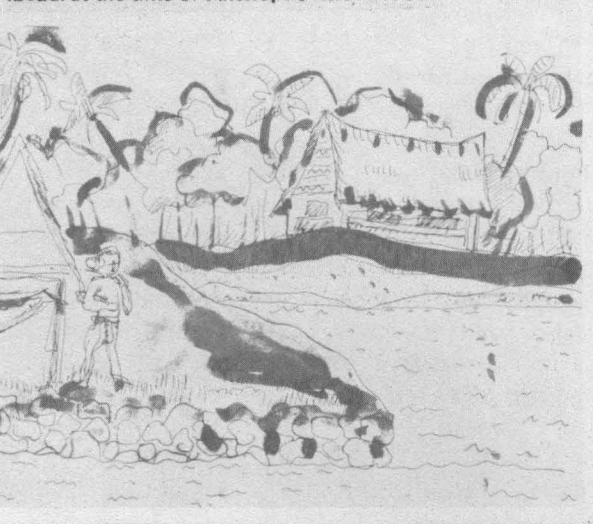
The climax of this unique four month encounter was a cultural exchange. Wilson agreed to take *Ibedul's* son, *Lee Boo*, to England "and make him an Englishman." Blanchard asked to remain in Palau and *Ibedul* granted the request, promising to "make him a Rubak (chief) and to give him two wives . . . a house and a plantation."²

Blanchard was an ordinary seaman on the *Antelope*. He was about twenty years old, could neither read nor write and did not have a trade. He appeared "good tempered" and "inoffensive" in behavior and his occasional "grave turn of mind" seemed to be adequately balanced by "a considerable degree of dry humor."

Wilson could not fathom Blanchard's "strange resolution" and tried to dissuade him from "cutting himself off from the rest of the world." The captain wondered how Blanchard, uneducated and unskilled, intended to make himself useful to the Palauans. Blanchard's decision appeared even stranger when it was learned that "he had formed no particular attachment on the island."

The only clue to Blanchard's motivation is found in Wilson's recollection that "courage he possessed in an eminent degree, a virtue held in high esteem by the natives." Blanchard had demonstrated his bravery a number of times during the expeditions against Koror's rivals. This may have brought him unexpected prestige. Perhaps he became enamored of the status and power that could be achieved through successful warfare in Palau. He may have envisioned himself in the role of chief military advisor to *Ibedul*.³

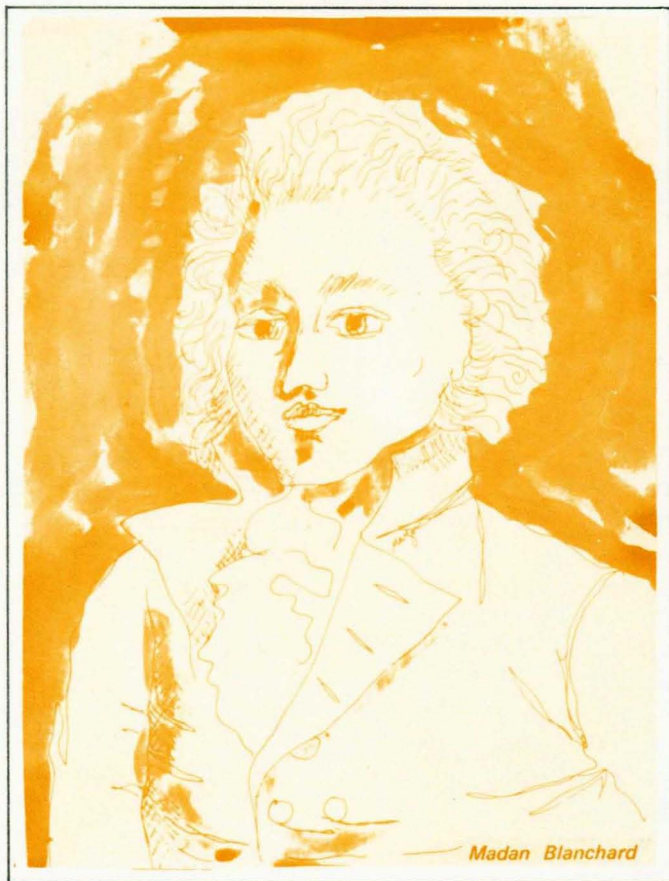
Ibedul at the time of *Antelope's* visit in 1783



1. George Keate, *An Account of the Pelew Islands*, 2nd.ed. (London, 1788).

2. Ibid., p.253 for Wilson's quote and p.229 for *Ibedul's*.

3. Ibid., all information and quotations are from pp.217, 218, 229 and 230.



On November 12, 1783, the *Antelope's* crew set sail for China in their new ship, christened the *Oroolong*. As they passed through the channel to the outer reef, Wilson reminded Blanchard of some essential elements of Christian deportment in foreign lands: "... never go naked, like the natives . . . always support a superiority of character . . . keep the Sabbath (and) of the utmost consequence . . . (take) care of the arms and ammunition they had left [*Ibedul*]." ⁴

Blanchard wished everyone "a prosperous voyage" and swung jauntily into a waiting canoe, taking leave of his shipmates "with as much ease as if they were only sailing from London to Gravesend, and were to return with the next tide." ⁵ From that moment on, Blanchard's relations with the Palauans steadily deteriorated.

Soon after the *Oroolong* sailed, Blanchard stopped wearing cloths and was tattooed. He spent most of his days "rambling" from house to house and *bai* (council hall) to *bai*. He neither fished nor farmed. Since he was considered a member of *Ibedul's* family, he felt he could appropriate whatever he wanted. He took people's taro, yams, coconuts, canoes and wives and if

the people complained, "he would contrive to have them beaten and disgraced."⁶

Whatever esteem Palauans may have felt for Blanchard disappeared in the wake of his idleness and arrogance. *Ibedul* personally assumed the responsibility for caring for the arms and ammunition, but refused to put a stop to Blanchard's blatant impositions. The High Chief feared that when the English returned, Blanchard would have them punish anyone who had dared to discipline an Englishman.

Blanchard's abusive behavior continued for three years before someone ended it. During an overnight stay with some people who had been "greatly injured" by Blanchard, a quarrel arose. Tempers flared, spears flashed. Blanchard and several of his followers were killed. Two men escaped and informed *Ibedul*. Still fearing reprisals from the English, the high chief "punished the inhabitants of the island where it happened" and then concocted a heart-rending tale of how "many of his own family had been slain with (Blanchard) in battle."⁷

It is ironic that Blanchard's auspicious beginning should have led to such a tragic ending. It is even more ironic that the inauspicious beginning of Charles Washington's life as a beachcomber should have led where it did.

Washington probably arrived aboard the East India Company ship *Panther* which called at Koror in 1791 and again in 1793. ⁸ The ship had been dispatched to Palau to deliver the sad news of *Lee Boo's* death. Smallpox had claimed the Black Prince—as he was known among Wilson's friends—in London in December of 1784.

Washington's story was that he had fallen asleep on watch one night when his ship was anchored near Koror. When he awoke, his musket was gone. He believed it had been taken by one of *Ibedul's* men. Washington knew he would be severely punished for losing his weapon. Having felt the lash before, he decided to avoid it this time. He deserted the ship that night, sliding down the anchor chain and swimming ashore.

Eventually, Washington made his way to northern Babelthup and settled in *Iebukel*, a village along the east coast of *Ngerchelong*. ⁹ He married there and fathered children. He learned to speak and live like a Palauan.

It is difficult to say how much of the desertion part of Washington's story is true. His later Palauanization, however, is quite certain. Washington's appearance and behavior in the latter part of his life were recorded by American castaways who landed in Palau in 1832. ¹⁰

4. *Ibid.*, p.255.

5. *Ibid.*, p.258.



Charles Washington

Washington appeared to them to be about 60 years old. He stood no more than five feet tall. His hair was long, grey and shaggy. All of his teeth were missing and the inside of his mouth was black from chewing beetle-nut. His legs, arms and chest were covered with tattoos. He wore a breechcloth and a Palauan adz was hooked over his shoulder. He carried a small basket full of "shells, small pieces of bright stones and trinkets"—traditional Palauan money.

His step was "quick and firm" and his behavior indicated that he was a person of some importance. When he first approached the Americans, older Palauans "yielded him right of way." When some younger Palauans later blocked his path, Washington "swung his battle-axe over their heads and gave them to understand that the (Americans) belonged to him. This immediately caused them to disperse."

Washington acted as interpreter and guardian for the Americans for five months. Throughout that period, everything Washington did convinced the Americans that "he had attained to great celebrity... His authority seemed great and he exercised it with exemplary discretion." It also seemed apparent that Washington was "contented with his situation and had no desire to return to his native country."

From these brief sketches, it seems clear that while Madan Blanchard's experience conformed to Webster's definition of a beachcomber, Charles Washington became something more than a "loafer along the seacoast." Washington appears to have become an active and productive member of his new community.

The final irony of these stories is that Palauan legend, it seems, only remembers the beachcomber who utterly failed to adjust to his new life. Because it is a chapter of the *Antelope* story, the Blanchard episode has been handed down over the generations as an object lesson on maladjusted foreigners. Perhaps Charles Washington adjusted too well and people forgot, somehow, that he was an Englishman as well as a Palauan.

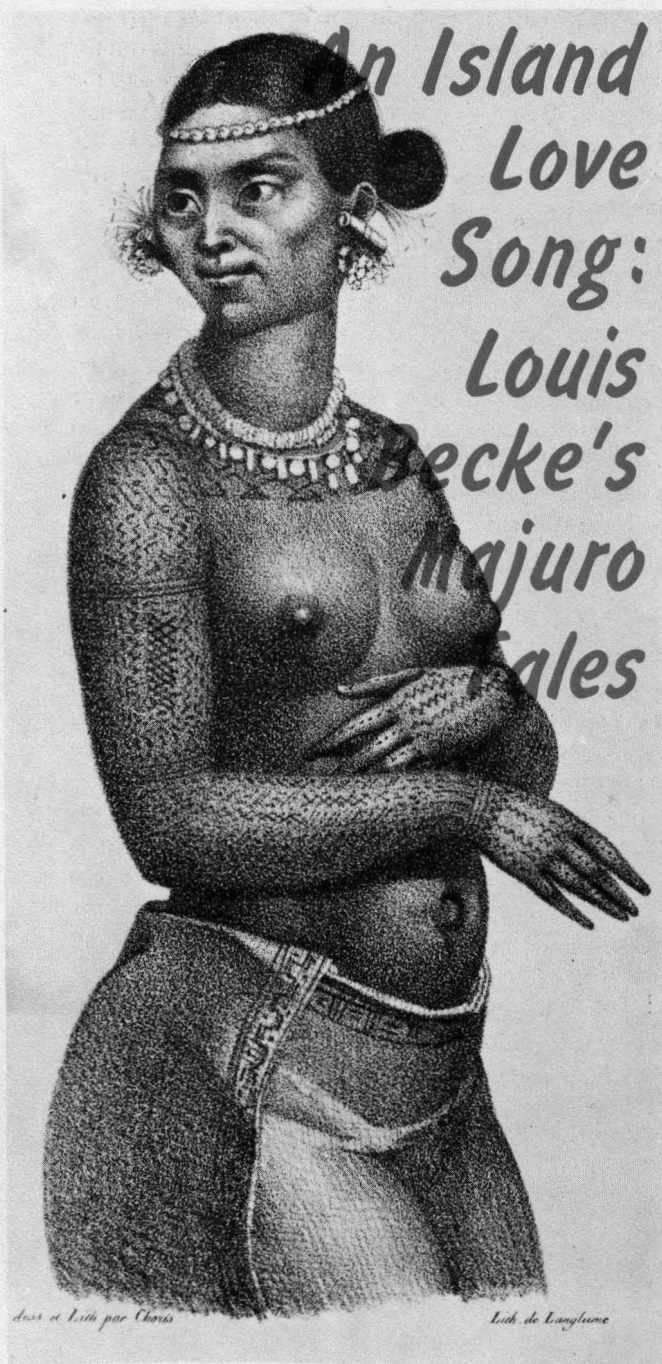
6. John Pearce Hockin, *A Supplement to the Account of the Pelew Islands* (London, 1803), p.13 and Amasa Delano, *A Narrative of Voyages... Round the World* (Boston, 1817), p.67. These are accounts of the officers of the ship that visited Palau in 1791 and first learned of Blanchard's fate. The quotation is from Delano, *Narrative*, p.67.

7. Delano, *Narrative*, p.67. The quotation is from Hockin, *Supplement*, p.9.

8. Horace Holden, *A Narrative of the Shipwreck... On the Pelew Islands*, in the year 1832 (Boston, 1836), pp.56, 57. Also Horace Holden, "Recollections of Horace Holden," *Oregon Historical Quarterly*, III, No.2 (June, 1902), pp.180, 181. Holden did not recall the date of Washington's arrival, nor did he recall the name of the ship, but other references in the *Narrative* and *Recollections* make it probable that the ship was the *Panther*.

9. Holden, *Narrative*, p.56 and Holden, *Recollections*, p.181.

10. Holden, *Narrative*, p.57 and Holden, *Recollections*, p.180. The remaining information and quotations in the story are from these sources.



A Marshallese in traditional dress, drawn by the Russian artist Ludovik Choris about half a century before Becke visited Ralik-Ratak.

by John W. Perry

A shipload of mutineers led by a cutthroat called Red Beard; an island grave filled with bones of a strange white woman; a pious missionary who unknowingly sends an old man and child to their death; a bold lover who loses his head while love-making. Such 19th-century tidbits of island life are the stock in trade of the Australian writer Louis Becke (1855-1912), who in the 1870s and 1880s traveled throughout eastern Micronesia, visiting Kusaie and Ponape, and numerous atolls in the Gilbert and Marshall Islands, especially Ujelang and Majuro. His Majuro tales—a combination of fiction and autobiography—are rambling, action-packed yarns found in his *By Reef and Palm*, *Pacific Tales*, *Rodman the Boatsteerer* and *Notes From My South Sea Log*, published between the years 1894 and 1905.

Becke opens his tales with a bullet-filled yarn called "The Unknown Ship of Majuro Lagoon." The location is Calalin Island on the atoll's northern side, where the lagoon and ocean come together in Calalin Channel. The narrator is a chiefish Marshallese named Lailik who explains to Becke—who usually appears in his own stories as the supercargo Tom Denison—why the island is haunted by the ghostlike figure of a red bearded white man, cutlass in hand, and the bloodstained ghost of a Chinese whose throat is cut from ear to ear:

Long before white traders and beachcombers resided on Majuro a three-masted ship en route through the Marshall Islands paused at Calalin to take on water and repair a sprung bowsprit. As the captain's wife was ill, she was boated ashore and quartered in a lagoonside house. There she remained with her husband and two rifle-toting daughters for a week or so. Then she died and was buried on Calalin.

About this time the ship's sailors, led by a red bearded seaman, got drunk, mutinied, and opened fire on the island. Cannonballs splintered beached canoes; bullets whizzed about like flies. When the mutineers tried to make sail, the captain's two daughters, each armed with a four-chambered rifle, took aim from Calalin and shot several sailors as they climbed about the rigging. During a lull in the shooting, the mutineers slit the throat of a Chinese crewman and hung the body from a yardarm. As the dead man's blood dripped into the lagoon, sharks swarmed about.

Would the Marshallese help retake the ship? asked the captain. Moments passed and no Marshallese came forward. Then a few women volunteered to paddle the captain and his daughters to the ship on a makeshift raft. Embarrassed, several young warriors came forward

and tied their hair atop their head—a Marshallese custom prior to combat. Hours later, in a rainstorm, the captain, his daughters, and the Marshallese boarded the ship and in a vicious gun battle killed most of the mutineers, among them the dreaded Red Beard.

There is, however, an anticlimax. Moments after the gun battle a mysterious explosion (a powder keg?) rocked the ship, killing all but a few Marshallese and one of the captain's daughters. As the Calalin Marshallese looked on, the ship burst into flames. Amid the blaze, the body of the Chinese fell from the yardarm and splashed into the lagoon. A few months later the surviving daughter died and was buried beside her mother.

The moonlit grave of another white woman sets the scene for the haunting tale entitled, "The Strange White Woman of Majuro." Pausing at the house of an old white trader, the crew of an anchored brig sit spellbound as the trader tells of a mysterious woman buried in a nearby graveyard. In a flash back to the Majuro of the 1840s ("when every white man lived like a prince, and died in his boots from a bullet or a spear") the trader speaks of an unidentified ship that sailed near the moonlit reef, hove to, and sent ashore a boat with a strange cargo: a "sick" woman. Then boat and ship vanished into the night.

"Well," says the trader, "we carried the woman up to the house and placed her in a chair, and the moment that my wife took off the woolen wrapper that covered her head and shoulders she cried out that there was blood running down her neck. And it didn't take me long to discover that the woman was dying from a bullet wound in the back of the head."

Who was she? Who had shot her? Why?

"That I can't tell," remarks the trader. "I only know she died here, and that I buried her."

In his "A Point of Theology on Majuro," Becke writes of a pet dislike: missionaries. When he first arrived in Micronesia, the evangelization of Ralik-Ratak was in full swing. In the 1850s Protestant missionaries from Boston had landed on Ebon and now, in the mid-1870s, American trained Hawaiian missionaries preached the gospel on Majuro and several other atolls.

About this time an old Marshallese returns from French Polynesia, bringing with him his 10-year-old granddaughter. When the Majuro Marshallese, led by a pious Hawaiian missionary, discover the man and child are Catholics ("Katolikos"), a nasty situation develops. The newcomers are threatened and refused food; the old man's brass crucifix is tossed into the lagoon. Caught in the middle of this ugly affair is a local white trader who has let the "Katolikos" sleep in his cookshed.

Amid these happenings a trading brig enters the lagoon and anchors near the trader's hut. Will the brig's crew help? asks the trader.

Soon both trader and captain meet the Hawaiian missionary in a lagoonside house filled with Marshallese, among them the two Catholics. When the captain, speaking in Marshallese, urges the islanders to allow the Catholics to remain on Majuro, a riproaring fist fight erupts. After knocking down several Marshallese, the white men retreat to the brig, taking the Catholics with them.

Late that night, while the white men sleep, the old man and child swim ashore, steal a canoe, and sail for Ponape, where there are other Catholics. Next day the trader, determined to bring them back, gives chase in his own boat. Three weeks later, several hundred miles from Majuro, a New England whaleship finds the trader's boat adrift at sea. In the stern sheets are the grisly remains of the trader, the old man and his granddaughter.

The final story, "The Methodical Mr. Burr of Majuro," is a tale of love and murder. It all begins when a widowed white trader named Ned Burr takes a Marshallese wife, a beautiful woman named Lejennabon, daughter of an Arno chief. She is given gifts by the local traders—a gold locket and ring, a pair of fat ducks bred on Majuro—and appears to be a perfect wife.

But trouble is on the horizon. A few months after Lejennabon comes to live with Burr, a canoe enters the lagoon and among the newcomers is a Likiep Marshallese who takes a fancy to Lejennabon, encouraging her with the words "Marriage hides the tricks of lovers." As one might guess, Lejennabon cannot resist the man whom Burr calls a "flash buck."

The meeting place of the two would-be lovers is beneath a breadfruit tree in an arrowroot patch. Hidden in the bush, the jealous husband watches and waits. As soon as the lovers meet, Burr takes aim and a well-placed shot from a Sharps rifle kills the Likiep man almost in the act of love, leaving the horrified Lejennabon as cold as a "wet deck-swab."

As Lejennabon looks on, the dead man's hair is loosened and pulled taut. Then Burr takes a huge knife and severs the head. This he hands to Lejennabon, forcing her to enter the village. As she walks, carrying her lover's head, she sings the words "Marriage hides the tricks of lovers."

"Listen," says Burr to a crowd of Marshallese, "listen to my wife singing a love song." When Lejennabon finishes her song, Burr takes the bloody head and like a ripe breadfruit flings it among the Marshallese. So ends the tricks of two lovers.



ELEGY TO A BAI

Helfand visited Kayangel Atoll in Palau eight years ago and studied the traditional bai (men's meeting house) there and described its richness in "Ode to an Abai" (Micronesia Reporter, Second Quarter, 1969). During the latter part of last year, he revisited the atoll for the first time in over seven years and found that the bai had fallen victim to a storm, so he wrote this elegy—"Elegy to a Bai"—as a testimonial to the passing of this part of Palauan culture.

by Harvey Helfand

*My noble friend, the Bai of Kayangel, is gone.
Old and frayed, weathered and torn,
the last time I visited,
one final storm exhausted his last remaining strength.*

*Still proud
he lies now, the broken remnants of his gabled roof
entented upon the stones
as though still protecting
the skeleton of storyboard beams and planks below,
enshrouded now with spider webs
in twisted dismembered silence.*

*The once-rich stone platform,
the throne of his reign,
is hidden now,
overgrown with vines, consumed by time.*

*Inside in disarray
still linger sheltered memories and legends of the past:
of Rubaks in dignified council, betelnut by their sides;
of meetings shaping the legacy of a people;
of comradeship recalling lovers or tales or the day's
catch of fish;
with glowing warmth like the afternoon sunlight spreading through
the coconut palms.*

*Now only that soft sunlight filtering through the gossamery thatch
enlightens here and there a detail,
though crippled,
still noble in its carving.
In testimony to my friend.*





BUILDING A PONAPEAN HOUSE: A Personal Narrative

Written by a young American, a 1970 graduate of Purdue University in Indiana, who came out to Micronesia that year as a Peace Corps volunteer, the following article candidly captures his experiences on Ponape—where he has lived for the past six years—especially his experience of building a “real” Ponapean house.

by Terry Malinowski

This is the Ponapean house about which Terry has written in this article. He is standing at left. With him is one of his Ponapean friends.

Fresh out of college in the summer of 1970, I joined the Peace Corps and came to Micronesia. My training to familiarize myself with Micronesia was held on Saipan along with 170 other new volunteers. Like most others, I came full of ambition and excitement to work and live among Micronesians.

During the training, I was assigned to work at Ponape Agricultural and Trade School (PATS) on Ponape as a math/science teacher. At the end of the summer when the training was completed, we all left for our new assignments in the islands.

My first few months on Ponape were very busy. Having never taught before, I found teaching a very demanding job. I went through the typical problems of adjusting to a new situation, language, and customs.

Working at PATS was a unique experience. I taught students from all over Micronesia. My association with these young people was a most enjoyable and memorable one. On many evenings we would sit around and talk about life in the States and in Micronesia. As time went on, I began to understand more about the way Micronesians think and live. Many of my students became my good friends.

The better part of my time during the days was spent teaching and preparing lesson plans. However, I purposely tried to put time aside in the evenings to spend with Ponapeans in the community. For the first year I spent almost every evening drinking *sakau* (Ponapean for kava). Why did I do this? I did it because it is the social activity that brings people

together to relax and to discuss what is happening in the community.

Sakau was my key to learning to speak Ponapean and also the key to Ponapean customs. I was able to make many acquaintances. It is also a pleasant way to spend an evening.

On weekends, I made an effort to get away from the school to attend feasts or visit with Ponapean friends. As time went on, I enjoyed myself even more because I was becoming more apt at the language.

I developed a great admiration and respect for Ponapeans, as I gained an understanding of their attitudes and habits. I came to find out that Ponapeans are a very generous and fun-loving people. They simply know how to enjoy life. Gradually I grew interested in the customs. I read everything I could find that had been published on Ponape by anthropologists. I also went out of my way to meet and to talk with older people about their customs.

During my four years of teaching at PATS, I learned quite a lot about Ponapeans and their customs and cultures. It seemed, however, that the longer I stayed, the more I realized I did not know, and the more I wanted to know.

In January 1974, a friend of mine, the *Dauk* of Madolenihmw (the third in line in the *Nanmwarki* hierarchy), came to visit me. During his stay, we spent many evenings discussing old Ponapean houses. I already had a vague idea about the structures and materials used for these houses. I had seen some pictures of them in some books. Neither of us, however, had ever seen a house like this. It has been perhaps 80 years since a house like this was built.

At that time I was planning to extend my Peace Corps service for a fifth year as a Chief Magistrate Assistant and Cooperative Advisor in Wone, a village in Kiti Municipality on Ponape Island. I planned to move to Wone and live with the *Dauk*. I knew then that I would need a place to live in. One thing led to another, and in the end the *Dauk* and I decided to try to build a real Ponapean house.

It took me several days of consideration before I committed myself to the idea. There were some doubts in my mind as to the feasibility of this plan. I also carefully thought over my reasons for wanting to undertake this project.

I wanted a house that was comfortable and attractive. Tin-roofed houses never appealed to me. I also wanted a house made exclusively of local materials. There was also an ulterior motive. I hoped Ponapeans would stop and think, "Why would an American want to live in a real Ponapean house?" Perhaps I was trying to prove something.

Another reason for proceeding with the idea was that I hoped that the house could be used as an educational exhibit. And also that Ponapeans could see what their home looked like before the turn of the century.

Probably the most important reason for building the house was that I wanted people to see the skill, craftsmanship, and ingenuity that their ancestors put into their work. In my mind, there is a great beauty in the architectural styles and techniques used in constructing real Ponapean houses. Today in Ponape, people no longer use the intricate lashings on the beams, and no longer tie in reed walls and floors. I hoped that the Ponapeans would see this and have more pride in their customs and cultures.

Building the house was much easier to think about than to actually do, as I was soon to find out. In February of 1974, I went to Wone to look for a suitable location for the house. I found a place that was flat with a large number of rocks. Why were rocks important? They were important for the foundation of the house. This was the first and the most difficult part of the work. With the help of students from PATS, I started laying the foundation. We worked on weekends during March and April. At the same time, we went into the mangrove swamps and selected and cut down trees for the main beams.

In the meantime, I was starting to buy twine for the lashing of the beams. Unfortunately, I could not get all I wanted at one time. My Peace Corps salary could not afford it, and not many people in Ponape make twine today. I had to go all over the island looking for it. In June, we hauled the big timbers from the mangrove swamp, and continued to work on the foundation. After four months of work, we moved approximately 50 cubic yards of rocks. We carried some rocks by hand and moved the others with the help of a water buffalo and sled.

Not much work was done on the house in July and August 1974, because I worked most of the time as an advisor to a Peace Corps training session. When that training was over, we finished the foundation and started making thatch. We cut down 26 ivory nut palms for thatches. The reason for so much thatch is because of the steep pitch of the roof and also the tightness of the thatch. A roof like this will last ten or more years, compared with three or four years, using today's design.

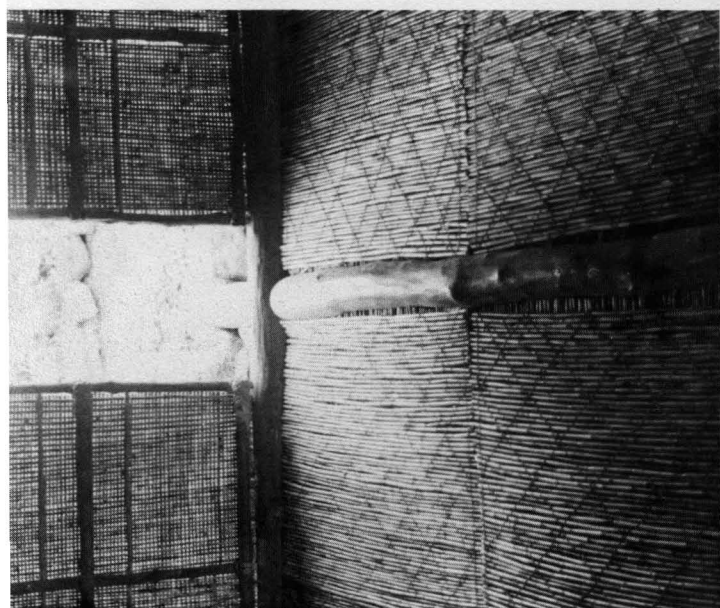
At the same time four men came to start the tying of the beams. Although they were all experts at tying outrigger canoes, it was their first time to try to tie a house. One of the men, however, had been taught by his father to do house tyings when he was young. So

the four men worked together to do the main tyings on the posts. This job took about one week. After that, only two men—Noberto Alphons and Lawrence Hepel—worked on tying up the beams in the roof. This took about two months to do. As the work progressed, I began to realize that the tyings were going to take a lot more twine than I had originally anticipated. As of the writing of this article, I had bought over ten thousand *ngahp* (Ponapean for fathoms) or about ten miles of twine.



About ten miles of local twine were used for the tying of the beams.

It took about three thousand reeds to make the walls.



We began the thatching in November. The main roof took about two weeks to finish. We worked daily to complete this big job. The actual making of the thatch itself took about three months. I went to the States to visit my family so the work stopped from mid-December until January 1975.

We completed thatching the gables by the end of March. We cut all the timbers for the walls the following month. Then I tied in all the timbers with help from friends; this took about three weeks. In May, we tied in the reed walls. It took about three thousand reeds to make the walls. After one month of cutting, cleaning, and tying, we completed the walls. Normally three or four of us worked daily, individually tying each reed in place. The last phase of the work started in June. That was putting in the floor. Like the walls, the floor is all hand-tied reeds.

However, since then, I have been very busily involved in work at a local sawmill. The people at the mill have asked me to work with their books. I am also teaching a course in bookkeeping in Ponapean for them.

I have extended my Peace Corps stint in Micronesia for a sixth year until June, 1976, at which time I plan to go to graduate school in Hawaii to study Anthropology. The people have formally requested my assistance to stay on to help them. Because of this job as advisor to the sawmill, I have had little time to work on the house. Only now am I finishing up the floor.

It has been almost two years now since we started this house project. It was discouraging and frustrating many times to keep on working. There were many delays. This type of work is naturally slow because it is all hand-tied. Traditionally this project was done by anywhere from fifty to one hundred people; the whole community would cooperate on it.

Today, there is not much cooperation, and people must do things themselves or pay for help. I met and talked with perhaps thirty to forty old men and women to search out the information on how to build this house. No one person I met could remember exactly how to build a traditional Ponapean house. I had to piece together a picture of it. I spent months researching all the details.

But now that I am coming close to the end of this project, I am glad I went ahead with it. I learned a lot, more than just how to build a traditional Ponapean house. Through my experiences, I have gained a more indepth understanding and warmer appreciation and respect for the traditions of Ponape. This is very important to me.

ISLAND HOPPING THROUGH MICRONESIA WITH THE U.S. COAST GUARD

from the Public Information Office,
14th Coast Guard District

photos by Bob Jones

If you look at the map of the Central Pacific, you'll notice the region is perforated with literally hundreds of exotic names and places, meshed tightly together and printed so tiny that you strain your eyes trying to read them.

Most are unfamiliar. Others will spark memories of the Pacific Theatre during World War II. And some will bring to mind the works of Michener, Melville, and Heyerdahl. Ranging from high volcanic islands to small atolls and reefs, these tiny landfalls make up the Trust Territory of the Pacific Islands, often called Micronesia.

In and around this vast but sparsely populated region, the 14th Coast Guard District has operated Long Range Aids to Navigation Stations (LORAN) since 1944. From the Hawaiian Archipelago (outside Micronesia) to the small islands that dot the Marshalls, Marianas, and the Caroline Islands, some 3,500 miles from Honolulu, sixteen stations steadily transmit their silent navigational aid to ships and aircraft transversing the Central Pacific Region.

Since LORAN's conception, the 14th Coast Guard District, with Headquarters located in Honolulu, has had the logistical problem of providing supplies and equipment to these remote outposts in order to keep them operational. The problem was extremely acute during World War II when badly needed supplies were sometimes delayed for weeks and even months due to combat situations.

Today, Coast Guard aircraft from Barbers Point, in Honolulu, shuffle cargo during two-week island hopping flights, which sometimes cover 18,000 miles during a single deployment.

Coast Guard aircraft from Barbers Point in Hawaii cover up to 18,000 miles during a single trip in order to get supplies and equipment to the 14th Coast Guard District LORAN stations scattered across the Pacific.



Touching down at these remote stations, travelling Coast Guardsmen step into a different world at each stop. Chief Petty Officer Burt Thomas, who acts as sort of a travelling troubleshooter for the LORAN equipment, explained: "Each facility has its own set or rules—its own personality. LORAN gear can be temperamental, but this usually applies to the local environment and responsibilities of the station. All types of LORAN gear come to us manufactured identically; it's when we install it the problems start." Chief Thomas mentioned that the year 'round humidity, sometimes reaching 100%, is the chief enemy, because of corrosion. He also said, "One unique problem is a sulphur pit located near our station at Iwo Jima (north of the Marianas). Corrosive fumes from the pit blacken the equipment, causing decay ten times faster than at all the other stations put together."

LORAN's varied environments keep the Coast Guard electronics experts on their toes, but that isn't the only thing Coast Guard travelers encounter during a trip. Ethnic backgrounds and cultures of the people of Micronesia are so varied, it is difficult for the visitor to try to mentally place them all into one territory. This is normal. Micronesia encompasses an area larger than the Continental United States. In comparison, the American Indians, from Iroquois to Modoc, are as separated, ethnically, as the Marshallese are to the Yapese. The difference is landmass, something the traveler doesn't realize when looking at those hypnotic miles of open sea.

The Continental U.S. borders two oceans. In all three million square miles of ocean in Micronesia, only seven hundred square miles account for dry land. (The State of Rhode Island covers 1,058 square miles.) With all that water separating LORAN stations, getting from "here to there" can become logistically and economically difficult for the Coast Guard.

"Our greatest problem is distance," said Chief Warrant Officer John Wiggins, one of the members of a recent Coast Guard Inspection Team visiting the stations. "There is a lot of ocean out there, and sometimes we have to anticipate trouble in order to provide equipment with suitable back-up gear in case of an emergency. You can't just jump in a car and drive to the nearest store if something breaks down."

During these trips, the inspection teams periodically conduct surveys on the effectiveness of each LORAN facility and check the station's upkeep and personnel situation, while Coast Guard aircrewmembers are unloading food and supplies at the station's runway.

Trip itineraries are built around the efficiency of the aircraft, most of the responsibility for which falls on the aircrewmembers. On a given flight, sixteen hour work

days are normal, with as much as 25,000 pounds of cargo off-loaded at a single stop. When the aircraft remains overnight at any one of many places, it is the aircrewmembers who, long after sunset, will load fuel and additional cargo, and conduct checks to insure aircraft safety for the next day's flight.

A Coast Guard C-130 Hercules unloads cargo at Enewetak Atoll in the Marshall Islands. As much as 25,000 pounds of vital supplies and equipment are dropped off on a single trip.



Secondary missions play an integral role for the aircraft and crew during deployment. An ever increasing need for foreign fishing vessel surveillance throughout Micronesia is becoming apparent. Coast Guard aircraft patrol as many miles and atolls as possible, with TTPI representatives and fisheries agents aboard, to look for signs of foreign fishing violators. With the possibility of a 200-mile economic fishing zone on the horizon, the Coast Guard's role in the Pacific could reach staggering proportions.

Search and Rescue, another prime Coast Guard responsibility, often plays havoc with trip schedules. Aircraft may be diverted on any number of multiple missions to distant areas of the Pacific in search for lost mariners. Most recently, the Coast Guard was called upon to assist in the search for survivors of the "Berge Istra", a 1,000-foot merchant vessel which sank north of the Philippines — the largest ship in history lost at sea.

Although logistics trips are often back to back itinerary, Coast Guard personnel find time to enjoy a bit of local atmosphere. Micronesia is a photographer's dream. Coral reefs and atolls, where surf often breaks on both sides of the runway, promote "Micronesian" atmosphere.

Crystal clear lagoons offer the scuba diver an opportunity to "dive into history" and explore numerous shipwrecks from World War II. Stops are sometimes made at Ponape, known as Hollywood's answer to the perfect South Pacific isle, or Yap, where the famous "stone money" — some dating back to antiquity—adorns Yapese front yards. When time permits, Coast Guardsmen explore the islands by hiking through thick rain forests, known as "Jungle Truckin'" by locally stationed Coast Guard personnel.

A Coast Guardsman inspects "stone money" on the island of Yap. The rate of exchange on the world market is 48¢ — a foot.

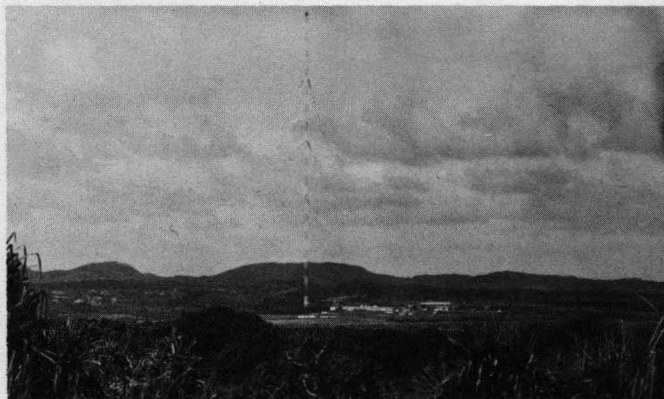


The continuing "myth" that island girls still meet ships and planes barebreasted with open arms is a romantic exaggeration, yet Coast Guardsmen, particularly LORAN sailors who are involved with local community affairs, do enjoy Micronesian hospitality at its finest.

Looking to the future, aids to navigation will continue to play an important role in the Trust Territory and the Pacific area. Solutions to economic questions as well as environmental ones will undoubtedly tend to make these areas smaller. The Coast Guard is presently looking at new tools to increase its effectiveness—both by sea and air, should Congress votes to expand its area of responsibility.

If that happens, island hopping might then seem quite commonplace.

The Coast Guard LORAN station on the island of Yap. LORAN provides valuable navigational assistance to navigators and aircraft transversing the Central Pacific Region.

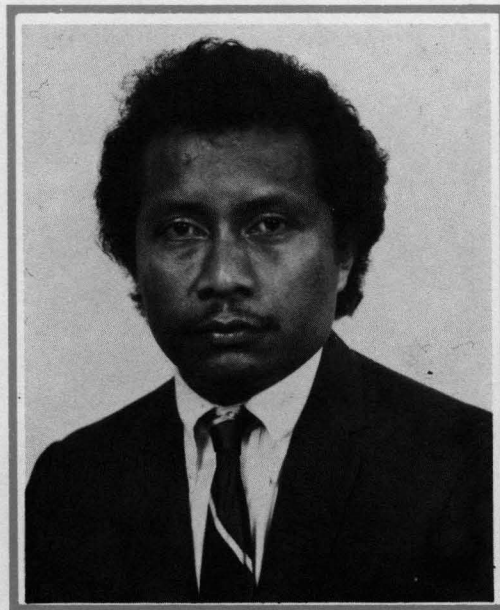


Muddy Fingers and Fingerprints

by Valentine Sengebau

"My poems are perceptions and reflections of the cosmos, universe, the world, and of people, places, things in fragments and in sum; within fantasy and reality of dreams and nightmares, of hope and despair, of love and hate, of birth, life and death," said Sengebau.

"The poems are written in free verses and style, in throw-away dialogue reflecting my native soul and heritage—sorry if you don't dig them. However, let's agree to call the poems 'little bit of you and me, and everything and nothing'."



RUNGALK

*You're infant child
Of Palau.
Your parents,
Ngira ma Dira,
Gave you
Birth
And called you
Buik Belau.
They dream
Great many dreams
For you
to be
Hicom
Distad
Senator
Congressman
Legislator
Magistrate*

*Teacher
But never
A farmer nor fisherman.
Buik Belau drinks
Only cow juice
Coke
And occasional beer.
Mengur is free
Coke is 45 ¢
And Buik Belau's
Worth more.
But
Adam e Edil
For 9 months
Patience
Then pain
The first whimper
The mother's milk*

*The rearing
The midnite snack
The growth
The teaching
Why, then, oh why
The creation
Of coconut
As the Yapese said,
"Brown outside
And white inside."
Mom
Dad
You're not blind
You're only wearing
Sun glasses
Must Buik Belau?
And what would the Rebladk
Say?*

KERREEL

*Once I saw an ancient man
By the sea shore
Under the shade of a mangrove tree
Pounding coconut husk
For fibers
To be twine
By skilled hands and thighs
Into ropes.
Traditional Bai
Houses
Canoe house
And canoes
Were made sturdy by these ropes.
Kerreel we call them.
One day I searched for them,
But our elders
Shook their heads
And said, "Go to Yap".
In Yap, they pointed
Toward Ulithi
I got the prize.
Ngarametal wanted it
So did Ibobang
And some Individuals.
It brings moisture
To the eyes
To be reminded
Of the cultural erosion.
Our dependency of outside
Brings Black Death
To our Pride and our souls
And our culture and tradition.
"Olekoi, ked mla iuochwe?"*

THE BRIDGE

*Oreor and Babeldaob are engaged
To be married
When they're bridged
By the single span bridge
By the gesture of Socio
Which costs 5 million for the wedding.
Ngetmeduch hill has been ripped
The surrounding corals dug and piled.
The dump trucks whine
The bull doggers scream
The cranes groan and toss and splash
And the Socios' sweat
Under the tropical heat
And occasionally cheered
By the easterly breeze
And visiting showers.
It's claimed that 2 years
The bridge is.
One ponders if the influx
Of us will be on the Big Island
And Oreor will only be
Manhattan and Las Vegas of Palau.
In any case
The long waiting lines will cease
And commuting will be faster and easier.
No more big and little by order
Then happening of the inevitable begins
The ferry boat recedes into history.
One must thank the ferry for her services
Though patience and courageous she was.
Old age and technology retired her.
What will the Single Span bring?
More politiking and picnicking
Better socio-economic development
More and better health services
For the people?
Will the inhabitants of the Big I
Feel invaded
By the marriage made by the Single Span?
Will the people be taken advantage of?
There is that fear of the unknown
And of newness.
When new becomes old
The fear becomes appreciation
Sometime.
Man likes to make history
At the end
The history will judge the man.
For what is worth
There is your bridge, the single span.*

These are the definitions of Palauan words used in the poems.

RUNGALK

rungalk – my child
ngira ma dira – Mr. & Mrs.
buik belau – boy of Palau
mengur – drinking coconut
adam e edil – father and mother
rebladek – spirits of the ancestors

KERREEL

kerreel – coconut fiber rope
bai – traditional men's meeting house
ngarametal – young and middle age adult men's organization in Koror
Ihobang – name of a place in Ngatpang where Modekngai school is located
Olekoi, ked mla iouchwe -- a phrase which means alas, we have capsized

BRIDGE

Oreor – Koror
Ngetmeduch – a location at Koror side where the bridge is being constructed.

in the next quarter

James Hall, Trust Territory High Commissioner's Press Officer, offers "BULWARK OF THE PACIFIC", a description of a Japanese bonfire ceremony of the skeletal remains of World War II Japanese dead. "On a quiet sunny Thursday afternoon in December 1975, a tall fluming tower of black smoke rose out of the jungly thicket at Marpi Point, Saipan," begins Hall in his article.

Dr. Moises Behar, Chief of the Nutrition Unit at WHO Headquarters in Geneva, Switzerland, attended the 13th Pacific Science Congress in 1975, Vancouver, Canada, and presented "Nutrition: A Social Problem", which will be printed in our next issue because of its relevancy to Micronesia.

Dirk A. Ballendorf writes about the experiences of Dr. William Rhodes during World War II on Saipan. Dr. Rhodes was one of the original members of the "Frog team" which reconnoitered Saipan beaches in June 1944 before the invasion. Ballendorf said that "most people don't realize it, but the 'frogmen' were first activated at the battle of Saipan". Ballendorf got interested in the story because the frogmen "came up on the beach just in front of the house where we used to leave on Saipan (Sugar Dock) from 1966-1968." This is another absorbing footnote to Saipan's history.

These and other absorbing contributions from our correspondents will be in the next quarter.

U.S. Senate Approves Marianas Covenant

(Reprinted from March 1, 1976, issue of *Highlights*)

The U.S. Senate voted 66-23 Feb. 24 to approve commonwealth status for the Northern Marianas and American citizenship for its more than 14,000 inhabitants. Under the covenant agreement Northern Marianas people will not become citizens nor their homeland American soil until the rest of Micronesia has decided its future status. The U.S. has indicated that termination of the Trusteeship Agreement could come by 1981. However, some terms of the Covenant will go into effect as soon as the President signs the measure.

URACAS IS. ●

MAUS IS.

ASUNCION I.

AGRIHAN I.

PAGAN I.

ALAMAGAN I.

SUSUAN I.

SARIGAN I.

ANATHAN I.

FANALLON DE MEDINILLA

Mariana Islands District

TRUST TERRITORY
OF THE PACIFIC ISLANDS

SAIPAN I.

TINIAN I.

AGUIJAN I.

ROTA I.

GUAM I.
(U.S.)

COCOS I.

The legislative action on the Marianas Commonwealth Covenant had been completed in Congress and the Covenant had been transmitted to the White House for the President's signature. The House of Representatives accepted the Senate's amendments on the war claims and the federal funds section. The Senate removed those sections and agreed that they would be put in a separate bill. A Secretarial Order separating the Marianas District from the rest of Micronesia is expected soon after the President affixes his signature to the Covenant. At the time this issue of the Reporter was being prepared, the signing date of the Covenant had not yet been announced.

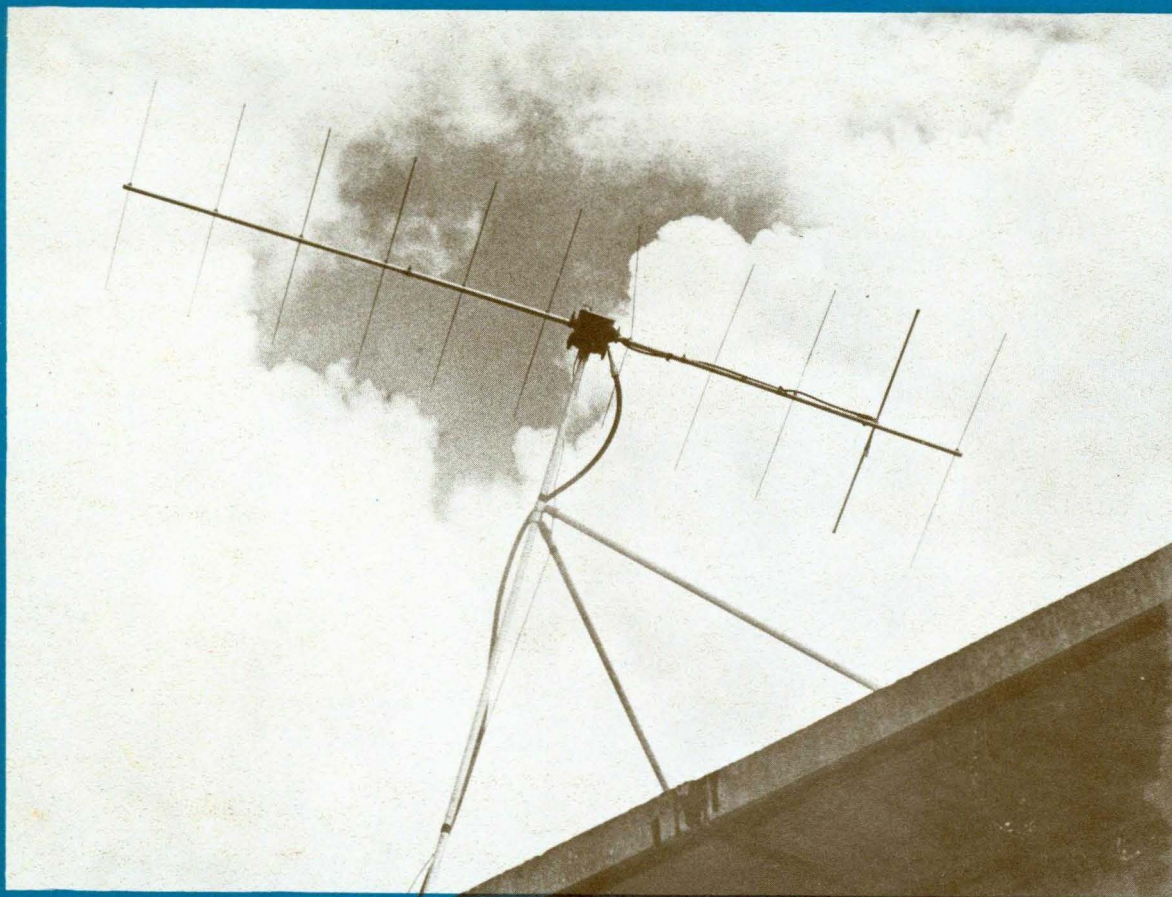
Ambassador Franklin Haydn Williams, the President's Personal Representative to the Marianas and Micronesian Status Negotiations, conveyed the following statement upon acceptance of the Covenant: "Today marks the end of a long road for the Northern Marianas — a road they started down more than a quarter century ago — a road leading to self-determination—to American citizenship and to full membership in the American family.

"I offer my warmest congratulations to all of the people of the Northern Marianas and wish them well as they begin now to prepare for their own self-government under a constitution of their own choosing.

"I congratulate too the leaders of the Northern Marianas of both parties, Chamorros and Carolinians alike, who worked so long and so hard for this day. It is indeed a day to celebrate—a day to long remember in the history of the Northern Marianas and in the history of the United States of America."

President Ford "welcomes the Senate action" to make the Northern Mariana Islands a U.S. commonwealth, his press secretary, Ron Nessen, said Feb. 26. Nessen said the President is aware that there are "small differences" between the commonwealth bills passed by the House and the Senate. "He hopes a conference committee will settle the differences quickly," said the press secretary.

Congress of Micronesia Representative Herman R. Guerrero and Legislator Juan Cabrera met with District Administrator Frank Ada to work out plans to observe the signing of the Marianas Covenant by the U.S. President.



One of two simply constructed antennas — this a receive-only; the other for transmitting — which connect the Trust Territory by satellite with 12 other terminals throughout the Pacific Basin, ranging from Hawaii to Wellington, N.Z., Papua New Guinea to the Solomons; Tarawa to Tonga.

PEACESAT (Pan Pacific Education and Communication Experiments by Satellite) has as its purpose to experiment with the application of communications technology and new methods of operation especially designed for health, education and community services. Attention is focussed on interaction among societies and requirements for social development. PEACESAT has operated regularly since April 1971. Saipan's terminal was activated in April 1973.

The T.T. Department of Education has played an active role in a special series of exchanges involving, in addition to PEACESAT terminals, several in Alaska and in the Southeastern United States, linked together by two satellites through special arrangements by NASA (National Aeronautics and Space Administration). The seven-program series, one of which was chaired by Saipan, is a Bicentennial project of the National Education Association.